

**LAC COURTE OREILLES  
OJIBWE COLLEGE  
2020-2021 CATALOG**



Lac Courte Oreille Ojibwe College is  
ACCREDITED BY THE HIGHER LEARNING COMMISSION,  
a commission of the North Central Association of Colleges and Schools.

THE HIGHER LEARNING COMMISSION  
230 SOUTH LASALLE STREET, SUITE 7-500  
CHICAGO, ILLINOIS 60604  
PHONE: 800.621.7440  
<http://www.hlcommission.org/>



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### **NOTICE:**

This catalog is for general information concerning the Lac Courte Oreilles Ojibwe College. Information is subject to change. LCOOC reserves the right to make changes to the information contained herein. For the most recent version, please visit our website (lco.edu).

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## Board of Regents

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The college is an agency of the Lac Courte Oreilles Band of Lake Superior Chippewa Indians and derives its authority from the sovereignty and constitution of the tribe. The management of the college is vested in a Board of Regents of seven (7) individuals who are enrolled members of the Lac Courte Oreilles Tribe. At present the members of the Board of Regents are:

**Jason Bisonette**  
*Chairperson*

**Gary Gerber**  
*Member*

**Monica Isham**  
*Vice Chairperson*

**Melissa Lewis**  
*Member*

**Marie Basty**  
*Treasurer*

**Kyle Van Acker**  
*Member*

**Daryl Coons Jr.**  
*Secretary*



# The College

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## Mission Statement

The Lac Courte Oreilles Ojibwe College mission is to provide Anishinaabe communities with post-secondary and continuing education while advancing the language, culture, and history of the Ojibwa.

## Vision Statement

Lac Courte Oreilles Ojibwe College fosters the highest levels of student success in academic and personal growth by providing an advanced technological education that integrates Ojibwe culture throughout the curriculum. We are an institution that serves the educational and cultural needs of the community and individual student goals, while empowering purposeful, skilled action that sustains Ojibwe culture.

## Philosophy

The college curriculum will reflect identified needs and interests of the Lac Courte Oreilles Band of Lake Superior Chippewa by providing academic, vocational, adult basic education, cultural, and community programs. The primary purpose is to meet the needs of the Native American population and maintain an open-door policy.

## Statement of Principle

All degree seeking students need to complete courses that meet the General Education Requirements located on page 7. The General Education Program at LCOOC is intended to provide a foundation for future academic and career success. It presents an array of disciplines enabling our students to make informed decisions, develop an understanding of diversity, and create enthusiasm for learning. Built into the foundation of LCOOC is the strong heritage and ethnicity that the college and the community have to offer. While meeting the needs and standards of a sound General Education, LCOOC has incorporated materials in the curriculum coursework to include the culture, wisdom, and self-determination of the Lake Superior Ojibwe.

## Locations

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The University serves five Ojibwe communities across northern Wisconsin through its locations in Hayward, Bad River, Lac du Flambeau, Red Cliff and St. Croix.

### **Main Campus**

13466 W. Trepania Road  
Hayward, WI 54843-2181  
715-634-4790

### **Bad River**

Blackbird Center  
72682 Maple St.  
Odanah, WI 54861  
715-682-7111

### **Lac du Flambeau**

Peace Pipe Rd/P.O. Box 721  
Lac du Flambeau, WI, 54538  
715 588-3457

### **Red Cliff**

37390 State Hwy 13  
Bayfield, WI 54814  
715-779-3700 ext 4286

### **St. Croix**

24663 Angeline Ave.  
Webster, WI 548493  
715-349-2195

## History

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In 1982, a task force of educators and parents undertook the establishment of Lac Courte Oreilles Ojibwa Community College. A Needs Assessment and Planning effort was conducted in the summer of 1982 and the task force called on the Bureau of Indian Affairs to conduct a feasibility study to determine the appropriateness of a tribal community college at Lac Courte Oreilles.

In August of 1982, the Lac Courte Oreilles Tribal Governing Board chartered the college and provided it with Articles of Incorporation. Classes were held throughout the 1982 – 1983 academic year primarily through the volunteer efforts of part-time instructors.

The Bureau of Indian Affairs conducted on-site evaluations in April of 1983 and notified the college that it had fulfilled all requirements and was approved for funding for the fiscal year under P.L. 95-471, the Tribally Controlled Community College Assistance Act of 1978. This Act continues to be the prime source of funding for the college.

LCOOCC granted its first certificates of completion in the Community Health Educator program in June 1985. In May 1986, the college granted its first Associate of Arts Degree.

LCOOCC was granted candidate status for accreditation by the North Central Association of Colleges and Schools in February 1987. This six-year accreditation process resulted in full accreditation of all programs in February 1993. Credit transfer agreements with public and private colleges and universities were signed and two-plus-two agreements in Nursing with UW-Eau Claire and Agriculture and Natural Resource Management with UW-River Falls were developed to facilitate transfer of LCOOCC students to baccalaureate programs. In 1998, LCOOCC was granted an additional 8 years of reaccreditation.

LCOOCC received Land Grant Status approval on October 5, 1994, in legislation passed by the U.S. Congress within the Tribal College Act Endowment Amendment. This Amendment was attached to the Elementary and Secondary Education Act (ESEA) and signed into law by President Bill Clinton.

In spring 2003, the Cultural Resource Center was completed with the grand opening in November 2004. In May 2007, the Library at LCOOCC was completed and the grand opening was held in August 2007.

In 2011 the College dedicated a fully equipped Nursing Simulation Lab to support instruction in Allied Health programs. In the fall of 2016, a new 6100 sq. ft. facility was dedicated, replacing a portion of campus that had been severely damaged during a fire in 2012. This new “600 Wing” addition contains a large Student Commons, a commercial kitchen, a study room, a classroom, and storage spaces and houses the College’s Extension programs and staff.

The College began the process to offer bachelor’s degrees in Human Services and Business Administration in the Fall of 2018, including a proposed name change to recognize the change in program offerings. A Master Facility Planning (MFP) process also began at this time.

Lac Courte Oreilles Ojibwa Community College formally changed to Lac Courte Oreilles Ojibwe College with approval from the Lac Courte Oreilles Tribal Governing Board and the College’s Board of Regents in November of 2019.

The bachelor’s degrees in Human Services and Business Administration were fully accredited by the Higher Learning Commission in May of 2020.

The college’s Master Facility Plan was completed fall of 2020. The MFP resulted in a plan to expand the College’s footprint.



# General Education

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## Outcomes

General education outcomes are fulfilled by taking courses that meet the general education course requirements. The outcomes are assessed annually using a variety of direct and indirect methods. This data is used by faculty and administration to improve the general education requirements. Upon completion of a degree at LCOOC, the student will be able to demonstrate the following six general education outcomes:

<p>Gen Ed 1 Communication: Students read, write, speak, and listen effectively to increase knowledge, to foster understanding, or to promote change in attitudes, values, beliefs, or behaviors.</p> <p>Gen Ed 2 Mathematic Literacy: Students demonstrate a strong foundation in mathematical concepts, processes and structure.</p> <p>Gen Ed 3 Social Responsibility: Civic Responsibility includes the skills and awareness necessary to live as responsible, ethical, and contributing citizens of the community, state, nation, and world.</p>	<p>Gen Ed 4 Culture: Ojibwe and other Native Cultures: Students demonstrate understanding of Ojibwe and other Native American culture.</p> <p>Gen Ed 5 Critical Thinking : Students analyze, synthesize, and evaluate diverse concepts and make reasoned decisions based on evidence.</p> <p>Gen Ed 5 Critical Thinking : Students analyze, synthesize, and evaluate diverse concepts and make reasoned decisions based on evidence.</p> <p>Gen Ed 6 Global Awareness: Students interact effectively and appropriately in a diverse, multi-cultural, and global society.</p>
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## Requirements

General education courses are fulfilled early in a student’s program of study. These courses are required of students seeking an associate’s or bachelor’s degree and are detailed below. They are designed to strengthen the students’ knowledge base in reading, writing, study skills, public speaking, problem solving, and inter-personal skills.

GENERAL EDUCATION COURSES		
EDC 110	Introduction to Higher Education	3
ENG 108	College Writing, Research, & Critical Reading	4
ENG 109	Advanced College Writing, Research, & Critical Reading	4
ENG 112	Fundamentals of Speech	3
MTH XXX	See Degree Plan	3 or 4
NAS 100	Introduction to Ojibwe Culture	3

Minimum General education courses required based on degree:

- Associates of Applied Science – minimum of 15 credits
- Associate of Science or Arts – minimum of 24 credits
- Bachelor of Science – minimum of 30 credits

# Associate Degree of Nursing Overview

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## **Program Overview**

The Nursing Program will educate students in the art of caring and prepare them with evidence-based knowledge and clinical practicum to take the NCLEX-RN licensing examination upon graduation. This fundamental level of nursing will help them to earn a career foundation in the health care field and provide opportunities to work in entry-level nursing positions.

## **Program Outcomes**

Students who complete the Associate Degree of Nursing should be able to:

1. Utilize standards of care in application of the nursing process in caring for clients across the life-span.
2. Communicate in a professional manner.
3. Base nursing care decisions on evidence-based practice and theoretical concepts.
4. Provide holistic and compassionate care.
5. Effectively educate client (s).
6. Demonstrate accountability and responsibility.
7. Lead in a professional manner based on standards of nursing practice.
8. Apply knowledge and competency performance evaluations for continuous self-development & life-long learning.

## **Specialized Program Accreditation and State Approval**

The Accreditation Commission for Education in Nursing (ACEN) is a national, specialized accreditation authority for all types of nursing programs, including ADN. LCOOC's ADN program is not currently accredited by the ACEN. ACEN accreditation is not a requirement by the Wisconsin State Board of Nursing to be eligible to take the National Council Licensure Examination (NCLEX). Some colleges that offer advance degree programs in nursing, beyond the ADN level, may only consider those students who graduated from an accredited program. Please talk to a program advisor or nursing department faculty member if you have any questions about accreditation.

## Nursing Degree Plan

TERM	PROGRAM REQUIREMENTS	CR
<i>1<sup>st</sup> Yr-Fall</i>	<b>NSG 114</b> Fundamentals & Professional Nursing Practice	2
<b>15 credits</b>	<b>NSG 115</b> Nursing Skills & Clinical Practice	4
	<b>NSG 219</b> Nursing Pharmacology	2
	<b>PSY 242</b> Human Growth & Development	3
	<b>SCI 230</b> Human Anatomy & Physiology I	4
<i>1<sup>st</sup> Yr-Spring</i>	<b>ENG 109</b> Advanced College Writing, Research, & Critical Reading	4
<b>17 credits</b>	<b>NSG 105</b> Nursing Health & Alterations Across the Lifespan I	4
	<b>NSG 117</b> Health Promotions	2
	<b>NSG 118</b> Clinical Care Across the Lifespan I	3
	<b>SCI 231</b> Human Anatomy & Physiology II	4
<i>2<sup>nd</sup> Yr-Fall</i>	<b>NSG 215</b> Nursing Health & Alterations Across the Lifespan II	3
<b>17 credits</b>	<b>NSG 216</b> Behavioral Health	2
	<b>NSG 217</b> Nursing Skills & Clinical Practice II	3
	<b>NSG 218</b> Clinical Care Across the Lifespan Practice II	2
	<b>PSY 210</b> General Psychology	3
	<b>SCI 232</b> Microbiology	
<i>2<sup>nd</sup> Yr-Spring</i>	<b>NSG 220</b> Health Alterations Across the Lifespan III	3
<b>13 credits</b>	<b>NSG 221</b> Management & Professional Concepts	2
	<b>NSG 222</b> Clinical Care Across the Lifespan III	2
	<b>NSG 223</b> Nursing Clinical Transitions	2
	<b>NSG 224</b> Introduction to NCLEX	1
	<b>SOC 111</b> Introduction to Sociology	3
<b>Total: 62</b>		

**Pre-Nursing Prerequisite: (must be completed prior to admissions into program)**

EDC 110 Introduction to Higher Education 3 CR  
 ENG 108 College Writing, Research, & Critical Reading 4 CR  
 ENG 112 Speech 3 CR  
 NAS 100 Introduction to Ojibwe Culture 3 CR  
 SCI 103 General Chemistry I 4 CR  
 MTH 146 College Algebra 4 CR  
 HTH 116 Nursing Assistant

**Total Credits (with prerequisites): 83**

# Associate of Arts-Early Childhood Education Overview

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## **Program Overview**

The Early Childhood Program prepares individuals to plan and implement developmentally appropriate programs in a variety of early childhood settings, including infant toddler programs, preschool programs, preschools and childcare centers, family childcare homes, Head Start and Early Head Start. Coursework includes theory and foundations of child growth and development; child health, safety, and nutrition; child guidance; curriculum planning; administration of ECE programs; observations and assessment; working with parents and families; and understanding children with challenging conditions. Ojibwe culture, values and language are integrated throughout the curriculum.

## **Program Outcomes**

Students who complete the Associate in Early Childhood should be able to:

1. Demonstrate and implement appropriate curriculum for young children.
2. Provide safe and healthy environments for young children.
3. Provide an early childhood program that will emphasize awareness of diverse cultures.

## **Career Outlook**

The demand for Early Childhood professionals continues to increase. The typical careers that are available after graduation include:

- Childcare teacher
- Childcare assistant teacher
- Family childcare provider
- Infant or toddler caregiver
- Head Start educator
- School teacher aide

## Early Childhood Education Degree Plan

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<b>TERM</b>	<b>PROGRAM REQUIREMENTS</b>	<b>CR</b>
<i>1<sup>st</sup> Yr-Fall</i>	<b>ECE 101</b> Introduction to Early Childhood	3
<b>18 credits</b>	<b>ECE 103</b> Creative Activities in the Early Childhood Classroom	3
	<b>ECE 104</b> Professional Field Practice I	2
	<b>EDC 110</b> Introduction to Higher Education	3
	<b>ENG 108</b> College Writing, Research, & Critical Reading	4
	<b>SOC 111</b> Introduction to Sociology	3
<i>1<sup>st</sup> Yr-Spring</i>	<b>ECE 105</b> Ojibwe Language in the Classroom	3
<b>17 credits</b>	<b>ECE 130</b> Infant, Toddler, & Child Development	3
	<b>ENG 109</b> Advanced College Writing, Research, & Critical Reading	4
	<b>NAS 100</b> Introduction to Ojibwe Culture	3
	<b>Choose One: MTH 113, MTH 115, MTH 146</b>	4
<i>2<sup>nd</sup> Yr-Fall</i>	<b>ECE 203</b> Health, Nutrition, & Safety in the E. C. Classroom	3
<b>14 credits</b>	<b>ECE 223</b> Children's Literacy & Literature in the E. C. Classroom	3
	<b>ECE 224</b> Science & Math in the Early Childhood Classroom	3
	<b>ECE 225</b> Professional Field Practice II	2
	<b>PSY 210</b> General Psychology	3
<i>2<sup>nd</sup> Yr-Spring</i>	<b>ECE 260</b> Child Guidance & Self-Concept	3
<b>13 Credits</b>	<b>ECE 270</b> Early Childhood Program Management	3
	<b>HUS 201</b> Family Systems w/Cultural Influences	3
	<b>SCI 102</b> General Animal Biology & Ecology w/Lab	4
	<b>ENG 112</b> Fundamentals of Speech	3
<b>Total: 65</b>		

# Associate of Arts-Human Services Overview

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## **Program Overview**

The Human Services Program is designed to educate and prepare graduates to fulfill a wide range of family and individual needs in a variety of human service settings, especially in and around tribal communities. The program combines liberal arts education, human services/mental health care courses, and practicum courses. Information is presented in the classroom setting and through field placements in supervised program experiences.

