

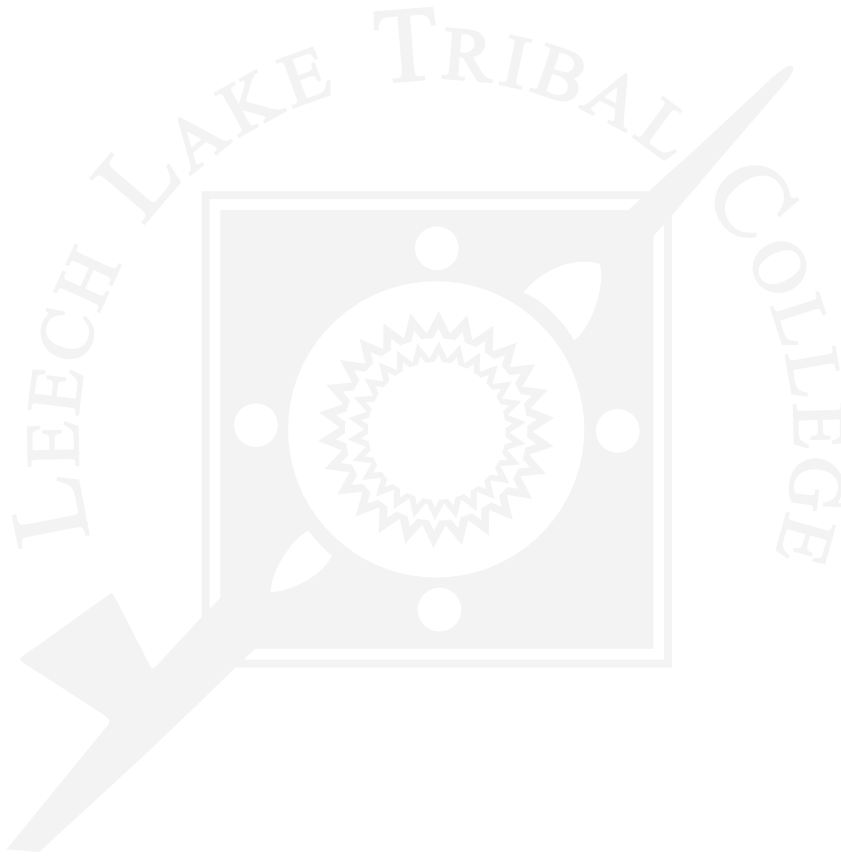
MAZINA'IGAN

Course Catalog



2023-2025





Revised: August 2024

Date of Publication: July 2023

Leech Lake Tribal College is registered with the Minnesota Office of Higher Education pursuant to Minnesota Statutes sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions.

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.

Leech Lake Tribal College is an equal opportunity employer and institution of higher education. This catalog is not regarded as a contract, and Leech Lake Tribal College will notify its stakeholders on the website if there is any changes. Leech Lake Tribal College was chartered by the Leech Lake Band of Ojibwe in 1990, and is committed to creating and maintaining an atmosphere in which the traditional values of the Anishinaabe are honored and practiced. It is the policy of Leech Lake Tribal 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.

Leech Lake Tribal College is accredited by the Higher Learning Commission.

Leech Lake Tribal College Address: 6945 Little Wolf Rd NW, Cass Lake, MN 56633

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VISION

To be recognized as a center of academic excellence that advances Anishinaabe worldviews and empowers lifelong learners to be fully-engaged citizens, stewards, and leaders.

MISSION

Leech Lake Tribal College provides quality higher education grounded in Anishinaabe values.

MOTTO

The path to knowledge is eternal.



GUIDING PRINCIPLES

“It is vitally important that Native people a) have a sense of history and are able to connect contemporary and historical issues; b) have a sense of values; c) acknowledge philosophical kinship and our responsibility to these relationships; and d) understand the Circle of Life as both a privilege and a responsibility.”

–Dr. Henrietta Mann (Cheyenne)

In keeping with Dr. Mann’s philosophy, Leech Lake Tribal College has established the following guiding principles:

- We will acknowledge and embody the core values inherent in Anishinaabe culture and tradition.
 - We will practice conscientious stewardship of our institutional resources: fiscal, human, intellectual, physical, and natural.
 - We will value employees and promote professional development and growth for faculty, staff, and administrators.
 - We will serve as a seat of technological, intellectual, and cultural knowledge for the communities we serve.
- We will foster positive relationships with multiple constituents, collegial associations, and communities of service.
 - We will help build a stronger community through promotion of healthy living, leadership, and dissemination of the Anishinaabe worldview.
 - We will proactively promote a campus community that honors teaching, learning, and service.

EXPECTED STUDENT LEARNING OUTCOMES

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.

Leech Lake Tribal College students will be able to:

1. Apply Anishinaabe ways of knowing and being in order to live a good life in a global society.
2. Demonstrate social, economic, and environmental stewardship as responsible citizens in a diverse society.
3. Employ effective communication skills through a variety of media and contexts.
4. Practice quantitative literacy and critical analysis to continue personal and intellectual growth.



ABOUT LEECH LAKE TRIBAL COLLEGE

The Leech Lake Band of Ojibwe established Leech Lake Tribal College by tribal resolution in July 1990. For two years, courses were offered via extension from the University of Minnesota Duluth, Bemidji State University, Itasca Community College, and Brainerd Community College, now Central Lakes College. In the fall of 1992, LLTC began offering its own courses leading to an Associate of Arts and Associate of Applied Science degrees. LLTC was accredited as a postsecondary vocational school in 1993. In the spring of 1993, with an Associate of Arts degree in Anishinaabe Language and Culture, Sean Fahrlander was LLTC’s first graduate. In 1994, the United States Congress accorded LLTC status as a Land Grant Institution. In 2002, the Higher Learning Commission of the North Central Association of Colleges and Schools awarded LLTC candidacy for its associate degree programs; full

accreditation on September 26, 2006; and continuing accreditation in February 2011.

Leech Lake Tribal College currently offers eight programs of study, serves a term average of 200 students from the Leech Lake, Red Lake and surrounding areas, and employs approximately 50 staff, faculty, and administrators. Approximately 90% of enrolled students are enrolled in or descended from federally-recognized Indian tribes, and 10% of students are non-Native or not enrolled. LLTC receives its base funding from the Bureau of Indian Affairs under the authority of the Tribally Controlled Community College Act (Title I, P.L. 95-471). LLTC is a member of the American Indian Higher Education Consortium and the Association of Public and Land-Grant Universities.

LLTC BOARD OF TRUSTEES

- Jennifer Cross.....Chair
- Deondre Smiles.....Vice-Chair
- Alicia R. Bowstring.....Member
- Yvonne Wilson.....Member
- Michael Smith.....Honorary Elder Member
- Donna Cloud.....Honorary Elder Member

LLTC would like to honor and recognize Nowa-Cumig, Dennis Banks, who walked on in 2017. Nowa-Cumig served on the Board of Trustees for many years as our honorary elder. We will forever hold a deep respect for him and gratitude for his love and wisdom shared throughout his engagement with the College. He will be remembered as an activist, teacher, and friend.

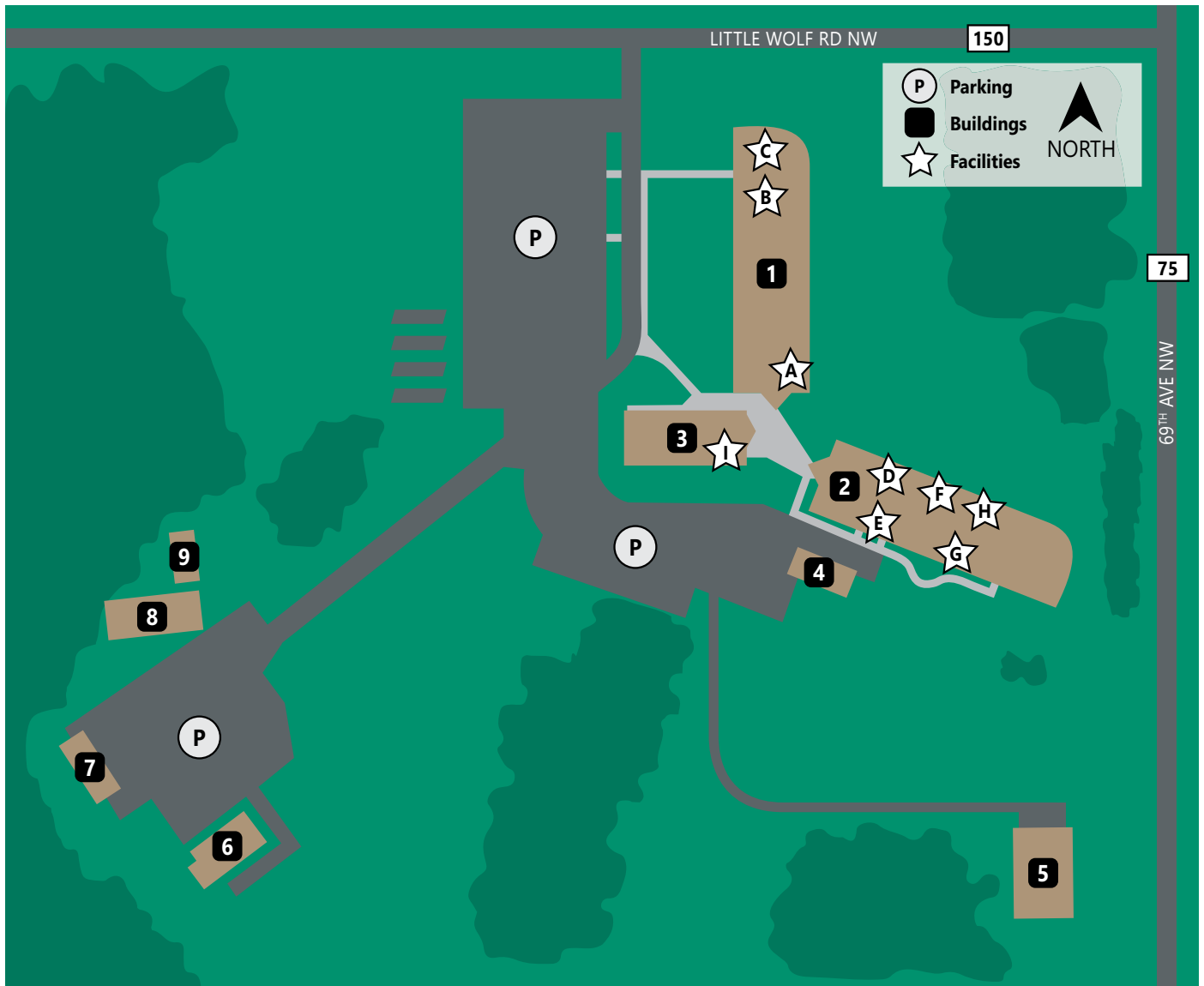


ACADEMIC CALENDAR 2023-2025

| FALL SEMESTER | FALL 2023 | FALL 2024 |
|--|------------------------------------|------------------------------------|
| Last Day to Apply for Fall Admission | Aug 18 | Aug 16 |
| Faculty In-service | Aug 21-25 | Aug 20-23 |
| Last day to Submit Paperwork | Aug 23 | Aug 21 |
| Student Orientation | Aug 24 (5-7pm); Aug 25 (10am-12pm) | Aug 22 (5-7pm); Aug 23 (10am-12pm) |
| Registration Closes | Aug 25 | Aug 23 |
| First Day of Classes | Aug 28 | Aug 26 |
| Labor Day: Campus Closed | Sept 4 | Sept 2 |
| Last Day to Add/Drop | Add: Sept 1 / Drop: Sept 8 | Add: Aug 30 / Drop: Sept 6 |
| Mid-terms | Oct 9-13 | Oct 7-11 |
| Battle of Sugar Point: Campus Closed | Oct 5 | Oct 5 (Saturday) |
| Indigenous People's Day: Campus Closed | Oct 9 | Oct 14 |
| Mid-term Grades Due | Oct 17 | Oct 15 |
| Advising Week | Oct 23-27 | Oct 21-25 |
| Registration for Spring Begins | Oct 23 | Oct 21 |
| Last Day to Withdraw | Oct 28 | Oct 26 |
| Veteran's Day: Campus Closed | Nov 11 (observed on Nov 10) | Nov 11 |
| Thanksgiving: Campus Closed | Nov 23-24 | Nov 21-22 |
| Last Day of Classes | Dec 8 | Dec 6 |
| Finals | Dec 11-15 | Dec 9-13 |
| Final Grades Due | Dec 19 | Dec 17 |
| Winter Break | Dec 18 - Jan 5 | Dec 16 - Jan 3 |
| Christmas: Campus Closed | Dec 26 (observed on Dec 25) | Dec 25 |
| New Year's: Campus Closed | Jan 1 | Jan 1 |
| SPRING SEMESTER | SPRING 2024 | SPRING 2025 |
| Last day to Apply for Spring Admission | Dec 29 | Jan 3 |
| Faculty In-service | Jan 2-5 | Jan 6-10 |
| Student Orientation | Jan 5 | Jan 10 |
| Registration Closes | Jan 5 | Jan 10 |
| First Day of Classes | Jan 8 | Jan 13 |
| Martin Luther King Day: Campus Closed | Jan 15 | Jan 20 |
| Last Day to Add/Drop | Add: Jan 12 / Drop: Jan 19 | Add: Jan 17 / Drop: Jan 24 |
| Graduation Applications Due | Jan 17 | Jan 10 |
| Fall Incompletes Due | Jan 29 | Jan 27 |
| President's Day: Campus Closed | Feb 19 | Feb 17 |
| Mid-terms | Feb 26 - Mar 1 | Feb 24-28 |
| Mid-term Grades Due | March 8 | March 7 |
| AIHEC | March 9-12 | March 8-12 |
| Spring Break | March 11-15 | March 10-14 |
| Advising Week | March 18-22 | March 17-21 |
| Registration Opens for Fall & Summer | March 18 | March 17 |
| Last Day to Withdraw | March 22 | March 21 |
| Easter/Good Friday: Campus Closed | March 29 | April 18 |
| Last Day of Classes | May 1 | April 30 |
| Finals | May 6-10 | May 5-9 |
| Final Grades Due | May 14 | May 13 |
| Faculty In-service | May 15-17 | May 14-16 |
| Graduation | May 18 | May 17 |
| Summer Classes Begin | May 20 | May 19 |
| Spring Incompletes Due | June 10 | June 9 |
| Summer Session Ends | June 28 | June 27 |



CAMPUS MAP



1 - Mitigominzh Wigamig (Oak Hall)

- Classroom Numbers 100+**
- A. Main Entrance/Reception Desk 101
 - Security Office 102
 - Computer Labs 105 & 111
 - B. IT Department (Tech Support) 112
 - C. Print shop 118
 - Maintenance Office 121

2 - Giizhiikaandag Wigamig (Cedar Hall)

- Classroom Numbers 200+**
- D. Student Lounge 201
 - Wellness Center 203
 - E. Bookstore 202
 - Drum Room 204
 - F. Student Services 207
 - G. Financial Aid Office 207 F
 - H. Finance Office 211
 - Adult Basic Education 213

3 - Agindaasoo Wigamig (Library)

- Classroom Numbers 300+**
- I. Learning Center 301
 - Academic Tutoring / Quiet Study Areas

4 - Wiigwaasi Wigamig (Birch Building)

Extension and Community Education

5 - Ogichidaag Wigamig (Warrior's Building)

Storage & School Vehicles

6 - Wawezhazewong Wigamig / Clem Nason Building (Where the River Meets the Lake Building)

Electrical Classrooms

7 - Iniaatig Wigamig (Maple Building)

Construction Trades Classrooms

8 - Giwaakaa'igemin Wigamig (We Build Building)

Construction Training Building

9 - Fitness Center



PROGRAMS OF STUDY

ASSOCIATE OF ARTS

Liberal Education

Anooj Gikendaasowin

Indigenous Leadership

Naagaaniziwaad

Indigenous Science with Emphasis

Anishinaabe Gikendaasowin

Forest Ecology

Information Technology

Indigenous Science

Human Health

Early Childhood Education

Menobamoozhewaad

Ojibwe Language

Ojibwemowin

ASSOCIATE OF APPLIED SCIENCE

Business Management

Babaamiziwin Miinawaa Anishinaabe Ogimaag

Law Enforcement

Genawendamowaad Inaakonigewin

Integrated Residential Carpentry

Giwaakaa'igemin

DIPLOMAS & CERTIFICATES

Electrical Technician

Residential Carpentry

Indigenous Early Childhood Education

Advanced Early Childhood Education

DISCIPLINE ABBREVIATIONS

| | | | |
|---------------------------|------|------------------------|-------|
| Accounting | ACCT | Information Technology | ITECH |
| Anishinaabe Studies | ANI | Indigenous Science | ISCI |
| Art | ART | Law Enforcement | LE |
| Biology | BIO | Mathematics | MATH |
| Building Trades | BLTD | Music | MUS |
| Business | BUS | Ojibwe Language | OJI |
| Chemistry | CHEM | Philosophy | PHIL |
| Construction Electricity | ELEC | Physical Education | PE |
| Early Childhood Education | ECE | Political Science | POLSC |
| Education | EDU | Psychology | PSY |
| English | ENGL | Renewable Energy | ENER |
| Forestry | FOR | Residential Carpentry | CARP |
| Geography | GEOG | Sociology | SOC |
| Geology | GEOL | Speech Communications | SPCH |
| History | HIS | Tribal Administration | TA |





ADMISSIONS POLICIES & PROCEDURES



ADMISSIONS

Leech Lake Tribal College welcomes all applications and has an open enrollment policy dependent upon the completion of a high school diploma or GED. Applications are only available in online form and are completed through the LLTC website (www.lltc.edu). For help with the application process, admissions information, or to arrange a visit to campus please contact the Admissions Coordinator.

Open Admissions Policy

Leech Lake Tribal College has an Open Admissions Policy. Any person who is a graduate of an accredited high school or has their GED certificate prior to admission may

be admitted to LLTC. Upon acceptance to LLTC you will take a placement test, which will determine if you need to take remedial/developmental courses before taking college-level courses.

Leech Lake Tribal College is not responsible for transcript fees or services. Please understand that it is your responsibility to request official and unofficial transcripts from colleges that you have attended. This also applies to high schools that have a transcript fee, or specific means of requesting official transcripts; for example: parchment.com.

HOW TO APPLY

First Time Freshman Admissions – Never attended any college before

Leech Lake Tribal College has an open admissions policy. Any applicant who has earned a high school diploma or GED prior to the intended date of attendance may be admitted as a regular student. To apply, please submit the following signed and completed items to Student Services attention: Admissions.

- Admissions Application
- High School Diploma/GED and College Transcripts if applicable
- If you are an enrolled member or descendant, submit Tribal Enrollment Verification
- If you are non-native no additional documentation is needed
- Immunization record for students attending post-secondary schools in Minnesota
- Legal name change documentation is needed if the name on any of the above documents does not match the name you are enrolled under

Applicants who submit the admissions documents are eligible for admission to the college. New Students are required to take a placement before registering for classes. Student exemptions/waivers can be granted if student meets the Minnesota State Colleges and Universities System Procedures - 3.3.1 Assessment for Course Placement.

Transfer Student Admissions - Attended college at another institution

Applicants who have attended an accredited college prior to the intended date of attendance are defined as transfer students. An official transcript is required for evaluation and transfer of credits to LLTC. To apply, please submit the following signed and completed items to Student Services attention: Admissions.

- Admissions Application
- High School Diploma/GED
- If you are an enrolled member or descendant, submit Tribal Enrollment Verification
- If you are non-native no additional documentation is needed
- Official or Unofficial College Transcript. Unofficial transcripts cannot be transferred
- Immunization record for students attending post-secondary schools in Minnesota
- Legal name change documentation is needed if the name on any of the above documents does not match the name you are enrolled under

Applicants who submit the admissions documents are eligible for admission to the college. It is the responsibility of the student to obtain transcripts from other institutions and high schools that charge a transcript fee, as Leech Lake Tribal College does not pay transcript fees. If students have not completed English or Math at a college level they might have to take the placement test in order to register for classes. Student exemptions/waivers can be granted if student meets the Minnesota State Colleges



and Universities System Procedures - 3.3.1 Assessment for Course Placement.

Readmitted Student Admissions – Attended LLTC in the past

Students who have not attended LLTC for more than two semesters must reapply. Students who have not attended LLTC in the past 5 years may have to submit documents that were previously submitted. Returning Students who are returning on Academic Status will be required to submit documents based on their return status. To apply, please submit the following signed and completed items to Student Services attention: Admissions.

- Admissions Application
- High School Diploma/GED
- Official or Unofficial College Transcript
- If you are an enrolled member or descendant, submit Tribal Enrollment Verification
 - OR** If you are non-native no additional documentation is needed
- Academic Warning Packet: submit to Academic Success Counselor if applicable
 - OR** Academic Suspension Appeal: submit to PASS Committee if applicable
 - OR** If you are not on Warning or Suspension, no additional documentation is needed
- Immunization record for students attending post-secondary schools in Minnesota
- Legal name change documentation is needed if the name on any of the above documents does not match the name you are enrolled under

Applicants who submit the admissions documents are eligible for admission to the college. PASS Committee is responsible for accepting or denying an Academic Suspension Appeal. *See Academic Advising for more information.

Second Degree Seeking Student – Student that has already obtained a degree from LLTC

If you have already obtained a degree from a different institution please use Transfer Student Admissions.

If you are a current student or previous Leech Lake Tribal College Graduate who wants to add a 2nd Degree follow the steps below as you do not need to reapply:

1. Speak with an Academic Advisor about the process and reasoning for pursuing a second degree.

2. Fill out the 2nd Degree Application & Requirements form located under E-Documents on our website: www.lltc.edu.

OR If you are currently enrolled at LLTC, please complete the 2nd Degree Applications & Requirements form and submit it to Student Services. You must have successfully completed 12 credits in order to be eligible to apply for a 2nd Degree.

3. The Academic Advisor will complete and review a degree audit with the student.
4. Hand in the form to the Registrar for additional actions.
5. The Registrar will review the application for approval and submit the form and degree audit to Financial Aid for approval.
 - a. Financial Aid will review the application to ensure that the student will have sufficient financial aid to complete both programs.
 - b. If a student does not have enough remaining financial aid to complete both programs and they still wish to pursue a second degree, students must sign an acknowledgment form stating that they understand they may not have enough aid to cover completion of both programs and may need to pay out of pocket for the remainder of their programs.
6. If a second degree program is approved, the student will receive an acceptance letter from the Admissions office.
7. Dual-degree students are strongly encouraged to meet with their advisors each semester to ensure that they are meeting the requirements for both programs.

Non-Degree Seeking students

All students that do not wish to obtain a degree but want to participate in classes must complete regular Admission Requirements of their respective category. If a student has attended another institution they must meet Transfer Student Admissions requirements and unofficial college transcripts must be submitted. If a student has never attended college, they must meet First Time Freshman Admissions requirements. Students in the following programs are categorized as Non-Degree Seeking: Post-Secondary Enrollment Option, One Free Elder Class, and Employee Students. If the student wishes to transfer credits from other institution they must submit official transcripts. If students are under an Academic Status, see Readmitted Student Admissions steps.



Elder Student Admissions – new/returning elder who wants to take advantage of the Elder Class

Elder Students are classified as Non-Degree Seeking students. If at any time you wish to pursue a degree with LLTC, please follow First Time Freshman OR Transfer Student Admissions. Leech Lake Tribal College determines Elders as any individuals who are 55 years of age and older prior to the start of term. Elders are eligible for ONE course (tuition waived) per semester providing each semester they submit a Tuition Wavier form to the Business Office. Elder students are responsible for purchasing their own textbooks & fees for the course. If taking a repeat course, the materials fee is not waived, and must be paid for each subsequent enrollment in the course.

As per our Open Admissions Policy, you do not have to be of Native American heritage or descent to be eligible for the ONE free Elder course. Non-degree seeking Elder students have the option of taking a course Pass/No Pass at the time of registration.

A valid, government-issued photo ID is required to verify age. A photocopy will be taken and kept on file.

Post-Secondary Enrollment Option – PSEO Student Admissions:

PSEO Students are classified as a Non-Degree Seeking student. If you are currently a High School Student who wants to earn College credit you must first visit with your High School Counselor to determine if you meet the eligibility requirements. LLTC offers eligible high school juniors and seniors access to college level courses through the Post-Secondary Enrollment Option. Eligible PSEO students are allowed to enroll in 100 level courses for up to 6 credits. More credits can be approved by high school guidance counselor AND the Dean of Student Services. PSEO students are recommended and highly encouraged to take EDU 102 Miikana once. To apply, please submit the following signed and completed items to Student Services attention: Admissions.

- Admissions Application
 - Official High School Transcript
 - PSEO Registration form signed by parents and official school counselor
 - If you are an enrolled member or descendant, submit Tribal Enrollment Verification
- OR** If you are non-native, no additional documentation is needed
- Immunization record for students attending post-secondary schools in Minnesota

- Legal name change documentation is needed if the name on any of the above documents does not match the name you are enrolled under

Applicants who submit the admissions documents are eligible for admission to the college. PSEO student are required to take the placement test before registering for classes. See Placement Test – Accuplacer section. For PSEO students to remain eligible for the program in subsequent semesters they must maintain a 2.0 GPA and resubmit all of the above documents each semester, not including the Tribal Enrollment Verification where applicable.

