

RED LAKE NATION COLLEGE

# 2014-2019 Academic Plan

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9/20/2014

## Contents

Who We Are and Whom We Serve .....	3
Vision.....	3
Mission.....	3
Core Values.....	3
Red Lake Nation College Committees.....	4
Assessment Committee Mission Statement: .....	5
Curriculum Committee Mission Statement: .....	5
Progressive Academic Student Success (PASS) Committee Mission Statement: .....	5
Governance Committee Mission Statement:.....	5
Faculty Senate Mission Statement: .....	6
Overriding Academic Priorities .....	6
ACADEMIC PRIORITY #1 .....	6
ACADEMIC PRIORITY #2.....	9
ACADEMIC PRIORITY #3.....	15
ACADEMIC PRIORITY #4.....	17
ACADEMIC PRIORITY #5.....	20
ACADEMIC PRIORITY #6.....	22
ACADEMIC PRIORITY #7.....	23
Programs of Study.....	24
Course Codes/Prefixes .....	26
Associate in Arts Degree (A.A.) Liberal Education Degree Requirements.....	27
Associate in Applied Science Degree (A.A.S) Liberal Education - Social and Behavioral Sciences .....	29
Associate in Arts Degree (A.A.) Liberal Education – Business Management .....	31
Associate in Arts Degree (A.A.) Liberal Education – Environmental Science .....	33
Certificate in Speaking/Teaching the Ojibwe Language .....	35
Course Descriptions .....	36
Course Offerings .....	47
Staff and Faculty Directory.....	49
Administration .....	49
Staff.....	49

## Who We Are and Whom We Serve

The Red Lake Nation College (RLNC) was chartered by the Red Lake Band of Chippewa Indians in 2001 to provide higher education opportunities for Tribal members living on and near the Red Lake reservation. Prior to the opening of Red Lake Nation College, Red Lake members were forced to drive two hours round-trip daily in order to attend college. The rural location of the reservation, the high cost of transportation, and daycare costs were all huge barriers to attending college for Tribal Members.

In the Fall of 2014, RLNC enrolled 104 students to start the semester. Over 90% of these students would not be in college if the RLNC were not in existence.

**The Red Lake Nation College is currently operating as an additional site of the Leech Lake Tribal College and is not an independently accredited college.**

The marketing slogan of the Red Lake Nation is *“A Great Place to Start!”* We want students to attend RLNC and earn an Associate in Arts Degree, move on to attain a Bachelor’s Degree, Master’s Degree, Doctorate Degree or Professional Degree, and eventually, come back and help the reservation community grow and prosper.

Our main goals are to provide an excellent, culturally relevant higher education that also prepares our students for the 21st-Century job market. During their education at RLNC, students will develop not only a positive sense of pride in their Ojibwe culture and identity, but also, the confidence and academic skills needed to succeed at higher levels of education.

## Vision

Red Lake Nation College will strive to be a center for academic excellence on the Red Lake Indian Reservation, equipping students with knowledge of their language, culture, and self, and preparing them to carry this knowledge forward into future generations.

## Mission

To provide excellent higher education that is grounded in the Ojibwe language and culture of the Red Lake Nation.

## Core Values

Red Lake Nation College seeks to practice and to instill in its students the following traditional Anishinaabe values:

### **Dabasendizowin (Humility)**

- To recognize oneself as a sacred and equal part of the creation

- To be modest in one's actions
- To demonstrate sensitivity to others
- To be respectful of the thoughts and ideas of others
- To recognize one's strengths and weaknesses and acknowledge the capacity for self-growth and change
- To develop and practice good listening and observation skills

#### **Debwewin (Truth)**

- To speak the most honestly one can, according to his/her perceptions
- To be loyal in all our relationships, avoiding hypocrisy

#### **Zoongide'iwin (Courage)**

- To face difficult situations with bravery
- To acknowledge one's personal weaknesses and develop the strength to combat them
- To demonstrate the ability to take initiative and to speak forthrightly

#### **Gwayakwaadiziwin (Honesty)**

- To maintain truthfulness, sincerity, and fairness in all one's actions
- To possess the ability to manage confidential information
- To communicate with others and transmit information fairly and truthfully

#### **Manaaji'idiwin (Respect)**

- To accept cultural, religious, and gender differences
- To maintain high standards of conduct at all times
- To safeguard the dignity, individuality, and rights of others

#### **Zaagi'idiwin (Love)**

- To work cooperatively and harmoniously with others
- To show kindness and compassion
- To demonstrate acceptance and the empowerment of others
- To offer hope, encouragement, and inspiration

#### **Nibwaakaawin (Wisdom)**

- To take time to reflect on all our experiences
- To acknowledge the opportunity to learn from others
- To persist in acquiring knowledge and improving skills
- To strive for the accomplishment of goals and dreams
- To practice ethical behavior at all times
- To seek guidance from elders and qualified advisors

## **Red Lake Nation College Committees**

Each committee will provide an end-of-year report in May of each calendar year, summarizing accomplishments and progress on their annual work plan.

### **Assessment Committee Mission Statement:**

The Red Lake Nation College Assessment Committee embraces the principle that effective and meaningful assessment is an integral part of the educational process and supports data-driven decision making. Institutional and program assessment supports the mission of Red Lake Nation College by exercising Nibwaakaawin (Wisdom). Nibwaakaawin is an ongoing process that is acquired by gaining knowledge and improving skills.

### **Curriculum Committee Mission Statement:**

The Red Lake Nation College Curriculum Committee provides guidance and oversight to ensure that all curricula is sound, comprehensive and responsive to the evolving needs of students and the community. The Curriculum Committee is responsible for reviewing new and existing courses, reviewing syllabi and rubrics, aligning program goals and course objectives to assignments, and recommending action to the Vice President of Academic Affairs. The Curriculum Committee exercises Manaaji'idiwin (Respect) by maintaining high standards of conduct at all times.

### **Progressive Academic Student Success (PASS) Committee Mission Statement:**

The Red Lake Nation College PASS (Progressive Academic Student Success) Committee strives to improve student retention through identification, monitoring and referral of students at risk of academic failure. The PASS Committee identifies ways to successfully intervene when students are experiencing personal obstacles that prevent them from finding success. The PASS Committee also identifies students who have achieved honors and awards and provides them with well-deserved recognition. The PASS Committee promotes all of the RLNC values by recognizing those who are exhibiting these values and supporting and encouraging those who are not. These values include: Dabasendizowin (Humility), Debwewin (Truth), Zoongide'iwin (Courage), Gwayakwaadiziwin (Honesty), Manaaji'idiwin (Respect), Zaagi'idiwin (Love) and Nibwaakaawin (Wisdom).

### **Governance Committee Mission Statement:**

The Red Lake Nation College Governance Committee is responsible for revising and evaluating all RLNC policies and procedures. In addition, this committee is tasked with planning events that promote the values of RLNC within the college and to the broader community. The Governance Committee exercises Gwayakwaadiziwin (Honesty), by communicating with others and transmitting information fairly and truthfully. This committee also demonstrates Zaagi'idiwin (Love) by demonstrating acceptance and supporting the empowerment of others. The events planned by this committee are designed to offer hope, encouragement and inspiration to students and community members.

## Faculty Senate Mission Statement:

The Red Lake Nation College Faculty Senate is responsible for representing faculty interests through shared governance with RLNC administration. The Faculty Senate is responsible for exercising its authority in ensuring that academic freedom is encouraged and protected, and for acting as a guiding body to oversee curriculum that promotes student learning through rigorous course of study. The Faculty Senate is responsible for proposing, evaluating, and advising on actions or policies that support the mission of Red Lake Nation College to provide quality education that is grounded in the Ojibwe language and culture of the Red Lake Nation.

## Overriding Academic Priorities

*(Five year plan)*

1. Attain Candidacy Status with the Higher Learning Commission and work toward full accreditation.
2. Provide high quality and rigorous liberal arts and professional academic programs offered by qualified and experienced faculty.
3. Recruit, retain and graduate members of the Red Lake Nation and surrounding communities.
4. Ensure that all RLNC courses and curricula are current and of high quality.
5. Enhance links to the Red Lake Nation community to insure relevance of academic programs and increase job-placement upon graduation.
6. Expand current academic degree programs in Social and Behavioral Science, Environmental Science, Business Management and Certificate Programs.
7. Expand the use of technology in the teaching and learning environment.

## ACADEMIC PRIORITY #1

Attain Candidacy Status with the Higher Learning Commission and work toward full accreditation.

### GOALS:

- A. Red Lake Nation College will submit the eligibility filing by the end of October, 2014.

Objective Number	Objectives	Action Steps	Measurement	Resources
1	Handbooks and policy manuals must be revised and available. This includes the faculty handbook, student	The V.P. of Academic Affairs will work with stakeholders to complete/ revise the	All new and revised policies will be approved by the Board of Regents	Previous handbooks and catalogs  Staff, faculty and

	handbook, college catalog, personnel policies and procedures, fiscal policies, Board of Regents Handbook, and the strategic plan.	<p>following handbooks:</p> <ul style="list-style-type: none"> <li>• Faculty Handbook</li> <li>• Student Handbook</li> <li>• RLNC Catalog</li> <li>• Personnel Policies and Procedures</li> <li>• Fiscal Policies</li> <li>• Strategic Plan</li> <li>• Board of Regents Handbook</li> <li>• Retention Plan</li> <li>• Assessment Manual and Handbook</li> </ul>	prior to December 1 <sup>st</sup> , 2014.	<p>administration</p> <p>Handbooks and plans from other institutions available online</p>
2	The RLNC website must be reorganized and must include all revised forms and handbooks.	<p>The V.P. of Academic Affairs will reorganize the RLNC website and model it after the College of the Muscogee Nation. All handbooks, planning documents, and applicable forms will be uploaded to the website.</p> <p>Once the new campus building is complete, the RLNC V.P. of Academic Affairs will create a new, modern website.</p>	The RLNC website will be reorganized and all documents uploaded by December 1 <sup>st</sup> , 2014. This will also be a continuous process of improvement up for annual review.	<p>College of Muscogee Nation website</p> <p>Joomla tips and suggestions</p>
3	RLNC must determine the programs that will be offered on campus based on community needs and job placement potential.	The V.P. of Academic Affairs will post the results of community surveys on the website. These results have been used to drive programming at RLNC as we pursue Candidacy.	The results of the community surveys will be posted on the RLNC website by December 12 <sup>th</sup> , 2014, by the V.P. of Academic Affairs.	<p>Community Survey</p> <p>Community Members and Stakeholders</p>
4	RLNC must complete all of the documentation required for the Eligibility Filing.	The V.P. of Academics will compile all information required for the Eligibility Filing in the format requested by the Higher Learning Commission.	The Eligibility Filing will be completed by December 12 <sup>th</sup> , 2014 and submitted to HLC by the V.P. of Academic Affairs.	HLC Eligibility Filing Documentation Requirements.