## **Program Outcomes**

Students who complete the Associate in Human Services should be able to:

1. Support individuals and families with issues that potentially cause people to experience problems in life, in tribal, and non-tribal life.
2. Develop plans to address the impact of social policies on Human Services client systems and in particular in tribal systems.
3. Guide people through systems (tribal and non-tribal) that are in place to help with a variety of problems.

## **Career Outlook**

Graduates may work in a wide variety of setting such as:

- Social service agencies
- Children's service agencies
- Employment Services
- Rehabilitation/ Aftercare
- Probation and Parole
- Domestic abuse shelters
- Victim's service program
- Mental health facilities
- Substance abuse programs

## Human Services Degree Plan

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<b>TERM</b>	<b>PROGRAM REQUIREMENTS</b>	<b>CR</b>
<i>1<sup>st</sup> Yr-Fall</i>	<b>EDC 110</b> Introduction to Higher Education	3
<b>18 credits</b>	<b>ENG 108</b> College Writing, Research, & Critical Reading	4
	<b>HUS 101</b> Introduction to Human Services	3
	<b>HUS 102</b> Professional Field Experience I	2
	<b>HUS 104</b> Introduction to Human Services Skills & Practice	3
	<b>SOC 111</b> Introduction to Sociology	3
<i>1<sup>st</sup> Yr-Spring</i>	<b>ENG 109</b> Advanced College Writing, Research, & Critical Reading	4
<b>17 credits</b>	<b>ENG 112</b> Fundamentals of Speech	3
	<b>HUS 105</b> Group Dynamics	3
	<b>NAS 100</b> Introduction to Ojibwe Culture	3
	<b>Choose One: MTH 113, MTH 115, MTH 146</b>	4
<i>2<sup>nd</sup> Yr-Fall</i>	<b>HUS 202</b> Professional Field Experience II	2
<b>14 credits</b>	<b>HUS 203</b> Conflict Resolution & Mediation	3
	<b>HUS 210</b> Grant Writing & Program Evaluation	3
	<b>NAS 222</b> Introduction to Tribal Government <b>**OR**</b>	3
	<b>POL 110</b> Introduction to American Government	3
	<b>PSY 210</b> General Psychology	3
<i>2<sup>nd</sup> Yr-Spring</i>	<b>HUS 201</b> Family Systems w/Cultural Influences	3
<b>16 credits</b>	<b>HUS 240</b> Human Services Practicum	6
	<b>PSY 206</b> Abnormal Psychology <b>**OR**</b>	3
	<b>PSY 242</b> Human Growth & Development	3
	<b>SCI 102</b> General Animal Biology & Ecology w/Lab	4
<b>Total: 65</b>		

# Associate of Arts-Liberal Arts Overview

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## **Program Overview**

The Liberal Arts Program provides a structured and coherent path for many students at Lac Courte Oreilles Ojibwe College. It is designed for students planning to transfer to baccalaureate programs after study at the College. The Liberal Arts Program provides knowledge of the diversity of human experience that will enrich and transform our world. At LCOOC, humanities faculty and students explore big questions as they investigate the human experience in exciting, collaborative ways.

## **Program Outcomes**

Students who complete the Associate Degree in Liberal Arts should be able to:

1. Demonstrate competence in both oral and written communication through a variety of means such as essays, research papers, presentations and class discussions.
2. Demonstrate an informed understanding of cultural diversity, both in the United States and internationally.
3. Demonstrate the ability to think critically about ideas and concepts in the arts, humanities, social and natural sciences, and mathematics.

## **Career Outlook**

Liberal arts graduates are particularly well suited for today's job market. The state of the economy, technology, and the need for a global perspective makes liberal arts majors and the wide range of skills they possess even more essential. Technical skills are necessary in many professions; however, employers are recognizing they can be taught on the job. Graduates with the "people" and communication skills gained as liberal arts majors are valued highly by employers.

## Liberal Arts Degree Plan

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<b>TERM</b>	<b>PROGRAM REQUIREMENTS</b>	<b>CR</b>
<i>1<sup>st</sup> Yr-Fall</i>	<b>CPS 101</b> Computer Applications	3
<b>16/17 credits</b>	<b>EDC 110</b> Introduction to Higher Education	3
	<b>ENG 108</b> College Writing, Research, & Critical Reading	4
	<b>NAS 100</b> Introduction to Ojibwe Culture	3
	<b>Humanities Elective</b>	3/4
<i>1<sup>st</sup> Yr-Spring</i>	<b>ENG 109</b> Advanced College Writing, Research, & Critical Reading	4
<b>14/15 credits</b>	<b>Choose One: MTH 113, MTH 115, MTH 146</b>	4
	<b>Humanities Elective</b>	3/4
	<b>Science Elective</b>	3
<i>2<sup>nd</sup> Yr-Fall</i>	<b>ENG 112</b> Fundamentals of Speech	3
<b>16/17 credits</b>	<b>PSY 210</b> General Psychology	3
	<b>SOC 111</b> Introduction to Sociology	3
	<b>Physical or Natural Science Elective w/Lab</b>	4/5
	<b>Social Science Elective</b>	3
<i>2<sup>nd</sup> Yr-Spring</i>	15-16 (200 level) credits in the following areas:	
<b>15/16 credits</b>	Humanities	
	Math (**100 or 200 allowed due to availability)	
	Physical or Natural Sciences	
	Social Sciences	
<b>Total: 61-65</b>		

# Associate of Arts-Native American Studies Overview

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## **Program Overview**

The Native American Studies Program is designed for individuals who seek knowledge and experience of indigenous history, culture, language, literature, art, philosophy, political and social science, and sovereignty. Student learning focuses on Ojibwe culture and the interaction between traditional and contemporary knowledge and activities. Topics that will be examined in this degree program include: the historical and contemporary relationship between Native and non-Native people, the unique status of Native Americans nations with sovereign powers, and the importance of language as a means of cultural expression and revitalization. This degree provides special emphasis on the language, culture, and traditions of the Ojibwe of the Great Lakes Region.

## **Program Outcomes**

Students completing the Native American Studies program should be able to:

1. Articulate knowledge of sovereignty and the unique political status of Indigenous people in the United States.
2. Analyze, interpret, and evaluate historical and contemporary documents pertaining to Indigenous people.
3. Understand and express Ojibwe worldviews.
4. Communicate how students incorporate Ojibwe culture into daily lives.

## **Career Outlook**

A degree in Native American Studies will allow you to enter further undergraduate, graduate, and professional programs while also serving as a gateway to increasing potential for personal growth and advancement. A variety of career options are available in:

- Ojibwe education and cultural instruction
- Federal/state/tribal organizations
- Native law and politics
- Research specialization
- Journalism
- The arts and other media

## Native American Studies Degree Plan

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<b>TERM</b>	<b>PROGRAM REQUIREMENTS</b>	<b>CR</b>
<i>1<sup>st</sup> Yr-Fall</i>	<b>CPS 101</b> Computer Applications	3
<b>17 credits</b>	<b>EDC 110</b> Introduction to Higher Education	3
	<b>ENG 108</b> College Writing, Research, & Critical Reading	4
	<b>NAS 100</b> Introduction to Ojibwe Culture	3
	<b>NAS 101</b> Ojibwemowin I	4
<i>1<sup>st</sup> Yr-Spring</i>	<b>ENG 109</b> Advanced College Writing, Research, & Critical Reading	4
<b>15 credits</b>	<b>NAS 102</b> Ojibwemowin II	4
	<b>Choose One: MTH 112, MTH 113, MTH 115, MTH 146</b>	4
	<b>Humanities Elective</b>	3/4
<i>2<sup>nd</sup> Yr-Fall</i>	<b>ENG 112</b> Fundamentals of Speech	3
<b>15 credits</b>	<b>ENG 219</b> Native American Literature	3
	<b>NAS 110</b> Introduction to Native American History	3
	<b>NAS 213</b> U.S. Federal Indian Policy & Law <b>**OR**</b>	3
	<b>NAS 222</b> Introduction to Tribal Government	3
<i>2<sup>nd</sup> Yr-Spring</i>	<b>NAS 205</b> Ojibwe History <b>**OR**</b>	3
<b>13/14 credits</b>	<b>NAS 212</b> Wisconsin Native History	3
	<b>NAS 230</b> Ojibwe Literature & Storytelling	3
	<b>NAS 242</b> Native American Philosophy	3
	<b>Physical or Natural Science Elective w/Lab</b>	4/5
<b>Total: 60-61</b>		

# Associate of Arts-Native American Studies Language Overview

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## **Program Overview**

This degree plan provides the same content, rigor, and course selections as the Native American Studies, Associate of Arts, with the exception of two additional semesters of tiered Ojibwe language instruction. The Native American Studies-Ojibwe Language emphasis program is designed for individuals who seek knowledge and experience of indigenous history, culture, language, literature, art, philosophy, political and social science, and sovereignty.

Student learning focuses on Ojibwe culture and the interaction between traditional and contemporary knowledge and activities. Topics that will be examined in this degree program include: the historical and contemporary relationship between Native and non-Native people, the unique status of Native Americans nations with sovereign powers, and the importance of language as a means of cultural expression and revitalization.

This degree provides special emphasis on the language, culture, and traditions of the Ojibwe of the Great Lakes Region. A degree in Native American Studies with an emphasis in Ojibwe language also secures an opportunity to earn a certificate becoming authorized by the Lac Courte Oreilles Tribal Governing Board and the state of Wisconsin's Department of Public Instruction to teach the Ojibwe language and culture with licensure.

## **Program Outcomes**

Students completing the Native American Studies program should be able to:

1. Demonstrate proficiency using all modes of communication in Ojibwemowin.
2. Articulate knowledge of sovereignty and the unique political status of Indigenous people in the United States.
3. Analyze, interpret, and evaluate historical and contemporary documents pertaining to Indigenous people.
4. Understand and express Ojibwe worldviews.
5. Communicate how students incorporate Ojibwe culture into daily lives.

## **Career Outlook**

A degree in Native American Studies Language can lead to career positions in such fields such as:

- Education and cultural instruction including language
- Tribal Organizations
- Research Specialization

## Native American Studies Language Degree Plan

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<b>TERM</b>	<b>PROGRAM REQUIREMENTS</b>	<b>CR</b>
<i>1<sup>st</sup> Yr-Fall</i>	<b>CPS 101</b> Computer Applications	3
<b>17 credits</b>	<b>EDC 110</b> Introduction to Higher Education	3
	<b>ENG 108</b> College Writing, Research, & Critical Reading	4
	<b>NAS 100</b> Introduction to Ojibwe Culture	3
	<b>NAS 101</b> Ojibwemowin I	4
<i>1<sup>st</sup> Yr-Spring</i>	<b>ENG 109</b> Advanced College Writing, Research, & Critical Reading	4
<b>15 credits</b>	<b>NAS 102</b> Ojibwemowin II	4
	<b>Choose One: MTH 112, MTH 113, MTH 115, MTH 146</b>	4
	<b>Humanities Elective</b>	3/4
<i>2<sup>nd</sup> Yr-Fall</i>	<b>ENG 112</b> Fundamentals of Speech	3
<b>16 credits</b>	<b>ENG 219</b> Native American Literature	3
	<b>NAS 110</b> Introduction to Native American History	3
	<b>NAS 201</b> Ojibwemowin III	4
	<b>NAS 213</b> U.S. Federal Indian Policy & Law <b>**OR**</b>	3
	<b>NAS 222</b> Introduction to Tribal Government	3
<i>2<sup>nd</sup> Yr-Spring</i>	<b>NAS 202</b> Ojibwemowin IV	4
<b>14/15 credits</b>	<b>NAS 205</b> Ojibwe History <b>**OR**</b>	3
	<b>NAS 212</b> Wisconsin Native History	3
	<b>NAS 230</b> Ojibwe Literature & Storytelling	3
	<b>Physical or Natural Science Elective w/Lab</b>	4/5
<b>Total: 62-63</b>		

# Associate of Applied Science-Accounting Overview

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## **Program Overview**

The Accounting Program is designed to provide the student the necessary analytical, conceptual, and technical knowledge and proficiency in accounting. It will prepare the student to build a solid foundation of career-specific accounting skills, including basic accounting, cost accounting, taxation, financial statement analysis, and payroll accounting; to prepare for a wide array of professional opportunities.

## **Program Outcomes**

Students who complete the Associate of Applied Science in Accounting should be able to:

1. Possess the necessary skills to perform basic functions of entry level bookkeeping/accounting positions.
2. Apply related accounting knowledge such as taxation, payroll, auditing, in performing accounting/bookkeeping functions/work.
3. Use technology (i.e. computers, accounting software, information data bases) to perform and enhance financial and management reports.
4. Use clear and concise communication to convey relevant financial and non-financial information so that decision makers can formulate informed decisions.

## **Career Outlook**

Graduates may work in a wide variety of settings such as:

- Accounting assistant
- Accounting clerk
- Accounts payable clerk
- Billing clerk
- Billing coordinator
- Bookkeeper
- Consultant
- Junior accountant
- Loan administrator
- Payroll clerk
- Staff accountant
- Tax advisor
- Tax preparer

## Accounting Degree Plan

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<b>TERM</b>	<b>PROGRAM REQUIREMENTS</b>	<b>CR</b>
<i>1<sup>st</sup> Yr-Fall</i>	<b>CPS 206</b> Microsoft Excel	2
<b>15 credits</b>	<b>BUS 110</b> College Accounting I	3
	<b>EDC 110</b> Introduction to Higher Education	3
	<b>ENG 108</b> College Writing, Research, & Critical Reading	4
	<b>MTH 108</b> Math w/Business Applications	3
<i>1<sup>st</sup> Yr-Spring</i>	<b>BUS 222</b> College Accounting II	3
<b>16 credits</b>	<b>CPS 101</b> Computer Applications	3
	<b>ENG 109</b> Advanced College Writing, Research, & Critical Reading	4
	<b>ENG 112</b> Fundamentals of Speech	3
	<b>NAS 100</b> Introduction to Ojibwe Culture	3
<i>2<sup>nd</sup> Yr-Fall</i>	<b>BUS 220</b> Microeconomics	3
<b>17/18 credits</b>	<b>BUS 236</b> Income Tax Accounting	3
	<b>BUS 237</b> Intermediate Accounting I	4
	<b>BUS 238</b> Payroll Tax Accounting	3
	<b>Physical or Natural Science Elective w/Lab</b>	4/5
<i>2<sup>nd</sup> Yr-Spring</i>	<b>BUS 200</b> Computerized Accounting	3
<b>17 credits</b>	<b>BUS 202</b> Managerial Accounting	3
	<b>BUS 221</b> Macroeconomics	3
	<b>BUS 239</b> Intermediate Accounting II	4
	<b>MTH 113</b> Basic Statistics	4
<b>Total: 65-66</b>		

# Associate of Applied Science-Agriculture and Natural Resources Overview

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## **Program Overview**

This program will prepare you for employment and/or transfer to a baccalaureate program in the areas of agriculture and natural resource management. You will have the opportunity to develop the skills and knowledge necessary to assess natural and renewable resources, in addition to collecting, applying, and analyzing data using a variety of methods. Students will be provided the opportunity to participate in internship and hands-on experiences at the college farm and other area agricultural and resource agencies.