PSEO Students are not eligible:

- To play on the Athletic teams
- For work study or regular payroll positions
- For certain travel funded by LLTC
- For developmental courses

Employee Student – an employee of the Leech Lake Tribal College

Employee students are classified as Non-Degree Seeking Students. To apply, please submit the same materials as a First Time Freshman or a Transfer Student (whichever description best matches your previous college experience). In addition, you will need to complete a Tuition Waiver form, signed by yourself and your supervisor. You can register, once accepted as a student, with someone on the Student Services Team. Fees and Books are the responsibility of the Employee Student.

1. Submit Admissions Application. No official or unofficial transcripts are required.
 2. If you are an enrolled member or descendant, submit Tribal Enrollment Verification
- OR** If you are non-native, no additional documentation is needed.
3. Pick out the class you want to take and make sure it works with your schedule
 4. Tuition Wavier form: submit to Business Office
 5. Complete a PAF and a Personal Leave form and submit it to HR



TRANSFER POLICY & TRANSFER OF CREDIT APPEAL PROCESS

Transfer Policy:

The Registrar will identify those institutions from which credit can be transferred. If questions arise with regard to transfer of specific courses, the Director of Enrollment/Registrar will confer with the appropriate departmental faculty. The following will apply.

1. Credit for course work taken at other institutions will be transferred subject to the following considerations:
 - a. Must be an regionally accredited institution
 - b. The comparability of the course work with LLTC course work;

AND the appropriateness of the course work for meeting degree requirements at LLTC.
2. LLTC will accept up to 34 credits, "D" grade or better.
3. Developmental and/or remedial credits (typically numbered less than 100/1000) **will not** transfer
4. Transfer credits become applicable to a Leech Lake Tribal College degree program or certificate program only after the student has been admitted as a degree-seeking student or admitted to the certificate program.
5. 100 level courses cannot substitute for 200 level courses, however, 200 level courses can substitute 100 level courses
6. Credits taken 10 years and over are evaluated by the department chairs.

Transfer of Credit Appeal Process:

To maximize your transfer credits some courses may need further evaluation.

1. Contact the Registrar to start the appeal process
2. Send course description(s) and/or syllabi (email or fax) to the Director of Enrollment/Registrar
3. The Registrar will forward the course description(s) and/or syllabi to the department for evaluation
4. Typically this evaluation could take up to two weeks
5. Once evaluation, the Registrar will contact you to discuss how the course will or will not transfer

All questions regarding the transfer of credit appeal process can be directed to the Director of Enrollment/Registrar, 218-335-4220.

Leech Lake Tribal College uses the Minnesota Transfer Curriculum as the package of lower division general education requirements in compliance with MNState Policy 3.37 and Procedure 3.37.1 – Minnesota Transfer Curriculum.

PLACEMENT TEST - ACCUPLACER

The placement test is an advising tool used by Student Services to test all new students, with the exceptions of:

- Transfer students that have completed passing credits in college level Math and/or English.
- Returning students who have completed passing credits in college level Math and/or English. If it has been more than 5 years since you have completed passing credits, you may need to take the Accuplacer test.

Information from the placement test will be used to assess which courses will be mandatory for the students to assure academic success. Students who do not score at the level needed for Math and English will be required to enroll in the respective developmental course(s)







FINANCIAL AID POLICIES & PROCEDURES



FINANCIAL AID OFFICE

The LLTC Financial Aid Office facilitates the administration of student grants, scholarships, and work study programs. The purpose of these programs is to assist students who without such aid would be unable to attend college. The Financial Aid Office is dedicated to helping our students achieve their educational goals in accordance with federal, state, and institutional guidelines. Leech Lake Tribal College Financial Aid opportunities consist of Federal, State, Tribal, Institutional, and Private grants and scholarships. Our Financial Aid Office adheres to federal compliance in determining a student's need by utilizing: a cost of attendance budget, the student's Expected Family Contribution (the result of their FAFSA), and other

estimated financial assistance. The Leech Lake Tribal College Financial Aid Office can be found in the student services hallway of Cedar Hall. All funds are disbursed through the Accounts Receivable Office.

LLTC Financial Aid Mailing Address:

Leech Lake Tribal College
Attention: Financial Aid
6945 Little Wolf Rd NW
Cass Lake, MN 56633

Phone Number: (218) 335-4270

Fax Number: (218) 335-4217

BASIC INFORMATION

The primary purpose of Leech Lake Tribal College Financial Aid Office is to provide assistance in applying for the many resources available to students of academic ability who would otherwise be unable to pursue post-secondary education due to financial constraints. The Financial Aid Office will also process the Federal and State applications to ensure the proper aid is awarded to eligible students.

It is the student's personal responsibility to obtain all information necessary for financial assistance. Students must submit the Free Application for Federal Student Aid (FAFSA) to the U.S. Department of Education's Central Processing System (CPS), if they want to be considered for federal, state, and/or tribal financial aid.

The FAFSA is an electronic application. Students are encouraged to complete the FAFSA on the web at www.fafsa.ed.gov and are provided with computer access on campus in order to complete this process.

After the application is completed, it is submitted to the Department of Education. The Central Processing System (CPS) will calculate the Expected Family Contribution (EFC) and match the student's data against a number of databases such as the Social Security Administration's citizenship database, Selective Service, Veterans Affairs, etc. After all processing is complete, the student will receive a Student Aid Report (SAR) 1-5 days after submitting an electronically signed application. The college will receive an Institutional Student Information Record (ISIR) in the same time period. LLTC will review the ISIR produced by CPS.

Student Rights to Know

Students have the right to know:

1. What financial aid is available and how to apply for it
2. How the institution selects students to receive financial aid
3. How financial aid awards are determined
4. How changes are made to an award
5. What accreditations the college has
6. What programs are offered, what facilities it has, who is on faculty and staff
7. The cost of attendance
8. What is considered satisfactory academic progress and to be in good academic standing
9. That student information is handled with the highest degree of confidentiality
10. Who to see about financial aid concerns and where to find them

General Requirements for Student Eligibility

Students applying for federal and state aid and work study programs must:

1. Admitted as a regular degree seeking student
2. Have a financial need
3. Be a citizen or an eligible non-citizen
4. Be enrolled in an eligible program of study (see Admissions Policy in Student Services)
5. Not be in default on any National Direct Student



Loans, Guarantee Student Loans or have a Title IV overpayment on any grants at any institutions previously attended

6. Male students must register with Selective Service

Financial Aid Application Procedure

1. Complete and submit the FAFSA each academic year and wait to receive a SAR.
2. Have an acceptance letter from the Admissions Office.
3. High School diploma, Final High School Transcript, or GED must be on file in the Admissions Office.
4. Transfer students must provide an academic transcript from all previously attended post-secondary institutions to the Admissions Office.
5. Submit verification documents if selected for verification as indicated on the ISIR (see verification for more details) to the Financial Aid Office.

Expected Family Contribution and Cost of Attendance

All the data used to calculate the EFC (Expected Family Contribution) comes from the information the student provides on the FAFSA. The CPS (Central Processing System) analyzes the information from the FAFSA and calculates the EFC. The school determines the student's eligibility on the basis of the student's EFC and unmet need. Each student is assigned a Cost of Attendance (COA) budget based on enrollment level, living situation, and dependency status. The COA includes estimated values for tuition and fees; books and supplies; room and board; transportation expenses, and miscellaneous expenses (childcare and other school related expenses can be added with appropriate documentation). All budget adjustments must be approved by the Financial Aid Director. Student financial aid awards are limited to the total of the COA budget.

The student's unmet need is calculated as follows:

- COA (cost of attendance)
- EFC (expected family contribution)
- EFA (estimated financial assistance)
- Unmet Need

LLTC along with the Department of Education determine the amount of the student's Pell grant award on the basis of their EFC, cost of attendance, enrollment status, length of enrollment, and defined academic year.

Over Awards and Over Payments

Federal regulations restrict the amount of need-based funds, which a student may receive in a designated period of time. If a student receives more financial aid than they are eligible to receive, an over award occurs, and the excess amount must be repaid. Over awards can be cited in respect to grant funds, scholarships, work study earnings, and other types of financial aid. A phone call, email, or face to face meeting with the student outlining the details of the over award and the responsibilities of the student in satisfying the over award will occur within a week of discovering the over award. Title IV grant over awards that are unresolved become over payments and will be reported to NSLDS which will hinder a student's ability to receive future funds from any Title IV participating post-secondary institution.

To avoid an over award situation:

1. Students must notify the financial aid office when receiving assistance from any outside source
2. Students must make sure to list all resources on all financial aid forms and documents.
3. Students should check with the financial aid office before seeking additional assistance to determine what effects additional funds will have on their financial aid package.

Verification

Verification is a process by which certain data reported on the FAFSA is required to be reviewed by the college for accuracy and completeness. Verification plays an important role in ensuring that the correct amount of Title IV funds is disbursed to each eligible student. Applications are selected either by CPS or by the college. LLTC has the right to select any student's FAFSA for verification. If a student has been selected for verification, the school will notify the student via mail, email, phone, or contact the student in person. Students selected for verification will be required to complete additional forms and provide other documents as required depending on the type of verification assigned. If there are errors or conflicting information, the financial aid office will generate a correction file and submit it to CPS. The verification process is not considered complete until the correction file has been processed by CPS and returned to LLTC.

It is the student's responsibility to provide the necessary documents to the financial aid office as soon as possible. Students must complete the verification process before aid is awarded. Students who fail to submit verification documents to the financial aid office will not receive any Federal or State financial aid.



The information that must be verified will vary depending on the type of verification required. Below is a list of data that may need to be verified:

1. Household Size
2. Number of individuals in household in college
3. Adjusted Gross Income (AGI)
4. U.S. taxes paid
5. High school completion status
6. Identity/Statement of Educational Purpose
7. Certain types of untaxed income and/or benefits
 - a. Untaxed payments to IRS and/or KEOGH plans
 - b. Interest on tax free bonds
 - c. Workers Compensation
 - d. Cash received, or any money paid on your behalf not reported elsewhere

Once the student provides verification data, there may be instances that warrant a change to financial aid awards. The financial aid office will review the student's circumstances, make any needed adjustments to the student's awards and release a revised award letter to the student.

Administrative Revisions

The LLTC financial aid office reserves the right to revise a student's award package without prior notice. These reasons include but are not limited to:

1. Outside aid received is higher than originally assumed
2. Outside resources were not taken into account
3. Factors make a student ineligible for the aid award
4. Enrollment is less than minimum requirement
5. Insufficient information

Recalculation

Financial Aid eligibility will be determined based on their most current SAR/ISIR, EFC and enrollment status at the census date (add/drop date) within each semester. An award will be recalculated if the student's enrollment status changes from the first day of class to the census date and a new award letter will be generated. If a new or updated SAR/ISIR is received after the attending semester census date then Title IV funds will be awarded/recalculated based on the new or updated SAR/ISIR. If an adjustment is made to the student's financial aid package, the financial aid office will release a revised award letter to the student electronically.

Professional Judgment

If the student finds his or herself in an unusual circumstance that may affect their Title IV eligibility, the financial aid staff, using professional judgment, can adjust one or more of the data elements used to calculate the EFC depending on circumstances. The adjustment must be based on a student's individual circumstances. Students need to speak to the financial aid office to initiate this process. The financial aid staff will note in the student's records any unusual situation that explains any special consideration given to the student when awarding. In most cases students will need to provide documentation and/or letters of support. Professional judgment documentation must be cited in the student file with appropriate documentation attached.

If the student finds themselves in an unusual circumstance that affects their dependency status, the financial aid staff can submit a dependency override with sufficient documentation of the situation on a case-by-case basis. The student will need to request a dependency override in writing to the financial aid office that documents their situation and includes two supporting statements from third party sources. The situations listed below **do not** qualify as an unusual circumstance that will affect their dependency status:

1. Parents refuse to contribute to the student's education
2. Parents are unwilling to provide information on a FAFSA or for verification
3. Parents do not claim the student as a dependent for income tax purposes
4. Student demonstrates total self-sufficiency

Disbursement and Payment of Funds

Once a student's file is complete, awards will be processed. This processing time can take one to four weeks after all verification documents are received. The first award disbursement for those students whose files are complete will be the second Thursday following the add/drop date. Any overage check will be made payable to the student and will be issued by the business office. As students who did not have their financial aid process completed in time for the first disbursement complete the process along with any additional scholarships, grants, etc. will be credited to the student's accounts as they are received and any overage checks will be disbursed on a weekly basis.

The business office will disburse all Title IV awards to students deemed eligible for funds that exceed the student's account balance (credit) via an institutional check. Students must present a valid ID and sign a copy of their student account statement for payment to be



released. Class attendance verification may be required before overage checks are released. Students who have not picked up their check within two business days will be contacted and reminded of the availability of their funds. If a student has not picked up their check within 21 days of the initial availability, the check will be mailed to the current address on the student's record. This makes it very important for students to keep their address updated.

When a check is returned or electronic funds transfer is rejected and the school does not make another attempt to disburse the funds, the funds must be returned to the Department of Education before the end of the initial 45-day period. The school must cease all attempts to disburse the funds and return them no later than 240 days after the date it issued the first check.

SATISFACTORY ACADEMIC PROGRESS (SAP)

Students Responsibilities for Continued Eligibility

Federal regulations governing the administration of federal student financial aid funds provide that no payment of funds can be made unless the institution determines the student is maintaining Satisfactory Academic Progress (SAP) in the program they are pursuing, according to the standards and practices of the institution at which the student is attending. In order to remain in compliance with this regulation, students must ensure that they not only take courses applicable to their program, but that they are successfully completing said courses in a timely manner.

Policy:

In accordance with the U.S. Department of Education (CFR 668.16 (e) & 668.34), Leech Lake Tribal Collage (LLTC) has established minimum academic standards that all LLTC students must adhere to in determining Satisfactory Academic Progress (SAP) for Title IV, HEA financial aid eligibility purposes as well as enrollment purposes. These standards which are published in the LLTC Catalog and Student Handbook apply to federal and state financial aid that will be administered through the LLTC Financial Aid Office. The SAP standards apply to all students enrolled at LLTC regardless of funding levels or types.

This policy provides a consistent application of standards to all students enrolled at LLTC. The policy provides that a student's academic progress be evaluated at the end of each semester. LLTC will notify students of this policy at orientation as well as being printed in the student handbook and catalog and it is published on the LLTC website. LLTC will monitor the progress of all LLTC students to insure their continued compliance. Students are expected to read, understand, and adhere to this policy. For further clarification of this policy, contact Financial Aid or Student Services by phone, e-mail, or come to the office for a meeting.

Grades

Grades are recorded with the letter grades A, B, C, D, F, I, AU, W, or P/NP. Grades are posted online through the

student's portal at the closing of each semester. For letter grades and their points awarded, please see below.

Grade Point Grading Scale

| Grade | Points |
|-------------------|--------|
| A – Excellent | 4 |
| B – Good | 3 |
| C – Average | 2 |
| D – Below Average | 1 |
| F – Failure | 0 |

I – Incomplete, AU – Audit, W – Withdrawal, and P/NP – Pass/Not Passed are not counted toward the GPA.

In the case of repeated courses, all attempts will be counted in the completion rate but only the most recent attempt will be used in determining the GPA. A student may only repeat a successfully completed course once. All accepted transfer credits will be considered in determining the completion rate but transfer grades will not be considered in the GPA calculation.

Procedure:

I. Eligibility Criteria

Students receiving any type of Title IV, HEA and/or state financial assistance at LLTC must meet this criterion to continue to receive financial aid:

- A. Qualitative Standard:** Maintain a minimum cumulative grade point average of 2.0 on a 4.0 scale for total hours attempted at LLTC.
- B. Quantitative Standard: Maintain (PACE) -** successfully complete at least sixty-seven (67) percent of all credit hours attempted at LLTC, including course repetitions and transfer credits from other institutions. The formula is as follows:
 1.
$$\frac{\text{Total number of credit hours successfully completed}}{\text{Total number of credit hours attempted (includes withdrawn courses)}}$$



2. 9 credits completed divided by 12 credits attempted = 75%

C. 150% Rule: For an undergraduate program measured in credit hours, the maximum time frame (MTF) cannot be longer than 150 percent of the published length of the educational program, as measured in credit hours. As soon as it is apparent that a student cannot complete the degree requirements in the MTF, the student becomes ineligible for financial aid. For students seeking a second degree or pursuing a double major the number of additional credits required will be added to the published program length of the original program and the student will have 150% of the total program length in order to complete both programs. Change of program will reset the credit count but all compatible courses completed will be part of the new calculation.

1. Published program length = 64 credits
2. 150% times 64 = 96 credits

II. Title IV Financial Aid Status

A. Good Standing: The student is enrolled in an eligible program, is in compliance with satisfactory academic progress, and is eligible to receive financial aid.

B. Warning: Students who fail to meet minimum SAP requirements (GPA or 67% PACE) for academic progress at the end of a payment period will be placed on a Financial Aid Warning. A student on Financial Aid Warning may continue to receive assistance under the Title IV, HEA programs for one payment period despite a determination that the student is not making satisfactory academic progress. No appeal is required, but the student will be required to meet with the Academic Success Counselor to complete a Student Success Plan.

1. If the student is not meeting Satisfactory Academic Progress at the end of the Warning period, they will be placed on Financial Aid Suspension and will not be eligible for Title IV, HEA funds. However, the student may appeal the loss of their Title IV eligibility based on unusual circumstances.
2. If a student is making Satisfactory Academic Progress at the end of the Warning period, the student shall be returned to Good Standing with no loss of Title IV, HEA eligibility.

3. Financial Aid status will be assigned by the LLTC Financial Aid Director in coordination with the LLTC Registrar. At LLTC a student's financial aid status and academic status are aligned.

C. Suspension: This is the status assigned to students who were previously on Financial Aid Warning and have failed to meet the satisfactory academic progress requirements at the end of the Warning semester. Students are not eligible to receive Title IV, HEA funding, but may be allowed to submit an appeal form to appeal the suspension.

1. The appeal will either be denied (will not qualify for Title IV, HEA financial aid in future terms until SAP is met) or placed on an Academic Plan and required to adhere to an academic plan as determined by the PASS (Progressive Academic Student Success) committee, the student's academic advisor, and the academic success counselor.

D. Satisfactory Academic Progress Appeal Process: A student who loses their Title IV, HEA eligibility due to their inability to make SAP after a Warning period and thus placed on Financial Aid Suspension has the right to appeal the suspension based on extenuating circumstances.

1. A student, who wishes to appeal Financial Aid Suspension and loss of Title IV, HEA eligibility, must submit an Academic & Financial Aid Appeal/Petition Form to the Student Services office.
2. The student must explain what extenuating circumstances have kept them from meeting Satisfactory Academic Progress. Examples include hospitalization or extended illness, divorce, death of an immediate family member, or other special circumstance. The student should attach documentation to support any claims made of extenuating circumstance. The student must also explain what has changed or their plan to overcome the circumstances that will enable them to meet the Satisfactory Academic Progress requirements.
3. Once the appeal is received, the Progressive Academic Student Success



(PASS) Committee will evaluate the appeal at the next regularly scheduled meeting. The PASS committee meets every two weeks. The Academic Success Counselor will notify the student in writing, and through their school e-mail, of the decision. All decisions are final.

E. Probation: Any student that prevails in the Financial Aid Appeal process will be placed on probation or an Academic Plan and is eligible to receive Title IV, HEA aid during this period. Financial Aid Probation is only used in cases where it is reasonable to believe that the student will be meeting SAP standards by the end of the next term. Those who are not making SAP at the end of the Financial Aid Probation period will be placed back on suspension and will be ineligible to receive Title IV, HEA funds for the next payment period. A student must meet SAP prior to having eligibility reinstated.

1. A student placed on Probation or Suspension will be notified via U.S. mail to the current mailing or permanent address on record and to their school e-mail. It is the responsibility of the student to keep their address updated with LLTC Student Services.

F. Academic Plan: Any student that prevails in the Financial Aid Appeal process that will not be able to regain SAP after one additional term, shall be placed on an academic plan and is eligible to receive Title IV, HEA aid during this period. Those students who do not meet the conditions of their academic plan will be placed back on suspension and will be ineligible to receive Title IV, HEA funds for the next payment period. A student must meet SAP prior to having eligibility reinstated.

III. Reinstatement of Financial Aid

Reinstatement of Financial Aid is limited to the period under evaluation. Students making SAP (achieving a 2.0 GPA with a 67% completion rate or obtaining a degree) by the conclusion of the probation period or Financial Aid Academic Plan will be removed from the Financial Aid Probation status and changed to good standing.

IV. Academic Eligibility

LLTC uses the same criterion for Academic SAP as Financial Aid SAP, although the results of an appeal may grant enrollment into courses without regaining Title IV eligibility.

V. Re-Establishing Title IV Eligibility without Submitting an Appeal

Students are not required to submit an appeal, should they reach the standards of satisfactory academic progress per the policy requirements of a 2.0 GPA with a 67% completion rate or obtaining a degree. One way a student can accomplish this is by paying for classes on their own.

VI. Academic and Financial Aid Progress Evaluation

Progress is evaluated at the end of each semester for each student. The evaluation will review all credits hours that the student has attempted at LLTC, including course repetitions and transfers of credit from other institutions.

- A. Successful completion of a course will be a grade of: A, B, C, D, or P
- B. Unsuccessful completion of a course will be a grade of: F, W, I, NP, R, or any other designation that is not considered successfully completing a course.

VII. Cumulative Grade Point Average

The Cumulative GPA is calculated on the total number of credit hours attempted at LLTC including only the most recent attempt for repeated courses.

VIII. Retakes, Withdrawals and Incomplete Grades

A. Repeated Coursework: A student may repeat a previously passed course one (1) time and count it in the enrollment status for financial aid, keeping in mind that the most recent grade will be used in the GPA calculation. A student may repeat any failed course until it is passed and it will count toward financial aid enrollment status. However, the hours for these courses will be included in the completion rate (PACE) calculation.

B. Withdrawals: Courses with the Grade of "W" are considered attempted, but not successfully completed courses.

C. Incomplete Grades: Incompletes are not considered successful completion and therefore count against a student in the completion rate calculation. Should the "I" grade be changed to a grade considered successful completion of a course, the student should notify the Financial Aid Office to see if it will affect their Satisfactory Academic Progress status. A student is not eligible for further funding on a course where an "I" grade remains on the record.



FEDERAL RETURN OF TITLE IV FUNDS (R2T4)

Policy

Title IV, HEA funds are awarded for class attendance during an entire payment period. The funds are intended to cover the student's educational and living expenses for the entire period. The federal government has set guidelines concerning students who completely withdraw from school. Any student making a complete official withdrawal, unofficial withdrawal (stops attending their courses) or fails to receive passing grades in courses for the semester and received Title IV, HEA funding could be required to repay funds.

Purpose

In accordance with 34CFR 668.22, any student at LLTC who completely withdraws from all classes or ceases attendance will be subject to the Return of Title IV funds policy to determine if the student remained enrolled or attended beyond 60% of the semester. Federal regulations require a student to remain enrolled or attend classes beyond 60% of the semester to earn 100% of their financial aid. Once the Financial Aid Office has been notified of a student's official or unofficial withdrawal or cease of attendance in all classes, a Return of Title IV funds calculation will be done and the student will be notified within 45 days of the amount and type of funds that were returned.

Procedure

LLTC has 30 days from the date the institution determines that the student withdrew to calculate the amount of unearned Title IV, HEA funds for which it is responsible to return within a total of 45 days. LLTC will notify the student of the amount and types of Title IV, HEA funding returned. LLTC will notify the student if a repayment was made via written notice or through student e-mail or the United States Postal Service.

LLTC will perform a return to Title IV (R2T4) calculation to determine the amount of earned aid up through the withdrawal date or last date of attendance. After the 60% point in the payment period or period of enrollment, a student has earned 100% of the Title IV, HEA funds he or she was scheduled to receive during the period. The institution must still perform the R2T4 calculation for students who remained active in classes after the 60% period even though it will not result in a return of funds.

I. Attendance/Participation

Not attending or participating in class can and will affect a student's financial aid. Title IV, HEA funds are awarded to a student under the assumption that they will attend school for the entire period for which the assistance is awarded. When a student withdraws (official or unofficial) from all their courses, for any

reason including medical withdrawals, they may no longer be eligible for the full amount of Title IV, HEA funds that they were originally scheduled to receive.

II. When a Student Fails To Begin Attendance

If a student receives financial aid, but never attends classes, the Financial Aid Office must return all disbursed funds to the respective federal aid programs for the courses never attended.

III. Return of Title IV Aid for Not Completing the Semester

If the student withdraws from all of their courses prior to completing more than 60% of a semester, they may be required to repay a portion of the federal financial aid that they received for that term. Federal aid includes Pell Grants, SEOG Grants, and any other Title IV, HEA funds except Federal Work Study funds.

A. Withdrawal after 60%

For a student who withdraws after the 60% point of the term, there are no unearned funds. However, LLTC will still complete the R2T4 calculation to determine whether the student is eligible for a post withdrawal disbursement of aid that could have been disbursed.

B. Withdrawals

Federal regulations require Title IV, HEA financial aid funds to be awarded under the assumption that a student will attend the institution for the entire period in which federal assistance was awarded. When a student withdraws from all courses for any reason, including medical withdrawals, they may no longer be eligible for the full amount of Title IV, HEA funds that they were originally scheduled to receive.