B. RLNC will start a cohort of students in a new program in the fall of 2015 with detailed graduation plans in place.

Objective Number	Objectives	Action Steps	Measurement	Resources
1	A cohort of students who (1) are ineligible for federal aid, or (2) do not plan to transfer to a four-year institution will be recruited to start the Fall 2015 A.A.S. program in Social and Behavioral Sciences.	The V.P. of Student Success, the Recruitment and Retention College and the Director of Student Services will work together to identify and recruit this cohort of students.	This group of students will be identified by April 1 <sup>st</sup> , 2015, and will complete all admissions paperwork and placement testing by June 1 <sup>st</sup> , 2015.	Student enrollment data and contact information
2	A.A.S. in Social and Behavioral Sciences graduation plans will be completed and included in the RLNC Catalog and on the RLNC website.	The V.P. of Academic Affairs will include the graduation plan in the RLNC College Catalog and place on the RLNC website.	This information will be available in both formats by November 1 <sup>st</sup> , 2015.	RLNC Catalog  College catalogs from other institutions  MNSCU general education requirements  Industry needs and requirements based off Gainful Employment data and community surveys
3	RLNC will work with Leech Lake Tribal College to determine how to finance the education for these students as many of the courses will be general education courses offered by LLTC instructors on the RLNC campus.	The College President and the V.P. of Academic Affairs will work with LLTC administration to develop a funding plan for this cohort of students.	This information will be gathered and available to students by January 9 <sup>th</sup> , 2015.	RLNC Catalog  Contractual agreement between RLNC and LLTC

C. RLNC will continue to follow all steps toward Candidacy and full accreditation.

Objective Number	Objectives	Action Steps	Measurement	Resources
1	Complete Eligibility Requirements	The V.P. of Academic Affairs will put together all documents for Eligibility Requirements.	The V.P. of Academics will have this information prepared for submission by December 12 <sup>th</sup> , 2014.	HLC Eligibility Requirements  HLC Assumed Practices  HLC Criteria for Accreditation
2	Follow all steps as directed by HLC	The V.P. will follow all instructions as directed by HLC.	The V.P. of Academics will put together all required information and	HLC Communication

			documentation as needed.	
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## ACADEMIC PRIORITY #2

Provide high quality and rigorous liberal arts and professional academic programs offered by qualified and experienced faculty.

### GOALS:

- A. Academic Affairs will recruit and retain qualified and experienced faculty and staff by emphasizing compensation, support, and professional development strategies.

Objective Number	Objectives	Action Steps	Measurement	Resources
1	Continue efforts to make salaries competitive with a goal of achieving parity with other tribal and community colleges in the region.	Compare faculty and staff salaries with those at other tribal and community colleges in the region and develop a salary schedule for employees.	The V.P. of Academic Affairs will contact other tribal and community colleges and to gather information on salary schedules. By August, 2016, a recommendation will be made to the RLNC College President.	Regional tribal and community colleges
2	Maintain or improve current retention levels of faculty and staff annually, excluding those who leave for retirement or health issues.	Survey staff and faculty regarding satisfaction levels and request ideas as to how to improve retention and satisfaction levels.	The V.P. of Academics will develop a satisfaction survey for faculty and staff members by August, 2015 and begin administering the survey annually in the spring. Recommendations for improvements will be based off the feedback gathered from these confidential surveys.	Faculty and staff satisfaction survey
3	Continue annual review of all college faculty in meeting job responsibilities and expectations, and develop plans for ongoing professional growth.	Collect faculty professional development plans annually in the fall. Complete annual reviews for all faculty members every spring.	The V.P. of Academics will gather all faculty development plans from full-time faculty every September. Annual performance reviews will occur every May and will utilize goals and objectives listed on the faculty development plans.	Faculty development plans  Annual performance reviews

4	Enhance faculty development opportunities and resources in effective pedagogical strategies for in-person and on-line courses, advising, educating diverse populations, mentoring students, academic leadership, and other areas of faculty engagement.	Provide faculty development trainings every fall prior to the start of the semester and during semester breaks when faculty members are still on campus.	The V.P. of Academics and the V.P. of Student Success will work together to deliver effective faculty in-service trainings every August, May and during the semester break in December. The V.P. of Academics and the V.P. of Student Success will also email any relevant online and local training opportunities to faculty as they occur. Accommodations will be made to cover classroom time in the event the faculty member has an interest in attending a conference. As the college gathers more financial resources, there will be more opportunity for broader involvement in conferences and seminars.	Speakers LLTC and RLNC Administrators Local experts Online trainings
5	Foster a culture of cooperation, mutual respect and scholarly collaboration across academic units of the college through the creation of committees that bring faculty from different academic units together.	Create various committees that bring faculty members together to collaborate on ideas. Task the curriculum committee with scholarly collaboration across academic units.	The Curriculum Committee, composed of full-time and adjunct faculty members will work together to collaborate on curriculum across academic fields. This committee will meet once per month throughout the academic year and will provide an end-of-year report in May of each year.	Curriculum Committee End-of-year committee report
6	Hire faculty members to fulfill needs for new academic programs as they are implemented.	Hire an adjunct math instructor to meet general education mathematics requirements. Hire an adjunct chemistry	The V.P. of Academic Affairs will advertise for an adjunct math instructor in May, 2015 for the 15-16 academic year.  Other adjunct and	Academic Program Timeline Job Descriptions

		instructor. Hire a full-time business instructor. Hire a full-time Ojibwe language instructor.	full-time faculty members will be sought as the academic programs are implemented (see timeline for details).	
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B. Academic Affairs will assist the college in providing high-quality facilities. The feasibility of the following will be assessed.

Objective Number	Objectives	Action Steps	Measurement	Resources
1	New campus facility (scheduled for completion August 2015).	RLNC will move into the new facility upon completion.	RLNC is scheduled to start the 15-16 Academic Year on the new campus.	Master Plan
2	Evaluation and expansion of library resources.	The V.P. of Academic Affairs and the V.P. of Student Success will analyze the current resources and needs for the new campus.	The V.P. of Academic Affairs and the V.P. of Student Success will make recommendations to the College President by August, 2015.	LLTC Librarian Local and Regional Libraries
3	Evaluation and expansion of learning center resources.	The V.P. of Academic Affairs and the V.P. of Student Success will analyze the current resources and needs for the new campus.	The V.P. of Academic Affairs and the V.P. of Student Success will make recommendations to the College President by August, 2015.	LLTC Learning Center Local and Regional Learning Centers at tribal and community colleges

C. Academic Affairs will continue its strong commitment to the development of competitive, academically rigorous programs in a variety of formats that respond to the documented needs within the region.

Objective Number	Objectives	Action Steps	Measurement	Resources
1	Collaborate with business, industry and government to identify relevant and high-demand programs.	Complete additional community surveys.  Gather local and regional job descriptions to gauge gainful employment opportunities.	The Assessment Committee members will gather local and regional job descriptions through communication with businesses and industries in the area. The V.P. of Academic Success will post this information on the RLNC website by May, 2015.	Local and regional businesses and industry  Gainful Employment Codes

2	Provide selected programs in alternative formats for those students wanting to accelerate their college experience.	The V.P. of Academic Success will continue to investigate resources for alternative delivery methods.	The V.P. of Academic Success will gather this information and make a recommendation to the College President by August, 2016.	Student surveys  Online delivery platforms
3	Provide opportunities for more collaborative teaching arrangements (team taught interdisciplinary courses).	The Curriculum Committee will meet monthly and discuss team teaching options.	The Curriculum Committee will provide a summary to the V.P. of Academic Affairs at the end of each academic year.	Curriculum Committee End-of-Year report
4	Provide up-to-date classroom technology (internet access, video, course management system, etc.) for all classes to meet curricular needs.	The V.P. of Academics and the V.P. of Student Success will analyze the current technology, technology that will be available for students on the new campus and gather information from the RL Tribal IT department.	The V.P. of Academic Affairs will provide a summary and recommendations to the College President by August, 2015.	RL Tribal IT Department  Current technology and software

D. Academic Affairs will establish a strong general education program that recognizes equivalent learning previously achieved by transfer students.

Objective Number	Objectives	Action Steps	Measurement	Resources
1	Develop a general education program that becomes a signature of a RLNC education.	The Curriculum Committee will evaluate course syllabi and content throughout each academic year.  The Assessment Committee will evaluate learning objectives and outcomes each academic year.	Each committee will provide an end-of-year report to the V.P. of Academics annually and will revise their work plans for the following academic year in accordance with their progress and findings.	Curriculum committee end-of-year report  Assessment committee end-of-year report
2	Develop academic policies and processes which enhance general education coursework transferability for students.	The V.P. of Academics will continue to monitor the MNSCU transfer requirements to make sure RLNC meets all general education	The RLNC Catalog contains the MNSCU transfer requirements and all RLNC academic programs incorporate those requirements into degree programs. The V.P. of Academic	RLNC Catalog  MNSCU Transfer Requirements

		requirements to assist students in transferring to other institutions. In addition, once RLNC is fully accredited, the V.P. of Academic Affairs will see articulation agreements with local four-year colleges and universities.	Affairs will continue to monitor MNSCU requirements as they change and modify RLNC degree requirements in accordance with these changes.	
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E. Academic Affairs will develop and implement programs and activities focused on student retention and success.