## **Program Outcomes**

Students who complete the Associate in Applied Science in Agriculture and Natural Resources should be able to:

1. Apply natural science concepts to Ag/Natural Resources issues.
2. Apply scientific inquiry.

## **Career Outlook**

Graduates of this Agriculture & Natural Resource Management program will be qualified for a variety of positions including some of the following:

- Forestry Technician
- Conservation Warden
- Park Ranger
- Environmental Educator
- Wildlife Technician
- Greenhouse Manager
- GPS or GIS Technician
- Water Quality Specialist
- Fisheries Technician
- Hydrologic Technician

## Agriculture and Natural Resources Degree Plan

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TERM	PROGRAM REQUIREMENTS	CR
<i>1<sup>st</sup> Yr-Fall</i>	<b>CPS 101</b> Computer Applications	3
<b>17 credits</b>	<b>EDC 110</b> Introduction to Higher Education	3
	<b>ENG 108</b> College Writing, Research, & Critical Reading	4
	<b>SCI 101</b> General Cell Biology, Genetics, & Evolution w/Lab	4
	<b>SCI 116</b> Introduction to Water Resources	3
<i>1<sup>st</sup> Yr-Spring</i>	<b>ENG 109</b> Advanced College Writing, Research, & Critical Reading	4
<b>18 credits</b>	<b>ENG 112</b> Fundamentals of Speech	3
	<b>NAS 100</b> Introduction to Ojibwe Culture	3
	<b>SCI 102</b> General Animal Biology & Ecology w/Lab	4
	<b>Choose One: MTH 115, MTH 146</b>	4
<i>Summer - 2</i>	<b>SCI 293</b> Field Methods in Natural Resources	2
<i>2<sup>nd</sup> Yr-Fall</i>	<b>SCI 103</b> General Chemistry I w/Lab	5
<b>16/17 credits</b>	<b>SCI 110</b> Earth Science <b>**OR**</b>	3
	<b>SCI 111</b> Environmental Science w/Lab	4
	<b>SCI 165</b> Introduction to Geographic Information Systems w/Lab	4
	<b>SCI 214</b> Hydrology w/Lab	4
<i>2<sup>nd</sup> Yr-Spring</i>	<b>SCI 112</b> Introduction to Forestry <b>**OR**</b>	3
<b>13/15 credits</b>	<b>SCI 161</b> Introduction to Plant Science	3
	<b>SCI 169</b> Introduction to Horticulture <b>**OR**</b>	3
	<b>SCI 218</b> Fisheries & Wildlife w/Lab	4
	<b>SCI 241</b> Spring Ethnobotany w/Lab	4
	<b>Humanities or Social Science Elective</b>	3/4
<b>Total: 66/68</b>		

# Associate of Science-Small Business Administration Overview

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## **Program Overview**

Students in the Small Business Administration Program prepare for ownership, management, or operation of a small business, or the start-up of a business. The purpose of the program is to develop the owner and/or manager's ability to organize resources that maximize the potential for meeting business and personal goals. The program emphasizes planning, record keeping, marketing, financial management, and human resources management.

## **Program Outcomes**

Students who complete the Associate of Science in Small Business Management should be able to:

1. Use a variety of commonly accepted business and industry software.
2. Apply standard business practices.
3. Write a small business plan.

## **Career Outlook**

Graduates of the Associate of Science in Small Business Management work in areas such as:

- Business Manager
- Bookkeeper
- Marketing or development office

## Small Business Administration Degree Plan

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<b>TERM</b>	<b>PROGRAM REQUIREMENTS</b>	<b>CR</b>
<i>1<sup>st</sup> Yr-Fall</i>	<b>BUS 110</b> College Accounting I	3
<b>16 credits</b>	<b>CPS 101</b> Computer Applications	3
	<b>EDC 110</b> Introduction to Higher Education	3
	<b>ENG 108</b> College Writing, Research, & Critical Reading	4
	<b>MTH 108</b> Math w/Business Applications	3
<i>1<sup>st</sup> Yr-Spring</i>	<b>BUS 222</b> College Accounting II	3
<b>16 credits</b>	<b>BUS 240</b> Principles of Management	3
	<b>ENG 109</b> Advanced College Writing, Research, & Critical Reading	4
	<b>ENG 112</b> Fundamentals of Speech	3
	<b>NAS 100</b> Introduction to Ojibwe Culture	3
<i>2<sup>nd</sup> Yr-Fall</i>	<b>BUS 125</b> Introduction to Personal Finance	3
<b>15 credits</b>	<b>BUS 220</b> Microeconomics	3
	<b>BUS 228</b> Principles of Marketing	3
	<b>BUS 231</b> Business Law	3
	<b>BUS 261</b> Human Resource Management	3
<i>2<sup>nd</sup> Yr-Spring</i>	<b>BUS 200</b> Computerized Accounting	3
<b>16 credits</b>	<b>BUS 221</b> Macroeconomics	3
	<b>BUS 260</b> Business Communications	3
	<b>BUS 265</b> Small Business Management	3
	<b>MTH 113</b> Basic Statistics	4
<b>Total: 63</b>		

# Associate of Science-Pre-Nursing Overview

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## **Program Overview**

This program offers students a chance to complete Pre-Nursing curriculum at LCOOC and then transfer to various other schools of nursing for a BSN (Bachelors of Science – Nursing). This combined approach allows students to enter the exciting field of nursing well prepared to serve the healthcare needs of Native American people. Once the coursework is successfully completed at LCOOC, students will then transfer to complete their final two years to obtain a Bachelor of Science. Upon graduation of a BSN, students are eligible to take the national licensing (National Council of State Boards of Nursing: NCLEX-RN) comprehensive exam to become licensed as a Registered Nurse.

## **Program Outcomes**

Students who complete the Associate Degree in Pre-Nursing should be able to:

1. Matriculate into a School of Nursing.
2. Demonstrate diverse perspectives on Health Care Issues in relation to Human Growth and Development.
3. Demonstrate diverse perspectives in Microbiology.

## **Career Outlook**

Students who complete the Associate Degree in Pre-Nursing should be able to:

- Matriculate into a School of Nursing.
- Demonstrate diverse perspectives on Health Care Issues in relation to Human Growth and Development.
- Demonstrate diverse perspectives in Microbiology.

## Pre-Nursing Degree Plan

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<b>TERM</b>	<b>PROGRAM REQUIREMENTS</b>	<b>CR</b>
<i>1<sup>st</sup> Yr-Fall</i>	<b>EDC 110</b> Introduction to Higher Education	3
<b>17 credits</b>	<b>ENG 108</b> College Writing, Research, & Critical Reading	4
	<b>HTH 107</b> Wellness, Healthcare, & Nutrition	3
	<b>NAS 100</b> Introduction to Ojibwe Culture	3
	<b>SCI 101</b> General Cell Biology, Genetics, & Evolution w/Lab	4
<i>1<sup>st</sup> Yr-Spring</i>	<b>ENG 109</b> Advanced College Writing, Research, & Critical Reading	4
<b>14 credits</b>	<b>ENG 112</b> Fundamentals of Speech	3
	<b>HTH 130</b> Medical Terminology	3
	<b>MTH 113</b> Probability & Statistical Methods	4
<i>2<sup>nd</sup> Yr-Fall</i>	<b>CPS 101</b> Computer Applications	3
<b>15 credits</b>	<b>PSY 210</b> General Psychology	3
	<b>SCI 103</b> General Chemistry I w/Lab	5
	<b>SCI 230</b> Human Anatomy & Physiology I w/Lab	4
<i>2<sup>nd</sup> Yr-Spring</i>	<b>PSY 242</b> Human Growth & Development	3
<b>16 credits</b>	<b>SCI 104</b> General Chemistry II w/Lab	5
	<b>SCI 231</b> Human Anatomy & Physiology II w/Lab	4
	<b>SCI 232</b> Microbiology w/Lab	4
<b>Total: 62</b>		

## Associate of Science-Science Overview

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### **Program Overview**

This program is designed to prepare individuals for entry-level careers in general science fields. Specifically, the program will provide training for biomedical, quality assurance, biological technician, or lab assistant jobs. It is designed for students wishing to pursue four-year degrees in biotechnology, biomedical sciences, allied health professions, biology, chemistry, food science and quality, pre- medicine or pre-veterinary. Students in this program will be involved in a self-directed research project with opportunities available at LCOOC and other schools or agencies.

### **Program Outcomes**

Students who complete the Associate Degree in Science should be able to:

1. Apply the scientific inquiry.
2. Apply natural/physical science concepts.

### **Career Outlook**

Graduates of the Science program are prepared to enter baccalaureate institutions as transfer student, or begin a career as a:

- Veterinary assistant
- Laboratory assistant or technician
- Biological technician
- Quality control technician
- Health aide
- Dietetic technician
- Medical Lab Technician\*\*

\*\*Certification testing and application offered by American Medical Technologies, see your advisor for the requirements.

## Science Degree Plan

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<b>TERM</b>	<b>PROGRAM REQUIREMENTS</b>	<b>CR</b>
<i>1<sup>st</sup> Yr-Fall</i>	<b>EDC 110</b> Introduction to Higher Education	3
<b>17/18 credits</b>	<b>ENG 108</b> College Writing, Research, & Critical Reading	4
	<b>NAS 100</b> Introduction to Ojibwe Culture	3
	<b>SCI 101</b> General Cell Biology, Genetics, & Evolution w/Lab	4
	<b>Humanities Elective</b>	3/4
<i>1<sup>st</sup> Yr-Spring</i>	<b>CPS 101</b> Computer Applications	3
<b>18 credits</b>	<b>ENG 109</b> Advanced College Writing, Research, & Critical Reading	4
	<b>MTH 113</b> Probability & Statistical Methods	4
	<b>SCI 102</b> General Animal Biology & Ecology w/Lab	4
	<b>SCI 161</b> Introduction to Plant Science	3
<i>2<sup>nd</sup> Yr-Fall</i>	<b>ENG 112</b> Fundamentals of Speech	3
<b>16 credits</b>	<b>MTH 146</b> College Algebra	4
	<b>SCI 103</b> General Chemistry I w/Lab	5
	<b>SCI 230</b> Human Anatomy & Physiology I w/Lab	4
<i>2<sup>nd</sup> Yr-Spring</i>	<b>SCI 104</b> General Chemistry II w/Lab	5
<b>18/19 credits</b>	<b>SCI 231</b> Human Anatomy & Physiology II w/Lab	4
	<b>SCI 232</b> Microbiology w/Lab	4
	<b>SCI 298</b> Self-Directed Studies	2
	<b>Humanities or Social Science Elective</b>	3/4
<b>Total: 69/71</b>		

# Bachelor of Science-Business Management Overview

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## **Program Overview**

This degree prepares students for working and investing in small businesses. Students gain insight into the local business environment with a focus on starting and growing businesses, nonprofit/tribal management, and community development. Students who complete the Bachelor of Science in Business Administration will be able to think strategically, act globally, and effectively lead organizations using modern business practices in a culturally appropriate way.

## **Program Outcomes**

Students who successfully complete the Bachelor of Science Business Management Degree will:

1. Support businesses and organizations through sound business practices and effective leadership qualities.
2. Utilize best practices in business to engage in effective planning activities that result in measurable impacts and outcomes.
3. Demonstrate leadership skills through the ability to set direction and work with others.
4. Analyze and interpret information to reach conclusions and make effective business decisions.
5. Explain the unique regional business environment with a focus on Lac Courte Oreilles, Red Cliff, Bad River, Lac du Flambeau, and St. Croix.
6. Demonstrate expertise in Excel, QuickBooks, and business planning including unique considerations for tribal entrepreneurs and Native enterprises.
7. Evaluate ethical obligations and responsibilities of businesses and organizations.

## **Career Outlook**

Graduates of the program are prepared to begin a career as a:

- Business Entrepreneur
- Advertising or Marketing Manager
- Financial Manager
- Sales Manager
- Training and Development Manager
- Purchasing Manager
- Production Manager
- Medical & Health Services Manager
- Administrative Services Manager

## Business Management Degree Plan

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TERM	PROGRAM REQUIREMENTS	CR
<i>1<sup>st</sup> Yr-Fall</i>	<b>BUS 110</b> College Accounting I	3
<b>16 credits</b>	<b>CPS 101</b> Computer Applications	3
	<b>EDC 110</b> Introduction to Higher Education	3
	<b>ENG 108</b> College Writing, Research, & Critical Reading	4
	<b>MTH 108</b> Math w/Business Applications	3
<i>1<sup>st</sup> Yr-Spring</i>	<b>BUS 222</b> College Accounting II	3
<b>16 credits</b>	<b>BUS 240</b> Principles of Management	3
	<b>ENG 109</b> Advanced College Writing, Research, & Critical Reading	4
	<b>ENG 112</b> Fundamentals of Speech	3
	<b>NAS 100</b> Introduction to Ojibwe Culture	3
<i>2<sup>nd</sup> Yr-Fall</i>	<b>BUS 125</b> Introduction to Personal Finance	3
<b>15 credits</b>	<b>BUS 243</b> Economics	3
	<b>BUS 228</b> Principles of Marketing	3
	<b>BUS 231</b> Business Law	3
	<b>BUS 261</b> Human Resource Management	3
<i>2<sup>nd</sup> Yr-Spring</i>	<b>BUS 200</b> Computerized Accounting	3
<b>13 credits</b>	<b>BUS 260</b> Business Communications	3
	<b>BUS 265</b> Small Business Management	3
	<b>MTH 113</b> Probability & Statistical Methods	4
<i>3<sup>rd</sup> Yr-Fall</i>	<b>BUS 301</b> Global Business	3
<b>15 credits</b>	<b>BUS 302</b> Managerial Finance	3
	<b>CPS 206</b> Microsoft Excel	2
	<b>MTH 213</b> Applied Statistics	4
<i>3<sup>rd</sup> Yr-Spring</i>	<b>Humanities Elective:</b> PSY 206, 210, 242; SOC 111, 205	3
	<b>BUS 307</b> Economies of Reservations	3
<b>15/16 credits</b>	<b>BUS 331</b> Advanced Business Law	3
	<b>BUS 361</b> Advanced Human Resource Management	3
	<b>Arts &amp; Culture Elective:</b> Any ART, Any NAS, or ENG 219	3/4
	<b>Business Focus Elective:</b> HUS 210, NAS 222, POL 110	3
<i>4<sup>th</sup> Yr-Fall</i>	<b>BUS 305</b> Innovation and Creativity	3
<b>15 credits</b>	<b>BUS 385</b> Project Management	3
	<b>BUS 405</b> Field Study in Business	3
	<b>Health Elective</b>	3
	<b>Science Elective</b>	3
<i>4<sup>th</sup> Yr-Spring</i>	<b>BUS 407</b> Production and Operations Management	3
<b>15 credits</b>	<b>BUS 409</b> Managing Emerging Technology	3
	<b>BUS 411</b> Strategic Management	3
	<b>Any Elective</b>	3
	<b>Any Elective</b>	3
<b>Total: 120-121 credits</b>		

# Bachelor of Science-Human Services Overview

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## **Program Overview**

The undergraduate major in Human Services offers a Bachelor of Science in Human Services degree, with an ethnic-sensitive, ecological, generalist focus. Coursework educates and prepares entry-level generalist social workers for effective direct practice with individuals, families, small groups, organizations, institutions and communities. The Human Services program is closely aligned with social work, under the umbrella of Trauma Informed Care, will combine social work/mental health care courses, and field and practicum courses. Information will be presented in the classroom setting and through field placements in supervised programs/experiences. Professional attitudes, personal growth, knowledge, and skills are distinct components of the Human Services Program. Students who complete this program are eligible to take the Social Work Licensure Test to become social workers if desired.