The return of funds to the Department of Education is based upon the premise that students earn their financial aid in proportion to the amount of time in which they are enrolled. A calculation is used to determine the amount of federal student aid funds they have earned at the time of the withdrawal. Thus, a student who withdraws in the second week of classes has earned less of their financial aid than a student who withdraws in the seventh week. Once 60% of the semester is completed, a student is considered to have earned all of their financial aid and will not be required to return any funds.



Federal law requires schools to calculate how much federal financial aid a student has earned if that student:

1. Completely withdraws
 - OR** stops attending before completing the semester
 - OR** does not complete all modules (courses which are not scheduled for the entire semester or payment period for which they have registered at the time those modules began).

Based on this calculation, LLTC students who receive federal financial aid and do not complete their classes during a semester or term could be responsible for repaying a portion of the aid they received. Students who do not begin attendance must repay all financial aid disbursed for the term.

C. Withdrawal from a course is not official until an Add/Drop/Withdrawal form has been received by the LLTC Registrar's Office. Students may withdraw from courses according to the following schedule. Dates corresponding to the days cited are listed in the academic calendar. Please refer to the Official and Un-Official Withdrawal Policies located in the Academic Policies section.

1. Students may Drop a course up to the end of the add/drop period with a full tuition refund and no course recorded on the transcript.
2. Students may Withdraw from a course from the business day after the add/drop period has ended up to the date listed on the Academic Calendar, with **no tuition refund** and a "W" recorded on the transcript.
3. Students may not withdraw from courses after the date listed on the Academic Calendar.
4. No course may be dropped or withdrawn after a final grade has been assigned.

D. A student's official withdrawal date is determined by using one of the following:

1. The date the student submitted their petition to officially withdraw to the Registrar's Office if the withdrawal period has not ended and the student successfully petitioned to withdraw.

2. The date the student was expelled/dismitted from LLTC.

3. In the event that a student does not go through the proper withdrawal procedures, as defined in the LLTC Student Handbook, the student's unofficial withdrawal date is determined by using one of the following: the last date that the student attended class or submitted an assignment (or some type of class activity) whichever is later, or the date the student died, if the student passed away during the semester.

E. If a student does not successfully complete any of their courses and does not go through the official withdrawal process, it will be considered an unofficial withdrawal.

1. The student's unofficial withdrawal date is determined by using one of the following: the last date that the student attended class or the last date the student submitted an assignment (or some type of class activity) whichever is later.

2. Not successfully completing any of their courses is indicated by a student having all F and /or W grades on their transcript for all of their full term courses for the given term of enrollment.

IV. Percentage of Title IV to be Returned

LLTC Financial Aid Office determines the return of Title IV funds percentage. Institutions are required to determine the percentage of Title IV, HEA aid "earned" by the student and to return the unearned portion to the appropriate aid program.

V. The Return of Title IV Funds Calculation Follows these Steps:

A. Student's Title IV award information includes:

1. The total amount of Title IV, HEA aid disbursed (Not aid that could have been disbursed) for the semester in which the student withdrew. A student's Title IV, HEA aid is counted as aid disbursed in the calculation if it has been applied to the student's account on or before the date the student withdrew.



2. The total amount of Title IV, HEA aid disbursed plus the Title IV, HEA aid that could have been disbursed for the semester in which the student withdrew.

A. Percentage of Title IV, HEA Aid Earned is determined as follows:

1. The number of calendar days completed by the student divided by the total number of calendar days in the semester in which the student withdrew. The total number of calendar days in a semester shall exclude any scheduled breaks of more than five days. $\text{Days Attended} \div \text{Days in Enrollment Period} = \text{Percentage Completed}$. If the calculated percentage exceeds 60%, then the student has "earned" all the Title IV, HEA aid for the enrollment period.

Example:

$$\frac{18 \text{ (completed days)}}{118 \text{ (total days)}} = 15.3\% \text{ (% of completed calendar days)}$$

B. Amount of Title IV, HEA Aid Earned by the Student as follows:

1. The percentage of Title IV, HEA aid earned (Step II) multiplied by the total amount of Title IV, HEA aid disbursed or that could have been disbursed for the term in which the student withdrew (Step I-b). $\text{Total Aid Disbursed} \times \text{Percentage Completed} = \text{Earned Aid}$

Example:

$$15.3\% \times \$1800.00 = 275.4 \text{ (Amount of aid earned by student)}$$

C. Amount of Title IV, HEA Aid to be Disbursed or Returned as follows:

1. If the aid already disbursed equals the earned aid, no further action is required.
2. If the aid already disbursed is greater than the earned aid, the difference must be returned to the appropriate Title IV, HEA aid program. $\text{Total Disbursed Aid} - \text{Earned Aid} = \text{Unearned Aid to be Returned}$.

Example:

$$\$1800 - \$275.40 = \$1524.60 \text{ (Amount to be returned)}$$

3. If the aid already disbursed is less than the earned aid, the Financial Aid Office will calculate and process a Post- With-

drawal Disbursement of aid that could have been disbursed.

D. In accordance with 34CFR 668.22, when Title IV financial aid is involved, the calculated amount of the Return of the Title IV Aid, based on the type of aid disbursed, is allocated in the following order:

1. Federal Pell Grants for which a Return is required
2. Iraq and 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 Title IV Assistance
5. State Tuition Assistance Grants (if applicable)

William D Ford Direct Loan Program – Leech Lake Tribal College along with their Board of Trustees has decided that LLTC will not participate in the William D Ford Direct Loan Program.

VI. Institutional and student responsibilities:

A. School and student responsibility for return of unearned federal funds:

The student and the school are both responsible for returning unearned federal financial aid to the federal government. The student will be billed for any amount due as a result of the return of federal aid funds (R2T4) calculation.

B. LLTC's responsibilities in regard to the Return of Title IV funds policy include:

1. Providing each student with the information given in this policy;
2. Identifying students affected by this policy and completing the Return of Title IV Funds calculation;
3. Informing the student of the result of the Return of Title IV Funds calculation and any balance owed to LLTC as a result of a required return of funds;
4. Returning any unearned Title IV aid that is due to the Title IV programs;
5. Report award adjustments to COD;
6. Notifying student of eligibility for a Post-Withdrawal Disbursement, if applicable;



C. The student's responsibilities in regard to the Return of Title IV Funds policy include:

1. Becoming familiar with the Return of Title IV Funds policy and how withdrawing from all courses effect their eligibility for Title IV aid;
2. Resolving any outstanding balance owed to LLTC resulting from a required return of unearned Title IV aid.

VII. Overpayment of Federal Grant Funds

Federal regulation provides students with a 50% Title IV Grant Protection built into the federal calculation (see steps 9 and 10 of the federal government's R2T4 repayment worksheet). Any grant amount subject to repayment from the school or the student will be billed to the student's bursar account. LLTC will return the funds to the appropriate grant program(s).

A. Consequences of non-repayment: If a student is required to repay grant funds that are owed to the government, the account will be turned over to the U.S. Department of Education (ED) as an overpayment of federal funds. Students who owe an overpayment of Title IV funds are ineligible for further disbursements from federal financial aid programs at any institution until the overpayment is paid in full or payment arrangements are made with the U.S. Department of Education. If a student does not pay funds due to LLTC to cover their Bursar balance, the student's records will be placed on financial hold. This means they will not be permitted to register for classes or receive transcripts until the balance is paid.

VIII. Post-Withdrawal Disbursements

The College must advise the student or parent that they have 14 calendar days from the date the school sent the notification to accept a post-withdrawal disbursement. If a response is not received from the student or parent within the permitted time frame or the student declines the funds, the school will return any earned funds that the school is holding to the Title IV programs. Post-withdrawal

disbursement must occur within 120 days of the date the student withdrew.

A. In the event a student is eligible for a post-withdrawal disbursement based on the student's budget, awarded financial aid and Title IV, HEA funds and R2T4 calculations, a post-withdrawal disbursement must be made only after the following conditions are met.

1. Student and parents were in all cases notified in writing and through student e-mail of the availability of post-withdrawal disbursements by Financial Aid Office within one week from the date the R2T4 calculation was performed.
2. Student has outstanding institutional charges that are due and wants to pay off those charges by applying his/her post-withdrawal disbursement.
3. Student/Parents completed all necessary paperwork related to such post-withdrawal disbursement within a reasonable time.
4. Financial Aid Office must track the notification and authorization to make the disbursement and meet deadlines as prescribed by ED. LLTC must process Title IV aid within 120 days from the last day of the enrollment period. The post-withdrawal disbursement must be applied to outstanding institutional charges before being paid directly to the student.

If changes are made, students must abide by the most current policy. The Federal Return Policy (R2T4) is intended to be an overview of the policies and procedures that govern regulations pertaining to Title IV Refund (R2T4).

For further information, please contact your campus Financial Aid Office. **This policy is subject to change at any time, and without prior notice.*

OTHER FINANCIAL AID INFORMATION

Renewing your Application for Financial Aid

The aid year begins July 1st and ends June 30th. Students must fill out a new FAFSA for each award year. Summer session is treated as the last term of an academic year. The following academic year's FAFSA becomes available on October 1st using the prior year's tax information

Students are strongly urged to apply as early as possible. Applications submitted before the beginning of a semester will be given first priority.



Financial Aid Reporting Responsibilities

The financial aid office is institutionally responsible for submitting federal and state required reports for Pell Grant, FSEOG (Federal Supplemental Educational Opportunity Grant), FWS Federal Work-Study), MISP (Minnesota Indian Scholarship Program), PSCCG (Post-Secondary Child Care Grant), VA (Veterans) benefits, Scholarships, American Indian College Fund, etc., that LLTC participates in. LLTC initiates the origination process and the disbursement of funds to students who are eligible to receive Pell grants. Annual FISAP reports are submitted to the U.S. Department of Education detailing expenditures of the Campus Based Funds during an award year. Program Participation Agreements must be in place and kept up-to-date to ensure continued institutional eligibility for future Title IV funds.

An audit of LLTC's financial statements and Pell Grant records will be conducted by an independent auditing firm annually. The results of this audit will be shared with the Federal Department of Education (via the EZ-Audit website) and State Departments of Education along with other granting agencies as required.

Retention of Financial Aid Records

LLTC will retain all financial aid records or documents and student files dealing with funds received from the Department of Education for a minimum of three (3) years.

GRANT INFORMATION

Pell Grant

This program is the foundation of all other awards and processes. The Pell grant is intended to be the basis for a financial aid package and may be combined with other forms of aid to meet the cost of education. The amount of the grant is based upon the financial resources of the student and family.

The Pell grant award constitutes the final calculated amount, which a duly registered student at LLTC shall receive during a single semester.

The Pell grant award is calculated via the ISIR/SAR information and institutional variables specifying the actual amounts to award to the individual student.

Federal Supplemental Education Opportunity Grant (FSEOG)

This grant is designed to provide assistance to undergraduate students demonstrating exceptional need. Students with the greatest need (lowest EFC) who also receive a Pell grant for the award year and who meet the priority financial aid deadline have priority consideration. Awards may range from \$100 to \$4000 per academic year. All FSEOG awards are based on fund availability. Awards are based on the total dollars awarded to LLTC for disbursement based on the previous year FISAP report.

Minnesota State Grant

The Minnesota State Grant is available for students who meet the residency requirements of the program. LLTC utilizes the MN State Grant Calculator for determination of awards.

Federal and State Work Study Program

These programs provide financial assistance to students through part-time employment on campus. LLTC determines the amount of a student's work study award based on financial need and the availability of funds. The award amount is an estimate of total wages to be earned during an award year at an hourly rate that must equal or exceed the federal/state minimum hourly wage. A student may work up to 20 hours per week when classes are in session provided they are not working during their scheduled class time. Maintenance of satisfactory academic progress is required. The student's supervisor is responsible for ensuring that they do not work over their awarded amount.

Students apply for work study jobs that are posted by the supervising department. Upon receipt of an application, the supervisor will check with the financial aid office to ensure the student has unmet need and is qualified for the Work Study Program. If the student is hired for the position, the award is added to the student's award letter. Work Study payments are made every two weeks, based on the hours worked. Timecards are due to the student's supervisor for approval and to be signed the Monday following the end of the pay period. The payments are processed along with the regular payroll of the full-time employees of LLTC.



SCHOLARSHIP INFORMATION

Minnesota Indian Scholarship Program (MISP)

Scholarships are available to eligible undergraduate students enrolled at least $\frac{3}{4}$ time and graduate students enrolled at least half time.

In order to qualify for this scholarship, you must be:

- One-fourth or more American Indian
- A Minnesota resident
- Enrolled in an accredited college, university or vocational school in Minnesota
- An undergrad student who qualifies for either a Pell or State Grant and demonstrates financial need or a graduate student who demonstrates financial need

Tribal Scholarships

Students may apply for tribal scholarship funds from the tribe they are enrolled in. Each tribal scholarship program has its own application process and terms for eligibility. Funding under this program is not automatic. Applications must be submitted to the agency awarding the funds. It is the prospective student's responsibility to apply for funding at their local tribal office. Availability of the funds is determined by the funding agency. The application for funding does not assure that funds will be made available.

American Indian College Fund Scholarships

The American Indian College Fund has two major types of scholarships for which a student may apply. The Full Circle Scholarship application is to be filled out annually and the TCU Scholarship application opens up twice a year; once at the beginning of the fall semester and then again at the beginning of the spring semester.

The Full Circle Scholarships are awarded by the American Indian College Fund, and they inform LLTC as well as the student of the award. The TCU scholarships are selected based upon the applications by a committee of staff and faculty at the LLTC campus. Application for either of these scholarships does not guarantee an award.

Veterans Benefits

Veteran's benefits are educational assistance programs enacted by Congress to provide educational and training opportunities to eligible persons who have served in the armed forces and have been honorably discharged. Veterans may be eligible for assistance if they meet certain criteria established by the Department of Veteran Affairs. Interested veterans need to complete the VONAPP application at www.vets.gov.

Students who are eligible to attend LLTC under the various sections of the Veterans Administration Education Act must have their enrollment certified by a LLTC certifying school official. For more information, please contact the LLTC financial aid office.

Other Funding

The financial aid office will notify all students of any other additional funding as it becomes available. Notices will be posted on bulletin boards and will also be emailed to the students.

Loan Information

Leech Lake Tribal College does not participate in any loan programs.

Most commonly Used Terms

Award Year

An academic year at LLTC consists of the Fall and Spring Semesters with the Summer Semester as a trailer.

Privacy Act

Family Educational Rights and Privacy Act of 1974 protect the privacy of students and families. Federal law sets certain conditions on the disclosure of personal information from records kept by the school.

Fraud

If it is determined by the LLTC financial aid office that any student has purposely misrepresented information on any application with intent to receive financial aid under false pretenses, that student's name will be sent to the Secretary of Education or appropriate agency and may be subject to criminal action.

Good Standing

A student will be on good standing for financial aid purposes if they have satisfactorily completed 67% of credits attempted and have a 2.0 cumulative GPA.

Financial Aid Warning

A student is placed on academic warning when their GPA falls below 2.0 cumulative GPA and/or their completion rate falls below 67%. The student on academic warning may still be eligible to receive Title IV grants.



Financial Aid Ineligibility

Academic suspension takes place when a student on warning fails to bring their cumulative GPA above 2.0 and their completion rate up to 67% by the end of the warning period. Students on suspension are not eligible to receive Title IV grants.

Cost of Attendance

The Cost of Attendance Budget includes estimated values for Tuition and Fees; Books and Supplies; Room and Board; Transportation Expenses; and Miscellaneous Expenses. Adjustments can be made to an individual student's cost of attendance budget with documentation and approval by the Financial Aid Director. Some additional categories that will be considered for a student are childcare expenses and computer expenses. A student's financial aid

awards cannot exceed the student's COA Budget. The financial aid office will review the standard budget amounts annually to ensure the budget is reasonable for the area.

Award Package

The Award Package consists of the student's COA Budget, EFC, and all of the anticipated financial aid awards for that student. Changes will be made as new information such as additional awards or expenses become available. The student has continuous access to their award package via the student management system portal.

STUDENT ACCOUNTS

The Finance Office—**not** the Financial Aid Office—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 disbursed through the Finance office.

TUITION AND FEES

Cost of Attendance

The cost of attendance (COA) figures provide an estimate of what it costs to attend Leech Lake Tribal College for a traditional academic year. The Financial Aid Office must make sure that any federal, state or local financial aid awarded does not exceed a student's COA. The COA for LLTC is revised and recorded annually with state and federal agencies as regulated.

Elements of the official LLTC Cost of Attendance (COA) include:

Tuition

The LLTC 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 enrolled. Please see Tuition section of the LLTC Catalog to learn more about actual tuition rates.

Room and Board

The figures used to determine this component of the COA are reasonable estimates of what it would cost to live on 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 the bookstore vendors and other higher education textbook resources.

Required Fees

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

Tuition Credit Schedule

Students dropping individual courses or withdrawing from enrollment during the add/drop period will receive a 100% refund of tuition and fees (except registration fee). Students who officially withdraw from a course or courses after the add/drop period will be liable for their unpaid balance, if any.

After the ADD/DROP date, students will be held liable for all tuition and fees. Failure to pay the amount owed



may prevent future attendance at the College. Students who have a billing statement hold should seek assistance from the Finance Office Accountant, and those who have financial aid holds should talk to the Financial Aid Director.

Students who drop and/or withdraw from the College, and who have received a Pell grant, may 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 responsibility to pay back to the school.

Students are encouraged to contact the Registrar, financial aid office, or finance office *at any time* there is a question or problem related to their bill.

Campus Fees

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

| | |
|---|--------------------------------------|
| Student Activity Fee | \$27.00 per semester |
| Technology Fee | \$12.00 per credit hour per semester |
| Registration Fee | \$25.00 per semester |
| Replacement Student ID Card | \$12.00 per replacement card |
| Carpentry Trades Course Fee | \$170.00 one-time fee |
| Electrical Trades Course Fee | \$80.00 per semester |
| Materials Fee for Art classes | \$60.00 per course |
| Transcript Fee (unlimited official transcripts) | \$8.00 per semester |
| Graduation Fee | \$30.00 at time of application |
| Diploma Reprint Fee | \$12 at time of order |

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

Sample Budget

| Educational Expenses | Semester 1 (12 credits) | Semester 2 (13 credits) | Semester 3 (14 credits) | Semester 4 (15 credits) |
|--|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| Tuition (\$162.00 per credit*) | \$1944.00 | \$2106.00 | \$2268.00 | \$2430.00 |
| Registration fee (\$25.00) | \$25.00 | \$25.00 | \$25.00 | \$25.00 |
| Technology Fee (\$12.00 per credit) | \$144.00 | \$156.00 | \$168.00 | \$180.00 |
| Books & Supplies – Estimate (dependent upon courses taken) | \$300.00 | \$375.00 | \$475.00 | \$590.00 |
| Student Activity Fee | \$27.00 | \$27.00 | \$27.00 | \$27.00 |
| Art Fee (depends on art courses) | \$60.00 | \$60.00 | \$60.00 | \$60.00 |
| TOTAL | \$2,500.00 | \$2,749.00 | \$3,023.00 | \$3,312.00 |





Our Knowledge Is Not Primitive
Merridy Williams-Simmons

THE PACKET
We owe
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advised



STUDENT POLICIES & PROCEDURES



SEVEN GRANDFATHER TEACHINGS/VALUES

Inendizowin (Humility)

- Recognize oneself as an equal part of creation
- Be careful what one says around others
- Demonstrate empathy to others
- Be respectful of the thoughts and ideas of others
- Recognize one's weaknesses and acknowledge the capacity for self-growth
- Develop and practice good listening and observation skills

Debwewin (Truth)

- Speak as honestly as one can according to one's perception
- Be loyal in all relationships
- Avoid hypocrisy

Zoongide'iwin (Courage)

- Face difficult situations with bravery
- Acknowledge one's personal weaknesses and develop strength to combat them
- Demonstrate the ability to take initiative and speak when asked

Gwayakwaadiziwin (Honesty)

- Maintain truthfulness, sincerity, and fairness in all one's actions
- Possess the ability to manage confidential information
- Communicate with others fairly and truthfully

Manaaji'idiwin (Respect)

- Accept cultural, religious, and gender differences
- Maintain high standards of conduct at all times
- Safeguard the dignity, individuality, and rights of others
- Practice ethical behavior at all times

Zaagi'idiwin (Love)

- Work cooperatively and harmoniously with others
- Show kindness and compassion
- Demonstrate acceptance and the empowerment of others
- Offer hope, encouragement, and inspiration

Nibwaakaawin (Wisdom)

- Seek guidance from elders and advisors
- Take time to reflect upon experiences
- Acknowledge the opportunity to learn from others
- Persist in acquiring knowledge and improving skills
- Strive to accomplish goals and dreams

STUDENT CODE OF CONDUCT

Leech Lake Tribal College expects students to conduct themselves in a manner that is conducive to learning and respectful to others. This applies both on-campus and at college-sponsored or otherwise related activities off-campus. In addition, all students at Leech Lake Tribal College must comply with applicable laws that govern the Leech Lake Reservation. Students who do not comply with college regulations or commit violations of a serious nature may be suspended or dismissed from Leech Lake Tribal College. Persons who are not students or employees of the College are required to abide by the Leech Lake Tribal College policies and student-conduct regulations while on campus property. Each student is responsible for becoming familiar with and complying with the standards at Leech Lake Tribal College and reporting the actions of others, including, but not limited to:

- Obstruction/disruption of teaching, research, administration, discipline, or any other college duty or function, including public service functions. This includes participation in demonstrations on campus which materially and substantially disrupt or obstruct normal college function, including unauthorized occupation of the premises.
- Falsification, forgery, alteration or use of college documents, records, and instruments of identification with intent to defraud the college or perpetrate an act of academic dishonesty (See Academic Integrity).
- Failure to comply with orders or directives of college officials, faculty, security officers, or any other law



enforcement/fire department personnel acting in the performance of their duties.

- Unauthorized entry into/onto or use of college facilities or equipment.
- Disorderly conduct or lewd, indecent behavior, conduct or expression, including abusive and profane language.
- Conduct which is physically abusive to others or threatens to endanger the health, life or safety of others or oneself on college property.
- Sexually abusive or harassing conduct towards others, including but not limited to sexual intimidation, unwanted touching, sexual contact/assault, or any other uninvited behavior of a sexually explicit nature.
- Hazing and initiation activities in all forms, including but not limited to striking, laying hands upon, treating with violence, or threatening to do bodily harm to another person with the intent to punish or injure.
- Unauthorized use or possession of firearms, other weapons, explosives, firecrackers, or chemicals within or upon the grounds, buildings or any other facilities of the college.
- Theft or attempted theft of, on or from college property/activities or individuals.
- Vandalism, including but not limited to defacing, graffiti, and trashing or attempting to damage property of the college or of another individual.
- Excessive noise or any act occurring on the college campus which intentionally disturbs the peace and quiet of any person or group of persons.
- Illegal gambling activities.
- Misuse of college telephones, including but not limited to charging any long-distance calls and making telephone calls of an offensive, obscene, or illegal nature to or from any telephone on campus.

PART 1. INTRODUCTION

The Student Code of Conduct applies at all locations of the College and all College activities wherever located.

PART 2. DEFINITIONS

For purposes of this policy the following definitions apply:

SUBPART A.

College means Leech Lake Tribal College.

SUBPART B.

Administrator means that person designated by the College President to be responsible for the administration of the Student Code. For behavioral infractions, this individual is the Dean of Students. For academic misconduct infractions, the “administrator” is the faculty member and/or Dean of Academics. Appeals for both behavioral and academic misconduct decisions will be heard by the Dean of Academics, the Dean of Students, and the Director of Operations.

SUBPART C.

Student includes all persons who:

1. Are enrolled in one or more courses, either credit or non-credit, through the College;
2. Withdraw, transfer or graduate, after an alleged violation of the student conduct code;
3. Are not officially enrolled for a particular term but who have a continuing relationship with the College; and/or
4. Have been notified of their acceptance for admission or have initiated the process of application for admission or financial aid.

SUBPART D.

Suspension means a denial of the privilege of enrollment for a specified period of time after which the student is eligible to return. Conditions for re-enrollment may be specified.

SUBPART E.

Expulsion means a permanent denial of the privilege of enrollment at the College.

SUBPART F.

Summary suspension means a suspension imposed without a formal hearing to ensure the safety and wellbeing of members of the College community.

SUBPART G.

Hazing means an act which endangers the mental or physical health or safety of a person, subjects a person to public humiliation or ridicule, or which destroys or removes public or private property for the purpose of initiation, admission into, affiliation with, or as a condition for continued membership in a student group or organization.

SUBPART H.

Preponderance of evidence means a standard of responsibility that it is more likely than not that the Code has been violated.



SUBPART I.

Cheating includes, but is not limited to:

1. Use of any unauthorized assistance in taking quizzes, tests, or examinations;
2. Use of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;
3. The acquisition, without permission, of tests or other academic material belonging to a member of the college faculty or employees;
4. Engaging in any behavior specifically prohibited by a faculty member in the course syllabus or class discussion.

SUBPART J.

Plagiarism includes, but is not limited to, the use, by paraphrase or direct quotations, of the published or unpublished work of another person without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

PART 3. NOTIFICATION & STUDENT RESPONSIBILITIES

Students are responsible for knowing of and abiding by all the rules and regulations of Leech Lake Tribal College. Many of these rules and regulations are simply extensions of those existing in the larger community, and some are unique to the college setting. These rules and regulations apply to both campus and off-campus college-sponsored activities. Violations of these rules and regulations may result in disciplinary action.