Objective Number	Objectives	Action Steps	Measurement	Resources
1	Foster from admission to graduation a culture of academic integrity among students, faculty, and administration.	<p>Students will be advised of college values and the meaning of plagiarism at student orientation each semester.</p> <p>Faculty members will include information academic integrity into all course syllabi.</p> <p>All plagiarism cases will be monitored closely and dealt with in accordance with RLNC policies.</p>	<p>All course syllabi will contain information on academic integrity. The Curriculum Committee will monitor course syllabi.</p> <p>Academic Integrity will be on the agenda at each student orientation.</p> <p>All plagiarism cases and outcomes will be documented by the V.P. of Academic Affairs.</p>	<p>Course Syllabi</p> <p>Student Handbook</p> <p>Curriculum Committee</p>
2	Develop a first-year experience program to integrate students into the life of the college and assist them in making the transition to college.	The Path to Success Course (EDU 102) will continue to be developed and revised to meet the needs of first-year students. The V.P. of Student Success will also offer lunch and learn seminars on a monthly basis to	By August, 2016, a pre-test and post-test evaluation will be developed by the Assessment Committee to assist in measuring how well the Path to Success course is integrating students into college life. Students will have the opportunity to make suggestions	<p>Path to Success Course</p> <p>Assessment Committee</p>

		address some of the concerns of first-year students.	and all recommendations and data gathered from these evaluations will be used to revise, modify and improve the course to serve the needs of the students.	
3	Continue to evaluate assessment of student learning in all programs, including general education, and take steps to ensure continued success and improvement.	The Assessment Committee will develop an assessment schedule during the 14-15 academic year and will continue to work through program assessments according to the schedule.	The final assessment committee schedule will be available at the end of the 14-15 academic year and ongoing assessment will occur according to the schedule.	Assessment Committee  Assessment schedule

F. Academic Affairs will plan for technology support for its academic mission.

Objective Number	Objectives	Action Steps	Measurement	Resources
1	Assess and evaluate academic computing needs to support the learning and scholarly environment.	RLNC will begin assessing student ability and needs in regard to computer and technological ability and understanding in order to improve the resources and classroom instruction in this area.	By August, 2016, RLNC will begin administering pre-test and post-tests to students entering the ITECH 100 Computer Applications I course. Changes, revisions and modifications to the course will be made in accordance with the information and data derived from these evaluations.	ITECH 100 Computer Applications I  Assessment Committee  Curriculum Committee
2	Provide technological support services sufficient for a growing number of online courses.	The Assessment Committee will assess student and community needs and feasibility for online courses.	The Assessment Committee will survey the community to determine needs and feasibility for online courses by August, 2018 and make recommendations to the College President in accordance with data collected.	Assessment Committee

### ACADEMIC PRIORITY #3

Recruit, retain and graduate members of the Red Lake Nation and surrounding communities.

#### GOALS:

- A. Continue to grow enrollment annually to achieve higher enrollment levels and capacity.

Objective Number	Objectives	Action Steps	Measurement	Resources
1	Assist in developing and implementing a recruitment plan designed to address access as well as quality and quantity of students enrolled.	A recruitment plan will be developed.	The V.P. of Student Success and the Recruitment and Retention Counselor will work together to develop a recruitment plan that will be modified and revised annually. The recruitment plan for the 15-16 academic year will be completed by June, 2015.	Recruitment plan
2	Increase direct involvement of faculty in student recruitment.	Faculty will continuously be encouraged to participate in recruitment efforts.	The V.P. of Student Success and the Recruitment and Retention Counselor will include in the retention plan, instructions and guidance for faculty involvement in recruitment efforts. The recruitment plan for the 15-16 academic year will be completed by June, 2015, and a schedule for each plan will be completed according to timelines established in the plan.	Recruitment plan

- B. Implement improvements in all aspects of the admissions and enrollment processes.

Objective Number	Objectives	Action Steps	Measurement	Resources
1	Simplify, clarify, and facilitate the transfer of courses into the college.	Presently, RLNC is an extension of LLTC, so all transfer courses are	The RLNC Registrar will follow transfer course policies and will begin developing	Local college and university catalogs Student management

		evaluated by the LLTC Registrar's Office. However, as RLNC establishes a new unaccredited program beginning in the fall of 2015, students may transfer courses directly into RLNC. RLNC will follow the same transfer course policies currently used by LLTC but will begin developing a clear spreadsheet of equivalent courses from local colleges.	an equivalency spreadsheet to ensure fair and consistent transfer of courses for students.	software RLNC Catalog
2	Streamline the admissions process for all prospective students.	Presently, RLNC is an extension of LLTC so all admissions paperwork is submitted directly to LLTC. As RLNC begins offering its own programming, RLNC will follow the same admissions requirements and submission as LLTC but will require paper applications rather than online forms.	Starting with the cohort of students who will enter the AAS in Social and Behavioral Sciences in the fall of 2015, the RLNC Registrar will collect independent admissions paperwork from students.	RLNC Catalog and policies RLNC admissions paperwork

C. Improve student retention.

Objective Number	Objectives	Action Steps	Measurement	Resources
1	Assist in the implementation of a program to contact students in good academic standing who have not enrolled in a subsequent term.	Identify students in good standing who have not enrolled in subsequent academic term and contact them to register for courses.	The RLNC Registrar and V.P. of Student Success will work together to identify and contact these students during the months of June-August each year.	Student management software

2	Participate in developing a support program for conditionally admitted students (those on academic warning or returning from academic suspension).	Identify conditionally admitted students and complete student success plans to address individualized needs.	The V.P. of Academic Affairs will provide a list of conditionally admitted students to the V.P. of Student Success and the Recruitment and Retention Counselor each semester. They will, in turn, contact each student and complete an individualized student success plan with them. They will follow-up with these students weekly to help promote academic and personal success throughout the semester. They will provide a summary at the end of each academic year and revise their retention plan in accordance with the data.	Student Success Plans  Tutoring  Counseling
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#### ACADEMIC PRIORITY #4

Ensure that all RLNC courses and curricula are current and of high quality.

#### GOALS:

- A. Implement a systematic review of curricula in current programs. Align course syllabi, course outlines, course outcomes, course materials with institutional and department mission and goals.

Objective Number	Objectives	Action Steps	Measurement	Resources
1	Develop a program review cycle.	The Curriculum Committee will develop a course review cycle.	The Curriculum Committee will develop a course review cycle by June 1, 2015.	Curriculum Committee Notes and Work Plan
2	Submit end-of-year report.	The Curriculum Committee will submit an end-of-year report annually	The Curriculum Committee will submit the end-of-year report to the V.P. of Academic Affairs each year by June 1 <sup>st</sup> .	Curriculum Committee end-of-year report

B. Develop written course materials in modules that will transition easily into distance or blended/block delivery modes.

Objective Number	Objectives	Action Steps	Measurement	Resources
1	Develop module based course materials for introductory courses.	The Curriculum Committee will develop a work plan to address this.	The Curriculum Committee will begin to address this in the fall of 2017 and will have one course ready to offer online in the fall of 2018.	Curriculum Committee Work Plan

C. Fully implement assessment plans at the academic divisional, programmatic, and course levels.

Objective Number	Objectives	Action Steps	Measurement	Resources
1	The Assessment Committee will develop a calendar of assessment.	The Assessment Committee will develop a calendar of assessment.	This will be completed by the end of the 14-15 academic year.	The Assessment Committee work plan.
2	The Assessment Committee will begin by assessing programmatic learning outcomes.	Assess the Liberal Education (A.A.) learning outcomes.  Assess the Social and Behavioral Sciences (A.A.S.) learning outcomes.  Assess the Business Management (A.A.) learning outcomes.  Assess the Environmental Science (A.A.) learning outcomes.  Assess the Speaking Ojibwe (certificate) learning outcomes.	Complete this during the 15-16 academic year.  Complete this during the 15-16 academic year.  Complete this during the 16-17 academic year.  Complete this during the 17-18 academic year.  Complete this during the 18-19 academic year.	The Assessment Committee work plans by academic year.
3	The Assessment Committee will work with the Curriculum Committee to assess course level learning outcomes and objectives.	Assess General Education courses.  Assess Core	Complete assessment of general education courses during the 15-16 and 16-17 Academic years.  Complete assessment	Assessment Committee and Curriculum Committee work plans by academic year.

		Courses.  Assess Elective courses.  Assess program-specific courses.	of Core and Elective courses during the 17-18 and 18-19 academic years.  Complete program-specific courses during the 19-20 and 20-21 academic years.	
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D. Improve student learning assessment and feedback and incorporate these into course planning/review.

Objective Number	Objectives	Action Steps	Measurement	Resources
1	Develop a plan to improve student learning assessment.	The Faculty Senate will develop a plan to address student learning assessment.	Complete this plan during the 14-15 academic year.	Faculty Senate work plan.
2	Implement new methods of assessing student learning.	The Faculty Senate will develop ways to improve the assessment of student learning.	Complete this during the 15-16 academic year.	Faculty Senate work plan by academic year.
3	Regularly review the outcomes of the student learning assessment and make changes accordingly.	The Faculty Senate will review and make changes to student learning assessment.	Complete on an ongoing basis.	Faculty Senate work plan by academic year.

E. Improve library and electronic academic resources and access for faculty and students.

Objective Number	Objectives	Action Steps	Measurement	Resources
1	Implement faculty “suggestion for library acquisition” form to justify new acquisitions.	The Curriculum Committee will develop an acquisition form.	This acquisition form will be ready for use during the 15-16 academic year.	The Curriculum Committee work plan and subsequent form.
2	Work with academics to determine appropriate academic usage policies and to ensure RLNC is complying with federal law (public viewing licenses and copyright).	The Curriculum Committee will review policies, make any recommendations for changes to policies as necessary.	The Curriculum Committee will include this in their work plan for the 15-16 academic year.	The Curriculum Committee work plan by academic year.

## ACADEMIC PRIORITY #5

Enhance links to the Red Lake Nation community to insure relevance of academic programs and increase job-placement upon graduation.

### GOALS:

- A. Academic Affairs will continue to support the community by providing programs and collaborating with external organizations to enhance the economic strength of the region.

Objective Number	Objectives	Action Steps	Measurement	Resources
1	Expand internship and employment opportunities for students through partnerships with local businesses, government, and nonprofit organizations.	The Faculty Senate will work with local business and organizations to develop and implement internships and employment opportunities.	The Faculty Senate will include this in their work plan for the 16-17 academic year.	Faculty Senate work plan by academic year.
2	Increase opportunities for RLNC to provide leadership in the training and development of the region's workforce.	The V.P. of Academic Affairs will work toward developing a continuing education program.	A plan for continuing education will be completed by August, 2016.	Continuing education plan based on community needs and resources.
3	Emphasize and encourage development of and enrollment in academic programs to support the economic growth and needs of the community and state.	The V.P. of Student Success and the Recruitment and Retention Specialist will work together to recruit and retain greater numbers of students.	A recruitment plan will be developed during the 14-15 academic year. A retention plan has been completed and will be monitored and revised each year.	Recruitment plan. Retention plan. End of year reports.

- B. Academic Affairs will address the needs of the community and enhance its quality of life through cultural and intellectually enriching programming on campus as well as other forms of community outreach and community service.

