

Red Lake Nation College Catalog



Photo by: Kevin Spears

Academic Years:

2023-2024

2024-2025

2025-2026

Revised February 2023

- Red Lake Nation College (RLNC) is accredited by the Higher Learning Commission. Accreditation was granted February 25, 2021. Red Lake Nation College has been approved for distance education courses and one program, granted February 28, 2022.
- 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 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 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, RLNC 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.

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Letter From the President



BOOZHOO! (Welcome)

Miigwech (Thank you) for considering Red Lake Nation College (RLNC) for your higher education journey.

Our mission is to provide excellent higher education that is grounded in the Ojibwe language and culture of the Red Lake Nation. At the same time, we are a diverse public college that is open to all Native and non-Native students. We teach Ojibwemowin (the Ojibwe language) as our second-language requirement. Ojibwe language and culture are infused into all of our classes in order to instill self-pride and awareness in our Native students, and cultural awareness in non-Native students. If you are not Ojibwe or Native, it simply means your second language is Ojibwe instead of French, Spanish or German.

Since many of our students are “first-generation” in their family to attend college, we focus on providing our students with extra help and support needed for success. Our faculty and staff go above and beyond to become our students’ extended family, offering guidance, academic advising, tutoring, and mentoring. This is our “special sauce” and what sets us apart from other colleges and universities. At RLNC, you get personalized attention and are part of our “college family”, you are not just a student number here.

Here are just some of the many benefits of being a student at RLNC:

- Fully accredited college that allows you to transfer your credits earned here to other schools
- We have the same accreditation as great schools like Notre Dame and the University of Minnesota
- Family-like atmosphere with an assigned *Success Mentor* for every student
- Highly qualified instructors with Master's Degrees and PhDs provide excellent education
- Small classes – 10 students, are the approximate average class size
- One-on-one attention and individualized support from Instructors
- Free academic tutoring for all subjects
- Ojibwemowin as second language courses – 4 levels
- Unique Red Lake Nation culture and history courses only taught at RLNC
- Free, confidential, life and mental health counseling services for all students
- Help with all college and financial aid forms
- New, 21st Century college campus facilities, just opened in 2015
- Free, fast, 1G bps high-speed, wireless Internet on campus and within 100 yards of campus
- Well-equipped library, learning center, computer center, and science lab
- College Café and Free Fitness center with steam rooms – located on campus

- Extra-curricular activities, including President's Club of Excellence, Student Council, AIHEC Club with opportunities for travel to national gatherings

All of this is provided at the lowest cost of any college in the region! We are very proud to offer the best value for excellent higher education in Minnesota. We do not allow student loans at our college, nor do we turn students away due to lack of funding. **Therefore, you can attend RLNC and at the end of two years, you will have \$0 owed in student loans! We challenge you to find that outstanding college value anywhere else.**

Lastly, if you are a high school senior with a GPA of 3.5 and above, we are offering new, merit-based, RLNC Presidential (3.5+) starting in the Fall 2020. RLNC Scholarship applications are available online. Our college application is also available online, or you may contact our Student Success with any questions and they will be happy to help you enroll and apply for RLNC scholarships. Start transforming your life, apply today!

Most Sincerely,

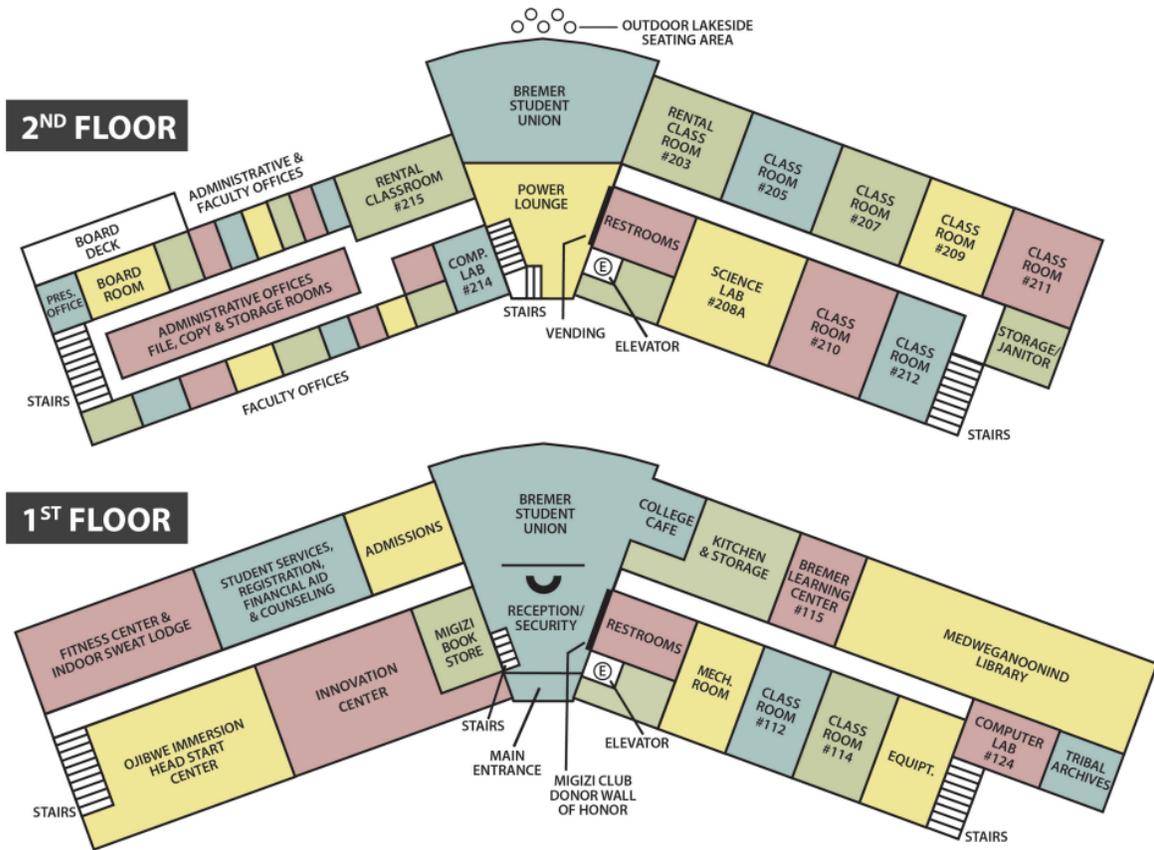


Chief Dan King
President
Red Lake Nation College



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 Red Lake Nation College on 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. Tribal Treasurer Dan King made this motion to start the Red Lake Nation College.

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.

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

In 2004, Red Lake Nation College became an additional location of the Fond du Lac Tribal & Community College (FDLTCC) and began offering liberal arts courses and awarding AA degrees.

2010

The Board of Regents hired Dan King as President. He started an aggressive, five-year plan of building a strong college base of financial and human resources, physical facilities, and technical capabilities. An executive team of qualified staff and faculty was hired.

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 (LLTC) in Fall 2012. As an additional site of LLTC, Red Lake Nation College received continued support and guidance from LLTC as RLNC sought to meet accreditation standards and become an independent college.

2015

The five-year process to plan, design, finance and construct a first-rate campus for the Red Lake Community, which began in 2010, came to fruition. The project was completed and a Grand Opening was held on August 17, 2015, for the new \$11.4M campus. The new RLNC campus included eleven classrooms, library with student learning center, computer labs, study areas, student union, cafe, daycare centers, fitness center, and an optimal learning environment for the RLNC community.

2016

RLNC achieved HLC approval of Candidacy for Accreditation Status and obtained the Federal funding that follows Candidacy status.

2017

RLNC received an *Achieving the Dream* (ATD) grant, which designates RLNC as a “Dreamer School” to help improve student success and data strategies.

2017

The American Indian Higher Education Consortium, (AIHEC), the group of 38 US Tribal Colleges, approved RLNC as a full voting member.

The Bureau of Indian Education (BIE) approved RLNC for annual Federal Tribal College operational funding for the 2017/18 academic year. (Approximately \$765K per year starting in August 2017.)

The Department of Education (DOE) approved RLNC for Title III funding (\$1M per year) and Title IV funding approval, qualifying RLNC to accept Federal Financial Aid (PELL).

Following the DOE’s Title IV approval, RLNC was approved for students to receive MN State Indian Scholarship (MISF) funds.

RLNC agreed to articulation agreement with the University of Minnesota-Crookston (UMC), followed by similar agreements in 2018 with Bemidji State University (BSU), Fond Du Lac Tribal and Community College (FDLTCC), and White Earth Tribal and Community College (WETCC), so that RLNC students can easily transfer to these colleges.

RLNC became an independent college and ended its educational agreement with Leech Lake Tribal College (LLTC) after the natural end of the agreement.

2018

The Higher Learning Commission (HLC) successfully completed its Candidacy Biennial progress site visit.

RLNC separated financially from the Tribe on 1/1/18. However, the Tribe pledged ongoing support of the College.

RLNC received U.S. Congress approval as an official USDA Land Grant College, providing the College with \$350K of annual funding with eligibility for further grant funds.

2019

The American Indian College Fund (AICF) approved RLNC for annually funded student scholarships of \$100K per year.

President Dan King was elected to the Board of the American Indian College Fund (AICF) from among the 38 Tribal College Presidents of the American Indian Higher Education Consortium (AIHEC).

2021

Red Lake Nation College was granted initial accreditation with the Higher Learning Commission on February 25, 2021.

With Red Lake Tribal Council support, Red Lake Nation College purchases three buildings in Downtown Minneapolis, for a new RLNC Minneapolis site to serve Red Lake Tribal Members living there.

2022

Red Lake Nation College was approved for distance education courses and one program on February 28, 2022. Red Lake opened a support center/site in Minneapolis for distance education students from the metro area and greater Minnesota.

RLNC hires an architect and General Contractor to plan and construct/renovate the new RLNC Minneapolis site.

In 2022/2023, we added more higher level Administrative staff and faculty to serve more students and maintain small class size ratios and personalized attention that are our “secret sauce” recipe for success. We also added qualified staff and strengthened our accounting, grant writing, HR and Development departments.

RLNC achieves record enrollment of 200 students in Fall 2022 and achieves record high retention and persistence rates in the 22/23 AY.

2023

Red Lake Nation College leads the effort to obtain Tribal College funding from the State of Minnesota for operational support. 2023 will be the first year this funding is gained with \$1M per year. every year. This was a six-year process to obtain this funding.

About the Red Lake Nation College

The Red Lake Nation College has an average enrollment of 185 students and employs 26 staff persons and 16 faculty members. Approximately 90% of enrolled students are enrolled members of 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 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 are vested in the Red Lake Nation College Board of Regents. All of them are enrolled members of the Red Lake Nation. Current members of the Red Lake Nation College Board of Regents are:

- Charlys May, Chair
- Rachele Donnell, Secretary
- Dell Marie Johnson, Treasurer
- Donovan English, Board Member
- Delwyn Holthusen, Jr., Vice Chair
- Thelma May, Board Member
- Jonathan Mountain, Board Member
- Sharon Norris, Board Member
- Ricardo “RJ” Maiingan, RLNC Student Government President (non-voting member)
- Sarah Barrot, Faculty Senate Chairperson (non-voting member)



Charlys May
Chairperson

Rachele Donnell
Secretary

Dell Johnson
Treasurer

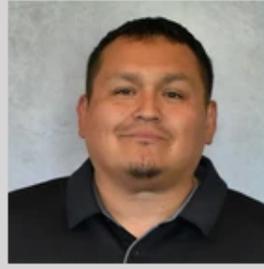
Donovan English
Board Member



Delwyn Holthusen
Vice-Chair



Thelma May
Board Member



Jonathan Mountain
Board Member



Sharon Norris
Board Member



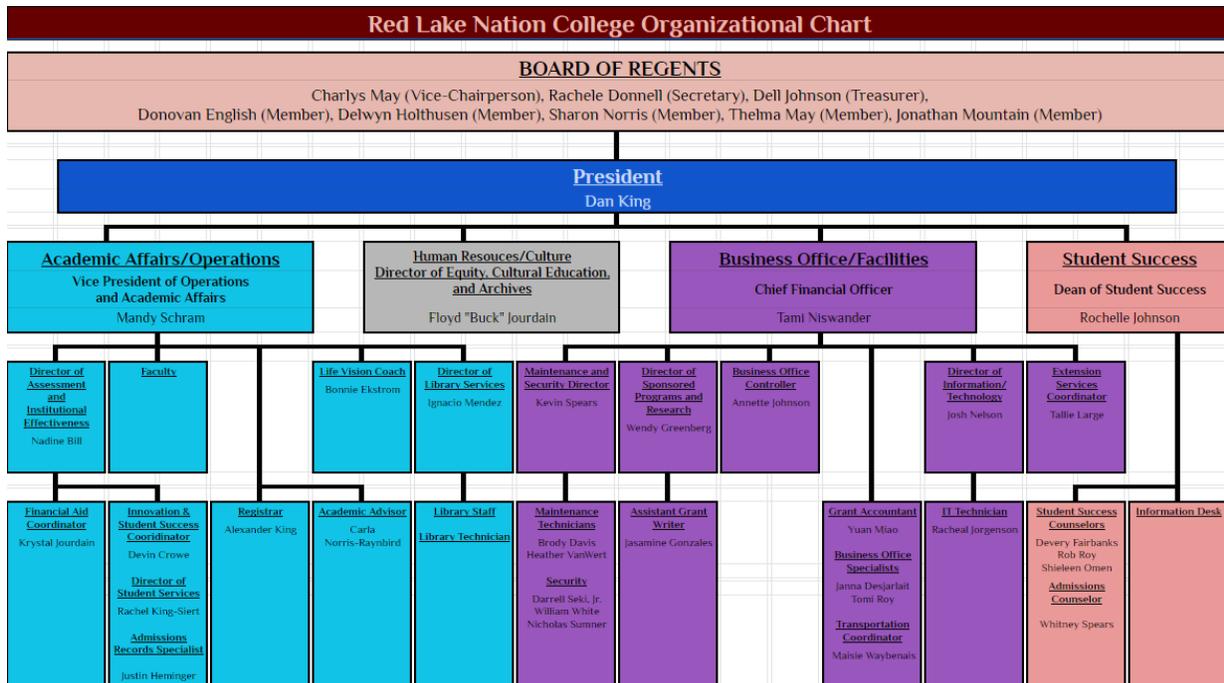
Sarah Barott
Faculty Senate Chair



Riccardo "RJ" Mainingan
Student Government President



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, Diversity, Equity, and Inclusion

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 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.

The Red Lake Ojibwe follow the greater Anishinaabe philosophy of life and living. According to this philosophy and view of the world, humans did not create or weave the web of life, we are merely a strand in it. Whatever we do to the web, we do to ourselves. Kinship among all of creation, not the mastery of our relatives (other humans, animals, plants, etc.), is vital to harmonious living.



RLNC supports our Ojibwe values:

RESPECT, LOVE & COMPASSION for ALL:

- ALL Races & Ethnicities
- ALL Countries of Origin
- ALL Languages
- ALL Gender Identities
- ALL Sexual Orientations
- ALL Abilities
- ALL Religions
- ALL Ages

ALL are welcome and ALL are safe here!

The Seven Grandfather Teachings hold the values from this philosophy: humility, respect, love, wisdom, honesty, truth and courage. Each of these give us specific principles to live by. Our Anishinaabe values and principles for living our lives are timeless and have been the foundation of our resilience through intense challenges in our tribal history. They were handed down through generations and represent a continuation of our history and way of life.

At Red Lake Nation College, we use, follow, encourage and support these Ojibwe culture principles and values. RLNC promotes and expects respectful and inclusive behavior that does not endanger, threaten, or infringe on the rights of others. In doing so, RLNC embraces the diversity of all there is.

RLNC honors our commitment to diversity, by fostering an inclusive environment where every student has the same opportunity to access and be successful in their education. We offer an array of resources such as financial and student support programs, academic assistance, high quality academic content and equitable academic standards.

Statement of Freedom of Expression

Holding to the Ojibwe Principles of truth and honesty, the College encourages the presentation of ideas and the expression of individuality and culture. In support of its mission, the College expects all individuals to present themselves in a respectful manner that does not endanger, threaten, or infringe on the rights of others.

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 their 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

Academic Calendars

ACADEMIC CALENDAR 2023-2024 Fall Semester

| August 2023 | | | | | | |
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| Su | M | T | W | TH | F | Sa |
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| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |

| September 2023 | | | | | | |
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| October 2023 | | | | | | |
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| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
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| November 2023 | | | | | | |
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| December 2023 | | | | | | |
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| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | | | | | | |

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

Fall Semester: August 25-December 18, 2023

August 18-Last Day to Register
 August 21-23-Faculty/Staff In-service
 August 24-Student Orientation
 August 25-First Day of Classes
 September 1-Last Day to Add/Drop
 September 4-Labor Day (Closed)
 September 17-Constitution & Citizenship Day
 October 2-Old Crossing Treaty Day
 October 9-Indigenous Peoples' Day (Closed)
 October 16-20-Midterm Exams
 October 24-Midterm Grades Due
 November 7-Last Day to Officially Withdraw from Classes
 November 10-Veteran's Day (Closed)
 November 13-Registration Opens for **SR00s**
 November 23-24-Thanksgiving Break (Closed)
 December 12-18-Final Exams
 December 20-Final Grades Due
 December 25-26-Holiday Break (Closed)

Spring Semester: January 22-May 13, 2024

January 1-New Year's Day (Closed)
 January 15-Martin Luther King, Jr. Day (Closed)
 January 16-17-Faculty/Staff In-service
 January 18-Student Orientation
 January 22-First Day of Classes
 January 29-Last Day to Add/Drop
 February 19-Chief's Day (Closed)
 March 11-15-Midterm Exams
 March 19-Midterm Grades Due
 March 18-22-Spring Break (Closed for Students)
 April 9-Last Day to Officially Withdraw from Classes
 April 15-Registration Opens for **EAH**
 May 7-13-Final Exams
 May 14-Final Grades Due
 May 15-16-Faculty/Staff In-service
 May 17-Graduation (**Subject to Change**)
 May 27-Memorial Day (Closed)

ACADEMIC CALENDAR 2023-2024 Spring Semester

| January 2024 | | | | | | |
|--------------|----|----|----|----|----|----|
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| February 2024 | | | | | | |
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| March 2024 | | | | | | |
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| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | | | | | | |

| April 2024 | | | | | | |
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| May 2024 | | | | | | |
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**ACADEMIC CALENDAR
2024-2025**

Fall Semester

| August 2024 | | | | | | |
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| September 2024 | | | | | | |
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| October 2024 | | | | | | |
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| November 2024 | | | | | | |
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| December 2024 | | | | | | |
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| 29 | 30 | 31 | | | | |

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

**Fall Semester:
August 21-December 13, 2024
NO MONDAY NIGHT-ONLY
CLASSES**

- August 15-Student Orientation
- August 16-Last Day to Register
- August 19-20-Faculty/Staff In-service
- August 21-First Day of Classes
- August 28-Last Day to Add/Drop
- September 2-Labor Day (Closed)
- September 17-Constitution & Citizenship Day
- October 2-Old Crossing Treaty Day
- October 14-Indigenous Peoples' Day (Closed)
- October 15-21-Midterm Exams
- October 23-Midterm Grades Due
- November 5-Last Day to Officially Withdraw from Classes
- November 11-Veteran's Day (Closed)
- November 12-Registration Opens for Spring
- November 28-29-Thanksgiving Break (Closed)
- December 9-13-Final Exams
- December 19-Final Grades Due
- December 23-25-Holiday Break (Closed)