## **Program Outcomes**

Students who successfully complete the Bachelor's Degree in Human Services will:

1. Use inclusive practice with diverse, underrepresented and vulnerable groups in society throughout a variety of local, regional and global human service settings, particularly empowering practice with Native and other diverse populations.
2. Apply ethical and principled decision-making guided by the values and standards of the social work profession.
3. Advance social justice principles in practice situations.
4. Engage as lifelong learners, to maintain competence and stay current with best practice.
5. Champion social justice and change through generalist social work activities with local, regional and international constituencies.

## **Career Outlook**

Graduates of the program are prepared to begin a career in:

- Social service agencies
- Children's service agencies
- Employment Services
- Rehabilitation/ Aftercare
- Probation and Parole
- Domestic abuse shelters
- Victim's service program
- Mental health facilities
- Substance abuse programs

## Human Services Degree Plan

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<b>TERM</b>	<b>PROGRAM REQUIREMENTS</b>	<b>CR</b>
<i>1<sup>st</sup> Yr-Fall</i>	<b>EDC 110</b> Introduction to Higher Education	3
<b>18 credits</b>	<b>ENG 108</b> College Writing, Research, & Critical Reading	4
	<b>HUS 101</b> Introduction to Human Services	3
	<b>HUS 102</b> Professional Field Experience I	2
	<b>HUS 104</b> Introduction to Human Services Skills & Practice	3
	<b>SOC 111</b> Introduction to Sociology	3
<i>1<sup>st</sup> Yr-Spring</i>	<b>ENG 109</b> Advanced College Writing, Research, & Critical Reading	4
<b>17 credits</b>	<b>ENG 112</b> Fundamentals of Speech	3
	<b>HUS 105</b> Group Dynamics	3
	<b>NAS 100</b> Introduction to Ojibwe Culture	3
	<b>Choose One: MTH 113, MTH 115, MTH 146</b>	4
<i>2<sup>nd</sup> Yr-Fall</i>	<b>HUS 202</b> Professional Field Experience II	2
<b>14 credits</b>	<b>HUS 203</b> Conflict Resolution & Mediation	3
	<b>HUS 210</b> Grant Writing & Program Evaluation	3
	<b>NAS 222</b> Introduction to Tribal Government <b>**OR**</b>	3
	<b>POL 110</b> Introduction to American Government	3
	<b>PSY 210</b> General Psychology	3
<i>2<sup>nd</sup> Yr-Spring</i>	<b>HUS 201</b> Family Systems w/Cultural Influences	3
<b>16 credits</b>	<b>SCI 102</b> General Animal Biology & Ecology w/Lab	4
	<b>PSY 206</b> Abnormal Psychology <b>**OR**</b>	3
	<b>PSY 242</b> Human Growth & Development	3
	<b>HUS 240</b> Human Services Practicum	6
<i>3<sup>rd</sup> Yr-Fall</i>	<b>HUS 301</b> Methods of Practice I	3
<b>16 credits</b>	<b>HUS 304</b> Social Welfare: Institution and Policies	3
	<b>HUS 306</b> Working with Communities & Organizations	3
	<b>HUS 375</b> Integrative Seminar	3
	<b>MTH 213</b> Applied Statistics	4
<i>3<sup>rd</sup> Yr-Spring</i>	<b>HUS 302</b> Methods of Practice II	3
<b>16 credits</b>	<b>HUS 305</b> Trauma-Informed Practice	3
	<b>HUS 310</b> Social Work Research I	4
	<i>Elective</i>	3
	<i>Elective</i>	3
<i>4<sup>th</sup> Yr-Fall</i>	<b>HUS 402</b> Field Placement	4
<b>14 credits</b>	<b>HUS 404</b> Culturally Responsive Practice	3
	<b>HUS 410</b> Social Work Research II	4
	<i>Elective</i>	3
<i>4<sup>th</sup> Yr-Spring</i>	<b>HUS 406</b> Internship	6
<b>15 credits</b>	<b>HUS 408</b> Substance Abuse Trends	3
	<i>Elective</i>	3
	<i>Elective</i>	3
<b>Total: 126</b>		

# Specialized Certificate-Ojibwe Language

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## Program Overview

This specialized certificate is designed for individuals who seek knowledge and experience with the Ojibwe language as the principal means of understanding the Ojibwe culture and people. Student learning focuses primarily on use of the Ojibwe language and the incorporation of Ojibwe culture and traditional activities through the language. Topics that are covered in this certificate program include the importance of language as a means of cultural expression, communication, and revitalization.

A certificate in Ojibwe language secures an opportunity to earn a certificate becoming authorized by the Lac Courte Oreilles Tribal Governing Board (LCOTGB) and the state of Wisconsin's Department of Public Instruction (WI DPI) to teach the Ojibwe language and culture with licensure.

## Program Outcomes

Students who complete the Certificate in Ojibwe Language should be able to:

1. Use Ojibwemowin.
2. Express aspects of Ojibwe culture through the medium of Ojibwemowin.
3. Utilize Ojibwe texts, media, and other resources.

<b>TERM</b>	<b>PROGRAM REQUIREMENTS</b>	<b>CR</b>
<i>1st Yr-Fall</i>	<b>NAS 100</b> Introduction to Ojibwe Culture	3
<i>1st Yr-Fall</i>	<b>NAS 101</b> Ojibwemowin I	4
<i>1st Yr-Spring</i>	<b>NAS 102</b> Ojibwemowin II	4
<i>2nd Yr-Fall</i>	<b>NAS 201</b> Ojibwemowin III	4
<i>2nd Yr-Spring</i>	<b>NAS 202</b> Ojibwemowin IV	4
<b>Total: 19</b>		

# Certificate-AODA

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## Program Overview

This Certificate provides you with all the education hours (360) needed for state certification as a substance abuse counselor in Wisconsin. Coursework covers assessment, professional responsibilities, education, case management and counseling. Additional supervised work experience, additional written examinations and an application portfolio must also be completed for state certification as a substance abuse counselor. Courses also can be used for continuing education credits.

## Program Outcomes

Students who complete the Certificate in AODA should be able to:

1. Develop education and skill development specific to the prevention process.
2. Evaluate the impact of community organization in specific to substance abuse prevention.
3. Identify key issues related to public and organizational policy.
4. Apply an ethical decision-making process to personal and professional situations.
5. Support professional growth and responsibility related to working in the substance abuse field.

<b>TERM</b>	<b>PROGRAM REQUIREMENTS</b>	<b>CR</b>
<i>Fall</i>	<b>HUS 101</b> Introduction to Human Services	3
<b>15 credits</b>	<b>HUS 104</b> Introduction to Human Services Skills & Practice	3
	<b>SAC 102</b> Clients Rights & Ethics	3
	<b>SAC 103</b> Interviewing Skills & Record Keeping	3
	<b>SAC 104</b> AODA Rehabilitation	3
<i>Spring</i>	<b>HUS 105</b> Group Dynamics	3
<b>15 credits</b>	<b>SAC 110</b> Introduction to Counseling	3
	<b>SAC 201</b> Co-occurring Disorders	3
	<b>SAC 202</b> Substance Abuse & the Family	3
	<b>SAC 203</b> Psychopharmacology	3
<b>Total: 30</b>		

## Certificate-Culinary Arts

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### Program Overview

The Culinary Arts Certificate curriculum is designed to provide students with the basic skills and knowledge they need for entry level work in the field. The program combines the classical elements of an apprenticeship-based education with a contemporary classroom style education. The primary focus of the program is on culinary skills development with an indigenous foods and traditions overview. Students gain valuable industry experience by working in a variety of food service operations including fast casual, quick serve, banquets and fine dining.

### Program Outcomes

Students who complete the Certificate in Culinary Arts should be able to:

1. Apply the basic principles of sanitation and safety and be able to apply them in the food service operations.
2. Reinforce personal hygiene habits and food handling practices that protect the health of the consumer.
3. Demonstrate familiarity with the organizational structures and basic functions of departments within hospitality and foodservice establishments.
4. Apply skills in knife, tool and equipment handling and apply principles of food preparation to produce a variety of food products.
5. Operate equipment safely and correctly.
6. Apply laws and regulations relating to safety and sanitation in the kitchen.
7. Apply indigenous knowledge of, stewardship, sustainability and cultural approaches to foods and eating.

TERM	PROGRAM REQUIREMENTS	CR
<i>Fall</i>	<b>BUS 109</b> Introduction to the Hospitality Industry	3
<b>14 credits</b>	<b>CUL 101</b> Food Handling, Food Safety & Sanitation	2
	<b>CUL 102</b> Online Introduction to Cooking Methods	2
	<b>ENG 108</b> College Writing, Research, & Critical Reading	4
	<b>SOC 114</b> Sociology of Food, Culture, & Society	3
<i>Spring</i>	<b>CUL 103</b> Pantry Fundamentals	2
<b>16 credits</b>	<b>CUL 104</b> Protein Selections & Utilization	2
	<b>CUL 105</b> Culinary Fundamentals	2
	<b>CUL 106</b> Culinary Internship	4
	<b>CUL 111</b> Math for Food Industry Professionals	3
	<b>NAS 100</b> Introduction to Ojibwe Culture	3
<b>Total: 30</b>		

## Certificate-Early Childhood Education

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### Program Overview

The Early Childhood Program prepares individuals to plan and implement developmentally appropriate programs in a variety of early childhood settings, including infant toddler programs, preschool programs, preschools and childcare centers, family childcare homes, Head Start and Early Head Start. Coursework includes theory and foundations of child growth and development; child health, safety, and nutrition; child guidance; curriculum planning; administration of ECE programs; observations and assessment; working with parents and families; and understanding children with challenging conditions. Ojibwe culture, values and language are integrated throughout the curriculum.

### Program Outcomes

Students who complete the One-year Certificate in in Early Childhood will be able to:

1. Demonstrate and implement appropriate curriculum for young children.
2. Provide safe and healthy environments for young children.
3. Provide an early childhood program that will emphasize awareness of diverse cultures.

TERM	PROGRAM REQUIREMENTS	CR
<i>Summer</i>	<b>ECE 130</b> Infant, Toddler, & Child Development <i>*ONLINE*</i>	3
<b>6 credits</b>	<b>NAS 100</b> Introduction to Ojibwe Culture <i>*ONLINE*</i>	3
<i>Fall</i>	<b>EDC 110</b> Introduction to Higher Education	3/S-1
<b>15 credits</b>	<b>ECE 101</b> Introduction to Early Childhood	3/S-1
	<b>ENG 108</b> College Writing, Research, & Critical Reading	4/S-2
	<b>ECE 103</b> Creative Activities in the Early Childhood Classroom	3/S-2
	<b>ECE 104</b> Professional Field Practice <i>*ONLINE*</i>	2
<i>Spring</i>	<b>ECE 203</b> Health, Nutrition, & Safety in the E. C. Classroom	3/S-1
<b>13 credits</b>	<b>ECE XXX</b> CDA Preparation	2/S-1
	<b>ECE 223</b> Children's Literacy & Literature in the E. C. Classroom	3/S-2
	<b>ECE 225</b> Professional Field Practice II	2/S-2
	<b>ECE 260</b> Child Guidance & Self-Concept	3
<b>Total: 34</b>	<b>Prepares students as CDA teaching assistants in Early Childhood &amp; lays the foundation for ECE Associate of Science degree.</b>	

# Certificate-Native American Arts

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## Program Overview

This Certificate provides basic skills necessary to create successful paintings, drawing and a wide variety of traditional Native Arts. Students will learn the history of various regional Native Arts in America. Additionally, students will gain the graphic design and computer skills necessary to market their art through various venues such as websites and social media.

## Program Outcomes

Students who complete the Certificate in Native America Art should be able to:

1. Create paintings, drawings, and a variety of Native Arts that demonstrate understanding of the basic principles of design, color theory, and composition.
2. Identify regional Native American art and artists.
3. Create a website and other marketing materials to promote their artwork.

<b>TERM</b>	<b>PROGRAM REQUIREMENTS</b>	<b>CR</b>
<i>Fall</i>	<b>ART 101</b> Basic Drawing	3
<b>15 credits</b>	<b>ART 102</b> Basic Design & Color Theory	3
	<b>ART 114</b> Beading I	3
	<b>ART 116</b> Finger Weaving	3
	<b>ART 117</b> Introduction to Native American Art History	3
<i>Spring</i>	<b>ART 103</b> Introduction to Painting	3
<b>15 credits</b>	<b>ART 107</b> Traditional Techniques	3
	<b>ART 115</b> Beading II	3
	<b>ART 118</b> Yarn Bag Weaving	3
	<b>ART 122</b> Art Capstone	3
<b>Total: 30</b>		

## Certificate-Tribal Lay Advocate

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### Program Overview

The Tribal Court Lay Advocate Certificate will equip students with the necessary skills to provide diligent and appropriate representation to clients. The program will help the learner to evaluate evidence in cases, develop legal and investigational strategies for strengthening case presentation, construct legal arguments for presentation in court, describe the trial process and its importance, interpret tribal laws and codes, and address ethical considerations.

### Program Outcomes

After completing the Tribal Court Lay Advocate certificate, students will:

- Apply knowledge of applicable tribal, state and federal laws, administrative procedures, orders, policies and case law.
- Conduct legal research and maintain evidentiary procedures.
- Apply successful interviewing skills.
- Follow and maintain legal process, rules of evidence and procedure.
- Draft motions briefs and other legal documents in support of their client's position.

<b>TERM</b>	<b>PROGRAM REQUIREMENTS</b>	<b>CR</b>
<i>Fall</i>	<b>BUS 118</b> File Management	1
<b>17 credits</b>	<b>ENG 108</b> College Writing, Research, & Critical Reading	4
	<b>LAW 106</b> Introduction to Legal Studies	3
	<b>LAW 107</b> Legal Writing & Research	3
	<b>LAW 203</b> Trial Advocacy I	3
	<b>NAS 222</b> Introduction to Tribal Government	3
<i>Spring</i>	<b>LAW 205</b> Trial Advocacy II	3
<b>18 credits</b>	<b>LAW 206</b> Civil Law	3
	<b>LAW 207</b> Criminal Law Procedure	3
	<b>LAW 114</b> Family & Juvenile Law	3
	<b>LAW 115</b> Tribal Courts	2
	<b>LAW 210</b> Internship	4
<b>Total: 35</b>		

## Course Descriptions

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**ALP 104 Adult Basic Education** This course offers an open laboratory for GED/HSED test preparation: skills assessment, tutoring in reading, science, social studies, math and writing, and career counseling.

**ALP 107 General Computing: 2 CR** This class allows the beginning student to gain experience using Microsoft Word as well as become familiar with searching the Internet, sending e-mails and practicing file management. This is a preparatory course and does not count as degree credit.

**ART 101 Basic Drawing: 3 CR** Students learn the basic drawing techniques of line, composition, value, space, and perspective. Students use a variety of media to learn to draw from direct observation. Group critiques take place so students can provide constructive criticism about each other's drawings.

**ART 102 Basic Design & Color Theory: 3 CR** This course examines the basic elements and principles of design, including balance, emphasis, proportion and rhythm. Students are introduced to visual theories and exercises that guide the student through the design elements of line, space, texture and color. Students complete a series of projects that relate to advertising layout and design and visual merchandising.

**ART 103 Introduction to Painting: 3 CR** This course is designed for students with little or no painting experience. Students learn how to use acrylic paint in a variety of techniques. Specific exercises teach students the fundamentals of observation, composition, color, tone, and texture. Group critiques take place, so students can provide constructive criticism about each other's paintings.

**ART 107 Native Art-Traditional Techniques: 3 CR** This course will explore traditional techniques of making a variety of utilitarian and symbolic art forms of Ojibwe people. The historical and cultural background of the projects will be examined. Topics may include hide tanning, birch bark basketry, finger weaving, and feather work. Students will gain an appreciation of the wide variety of techniques through hands-on experience. This course satisfies the General Education requirement for three credits of an Aesthetic Experience elective.