Objective Number	Objectives	Action Steps	Measurement	Resources
1	Continue to provide high-quality programs for the enjoyment and cultural enrichment of the campus and community.	The Governance Committee will plan college events that are open to the public for cultural enrichment.	The Governance Committee will plan events each academic year and include in their work plan. They will monitor attendance numbers at these events.	Governance Committee work plan by academic year and attendance tracking.

2	Develop and encourage collaboration with civic, cultural, and not-for-profit community organizations to utilize RLNC's distinctive resources and expertise to meet the needs of, and enhance the quality of life in, the region.	The V.P. of Academic Affairs will work toward developing a community education program.	A plan for community education will be completed by August, 2016.	Community education plan based on community needs and resources.
3	Provide educational opportunities and outreach to community members to encourage individual, cultural, and professional development, and support life-long learning.	The V.P. of Academic Affairs will work toward developing a continuing education program.	A plan for continuing education will be completed by August, 2016.	Continuing education plan based on community needs and resources.

C. Red Lake Nation College will clearly communicate how the college adheres to the established standards for Minnesota Transfer Curriculum to Minnesota state colleges and universities ([http://www.mntransfer.org/transfer/mntc/t\\_mntc.php](http://www.mntransfer.org/transfer/mntc/t_mntc.php)) and to state standards for professional programs.

Objective Number	Objectives	Action Steps	Measurement	Resources
1	Continue to develop academic programs to be offered at RLNC with clearly stated information about transfer policies and guidelines.	Once RLNC achieves full accreditation, it will look at expanding their programmatic offerings and review their transfer policies.	Upon achieving accreditation, program offerings will be reviewed. Estimated time frame - Academic year 2019-2020.	Academic Plan revision 2019-2020.

D. The college will develop advanced placement study programs and other joint ventures with area high schools.

Objective Number	Objectives	Action Steps	Measurement	Resources
1	The college will seek recognition as a Post-Secondary Education Opportunity provider.	The V.P. of Academics will seek this status once RLNC is fully accredited by HLC.	Estimated time frame 2019-2020.	Academic Plan revision 2019-2020.
23	Faculty members and professional staff will remain open to short-term speaking and teaching engagements with the goal of encouraging Native American high school students to continue their education at	The full-time faculty members will participate in Orientation.  The Faculty Senate will develop ways	The Faculty Senate will include recruitment activities in their work plan for the 15-16 Academic Year.	Faculty Senate work plan by academic year.

	the college.	in which they can participate in recruitment activities.		
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### ACADEMIC PRIORITY #6

Expand current academic degree programs in Environmental Science, Business Management, Social and Behavioral Sciences, and Professional Certificate Programs.

#### GOALS:

A. Develop an A.A. degree in liberal education with an environmental science emphasis.

Objective Number	Objectives	Action Steps	Measurement	Resources
1	Begin offering A.A. in Environmental Science in 2018-2019.	Begin recruiting students in 2017-2018.	Faculty Senate will include this in their work plan by academic year.	Faculty Senate work plan by academic year.

B. Develop an A.A. degree in liberal education with a business management emphasis.

Objective Number	Objectives	Action Steps	Measurement	Resources
1	Begin offering A.A. in Business Management in 2017-2018.	Begin recruiting students in 2016-2017.	Faculty Senate will include this in their work plan by academic year.	Faculty Senate work plan by academic year.

C. Develop an A.A.S. degree in social and behavioral sciences.

Objective Number	Objectives	Action Steps	Measurement	Resources
1	Begin offering A.A.S. in Social and Behavioral Sciences in 2015-2016.	The Recruitment and Retention Specialist will recruit students for this program during the 2014-2015 academic year.	Students will be recruited and will have completed all admissions paperwork by July 1, 2015.	Recruitment and Retention Specialist documentation.

D. Develop certificate programs based on community needs.

Objective Number	Objectives	Action Steps	Measurement	Resources
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1	Begin offering certificate in the Ojibwe Language in 2018-2019.	The Ojibwe Language Instructor and the Recruitment and Retention Specialist will begin recruiting students during the 2017-2018 academic year.	The Recruitment and Retention Specialist will include this in the annual Retention Plan.	Retention work plan.
2	Continue collecting community surveys to determine additional certificate programs the community would like to see offered at RLNC.	Administer surveys once or twice per academic year.	Collect surveys and report findings on website. The V.P. of Academics will make recommendations to the College President based on these survey outcomes.	Community Surveys

### ACADEMIC PRIORITY #7

Expand the use of technology in the teaching and learning environment.

#### GOALS:

- A. Develop a Master Technology Plan.

Objective Number	Objectives	Action Steps	Measurement	Resources
1	Prioritize technological initiatives.	The V.P. of Academics will work with the Red Lake Nation IT Department to develop a Master Plan.	This Master Plan will be developed during the 15-16 Academic Year.	IT work plan
2	Examine the strengths and weaknesses of the College's current academic and administrative computing environment.	The V.P. of Academics will work with the Red Lake Nation IT Department to develop a Master Plan.	This Master Plan will be developed during the 15-16 Academic Year.	IT work plan
3	Identify and evaluate new emerging technologies.	The V.P. of Academics will work with the Red Lake Nation IT Department to develop a Master Plan.	This Master Plan will be developed during the 15-16 Academic Year.	IT work plan
4	Explore opportunities to better support the internal functions of	The V.P. of Academics will	Ongoing maintenance and updates to current	RLNC website

	the RLNC website.	continue to maintain the RLNC website but will start a new website during the 15-16 academic year.	website. Development of new website during 15-16 academic year.	
5	Review and develop new technology policies governing use of campus technology resources.	The V.P. of Academics will work with the Red Lake Nation IT Department to develop a Master Plan.	This Master Plan will be developed during the 15-16 Academic Year.	IT work plan

## Programs of Study

### Current!

#### Associate in Arts

Liberal Education

### Coming Soon!

#### Associate in Applied Science

Social and Behavioral Sciences (2015-2016)

#### Associate in Arts

Business Management (2017-2018)

Environmental Science (2018 -2019)

#### Certificate

Speaking/Teaching the Ojibwe Language (2018-2019)



## Course Codes/Prefixes

**COMMUNICATIONS**  
ENGL (English)  
SPCH (Speech)

**SCIENCE AND ENVIRONMENTAL STUDIES**  
BIO (Biology)  
PSCI (Physical Science)  
CHEM (Chemistry)

**MATHEMATICS AND TECHNOLOGY**  
MATH (Mathematics)  
ITECH (Information Technology)

**INDIGENOUS STUDIES AND FINE ARTS**  
OJI (Ojibwe Language)  
ANI (Anishinaabe Studies)  
MUS (Music)  
ART (Art)

**SOCIAL STUDIES AND BEHAVIORAL SCIENCES**  
PSY (Psychology)  
SOC (Sociology)  
PHIL (Philosophy)  
HIS (History)  
HUM (Human Services)  
POLSC (Political Science)  
ECON (Economics)  
GEOG (Geography)

**BUSINESS ADMINISTRATION**  
BUS (Business)  
TA (Tribal Administration)

**ATHLETICS AND PHYSICAL EDUCATION**  
PE (Physical Education)

## Associate in Arts Degree (A.A.) Liberal Education Degree Requirements

62-64 Credits

\*C Score = COMPASS Placement Test Scores

The same course cannot be used to fulfill more than one category.

### General Education Requirements

Goal Area	Semester		Course	Pre-Requisites	Hours Completed
Goal 1: Communication (9 credits required)			ENGL 101: English Composition I (3) ENGL 102: English Composition II (3) SPCH 201: Speech and Communications (3)	*C Score ENGL 101 ENGL 101	
Goal 2: Critical Thinking (0 credits required)			*Satisfied when all requirements are satisfied		
Goal 3: Natural Sciences (7-8 credits required)			Required: BIO 111: General Biology I & Lab (4) And choose one below: BIO 112: General Biology II & Lab (4) PSCI 100: Intro to Physical Science & Lab (4) PSCI 110: Intro to Earth Science & Lab (4) PSCI 150: Indigenous Astronomy (3) BIO 202: Human Anatomy and Physiology (4) BIO 204: Environmental Science (3)	None  BIO 111 None None None BIO 111 None	
Goal 4: Mathematical/ Logical Reasoning (3-4 credits required)			Choose 1 class below: MATH 140: Concepts in Mathematics (4) MATH 150: College Algebra (3) MATH 170: Statistics (3)	*C Score *C Score *C Score	
Goal 5: History and the Social and Behavioral Sciences (6 credits required)			Choose 2 classes below: HIS 101: U.S. & Indigenous American History 1830-present (3) POLSC 150: American Government (3) POLSC 225: Treaty Law & Tribal Sovereignty (3) PSY 100: General Psychology (3) PSY 140: Developmental Psychology (3) PSY 220: Abnormal Psychology (3) GEOG 200: Cultural Geography (3) SOC 101: Intro to Sociology (3)	None None None None None None PSY 100 None None	
Goal 6: The Humanities and Fine Arts (6 credits required)			Choose 2 classes below: ART 100: Intro to Traditional/Contemporary Art (3) PHIL 200: Indigenous American Philosophy (3) MUS 250: History of Anishinaabe Music & Dance (3) ENGL 220: Creative Writing (3) ENGL 250: Contemporary Indigenous American Literature (3)	None  None None  ENGL 101 ENGL 102	
Goal 7: Human Diversity (3 credits required)			Choose 1 class below: PHIL 200: Indigenous American Philosophy (3) SOC 200 Indigenous American Women (3) SOC 101: Intro to Sociology (3) HIS 101: U.S. and Indigenous American History (3)	None None None None	
Goal 8: Global Perspective (0 credits required)			*Satisfied in Core Requirements		
Goal 9: Ethical and Civic Responsibility (3 credits required)			Choose 1 class below: POLSC 150: American Government (3) POLSC 225 Treaty Law and Tribal Sovereignty (3) ANI 200: Indigenous American Leadership (3)	None None None	
Goal 10:			Choose 1 class below:		

People and the Environment (3 credits required)			BIO 204: Environmental Science (3) ENGL 200 Literature and the Environment (3) GEOG 200: Cultural Geography (3)	None None None	
TOTAL: 40-42			*See other general education requirements met in Core and Specialization courses		

### Core Requirements

Goal Area	Semester		Course	Pre-Requisites	Hours Completed
			ANI 100: Intro to Anishinaabe Studies (3)	None	
			EDU 102: Path to Success (3)	None	
			ITECH 100: Computer Applications I (3)	None	
Fulfills Goal 8			OJI 101: Speaking Ojibwe I (4)	None	
Fulfills Goal 8			OJI 102: Speaking Ojibwe II (4)	OJI 101	
TOTAL: 17					

### Electives (3-7 credits needed)

Goal Area	Semester		Course	Pre-Requisites	Hours Completed

## Associate in Applied Science Degree (A.A.S) Liberal Education - Social and Behavioral Sciences

66 Credits

\*C Score = COMPASS Placement Test Scores

The same course cannot be used to fulfill more than one category.