- Spring Semester:
January 27-May 19, 2025**
- January 1-New Year's Day (Closed)
 - January 20-Martin Luther King, Jr. Day (Closed)
 - January 21-22-Faculty/Staff In-service
 - January 23-Student Orientation
 - January 27-First Day of Classes
 - February 3-Last Day to Add/Drop
 - February 17-Chief's Day (Closed)
 - March 17-21-Midterm Exams
 - March 19-Midterm Grades Due
 - March 24-28-Spring Break (Closed for Students)
 - April 15-Last Day to Officially Withdraw from Classes
 - April 21-Registration Opens for Fall
 - May 13-19-Final Exams
 - May 20-Final Grades Due
 - May 21-22-Faculty/Staff In-service
 - May 23-Graduation (Subject to Change)
 - May 26-Memorial Day (Closed)

**ACADEMIC CALENDAR
2024-2025**

Spring Semester

| January 2025 | | | | | | |
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| February 2025 | | | | | | |
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| March 2025 | | | | | | |
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| April 2025 | | | | | | |
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| May 2025 | | | | | | |
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**ACADEMIC CALENDAR
2025-2026**

Fall Semester

| August 2025 | | | | | | |
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| September 2025 | | | | | | |
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| October 2025 | | | | | | |
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| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
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| November 2025 | | | | | | |
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| December 2025 | | | | | | |
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| 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 25-December 15, 2025**

- August 15-Last Day to Register
- August 18-20-Faculty/Staff In-service
- August 21-Student Orientation
- August 25 – First Day of Classes
- September 1-Labor Day (Closed)
- September 2-Last Day to Add/Drop
- September 17-Constitution & Citizenship Day
- October 2-Old Crossing Treaty Day
- October 13-Indigenous Peoples' Day (Closed)
- October 14-20 – Midterm Exams
- October 22-Midterm Grades Due
- November 5–Last Day to Officially Withdraw from Classes
- November 11–Veteran's Day (Closed)
- November 12-Registration Opens for Spring
- November 27-28-Thanksgiving Break (Closed)
- December 9-15–Final Exams
- December 17-Final Grades Due
- December 24-26-Holiday Break (Closed)

**Spring Semester:
January 26-May 18, 2026**

- January 1-New Year's Day (Closed)
- January 19–Martin Luther King, Jr. Day (Closed)
- January 20-21–Faculty/Staff In-service
- January 22-Student Orientation
- January 26-First Day of Classes
- February 2-Last Day to Add/Drop
- February 16–Chief's Day (Closed)
- March 16-20- Midterm Exams
- March 24-Midterm Grades Due
- March 23-27–Spring Break (Closed for Students)
- April 14–Last Day to Officially Withdraw from Classes
- April 20-Registration Opens for Fall
- May 12-18–Final Exams
- May 19-Final Grades Due
- May 20-21-Faculty/Staff In-service
- May 22-Graduation (Subject to Change)
- May 25-Memorial Day (Closed)

**ACADEMIC CALENDAR
2025-2026**

Spring Semester

| January 2026 | | | | | | |
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| February 2026 | | | | | | |
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| March 2026 | | | | | | |
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| April 2026 | | | | | | |
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| May 2026 | | | | | | |
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Admissions and Registration

Admissions

Red Lake Nation College welcomes all applications for admission. RLNC is a public college that is open to all. 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.edu>). 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 (AA) in Liberal Education and an Associate in Applied Science (AAS) 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.

To apply, regular new students must submit the following:

- *RLNC 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. This documentation is accepted for admissions with other required admissions paperwork.

The Minnesota Department of Education does not certify or validate transcripts or diplomas issued by home-school providers, nor does it keep records of any home-schooled student. A student applying for admission at Red Lake Nation College must still provide their home-schooled transcript. The transcript will be reviewed by RLNC's Progressive Academic Student Success (PASS) committee, and additional documentation may be requested on a case-by-case basis, such as 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 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 it for public health purposes. Unless you are exempt by law, you are legally required to provide this information no later than six (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.

Due to the COVID-19 pandemic, all students who plan to attend face-to-face classes are encouraged to maintain currency with their COVID-19 vaccinations.

Transfer Student Eligibility

An applicant who has attended college prior to admission is defined as a *transfer student*. Transfer students must submit an official transcript from each institution attended for evaluation and transfer of credits to RLNC. Official transcripts must be mailed directly from the institution to RLNC, delivered by the student in its original, sealed envelope, or transferred electronically using Parchment or other recognized digital credentialing service.

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
- Developmental/remedial courses will not transfer

Transfer 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 Registrar's Office, and not all courses may transfer.

High School students who have successfully passed Advanced Placement (AP) 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 Registrar's Office. Students requesting an appeal must provide reasonable material, such as a course description or syllabus from their previous institution, to support their case.

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 (VP) of Operations and Academic Affairs.

Readmitted Student Eligibility

Students who have not attended RLNC for more than two semesters must reapply and check their academic status with the Registrar’s Office. Readmitted students are encouraged to complete an admission application to update contact information, and to visit with an academic advisor.

High School Student Eligibility

Red Lake Nation College offers high school sophomores, juniors, and seniors access to college-level courses through the Postsecondary Enrollment Options (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*. Sophomores may only enroll in career or technical education courses. Students who don’t rank in the top 25% may still be eligible if they receive a recommendation letter from a high school counselor or administrator. The PSEO program covers the cost of tuition, fees, and books. PSEO students cannot take developmental courses (numbered below 1000).

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)
- RLNC Placement Tests to determine the appropriate sequence of classes (if applicable)
- 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 (GPA) 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.

All RLNC PSEO students are assigned a student success counselor and a faculty advisor (the instructor of the course) who act as liaisons between RLNC, 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 college courses within the first twelve (12) 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 on the RLNC website). All withdrawals must be officially made through the Registrar's Office. PSEO students must also contact their high school counselor to inform them of their decision to withdraw. After the withdrawal date has passed, the student is expected to finish the term, or meet with an academic advisor regarding their 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 (1) free course (tuition and fees waived) at RLNC per semester. They are responsible for purchasing their own textbook(s) for the course.

Elders who choose to take more than one course per semester must enroll as a regular or non-degree seeking student and pay the regular tuition and fees for the additional course(s).

Elders must complete the following materials and submit them to the Registrar's Office:

- *RLNC Admissions Application*
- Tribal Enrollment/Verification Form, if applicable (Tribal enrollment card or certification letter acceptable)
- Vaccination/Immunization Record, if applicable

- *RLNC Registration Form*
- If degree-seeking -- High School Diploma/GED or College Transcript(s)

RLNC Employee Eligibility

Full-time RLNC employees who wish to attend college 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 RLNC Employees and RLNC Board Members

Children of full-time RLNC employees and RLNC 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 status may do so. The student will be responsible for payment of tuition, books, other course materials, and fees for each class. Non-degree degree seeking students must still complete an *Admissions Application* and submit all other required paperwork.

RLNC Placement Test/Computer Skills Placement/Other Measures

RLNC uses multiple measures to determine placement in Math. These include an RLNC placement test, high school GPA, ACT test scores, and the successful completion of a preparatory math class. For English, RLNC uses measures such as GPA, ACT, and a writing sample to determine placement. This allows the college to evaluate incoming students' skill levels in English (Reading, Writing Skills, Writing Essays) and Math, and place students in appropriate courses. Additionally, RLNC requires new students to take a technology placement test established by the College to determine if students require additional training in computer skills.

To be placed in a course other than ENGL 0900/950, students should fulfill the following standards:

- 2.0 or higher average GPA in high school English courses within the last seven years.
- 21 or higher on the reading and writing portion of the ACT within the last seven years.
- a writing sample administered at Red Lake Nation College during the college admissions process with a score of 6 or higher.
- completion of writing preparatory class with a 2.0 GPA or a college level writing course.

To be placed in a course other than MATH 0900, students should fulfill the following standards:

For MATH 1100 or MATH 1200,

- A. RLNC administered placement test with a score of 10 or higher
- OR
- B. Cumulative high school GPA greater than 2.9 in the last 7 years
- OR

- C. Higher than 2.6 GPA in their last math class in the last 7 years
- OR
- D. Math ACT Score of at least 19 in the last 7 years

For MATH 1500 or Math 1700

- A. RLNC administered placement test with a score of 13 or higher
- OR
- B. Higher than 2.9 GPA in an Algebra 2 class in the last 7 years
- OR
- C. Math ACT Score of at least 21 in the last 7 years

| RLNC Placement Standards | Scores |
|---|---------------|
| English Placement = ENGL 0900 | 0 - 3 |
| English Placement = Engl 0950/1100 | 4 - 5 |
| English Placement = ENGL 1100 and above | 6-12 |
| Math Placement = MATH 0900 | 0 - 9 |
| Math Placement = MATH 1100 or 1200 | 10 - 12 |
| Math Placement = MATH 1500 or 1700 | 13 - 20 |
| Computer/Technology Placement = Online Learning Orientation | < 21 |

Advising

During the registration process all new, returning and transfer students will meet with the Academic Advisor to discuss their academic performance, course load, progress toward degree completion, career or transfer considerations, and then, to select appropriate courses. The Academic Advisor is 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 the Academic Advisor 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 the Academic Advisor, the Life Vision Coach, 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 the Academic Advisors. New students wishing to take more than 18 credits must get approval from the VP of Operations and Academic Affairs of Red Lake Nation College.

Current & Returning Students are required to visit with their Academic Advisor to register for the upcoming semester. The advisor will complete the necessary paperwork for registration and forward registration forms to the Registrar's Office. 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). The Registrar's Office will assist auditing students in making 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 Academic Advisor 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.

Adding, Dropping, or Changing Courses

Students who need to alter their course schedule due to a time conflict or the desire to take another course, must submit a completed *Add/Drop Form* signed by the Academic Advisor 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, nor be listed on the student's transcripts.

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 remain on the student academic transcript permanently 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 to 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 VP of Operations and Academic Affairs. The appeal should include the student's name, date of appeal, reason for the 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 Registrar's Office. Students are 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.

- Students must complete a *RLNC Withdrawal Form*, available on the RLNC website and submit it to their Academic Advisor on or before the *Last Day to Officially Withdraw*, listed on the Academic Calendar.
- The RLNC Registrar's Office will enter "W" grades in all courses requested.
- Courses from which a student has not OFFICIALLY withdrawn will reflect failing "F" grades.
- Faculty members have the right to withdraw students from a course after the *Last Day to Add/Drop* and before the end of the *Last Day to Officially Withdraw* date if those students have not participated sufficiently in the course, or if they are unable to pass the course, as determined by progress following the midterm grade.

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 courses may not be eligible for financial aid, depending upon the funding source. (See Financial Aid section for details.)

Financial Aid

Financial Aid Office

The RLNC Financial Aid Office 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 open and available to serve students from 8:00 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.

Contact Information

Financial Aid Office
 Red Lake Nation College
 P.O. Box 576
 Red Lake, MN 56671
 Office of Postsecondary Education Identification (OPE) ID#: 04271800

Steps to Apply for Financial Aid at RLNC

1. Complete the Free Application for Federal Student Aid (FAFSA) online at <https://studentaid.ed.gov/sa/fafsa>
2. Check your Student Aid Report (SAR) for your Expected Family Contribution (EFC), which can be found by logging into the FAFSA.
3. The Financial Aid office can assist students with completing the FAFSA, MN Indian Scholarship, and MN State Grant (if eligible), and advise students on applying for tribal scholarships.

Financial Aid Programs

RLNC participates in the following aid programs:

Federal: Pell Grants, Federal Work-Study (FWS), and Federal Supplemental Educational Opportunity Grant (FSEOG)

State: Minnesota Indian Scholarship and Minnesota State Grant

Institutional: RLNC Presidential and Achievement Scholarships and tuition-discount aid programs

Other: Outside scholarships and grants -- The Financial Aid Office completes any necessary institutional paperwork to enable students to receive such aid.

Student Eligibility

While some aspects of student eligibility are determined either by Acts of Congress, the Department of Education, or the State of Minnesota Office of Higher Education; other aspects involve institutional determinations. Please see the chart below, which provides a general outline of available aid.

Note: Each student applicant differs in eligibility requirements.

| Program | Description | Application | Annual Amounts | Eligibility | Deadlines |
|--|---|---|--|---|---|
| Federal Pell Grant | Grant Program (portable) | FAFSA required annually www.fafsa.ed.org | \$6,895 maximum per academic year Lifetime eligibility: a maximum of 12 full-time semesters | 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 the institution | FAFSA required annually | \$100 minimum \$4000 annual maximum No aggregate limit | Undergraduate students with “0” Estimated Family Contribution (EFC) | 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 the 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 https://www.ohe.state.mn.us/ssl/MISApp/mispApp1.cfm | \$4000 | ¼ or more American Indian ancestry. MN Resident. Qualify for either Pell or MN State Grant | July 1 st |
| 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 |
| Presidential and Achievement Scholarships | Presidential Scholarships | See Student Success | \$4,000 \$2,000 | \$2,000 per year for 2 years, must be full-time student for duration of scholarship, minimum 3.5 GPA \$1,000 per year for 2 years, must be full-time student for duration of scholarship, minimum 3.0 GPA | May 31st |
| American Indian College Fund | Grant Programs; Tribal College General Scholarship | Online application at www.collegefund.org 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 TCU scholarships are available to non-native students as well Full Circle and TCU scholarship application is the same application | Online applications for the <i>Full Circle Scholarships</i> are accepted January 1 -May 31. Applications submitted after May 31 will only be considered if additional funds become available. RLNC posts deadlines each term for the in-house scholarships. |

| | | | | | |
|-------------------|-------------------------------------|--|--------|--------|--------|
| Veterans Benefits | Contact your local Veterans Office. | For additional links and information, please visit: http://www.ohe.state.mn.us and 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. Students MUST 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:

- Be accepted as a regular student pursuing a degree or certificate
- Complete the FAFSA (and verification if required)
- Demonstrate financial eligibility
- Be enrolled in a minimum of 6 credits
- Complete a work-study job application
- Submit a resume and cover letter
- Participate in a job interview

Rights and Responsibilities of Financial Aid Recipients

Your Rights as a Financial Aid Recipient

- Know that financial aid is based on calculated financial eligibility.
- Receive your financial aid as long as you are eligible and meet your responsibilities.
- Be informed of the terms of any award that is offered.
- Be exempt from garnishment of Federal Work-Study wages for any debt other than the cost of attendance at RLNC.
- Accept, reject, or seek adjustments to your financial aid award without prejudice.
- Privacy of information regarding your financial aid file.
- Access your financial aid file in consultation with the Financial Aid Office.
- Seek financial aid counseling.

Your Responsibilities as a Financial Aid Recipient

- Complete an application for financial aid annually to demonstrate continued need.
- Provide accurate and factual information on all financial aid forms.
- Notify the Financial Aid Office and Registrar's Office of any changes in information, including:
 - Withdrawal from school
 - Outside awards or private scholarships you receive
 - Changes to information provided on your application
- Read and understand all financial aid forms and keep copies of them.
- Use financial aid only for education-related expenses.
- Submit forms by the deadlines and to keep financial aid appointments.

Award Disbursements

Disbursement is addressed separately for federal, state, and institutional aid, as is student notification, required for federal aid. The aid listed on the award letter for all aid categories 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 Office must verify that the student's enrollment is complete and current, and that the student is within acceptable standards of academic progress, as defined in the *Student Handbook*.

Refunds will be made 21 days after a student's 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 the student.

Disbursement of Books and Supplies

Pell Grant-eligible students, and all other aid recipients, are eligible to purchase their books on account (against their anticipated financial aid) if they meeting the following requirements:

1. They have a valid (non-rejected) Institutional Student Information Record (ISIR) on file
2. Are not in loan default
3. Are not on financial aid suspension
4. Are not ineligible due to a drug offense while receiving Title IV aid.

The Financial Aid Office provides the Bookstore with a list of eligible students and reserves the right to authorize additional students due to extenuating circumstances, if warranted. Books may be purchased on account beginning one week before each semester starts until the seventh business day of the semester.

Students who cannot, or choose not to, purchase books on account must either pay for their books out-of-pocket, or wait for a financial aid refund check to be released to them before purchasing books.

Any charges not covered by financial aid are the responsibility of the student.

Satisfactory Academic Progress (SAP) Policies

In accordance with the U.S. Department of Education (CFR 668.16 (e) & 668.34), 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 also published in the *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 who are 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 ensure 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 degree. In addition, students must adhere to two different standards; qualitative, which is the maximum length of time for which they may receive financial aid, maintaining the minimum grade point average (GPA); and quantitative, 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 here, in the *Student Handbook*, and online at www.rlnc.edu.

Refund Policy

When students withdraw from the College, refunds will be granted as follows:

| Week of Withdrawal | Tuition, Room & Board Credited |
|-----------------------------|--------------------------------|
| First Week | Full refund |
| <i>Last Day to Add/Drop</i> | 100% refund |

| | |
|-----------------------------------|-----------|
| After <i>Last Day to Add/Drop</i> | 0% refund |
|-----------------------------------|-----------|

After the *Last Day to Add/Drop*: No credit

Fees: All fees are non-refundable.

The Return of Title IV Funds (R2T4)

This policy applies to students who withdraw (officially or unofficially) or are dismissed from enrollment at RLNC. The Return of Title IV Funds (R2T4) process is separate and distinct from 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 is 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 R2T4 policy. 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 following order; 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:

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

RLNC has 45 days, from the date on which the institution determines that the student withdrew, to return all unearned funds for which it is responsible, and is required to notify the student, via written notice, if the student owes a repayment.

The school must advise the student (or parent) that they have 14 calendar days, from the date the school sends the notification, to accept any post-withdrawal disbursement (of earned funds.) 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. It is the goal of RLNC for all students to complete their first two years of college with \$0 in student loans and offer among the lowest tuition and fees in our Midwest region.

Tuition and Fees

Cost of Attendance (COA)

Cost-of-attendance budgets are created by the Financial Aid Office, in consultation with the Registrar's Office. While budgets are revisited each year, changes typically coincide with *RLNC Catalog* revisions. RLNC offers an outstanding higher education value, and excellent Return on Investment (ROI) for your investment in your higher education.

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, and local financial aid awarded does not exceed a student's COA. The COA for the College is revised and recorded with state and federal agencies annually, as regulated. Elements of the official RLNC COA include tuition, room and board, books, required fees, transportation, and personal expenses.

Cost of Attendance by Program

AA Liberal Education (62 Credits)

| | Dependent Student | Independent Student |
|------------------------------|-------------------|---------------------|
| Tuition (\$193 per Credit) | \$11,966 | \$11,966 |
| Fees and Books | \$3,054 | \$3,054 |
| Room & Board | \$0 | \$13,770 |
| Personal Expenses | \$11,772 | \$12,402 |
| AA Total Program Cost | \$26,792 | \$41,192 |

*Based of the 2022-2023 Fiancial Aid Budget



Cost of Attendance by Program

AAS Social & Behavior Science (66 Credits)

| | Dependent Student | Independent Student |
|-------------------------------|-------------------|---------------------|
| Tuition (\$193 per Credit) | \$12,738 | \$12,738 |
| Fees and Books | \$3,054 | \$3,054 |
| Room & Board | \$0 | \$13,770 |
| Personal Expenses | \$11,772 | \$12,402 |
| AAS Total Program Cost | \$27,564 | \$41,964 |

*Based of the 2022-2023 Fiancial Aid Budget



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 they are enrolled.

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 Day to Add/Drop*, will receive a 100% refund of tuition and fees. Students who officially withdraw from a course or courses by the *Last Day to Withdraw* will be liable for any unpaid balance.

After the *Last Day to Add/Drop*, 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 contact the Business Office, and those with financial aid holds should contact the Financial Aid Office.

