



**Title of Document:**

RLNC Catalog

**Year(s):**

2017-2020

**Department:**

Academics

**Description:**

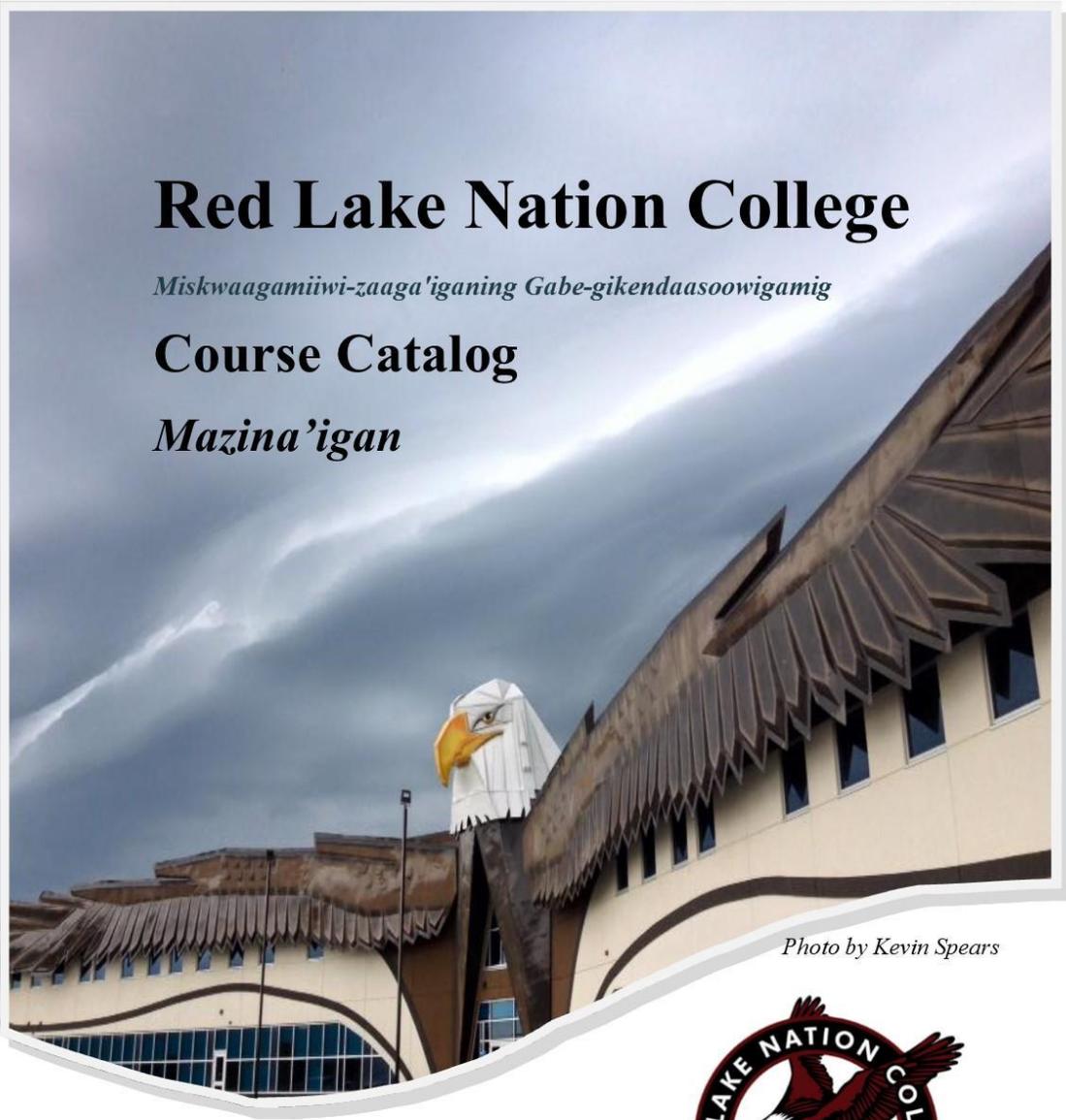
The RLNC Catalog is available for download on the RLNC website for students, staff, faculty, and community members. The Catalog includes general information as well as information on the mission, vision, values, admissions and registration, tuition and fees, college services, information technology, campus safety, academic policies, graduation requirements, course descriptions, and three years of course offerings.

# Red Lake Nation College

*Miskwaagamiiwi-zaaga'iganing Gabe-gikendaasoowigamig*

## Course Catalog

*Mazina'igan*



*Photo by Kevin Spears*

### Academic Years

2017-2018

2018-2019

2019-2020



*A Great Place to Start!*

Revised July 2019

- Red Lake Nation College is a Candidate for Accreditation with the Higher Learning Commission.
- Red Lake Nation College is a 501(c) 3, non-profit organization, chartered by the Red Lake Band of Chippewa Indians, and incorporated in the state of Minnesota.
- Red Lake Nation College is registered with the Minnesota Office of Higher Education pursuant to Minnesota Statutes sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions.  
*Minnesota Office of Higher Education*  
*1450 Energy Park Dr., Suite 350*  
*St. Paul, MN 55108*  
[www.ohe.state.mn.us](http://www.ohe.state.mn.us) 651-642-0567
- The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. See the Academic Records/FERPA section of this catalog for more information.
- Red Lake Nation College is an equal opportunity employer and institution of higher education. The Red Lake Nation College Catalog is published under the supervision of Dan King, President. This catalog is not regarded as a contract, and Red Lake Nation College reserves the right to change without notice any portion of the materials in this catalog. It is the policy of Red Lake Nation College that all individuals shall have equal access to the College's programs, facilities, and employment opportunities without regard to race, religion, color, gender, sexual orientation, national origin, age, or disability. In adhering to this policy, the College abides by the requirements of Title IX, Education Amendments of 1972; Titles VI and VII of the Civil Rights Act; sections 503 and 504 of the Rehabilitation Act of 1973; and the Age Discrimination Act of 1975.



## Contents

Letter from the President of Red Lake Nation College	8
Red Lake Nation College (RLNC) Campus Map	9
General Information	10
History of the Red Lake Nation College	10
About the Red Lake Nation College	11
Red Lake Nation College Board of Regents	11
Red Lake Nation College Organizational Chart	12
Mission Statement and Objectives	13
Mission Statement	13
Objectives	13
Statement of Non-Discrimination	13
Anishinaabe Philosophy and Values	13
RLNC Academic Calendars	15
Admissions and Registration	16
Admissions	16
Regular New Student Eligibility	16
Home-Schooled Students	16
Vaccination/Immunization Records	16
Transferring Student Eligibility	17
Auditing Student Eligibility	17
Readmitted Student Eligibility	18
High School Student Eligibility	18
Elder Eligibility	19
Employee Eligibility	19
Children of Full-Time Employees and Board Members	19
Non Degree-Seeking Students	19
Accuplacer Placement Test/Computer Skills Placement	20
Advising	20
Registration	20
Course Schedules	21
Administrative Drop Policy	22
Officially Withdrawing from College	23

Repeating Courses	23
Financial Aid	23
Financial Aid Office	23
Financial Aid Contact Information	23
Steps to Apply for Financial Aid at RLNC	24
Financial Aid Programs	24
Student Eligibility	24
Work-Study	26
Rights and Responsibilities of Financial Aid Recipients	26
Award Disbursements	27
Disbursement of Books and Supplies	28
Satisfactory Academic Progress Policies	28
Refunds	28
Refund Policy	28
Title IV R2T4	29
Student Loans	30
Tuition and Fees	30
Cost of Attendance	30
Tuition	31
Room and Board	31
Books	31
Transportation	31
Personal Expenses	31
Tuition Credit Schedule	31
Required Fees	32
Sample Student Budget per Semester	33
College Services	33
Campus Resources	33
Business Office	33
Medweganoonind Library	33
Student ID Cards	34
Co-Curricular Programming	35

Information Technology	36
Acceptable Use of Information Systems at RLNC	36
Guidelines/Regulations for use of RLNC Computers and/or IT Resources	36
Unacceptable/Irresponsible Use of College Computers and Resources	36
Compliance	37
Copyright Infringement	37
Campus Safety and Security	37
General Procedures	37
Crime and Emergency Reporting	37
Campus Security Authorities (CSA)	38
Anonymous Reporting	38
Class Cancellations & Notification	38
Sex Offender Policy	39
Community Visitors and Library Users	39
Academic Credit	41
Academic Year	41
Academic Status	41
Earning Academic or Vocational Credit	41
Definition of a Credit Hour	42
Grades and Grading	42
Institutional grade scale by percentage	43
Academic Honors	43
Mid-term Grades	43
Incomplete Grades	44
Course Substitutions or Waivers	44
Class Attendance	44
Excused Absences	45
Unexcused Absences	45
Pace of Work	45
Academic Integrity	45
Disability Services	46
Student Eligibility for Disability Services	46
How May a Student Apply for Accommodation?	46

What Assistance is Available for Students with Disabilities?	46
Exemption from Requirements by Examination	47
Standards of Academic Progress	47
Minimum Grade Point Average Requirement	47
Minimum Percent Completion	48
Determination of Academic Progress Standing	48
Academic Warning	48
Academic Suspension	48
Suspension Following the First Term of Academic Warning	49
Academic Suspension Appeal	49
Summer Sessions and Academic Standing	50
Academic Grievance Process	50
Change of Assigned Grade	50
Grade Forgiveness Policy	50
Graduation	51
Requirements for Graduation	51
Commencement	52
Intent to Graduate Form	52
Second Degree Requirements	52
Academic Courses	52
Classification of Courses	52
Grade Level Progression	53
Online Course Prerequisites	53
Closing of Courses	53
Waitlisting	53
Independent Study	53
Transcript Requests	53
Academic Records	54
Advertising and Marketing Integrity	54
Consumer Protection Complaint Process	55
Red Lake Nation College General Education Requirements	55
Philosophy of Education	55
Philosophy of General Education	55

Institutional Outcomes	55
Program Mission Statements and Learning Outcomes	56
Associate in Arts, Liberal Education	56
Liberal Education Programmatic Learning Outcomes	56
Associate in Applied Science, Social and Behavioral Sciences	57
Social and Behavioral Sciences Learning Outcomes	57
Expected Competencies by Discipline/Minnesota Transfer Curriculum	57
Goal 1: Communication	58
Goal 2: Critical Thinking	58
Goal 3: Natural Sciences	59
Goal 4: Mathematics/Logical Reasoning	59
Goal 5: History and the Social and Behavioral Sciences	59
Goal 6: The Humanities and Fine Arts	60
Goal 7: Human Diversity	60
Goal 8: Global Perspective	60
Goal 9: Ethical and Civic Responsibility	61
Goal 10: People and the Environment	61
PROGRAM REQUIREMENTS	62
Associate in Arts Degree (A.A.) Liberal Education Degree Requirements	62
Associate in Applied Science Degree (A.A.S) Social and Behavioral Sciences Degree Requirements	65
Departments	67
Definitions	68
Course Descriptions	68
Course Offerings	99
Staff and Faculty Directory	101

## Letter from the President of Red Lake Nation College

Welcome (Boozhoo)!

Thank you for choosing Red Lake Nation College as your college of choice. You have made a wise decision! You will find that our college is “A Great Place to Start!”

The mission of Red Lake Nation College is to provide you with excellent higher education that is grounded in the Ojibwe language and culture of the Red Lake Nation.

What we all want for ourselves, our family and community is an opportunity to find the good life, and Red Lake Nation College will provide each of you with that opportunity as you pursue your educational journey here.

We specialize in personalized, one-on-one academic attention that is available in our new, 21<sup>st</sup> century college facility that is one of the premier Tribal Colleges in the Nation.

We provide students with extra help and attention both in and out of the classroom. Examples of this include small class sizes (an average of approximately 10 students per class), free tutoring in all subjects, access to all college library resources, computer labs and printers, confidential, personalized life and career counseling for all students, success mentors who are assigned to all students, and free access to our fitness center, college café and daycare services available on campus.

You have chosen a small college learning environment with a dedicated staff and faculty who will do everything they can to help you succeed and achieve your academic, life and career goals.

I promise we will provide you with a warm welcome here and assist you in any way possible as a new member of our Red Lake Nation College family. Congratulations on becoming a new college student!

Miigwech,



Dan King  
President  
Red Lake Nation College



# Red Lake Nation College (RLNC) Campus Map

## RED LAKE NATION COLLEGE CAMPUS



## General Information

### History of the Red Lake Nation College

**2000** – The Red Lake Tribal Council requested that a feasibility study be conducted regarding the establishment of the Red Lake Nation College (March 31, 2000).

**2001** – On January 9, 2001, the Red Lake Tribal Council determined that it would be in the best interest of the members to establish a Tribal College on the Red Lake Reservation, and a task force was appointed to lead the effort.

On July 10, 2001, the Red Lake Tribal Council authorized a Tribal College budget to begin hiring key personnel and to establish a College on behalf of the Red Lake Band of Chippewa Indians. Current RLNC President, Dan King, made the motion as the Tribal Treasurer at that time.

The Red Lake Tribal Council approved the Charter of the Red Lake Nation College on October 9, 2001, and the President of Red Lake Nation College was directed to begin the process of establishing a Board of Regents.

**2002** – The Humanities Building was reserved for use by Red Lake Nation College on February 26, 2002, and the College was able to move in during the summer of 2002.

**2004** – Red Lake Nation College became an additional location of the Fond du Lac Tribal & Community College. FDLTCC began offering liberal arts courses and awarding A.A. degrees.

**2010** - President Dan King was hired and he immediately began long-term planning and hiring professional staff and faculty in order to meet academic and student support standards necessary for accreditation.

**2012** – Upon the completion of Spring Semester, 2012, Red Lake Nation College ended its partnership with FDLTCC and established a new partnership with the Leech Lake Tribal College. Community planning continues for new academic programs and a new, \$11.4 million campus in order to provide a high quality learning environment.

**2013** – Groundbreaking ceremonies for a new college campus were held on July 25, 2013. Financing completed with a huge, \$11.4 million campus that is built to last 100 years.

**2014** – Progressed through preliminary stages of the Candidacy for Accreditation process with the Higher Learning Commission. Continued work on improving academic programs and assessment, student retention, and additional student services. Major exterior construction, foundational work and infrastructure for the new RLNC campus was completed in 2014.

**2015** – Approved to complete the Assurance Argument and for a site visit in April 2016 from the Higher Learning Commission to assess our application for Candidacy for Accreditation status. Continued progress with hiring more qualified, full-time faculty and staff members and improving academic review and quality of programming.

Completed the exterior and interior construction on a new campus and successfully held the Grand Opening Ceremony of the new campus with an outstanding college learning environment. Enrolled a record high number of over 150 students in the fall of 2015.

**2016** – The site visit with the Higher Learning Commission took place in April, 2016, the Institutional Actions Council (IAC) hearing was held in Chicago in July, 2016, and in November, 2016, Red Lake Nation College was approved for Candidacy for Accreditation status with the Higher Learning Commission.

**2017** – The Bureau of Indian Education (BIE) performed a site visit to the RLNC campus and approved the Red Lake Nation College for federal operational funding starting in the fall of 2017. The Department of Education approved RLNC to receive Title IV funds as an independent campus.

**2018** – RLNC was congressionally approved as a 1994 USDA Land-Grant institution. RLNC had a successful Biennial Visit with the Higher Learning Commission and continued the four-year Candidacy process.

### **About the Red Lake Nation College**

The Red Lake Nation College has an average enrollment of 125 students, and employs 17 staff persons and 15 faculty members. Approximately 90% of enrolled students are enrolled in and/or descended from the Red Lake Band of Chippewa Indians. Red Lake Nation College is a member of the American Indian Higher Educational Consortium (AIHEC).

### **Red Lake Nation College Board of Regents**

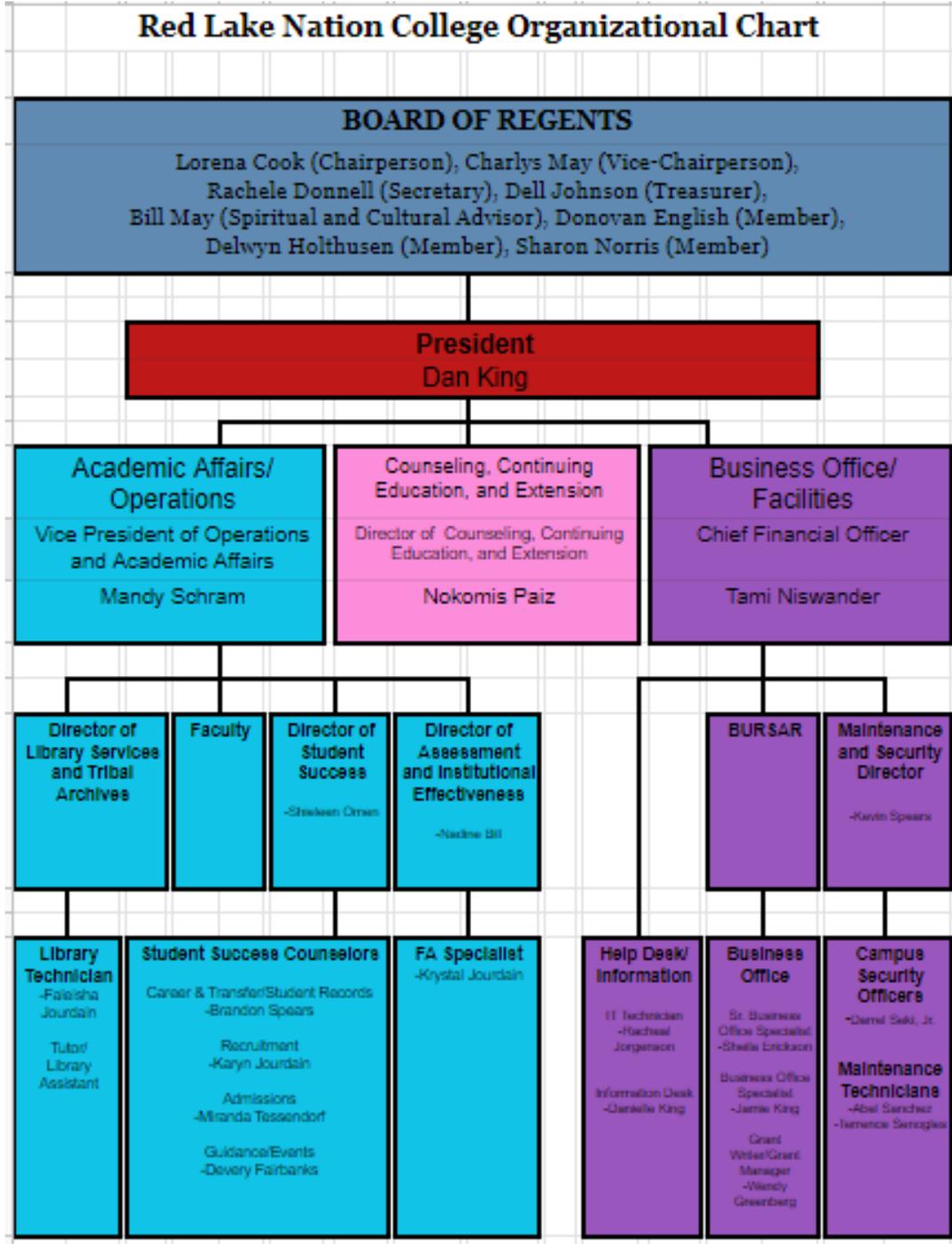
The Red Lake Tribal Council chartered the Red Lake Nation College in 2001. The College derives its authority from the sovereignty and constitution of the Tribe. The responsibility and care of the college is vested in the Red Lake Nation College Board of Regents, all of whom are enrolled members of the Red Lake Nation. Current members of the Red Lake Nation College Board of Regents are:

Lorena Cook	Chair
Charlys May	Vice-Chair
Rachele Donnell	Secretary
Dell Marie Johnson	Treasurer
William May	Board Member
Delwyn Holthusen, Jr.	Board Member
Sharon Norris	Board Member
Donovan English	Board Member
RLNC Student Council President	Student Representative
Faculty Senate Representative	Faculty Representative



**RLNC Board Members and President Dan King**

# Red Lake Nation College Organizational Chart



## **Mission Statement and Objectives**

### **Mission Statement**

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

### **Objectives**

- To provide associate degree programs
- To prepare students to transfer to other institutions of higher education
- To provide academic credentialing programs of varying lengths
- To assist students in developing and pursuing holistic lives (physically, intellectually, and aesthetically)
- To attain and maintain appropriate accreditation and certification of RLNC degrees and programs
- To maintain and measure quality learning in all classes
- To provide a means of maintaining and enhancing Anishinaabe culture, values, language, and knowledge
- To honor and respect women as the sacred life-givers of the Nation and to empower them for leadership roles in their communities
- To serve as a cultural and educational center for community development
- To encourage and support the professional development of faculty and staff

### **Statement of Non-Discrimination**

Red Lake Nation College is committed to creating and maintaining an atmosphere in which the traditional and contemporary values of the Anishinaabe are honored and practiced. This includes a respect for persons of all cultures. It is the policy of the College that all persons shall have equal access to the College's programs, facilities, and employment opportunities without regard to race, religion, color, gender, sexual orientation, national origin, age, or disability.



### **Anishinaabe Philosophy and Values**

According to the Anishinaabe worldview, humans did not weave the web of life; we are merely a strand in it. Whatever we do to the web, we do to ourselves. Therefore, kinship among all of creation, not the

mastery of our relatives (other humans, animals, plants, etc.) is vital to harmonious living. To adhere to this philosophy is to be guided by the following 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 demonstrate acceptance and the empowerment of others
- To work cooperatively and harmoniously with others
- To show kindness and compassion
- To offer hope, encouragement, and inspiration

Nibwaakaawin (Wisdom)

- To take time to reflect on all one's 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

# RLNC Academic Calendars

## ACADEMIC CALENDAR

2019-2020

Fall Semester

August 2019						
Su	M	T	W	TH	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September 2019						
Su	M	T	W	TH	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October 2019						
Su	M	T	W	TH	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November 2019						
Su	M	T	W	TH	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December 2019						
Su	M	T	W	TH	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

- College Closed
- In- Service
- Important Dates
- Exams

### Fall Semester:

**August 26-December 20, 2019**

August 19-23-Faculty/Staff In-service  
 August 22-Student Orientation  
 August 26-First Day of Classes  
 September 2-Labor Day (Closed)  
 September 3-Last Day to Add/Drop  
 September 17-Constitution & Citizenship Day  
 October 7-11-Midterm Exams  
 October 15-Midterm Grades Due  
 October 17-18-Midterm Break (Closed)  
 November 6-Last Day to Officially Withdraw from Classes  
 November 11-Veteran's Day (Closed)  
 November 12-Registration Opens for Spring  
 November 27-29-Thanksgiving Break (No Classes)  
 December 16-20-Final Exams  
 December 23-Final Grades Due  
 December 24- 25-Holiday Break (Closed)

### Spring Semester:

**January 13-May 13, 2020**

January 1-New Year's Day (Closed)  
 January 6-10-Faculty/Staff In-service  
 January 9-Student Orientation  
 January 13-First Day of Classes  
 January 20-Martin Luther King, Jr. Day (Closed)  
 January 21-Last Day to Add/Drop  
 February 17-Chief's Day (Closed)  
 February 21-Last Day to Make up Incompletes from Fall  
 March 2-6-Midterm Exams  
 March 10-Midterm Grades Due  
 March 9-13-Spring Break (No Classes)  
 April 1-Last Day to Officially Withdraw from Classes  
 April 13-Registration Opens for Fall  
 May 7-13-Final Exams  
 May 18-19-Inservice  
 May 19-Final Grades Due  
 May 21-Graduation  
 June 1-Last Day to Make up Incompletes from Spring

## ACADEMIC CALENDAR

2019-2020

Spring Semester

January 2020						
Su	M	T	W	TH	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February 2020						
Su	M	T	W	TH	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

March 2020						
Su	M	T	W	TH	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April 2020						
Su	M	T	W	TH	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May 2020						
Su	M	T	W	TH	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

## **Admissions and Registration**

### **Admissions**

The Red Lake Nation College welcomes all applications for admission. Applications are available upon request via mail, phone, fax, and e-mail, or available for print through the Red Lake Nation College website (<http://www.rlnc.education>). For assistance with the application process or other admission information, or to arrange a visit to the RLNC campus, please feel free to contact our Student Success Office.

Red Lake Nation College currently offers two degree programs: Associate in Arts in Liberal Education and Associate in Applied Science in Social and Behavioral Sciences.

### **Regular New Student Eligibility**

Red Lake Nation College has an open admissions policy. Any applicant who has earned a high school diploma or GED prior to admission may be admitted as a regular student. The application for a “Regular-New Student” includes the following:

- Admissions Application
- Writing, math, and technology placement assessments
- High School Diploma/GED or College Transcript
- Tribal Enrollment/Verification Form, if applicable (Tribal enrollment card or certification letter acceptable)
- Vaccination/Immunization Record (if applicable)

### **Home-Schooled Students**

Some states certify and verify home-school transcripts, records, and diplomas. If a student applies for admission and has records from one of these states, this documentation will be accepted for admissions as well as all other required admissions paperwork. The Minnesota Department of Education does not certify or validate transcripts or diplomas issued by home-school providers nor do they keep records of any home-schooled student. A student applying for admission at Red Lake Nation College must still provide their home-schooled transcript. This transcript will be reviewed by the PASS committee and additional documentation may be requested on a case by case basis and may include standardized testing scores and/or a portfolio of student work.

Home-schooled students are eligible for federal student aid for college if they have "completed a secondary school education in a home-school setting that is treated as a home school or private school under state law" (Section 484(d)(3) of the Higher Education Act of 1965). Home-schooled students have not been required to take the GED or an ability-to-benefit test since the Higher Education Amendments of 1998.