### General Education Requirements

Goal Area	Semester		Course	Pre-Requisites	Hours Completed
Goal 1: Communication (9 credits required)			ENGL 101: English Composition I (3) ENGL 102: English Composition II (3) SPCH 201: Speech and Communications (3)	*C Score ENGL 101 ENGL 101	
Goal 2: Critical Thinking			*Satisfied when all requirements are satisfied		
Goal 3: Natural Sciences (7 credits required)			BIO 111: General Biology I & Lab (4) BIO 202: Human Anatomy and Physiology (3)	None BIO 111	
Goal 4: Mathematical/ Logical Reasoning (3-4 credits required)			Choose 1 class below: MATH 140: Concepts in Mathematics (4) MATH 150: College Algebra (3) MATH 170: Statistics PHIL 220: Logic (3)	*C Score *C Score *C Score *C Score	
Goal 5: History and the Social and Behavioral Sciences			*Satisfied in Specialization Courses		
Goal 6: The Humanities and Fine Arts (6 credits required)			Choose 2 classes below: ART 100: Intro to Traditional/Contemporary Art (3) PHIL 200: Indigenous American Philosophy (3) MUS 250: History of Anishinaabe Music & Dance (3) ENGL 220: Creative Writing (3) ENGL 250: Contemporary Indigenous American Literature (3)	None  None None ENGL 101 ENGL 102	
Goal 7: Human Diversity			*Satisfied in Core Requirements (ANI 100)		
Goal 8: Global Perspective			*Satisfied in Core Requirements (OJI 101)		
Goal 9: Ethical and Civic Responsibility (3 credits required)			PHIL 230: Ethics (3)	None	
Goal 10: People and the Environment (3 credits required)			Choose 1 class below: BIO 204: Environmental Science (3) ENGL 200: Literature and the Environment (3) GEOG 200: Cultural Geography (3)	None ENGL 102 None	
TOTAL: 31-33			*See other general education requirements met in Core and Specialization courses		

## Core Requirements

Goal Area	Semester		Course	Pre-Requisites	Hours Completed
Fulfills Goal 7			ANI 100: Intro to Anishinaabe Studies (3)	None	
			EDU 102: Path to Success (3)	None	
			ITECH 100: Computer Applications I (3)	None	
Fulfills Goal 8			OJI 101: Speaking Ojibwe I (4)	None	
Fulfills Goal 8			OJI 101: Speaking Ojibwe II (4)	OJI 101	
			HUM 110: Intro to Human Services (3)	None	
TOTAL: 20					

## Specialization Courses (16-18 credits needed)

Goal Area	Semester		Course	Pre-Requisites	Hours Completed
All of these courses satisfy Goal #5			Required: (Choose one)		
			PSY 100: General Psychology (3)	None	
			PSY 160: Lifespan Development (3)	None	
			Choose from the following to fulfill specialization credits:		
			PSY 140: Developmental Psychology (3)	None	
			PSY 220 Abnormal Psychology (3)	PSY 100	
			SOC 101: Intro to Sociology (3)	None	
			SOC 130: Criminal Justice and Society (3)	None	
			SOC 170: Drugs and Drug Abuse (3)	None	
			SOC 220: Race and Gender Relations (3)	None	
			SOC 230: Juvenile Delinquency and Juvenile Justice (3)	None	
			SOC 250: Family Dynamics (3)	SOC 101	
			HUM 100: Personal Care Assistance (3) *Following this course, the student will be prepared to take the state PCA exam	None	
			HUM 120: Introduction to Helping Skills and Process (3)	None	
			HUM 200: Case Management (3)	ENGL 101	
			HUM 210: Crisis Intervention (3)	HUM 110	
TOTAL: 16-18 Credits					

## Associate in Arts Degree (A.A.) Liberal Education – Business Management

70 Credits

\*C Score = COMPASS Placement Test Scores

The same course cannot be used to fulfill more than one category.

### General Education Requirements

Goal Area	Semester		Course	Pre-Requisites	Hours Completed
Goal 1: Communication (9 credits required)			ENGL 101: English Composition I (3) ENGL 102: English Composition II (3) SPCH 201: Speech and Communications (3)	*C Score ENGL 101 ENGL 101	
Goal 2: Critical Thinking			*Satisfied when all requirements are satisfied		
Goal 3: Natural Sciences (7-8 credits required)			Required: BIO 111: General Biology I & Lab (4) And choose one below: BIO 112: General Biology II & Lab (4) PSCI 100: Intro to Physical Science & Lab (4) PSCI 110: Intro to Earth Science & Lab (4) PSCI 150: Indigenous Astronomy (3) BIO 202: Human Anatomy and Physiology (4) BIO 204: Environmental Science (3)	None  BIO 111 None None None BIO 111 None	
Goal 4: Mathematical/ Logical Reasoning (3-4 credits required)			Choose 1 class below: MATH 140: Concepts in Mathematics (4) MATH 150: College Algebra (3) MATH 170: Statistics	*C Score *C Score *C Score	
Goal 5: History and the Social and Behavioral Sciences (6 credits required)			ECON 100: Introduction to Economics (3) ECON 110: Tribal Economics (3)	None ECON 101	
Goal 6: The Humanities and Fine Arts (6 credits required)			Choose 2 classes below: ART 100: Intro to Traditional/Contemporary Art (3) PHIL 200: Indigenous American Philosophy (3) MUS 250: History of Anishinaabe Music & Dance (3) ENGL 220: Creative Writing (3) ENGL 250: Contemporary Indigenous American Literature (3)	None  None None  ENGL 101 ENGL 101	
Goal 7: Human Diversity			*Satisfied in Core Requirements (ANI 100)		
Goal 8: Global Perspective			*Satisfied in Core Requirements (OJI 101)		

Goal 9: Ethical and Civic Responsibility (3 credits required)			PHIL 230: Ethics (3)	None	
Goal 10: People and the Environment (3 credits required)			Choose 1 class below: BIO 204: Environmental Science (3) ENGL 200: Literature and the Environment (3) GEOG 200: Cultural Geography (3)	None ENGL 102 None	
TOTAL: 37-39			*See other general education requirements met in Core and Specialization courses		

### Core Requirements

Goal Area	Semester		Course	Pre-Requisites	Hours Completed
Fulfills Goal 7			ANI 100: Intro to Anishinaabe Studies (3)	None	
			EDU 102: Path to Success (3)	None	
			ITECH 100: Computer Applications I (3)	None	
Fulfills Goal 8			OJI 101: Speaking Ojibwe I (4)	None	
Fulfills Goal 8			OJI 101: Speaking Ojibwe II (4)	OJI 101	
			BUS 100: Introduction to Business (3)	None	
TOTAL: 20					

### Specialization Courses (11-13 credits needed)

Goal Area	Semester		Course	Pre-Requisites	Hours Completed
All of these courses satisfy Goal #5			ANI 200: Indigenous American Leadership (3)	None	
			BUS 160: Human Resource Management (3)	BUS 100	
			BUS 190: Principles of Marketing (3)	BUS 100	
			BUS 230: Management/Leadership (3)	BUS 100	
			BUS 250: Business Law (3)	BUS 100	
			BUS 260: Business Communications (3)	BUS 100, ENGL 101	
			BUS 270: Business Entrepreneurship (3)	BUS 100, BUS 190, ENGL 101	
			TA 210: Tribal Administration/Policy (3)	BUS 100	
TOTAL: 11-13 Credits					

## Associate in Arts Degree (A.A.) Liberal Education – Environmental Science

66 Credits

\*C Score = COMPASS Placement Test Scores

The same course cannot be used to fulfill more than one category.

### General Education Requirements

Goal Area	Semester		Course	Pre-Requisites	Hours Completed
Goal 1: Communication (9 credits required)			ENGL 101: English Composition I (3) ENGL 102: English Composition II (3) SPCH 201: Speech and Communications (3)	*C Score ENGL 101 ENGL 101	
Goal 2: Critical Thinking (0 credits required)			*Satisfied when all requirements are satisfied		
Goal 3: Natural Sciences 0 credits required)			*Satisfied in Specialization Courses.		
Goal 4: Mathematical/ Logical Reasoning (3-4 credits required)			Choose 1 class below: MATH 140: Concepts in Mathematics (4) MATH 150: College Algebra (3)	*C Score *C Score	
Goal 5: History and the Social and Behavioral Sciences (6 credits required)			Choose 2 classes below: ECON 100: Intro to Economics (3) HIS 101: U.S. & Indigenous American History 1830-present (3) POLSC 225: Treaty Law & Tribal Sovereignty (3) PSY 100: General Psychology (3) PSY 140: Developmental Psychology (3) PSY 200: Abnormal Psychology (3) GEOG 200: Cultural Geography (3) SOC 101: Intro to Sociology (3)	None None None None PSY 100 None None None	
Goal 6: The Humanities and Fine Arts (6 credits required)			Choose 2 classes below: ART 100: Intro to Traditional/Contemporary Art (3) PHIL 200: Indigenous American Philosophy (3) MUS 250: History of Anishinaabe Music & Dance (3) ENGL 220: Creative Writing (3) ENGL 250: Contemporary Indigenous American Literature (3)	None None None ENGL 101 ENGL 102	
Goal 7: Human Diversity (3 credits required)			Choose 1 class below: PHIL 200: Indigenous American Philosophy (3) SOC 200 Indigenous American Women (3) SOC 101: Intro to Sociology (3) HIS 101: U.S. and Indigenous American History (3) SOC 220: Race and Gender Relations (3)	None None None None None	
Goal 8: Global Perspective			*Satisfied in Core Requirements		

(0 credits required)					
Goal 9: Ethical and Civic Responsibility (3 credits required)			POLSC 170: Environmental Ethics	None	
Goal 10: People and the Environment (3 credits required)			BIO 204: Environmental Science (3)	None	
TOTAL: 33-34			*See other general education requirements met in Core and Specialization courses		

### Core Requirements

Goal Area	Semester		Course	Pre-Requisites	Hours Completed
			ANI 100: Intro to Anishinaabe Studies (3)	None	
			EDU 102: Path to Success (3)	None	
			ITECH 100: Computer Applications I (3)	None	
Fulfills Goal 8			OJI 101: Speaking Ojibwe I (4)	None	
Fulfills Goal 8			OJI 102: Speaking Ojibwe II (4)	OJI 101	
TOTAL: 17					