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 Registrar's Office, 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 |
| Learning Management System 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 ANSH 1300 | \$60.00 per course |
| Graduation Fee | \$150.00 last semester of attendance |
| E-Portfolio Fee | \$100.00 last semester of attendance |
| Ojibwe Software Fee | \$25 per semester |

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, the Business Office will draw the student's tuition and fees from the Pell grant first, rather than waiting for the Tribal scholarship or FSEOG disbursement during the ninth week of classes.

Sample Student Budget per Semester

The following is a sample two-year student budget:

| Educational Expenses | Semester 1 (12 credits) | Semester 2 (13 credits) | Semester 3 (14 credits) | Semester 4 (15 credits) |
|---|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| Tuition (\$193.00 per credit) | \$2,316.00 | \$2,509.00 | \$2,702.00 | \$2,895.00 |
| Registration Fee (\$20.00) | \$20.00 | \$20.00 | \$20.00 | \$20.00 |
| Learning Management System 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 | \$60.00 | \$60.00 | \$60.00 | \$60.00 |

| | | | | |
|--|------------|------------|------------|------------|
| course taken) | | | | |
| Room and Board *Based on a dependent student living with family | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| TOTAL | \$2,726.00 | \$2,944.00 | \$3,162.00 | \$3,380.00 |



College Services

Campus Resources

RLNC 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. It provides student fee statements, issues financial aid refund/credit balances, maintains student account records, and determines 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 RLNC and a public library for the citizens and staff of the Red Lake Nation. It strives to meet the goals and mission of the college by providing information and technology resources, promoting lifelong learning, and information literacy through course-guided formal instruction, 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. It has a growing collection of resources, which includes, but is not limited to,

Ojibwe language and cultural resources, a sizable fiction collection, children’s books, some course textbooks, as well as a Digital Library Collection through cloudLibrary and much more.

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

For computer access, the library is connected to a computer lab and learning center with 30 computer terminals with Microsoft Office Suite and internet access. Students can access the State’s Electronic Library for Minnesota (ELM) (elibrarymn.org), which is accessible to any Minnesota-based IP address and the Cloud Library for electronic books and audiobooks (<https://www.yourcloudlibrary.com/>). Other college-specific resources can be found on the [Medweganoonind Library web page](#).

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.

Student ID Cards

All students are issued a RLNC student identification card. The first identification card is free. Duplicates are available for a \$10.00 fee. Students must apply for a duplicate ID card in the Student Success Office and pay the \$10.00 fee at the Business Office before a new card is issued. All ID cards must be validated each semester by presenting a current class schedule to the Student Success Office. RLNC Student IDs are used for checking out books from the Medweganoonind Library and for obtaining various student discounts.

Bookstore

The Migizi Bookstore, located on the first floor of the RLNC campus, stocks textbooks, RLNC clothing, and other items. Eligible students with financial aid awards may purchase books on account. (See Disbursement of Books and Supplies)



Co-Curricular Programming

Co-Curricular Programming

Red Lake Nation College has defined “co-curricular programming” as 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.

01

IDENTITY

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

02

LEADERSHIP

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

03

CULTURE

Outcome: Participants will demonstrate Anishinaabe awareness and knowledge.

04

CIVIC RESPONSIBILITY

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

05

SUCCESS

Outcome: Participants will develop and prepare for additional education and career opportunities.

06

GLOBAL AWARENESS

Outcome: Participants will gain a greater awareness of global and multicultural perspectives.



Information Technology

Acceptable Use of Information Systems at RLNC

Access to computer systems and networks owned or operated by RLNC 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, individuals' right to privacy, and 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(s) 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 email accounts. It is the responsibility of each student to monitor their RLNC email 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

- Do not monopolize systems, overload networks with excessive data, degrade services, or waste computer time, connect time, disc space, printer paper, manuals, or other resources
- Do not conceal or misrepresent your name or affiliation in order to disassociate yourself from responsibility for your actions. 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.
- Do not use the RLNC college system to engage in wasteful or disruptive practices, such as creating or sending chain letters, email blasts, email flaming, or overloading a system.
- Do not use email 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.
- Do not attempt to circumvent or subvert the system, network security measures, nor engage in behavior that is intended to create or propagate viruses, damage files or make unauthorized modifications to RLNC 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.
- Do not 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 RLNC policies and values.

Compliance

In circumstances of alleged or suspected abuse or misuse of RLNC computers and/or IT Resources, an investigation will be initiated. The RLNC Administration 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 RLNC policies and the *Student Code of Conduct*. Disciplinary action may include suspension or expulsion.

Electronic Recording of Lectures and Materials

Students are not permitted to make unauthorized, electronic recordings of lectures or electronic copies of course materials (e.g., PowerPoints, formulas, lecture notes) using personally owned recording devices (e.g., smart phone, iPad, computer, digital recorder) unless prior permission from the instructor or lecturer is obtained, and there are no objections from other students. Permission is limited to the student's own personal use and for educational purposes only. Recorded lectures or copied material must be destroyed at the end of the course or semester. Unauthorized downloading, file sharing, distribution of any part of the recorded lecture or course materials, or using information for purposes other than the student's own learning may be deemed a violation of Red Lake Nation College's policies and the subject to disciplinary action.

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 \$150,000 per work infringed. RLNC will enforce disciplinary action according to established policies.



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 Security and/or Administration.

Crime and Emergency Reporting

All RLNC 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 Campus Security Supervisor, or RLNC President (or other 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* (a.k.a. *the Clery 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, Administrators, 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

RLNC permits victims or witnesses to report crimes to CSAs on a voluntary, anonymous basis (and includes such anonymous reports in reported crime 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 canceled due to extreme weather conditions, unsafe highway conditions, or other circumstances that may threaten the health and safety of college students and faculty. The President, VP of Operations and Academic Affairs, 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 and Minneapolis site will be distributed through Campus Notifications in the Populi Student Information System. Maintain your contact information in Populi in order to receive campus notifications.



Sample campus notification received via text message:

Mar 8, 2023 8:02am

Sent by Mandy Schram

Due to poor road conditions and heavy snowfall, the Red Lake campus will be closed for the rest of the day today (Wednesday, March 8). All students will participate in courses as scheduled via distance learning. Staff will be available remotely. Drive safely!

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. Both websites are also available on the Red Lake Nation College Campus Safety webpage at <https://www.rlnc.edu/campus-safety>. In addition, the RLNC Campus Security Office 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.

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

All members of the community are welcome to attend public events hosted by RLNC and to utilize the Medweganoonind Library and its resources, including public computers, so long as they adhere to Campus and Library policies. To ensure the safety and security of RLNC students and visitors, all registered sex offenders seeking to attend community events or use library services must register with Campus Security. It is the responsibility of the sex offender to know their personal restrictions.

All event attendees and patrons of the library are to remain within the designated area(s) and are not to enter other areas of the campus unrelated to the event, unless approved by Campus Security.

The misconduct procedure from the *Medweganoonind Library Handbook* will be followed in any and all cases of inappropriate behavior from any library user. 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 or Campus Security.

If inappropriate behavior warrants a question about sex offender status or restrictions, a response will be requested. If an individual refuses to answer, they may be asked to leave the RLNC campus and/or the Red Lake Police Department may be called.

Procedures:

1. All registered sex offenders who intend to enroll in courses at RLNC must indicate their status as a registered sex offender on their admissions application.
2. All registered sex offenders who apply for employment positions at RLNC must indicate their status as a registered sex offender on their employment application.
3. Upon enrollment of a registered sex offender, the VP 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 any appropriate restrictions.

4. Upon employment of a registered sex offender, the Human Resources Office (or designee) will meet with the college's Campus Security Supervisor (or designee) prior to their start date to review the employee's schedule, workplace location, and determine any appropriate restrictions.
5. After determining any appropriate restrictions for a particular student or employee, the Campus Security Supervisor (or designee) 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 between the Campus Security Supervisor (or designee) and the registered sex offender student/employee, the Campus Security Supervisor (or designee) 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 any 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 VP of Operations and Academic Affairs will notify the instructor of the class of the student's status as a sex offender. The VP 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 Director of 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, RLNC.
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 credits
- Half-time - 6-8 credits
- Part-time (less than half-time – 1-5 credits)

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, a student must apply through the RLNC Registrar's Office and obtain approval from the VP 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 Failing (F) grades, withdrawals (W), audits (AU) and incompletes (I). An incomplete will be counted once the 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 to 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 (3) hours per 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 (3) 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 RLNC 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 the last day to make-up incompletes in the following | |

| | | |
|----|---|--|
| | semester, denoted on <i>Incomplete Contract</i>) | |
| W | Withdrawal (does not affect GPA) | |
| AU | Audit (does not affect GPA) | |
| R | Repeat (replaces former grade with newer grade in GPA calculations) | |

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: If a student earns one A, two Bs, and one C in their courses:

| Grade Earned | Grade Points | 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 |
| | | | 12 | | 36 |
| | | | Total Credits | | Total Grade Points |

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 calculations for future reference. Only semester credits taken at RLNC will be used in computing the GPA.

Note: Some majors at four-year colleges and universities require a GPA higher than 2.0 for admissions.

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

Mid-term Grades

Instructors will submit midterm grades at the midpoint of the semester (according to the official *RLNC Course Calendar*). Midterm grades indicate the progress of the student midway through the semester and are not computed in the GPA. Students are encouraged to seek assistance from their Academic Advisor or their instructor as needed. A list of students receiving grades below "C" will be presented to the Progressive Academic Student Success (PASS) Committee. If a student's midterm grades are below the recommended Standards of Academic Progress (SAP), RLNC strongly encourages students to meet with their academic 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 they believe that the student has been unable to complete course assignments and/or exams on time because of unavoidable circumstances occurring after the official *Last Day to Withdraw*.

Note: Students on *Academic Warning* are not eligible to receive Incompletes. Incompletes will not be given during any summer session.

To be considered for an *Incomplete*:

- A student must have been in attendance during the semester and must have satisfactorily completed at least **67%** of the semester's course work, as determined by the instructor.
An "I" grade will be given for an *Incomplete* course.
Note: Students with "I" grades on their *Final Grade Report* may have funding issues with their Tribal agency.
- Students must fulfill the course requirements by the *Last Day to Make-Up Incompletes* as indicated on the *RLNC Academic Calendar*, or the last day indicated on their *Incomplete Contract*. If the student fails to do so, the "I" automatically becomes an "F." This may result in *Academic Warning*. The PASS Committee will review the list of incompletes.

Procedure for requesting an Incomplete:

It is the student's responsibility to consult with their instructor(s) and to initiate an *Incomplete Contract*.

- Obtain an *Incomplete Contract Form* from the Student Success Office or the Academic Advisor.
- Meet with your instructor(s) to agree on incomplete course work, and fill out the *Incomplete Contract Form*, including due dates and signatures.
- The Instructor will obtain approval/signature from the VP of Operations and Academic Affairs and submit the signed *Incomplete Contract* to the RLNC Registrar's Office when grades are due.

The *Incomplete Policy* does not apply to Summer Sessions, or to students on *Academic Warning* or *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 Registrar's Office and complete the *Course Substitution or Waiver Form*. The RLNC Registrar's Office will evaluate the request and forward it to the Chair of the appropriate department and the VP of Operations and Academic Affairs, both of whom will make a recommendation. The VP of Operations and Academic Affairs will make the final determination and notify the Registrar's Office 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 each semester and include these requirements in the course syllabus. 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 Financial Aid Office in order to determine any Return to Title IV funding, upon request from the Financial Aid Office.

Excused Absences

When unexpected events cause a student to miss class, the student should contact their instructor or the Registrar's Office (if instructor cannot be reached) as soon as is reasonably possible for make-up work. (This contact may include voice mail messages and/or e-mail messages.) Each instructor determines what make-up work is appropriate.

Examples of excused absences include: significant illness or injury, a death in the immediate family, medical appointments, and severe weather conditions.

Policy: When unexpected events cause students to miss class, individual Faculty 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 may set their own standards for what constitutes an *Excused Absence*. If a student believes they are being treated unfairly regarding the denial of an *Excused Absence*, the student may appeal the matter to the VP of Operations and Academic Affairs.

Unexcused Absences

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

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 VP 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 ("F") 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 and must include them in the course syllabus. 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; 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 oneself 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, including the use of 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 (citations, footnotes, in-text credit, quotation marks, etc.)

Academic 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 the student to the *Academic Appeals* section of this *Catalog*. Copies of this notice will be sent to the appropriate Department Chair and to the VP of Operations and Academic Affairs. Cheating on an exam, plagiarizing, or committing other forms of dishonesty may result in a failing "F" grade for the course or *Academic Suspension*.

Accessibility Support

It is the policy of RLNC to comply with the *Americans with Disabilities Act* of 1990 (ADA), including changes made by the ADA Amendments Act of 2008, 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 the website: www.ada.gov and <https://beta.ada.gov/law-and-regs/ada>.

Student Eligibility for Accessibility Services

Students receiving services through *Accessibility Support* 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 activities 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 (ADD), and specific learning disabilities.

How May a Student Apply for Accommodation?

Any student with a disability, regardless of their accommodation needs or disability issues, should register for RLNC Accessibility Support.

Students who have a diagnosed disability should provide documentation to the Accessibility Coordinator. If documentation needs to be requested, the Accessibility Coordinator will request documentation of a disability and prior accommodations from the student's former secondary school, treating medical doctor, or mental/behavioral health professional. After reviewing the disability documentation, the Accessibility Coordinator will decide whether the student has provided sufficient documentation to qualify for disability accommodations.

After establishing there is sufficient documentation to indicate a positive finding of a disability, the student will be extended accessibility 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, they must contact the Accessibility Coordinator 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 accommodation history during 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 as well as lecture notes, slides, printed quizzes, and written material from class if requested by the student.
- Assistance with the provision of a private testing room and monitoring of the test
- Class recordings (if available)
- Additional time for quizzes and exams
- Additional time to complete assignments (student must prearrange this with the instructor on an as-needed basis)
- Provision of textbooks in alternative format
- Locating where a student may obtain diagnostic testing
- Other services not mentioned

Resources

RLNC Website Page: <https://www.rlnc.edu/disability-services>

U.S. Department of Education, Office for Civil Rights, *Students With Disabilities Preparing for Postsecondary Education: Know Your Rights and Responsibilities*, Washington, D.C., 2011.

<https://www2.ed.gov/about/offices/list/ocr/transition.html>

Exemption from Requirements by Examination (Test-Out)

A student may test-out of a course at RLNC and earn credit through Advanced Placement (AP) examination if they have related work experience in certain disciplines (e.g., business or technology) with the following guidelines:

- Student can show proof of current enrollment
- Both the Department Chair and the VP of Operations and Academic Affairs approve the examination
- The course can be properly evaluated on the basis of such an examination
- Student prepays the \$75 fee for the examination

After the student completes the examination, the instructor indicates whether or not the student has passed the test with a grade of Pass (P) or No Pass (NP), and the number of credits earned and enters it on the student's transcript.

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

Standards of Academic Progress (SAP)

Minimum Grade Point Average (GPA) Requirement

A student will be placed on *Academic Warning* or *Academic Suspension* if they do not attain a cumulative GPA of 2.0.

- *Attempted* and *Completed* credits include credits transferred from other institutions, as well as credits attempted at RLNC (excluding repeated credits and developmental course 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 at least **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, failing, or incomplete grades, classes with no grade, and withdrawals.

Academic Progress

Cumulative values are used in determining if academic progress has been met. Students not meeting the cumulative minimum GPA 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 that a student fails to meet **either** of the requirements of the Standards of Academic Progress (SAP), they will be placed on *Academic Warning*.

- RLNC's Registrar's Office will send the student an *Academic Warning Letter*, which will provide information about Academic Warning and what the student must do to regain good academic standing.
- A copy of the *Academic Warning Letter* will be distributed to the student's Academic Advisor and the Financial Aid Office, and included in 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 Academic 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 twelve (12) semester credit hours. While on *Academic Warning*, the student will be allowed to register for no more than thirteen (13) credit hours, unless approved by the VP of Operations and Academic Affairs. Students on *Academic Warning* must complete the *Satisfactory Academic Progress (SAP) Packet* with their Academic Advisor, which contains a Student Success Plan specifying: the number of times the student must meet with their advisor throughout the semester, referral to the Life Vision Coach, any special workshops they will be required to attend, and attendance requirements in the Learning Center to improve their skills.

Academic Suspension

The second consecutive semester a student fails to meet either one of the requirements of the Standard of Academic Progress (SAP), they will be placed on *Academic Suspension*. Students who officially withdraw from courses for two (2) consecutive semesters and have not successfully completed at least 67% of their courses will be placed on *Academic Suspension*. Students must meet with their Academic Advisor to understand the consequences should they decide to withdraw from more than one course.

RLNC's Registrar's Office will send the student an *Academic Suspension Letter*. A copy of the *Academic Suspension Letter* will be distributed to the student's Academic Advisor and the Financial Aid Office, and included in the student's academic file.

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 reapply 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).
- Students returning to RLNC after suspension will always return on an *Academic Warning* status and be subject to the minimum completion rate and GPA requirements stated above. If at any time the student falls below the minimum requirements, they will be suspended for the minimum time period stated above. The Academic 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 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

| # of Suspensions Following First Term of Probation | Period of Suspension |
|--|-------------------------------|
| 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 to the Registrar's Office for review by the Progressive Academic Student Success (PASS) Committee:

1. an Appeal Letter
2. a Student Success Plan created in consultation with the Academic Advisor as part of the Satisfactory Academic Progress (SAP) process.

Academic Suspension Appeal Letter

An Academic Suspension Appeal Letter 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 upon in advance, and reflected in the subsequent registration. Appeals may be based upon extenuating circumstances that affected past performance, or errors that the student believes have affected their academic performance at RLNC. Extenuating circumstances shall mean any conditions out of the ordinary, which 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 their being placed on academic and financial aid suspension.

All Appeals will be submitted to the RLNC Registrar's Office to be reviewed by the Progressive Academic Student Success (PASS) Committee, who will in turn, approve or deny (in writing) the Appeal. In order to allow sufficient time to review the Appeal, all appeals must be submitted at least one (1) 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 VP of Operations and Academic Affairs. Copies of the academically-suspended student's Appeal Letter, Student Success Plan, and Decision Notification from the PASS Committee, will be distributed to the Financial Aid Office and Student Success Office where it will be included in the student's academic file.

Summer Sessions and Academic Standing

RLNC 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 their program (such as an inaccurate or unfair grade), the student must follow the procedural steps below to appeal the action:

1. The 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, the student may petition (in writing) to the VP of Operations and Academic Affairs, who will consult with the PASS Committee. The VP of Operations and Academic Affairs has the final decision and authority in all academic appeals.
3. A resolution will be concluded within 10 business days.

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 VP of Operations and Academic Affairs. The deadline for submission of a

completed *Change of Grade Form* to the Registrar's Office is four weeks after the end of the semester (or summer session) in which the class was taken. 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 Registrar's Office will not accept a grade change after the deadline without the written approval of the VP of Operations and Academic Affairs.

Grade Forgiveness Policy

The *Grade Forgiveness Policy* is for students who have experienced previous academic difficulty at RLNC and now wish to build an academic record that is not weakened by past failures. **This policy is not intended to enable a student to stay in school if they have chronically poor academic performance, nor to raise false expectations if they are not making progress toward their degree.**

Grade Forgiveness Criteria

- If a student has successfully completed twelve (12) semester credit hours, with a minimum GPA of 2.0 in the most recent semester, they may submit a petition to the PASS Committee for grade forgiveness.
- A student may use this option for failing “F” grades earned at RLNC that are five (5) or more years old.
- A student may request forgiveness for up to twelve (12) semester credits (or eighteen (18) quarter credits) maximum, which must be in the same semester or consecutive semesters.
- This policy is not applicable if a student has already earned a degree at RLNC.