### **Vaccination/Immunization Records**

Minnesota State Law (M.S. 135A.14) requires students enrolled in a public or private post-secondary school in Minnesota to be immunized against measles, mumps, rubella, diphtheria and tetanus, allowing for certain specialized exemptions. Exemptions include the following:

- The student did not receive an immunization for medical reasons.
- The student has experienced a natural disease against which the immunization protects.
- A laboratory has confirmed the presence of adequate immunity.

- The student submits a notarized statement that the student has not been immunized because of the student’s conscientiously held beliefs. The institution shall forward this statement to the Commissioner of Health.
- The student graduated from a Minnesota high school after 1996.
- The student was born before 1957.
- The student is enrolled in online classes only.

This information will be maintained as private information, available to school officials or state health officials who may need to the information for public health purposes. Unless you are exempt by law, you are legally required to provide this information no later than 6 days after the start of your first semester at RLNC. Anyone who fails to submit the required information will be dropped from classes during the add/drop timeframe and will not be allowed to register for future courses until the information is provided.

### **Transferring Student Eligibility**

Applicants who have attended college prior to admission are defined as transfer students. An official transcript, which must be mailed directly from the previously attended institution to RLNC, or delivered by the student in its original, sealed envelope, is required for evaluation and transfer of credits to RLNC.

The following credits will be accepted for transfer from regionally accredited institutions:

- Courses with letter grades of “D” or better
- Courses earned within the past ten (10) years, or
- Courses earned before the past 10 years with academic department approval
- 100/1000+ level courses (developmental/remedial courses will not transfer)

Transferring students must include official transcripts with their admissions applications for registration purposes. No more than 34 credits may be transferred from other institutions in order to meet the degree requirements of RLNC. Courses are evaluated by the Student Records Department, and not all courses will transfer.

High School students who have successfully passed Advanced Placement Courses with a score of 3 or higher are eligible to transfer those credits in for college credit. Official documentation of exam scores must be provided.

College credits are evaluated based on the applicability to the degree major. Students who do not agree with the College’s decision regarding the credit transfer may submit an appeal to the Student Records Department. Students requesting an appeal must provide reasonable material, such as a course description or syllabus from their previous institution, to support their case.

Exception: Red Lake Nation College will accept unlimited credits from students transferring from Leech Lake Tribal College between May, 2017 and August, 2020. This will ensure no undue burden on students as a result of the termination of the contractual agreement between Red Lake Nation College and Leech Lake Tribal College, effective July 1, 2017.

### **Auditing Student Eligibility**

Auditing students are those who wish to participate in a course without earning college credit. Students will not be required to take exams and will receive an “AU” grade at the close of the semester. Auditing

students must pay \$100 per class and are responsible for paying for their own textbooks. They also must obtain prior approval from the Vice President of Operations and Academic Affairs.

### **Readmitted Student Eligibility**

Students who have not attended RLNC for more than two semesters, must reapply and check academic status with the Student Records Department. Readmitted students are encouraged to complete an admission application, to update contact information, and to visit with an academic advisor. Credits that are more than 10 years old will only be accepted upon academic department approval. Readmitted students are only permitted to go back one college catalog, which may not be the catalog they started with upon their original admission.

### **High School Student Eligibility**

Red Lake Nation College offers high school juniors and seniors access to college level courses through the Postsecondary Enrollment Option (PSEO) program. Students who rank in the upper 25% of their graduating class are eligible to enroll in 100 level courses to meet their high school graduation requirements, often starting with FYEX 1100 First Year Experience. All new PSEO students are encouraged to take this as their first class at RLNC. They can take this class concurrently with any other 1000 level class for which they qualify according to the Accuplacer Placement Test. The PSEO program covers the cost of tuition, fees and books. PSEO students cannot take developmental courses (numbered below 100).

In order to be admitted as a PSEO student, students must determine eligibility for admission by consulting with their high school counselor. If the student is eligible, the application includes the following:

- Admissions Application
- High School Transcript
- Minnesota Department of Education [MDE] PSEO Notice of Student Registration Form
- Tribal Enrollment/Verification Form, if applicable (Tribal enrollment card or certification letter acceptable)
- Accuplacer Placement Test and RLNC Technology test to determine appropriate sequence of classes
- Vaccination/Immunization Record (if applicable)

It is best to visit with one's high school counselor to find out exactly how many credits are needed at the College to meet high school requirements for graduation. PSEO students are allowed to take only six (6) semester credits per term at RLNC. The Vice President of Operations and Academic Affairs, the high school counselor and/or principal must approve any requests for a heavier credit-load.

Once admitted, students must maintain a 2.0 or above grade point average each term to remain eligible for the program. Provided the classes are successfully passed, credits will be awarded through RLNC. A college transcript will be established just as it is for every RLNC student. This is a permanent record, and credits can be transferred to another college at the discretion of the transferring institution. If a class, which is required for high school graduation is not passed, the student might not be able to graduate with his or her high school class.

All RLNC PSEO students are assigned a student success counselor and a faculty advisor (the instructor of the course) who act as liaisons between the school, the student, high school officials, and parents, when necessary. This person is the official point of contact for PSEO students whenever they have questions or concerns about their classes or administrative issues at the college.

A PSEO student may officially withdraw from a college course(s) within the first six weeks of classes (the Last Day to Officially Withdraw is listed for each semester in the Academic Calendar, found in the RLNC Catalog, in the Student handbook, and online at the RLNC website). All withdrawals must be officially made through the Student Records Department, and PSEO students must also contact their high school counselor to inform them of their decision to not continue. After the withdrawal date has passed, the student is expected to finish the term or meet with a college advisor regarding his/her continued enrollment, as withdrawing from a class may affect meeting high school graduation requirements.

PSEO students are not eligible for on-campus work-study or regular payroll positions.

### **Elder Eligibility**

Elders are welcomed for their wisdom and are highly encouraged to attend RLNC. Elders are defined as individuals who are 55 years of age and older prior to admission. Elders are eligible for one free (tuition and fee waived) course at Red Lake Nation College per semester. They are responsible for purchasing their own textbooks for the course. If they choose to take additional courses, they will need to enroll as a regular student or non-degree seeking student and pay the regular tuition and fees. The following materials must be completed and submitted to the Student Records Department:

- Admissions Application
- High School Diploma/GED and/or College Transcript, if degree-seeking
- Tribal Enrollment/Verification Form, if applicable (Tribal enrollment card or certification letter acceptable)
- Vaccination/Immunization Record, if applicable
- Registration form for the one free course

### **Employee Eligibility**

Full-time college employees who wish to attend RLNC on a part-time basis may take one (1) tuition-free course per semester with pay. The employee's supervisor must approve the time schedule to assure that day-to-day work is minimally interrupted. The employee will be responsible for payment for books, other course materials and fees charged to offset the cost of class materials specific to that class.

### **Children of Full-Time Employees and Board Members**

Children of full-time employees and board members may receive a full tuition waiver for all enrolled courses. The student is responsible for payment of books, other course materials and fees.

### **Non Degree-Seeking Students**

Anyone interested in taking a class at RLNC in a non-degree-seeking capacity may do so. The student will be responsible for payment of tuition, books, other course materials and fees for that class. Non degree-seeking students must still complete an admission application and submit all other required paperwork.

## Accuplacer Placement Test/Computer Skills Placement

RLNC uses the Accuplacer Placement Test which is a computer-adaptive college placement test. This allows the college to evaluate incoming students' skill levels in Reading, Writing Skills, Writing Essays, and Math and places students in appropriate courses. RLNC additionally requires new students to take a technology placement test established by the College to determine if students require additional training in computer skills. All new degree-seeking students are required to take the placement tests. Transfer students may not be required to take the test if they provide test results from a previous institution or official transcripts reflecting 12 or more completed credits with a minimum cumulative GPA of 2.0.

Placement Rules	Scores
English Placement (WritePlacer) = ENGL 0900	0-3
English Placement (WritePlacer) = ENGL 1100	4-8
Math Placement (Next Generation Quantitative Reasoning, Algebra, and Statistics) = MATH 0900	200-249
Math Placement (Next Generation Quantitative Reasoning, Algebra, and Statistics) = MATH 1100 or 1200	250-275
Math Placement (Next Generation Quantitative Reasoning, Algebra, and Statistics) = MATH 1500 or 1700	276-300
Computer/Technology Placement = TECH 0900	< 21

## Advising

Each new degree-seeking student will be assigned an academic advisor starting the first semester of enrollment in the college. Students are encouraged to meet with their advisor during each semester to discuss their academic performance and progress toward degree completion, to discuss and review degree and career consideration, and to select appropriate courses. Advisors are available to discuss and help resolve any difficulties that students may be encountering in achieving their educational goals. Students who are on Academic Warning and/or returning from Academic Suspension must meet with a Student Success Counselor to complete a Student Success Plan. A Student Success Plan is created to assist the student in achieving academic success and preventing Academic Suspension. Student Success Plans are individualized but often include regular meetings with advisors, tutoring, attendance in the Learning Center, attendance at educational workshops and other tools that may be beneficial for student success.

## Registration

Red Lake Nation College is responsible for admitting students and entering registration in the student database, distributing student schedules and grade reports, preparing official and unofficial transcripts, distributing academic transcripts upon request, and monitoring Red Lake Nation College's Standards of Academic Progress. Students are responsible for being aware of registration, add/drop, and withdrawal dates. These dates can be found on the Academic Calendar.

**New Students** are required to take writing, math, and technology placement tests prior to registering for courses. After the placement tests are completed, new students may register for the upcoming

semester with their advisors. New students wishing to take more than 18 credits must get approval from the Vice President of Operations and Academic Affairs of Red Lake Nation College.

**Current & Returning Students** are required to visit with their advisor to register for the upcoming semester. The advisors will complete the necessary paperwork for registration and forward registration forms to the Student Records Department. Students wishing to take more than 18 credits must have a minimum 2.75 GPA and get approval from their advisors.

**Pre-registration** is available for current students one month prior to the close of each semester. New and readmitted students may register after the admission process has been completed, and they have been officially admitted into the college.

**Auditing Students** must complete a Registration form for the audited course(s). Visit the Student Records Department at the Red Lake Nation College, which will assist you in making your payment arrangements with the Business Office for course tuition (refer to *Cost of Attendance* for tuition information); student fees will not apply.

## Course Schedules

A new semester course schedule for the upcoming semester will be available for distribution at least one month before the end of the current semester. The course schedule provides a listing of courses and programs offered for the semester. The schedule also lists the number of credits for each course, days and time courses meet and, in most cases, the name of the instructor for each course. Changes to the course schedule may occur without notice. Students and their advisors will use the schedule to select the courses in which the student will enroll for the semester.



## Course Enrollment Policies

### Prerequisites and Concurrent Registration

A prerequisite is a course to be taken or experience to be acquired prior to registration for the course requiring the prerequisite. Some courses may require concurrent registration in other courses. Faculty members have the right to drop students during the add/drop period if they do not meet course prerequisites.

### Add, Drop, or Change of Course

Students who need to alter their course schedule due to a time conflict or the desire to take another course must do so before the “Last Day to Add/Drop” listed on the Academic Calendar. Students do not have a financial obligation for courses dropped during this time. Courses dropped will not receive grades or be listed on the student’s transcripts. Add/Drop Forms must include the Academic Advisor’s signature to be valid.

The close of the “Last Day to Add/Drop” constitutes a student’s official enrollment for that semester; students cannot make any additional changes to their schedule. These courses will permanently remain on the student academic transcript and are subject to the RLNC refund policy. Total credits registered for the semester must reflect the status listed for financial aid eligibility.



### Administrative Drop Policy

Students are required to attend the first class meeting of any regularly scheduled class that meets once per week or at least one of the first two class meetings of any regularly scheduled class that meets more than once per week. Students who are unable to attend the initial class meeting(s) as required must inform the instructor, preferably in writing, and complete an assignment in lieu of attendance if they do not want to be dropped. Students who fail to attend initial class meetings as scheduled and who fail to contact their instructor(s) in advance of the absence may be dropped from the course by RLNC administration.

Students who wish to appeal an administrative drop should submit a written appeal to the Vice President of Operations and Academic Affairs. The appeal should include the student’s name, date of appeal, and reason for appeal, and justification/documentation to support the appeal. The student must initiate all appeals within two days of the drop notification from RLNC.

## **Officially Withdrawing from College**

Should extenuating circumstances arise, a student may officially withdraw from a course(s) after the “Last day to Add/Drop.” All withdrawals must be officially made through the Student Records Department. Students are strongly encouraged to meet with their Academic Advisor before withdrawing from courses, as this affects student financial aid and academic progress. All courses from which a student has Officially Withdrawn will reflect a grade of “W” on the student’s academic transcript. The student remains responsible, however, for paying the tuition and fees for the course(s) from which they have withdrawn.

1. Student must complete an “Official Withdraw” form located on the RLNC website or from the Student Records Department.
2. Submit completed form to Academic Advisor on or before the “Last Day to Officially Withdraw” listed on the Academic Calendar.
3. The RLNC Student Records Department will enter “W” grades in all courses requested.
4. Courses from which a student has not OFFICIALLY withdrawn will reflect failing grades.
5. Faculty members have the right to withdraw students from a course after the add/drop date and before the end of the official withdraw date if those students have not participated sufficiently in the course. Faculty members may withdraw students who are unable to pass the course as determined by progress following the midterm grade and prior to the last day to officially withdraw.

## **Repeating Courses**

Any course may be repeated once to replace a former grade with a new grade. Once a course is repeated, the new grade will be substituted for the original grade in computing the grade point average and total semester credits applied toward graduation. However, the original course and its grade will remain on the transcript. Repeated classes may not be eligible for financial aid depending upon the funding source. See Financial Aid Section for details.

## **Financial Aid**

### **Financial Aid Office**

The financial aid office at RLNC provides financial assistance to eligible students whose personal and family resources are insufficient to meet the minimum expense of attending college. Whenever possible, the college attempts to meet each student’s financial need through a combination of grants, scholarships, and/or employment. The Financial Aid Office is located at the Red Lake Nation College Campus. It is open and available to serve students from 9:30 a.m. to 4:00 p.m. Monday through Friday and by special appointment unless otherwise posted. Hours during holidays, summers, and student breaks may vary.

### **Financial Aid Contact Information**

Krystal Jourdain – Financial Aid Specialist  
Red Lake Nation College  
PO Box 576  
Red Lake, MN 56671

**OPE ID #: 04271800**

## Steps to Apply for Financial Aid at RLNC

1. Complete the Free Application for Federal Student Aid (FAFSA):  
<https://studentaid.ed.gov/sa/fafsa>
2. Check your Student Aid Report for your Expected Family Contribution (EFC) which can be found by logging into the FAFSA.
3. Go to the RLNC website Virtual Financial Aid Office: <https://www.rlnc.education/financial-aid>
4. Create an account.
5. Click on the tab for Student Interview.
6. Complete the Student Interview.
7. It will ask for information on both parents, but you can choose one as “unknown.”
8. If you have questions, contact the Financial Aid Specialist.
9. Make sure to submit the interview when completed.

## Financial Aid Programs

RLNC participates in the following aid programs.

- Federal: Pell Grants, FWS, FSEOG.
- State: State of Minnesota, MN Indian Scholarship
- Institutional: Tuition-discount aid programs exist; these are detailed in the RLNC College Catalog.
- Other: Outside scholarships and grants are accepted; the Financial Aid Advisor completes any necessary institutional paperwork to enable students to receive such aid.

## Student Eligibility

While some aspects of student eligibility are determined either by Congressional act, the Department of Education, the State of MN Higher Education; other aspects involve institutional determinations. Please see the chart below that provides a general outline of available aid. However each student applicant differs in eligibility requirements:

Program	Description	Application	Annual Amounts	Eligibility	Deadlines
Federal Pell Grant	Grant Program (portable)	FAFSA required annually <a href="http://www.fafsa.ed.org">www.fafsa.ed.org</a>	<b>\$5,775</b> maximum per academic year. <b>Lifetime eligibility a maximum of 12 full time semesters</b>	Based on eligibility	Check FAFSA website and/or Financial Aid Office for deadlines
Federal Supplemental Educational Opportunity Grant (FSEOG)	Campus-based grant program; funds awarded by institution	FAFSA required annually	\$100 minimum \$4000 annual maximum No aggregate limit	Undergraduate students First priority given to Federal Pell recipients with “exceptional financial need”	Same as Pell Grant
Federal Work Study (FWS)	Campus-based employment program; funds awarded by institution	FAFSA required annually; must say yes to the question, “Interested in work-study?”	No minimum or maximum; award is dictated by school policy	Undergraduate students; based on eligibility	Determined by RLNC each term

Minnesota State Grant	Grant program (portable)	FAFSA required annually by 30 calendar days after the term start date, also additional eligibility worksheet required	\$100 annual minimum and varies according to the “shared responsibility” formula	US Citizen or eligible noncitizen MN Resident Undergraduate student who has not attended equivalent of 8 semesters of FT postsecondary education Does not owe overpayment or in default on a student loan Not be more than 30 days in arrears with child support payments Enrolled for at least 3 credits Be making SAP	To receive a State Grant for a term, the FAFSA must be submitted to the federal processing center within 30 days of the school’s term start date.
MN Indian Scholarship		Online application at <a href="https://www.ohe.state.mn.us/ssl/MISApp/mispApp1.cfm">https://www.ohe.state.mn.us/ssl/MISApp/mispApp1.cfm</a>	\$4000	¼ or more American Indian ancestry. MN Resident. Qualify for either Pell or MN State Grant	July 1 <sup>st</sup>
Tribal Scholarships	Varies	Varies	Dependent upon funding	Must be enrolled in the tribe See Financial Aid Advisor for assistance	Varies – Contact Financial Aid Advisor for assistance

American Indian College Fund	Grant Programs; Tribal College General Scholarship	Online application at <a href="http://www.collegefund.org">www.collegefund.org</a> General fund deadlines are outlined by the school and vary	Varies – no minimum or maximum	Native American enrolled or descendent Must be making SAP Special Grant Program	Online applications for the Full Circle Scholarships are accepted January 1-May 31. Applications submitted after May 31 will only be considered if additional funds become available. RLNC will post deadlines each term for the in-house scholarships.
Veterans Benefits	Contact your local Veterans Office.	For additional links and information, please visit this website: <a href="http://www.ohe.state.mn.us">http://www.ohe.state.mn.us</a> Search for Military Service Education Benefits	Varies	Varies	Varies

## Work-Study

Work-study is part-time employment through RLNC, which offers eligible students an opportunity to earn money to help pay for school costs. Federal work-study jobs are awarded to those who demonstrate financial eligibility and indicate an interest in work study on their FAFSA.

See Student Success for available job openings through the work-study program. Applicants must meet the following conditions to be eligible for work-study positions:

- Accepted as a regular student pursuing a degree or certificate
- Complete FAFSA and verification if required
- Demonstrate financial eligibility
- Enrolled in a minimum of 6 credits
- Complete an application
- Submit a resume and cover letter
- Participate in an interview

## Rights and Responsibilities of Financial Aid Recipients

### You have the right...

- To know that financial aid is based on calculated financial eligibility.
- To receive your financial aid as long as you are eligible and meet your responsibilities.
- To be informed of the terms of any award that is offered.
- To be exempt from garnishment of Federal Work Study wages for any debt other than the cost of attendance at RLNC.

- To accept, reject, or seek adjustments to your financial aid award without prejudice.
- To privacy of information regarding your financial aid file.
- To access your financial aid file in consultation with the Financial Aid Advisor.
- To seek financial aid counseling.

**You have the responsibility...**

- To complete an application for financial aid annually to demonstrate continued need.
- To provide accurate and factual information on all financial aid forms.
- To notify the Financial Aid Office and Student Records Department Office of any changes in information including:
  - o Withdrawal from school
  - o Outside awards or private scholarships you receive
  - o Changes in information provided on your application
- To read and understand all financial aid forms and keep copies of them.
- To use financial aid only for education related expenses.
- To submit forms by the deadlines and to keep financial aid appointments.



**Award Disbursements**

Disbursement is addressed separately for federal, state and institutional aid. Student notification, required for federal aid, is addressed separately as well. For all aid categories, aid listed on the award letter will be disbursed. However, a student may decline any award or any portion of an award with written notification to the Financial Aid Specialist.

Before the disbursement of any student aid, the Financial Aid Specialist must verify in the college management software that the student’s enrollment is completed and current and the student is within acceptable standards of academic progress as previously defined in the handbook.

Refunds will be made 21 days after students first day of attendance, and every other week following the initial disbursement. All tuition, fees, and school costs for the current semester will be paid first and the remaining amounts will be disbursed to students.

If Financial Aid or payment arrangements are not made by the last day to add/drop, then students will be administratively withdrawn.

## **Disbursement of Books and Supplies**

Pell Grant Eligible students and all other aid recipients are eligible to “charge” their books against their anticipated financial aid as long as they have a valid (non-rejected) ISIR on file, are not in loan default, are not on financial aid suspension, or ineligible due to a drug offense while receiving Title IV aid. Any charges not covered by financial aid are the responsibility of the student.

Book charging is allowed one week before each semester starts and ends on the 7<sup>th</sup> business day of the semester. A report is given to the bookstore manager prior to the start of the book charging period by the Financial Aid Specialist. It is this report that determines which students can and cannot charge books. Financial Aid Office staff reserve the right to authorize book charging due to extenuating circumstances or college error, if warranted. If students choose to OPT OUT of RLNC book charging, then students must wait for a refund check to be released to them before they can purchase books on their own or may pay out of pocket for their books at any time.

## **Satisfactory Academic Progress Policies**

In accordance with the U.S. Department of Education (CFR 668.16 (e) & 668.34), Red Lake Nation College (RLNC) has established minimum academic standards that students must adhere to in determining Satisfactory Academic Progress (SAP) for Title IV, HEA financial aid eligibility purposes. These standards which are published in the RLNC Catalog and Student Handbook apply to federal and state waivers that will be administered through the RLNC Financial Aid Office. The SAP standards for students receiving Title IV, HEA funding are the same for those students who do not receive federal aid enrolled in the same program.

This policy provides a consistent application of standards to all students within categories of students, e.g., full-time, part-time, undergraduate students and educational programs established by RLNC. The policy provides that a student’s academic progress be evaluated at the end of each semester. RLNC will notify students of this policy and monitor the progress of all students receiving financial aid to insure their continued compliance. Students are expected to read, understand, and adhere to this policy.

In order to receive financial aid, the student must be enrolled in an eligible program of study that leads to a Certificate or an Associate’s Degree. In addition, students must adhere to two different standards; qualitative standard which is the maximum length of time for which they may receive financial aid, maintaining the minimum grade point average (GPA); and quantitative standard which is to complete the number of credits required to meet the minimum pace of completion each semester. For further clarification of this policy, contact the Financial Aid Office.

## **Refunds**

A refund fee schedule is included in the RLNC Catalog, Student Handbook, and posted online at [www.rlnc.education](http://www.rlnc.education)

## **Refund Policy**

If you withdraw from the college, refunds will be granted as follows:

Week of Withdrawal	Tuition, Room & Board Credited
First Week	Full refund
Add/Drop Date	100% refund
After Add/Drop Date	0% refund

After the add/drop date: No credit

Fees: All fees are non-refundable

## **Title IV R2T4**

This policy applies to students who withdraw (official or unofficially) or are dismissed from enrollment at RLNC. The Return of Title IV Funds (R2T4) process is separate and distinct from the RLNC's Refund Policy, as indicated below. The calculated amount of the "Return of Title IV Funds" that is required for students affected by this policy are determined according to the following definitions and procedures, as prescribed by regulation.

Upon the student's withdrawal, the amount of financial aid that has been "earned" by the student is based on the number of days of attendance. Students who withdraw unofficially will also be subject to the Federal Return of Title IV Funds Policy (R2T4). According to federal guidelines of R2T4, students who receive financial aid and then withdraw from all coursework before 60% completion of the semester may have to pay back a portion of the grants received. The amount is determined by using a federal formula.

The R2T4 calculation is made within 14 days of the last date of attendance. Returns are distributed within the subsequent 45 days. All funds will be returned in the order of PELL, and FSEOG. The student withdraw date is determined by the withdrawal process.

### **Return of Funds:**

In accordance with federal regulations, when Title IV financial aid is involved, the calculated amount of the R2T4 Funds is allocated in the following order:

- Federal Pell Grants
- Iraq Afghanistan Service Grant for which a return is required
- Federal Supplemental Educational Opportunity Grants (FSEOG) for which a return of funds is required
- Other non-Title IV assistance
- Private and Institutional aid
- The Student

RLNC has 45 days from the date the institution determines that the student withdrew to return all unearned funds for which it is responsible and is required to notify the student if they owe a repayment via written notice. The school must advise the student or parent if they have 14 calendar days from the date the school sent the notification to accept a post-withdrawal disbursement. If a response is not received from the student or parent within the permitted time frame or the student declines the funds, the school will return any earned funds that the school is holding to the appropriate Title IV, HEA programs.

Post-withdrawal disbursement must occur within 180 days of the date the student withdrew.

The Return of Title IV Funds (R2T4) regulation does not dictate the institutional refund policy. The calculation of Title IV HEA funds earned by the student has no relationship to the student's incurred institutional charges.

A school is required to determine the earned and unearned Title IV aid a student has earned as of the date the student ceased attendance based on the amount of time the student spent in attendance.

## Student Loans

Federal Direct-Loans are **NOT** available at RLNC.



## Tuition and Fees

### Cost of Attendance

Cost-of-attendance budgets are created by the Financial Aid Specialist, in consultation with the Student Records Department. While budgets are revisited each year, changes typically coincide with *Catalog* revisions.