PART 4. PROSCRIBED BEHAVIOR AND SANCTIONS**SUBPART A.****JURISDICTION OF THE STUDENT CODE OF CONDUCT**

The College Student Code shall apply to conduct that occurs on College premises, at College-sponsored activities, and to off-campus conduct in the following circumstances:

1. Hazing is involved;
2. The violation is committed while participating in a College sanctioned or sponsored activity;
3. The victim of the violation is a member of the College community;
3. The violation constitutes a felony under state or federal law; or
4. The violation adversely affects the educational, research or service functions of the College.

The administrator shall decide whether the Student Code shall be applied to conduct occurring off-campus on a case-by-case basis at their sole discretion.

SUBPART B. RULES AND REGULATIONS

Any student found to have committed or to have attempted to commit the following misconduct in circumstances falling under the jurisdiction of this code may be subject to the disciplinary sanctions outlined in Part 4, Subpart E.

SUBPART C. PROSCRIBED CONDUCT

1. Acts of dishonesty, including but not limited to the following: a. Cheating, plagiarism, or other forms of academic dishonesty; b. Furnishing false information to any college official, faculty member, or office; c. Forgery, alteration, or misuse of any college document, record, or instrument of identification.
2. Disruption or obstruction of teaching, research, administration, disciplinary proceedings, other college activities, including its public service functions on or off campus, or of other authorized noncollege activities when the conduct occurs on college premises.
3. Physical abuse, verbal abuse, threats, intimidation, harassment, coercion, and/or other conduct that threatens or endangers the health or safety of any person.
4. Attempted or actual theft of and/or damage to property of the College or property of a member of the College community or other personal or public property, on or off campus.
5. Hazing.
6. Failure to comply with directions of college officials or law enforcement officers acting in performance of their duties and/or failure to identify oneself to these persons when requested to do so.
7. Unauthorized possession, duplication or use of keys to any college premises or unauthorized entry to or use of college premises.
8. Violation of any college policy, rule or regulation published in hard copy or available electronically on the college or website.
9. Violation of any federal, state or local law.
10. Use, possession, manufacturing, distribution or being on campus under the influence of marijuana, heroin, narcotics, or other controlled substances



except as expressly permitted by law.

11. Use, possession, manufacturing, distribution or being under the influence of alcoholic beverages or public intoxication.
12. Illegal or unauthorized possession of firearms, explosives, other weapons, or dangerous chemicals on college premises or use of any such item, even if legally possessed, in a manner that harms, threatens or causes fear to others.
13. Participation in an on-campus or off-campus demonstration, riot or activity that disrupts the normal operations of the college and/or infringes on the rights of other members of the College community; leading or inciting others to disrupt scheduled and/or normal activities within any campus building or area.
14. Obstruction of the free flow of pedestrian or vehicular traffic on college premises or at college sponsored or supervised functions.
15. Conduct that is disorderly, lewd, or indecent; breach of peace; or aiding, abetting, or procuring another person to breach the peace on college premises or at functions sponsored by, or participated in by, the college or members of the academic community. Disorderly conduct includes but is not limited to: any unauthorized use of electronic or other devices to make an audio or video record of any person while on college premises without his/her prior knowledge, or without his/her effective consent when such a recording is likely to cause injury or distress. This includes, but is not limited to, surreptitiously taking pictures of another person in a gym, locker room, or restroom.
16. Any violation of the College's Internet Use Policy.
17. Abuse of the student conduct system, including but not limited to: a. Failure to obey the notice from a college official to appear for a meeting or hearing as part of the student conduct system; b. Falsification, distortion, or misrepresentation of information; c. Disruption or interference with the orderly conduct proceeding. d. Making false accusations; e. Attempting to discourage an individual's proper participation in, or use of, the student conduct system; f. Failure to comply with the sanction(s) imposed under the Student Code; g. Influencing or attempting to influence another person to commit an abuse of the student conduct code system.
18. Use of any tobacco product in non-designated areas including a lighted cigar, cigarette or pipe; the use of smoking material; or use of smoking tobacco. Use of chewing tobacco on campus premises.
19. Knowingly furnishing false information to college personnel; or the knowledgeable passing of an insufficient funds check or fraudulent money order in payment of any financial obligation to the College.
20. Forgery, unauthorized alteration or unauthorized use of any College document or instrument of identification.
21. Unauthorized presence in, or use of College premises, facilities or property.
22. Refusing to depart from any property or facilities of the college upon direction by college officials or other persons authorized within the regulation of the College.
23. In-line skating, roller-skating, or skateboarding in all College buildings.
24. Unauthorized or fraudulent use of College facilities, telephone system, mail system, computer system, or use of any of the above for any illegal act or any act prohibited by the Code of Conduct.
25. Deliberate destruction of, damage to, malicious use of, or abuse of property, wherever located, or the deliberate destruction, damage to or malicious use of public or private property.
27. Gambling for money or other things of value on campus or at College-sponsored activities except as permitted by law.
26. Falsely claiming to represent the College or a student organization of the College.
27. Actions, which unreasonably interfere, obstruct or prevent the regular and essential operations of the College or infringe upon the rights of others to freely participate in its programs and services. This may include, but is not limited to, intentionally and substantially interfering with the freedom of expression of others.

SUBPART D. VIOLATION OF LAW & COLLEGE DISCIPLINE

College disciplinary proceedings may be instituted against a student charged with conduct that potentially violates both the criminal law and this Student Code of Conduct (that is, if both possible violations result from the same factual situation)



without regard to the pendency of civil or criminal litigation in court or criminal arrest and prosecution. Proceedings under this Student Code may be carried out prior to, simultaneously with, or following civil or criminal proceedings off campus at the discretion of the administrator. Determinations made or sanctions imposed under this Student Code shall not be subject to change because criminal charges arising out of the same facts giving rise to violation of College rules were dismissed, reduced, or resolved in favor of or against the criminal law defendant.

SUBPART E. COLLEGE SANCTIONS

The following sanctions may be imposed upon any student found to have violated the Student Code of Conduct:

1. Warning. Issuance of written warning, admonition, or reprimand, and may include a referral for counseling.
2. Probation. A written reprimand for violation of specified regulations. Probation is for a designated period of time and includes the probability of more severe disciplinary sanctions if the student is found to violate any institutional regulation(s) during the probationary period. The College may impose specific written conditions for the probation.
3. Loss of Privileges. Denial of specified privileges for a designated period of time.
4. Restitution. Required reimbursement for damage to or misappropriation of property. This may take the form of appropriate services or other compensation.
5. Discretionary sanctions. Work assignments, fines, service to the college, counseling or referral to community agencies, rehabilitative programs, or other related discretionary assignments.
6. Denial of access. Denial of rights to access the college premises or specified areas within the College, either permanently or for a specified period of time.
7. Suspension. Denial of the privilege of enrollment for a specified period of time after which the student is eligible to return. Conditions for re-enrollment must be specified.
8. Expulsion. Permanent denial of the privilege of enrollment at the College.
9. Revocation of Admission and/or Degree. Admission to or a degree awarded from the college may be

revoked for fraud, misrepresentation, or other violation of college standards in obtaining the degree, or for other serious violations committed by a student prior to graduation.

10. Withholding Degree. The college may withhold awarding a degree otherwise earned until the completion of the process set forth in this student conduct code, including the completion of all sanctions imposed, if any. More than one of the sanctions listed above may be imposed for any single violation.

The following sanctions may be imposed upon groups or organizations:

1. Those sanctions listed above;
2. Loss of selected rights and privileges for a specified period of time;
3. Deactivation. Loss of all privileges, including college recognition, for a specified period of time. Other than College suspension or expulsion, disciplinary sanctions shall not be made part of the student's permanent academic record but shall become part of the student's confidential record.

SUBPART F. SUMMARY SUSPENSION

In certain circumstances, the administrator may impose a summary suspension prior to the informal or formal proceedings described in the previous articles.

A summary suspension may be imposed only when, in the judgment of the administrator, the accused student's presence on the college campus would constitute a threat to the safety and well being of members of the campus community. To the greatest extent possible before implementing the summary suspension, the accused student shall be given oral or written notice of the intent to impose summary suspension and shall be given an opportunity to present oral or written arguments against the imposition of the suspension. However, the refusal of a student to accept or acknowledge this notice shall not prevent the implementation of a summary suspension.

Notice of the summary suspension shall be provided in writing to the student. After the student has been summarily suspended, the student shall be provided an opportunity for a hearing within the shortest reasonable time period, not to exceed nine (9) school or business days. During the summary suspension, the student may not enter the campus without obtaining prior permission from the administrator.



SUBPART G. STUDENT RIGHTS AND DUE PROCESS

Disciplinary action against individual students or groups of students must be administered in the context of a unified and coordinated set of campus regulations and processes to ensure fair, equitable and legal outcomes. Each person involved in the administration of the Student Code of Conduct of the College will set as a goal the fair, objective, consistent and humane approach in all conduct cases.

Consistent treatment in disciplinary action is another goal. Each case, however, must be recognized as a highly individual matter, and consistency for the sake of consistency should not be the dominant concern.

Those involved in administering the Student Code of Conduct should be aware that their efforts are primarily directed toward:

- Protecting the integrity and order of the institution, and the morale and reputation of students and employees.
- Educating the student involved with the conduct process so that they may learn to accept responsibilities of membership in the College community.
- Helping the student gain insight into the reasons and consequences of their behavior so that they may cope with future difficult situations more successfully.

The administration of the Student Code of Conduct shall also guarantee procedural fairness to an accused student. Practices in disciplinary cases may vary in formality with the gravity of the alleged offense and the potential sanctions, which may be applied.

Sanctions shall be commensurate with the seriousness of the offense and may include suspension/expulsion from the college community. Repeated violations justify increasingly severe sanctions. In all cases, procedural fair play requires that a student charged with misconduct be informed of the nature of the charges, given a fair opportunity to refute them, that the institution not be arbitrary in its actions, and that there be provision for appeal of a decision. Therefore, persons making charges are required to provide pertinent information in writing and, if necessary, appear at a hearing.

PART 5. PROCESS**SUBPART A. INVESTIGATION & INFORMAL PROCESS**

1. A student or organization has violated student conduct proscriptions. Any complaint should be submitted as soon as possible after the event takes place.
2. Persons filing complaints shall be informed of their rights following the filing of a complaint against a student.
3. If the Dean of Students or designee deems a complaint to be unwarranted, she/he may discontinue proceedings.
4. If there is sufficient evidence to support the complaint, the Dean of Students or designee shall offer the accused student an opportunity to resolve the alleged violation at an informal meeting. Prior to this meeting, the student shall be given notice of the specific complaint against him/her and the nature of the evidence available to support the complaint and provided with a copy of the code of conduct. During the meeting, the Dean of Students or designee shall review the complaint and the evidence with the student and allow the student to present a defense against the complaint. Within a reasonable time period following the meeting, the Dean of Students or designee shall inform the accused student in writing of his/her decision whether a violation of the code was established by evidence, and any applicable sanction as well as options available for an appeal.
5. If the accused student fails to appear for the informal hearing, the Dean of Students or designee may proceed to review and act upon the complaint in his/her absence and shall notify the student in writing of an action taken.
6. A sanction shall not become effective during the time in which a student seeks an appeal unless, in the discretion of the administrator, it is necessary to implement an immediate sanction for the safety and welfare of the College community.

SUBPART B. APPEALS

A student may request and appeal the decision of the Dean of Students via a hearing before the Dean of Academics and the Director of Operations. The request for an appeal to be heard must be submitted in writing to the Dean of Students within five working days of the date of the notification of the decision. The Dean of Students will forward the information to the Dean of Academics and the Director of Operations.



Failure to file an appeal or request an extension in a timely manner constitutes a waiver of any right to an appeal.

Except as required to explain the basis of new information, an appeal shall be limited to a review for one or more of the follow purposes:

1. To determine whether the informal or formal hearing was conducted fairly in light of the charges and information presented, and in conformity with prescribed procedures giving the complaining party a reasonable opportunity to prepare and to present information that the Student Code was violated, and giving the accused student a reasonable opportunity to prepare and to present a response to those allegations. Deviations from designated procedures will not be a basis for sustaining an appeal unless significant prejudice results.
2. To determine whether the decision reached regarding the accused student was based on substantial information, that is, whether there were facts in the case that, if believed by the fact finder, were sufficient to establish that a violation of the Student Code of Conduct occurred.
3. To determine whether the sanction(s) imposed were appropriate for the violation of the Student Code of Conduct, which the student was found to have committed.
4. To consider new information, sufficient to alter a decision or other relevant facts not brought out in the original hearing, because such information and/or facts were not known to the person appealing at the time of the original informal or formal hearing. If an appeal is upheld by the Dean of Academics and the Director of Operations s/he may take any appropriate action. If an appeal is not upheld, the matter shall be considered final and binding upon all involved.

SUBPART C. RECORDS RETENTION

All non-academic conduct records will be housed with the Dean of Students' Office and retained for a period of five years. A log of conduct violations will be maintained in the Dean of Students' Office.

PART 6. ACADEMIC AND CLASSROOM MISCONDUCT

All students have the right to pursue their academic careers in an atmosphere based on honesty and trust. Acts of academic misconduct destroy that atmosphere, violate that trust, and are therefore subject to penalty.

This section of Student Code of Conduct defines what acts of academic misconduct are and presents the procedure for imposing penalties for such acts. Acts of academic misconduct necessarily involve the Dean of Academics dean and faculty. Therefore, the procedures for investigating complaints and imposing penalties for academic misconduct differ somewhat from those applied to social misconduct.

SUBPART A. ACADEMIC HONESTY

A fundamental concept of all educational institutions is academic honesty. All academic work depends upon respect for and acknowledgment of the research and ideas of others. Misrepresentation of someone else's work as one's own is a most serious offense in any academic setting. Therefore, academic misconduct in relationship to academic dishonesty, including any form of cheating and plagiarism, cannot be condoned. Academic misconduct, as referenced, includes, but is not limited to, the following:

1. Cheating: the use of unauthorized materials, methods, or information in any academic exercise, including improper collaboration (electronic or otherwise).
2. Plagiarism: the representation of the words or ideas of another as one's own, including:
 - a. Direct quotation without both attribution and indication that the material is being directly quoted, e.g., quotation marks; paraphrase without attribution.
 - b. Paraphrase with or without attribution where the wording of the original remains substantially intact and is represented as the author's own.
 - c. Expression in one's own words, but without attribution, of ideas, arguments, lines of reasoning, facts, processes, or other products of the intellect where such material is learned from the work of another and is not part of the general fund of common academic knowledge.
 - d. Fabrication: the falsification or invention of any information or citation in an academic exercise.
 - e. Fraud: the falsification, forgery, or misrepresentation of academic work, including the resubmission of work performed for one class for credit in another class without the informed permission of the second



instructor; or the falsification, forgery or misrepresentation of other academic records or documents, including admission materials and transcripts; or the communication of false or misleading statements to obtain academic advantage or to avoid academic penalty.

3. Bribery or intimidation in relationship to the grading process.
4. Engaging or assisting others in any portion of the aforementioned acts.

SUBPART B. CLASSROOM MISCONDUCT

Beyond the act of academic dishonesty, there are other modes of conduct that serve to undermine the academic success of students during classroom instruction. Therefore, students are prohibited from impeding an environment conducive to learning, whether it be during traditional instruction, instruction through technological means, instruction within a learning center, instruction by way of tutoring, or instruction by way of individual study on the campus of Leech Lake Tribal College. Hence, any student who is found to disrupt the educative process of another student, or other students, is subject to sanctions as described in the informal judicial process for academic misconduct. Academic misconduct, as so referenced, includes, but is not limited to, the following:

1. Engaging in verbal outburst, talking loudly to classmates independent of class discussion.
2. Being openly disruptive.
3. Talking in an openly abusive or disrespectful manner the instructor and/or to other classmates.
4. Disregarding verbal and/or written instruction in relationship to expected codes of conduct during classroom instruction.
5. Initiating or participating in inappropriate conduct (e.g., horseplay) that disrupts classroom activities.
6. Using any device to cause disturbance inside or outside of the classroom during instruction.
7. Continuing to engage in inappropriate interaction after one has been counseled not to continue adverse behaviors.

SUBPART C. PROCEDURES FOR ACADEMIC AND CLASSROOM MISCONDUCT

1. Informal Process
2. A faculty member may pursue an informal judicial process if a student is interfering with the learning

environment. A faculty member has the right to remove a student from a class session prior to activating the rights of other students. If a faculty member believes that misconduct warranting discipline has occurred, they shall inform the student concerned and offer to confer. If the student forgoes such a conference, or if after the conference the faculty member remains convinced that misconduct warranting discipline has occurred, they may, among other options, treat any work in question or an entire course as unsatisfactory, informing the student thereof.

3. Additionally or alternatively, the faculty member may refer the matter to the Academic Dean. If the dean determines that sufficient cause exists to warrant consideration of additional discipline, the dean may impose sanctions.
4. Students have the right to appeal decisions resulting from this policy. A written appeal must be made to the Dean of Academics, Dean of Students, and Director of Operations within five (5) working days after written notification of the decision, which is being appealed. They will make a decision and then notify the appellant.

PART 7. RELEASE OF INFORMATION

Leech Lake Tribal College will not release to the media the results of the outcomes of disciplinary procedures resulting from its student investigations, including those, which involve criminal offenses. Such records may be released to government agencies exercising jurisdiction.

PART 8. RECORDS RETENTION

All records of academic misconduct shall be forwarded to the Dean of Academic's Office where they will be logged and retained for a period of 5 years.

When a Complaint May Be Filed with the MN Office of Higher Education

Please take the following steps prior to filing a complaint with the Office of Higher Education:

1. **Bring the problem to the institution's attention.** Many issues can be handled quickly and informally once the institution is aware of your concern. For more serious problems, you must follow the institution's formal grievance policy, first. If you call MN OHE before you have pursued all internal options, they may have to defer taking your complaint until you can verify that the institution will not respond adequately.
2. **Determine whether the problem is with the requirements MN OHE administer.**



The Office of Higher Education can only act to assure that LLTC complies with the state statutes that MN OHE administer. Some problems fall outside of their jurisdiction. When another state or federal office should address your concern, they will refer you.

For example, if you feel discriminated against on the basis of race, color, national origin, sex, sexual identity, handicap, age, or membership in a patriotic youth organization they will refer you to the US Department of Education Office of Civil Rights and the Minnesota Department of Human Rights.

3. Complaints should be submitted to the office within six years of the alleged violation.

It can be challenging to fully investigation your concerns if you wait too long to file a complaint with their office. As more time passes, the ability to secure documentation on your concern is reduced. Their office cannot investigate a complaint if the alleged issue occurred greater than six years ago.

4. Identify yourself.

Their ability to take action is restricted or reduced if you file an anonymous complaint. They prefer that you give your name, address, telephone number, and email address on the written complaint form. Their office will be unable to follow-up with you on the status of your complaint if you do not provide your contact information.

Higher Education, or another agency, can address your problem.

2. You must fill out the student complaint form in order for the MN OHE to address your complaint.

Include as much detail as possible, including the exact nature of the complaint, dates of incidents, names of people at the institution that have been involved, who you have worked within trying to resolve the complaint internally, and copies of any written documentation. Specificity will be critical to the office's investigation.

3. Attach documentation to the student complaint form.

Keep records that provide evidence of the problem and your efforts to solve it through internal processes. Documentation will help you make your case with the institution and help the MNOHE learn about the issue and investigate.

4. Send the student complaint form to the Office of Higher Education.

Their office needs a "wet" signature. The signature on the back is the privacy release that their office needs to speak to the school about your academic file. The complaint form can be digitized (by scanning or taking a photo with a smart phone) and then emailed, mailed, or faxed it to the contact information on the following page:

Registration & Licensing
Office of Higher Education
1450 Energy Park Drive, Suite 350
St. Paul, MN 55108
651-259-3975 or 1-800-657-3866
Secure fax 651-797-1664
betsy.talbot@state.mn.us

How to File a Complaint with the MN OHE

1. If you are unsure about whether you should file a complaint:

Consider contacting them first to discuss your complaint. They can explain the complaint procedures and let you know whether the Office of

GANAWENJIGEWIGAMIG (CAMPUS SAFETY AND SECURITY)

The Security Department of the College strives to provide the safest and most stable environment possible in which education may be pursued without fear or presence of crime or violence. By supporting and educating students, employees, faculty, and visitors of the College in areas of personal safety and providing response in situations of need, Campus Security shall be built on a foundation of proactive service and crime prevention that reflects and preserves the human dignity of those whom it serves.

The Campus Safety Officer and the Director of Operations and or the designee of the Director of Operations at LLTC are the primary persons on campus responsible for providing safety, and security services for students, faculty, staff, and campus visitors. The Campus Safety Officer is not a licensed police officer, and does not possess the power of arrest as defined by Minnesota State Statute, but have been granted the authority by the LLTC President to enforce college policy, which is not inconsistent with federal, state or local law, and to make citizens arrests



when necessary. Per LLTC policy all staff and faculty are considered campus security authority when reporting criminal activity. At this time there is no person(s) acting as a pastoral/counselor/spiritual advisor. If you need to speak with one, additional information is available in the security office. Local law enforcement agencies such as Leech Lake Department of Public Safety and Cass County Sheriff's department provide fully licensed police protection for LLTC. These law enforcement agencies are available for immediate response to all crimes, emergencies, or requests for service generated by the campus. The Campus Safety Officer will work with any and all local, state, and federal law enforcement agencies for investigation of criminal activities.

The Campus Safety and Security Department is located in Mitigominzh Wigamig (Oak Hall) Room 102.

General Procedures

In the event of an emergency requiring immediate action by police, fire departments, or ambulance services, dial 911. All other emergencies should be immediately reported directly to Campus Security at 218-335-4260.

Emergency Numbers

| | |
|--------------------------|----------------|
| Campus Security | (218) 335-4260 |
| MN State System | 911 |
| Cass Lake Police | (218) 335-2351 |
| Leech Lake Tribal Police | (218) 335-8277 |

Crime and Emergency Reporting

All students, employees, and guests are encouraged to promptly report criminal incidents, suspicious activity, and other public safety related emergencies and incidents, in person to the security office, Room 102 in Mitigominzh Wigamig (Oak Hall).

Security can be reached by phone at (218) 335-4260, or cell phone at (218) 766-7237. Maintenance/Safety can be reached by phone at (218) 335-4274, or cell phone at (218) 766-6961. You may also dial 911 or call the Tribal Police Department at (218) 335-8277 or (218) 541-1424.

Campus Security Authorities (CSA)

To further encourage the timely reporting of crimes on campus, the Jeanne Clery Disclosure of Campus Security and Campus Crime Statistics Act identifies and defines campus security authorities (CSA) as college faculty and staff members with "significant responsibility" for students and campus activities. They are campus officials who manage or otherwise oversee student and campus activities. Some examples of CSA's include, but are not limited to, Security, Deans, Directors, Department Heads, Student Group Advisors, and Activities Coordinators. Crimes reported to CSA's 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 CSA's 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). The Leech Lake Tribal College Clery Act Report is available on the LLTC website under the Safety & Security page and the Disclosures & E-Docs page.

Anonymous Reporting

Leech Lake Tribal College permits victims or witnesses to report crimes to CSA's on a voluntary, anonymous basis, (and includes such anonymous reports in reported crimes totals) but encourages individuals who report a crime to provide identity information. The purpose of this type of report is to comply with the reporting party's wish to keep the matter anonymous, while taking steps to contribute to future campus safety. With such data, the College can maintain accurate records of the number of incidents and determine if there is a pattern of crime with regard to a particular location, method or offender, and as appropriate alert the campus and community to potential danger.

The Tribal Police Department, unless otherwise prescribed by law, does not take anonymous police reports.

Class Cancellations & Notification

Classes may be canceled due to extreme weather conditions, unsafe highway conditions, or other circumstances that would threaten the health and safety



of college students and faculty. The president or designee will determine campus-wide cancellation of classes. You may call LLTC at 335-4207 or check your student email for any weather related announcements or cancellations.

Registered Sex Offender Policy

Students who are convicted sex offenders must disclose their status to the Leech Lake Tribal College's Security Department within 10 days of their enrollment at LLTC or date of conviction. Employees and contractors who are convicted sex offenders must disclose their status to the LLTC's Security Department within 10 days of being hired to work at LLTC or date of conviction. The State of Minnesota maintains a list of convicted sex offenders that must register with the Sex Offender and Crimes Against Minors Registry maintained by the Department of State Police. The Campus Sex Crimes Prevention Act (CSPCA) amended the Family Educational Rights and Privacy Act of 1974 (FERPA) to clarify that nothing in the Act can prohibit an educational institution from disclosing information provided to the institution under the CSPCA concerning registered sex offenders. The Minnesota Sex Offender Database is available at <https://coms.doc.state.mn.us/publicregistrantsearch>.

Drug and Alcohol Policy

Leech Lake Tribal College prohibits students and college staff from manufacturing, possessing, using, delivering, buying, selling, or distributing substances prohibited by the Leech Lake Band of Ojibwe, the State of Minnesota, and/or the Federal Government.

Students, faculty, or staff violating this policy will be reported to the Dean of Students, the Dean of Academics, and the Director of Operations, the local police, and prosecuted to the full extent of the law.