**ART 114 Beading I: 3 CR** This introductory course explores traditional and contemporary methods of beading. Students learn about materials, traditional Ojibwe patterns, and basic beading techniques.

**ART 115 Beading II: 3 CR** A continuation of ART 114, this course teaches students more advanced beading skills such as peyote stitch, daisy chain, and applique. Prerequisite: ART 114 or instructor approval

**ART 116 Finger Weaving: 3 CR** This course introduces one aspect of the three-dimensional Native art of weaving in the Great Lakes region: finger weaving or the weaving of yarn bands or sashes. This course focuses on weaving sashes for use as a belt, a headband, an armband, a leg band, or a shoulder strap. It explores traditional and contemporary expressions of the historical and cultural factors as reflected in the weaving of sashes. Traditional applications using the four basic designs in the making of a woodland sash are explained and demonstrated: the diagonal, the chevron, the lightning, and the arrowhead.

**ART 117 Introduction to Native American Art History: 3 CR** This course presents a geographic overview of the visual arts of First Nation Americans in their historical and contemporary contexts. The class will focus on art making practices from select North American across the continent with a focus on Woodlands Art as well as Modern and Contemporary expressions including architecture, pottery, sculpture, textiles, painting, and performance. It will also address the effects of new economies, marketplaces, materials, technologies, and Euro American patronage on Native American art. The course will include still images and documentary film.

**ART 118 Yarn Bag Weaving: 3CR** This course introduces the three-dimensional Native art of weaving in the Great Lakes region, with a focus on yarn bags. This course explores traditional and contemporary expressions of the historical and cultural factors as reflected in the weaving of yarn bags. The course begins with setting up the two-stick loom. The weft and warp of traditional weavings with larger looms are compared to the two-stick method. The techniques of making an Ojibwe woven yarn bag, often called a twined bag, are explored as well as the more contemporary construction of yarn bags with synthetic fibers.

**ART 122 Art Capstone: 3 CR** The Art Certificate Capstone is an opportunity for art students to demonstrate proficiency in their chosen area of concentration. Each student will complete a body of work in their chosen area, culminating in a Woodlands Art Show on campus, where they will showcase their most successful pieces. Each student will also complete a research paper and deliver their findings to a faculty panel and student audience campus. Students may also be involved in the planning and setup of a juried art show through the LCO Woodlands Artist group.

**BUS 110 College Accounting I: 3 CR** Students study the accounting cycle for a service business and a merchandising business. The study encompasses the complete accounting cycle including worksheets, adjusting entries, financial statements, closing entries, and reversing entries. Prerequisite: MTH 108

**BUS 118 File Management: 1 CR** This course provides an introduction to the day-to-day work of advocacy in tribal court. Topics covered include retainers and client agreements, interviewing and fact finding, administrative procedures, trust funds and Alternative Dispute Resolution.

**BUS 125 Introduction to Personal Finance: 3 CR** This course introduces personal financial decision-making concepts including: financial and career planning, spending, saving, borrowing, insurance, consumer product purchases, and investment and retirement decisions.

**BUS 200 Computerized Accounting: 3 CR** This course introduces microcomputer applications related to accounting systems. Topics include general ledger, accounts receivable, accounts payable, inventory, payroll, and correcting, adjusting, and closing entries. Students use a computer accounting package to solve accounting problems. Prerequisite: BUS 110

**BUS 202 Managerial Accounting: 3 CR** Students learn the fundamentals of managerial accounting. The study includes product and job costing, activity-based costing, cost-volume-profit analysis, variable costing, product planning decisions, capital investment decisions, budgeting, and variance analysis. Prerequisite: BUS 110

**BUS 222 College Accounting II: 3 CR** This course is a continuation of the terms, concepts, and procedures of Accounting I. Students learn the proper accounting for promissory notes, accounts receivable, long-term assets, partnerships, corporations, and commonly used methods to analyze financial statements. Prerequisite: BUS 110

**BUS 226 Government & Non-Profit Accounting: 3 CR** This course introduces principles and procedures applicable to governmental and not-for-profit organizations. Emphasis is on various budgetary accounting procedures and fund accounting. Students demonstrate an understanding of the principles involved and display an analytical problem-solving ability for the topics covered. Prerequisite: BUS 222

**BUS 228 Principles of Marketing: 3 CR** This is an introductory course for business students on marketing systems and managerial techniques used to market goods, services, and organizations. A basic understanding of consumer buying behavior and product, price, promotion, and distribution of a product or service is provided. The students receive a basic understanding of target markets, new product development, product life cycles, packaging and branding, and promotional techniques. Prerequisite: ENG 109

**BUS 231 Business Law: 3 CR** This course involves a broad study of many areas of public and private law that affects business. A general overview of a judicial system, civil and criminal wrongs, business relationships and transactions, antitrust law, labor and employment law, and ethical issues that influence business are introduced. Prerequisite: ENG 109

**BUS 236 Income Tax Accounting: 3 CR** This course includes studies in: preparation of income tax returns from the accounts of an individual, exclusions and inclusions for gross income, capital gains and losses, business expenses, and other deductions. Students study tax regulations applicable to partnerships, corporations, estates, gifts, and trusts. Prerequisite: BUS 222

**BUS 237 Intermediate Accounting I: 4 CR** This course is a continuation of the study of accounting principles with in-depth coverage of theoretical concepts and financial statements. Topics include generally accepted accounting principles and extensive analyses of financial statements. Students demonstrate competence in the conceptual framework underlying financial accounting, including the application of financial standards. Prerequisite: BUS 222

**BUS 238 Payroll Tax Accounting: 3 CR** This course covers federal and state laws pertaining to wages, payroll taxes, payroll tax forms, and journal and general ledger transactions. Emphasis is placed on computing wages, calculating social security, income and unemployment taxes, preparing appropriate payroll tax forms, and journalizing/posting transactions. Students analyze data, make appropriate computations, complete forms, and prepare accounting entries using appropriate technology. Prerequisite: BUS 237

**BUS 239 Intermediate Accounting II: 4 CR** This course is a continuation of BUS 237. Emphasis is on special problems which may include leases, bonds, investments, ratio analyses, present value applications, accounting changes, and corrections. Students demonstrate an understanding of the principles involved and display an analytical problem-solving ability for the topics covered. Accounting computer problems involving preparation and integrated throughout the course. Prerequisite: BUS 237

**BUS 240 Principles of Management: 3 CR** This course provides an understanding of functions of management to include planning, organizing, influencing, and controlling. The student learns leadership techniques that include the decision-making process, time management, delegation, problem solving, stress management, conflict management, human resource functions, and strategies for motivation, social obligations, and interpersonal communications. Prerequisite: ENG 109

**BUS 243 Economics 3 CR** Students learn and analyze the ten principles of economics in relation to global, national, state, and tribal economies. Students assess consumer, business, and government spending and how the availability of resources, access to capital, and traditional Ojibwe values affect the economy of Northern Wisconsin. This course introduces the basics of economics where students illustrate how economic functions impact their personal and professional situation regarding personal finance, entrepreneurship, and local business management. Areas of focus include hyperlocal economies, tribal economies, supply and demand, impacts of inflation, and employment rates. Prerequisite: ENG 109

**BUS 260 Business Communications: 3 CR** The ability to communicate effectively is essential to succeed in today's business environment. This course is designed to assist students in achieving academic and career goals through the development of strong communication skills which includes an effective cover letter and resume. Students learn principles of business communications and apply these skills for interacting in small group settings. Course study includes topics such as conflict resolution, office politics, and giving and receiving criticism. Prerequisite: ENG 109 or I. A.

**BUS 261 Human Resource Management: 3 CR** This course exposes students to the main duties and functions of the human resources aspect of a company. Effective programs and procedures are studied in the following areas: harassment, equal opportunities, discrimination, hiring, interviewing, job descriptions, disciplinary actions, job analysis, safety, and evaluations. Prerequisites: BUS 240, ENG 109

**BUS 265 Small Business Management: 3 CR** This course is a study of the fundamental concepts in operating and managing a small business: entrepreneurs, franchise, strategic planning, business planning, pricing and profit, production management, inventory control JIT, and human resource functions. This course examines the attitudes and behaviors common to successful entrepreneurs with an emphasis on Native American Entrepreneurs. Prerequisites: BUS 110, BUS 228, BUS 231, BUS 240, BUS 260, ENG 109

**BUS 301 Global Business: 3 CR** Global Business is designed for students to analyze global business operations where companies operate or manage facilities in foreign countries. Students also study international business operations where the company resides within the United States and only sells products or services internationally. This course covers international monetary systems, trade policies, politics, and laws relating to global business as well as cultural issues, logistics, and how tribal sovereignty applies to private and public (tribal) companies. Prerequisite: BUS 265

**BUS 302 Managerial Finance: 3 CR** This course covers foundational and advanced finance applications for decision making. Students study the time value of money, investments, cost of funds, debt, and the financial processes used to manage business resources. Business loans, corporate bonds, stock valuation, crowd funding, and other forms of capital are explored to provide the student with a practical understanding of available capital markets. Students examine a firm's operating performance, financial health, and capital management through analysis, forecasting techniques, and best practices in financial

management. This course builds on BUS 202 Managerial Accounting. Prerequisite: MTH 113, BUS 110, BUS 202, BUS 222, BUS 265

**BUS 305 Innovation and Creativity: 3 CR** Innovation and creativity in the workplace combines the latest research in psychology, organizational behavior, and entrepreneurship. Strategic planning and vision setting for tribal leaders, program directors, and managers are emphasized as well as creative and innovative solutions to unique tribal business challenges. Students focus on research and development, problem solving, and game theory.

**BUS 307 Economies of Reservations: 3 CR** This course examines the microeconomic, macroeconomic, social, political, and infrastructures of Native American reservations with a focus on Red Cliff, Bad River, Lac du Flambeau, Lac Courte Oreilles, and St. Croix. Students gain skills in research and dissemination.

**BUS 331 Advanced Business Law: 3 CR** Building on the concepts learned in BUS 231 this advanced-level course further examines the sources and components of Business Law as well as conflicts of law, competency of courts and various legal regimes governing tribal and international business transactions and operations. This course focuses on special problems concerning sales contracts, product liability, and negotiable instruments, banking procedures, creditor's rights, debtor protection, secured transactions, company law, franchises, property law and bankruptcy. Throughout the course, students will gain enhanced critical-thinking skills and the ability to identify legal issues within the business context Tribal topics include fee-to-trust applications, sovereignty implications within tribal business settings, unique tribal corporate structures, and an assessment of tribal business environments. Prerequisite: BUS 231, ENG 108

**BUS 361 Advanced Human Resource Management: 3 CR** This course focuses on labor relations, personnel procedure, policy, training development, and developing business culture within the organization. Human resource environments are explored in Red Cliff, Bad River, Lac du Flambeau, Lac Courte Oreilles, St. Croix, and local and regional businesses. Creating positive work environments, strengthening managerial relations with employees, and negotiation (collective bargaining) skills are emphasized especially in tribal business settings. Labor force, unemployment, and other economic conditions are explored. Prerequisite: BUS 261

**BUS 385 Project Management: 3 CR** This course explores the use of project management in a variety of business and professional settings. Students learn the tools and practices in the project management field through the development of a Project Management Plan. Appropriate for tribal planners, leaders, and managers.

**BUS 405 Field Study in Business: 3 CR** Practical experience in a going concern where students apply business principles and knowledge to specific business projects in the students focus area (entrepreneurial, nonprofit, tribal management). Students work with a business instructor and business manager to define a business challenge and apply business practices towards a solution.

**BUS 407 Production and Operations Management: 3 CR** Quantitative and qualitative approaches for management of operations, supply chain management, materials management, and product development. Six sigma and Lean production, designing and evaluating systems performance and efficiency.

**BUS 409 Managing Emerging Technology: 3 CR** Emerging technology related to the internet, managing disruptive technology, and how new and existing firms develop and implement emerging technologies. Course begins with overview of tribal enterprise systems, recent developments, and how entrepreneurs determine technology needs. Prerequisite: CPS 101

**BUS 411 Strategic Manage: 3 CR** Capstone course that helps students integrate business disciplines into a broad strategy for going concerns. Students use analytical tools, managerial concepts, and economic principles to develop executive leadership characteristics. Students will develop a case study that identifies business challenges and results in a management plan (or CBP). Integrated curriculum consideration (last two years) Appropriate for CEO's and general managers.

**CPS 101 Computer Applications: 3 CR** This course covers the basics of Microsoft Word, Excel, and PowerPoint.

**CPS 206 Microsoft Excel: 2 CR** Microsoft Excel is the most commonly used spreadsheet application. Students learn to monitor financial performance, such as business profit or loss, calculate payments on large purchases, plan a budget, and stay organized with checklists.

**ECE 101 Introduction to Early Childhood: 3 CR** This survey course provides an overview of early childhood care and education including historical and cultural perspectives, organization, structure, programming, and evidence-based practices. Professional and evidence-based practices of highly qualified early childhood educators are outlined with an emphasis on their ability to enhance development and learning of each child from birth to age eight. Considerations for diversity of culture, language, race, socioeconomic status, gender, ethnicity, and ability are included.

**ECE 103 Creative Activities for the Classroom: 3 CR** This course is designed for teachers, teacher-aides, and others involved in the education of children. Collaborative group discussion and hands-on experiences helps students plan classroom programs based on the developmental needs of children. Prerequisite: ECE 101

**ECE 104 Professional Field Practice I: 2 CR** Emphasis in this course is on developing mentally appropriate practices, environments, instructional strategies, methodologies, and materials for early childhood educators. Teacher candidates build the competencies necessary to meet Head Start standards and National Association for the Education of Young Children (NAEYC) guidelines for appropriate practices. Appropriate field observations and experiences are an integral part of this course. Prerequisites: ECE 101, ECE 103

**ECE 105 Ojibwe Language in Early Childhood Classroom: 3 CR** This course is designed to enhance Ojibwe language skills of teacher candidates for teaching content areas in Ojibwe language. Teacher candidates develop, adapt, and revise content for immersion classrooms. This course focuses on the development of literacy skills among students for whom Ojibwe is a second language. Assessment of early literacy development as well as the roles of families, centers, schools, and communities are included. Prerequisite: ECE 101

**ECE 130 Infant, Toddler & Child Growth and Development: 3 CR** This course is a cross-cultural study of the effects of genetics, heredity, and the environment on the growth of children from pregnancy, infant & toddler stages (birth through 36 months) to middle school years. The areas of physical, spiritual, cognitive, emotional, and social development will be explored. Emphasis will be placed on individuality

of child and the adult role in providing a safe and stimulating environment for the development of the very young child from infancy and toddlerhood up to puberty.

**ECE 203 Health, Nutrition, & Safety in the Early Childhood Classroom: 3 CR** The course is designed to examine the crucial factors of health, nutrition, and safety as they apply to school environments of children from birth to age eight. Emphasis is placed on childhood acute and chronic illness, social, emotional, and mental health, health routines, health appraisals, safety, hygiene, and first aid. Students learn to examine the impact of family, school, and community relationships on a child's health and well-being. Information on program planning, classroom curriculum, current issues, and parent education concerning health and safety is also discussed. Prerequisites: ECE 104, ENG 109

**ECE 223 Children's Literacy & Literature in the Early Childhood Classroom: 3 CR** High quality children's books are used as a vehicle for supporting and applying current research on the acquisition of language and reading. This course provides an overview of exemplary authors and illustrators of children's literature from birth to age eight. Students will become familiar with Caldecott Award winning books and the artistic techniques used to create these books. Poetry, multicultural books, and bibliotherapy as applied to early childhood education are studied. Students learn how to use children's literature to highlight the literacy elements of characterization, plot, setting, and theme. They learn how to teach domains of language (phonology, semantics, syntax, morphology, and pragmatics) through shared storybook reading. Additionally, students explore the teacher's role in promoting family literacy and participate in a service-learning project. Prerequisites: ECE 104, ENG 109

**ECE 224 Science & Math in the Early Childhood Classroom: 3 CR** This course includes exploring theories behind, and methodologies for, teaching math and science concepts to young children from birth through age eight. Students engage in hands-on activities that they can replicate with young students and create culturally relevant math and science activities that promote children's cognitive development. The course also provides strategies for observing and documenting children's progress in the content areas of math and science.