The cost of attendance (COA) figures provide an estimate of what it costs to attend RLNC for a traditional academic year. The Financial Aid Office must make sure that any federal, state or local financial aid awarded does not exceed a student's COA. The COA for the College is revised and recorded annually with state and federal agencies as regulated. Elements of the official RLNC Cost of Attendance (COA) include tuition, room and board, books, required fees, transportation, and personal expenses.

Cost of Attendance	Red Lake Nation College
Published tuition and required fees	\$ 4,756.00
Books and supplies	\$ 600.00
Off-campus (not with family) room and board	\$ 6,885.00
Off-campus (not with family) other expenses	\$ 4,606.20
Off-campus (with family) other expenses	\$ 4,295.00
<b>Total Cost</b>	

Off-campus (not with family)	\$ 18,439.20
Off-campus (with family)	\$ 11,243.00

## Tuition

RLNC estimates tuition for our students for financial aid purposes. The actual costs that a student incurs will vary depending upon the student's degree or certificate program and the classes in which (s)he is enrolled. Please see Tuition section of the Catalog to learn more about actual tuition rates.

## Room and Board

The figures used to determine this component of the COA are reasonable estimates of what it would cost to live while attending school. Actual costs may vary by individual choices related to location and circumstances, but the Financial Aid Office will not increase the COA based on individual choices unless extenuating circumstances are presented to and accepted by the Financial Aid Office.

## Books

The costs are estimated using information from local bookstores.



## Transportation

The transportation allowance is for a student to get to and from the college campus, not to maintain a vehicle. Shuttle services are provided within a limited area of operation.

## Personal Expenses

This part of the COA is for personal living expenses during the enrollment period. Actual expenses will vary. An individual student's COA will vary according to the number of registered credit hours, residency status, housing choices, and personal expenses.

## Tuition Credit Schedule

Students dropping individual courses or withdrawing from enrollment up to the last date to officially drop courses will receive a 100% refund of tuition and fees. Students who officially withdraw from a course or courses by the Last Day to Officially Withdraw will be liable for their unpaid balance, if any.

After the ADD/DROP date, the student will be held liable for all tuition and fees. Failure to pay the amount owed may prevent future attendance at the College. Students who have a billing statement hold should seek assistance from the Business Office, and those who have financial aid holds should talk to the Financial Aid Specialist.

Students who drop and/or withdraw from the College, and who have received a Pell grant, may also jeopardize future attendance if the College has to reimburse the Department of Education for all or part of the Pell award. This amount then becomes the student’s responsibility to pay back to the school. Students are encouraged to contact the Student Records Department, Financial Aid Office, or Business Office at *any time* there is a question or problem related to their bill.

**Required Fees**

These fees are required in addition to tuition and are subject to change without notice.

Student Activity Fee	\$30.00 per semester
Technology Fee	\$25.00 per credit hour per semester
Registration Fee	\$20.00 per semester
Replacement Student ID Card	\$10.00 per replacement card
Materials Fee for ARTS 1100, ARTS 1200, and PHED 1100	\$60.00 per course
Graduation Fee	\$75.00 last semester of attendance

Students receiving financial aid should be aware that the Business Office collects all tuition and fees due from the first available funding source. For example, if a student receives a Pell grant, FSEOG grant, and a tribal scholarship grant, the Business Office will draw the student’s tuition and fees from the Pell scholarship first, rather than waiting for the Tribal scholarship grant or FSEOG disbursement during the ninth week of classes.



## Sample Student Budget per Semester

The following is a sample two-year student budget:

<b>Educational Expenses</b>	<b>Semester 1 (12 credits)</b>	<b>Semester 2 (13 credits)</b>	<b>Semester 3 (14 credits)</b>	<b>Semester 4 (15 credits)</b>
Tuition (\$169.00 per credit)	\$2,028.00	\$2,197.00	\$2,366.00	\$2,535.00
Registration fee (\$20.00)	\$20.00	\$20.00	\$20.00	\$20.00
Technology Fee (\$25.00 per credit)	\$300.00	\$325.00	\$350.00	\$375.00
Books & Supplies – Estimate (Dependent upon courses taken)	\$300.00	\$375.00	\$475.00	\$590.00
Student Activity Fee	\$30.00	\$30.00	\$30.00	\$30.00
Art Fee (if ART course taken)	\$60.00	\$60.00	\$60.00	\$60.00
<b>TOTAL</b>	<b>\$2,738.00</b>	<b>\$3,007.00</b>	<b>\$3,301.00</b>	<b>\$3,610.00</b>

## College Services

### Campus Resources

The Red Lake Nation College has a number of campus resources to help students navigate their educational journey.

### Business Office

The Business Office is located on the second floor of the Red Lake Nation College campus in Red Lake, Minnesota. It will provide student fee statements, issue financial aid refund/credit balances, maintain student account records, and determine the collection of extra fee items, library fees for material damages, etc. All financial aid funds are also disbursed through this office.

### Medweganoonind Library

The Medweganoonind Library exists to serve as the academic library for the Red Lake Nation College community and a public library for the citizens and staff of the Red Lake Nation.

The Medweganoonind Library strives to meet the goals and mission of the college by providing information and technology resources, promoting lifelong learning and information literacy through both course-guided formal instruction and everyday informal instruction, and assisting faculty, staff and students in their efforts to achieve academic success. In order to address the needs of the Red Lake

Nation community, the library makes a special effort to create programming and collect all materials relating to the Red Lake community, including history, culture, and language.

The Medweganoonind has a growing collection of resources that include, but are not limited to, Ojibwe language and cultural resources, a sizeable fiction collection, children's books, some course textbooks, and much more.

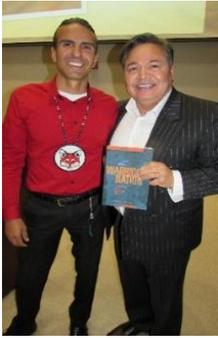
The Medweganoonind Library also offers reference services in person, over the phone, and via email to campus members. The library also offers tailored classroom research instruction, bibliographies, and pathfinders for special courses and assignments upon an instructor's request.

For computer access, the library is connected to a computer lab and learning center that has 30 computer terminals with Microsoft Office Suite and internet access. This is also where students can access electronic databases accessed through the State of Minnesota's Electronic Library for Minnesota. The website for this resource can be found at <http://www.elm4you.org>, which is immediately and automatically accessible to any Minnesota-based IP address. Other college-specific resources can be found on the library's webpage. The library also has three quiet study rooms and public wireless internet access. For more information or for database login information, contact the Director of Library Services at Red Lake Nation College, [\(218\) 679-1007](tel:2186791007).



## Student ID Cards

All students are currently issued a RLNC student identification card. The first identification card will be issued to the student free of charge. Duplicates are available for a \$10.00 fee. Application for duplicates must be made in the Student Services Office. The \$10.00 fee must be paid at the Finance Office before the student is issued the new card. All cards must be validated each semester, which will require that the student show his/her schedule to the Student Services Office. RLNC Student IDs are used for checking out books from the RLNC Library and for obtaining various discounts in the community.



## **Bookstore**

Textbooks for courses are available in the Migizi Bookstore. Students with financial aid awards may charge books at the bookstore up to the date posted by Student Success. After the posted date, book accounts are closed and submitted to Red Lake Nation College's Business Office. After this time, students must pay for all textbooks at the time of purchase.

## **Co-Curricular Programming**

Red Lake Nation College has defined “co-curricular programming” as extra- curricular activities, programs and learning experiences that complement the academic curriculum and enhance the mission of the Red Lake Nation College. Co-curricular activities have department specific objectives and are embedded within the academic course structure.

### **Identity**

What is assessed? Course-embedded language and culture projects in Ojibwe and culture courses as well as seminars, language bowls, and specific cultural events that focus on identity.

Outcome: Participants will gain a better understanding of themselves as Anishinaabe people within the context of a global society.

### **Leadership**

What is assessed? Membership and participation on the Student Government and other student organizations.

Outcome: Participants will demonstrate an understanding of group dynamics and effective teamwork.

### **Culture**

What is assessed? Participation in Monday Gatherings and other events held on campus.

Outcome: Participants will demonstrate Anishinaabe awareness and knowledge.

### **Civic Responsibility**

What is assessed? Continuing Education courses and Service Learning Activities.

Outcomes: Participants will communicate effectively with others both verbally and in writing.

Participants will assume a sense of civic responsibility and a commitment to public life.

### **Success**

What is assessed? Participation in tutoring, service learning activities, the Success Mentor Program and the PASS Committee.

Outcome: Participants will cultivate a propensity for lifelong learning.



## **Information Technology**

### **Acceptable Use of Information Systems at RLNC**

Access to computer systems and networks owned or operated by Red Lake Nation College imposes certain responsibilities and obligations and is granted subject to college policies, and local, state, and federal laws. Acceptable use is always ethical, reflects academic honesty, and shows restraint in the consumption of shared resources. It demonstrates respect for intellectual property, ownership of data, system security mechanisms, and individuals' right to privacy and to freedom from intimidation and harassment. Connection of privately owned computer equipment to college information technology services is permitted as long as college guidelines and regulations are followed.

### **Guidelines/Regulations for use of RLNC Computers and/or IT Resources**

- Protect your User ID and Password from unauthorized use. You are responsible for all activities generated from your User ID.
- All electronic communication between and among students and personnel is to be done from RLNC assigned electronic e-mail accounts. It is the responsibility of each student to monitor your e-mail account for communications from the staff members, instructors and student representatives.
- Be considerate in your use of shared resources.
- Use resources only for authorized purposes.
- Respect the rights of others.
- Abide by the security restrictions on all systems and information to which you have access.
- RLNC is not responsible for damage or loss of personal equipment brought onto campus.

### **Unacceptable/Irresponsible Use of College Computers and Resources**

- Refrain from monopolizing systems, overloading networks with excessive data, degrading services, or wasting computer time, connect time, disk space, printer paper, manuals, or other resources.
- Concealing or misrepresenting your name or affiliation to dissociate yourself from responsibility for your actions is never appropriate. One test of appropriateness would be to only "say" things via e-mail that you would be willing to say directly to another person. Messages sent as electronic

mail should meet the same standards as tangible documents. Identify yourself clearly and accurately.

- Do not send threatening or harassing materials.
- It is unacceptable to use the RLNC college system to engage in wasteful or disruptive practices, such as creating or sending “chain letters,” “broadcast” messages or unwanted material, “flaming” or overloading a system.
- Do not use e-mail for inappropriate personal use or gain such as commercial purposes or financial gain, wagering, or fundraising, unless sanctioned by RLNC.
- Do not use another person’s system, User ID, password, files or data.
- Never attempt to circumvent or subvert the system or network security measures or engage in behavior that is intended to create or propagate viruses, damage files or make unauthorized modifications to university data.
- Do not use college resources for partisan political purposes, such as using electronic mail to circulate advertising for political candidates.
- Do not make or use illegal copies of copyrighted materials or software.
- It is unacceptable to download, view, create or distribute material or visit sites that include, but are not limited to, those containing pornographic, racist, hate promoting material, or other material whose access may undermine campus policies and college values.

## **Compliance**

In circumstances of alleged or suspected abuse or misuse, an investigation will be initiated. The Vice President of Operations and Academic Affairs retains the right to revoke access, examine directories, files, or other electronic records that are relevant to the investigation. Hardware may be seized temporarily for the purposes of investigation, if necessary. Investigation and resolution, including possible disciplinary action will be governed by college policies and the student code of conduct. Disciplinary action may include suspension or expulsion.

## **Copyright Infringement**

Any sharing of copyrighted material (including computer use and file sharing) without proper licensing or permission from the owner/author/software manufacturer is prohibited by law, and is not condoned by Red Lake Nation College. Willful copyright infringement may result in criminal penalties, including imprisonment for up to five years and fines up to \$250,000. Red Lake Nation College will enforce disciplinary action according to established disciplinary actions.

## **Campus Safety and Security**

### **General Procedures**

In the event of an emergency requiring immediate action by police, fire departments, or ambulance services, dial 911. Red Lake Tribal Police can be reached at (218) 679-3313. All other emergencies should be immediately reported directly to Campus Administration.

### **Crime and Emergency Reporting**

All students, employees, and guests are encouraged to promptly report criminal incidents, suspicious activity, and other public safety related emergencies and incidents, in person to the RLNC Campus

Security Supervisor or the RLNC President, or to another College administrator if the President is unavailable. You may also dial 911 or call the Tribal Police Department at (218) 679-3313.

### **Campus Security Authorities (CSA)**

To further encourage the timely reporting of crimes on campus, the Jeanne Clery Disclosure of Campus Security and Campus Crime Statistics Act identifies and defines campus security authorities (CSA) as college faculty and staff members with “significant responsibility” for students and campus activities. They are campus officials who manage or otherwise oversee student and campus activities. Some examples of CSAs include, but are not limited to, Security, Directors, Department Heads, Student Group Advisors, and Activities Coordinators. Crimes reported to CSAs may not have been reported to the police. This is often the case in incidents of sexual assault. A licensed or certified counselor, who is functioning within that scope at the time a crime is reported, is not considered a CSA and not required to report crimes, but is encouraged to review crime reporting options with reporting parties.

### **Who must report qualifying crimes?**

College CSAs have an obligation to promptly report allegations of Clery Act-defined incidents which occurred on campus, on public property bordering campus, and in non-campus areas which the college leases or otherwise controls. These incidents include, but are not limited to;

- Murder or Manslaughter
- Sex offenses, forcible or non-forcible
- Robbery
- Aggravated Assault
- Burglary
- Motor Vehicle Theft
- Arson
- Persons arrested or referred for campus disciplinary action for liquor law violations and illegal weapons possession violation.

In addition, the Clery Act requires institutions to report statistics for certain hate crimes (bias-motivated incidents).

### **Anonymous Reporting**

Red Lake Nation College permits victims or witnesses to report crimes to CSAs on a voluntary, anonymous basis, (and includes such anonymous reports in reported crimes totals) but encourages individuals who report a crime to provide identity information. The purpose of this type of report is to comply with the reporting party’s wish to keep the matter anonymous, while taking steps to contribute to future campus safety. With such data, the College can maintain accurate records of the number of incidents and determine if there is a pattern of crime with regard to a particular location, method or offender, and as appropriate, alert the campus and community to potential danger. The Tribal Police Department, unless otherwise prescribed by law, does not accept anonymous police reports.

### **Class Cancellations & Notification**

Classes may be cancelled due to extreme weather conditions, unsafe highway conditions, or other circumstances that would threaten the health and safety of college students and faculty. The president or designee will determine campus-wide cancellation of classes. You may call RLNC at (218) 679-2860 for any weather related announcements or cancellations. Class cancellations on the Red Lake Campus

will be posted on Facebook and on the College website. Maintain your contact information in Populi as mass texts are also sent out in the event of a closure.

## **Sex Offender Policy**

The Campus Sex Crimes Prevention Act, which became effective on October 28, 2002, is a federal law that provides for the tracking of convicted sex offenders enrolled at or employed by institutions of higher education. This Act requires colleges to issue a statement advising the campus community where information concerning registered sex offenders may be obtained and makes the college responsible for providing the name, address, birth date, place of employment, school attended, and offense to any individual on campus requesting information concerning sex offenders attending or employed by the college.

The Minnesota Bureau of Criminal Apprehension maintains a list of all sex offenders required to register in the State of Minnesota. This database is updated daily and can be found at <https://por.state.mn.us/Home.aspx>. The Red Lake Nation also maintains a sex offender list on the Tribes and Territories Sex Offender Information System located at [redlake.nsopw.gov](http://redlake.nsopw.gov). Both websites are also available on the Red Lake Nation College Campus Safety webpage at <http://www.rlnc.education/#!/campus-safety/c2z1>.

The Red Lake Nation College Campus Security Office also maintains a list of names and information for all known sex offenders enrolled at or employed by the College. This sex offender list is available for the college community to view at the Red Lake Nation College Campus Security Office. Additionally, federal and state laws require sex offenders to take certain steps upon enrollment in an institution of higher education, regardless of whether their enrollment is full or part time. Pursuant to the Campus Sex Crimes Prevention Act, individuals are required to register as a sex offender in the jurisdiction where their residence is located and in the jurisdiction where the college they attend is located.

In order to comply with federal and state registration requirements related to college enrollment, a sex offender must register within five (5) days of attendance at a college by reporting in person to the Campus Security Department. Students who fail to register their status as sex offender are in violation of the registration act and face arrest and expulsion from the college.

## **Community Visitors and Library Users**

The Red Lake Nation College is home to the Medweganoonind Library and Tribal Archives that serves both the college and the Red Lake community. The Medweganoonind Library is dedicated to serving all members of the Red Lake Nation. Of course, we must look out for the wellbeing of all students when it comes to sex offenders, but the library will not ban registered sex offenders from using library resources, including public computers. To that end, all individuals are welcome in the library, but based on individual behavior, some individuals may be excluded due to inappropriate behavior that takes place while using the library that violates the library policies. The misconduct procedure from the Medweganoonind Library Handbook will be followed in any and all cases of inappropriate behavior from any library user.

To ensure safety and security of Red Lake Nation College students and visitors, all registered sex offenders seeking to use library services or attend community events must register with Campus Security (as students have a right to know and be notified of sex offenders on campus). Additionally, all patrons of

the library or community events are to remain in the designated areas and are not to enter other areas of the campus building unrelated to the event unless approved by Campus Security.

If a library patron has concerns about a potential sex offender in the library, please direct all questions and comments to the Director of Library Services and Tribal Archives. It is the responsibility of the sex offender to know their personal restrictions. All members of the community are welcome to attend public events hosted by the college. If inappropriate behavior warrants a question about sex offender status or restrictions, a response is requested. If an individual refuses to answer, they may be asked to leave the Red Lake Nation College campus or the Red Lake Police Department may be called.

#### Procedures for Sexual Offenders:

1. All registered sex offenders who enroll in courses at Red Lake Nation College, must indicate their status as a registered sex offender on their admissions application.
2. All registered sex offenders who apply for employment positions at Red Lake Nation College must indicate their status as a registered sex offender on their employment application.
3. Upon enrollment of a registered sex offender, the Vice President of Operations and Academic Affairs or designee will meet with the college's Campus Security Supervisor or designee within five (5) days to review the student's class schedule and determine appropriate restrictions.
4. Upon employment of a registered sex offender, the Human Resources Director or designee will meet with the college's Campus Security Supervisor or designee prior to the employee's start date to review the employee's schedule and workplace location and determine appropriate restrictions.
5. After determining the appropriate restrictions for a particular student or employee, the Campus Security Supervisor will contact the registered sex offender student/employee for a meeting to discuss the restrictions which will be in place while the student/employee is on the college's campus.
6. During the meeting with the Campus Security Supervisor (or designee) and the registered sex offender student/employee, the Campus Security Supervisor will provide the student/employee a written letter containing the restrictions the student/employee must abide by while on the college's campus and will discuss each restriction verbally with the student/employee. During this meeting, the student/employee will also be advised that his/her failure to comply with the restrictions outlined in the letter may result in denial of enrollment, access to campus, and possible legal repercussions.
7. If a sex offender student is enrolled in a college class along with a student who is under the age of 18, the Vice President of Operations and Academic Affairs will notify the instructor of the class of the student's status as a sex offender. The Vice President of Operations and Academic Affairs will also determine if there are other college staff members who need to be notified of a student's status as a registered sex offender in order to protect persons under the age of 18 on the college's campus. In some circumstances, the registered sex offender may be required to enroll in a course section that does not contain minors.
8. The Campus Security Supervisor or designee will notify the Directors of the Oshkiimaajitahdah Child Care Program and the Ojibwe Immersion Headstart Program as well as any other college program solely serving students under the age of 18, of all registered sex offenders enrolled in or employed by Red Lake Nation College.
9. The college's Campus Security Office will maintain a database of all registered sex offender students and employees. The database will contain identifier information as outlined in the Campus Sex Crimes Prevention Act. This information will be available for review by any person requesting information on registered sex offenders enrolled or employed by the college.

## **Academic Policies and Procedures**

### **Programs of Study**

#### **Associate in Arts**

Liberal Education

#### **Associate in Applied Science**

Social and Behavioral Sciences



### **Academic Credit**

#### **Academic Year**

RLNC functions on an academic semester system. An academic year is two semesters in length. Each semester is approximately 15 weeks in length. RLNC may or may not have a summer session; when summer sessions are held, the semester credits earned may be applied toward the fulfillment of a student's degree requirements.

#### **Academic Status**

The number of credit hours for which a student is officially registered during a semester determines the student's enrollment status. Following is the enrollment status listing for Fall and Spring Semesters:

- Full-time – 12 or more credit hours
- Three-quarter time – 9-11 credit hours
- Half-time – 6-8 credits
- Part-time (less than half-time) – 1-5 credit hours

For academic purposes, students should note that an average of 16 credits must be completed in each semester for four semesters if a 64-credit degree is to be completed in two years (4 semesters) of enrollment. To register for 18 or more credits, the student must make application through the RLNC Student Records Department and obtain approval from the Vice President of Operations and Academic Affairs.

#### **Earning Academic or Vocational Credit**

“Successfully completed credits” are credits that are registered for and completed with a passing grade (“D” or better). Credits that will not count as successfully completed include “F” grades, withdrawals, audits and incompletes. Incompletes will be counted once a course has been successfully completed. It

is the student's responsibility to notify the Financial Aid Office when an incomplete is made up so that financial aid can be re-evaluated.

## Definition of a Credit Hour

Red Lake Nation College utilizes the semester system. Semester credits are earned for the completion of a course covering one semester (15 weeks). Each course the college offers has a determined number of credit hours assigned to it. A course credit can range from one-five credits.

One credit hour is defined as three (3) hours of student commitment per week. It has been established that a student will meet a minimum of 50 minutes per week in a face-to-face one-credit course. The total student commitment can be comprised of lectures, labs, field work, recitals, study groups or individual study time. Students should set aside three hours a week per credit hour to successfully complete the student learning outcomes for the course and the assigned course work including lectures. Students enrolled in online and hybrid (combination of face-to-face and online) courses should expect the same time commitment of three hours per week per credit, while realizing that the lecture time may be greatly reduced. For example, a student enrolled in any combination of 15 credit hours at Red Lake Nation College should expect to set aside 45 hours of time for successful course completion.

## Grades and Grading

### Grade Point Average [GPA] Calculation

The grade point average is computed by dividing the number of grade points earned by the number of semester credits attempted for which grades of A, B, C, D, or F were given. Grade points for each course are calculated by multiplying the number of semester credits by the points awarded for the grade achieved in that course.

Quality of work and grade points per credit hour assigned are:

Grade	Meaning	Points
A	Superior	4
B	Good	3
C	Average	2
D	Passing	1
F	Failing	0
P	Pass – Average	0
NP	No Pass – Failing	0
I	Incomplete (no credit is earned; automatically becomes “F” if coursework is not completed by last day to make up incompletes in following semester, denoted on Academic Calendar)	
W	Withdrawal (does not affect GPA)	
AU	Audit (does not affect GPA)	
R	Repeat (replaces former grade with newer grade in GPA calculation)	

Scholastic averages are derived from grade points. To calculate the term GPA, divide the total grade points by the total credits per course hour.

Example:

Grade Earned	Grade Point	multiplied by	Credits per Course	equals	Total Grade Points
A	4	x	3	=	12
B	3		3		9
B	3		3		9
C	2		3		6
			<b>12</b>		<b>36</b>
			<b>Total Credits</b>		<b>Total Grade Points</b>

To calculate the term GPA, 36 (total grade points) / 12 (total credits) = 3.0 GPA

A Cumulative GPA of 2.0 for all coursework at the college is required for graduation. Students are encouraged to practice GPA calculation for future reference. Note that some majors at four year colleges may require higher than 2.0 GPA for admissions. Only semester credits taken at RLNC will be used in computing the GPA.

### **Institutional grade scale by percentage**

- A 90-100
- B 80-89.99
- C 70-79.99
- D 60-69.99
- F 0-59.99

### **Academic Honors**

Full-time students who earn a 3.7-4.0 term GPA will earn a place on the President’s List and President’s Club. Full-time students who earn a 3.0-3.699 term GPA will earn a place on the Dean’s List. Part-time students who earn between a 3.0 and 4.0 will earn a place on the Honorable Mention List. Honorable Mention students who earn a 3.7-4.0 will also be eligible for the President’s Club.

### **Mid-term Grades**

The instructors at mid-point of the semester (according to the official course calendar) will submit mid-term grades. These grades indicate the progress of the student midway through the semester and are not computed in the grade point average. Students are encouraged to seek assistance from their Academic Advisor or their instructor when needed. A list of students receiving grades below “C” will be presented to the PASS (Progressive Academic Student Success) Committee. If a student’s midterm grades are below the recommended Standards of Academic Progress, RLNC strongly encourages students to meet with their advisor weekly to develop a study plan to avoid Academic Warning.

## **Incomplete Grades**

Incomplete Contracts are discouraged; however, an instructor may assign a grade of “I” (incomplete) if the instructor believes that the student has been unable to complete course assignments and/or exams on time because of unavoidable circumstances, occurring after the official withdraw date. *Students on Academic Warning are not eligible for Incompletes.*

*Incompletes will not be given during any summer session terms.*

To be considered for an Incomplete:

- Students must have been in attendance during the semester, and must have satisfactorily completed **67%** of the semester’s course work; this is determined by the instructor. “I” grades will be given for Incomplete courses; however, note that *students with “I”(s) on their Final Grade Report may have funding issues with their tribal agency.*
- The student must fulfill the course requirements by the date indicated on the Academic Calendar as the “Last day to make up incompletes” or the last day indicated on the Incomplete Contract. If the student does not do so, the “I” automatically becomes an “F.” This may result in Academic Warning and the PASS Committee will review the list of incompletes.