### Specialization Courses (15-16 credits needed)

Goal Area	Semester		Course	Pre-Requisites	Hours Completed
			BIO 111: General Biology I (4)	None	
			BIO 112: General Biology II (4)	BIO 111	
			PSCI 100: Intro to Physical Science & Lab (4)	None	
			PSCI 110: Intro to Earth Science & Lab (4)	None	
			PSCI 150: Indigenous Astronomy (3)	None	
			BIO 202: Human Anatomy & Physiology (4)	BIO 111	
			CHEM 100: Foundations of Chemistry (4)		
			CHEM 111: General Chemistry I (4)	CHEM 100	
			CHEM 112: General Chemistry II (4)	CHEM 111	

## Certificate in Speaking/Teaching the Ojibwe Language

	Semester		Course	Pre-requisites	Hours Completed
			OJI 101: Speaking Ojibwe I (4)	None	
			OJI 102: Speaking Ojibwe II (4)	OJI 101	
			OJI 111: Speaking Ojibwe with Children (3)	OJI 101	
			OJI 201: Speaking Ojibwe III (4)	OJI 102	
			OJI 202: Speaking Ojibwe IV (4)	OJI 201	
			OJI 220: Teaching and Learning Ojibwe (3)	OJI 102	
TOTAL: 22 credits					

## Course Descriptions

### **ANI 100 (3 credits)**

#### **Introduction to Anishinaabe Studies**

This course introduces students to the content areas of the Anishinaabe curriculum. The word Anishinaabe refers to all Indigenous people of North America. Content includes an overview of Anishinaabe culture, history, and philosophy, federal Indian [sic] policy, land and environment, gender roles, and contemporary social issues. *Offered every semester.*

### **ANI 200 (3 credits)**

#### **Indigenous American Leadership**

This course allows each student to build a personal vision of and commitment to community engagement. Students will explore concepts of “leadership” in society and in Anishinaabe communities. Through several active learning modules, students will gain confidence through achievement in identifying community concerns, developing and doing service-related projects, and reflecting actively on their experience. Emphasis will be on Anishinaabe philosophies, communication and behavior. *Offered fall semester.*

### **ART 100 (3 credits)**

#### **Introduction to Traditional/Contemporary Art**

This course teaches students an appreciation for, and skills in, both traditional and contemporary art media, design, beadwork, and techniques of basic drawing, painting, and carving. Students will also engage in critical analysis of art work. Course fee: \$60. *Offered fall semester.*

### **BIO 111 (4 credits)**

#### **General Biology I**

This course is an introduction to animal and plant biology, including traditional herbs and plants used by the Anishinaabe people. Emphasis of this course is on studies from a whole system perspective. It includes principles of biodiversity and ecology and their relationship to humans. Both Indigenous and Western scientific views will be explored. Lecture and laboratory. *Offered every semester.*

### **BIO 112 (4 credits)**

#### **General Biology II**

This course is an introduction to the structure and function of living systems, focusing on unifying biological principles such as the scientific method, cell theory, cell structure and function, genetics and inheritance, and evolution. Lecture and laboratory. Required for A.A. STEM emphasis. Prerequisite: BIO 111. *Offered spring semester.*

### **BIO 202 (4 credits)**

#### **Human Anatomy & Physiology**

This course will examine the structure, function, and development of the human body. Lecture and laboratory. Prerequisite: BIO 111. *Start date TBA.*

### **BIO 204 (3 credits)**

#### **Environmental Science**

This course introduces biological, ecological, chemical, physical, and social principles underlying environmental issues. Special emphasis will be placed on Indigenous values pertaining to the environment, and to the effects of modern technology on the environment. Examination of the impacts of human activities and the technological options for

environmental protection are researched.  
*Offered fall semester.*

**BIO 294 (1 credit)**

**Science Research Project I**

This course gives students the opportunity to explore and work on scientific research either locally or abroad. Students will be exposed to the scientific method as defined and accepted within the scientific community. Progress reports and a final report are required for completion. Research project and time frame are arranged by science faculty. Instructor approval is required for enrollment in this course. Arranged by faculty.

**BIO 295 (2 credits)**

**Science Research Project II**

This course gives students the opportunity to explore and work on scientific research either locally or abroad. Students will be exposed to the scientific method as defined and accepted within the scientific community. Progress reports and a final report are required for completion. Research project and time frame are arranged by science faculty. Instructor approval is required for enrollment in this course. Arranged by faculty Prerequisite: Successful completion of BIO 294.

**BIO 296 (3 credits)**

**Science Research Project III**

This course gives students the opportunity to explore and work on scientific research either locally or abroad. Students will be exposed to the scientific method as defined and accepted within the scientific community. Progress reports and a final report are required for completion. Research project and time frame are arranged by science faculty. Instructor approval is required for enrollment in this course. Arranged by faculty Prerequisite: Successful completion of BIO 294.

**BUS 100 (3 credits)**

**Introduction to Business**

This course will be an introduction to the internal and external business environment, organization and operations, the business functions of marketing, financial and human resource management with an emphasis on social responsibility and ethics. This course is recommended prior to taking other business courses. *Start date TBA.*

**BUS 160 (3 credits)**

**Human Resource Management**

This course explores human resource management functions: principles and practices in selection, staffing, wage and salary administration, training, motivating, collective bargaining, and human resource development. Prerequisite: BUS 100 recommended. *Start date TBA.*

**BUS 190 (3 credits)**

**Principles of Marketing**

This course focuses on key marketing concepts and terminology, emerging markets and awareness of the diverse and cultural issues in marketing, and strategies/best practices engaged in response to socio/cultural changes in the domestic and international marketplace. Prerequisite: BUS 100. *Start date TBA.*

**BUS 230 (3 credits)**

**Management/Leadership**

This course is an overview of the principal functions of management, a study of effective leadership and successful supervisory principles and the difference between management and leadership. Topics covered include critical-thinking for solving management dilemmas. Prerequisite: BUS 100. *Start date TBA.*

**BUS 250 (3 credits)****Business Law**

This course is a study of the principles of law in the American legal system. Topics include: contracts, sales, negotiable instruments, bank deposits and collections, secured transactions, and bankruptcy. This course is designed to help students understand the legal system and apply it to the business world. Prerequisite: BUS 100. *Start date TBA.*

**BUS 260 (3 credits)****Business Communications**

This course assists students in gaining an understanding of the communication process, writing and organization methods, and oral aspects of communication in business. Emphasis is also placed on new technology in business communications. Prerequisite: ENG 101 and BUS 100. *Start date TBA.*

**BUS 270 (3 credits)****Business Entrepreneurship**

This is a participatory class which involves a lot of brainstorming and critical discussion of entrepreneurial ideas, plans and vision. Speakers from the community – representing both for-profit and not-for-profit enterprises – will present their experiences and insights on a regular basis. Prerequisites: BUS 100, BUS 190 and ENGL 101. *Start date TBA.*

**CHEM 100 (4 credits)****Foundations of Chemistry**

This course will cover the basic principles and concepts of inorganic, organic, and biological chemistry. Topics will include states of matter, measurements, elements, atoms and the periodic table, chemical bonding, chemical equations, gases, liquids and solids, energy and equilibrium reaction, acid-base and oxidation reduction. Lecture and laboratory. *Start date TBA.*

**CHEM 111 (4 credits)****General Chemistry I**

This course is an in-depth survey of inorganic chemistry. This course stresses the concepts and language of chemistry, including periodic properties, reactions, mathematics and algebraic manipulation of existing formulas, physical chemistry, and environmental issues dealing with the topic of atmospheric gases and surface groundwater. Lecture and laboratory Prerequisite: CHEM 100 or equivalent. *Start date TBA.*

**CHEM 112 (4 credits)****General Chemistry II**

This course is an advanced study of inorganic chemistry. Topics include in-depth mathematical formulas of chemistry and their manipulation, acid-base chemistry, complex reactions and their prediction, thermodynamics, nuclear chemistry, metallurgy, and an introduction to organic chemistry. Lecture and laboratory Prerequisite: CHEM 100 or equivalent. *Start date TBA.*

**ECON 100 (3 credits)****Introduction to Economics**

This course introduces the basic concepts in order to understand the economy. We begin by focusing on microeconomics, in which we study individual consumer and firm behavior. In the second part of the course, we turn our attention to macroeconomics, which involves the study of the economy as a whole, especially issues related to output, unemployment, productivity, inflation, and growth. *Start date TBA.*

**ECON 110: (3 credits)****Tribal Economics**

This class will focus on the unique roles that tribal government plays in relation to economic, business and community development within Indian reservations and the surrounding areas. As the local government within reservation boundaries, tribes are responsible for determining which business enterprises may be licensed, which economic activities are to be permitted by individuals and corporations and which are to be tribally-managed. Tribal governments are responsible for regulating all land uses and to assess the environmental impacts of development proposals. Pre-requisite: ECON 100. Start date TBA.

**EDU 102 (3 credits)****Path to Success**

This course is designed to help students negotiate the complexities of college; from selecting classes and completing degree requirements to finding one's way through the financial aid maze. Study skills such as effective reading strategies, note-taking, and time management will be taught. The course will infuse English language writing and reading skills by incorporating best practices throughout the course. Opportunities for students to apply these skills in their current courses and texts will be provided. In addition, students will have the opportunity to explore Anishinaabe values and how these values apply to their own lives. *Offered every semester.*

**ENGL 101 (3 credits)****English Composition I**

This course reviews the basics of sentence construction and essay development; emphasizes style, organization, coherence, and persuasion in written discourse; and provides extensive practice in communication skills: reading, critical thinking, speaking, listening, and writing.