Leech Lake Tribal College students, faculty, or staff under the influence of alcohol during classes or during events will be removed from College property. This applies both on-campus and at college-sponsored or otherwise related activities off-campus

Students, faculty, or staff who violate this policy will be subject to suspension or termination from the College.

Leech Lake Tribal College sanctions for students who violate the drug and alcohol policy are:

- Suspension from the College
- Possible termination of employment
- Expulsion from the College
- Possible legal action

Other possible legal sanctions:

- Alcoholic beverages, possession by a minor: Charge

- Alcoholic beverages unlawfully delivered to a minor: Charge
- Minor furnishing money for the purchase of alcoholic beverages: Charge
- Possession of an illegal or controlled substance: Charge

Leech Lake Tribal College will not hesitate in bringing charges and legal action against any student, faculty, or staff member who violates the LLTC Drug and Alcohol policy.

Updates

A notice will be sent out to inform prospective, new, and returning students and employees of any annual changes. Updates may be necessary due to the changing of Tribal, State, and Federal laws, or changes to Leech Lake Tribal College policy.

Legal Sanctions Under Federal & State Law

State and federal laws provide for a variety of legal sanctions for the unlawful possession of illicit drugs and alcohol. These sanctions include, but are not limited to, incarceration and monetary fines.

Federal Sanctions Controlled substance convictions under federal laws carry penalties ranging from up to one year of imprisonment and a minimum fine of \$1,000 for simple possession to up to life imprisonment and a minimum fine of \$2,000,000 for an individual engaging in a continuing criminal enterprise.

Federal controlled substance convictions also can lead to forfeiture of both real and personal property; the denial of federal benefits, such as grants and student loans; and the denial of federally-provided or supported professional and commercial licensures. The seriousness of the offense and the penalty imposed generally depends on the type and amount of the drugs involved.

Provisions of the federal Controlled Substances Act, 21 U.S.C. 801 et al: <https://www.deadiversion.usdoj.gov/21cfr/21usc/index.html>

Federal trafficking penalties: <https://www.dea.gov/druginfo/ftp3.shtml>

State of Minnesota Laws and Sanctions

Controlled Substance

Controlled substance convictions under Minnesota laws carry penalties including a prison sentence for not more than 30 years and a maximum fine



of \$1,000,000 for sales and possession crimes. Subsequent controlled substance convictions result in commitment to the commissioner of corrections for four to 40 years and a maximum fine of \$1,000,000.

Minnesota controlled substances laws and sanctions: <https://www.revisor.mn.gov/statutes/id=152>

Misuse of Alcohol

The misuse of alcohol also can result in criminal penalties under Minnesota laws. Anyone under 21 years of age is guilty of a misdemeanor and subject to a minimum fine of \$100 if convicted of purchase, possession, or consumption of alcohol or misrepresentation of age in order to purchase alcohol. Anyone who provides alcohol to individuals under 21 years of age is also subject to criminal sanctions.

Minnesota law – underage alcohol offenses: <https://www.revisor.mn.gov/statutes/?id=340A.503>

Minnesota law – violations and penalties related to liquor laws: <https://www.revisor.mn.gov/statutes/?id=340A>

Driving Under the Influence

While under the influence of alcohol, it is illegal to drive, or operate an ATV, boat or snowmobile. In addition, Minnesota state law imposes stiff penalties on individuals who are convicted of driving under the influence of alcohol, a controlled substance, or a hazardous substance. For example, a felony conviction of first-degree driving while impaired carries penalties of imprisonment for not more than seven years and a minimum fine of \$14,000. Administrative penalties for driving under the influence convictions include driver’s license suspension, revocation, cancellation, denial, or disqualification.

Minnesota law – driving while impaired, including underage drinking and driving: <https://www.revisor.mn.gov/statutes/?id=169A>

Leech Lake Band of Ojibwe

The Leech Lake Band of Ojibwe Tribal Code does not currently address alcohol and/or drug offenses; however State and Federal laws apply.

Health Risks

The abuse of alcohol and/or drugs is harmful to one’s physical, mental, and social well-being. Accidents and injuries are more likely to occur if alcohol and drugs are used. Alcohol and drug users can lose resistance to disease and destroy their health. Tolerance and psychological dependence can develop after sustained use of drugs.

| DRUG TYPE | COMMON OR STREET NAME | HEALTH RISKS |
|---------------------------|---|--|
| Alcohol | Booze, beer, wine, coolers, liquor | High blood pressure, higher risk of sexually transmitted diseases & unplanned pregnancy, depression, lowered resistance to disease, insomnia |
| Marijuana | Grass, reefer, pot, weed | Damage to heart, lungs, brain, lung cancer, decreased motivation, depression, paranoia, impaired memory |
| Steroids | Anabolic/Androgenic (roids, juice) | High blood pressure, liver and kidney damage, acne, atrophy of testes, breast enlargement in men, breast reduction in women, aggressiveness, mood swings |
| Solvents-Inhalants | Acetone, freons, nitrous oxide | Heart failure, respiratory arrest, liver and brain damage |
| Sedatives | Alcohol, booze, ludes, barbiturates, benzos | Liver damage, convulsions, depression, disorientation, insomnia |
| Hallucinogens | PCP, LSD, angel dust, mushrooms | Agitation, extreme hyperactivity, reduced eating, flashbacks |
| Stimulants | Cocaine, crack, amphetamines, diet pills | Headaches, depression; malnutrition, anorexia, strokes, seizures |
| Narcotics | Smack, codeine, heroine, lords | Respiratory arrest, sleepiness, organ and lung damage, nausea |
| Tobacco | cigarettes, cigars, snuff, chew | Lung cancer, emphysema, oral cancer |



Drug/Alcohol Counseling and Rehabilitation Programs

The College recognizes the reality of chemical dependency and is aware of its occasional presence in the College community. As a safeguard against this dependency, numerous campus organizations provide prevention programs to the College community. The College encourages and provides reasonable assistance to any student, faculty or staff member who seeks information on chemical dependency or treatment for chemical dependency. Various offices, including area counseling and Human Resources, Wellness Center, Student Services and Campus Safety can provide information and referral to prevention programs for those seeking help with substance abuse.

Leech Lake enrolled students can go to:

<http://www.llojibwe.org/hs/adprogram.html>

Non-Leech Lake enrolled students can go to:

Beltrami county residents:

<http://www.co.beltrami.mn.us/Departments/HHS/Social%20Services/Adult%20Assessment.html>

Cass county residents:

http://www.co.cass.mn.us/services/health_human_and_veterans_services/what_we_do.php

The following toll-free numbers may also be used for help or advice:

| PROGRAM | PHONE NUMBER | HOURS OF OPERATION |
|--|-----------------------|--------------------|
| Substance Abuse and Mental Health Services (SAMHSA) | 1-800-662-HELP (4357) | 24/7 |
| National Suicide Prevention Lifeline | 1-800-273-TALK | 24/7 |
| Northwest Mental Health Crisis Hotline | 1-800-282-5005 | 24/7 |

Enforcement of Disciplinary Sanctions

The enforcement of drug and alcohol laws on campus is the primary responsibility of the Leech Lake Tribal College Campus Safety Office, Director of Operations, and local law enforcement agencies. The possession, sale, manufacture or distribution of any controlled substance is illegal under both state and federal laws. Such laws are strictly enforced by numerous local law enforcement agencies and the Campus Safety Office. Violators are subject to college disciplinary action, criminal prosecution, fine and imprisonment.

Random K-9 Searches

The College shall arrange for random drug searches conducted by local law enforcement using drug sniffing dogs to ensure that students have the privilege of attending school in a drug free and safe environment.

It is the position of the College that persons working for, visiting, and attending our institution have a lower expectation of privacy as the College clearly posts its prohibition of contraband substances. Additionally, the College will not tolerate drug and/or alcohol use on campus.

Vehicles receiving multiple hits give law enforcement officers the right to search inside the vehicle. Searches shall be video-taped to ensure and protect the rights of the owners of personal property being searched.

1. All vehicles in the parking lot(s) shall be checked first.
2. Vehicles that receive hits the first time shall be placed on a list only.
3. Vehicles receiving hits a second time shall be searched.
4. Building interiors shall be searched next.
5. Students and all staff shall remove themselves from the search area.
6. All coats and bags shall be left in the area being searched.
7. Anyone caught with contraband shall be charged by the search officers.
8. Disciplinary action shall also be taken by the Leech Lake Tribal College.



Statement of Policy on Non-Discrimination

Leech Lake Tribal College does not discriminate or permit discrimination by any member of its community against any individual on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expressions, parental status, marital status, age, disability, citizenship, or veteran status, in matters of admission, employment, or educational programs or activities it operates.

Harassment, whether verbal, physical, or visual, that is based on any of these characteristics is a form of discrimination. This includes harassing conduct affecting tangible job benefits, interfering unreasonably with an individual's academic or work performance, or creating what a reasonable person would sense as an intimidating, hostile, or offensive environment.

While Leech Lake Tribal College is committed to the principles of free inquiry and free expression, discrimination and harassment identified in this policy are neither legally protected expression nor the proper exercise of academic freedom.

Examples of discrimination and harassment may include, but are not limited to:

- Refusing to hire or promote someone because of the person's protected status
- Demoting or terminating someone because of the person's protected status.
- Jokes or epithets about a person's protected status
- Displaying or circulating written materials or pictures that degrades a person or group
- Verbal abuse or insults about, directed at, or made in the presence of an individual in a protected group.

All members of the college community are responsible for creating a working environment that is free of discrimination and harassment, including sexual harassment.

Leech Lake Tribal College is committed to the principle of free inquiry and free expression, to providing exploration and exchanges of ideas. The College's discrimination and harassment policies are not intended to stifle this freedom, nor will they be permitted to do so. Prohibited discrimination and harassment however, are neither legally protected expression, nor the proper exercise of academic freedom, and such conduct is incompatible with the values of the College.

Sexual Harassment Policy

Leech Lake Tribal College is committed to maintaining a

safe, comfortable learning environment for all students. Sexual harassment undermines the mission of the College, offends the integrity of the College community, and will not be tolerated.

Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, stalking, or other verbal or physical conduct of a sexual nature that interferes with an individual's educational performance or otherwise creates an intimidating, hostile or uncomfortable environment.

Sexual harassment is prohibited by both state and federal law. Any student who engages in sexual harassment is subject to disciplinary action up to and including suspension from LLTC.

If you believe you have been subjected to sexual harassment, you are asked to report your concerns immediately to Security, an instructor, Department Chair, Dean of Academics, Dean of Students, or any other member of the College staff with whom you feel comfortable filing such a report. To the extent permissible, all such reports will be treated confidentially and will be investigated in a prompt and responsible manner.

Travel Policy

This policy applies directly to overnight travel. Policy does not apply to field trips that involve the entire class and does not require overnight travel.

PSEO students cannot participate in overnight travel.

To be eligible to participate or represent LLTC, a student must meet the following criteria:

- Must be currently enrolled at LLTC
- In good academic standing or successfully making progress on their academic plan based on cumulative GPA and Completion Rate
- Regular and consistent attendance from the beginning of semester of travel to actual travel date in each course is taken into consideration.
- Must be current in all coursework for all classes.
- Dean of Students and Dean of Academics will sign off on Travel eligibility form before travel arrangements are made and gain complete final approval before travel is allowed.
- If required, student must have been an active participant in fundraising.
- Must follow travel policies and procedures as outlined in the Financial Management Policies and Procedures



- During travel students must comply with LLTC's Student Code of Conduct. Failure to do so shall result in disciplinary action.

Coordinator for trip needs to collect student forms and submit them to the Dean of Students.

If travel costs are incurred for the student and the student is unable to fulfill the travel obligation, the student will be required to pay back all non-refundable expenditures to the College. Students may be able to appeal the costs incurred.

Commercial Tobacco Free Policy

Definitions

Commercial tobacco is defined as tobacco products such as cigarettes and not the sacred and indigenous uses of tobacco practiced by Native American communities. This Tobacco Free Policy will in no way prohibit the use of traditional/ceremonial/sacred use of tobacco or infringe in any manner on any tobacco cultivation or harvesting for spiritual and ceremonial use.

Purpose

The Leech Lake Tribal College provides quality higher education grounded in Anishinaabe values. We are devoted in providing our students with the skills to promote well-being and for themselves and their families through providing students, employees and the community with a safe and healthy environment, in conformance with the intent of Minnesota Clean Indoor Air Act and National Congress of American Indians Resolution # TUL-05-101/resolution 74-05. Knowing that smoking has a significant negative impact on the health and wellbeing of smokers and non-smokers alike, this policy is designed to include all commercial tobacco products including, but not limited to, cigarettes, smokeless tobacco and electronic cigarettes.

Policy

Commercial Tobacco/smokeless tobacco and electronic cigarettes usage is prohibited on all campus properties including all buildings, college vehicles, parking lots, walking trail, and garages.

Policy Implementation

This policy will be effective the start of fall term 2014 August 18th.

Policy Enforcement

Enforcement of this policy will depend upon the cooperation of all faculty, staff, and students as well as campus visitors helping us care for the land and people by promoting a clean, safe, healthy environment in which to work, study, and live. The

college will give short trainings at orientations and other training opportunities designed to assist and prepare students and staff to help one another comply with the policy.

The enforcement strategy is through peer encouragement, with the goal of changing the well-being of our community over time.

In the event of a violation, the person will be informed of the LLTC Tobacco Free campus policy. Should the individual continue to violate the policy, a report will be made by security through the use of a tobacco use grievance form to the appropriate office.

Commercial Tobacco Free Frequently asked Questions

Definitions

Commercial Tobacco is defined as tobacco products such as cigarettes, cigars, smokeless tobacco, and electronic-cigarettes. This Commercial Free Tobacco Free Policy will in no way prohibit the use of traditional/ceremonial/sacred use of tobacco or infringe in any manner on any tobacco cultivation or harvesting for spiritual and ceremonial use.

Purpose

The Leech Lake Tribal College provides quality higher education grounded in Anishinaabe values. We are devoted in providing our students with the skills to promote well-being and for themselves and their families. As we implement this new policy knowing that smoking has a significant negative impact on the health and wellbeing of smokers and non-smokers alike, this policy designed to include all commercial tobacco products including smokeless tobacco and electronic cigarettes.

Reducing tobacco use also increases productivity in the workplace, decreases absenteeism, and possibly lowers excess medical expenditures and other costs associated with tobacco work in the workplace and educational setting.

1. **When will the policy take effect?**
The Policy took effect August 18th, 2014 (or the starting date of Fall 2014 term)
2. **Will the policy be in effect at all times or only during regular working hours?**
The policy will be in effect 24 hours a day, 7 days a week, and 365 days a year.
3. **To whom will this policy apply?**
The policy will apply to all employees, students, visitors, guest, and contractors while on the Leech Lake Tribal College Campus.



4. Will the policy apply to the uses of commercial tobacco products besides cigarettes?

The policy will apply to use of all tobacco products. Use of tobacco products is defined as: the act of lighting, smoking, holding or carrying a lit or smoldering cigar, cigarette or electronic cigarette, and using smoke-less (chewing) tobacco.

5. Where will the new policy apply?

The policy will apply to:

- All buildings on the LLTC campus
- All outside property and grounds, including, parking areas, and walking trails
- All college owned vehicles
- LLTC sponsored events that are on-campus

6. Will I be allowed to use tobacco products in my car while it's parked on the LLTC campus property?

No, all outside property and grounds of LLTC campus are commercial tobacco free. This will include the parking lots.

7. If I see someone using tobacco products on the LLTC campus property, what should I do?

Any person who observes violation of the policy

should discuss the policy with the person using tobacco. If tobacco use continues, violations can be reported to the campus security officer who will report them to the following supervisors:

- If it is a student who continues to violate the policy it will be reported to the Dean of Student Services.
- If it is a staff or faculty who continues to violate the policy it will be reported to director of Human Resources.

8. Enforcing the tobacco policy.

The success of this policy will depend on the thoughtfulness, consideration, and cooperation of smokers and non-smokers alike. Everyone shares the responsibility for adhering to and enforcing this policy.

9. What resources will be available to help students and staff who want to take advantage of this opportunity to quit using tobacco products?

The Wellness Center will be providing support and referral to resources. They will be committed to ensuring that students and staff find access to assistance in quitting.

MAZINAABIKIWEBINIGANIWIGAMIG (INFORMATION TECHNOLOGY)

IT Help Desk 218-335-4269

Acceptable Use of Information Systems at Leech Lake Tribal College

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

Guidelines/Regulations for use of LLTC Computers and/or IT Resources

- Protect your User ID and Password from unauthorized use. You are responsible for all activities generated from your User ID.

- All electronic communication between and among LLTC students and personnel is to be done from LLTC assigned electronic email accounts. It is the responsibility of each student to monitor their 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.
- LLTC is not responsible for damage or loss of personal equipment brought onto campus.

Unacceptable/Irresponsible Use of College Computers and Resources

- Refrain from monopolizing systems, overloading networks with excessive data, degrading services, or wasting computer time, connect time, disk space, printer paper, manuals, or other resources.



- Concealing or misrepresenting your name or affiliation to dissociate yourself from responsibility for your actions is never appropriate. One test of appropriateness would be to only “say” things via email that you would be willing to say directly to another person. Messages sent as electronic mail should meet the same standards as tangible documents. Identify yourself clearly and accurately.
- Do not send threatening or harassing materials.
- It is unacceptable to use the LLTC college system to engage in wasteful or disruptive practices, such as creating or sending “chain letters,” “broadcast” messages or unwanted material, “flaming” or overloading a system.
- Do not use email for inappropriate personal use or gain such as commercial purposes or financial gain, wagering, or fundraising, unless sanctioned by LLTC.
- Do not use another person’s system, User ID, password, files or data.
- Never attempt to circumvent or subvert the system or network security measures or engage in behavior that is intended to create or propagate viruses, damage files or make unauthorized modifications to university data.
- Do not use college resources for partisan political purposes, such as using electronic mail to circulate advertising for political candidates.
- Do not make or use illegal copies of copyrighted materials or software.
- It is unacceptable to download, view, create or distribute material or visit sites that include, but are not limited to those containing pornographic, racist, hate promoting material, or other material whose access may undermine campus policies and college values.

Compliance

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

CAMPUS RESOURCES / STUDENT LIFE

Leech Lake Tribal College has a number of resources on campus to help you navigate your educational journey with us.

Agindaasowigamig (Library)

The Leech Lake Tribal College Library offers access to technology and print and electronic resources, research and information services, study space, and additional academic support services. Students can use their LLTC student identification cards to check out up to three resources at a time for a two-week period with the option of an additional two-week renewal. LLTC also has a reciprocal usage agreement with Bemidji State University’s library, which allows students to make use of BSU library resources with use of their LLTC student identification cards and a signed BSU library borrower application form, which can be found and signed in the LLTC library by LLTC library staff.

Nando-Gikenjigewigamig (The Learning Center)

The goal of the Learning Center is to provide support services for all students and faculty at Leech Lake Tribal College. Nando-Gikenjige Wigamig hopes to illuminate some pathways to success, enrich students’ post-secondary experiences, and deepen their educational satisfaction. Through group study sessions, workshops, and one-on-one

mentoring with both peer and professional mentors, the Learning Center is committed to enhancing opportunities here at Leech Lake Tribal College. The students have access to computers, textbooks, and study materials. The Center is equipped with six group and five individual study areas.

Mino-ayaawigamig (Wellness Center)

The mission of the Wellness Center is to improve the health of our students and their families while providing students with a safe, confidential environment where they can seek advice and ask questions. Balance is important to maintain well-being, and we will support our students in areas of spiritual, mental, emotional, and physical health while providing a place for students to feel safe, healthy and valued. We offer a private lactation room, counseling space, donated clothing, personal hygiene items, referrals and resources to tribal and local services. We work with the other departments of the college to offer assistance with, and education about, issues concerning health, family, and stress management.

Mino-ayaawigamig also maintains responsibility for all student/staff access, training, and liability waivers for the Fitness Center.



Student Lounge

The Student Lounge has furniture and appliances for student use. Located in Giizhiikaandag Wigamig (Cedar Hall) Room 201.

Bookstore

The LLTC Bookstore supplies all of the course textbooks, materials, and supplies for college students. The bookstore also offers a variety of promotional items such as t-shirts and sweatshirts. Located in Giizhiikaandag Wigamig (Cedar Hall) Room 202.

STUDENT ORGANIZATIONS

AIBL (American Indian Business Leaders)

American Indian Business Leaders organized a campus chapter in 2006. The mission of AIBL is to increase the representation of American Indians and Alaska Natives in business and entrepreneurial ventures through education and leadership development opportunities. For information, contact the Business Management instructor.

AISES (American Indian Science & Engineering Society)

The mission of the American Indian Science and Engineering Society is to substantially increase the representation of American Indians and Alaska Natives in engineering, science, and other related technology disciplines. For information, contact the Earth Systems Science Research Coordinator.

AIHEC (American Indian Higher Education Consortium)

Students are offered opportunities each year to compete with students from other tribally controlled colleges in areas of math, science, computers, speech, athletics, cultural activities, art, and the "Knowledge Bowl". Students also have the opportunity to participate in the activities of the AIHEC Student Congress as well as to serve as officers of the Student Congress.

North Star STEM Alliance

LLTC Chapter students enrolled in STEM have access to:

- Funding for undergraduate research experiences
- Student employment in leadership roles
- Stipends for participation in community and professional activities
- Connections to tutoring, mentoring and study group support
- Preparation for and support in identifying undergraduate research experiences locally, nationally, and internationally
- Exploration of post-baccalaureate opportunities
- Social networking among faculty, students and STEM professionals
- Exposure to professional opportunities and professional societies

Student Senate

The primary functions of the Student Senate are the allocation of student activity funds and to provide for programs that meet the needs of the students in the area of education, culture, social activity, and student welfare. In addition, Student Senate provides for student involvement in the college decision-making process and communication between college administration and students.

Election for new officers to serve as a representative in the LLTC Student Senate are held in the fall of each year.

LLTC Athletic Program

The LLTC men's and women's basketball program was started in the fall of 2013. The team name is the Leech Lakers and the team colors are black and gold. LLTC competes in the National Junior College Athletic Association Division III level and is a member of the Northern Intercollegiate Athletic Conference (NIAC). It is the goal of the LLTC Athletic Department to provide opportunities to student athletes to enrich their collegiate experience through participation with competitive and cooperative athletic teams.

Athletic Program Guidelines

Students must be currently enrolled in a minimum of 12 credits per semester in good academic standing to be eligible to play. Students must maintain a grade point average of 2.0 or higher.

- Students must have amateur status. Individuals who have received any form of compensation for play are ineligible to participate in that sport.
- Participants will display good sportsmanship at all times in practices and competition.
- Students will adhere to all established LLTC Athletic Department conduct and disciplinary policies. Violations of these policies can result in dismissal from the team.
- Students must have current physical, medical insurance and other relevant medical information on file with the athletic department.
- Students must register in PE 110-113. One 1-credit course is required per semester (1st semester athlete – PE 110, 2nd semester athlete – PE 111, etc.)







STUDENT SERVICES POLICIES & PROCEDURES



WIIDOOKAAGEWIN (THE HELPING ROOM)

Student Services is committed to providing support services to enhance life-long learning, personal growth, and academic excellence to LLTC students.

Student Services Resources

Student Services provides a variety of services designed to enhance LLTC students' academic skills, increase their retention and graduation rates, facilitate their entrance into 4-year institutions and future careers, and foster a supportive institutional environment.

This office provides:

- Admissions
- Academic advising
- Academic success counseling for all college areas
- Financial Aid
- Student Records

ACADEMIC ADVISING

Each new student is assigned two advisors at Leech Lake Tribal College. One advisor will be an academic advisor from Student Services; the other will be a faculty advisor in the student's specific area of study. Students may request a change of faculty advisor in writing through Student Services.

The advisor assists in proper course selection to meet curricular requirements and helps students with course scheduling. However, students have the final responsibility for satisfying the degree requirements for the curriculum chosen.

Students are expected to meet with their advisors each semester to discuss their academic performance and progress toward degree completion, to discuss and review degree and career consideration, and to select appropriate courses. Advisors are available to discuss and help resolve any difficulties that students may be encountering in achieving their educational goals. Both the faculty and Student Services advisors will have posted office hours.

Students who are on Academic Warning and those returning from Academic Suspension must meet with the Academic Success Counselor in Student Services to complete an Academic Plan. An Academic Plan is created to assist the student in achieving academic success and preventing Academic Suspension. Academic Plans are individualized but often include regular meetings with advisors, tutoring in the Learning Center, attendance at educational workshops, and other tools that may be beneficial for student success.

Testing Services

Upon admission to LLTC, students will be administered a placement test to determine English, reading, and math proficiency. Information from the placement test will be used to assess which courses will be mandatory for the students to assure academic success. Students who do not score at the level needed for Math and English will be required to

enroll in the respective developmental course(s).

See Admissions Placement Test - Next-Generation Accuplacer section on page 15 for information about waiving this test.

Program of Study Declaration

Students must complete the Program of Study Declaration Form in Student Services during the registration process. Selection of intended program on the application is used as a guide in talking with the advisor. In order to qualify for financial aid, students must have a declared program on file.

Second Degree

If you are a current student or previous Leech Lake Tribal College Graduate who wants to add a 2nd Degree follow the steps below as you do not need to reapply:

1. Speak with an Academic Advisor about the process and reasoning for pursuing a second degree.
2. Fill out the 2nd Degree Application & Requirements form located under E-Documents on our website: www.lltc.edu.