Procedure for requesting Incomplete(s):

- It is the student’s responsibility to consult with his/her instructor and to initiate an Incomplete Contract.
- Obtain an “Incomplete Contract”(s) from the Student Success Office.
- Meet with your instructor(s) to agree on incomplete course work, due dates and signatures.
- Instructor will obtain approval/signature from the Vice President of Operations and Academic Affairs and then submit the contract to the RLNC Student Records Department when grades are due.

The Incomplete Policy does not apply to the Summer Session, or to students on Academic Warning/Suspension.

## **Course Substitutions or Waivers**

Students may apply for a course substitution or waiver if they are able to provide documentation, evidence, or rationale for the request. Students should submit the request in writing to the RLNC Student Records Department and complete the Course Substitution or Waiver form. The RLNC Student Records Department will evaluate the request and forward it to the Chair of the Department and the Vice President of Operations and Academic Affairs, both of whom will make a recommendation. The Vice President of Operations and Academic Affairs will make the final determination and notify the RLNC Student Records Department, in writing, regarding the status of the request. Extreme care must be taken when granting course substitutions or waivers, especially in courses for degree programs.

## **Class Attendance**

Class attendance is required of all students at RLNC. Instructors will outline their attendance requirements at the beginning of the semester and include these requirements in the course syllabus issued to students. Instructors will notify the Financial Aid Office at the end of the Add/Drop period each semester of any student who has not been in attendance. In addition, instructors will report the last date of attendance to the FA office in order to determine any Return to Title IV funding upon request from the Financial Aid Office.

## **Excused Absences**

Unexpected events that result in missed classes need to be reported as soon as possible to your instructor. The individual faculty members determine what make-up work is appropriate. Examples include: significant illness or injury, death in the immediate family, medical appointments and severe weather conditions. Students who are unexpectedly absent from class should contact the faculty member or the Student Records Department (if faculty cannot be reached) as soon as is reasonably possible for makeup work. This contact may include voice mail messages and/or e-mail messages.

**Policy:** When unexpected events cause students to miss class, individual faculty members may decide to allow students to either make-up the missed material or assign appropriate substitute material by recognizing the absence as an “excused” absence. Individual faculty members may set their own standards for what constitutes an excused absence. If a student believes he or she is being treated unfairly regarding the denial of an excused absence, the student may appeal the matter to the Vice President of Operations and Academic Affairs.

## **Unexcused Absences**

Absences that are not “approved” or “excused” shall be considered unexcused. Oversleeping or other avoidable absences are not excused.

**Policy:** Faculty members are under no obligation to allow students to complete work missed from unexcused absences. If a student believes that a faculty member’s absentee policy is unfair, the student may bring the matter to the attention of the Vice President of Operations and Academic Affairs for discussion. Students who exceed the maximum number of unexcused absences may be administratively withdrawn from the course or receive a failing grade in the course.

## **Pace of Work**

All academic work should be turned in on time. Instructors have the right to determine late work policies for each class. Students are expected to read the syllabus and understand the deadlines and penalties for late submissions.

## **Academic Integrity**

Honesty in academic matters is expected of all students. Actions that are contrary to the spirit of academic integrity will not be tolerated. Any attempt to misrepresent someone else’s work as your own, to receive credit for assignments you did not do, obtain an unfair advantage over other students in the completion of work, or aid another student to do the above will be considered a breach of academic integrity. Acts of academic dishonesty include, but are not limited to:

- Obtaining, disseminating, or using unauthorized materials for the completion, by you or another student, an examination paper or an assignment.
- Unauthorized collaboration with another student in completing an assignment.
- Submitting as your own work that of another student or allowing your work to be submitted for credit by someone else.
- Copying from another student’s paper or an assignment.
- Computer theft, such as unauthorized duplication of software and/or unauthorized access to accounts other than your own. This includes the use of the college resources (computer facilities, network, software, etc.) for financial gain.

- **PLAGIARISM:** The representation of another’s ideas, statements, or data, as your own. This includes copying, paraphrasing, or summarizing another person’s work without the proper acknowledgement (footnoting, in-text credit, quotation marks, etc.).

Student dishonesty will not be ignored. In situations where dishonesty is suspected, the faculty member will meet with the student, state the charge and action to be taken, and will refer him or her to the academic appeals section of the College catalog. Copies of this notice will be sent to the appropriate Department Chair and to the Vice President of Operations and Academic Affairs. Cheating on an exam, plagiarizing, or committing other forms of dishonesty may result in an “F” for the course, or academic suspension.

## **Disability Services**

It is the policy of Red Lake Nation College to comply with the Americans with Disabilities Act of 1990 (ADA) and the ADA Accessibility Guidelines (ADAAG), Section 504 of the Rehabilitation Act of 1973 (section 504), and the Uniform Federal Accessibility Standards (UFAS) as mandated by Section 504. Under these laws and guidelines no qualified individual with a disability shall be denied access to or participation in services, programs, and activities of RLNC. Information regarding the Americans with Disabilities Act can be referenced on their website at [www.ada.gov](http://www.ada.gov).

## **Student Eligibility for Disability Services**

Students receiving services through Disability Support Services must have a chronic disabling condition that has been verified by an appropriate professional. The student’s disabling condition must limit one or more major life activity and impose an “educational limitation.” An educational limitation is a disability related to functional limitation in the educational setting that occurs when the limitation prevents a student from fully benefiting from classes, activities, or services offered by the college without specific, additional support services or instruction. Examples are physical, communication, acquired brain injury, psychological, attention deficit disorder, and specific learning disabilities.

## **How May a Student Apply for Accommodation?**

Any student with a disability, regardless of his/her accommodation needs or disability issues, should register for Disability Support Services with the Director of Counseling and Continuing Education. The Director of Counseling and Continuing Education will request documentation of a disability and prior accommodations from the student’s former secondary school, treating medical doctor, or mental health professional. After reviewing the disability documentation, the Director of Counseling and Continuing Education will make a determination as to whether the student qualifies as having a disability or not. After a positive finding of a disability, the student will be extended disability accommodations and/or modifications in accordance with accepted college policies and procedures. In order for a student with a disability to apply for and receive accommodation, she/he needs to contact the Director of Counseling and Continuing Education to set up an appointment:

## **What Assistance is Available for Students with Disabilities?**

Accommodations and modifications will be granted on an individual basis (with input from the student with a disability) after considering the type and severity of a disability and the student’s history of accommodations from secondary and postsecondary education. Below are services that may be offered to the student:

- Contacting instructors regarding classroom accommodations for a student
- Documentation and needs analysis

- Student advocacy
- Classroom note takers, readers, and scribes
- Assistance with the provision of a private testing room and monitoring of the test
- Provision of textbooks in alternative format
- Locating where a student may obtain diagnostic testing
- Other services not mentioned

### **Exemption from Requirements by Examination**

If a student has work experience in certain disciplines (for example, business or technology), he or she may test out of a course at RLNC and earn credit through advanced placement examination with the following guidelines:

- The Department Chair and the Vice President of Operations and Academic Affairs both approve the examination.
- The course can be properly evaluated on the basis of such examination.
- The \$75 fee for the examination has been prepaid and the student can show proof of current enrollment.
- Upon successful completion of the examination, appropriate credit will be assigned.

Advanced placement exams will not be given to students who have previously or are currently enrolled for an equivalent course.

After the student completes the examination, the instructor indicates with a grade of Pass or No Pass (“P” or “NP”) whether or not the student has passed the test, and the number of credits earned. The instructor will enter the grades of “P” or “NP” on the student’s transcript.



### **Standards of Academic Progress**

#### **Minimum Grade Point Average Requirement**

A student will be placed on academic warning or academic suspension if the following cumulative grade point average (GPA) is not attained: 2.0.

- Attempted and completed credits include credits transferred from other institutions as well as credits attempted at RLNC, excluding repeated credits.

- Cumulative GPA at RLNC excludes grades earned at previously attended institutions.

## **Minimum Percent Completion**

A student is required to progress toward the completion of an academic program by successfully completing **67 % of all credits attempted** at RLNC. RLNC uses cumulative credits successfully completed, divided by credits attempted at the College to measure a student's completion percentage. Attempted credits include classes completed with a satisfactory grade, classes with no grade, withdrawal or incomplete grades, and failed classes.

## **Progress**

Cumulative values are used in determining if academic progress has been met. Students not meeting the cumulative minimum grade point average and/or the cumulative minimum percent completion requirements will be notified of their academic progress standing. Academic progress standings include Academic Warning and Academic Suspension. See information below for the criteria for each academic progress standing.

## **Determination of Academic Progress Standing**

### **Academic Warning**

The first semester/summer session a student fails to meet **either** of the requirements of the Standards of Academic Progress, he or she will be placed on Academic Warning.

- The RLNC Student Records Department will send the student an Academic Warning letter. The letter will provide information about Academic Warning and what the student must do to regain good academic standing.
- A copy of the student's warning letter will be distributed to the student advisor, Financial Aid Office and the student's academic file.

Students who officially withdraw from courses run the risk of not successfully completing 67% of their courses and will be placed on Academic Warning. Students must meet with their advisor to understand the consequences should they decide to withdraw from more than one course.

Academic Warning will be imposed only after the student has attempted a minimum of 12 semester credit hours. While on Academic Warning, the student will be allowed to register for only 13 credit hours or less unless approved by the Vice President of Operations and Academic Affairs. He/She will also be required to complete a Student Success plan with a Student Success Counselor.

### **Academic Suspension**

The second consecutive semester a student fails to meet either one of the requirements of the Standard of Academic Progress, he or she will be placed on Academic Suspension.

The RLNC Student Records Department will send the student an Academic Suspension letter. The letter will inform the student of the following suspension requirements:

- The academically-suspended student must stop-out of the college for one full academic semester (Fall or Spring) and/or appeal the suspension before the start of the subsequent semester. After the semester stop-out period, the student may re-apply for admission to the college. Upon readmission, the student must petition for Academic and Financial Aid reinstatement and upon approval will be placed on probation and allowed to register for a maximum of six (6) credits

(unless approved to take more credits by the Progressive Academic Student Success – PASS - Committee).

- A copy of the academically-suspended student’s letter and Student Success Plan will be distributed to the Student Advisor, the Financial Aid Office and the student’s academic file.

Students who officially withdraw from courses for two consecutive semesters and have not successfully completed 67% of their courses will be placed on Academic Suspension. Students must meet with their advisor to understand the consequences should they decide to withdraw from more than one course.

**Note:** Students returning to RLNC after suspension will always return on an ACADEMIC WARNING status and shall always be subject to the minimum percent completion rate and GPA requirements stated above. At any time a student falls below the minimum requirements, he or she will be suspended for the minimum time period stated above. The student’s advisor will help plan a readmission strategy.

### **Suspension Following the First Term of Academic Warning**

Students who have already been placed on Academic Warning and do not meet the minimum GPA or minimum percent completion requirement will be suspended for the minimum time period indicated below. This results in an academic progress standing of **ACADEMIC SUSPENSION**.

#### **Period of Suspension**

<b># of Suspensions Following First Term of Probation</b>	<b>Period of Suspension</b>
1	One semester (Fall or Spring)
2	One calendar year
3 or more	Two calendar years

Students suspended from RLNC who wish to return following the period of suspension must submit an appeal to the Records Office to be reviewed by the Progressive Academic Student Success (PASS) committee.

### **Academic Suspension Appeal**

The appeal should include information on the circumstances that affected past performance and a plan to be successful in achieving future academic goals. Readmission will be considered, provided that certain conditions regarding academic deficiencies are agreed to in advance and reflected in the subsequent registration. Students on Academic Warning must complete a Student Success Plan with a Student Success Counselor, which identifies the number of times they must meet with their advisor throughout the semester, special workshops they will be required to attend and attendance requirements in the Learning Center to improve their skills.

All appeals will be submitted to the Progressive Academic Student Success (PASS) committee, who will, in turn, approve or deny (in writing) the appeal. Appeals may be based upon extenuating circumstances that affected past performance or errors that the student believes have affected his or her academic performance at Red Lake Nation College.

Extenuating circumstances shall mean any conditions out of the ordinary that may include, but are not limited to an accident, unusual personal crises, or the occurrence of risk beyond the student’s control that directly contributed to that student’s being placed on academic and financial aid suspension.

All appeals are submitted to the RLNC Student Records Department to be reviewed by the Progressive Academic Student Success (PASS) Committee. In order to allow sufficient time to review the appeal,

all appeals must be submitted at least one month prior to the start of the semester for which the appeal is being requested. The final decision from the PASS Committee must be approved and signed by the Vice President of Operations and Academic Affairs.

### **Summer Sessions and Academic Standing**

Red Lake Nation College may offer free classes in the summer. Students who are on Academic Warning and Academic Suspension are encouraged to attend these classes when available in order to improve their GPA, the pace of completion percentage and their overall academic standing.



### **Academic Grievance Process**

If a student believes that an incorrect, incomplete or capricious action has been taken regarding an academic matter affecting his/her program (such as an inaccurate or unfair grade), that student must follow the procedural steps below to appeal the action.

1. A student should consult with the instructor to obtain all necessary information regarding the decision and attempt to clarify matters concerning the decision.
2. If the problem remains unresolved, a student may petition (in writing) to the Vice President of Operations and Academic Affairs, who will consult with the PASS Committee. The Vice President of Operations and Academic Affairs has the final decision and authority in all academic appeals.

### **Change of Assigned Grade**

Grade changes are considered when a student contests a grade or when there has been a documented error in grade calculation. Faculty members must fill out the change of grade form. All grade changes must be reported to and approved by the Vice President of Operations and Academic Affairs. The deadline for submission of a completed grade change form to the RLNC Student Records Department is four weeks after the end of the semester or summer session in which the student took the class. Late requests of this nature must be submitted within one year of the final grade submission date and will require additional justification. The Progressive Academic Student Success (PASS) Committee must approve late requests. The RLNC Student Records Department will accept no grade change after the deadline without the written approval of the Vice President of Operations and Academic Affairs.

### **Grade Forgiveness Policy**

The Grade Forgiveness Policy is for students who have experienced previous academic difficulty at Red Lake Nation College and now wish to build an academic record that is not weakened by past failures. This policy is not intended to enable you to stay in school if you have chronically poor academic performance or to raise false expectations if you are not making progress toward your degree.

### **Grade Forgiveness Criteria**

- If you have successfully completed 12 semester credit hours, with a minimum GPA of 2.0 in the most recent semester, you may petition the PASS Committee for grade forgiveness.
- You may use this option for 'F' grades earned at RLNC that are five or more years old.
- You may request forgiveness for up to 12 semester credits or 18 quarter credits maximum, and they must be in the same semester or consecutive semesters.
- This is not applicable if you have already earned a degree at RLNC.

### **Grade Forgiveness Rules**

- If your petition is granted, the grades will not be deleted from your transcript. However, the 'F' grades will be replaced with a grade of 'NP' which will remove the negative impact to your term and cumulative GPA.
- These 'forgiven' credits will still count toward your attempted credit count at the institution.
- Grade forgiveness will be granted one time only. Once forgiveness is granted, it is permanent. Repeating the course will not affect or change the forgiven grade.
- If a student is granted academic forgiveness, eligibility for financial aid is not guaranteed.
- Students who re-enter the college under academic forgiveness must follow and adhere to the terms of the Catalog, including all academic requirements and policies, of the year of re-entry.
- If a student is granted grade forgiveness, the student is still responsible for the tuition and fees for those courses.

### **Grade Forgiveness Procedure**

- A student must fill out the Petition for Forgiveness form and describe the circumstances of their appeal and attach any supporting documentation to support the appeal.
- Once the PASS Committee receives the Petition form, it will be reviewed at the next committee meeting.
- The decision of the PASS Committee will be documented
- The decision of the PASS Committee must be reviewed and signed by the Vice President of Operations and Academic Affairs
- The student will be informed via letter.

## **Graduation**

### **Requirements for Graduation**

- Must earn a minimum grade point average of 2.0.
- Must satisfy at least the number of credits required for specific degree/certificate/diploma, as outlined in the Catalog curriculum.
- Must complete the Graduation Application and Summary, available from the Student Records Department, during registration for the final semester of a student's attendance at RLNC.
- Must fulfill all financial and academic obligations prior to the date of graduation.
- Must fulfill the residency requirements of RLNC.
- Must complete the EPortfolio in final semester.
- Students must complete all graduation requirements in order to participate in the graduation ceremony.

## Commencement

Commencement exercises are held after the close of spring semester.



## Intent to Graduate Form

At the beginning of their final semester, students intending to graduate must complete a formal “Intent to Graduate” form in consultation with their advisor. A graduation fee of \$75, which will cover the cost of a cap and gown, must be paid at this time. Students will receive their diplomas and officially graduate at the time they complete all degree requirements. Formal graduation ceremonies are held once each year in the spring.

## Second Degree Requirements

A student wishing to seek a second degree must be admitted to the second degree program through the readmission process. To apply for a second degree, visit the Admission’s Office to complete the appropriate application. The student should be informed that a minimum of 12 credit hours must be earned in one semester on campus as a requirement for the second degree.

A student seeking a second Associate degree will be referred to the RLNC Student Records Department. Approval for a second degree must be obtained from both the RLNC Student Records Department and Financial Aid Specialist. The RLNC Student Records Department will determine the number of credits needed for the second degree and the Financial Aid Specialist will determine the number of eligible financial aid credits. The student will be admitted if eligible for financial aid; if not eligible, the student must set up a payment plan with the Business Office.

## Academic Courses

### Classification of Courses

Courses numbered below 1000 are developmental courses, and do not count toward graduation or a degree and are not transferable to another institution. Developmental courses count toward attempted and completed credits, but do not contribute to GPA. Courses numbered 1000-1999 are first-year courses. Students should try to select these classes in their first year of study, because these courses often provide the knowledge and skills necessary to complete courses that are more advanced. Courses numbered 2000-2999 are second-year courses. Some of the second-year courses may require the

completion of 1000-level courses before enrollment. Recommended or required prerequisites are noted in the course descriptions.

### **Grade Level Progression**

Students are classified as freshmen if they have completed 0-30 credits and sophomores if they have completed 31 or more credits.

### **Online Course Prerequisites**

Many courses at RLNC may, at times, be offered in an online format. Students who are interested in taking online courses must have successfully completed 12 or more college credits with a cumulative GPA of 3.0 or higher.

### **Closing of Courses**

Courses with low enrollment may be closed. The Vice President of Operations and Academic Affairs determines which courses will be closed, prior to the “Last Day to Add/Drop.” The RLNC Student Records Department will inform students and advisors when a course is closed. In the event of a course closing, it is the student’s responsibility to complete an Add/Drop Form with his/her Academic Advisor to be eligible for the appropriate Financial Aid award.

### **Waitlisting**

A course waitlist is a list of students who wish to register for a course or for a section of a course that has reached its authorized capacity. Course waitlists are generated and maintained by the RLNC Student Records Department for one week after the start of the semester. Students are waitlisted in the order in which s/he attempts to register for the course. Through the first week of each semester, a student on a course’s waitlist will be enrolled by the Student Records Department in that course on a space-available basis according to the order in which the student was placed on the wait list at the time s/he attempted to register for the course. The Student Records Department reserves the right to override the order of the waitlist if there are students who need a specific course in order to graduate during that academic year. Students are strongly encouraged to register early if they need a course to graduate.

### **Independent Study**

Independent study is very limited. Students seeking independent study must have approval from the Vice President of Operations and Academic Affairs and the course instructor. Independent study is approved on a case-by-case basis, with the following conditions:

- The student must have completed the freshmen year requirements of 30 semester hours/credits with a “C” average.
- Students on Academic Warning are not eligible for Independent Study.
- Only one course per semester may be taken for Independent Study.
- The student must complete an Independent Study Contract.

### **Transcript Requests**

Transcript Request Forms are available on the RLNC website and from the Student Records Department. No fee is charged for RLNC college transcripts. If the student has a financial obligation to Red Lake Nation College, no official transcript will be released and the student will be referred to the Business Office.

Academic transcripts will reflect the following:

- Record of all courses completed or attempted, grades earned, term and cumulative grade point averages.
- Record of other college name and credits transferred from that college.
- Notation of Red Lake Nation College degree earned.

## **Academic Records**

The Red Lake Nation College Student Records Department is responsible for and maintains information regarding the student's academic progress at RLNC, including grade reports and permanent academic records.

The RLNC Student Records Department collects and maintains current and accurate student information, such as tribal enrollment status, address, program of study, and academic advisor names. This information is required by the federal government for determination of funding and also for maintaining accurate mailing addresses for the student body. Personal data changes, such as change of address, change of program, or change of advisor, should be reported to this office.

The release of student grades, transcripts and other data requires written authorization by the student according to FERPA guidelines. FERPA is the Family Education Rights & Privacy Act which is a federal law governing the privacy of student records and the obligations of the institution. The following directory type of information/data may be given to any inquirer without written authorization from the student:

- Student Name
- Local address and telephone
- Permanent address and telephone
- E-mail address
- Place of birth
- Major field of study
- Dates of attendance and dates of program completion
- Full or part-time enrollment status
- Year in school (class)
- Diplomas/certificates awarded
- Scholastic honors and awards received
- Other educational institutions attended
- Visual image

Any student requesting that any or all of this information remain confidential must complete a FERPA Non-Disclosure Request Form located in the RLNC Student Records Department. Students may also request the distribution of records to a third party by completing a Release of Information form.

## **Advertising and Marketing Integrity**

RLNC administration reviews all new and updated advertisements to verify they meet the standard under Minn. Stat. §136A.65 subd. 4(7) that all publications and advertisements are truthful and do not give any false, fraudulent, deceptive, inaccurate, or misleading impressions about the institution, its personnel, programs, or occupational opportunities.

## **Consumer Protection Complaint Process**

The consumer protection complaint process is provided for the resolution of consumer protection complaints brought by students attending Red Lake Nation College. Complaints considered in this process include: a) veracity of recruitment and marketing materials; b) accuracy of job placement data; c) accuracy of information about tuition, fees, and financial aid; d) accurate admission requirements for courses and programs; e) accuracy of information about the institution's accreditation and/or any programmatic or specialized accreditation held by the institution's programs; f) accuracy of information about whether course work meets any relevant professional licensing requirements or the requirements of specialized accrediting bodies; g) accuracy of information about whether the institution's course work will transfer to other institutions; and h) operation of distance learning programs consistent with practices expected by institutional accreditors. Examples of issues that are not considered in this complaint are: a) grading disputes; b) academic integrity issues; c) student conduct issues; d) curriculum issues; and e) complaints against faculty. This process can only be used if the subject matter of the complaint initially occurred within two years of the submission date of this form. Consumer Protection Student Complaints are reviewed by the College President and members of the Governance Committee. The process and associated forms are located on the RLNC website. The student is not bound by RLNC's decision and may pursue legal remedies.

## **Red Lake Nation College General Education Requirements**

Students who pursue a degree at Red Lake Nation College will be required to take general education courses or core courses related to each specific degree program. General education courses are designed to provide foundational education. See specific degree requirements for additional details.

## **Philosophy of Education**

It is the philosophy of Red Lake Nation College that students learn best in a safe, nurturing, and thought-provoking environment, and that such an environment requires adequate classroom space, up to date learning resources, and academically qualified, caring instructors. We also believe that it is vitally important that American Indian students a) regain their dignity as indigenous people, b) that they develop respect for themselves, for people of other cultures/worldviews, and for the environment, and c) that they are motivated to become lifelong learners.

## **Philosophy of General Education**

General education is the part of the academic program that assists the student's development as a person and a member of an indigenous community, and provides the structure for the student's professional education. The goals of the general education program at Red Lake Nation College are as follows:

- To develop and enhance basic academic skills
- To provide important general knowledge
- To develop the critical thinking skills needed to assess ethical and practical behaviors
- To protect and promote the cultural values, language, and traditions of Indigenous people
- To continue exercising these skills and knowledge throughout lifelong learning, ensuring the importance of education to future generations

## **Institutional Outcomes**

1. Students will learn inherent knowledge of the Red Lake Ojibwe language, culture, and history.

2. Students will demonstrate leadership through effective verbal and written communication.
3. Students will examine the world through critical inquiry and analysis. Students will learn values and principles of an Ojibwe worldview and exercise civic responsibility.
4. Students will gain fundamental knowledge in math, science, and technology.

## **Program Mission Statements and Learning Outcomes**

### **Associate in Arts, Liberal Education**

The program is designed for students to receive an Associate in Arts Degree, Liberal Education. This Degree Program is a two-year course of study designed intentionally as an exploration of and exposure to many disciplines, development of a wide breadth of understanding of liberal education and preparation for transfer to four-year institutions. The Degree Program is centered and infused with culturally relevant material. It is the intention of this course of study to provide students with an exposure to the Ojibwe language and allow them the opportunity to understand Anishinaabe values and how these values can provide a foundation for lifelong learning and community involvement. The credits a student earns at Red Lake Nation College will transfer to colleges of the student's choice, depending on transfer equivalency guidelines.