**ECE 225 Professional Field Practice II: 2 CR** Emphasis in this course is on developmentally appropriate practices, environments, instructional strategies, methodologies, and materials for early childhood educators. Teacher candidates build the competencies necessary to meet Head Start standards and the National Association for the Education of Young Children (NAEYC) guidelines for appropriate practices. Appropriate field observations and experiences are an integral part of this course and are the focus during the course content. Prerequisites: ECE 104, ENG 109

**ECE 260 Child Guidance & Self-Concept: 3 CR** This course is a study of the moral development of children, their self-esteem, and the relationship to child guidance strategies, both functional assessment and related prevention for normal to challenging behaviors. The course includes a broad understanding of the cultural, moral, social, and familial contexts that children and their teachers bring to the relationship. Prerequisites: ECE 101, PSY 242

**ECE 270 Early Childhood Program Management: 3 CR** This course is a study of the financial, personnel, policy, and conceptual components of early childhood program management for public and private settings. It also focuses on the professional role in the field with the community and with families. Prerequisites: ECE 101, ENG 109

**EDC 110 Introduction to Higher Education: 3 CR** This course is intended to build skills that will help students succeed academically. Students should take this course during their first semester at college. Topics include self-assessment, study skills, setting goals, time management, library skills, critical thinking, career development, learning styles, understanding emotional intelligence, and interpersonal skills.

**ENG 104 Creative Writing: 3 CR** This course involves basic writing skills including description and narration with emphasis on methods and techniques and focuses on incident and memoir writing. Attention is given to development of critical judgment and to individual interest. Prerequisite: ENG 108

**ENG 108 College Writing, Research & Critical Reading: 4 CR** This course is a composition course focusing on academic writing and research, the writing process, and critical reading. Emphasis is on essays that incorporate readings.

**ENG 109 Advanced College Writing, Research & Critical Reading: 4 CR** This course is a composition course focusing on research that presents information, ideas, and arguments. Emphasis is on the writing process, critical thinking, and critical reading. Prerequisite: ENG 108

**ENG 112 Fundamentals of Speech: 3** This course is designed as an introduction to the basic concepts of speech communication with experiences in oral expression and listening. Public speaking and critical listening are emphasized. Other levels of communication are studied.

**ENG 219 Native American Literature: 3 CR** This course is an introduction to selected literary works by Native American authors. Students read contemporary and traditional oral literatures, including novels, songs and teaching-stories, Native autobiographies, poetry, essays, and short stories. We look at issues relevant to the study of Native American literature, such as Indian identity and authenticity and oral vs. written narrative. Through analysis of the texts, students gain a greater insight into the worldview of Native people. Prerequisite: ENG 109

**HTH 107 Wellness, Healthcare, & Nutrition: 3 CR** This course explores the basic concepts of nutrition science. Human metabolism, nutrition guidelines, and health maintenance techniques using a traditional approach, as well as a framework of nontraditional life-style principles to complement our search for a healthier life are discussed. Personal journal keeping incorporates nutritional choices and physical activity. This course emphasizes three components: Wellness, Healthcare, and Nutrition. The first component is an examination of the mind, body, and spirit relationship. Class discussions and journal writings focus on the Wellness-Illness Continuum and the leading health indicators as outlined by Healthy People 2010 Objectives. Indigenous perspectives of holistic and environmental health are included. The second component examines health care system structure, history, and choices for informed decision making within the system. Health inequalities, the role of nurses, and access to health care are discussed at length. An emphasis is placed on the roles of tribal communities, policies related to the uninsured & underinsured, and the role of the Indian Health Service. The third component examines nutrition in relation to the five dimensions of personal wellness.

**HTH 130 Medical Terminology: 3 CR** This basic medical terminology course provides the framework for understanding medical language and terminology used by health care professionals. Students analyze individual medical language such as prefixes, suffixes, and root words. Students learn the basic

components of medical terminology as it relates to each body system plus medical terms relating to structure and function of the body as well as diseases and disorders of the body.

**HUS 101 Introduction to Human Services: 3 CR** This course provides a broad overview of the human service discipline. Practice skills and intervention strategies are introduced, and a more in-depth exploration of intervention strategies are discussed. Coursework addresses tribal human service systems and the Indian Child Welfare Law. Students gain a deeper understanding of the mission, values and goals embraced by the human service profession.

**HUS 102 Professional Field Experience I: 2 CR** Students are required to fulfill a total of 250 clinical hours. This course prepares the student for fieldwork in later coursework. HUS 202 and HUS 240. Instruction and practice in skills will occur in the face-to-face seminar. Discussion of theory and practice is conducted during the online classroom experience. Prerequisites: HUS 101, HUS 104

**HUS 104 Introduction to Human Service Skills and Practice: 3 CR** This course introduces the methodology used in the human services profession with emphasis on interpersonal communication, interviewing, and development of basic helping skills. Practice focuses on historical, intergenerational trauma, and trauma informed care. The use of attachment theory, trauma informed care, and reflective supervision in native communities is the focus of the skills practice. Prerequisite: HUS 101

**HUS 105 Group Dynamics: 3 CR** This course introduces personal and group dynamics. During this course, students explore perception, communication, and collaboration. Students address individual motivation and team processes such as development, leadership roles, norms, decision-making processes, and conflict resolution. Prerequisites: HUS 101, HUS 104

**HUS 201 Family Systems with Cultural Influences: 3 CR** This course is an introduction to the study of family systems theory, dynamics, and family counseling, with an emphasis on tribal culture. Students develop an understanding of family systems as they relate to the human services field. Students increase awareness of the development of family dynamics within their own family system and across the changing sociological and cultural spectrum. Prerequisite: ENG 109

**HUS 202 Professional Field Experience II: 2 CR** This course provides 80 hours of clinical internship along with Saturday seminars and online classroom discussion. Students are provided with advanced training to improve their skills. Prerequisite: HUS 102

**HUS 203 Conflict Resolution & Mediation: 3 CR** This course is designed to give students a thorough perspective of the conflict resolution field and its application to their individual field of work. This course provides tools for understanding the nature of conflict and of the individual and joint decision-making processes. Students devise individual and group strategies that minimize the consequences of conflict and identify solutions.

**HUS 210 Grant Writing & Program Evaluation: 3 CR** This course is designed to familiarize the student with fundraising strategies, cycles, and ethics. The course includes information about writing a grant proposal and the process of grant acceptance. Students develop a fundraising activity and prepare a community grant proposal. Prerequisite: ENG 109

**HUS 240 Human Services Practicum: 6 CR** This course is designed to provide structured field experience to facilitate integration of human service knowledge and theory with practical fieldwork application for a

minimum of 160 hours. Students examine and integrate personal and professional values and understand their professional roles. If possible, students are placed in an Ojibwe/tribal agency. Prerequisites: Successful completion of all HUS courses with a minimum 2.5 GPA and instructor approval

**HUS 301 Methods of Practice I: 3 CR** Teaches future social work practitioners interpersonal helping skills within a solution focused perspective. Focus is on interpersonal communication and development of interviewing skills ranging from basic to advanced. Students will be taught the conscious use of self, the use of empathy, ethics and boundary issues encountered in interviewing, and cross-cultural differences in the interpersonal skills process. Interviewing with specific populations will also be discussed including work with children, people in crisis and involuntary clients. Exercises, role playing and simulations focused on situations encountered specifically at the micro and mezzo of social work practice are used to enhance learning.

**HUS 303 Social Welfare: Institution and Policies: 3 CR** Provides an ecological overview of policymaking-how differing systems and values interact to create the policymaking environment. Begins with a review of the history of social welfare and uses this historical lens to examine the structure of present social welfare policies and service programs. Focuses on understanding the political forces and processes which impact social policy development, as well as upon how ethical, cultural, social and economic justice issues impact the creation of social welfare policy and programs at the local, regional, national and international levels Students build critical thinking and other practical skills necessary to conduct social welfare policy analysis. Students will be introduced to the concepts of regulation and resistance and apply those to understanding current and historical social welfare policies. Students will be taught how to propose social welfare policy alternatives to meet the service, economic and social justice needs of vulnerable regional people. Finally, students will be trained to apply advocacy skills and to use social and economic justice principles in addressing social welfare needs.

**HUS 304 Methods of Practice II: 3 CR** Methods of Social Practice II is devoted to development of the entry-level Human Services practitioner. Focuses on understanding and using current models of practice from a strengths-based perspective in casework with individuals, particularly the ethnic/socially sensitive perspective, the ecological model, the problem-solving model, the task-centered approach, evidence-based approach, and the strengths perspective. Course delineates the basic helping process: engagement including exploration and data gathering, assessment and planning, intervention, monitoring and evaluation, and termination. Emphasis on presenting students with professional knowledge, values, ethics, and skills to think critically about and conduct effective case work with individuals. Students analyze various social, economic, and human rights justice issues and environmental conditions which impact the practice of social work with individuals.

**HUS 305 Trauma-Informed Practice: 3 CR** Primary emphasis on trauma informed development of skills to work with small-group systems and families. Group and family work includes learning effective practice approaches with people from diverse client groups and empowering groups and family clients. Course focuses on recognizing and resolving ethical dilemmas, human rights issues, and social and economic justice issues within group and family practice contexts.

**HUS 306 Working with Communities and Organizations: 3 CR** Study of the basic concepts of social systems theory particularly relevant to practice. Knowledge from the social sciences is integrated to provide a basis for intervention with individuals, families, groups,

organizations and communities. Special emphasis is made on self-examination in relation to ethical, social justice, and human diversity issues and on acquiring transferable sets of skills in learning to interact effectively with vulnerable or at-risk populations.

**HUS 310 Social work Research I: 4 CR** First of a two-course sequence, introducing basic concepts and approaches of social science research. Specific focus on the empowering community- and agency-based approaches often employed by social researchers, and emphasis on understanding the research process including conceptualization, planning, data collection, data analysis, and research writing. Express attention given to ethical and diversity issues often encountered in social research writing. Express attention given to ethical and diversity issues often encountered in social research.

**HUS 375 Integrative Seminar: 3 CR** Examines social work perspectives, knowledge, and theory related to development of human beings across the life span in relation to their emotional, physical, intellectual, social, spiritual, and cultural contexts. Knowledge from the social sciences is integrated to provide a comprehensive view of people interacting with their environments.

**HUS 402 Field Placement: 4 CR** This course prepares students to apply practice theories, models, and ethical principles in a specific social service delivery system. Emphasis is placed on promoting competence through strength-based, culturally competent, generalist practice. Opportunities provided to become competent in providing services and applying theory and concepts to practice in preparation for professional practice. Prerequisites: Successful completion of the professional foundation courses and concentration specific.

**HUS 404 Culturally Responsive Practice: 3 CR** Primary emphasis on macro practice at the agency and community levels, including working effectively at the local, state, national and global levels. Focuses on the values and ethics, knowledge and skills needed for practice within agency and community settings. Includes content on 1) conscious use of self in macro levels of practice, 2) resolution of ethical dilemmas encountered in macro practice situations, 3) organizational planning, administration and supervision, and 4) uses of community organizing, development, advocacy and policy making. Students develop assessment, planning, intervention, and evaluation skills at the macro level.

**HUS 406 Internship: 6 CR** The internship reflects a three-party collaboration – intern, internship placement agency, and the Human Services Department. Each party has an important role with accompanying responsibilities, as outlined in course syllabus.

**HUS 408 Substance Abuse Trends: 3 CR** Learn the basics of substance use disorders and treatment. This class examines the neuroscience of addiction, stages of withdrawal, diagnostic and placement criteria, substances of abuse, triggers, and craving management.

**HUS 410 Social work Research II: 4 CR** While registered for these credits, students complete the individually designed and/or team research projects proposed in HUS 310 Social Work Research I.

**LAW 106 Introduction to Legal Studies: 3 CR** Course Description: This Course will introduce the study of tribal law through legal norms, structures, and practices, oral traditions, tribal customs, the history of federal Indian policy, tribal justice systems, courts, the balance of tribal courts and the American legal system and tribal court authority.

**LAW 107 Legal Writing and Research: 3 CR** Course Description: This Course will introduce legal research, legal practice, legal writing, legal writing practice, and legal analysis, drafting complaints, court forms, motion practice and briefs.

**LAW 114 Family and Juvenile Law: 3 CR** Course Description: This course examines family law; marriage, divorce, and juvenile law; adoption, guardianship, child abuse and neglect, child protection, child welfare, status offenses and delinquency.

**LAW 115 Tribal Courts: 2 CR** Course Description: This course presents an overview of developing policies to address issues and opportunities with Tribal nations. This will review tribal regulatory functions and policymaking from internal and external tribal perspectives. A variety of models for understanding policy and policy processes are provided and discussion and lecture will revolve around these issues. Decision-making, processes will be examined from the perspective of building political capacity into tribal institutions.

**LAW 203 Trial Advocacy I: 3 CR** Course Description: Students explore methods of persuasion from a persuasion perspective and apply the lessons learned through performance-based exercises designed to expand the boundaries of their understanding and mastery of techniques. This course includes a strong emphasis on establishing and maintaining personal connections in order to facilitate effective communication.

**LAW 205 Trial Advocacy II: 3 CR** Course Description: This course, part two, introduces basic concepts involved in trial advocacy (interviewing, investigation, fact/law analysis, case strategy, opening statements, direct examination, cross-examination, evidentiary objections, and closing arguments) through extensive skills exercises with coaching and feedback to include visiting advocates in coaching. Also included are the rules of professional conduct for legal advocates, including conflicts of interest, confidentiality and rules decorum.

**LAW 206 Civil Law: 3 CR** Course Description: This course covers civil jurisdiction including a range of general topics in civil substantive law (tort, contract, housing, and probate) and civil procedure.

**LAW 207 Criminal Law Procedure: 3 CR** Course Description: This Course will cover criminal jurisdiction and general topics in criminal law and criminal substantive law with specific emphasis on due process. The Indian Civil Rights Act is also covered.

**LAW 210 Internship: 4 CR** Course Description: This internship will provide students with experience in a tribal court or tribal law office under the supervision of a legal professional. Students will examine and analyze the court systems of a particular tribe, including research on tribal codes and procedure, and court observation.

**MTH 108 Math with Business Applications: 3 CR** This course integrates algebraic concepts, proportions, percent, simple interest, compound interest, annuities, and basic statistics with business/consumer scenarios. It also applies math concepts to the purchasing/buying and selling processes. Students apply operations involving fractions, decimals, and percent to business applications.

**MTH 112 Intermediate Math: 4 CR** Topics covered include real numbers, linear equations, graphing linear equations and inequalities, systems of equations, polynomials, rational expressions and equations, and quadratic equations and operations with radicals.

**MTH 113 Basic Statistics: 4 CR** This course is designed to provide students with an overview of basic applied statistical concepts and methods in various science disciplines. Topics include measure of central tendency, probability and probability distributions, sampling and sampling distribution, hypothesis testing, statistical testing including 1 & 2-sided t-tests, Analysis of variance (ANOVA), standard normal distribution, Central Limit Theorem, and linear regression and best fit lines.