Grade Forgiveness Rules

- If a student’s petition for grade forgiveness is granted, the grades will not be deleted from the student’s transcript. However, the failing (“F”) grades will be replaced with a grade of “NP” which will remove the negative impact to your term and cumulative GPA.
- The “forgiven” credits will still count toward the student’s attempted credit count at the College.
- 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 grade forgiveness, eligibility for financial aid is not guaranteed.
- Students who re-enter the college under grade forgiveness must follow and adhere to the terms of this 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

1. A student must fill out and submit the *Grade Forgiveness Form*, describing the circumstances of their appeal, and attach any supporting documentation to support the appeal.
2. Once the PASS Committee receives the Petition form, it will be reviewed at the next committee meeting.
3. The decision of the PASS Committee will be documented

4. The decision of the PASS Committee must be reviewed and signed by the VP of Operations and Academic Affairs
5. The student will be informed of the decision via letter.



Graduation

Requirements for Graduation

Students must comply with all of the following graduation requirements in order to participate in RLNC's Commencement (Graduation ceremony).

- Have a minimum GPA of 2.0
- Have earned at least the number of credits required for the specific degree/certificate/diploma (as outlined in the Catalog curriculum)
- Complete the *Graduation Application and Summary Form* during registration for the final semester of the attendance at RLNC (available from the Registrar's Office or Academic Advisor)
- Fulfill all financial and academic obligations prior to the date of graduation
- Fulfill the residency requirements of RLNC
- Complete an *ePortfolio* during the final semester before graduation

Electronic Portfolio (ePortfolio) Policy

An ePortfolio is a collection of digital media evidence that demonstrates your knowledge, skills, and growth through higher education over a given period of time from matriculation through graduation. EPortfolios are created by assembling artifacts including text, video clips, pictures, presentations, podcasts, speeches, awards, honors, certificates, etc. within a Wix website. Together, these artifacts and the presentation of it are called an ePortfolio, which, once complete, you will submit to your program of study and present to faculty as evidence of your learning. Eportfolios are a graduation requirement.

Eportfolios offer both an open learning environment and a gathering space for evidence of learning; they provide opportunities for creativity and integrative learning, as well as a tool for assessment at all levels.

Eportfolios utilize the latest technologies to enable students to:

- Transcend boundaries of time, place, and ways of learning.
- Connect their unique and diverse lives to their personal, academic and professional learning goals.
- Connect and aggregate different learning aspects of their lives, work, special interests, and other learning environments with their academic experiences.

Purpose

The college will support ePortfolios to provide our students with a meaningful learning experience that allows students to collaborate, reflect, and interact with mentors and other students using the latest technology as they deepen their learning, creativity and inquiry. The College will also develop best practices for the use of ePortfolios to facilitate these meaningful learning experiences.

Statements

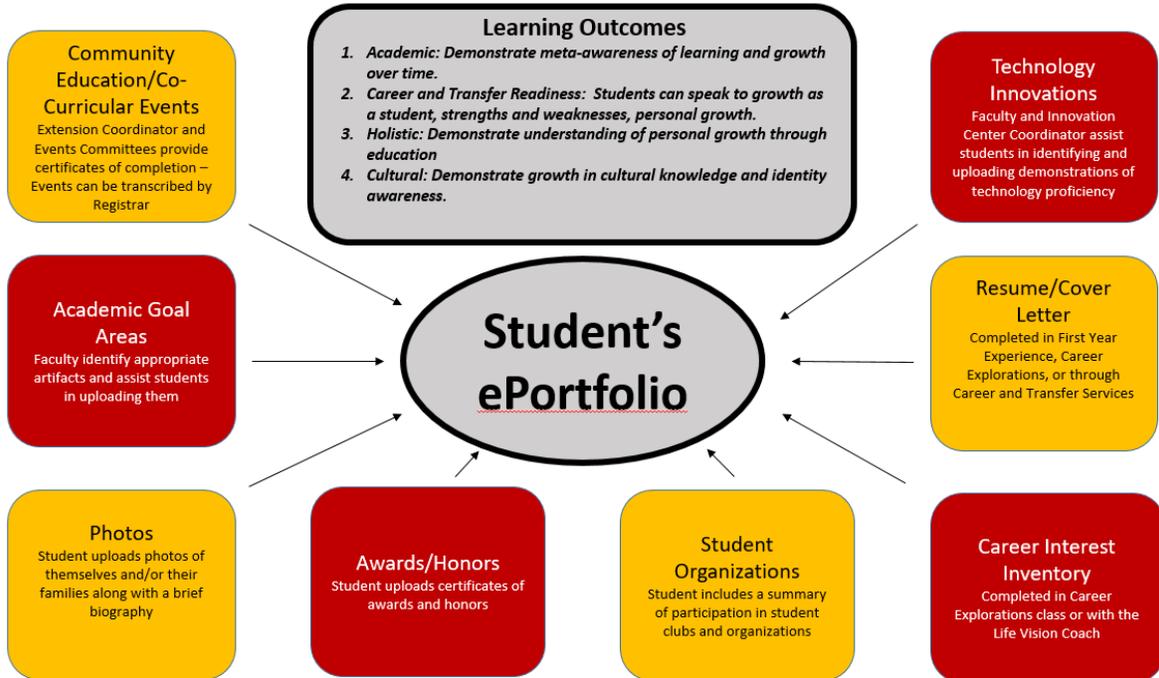
Red Lake Nation College will provide students, faculty and staff with appropriate academic learning technologies to support ePortfolios. The college will commit to training for and support of students, faculty, and staff for the effective use of ePortfolios. Use of these ePortfolios will abide by all other college policies, including those governing appropriate technology use and intellectual property rights.

The ePortfolio provides students with an environment within which to present, document, and connect their learning. Mentors and students are encouraged to use ePortfolios to deepen communication and support learning through multiple modalities.

Outcomes

1. Academic: demonstrate meta-awareness of their own learning and growth over time
2. Career and transfer readiness: Students can speak to growth as a student, strengths and weaknesses, personal growth
3. Holistic: demonstrate understanding of their own personal growth through education
4. Cultural: demonstrate growth in cultural knowledge and identity awareness

Eportfolio artifacts are located and extracted from academic courses, community education events, professional development activities, awards, honors, participation in student organizations, technology projects in the Innovation Center, career and transfer services, life vision coaching, and co-curricular events.



Commencement

Commencement exercises are held after the close of Spring Semester.

Intent to Graduate Form

Students intending to graduate from RLNC must complete a formal *Application for Graduation and Summary*, in consultation with their academic advisor, at the beginning of their final term. A graduation fee of \$150 (which covers the cost of a cap and gown) must be paid at this time. Students will officially graduate and receive their diplomas at the time they complete all degree requirements. A formal graduation ceremony, (i.e. Commencement) is held once each year after the close of Spring Semester.

Second Degree Requirements

Students seeking a second Associate degree must first complete an application from the RLNC Admissions Office and be officially admitted to the second degree program by receiving approval from both the RLNC Registrar's Office and Financial Aid Office. The Registrar's Office will determine the number of credits required for the second degree, while the Financial Aid Office will determine the number of eligible financial aid credits.

Students will be admitted if still eligible for financial aid. If they are not eligible for financial aid,, they must set up a payment plan with the Business Office before being admitted.

Note: In order to earn a second degree, a minimum of twelve (12) credit hours must be earned in one semester.

Academic Courses

Classification of Courses

Classes with course numbers less than 1000 are considered, “developmental courses,” and do not count toward graduation nor a degree and are not transferable to other institutions. Developmental courses do count toward attempted and completed credits, but do not contribute to GPA.

Courses numbered 1000-1999 are considered 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 more advanced courses. Courses numbered 2000-2999 are considered second- year courses. Some second-year courses may have prerequisites (require the successful completion of a1000-level course before enrollment). Prerequisites are noted in the course descriptions.

Online Course Readiness

RLNC courses may sometimes be offered in an online format. Online readiness assessments are used to assess a student’s preparedness for taking online courses. These assessments are done during student intake and used for registration processes.

Online Learning Orientation

Students who score below 21 on the technology placement test in admissions will be required to take the Student Online Learning Orientation course. All students taking online courses are encouraged to take the course. The course is offered asynchronously to provide flexibility, and students will receive a certificate of achievement at the conclusion of the course. The Director of Distance Education will record, review, and assess the orientation process annually to ensure students’ readiness for online courses.

Closing of Courses

Courses with low enrollment may be closed. The VP of Operations and Academic Affairs determines which courses will be closed, prior to the *Last Day to Add/Drop*. The RLNC Registrar's Office will inform students and advisors when a course is closed. When a course is closed, it is the student’s responsibility to complete an *Add/Drop Form* with their Academic Advisor to be eligible for the appropriate Financial Aid award.

Waitlisting

If a course section fills to capacity (reaches its maximum authorized capacity) during registration, a *course waitlist* will be started. Students are placed on the list (“waitlisted”) in the order in which they attempt to register for the course.

Course waitlists are generated and maintained by the RLNC Registrar's Office for one week after the start of the semester. If a space becomes available (e.g., a registered student drops the course) the Registrar’s Office will fill the opening with the student highest on the waitlist.

Note: The Registrar's Office 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 specific course in order to graduate.

Independent Study

Independent study options are very limited at RLNC. Students seeking independent study must obtain approval from the VP 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 first-year requirements of 30 semester hours/credits with at least a “C” (2.0) GPA.
- 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*, available from the Registrar’s Office..

Transcript Requests

Transcript Request Forms are available on the [RLNC website](#) and from the Registrar's Office. RLNC uses the Parchment Digital Credentialing Service to send and receive transcripts. No fee is charged for RLNC college transcripts. Red Lake Nation College does not hold official transcripts when students have a financial obligation or debt to the institution.

Academic transcripts will reflect the following:

- Record of all RLNC courses completed or attempted, grades earned, term and cumulative GPAs
- The name of any other college(s) attended and a record of transfer credits from each
- Notation of Red Lake Nation College degree earned

Academic Records

The Registrar's Office is responsible for maintaining information regarding students’ academic progress at RLNC, including grade reports and permanent academic records. The Registrar's Office also collects and maintains current and accurate student information, such as tribal enrollment status, address, program of study, and names of academic advisor(s). This information is required by the federal government for

determination of funding, so any changes of personal data, such as change of address or change of program, should be reported to the Registrar's Office.

RLNC requires a written authorization (*Release of Information Form*) signed by the student, before releasing information such as student grades, transcripts, and other data, in compliance with the *Family Education Rights & Privacy Act* (FERPA), which governs the privacy of student records.

Directory-type information/data, however, may be given to any inquirer without written authorization from the student. This includes the following:

- Student Name
- Local address and telephone number
- Permanent address and telephone number
- E-mail address
- Place of birth
- Major field of study
- Dates of attendance and 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

Students may request that any or all of this information remain confidential by completing a *FERPA Non-Disclosure Request Form*, available from the Registrar's Office.

Advertising and Marketing Integrity

RLNC Administration reviews all new and updated advertisements to verify that 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 RLNC. 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 (2) years of the submission date of the 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.

RLNC General Education Requirements

Students who pursue a degree at RLNC will be required to take general education courses (a.k.a. “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 RLNC 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 technologies to provide a variety of course delivery modalities (Face to Face, Online, Hyflex), and academically qualified and caring instructors. RLNC also believes that it is vitally important that American Indian students: a) regain their dignity as Indigenous people; b) develop respect for themselves, for people of other cultures/worldviews, and for the environment; and c) are motivated to become lifelong learners.

Course Delivery Modalities

Face to Face Classroom Instruction Model

The Face to Face model is a traditional delivery method where students and the instructor are in person and in the same physical location of the classroom or classroom-like environment.. This model is favored for experiential learning and laboratory work.

Online Instruction Model

The Online model is a learning environment facilitated by the technology of the internet and supported by a course delivery platform such as CANVAS. Online classes can be synchronous or asynchronous.

- **Synchronous online learning** requires students to participate in class together at a specified time each week.

- **Asynchronous online learning** allows students to access instructional materials each week at any time they choose and does not include a live lecture.

HyFlex Classroom Instruction Model

The HyFlex (hybrid flexible) model is an instructional approach that combines face-to-face and online learning to better accommodate student needs and preferences. Students can choose to participate in person, synchronously online, and in some circumstances, asynchronously online on any given day. This is the mode of instruction for most RLNC courses.

This mode of instruction is the best method of delivery to adapt to modern student needs and preferences due to transportation issues, childcare needs and health, safety or pandemic concerns. Since many of our students are employees with children, this best adapts to their lifestyles and needs in order to remain in college. Further, with health and safety issues likely to be with us for several more years, this allows us to easily adapt if any issues arise. It is anticipated that this mode of delivery will help improve student success, completion and attendance given the increased opportunities to attend class based on online learning.

- **Hybrid learning** includes some face-to-face learning and some distance learning. Flexibility can be added to this model to give students the choice of delivery.
- **Hyflex learning** is an instructional approach that combines face-to-face and online learning to better accommodate student needs and preferences. Students can choose to participate in person, synchronously online, and in some circumstances, asynchronously online on any given day.

Philosophy of General Education

General education is the part of the academic program that assists a 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.

4. Students will learn values and principles of an Ojibwe worldview and exercise civic responsibility.
5. Students will gain fundamental knowledge in math, science, and technology

Program Mission Statements and Learning Outcomes

Associate in Arts, Liberal Education

The Associate in Arts, Liberal Education degree program is a two-year course of study designed intentionally as an exploration of, and exposure to, many disciplines in order to develop a wide breadth of understanding of liberal education, and to prepare for transfer to a four-year institution. This Degree Program is infused with culturally relevant material with the intent of exposing students to the Ojibwe language and allowing them the opportunity to understand Anishinaabe values and how these values can provide a foundation for lifelong learning and community involvement. The credits earned at RLNC are designed to transfer for continuing education in a baccalaureate program.

Note: The transferability of credits is dependent on the receiving institution.

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 (MnTC Goal Area 1)
2. Communicate effectively with others in the community verbally or in writing (MnTC 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 (MnTC Goal Areas 2 and 4)
4. Demonstrate an understanding of natural science principles, methods, and scientific inquiry and traditional Indigenous American knowledge perspectives (MnTC Goal Area 3)
5. Increase students' knowledge about mathematical and logical modes of thinking (MnTC Goal Area 4)
6. Investigate the human condition by examining Indigenous and global social institutions (MnTC 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 (MnTC Area 6)
8. Apply multiple perspectives and diverse ways of knowing to analyze, interpret, and problem-solve (MnTC 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 (MnTC Goal Area 8)
10. Engage with a sense of civic responsibility and a commitment to public life (MnTC Goal Area 9)
11. Articulate and defend the actions they would take on various environmental issues (MnTC 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 Associate in Applied Science, Social and Behavioral Sciences 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 program is infused with culturally relevant material with the intent of exposing students to the Ojibwe language and allowing 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

Students will be able to:

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

Expected Competencies by Discipline/MnTC

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, RLNC has articulated ten (10) competencies which closely follow the Minnesota Transfer Curriculum (MnTC).

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: 1) **Communication**, 2) **Critical Thinking**, 3) **Natural Science**, 4) **Mathematics**, 5) **History and the Social/Behavioral Sciences**, 6) **Humanities & Arts**, 7) **Human Diversity**, 8) **Global Perspectives**, 9) **Ethical and Civic Responsibility**, and 10) **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 biophysical 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 challenges



Associate of Arts in Liberal Education (A.A.) Graduation Requirements

| Core Requirements (25 credits required) | | Credits | Semester | Grade | Pre-req |
|---|------------------------------|---------|----------|-------|---------|
| ANSH 1100 | Intro to Anishinaabe Studies | 3 | | | |
| ANSH 1300 | Anishinaabe Fitness and | 2 | | | |

| | | | | | |
|-----------|---------------------------|---|--|--|---------------------------|
| | Nutrition | | | | |
| BIOL 1100 | Introductory Biology I | 4 | | | |
| ENGL 1100 | Composition | 3 | | | ENGL 0900/0950 or P Score |
| FYEX 1100 | First Year Experience | 1 | | | |
| EPOR 1100 | Student Eportfolio | 1 | | | Taken in final semester |
| OJIB 1100 | Ojibwemowin I | 4 | | | |
| OJIB 1200 | Ojibwemowin II | 4 | | | OJIB 1100 |
| SPCH 2100 | Speech and Communications | 3 | | | ENGL 1100 |

| Goal Area 1: Communications (3 credits required) | | Credits | Semester | Grade | Pre-req |
|---|--|----------------|-----------------|--------------|----------------|
| <i>Choose ONE from below:</i> | | | | | |
| ANSH 2500 | Anishinaabe Literature | 3 | | | ENGL 1100 |
| ENGL 1200 | Myths and Legends | 3 | | | |
| 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 2500 | Writing Practicum I | 3 | | | ENGL 1100 |
| ENGL 2510 | Writing Practicum II | 3 | | | ENGL 2500 |
| ENGL 2600 | American Literature: The Industrial Revolution | 3 | | | ENGL 1100 |
| ENGL 2700 | World Literature | 3 | | | ENGL 1100 |

Goal Area 2: Critical Thinking (Satisfied when all requirements are met)

| Goal Area 3: Natural Sciences (3-4 credits required) | | Credits | Semester | Grade | Pre-req |
|---|--|----------------|-----------------|--------------|----------------|
| <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 higher |
| PSCI 1100 | Physical Science | 4 | | | MATH 1100 or higher |
| PSCI 1200 | Earth Science | 4 | | | MATH 1100 or higher |

| Goal Area 4: Mathematical/Logical Reasoning (3-4 credits required) | | Credits | Semester | Grade | Pre-req |
|---|---------------------------|----------------|-----------------|--------------|----------------------------|
| <i>Choose ONE from below:</i> | | | | | |
| MATH 1100 | Mathematical Reasoning | 3 | | | MATH 0900 or P Score |
| MATH 1200 | Environmental Mathematics | 4 | | | MATH 0900 or P Score |
| MATH 1500 | College Algebra | 4 | | | MATH 0900 or P Score |
| MATH 1700 | Introductory Statistics | 3 | | | MATH 0900 or P Score |
| MATH 2400 | Calculus | 4 | | | MATH 1500 with C or better |

| Goal Area 5: History and Social and Behavioral Sciences (6 credits required from two different disciplines) | | Credits | Semester | Grade | Pre-req |
|--|----------------------------------|----------------|-----------------|--------------|----------------|
| <i>Choose TWO from below:</i> | | | | | |
| ANSH 1200 | History of the Red Lake Nation | 3 | | | |
| ANSH 2300 | Economics of Anishinaabe Nations | 3 | | | |
| ANSH 2400 | Anishinaabe Psychology | 3 | | | ANSH 1100 |
| CRJS 1200 | Criminal Justice and Society | 3 | | | |
| CRJS 2400 | Juvenile Delinquency and Justice | 3 | | | |
| HIST 1100 | Anishinaabe and U.S. History | 3 | | | |

| | | | | | |
|-----------|-------------------------------------|---|--|--|-------------------|
| HIST 1400 | The American Past: Since 1877 | 3 | | | |
| POLS 1100 | Introduction to American Government | 3 | | | |
| POLS 2100 | Treaty Law I | 3 | | | |
| POLS 2200 | Treaty Law II | 3 | | | POLS 2100 |
| PSYC 1100 | Introductory Psychology | 3 | | | |
| PSYC 1200 | Developmental Psychology | 3 | | | |
| 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 1100 |
| SOCL 2300 | Understanding Hate | 3 | | | |
| SOCL 2500 | Family Dynamics | 3 | | | |

| Goal Area 6: Humanities and Fine Arts (6 credits required) | | Credits | Semester | Grade | Pre-req |
|---|--|----------------|-----------------|--------------|----------------|
| <i>Choose TWO from below:</i> | | | | | |
| ANSH 1400 | Anishinaabe Philosophy | 3 | | | ANSH 1100 |
| ANSH 1500 | Anishinaabe Art | 3 | | | |
| ANSH 1510 | Black Ash Basket Making | 3 | | | |
| ANSH 1600 | Anishinaabe Music and Dance | 3 | | | |
| ANSH 2100 | Anishinaabeg in Cinema and Pop Culture | 3 | | | |
| ANSH 2200 | Anishinaabe Leadership | 3 | | | ANSH 1100 |
| ANSH 2500 | Anishinaabe Literature | 3 | | | ENGL 1100 |
| ENGL 1200 | Myths and Legends | 3 | | | |
| ENGL 2100 | Creative Writing | 3 | | | ENGL 1100 |
| ENGL 2600 | American Literature: The | 3 | | | ENGL 1100 |