OR If you are currently enrolled at LLTC, please complete the 2nd Degree Applications & Requirements form and submit it to Student Services. You must have successfully completed 12 credits in order to be eligible to apply for a 2nd Degree.
3. The Academic Advisor will complete and review a degree audit with the student.
4. Hand in the form to the Registrar for additional actions.
5. The Registrar will review the application for approval and submit the form and degree audit to Financial Aid for approval.



- a. Financial Aid will review the application to ensure that the student will have sufficient financial aid to complete both programs.
 - b. If a student does not have enough remaining financial aid to complete both programs and they still wish to pursue a second degree, students must sign an acknowledgment form stating that they understand they may not have enough aid to cover completion of both programs and may need to pay out of pocket for the remainder of their programs.
6. If a second degree program is approved, the student will receive an acceptance letter from the Admissions office.
 7. Dual-degree students are strongly encouraged to meet with their advisors each semester to ensure that they are meeting the requirements for both programs.

Change of Program

A student may only change their emphasis two times while attending LLTC to ensure that they complete their degree in a timely manner.

Registration

New Students are required to take writing and math placement tests prior to registering for courses. Students may register after the admissions process has been completed and they are officially admitted into the college. After the placement tests are completed, new students may register for the upcoming semester with their advisors. Current & returning students should register by following the recommended course progression for their program of study.

Continuing students in good standing may register online through the LLTC student web portal. Students on Academic Warning, Academic Suspension or those who have a hold on their account will not be permitted to register online and

must meet with an academic advisor. Holds may include those placed by the Finance Office or the Library and usually involve unpaid balances or college property that must be returned before the hold is removed.

Any student wishing to take more than 17 credits must complete a credit overload form with their academic advisor. The Academic Advisor will then submit the form to the Registrar, Financial Aid, and the Dean of Academics for approval.

Auditing Students must register with an Academic Advisor for the audited course(s). They must visit the Finance Office for payment arrangement of course tuition (refer to *Cost of Attendance* for tuition information). Audited credits are not financial aid eligible. Student must meet with the Registrar to confirm that the course is registered as an audited course.

It is the student's responsibility to refer to the Academic Calendar (see page 5) regarding:

- Open Registration
- The Last Day to Register
- The Last Day to Add/Drop
- The Last Day to Officially Withdraw
- The Last Day to Make-up Incompletes

Course Schedules

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

COURSE ENROLLMENT POLICIES

Pre-requisites and Concurrent Registration

A pre-requisite is a course to be taken or experience to be acquired prior to registration for the course requiring the prerequisite. Some courses require concurrent registration in other courses. A pre-requisite to a course may be taken simultaneously to the course with instructor permission.

Add, Drop, or Change of Course

Students, who need to alter their course schedule must do so before the "Last Day to Add/Drop" (10 days after the

first day of class each semester) listed on the Academic Calendar. Students do not have a financial obligation for courses dropped during this time. Courses dropped will not receive grades or be listed on the student's transcript.

The close of the "Last Day to Add/Drop" constitutes a student's official enrollment for that semester; students cannot make any additional changes to their schedule. These courses will permanently remain on the student academic transcript and 100% financial obligation remains for these courses.



Officially Withdrawing from College

Should extenuating circumstances arise, a student may officially withdraw from a course(s) after the "Last day to Add/Drop." Withdrawal from a course is not official until an Add/Drop/Withdrawal form has been received by the LLTC Registrar's Office. Students are strongly encouraged to meet with their Academic Advisor and the Financial Aid office 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.

Students who drop and/or withdraw from the College, and who have received a Pell grant, may 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 responsibility to pay back to the school.

Students must complete an "Official Withdraw" form located at the Student Services Office. They then must submit the completed form to Student Services on or before the "Last Day to Officially Withdraw" listed on the Academic Calendar. The Registrar will enter "W" grades in all courses requested.

Courses from which a student has NOT officially withdrawn will reflect failing grades. Faculty members have the right to withdraw students from a course after the add/drop date and before the end of the official withdraw date if those students have not participated sufficiently in the course. Faculty members may withdraw students who are unlikely to pass the course.

Repeating Courses

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

Online Course Registration

First-time freshmen will not be permitted to register for online courses without the assistance of an Academic Advisor. In compliance with Minnesota Public Law 1974, Chapter 479, data requested from the students in the registration process will be used for the purpose of advisement, to locate a student in case of emergency, and to provide statistical information. Failure to supply all requested information may jeopardize a student's progress at this institution. Online courses are also subject to all other standard registration policies, academic policies and financial aid policies. All students taking an online course are expected to read and respond to email communication using their LLTC email address. They are also expected to log in to their student portal on a regular basis. Failure to make contact with the instructor and/or complete any assignments in the first week may result in the student being dropped from the online course. All online students are required to complete the short Online Orientation Course before classes start each semester. Information about this 1½-hour course will be provided to you in Student Services or via email when you register for online classes. The course is designed to familiarize you with the student learning management system.

TYPES OF COURSES

Face-to-Face Course Instruction

In a lecture course it has been established that a student will meet a minimum of 50 minutes per week in a face-to-face one-credit course.; in a laboratory course, one (1) semester hour of credit represents two (2) contact hours per week; and internships and practicum courses, one (1) semester hour of credit represents three (3) hours of practical work experience per week for one (1) semester. In addition, a minimum of two hours of additional outside work is recommended for students (such as reading, research, or completion of homework) each week for every one credit hour of lecture.

Some practicum hours are defined by certification requirements and are so noted in the degree plan. Laboratory courses are identified in the course description.

Independent Study

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

- The student must have completed the freshmen year requirements of 30 semester hours/credits with a "C" average.



- Students on Academic Warning are not eligible for Independent Study.
- Only one course per semester may be taken for Independent Study.
- The student must complete an Independent Study Contract.

Distance Education Definitions

Distance Education includes various teaching methods that use one or more technologies to provide instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor synchronously or asynchronously. Technologies used for instruction may include the following: Internet; one-way and two-way transmissions through open broadcasts, closed circuit, cable, microwave, broadband lines, fiber optics, satellite or wireless communication devices; audio conferencing; and video cassette, DVDs, and CD-ROMs, if the cassette, DVDs, and CD-ROMs are used in a course in conjunction with the technologies listed above.

The Higher Learning Commission (HLC) defines a *distance education* course as one in which 75% or more of the instruction is offered by distance education. In addition, instruction provided as distance education is subject to the requirements that may be imposed by the Americans with Disabilities Act (42 U.S.C. §12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended, (29 U.S.C. §794d). Students with Disabilities may contact the Distance Education Program at (218) 335-4252, to receive more information.

Online Course

Defined as one in which course content is delivered online via the LLTC's web-based course management system, whether synchronously or asynchronously. Students submit course work and participate in discussions with faculty and other students via the Internet. Many online courses contain media-rich presentations that reinforce important concepts. Students in these courses communicate with faculty and fellow students using e-mail, discussion boards, and submit assignments to faculty through the University's web-based course management system.

Online Hybrid Course

Defined as one in which regularly scheduled classroom time is comprised of both face to face meetings and online learning in a rate of 50%. All face to face meetings for a hybrid course will be announced prior to registration. The online component is delivered via the LLTC's web-based course management system.

Correspondence Course

The HLC defines a *correspondence education* course as one in which 75% or more of the instruction is provided through one or more courses in which the institution provides instructional materials and examinations by mail or electronic transmission to students who are separated from the instructor. Interaction between the instructor and the student is not regular and substantive, and it is primarily initiated by the student. Correspondence courses are typically self-paced.

DISTANCE EDUCATION TECHNOLOGY REQUIREMENTS

To participate in Distance Education a student must follow all requirements established by the Leech Lake Tribal College. A student must finish the following steps before using our Management Learning System (MLS) called Canvas:

1. Register at Leech Lake Tribal College (LLTC)
2. Obtain a Student ID
3. Obtain a LLTC email account and check it daily
4. Finish our Student Online Learner Orientation Support (SOLOS)
5. Learn to use our MLS, Canvas and check it daily
6. Be aware and follow our "Netiquette" Policies
7. Be aware of the technology needed for taking Distance Education Courses
8. Attendance: Student must commit to login in Canvas once a week (minimum) and work in their assignments



Technology needed for taking LLTC Distance Education Courses

| | Minimum | Recommended | How to... |
|----------------------------|---|--|--|
| OPERATING SYSTEM | Windows 10 or higher Mac OS 14 or higher | Windows 11 Mac OS 10.12 | <u>How to find Information about the Operative System (OS)</u> |
| PROCESSOR | AMD Ryzen 3 or Intel 13 | AMD Ryzen 5 or Intel 15 | <u>How to find Information about the Processor</u> |
| MEMORY | 8 GB of RAM | 16 GB of RAM or higher | <u>How to find Information about the Random Access Memory (RAM)</u> |
| INTERNET CONNECTION | Broadband (high speed) internet with a consistent minimum speed of 3 Mbps or higher | Broadband (high speed) internet with a consistent minimum speed of 10 Mbps or higher | <u>How to check the information provided by your Internet provider</u> |

Technology Required to Connect Online and Participate

1. Laptop **or** Desktop **or** Tablet
2. Speakers **or** Headphones **or** Earbuds
3. Webcam

Regular and Substantive Contact

Regular substantive contact initiated by the instructor is essential for student success in online learning. Title 5 sections 55204 and 53200 require “regular and substantive contact” in all distance education courses. Federal regulations require not only regular and effective contact, but also “substantive” interaction between the students and instructor. Each course or portion of a course delivered through distance education will demonstrate instructor-to-student(s), student-to-student, and student-to-content interactions.

Accessibility Guidelines

All distance education courses are subject to the requirements of Title 5 as well as the requirements imposed by the Americans with Disabilities Act (42 U.S. Code Sections 12100 et seq.) and Section 508 of the Rehabilitation Act of 1973, as amended (29 U.S. Code Section 794d). Distance Education courses will be reviewed in the order in which those they are received by Student Accessibility Services (SAS) to determine ADA compliance.

The LLTC Distance Education Coordinator assists faculty in meeting their ADA compliance obligations. This service will also be provided in the order in which requests are received. Faculty must engage in relevant training to ensure that they understand accessibility as it relates to instruction and curriculum. Likewise, any material or technology used in support of any instructional activity must be vetted prior to use for accessibility compliance by a designated campus authority.

Academic Integrity of Online Learning Courses

Online learning courses are comparable to LLTC campus-based courses in terms of:

- Syllabi
- Office Hours
- Expected learning outcomes
- Readings and assignments
- Grading
- Methods of evaluation
- Student Opinion Survey

Online learning courses are subject to the same policies as stated in the LLTC Catalogs for campus-based courses. Faculty members must also follow the regulations described in the LLTC Course Catalog and the guidelines in the LLTC Faculty Handbook.

Oversight of Courses

Like all academic activities, online learning at LLTC operates under the purview of the LLTC Academic Department and the Distance Education Coordinator. LLTC adheres to the policy that all courses of the same prefix and number are equivalent, regardless of mode of delivery and/or period of delivery. It is the responsibility of the faculty to ensure that the rigor of programs and quality of instruction are maintained within their courses.



Faculty Interaction with Students

As in all classes, best practices in online learning necessitate clear guidelines on faculty student interaction. Online and hybrid courses require strong instructor presence and frequent interactions with students.

LLTC Faculty should clarify in their syllabi and course policies the nature of planned interaction, feedback timelines (like grading or email turnaround), as well as appropriate modes of communication (e-mail, phone, fax, chat, or discussion board.) LLTC Faculty should ensure clear responses to students, within a student-friendly time frame.

Complete and detailed feedback should be provided via the discussion board, individual email or other appropriate means. Office hours/Virtual Office Hours shall be held in compliance with the Faculty Handbook. Depending on the nature of the course, some may want to provide synchronous

office hours when students know faculty can be reached by methods such as VoIP (Voice Over Internet Protocol), telephone or email. The instructor is expected to comply with all privacy laws in conducting online and hybrid courses.

Student Training

It is required that all students must complete the Student Online Learners Orientation Support (SOLOS) before registering for their first course. This training will familiarize the student with the instructional software and well as acquaint them with the principles and practices of being a good online student.

FACILITIES & SERVICES FOR STUDENTS WITH DISABILITIES

It is the policy of Leech Lake Tribal College to offer educational opportunities and experiences to all students enrolled at the college on the basis of individual merit without interference from illegal, arbitrary, or capricious acts or omissions. LLTC will not tolerate discrimination against any student because of gender, race, age, status as a veteran, national origin, religion, or disability. LLTC embraces and commits itself and its faculty and staff to follow provisions of state and federal law prohibiting discrimination against persons with disabilities, including, but not limited to, the American with Disabilities Act ("ADA") and the Rehabilitation Act of 1973.

Reasonable accommodations and support for students with documented disabilities are provided through the appropriate LLTC offices. Students with documented disabilities are asked to make requests for services prior to the start of classes. It is the responsibility of the student to bring forth documentation of a disability before services can be initiated.

LLTC will take the steps necessary to ensure that no student with a disability is denied the benefits of, excluded from participation in, or otherwise subjected to, discrimination under the education programs or activities operated by the college because of the absence of educational auxiliary aids for students with impaired sensory, manual, or speaking skills. Auxiliary aids may include taped texts, interpreters, or other effective methods of making orally delivered materials available to students with hearing impairments, readers in libraries for students with visual impairments, classroom equipment adapted for use by students with manual impairments, and other similar services and action.

Definitions

"Student with a disability" is any student who:

- Has a physical or mental impairment which substantially limits one or more of such person's major life activities,
- Has a record of such impairment, or
- Is regarded as having such impairment.

"Physical or mental impairment" includes, but is not limited to:

- Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory, including speech organs; cardiovascular; reproductive; digestive; genitourinary; hemic and lymphatic; skin; and endocrine; or
- Any mental or psychological disorder, such as intellectual disability, organic brain syndrome, emotional or mental illness, and specific learning disabilities.

The term "substantially limits" means:

- Unable to perform a major life activity that the average person in the general population can perform; or
- Significantly restricted as to the condition, manner or duration under which an individual can perform a major life activity as compared to the condition, manner, or duration under which the average person in the general population can perform that same major life activity.



Academic Accommodations

In accordance with Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990, Leech Lake Tribal College recognizes the fundamental principles of nondiscrimination and accommodation in academic programs. Reasonable academic accommodations should NOT alter the objectives of a course. The purpose of the reasonable accommodations is to assure that the student has an equal opportunity to demonstrate his/her mastery of course material and to participate in the educational programs and activities offered by LLTC. Reasonable academic accommodations to which a student may be entitled include changes in the length of time allowed to complete degree requirements, and adaptation of the manner in which specific courses or examinations are conducted.

Student Services is the designated campus resource for verifying and coordinating reasonable accommodations for students with disabilities. The request will be reviewed on an individual basis. Students are required to submit documentation (issued within the last 3 years) before accommodations will be considered. These documents could include assessments, reports, and/or letters from qualified evaluators or professionals. Common sources of documentation are health care providers, psychologists, diagnosticians, and / or information from a previous school (e.g., accommodation agreements / letters, 504, or IEP documents).

Students must submit the information within 10 calendar days of enrollment to Student Services. The Dean of Students will meet with the student to discuss the request. An Academic Accommodation Verification Form listing the appropriate reasonable accommodations will be provided

via student email within 10 calendar days from the date of the request. This request is only applicable for the current academic year and a new one must be submitted for the next academic year. If clarification of this information is needed, contact Student Services at 218-335-4220.

Physical Disabilities Accommodations

Student Services is the designated campus resource for verifying and coordinating reasonable accommodations for students with physical disabilities. The request will be reviewed on an individual basis. Students are required to submit documentation (issued within the last three years) before accommodations will be considered. These documents can include assessments, reports, and/or letters from qualified evaluators or professionals. Common sources of documentation include healthcare providers, diagnosticians, and or information from a previous school.

Students must submit the information to Student Services within 10 calendar days of enrollment. The Dean of Students will meet with the student to discuss the request. A Physical Accommodation Verification Form listing the appropriate reasonable accommodations will be provided via student email or in person within 10 calendar days from the date of the request. This request is only applicable for the current academic year, and a new one must be submitted for the next academic year. Accommodations can be arranged at any time during the semester, but requests received within the required time will ensure full accommodations for the semester or academic year to prevent any potential campus or course impacts on students in need of accessibility services. If clarification of this information is needed, contact Student Services at 218-335-4220.

SOCIAL MEDIA POLICY

Students participating in LLTC sponsored programs and activities may be written about, photographed, videotaped, and/or interviewed for use in LLTC's promotional and educational materials, official LLTC social media sites and LLTC work-associated social media sites, and to distribute news.

Permission is NOT Required in LLTC Common Spaces:

Prior authorization to photograph and videotape students is not required in common spaces on the LLTC campus. Common spaces on campus include those spaces, events, and activities that are generally open to the community.

This includes but is not limited to the following:

- Monday Drum
- Language Immersion Activities
- Extension Courses and Activities
- Community Speaker Events
- Fundraisers

Much of the LLTC is considered common space unless and event has been registered and/or reserved by an outside entity of a meeting. Examples include but are not limited to:

- EMT Courses
- Support Groups
- Classes in Session

Students may complete a Media Authorization and Consent Form available online at https://www.lltc.edu/wp-content/uploads/2019/07/LLTC_Multimedia-Reversal-of-ConsentForm-12_2018.pdf or in Student Services.



WHO SHOULD I ASK?

| OUTREACH RECRUITER | ADMISSIONS COORDINATOR | ACADEMIC ADVISOR | FACULTY ADVISOR |
|--|--|---|--|
| <p>General Questions</p> <p>Setup Info Booths at Local Schools, Organizations, Powwows, Career Fairs, and Community Events</p> <p>Available to Give Presentations about LLTC & Degree Programs</p> | <p>Campus Tours</p> <p>How to Apply to LLTC</p> <p>Submit High School/GED & College Transcripts</p> <p>Tribal Verification Form (CIB)</p> <p>Assists New, Transfer, PSEO, and Elder Students</p> | <p>Register for Classes</p> <p>Add/Drop Requests</p> <p>College Policy/ Procedure Clarification</p> <p>Degree & Career Planning</p> <p>Guidance to Tutoring, Academic, & Other Resources</p> | <p>Program & Career Specific Questions</p> <p>Program Specific Policy/ Procedure Questions</p> <p>Supplemental Advisor to Students in a Particular Program</p> <p>Degree & Career Planning</p> <p>Internship</p> |
| FINANCIAL AID OFFICE | REGISTRAR | LIBRARY | ADMINISTRATIVE ASSISTANT |
| <p>Financial Aid Applications & Tribal Grants</p> <p>Income Verification Forms</p> <p>Scholarship Opportunities</p> <p>Financial Aid Budget Forms</p> <p>Financial Aid Eligibility Requirements</p> <p>A.I. College Fund</p> | <p>Maintains Academic Records</p> <p>Evaluates Transfer Credits</p> <p>Official Transcript Requests</p> <p>Official Withdrawal</p> <p>Monitors Standards of Academic Progress (SAP)</p> | <p>Study Space, Computer Access, and Places to Relax</p> <p>Open to the Community Books, Newspapers, and DVD's</p> <p>Research & Editing Assistance</p> <p>Resetting Passwords & Student ID's</p> | <p>Welcome Students & Visitors</p> <p>Schedule Placement Test (English & Math)</p> <p>Assist with Faxes, Copies, & Other Office Equipment</p> <p>General Questions & Directory Information</p> |



WIIDOOKAGEWIN: STUDENT SERVICES "The Helping Room"







ACADEMIC POLICIES & PROCEDURES



Class Attendance

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

ACADEMIC CREDIT

Academic Year

Leech Lake Tribal College functions on an academic semester system. An academic year is two semesters in length. Each semester is approximately 15 weeks in length. LLTC may or may not have a summer session; when summer sessions are held, the semester credits earned will 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 to 11 credit hours
- Half-time - 6-8 credits
- 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, the student must complete the credit overload form through the Registrar and obtain approval from the Dean of Academics and Financial Aid.

Earning Academic or Vocational Credit

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

When an incomplete grade is changed to a final grade Satisfactory Academic Progress may need to be recalculated to determine a student's academic standing.

Definition of a Credit Hour

Leech Lake Tribal 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.

Applicable to all courses offered for academic credit at all degree levels. All academic programs must comply with this policy.

1. One credit hour is equivalent to 1 hour of lecture plus 2 hours of preparation per week for a total of 45 hours per semester or the equivalent, as appropriate to intended learning outcomes and as measured by student achievement. This requirement may be fulfilled as follows.
 - a. 15 weekly class sessions held over the period of a 15-week semester and including 1 hour of direct faculty instruction with an additional requirement of at least 2 hours of reading, assignments, or other appropriate work per week completed outside the classroom, for a total of 45 hours.
 - One hour of direct instruction includes 50 minutes of instruction and 10 minutes break.
 - b. Non-traditional courses (i.e. non-lecture courses) must require 45 hours of student work to result in the award of one credit hour. Such courses may include, but are not limited to, service learning, online, laboratory, and physical activity courses, internships, directed research, and independent study.
 - c. Courses offered in less than 15 weeks must fulfill the 45 hour requirement as explained above to ensure the same level of student achievement of intended learning outcomes as provided in a 15-week semester.
2. Credit hour is synonymous with semester unit or unit.
3. Proposals for new courses must include verification that courses comply with the credit hour policy.
4. Course revisions must be reviewed by the offering



academic department to ensure continued credit hour compliance.

5. Proposals for new programs and recommendations for substantive change to existing programs must demonstrate credit hour compliance.
6. All program reviews must provide for ongoing review of credit hour compliance.

One credit hour is defined to be 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 3 hours a week per credit hour to successfully complete the student learning outcomes for the course and the assigned course work including lectures.

Students enrolled in online and hybrid (combination of face-to-face and online) courses should expect the same time commitment of 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 Leech Lake Tribal College should expect to set aside 45 hours of time for successful course completion.

GRADES AND GRADING

Grade Point Average [GPA] Calculation

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

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

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

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

| Grade Earned | Grade Point | Multiplied by | Credits per Course | Equals | Total Grade Points |
|--------------|-------------|---------------|-------------------------|--------|------------------------------|
| A | 4 | x | 3 | = | 12 |
| B | 3 | | 3 | | 9 |
| B | 3 | | 3 | | 9 |
| C | 2 | | 3 | | 6 |
| | | | 12 total credits | | 36 total grade points |



To calculate the term GPA, $36 \text{ (total grade points)} / 12 \text{ (total credits)} = 3.0 \text{ GPA}$

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

Institutional grade scale by percentage

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

Academic Honors

Academic Honors are recognized on a semester to semester basis. The Dean’s List recognizes all full-time students who earn a GPA between 3.0 and 3.9. All full-time students who earn a GPA of 4.0 have their names placed on the President’s List. Honorable Mention recognizes part-time students who earn a 3.0 and above. Academic honors lists are published by the Registrar at the end of each semester. Students who have requested the withholding and confidentiality of their directory information will not have their name recorded on the published President’s and Dean’s Lists. For both lists, the honors designation is placed on the student’s academic transcript for the appropriate semester.

****The Dean’s List and the President’s List are NOT dependent on student academic status.***

Midterm Grades

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

Incomplete Grades

Incomplete Contracts are discouraged; however, an instructor may assign a grade of “I” (incomplete) if the instructor believes that the student has been unable to

complete course assignments and/or exams on time because of unavoidable circumstances, occurring after the official withdraw date. Instructors must insure their is a contract on file with the registrar at the time grades are due. *Note: Students on Academic Warning are not eligible for Incompletes. Incompletes will not be given during any summer session terms.*

To be Considered for an Incomplete:

- Students must have been in attendance during the semester and must have satisfactorily completed at least 70% of the semester’s course work – this is determined by the Instructor.
- “I” grades will be given for Incomplete courses; however, note that students with “I”(s) on their Final Grade Report may have funding issues with their tribal agency.
- The student must fulfill the course requirements by the date indicated on the academic calendar as the “Last day to make up incompletes”. If the student does not do so, the “I” automatically becomes an “F.” This may result in Academic Warning.

Procedure for requesting Incomplete(s):

- It is the student’s responsibility to consult with their Instructor and to initiate an Incomplete Contract.
- Obtain an “Incomplete Contract”(s) from the Student Services Office.
- Meet with your Instructor(s) to agree on incomplete course work, due dates and signatures.
- Instructor will obtain approval/signature from the Department Chair and the Dean of Academics then submit the contract to the Registrar when grades are due.

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



ACADEMIC POLICIES AND PROCEDURES

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 Registrar and complete the Course Substitution or Waiver form. The Registrar will evaluate the request and forward it to the Chair of the Department and the Dean of Academics, both of whom will make a recommendation. The Dean of Academics will make the final determination and notify the Registrar, in writing, regarding the status of the request. Extreme care must be taken when granting course substitutes or waivers, especially in courses for degree programs.

Class Attendance

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

Excused Absences

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

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

Unexcused Absences

Absences which are not "approved" or "excused" shall be considered unexcused. Oversleeping or other avoidable

absences are not excused. Previously excused absences for which the student does not complete makeup work within a reasonable time frame determined by the instructor will be marked as unexcused absences.

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 Dean of Academics for discussion. Students who exceed the maximum number of unexcused absences may be administratively withdrawn from the course or receive a failing grade in the course.