### **Liberal Education Programmatic Learning Outcomes**

Students will be able to:

1. Understand/demonstrate the writing and speaking processes through invention, organization, drafting, revision, editing, and presentation. (MN Goal Area 1)
2. Communicate effectively with others in the community verbally or in writing. (MN Goal Area 1)
3. Use evidence to analyze logical connections and implicit assumptions in order to make decisions and effectively problem-solve. Apply problem-solving and/or modeling strategies to their surrounding environment. (MN Goal Areas 2 and 4)
4. Demonstrate an understanding of natural science principles, methods and scientific inquiry and traditional Indigenous American knowledge perspectives. (MN Goal Area 3)
5. Increase students' knowledge about mathematical and logical modes of thinking. (MN Goal Area 4)
6. Investigate the human condition by examining Indigenous and global social institutions. (MN Goal Areas 5 and 8)
7. Demonstrate and understand the verbal and nonverbal skills reflecting history, culture and social issues in the lives of Indigenous people. (MN Goal Area 6)
8. Apply multiple perspectives and diverse ways of knowing to analyze, interpret, and problem-solve. (MN Goal Area 7)
9. Expand their knowledge of human cultures, especially in relation to behavior, ideas, and values expressed in works of human imagination and thought. (MN Goal Area 8)
10. Engage with a sense of civic responsibility and a commitment to public life. (MN Goal Area 9)
11. Articulate and defend the actions they would take on various environmental issues. (MN Goal Area 10)
12. Engage in the use of technology to acquire information literacy. (RLNC Institutional Priority)

## **Associate in Applied Science, Social and Behavioral Sciences**

The program is designed for students to receive an Associate in Applied Science Degree, Social and Behavioral Sciences. This degree program is a two-year course of study designed intentionally to meet all of the general education requirements, in addition to exposing students to the field of social and behavioral sciences.

Students can choose from a variety of courses addressing human relationships, social problems, community services, the criminal justice system, and the helping professions. The degree program is centered and infused with culturally relevant material. It is the intention of this program of study to provide students an exposure to the Ojibwe language and allow them the opportunity to understand Anishinaabe values and how these values can provide a foundation for lifelong learning and community involvement.

### **Social and Behavioral Sciences Learning Outcomes**

1. Understand/demonstrate the writing and speaking processes through invention, organization, drafting, revision, editing, and presentation. (MN Goal Area 1)
2. Use evidence to analyze logical connections and implicit assumptions in order to make decisions and effectively problem-solve. (MN Goal Areas 2 and 4)
3. Demonstrate understanding of natural science principles, methods and scientific inquiry and traditional Indigenous American knowledge perspectives. (MN Goal Area 3)
4. Apply problem-solving and/or modeling strategies to their surrounding environment. (MN Goal Area 7)
5. Examine Indigenous and Western social institutions in order to investigate the human condition. (MN Goal Areas 5 and 8)
6. Demonstrate verbal and nonverbal speaking skills reflecting history, culture, and social issues in the lives of Indigenous people. (MN Goal Area 6)
7. Understand the development of changing meanings of various group identities in the United States' history and culture. (MN Goal Area 7)
8. Demonstrate knowledge of cultural, social, religious, and linguistic differences. (MN Goal Area 8)
9. Understand and apply core concepts (e.g. politics, rights and obligations, justice, liberty) to specific issues. (MN Goal Area 5)
10. Articulate and defend the actions they would take on various environmental issues. (MN Goal Area 10)
11. Communicate via various mediums of technology (e.g. video, audio, power points, word processing). (Institutional Priority)
12. Demonstrate knowledge of the professions in the social and behavioral sciences. (MN Goal Area 5)
13. Demonstrate improved listening skills, writing skills, case management skills and counseling skills. (MN Goal Area 5)
14. Articulate local, regional, state, national, and global social problems and advocate for changes that will improve the lives of others. (MN Goal Area 8)

### **Expected Competencies by Discipline/Minnesota Transfer Curriculum**

Assessment of student learning is the systematic process of gathering, interpreting, and using information regarding student academic performance and perceptions for the purpose of improving student learning

and the quality of academic programs. As part of its assessment efforts, Red Lake Nation College has articulated ten (10) competencies which closely follow the Minnesota Transfer Curriculum:

Students transferring from RLNC to another Minnesota public institution of higher education will have fulfilled the Core liberal education requirements if they have completed required courses in the following ten (10) categories: **Communication, Critical Thinking, Natural Science, Mathematics, History and the Social/Behavioral Sciences, Humanities & Arts, Human Diversity, Global Perspectives, Ethical and Civic Responsibility, and People and the Environment.**

### **Goal 1: Communication**

**Goal:** To develop writers and speakers who use the English language effectively and who read, write, speak and listen critically. As a base, all students should complete introductory communication requirements early in their collegiate studies. Writing competency is an ongoing process to be reinforced through writing-intensive courses and writing across the curriculum. Speaking and listening skills need reinforcement through multiple opportunities for interpersonal communication, public speaking, and discussion.

**Students will be able to:**

- Understand/demonstrate the writing and speaking processes through invention, organization, drafting, revision, editing and presentation.
- Participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding.
- Locate, evaluate, and synthesize in a responsible manner material from diverse sources and points of view.
- Select appropriate communication choices for specific audiences.
- Construct logical and coherent arguments.
- Use authority, point-of-view, and individual voice and style in their writing and speaking.
- Employ syntax and usage appropriate to academic disciplines and the professional world.

### **Goal 2: Critical Thinking**

**Goal:** To develop thinkers who are able to unify factual, creative, rational, and value-sensitive modes of thought. Critical thinking will be taught and used throughout the general education curriculum in order to develop students' awareness of their own thinking and problem-solving procedures. To integrate new skills into their customary ways of thinking, students must be actively engaged in practicing thinking skills and applying them to open-ended problems.

**Students will be able to:**

- Gather factual information and apply it to a given problem in a manner that is relevant, clear, comprehensive, and conscious of possible bias in the information selected.
- Imagine and seek out a variety of possible goals, assumptions, interpretations, or perspectives which can give alternative meanings or solutions to given situations or problems.
- Analyze the logical connections among the facts, goals, and implicit assumptions relevant to a problem or claim; generate and evaluate implications that follow from them.
- Recognize and articulate the value assumptions which underlie and affect decisions, interpretations, analyses, and evaluations made by ourselves and others.

### **Goal 3: Natural Sciences**

**Goal:** To improve students' understanding of natural science principles and of the methods of scientific inquiry, i.e., the ways in which scientists investigate natural science phenomena. As a basis for lifelong learning, students need to know the vocabulary of science and to realize that while a set of principles has been developed through the work of previous scientists, ongoing scientific inquiry and new knowledge will bring changes in some of the ways scientists view the world. By studying the problems that engage today's scientists, students learn to appreciate the importance of science in their lives and to understand the value of a scientific perspective. Students should be encouraged to study both the biological and physical sciences.

#### **Students will be able to:**

- Demonstrate understanding of scientific theories.
- Formulate and test hypotheses by performing laboratory, simulation, or field experiments in at least two of the natural science disciplines. One of these experimental components should develop, in greater depth, students' laboratory experience in the collection of data, its statistical and graphical analysis, and an appreciation of its sources of error and uncertainty.
- Communicate their experimental findings, analyses, and interpretations both orally and in writing.
- Evaluate societal issues from a natural science perspective, ask questions about the evidence presented, and make informed judgments about science-related topics and policies.

### **Goal 4: Mathematics/Logical Reasoning**

**Goal:** To increase students' knowledge about mathematical and logical modes of thinking. This will enable students to appreciate the breadth of applications of mathematics, evaluate arguments, and detect fallacious reasoning. Students will learn to apply mathematics, logic, and/or statistics to help them make decisions in their lives and careers. Minnesota's public higher education systems have agreed that developmental mathematics includes the first three years of a high school mathematics sequence through intermediate algebra.

#### **Students will be able to:**

- Illustrate historical and contemporary applications of mathematics/logical systems.
- Clearly express mathematical/logical ideas in writing.
- Explain what constitutes a valid mathematical/logical argument (proof).
- Apply higher-order problem-solving and/or modeling strategies.

### **Goal 5: History and the Social and Behavioral Sciences**

**Goal:** To increase students' knowledge of how historians and social and behavioral scientists discover, describe, and explain the behaviors and interactions among individuals, groups, institutions, events, and ideas. Such knowledge will better equip students to understand themselves and the roles they play in addressing the issues facing humanity.

#### **Students will be able to:**

- Employ the methods and data that historians and social and behavioral scientists use to investigate the human condition.
- Examine social institutions and processes across a range of historical periods and cultures.
- Use and critique alternative explanatory systems or theories.
- Develop and communicate alternative explanations or solutions for contemporary social issues.

## **Goal 6: The Humanities and Fine Arts**

**Goal:** To expand students' knowledge of the human condition and human cultures, especially in relation to behavior, ideas, and values expressed in works of human imagination and thought. Through study in disciplines such as literature, philosophy, and the fine arts, students will engage in critical analysis, form aesthetic judgments, and develop an appreciation of the arts and humanities as fundamental to the health and survival of any society. Students should have experiences in both the arts and humanities.

### **Students will be able to:**

- Demonstrate awareness of the scope and variety of works in the arts and humanities.
- Understand those works as expressions of individual and human values within a historical and social context.
- Respond critically to works in the arts and humanities.
- Engage in the creative process or interpretive performance.
- Articulate an informed personal reaction to works in the arts and humanities.

## **Goal 7: Human Diversity**

**Goal:** To increase students' understanding of individual and group differences (e.g. race, gender, class) and their knowledge of the traditions and values of various groups in the United States. Students should be able to evaluate the United States' historical and contemporary responses to group differences.

### **Students will be able to:**

- Understand the development of and the changing meanings of group identities in the United States' history and culture.
- Demonstrate an awareness of the individual and institutional dynamics of unequal power relations between groups in contemporary society.
- Analyze their own attitudes, behaviors, concepts and beliefs regarding diversity, racism, and bigotry.
- Describe and discuss the experience and contributions (political, social, economic, etc.) of the many groups that shape American society and culture, in particular those groups that have suffered discrimination and exclusion.
- Demonstrate communication skills necessary for living and working effectively in a society with great population diversity.
- Demonstrate what it means to be Anishinaabe.

## **Goal 8: Global Perspective**

**Goal:** To increase students' understanding of the growing interdependence of nations and peoples and develop their ability to apply a comparative perspective to cross-cultural social, economic and political experiences.

### **Students will be able to:**

- Describe and analyze political, economic, and cultural elements which influence relations of states and societies in their historical and contemporary dimensions.
- Demonstrate knowledge of cultural, social, religious and linguistic differences.
- Analyze specific international problems, illustrating the cultural, economic, and political differences that affect their solution.

- Understand the role of a world citizen and the responsibility world citizens share for their common global future.

### **Goal 9: Ethical and Civic Responsibility**

**Goal:** To develop students' capacity to identify, discuss, and reflect upon the ethical dimensions of political, social, and personal life and to understand the ways in which they can exercise responsible and productive citizenship. While there are diverse views of social justice or the common good in a pluralistic society, students should learn that responsible citizenship requires them to develop skills to understand their own and others' positions, be part of the free exchange of ideas, and function as public-minded citizens.

#### **Students will be able to:**

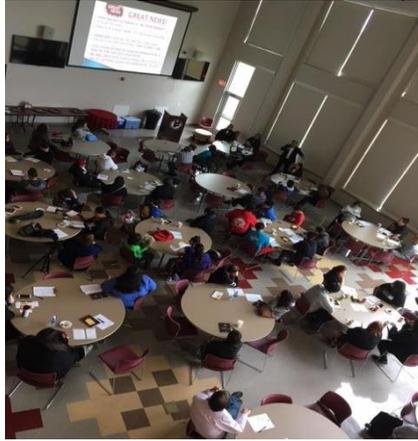
- Examine, articulate, and apply their own ethical views.
- Understand and apply core concepts (e.g. politics, rights and obligations, justice, liberty) to specific issues.
- Analyze and reflect on the ethical dimensions of legal, social, and scientific issues.
- Recognize the diversity of political motivations and interests of others.
- Identify ways to exercise the rights and responsibilities of citizenship.

### **Goal 10: People and the Environment**

**Goal:** To improve students' understanding of today's complex environmental challenges. Students will examine the interrelatedness of human society and the natural environment. Knowledge of both biophysical principles and socio-cultural systems is the foundation for integrative and critical thinking about environmental issues.

#### **Students will be able to:**

- Explain the basic structure and function of various natural ecosystems and of human adaptive strategies within those systems.
- Discern patterns and interrelationships of bio-physical and socio-cultural systems.
- Describe the basic institutional arrangements (social, legal, political, economic, and religious) that are evolving to deal with environmental and natural resource challenges.
- Evaluate critically environmental and natural resource issues in light of understandings about interrelationships, ecosystems, and institutions.
- Propose and assess alternative solutions to environmental problems.
- Articulate and defend the actions they would take on various environmental issues.



## PROGRAM REQUIREMENTS

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

62-64 Credits

\*A Score = Accuplacer Placement Test Scores

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

Red Lake Nation Catalog 2017-2020					
Name: _____		Student ID: _____			
Liberal Education (A.A.)					
CORE REQUIREMENTS (13 credits required)		Credits	Semester	Grade	Pre-Req
ANSH 1100	Intro to Anishinaabe Studies	3			
FYEX 1100	First Year Experience	2			
OJIB 1100	Ojibwemowin I	4			
OJIB 1200	Ojibwemowin II	4			OJIB 1100
GOAL AREA 1: Communications (9 credits)		Credits	Semester	Grade	Pre-Req
<i>Required</i>					
ENGL 1100	Composition	3			ENGL 0900 or *A Score
SPCH 2100	Speech and Communications	3			ENGL 1100
<i>Choose ONE from below:</i>					
ENGL 1200	Myths and Legends	3			ENGL 0900 or *A Score
ENGL 2100	Creative Writing	3			ENGL 1100
ENGL 2200	Literature and the Environment	3			ENGL 1100
ENGL 2300	Argument and Exposition	3			ENGL 1100
ENGL 2400	Anishinaabe Literature	3			ENGL 1100

ENGL 2500	Writing Lab	3			ENGL 1100 and instructor consent
<b>Goal Area 2: Critical Thinking (Satisfied when all requirements met)</b>					
<b>Goal Area 3: Natural Sciences (7-8 credits required)</b>					
		Credits	Semester	Grade	Pre-Req
<i>Required</i>					
BIOL 1100	Introductory Biology I	4			
<i>Choose ONE from below:</i>					
BIOL 1200	Introductory Biology II	4			BIOL 1100
BIOL 2100	Environmental Science	3			BIOL 1100
BIOL 2200	Human Anatomy and Physiology	4			BIOL 1100
CHEM 1100	General Chemistry	4			MATH 1100 or MATH 1500
PSCI 1100	Physical Science	4			MATH 1100
PSCI 1200	Earth Science	4			MATH 1100
<b>Goal Area 4: Mathematical/Logical reasoning (3-4 credits required)</b>					
		Credits	Semester	Grade	Pre-Req
ECON 2900	Integrating International Economies, Statistics, and Society	6			
MATH 1100	Mathematical Reasoning	3			MATH 0900 or *A Score
MATH 1200	Environmental Mathematics	4			MATH 0900 or *A Score
MATH 1500	College Algebra	4			MATH 0900 or *A Score
MATH 1700	Introductory Statistics	3			MATH 0900 or *A Score
<b>Goal Area 5: History and Social and Behavioral Sciences (9 credits)</b>					
		Credits	Semester	Grade	Pre-Req
ECON 2100	Economics of Anishinaabe Nations	3			
ECON 2900	Integrating International Economies, Statistics, and Society	6			
GEOG 2100	Cultural Geography	3			
HIST 1100	Anishinaabe and U.S. History	3			
HIST 1200	History of the Red Lake Nation	3			
PHIL 2100	Ethics	3			
POLS 1100	Introduction to American Politics	3			
POLS 2100	Treaty Law I	3			ENGL 1100
POLS 2200	Treaty Law II	3			POLS 2100
PSYC 1100	Introductory Psychology	3			

PSYC 1200	Developmental Psychology	3			
PSYC 2100	Anishinaabe Psychology	3			ANSH 1100
PSYC 2200	Abnormal Psychology	3			PSYC 1100 or 1200
SOCL 1100	Introductory Sociology	3			
SOCL 2100	Social Issues and Change	3			SOCL 1100
SOCL 2200	Race and Gender Relations	3			
SOCL 2300	Understanding Hate	3			
<b>Goal Area 6: Humanities and Fine Arts (9 credits required)</b>		<b>Credits</b>	<b>Semester</b>	<b>Grade</b>	<b>Pre-Req</b>
ANSH 2100	Anishinaabeg in Cinema and Pop Culture	3			
ANSH 2200	Anishinaabe Leadership	3			
ARTS 1100	Anishinaabe Art	3			
ARTS 1200	Black Ash Basket Making	3			
ENGL 2100	Creative Writing	3			ENGL 1100
ENGL 2400	Anishinaabe Literature	3			ENGL 1100
MUSC 1100	Anishinaabe Music and Dance	3			
TECH 2100	Digital Storytelling and Preservation	3			TECH 0900 or *A Score
PHIL 1600	Anishinaabe Philosophy	3			ANSH 1100
<b>Goal Area 7: Human Diversity (Satisfied when all requirements met)</b>					
<b>Goal Area 8: Global Perspective (Satisfied when all requirements met)</b>					
<b>Goal Area 9: Ethical and Civic Responsibility (3 credits required)</b>		<b>Credits</b>	<b>Semester</b>	<b>Grade</b>	<b>Pre-Req</b>
ANSH 2200	Anishinaabe Leadership	3			
PHIL 1800	Environmental Ethics	3			
PHIL 2100	Ethics	3			
POLS 1100	Introduction to American Politics	3			
POLS 2100	Treaty Law I	3			ENGL 1100
POLS 2200	Treaty Law II	3			POLS 2100
SOCL 2100	Social Issues and Change	3			SOCL 1100
SOCL 2200	Race and Gender Relations	3			
SOCL 2300	Understanding Hate	3			
<b>Goal Area 10: People and the Environment (3 credits required)</b>		<b>Credits</b>	<b>Semester</b>	<b>Grade</b>	<b>Pre-Req</b>
BIOL 2100	Environmental Science	3			BIOL 1100
ENGL 2200	Literature and the Environment	3			ENGL 1100
GEOG 2100	Cultural Geography	3			
MATH 1200	Environmental Mathematics	4			MATH 0900 or *A Score

PHIL 1800	Environmental Ethics	3			
<b>Goal Area 11: Physical Education (2 credits required)</b>		Credits	Semester	Grade	Pre-Req
PHED 1100	Contemporary Nutrition and Fitness	2			
<b>General Electives (1-5 credits)</b>		Credits	Semester	Grade	Pre-Req
Need 62-64 credits		Credits Completed			

## Associate in Applied Science Degree (A.A.S) Social and Behavioral Sciences Degree Requirements

65-67 Credits

\*A Score = Accuplacer Placement Test Scores

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

Red Lake Nation Catalog 2017-2020					
Name: _____		Student ID: _____			
<h1>Applied Science-Social &amp; Behavioral Health (A.A.S)</h1>					
<b>CORE REQUIREMENTS</b>		Credits	Semester	Grade	Pre-Req
ANSH 1100	Intro to Anishinaabe Studies	3			
FYEX 1100	First Year Experience	2			
OJIB 1100	Ojibwemowin I	4			
OJIB 1200	Ojibwemowin II	4			OJIB 1100
HUSV 1100	Intro to Human Services	3			
<b>GOAL AREA 1: Communications (9 credits)</b>		Credits	Semester	Grade	Pre-Req
ENGL 1100	Composition	3			ENGL 0900 or *A Score
SPCH 2100	Speech and Communications	3			ENGL 1100
ENGL 2300	Argument and Exposition	3			ENGL 1100
<b>Goal Area 2: Critical Thinking (Satisfied when all requirements met)</b>					
<b>Goal Area 3: Natural Sciences (8 credits)</b>		Credits	Semester	Grade	Pre-Req
BIOL 1100	Introductory Biology I	4			
BIOL 2200	Human Anatomy and Physiology	4			BIOL 1100

<b>Goal Area 4: Mathematical/Logical reasoning (3-4 credits)</b>		Credits	Semester	Grade	Pre-Req
MATH 1100	Mathematical Reasoning	3			MATH 0900 or *A Score
MATH 1200	Environmental Mathematics	4			MATH 0900 or *A Score
MATH 1500	College Algebra	4			MATH 0900 or *A Score
MATH 1700	Introductory Statistics	3			MATH 0900 or *A Score
<b>Goal Area 5: History and Social and Behavioral Sciences (Satisfied when specialization requirements met)</b>					
<b>Goal Area 6: Humanities and Fine Arts (9 credits)</b>					
<b>Choose 3 of the following:</b>		Credits	Semester	Grade	Pre-Req
ANSH 2100	Anishinaabeg in Cinema and Pop Culture	3			
ANSH 2200	Anishinaabe Leadership	3			ANSH 1100
ARTS 1100	Anishinaabe Art	3			
ARTS 1200	Black Ash Basket Making	3			
ENGL 2100	Creative Writing	3			ENGL 1100
ENGL 2400	Anishinaabe Literature	3			ENGL 1100
MUSC 1100	Anishinaabe Music and Dance	3			
PHIL 1600	Anishinaabe Philosophy	3			ANSH 1100
TECH 2100	Digital Storytelling and Preservation	3			TECH 0900 or *A Score
<b>Goal Area 7: Human Diversity (Satisfied when all requirements met)</b>					
<b>Goal Area 8: Global Perspective (Satisfied when all requirements met)</b>					
<b>Goal Area 9: Ethical and Civic Responsibility (3 credits)</b>		Credits	Semester	Grade	Pre-Req
PHIL 2100	Ethics	3			
<b>Goal Area 10: People and the Environment (3 credits required)</b>		Credits	Semester	Grade	Pre-Req
<b>Choose 1 of the following:</b>					
BIOL 2100	Environmental Science	3			BIOL 1100
ENGL 2200	Literature and the Environment	3			ENGL 1100
GEOG 2100	Cultural Geography	3			
MATH 1200	Environmental Mathematics	4			MATH 0900 or *A Score
PHIL 1800	Environmental Ethics	3			
<b>Goal Area 11: Physical Education (2 credits)</b>		Credits	Semester	Grade	Pre-Req
PHED 1100	Contemporary Nutrition and Fitness	2			

Specialization Courses (12 credits)		Credits	Semester	Grade	Pre-Req
<b>Required (Choose 1 of the 2 courses below):</b>					
PSYC 1100	Introductory Psychology	3			
PSYC 1200	Developmental Psychology	3			
<b>Choose 3 of the following:</b>					
HUSV 2300	Community Services Practicum	3			HUSV 1100
PSYC 2100	Anishinaabe Psychology	3			ANSH 1100
PSYC 2200	Abnormal Psychology	3			PSYC 1100 or 1200
SOCL 1100	Introductory Sociology	3			
SOCL 1200	Criminal Justice and Society	3			
SOCL 1700	Drugs and Drug Abuse	3			
SOCL 2100	Social Issues and Change	3			SOCL 1100
SOCL 2200	Race and Gender Relations	3			SOCL 1100
SOCL 2300	Understanding Hate	3			SOCL 1100
SOCL 2400	Juvenile Delinquency and Justice	3			
SOCL 2500	Family Dynamics	3			
HUSV 1200	Personal Care Assistants	3			
HUSV 1300	Introduction to Helping Skills and process	3			
HUSV 2100	Case Management	3			ENGL 1100
HUSV 2200	Crisis Intervention	3			HUSV 1100
<b>Need 65-67 credits</b>		<b>Credits Completed</b>			

## Departments

<u><b>Communications</b></u> ENGL -English SPCH - Speech	<u><b>Science and Environmental Studies</b></u> BIOL – Biology CHEM - Chemistry PSCI – Physical Science	<u><b>Mathematics</b></u> MATH – Mathematics
<u><b>Technology</b></u> TECH – Information Technology	<u><b>Anishinaabe Studies and Fine Arts</b></u> ANSH – Anishinaabe Studies ARTS - Art MUSC – Music OJIB – Ojibwemowin	<u><b>Social and Behavioral Sciences</b></u> ECON – Economics GEOG – Geography HIST – History HUSV – Human Services PHIL – Philosophy POLS – Political Science PSYC – Psychology SOCL – Sociology
<u><b>Athletics and Physical Education</b></u> PHED – Physical Education		<u><b>Student Success</b></u> CEXP – Career Explorations FYEX – First Year Experience

*\*Course descriptions and program requirements are color coded below by department.*

## Definitions

**Anishinaabe** – This term is used to refer to the Anishinaabe ethnic group as well as other Indigenous peoples of the Americas.

**Anishinaabeg** – This term is used to refer to specific individuals who are a part of the Anishinaabe ethnic group.

**Indigenous American** – This term refers to Indigenous people from both North and South America.

**Peoples** – This term refers to ethnic groups and/or nations.

## Course Descriptions

<b>ANSH 1100: Introduction to Anishinaabe Studies</b>	
Credits:	3
Equivalent to:	ANI 100
Offered:	Every Semester
Goal Areas:	Core Requirement
Prerequisites:	None
Delivery Method:	Classroom
<p><b>Course Description:</b>            This course introduces students to content areas of the Anishinaabe curriculum. Content includes an overview of Anishinaabe cultures, histories, philosophies, federal Indian policy, land and environment, gender roles, and contemporary social issues. The word Anishinaabe is referring to all Indigenous peoples of the Americas.</p>	
<b>Course Learning Outcome #1</b>	Students will develop an Anishinaabe personal philosophy paying special attention to Anishinaabe values.
<b>Course Learning Outcome #2</b>	Students will demonstrate awareness of the Anishinaabe (Indigenous American) studies perspective as peoples and nations rather than ethnic minorities through the writing process.
<b>Course Learning Outcome #3</b>	Students will identify federal and state policies on Indigenous Americans.
<b>Course Learning Outcome #4</b>	Students will develop and communicate alternative explanations or solutions for contemporary social issues including land and environmental issues.