**MTH 115 Algebra with Applications: 4 CR** This is a course of algebraic concepts, problem solving techniques, and applications for students involving business, natural sciences, social sciences, and Native American topics and issues. Topics include exponents and radicals, rates and proportions, linear, quadratic, exponential and logarithmic functions and their graphs, matrices, conic sections, and systems of equations and their graphs.

**MTH 146 College Algebra: 4 CR** This course prepares students to take calculus and other advanced college-level mathematics and science courses. Topics covered include solving and graphing linear, equations, linear inequalities and functions, quadratic equations, exponential and logarithmic functions, absolute value, complex numbers, systems of equations, and trigonometric functions and calculations.

**MTH 213 Applied Statistics: 4 CR** Methods of measurement and data analysis. Includes basic descriptive statistics, correlation and regression, tests for inequality of means, probability of discrete events, and nonparametric tests of association.

**MTH 250 Selected Studies: 1-5 CR** Topics will reflect particular competencies of the faculty considering the needs and requests of the students.

**NAS 100 Introduction to Ojibwe Culture: 3 CR** This introductory course is designed to give students basic knowledge about the traditional and contemporary culture of the Ojibwe people. In this course, students examine the seasonal living cycle of the Ojibwe including ceremonies, language, history, arts, economics, sovereignty, and politics. In addition, students participate in cultural activities throughout the course in order to gain hands-on knowledge about Ojibwe culture.

**NAS 101 Ojibwemowin I: 4 CR** This course is an introduction to the Ojibwe language through listening, speaking, reading, and writing. Students learn basic Ojibwe vocabulary and grammar including commands, negation, and simple compound sentences. All four verb-types are examined with an emphasis on VAI verbs. Traditional Ojibwe culture is integrated throughout the course as a means of gaining greater comprehension of the language. The orthography used in this class is commonly known as double-vowel.

**NAS 102 Ojibwemowin II: 4 CR** Students continue the exploration of Ojibwemowin through listening, speaking, reading, and writing. Students build on and expand their basic Ojibwe vocabulary and grammar. All four-verb types (VAI, VII, VTA, VTI) are examined with a particular emphasis on VII and VAI verbs. Prerequisite: NAS 101

**NAS 110 Introduction to Native American History: 3 CR** This course examines how Native Americans have managed to overcome (or adapt to) genocide, warfare, disease, assimilation, and massive land loss in order to retain their unique cultural identities. Students study the oral histories of Indian tribes in order to gain a viewpoint of Native American history that is often at odds with non-Native historical perspectives.

**NAS 201 Ojibwemowin III: 4 CR** Students continue the exploration of Ojibwemowin through listening, speaking, reading, and writing. Students build on and expand their basic Ojibwe vocabulary and grammar. All four verb-types (VAI, VII, VTA, VTI) are examined with a special emphasis on VTI verbs. Prerequisite: NAS 102

**NAS 202 Ojibwemowin IV: 4 CR** Students continue the exploration of Ojibwemowin through listening, speaking, reading, and writing. Students build on and expand their basic Ojibwe vocabulary and grammar. All four verb-types (VAI, VII, VTA, VTI) are examined with a special emphasis on VTA verbs. Prerequisite: NAS 201

**NAS 205 Ojibwe History: 3 CR** This course examines the historical development of Ojibwe communities to the present day. Topics include the Ojibwe migration, European contact, changes in traditional Ojibwe culture, the fur trade, and treaties. Prerequisite: ENG 109

**NAS 212 Wisconsin Native History: 3 CR** This course examines the history of Wisconsin's Native people. Topics include the pre-contact Indians of Wisconsin, the fur trade, treaties, allotment, Indian Reorganization Act (IRA), and termination. The course is divided into three basic chronological eras. The first segment is the pre-contact period through the first decades of the Early Republic. The second segment focuses on the impact of the combined policies of treaty-making, creating reservations, and allotment in Wisconsin. The third segment addresses the means by which Indian people in Wisconsin maintain their sovereign status in the face of advancing state and federal authorities. Prerequisite: ENG 109

**NAS 213 U.S. Federal Indian Policy & Law: 3 CR** This course introduces students to the basic doctrines of federal Indian policy and law and to the foundations of tribal sovereignty. The course examines traditional tribal systems of organization, the history of federal Indian policy and its origins in European legal tradition, the history and role of the Bureau of Indian Affairs, and the interaction between tribal, federal, and state authorities on Indian lands. Students analyze major documents of U.S. Indian policy as well as several Ojibwe treaties Prerequisite: ENG 108

**NAS 222 Introduction to Tribal Government: 3 CR** This course examines the challenge of reservation governance and involves political, economic, and Intergovernmental perspectives. The social problems of Native American communities are addressed with respect to responsibilities perceived and the legal and traditional duties of local government. Prerequisite: ENG 108

**NAS 230 Ojibwe Literature & Storytelling: 3 CR** This course is an introduction to the various forms of storytelling used by the Ojibwe people. A variety of different modes of Ojibwe storytelling are examined, ranging from the oral tradition to present-day literary works. Aadizookaanag, dibaajimowinan, agindaasowinan, novels, poetry, and short stories are included to show the great variety of ways that Ojibwe people express themselves. Prerequisite: ENG 109

**NAS 242 Native American Philosophy: 3 CR** This course is an introduction to the philosophical and spiritual viewpoints of Native people. This course is a forum for discussion about the varied belief systems of Native people. Students experience firsthand the philosophies and practices of a diverse range of Native Americans. Prerequisite: ENG 109

**NSG 105 Nursing Health & Alterations Across the Lifespan I: 4 CR** This course focuses on the care of adult clients with health alterations that require medical and/or surgical intervention. Emphasis is placed on the care of clients with alterations in selected body functions. Concepts of client centered care, cultural sensitivity, informatics, safe practice, and professionalism are integrated throughout the course. This course introduces concepts for leadership and management.

**NSG 114 Fundamentals & Professional Nursing Practice: 2 CR** This course introduces nursing and roles of the nurse, as well as other professions related to nursing. The course focuses on basic nursing concepts to provide evidence-based care to diverse patient populations across the lifespan. Current and historical issues affecting nursing are explored within the scope of nursing practice. The nursing process is introduced as a framework for organizing the care of patients with alterations in cognition, elimination, comfort, grief/loss, mobility, integument, and fluid/electrolyte balance.

**NSG 115 Nursing Skills & Clinical Practice: 4 CR** This introductory clinical course emphasizes basic nursing skills and application of the nursing process in meeting the needs of diverse clients across the lifespan. Content includes mathematical calculations and conversions related to clinical skills. Emphasis is placed on performing basic nursing skills, the formation of nurse-client relationships, communication, data collection, and documentation and medication administration. Students will be expected to demonstrate beginning competency in application of the nursing process.

**NSG 117 Health Promotions: 2 CR** This course focuses on topics related to health promotion for individuals and families throughout the lifespan. The course covers nursing care of the developing family, which includes reproductive issues, pregnancy, labor and delivery, post-partum, the newborn and the child. Recognizing the spectrum of healthy families, students discern patterns associated with adaptive and maladaptive behaviors applying mental health principles. An emphasis is placed on teaching and supporting healthy lifestyles choices for individuals of all ages. Nutrition, exercise, stress management, empowerment, and risk reduction practices are highlighted. Study of the family covers dynamics, functions, discipline styles, and stages of development.

**NSG 118 Clinical Care Across the Lifespan I: 3 CR** This clinical experience applies nursing concepts and therapeutic nursing interventions to groups of patients across the lifespan. It also introduces leadership, management, and team building.

**NSG 215 Nursing Health & Alterations Across the Lifespan II: 3 CR** This course focuses on the care of adult clients with medical and/or surgical health alterations. Emphasis is placed on the care of clients with alterations in selected body functions. Concepts of health promotion, health education, evidence-based practice, and interdisciplinary collaboration is integrated throughout the course. This course prepares the learner to provide and evaluate care for patients across the lifespan.

**NSG 216 Behavioral Health: 2 CR** This course covers topics related to the delivery of community and mental health care. Specific health needs of individuals, families, and groups are addressed across the lifespan. Attention is given to diverse and at-risk populations. Mental health concepts concentrate on

adaptive/maladaptive behaviors and specific mental health disorders. Community resources are examined in relation to specific types of support offered to diverse populations.

**NSG 217 Clinical Care Across the Lifespan II: 3 CR** This intermediate level clinical course develops the registered nurse (RN) role when working with clients with complex health care needs. A focus of the course is developing skills needed for managing multiple clients across the lifespan. Using the nursing process, students gain experience in adapting nursing practice to meet the needs of clients with diverse needs and backgrounds. This clinical allows the opportunity to develop skills working with the community and behavioral health needs.

**NSG 218 Nursing Skills & Clinical Practice II: 2 CR** This course focuses on the development of advanced clinical skills across the lifespan. Content includes advanced intravenous skills, blood product administration, chest tube systems, basic electrocardiogram interpretation, and nasogastric/feeding tube insertion.

**NSG 219 Nursing Pharmacology: 2 CR** This course provides the nursing student and the allied health student with a pathophysiologic approach to pharmacology. This course addresses the history of pharmacology, drug class and schedules, administration, pharmacokinetics and pharmacodynamics, and pharmacology math. The nursing process of pharmacology and the effects of medication on people throughout the life span are outlined. The effects of pharmacotherapy in relation to psychosocial, gender, and cultural influences are discussed. This course identifies each body system and medications related to maintaining homeostasis.

**NSG 220 Health Alterations Across the Lifespan III: 3 CR** This course focuses on advanced concepts of nursing care as they relate to clients across the lifespan with complex, multisystem alterations in health. Emphasis is placed on implementing time management and organizational skills while managing the care of clients with multiple needs and collaborating with the interdisciplinary team. Students focus on management of care for patients with high-risk perinatal conditions and high-risk newborns.

**NSG 221 Management & Professional Concepts: 2 CR** This course facilitates the transition of the student to the role of a professional nurse. Emphasis is placed on contemporary issues and management concepts, as well as developing the skills of delegation, conflict management, and leadership. Legal and ethical issues are discussed with a focus on personal accountability and responsibility. Standards of practice and the significance of functioning according to state regulations and statutes are analyzed. Emphasis is placed on preparing for practice as a registered nurse.

**NSG 222 Clinical Care Across the Lifespan III: 2 CR** This advanced clinical course requires the student to integrate concepts from all previous courses in the management of groups of clients facing complex health alterations. Students have the opportunity to develop critical thinking skills using the nursing process in making clinical decisions. Continuity of care through inter-disciplinary collaboration is emphasized.

**NSG 223 Nursing Clinical Transition: 2 CR** This clinical experience integrates all knowledge learned in the previous courses in transitioning to the role of the graduate nurse. This clinical experience incorporates an internship that promotes relatively independent clinical decisions, delegation, and works collaboratively with others to achieve client and organizational outcomes.

**NSG 224 NCLEX Review: 1 CR** All nurses must pass the NCLEX-RN to obtain a nursing license as a registered nurse. This course reviews the concepts required for licensure examination and entry into the practice of professional nursing. The focus is to maximizing the content students learned in their curriculum and then teaching them how to critically think and answer the questions. It also includes review of application process of National Council Licensure Examination for Registered Nurses (NCLEX-RN) test plan, assessment of knowledge deficits, and remediation. This course is offered as a block approach at the end of Nursing Program.

**POL 110 Introduction to American Government: 3 CR** This course investigates the constitutional basis, development, organization, and contemporary roles of national, state, local, and tribal governments.

**PSY 206 Abnormal Psychology: 3 CR** This course introduces the many faces of abnormal psychology. It discusses old and new ideas surrounding this branch of psychology and offers general information as to how abnormal psychologists and psychiatrists identify and treat these types of mental illnesses. This course introduces a better understanding of the intricacies of the human mind and the ever-evolving study of abnormal psychology. Prerequisites: ENG 109, PSY 210

**PSY 210 General Psychology: 3 CR** This course offers a survey of the scope and methods of psychology and a cultivation of a scientific attitude toward behavior. This introductory course facilitates a cross-cultural examination and understanding of the study of human experience through scientific processes and observable evidence provided by thousands of years of traditions defining behavioral norms. Topics include psychology as a discipline, research methods, physiological structures and functions, sensation and perception, state of consciousness, intelligence, and ways of learning, memory, cognition, language acquisition, motivation, emotions, human development, personality, psychological disorders, and treatments. Prerequisite: ENG 109

**PSY 242 Human Growth and Development: 3 CR** The study of human development through the life span is discussed. An interdisciplinary and cross cultural approach is employed, emphasizing biological, psychological, and social factors influencing the process of development throughout the entire human life span. An introduction to psychological and behavioral theories and research is emphasized. This course assists the student in evaluating and understanding significant aspects of life and applies the knowledge to everyday professional and personal settings. Personal improvement and preparation for life's challenges are major themes of this course. Prerequisite: ENG 109

**PSY 250 Selected Studies: 1-4 CR** Topics will reflect particular competencies of the faculty considering the needs and requests of the students.

**SAC 102 Clients Rights & Clients Ethics: 2 CR** This course applies federal and state guidelines to case examples in the areas of confidentiality, clients' rights, dual relationships, fraudulent behavior, and other ethical issues.

**SAC 103 Interviewing Skills & Record Keeping: 3 CR** This course provides an introduction to interviewing record keeping skills practices in human service's agencies. Students learn principles and techniques needed to conduct informational and supportive interviews including maintaining clinical records, documenting referrals, staffing, and supervision. Students practice interviewing skills during class.

**SAC 104 AODA Rehabilitation: 3 CR** This course focuses on addiction and its physical and psychological effects on the individual, as well as its effects on the family and society. Students identify interventions that may be beneficial regarding treatment of addiction and assess community resources that may assist with this type of treatment. Students review signs and symptoms specific to addictive disorders based on the DSM-VI. Students assess boundaries and ethical issues commonly found in assessment, diagnosis and treatment of addictive disorders.

**SAC 110 Introduction to Counseling: 3 CR** This course introduces students to a number of counseling theories, and counseling techniques. The characteristics of a workable counseling and guidance program and the techniques used to collect, record, interpret, and use guidance data are examined. The nature, purpose, objectives, and approaches to counseling in health, welfare, social service and rehabilitation agencies are discussed. The basic concepts, skills and guidelines associated with effective individual helping relationships are explored. Interviewing skills are further developed with an emphasis on the role of the mental health/health practitioner.

**SAC 201 Co-Occurring Disorders: 3 CR** This course takes a holistic approach including epidemiology, etiology and definitions; prevention and treatment, social and health care institutions and resource agencies and ethics and legal issues in the helping profession with a focus on self-attitudes, values and goals.

**SAC 202 Substance Abuse and the Family: 3 CR** This course examines the role of the family with regard to addiction. Additionally, the course introduces family systems theory and provides an overall foundation for understanding the dynamics of family interaction from an AODA perspective. Students evaluate ethical and boundary issues which are common when working in substance abuse. Prerequisite: SAC 201

**SAC 203 Psychopharmacology: 3 CR** Students are introduced to the basic concepts of psychopharmacology, the function of the organs, and systems of the human body and brain. Prerequisites: SAC 102, SAC 103, SAC 104, SAC 110, SAC 201, SAC 202

**SCI 101 General Cell Biology, Genetics & Evolution: 4 CR** This general biology course emphasizes cells, inheritance/genetics, and evolution. It provides an introduction to the diversity and structure of fungi and plants. Includes a 1 credit lab which meets 2 hours weekly.