Pace of Work

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

Academic Integrity

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

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



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

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

Exemption from Requirements by Examination

If a student has work experience in similar disciplines, they may test out of a course at LLTC and earn credit through advanced placement examination with the following guidelines:

- Deadline to apply for a course exemption is the end of the second week at the start of the semester.
- Students will complete the Course Waiver form available in Student Services or online at www.lltc.edu.

- The course waiver form will be reviewed by the Dean of Academics and Department Chair.
- If the course waiver application is approved, the student will register for the course by submitting their approved application to the Registrar.

In cases when credit overload approval is required, the course waiver application will supersede the 17 credit per semester limit.

The fee for the course waiver/exemption is the cost of the class. Example: To test out of a three-credit course would cost \$462 plus applicable course fees. The course waiver fee will be reflected in the student billing account.

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

After the student completes the examination, the instructor indicates with a grade of Pass or No Pass ("P" or "NP") and the number of credits earned. The instructor will enter the grades into the student learning management system resulting in a grade of "P" or "NP" on the student's transcript.

STANDARDS OF ACADEMIC PROGRESS

Minimum Grade Point Average Requirement

A student will be placed on academic warning or academic suspension if they do not maintain a minimum cumulative grade point average of 2.0 on a 4.0 scale for total hours attempted at LLTC.

** Credits transferred from other institutions as well as credits attempted at LLTC, excluding repeated credits.*

***Cumulative GPA at LLTC (excludes grades earned at previously attended institutions).*

Minimum Percent Completion

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

Progress

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



DETERMINATION OF ACADEMIC PROGRESS STANDING

(See Financial Aid p.14)

Academic Warning

If a student fails to meet either of the Standard of Academic Progress (SAP) in a semester, they will be placed on Academic Warning.

- The Registrar will send the student an Academic Warning letter. The letter will provide information about Academic Warning and what the student must do to regain good academic standing.
- A copy of the student’s warning letter will be distributed to the student’s faculty mentor, Financial Aid Office, and academic files. A warning letter will also be uploaded to Dynafile. Students who officially withdraw from courses run the risk of not successfully completing 67% of their courses and will be placed on Academic Warning. Students must meet with their advisor to understand the consequences should they decide to withdraw from more than one course.
- Students on Academic Warning must complete a Student Success Plan with the Academic Success Counselor.
- If, during the academic warning semester, the student is able to earn a 2.0 term GPA and 100% completion rate** (no Fs or Ws) the student will continue on Academic Warning.
- If at the end of the warning semester, the student’s cumulative grade point average is above 2.0 and completion rate is about 67% the student will return to good academic standing.

Academic Suspension

The second consecutive semester a student fails to meet the Standard of Academic Progress requirements will be placed on Academic Suspension.

Upon verification of the student NOT meeting SAP, the Registrar will send the student an Academic Suspension letter. The letter will inform the student of the following suspension requirements:

- The academically suspended student must stop out of the college for one full academic semester (Fall or Spring) or in accordance with the Period of Suspension Table listed below. Students who experience extenuating circumstances beyond their control can appeal their stop out time. After the semester stop-out period, the student must petition for Academic and Financial Aid reinstatement through the PASS Committee.
- The Academic Success Counselor will notify the student of the PASS Committee’s decision.
- If the appeal is approved, the student must meet with the Academic Success Counselor to complete a Student Success Plan before registering for courses.

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

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

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

Continue Warning: However, if the student’s improvement reflects a minimum 2.0 GPA (semester) and passes all current classes (with no unapproved withdraws), they will be allowed to continue next semester. If these requirements are not met while on warning, the student will be academically suspended. Commutative SAP requirements must still be met to receive Federal and State Financial Aid.

Students that meet **Continue Warning** criteria but are scheduled to be suspended by the Financial Aid Office will NOT be eligible for Financial Aid and will still be informed by the Financial Aid Director via email and official letter.

***If a student on Academic Warning worked closely with the Academic Success Counselor and together they agreed it was in the best interest of the student to withdraw from a course(s) and the student doesn’t fail any other courses and earns a 2.0 term GPA the student can continue at LLTC on Academic Warning.*

Suspension Following the First Term of Academic Warning

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

Period of Suspension

| # of Suspensions Following First Term of Probation | Period of Suspension |
|--|-------------------------------|
| 1 | One semester (Fall or Spring) |
| 2 | One semester (Fall or Spring) |
| 3 or more | One calendar year |



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

Academic Suspension Appeal

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

All appeals will be submitted to the Progressive Academic Student Success (PASS) committee, who will, in turn, approve or deny (in writing) the appeal. Appeals may be based upon extenuating circumstances that affected past performance or errors that the student believes have affected his or her academic performance at Leech Lake Tribal College. Error shall mean a false or mistaken application of a student's academic record of performance at Leech Lake Tribal College.

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

In order to allow sufficient time to review the appeal, all appeals must be submitted at least two weeks prior to the start of the semester for which the appeal is being requested.

Academic Grievance Process

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

A student should consult with the instructor to obtain all necessary information regarding the decision and attempt to clarify matters concerning the decision.

- If the problem remains unresolved, a student may submit a digital grievance form to the Dean of Academics, the Dean of Students, and the Director of Operations. A response will be issued to the student within 5 business days of submitting the grievance.

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 appropriate Department Chair and the Dean of Instruction. The deadline for submission of a completed grade change form to the Registrar is four weeks after the end of the semester or summer session in which the student took the class.

Late requests of this nature must be submitted within one year of the final grade submission date and will require additional justification. Late requests must be approved by the Progressive Academic Student Success (PASS) Committee. No grade change will be accepted by the Registrar after the deadline without the written approval of the Chief Academic Officer.

Grade Forgiveness Policy

The Grade Forgiveness Policy is for students who have experienced previous academic difficulty at Leech Lake Tribal College and now wish to build an academic record that is not weakened by past failures.

Grade Forgiveness Criteria

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

Grade Forgiveness Rules

1. If your petition is granted, the grades will not be deleted from your transcript. However, the 'F' grades will be replaced with a grade of 'NP' which will remove the negative impact to your term and cumulative GPA.
2. These 'forgiven' credits will still count toward your attempted credit count at the institution.
3. 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.
4. If a student is granted academic forgiveness, eligibility for financial aid is not guaranteed.
5. Students who re-enter the college under academic forgiveness must follow and adhere to the terms of the Catalog, including all academic requirements and policies, of the year of re-entry.



6. 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 the [Petition for Forgiveness](#) form and describe 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 Dean of Academics.
5. The student will be informed via letter.

Grade Forgiveness for PSEO Students

Students who enrolled as PSEO students at Leech Lake Tribal College and were unsuccessful will have automatic grade forgiveness for "F" grades. A student also has the option to apply for grade forgiveness for "D" grades. A student must fill out the Petition for Forgiveness form and submit it to the PASS Committee.

GRADUATION

Requirements for Graduation

- Must earn a minimum grade point average of 2.0.
- Must satisfy at least the number of credits required for specific degree/certificate/diploma, as outlined in the catalog curriculum.
- Must complete the Graduation Application and Summary at the Student Services office during the second week of their final semester of a student's attendance at LLTC.
- Must fulfill all financial and academic obligations prior to the date of graduation.
- Must complete 30 credits at LLTC to fulfill the residency requirements.
- Students must be within 1 class of graduation in order to participate in the graduation ceremony.

Commencement

Commencement exercises are held after the close of spring semester. Students lacking more than three credits will not be allowed to participate in commencement. Students lacking 3 credits or less to fulfill their graduation requirements will need to register for those credits prior to commencement.

Intent to Graduate Form

At the beginning of their final semester, students intending to graduate must complete a formal "Intent to Graduate" form in consultation with their advisor. A graduation fee of \$30, (fee needs to be paid at this time) this will cover the cost a robe and cap. Students will receive their diplomas and officially graduate at the time they complete all degree requirements. Formal graduation ceremonies are held once each year in the spring.

Second Degree Requirements (see pg. 9)

If you are a current student or previous Leech Lake Tribal College Graduate who wants to add a 2nd Degree follow the steps below as you do not need to reapply:

1. Speak with an Academic Advisor about the process and reasoning for pursuing a second degree.
2. Fill out the 2nd Degree Application & Requirements form located under E-Documents on our website: www.lltc.edu.
 - OR** If you are currently enrolled at LLTC, please complete the 2nd Degree Applications & Requirements form and submit it to Student Services. You must have successfully completed 12 credits in order to be eligible to apply for a 2nd Degree.
3. The Academic Advisor will complete and review a degree audit with the student.
4. Hand in the form to the Registrar for additional actions.
5. The Registrar will review the application for approval and submit the form and degree audit to Financial Aid for approval.
 - a. Financial Aid will review the application to ensure that the student will have sufficient financial aid to complete both programs.
 - b. If a student does not have enough remaining financial aid to complete both programs and they still wish to pursue a second degree, students must sign an acknowledgment form stating that they understand they may not have enough aid to cover completion of both programs and may need to pay out of pocket for the remainder of their programs.
6. If a second degree program is approved, the student will receive an acceptance letter from the Admissions office.
7. Dual-degree students are strongly encouraged to meet with their advisors each semester to ensure that they are meeting the requirements for both programs.



ACADEMIC COURSES

Classification of Courses

Courses numbered below 100 are developmental courses, and do not count towards graduation or a degree and are not transferable to another institution. Courses numbered 100-199 are first-year courses. Students should try to select these classes in their first year of study, because these courses often provide the knowledge and skills necessary to complete courses that are more advanced. Some 200-level courses may require the completion of 100-level courses before enrollment. Recommended or required prerequisites are noted in the course descriptions.

Closing of Courses

Courses with low enrollment may be closed. The Dean of Academics determines which courses will be closed, prior to the "Last Day to Add/Drop." The Registrar will inform students and advisors when a course is closed. Advisors will notify the students and assist them in selecting new courses if necessary. In the event of a course closing, it is the student's responsibility to complete an Add/Drop Form with his/her Academic Advisor to be eligible for the appropriate Financial Aid award.

Transcript Requests

Transcript Request Forms are available in the Student Services Office. Each semester student's are charged \$8.00 for unlimited official transcripts. If the student has a financial obligation to Leech Lake Tribal College, no official transcript will be released and the student will be referred to the Finance office.

Academic transcripts will reflect the following:

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

Academic Records & FERPA

The Leech Lake Tribal College Office of the Registrar is responsible for and maintains information regarding the student's academic progress at LLTC, including grade reports and permanent academic records.

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

Leech Lake Tribal College complies with the Family Educational Rights and Privacy Act of 1974 as amended (FERPA), which is designed to protect the confidentiality of the records that educational institutions maintain on students and to give students access to their records to assure the accuracy of their contents. A student is any person who attends or who has attended the College. An education record is a record maintained by the College which is directly related to a student, with the following exceptions:

- Records made by College employees which are kept in the sole possession of the maker, are used only as a personal memory aid, and are not accessible or revealed to any other person except a temporary substitute for the maker of the record;
- Employment records unless the employment is contingent on the fact that the employee is a student;
- Records maintained by the Leech Lake Tribal College Security Department solely for law enforcement purposes;
- Alumni and development records containing information about individuals after they are no longer students at the College.

The Act affords students certain rights with respect to their education records.

These rights include:

1. **ACCESS TO EDUCATION RECORDS**

Provided that they have not previously waived the right of access and after enrollment at the College, students have the right to inspect and review their education records within 45 days of the day the College receives a written request for access. Students should submit their written request, identifying as precisely as possible the record(s) they wish to review, to the Registrar. A minimum charge of \$.10 per page will be made for copies of records whether authorized by student consent or otherwise allowed by the Act.

RECORDS NOT OPEN TO STUDENT REVIEW

In accordance with federal regulations, students do not have the right to review the following records:

- The financial records of the student's parents.
- Letters and statements of recommendation for which the student has waived his or her right of access.
- Records connected with an application to attend Leech Lake Tribal College if that application was denied or if the applicant did not enroll.



- Education records containing information about more than one student, in which case the College will permit access only to that part of the record which pertains to the inquiring student.
- Those records which are excluded from the definition of education records.

RIGHT OF LLTC TO REFUSE TO PROVIDE COPIES

Leech Lake Tribal College reserves the right to deny copies if the transcripts or other records are not required to be made available under FERPA, if the student has an overdue financial obligation to the College, or if there is an unresolved disciplinary action against the student.

2. REQUEST FOR AMENDMENT OF EDUCATION RECORDS

Students have the right to request amendment of their education records if they believe the records are inaccurate or misleading. Students should write the College official responsible for the specific record clearly identifying the part of the record they want changed and specifying why it is inaccurate or misleading.

That College official will reach a decision and inform the student in a reasonable amount of time after receiving the request. If the request to amend the record is denied, the college official will advise the student of his or her right to a hearing on the requested amendment and provide information on hearing procedures. The student may appeal to the Dean of Academics submitting a copy of the challenge and record to the President. The President must consult both with the student and the custodian of the record in any such appeal. Students will be afforded a full and fair opportunity to present evidence relevant to the issue raised. The President will determine the validity of the challenge and make it a part of the student record.

DESTRUCTION OF RECORDS

Nothing in this policy requires the continued maintenance of any student record for any particular length of time. However, if under the terms of this policy a student has requested access to his or her education record, the record will not be destroyed before the custodian has granted access to the student.

3. DISCLOSURE OF EDUCATION RECORDS

Students have the right to consent to disclosures of personally identifiable information in their education records, except to the extent that FERPA or any superseding law authorizes disclosure without

consent. Consent for the disclosure of a student's education records must be in writing, signed and dated by the student, specifying the records to be released, the reasons for such release, and to whom the records are to be disclosed. Records of students classified as dependents of their parents by the IRS code can be revealed to parents of such dependents at the discretion of the College.

DIRECTORY INFORMATION

Leech Lake Tribal College designates the following categories of personally identifiable student information as public or "Directory Information." The College may disclose such information at its discretion. Currently enrolled students may withhold disclosure of directory information by submitting written notification on an annual basis (usually prior to the beginning of the fall semester) to the Registrar's Office. Directory information will then be withheld until the student releases the hold on disclosure. Students should understand that, by withholding directory information, some information considered important to students may not reach them.

- Student's full name
- Current enrollment status
- Permanent address and telephone number
- Dates of attendance
- Major and minor field(s) of study
- Awards and honors
- Degree(s) conferred (including dates of conferral)
- Full-time or part-time status

Examples of disclosures of personally identifiable information that do not require the consent of the student include the following:

- To College officials who have a legitimate educational interest in the records.
- To officials of schools, school systems, or institutions of higher education in which the student seeks or intends to enroll, or to officials of another institution of higher education in which the student has enrolled.
- To authorized officials of the following entities, in connection with federal- or state-supported education programs: the U.S. Department of Education; the U.S. Comptroller General; the U.S. Attorney General; or state and local educational authorities.
- In connection with a student's request for or receipt of financial aid, including determining the eligibility, amount or conditions of the financial aid or enforcing the terms and conditions of the aid.



- If required by a state law requiring disclosure that was adopted before November 19, 1974.
- To state and local authorities to whom such information is specifically allowed to be reported or disclosed under state law in connection with the juvenile justice system.
- To organizations conducting certain studies for educational purposes for or on behalf of the College.
- To accrediting organizations, including individuals on visiting committees, to carry out their functions.
- To parents who claim the student as a dependent for income tax purposes. Education record information will be released only with the student's consent or upon receipt of a federal income tax return indicating the student's dependency status, unless otherwise authorized by law.
- To comply with a judicial order or a lawfully issued subpoena, provided the College makes a reasonable attempt to notify the student in advance of compliance (except in certain cases involving grand jury subpoenas) or, when the College is involved in a legal action with a parent or student, where disclosure is to the court, without a court order or subpoena, and is relevant for the College to proceed as plaintiff or to defend itself.
- To any person, including a parent, whose knowledge of the situation is necessary to protect the health or safety of the student or any other individuals when, considering the totality of the circumstances, the College has determined that there is an articulable and significant threat to the health or safety of a student or any individual.
- To comply with a court order obtained under the USA PATRIOT Act of 2001 for education records considered relevant to a terrorism investigation or prosecution, without advance notice to the student.
- To disclose to a student's parent information regarding any violation of law or of College rule or policy as to alcohol or controlled substances use or possession, if the student is under age 21 at the time of the disclosure and the College determines that such alcohol/drug use or possession constitutes a disciplinary violation.
- To disclose information provided to the College

under Section 170101 of the Violent Crime Control and Law Enforcement Act of 1994 (42 U.S.C. 14071) concerning registered sex offenders who are required to register under that section.

- To the U.S. Citizenship and Immigration Services (USCIS) / Department of Homeland Security (DHS) concerning an F, J, or M nonimmigrant alien, only to the extent necessary for the College to comply with Student and Exchange Visitor Program (SEVP) reporting requirements, as mandated by the Illegal Immigration Reform and Immigrant Responsibility Act of 1996, the USA PATRIOT Act, the Enhanced Border Security and Visa Entry Reform Act of 2002, and the regulation at 8 CFR 214.1(h).
- Consent is not necessary for the College to disclose required information to USCIS or DHS in compliance with SEVP reporting obligations.

4. COMPLIANCE

Students are encouraged to contact the Registrar if they have questions about this policy. The Registrar may be reached by calling (218) 335-4220 or writing to: 6945 Little Wolf Rd. NW, Cass Lake MN 56633 For additional information, you may call 1-800-USA-LEARN (1-800-872-5327).

Individuals who use TDD may use the Federal Relay Service. Or you may contact us at the following address: Family Policy Compliance Office U.S. Department of Education 400 Maryland Avenue, SW Washington, D.C. 20202-852 https://studentprivacy.ed.gov/sites/default/files/resource_document/file/EC









PROGRAMS OF STUDY



LEECH LAKE TRIBAL COLLEGE GENERAL EDUCATION REQUIREMENTS

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

Minnesota Transfer Curriculum

Students transferring from LLTC 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 categories: Communication, Critical Thinking, Earth Systems Science, Mathematics, History and the Social/Behavioral Sciences, Humanities & Arts, Human Diversity, Global Perspectives, Ethical and Civic Responsibility, and People and the Environment.

Catalog Year Policy

Leech Lake Tribal College students are required to fulfill the graduation and academic program requirements for the Catalog in place in the semester they begin taking classes as degree-seeking students. Students must use a single catalog and not a combination of catalogs for graduation.

If students wish to change their catalog for graduation, they should first discuss with their advisors how such a change would affect college and program requirements. If students decide to request a change, they must complete the Catalog Year Change Request Form available in Student Services. The completed form should be submitted to the Registrar's Office.



BABAAMIZIWIN

Business.



BUSINESS MANAGEMENT ASSOCIATE OF APPLIED SCIENCE DEGREE

The Business Management A.A.S. Program at LLTC is structured to include courses that represent the general business functions and issues in national, international, tribal, or intertribal environments. This program includes study of the history, culture and language of the Anishinaabe.

Courses are structured to provide students with an excellent understanding of how to manage a business while being grounded in Anishinaabe language and values. The basic requirements for an A.A.S. Degree in Business Management is the completion of 60 credits.

Individuals who aspire to advance their careers may be interested in pursuing further educational opportunities to refine and enhance their capabilities. The credits a student earns at Leech Lake Tribal College are accredited and will transfer to colleges of the student's choice, depending on the transfer equivalency guidelines.

Graduates will be able to:

- Analyze all aspects of a business.
- Engage in all forms of business-specific communication.
- Apply Anishinaabe ways of knowing and being to all aspects of business management.
- Function as business managers/leaders among indigenous and non-indigenous peoples.

Earning an A.A.S. Degree in Business Management from the Leech Lake Tribal College creates opportunity for our graduates to be competitive in many different areas.

Business Management careers may include:

- Accounting
- Banking/Lending
- Business Assistant
- Education
- Entrepreneurial Roles
- Financial Work
- Gaming
- Human Resources Roles
- Import/Export Positions
- Leadership Positions
- Management Consulting
- Marketing Positions
- Sales
- Small/Large Business Manager
- Tribal Government



Business Management 2023-2025 Program of Study

| General Education Courses: 28 credits | | | Cr. | Pre-Req | Term | CK |
|---------------------------------------|-------------------------------------|-----|----------|---------|---------|----|
| ANI 100 | Introduction to Anishinaabe Studies | 3 | | | FA/SP | |
| EDU 102 | Miikana (FYE) | 3 | | | FA/SP | |
| ENGL 101 | English Composition I | 3 | | | FA/SP | |
| ITECH 100 | Computer Applications I | 3 | | | FA/SP | |
| MATH 140 | Concepts in Mathematics or Higher | 4/3 | MATH 094 | | FA/SP | |
| OJI 101 | Speaking Ojibwe I | 4 | | | FA/SP | |
| POLSC 225 | Treaty Law and Tribal Sovereignty | 3 | | | Spring | |
| SPCH 100 | Speech and Communications | 3 | ENGL 101 | | FA/SP | |
| TA 210 | Tribal Administration | 3 | BUS 100 | | Interm. | |

| Category 3: Natural Science: 7 credits (1 Lab Required) | | | Cr. | Pre-Req | Term | CK List |
|---|---|---|-----|---------|---------|---------|
| Science Options with a Lab | | | | | | |
| BIO 121 | General Biology I | 4 | | | FA/SP | |
| BIO 122 | General Biology II | 4 | | | Spring | |
| * GEOL 110 | Physical Geology and Earth Systems | 4 | | | FA/SP | |
| FOR 110 | Woodland Plants | 4 | | | Fall | |
| ISCI 211 | Introduction to Environmental Chemistry | 4 | | | Interm. | |
| Science Options without a Lab | | | | | | |
| * BIO 204 | Environmental Science | 3 | | | FA/SP | |
| ENER 150 | Introduction to Renewable Energy | 3 | | | Fall | |
| * ISCI 291 | Indigenous Science | 3 | | | Interm. | |

| Business Management Program Requirements: 25 credits | | | Cr. | Pre-Req | Term | CK |
|--|---------------------------------|---|-------------------|---------|--------|----|
| ACCT 110 | Real Life Financial Information | 3 | | | Spring | |
| ACCT 150 | Financial Accounting | 4 | MATH 140 or IP | | Spring | |
| BUS 100 | Introduction to Business | 3 | | | FA/SP | |
| BUS 160 | Human Resource Management | 3 | | | Spring | |
| BUS 201 | Principles of Marketing | 3 | BUS 100 | | Spring | |
| BUS 230 | Management/Leadership | 3 | BUS 100 | | Fall | |
| BUS 250 | Business Law | 3 | BUS 100 | | Spring | |
| BUS 260 | Business Communications | 3 | BUS 100 | | Fall | |



| Business Management Electives: 3 credits | | Cr. | Pre-Req | Term | CK |
|---|----------------------------|---------------|-------------------|-------------|-----------|
| ACCT 120 | Payroll Accounting | 3 | | Interm. | |
| BUS 270 | Entrepreneurship | 3 | BUS 100 | Spring | |
| BUS 297 | Business Internship | 3 | BUS 100 | Interm. | |
| BUS 299 | Special Topics in Business | 3 | BUS 100 & IP | Interm. | |
| ITECH 150 | Computer Applications II | 3 | ITECH 100 | FA/SP | |
| | | Total= | 60 Credits | | |

* Course completes more than one category requirement, but credits may only be counted once.
Please note that some of the pre-req's may be completed based on competency.



GIWAAKAA'IGEMIN

We build.



RESIDENTIAL CARPENTRY & INTEGRATED RESIDENTIAL BUILDER CERTIFICATE & A.A.S. DEGREE

Our **Residential Carpentry** certificate program is a two semester commitment in residential construction. LLTC faculty will prepare students in the process and methods used in the installation and maintenance of structures through project based learning.

Our **Integrated Residential Builder** A.A.S degree program is a holistic response to climate change, energy poverty and the disappearance of our natural resources. We train our students to use building science, renewable energy and a whole house systems approach to construction, while preserving our Ojibwe core values. The IRB program builds upon the Residential Carpentry diploma and is geared towards those who are interested in a multidiscipline approach to construction. Graduates of the IRB A.A.S. Program will have working knowledge of a variety of sustainable energy technologies including solar, permaculture design, building envelope, and heating/cooling system alternatives.

Graduates will be able to:

- Demonstrate the proper use of hand and power tools.
- Estimate amount of material needed to complete building projects.
- Layout a building site and construct exterior wall sections and roofing according to a building plan.
- Install walls and ceilings, doors and trim, and cabinets and special built-ins according to building plan.
- Evaluate the most appropriate building science applications to a building project.