<b>ANSH 2100: Anishinaabeg in Cinema and Popular Culture</b>	
Credits:	3
Equivalent to:	---
Offered:	Fall Semester
Goal Areas:	6
Prerequisites:	None
Delivery Method:	Classroom

<b>Course Description:</b> This course is a survey of the representation of Indigenous peoples in cinema, television and popular culture. Students will examine the presentation of Indigenous peoples in classic and popular films and critique the accuracy of cultural depiction, the evolution of past and present stereotypes, and discuss trends in current media.	
<b>Course Learning Outcome #1</b>	Students will identify stereotypes and trends of Indigenous people in movies and media.
<b>Course Learning Outcome #2</b>	Students will identify the depiction and trends of Indigenous people in films throughout the history of cinema.
<b>Course Learning Outcome #3</b>	Students will identify Indigenous people and the various roles they play in cinema (actors, producers, etc.).
<b>Course Learning Outcome #4</b>	Students will create a short plot synopsis video for one movie featuring Indigenous actors/actresses, producers and/or directors.

<b>ANSH 2200: Anishinaabe Leadership – Service Learning</b>	
Credits:	3
Equivalent to:	ANI 200
Offered:	Spring Semester
Goal Areas:	6
Prerequisites:	None
Delivery Method:	Classroom, Service Learning
<b>Course Description:</b> This course allows each student to build a personal vision of and commitment to community engagement. Students explore concepts of leadership within Anishinaabe communities as well as global society. Active learning modules will help students identify community concerns, develop and conduct service learning projects, and actively reflect on their experience. Emphasis will be placed on Anishinaabe philosophies, communication, and behavior.	
<b>Course Learning Outcome #1</b>	Students will critically analyze leadership processes.
<b>Course Learning Outcome #2</b>	Students will understand the history of leadership in Anishinaabe communities past and present.
<b>Course Learning Outcome #3</b>	Students will describe the chronological development of leadership.
<b>Course Learning Outcome #4</b>	Students will summarize the patterns of change and continuity in the experiences of Americans from various regions, ethnicities, social classes, and genders in leadership.

<b>ARTS 1100: Anishinaabe Art</b>	
Credits:	3
Equivalent to:	ART 100
Offered:	Fall Semester
Goal Areas:	6
Prerequisites:	None
Delivery Method:	Classroom
<b>Course Description:</b>	

This course presents an opportunity to learn, appreciate and build skills in both traditional and contemporary Anishinaabe art. Students will also learn about physical and cultural influences.	
<b>Course Learning Outcome #1</b>	Students will demonstrate awareness of a variety of art forms and styles.
<b>Course Learning Outcome #2</b>	Students will engage in creative process and hands-on skills.
<b>Course Learning Outcome #3</b>	Students will understand historical and social context in which art works are made.
<b>Course Learning Outcome #4</b>	Students will articulate informed personal interpretation of art works.

<b>ARTS 1200: Black Ash Basket Making</b>	
Credits:	3
Equivalent to:	---
Offered:	Spring Semester
Goal Areas:	6
Prerequisites:	None
Delivery Method:	Classroom
<p><b>Course Description:</b>  This course presents traditional concepts and techniques used in making the Black Ash Baskets of the Anishinaabe people. Students will learn to make the baskets from start to finish, including the identification and gathering of materials, pounding the splint, scraping, cutting, and dyeing of splint before weaving the splints into baskets.</p>	
<b>Course Learning Outcome #1</b>	Students will gain knowledge in black ash basket making.
<b>Course Learning Outcome #2</b>	Students will explain the process of black ash basket making.
<b>Course Learning Outcome #3</b>	Students will identify and explain traditional Anishinaabe concepts and techniques in black ash basket making.
<b>Course Learning Outcome #4</b>	Students will create a black ash basket from start to finish.

<b>BIOL 1100: Introductory Biology I</b>	
Credits:	4
Equivalent to:	BIO 121
Offered:	Every Semester
Goal Areas:	3
Prerequisites:	None
Delivery Method:	Classroom
<p><b>Course Description:</b>  Introduction to the basic components and processes of life. Learn about cells, biochemistry, photosynthesis, respiration, and genetics to understand the inner workings of organisms and how their vitality depends on coordination and collaboration. Course learning outcomes will be measured using both lecture and laboratory settings.</p>	
<b>Course Learning Outcome #1</b>	Students will identify and summarize biochemistry essential to life.
<b>Course Learning Outcome #2</b>	Students will compare and contrast prokaryotic and eukaryotic cell structure and function.

<b>Course Learning Outcome #3</b>	Students will demonstrate both the process of anaerobic and aerobic respiration.
<b>Course Learning Outcome #4</b>	Students will acquire an understanding of genetics, DNA, gene expression, and biotechnology.

<b>BIOL 1200: Introductory Biology II</b>	
Credits:	4
Equivalent to:	BIO 122
Offered:	Spring Semester
Goal Areas:	3 (Liberal Education)
Prerequisites:	BIOL 1100
Delivery Method:	Classroom
<p><b>Course Description:</b> An introduction to the similarities and differences in the basic mechanisms of major taxonomical groups. Learn about structure and function, behavior, the evolutionary history of plants and animals, and ecology. Course learning outcomes will be measured using both lecture and laboratory settings.</p>	
<b>Course Learning Outcome #1</b>	Students will describe natural selection and its relevance to life in the past, present, and future.
<b>Course Learning Outcome #2</b>	Students will distinguish between the major taxonomic groups of organisms.
<b>Course Learning Outcome #3</b>	Students will develop a basic understanding of the development, evolution, and behavior of major groups of organisms.
<b>Course Learning Outcome #4</b>	Students will compare the structure and function of systems within the major groups of organisms.

<b>BIOL 2100: Environmental Science</b>	
Credits:	3
Equivalent to:	BIO 204
Offered:	Fall Semester
Goal Areas:	3 (Liberal Education) or 10 (both programs)
Prerequisites:	BIOL 1100
Delivery Method:	Classroom, Hybrid
<p><b>Course Description:</b> An introduction to basic cycles of nature as well as biological, physical, and chemical principles that affect today's environment. Examine the impact of human activities on our global environment and economy. Develop a scientific understanding of current environmental issues and investigate alternative practices for improved sustainability. Course learning outcomes will be measured using both lecture and laboratory settings.</p>	
<b>Course Learning Outcome #1</b>	Students will identify ecological components and processes.
<b>Course Learning Outcome #2</b>	Students will recognize and describe chemical, physical, geological, and biological processes within the environment.
<b>Course Learning Outcome #3</b>	Students will understand current environmental problems and the impact of human activities.
<b>Course Learning Outcome #4</b>	Students will evaluate strategies in seeking environmental sustainability and apply those strategies to a local service learning project. .

<b>BIOL 2200: Human Anatomy and Physiology</b>	
Credits:	4
Equivalent to:	BIO 202
Offered:	Fall Semester
Goal Areas:	3
Prerequisites:	BIOL 1100
Delivery Method:	Classroom
<p><b>Course Description:</b> Investigate the relationship between the structure and function of the human body from the cellular to the systemic level. There is a strong emphasis on dissection. Course learning outcomes will be measured using both lecture and laboratory settings.</p>	
<b>Course Learning Outcome #1</b>	Students will identify the anatomy of each body system.
<b>Course Learning Outcome #2</b>	Students will demonstrate an understanding of human biochemistry.
<b>Course Learning Outcome #3</b>	Students will recognize and describe basic physiology of the body systems.
<b>Course Learning Outcome #4</b>	Students will memorize and define general anatomy and physiology terminology.

<b>CEXP 1100: Career Explorations</b>	
Credits:	2
Equivalent to:	---
Offered:	Fall Semester
Goal Areas:	Elective
Prerequisites:	None
Delivery Method:	Classroom
<p><b>Course Description:</b> This course introduces students to a variety of career fields. Students will engage in thoughtful self-assessment, career explorations, goal-setting, and planning.</p>	
<b>Course Learning Outcome #1</b>	Students will achieve greater self-awareness through career, interest, and aptitude assessment tools.
<b>Course Learning Outcome #2</b>	Students will identify several career options that align with their self-assessment.
<b>Course Learning Outcome #3</b>	Students will compile detailed information about several occupations.
<b>Course Learning Outcome #4</b>	Students will formulate goals and action plans to achieve career goals.

<b>CHEM 1100: General Chemistry</b>	
Credits:	4
Equivalent to:	---
Offered:	Fall Semester
Goal Areas:	3 (Liberal Education)
Prerequisites:	MATH 1100 or MATH 1500
Delivery Method:	Classroom
<p><b>Course Description:</b> General Chemistry (CHEM 1100) is designed to help students understand basic chemistry concepts and their relevance to other sciences and daily life. Topics include measurement,</p>	

atomic theory, states of matter, solutions, pH, organic chemistry as well as nuclear chemistry. Medical and environmental applications of these topics will be emphasized.	
<b>Course Learning Outcome #1</b>	Students will demonstrate understanding of chemical principles and theories.
<b>Course Learning Outcome #2</b>	Students will predict and express chemical reactions in multiple formats.
<b>Course Learning Outcome #3</b>	Students will investigate properties of inorganic and organic compounds using mathematical and experimental techniques.
<b>Course Learning Outcome #4</b>	Students will interpret and communicate experimental findings.

<b>ECON 2100: Economics of Anishinaabe Nations</b>	
Credits:	3
Equivalent to:	---
Offered:	Fall Semester
Goal Areas:	5 (Liberal Education)
Prerequisites:	None
Delivery Method:	Classroom
<p><b>Course Description:</b>  This class will focus on the unique roles that Anishinaabe nations' governments play in relation to economic, business and community development within their nations as well as surrounding areas. As the governmental authority within their national boundaries, Indigenous nations 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 managed by the tribal government. Additionally, tribal governments are responsible for regulating all land uses and to assess the environmental impacts of development proposals.</p>	
<b>Course Learning Outcome #1</b>	Students will describe, interpret, and analyze quantitative economics through graphs and statistical analysis.
<b>Course Learning Outcome #2</b>	Students will describe the institutions in the United States that shape monetary and fiscal policy, as well as discuss issues of unemployment, inflation, exchange rates, balance of payments, or economic growth in a global context.
<b>Course Learning Outcome #3</b>	Students will explain and present the results of their research using appropriate economic theories, concepts, terminology, and methods.
<b>Course Learning Outcome #4</b>	Students will define and identify economic theory, of current or historical events, to analyze social problems and evaluate alternative public policy choices.

<b>ECON 2900: Integrating International Economics, Statistics, and Society</b>	
Credits:	6
Equivalent to:	---
Offered:	Irregular basis
Goal Areas:	Fulfills 3 credits in Goal 4 and 3 credits in Goal 5 (Liberal Education)
Prerequisites:	Second year student selected for Study Abroad program by Scholarship Committee Recommended cumulative GPA of 2.75 or higher
Delivery Method:	Study Abroad
<p><b>Course Description:</b></p>	

This course combines cultural learning of tribal economics, statistics and society with a global emphasis in RLNC's study abroad program. Students will develop an understanding of economic activities within the boundaries of the Red Lake Nation, and be prepared to apply their knowledge of statistics and economics to global settings.	
<b>Course Learning Outcome #1</b>	Students will describe, interpret, and analyze quantitative economics through graphs and statistical analysis.
<b>Course Learning Outcome #2</b>	Students will describe the institutions in the United States that shape monetary and fiscal policy. Discuss issues of unemployment, inflation, exchange rates, balance of payments, or economic growth in a global context.
<b>Course Learning Outcome #3</b>	Students will explain and present the results of their research using appropriate economic theories, concepts, terminology, and methods.
<b>Course Learning Outcome #4</b>	Students will define and identify economic theory, of current or historical events, to analyze social problems and evaluate alternative public policy choices.
<b>Course Learning Outcome #5</b>	Students will describe data with summary statistics and graphs.
<b>Course Learning Outcome #6</b>	Students will demonstrate the principles of experimental design.
<b>Course Learning Outcome #7</b>	Students will use and apply basic probability principles.
<b>Course Learning Outcome #8</b>	Students will interpret data and make decisions using inference procedures.

<b>ENGL 0900: Writing and Reading Skills</b>	
Credits:	3
Equivalent to:	ENGL 096
Offered:	Every Semester
Goal Areas:	<i>This course does not count toward graduation and is not transferable to another institution.</i>
Prerequisites:	Accuplacer Score
Delivery Method:	Classroom
<b>Course Description:</b> This course emphasizes integration of skills and strategies for academic reading and writing, including comprehension, vocabulary, sentence structure, and mechanics.	
<b>Course Learning Outcome #1</b>	Students will write clearly and effectively through journaling about Anishinaabe identity and academic progress.
<b>Course Learning Outcome #2</b>	Students will read and respond critically (interpret, analyze, compare and contrast, classify, apply logic, and infer) through discussion and writing.
<b>Course Learning Outcome #3</b>	Students will identify and construct well-developed sentences and paragraphs in essays including an introduction, main body, and conclusion.
<b>Course Learning Outcome #4</b>	Students will extend English and Ojibwemowin vocabulary through definitions and usage.

<b>ENGL 1100: Composition</b>	
Credits:	3
Equivalent to:	ENGL 101
Offered:	Every Semester
Goal Areas:	1

Prerequisites:	Accuplacer score or ENGL 0900
Delivery Method:	Classroom
<p><b>Course Description:</b> Instruction and practice aimed at improving the quality and efficiency of writing processes, with emphasis on fluency, voice, style, and versatility. Includes adaptation of nonfiction prose to various general audiences, introduction to academic research and citation, and a component on oral presentation.</p>	
<b>Course Learning Outcome #1</b>	Students will effectively use the English language in reading and writing critically.
<b>Course Learning Outcome #2</b>	Students will express Anishinaabe culture in discussions and writings.
<b>Course Learning Outcome #3</b>	Students will use American Psychological Association (APA) format in citing and documenting sources in all essays.
<b>Course Learning Outcome #4</b>	Students will present one essay to class following the presentation of the Oral Presentation Rubric criteria.

<b>ENGL 1200: Myths and Legends</b>	
Credits:	3
Equivalent to:	---
Offered:	Spring Semester
Goal Areas:	1 (Liberal Education)
Prerequisites:	Accuplacer score or ENGL 0900
Delivery Method:	Classroom
<p><b>Course Description:</b> Students will study the myths and legends of ancient, classical, medieval, and tribal cultures from various parts of the world. Topics may include written works, transcription from oral works, and sacred texts, as well as contemporary re-imaginings of such works.</p>	
<b>Course Learning Outcome #1</b>	Students will distinguish and identify story types.
<b>Course Learning Outcome #2</b>	Students will illustrate an understanding of traditional stories from around the world.
<b>Course Learning Outcome #3</b>	Students will be able to demonstrate either orally or through writing the significance of storytelling across cultures.
<b>Course Learning Outcome #4</b>	Students will be able to compare and contrast modern re-imaginings of traditional stories and analyze the similarities and differences.

<b>ENGL 2100: Creative Writing</b>	
Credits:	3
Equivalent to:	ENGL 220
Offered:	Fall Semester
Goal Areas:	1 (Liberal Education) or 6 (both programs)
Prerequisites:	ENGL 1100
Delivery Method:	Classroom
<p><b>Course Description:</b></p>	

Introduction to the study of forms and styles of poetry, fiction, creative nonfiction, and other genres, generating original work in a workshop format.	
<b>Course Learning Outcome #1</b>	Students will effectively and creatively use the English language in reading and writing critically.
<b>Course Learning Outcome #2</b>	Students will express Anishinaabe culture in discussions and writings.
<b>Course Learning Outcome #3</b>	Students will demonstrate understanding of different styles of creative expression by creating their own works of poetry, fiction, and other forms.
<b>Course Learning Outcome #4</b>	Develop academic writing skills through the process of revision.

<b>ENGL 2200: Literature and the Environment</b>	
Credits:	3
Equivalent to:	ENGL 200
Offered:	Spring Semester
Goal Areas:	1 (Liberal Education) and 10 (both programs)
Prerequisites:	ENGL 1100
Delivery Method:	Classroom
<p><b>Course Description:</b> 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.</p>	
<b>Course Learning Outcome #1</b>	Students will critically evaluate environmental and natural resource issues about interrelationships, ecosystems, and institutions.
<b>Course Learning Outcome #2</b>	Students will propose and assess alternative solutions to environmental problems.
<b>Course Learning Outcome #3</b>	Students will articulate and defend the actions they would take on various environmental issues.
<b>Course Learning Outcome #4</b>	Students will demonstrate an understanding of the complex interactions between humans and the ecological systems in the world.

<b>ENGL 2300: Argument and Exposition</b>	
Credits:	3
Equivalent to:	ENGL 102
Offered:	Fall Semester
Goal Areas:	1
Prerequisites:	ENGL 1100
Delivery Method:	Classroom
<p><b>Course Description:</b> Instruction and practice in writing for various academic and similar contexts, with particular focus on formal and informal argument for specific rather than general audiences. Includes seeking out, selecting, using, and documenting written sources, and a component on oral presentation.</p>	
<b>Course Learning Outcome #1</b>	Students will effectively use the English language in reading, discussing, and writing critically

<b>Course Learning Outcome #2</b>	Students will express Anishinaabe culture in discussions and writings.
<b>Course Learning Outcome #3</b>	Students will use American Psychological Association (APA) format in citing and documenting sources on all essays.
<b>Course Learning Outcome #4</b>	Students will present one essay to class following the Oral Presentation Rubric criteria.

<b>ENGL 2400: Anishinaabe Literature</b>	
Credits:	3
Equivalent to:	ENGL 250
Offered:	Spring Semester
Goal Areas:	1 (Liberal Education) or 6 (both programs)
Prerequisites:	ENGL 1100
Delivery Method:	Classroom
<p><b>Course Description:</b> This course will focus on the development of Anishinaabe literature by taking a critical look at authors and writings representing Indigenous nations across the United States. The ideas, social issues, and cultural relationships that shape the emerging literature are examined through the study of the works and the literary characteristics of representative writers.</p>	
<b>Course Learning Outcome #1</b>	Students will articulate theories of Indigenous American literary technique through discussion and written assignments.
<b>Course Learning Outcome #2</b>	Students will practice critical thinking skills in responding to Indigenous American writing through written responses on readings and videos.
<b>Course Learning Outcome #3</b>	Students will express the cultural elements which influence relations of Indigenous American societies.
<b>Course Learning Outcome #4</b>	Students will demonstrate cultural knowledge and identify specific similarities and differences among Indigenous American peoples.

<b>ENGL 2500: Writing Lab Practicum</b>	
Credits:	3
Equivalent to:	--
Offered:	Fall Semester
Goal Areas:	1 (Liberal Education)
Prerequisites:	ENGL 1100 and Instructor Consent
Delivery Method:	Classroom
<p><b>Course Description:</b> In-class instruction on writing-center specific theoretical and practical applications and supervised field experience by consulting in the writing lab.</p>	
<b>Course Learning Outcome #1</b>	Develop an understanding of the epistemological, theoretical, and practical foundations of writing.
<b>Course Learning Outcome #2</b>	Be exposed to the foundational literature in writing center theory and practice, as well as supporting research and scholarship in disciplines that enable writing center work.
<b>Course Learning Outcome #3</b>	Be able to function effectively as a writing consultant in the college's writing lab.

<b>Course Learning Outcome #4</b>	Strengthen your own writing skills through practice, reflective learning, and dialectical and dialogical exchange.
-----------------------------------	--

<b>FYEX 1100: First Year Experience</b>	
---	--

Credits:	2
Equivalent to:	EDU 102
Offered:	Every Semester
Goal Areas:	Core Requirement
Prerequisites:	None
Delivery Method:	Classroom, Hybrid, Online, Modular

**Course Description:**

This course is designed to facilitate academic success through a student's transition into college life; from basic study skills to campus resources. To address student's holistic growth we will explore Anishinaabe values, interpersonal skills and stress/wellness.

<b>Course Learning Outcome #1</b>	Students will effectively utilize personal learning styles study skills to adapt to various learning situations.
<b>Course Learning Outcome #2</b>	Students will identify and access appropriate college resources to promote academic success.
<b>Course Learning Outcome #3</b>	Students will identify relationships between academic, personal and career goals.
<b>Course Learning Outcome #4</b>	Students will examine Anishinaabe values and recognize their relevance in our holistic growth as students and citizens.

<b>GEOG 2100: Cultural Geography</b>	
--------------------------------------	--

Credits:	3
Equivalent to:	GEOG 200
Offered:	Fall Semester
Goal Areas:	5 (Liberal Education) or 10 (both programs)
Prerequisites:	None
Delivery Method:	Classroom, Hybrid, Online

**Course Description:**

This course provides a systematic study of spatial patterns concerning the cultural elements of geography including: cultural diversity, population, migration, agriculture, industrialization, urbanization, and resources. Students will also examine the cultural meanings of place as developed by Anishinaabe peoples and how those ideas compare to and conflict with modern ideas.

<b>Course Learning Outcome #1</b>	Students will adopt a global perspective in examining the roles that cultures, governments, and institutions play in the interaction of people, paying special attention to Indigenous population characteristics.
<b>Course Learning Outcome #2</b>	Students will demonstrate an increased geographical knowledge of the world as it relates to current events, alliances, conflicts, and crises.
<b>Course Learning Outcome #3</b>	Students will compare and contrast types of migration and movement and explain relationships between humans and the environment.

<b>Course Learning Outcome #4</b>	Students will interpret spatial patterns of select cultural phenomena portrayed in maps, charts, graphs, and other visual presentations.
-----------------------------------	--

### HIST 1100: Anishinaabe and U.S. History, 1830-Present

Credits:	3
Equivalent to:	HIS 101
Offered:	Fall Semester
Goal Areas:	5 (Liberal Education)
Prerequisites:	None
Delivery Method:	Classroom

**Course Description:**

This course surveys major themes and trends in the history of the Anishinaabe and other Indigenous American peoples from the year 1830 to present day. Supplemental readings include case studies from a number of regions that illuminate particular issues. The overall context of the course is U.S. expansion and federal Indian policies, with a primary focus on the historical experience of Indigenous peoples and their challenges to retain their culture and autonomy while adapting to great changes in the conditions of their lives.

<b>Course Learning Outcome #1</b>	Students will identify significant facts, dates, names, places, events and ideas in Indigenous American and United States history.
<b>Course Learning Outcome #2</b>	Students will engage in discussions that promote involved citizenship, through both Indigenous American and United States perspectives.
<b>Course Learning Outcome #3</b>	Students will study appropriate primary and secondary sources.
<b>Course Learning Outcome #4</b>	Students will develop skills for reading and writing about Indigenous American and United States history, with knowledge of the federal Indian policies.

### HIST 1200: History of the Red Lake Nation

Credits:	3
Equivalent to:	HIS 150
Offered:	Spring Semester
Goal Areas:	5 (Liberal Education)
Prerequisites:	None
Delivery Method:	Classroom

**Course Description:**

This course is a survey of Red Lake Nation history from an Anishinaabe perspective; includes history of the land and peoples of pre-contact America; the interaction of Americans, Europeans, and Anishinaabe peoples during exploration and colonization; development of Anishinaabe culture and philosophy; founding of the Red Lake Nation; and growth of cultural tensions. Includes discussion of the Red Lake Nation population and communities, and emphasizes the development of analytical skills focusing on reading, oral presentation, and writing.

<b>Course Learning Outcome #1</b>	Students will demonstrate knowledge of significant events in the cultural, political, economic, and social history of the Red Lake Reservation.
-----------------------------------	---

<b>Course Learning Outcome #2</b>	Students will develop an understanding of Red Lake Anishinaabe Treaties and rights.
<b>Course Learning Outcome #3</b>	Students will analyze the impact of intertribal interactions as well as colonization.
<b>Course Learning Outcome #4</b>	Students will identify and evaluate significant differences between Red Lake Ojibwe- Anishinaabe and other Anishinaabe groups.

### HUSV 1100: Introduction to Human Services

Credits:	3
Equivalent to:	HUM 110
Offered:	Fall Semester
Goal Areas:	Core Requirement (Social and Behavioral Sciences)
Prerequisites:	None
Delivery Method:	Classroom
<p><b>Course Description:</b>  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.</p>	
<b>Course Learning Outcome #1</b>	Students will describe Anishinaabe and Western social institutions in order to investigate the human condition.
<b>Course Learning Outcome #2</b>	Students will apply problem-solving and/or modeling strategies to their surrounding environment.
<b>Course Learning Outcome #3</b>	Students will develop and communicate alternative explanations or solutions for contemporary social issues.
<b>Course Learning Outcome #4</b>	Students will analyze the role that human services professionals play in addressing social issues.

### HUSV 1200: Personal Care Assistants

Credits:	3
Equivalent to:	HUM 100
Offered:	Spring Semester
Goal Areas:	Specialization Course (Social and Behavioral Sciences)
Prerequisites:	None
Delivery Method:	Classroom, Hybrid, Online
<p><b>Course Description:</b>  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.</p>	
<b>Course Learning Outcome #1</b>	Students will identify and define PCA duties/requirements.
<b>Course Learning Outcome #2</b>	Students will identify potential emergency situations and required responses.
<b>Course Learning Outcome #3</b>	Students will describe infection control precautions.

<b>Course Learning Outcome #4</b>	Students will successfully complete the MN Individual Personal Care Assistant online training/certification.
-----------------------------------	--

<b>HUSV 1300: Introduction to Helping Skills and Process</b>	
Credits:	3
Equivalent to:	HUM 120
Offered:	Fall Semester
Goal Areas:	Specialization Course (Social and Behavioral Sciences)
Prerequisites:	None
Delivery Method:	Classroom
<p><b>Course Description:</b>  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.</p>	
<b>Course Learning Outcome #1</b>	Students will explain their own motivations for wanting to work in a helping profession.
<b>Course Learning Outcome #2</b>	Students will describe the essential qualities in a therapeutic relationship.
<b>Course Learning Outcome #3</b>	Students will analyze effective responding skills.
<b>Course Learning Outcome #4</b>	Students will employ reflecting, paraphrasing, and summarizing.