College Placement Test required (students not scoring a passing grade on the exam must successfully complete EDU 102 prior to enrolling in ENGL 101). *Offered every semester.*

**ENGL 102 (3 credits)****English Composition II**

This course reviews components of ENGL 101 and refines general composition skills; emphasizes expository and argumentative writing, including researched, documented essays; and provides a study of research methods and sources, with emphasis on analytical reading. Prerequisite: ENGL 101. *Offered every semester.*

**ENGL 200 (3 credits)****Literature and the Environment**

This course explores the concept of "environment" through different literary modes and examines the historical development of the environmentalist movement in North America. Emphasis will be placed upon reading, critical thinking, and writing in MLA style format. Prerequisites: ENGL 102. *Offered spring semester.*

**ENGL 220 (3 credits)****Creative Writing**

This course is an introduction to the study of the forms and styles of poetry, fiction, creative nonfiction, and other genres, with practice in a workshop format. Prerequisite: ENGL 101. *Start date TBA.*

**ENGL 250 (3 credits)****Contemporary Indigenous American Literature**

This course includes a critical study of selected works of contemporary Indigenous American writers, including novels, short stories, autobiographies, plays, poetry, and speeches. Prerequisites: ENGL 102. *Offered spring semester.*

**GEOG 200 (3 credits)****Cultural Geography**

This course is an exploration of the interaction of the earth, plants, animals, and people as they create the web of life. Examination of the cultural meanings of place as developed by indigenous peoples and how those ideas compare to and conflict with modern ideas of place. *Offered fall semester.*

**HIS 101 (3 credits)****U.S. and Indigenous American History, 1830-Present**

This course surveys the history of the Indigenous American from the year 1830 to the present day. It provides an overview of the major themes and trends in Indian history, supplemented by case studies from a number of regions and readings that illuminate particular issues. The overall context of the course is the expansion of the U.S., the “Indian policies” adopted by the U.S. government, but the primary focus is the historical experience of Indian peoples and their struggles to retain the cultures and autonomy while adapting to great changes in the conditions of their lives. *Offered spring semester.*

**HIS 150 (3 credits)****History of Red Lake**

This course is a survey of Red Lake history from an Indigenous perspective; includes history of the land and people of pre-contact America; the interaction of Americans, Europeans, and indigenous peoples during exploration and colonization; development of Ojibwe culture and philosophy; founding of the reservation; and growth of cultural tensions. Includes discussions of the Red Lake population and communities, and emphasizes the development of analytical skills focusing on reading, oral presentation, and writing. *Start date TBA.*

**HUM 100 (3 credits)****Personal Care Assistance**

This course will prepare students to pass the MN Individual Personal Care Assistant (PCA) Standardized Test. This course focuses on the responsibilities of personal care assistants in assisting disabled and elderly individuals with activities of daily living, health related procedures and tasks, observation and redirection of behaviors, and instrumental activities of daily living. *Start date TBA.*

**HUM 110 (3 credits)****Intro to Human Services**

This course is an introduction to human services and the major policies and practices that are used to understand human strengths and challenges. The course explores the skills, values and knowledge base needed to effectively work as a culturally competent human services professional. *Start date TBA.*

**HUM 120 (3 credits)****Introduction to Helping Skills and Process**

This course is designed to assist the student in developing the helping skills necessary to build rapport, foster trust, and facilitate constructive collaboration. Helping models, ethical considerations, and interview methods will be examined, particularly as they apply to the human services field. *Start date TBA.*

**HUM 200 (3 credits)****Case Management**

This course focuses on the practice of social work in a case management context. This course is designed to introduce students to a variety of ways in which case management is used to assist vulnerable populations of clients. A particular focus will be placed on how to develop effective service plans with clients and how to find necessary

community resources for clients. All phases of the case management process will be discussed.

**Pre-requisite:** ENGL 101. *Start date TBA.*

### **HUM 210 (3 credits)**

#### **Crisis Intervention**

Exploration of the basic principles of effective crisis intervention, including how to respond safely and quickly to people with in crisis. This course enables students to understand theoretical and practical understanding of human crises and crisis intervention facilities and agencies available for persons in crisis situations.

**Pre-requisite:** HUM 110. *Start date TBA.*

### **ITECH 100 (3 credits)**

#### **Computer Applications I**

This course will cover the basic use of computers. Topics include the history and impact of computers, computer systems, and an introduction to hardware and software applications, such as operating systems, e-mail, internet browsers, search engines, word processing, spreadsheets, databases, and presentation graphics. *Offered every semester.*

### **ITECH 150 (3 credits)**

#### **Computer Applications II**

This course focuses on expanding the student's understanding, use, and integration of office productivity tools and integrating those tools into projects. Emphasis will be on word processing, spreadsheets, databases, and presentation graphics software, but may also include other relevant topics.

Prerequisite: ITECH 100 or equivalent.

### **MATH 093 (3 credits)**

#### **Basic Math Skills**

This course includes introduction to number sets, introduction to radicals and exponential numbers, performing operations on fractions, using the order of operations,

conversion between decimals, percents, and fractions, relationship between proportion, ratios and rates, and basic algebra equations.

Note: *This course does not count toward graduation and is not transferable to another institution. Offered every semester.*

### **MATH 140 (4 credits)**

#### **Concepts in Mathematics**

This course includes operation of integers, solving equations, linear equations in two variables, introduction to descriptive statistics with analysis of single variable data, and a conceptual understanding and application of mathematics in everyday life.

Prerequisite: An appropriate score on the Mathematics Placement Test or MATH 093 with a grade of C or better. *Offered fall semester.*

### **MATH 150 (3 credits)**

#### **College Algebra**

This course includes algebraic concepts including linear, quadratic, rational and absolute value equations and inequalities; function notation; complex numbers; graphs of relations and functions including lines and parabolas. Prerequisite: An appropriate score on the Mathematics Placement Test or MATH 093 with a grade of C or better.

*Offered spring semester.*

### **MATH 170 (3 credits)**

#### **Statistics**

This course is an introductory course intended to give students a broad background in the use of statistics in a variety of disciplines. Topics include the study of descriptive and inferential statistics, probability, normal and binomial distributions, hypothesis testing, chi-square methods, correlation and regression, and analysis of variance. Students will learn to use one or more current statistical software programs. Prerequisite: An appropriate score on the Mathematics Placement Test or Math

150 with a grade of C or better. *Start date TBA.*

**MUS 250 (3 credits)**

**History of Anishinaabe Music and Dance**

This course introduces students to the great variety of Anishinaabe music and dance styles from around the United States and Canada. Course content focuses on the creation and function of the powwow drum and dance styles within Anishinaabe community and culture. No previous musical or dance experience is required. *Offered fall semester.*

**OJI 101 (4 credits)**

**Speaking Ojibwe I**

This course emphasizes values, learning the sounds of Ojibwe, developing introductory conversational skills, and understanding the concepts of language with the goal of using language in everyday life in Ojibwe communities. *Offered fall semester.*

**OJI 102 (4 credits)**

**Speaking Ojibwe II**

This course is a continuation of Ojibwe I, placing emphasis on values, vocabulary development and more conversational skills. Prerequisite: OJI 101. *Offered spring semester.*

**OJI 111 (3 credits)**

**Speaking Ojibwe with Children**

This course is a continuation of Speaking Ojibwe I, placing emphasis on values. The focus will be on encouraging teachers and families with young children to participate in revitalizing the Ojibwe language and traditions into everyday life. Prerequisite: OJI 101. (ECE students may use this class in place of OJI 102. Other students must use this class as an elective). *Start date TBA.*

**OJI 201 (4 credits)**

**Speaking Ojibwe III**

This course is designed to teach advanced grammar and Ojibwe literacy. Verbal skills will be emphasized through storytelling, literacy, and immersion through composition and media. Prerequisites: OJI 102. *Start date TBA.*

**OJI 202 (4 credits)**

**Speaking Ojibwe IV**

This course is designed to continue teaching advanced grammar and Ojibwe literacy. The major emphasis of this course will be on public speaking and on writing an Ojibwe composition. Prerequisites: OJI 201. *Start date TBA.*

**OJI 220 (3 credits)**

**Teaching & Learning Ojibwe**

This course will allow students to study various methods for teaching the Ojibwe language for grades K-College. The students will also learn about the oral and written expression of the Ojibwe language from a linguistic perspective and through Ojibwe storytelling, as well as elements of effective teaching and Ojibwe learning styles. Prerequisites: OJI 102. *Start date TBA.*

**PE 100 (3 credits)**

**Physical Conditioning**

This course is designed to provide a basic knowledge of the factors involved in a healthy lifestyle. The physical fitness is designed specifically for job-related strength, agility, flexibility, speed, and cardiovascular endurance. Minnesota P.O.S.T. objectives will be covered in this course. *Offered spring semester.*

**PE 103 (1 credit)****Walking for Fitness**

This course promotes a healthy lifestyle through the daily exercise of walking. Special considerations will be made for students with medical limitations. *Offered fall semester starting fall 2015.*

**PE 110 (1 credit)****Intercollegiate Athletics**

This course develops sport specific knowledge and skills relevant to the first semester intercollegiate athletic experience. Prerequisite: none. Approval is required for enrollment in this course.

**PE 111 (1 credit)****Intercollegiate Athletics II**

This course serves as the second level intercollegiate sport experience. Human performance components address sport specific development through position specific strength training and conditioning, and technical and tactical demonstration. Prerequisite: PE 110. Approval is required for enrollment in this course.

**PE 112 (1 credit)****Intercollegiate Athletics III**

This course serves as the third level intercollegiate sport experience. Semester three extends human performance development, and continues experiential learning through leadership and service to community. Prerequisite: PE 111. Approval is required for enrollment in this course.

**PE 113 (1 credit)****Intercollegiate Athletics IV**

This course is the final intercollegiate experience course for the academic term of the scholar-athlete. The course provides the scholar-athlete with the knowledge, skills, and the abilities to effectively demonstrate leadership qualities for their respective sport

program. Prerequisite: PE 112. Approval is required for enrollment in this course.