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|-----------|---------------------------------------|---|--|--|-----------|
| | Industrial Revolution | | | | |
| OJIB 2100 | Ojibwemowin III | 4 | | | OJB 1200 |
| OJIB 2200 | Ojibwemowin IV | 4 | | | OJIB 2100 |
| PHIL 2100 | Ethics | 3 | | | |
| TECH 2100 | Digital Storytelling and Preservation | 3 | | | P Score |

| Goal Area 7: Human Diversity (3 credits required) | | Credits | Semester | Grade | Pre-req |
|--|-------------------------------|----------------|-----------------|--------------|----------------|
| <i>Choose ONE from below:</i> | | | | | |
| CRJS 1200 | Criminal Justice and Society | 3 | | | |
| HIST 1100 | Anishinaabe and U.S. History | 3 | | | |
| HIST 1400 | The American Past: Since 1877 | 3 | | | |
| SOCL 1100 | Introductory Sociology | 3 | | | |
| SOCL 2200 | Race and Gender Relations | 3 | | | SOCL 1100 |
| SOCL 2500 | Family Dynamics | 3 | | | |

| Goal Area 8: Global Perspective (3 credits required) | | Credits | Semester | Grade | Pre-req |
|---|--------------------|----------------|-----------------|--------------|----------------|
| <i>Choose ONE from below:</i> | | | | | |
| ENGL 2700 | World Literature | 3 | | | ENGL 1100 |
| GEOG 2100 | Cultural Geography | 3 | | | |
| OJIB 2100 | Ojibwemowin III | 4 | | | OJIB 1200 |
| OJIB 2200 | Ojibwemowin IV | 4 | | | OJIB 2100 |

| Goal Area 9: Ethical and Civic Responsibility (3 credits required) | | Credits | Semester | Grade | Pre-req |
|---|--|----------------|-----------------|--------------|----------------|
| <i>Choose ONE from below:</i> | | | | | |

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|-----------|-------------------------------------|---|--|--|-----------|
| ANSH 2200 | Anishinaabe Leadership | 3 | | | ANSH 1100 |
| BIOL 1800 | Environmental Ethics | 3 | | | |
| PHIL 2100 | Ethics | 3 | | | |
| POLS 1100 | Introduction to American Government | 3 | | | |
| POLS 2100 | Treaty Law I | 3 | | | |
| POLS 2200 | Treaty Law II | 3 | | | POLS 2100 |
| SOCL 2100 | Social Issues and Change | 3 | | | SOCL 1100 |
| SOCL 2300 | Understanding Hate | 3 | | | |

| Goal Area 10: People and the Environment (3 credits required) | | Credits | Semester | Grade | Pre-req |
|--|--------------------------------|----------------|-----------------|--------------|----------------------|
| <i>Choose ONE from below:</i> | | | | | |
| BIOL 1800 | Environmental Ethics | 3 | | | |
| 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 P Score |

| General Electives (4-6 credits) | | Credits | Semester | Grade | Pre-req |
|--|--|-------------------|-----------------|--------------|----------------|
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| Need 62-64 credits | | Credits Completed | | | |

*P Score = Placement Test Scores

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

Associate of Applied Science in Social and Behavioral Sciences (A.A.S.) Graduation Requirements

| Core Requirements (18 credits required) | | Credits | Semester | Grade | Pre-req |
|--|-----------------------------------|----------------|-----------------|--------------|-------------------------|
| ANSH 1100 | Intro to Anishinaabe Studies | 3 | | | |
| ANSH 1300 | Anishinaabe Fitness and Nutrition | 2 | | | |
| FYEX 1100 | First Year Experience | 1 | | | |
| EPOR 1100 | Student Eportfolio | 1 | | | Taken in final semester |
| OJIB 1100 | Ojibwemowin I | 4 | | | |
| OJIB 1200 | Ojibwemowin II | 4 | | | OJIB 1100 |
| HUSV 1100 | Introduction to Human Services | 3 | | | |

| Goal Area 1: Communications (9 credits required) | | Credits | Semester | Grade | Pre-req |
|---|---------------------------|----------------|-----------------|--------------|---------------------------|
| ENGL 1100 | Composition | 3 | | | ENGL 0900/0950 or P Score |
| ENGL 2300 | Argument and Exposition | 3 | | | ENGL 1100 |
| SPCH 2100 | Speech and Communications | 3 | | | ENGL 1100 |

Goal Area 2: Critical Thinking (Satisfied when all requirements are met)

| Goal Area 3: Natural Sciences (8 credits required) | | Credits | Semester | Grade | Pre-req |
|---|------------------------------|----------------|-----------------|--------------|----------------|
| BIOL 1100 | Introductory Biology I | 4 | | | |
| BIOL 2200 | Human Anatomy and Physiology | 4 | | | BIOL 1100 |

| Goal Area 4: Mathematical/Logical Reasoning (3-4 credits required) | | Credits | Semester | Grade | Pre-req |
|---|---------------------------|----------------|-----------------|--------------|----------------------------|
| <i>Choose ONE from below:</i> | | | | | |
| MATH 1100 | Mathematical Reasoning | 3 | | | MATH 0900 or P Score |
| MATH 1200 | Environmental Mathematics | 4 | | | MATH 0900 or P Score |
| MATH 1500 | College Algebra | 4 | | | MATH 0900 or P Score |
| MATH 1700 | Introductory Statistics | 3 | | | MATH 0900 or P Score |
| MATH 2400 | Calculus | 4 | | | MATH 1500 with C or better |

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| Goal Area 5: History and Social and Behavioral Sciences (Satisfied when specialization requirements met) |
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| Goal Area 6: Humanities and Fine Arts (9 credits required) | | Credits | Semester | Grade | Pre-req |
|---|--|----------------|-----------------|--------------|----------------|
| <i>Choose THREE from below:</i> | | | | | |
| ANSH 1400 | Anishinaabe Philosophy | 3 | | | ANSH 1100 |
| ANSH 1500 | Anishinaabe Art | 3 | | | |
| ANSH 1510 | Black Ash Basket Making | 3 | | | |
| ANSH 1600 | Anishinaabe Music | 3 | | | |
| ANSH 2100 | Anishinaabeg in Cinema and Pop Culture | 3 | | | |
| ANSH 2200 | Anishinaabe Leadership | 3 | | | ANSH 1100 |
| ANSH 2500 | Anishinaabe Literature | 3 | | | ENGL 1100 |
| ENGL 1200 | Myths and Legends | 3 | | | |
| ENGL 2100 | Creative Writing | 3 | | | ENGL 1100 |
| ENGL 2600 | American Literature: The Industrial Revolution | 3 | | | ENGL 1100 |
| TECH 2100 | Digital Storytelling and Preservation | 3 | | | |

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| Goal Area 7: Human Diversity (Satisfied when specialization requirements met) |
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| Goal Area 8: Global Perspective (Satisfied when specialization requirements met) |
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| Goal Area 9: Ethical and Civic Responsibility (3 credits required) | | Credits | Semester | Grade | Pre-req |
|---|--------|----------------|-----------------|--------------|----------------|
| PHIL 2100 | Ethics | 3 | | | |

| Goal Area 10: People and the Environment (3 credits required) | | Credits | Semester | Grade | Pre-req |
|--|--------------------------------|----------------|-----------------|--------------|----------------------|
| <i>Choose ONE from below:</i> | | | | | |
| BIOL 1800 | Environmental Ethics | 3 | | | |
| 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 P Score |

| Specialization Courses (12 credits) | | Credits | Semester | Grade | Pre-req |
|--|----------------------------------|----------------|-----------------|--------------|----------------|
| <i>Choose ONE course from below:</i> | | | | | |
| PSYC 1100 | Introductory Psychology | 3 | | | |
| PSYC 1200 | Developmental Psychology | 3 | | | |
| <i>Choose THREE courses from below:</i> | | | | | |
| CRJS 1200 | Criminal Justice and Society | 3 | | | |
| CRJS 2400 | Juvenile Delinquency and Justice | 3 | | | |
| HUSV 1700 | Drug Use and Abuse | 3 | | | |
| HUSV 2300 | Community Services Practicum | 3 | | | HUSV 1100 |
| PSYC 2200 | Abnormal Psychology | 3 | | | PSYC 1100 |

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|--------------------|---------------------------|-------------------|--|--|-----------|
| SOCL 1100 | Introductory Sociology | 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 2500 | Family Dynamics | 3 | | | |
| Need 65-67 credits | | Credits Completed | | | |

*P Score = Placement Test Scores

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

Departments

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

| | | |
|--|--|--|
| Communications ENGL-English SPCH-Speech | Science and Environmental Studies BIOL-Biology CHEM-Chemistry PSCI-Physical Science | Mathematics MATH-Mathematics |
| Technology TECH-Technology | Anishinaabe Studies, Humanities, and Fine Arts ANSH-Anishinaabe Studies ARTS-Art MUSC-Music OJIB-Ojibwemowin PHIL-Philosophy | Social and Behavioral Sciences CRJS - Criminal Justice ECON-Economics GEOG-Geography HIST-History HUSV-Human Services POLS-Political Science PSYC-Psychology SOCL-Sociology |
| |  | Student Success CEXP-Career Explorations EPOR-Student Eportfolio FYEX-First Year Experience |

Definitions

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

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

| ANSH 1100: Introduction to Anishinaabe Studies | |
|--|--|
| Credits: | 3 |
| Offered: | Every Semester |
| Goal Areas: | 5 (Core Requirement) |
| Prerequisites: | None |
| Delivery Method: | Classroom, Hyflex |
| <p>Course Description: 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> | |
| Course Learning Outcome #1 | Students will develop an Anishinaabe personal philosophy paying special attention to Anishinaabe values. |
| Course Learning Outcome #2 | Students will demonstrate awareness of the Anishinaabe (Indigenous American) studies perspective as peoples and nations rather than ethnic minorities through the writing process. |
| Course Learning Outcome #3 | Students will identify federal and state policies regarding Indigenous Americans. |
| Course Learning Outcome #4 | Students will develop and communicate alternative explanations or solutions for contemporary social issues, including land and environmental issues. |

| ANSH 1200: History of the Red Lake Nation | |
|---|---|
| Credits: | 3 |
| Offered: | Spring Semester |
| Goal Areas: | 5 |
| Prerequisites: | None |
| Delivery Method: | Classroom, Hyflex, Online |
| 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. | |
| Course Learning Outcome #1 | Students will demonstrate knowledge of significant events in the cultural, political, economic, and social history of the Red Lake Reservation. |
| Course Learning Outcome #2 | Students will develop an understanding of Red Lake Anishinaabe Treaties and rights. |
| Course Learning Outcome #3 | Students will analyze the impact of intertribal interactions as well as colonization. |
| Course Learning Outcome #4 | Students will identify and evaluate significant differences between Red Lake Ojibwe- Anishinaabe and other Anishinaabe groups. |

| ANSH 1300: Anishinaabe Nutrition and Fitness | |
|---|-----------------------|
| Credits: | 2 |
| Offered: | Every Semester |
| Goal Areas: | 11 (Core requirement) |
| Prerequisites: | None |
| Delivery Method: | Classroom, Hyflex |

| | |
|---|---|
| Course Description: Students will focus on improving overall health and well-being through traditional Anishinaabe nutrition and games as well as modern fitness and exercise. Programming modules will be utilized by students to gauge progress toward these improvements. Special considerations will be made for students with medical limitations. | |
| Course Learning Outcome #1 | Students will track their nutrition and physical activity. |
| Course Learning Outcome #2 | Students will prepare healthy foods and snacks. |
| Course Learning Outcome #3 | Students will distinguish between various types of exercises. |
| Course Learning Outcome #4 | Students will summarize and explain their progress in activity and nutrition. |

| ANSH 1400: Anishinaabe Philosophy | |
|--|--|
| Credits: | 3 |
| Offered: | Fall Semester |
| Goal Areas: | 6 |
| Prerequisites: | ANSH 1100 |
| Delivery Method: | Classroom, Hyflex |
| Course Description: 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. | |
| Course Learning Outcome #1 | Students will think critically about the perspective of Indigenous American philosophy and how it impacts the lives of the Indigenous American people. |
| Course Learning Outcome #2 | Students will illustrate knowledge of the history of Indigenous American philosophy and how it compares to other philosophies in a global context. |
| Course Learning Outcome #3 | Students will be able to describe the development of Indigenous American philosophy with an understanding of its importance to society. |
| Course Learning Outcome #4 | Students will analyze and evaluate potential solutions to contemporary problems using Indigenous American philosophy. |

| ANSH 1500: Anishinaabe Art | |
|--|--|
| Credits: | 3 |
| Offered: | Fall Semester |
| Goal Areas: | 6 |
| Prerequisites: | None |
| Delivery Method: | Classroom, Hybrid, Hyflex |
| Course Description: 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. | |
| Course Learning Outcome #1 | Students will demonstrate awareness of a variety of art forms and styles. |
| Course Learning Outcome #2 | Students will engage in the creative process and hands-on skills. |
| Course Learning Outcome #3 | Students will understand the historical and social context in which artworks are made. |
| Course Learning Outcome #4 | Students will articulate informed personal interpretation of art works. |

| ANSH 1510: Black Ash Basket Making | |
|---|---|
| Credits: | 3 |
| Offered: | Spring Semester |
| Goal Areas: | 6 |
| Prerequisites: | None |
| Delivery Method: | Classroom |
| Course Description: 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. | |
| Course Learning Outcome #1 | Students will gain knowledge in black ash basket making. |
| Course Learning Outcome #2 | Students will explain the process of black ash basket making. |

| | |
|-----------------------------------|--|
| Course Learning Outcome #3 | Students will identify and explain traditional Anishinaabe concepts and techniques in black ash basket making. |
| Course Learning Outcome #4 | Students will create a black ash basket from start to finish. |

ANSH 1600: Anishinaabe Music and Dance

| | |
|------------------|-------------------|
| Credits: | 3 |
| Offered: | Spring Semester |
| Goal Areas: | 6 |
| Prerequisites: | None |
| Delivery Method: | Classroom, Hybrid |

Course Description:

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.

| | |
|-----------------------------------|--|
| Course Learning Outcome #1 | Students will outline important dates and/or stories in history pertaining to different music and dance of Indigenous American peoples. |
| Course Learning Outcome #2 | Students will identify traditional types of drums or other traditional instruments used by Indigenous American peoples and understand their meaning. |
| Course Learning Outcome #3 | Students will identify types of men's and women's dance styles and grasp the meaning of regalia and dance steps. |
| Course Learning Outcome #4 | Students will participate in research of the music and dance of an Indigenous American people, record, and report information gathered. |

ANSH 2100: Anishinaabeg in Cinema and Popular Culture

| | |
|------------------|-------------------|
| Credits: | 3 |
| Offered: | Fall Semester |
| Goal Areas: | 6 |
| Prerequisites: | None |
| Delivery Method: | Classroom, Hyflex |

| | |
|---|---|
| Course Description: 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. | |
| Course Learning Outcome #1 | Students will identify stereotypes and trends of Indigenous people in movies and media. |
| Course Learning Outcome #2 | Students will identify the depiction and trends of Indigenous people in films throughout the history of cinema. |
| Course Learning Outcome #3 | Students will identify Indigenous people and the various roles they play in cinema (actors, producers, etc.). |
| Course Learning Outcome #4 | Students will create a short plot synopsis video for one movie featuring Indigenous actors/actresses, producers and/or directors. |

| ANSH 2200: Anishinaabe Leadership – Service Learning | |
|--|---|
| Credits: | 3 |
| Offered: | Spring Semester |
| Goal Areas: | 6 or 9 |
| Prerequisites: | None |
| Delivery Method: | Classroom, Service Learning, Hyflex |
| Course Description: 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. | |
| Course Learning Outcome #1 | Students will critically analyze leadership processes. |
| Course Learning Outcome #2 | Students will understand the history of leadership in Anishinaabe communities past and present. |
| Course Learning Outcome #3 | Students will describe the chronological development of leadership. |
| Course Learning Outcome #4 | Students will summarize the patterns of change and continuity in the experiences of Americans from various regions, ethnicities, social classes, and genders in leadership. |

| ANSH 2300: Economics of Anishinaabe Nations | |
|---|--|
| Credits: | 3 |
| Offered: | Fall Semester |
| Goal Areas: | 5 |
| Prerequisites: | None |
| Delivery Method: | Classroom, Hyflex |
| <p>Course Description: 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> | |
| Course Learning Outcome #1 | Students will describe, interpret, and analyze quantitative economics through graphs and statistical analysis. |
| Course Learning Outcome #2 | 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. |
| Course Learning Outcome #3 | Students will explain and present the results of their research using appropriate economic theories, concepts, terminology, and methods. |
| Course Learning Outcome #4 | Students will define and identify economic theory, of current or historical events, to analyze social problems and evaluate alternative public policy choices. |

| ANSH 2400: Anishinaabe Psychology | |
|--|-------------------|
| Credits: | 3 |
| Offered: | Fall Semester |
| Goal Areas: | 5 |
| Prerequisites: | ANSH 1100 |
| Delivery Method: | Classroom, Hyflex |