<b>HUSV 2100: Case Management</b>	
Credits:	3
Equivalent to:	HUM 200
Offered:	Spring Semester
Goal Areas:	Specialization Course (Social and Behavioral Sciences)
Prerequisites:	ENGL 1100
Delivery Method:	Classroom
<p><b>Course Description:</b>  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.</p>	
<b>Course Learning Outcome #1</b>	Students will demonstrate their writing skills working with case management forms, writing intake interviews, and completing written case evaluations.
<b>Course Learning Outcome #2</b>	Students will demonstrate oral communication skills through group discussions and practice interviews.
<b>Course Learning Outcome #3</b>	Students will discuss the application of ethical standards in the helping professions.
<b>Course Learning Outcome #4</b>	Students will compile a list of community resources.

<b>HUSV 2200: Crisis Intervention</b>	
Credits:	3
Equivalent to:	HUM 210
Offered:	Bi-annually
Goal Areas:	Specialization Course (Social and Behavioral Sciences)
Prerequisites:	HUSV 1100
Delivery Method:	Classroom
<p><b>Course Description:</b>  Exploration of the basic principles of effective crisis intervention, including how to respond safely and quickly to people 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.</p>	
<b>Course Learning Outcome #1</b>	Students will identify imminent crisis situations.
<b>Course Learning Outcome #2</b>	Students will formulate appropriate responses to immediate safety concerns.
<b>Course Learning Outcome #3</b>	Students will produce a list of local referral sources for various types of crisis situations.
<b>Course Learning Outcome #4</b>	Students will discuss the importance of self-care in the helping professions.

<b>HUSV 2300: Community Services Practicum – Service Learning</b>	
Credits:	3
Equivalent to:	---
Offered:	<i>When community needs/specific projects identified</i>
Goal Areas:	Specialization Course (Social and Behavioral Sciences)
Prerequisites:	HUSV 1100
Delivery Method:	Classroom, Service Learning
<p><b>Course Description:</b>  This course is a practical application of the skills and tools required to work in the community. Emphasis is placed on creating and distributing surveys, assessing community needs, and learning from working professionals to apply knowledge and theory from the classroom to a supervised community setting. Students may develop and execute an individual project, take part in a group project or complete an internship at a community organization. This course is designed for Social and Behavioral Sciences students. Arranged by faculty.</p>	
<b>Course Learning Outcome #1</b>	Students will observe and analyze information gained during placement at the community setting.
<b>Course Learning Outcome #2</b>	Students will examine and evaluate personal thinking as well as the thought process and perspective of others.
<b>Course Learning Outcome #3</b>	Students will demonstrate ability to write clear and well organized reports appropriate for the community setting.
<b>Course Learning Outcome #4</b>	Students will demonstrate listening skills that positively enhance relationships in a community setting, and show ability to work as part of a professional team.

<b>MATH 0900: Algebra Skills</b>	
Credits:	3
Equivalent to:	MATH 093
Offered:	Every Semester
Goal Areas:	<i>This course does not count toward graduation and is not transferable to another institution.</i>
Prerequisites:	Accuplacer Score
Delivery Method:	Classroom
<p><b>Course Description:</b>            This course includes operations of integers, fractions, decimals, and percents; solving one and two step equations; introduction to descriptive statistics; and a conceptual understanding and application of mathematics in everyday life.</p>	
<b>Course Learning Outcome #1</b>	Students will evaluate arithmetic expressions and perform order of operations on arithmetic expressions.
<b>Course Learning Outcome #2</b>	Students will use proportional reasoning in various contexts.
<b>Course Learning Outcome #3</b>	Students will demonstrate knowledge of basic descriptive statistics.
<b>Course Learning Outcome #4</b>	Students will recognize basic geometric figures and evaluate properties of these figures.

<b>MATH 1100: Math Reasoning</b>	
Credits:	3
Equivalent to:	MATH 140
Offered:	Every Semester
Goal Areas:	4
Prerequisites:	Accuplacer Score or MATH 0900
Delivery Method:	Classroom
<p><b>Course Description:</b>            Mathematical reasoning and algebraic concepts applied to a selection of topics, which may include the mathematics of social choice, and the mathematics of management, geometry, and problem-solving. Descriptive statistics, introductory probability, and inferential statistics.</p>	
<b>Course Learning Outcome #1</b>	Students will learn to use their algebra skills to model and solve practical problems.
<b>Course Learning Outcome #2</b>	Students will apply problem-solving strategies to look at problems from several points of view and judge the appropriateness of various models and techniques.
<b>Course Learning Outcome #3</b>	Students will analyze elementary statistical concepts.
<b>Course Learning Outcome #4</b>	Students will explain real-world need for mathematical concepts defined in class.

<b>MATH 1200: Environmental Math</b>	
Credits:	4
Equivalent to:	---

Offered:	Spring Semester
Goal Areas:	4 or 10
Prerequisites:	Accuplacer Score or MATH 0900
Delivery Method:	Classroom
<p><b>Course Description:</b>  This course will explore topics in which mathematics is used to investigate informed decisions about environmental issues. Environmental issues addressed may include a study of population change, geoscience topics as related to economics and water resources, the average temperature of the earth, and data about the environment. Mathematical concepts may include iterative functions, unit conversion and statistics.</p>	
<b>Course Learning Outcome #1</b>	Students will gather factual information and apply it to a given problem in a manner that is relevant, clear, and comprehensive.
<b>Course Learning Outcome #2</b>	Students will clearly express mathematical/logical ideas in writing, graphs, and formulas.
<b>Course Learning Outcome #3</b>	Students will apply high-order problem-solving and/or modeling strategies.
<b>Course Learning Outcome #4</b>	Students will evaluate critically environmental and natural resource issues in light of understanding about interrelationships, ecosystems, and institutions.

<b>MATH 1500: College Algebra</b>	
Credits:	4
Equivalent to:	MATH 150
Offered:	Fall Semester
Goal Areas:	4
Prerequisites:	Accuplacer Score or MATH 0900
Delivery Method:	Classroom
<p><b>Course Description:</b>  Problem-solving with linear, quadratic, rational, and absolute value equations and inequalities; function notation and inverses; graphs of relations and functions; polynomial, rational, exponential, and logarithmic functions and applications; systems of equations and inequalities, matrices.</p>	
<b>Course Learning Outcome #1</b>	Students will become familiar with the different families of functions and their graphical representations.
<b>Course Learning Outcome #2</b>	Students will examine various methods of solving equations by numerical, algebraic, and graphical techniques.
<b>Course Learning Outcome #3</b>	Students will use multiple problem-solving techniques to model, solve and draw conclusions in various problem situations.
<b>Course Learning Outcome #4</b>	Students will use logical arguments to justify their ideas and solutions either.

<b>MATH 1700: Introductory Statistics</b>	
Credits:	3
Equivalent to:	MATH 170
Offered:	Spring Semester
Goal Areas:	4

Prerequisites:	Accuplacer Score or MATH 0900
Delivery Method:	Classroom
<p><b>Course Description:</b> An introduction to statistics suitable for social and behavioral science majors, but also suitable for students in other disciplines. Topics include statistical theory and experimental design, descriptive statistics, probability distribution models, regression analysis and correlation, inference, and sampling methods.</p>	
<b>Course Learning Outcome #1</b>	Students will describe data with summary statistics and graphs.
<b>Course Learning Outcome #2</b>	Students will understand the principles of experimental design.
<b>Course Learning Outcome #3</b>	Students will use and know basic probability principles.
<b>Course Learning Outcome #4</b>	Students will interpret data and make decisions using inference procedures.

<b>MUSC 1100: Anishinaabe Music and Dance</b>	
Credits:	3
Equivalent to:	Mus 250
Offered:	Spring Semester
Goal Areas:	6
Prerequisites:	None
Delivery Method:	Classroom
<p><b>Course Description:</b> This course introduces students to a variety of Anishinaabe music styles and dances from various regions around the United States and Canada. Course content focuses on tribal histories and stories related to music and dance. Course content also focuses on various powwow drum and dance styles. No previous musical or dance experience required.</p>	
<b>Course Learning Outcome #1</b>	Students will outline important dates and/or stories in history pertaining to different music and dance of Indigenous American peoples.
<b>Course Learning Outcome #2</b>	Students will identify traditional types of drums or other traditional instruments used by Indigenous American peoples and understand their meaning.
<b>Course Learning Outcome #3</b>	Students will identify types of men's and women's dance styles and grasp the meaning of regalia and dance steps.
<b>Course Learning Outcome #4</b>	Students will participate in research of the music and dance of an Indigenous American people, record, and report information gathered.

<b>OJIB 1100: Ojibwemowin I</b>	
Credits:	4
Equivalent to:	OJI 101
Offered:	Fall Semester
Goal Areas:	Core Requirement
Prerequisites:	None
Delivery Method:	Classroom

<b>Course Description:</b> This course is an introduction to the language of the Ojibwe. It emphasizes developing skills in vocabulary, grammar, literacy, conversation, and cultural competency and understanding in order to provide a foundation for continued language use in everyday life.	
<b>Course Learning Outcome #1</b>	Students will develop a basic self-introduction in accordance with cultural protocol.
<b>Course Learning Outcome #2</b>	Students will demonstrate knowledge of basic Ojibwemowin grammatical structure.
<b>Course Learning Outcome #3</b>	Students will demonstrate knowledge of word forms with emphasis on VAI and VII verbs.
<b>Course Learning Outcome #4</b>	Students will begin to develop listening, speaking, reading, and writing skills in the Ojibwemowin language.

<b>OJIB 1200: Ojibwemowin II</b>	
Credits:	4
Equivalent to:	OJI 102
Offered:	Spring Semester
Goal Areas:	Core Requirement
Prerequisites:	OJIB 1100
Delivery Method:	Classroom
<b>Course Description:</b> This course builds upon the skills learned in Ojibwemowin I.	
<b>Course Learning Outcome #1</b>	Students will develop a detailed self-introduction in accordance with cultural protocol.
<b>Course Learning Outcome #2</b>	Students will demonstrate knowledge of increasingly advanced Ojibwemowin grammatical structure.
<b>Course Learning Outcome #3</b>	Students will demonstrate knowledge of word forms with emphasis on VTI verbs.
<b>Course Learning Outcome #4</b>	Students will continue to improve listening, speaking, reading, and writing skills in the Ojibwemowin language.

<b>OJIB 2100: Ojibwemowin III</b>	
Credits:	4
Equivalent to:	OJI 201
Offered:	Fall Semester
Goal Areas:	Elective
Prerequisites:	OJIB 1200
Delivery Method:	Classroom
<b>Course Description:</b> This course builds upon the skills learned in Ojibwemowin II.	
<b>Course Learning Outcome #1</b>	Students will expand upon self-introduction while maintaining essential cultural protocol.

<b>Course Learning Outcome #2</b>	Students will demonstrate knowledge of increasingly advanced Ojibwemowin grammatical structure.
<b>Course Learning Outcome #3</b>	Students will demonstrate knowledge of word forms with emphasis on VTA verbs.
<b>Course Learning Outcome #4</b>	Students will demonstrate knowledge of cultural values and protocols.

<b>OJIB 2200: Ojibwemowin IV</b>	
Credits:	4
Equivalent to:	OJI 202
Offered:	Spring Semester
Goal Areas:	Elective
Prerequisites:	OJIB 2100
Delivery Method:	Classroom
<b>Course Description:</b> This course builds upon the skills learned in Ojibwemowin III.	
<b>Course Learning Outcome #1</b>	Students will expand further upon self-introduction while maintaining essential cultural protocol.
<b>Course Learning Outcome #2</b>	Students will demonstrate knowledge of increasingly advanced Ojibwemowin grammatical structure.
<b>Course Learning Outcome #3</b>	Students will demonstrate knowledge of word forms with emphasis on VTA verbs.
<b>Course Learning Outcome #4</b>	Students will demonstrate knowledge of cultural values and protocols.

<b>PHED 1100: Contemporary Nutrition and Fitness</b>	
Credits:	2
Equivalent to:	PE 103
Offered:	Every Semester
Goal Areas:	11
Prerequisites:	None
Delivery Method:	Classroom
<b>Course Description:</b> Students will learn and implement contemporary nutrition and cooking methodology with the focus on cultural and localized nutrition. Fitness and exercise programming modules will be analyzed and practiced by students to help improve numerous components of health and wellness. Special considerations will be made for students with medical limitations.	
<b>Course Learning Outcome #1</b>	Students will track their nutrition and physical activity.
<b>Course Learning Outcome #2</b>	Students will prepare healthy foods and snacks.
<b>Course Learning Outcome #3</b>	Students will distinguish between various types of exercises.
<b>Course Learning Outcome #4</b>	Students will summarize and explain their progress in activity and nutrition.

<b>PHIL 1600: Anishinaabe Philosophy</b>	
Credits:	3
Equivalent to:	PHIL 200
Offered:	Fall Semester
Goal Areas:	6
Prerequisites:	ANSH 1100
Delivery Method:	Classroom
<p><b>Course Description:</b>            This course is an introduction to the philosophical worldview of the people of the Red Lake Nation and other Indigenous peoples of the Americas. 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 American peoples have tried to solve philosophical issues, past and present.</p>	
<b>Course Learning Outcome #1</b>	Students will think critically about the perspective of Indigenous American philosophy and how it impacts the lives of the Indigenous American people.
<b>Course Learning Outcome #2</b>	Students will illustrate knowledge of the history of Indigenous American philosophy and how it compares to other philosophies in a global context.
<b>Course Learning Outcome #3</b>	Students will be able to describe the development of Indigenous American philosophy with an understanding of its importance to society.
<b>Course Learning Outcome #4</b>	Students will analyze and evaluate potential solutions to contemporary problems using Indigenous American philosophy.

<b>PHIL 1800: Environmental Ethics</b>	
Credits:	3
Equivalent to:	PHIL 270
Offered:	Spring Semester
Goal Areas:	9 (Liberal Education) or 10 (both programs)
Prerequisites:	None
Delivery Method:	Classroom, Hybrid
<p><b>Course Description:</b>            An introduction to the rational and moral theories of dealing with our environmental concerns and with discussing ways of putting them into practice. A variety of specific philosophical and ethical perspectives are used to study 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. There is discussion regarding individual, social, and ethical responsibilities and solutions with regard to environmental issues.</p>	
<b>Course Learning Outcome #1</b>	Students will identify basic natural science processes as they relate to the environment.
<b>Course Learning Outcome #2</b>	Students will illustrate an awareness and understanding of environmental issues.
<b>Course Learning Outcome #3</b>	Students will apply and integrate natural science, social, cultural, and economic perspectives regarding environmental issues.
<b>Course Learning Outcome #4</b>	Students will analyze and evaluate potential solutions to environmental issues.

<b>PHIL 2100: Ethics</b>	
Credits:	3
Equivalent to:	PHIL 200
Offered:	Fall Semester
Goal Areas:	9
Prerequisites:	None
Delivery Method:	Classroom, Hybrid, Online
<p><b>Course Description:</b>            An analysis of the basic moral concepts of goodness, rights, obligations, 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.</p>	
<b>Course Learning Outcome #1</b>	Students will describe and distinguish key ethical concepts.
<b>Course Learning Outcome #2</b>	Students will discuss and debate core ethical problems.
<b>Course Learning Outcome #3</b>	Students will distinguish basic ethical theories and approaches.
<b>Course Learning Outcome #4</b>	Students will apply basic ethical concepts and approaches to solving ethical dilemmas.

<b>POLS 1100: Introduction to American Politics</b>	
Credits:	3
Equivalent to:	POLSC 150
Offered:	Fall Semester
Goal Areas:	5 (Liberal Education)
Prerequisites:	None
Delivery Method:	Classroom
<p><b>Course Description:</b>            This course examines the structure and function of the local, state, and national governments of the United States. The courses examines local problems and conditions in Minnesota as well as the executive, legislative, and judicial branches of our national government. The impact of interest groups, political parties, and the media upon government will also be examined.</p>	
<b>Course Learning Outcome #1</b>	Students will identify components of American democracy and how the Constitution and Amendments impact their lives.
<b>Course Learning Outcome #2</b>	Students will recognize the importance of exercising the rights and responsibilities of citizenship.
<b>Course Learning Outcome #3</b>	Students will examine, articulate, and apply their own ethical views.
<b>Course Learning Outcome #4</b>	Students will demonstrate the ability to think critically about different perspectives and ideologies in U.S. politics.

<b>POLS 2100: Treaty Law I</b>	
Credits:	3
Equivalent to:	POLSC 225
Offered:	Fall Semester

Goal Areas:	5 (Liberal Education)
Prerequisites:	None
Delivery Method:	Classroom
<b>Course Description:</b> This course is an introduction to treaty law and its history as well as major treaties and U.S. Federal Indian Law affecting Indigenous nations and their citizens across the United States. Theory and practice of self-determination and sovereignty for Indigenous nations and their citizens are emphasized.	
<b>Course Learning Outcome #1</b>	Students will be able to identify and explain major treaties, laws, and policies and their impact on Indigenous nations and their citizens.
<b>Course Learning Outcome #2</b>	Students will identify and explain the foundations of the historic and current relationships between Indigenous nations and the United States.
<b>Course Learning Outcome #3</b>	Students will be able to identify and explain important shifts in U.S. policy as well as the relationships between Indigenous nations and the United States.
<b>Course Learning Outcome #4</b>	Students will describe the inherent sovereign rights of Indigenous nations and citizens.

<b>POLS 2200: Treaty Law II</b>	
Credits:	3
Equivalent to:	POLSC 225
Offered:	Spring Semester
Goal Areas:	5 (Liberal Education)
Prerequisites:	POLS 2100
Delivery Method:	Classroom
<b>Course Description:</b> This course is a continuation of Treaty Law I. Investigation of treaty law, U.S. federal policies, and case law and their impact on Indigenous nations and their citizens is emphasized.	
<b>Course Learning Outcome #1</b>	Students will be able to identify and explain major treaties, laws, and policies and their impact on Indigenous nations and their citizens.
<b>Course Learning Outcome #2</b>	Students will understand the extent to which treaties, laws, and policies, have and do impact Indigenous nations and their citizens.
<b>Course Learning Outcome #3</b>	Students will understand what rights Indigenous nations and their citizens have and lack according to U.S. law and policy.
<b>Course Learning Outcome #4</b>	Students will conduct investigation resulting in a research paper.

<b>PSCI 1100: Physical Science</b>	
Credits:	4
Equivalent to:	PSCI 100
Offered:	Spring Semester
Goal Areas:	3 (Liberal Education)
Prerequisites:	MATH 1100, MATH 1200, MATH 1500, or MATH 1700
Delivery Method:	Classroom
<b>Course Description:</b>	

This course provides an introduction to physics. Topics include matter in motion, mechanics, waves, heat, light, sound, and electricity. Course learning outcomes will be measured using both lecture and laboratory settings.	
<b>Course Learning Outcome #1</b>	Students will identify and discuss laws that govern the physical world including matter, motion, and energy.
<b>Course Learning Outcome #2</b>	Students will demonstrate skills to adequately collect and analyze data for interpretation.
<b>Course Learning Outcome #3</b>	Students will describe the interdependence of science and technology and their use in the modern world.
<b>Course Learning Outcome #4</b>	Students will recognize the social impacts of science and technology.

PSCI 1200: Earth Science	
Credits:	4
Equivalent to:	PSCI 110
Offered:	Spring Semester
Goal Areas:	3 (Liberal Education)
Prerequisites:	MATH 1100, MATH 1200, MATH 1500, or MATH 1700
Delivery Method:	Classroom
<p><b>Course Description:</b> Study the dynamic and powerful Earth. This course focuses on the structure and development of earth, its many systems, plate tectonics, biochemical and geological cycles, atmosphere and climate, natural disasters, and our solar system. Course learning outcomes will be measured using both lecture and laboratory settings.</p>	
<b>Course Learning Outcome #1</b>	Students will identify geological processes and their connectedness to chemical, physical, and biological processes.
<b>Course Learning Outcome #2</b>	Students will describe geological issues and evaluate solutions.
<b>Course Learning Outcome #3</b>	Students will analyze data in a geologic situation and explain the data.
<b>Course Learning Outcome #4</b>	Students will effectively communicate geologic findings.

PSYC 1100: Introductory Psychology	
Credits:	3
Equivalent to:	PSY 100
Offered:	Fall Semester
Goal Areas:	5 (Liberal Education) or Specialization Course (Social and Behavioral Sciences)
Prerequisites:	None
Delivery Method:	Classroom, Hybrid, Online
<p><b>Course Description:</b> 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</p>	

course focuses on critical thinking skills and pays particular attention to the role of culture in psychological processes, research and study.	
<b>Course Learning Outcome #1</b>	Students will demonstrate knowledge of the development of psychology and the major theoretical viewpoints.
<b>Course Learning Outcome #2</b>	Students will apply psychological concepts within their personal and professional lives.
<b>Course Learning Outcome #3</b>	Students will distinguish among the different fields and areas of study within psychology.
<b>Course Learning Outcome #4</b>	Students will identify how brain functioning impacts psychological, social, intellectual, and biological well-being.

<b>PSYC 1200: Developmental Psychology</b>	
Credits:	3
Equivalent to:	PSY 140
Offered:	Spring Semester
Goal Areas:	5 (Liberal Education) or Specialization Course (Social and Behavioral Sciences)
Prerequisites:	None
Delivery Method:	Classroom
<p><b>Course Description:</b>            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.</p>	
<b>Course Learning Outcome #1</b>	Students will compare and contrast various models and theories of human development.
<b>Course Learning Outcome #2</b>	Students will identify the major factors influencing child and adolescent development.
<b>Course Learning Outcome #3</b>	Students will discuss theories of continuing adult development and issues associated with aging.
<b>Course Learning Outcome #4</b>	Students will explore and evaluate the role of culture in human development over the lifespan.

<b>PSYC 2100: Anishinaabe Psychology</b>	
Credits:	3
Equivalent to:	PSY 200
Offered:	Fall Semester
Goal Areas:	5 (Liberal Education) or Specialization Course (Social and Behavioral Sciences)
Prerequisites:	ANSH 1100
Delivery Method:	Classroom
<p><b>Course Description:</b>            This course covers the concept of holistic lifestyles, society and worldview as practiced and perceived by the Indigenous peoples of the Americas. Examination of Anishinaabe behavior, medicine, ceremonies, rituals, and scroll documents will be covered.</p>	

<b>Course Learning Outcome #1</b>	Students will examine psycho-social institutions and processes across a range of historical periods and cultures.
<b>Course Learning Outcome #2</b>	Students will develop and communicate alternative explanations or solutions for contemporary psycho-social issues.
<b>Course Learning Outcome #3</b>	Students will use and critique alternative explanatory systems or theories.
<b>Course Learning Outcome #4</b>	Students will examine effects of “historical trauma” in communities of Indigenous American peoples.

<b>PSYC 2200: Abnormal Psychology</b>	
Credits:	3
Equivalent to:	PSY 220
Offered:	Spring Semester
Goal Areas:	5 (Liberal Education) or Specialization Course (Social and Behavioral Sciences)
Prerequisites:	PSYC 1100 or PSYC 1200
Delivery Method:	Classroom
<p><b>Course Description:</b> 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.</p>	
<b>Course Learning Outcome #1</b>	Students will show knowledge of the history of mental illness and the history of psychological treatments.
<b>Course Learning Outcome #2</b>	Students will differentiate the major psychological disorders.
<b>Course Learning Outcome #3</b>	Students will describe the impact that social and cultural factors have on diagnosis and treatment of psychological disorders.
<b>Course Learning Outcome #4</b>	Students will develop skills to think critically about presentation of “abnormal psychology” in the real world.

<b>SOCL 1100: Introductory Sociology</b>	
Credits:	3
Equivalent to:	SOC 101
Offered:	Fall Semester
Goal Areas:	5 (Liberal Education) or Specialization Course (Social and Behavioral Sciences)
Prerequisites:	None
Delivery Method:	Classroom, Hybrid, Online
<p><b>Course Description:</b> A survey of the characteristics of human group life with emphasis on the structure of the social environment and its influence upon the individual.</p>	
<b>Course Learning Outcome #1</b>	Students will develop an overview of the field of sociology.
<b>Course Learning Outcome #2</b>	Students will show an appreciation of how the seven values relate to other societies.

<b>Course Learning Outcome #3</b>	Students will describe and discuss a variety of important sociological concepts such as culture, social institutions, conformity and deviance, class and stratification, and race and ethnicity.
<b>Course Learning Outcome #4</b>	Students will examine problems and issues from a sociological perspective.

<b>SOCL 1200: Criminal Justice and Society</b>	
Credits:	3
Equivalent to:	SOC 130
Offered:	Fall Semester
Goal Areas:	Specialization Course (Social and Behavioral Sciences)
Prerequisites:	None
Delivery Method:	Classroom, Hybrid, Online
<b>Course Description:</b> 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.	
<b>Course Learning Outcome #1</b>	Students will distinguish between different types of crimes.
<b>Course Learning Outcome #2</b>	Students will identify the functions of the police, courts, and corrections, as well as the role of victims.
<b>Course Learning Outcome #3</b>	Students will differentiate the major theories of criminal offending.
<b>Course Learning Outcome #4</b>	Students will identify and critically discuss current controversies and issues related to criminal justice.

<b>SOCL 1700: Drug Use and Abuse</b>	
Credits:	3
Equivalent to:	SOC 170
Offered:	Bi-annually
Goal Areas:	Specialization Course (Social and Behavioral Sciences)
Prerequisites:	None
Delivery Method:	Classroom
<b>Course Description:</b> 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.	
<b>Course Learning Outcome #1</b>	Students will describe the drug classification system.
<b>Course Learning Outcome #2</b>	Students will examine the drug use rates on the Red Lake Reservation and surrounding communities.
<b>Course Learning Outcome #3</b>	Students will investigate services and treatment alternatives for the psychological, sociological, and physical effects of mood altering substances.
<b>Course Learning Outcome #4</b>	Students will analyze the legal and social ramifications of drug use and abuse.