**PHIL 200 (3 credits)****Indigenous American Philosophy**

This course is an introduction to the philosophical worldview of the people of Leech Lake and other Indigenous peoples of North America. Content area includes study of ontology, epistemology, and ethics; creation stories and myths; how Indigenous American philosophy is affected by historical events; and how Indigenous Americans have tried to solve philosophical issues, past and present. *Offered fall semester.*

**PHIL 220 (3 credits)****Logic**

The focus of this course is to learn how to differentiate good from bad arguments. The approach is two-sided: (1) the analysis and classification of fallacies and (2) the analysis as well as the construction of valid arguments. *Start date TBA.*

**PHIL 230 (3 credits)****Ethics**

An analysis of the basic moral concepts of goodness, right and obligation and an overview of the ways in which these concepts operate in such contexts as society, religion, employment and the law. Application of these discussions to contemporary moral issues. *Start date TBA.*

**PHIL 270 (3 credits)****Environmental Ethics**

Environmental ethics is concerned with developing rational and moral theories of dealing with our environmental concerns and with discussing ways of putting them into practice. Using a variety of specific philosophical and ethical perspectives, we will look at the effects of population growth, depletion of tropical rain forests, the

extinction of vast numbers of species, effects of pollution, concern for future generations, etc. We will look at the effects of these changes on our own lives and the lives of third world peoples. We will discuss individual, social, and ethical responsibilities with regard to the environment and develop ways in which we can act on these responsibilities. *Start date TBA.*

**PSCI 100 (4 credits)**

**Introduction to Physical Science**

This course is an introduction to the general principles of physics examining natural forces in nature such as gravity, velocity, acceleration, mass, density, temperature, heat, magnetic and electricity. Also included is the analysis of atoms, elements, compounds, solar system, geological forces, and the universe. Lecture and laboratory. *Offered spring semester.*

**PSCI 110 (4 credits)**

**Introduction to Earth Science**

An introduction into the earth sciences as examined through the central concepts of geology, meteorology, oceanography, and the solar system. Each of these topics will be interpreted within the context of the earth's materials and how they interact within the interior and surface. Lecture and laboratory. *Offered fall semester.*

**PSCI 150 (3 credits)**

**Indigenous Astronomy**

This course will examine the history of astronomy, the science of stellar and solar system formation, the evolution of stars and galaxies, and modern cosmology and the fate of the universe. Special emphasis will be placed on the scientific and cultural knowledge of astronomy relative to various Indigenous groups of the Americas, including Ojibwe, Lakota, Pawnee, Maya,

and other indigenous nations. Lecture and laboratory. *Start date TBA.*

**POLSC 150 (3 credits)**

**American Government**

This course covers the structure, development, and function of federal, state, and local governments, their relationship to each other, and their relationship to Indian nations. *Offered spring semester.*

**POLSC 225 (3 credits)**

**Treaty Law and Tribal Sovereignty**

This course is an introduction to treaty law and history and analysis of major treaties affecting the Anishinaabe nation. Course draws on actual treaty documents and on case law, which explicates those documents. Theory and practice of self-determination for indigenous peoples and tribal sovereignty are emphasized. *Offered every semester.*

**PSY 100 (3 credits)**

**General Psychology**

This course provides an overview of the field of psychology. The course explores the history and development of psychology, and the major theoretical viewpoints. This exploration includes: the biological basis of behavior; sensation and perception; learning, memory, and intelligence; motivation and emotion; development lifespan; personality; psychological disorders; and social behavior. The course focuses on critical thinking skills and pays particular attention to the role of culture in psychological processes, research and study. *Offered fall semester.*

**PSY 140 (3 credits)****Developmental Psychology**

This course examines contemporary research, theory and everyday applications, in the study of human development over the lifespan. We will focus on continuity and change within the individual in areas of cognition, personality, social interaction, and physical development. Critical thinking skills and the role of culture in developmental processes, research and study will be emphasized. *Start date TBA.*

**PSY 160 (3 credits)****Lifespan Development**

This psychology course is an introduction and overview of the scientific study of development throughout the life span from prenatal through old age, death, dying and bereavement from a developmental perspective. *Start date TBA.*

**PSY 200 (3 credits)****Indigenous American Psychology**

This course covers the concept of holistic lifestyles, society and worldview as practiced and perceived by Indigenous American leaders and Anishinaabe scroll documents. Examination of Indigenous behavior, medicine, ceremonies, rituals, and the definition of metaphysical psychology will be covered. *Offered spring semester.*

**PSY 220 (3 credits)****Abnormal Psychology**

This course examines contemporary research and theory pertaining to the nature, causes, diagnosis and treatment of psychopathology. The course will focus on how genetics, disease and environmental factors contribute to specific psychological disorders. Prerequisite: PSY 100 or PSY 140. *Offered spring semester.*

**SOC 101 (3 credits)****Introduction to Sociology**

This course provides an introduction to sociology as a way of viewing and understanding the world. Sociology is a field of study that explains social, political, and economic phenomena in terms of social structures, social forces, and group relations. Important sociological topics, including socialization, culture, stratification, deviance, race and ethnicity, and poverty will be explored. *Offered fall semester.*

**SOC 130 (3 credits)****Criminal Justice and Society**

This course is designed to expose students to a general overview of the criminal justice system in the United States. The major components of the criminal justice system (law and courts, law enforcement, and corrections) are examined along with the social and political institutions, which contribute to the criminal justice process as a whole and its relationship to the human services professions. *Start date TBA.*

**SOC 170 (3 credits)****Drug Use and Abuse**

This course examines the contemporary drug issues relevant to the use and abuse of drugs, with specific focus on the Red Lake Indian Reservation and region of Northwest Minnesota. *Start date TBA.*

**SOC 200 (3 credits)****Indigenous American Women**

This course studies the role of Indigenous women in traditional and contemporary societies and the consequences of colonization on the lives of women. Examination of Indigenous female gender roles and spiritual relationship to family and community, with special emphasis on social change and interpretations of indigenous femininity in American society. *Offered spring semester.*

Prerequisite: Completion of 100-level Business Management core courses. *Start date TBA.*

**SOC 220 (3 credits)**

**Race and Gender Relations**

This course is designed to enable students to obtain a greater understanding of various minority/dominant relations in the United States. Global perspectives will also be addressed. *Start date TBA.*

**SOC 230 (3 credits)**

**Juvenile Delinquency and Juvenile Justice**

This course examines the nature, causes, and control of juvenile delinquency. Evaluate the major theories of the causes of delinquency, focusing on sociological theories. Explore the juvenile justice system, its aims, actors and processes. *Start date TBA.*

**SOC 250 (3 credits)**

**Family Dynamics**

This course examines the role of family structure, interaction and other dynamics in the development, maintenance and treatment of family dysfunctions. *Start date TBA.*

**SPCH 201 (3 credits)**

**Speech and Communications**

This course will teach speaking and listening skills that will be reinforced through multiple opportunities for interpersonal communication, public speaking, discussion, and the oral tradition of Ojibwe people. They will gain experience in critical thinking, reading, and writing, as well as in public speaking. Prerequisite: ENGL 101. *Offered every semester.*

**TA 210 (3 credits)**

**Tribal Administration/Policy**

This course covers special topics in political, legal, social, economic, and sovereignty issues in tribal management. Emphasis on tribal perspective in organization and implementing business strategies.

## Course Offerings

### Fall 2014

ANI 100: Intro to Anishinaabe Studies (3) - Barrett

ANI 200: Indigenous American Leadership (3) -  
Fairbanks

ART 100: Intro to Traditional/Contemp. Art (3) -  
Fairbanks

BIO 111: General Biology I with lab (4) – Nendick

BIO 204: Environmental Science (3) - Nendick

EDU 102.5 Path to Success (3) – J. Stephani

EDU 102.6 Path to Success (3) – Polzin

ENGL 101: English Composition I (3) – W. Stephani

ENGL 102: English Composition II (3) – W.  
Stephani

GEOG 200: Cultural Geography (3) – W. Stephani

ITECH 100.5: Computer Applications I (3) – J.  
Stephani

ITECH 100.6: Computer Applications I (3) – J.  
Stephani

MATH 093: Basic Math Skills (3) - Fairbanks

MATH 140: Concepts in Math (4) - Douglas

MUS 250: History of Anishinaabe Music and Dance  
(3) - Bedeau

OJI 101: Speaking Ojibwe I (4) - Tyler

OJI 102: Speaking Ojibwe II (4) - Tyler

PE 100: Physical Conditioning (3) - Fairbanks

PHIL 200: Indigenous American Philosophy (3) -  
Fairbanks

POLSC 225: Treaty Law and Tribal Sovereignty (3) -  
Paquin

PSCI 110: Intro to Earth Science and lab (4) -  
Nendick

PSY 100: General Psychology (3) - Douglas

SOC 101: Intro to Sociology (3) – Schram

SPCH 201: Speech and Communications (3) – W.  
Stephani

Total: 77 credits



## Staff and Faculty Directory

### Administration

#### **Dan King**

##### *President*

M.P.A., Harvard Kennedy School, 2006  
M.B.A., University of Phoenix, 2005  
B.A., Business Administration, University of St. Thomas, 1986

#### **Mandy Schram**

##### *Vice President of Academic Affairs*

Paralegal Certificate, Blackstone School of Law, Emmaus, PA, 2005  
M.S., Criminal Justice, University of Wisconsin Platteville, 2004  
B.S., Criminal Justice/Sociology, Bemidji State University, 1998

#### **Liz Polzin**

##### *Vice President of Student Success*

School Psychological Examiner Certification, State of Missouri, 2011  
M.A., School Counseling, Lindenwood University, 2009  
B.S., Christian Education, Hannibal-LaGrange University, 2005

#### **Tami Niswander**

##### *Chief Financial Officer*

MBA, U of ND, Grand Forks, 2013  
B.A., University of Phoenix

#### **Eugene “Bugger” McArthur**

##### *Director of Development*

B.S., Moorhead State University

#### **Laurie Neadeau**

##### *Director of Student Services*

A.A., Haskell Indian Nations University

### Staff

#### **Phyllis Norcross**

##### *Recruitment and Retention Counselor*

A.A., Leech Lake Tribal College

#### **Tammy Beaulieu**

##### *Office Manager*

#### **Arnold Maxwell**

##### *Custodian*

### Faculty

#### **Lucy Barrett**

B.A., Indian Studies, Bemidji State University, 2009  
Tribal Eminence, Red Lake Nation

#### **Linda Bedeau**

M.B.A., University of Mary, 2009  
B.S., Education, University of Minnesota, 1986

#### **Jason Douglas**

M.A., Psychology, University of North Dakota, 2004  
B.A., Psychology, Bemidji State University, 2003

#### **Devery Fairbanks**

M. A., American Indian Studies, U of Arizona, 1997  
B.A., American Indian Studies, U of Minnesota, 1988

#### **Tami Nendick**

M.S., Science, Bemidji State University, 2007  
B.S., Life Science, Bemidji State University, 1996

#### **Michelle Paquin**

J.D., William Mitchell College of Law, 1992  
B.A., Political Science, U of MN, 1988

#### **Julia Stephani**

B.S., English, Speech & Theatre, Bemidji State University, 1973

#### **William Stephani**

M.A., Teaching, University of St. Thomas, 1965  
B.S., English, Bemidji State University, 1970  
B.A., Journalism & Social Studies, University of St. Thomas, 1962

**(Faculty, Continued)**

**Nathaniel Taylor**

B.A., American Indian Studies, Haskell Indian Nations University, 2009

**Murphy Thomas**

Tribal Eminence Applicant, Red Lake Band of Chippewa Indians, Resolution No. 124-14, 2014