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

| ANSH 2500: Anishinaabe Literature | |
|---|--|
| Credits: | 3 |
| Offered: | Spring Semester |
| Goal Areas: | 1 or 6 |
| Prerequisites: | ENGL 1100 |
| Delivery Method: | Classroom, Hyflex |
| Course Description: 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. | |
| Course Learning Outcome #1 | Students will articulate theories of Indigenous American literary technique through discussion and written assignments. |
| Course Learning Outcome #2 | Students will practice critical thinking skills in responding to Indigenous American writing through written responses on readings and videos. |
| Course Learning Outcome #3 | Students will express the cultural elements which influence relations of Indigenous American societies. |
| Course Learning Outcome #4 | Students will demonstrate cultural knowledge and identify specific similarities and differences among Indigenous American peoples. |

| BIOL 1100: Introductory Biology I | |
|--|--|
| Credits: | 4 |
| Offered: | Every Semester |
| Goal Areas: | 3 (Core Requirement) |
| Prerequisites: | None |
| Delivery Method: | Classroom, Hybrid, Online |
| Course Description: 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. | |
| Course Learning Outcome #1 | Students will identify and summarize biochemistry essential to life. |
| Course Learning Outcome #2 | Students will compare and contrast prokaryotic and eukaryotic cell structure and function. |
| Course Learning Outcome #3 | Students will demonstrate both the process of anaerobic and aerobic respiration. |
| Course Learning Outcome #4 | Students will acquire an understanding of genetics, DNA, gene expression, and biotechnology. |

| BIOL 1200: Introductory Biology II | |
|---|--|
| Credits: | 4 |
| Offered: | Spring Semester |
| Goal Areas: | 3 |
| Prerequisites: | BIOL 1100 |
| Delivery Method: | Classroom, Hybrid, Online |
| Course Description: An introduction to the similarities and differences in the basic mechanisms of major taxonomic 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. | |
| Course Learning Outcome #1 | Students will describe natural selection and its relevance to life in the past, present, and future. |
| Course Learning Outcome #2 | Students will distinguish between the major taxonomic groups of organisms. |

| | |
|-----------------------------------|---|
| Course Learning Outcome #3 | Students will develop a basic understanding of the development, evolution, and behavior of major groups of organisms. |
| Course Learning Outcome #4 | Students will compare the structure and function of systems within the major groups of organisms. |

| BIOL 1800: Environmental Ethics | |
|--|--|
| Credits: | 3 |
| Offered: | Spring Semester |
| Goal Areas: | 9 or 10 |
| Prerequisites: | None |
| Delivery Method: | Classroom, Hybrid |
| Course Description: 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. | |
| Course Learning Outcome #1 | Students will identify basic natural science processes as they relate to the environment. |
| Course Learning Outcome #2 | Students will illustrate an awareness and understanding of environmental issues. |
| Course Learning Outcome #3 | Students will apply and integrate natural science, social, cultural, and economic perspectives regarding environmental issues. |
| Course Learning Outcome #4 | Students will analyze and evaluate potential solutions to environmental issues. |

| BIOL 2100: Environmental Science | |
|---|---------------------------|
| Credits: | 3 |
| Offered: | Fall Semester |
| Goal Areas: | 3 or 10 |
| Prerequisites: | BIOL 1100 |
| Delivery Method: | Classroom, Online, Hyflex |

| | |
|---|--|
| Course Description: 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. | |
| Course Learning Outcome #1 | Students will identify ecological components and processes. |
| Course Learning Outcome #2 | Students will recognize and describe chemical, physical, geological, and biological processes within the environment. |
| Course Learning Outcome #3 | Students will understand current environmental problems and the impact of human activities. |
| Course Learning Outcome #4 | Students will evaluate strategies in addressing environmental sustainability questions and issues and apply those strategies to a regional data analysis and interpretation project. |

| BIOL 2200: Human Anatomy and Physiology | |
|--|---|
| Credits: | 4 |
| Offered: | Fall Semester |
| Goal Areas: | 3 |
| Prerequisites: | BIOL 1100 |
| Delivery Method: | Classroom, Hybrid |
| Course Description: 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. | |
| Course Learning Outcome #1 | Students will identify the anatomy of each body system. |
| Course Learning Outcome #2 | Students will demonstrate an understanding of human biochemistry. |
| Course Learning Outcome #3 | Students will recognize and describe basic physiology of the body systems. |
| Course Learning Outcome #4 | Students will memorize and define general anatomy and physiology terminology. |

| BIOL 2300-2500: Science Research Project I, II, III | |
|---|---|
| Credits: | 1-3 |
| Offered: | Varies |
| Goal Areas: | Elective |
| Prerequisites: | BIOL 1100 |
| Delivery Method: | Classroom, Service Learning, Internship |
| <p>Course Description: This course gives students the opportunity to explore and work on scientific research, either locally or abroad. Students will be exposed to the scientific method as defined and accepted within the scientific community. Progress reports and a final report are required for completion. Research project and time frame are arranged by science faculty. Students may complete an internship in lieu of research. Instructor approval is required for enrollment in this course. Arranged by faculty.</p> | |
| Course Learning Outcome #1 | Students will demonstrate the ability to effectively collect, analyze, and draw conclusions from data. |
| Course Learning Outcome #2 | Students will integrate knowledge and skills from previous courses. |
| Course Learning Outcome #3 | Students will successfully complete a research project, internship, or job-shadowing experience. |
| Course Learning Outcome #4 | Students will prepare and present an oral presentation regarding a research project, internship, or job-shadowing experience. |

| CEXP 1100: Career Explorations | |
|---|---|
| Credits: | 2 |
| Offered: | Fall Semester |
| Goal Areas: | Elective |
| Prerequisites: | None |
| Delivery Method: | Classroom, Online |
| <p>Course Description: This course introduces students to a variety of career fields. Students will engage in thoughtful self-assessment, career explorations, goal-setting, and planning.</p> | |
| Course Learning Outcome #1 | Students will achieve greater self-awareness through career, interest, and aptitude assessment tools. |

| | |
|-----------------------------------|--|
| Course Learning Outcome #2 | Students will identify several career options that align with their self-assessment. |
| Course Learning Outcome #3 | Students will compile detailed information about several occupations. |
| Course Learning Outcome #4 | Students will formulate goals and action plans to achieve career goals. |

| CHEM 1100: General Chemistry | |
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| Credits: | 4 |
| Offered: | Fall Semester |
| Goal Areas: | 3 |
| Prerequisites: | MATH 1100 or higher |
| Delivery Method: | Classroom |
| Course Description: 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, atomic theory, states of matter, solutions, pH, organic chemistry as well as nuclear chemistry. Medical and environmental applications of these topics will be emphasized. | |
| Course Learning Outcome #1 | Students will demonstrate understanding of chemical principles and theories. |
| Course Learning Outcome #2 | Students will predict and express chemical reactions in multiple formats. |
| Course Learning Outcome #3 | Students will investigate properties of inorganic and organic compounds using mathematical and experimental techniques. |
| Course Learning Outcome #4 | Students will interpret and communicate experimental findings. |

| CRJS 1200: Criminal Justice and Society | |
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| Credits: | 3 |
| Offered: | Fall Semester |
| Goal Areas: | 5 |
| Prerequisites: | None |
| Delivery Method: | Classroom, Hyflex, Online |

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| Course Description: 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. | |
| Course Learning Outcome #1 | Students will distinguish between different types of crimes. |
| Course Learning Outcome #2 | Students will identify the functions of the police, courts, and corrections, as well as the role of victims. |
| Course Learning Outcome #3 | Students will differentiate the major theories of criminal offending. |
| Course Learning Outcome #4 | Students will identify and critically discuss current controversies and issues related to criminal justice. |

| CRJS 2400: Juvenile Delinquency and Justice | |
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| Credits: | 3 |
| Offered: | Spring Semester |
| Goal Areas: | 5 |
| Prerequisites: | None |
| Delivery Method: | Classroom, Hyflex, Online |
| Course Description: 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. | |
| Course Learning Outcome #1 | Students will differentiate the application of each theory of juvenile delinquency. |
| Course Learning Outcome #2 | Students will identify the factors that contribute to delinquency over time. |
| Course Learning Outcome #3 | Students will develop juvenile risk assessments with treatment or corrective recommendations. |
| Course Learning Outcome #4 | Students will conclude which methods are most effective in curbing juvenile delinquency and which methods are most effective in treating juvenile delinquents. |

| ECON 2900: Integrating International Economics, Statistics, and Society |
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| Credits: | 6 |
| Offered: | Irregular basis |
| Goal Areas: | Fulfills 3 credits in Goal 5 and 3 credits in Goal 8 |
| 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>Course Description: 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.</p> | |
| Course Learning Outcome #1 | Students will describe, interpret, and analyze quantitative economics through graphs and statistical analysis. |
| Course Learning Outcome #2 | 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. |
| Course Learning Outcome #3 | Students will explain and present the results of their research using appropriate economic theories, concepts, terminology, and methods. |
| Course Learning Outcome #4 | Students will define and identify economic theory, of current or historical events, to analyze social problems and evaluate alternative public policy choices. |
| Course Learning Outcome #5 | Students will describe data with summary statistics and graphs. |
| Course Learning Outcome #6 | Students will demonstrate the principles of experimental design. |
| Course Learning Outcome #7 | Students will use and apply basic probability principles. |
| Course Learning Outcome #8 | Students will interpret data and make decisions using inference procedures. |

| ENGL 0900: Writing and Reading Skills | |
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| Credits: | 3 |
| Offered: | As needed |
| Goal Areas: | <i>This course does not count toward graduation and is not transferable to another institution.</i> |

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| Prerequisites: | Placement test score |
| Delivery Method: | Classroom |
| Course Description: This course emphasizes the development of integrated skills and strategies for academic reading and writing, including comprehension, vocabulary, sentence structure, and mechanics. | |
| Course Learning Outcome #1 | Students will write clearly and effectively through journaling about Anishinaabe identity and academic progress. |
| Course Learning Outcome #2 | Students will read and respond critically (interpret, analyze, compare and contrast, classify, apply logic, and infer) through discussion and writing. |
| Course Learning Outcome #3 | Students will identify and construct well-developed sentences and paragraphs in essays including an introduction, main body, and conclusion. |
| Course Learning Outcome #4 | Students will extend English and Ojibwemowin vocabulary through definitions and usage. |

| ENGL 0950: Writing and Reading Skills | |
|---|--|
| Credits: | 1 |
| Offered: | Every Semester |
| Goal Areas: | <i>This course does not count toward graduation and is not transferable to another institution.</i> |
| Prerequisites: | Placement Score/Taken concurrently with ENGL 1100: Composition |
| Delivery Method: | Classroom, Hybrid, Online |
| Course Description: This course emphasizes integration of skills and strategies for academic reading and writing, including comprehension, vocabulary, sentence structure, and mechanics. | |
| Course Learning Outcome #1 | Students will write clearly and effectively through journaling about Anishinaabe identity and academic progress. |
| Course Learning Outcome #2 | Students will read and respond critically (interpret, analyze, compare and contrast, classify, apply logic, and infer) through discussion and writing. |

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| Course Learning Outcome #3 | Students will identify and construct well-developed sentences and paragraphs in essays, including an introduction, main body, and conclusion. |
| Course Learning Outcome #4 | Students will extend English and Ojibwemowin vocabulary through definitions and usage. |

| ENGL 1100: Composition | |
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| Credits: | 3 |
| Offered: | Every Semester |
| Goal Areas: | 1 (Core requirement) |
| Prerequisites: | Accuplacer score or ENGL 0900/0950 |
| Delivery Method: | Classroom, Hybrid, Online |
| Course Description: 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. | |
| Course Learning Outcome #1 | Students will effectively use the English language in reading and writing critically. |
| Course Learning Outcome #2 | Students will express Anishinaabe culture in discussions and writings. |
| Course Learning Outcome #3 | Students will use American Psychological Association (APA) format in citing and documenting sources in all essays. |
| Course Learning Outcome #4 | Students will present one essay to class following the presentation of the Oral Presentation Rubric criteria. |

| ENGL 1200: Myths and Legends | |
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| Credits: | 3 |
| Offered: | Spring Semester |
| Goal Areas: | 1 or 6 |
| Prerequisites: | Accuplacer score or ENGL 0900/0950 |
| Delivery Method: | Classroom, Hybrid |

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| Course Description: 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. | |
| Course Learning Outcome #1 | Students will distinguish and identify story types. |
| Course Learning Outcome #2 | Students will illustrate an understanding of traditional stories from around the world. |
| Course Learning Outcome #3 | Students will be able to demonstrate either orally or through writing the significance of storytelling across cultures. |
| Course Learning Outcome #4 | Students will be able to compare and contrast modern re-imaginings of traditional stories and analyze the similarities and differences. |

| ENGL 2100: Creative Writing | |
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| Credits: | 3 |
| Offered: | Fall Semester |
| Goal Areas: | 1 or 6 |
| Prerequisites: | ENGL 1100 |
| Delivery Method: | Classroom, Hybrid |
| Course Description: Introduction to the study of forms and styles of poetry, fiction, creative nonfiction, and other genres, generating original work in a workshop format. | |
| Course Learning Outcome #1 | Students will effectively and creatively use the English language in reading and writing critically. |
| Course Learning Outcome #2 | Students will express Anishinaabe culture in discussions and writings. |
| Course Learning Outcome #3 | Students will demonstrate understanding of different styles of creative expression by creating their own works of poetry, fiction, and other forms. |
| Course Learning Outcome #4 | Students will develop academic writing skills through the process of revision. |

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

| ENGL 2300: Argument and Exposition | |
|---|---|
| Credits: | 3 |
| Offered: | Fall Semester |
| Goal Areas: | 1 |
| Prerequisites: | ENGL 1100 |
| Delivery Method: | Classroom, Hybrid, Online |
| Course Description: 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. | |
| Course Learning Outcome #1 | Students will utilize rhetorical theory to formulate both formal and informal arguments. |
| Course Learning Outcome #2 | Students will implement American Psychological Association formatting in all formal essays and compose an annotated bibliography. |

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| Course Learning Outcome #3 | Students will present one formal argument as an oral presentation to the class. |
| Course Learning Outcome #4 | Students will demonstrate exposition skills via formal and informal writing assignments. |

| ENGL 2500 and 2510: Writing Lab Practicum I and II | |
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| Credits: | 3 |
| Offered: | Fall Semester |
| Goal Areas: | 1 |
| Prerequisites: | ENGL 1100 and Instructor Consent |
| Delivery Method: | Classroom |
| Course Description: In-class instruction on writing-center specific theoretical and practical applications and supervised field experience by consulting in the writing lab. | |
| Course Learning Outcome #1 | Students will develop an understanding of the epistemological, theoretical, and practical foundations of writing. |
| Course Learning Outcome #2 | Students will 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. |
| Course Learning Outcome #3 | Students will be able to function effectively as a writing consultant in the college's writing lab. |
| Course Learning Outcome #4 | Students will strengthen your own writing skills through practice, reflective learning, and dialectical and dialogical exchange. |

| ENGL 2600: American Literature: The Industrial Revolution | |
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| Credits: | 3 |
| Offered: | Fall Semester |
| Goal Areas: | 1 or 6 |
| Prerequisites: | ENGL 1100 |
| Delivery Method: | Classroom, Hybrid, Online |

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| Course Description: This course will focus on American literature during the industrial revolution. Students will engage in historical and critical study of authors, genres, and literary movements from the time period (1750-1914). Students will learn and apply exposition and literary theory to perform formal analyses of assigned texts. | |
| Course Learning Outcome #1 | Students will utilize critical literary theory to formulate both formal and informal arguments. |
| Course Learning Outcome #2 | Students will engage in academic research to support formal arguments. |
| Course Learning Outcome #3 | Students will learn and apply literary exposition techniques. |
| Course Learning Outcome #4 | Students will implement American Psychological Association formatting in all formal essays. |

| ENGL 2700: World Literature | |
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| Credits: | 3 |
| Offered: | Fall Semester |
| Goal Areas: | 1 or 8 |
| Prerequisites: | ENGL 1100 |
| Delivery Method: | Classroom, Hyflex, Online |
| Course Description: World Literature presents a selection of major literary works from ancient to modern. Students taking this course will learn about historical cultures and events informing literary works of multiple genres. They will explore the authors' perspectives, different mediums of storytelling, and the universal questions contributing to classic works. This writing-intensive course will enhance students' critical reading, thinking, and writing skills while expanding their cultural sensitivity. | |
| Course Learning Outcome #1 | Students will understand texts in their cultural and historical contexts. |
| Course Learning Outcome #2 | Students will demonstrate an awareness of critical and interpretive methods. |
| Course Learning Outcome #3 | Students will analyze literature using appropriate terminology and common rhetorical figures. |
| Course Learning Outcome #4 | Students will perform competent close readings from texts looking at form and function, grammatical structure, and relevant details associated with linguistic meaning and language history. |

| EPOR 2100: Student Eportfolios | |
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| Credits: | 1 |
| Offered: | Every semester |
| Goal Areas: | Elective (Core requirement) |
| Prerequisites: | FYEX 1100 This course should be taken in the student's final semester prior to graduation. |
| Delivery Method: | Classroom, Hyflex, online |
| Course Description: This course will guide students through the creation of a robust e-portfolio website for presentation to school faculty in order to assess before graduation. This e-portfolio and presentation are designed to support students in reflecting on their time at RLNC and illustrating to faculty that students have met all program learning outcomes and all Minnesota Goal Areas. | |
| Course Learning Outcome #1 | Students will evaluate the purposes of an e-portfolio. |
| Course Learning Outcome #2 | Students will create an e-portfolio using various types of media and mediums. |
| Course Learning Outcome #3 | Students will determine artifacts that should be included for authentic assessment by students. |
| Course Learning Outcome #4 | Students will analyze the learning made visible by strong, focused reflections and written analysis of the goal areas and how they are met by each artifact. |

| FYEX 1150: First Year Experience | |
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| Credits: | 1 |
| Equivalent to: | EDU 102 |
| Offered: | Every Semester |
| Goal Areas: | Elective (Core Requirement) |
| Prerequisites: | None |

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

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| GEOG 2100: Cultural Geography | |
| Credits: | 3 |
| Offered: | Every Semester |
| Goal Areas: | 8 or 10 |
| Prerequisites: | None |
| Delivery Method: | Classroom, Hyflex, 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. | |
| Course Learning Outcome #1 | 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. |
| Course Learning Outcome #2 | Students will demonstrate an increased geographical knowledge of the world as it relates to current events, alliances, conflicts, and crises. |
| Course Learning Outcome #3 | Students will compare and contrast types of migration and movement and explain relationships between humans and the environment. |
| Course Learning Outcome #4 | 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 | |
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| Credits: | 3 |
| Offered: | Fall Semester |
| Goal Areas: | 5 or 7 |
| Prerequisites: | None |
| Delivery Method: | Classroom, Hybrid |
| 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. | |
| Course Learning Outcome #1 | Students will identify significant facts, dates, names, places, events and ideas in Indigenous American and United States history. |
| Course Learning Outcome #2 | Students will engage in discussions that promote involved citizenship, through both Indigenous American and United States perspectives. |
| Course Learning Outcome #3 | Students will study appropriate primary and secondary sources. |
| Course Learning Outcome #4 | Students will develop skills for reading and writing about Indigenous American and United States history, with knowledge of the federal Indian policies. |

| HIST 1400: The American Past: Since 1877 | |
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| Credits: | 3 |
| Offered: | Fall Semester |
| Goal Areas: | 5 or 7 |
| Prerequisites: | None |
| Delivery Method: | Classroom, Hybrid |
| Course Description: A survey of American History from the end of Reconstruction to the present with a special emphasis on the experiences of American Indian populations. | |

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| Course Learning Outcome #1 | Students will become familiar with basic trends in United States history since 1877. |
| Course Learning Outcome #2 | Students will become acquainted with the general themes, issues, and events of the period so they can analyze and evaluate the shape of American development. |
| Course Learning Outcome #3 | Students will understand the struggles to achieve equality amidst diversity in American society, with a special emphasis on the experiences of American Indian populations. |
| Course Learning Outcome #4 | Students will understand the emergence of the United States as a world power and its role in the world. |

| HUSV 1100: Introduction to Human Services | |
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| Credits: | 3 |
| Offered: | Fall Semester |
| Goal Areas: | Elective |
| Prerequisites: | None |
| Delivery Method: | Classroom, Online |
| Course Description: 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. | |
| Course Learning Outcome #1 | Students will describe Anishinaabe and Western social institutions in order to investigate the human condition. |
| Course Learning Outcome #2 | Students will apply problem-solving and/or modeling strategies to their surrounding environment. |
| Course Learning Outcome #3 | Students will develop and communicate alternative explanations or solutions for contemporary social issues. |
| Course Learning Outcome #4 | Students will analyze the role that human services professionals play in addressing social issues. |

| HUSV 1700: Drug Use and Abuse | |
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| Credits: | 3 |
| Offered: | Spring Semester |