**SCI 102 General Animal Biology & Ecology: 4 CR** This general biology course emphasizes the diversity of life with a study of bacteria, viruses, and a survey of the animal kingdom. The course covers anatomy and physiology of human and animal body systems, animal behavior and ecology. Includes a 1 credit lab which meets 2 hours weekly.

**SCI 103 General Chemistry I: 5 CR** This introductory course involves the study of the chemical and physical properties of elements, gas laws, chemical nomenclature, and structure of atoms, chemical bonding, and solutions. A study lab gives students hands on experiences while observing chemical and physical changes resulting from chemical reactions. The course prepares students for other scientific courses and science careers. Includes a 1 credit lab which meets 2 hours weekly.

**SCI 104 General Chemistry II: 5 CR** This course is a continuation of SCI 103 and develops the concepts presented in that introductory course. The course includes: gases and their properties, intermolecular forces and liquids, the chemistry of solids, solutions, the chemistry of modern materials, and the control of various reactions. Includes a 1 credit lab which meets 2 hours weekly. Prerequisite: SCI 103 or instructor approval

**SCI 111 Environmental Science: 4 CR** This course emphasizes the relationship between humans and their environment. It specifically addresses aspects of ecology, populations, natural resources and their management, pollution, environmental ethics and issues. Includes a 1 credit lab which meets 2 hours weekly.

**SCI 112 Introduction to Forestry: 3 CR** This course introduces concepts and practices of forestry, particularly with a regional emphasis. Included are tree identification, evaluation, and biology, forest ecology, and the best sustainable management practices for maintaining biodiversity. Issues in forestry will also be addressed.

**SCI 116 Introduction to Water Resources: 3 CR** This course is designed to introduce students to the field of water resources. It covers principles for water resources use and development, water resource quality, and water resource supply systems. It includes a look at the hydrologic cycle and provides an introduction to basic surface and groundwater hydrology. This course includes: a survey of water resources including lakes, reservoirs, rivers and streams, groundwater, estuaries and wetlands, an overview of water supply systems including water treatment, distribution, reclamation, irrigation and groundwater systems, and an introduction to water laws, policy, and management.

**SCI 161 Introduction to Plant Science: 3 CR** Students study the morphology, growth and economic utilization of plants. The effects of the environmental factors such as light, temperature and moisture on growth and yield are examined.

**SCI 165 Introduction to Geographic Information Systems (GIS): 4 CR** This course is an introduction to the principles of cartography and the use of maps in a variety of applications. Geographic Information Systems (GIS) discussions focus on data collection, including the use of GPS (global positioning systems), data analysis, and information presentation. Lab work includes the use and interpretation of maps and the capture and analysis of data using the PC based GIS ArcGIS. Exercises and demonstrations cover a variety of GIS applications. Includes a 1 credit lab which meets 2 hours weekly. Prerequisite: CPS 101 concurrent or instructor approval

**SCI 169 Introduction to Horticulture: 3 CR** This course will give students the opportunity to learn about interior, food, and landscape plants; their identification, propagation, culture, and site selection.

**SCI 214 Hydrology: 4 CR** This course focuses on the study of water, the global hydrologic cycle and the processes involved in that cycle. The occurrence, distribution, movement, physical, chemical and biological processes that conduct or affect the movement of all waters of the earth are studied. Includes a 1 credit lab which meets 2 hours weekly. Prerequisites: ENG 109, MTH 112 and SCI 116 or SCI 118

**SCI 218 Fisheries & Wildlife: 4 CR** This course is an integrated introduction to principles/practices of fisheries and wildlife management, including sampling populations, production of goods and services while maintaining ecosystem integrity and functions; contemporary issues. Students discuss positive and negative elements of fisheries and wildlife management. Biology and identification of fisheries,

aquaculture and wildlife species are emphasized with a focus on fish, mollusks, crustaceans and mammals. Culture/growth methods, sites and economics of hatcheries, aquaculture/aquaponics, and game farms are discussed. The students observe local management practices and discuss the impacts they have on the community. Includes a 1 credit lab which meets 2 hours weekly. Prerequisite: ENG 109

**SCI 230 Human Anatomy & Physiology I: 4 CR** This course enables the student to develop a working knowledge of the structure and functions of the human body at the cellular, organ and system levels. The course includes a laboratory that gives students some practical and clinical experience in addition to reinforcing anatomical and physiological facts. Topics include: chemistry basics; cells; cellular metabolism; organization of body; tissues; skin; skeletal system; muscular system; joints; nervous system; water; electrolyte and acid/base balance. Includes a 1 credit lab which meets 2 hours weekly. Prerequisite: ENG 109, SCI 101 or SCI 102

**SCI 231 Human Anatomy & Physiology II: 4 CR** This course enables the student to develop a working knowledge of the structure and function of the human body at the cellular, organ and systems level. The course includes a laboratory that gives students some practical and clinical experience in addition to reinforcing anatomical and physiological facts. Topics include endocrine system, circulatory metabolism, respiratory system, urinary system, reproductive system, growth and development, genetics. Includes a 1 credit lab which meets 2 hours weekly. Prerequisite: ENG 109, SCI 230

**SCI 232 Microbiology: 4 CR** This course emphasizes fundamentals of microbiology, through lecture and laboratory skills. Topics include: history, morphology, and physiology, nutritional growth and metabolism, immunology, the techniques used in the identification of microorganisms, and the microbial diseases of body systems. The impact on the spread of diseases and type of control are demonstrated. Common causes and sources of infection are demonstrated, along with analysis of clinical applications and recent chemotherapy—antibiotics and immunology discoveries known to combat the powerful microbes. The students are exposed to a diversity component which focuses on healthcare disparities across different cultural, socio-economic, gender, age, and disability backgrounds that apply to infectious disease. Includes a 1 credit lab which meets 2 hours weekly. Prerequisite: ENG 109, SCI 230

**SCI 240 Fall Ethnobotany: 4 CR** This course offers a study of local plants and their environment. This study includes identification, philosophy and botanical principles of plants. The identification involves learning the common/local name of plants, scientific name, and Ojibwe name. The philosophy includes general use of plants with an emphasis on awareness and respect of plants, which is important to the Ojibwe tradition. Study includes the physical/physiological makeup of plants and their habitat or community where they are found. Includes a 1 credit lab which meets 2 hours weekly. Prerequisite: ENG 109

**SCI 241 Spring Ethnobotany: 4 CR** This course offers a study of local plants and their environment. This study includes identification, philosophy, and botanical principles of plants. The identification involves learning the common/local name of plants, scientific name, and Ojibwe name. The philosophy includes general use of plants with an emphasis on awareness and respect of plants, which is important to the Ojibwe tradition. Study includes the physical/physiological makeup of plants and their habitat or community where they are found. Includes a 1 credit lab which meets 2 hours weekly. Prerequisite: ENG 109

**SCI 293 Field Methods in Natural Resources: 2 CR** This course incorporates survey techniques, correct identification of flora and fauna, research design methods, and implementation of natural science concepts into the student-based experiential learning of a natural resources field study. Prerequisites: ENG 101, SCI 101, 102 or 111

**SCI 298 Self-Directed Studies: 2 CR** An individually designed project encompassing the realm and scope of a topic to which the student identifies. The instructor determines the credits and work to be compiled. Prerequisite: Consent of the academic dean and instructor. Prerequisite: ENG 109

**SOC 111 Introduction to Sociology: 3 CR** An introduction to the basic concepts and methods of sociology, the basic structure of social life, culture, types of group interaction, social institutions, stratification, power relationships, and social problems.

**SOC 205 Sociology of Race, Diversity, & Ethnicity in the United States: 3 CR** Investigation into the social dynamics shaping racial and ethnic minority experiences in America. The causes and consequences of prejudice, racism and discrimination are studied. Students examine the minority status of African Americans, Native Americans, Hispanic Americans and Asian Americans in contrast to European ancestry groups. Students analyze institutional racism and contemporary issues involving minority groups. Additional topics relating to diversity include ageism, sexism, gender differences, the disabled and sexual orientation. Prerequisite: ENG 109

**SOC 250 Selected Studies: 1-4 CR** Topics will reflect particular competencies of the faculty considering the needs and requests of the students.

## LCOOC Extension Department

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### **LCOOC 1994 Land Grant Programs**

The College received Land Grant Status in 1994, through the Equity in Educational Land Grant Status Act of 1994 (Section 354 of P.L. 103-382). This status has allowed the college to obtain the resources required to carry out three major land grant missions: teaching, extension, and research. Presently the College is able to support the following areas through our land grant designation:

### **1994 Agriculture Endowment Fund**

The 1994 Ag Endowment Fund enhances educational opportunities for our students by strengthening institutional programs at the College. Areas supported by this funding include:

- ◆ Curriculum development
- ◆ Student recruitment and retention
- ◆ Faculty preparation
- ◆ Instruction delivery systems
- ◆ Equipment and instrumentation for teaching

### **The Agriculture/Education Equity Program**

The goal of the Agriculture/Education Equity Program at LCOOC is to enhance the academic endeavors of our students by providing internships, scholarships, stipends, and supplies. It is hoped that these provisions will help the student achieve an Associate's Degree in one of the many degree programs offered at the college. This program also encourages students to continue their education at a four-year institute by providing field trips to various four-year institutions as sponsoring participation in national programs such as American Indian Science and Engineering Society (AISES). Internships are coordinated with Federal, State, and Tribal agencies to include the US Forest Service, WI DNR, Great Lakes Indian Fish and Wildlife Commission, LCO Conservation, LCOOC Sustainable Agriculture Research Station, and others.

### **The LCOOC Extension Department**

The Extension Department works to empower members of the LCO and surrounding communities through embracing the traditional values and language of the Anishinaabe people. The values of our traditions are the fundamental basis of our methods in conducting research and community education. Extension strives to build collaborative partnerships to address various community needs while promoting leadership in all program initiatives. The Lac Courte Oreilles Ojibwe College Extension Department has four main focus areas for programming which include: sustainable agriculture, research, youth and community development, and job readiness and trades. A monthly calendar of events is published and promoted through the website, social media, newspaper articles, and flyers. All programs are free and open to the public.

### **The Increased Capacity Program**

This is the main Extension services program which we utilize to provide community educational experiences of a formal and non-formal nature. Presently we are focusing on promoting Ojibwe language and culture through experiential learning opportunities with knowledgeable Tribal members in areas such as: harvesting of a variety of traditional plants, wigwam construction, traditional hunting and fishing, story-telling, and a variety of active lifestyle opportunities including summer canoe trips and winter snowshoeing

### **Research Grant Program**

Assists the 1994 land-grant institutions in conducting agricultural research that addresses high priority concerns of tribal, national, or multi-state significance. Lac Courte Oreilles Ojibwe College Extension conducts applied research, exposing students to meaningful research experience towards meeting the needs of the community. Research projects have included small mammal trapping and data collection for the American marten; water quality data collection on streams that enter the Chippewa Flowage and surveying for aquatic invasive species; student led research; and a community participatory research on transplanting low bush blueberry and data collection. A new study for 2014-2015 includes a partnership with UW-Madison (an 1862 land grant institution) Department of Plant Pathology to increase true potato seed and tuber production by attracting native pollinators.

### **Extension Youth Development Program**

The Youth Development Program offers the Ogimaakaw program, which is designed to expose Native American youth to positive community involvement as well as vital-components of work-readiness and leadership. The primary goal is to increase capacity in organizational leadership and work readiness skills of our youth. Ogimaakaw will teach responsibility and accountability while focusing on communication, problem solving, and leadership while at the same time linking those skills to components that are culturally relevant. Ogimaakaw is used as a tool of empowerment as well as a program that presents youth with the choice to follow a positive path.

### **Sustainable Agriculture Research Station**

Sustainable Agriculture Research Station or College Farm is located ½ mile north from main campus on Froemel Road. It boasts a 220 acre farm with community garden areas, Beginner Producer program, farmers market stand, aquaponics, chickens, pigs, and more. The main goal is to provide opportunities and challenges for students to learn and work with staff, other students, community members and Elders in a sustainable agricultural setting to increase access to healthy, nutritious foods. This will provide various modalities to improve food security in a low-socioeconomic tribal community; which will improve health and provide less reliance on processed foods. Education and research activities in a multi-generational learning environment will encourage community members to take ownership over where their food comes from, empowering youth and Elders. Students and community members have access to land and resources for research, experimentation, and implementation of sustainable agricultural practices and products that will enhance food sovereignty for themselves and the LCO community.

### **Continuing Education**

The Continuing Education and Extension Department partners with many federal, state, and tribal programs to leverage resources and provide the most effective education and hands-on resources to the communities in which we serve.

## Academic Calendar – Fall 2020

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### FALL SEMESTER 2020

Registration ends	August 28
Classes begin	August 31
<i>1A-Classes begin</i>	August 31
Last day to add classes w/faculty approval	September 4
Labor Day (No Classes)	September 7
<i>1A-Last day to add/drop classes</i>	September 8
Last day to add classes w/faculty approval	September 8
Last day to drop classes (4 pm)	September 14
Census Date	September 15
Constitution Day	September 17
<i>1A-Midterm grades due (12 pm)</i>	September 28
Indigenous Peoples Day (No Classes)	October 12
<i>1A-Last day to withdraw</i>	October 13
<i>1A-Last day of classes</i>	October 24
<i>1A-Final grades due (12 pm)</i>	October 26
<i>1B-Classes begin</i>	October 26
Midterm grades due (12 pm)	October 26
Registration for Spring begins	October 26
<i>1B-Last day to add/drop classes</i>	November 2
Veterans Day (No Classes)	November 11
Last day to withdraw	November 20
<i>1B-Midterm grades due (12 pm)</i>	November 23
Employee Appreciation Day (No Classes)	November 25
Thanksgiving (No Classes)	November 26- 27
Classes resume	November 30
<i>1B-Last day to withdraw</i>	December 7
<i>1B-Last day of classes</i>	December 19
Last day of classes	December 19
Final grades due (12 pm)	December 21

## Academic Calendar – Spring 2021

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### **SPRING SEMESTER 2021**

Registration ends	January 15
Martin Luther King Day (No Classes)	January 18
Classes begin	January 19
<i>2A-Classes begin</i>	January 19
Treaty Day (No Classes)	January 22
<i>2A-Last day to add/drop classes (4 pm)</i>	January 26
Last day to add classes w/faculty approval	January 26
Last day to drop classes	February 2
Census Date	February 3
<i>2A-Midterm grades due (12 pm)</i>	February 15
American Birkebeiner Friday (No Classes)	February 19
<i>2A-Last day to withdraw</i>	March 1
<i>2A-Last day of classes</i>	March 13
<i>2A-Final grades due (12 pm)</i>	March 15
Midterm grades due (12 pm)	March 15
Spring Break (No Classes)	March 15- 19
Classes resume	March 22
<i>2B-First day of classes</i>	March 22
<i>2B-Last day to add/drop classes</i>	March 29
Registration Fall/Summer begins	March 22
Easter Break (No Classes)	April 2- April 5
Classes resume	April 6
Last day to withdraw	April 16
<i>2B-Midterm grades due (12 pm)</i>	April 19
<i>2B-Last day to withdraw</i>	May 3
Last day of classes	May 15
<i>2B-Last day of classes</i>	May 15
Final grades due (12 pm)	May 17
<i>2B-Final grades due</i>	May 17
Commencement	May 22

## Academic Calendar – Summer 2021

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### **SUMMER 2021**

Registration ends	May 28
Classes begin	June 1
Last day to add/drop classes	June 7 (4 pm)
Census Date	June 8
Midterm grades due (12 pm)	June 28
Last day to withdraw	July 12
Last day of classes	July 24
Final grades due (12 pm)	July 26