<b>SOCL 2100: Social Issues and Change</b>	
Credits:	3
Equivalent to:	---
Offered:	Bi-annually
Goal Areas:	5 (Liberal Education) or Specialization Course (Social and Behavioral Sciences)
Prerequisites:	SOCL 1100
Delivery Method:	Classroom
<p><b>Course Description:</b> This course focuses on modern social issues involving culture, social class, race and gender relations. Students will become familiar with the dynamics of generational changes and broad social forces.</p>	
<b>Course Learning Outcome #1</b>	Students will demonstrate improved awareness and understanding of social problems and their possible solutions.
<b>Course Learning Outcome #2</b>	Students will recognize and apply different sociological perspectives to social problems.
<b>Course Learning Outcome #3</b>	Students will locate and review factors that stimulate or hinder the acceptance of change in a cross-cultural context.
<b>Course Learning Outcome #4</b>	Students will communicate effectively through a written or oral presentation on a specific social movement.

<b>SOCL 2200: Race and Gender Relations</b>	
Credits:	3
Equivalent to:	SOC 220
Offered:	Fall Semester
Goal Areas:	5 (Liberal Education) or Specialization Course (Social and Behavioral Sciences)
Prerequisites:	None
Delivery Method:	Classroom
<p><b>Course Description:</b> 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.</p>	
<b>Course Learning Outcome #1</b>	Students will examine sociological perspectives concerning class struggle related to race, ethnicity, and gender.
<b>Course Learning Outcome #2</b>	Students will recognize how life experiences impact race, ethnicity, and gender identity.
<b>Course Learning Outcome #3</b>	Students will illustrate how variables of race, ethnicity, and gender interact in a global society.
<b>Course Learning Outcome #4</b>	Students will formulate suggestions to improve race and gender relations on a local level.

<b>SOCL 2300: Understanding Hate</b>	
Credits:	3
Equivalent to:	---
Offered:	Spring Semester
Goal Areas:	5 (Liberal Education) or Specialization Course (Social and Behavioral Sciences)

Prerequisites:	None
Delivery Method:	Classroom
<b>Course Description:</b> Exploration of the mentality and culture of various hate groups, with connections between historical and contemporary events.	
<b>Course Learning Outcome #1</b>	Students will identify various hate groups in the United States.
<b>Course Learning Outcome #2</b>	Students will outline the history and development of selected hate groups.
<b>Course Learning Outcome #3</b>	Students will investigate the philosophies that drive the actions of various hate groups.
<b>Course Learning Outcome #4</b>	Students will formulate ideas to combat the actions of hate groups and the philosophies they promote.

<b>SOCL 2400: Juvenile Delinquency and Justice</b>	
Credits:	3
Equivalent to:	SOC 230
Offered:	Spring Semester
Goal Areas:	Specialization Course (Social and Behavioral Sciences)
Prerequisites:	None
Delivery Method:	Classroom
<b>Course Description:</b> 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.	
<b>Course Learning Outcome #1</b>	Students will differentiate the application of each theory of juvenile delinquency.
<b>Course Learning Outcome #2</b>	Students will identify the factors that contribute to delinquency over time.
<b>Course Learning Outcome #3</b>	Students will develop juvenile risk assessments with treatment or corrective recommendations.
<b>Course Learning Outcome #4</b>	Students will conclude which methods are most effective in curbing juvenile delinquency and which methods are most effective in treating juvenile delinquents.

<b>SOCL 2500: Family Dynamics</b>	
Credits:	3
Equivalent to:	SOC 250
Offered:	Bi-annually
Goal Areas:	5 (Liberal Education) or Specialization Course (Social and Behavioral Sciences)
Prerequisites:	None
Delivery Method:	Classroom
<b>Course Description:</b> This course examines the role of family structure, interaction and other dynamics in the development, maintenance and treatment of family dysfunctions.	

<b>Course Learning Outcome #1</b>	Students will differentiate between the various definitions of family in a cultural context.
<b>Course Learning Outcome #2</b>	Students will describe and discuss various types of marriage.
<b>Course Learning Outcome #3</b>	Students will describe how sociological perspectives apply to family structures.
<b>Course Learning Outcome #4</b>	Students will identify various types of family dysfunction and formulate ideas to address each type of dysfunction.

<b>SPCH 2100: Speech and Communications</b>	
Credits:	3
Equivalent to:	SPCH 201
Offered:	Every semester
Goal Areas:	1
Prerequisites:	ENGL 1100
Delivery Method:	Classroom
<b>Course Description:</b> This course teaches speaking and listening skills that are reinforced through multiple opportunities for interpersonal communication, public speaking, discussion, and the oral tradition of the Anishinaabe people. Students will gain experience in critical thinking, reading, writing, and public speaking.	
<b>Course Learning Outcome #1</b>	Students will demonstrate an understanding of public speaking through the preparation, presentation, and evaluation of extemporaneous speeches.
<b>Course Learning Outcome #2</b>	Students will understand the importance of ethical practice in speech research, organization, and delivery.
<b>Course Learning Outcome #3</b>	Students will use American Psychological Association (APA) format in citing and documenting sources on all written speeches.
<b>Course Learning Outcome #4</b>	Students will present six speeches to the class following specific Oral Presentation Rubric criteria for each speech.

<b>TECH 0900: Computer Basics</b>	
Credits:	3
Equivalent to:	---
Offered:	Every semester
Goal Areas:	<i>This course does not count toward graduation and is not transferable to another institution.</i>
Prerequisites:	Placement test score
Delivery Method:	Classroom, Hybrid, Online
<b>Course Description:</b> This class is designed for students who are technology novices or would like a refresher on the basics. Topics include basic file navigation and saving, components of a computer, typing, Microsoft Word, Microsoft Excel, Microsoft PowerPoint, the Internet, email, cloud storage, and more. By the end of this course, students will develop technology skills required to be successful during the rest of their college education.	

<b>Course Learning Outcome #1</b>	Students will apply basic computer skills to develop proficiency in using the most common software applications, including the Microsoft Office suite.
<b>Course Learning Outcome #2</b>	Students will understand and apply basic computer terminology relating to software applications, the Internet, computer navigation, and parts of a computer.
<b>Course Learning Outcome #3</b>	Students will navigate the Internet and evaluate web resources to identify credibility.
<b>Course Learning Outcome #4</b>	Students will create an email account and understand the functions related to regular use of an email account and related cloud storage.

<b>TECH 1200: Fundamentals of Web Design and App Development</b>	
Credits:	3
Equivalent to:	---
Offered:	Fall Semester
Goal Areas:	6
Prerequisites:	Placement test score or TECH 0900
Delivery Method:	Classroom, Hybrid, Online
<p><b>Course Description:</b>            In this course, students will look at the history and development of web design and applications. Topics include: user experience, basic coding languages, web accessibility, online games, and apps. In this course, students will create their own websites and apps.</p>	
<b>Course Learning Outcome #1</b>	Students will gain an understanding of the history of web and app design.
<b>Course Learning Outcome #2</b>	Students will utilize their understanding of web design and user experience in order to create a website.
<b>Course Learning Outcome #3</b>	Students will apply concepts learned in class to create apps.
<b>Course Learning Outcome #4</b>	Students will demonstrate knowledge of coding languages.

<b>TECH 2100: Digital Storytelling and Preservation</b>	
Credits:	3
Equivalent to:	---
Offered:	Spring Semester
Goal Areas:	6
Prerequisites:	Placement test score or TECH 0900
Delivery Method:	Classroom, Hybrid
<p><b>Course Description:</b>            This course will provide students with a look at how storytelling has evolved and how technology can be used to share stories today. Topics include: oral history past and present, video capture and editing, audio recording and editing, and using the Internet and social media to share and preserve those stories. Service learning in the Tribal Archives is a required component of this course.</p>	
<b>Course Learning Outcome #1</b>	Students will express an understanding of the history of the storytelling tradition.

<b>Course Learning Outcome #2</b>	Students will demonstrate knowledge of digital preservation techniques through hands-on service learning with archival materials.
<b>Course Learning Outcome #3</b>	Students will demonstrate skills related to video and audio production and editing.
<b>Course Learning Outcome #4</b>	Students will demonstrate an understanding of social media and Internet sharing by uploading and promoting their projects.

## Course Offerings

FALL 2019		SPRING 2020	
ANSH 1100	Introduction to Anishinaabe Studies	ANSH 1100	Introduction to Anishinaabe Studies
ANSH 2100	Anishinaabeg in Cinema and Popular Culture	ANSH 2200	Anishinaabe Leadership – Service Learning
ARTS 1100	Anishinaabe Art	ARTS 1200	Black Ash Basket Making
BIOL 1100	Introductory Biology I	BIOL 1100	Introductory Biology I
BIOL 2100	Environmental Science	BIOL 1200	Introductory Biology II
BIOL 2200	Human Anatomy and Physiology	ENGL 0900	Writing and Reading Skills
CHEM 1100	General Chemistry	ENGL 1100	Composition
ECON 2100	Economics of Anishinaabe Nations	ENGL 1200	Myths and Legends
ENGL 0900	Writing and Reading Skills	ENGL 2200	Literature and the Environment
ENGL 1100	Composition	ENGL 2400	Anishinaabe Literature
ENGL 2100	Creative Writing	FYEX 1100	First Year Experience
ENGL 2300	Argument and Exposition	HIST 1200	History of the Red Lake Nation
ENGL 2500	Writing Lab	HUSV 1200	Personal Care Assistants
FYEX 1100	First Year Experience	HUSV 2100	Case Management
GEOG 2100	Cultural Geography	MATH 0900	Algebra Skills
HIST 1100	Anishinaabe and U.S. History, 1830-Present	MATH 1100	Math Reasoning
HUSV 1100	Introduction to Human Services	MATH 1200	Environmental Math
HUSV 1300	Introduction to Helping Skills and Process	MATH 1700	Introductory Statistics
MATH 0900	Algebra Skills	MUSC 1100	Anishinaabe Music and Dance
MATH 1100	Math Reasoning	OJIB 1200	Ojibwemowin II
MATH 1500	College Algebra	OJIB 2200	Ojibwemowin IV
OJIB 1100	Ojibwemowin I	PHED 1100	Contemporary Nutrition and Fitness
OJIB 2100	Ojibwemowin III	PHIL 1800	Environmental Ethics
PHED 1100	Contemporary Nutrition and Fitness	POLS 2200	Treaty Law II
PHIL 1600	Anishinaabe Philosophy	PSCI 1200	Earth Science
PHIL 2100	Ethics	PSYC 1200	Developmental Psychology
POLS 1100	Introduction to American Politics	PSYC 2200	Abnormal Psychology
POLS 2100	Treaty Law I	SOCL 2300	Understanding Hate
PSYC 1100	Introductory Psychology	SOCL 2400	Juvenile Delinquency and Justice
PSYC 2100	Anishinaabe Psychology	SPCH 2100	Speech and Communications
SOCL 1100	Introductory Sociology	TECH 0900	Computer Basics
SOCL 1200	Criminal Justice and Society	TECH 2100	Digital Storytelling and Preservation
SOCL 2100	Social Issues and Change		
SOCL 2200	Race and Gender Relations		
SPCH 2100	Speech and Communications		

TECH 0900	Computer Basics		
TECH 1200	Fundamentals of Web Design and App Development		

FALL 2020		SPRING 2021	
ANSH 1100	Introduction to Anishinaabe Studies	ANSH 1100	Introduction to Anishinaabe Studies
ANSH 2100	Anishinaabeg in Cinema and Popular Culture	ANSH 2200	Anishinaabe Leadership – Service Learning
ARTS 1100	Anishinaabe Art	ARTS 1200	Black Ash Basket Making
BIOL 1100	Introductory Biology I	BIOL 1100	Introductory Biology I
BIOL 2100	Environmental Science	BIOL 1200	Introductory Biology II
BIOL 2200	Human Anatomy and Physiology	ENGL 0900	Writing and Reading Skills
CHEM 1100			
ECON 2100	Economics of Anishinaabe Nations	ENGL 1100	Composition
ENGL 0900	Writing and Reading Skills	ENGL 1200	Myths and Legends
ENGL 1100	Composition	ENGL 2200	Literature and the Environment
ENGL 2100	Creative Writing	ENGL 2400	Anishinaabe Literature
ENGL 2300	Argument and Exposition	FYEX 1100	First Year Experience
FYEX 1100	First Year Experience	HIST 1200	History of the Red Lake Nation
GEOG 2100	Cultural Geography	HUSV 1200	Personal Care Assistants
HIST 1100	Anishinaabe and U.S. History, 1830-Present	HUSV 2100	Case Management
HUSV 1100	Introduction to Human Services	MATH 0900	Algebra Skills
HUSV 1300	Introduction to Helping Skills and Process	MATH 1100	Math Reasoning
MATH 0900	Algebra Skills	MATH 1200	Environmental Math
MATH 1100	Math Reasoning	MATH 1700	Introductory Statistics
MATH 1500	College Algebra	MUSC 1100	Anishinaabe Music and Dance
OJIB 1100	Ojibwemowin I	OJIB 1200	Ojibwemowin II
OJIB 2100	Ojibwemowin III	OJIB 2200	Ojibwemowin IV
PHED 1100	Contemporary Nutrition and Fitness	PHED 1100	Contemporary Nutrition and Fitness
PHIL 1600	Anishinaabe Philosophy	PHIL 1800	Environmental Ethics
PHIL 2100	Ethics	POLS 2200	Treaty Law II
POLS 1100	Introduction to American Politics	PSCI 1200	Earth Science
POLS 2100	Treaty Law I	PSYC 1200	Developmental Psychology
PSYC 1100	Introductory Psychology	PSYC 2200	Abnormal Psychology
PSYC 2100	Anishinaabe Psychology	SOCL 2300	Understanding Hate
SOCL 1100	Introductory Sociology	SOCL 2400	Juvenile Delinquency and Justice
SOCL 1200	Criminal Justice and Society	SOCL 2500	Family Dynamics
SOCL 2100	Social Issues and Change	SPCH 2100	Speech and Communications
SOCL 2200	Race and Gender Relations	TECH 0900	Computer Basics
SPCH 2100	Speech and Communications	TECH 2100	Digital Storytelling and Preservation
TECH 0900	Computer Basics		
TECH 1200	Fundamentals of Web Design and App Development		

FALL 2021		SPRING 2022	
ANSH 1100	Introduction to Anishinaabe Studies	ANSH 1100	Introduction to Anishinaabe Studies
ANSH 2100	Anishinaabeg in Cinema and Popular Culture	ANSH 2200	Anishinaabe Leadership – Service Learning
ARTS 1100	Anishinaabe Art	ARTS 1200	Black Ash Basket Making
BIOL 1100	Introductory Biology I	BIOL 1100	Introductory Biology I

BIOL 2100	Environmental Science	BIOL 1200	Introductory Biology II
BIOL 2200	Human Anatomy and Physiology	ENGL 0900	Writing and Reading Skills
CHEM 1100		ENGL 1100	Composition
ECON 2100	Economics of Anishinaabe Nations	ENGL 1200	Myths and Legends
ENGL 0900	Writing and Reading Skills	ENGL 2200	Literature and the Environment
ENGL 1100	Composition	ENGL 2400	Anishinaabe Literature
ENGL 2100	Creative Writing	FYEX 1100	First Year Experience
ENGL 2300	Argument and Exposition	HIST 1200	History of the Red Lake Nation
FYEX 1100	First Year Experience	HUSV 1200	Personal Care Assistants
GEOG 2100	Cultural Geography	HUSV 2100	Case Management
HIST 1100	Anishinaabe and U.S. History, 1830-Present	MATH 0900	Algebra Skills
HUSV 1100	Introduction to Human Services	MATH 1100	Math Reasoning
HUSV 2200	Crisis Intervention	MATH 1200	Environmental Math
MATH 0900	Algebra Skills	MATH 1700	Introductory Statistics
MATH 1100	Math Reasoning	MUSC 1100	Anishinaabe Music and Dance
MATH 1500	College Algebra	OJIB 1200	Ojibwemowin II
OJIB 1100	Ojibwemowin I	OJIB 2200	Ojibwemowin IV
OJIB 2100	Ojibwemowin III	PHED 1100	Contemporary Nutrition and Fitness
PHED 1100	Contemporary Nutrition and Fitness	PHIL 1800	Environmental Ethics
PHIL 1600	Anishinaabe Philosophy	POLS 2200	Treaty Law II
PHIL 2100	Ethics	PSCI 1200	Earth Science
POLS 1100	Introduction to American Politics	PSYC 1200	Developmental Psychology
POLS 2100	Treaty Law I	PSYC 2200	Abnormal Psychology
PSCI 1100	Physical Science	SOCL 2300	Understanding Hate
PSYC 1100	Introductory Psychology	SOCL 2400	Juvenile Delinquency and Justice
PSYC 2100	Anishinaabe Psychology	SOCL 2500	Family Dynamics
SOCL 1100	Introductory Sociology	SPCH 2100	Speech and Communications
SOCL 1200	Criminal Justice and Society	TECH 0900	Computer Basics
SOCL 1700	Drug Use and Abuse	TECH 2100	Digital Storytelling and Preservation
SOCL 2100	Social Issues and Change		
SOCL 2200	Race and Gender Relations		
SPCH 2100	Speech and Communications		
TECH 0900	Computer Basics		
TECH 1200	Fundamentals of Web Design and App Development		

## Staff and Faculty Directory

Name	Title	Credentials	Contact Information
Bedeau, Linda	Adjunct Instructor	M.B.A., University of St. Mary B.S., Education, University of Minnesota	Contact Information Desk (Ext. 2860)
Bill, Nadine	Director of Assessment and Institutional Effectiveness	B.S., Business Administration, Central Washington University Administrative Fellowship Higher	Ext. 1046 <a href="mailto:Nadine.bill@rlnc.education">Nadine.bill@rlnc.education</a>

		Education, Harvard University	
Bratvold, Lucas	Instructor – Anishinaabe Studies and Ojibwe Language	M.Ed. (in progress) B.A., American Indian Studies, Linguistics Minor	Ext. <a href="mailto:Lucas.bratvold@rlnc.education">Lucas.bratvold@rlnc.education</a>
Erickson, Sheila	Sr. Business Office Specialist	A.A., Liberal Education, Red Lake Nation College	Ext. 1009 <a href="mailto:Sheila.erickson@rlnc.education">Sheila.erickson@rlnc.education</a>
Fairbanks, Devery	Student Success Counselor/Instructor	M.A., American Indian Studies, University of Arizona B.A., American Indian Studies, University of Minnesota	Ext. 1025 <a href="mailto:Devery.fairbanks@rlnc.education">Devery.fairbanks@rlnc.education</a>
Greenberg, Wendy	Grant Writer/Adjunct Instructor	PhD, Soil Science, Texas A & M University M.S. Soil Science, Texas A & M University, B.S., Soils and Agronomy, University of Maryland	Ext. 1030 <a href="mailto:Wendy.greenberg@rlnc.education">Wendy.greenberg@rlnc.education</a>
Grosskopf, Wendy	Instructor – English and Communications	Ph.D., English, University of Rhode Island M.A., English, University of California	Ext. 1027 <a href="mailto:Wendy.grosskopf@rlnc.education">Wendy.grosskopf@rlnc.education</a>
Hokanson, Thomas	Instructor – Social and Behavioral Sciences	Ed.D., Educational Administration, University of South Dakota M.S., Multi-disciplinary studies, University of Minnesota, Mankato B.S., Social Studies B.S., History, University of Minnesota, Mankato	Ext. 1026 <a href="mailto:Thomas.hokanson@rlnc.education">Thomas.hokanson@rlnc.education</a>
Jones, Jeffrey	Instructor – Math and Technology	M.A., Teaching, University of St. Thomas	Ext. 1029 <a href="mailto:Jeffrey.jones@rlnc.education">Jeffrey.jones@rlnc.education</a>

		B.S., Mathematics, University of New Mexico A.A.S., Computer Programming, Hennepin Technical College	
Jorgenson, Racheal	IT Technician	A.A., Liberal Education, Red Lake Nation College	Ext. 1008 <a href="mailto:Racheal.jorgenson@rlnc.education">Racheal.jorgenson@rlnc.education</a>
Jourdain, Faleisha	Library Technician	A.A., Liberal Education, Red Lake Nation College	Ext. 1031 <a href="mailto:Faleisha.jourdain@rlnc.education">Faleisha.jourdain@rlnc.education</a>
Jourdain, Karyn	Student Success Counselor – Recruiting	A.A., Liberal Education, Red Lake Nation College	Ext. 1014 <a href="mailto:Karyn.jourdain@rlnc.education">Karyn.jourdain@rlnc.education</a>
Jourdain, Krystal	Financial Aid Specialist	B.A., Psychology, Bemidji State University	Ext. 1034 <a href="mailto:Krystal.jourdain@rlnc.education">Krystal.jourdain@rlnc.education</a>
King, Dan	President	M.P.A., Harvard Kennedy School M.B.A., University of Phoenix B.A., Business Administration, University of St. Thomas	Ext. 1001 <a href="mailto:Dan.king@rlnc.education">Dan.king@rlnc.education</a>
King, Danielle	Receptionist	A.A., Liberal Education, Leech Lake Tribal College	Ext. 2860 <a href="mailto:Danielle.king@rlnc.education">Danielle.king@rlnc.education</a>
King, Jamie	Business Office Specialist	A.A., Liberal Education, Red Lake Nation College	Ext. 1035 <a href="mailto:Jamie.king@rlnc.education">Jamie.king@rlnc.education</a>
Leeport, Patrick	Adjunct Instructor	M.A., Library and Information Studies, University of Wisconsin-Madison B.A., English, University of Wisconsin-Lacrosse	Contact Information Desk (Ext. 2860)
Morgan, M. Stephanie	Adjunct Instructor	M.B.A., Business Administration, Avila University M.S.W., Social Work, University of North Dakota B.S., Business Administration, Haskell Indian Nations University	Contact Information Desk (Ext. 2860) <a href="mailto:Mstephanie.morgan@rlnc.education">Mstephanie.morgan@rlnc.education</a>

Nendick, Tami	Instructor – Science and Environmental Studies	M.S., Science, Bemidji State University B.S., Life Science, Bemidji State University	Contact Information Desk (Ext. 2860) <a href="mailto:Tami.nendick@rlnc.education">Tami.nendick@rlnc.education</a>
Niswander, Tami	Chief Financial Officer	M.B.A., University of North Dakota B.S., Business Management, University of Phoenix	Ext. 1006 <a href="mailto:Tami.niswander@rlnc.education">Tami.niswander@rlnc.education</a>
Norris-Raynbird, Carla	Adjunct Instructor	Ph.D., Sociology, Texas A&M University, Texas B.A., Sociology, University of Winnipeg, Canada	Contact Receptionist (Ext. 2860) <a href="mailto:Carla.norrisraynbird@rlnc.education">Carla.norrisraynbird@rlnc.education</a>
Omen, Shieleen	Director of Student Success	A.A., Candeska Cikana Community College	Ext. 1002 <a href="mailto:Shieleen.omen@rlnc.education">Shieleen.omen@rlnc.education</a>
Paiz, Nokomis	Director of Counseling and Continuing Education	M.S. Transpersonal Counseling Psychology, Naropa University	Ext. 1005 <a href="mailto:Nokomis.paiz@rlnc.education">Nokomis.paiz@rlnc.education</a>
Paquin, Michelle	Adjunct Instructor	J.D., Law, William Mitchell College of Law B.A., Political Science, University of Minnesota, 1988	Contact Information Desk (Ext. 2860) <a href="mailto:Michelle.paquin@rlnc.education">Michelle.paquin@rlnc.education</a>
Perkins, Lea	Adjunct Instructor Tutor	M.A., Tribal Administration and Governance, University of Minnesota	Contact Information Desk (Ext. 2860) <a href="mailto:Lea.perkins@rlnc.education">Lea.perkins@rlnc.education</a>
Sanchez, Abel	Maintenance		Contact Information Desk (Ext. 2860) <a href="mailto:Abel.sanchez@rlnc.education">Abel.sanchez@rlnc.education</a>
Schram, Mandy	Vice President of Operations and Academic Affairs	Paralegal Certificate, Blackstone School of Law, Emmaus, PA M.S., Criminal Justice, University of Wisconsin-Platteville B.S. Criminal Justice/ Sociology, Bemidji State University	Ext. 1004 <a href="mailto:Mandy.schram@rlnc.education">Mandy.schram@rlnc.education</a>

Seki, Darrell Jr.	Campus Security (weekends)		Ext. 1028
Senogles, Terrence	Maintenance		Contact Information Desk (Ext. 2860) <a href="mailto:Terrence.senogles@rlnc.education">Terrence.senogles@rlnc.education</a>
Spears, Brandon	Recruitment and Admissions Counselor	B.A., Psychology, University of Minnesota – Morris	Ext. 1013 <a href="mailto:Brandon.spears@rlnc.education">Brandon.spears@rlnc.education</a>
Spears, Kevin	Campus Security/ Maintenance Supervisor Title IX Coordinator Clery Act Compliance Officer	Certificate, Indian Police Academy, Artesia, NM	Ext. 1028 <a href="mailto:Kevin.spears@rlnc.education">Kevin.spears@rlnc.education</a>
Tessendorf, Miranda	Student Success Counselor - Admissions	A.A.S., Northwest Technical College, Dental Assisting	Ext. 1011 <a href="mailto:Miranda.tessendorf@rlnc.education">Miranda.tessendorf@rlnc.education</a>