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| Goal Areas: | Elective |
| Prerequisites: | None |
| Delivery Method: | Classroom, Online |
| Course Description: 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. | |
| Course Learning Outcome #1 | Students will describe the drug classification system. |
| Course Learning Outcome #2 | Students will examine the drug use rates on the Red Lake Reservation and surrounding communities. |
| Course Learning Outcome #3 | Students will investigate services and treatment alternatives for the psychological, sociological, and physical effects of mood altering substances. |
| Course Learning Outcome #4 | Students will analyze the legal and social ramifications of drug use and abuse. |

| HUSV 2300: Community Services Practicum – Service Learning | |
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| Credits: | 3 |
| Offered: | <i>When community needs/specific projects identified</i> |
| Goal Areas: | Elective |
| Prerequisites: | HUSV 1100 |
| Delivery Method: | Classroom, Community, Service Learning |
| Course Description: 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. | |
| Course Learning Outcome #1 | Students will observe and analyze information gained during placement at the community setting. |
| Course Learning Outcome #2 | Students will examine and evaluate personal thinking as well as the thought process and perspective of others. |

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| Course Learning Outcome #3 | Students will demonstrate ability to write clear and well organized reports appropriate for the community setting. |
| Course Learning Outcome #4 | Students will demonstrate listening skills that positively enhance relationships in a community setting, and show ability to work as part of a professional team. |

| MATH 0900: Algebra Skills | |
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| Credits: | 3 |
| Offered: | Every Semester |
| Goal Areas: | <i>This course does not count toward graduation and is not transferable to another institution.</i> |
| Prerequisites: | Placement Score |
| Delivery Method: | Classroom, Hybrid |
| Course Description: 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. | |
| Course Learning Outcome #1 | Students will evaluate arithmetic expressions and perform order of operations on arithmetic expressions. |
| Course Learning Outcome #2 | Students will use proportional reasoning in various contexts. |
| Course Learning Outcome #3 | Students will demonstrate knowledge of basic descriptive statistics. |
| Course Learning Outcome #4 | Students will recognize basic geometric figures and evaluate properties of these figures. |

| MATH 1100: Math Reasoning | |
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| Credits: | 3 |
| Offered: | Every Semester |
| Goal Areas: | 4 |
| Prerequisites: | Placement Score or MATH 0900 |
| Delivery Method: | Classroom, Hybrid |

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| Course Description: 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. | |
| Course Learning Outcome #1 | Students will learn to use their algebra skills to model and solve practical problems. |
| Course Learning Outcome #2 | Students will apply problem-solving strategies to look at problems from several points of view and judge the appropriateness of various models and techniques. |
| Course Learning Outcome #3 | Students will analyze elementary statistical concepts. |
| Course Learning Outcome #4 | Students will explain real-world need for mathematical concepts defined in class. |

| MATH 1200: Environmental Math | |
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| Credits: | 4 |
| Offered: | Spring Semester |
| Goal Areas: | 4 or 10 |
| Prerequisites: | Placement Score or MATH 0900 |
| Delivery Method: | Classroom, Hybrid |
| Course Description: 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 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. | |
| Course Learning Outcome #1 | Students will gather factual information and apply it to a given problem in a manner that is relevant, clear, and comprehensive. |
| Course Learning Outcome #2 | Students will clearly express mathematical/logical ideas in writing, graphs, and formulas. |
| Course Learning Outcome #3 | Students will apply high-order problem-solving and/or modeling strategies. |
| Course Learning Outcome #4 | Students will critically evaluate environmental and natural resource issues in light of understanding about interrelationships, ecosystems, and institutions. |

| MATH 1500: College Algebra | |
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| Credits: | 4 |
| Offered: | Fall Semester |
| Goal Areas: | 4 |
| Prerequisites: | Placement Score or MATH 0900 |
| Delivery Method: | Classroom, Hybrid |
| <p>Course Description: 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> | |
| Course Learning Outcome #1 | Students will become familiar with the different families of functions and their graphical representations. |
| Course Learning Outcome #2 | Students will examine various methods of solving equations by numerical, algebraic, and graphical techniques. |
| Course Learning Outcome #3 | Students will use multiple problem-solving techniques to model, solve and draw conclusions in various problem situations. |
| Course Learning Outcome #4 | Students will use logical arguments to justify their ideas and solutions either. |

| MATH 1700: Introductory Statistics | |
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| Credits: | 3 |
| Offered: | Spring Semester |
| Goal Areas: | 4 |
| Prerequisites: | Placement Score or MATH 0900 |
| Delivery Method: | Classroom, Hybrid |
| <p>Course Description: 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> | |

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| Course Learning Outcome #1 | Students will describe data with summary statistics and graphs. |
| Course Learning Outcome #2 | Students will understand the principles of experimental design. |
| Course Learning Outcome #3 | Students will use and know basic probability principles. |
| Course Learning Outcome #4 | Students will interpret data and make decisions using inference procedures. |

| MATH 2400: Calculus | |
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| Credits: | 4 |
| Offered: | Spring Semester |
| Goal Areas: | 4 |
| Prerequisites: | MATH 1500 |
| Delivery Method: | Classroom, Hybrid |
| Course Description: Topics include limits, differentiation and integration of algebraic and trigonometric functions; applications of the derivative and curve sketching; applications of integration. | |
| Course Learning Outcome #1 | Students will develop an understanding of the basic concepts, methods and content of differential calculus |
| Course Learning Outcome #2 | Students will develop an understanding of the basic concepts, methods and content of integral calculus. |
| Course Learning Outcome #3 | Students will be able to use calculus in problem solving and mathematical modeling. |
| Course Learning Outcome #4 | Students will appreciate the history and concepts of calculus, attempting to understand both its development and its crucial importance to nearly every mathematically rooted enterprise of modern life. |

| OJIB 1100: Ojibwemowin I | |
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| Credits: | 4 |
| Offered: | Fall Semester |

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| Goal Areas: | 6 or 8 (Core Requirement) |
| Prerequisites: | None |
| Delivery Method: | Classroom, Hybrid, Online |
| Course Description: 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. | |
| Course Learning Outcome #1 | Students will develop a basic self-introduction in accordance with cultural protocol. |
| Course Learning Outcome #2 | Students will demonstrate knowledge of basic Ojibwemowin grammatical structure. |
| Course Learning Outcome #3 | Students will demonstrate knowledge of word forms with emphasis on VAI and VII verbs. |
| Course Learning Outcome #4 | Students will begin to develop listening, speaking, reading, and writing skills in the Ojibwemowin language. |

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| OJIB 1200: Ojibwemowin II | |
| Credits: | 4 |
| Offered: | Spring Semester |
| Goal Areas: | 6 or 8 (Core Requirement) |
| Prerequisites: | OJIB 1100 |
| Delivery Method: | Classroom, Hybrid, Online |
| Course Description: This course builds upon the skills learned in Ojibwemowin I. | |
| Course Learning Outcome #1 | Students will develop a detailed self-introduction in accordance with cultural protocol. |
| Course Learning Outcome #2 | Students will demonstrate knowledge of increasingly advanced Ojibwemowin grammatical structure. |
| Course Learning Outcome #3 | Students will demonstrate knowledge of word forms with emphasis on VTI verbs. |
| Course Learning Outcome #4 | Students will continue to improve listening, speaking, reading, and writing skills in the Ojibwemowin language. |

| OJIB 2100: Ojibwemowin III | |
|---|---|
| Credits: | 4 |
| Offered: | Fall Semester |
| Goal Areas: | 6 or 8 |
| Prerequisites: | OJIB 1200 |
| Delivery Method: | Classroom, Hybrid |
| Course Description: This course builds upon the skills learned in Ojibwemowin II. | |
| Course Learning Outcome #1 | Students will expand upon self-introduction while maintaining essential cultural protocol. |
| Course Learning Outcome #2 | Students will demonstrate knowledge of increasingly advanced Ojibwemowin grammatical structure. |
| Course Learning Outcome #3 | Students will demonstrate knowledge of word forms with emphasis on VTA verbs. |
| Course Learning Outcome #4 | Students will demonstrate knowledge of cultural values and protocols. |

| OJIB 2200: Ojibwemowin IV | |
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| Credits: | 4 |
| Offered: | Spring Semester |
| Goal Areas: | 6 or 8 |
| Prerequisites: | OJIB 2100 |
| Delivery Method: | Classroom, Hybrid |
| Course Description: This course builds upon the skills learned in Ojibwemowin III. | |
| Course Learning Outcome #1 | Students will expand further upon self-introduction while maintaining essential cultural protocol. |
| Course Learning Outcome #2 | Students will demonstrate knowledge of increasingly advanced Ojibwemowin grammatical structure. |
| Course Learning Outcome #3 | Students will demonstrate knowledge of word forms with emphasis on VTA verbs. |

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| Course Learning Outcome #4 | Students will demonstrate knowledge of cultural values and protocols. |
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| PHIL 2100: Ethics | |
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| Credits: | 3 |
| Offered: | Fall Semester |
| Goal Areas: | 9 |
| Prerequisites: | None |
| Delivery Method: | Classroom, Hybrid, Online |
| Course Description: 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. | |
| Course Learning Outcome #1 | Students will describe and distinguish key ethical concepts. |
| Course Learning Outcome #2 | Students will discuss and debate core ethical problems. |
| Course Learning Outcome #3 | Students will distinguish basic ethical theories and approaches. |
| Course Learning Outcome #4 | Students will apply basic ethical concepts and approaches to solving ethical dilemmas. |

| POLS 1100: Introduction to American Government | |
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| Credits: | 3 |
| Offered: | Fall Semester |
| Goal Areas: | 5 or 9 |
| Prerequisites: | None |
| Delivery Method: | Classroom, Hybrid, Online |
| Course Description: This course examines the structure and function of the local, state, and national governments of the United States. The course 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 on government will also be examined. | |

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| Course Learning Outcome #1 | Students will identify components of American democracy and how the Constitution and Amendments impact their lives. |
| Course Learning Outcome #2 | Students will recognize the importance of exercising the rights and responsibilities of citizenship. |
| Course Learning Outcome #3 | Students will examine, articulate, and apply their own ethical views. |
| Course Learning Outcome #4 | Students will demonstrate the ability to think critically about different perspectives and ideologies in U.S. politics. |

| POLS 2100: Treaty Law I | |
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| Credits: | 3 |
| Offered: | Fall Semester |
| Goal Areas: | 5 or 9 |
| Prerequisites: | None |
| Delivery Method: | Classroom, Hybrid |
| Course Description: 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. | |
| Course Learning Outcome #1 | Students will be able to identify and explain major treaties, laws, and policies and their impact on Indigenous nations and their citizens. |
| Course Learning Outcome #2 | Students will identify and explain the foundations of the historic and current relationships between Indigenous nations and the United States. |
| Course Learning Outcome #3 | 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. |
| Course Learning Outcome #4 | Students will describe the inherent sovereign rights of Indigenous nations and citizens. |

| POLS 2200: Treaty Law II | |
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| Credits: | 3 |
| Offered: | Spring Semester |
| Goal Areas: | 5 or 9 |

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| Prerequisites: | POLS 2100 |
| Delivery Method: | Classroom, Hybrid |
| Course Description: 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. | |
| Course Learning Outcome #1 | Students will be able to identify and explain major treaties, laws, and policies and their impact on Indigenous nations and their citizens. |
| Course Learning Outcome #2 | Students will understand the extent to which treaties, laws, and policies, have and do impact Indigenous nations and their citizens. |
| Course Learning Outcome #3 | Students will understand what rights Indigenous nations and their citizens have and lack according to U.S. law and policy. |
| Course Learning Outcome #4 | Students will conduct an investigation resulting in a research paper. |

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| PSCI 1100: Physical Science | |
| Credits: | 4 |
| Offered: | Spring Semester |
| Goal Areas: | 3 |
| Prerequisites: | MATH 1100 or higher |
| Delivery Method: | Classroom |
| Course Description: 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. | |
| Course Learning Outcome #1 | Students will identify and discuss laws that govern the physical world including matter, motion, and energy. |
| Course Learning Outcome #2 | Students will demonstrate skills to adequately collect and analyze data for interpretation. |
| Course Learning Outcome #3 | Students will describe the interdependence of science and technology and their use in the modern world. |
| Course Learning Outcome #4 | Students will recognize the social impacts of science and technology. |

| PSCI 1200: Earth Science | |
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| Credits: | 4 |
| Offered: | Fall Semester |
| Goal Areas: | 3 |
| Prerequisites: | MATH 1100 or higher |
| Delivery Method: | Classroom |
| <p>Course Description: 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> | |
| Course Learning Outcome #1 | Students will identify geological processes and their connectedness to chemical, physical, and biological processes. |
| Course Learning Outcome #2 | Students will describe geological issues and evaluate solutions. |
| Course Learning Outcome #3 | Students will analyze data in a geologic situation and explain the data. |
| Course Learning Outcome #4 | Students will effectively communicate geologic findings. |

| PSYC 1100: Introductory Psychology | |
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| Credits: | 3 |
| Offered: | Fall Semester |
| Goal Areas: | 5 |
| Prerequisites: | None |
| Delivery Method: | Classroom, Hybrid, Online |
| <p>Course Description: This course provides an overview of the field of psychology. The course explores the history and development of psychology, and the major theoretical viewpoints. This exploration includes: the biological basis of behavior; sensation and perception; learning, memory, and intelligence; motivation and emotion; development lifespan; personality; psychological disorders; and social behavior. The course focuses on critical thinking skills and pays particular attention to the role of culture in psychological processes, research and study.</p> | |
| Course Learning Outcome #1 | Students will demonstrate knowledge of the development of psychology and the major theoretical viewpoints. |

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| Course Learning Outcome #2 | Students will apply psychological concepts within their personal and professional lives. |
| Course Learning Outcome #3 | Students will distinguish among the different fields and areas of study within psychology. |
| Course Learning Outcome #4 | Students will identify how brain functioning impacts psychological, social, intellectual, and biological well-being. |

| PSYC 1200: Developmental Psychology | |
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| Credits: | 3 |
| Offered: | Spring Semester |
| Goal Areas: | 5 |
| Prerequisites: | None |
| Delivery Method: | Classroom, Hybrid, Online |
| Course Description: 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. | |
| Course Learning Outcome #1 | Students will compare and contrast various models and theories of human development. |
| Course Learning Outcome #2 | Students will identify the major factors influencing child and adolescent development. |
| Course Learning Outcome #3 | Students will discuss theories of continuing adult development and issues associated with aging. |
| Course Learning Outcome #4 | Students will explore and evaluate the role of culture in human development over the lifespan. |

| PSYC 2200: Abnormal Psychology | |
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| Credits: | 3 |
| Offered: | Fall Semester |
| Goal Areas: | 5 |
| Prerequisites: | PSYC 1100 or PSYC 1200 |

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| Delivery Method: | Classroom, Hybrid, Online |
| Course Description: 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. | |
| Course Learning Outcome #1 | Students will show knowledge of the history of mental illness and the history of psychological treatments. |
| Course Learning Outcome #2 | Students will differentiate the major psychological disorders. |
| Course Learning Outcome #3 | Students will describe the impact that social and cultural factors have on diagnosis and treatment of psychological disorders. |
| Course Learning Outcome #4 | Students will develop skills to think critically about presentation of “abnormal psychology” in the real world. |

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| SOCL 1100: Introductory Sociology | |
| Credits: | 3 |
| Offered: | Every Semester |
| Goal Areas: | 5 |
| Prerequisites: | None |
| Delivery Method: | Classroom, Hybrid |
| Course Description: A survey of the characteristics of human group life with emphasis on the structure of the social environment and its influence upon the individual. | |
| Course Learning Outcome #1 | Students will develop an overview of the field of sociology. |
| Course Learning Outcome #2 | Students will show an appreciation of how the seven values relate to other societies. |
| Course Learning Outcome #3 | 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. |
| Course Learning Outcome #4 | Students will examine problems and issues from a sociological perspective. |

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| SOCL 2100: Social Issues and Change |
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| Credits: | 3 |
| Offered: | Bi-annually |
| Goal Areas: | 5 or 9 |
| Prerequisites: | SOCL 1100 |
| Delivery Method: | Classroom, Hybrid, Online |
| Course Description: 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. | |
| Course Learning Outcome #1 | Students will demonstrate improved awareness and understanding of social problems and their possible solutions. |
| Course Learning Outcome #2 | Students will recognize and apply different sociological perspectives to social problems. |
| Course Learning Outcome #3 | Students will locate and review factors that stimulate or hinder the acceptance of change in a cross-cultural context. |
| Course Learning Outcome #4 | Students will communicate effectively through a written or oral presentation on a specific social movement. |

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| SOCL 2200: Race and Gender Relations | |
| Credits: | 3 |
| Offered: | Fall Semester |
| Goal Areas: | 5 or 7 |
| Prerequisites: | SOCL 1100 |
| Delivery Method: | Classroom, Hybrid |
| Course Description: 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. | |
| Course Learning Outcome #1 | Students will examine sociological perspectives concerning class struggle related to race, ethnicity, and gender. |
| Course Learning Outcome #2 | Students will recognize how life experiences impact race, ethnicity, and gender identity. |
| Course Learning Outcome #3 | Students will illustrate how variables of race, ethnicity, and gender interact in a global society. |

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| Course Learning Outcome #4 | Students will formulate suggestions to improve race and gender relations on a local level. |
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| SOCL 2300: Understanding Hate | |
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| Credits: | 3 |
| Offered: | Spring Semester |
| Goal Areas: | 5 or 9 |
| Prerequisites: | None |
| Delivery Method: | Classroom, Hybrid |
| Course Description: Exploration of the mentality and culture of various hate groups, with connections between historical and contemporary events. | |
| Course Learning Outcome #1 | Students will identify various hate groups in the United States. |
| Course Learning Outcome #2 | Students will outline the history and development of selected hate groups. |
| Course Learning Outcome #3 | Students will investigate the philosophies that drive the actions of various hate groups. |
| Course Learning Outcome #4 | Students will formulate ideas to combat the actions of hate groups and the philosophies they promote. |

| SOCL 2500: Family Dynamics | |
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| Credits: | 3 |
| Offered: | Bi-annually |
| Goal Areas: | 5 (Liberal Education) or Specialization Course (Social and Behavioral Sciences) |
| Prerequisites: | None |
| Delivery Method: | Classroom |
| Course Description: This course examines the role of family structure, interaction and other dynamics in the development, maintenance and treatment of family dysfunctions. | |
| Course Learning Outcome #1 | Students will differentiate between the various definitions of family in a cultural context. |
| Course Learning Outcome #2 | Students will describe and discuss various types of marriage. |

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| Course Learning Outcome #3 | Students will describe how sociological perspectives apply to family structures. |
| Course Learning Outcome #4 | Students will identify various types of family dysfunction and formulate ideas to address each type of dysfunction. |

| SPCH 2100: Speech and Communications | |
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| Credits: | 3 |
| Offered: | Every semester |
| Goal Areas: | 1 (core requirement) |
| Prerequisites: | ENGL 1100 |
| Delivery Method: | Classroom, Online |
| Course Description: 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. | |
| Course Learning Outcome #1 | Students will demonstrate an understanding of public speaking through the preparation, presentation, and evaluation of extemporaneous speeches. |
| Course Learning Outcome #2 | Students will understand the importance of ethical practice in speech research, organization, and delivery. |
| Course Learning Outcome #3 | Students will use the American Psychological Association (APA) format in citing and documenting sources on all written speeches. |
| Course Learning Outcome #4 | Students will present six speeches to the class following specific Oral Presentation Rubric criteria for each speech. |

| TECH 1200: Fundamentals of Web Design and App Development | |
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| Credits: | 3 |
| Offered: | Fall Semester |
| Goal Areas: | Elective |
| Prerequisites: | Placement test score or TECH 0900 |
| Delivery Method: | Classroom, Hybrid, Online |

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| Course Description: 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. | |
| Course Learning Outcome #1 | Students will gain an understanding of the history of web and app design. |
| Course Learning Outcome #2 | Students will utilize their understanding of web design and user experience in order to create a website. |
| Course Learning Outcome #3 | Students will apply concepts learned in class to create apps. |
| Course Learning Outcome #4 | Students will demonstrate knowledge of coding languages. |

| TECH 1300: Introduction to Computer Science | |
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| Credits: | 3 |
| Offered: | Spring Semester |
| Goal Areas: | Elective |
| Prerequisites: | Placement test score or TECH 0900 |
| Delivery Method: | Classroom, Hybrid, Online |
| Course Description: Students will gain an understanding of computer science by learning how to work with data, solving problems collaboratively, and writing computer programs. They will learn about the global impact of computing by creatively exploring these four concepts: abstraction, data, algorithms, and programming. | |
| Course Learning Outcome #1 | Students will demonstrate the power of abstraction to solve complex problems. |
| Course Learning Outcome #2 | Students will explain the use and impacts of algorithms in computing. |
| Course Learning Outcome #3 | Students will use computer programming in a creative project. |
| Course Learning Outcome #4 | Students will explain the power of big data and the Internet. |

| TECH 2100: Digital Storytelling and Preservation | |
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| Credits: | 3 |
| Offered: | Spring Semester |

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| Goal Areas: | 6 |
| Prerequisites: | Placement test score or TECH 0900 |
| Delivery Method: | Classroom, Hybrid, Online |
| <p>Course Description: 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> | |
| Course Learning Outcome #1 | Students will express an understanding of the history of the storytelling tradition. |
| Course Learning Outcome #2 | Students will demonstrate knowledge of digital preservation techniques through hands-on service learning with archival materials. |
| Course Learning Outcome #3 | Students will demonstrate skills related to video and audio production and editing. |
| Course Learning Outcome #4 | Students will demonstrate an understanding of social media and Internet sharing by uploading and promoting their projects. |

Course Offerings

| Fall 2023 | | Spring 2024 | |
|-----------|---|----------------|-------------------------------------|
| ANSH 1100 | Introduction to Anishinaabe Studies | ANSH 1100 | Introduction to Anishinaabe Studies |
| ANSH 1200 | History of Red Lake | ANSH 1200 | History of the Red Lake Nation |
| ANSH 1300 | Anishinaabe Fitness and Nutrition | ANSH 1300 | Anishinaabe Fitness and Nutrition |
| ANSH 1400 | Anishinaabe Philosophy | ANSH 1500 | Anishinaabe Art |
| ANSH 1500 | Anishinaabe Art | ANSH 2200 | Anishinaabe Leadership |
| ANSH 1600 | Anishinaabe Music and Dance | BIOL 1100 | Introductory Biology I |
| ANSH 2100 | Anishinaabe in Cinema and Popular Culture | BIOL 1200 | Introductory Biology II |
| BIOL 1100 | Introductory Biology I | BIOL 1800 | Environmental Ethics |
| BIOL 2100 | Environmental Science | BIOL 2100 | Environmental Science |
| BIOL 2200 | Human Anatomy and Physiology | CRJS 2400 | Juvenile Delinquency and Justice |
| CEXP 1100 | Career Explorations | ENGL 0900/0950 | Writing and Reading Skills |

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| CHEM 1100 | General Chemistry | ENGL 1100 | Composition |
| CRJS 1200 | Criminal Justice and Society | ENGL 1200 | Myths and Legends |
| ENGL 0900/0950 | Writing and Reading Skills | ENGL 2600 | Am Lit: Industrial Revolution |
| ENGL 1100 | Composition | EPOR 1100 | Student ePortfolio |
| ENGL 2100 | Creative Writing | FYEX 1100 | First Year Experience |
| ENGL 2300 | Argument and Exposition | GEOG 2100 | Cultural Geography |
| ENGL 2700 | World Literature | HUSV 1700 | Drug Use and Abuse |
| EPOR 1100 | Student ePortfolio | MATH 0900 | Algebra Skills |
| FYEX 1100 | First Year Experience | MATH 1100 | Math Reasoning |
| GEOG 2100 | Cultural Geography | MATH 1200 | Environmental Math |
| HIST 1400 | American Past: Since 1877 | MATH 2400 | Calculus |
| HUSV 1100 | Introduction to Human Services | MUSC 1100 | Anishinaabe Music and Dance |
| MATH 0900 | Algebra Skills | OJIB 1200 | Ojibwemowin II |
| MATH 1100 | Math Reasoning | OJIB 2200 | Ojibwemowin IV |
| MATH 1500 | College Algebra | POLS 1100 | Introduction to American Government |
| MATH 1700 | Introductory Statistics | POLS 2200 | Treaty Law II |
| OJIB 1100 | Ojibwemowin I | PSCI 1100 | Physical Science |
| OJIB 2100 | Ojibwemowin III | PSYC 1100 | Introductory Psychology |
| PHIL 2100 | Ethics | PSYC 1200 | Developmental Psychology |
| POLS 2100 | Treaty Law I | SOCL 1100 | Introductory Sociology |
| PSCI 1200 | Earth Science | SOCL 2300 | Understanding Hate |
| PSYC 1100 | Introductory Psychology | SOCL 2500 | Family Dynamics |
| PSYC 2200 | Abnormal Psychology | SPCH 2100 | Speech and Communications |
| SOCL 1100 | Introductory Sociology | TECH 1300 | Introduction to Computer Science |
| SOCL 2100 | Social Issue and Change | TECH 2100 | Digital Storytelling & Preservation |
| SOCL 2200 | Race and Gender Relations | | |
| SPCH 2100 | Speech and Communications | | |
| TECH 0900 | Computer Basics | | |
| TECH 1200 | Fundamentals of Web Design/App Dev | | |
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| Fall 2024 | | Spring 2025 | |
| ANSH 1100 | Introduction to Anishinaabe Studies | ANSH 1100 | Introduction to Anishinaabe Studies |
| ANSH 1300 | Anishinaabe Fitness & Nutrition | ANSH 1200 | History of the Red Lake Nation |
| ANSH 1400 | Anishinaabe Philosophy | ANSH 1300 | Anishinaabe Fitness and Nutrition |

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| ANSH 1500 | Anishinaabe Art | ANSH 1500 | Anishinaabe Art |
| ANSH 1600 | Anishinaabe Music and Dance | ANSH 2200 | Anishinaabe Leadership |
| ANSH 2100 | Anishinaabeg in Cinema and Popular Culture | ANSH 1600 | Anishinaabe Music and Dance |
| 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 | BIOL 1800 | Environmental Ethics |
| CEXP 1100 | Career Explorations | BIOL 2100 | Environmental Science |
| CHEM 1100 | General Chemistry | CRJS 2400 | Juvenile Delinquency and Justice |
| CRJS 1200 | Criminal Justice and Society | ENGL 0900/0950 | Writing and Reading Skills |
| ECON 2100 | Economics of Anishinaabe Nations | ENGL 1100 | Composition |
| ENGL 0900/0950 | Writing and Reading Skills | ENGL 1200 | Myths and Legends |
| ENGL 1100 | Composition | ENGL 2510 | Writing Lab Practicum II |
| ENGL 2100 | Creative Writing | ENGL 2600 | Am Lit: Industrial Revolution |
| ENGL 2300 | Argument and Exposition | EPOR 1100 | Student ePortfolio |
| ENGL 2500 | Writing Lab Practicum I | FYEX 1100 | First Year Experience |
| ENGL 2700 | World Literature | GEOG 2100 | Cultural Geography |
| EPOR 1100 | Student ePortfolio | HUSV 1700 | Drug Use and Abuse |
| FYEX 1100 | First Year Experience | MATH 0900 | Algebra Skills |
| GEOG 2100 | Cultural Geography | MATH 1100 | Math Reasoning |
| HIST 1100 | Anishinaabe and U.S. History, 1830-Present | MATH 1200 | Environmental Math |
| HUSV 1100 | Introduction to Human Services | MATH 2400 | Calculus |
| MATH 0900 | Algebra Skills | OJIB 1200 | Ojibwemowin II |
| MATH 1100 | Math Reasoning | OJIB 2200 | Ojibwemowin IV |
| MATH 1500 | College Algebra | POLS 1100 | Introduction to American Government |
| OJIB 1100 | Ojibwemowin I | POLS 2200 | Treaty Law II |
| OJIB 2100 | Ojibwemowin III | PSCI 1100 | Physical Science |
| PHIL 2100 | Ethics | PSYC 1100 | Introductory Psychology |
| POLS 1100 | Introduction to American Government | PSYC 1200 | Developmental Psychology |
| POLS 2100 | Treaty Law I | SOCL 1100 | Introductory Sociology |
| PSCI 1200 | Earth Science | SOCL 2300 | Understanding Hate |
| PSYC 1100 | Introductory Psychology | SOCL 2500 | Family Dynamics |
| PSYC 2200 | Abnormal Psychology | SPCH 2100 | Speech and Communications |
| SOCL 1100 | Introductory Sociology | TECH 1300 | Introduction to Computer Science |

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| SOCL 2100 | Social Issue and Change | TECH 2100 | Digital Storytelling & Preservation |
| SOCL 2200 | Race and Gender Relations | | |
| SPCH 2100 | Speech and Communications | | |
| TECH 0900 | Computer Basics | | |
| TECH 1200 | Fundamentals of Web Design/App Devel | | |
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| Fall 2025 | | Spring 2026 | |
| ANSH 1100 | Introduction to Anishinaabe Studies | ANSH 1100 | Introduction to Anishinaabe Studies |
| ANSH 1200 | History of the Red Lake Nation | ANSH 1300 | Anishinaabe Fitness and Nutrition |
| ANSH 1300 | Anishinaabe Fitness and Nutrition | ANSH 1200 | History of the Red Lake Nation |
| ANSH 1400 | Anishinaabe Philosophy | ANSH 1500 | Anishinaabe Art |
| ANSH 1500 | Anishinaabe Art | ANSH 1600 | Anishinaabe Music and Dance |
| ANSH 2100 | Anishinaabeg in Cinema and Popular Culture | ANSH 2200 | Anishinaabe Leadership |
| 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 | BIOL 1800 | Environmental Ethics |
| CEXP 1100 | Career Explorations | BIOL 2100 | Environmental Science |
| CHEM 1100 | General Chemistry | CRJS 1400 | Juvenile Delinquency and Justice |
| CRJS 1200 | Criminal Justice and Society | ENGL 0900/0950 | Writing and Reading Skills |
| ENGL 0900/0950 | Writing and Reading Skills | ENGL 1100 | Composition |
| ENGL 2100 | Creative Writing | ENGL 1200 | Myths and Legends |
| ENGL 2300 | Argument and Exposition | ENGL 2600 | Am Lit: Industrial Revolution |
| ENGL 2700 | World Literature | ENGL 2600 | Am Lit: Industrial Revolution |
| EPORT 1100 | Student ePortfolio | EPORT 1100 | Student ePortfolio |
| FYEX 1100 | First Year Experience | FYEX 1100 | First Year Experience |
| GEOG 2100 | Cultural Geography | GEOG 2100 | Cultural Geography |
| HIST 1400 | The American Past: Since 1877 | HUSV 1700 | Drug Use and Abuse |
| HUSV 1100 | Introduction to Human Services | MATH 0900 | Algebra Skills |
| MATH 0900 | Algebra Skills | MATH 1100 | Math Reasoning |
| MATH 1100 | Math Reasoning | MATH 1200 | Environmental Math |
| MATH 1500 | College Algebra | MATH 2400 | Applied Calculus |
| MATH 1700 | Introductory Statistics | OJIB 1200 | Ojibwemowin II |
| OJIB 1100 | Ojibwemowin I | OJIB 2200 | Ojibwemowin IV |

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| OJIB 2100 | Ojibwemowin III | POLS 1100 | Introduction to American Government |
| PHIL 2100 | Ethics | POLS 2200 | Treaty Law II |
| POLS 2100 | Treaty Law I | PSCI 1100 | Physical Science |
| PSCI 1200 | Earth Science | PSYC 1100 | Introductory Psychology |
| PSYC 1100 | Introductory Psychology | PSYC 1200 | Developmental Psychology |
| PSYC 2200 | Abnormal Psychology | SOCL 1100 | Introductory Sociology |
| SOCL 1100 | Introductory Sociology | SOCL 2300 | Understanding Hate |
| SOCL 1100 | Social Issues and Change | SOCL 2500 | Family Dynamics |
| SOCL 2200 | Race and Gender Relations | SPCH 2100 | Speech and Communications |
| SPCH 2100 | Speech and Communications | TECH 1300 | Introduction to Computer Science |
| TECH 1200 | Fundamentals of Web Design/App Devel | TECH 2100 | Digital Storytelling & Preservation |
| Fall 2026 | | Spring 2027 | |
| ANSH 1100 | Introduction to Anishinaabe Studies | ANSH 1100 | Introduction to Anishinaabe Studies |
| ANSH 1200 | History of Red Lake | ANSH 1300 | Anishinaabe Fitness and Nutrition |
| ANSH 1300 | Anishinaabe Fitness and Nutrition | ANSH 1500 | Anishinaabe Art |
| ANSH 1400 | Anishinaabe Philosophy | ANSH 2200 | Anishinaabe Leadership |
| ANSH 1500 | Anishinaabe Art | BIOL 1200 | Introductory Biology II |
| ANSH 2100 | Anishinaabeg in Cinema and Popular Culture | BIOL 1800 | Environmental Ethics |
| BIOL 1100 | Introductory Biology I | BIOL 2100 | Environmental Science |
| BIOL 2100 | Environmental Science | CRJS 2400 | Juvenile Delinquency and Justice |
| BIOL 2200 | Human Anatomy and Physiology | ENGL 0900/0950 | Writing and Reading Skills |
| CEXP 1100 | Career Explorations | ENGL 1100 | Composition |
| CHEM 1100 | General Chemistry | ENGL 1200 | Myths and Legends |
| CRJS 1200 | Criminal Justice and Society | ENGL 2600 | Am Lit: Industrial Revolution |
| ENGL 0900/0950 | Writing and Reading Skills | EPOR 1100 | Student ePortfolio |
| ENGL 1100 | Composition | FYEX 1100 | First Year Experience |
| ENGL 2100 | Creative Writing | GEOG 2100 | Cultural Geography |
| ENGL 2300 | Argument and Exposition | HIST 1200 | History of Red Lake |
| ENGL 2700 | World Literature | HUSV 1700 | Drug Use and Abuse |
| EPOR 1100 | Student ePortfolio | MATH 0900 | Algebra Skills |
| FYEX 1100 | First Year Experience | MATH 1100 | Math Reasoning |
| GEOG 2100 | Cultural Geography | MATH 1200 | Environmental Math |
| HIST 1400 | American Past: Since 1877 | MATH 2400 | Calculus |

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| HUSV 1100 | Introduction to Human Services | MUSC 1100 | Anishinaabe Music and Dance |
| MATH 0900 | Algebra Skills | OJIB 1200 | Ojibwemowin II |
| MATH 1100 | Math Reasoning | OJIB 2200 | Ojibwemowin IV |
| MATH 1500 | College Algebra | POLS 1100 | Introduction to American Government |
| MATH 1700 | Introductory Statistics | POLS 2200 | Treaty Law II |
| OJIB 1100 | Ojibwemowin I | PSCI 1100 | Physical Science |
| OJIB 2100 | Ojibwemowin III | PSYC 1100 | Introductory Psychology |
| PHIL 2100 | Ethics | PSYC 1200 | Developmental Psychology |
| POLS 2100 | Treaty Law I | SOCL 1100 | Introductory Sociology |
| PSCI 1200 | Earth Science | SOCL 2300 | Understanding Hate |
| PSYC 1100 | Introductory Psychology | SOCL 2500 | Family Dynamics |
| PSYC 2200 | Abnormal Psychology | SPCH 2100 | Speech and Communications |
| SOCL 1100 | Introductory Sociology | TECH 1300 | Introduction to Computer Science |
| SOCL 2100 | Social Issues and Change | TECH 2100 | Digital Storytelling & Preservation |
| SOCL 2200 | Race and Gender Relations | | |
| SPCH 2100 | Speech and Communications | | |
| TECH 0900 | Computer Basics | | |
| TECH 1200 | Fundamentals of Web Design and App Devt | | |
| | | | |
| Fall 2027 | | Spring 2028 | |
| ANSH 1100 | Introduction to Anishinaabe Studies | ANSH 1100 | Introduction to Anishinaabe Studies |
| ANSH 1200 | History of Red Lake | ANSH 1300 | Anishinaabe Fitness and Nutrition |
| ANSH 1300 | Anishinaabe Fitness and Nutrition | ANSH 1500 | Anishinaabe Art |
| ANSH 1400 | Anishinaabe Philosophy | ANSH 1510 | Black Ash Basket Making |
| ANSH 1500 | Anishinaabe Art | ANSH 1600 | Anishinaabe Music and Dance |
| ANSH 2100 | Anishinaabeg in Cinema and Popular Culture | ANSH 2200 | Anishinaabe Leadership |
| BIOL 1100 | Introductory Biology I | BIOL 1200 | Introductory Biology II |
| BIOL 2100 | Environmental Science | BIOL 1800 | Environmental Ethics |
| BIOL 2200 | Human Anatomy and Physiology | BIOL 2100 | Environmental Science |
| CEXP 1100 | Career Explorations | CRJS 2400 | Juvenile Delinquency and Justice |
| CHEM 1100 | General Chemistry | ENGL 0900/0950 | Writing and Reading Skills |
| CRJS 1200 | Criminal Justice and Society | ENGL 1100 | Composition |
| ENGL 0900/9550 | Writing and Reading Skills | ENGL 1200 | Myths and Legends |

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| ENGL 1100 | Composition | ENGL 2600 | Am Lit: Industrial Revolution |
| ENGL 2100 | Creative Writing | EPOR 1100 | Student ePortfolio |
| ENGL 2300 | Argument and Exposition | FYEX 1100 | First Year Experience |
| ENGL 2700 | World Literature | GEOG 2100 | Cultural Geography |
| EPOR 1100 | Student ePortfolio | HUSV 1700 | Drug Use and Abuse |
| FYEX 1100 | First Year Experience | MATH 0900 | Algebra Skills |
| GEOG 2100 | Cultural Geography | MATH 1100 | Math Reasoning |
| HIST 1400 | American Past: Since 1877 | MATH 1200 | Environmental Math |
| HUSV 1100 | Introduction to Human Services | MATH 2400 | Calculus |
| MATH 0900 | Algebra Skills | OJIB 1200 | Ojibwemowin II |
| MATH 1100 | Math Reasoning | OJIB 2200 | Ojibwemowin IV |
| MATH 1500 | College Algebra | POLS 1100 | Introduction to American Government |
| MATH 1700 | Introductory Statistics | POLS 2200 | Treaty Law II |
| OJIB 1100 | Ojibwemowin I | PSCI 1100 | Physical Science |
| OJIB 2100 | Ojibwemowin III | PSYC 1100 | Introductory Psychology |
| PHIL 2100 | Ethics | PSYC 1200 | Developmental Psychology |
| POLS 2100 | Treaty Law I | SOCL 1100 | Introductory Sociology |
| PSCI 1200 | Earth Science | SOCL 2300 | Understanding Hate |
| PSYC 1100 | Introductory Psychology | SOCL 2500 | Family Dynamics |
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| TECH 1200 | Fundamentals of Web Design /App Devt | | |

Staff and Faculty Directory

For current staff and faculty directory, please visit our website at www.rlnc.edu.