Integrated Residential Builder careers may include:

- Construction Laborers and Helpers
- Carpenters Union
- Journeyman Apprenticeships
- Drywall and Ceiling Tile Installers and Tapers
- Flooring Installers and Tile Setters
- Wood Products/Wood Manufacturing
- Building Contractor/Entrepreneur
- Masonry Workers
- Furniture and Cabinet Manufacturer
- Building Systems Analyst
- Weatherization Technician
- Welder Certification
- Solar Installer Certification
- Green Technology Technician



Integrated Residential Builder 2023-2025 Program of Study

| General Education Courses: 14 credits | | | Cr. | Pre-Req | Term | CK |
|--|----------|---------------------------------|------------|----------------|-------------|-----------|
| * | EDU 140 | Professional Skills Development | 3 | | Spring | |
| | FOR 101 | Introduction to Forestry | 3 | | Spring | |
| * | MATH 100 | Technical Math | 4 | MATH 094 | Fall | |
| | OJI 101 | Speaking Ojibwe I | 4 | | FA/SP | |

| Integrated Residential Builder Program Requirements: 46 credits | | | Cr. | Pre-Req | Term | CK |
|--|----------|--|------------|----------------|-------------|-----------|
| * | BLTD 100 | Construction Codes | 1 | | Spring | |
| * | BLTD 110 | Blueprint Plans and Construction Estimating | 2 | | Spring | |
| * | BLTD 114 | Construction Safety | 2 | | Fall | |
| * | CARP 112 | Welding I | 2 | | Interm. | |
| * | CARP 114 | Framing Sustainable Design I | 5 | | Fall | |
| * | CARP 116 | Foundation & Footing Design | 3 | | Fall | |
| * | CARP 120 | Interior & Exterior Finishes | 5 | | Spring | |
| | CARP 200 | Weatherization Applications in Building | 2 | | Fall | |
| | CARP 206 | Framing Sustainable Design II | 3 | | Spring | |
| | CARP 214 | 3D Layout for Shop & Construction | 2 | | Fall | |
| | CARP 216 | Woodworking | 2 | | Spring | |
| | CARP 226 | Framing Sustainable Design III | 3 | | Fall | |
| | CARP 297 | Carpentry Internship | 3 | | Interm. | |
| * | ENER 150 | Introduction to Renewable Energy | 3 | | Fall | |
| | ENER 160 | Sustainable Landscape Design & Site Planning | 3 | | Spring | |
| | ENER 200 | Residential Mechanical Systems | 3 | | Spring | |
| | ENER 210 | Introduction to Solar Energy | 2 | | Fall | |

| Non-Course Requirement | | | | | | |
|-------------------------------|-----------------|--|---------------|---|--|--|
| * | CPR & First Aid | | | <input type="checkbox"/> Met <input type="checkbox"/> Not Met | | |
| | | | Total= | 60 Credits | | |

* Complete these courses for the Residential Carpentry one-year certificate.
Please note that some of the pre-req's may be completed based on competency.



GENAWENDAMOWAAD INAAKONIGEWIN

The ones who take care of the laws.



LAW ENFORCEMENT ASSOCIATE OF APPLIED SCIENCE DEGREE

The Law Enforcement Associate in Applied Science degree is part of the Professional Peace Officer Education Program requirement for the Minnesota Peace Officer licensing standards. All course work is certified by the Minnesota Board of Peace Officer Standards and Training (POST) and meets the mandated learning objectives.

LLTC provides the mandated *education* for this degree. The mandated *skills training* is presently provided by Hibbing Community College. These programs together meet and surpass the Minnesota requirements to be a licensed police officer.

Upon entrance and registration for the Law Enforcement program, all students are required to complete a criminal background check with the State of Minnesota. If a student's criminal background check puts him/her at risk of being ineligible for POST certification, that student will be informed of such by the Law Enforcement Program Coordinator. If necessary, other program options will be recommended.

Program Learning Outcomes

Graduates will be able to:

- Recognize the complexity of the criminal justice system and the role of the peace officer system within the system.
- Apply Minnesota statutes, Bill of Rights and lawful procedures, along with Minnesota traffic laws, as needed to make lawful warrantless and warranted arrests.
- Demonstrate Knowledge of the juvenile justice laws and procedures.
- Discuss the requirement to sit for the Minnesota POST exam.
- Recognize the complex relationship of multiple jurisdictions on tribal lands.

The skills courses are offered through Hibbing Community College and are NOT part of the A.A.S. Degree. They are required to satisfy the Minnesota P.O.S.T. learning objectives to qualify to take the Minnesota Peace Officers Exam. Please see the Minnesota P.O.S.T. web site for complete information concerning peace officer standards and training.

Other Requirement include: having a First Responders Certification, MMPI Psychological exam, a physical exam (on your own), and a valid driver's license to attend the skills training.



Law Enforcement 2023-2025 Program of Study

| General Education Courses: 31 credits | | Cr. | Pre-Req | Term | CK |
|--|-------------------------------------|------------|----------------|-------------|-----------|
| ANI 100 | Introduction to Anishinaabe Studies | 3 | | FA/SP | |
| or ANI 200 | Indigenous Leadership | 3 | | Spring | |
| Category 3 | Natural Science course with a Lab | 4 | | FA/SP | |
| EDU 102 | Miikana (FYE) | 3 | | FA/SP | |
| ENGL 101 | English Composition I | 3 | | FA/SP | |
| ITECH 100 | Computer Applications I | 3 | | FA/SP | |
| POLSC 225 | Treaty Law and Tribal Sovereignty | 3 | | Interm. | |
| PSY 100 | General Psychology | 3 | | Fall | |
| PSY 220 | Abnormal Psychology | 3 | PSY 100 | Spring | |
| SOC 101 | Introduction to Sociology | 3 | | FA/SP | |
| SPCH 100 | Speech and Communications | 3 | ENGL 101 | FA/SP | |

| Law Enforcement Program Requirements: 30 credits | | Cr. | Pre-Req | Term | CK |
|---|---|------------|--------------------|-------------|-----------|
| LE 100 | Physical Conditioning | 3 | | Spring | |
| LE 104 | Minnesota Statutes & Traffic Law | 3 | | Fall | |
| LE 105 | Introduction to Criminal Justice | 3 | | Fall | |
| LE 122 | Constitutional Law and Civil Liability | 3 | LE 104 | Spring | |
| LE 150 | Report Writing | 3 | LE 104 | Spring | |
| LE 209 | Community Policing Tribal Lands | 3 | LE 122 | Spring | |
| LE 210 | Juvenile Delinquency and Justice | 3 | LE 105 | Fall | |
| LE 221 | Evidence, Procedure, and Criminal Investigations | 3 | LE 122 | Spring | |
| LE 223 | Controlled Substances: Identification and Investigation | 3 | POLSC 225 or IP | Spring | |
| LE 280 | Police Ethics | 3 | LE 209 | Fall | |

| Non-Course Requirement | |
|-------------------------------|---|
| EMS-First Responder | <input type="checkbox"/> Met <input type="checkbox"/> Not Met |

| POST Skills Training (Hibbing Community College) Required to qualify for MN Peace Officers Exam. 12 credits | | | | |
|--|--|---------------|-------------------|--|
| | | Total= | 61 Credits | |

Please note that some of the pre-req's may be completed based on competency.



MENOBAMOOZHEWAAD

Those who care for children well.



EARLY CHILDHOOD EDUCATION ASSOCIATE OF ARTS

Open your possibilities to being a mentor and to have a vital influence on young children and their families by earning your Associate of Arts degree in Early Childhood Education at Leech Lake Tribal College.

By combining our teaching curriculum with foundational core courses, you will be taking steps toward becoming a successful teacher of young children. Our program provides each student with an opportunity to customize their educational background to fit their current needs and to further their education to a four-year degree.

This program is designed for students to receive an Associate of Arts degree in Early Childhood Education. Leech Lake Tribal College offers a combination of culturally relevant course work, general liberal arts courses, interactive education classes, and practical experience with young children. Instructors provide individual assistance and classroom experience that address many individual learning styles.

Four-year degree opportunity:

LLTC has an articulation agreement with Southern Minnesota State University in Marshall, in which students may receive a four-year degree. The program is online and students can remain at their job while working towards their degree.

Graduates will be able to:

- Identify how young children learn and develop.
- Help young children build creative and critical thinking skills.
- Build positive relations with families.
- Promote the integration of current theories, active learning methods, developmentally appropriate practices, and classroom management techniques into all early childhood environments.

Early Childhood Education careers may include:

- Childcare Center Director
- Family Childcare Provider
- Camp Counselor
- Paraprofessional Education
- Childcare Teacher
- Head Start Teacher
- School Age Child Care
- Classroom Assistant
- Preschool Teacher



Early Childhood Education 2023-2025 Program of Study

| LLTC Core Requirements: 20 credits | | | Cr. | Pre-Req | Term | CK List |
|---|-------------------------------------|---|------------|----------------|-------------|----------------|
| ANI 100 | Introduction to Anishinaabe Studies | 3 | | FA/SP | | |
| EDU 102 | Miikana (FYE) | 3 | | FA/SP | | |
| ENGL 101 | English Composition I | 3 | | FA/SP | | |
| ITECH 100 | Computer Applications I | 3 | | FA/SP | | |
| OJI 101 | Speaking Ojibwe I | 4 | | FA/SP | | |
| OJI 102 | Speaking Ojibwe II | 4 | OJI 101 | FA/SP | | |

| Category 1: Communications: 3 credits | | | Cr. | Pre-Req | Term | CK List |
|--|---------------------------|---|------------|----------------|-------------|----------------|
| ENGL 201 | English Composition II | 3 | ENGL 101 | Interm. | | |
| SPCH 100 | Speech and Communications | 3 | ENGL 101 | FA/SP | | |

| |
|---|
| Category 2: Critical Thinking (Satisfied by MNTC requirements) |
|---|

| Category 3: Natural Science: 7 credits (1 Lab Required) | | | Cr. | Pre-Req | Term | CK List |
|--|---|---|------------|----------------|-------------|----------------|
| Science Options with a Lab | | | | | | |
| BIO 121 | General Biology I | 4 | | FA/SP | | |
| BIO 122 | General Biology II | 4 | | Spring | | |
| * GEOL 110 | Physical Geology and Earth Systems | 4 | | FA/SP | | |
| FOR 110 | Woodland Plants | 4 | | Fall | | |
| ISCI 211 | Introduction to Environmental Chemistry | 4 | | Interm. | | |
| Science Options without a Lab | | | | | | |
| * BIO 204 | Environmental Science | 3 | | FA/SP | | |
| ENER 150 | Introduction to Renewable Energy | 3 | | Fall | | |
| * ISCI 291 | Indigenous Science | 3 | | Interm. | | |

| Category 4: Mathematical/Logical Reasoning: 3 credits | | | Cr. | Pre-Req | Term | CK List |
|--|---------------------------|---|------------|----------------|-------------|----------------|
| MATH 140 | Concepts in Mathematics | 4 | MATH 094 | FA/SP | | |
| MATH 150 | Beginning College Algebra | 3 | MATH 140 | FA/SP | | |
| MATH 155 | Advanced College Algebra | 3 | MATH 150 | FA/SP | | |
| MATH 210 | Pre-Calculus I | 3 | MATH 155 | Interm. | | |
| MATH 250 | Calculus I | 3 | MATH 210 | Interm. | | |

| Category 5: History and Social Sciences: 6 credits | | | Cr. | Pre-Req | Term | CK List |
|---|--------------------------------|---|------------|----------------|-------------|----------------|
| • ECE 180 | Child Growth and Development | 3 | | Fall | | |
| ECE 222 | Infant and Toddler Development | 3 | | Spring | | |

| Category 6: Humanities and Arts: 9 credits | | | Cr. | Pre-Req | Term | CK List |
|---|--|---|------------|----------------|-------------|----------------|
| ART 100 *** | Introduction to Traditional & Contemporary Art | 3 | | FA/SP | | |
| ECE 210 | Creative Activities with Children | 3 | ECE 180 | Spring | | |



| Choose another course from below | | | | | |
|----------------------------------|----------|---|---|---------------|---------|
| | ART 102 | Introduction to Pottery | 3 | | Interm. |
| | ART 107 | Drawing I | 3 | | Interm. |
| | ART 108 | Sculpture | 3 | | Interm. |
| | ART 109 | Watercolor Painting | 3 | | Interm. |
| | ART 110 | Acrylic and Oil Painting | 3 | | Interm. |
| | ART 113 | Jingle Dress Making | 3 | | Interm. |
| | ART 114 | Star Quilt Making | 3 | | Interm. |
| | ART 116 | Introduction to Beadwork | 3 | | Interm. |
| | ART 204 | Moccasin Making | 3 | ART 116 or IP | Interm. |
| | ENGL 120 | Creative Writing | 3 | ENGL 101 | Interm. |
| * | ENGL 200 | Literature and the Environment | 3 | ENGL 101 | Fall |
| | ENGL 250 | Contemporary Indigenous American Literature | 3 | ENGL 101 | Spring |
| | ENGL 299 | Special Topics in Literature | 3 | ENGL 101 | Interm. |
| | MUS 250 | History of Anishinaabe Music and Dance | 3 | | Interm. |
| | PHIL 200 | Indigenous American Philosophy | 3 | | Fall |

Category 7: Human Diversity (Satisfied by LLTC Core ANI 100)

Category 8: Global Perspective (Satisfied by LLTC Core OJI 101)

Category 9: Ethical and Civic Responsibility (Satisfied by LLTC Core ITECH 100)

Category 10: People and the Environment (Satisfied by ENGL 200/GEOL 110/ISCI 291)

| | | | Term | CK List |
|---------|--------------|---|------|---------|
| BIO 200 | Ethnobiology | 3 | Fall | |

ECE Program Requirements: 13 credits

| | | Cr. | Pre-Req | Term | CK List |
|---------------|--|-------------------|---------|---------|---------|
| ECE 201 | The Exceptional Child: Children with Special Needs | 3 | ECE 180 | Fall | |
| ECE 220 | Relations and Management in Child Development | 3 | ECE 180 | Fall | |
| ECE 240 | Children, Families and Communities | 3 | ECE 220 | Spring | |
| • ECE 297 | Early Childhood Practicum | 4 | IP | Interm. | |
| Total= | | 64 Credits | | | |

Non-Course Requirement

| | | | | | |
|-----------|---|---|---------|---------|--|
| * ECE 299 | CDA Transfer Equivalence/Special Topics | 7 | ECE 220 | Interm. | |
|-----------|---|---|---------|---------|--|

* Course completes more than one category requirement, but credits may only be counted once.
 Please note that some of the pre-req's may be completed based on competency.

*** ART 100 is required if transferring to Southwest Minnesota State University

• Approved CDA certifications will be equivalent to ECE 180/297 and receive credit for ECE 299

* Required: Valid CDA certificate on file with Registrar, ECE Faculty approval.



NAAGAANIZIWAAD

The ones who lead.



INDIGENOUS LEADERSHIP ASSOCIATE OF ARTS

Education from an Indigenous American perspective is our unique focus. Leech Lake Tribal College offers an A.A. Degree in Indigenous Leadership. This degree integrates Indigenous American studies, contemporary and traditional arts, social studies, humanities, and natural sciences with an Indigenous understanding through a variety of exceptional courses.

A special emphasis is based on Ojibwe language and culture, history, governance and land base; the four elements of nationhood. Based on Ojibwe values, these educational and cultural opportunities prepare our students for success in the world beyond the classroom. They are also designed to prepare students to transfer to four-year programs of study at other colleges and universities.

The credits a student earns at LLTC are accredited and will transfer to colleges of the student's choice, depending on the transfer equivalency guidelines.

The basic requirement for an Indigenous Leadership A.A. Degree is the completion of 63-65 credits. Students completing the requirements for this degree are not required to complete Ojibwe Language studies beyond the two semesters required of all students at the college who seek any Associate of Arts Degree.

Graduates will be able to:

- Read, write, understand, and speak Ojibwemowin at an introductory level.
- Apply Anishinaabe critical thinking skills using Anishinaabe world views and values in academic, personal, and community situations.

Aside from immediate career options, completion of this degree prepares students for further study in indigenous language and culture or in the discipline of their choice.

Indigenous Leadership careers may include:

- Cultural Education
- Government and Public Administration
- Leadership management positions in business, organizations (private/public/tribal/non-profit)
- Hospitality & Tourism
- Human Services



Indigenous Leadership 2023-2025 Program of Study

| LLTC Core Requirements: 20 credits | | | Cr. | Pre-Req | Term | CK List |
|---|-------------------------------------|--|------------|----------------|-------------|----------------|
| ANI 100 | Introduction to Anishinaabe Studies | | 3 | | FA/SP | |
| EDU 102 | Miikana (FYE) | | 3 | | FA/SP | |
| ENGL 101 | English Composition I | | 3 | | FA/SP | |
| ITECH 100 | Computer Applications I | | 3 | | FA/SP | |
| OJI 101 | Speaking Ojibwe I | | 4 | | FA/SP | |
| OJI 102 | Speaking Ojibwe II | | 4 | OJI 101 | FA/SP | |

| Category 1: Communications: 3 credits | | | Cr. | Pre-Req | Term | CK List |
|--|---------------------------|--|------------|----------------|-------------|----------------|
| ENGL 201 | English Composition II | | 3 | ENGL 101 | Interm. | |
| SPCH 100 | Speech and Communications | | 3 | ENGL 101 | FA/SP | |

| |
|---|
| Category 2: Critical Thinking (Satisfied by MNTC requirements) |
|---|

| Category 3: Natural Science: 7 credits (1 Lab Required) | | | Cr. | Pre-Req | Term | CK List |
|--|---|--|------------|----------------|-------------|----------------|
| Science Options with a Lab | | | | | | |
| BIO 121 | General Biology I | | 4 | | FA/SP | |
| BIO 122 | General Biology II | | 4 | | Spring | |
| * GEOL 110 | Physical Geology and Earth Systems | | 4 | | FA/SP | |
| FOR 110 | Woodland Plants | | 4 | | Fall | |
| ISCI 211 | Introduction to Environmental Chemistry | | 4 | | Interm. | |
| Science Options without a Lab | | | | | | |
| * BIO 204 | Environmental Science | | 3 | | FA/SP | |
| ENER 150 | Introduction to Renewable Energy | | 3 | | Fall | |
| * ISCI 291 | Indigenous Science | | 3 | ENGL 101 | Interm. | |

| Category 4: Mathematical/Logical Reasoning: 3 credits | | | Cr. | Pre-Req | Term | CK List |
|--|---------------------------|--|------------|----------------|-------------|----------------|
| MATH 140 | Concepts in Mathematics | | 4 | MATH 094 | FA/SP | |
| MATH 150 | Beginning College Algebra | | 3 | MATH 140 | FA/SP | |
| MATH 155 | Advanced College Algebra | | 3 | MATH 150 | FA/SP | |
| MATH 210 | Pre-Calculus I | | 3 | MATH 155 | Interm. | |
| MATH 250 | Calculus I | | 3 | MATH 210 | Interm. | |

| Category 5: History and Social Sciences: 3 credits | | | Cr. | Pre-Req | Term | CK List |
|---|--|--|------------|----------------|-------------|----------------|
| HIS 101 | U.S. and Indigenous American History, 1830-Present | | 3 | | FA/SP | |
| PSY 100 | General Psychology | | 3 | | Fall | |
| PSY 200 | Indigenous American Psychology | | 3 | | Spring | |
| SOC 101 | Introduction to Sociology | | 3 | | FA/SP | |

| Category 6: Humanities and Arts: 9 credits | | | Cr. | Pre-Req | Term | CK List |
|---|--|--|------------|----------------|-------------|----------------|
| ART 100 | Introduction to Traditional & Contemporary Art | | 3 | | FA/SP | |
| ENGL 250 | Contemporary Indigenous American Literature | | 3 | ENGL 101 | Spring | |



| Choose another course from below | | | | | |
|----------------------------------|--|---|---------------|--|---------|
| ART 102 | Introduction to Pottery | 3 | | | Interm. |
| ART 107 | Drawing I | 3 | | | Interm. |
| ART 108 | Sculpture | 3 | | | Interm. |
| ART 109 | Watercolor Painting | 3 | | | Interm. |
| ART 110 | Acrylic and Oil Painting | 3 | | | Interm. |
| ART 113 | Jingle Dress Making | 3 | | | Interm. |
| ART 114 | Star Quilt Making | 3 | | | Interm. |
| ART 116 | Introduction to Beadwork | 3 | | | Interm. |
| ART 204 | Moccasin Making | 3 | ART 116 or IP | | Interm. |
| ENGL 120 | Creative Writing | 3 | ENGL 101 | | Interm. |
| * ENGL 200 | Literature and the Environment | 3 | ENGL 101 | | Fall |
| ENGL 299 | Special Topics in Literature | 3 | ENGL 101 | | Interm. |
| MUS 250 | History of Anishinaabe Music and Dance | 3 | | | Interm. |

Category 7: Human Diversity (Satisfied by LLTC Core ANI 100)
Category 8: Global Perspective (Satisfied by LLTC Core OJI 101)
Category 9: Ethical and Civic Responsibility (Satisfied by LLTC Core ITECH 100)
Category 10: People and the Environment (Satisfied by ENGL 200/GEOL 110/ISCI 291)

| | | | | Term | CK List |
|---------|--------------|---|--|------|---------|
| BIO 200 | Ethnobiology | 3 | | Fall | |

| Indigenous Leadership Program Requirements: 15 credits | | Cr. | Pre-Req | Term | CK List |
|---|-----------------------------------|-----|---------|--------|---------|
| ANI 200 | Indigenous American Leadership | 3 | | Spring | |
| ANI 297 | Indigenous American Internship | 3 | IP | Spring | |
| HIS 150 | History of Leech Lake | 3 | | FA/SP | |
| PHIL 200 | Indigenous American Philosophy | 3 | | Fall | |
| POLSC 225 | Treaty Law and Tribal Sovereignty | 3 | | Spring | |

| Indigenous Leadership Electives: 4 credits | | Cr. | Pre-Req | Term | CK List |
|---|--|---------------|-------------------|--------|---------|
| ANI 290 | Knowledge Bowl Preparation | 2 | | Spring | |
| ANI 298 | Nationhood & Gathering of Manoomin | 3 | | Fall | |
| HIS 101 | U.S. and Indigenous American History, 1830-Present | 3 | | FA/SP | |
| OJI 201 | Speaking Ojibwe III | 4 | OJI 102 | FA/SP | |
| PSY 200 | Indigenous American Psychology | 3 | | Spring | |
| SOC 200 | Indigenous American Women | 3 | | Spring | |
| | | Total= | 67 Credits | | |

* Course completes more than one category requirement, but credits may only be counted once.
 Please note that some of the pre-req's may be completed based on competency.



ANISHINAABE GIKENDAASOWIN

Indigenous Science.



INDIGENOUS SCIENCE WITH EMPHASIS ASSOCIATE OF ARTS

This program is designed for students interested in Science, Technology, Engineering and Math (STEM), with specific study emphases in Forest Ecology, Information Technology and Human Health.

Graduates will be able to:

- Construct scientific inquiry by proposing research questions, formulating hypotheses and analyzing data.
- Relate Indigenous knowledge to current scientific issues.
- Apply quantitative skills to scientific problems.
- Demonstrate scientific literacy in STEM contexts.

Specified Study Emphases:

Students can choose an *area of emphasis* aligned with their interests or create their own:

FOREST ECOLOGY - *Gikenimindwaa mitigoog*

The **FE** emphasis offers knowledge and experience in forested ecosystems and local land-use issues. Learn the traditional and contemporary forest plants, fire history and management, and ecosystem functions while interacting with local professionals in the Leech Lake area.

INFORMATION TECHNOLOGY - *Mazinaabikiwebinige*

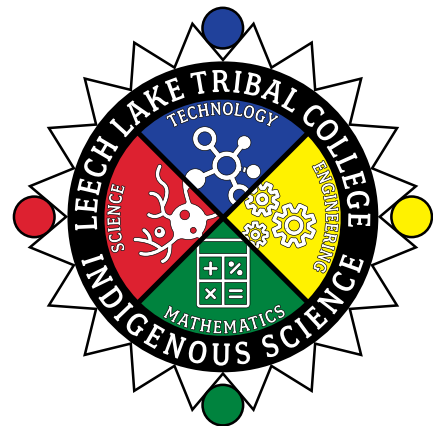
The **IT** emphasis offers knowledge and experience in computer systems, programming, data management, computer forensics, and much more through classroom and co-curricular opportunities. IT graduates will be qualified for entry-level positions and will have a solid base to pursue a 4-yr degree in computer science or IT.

HUMAN HEALTH - *Ezhi-mino-ayaayang*

The **HH** emphasis explores health and society through Anishinaabeg perspectives. With a strong focus on psychology, math, chemistry, and more, students in HH will have the foundation to pursue careers in health care, social services, and more.

INDIGENOUS SCIENCE - *Anishinaabe Gikendaasowin*

The **IS** emphasis is a flexible option for students who can customize their electives based on their future aspirations. Future STEM teachers, environmental quality experts, GIS technicians, and many more career and academic paths are available to LLTC IS students.



Indigenous Science 2023-2025 Program of Study
FE - Forest Ecology / IT - Information Technology / HH - Human Health
***Courses with initials are required for that emphasis**

| LLTC Core Requirements: 20 credits | | | Cr. | Pre-Req | Term | CK List |
|---|-----------|-------------------------------------|------------|----------------|-------------|----------------|
| | ANI 100 | Introduction to Anishinaabe Studies | 3 | | FA/SP | |
| | EDU 102 | Miikana (FYE) | 3 | | FA/SP | |
| | ENGL 101 | English Composition I | 3 | | FA/SP | |
| | ITECH 100 | Computer Applications I | 3 | | FA/SP | |
| | OJI 101 | Speaking Ojibwe I | 4 | | FA/SP | |
| | OJI 102 | Speaking Ojibwe II | 4 | OJI 101 | FA/SP | |

| Category 1: Communications: 3 credits | | | Cr. | Pre-Req | Term | CK List |
|--|----------|---------------------------|------------|----------------|-------------|----------------|
| | ENGL 201 | English Composition II | 3 | ENGL 101 | Interm. | |
| | SPCH 100 | Speech and Communications | 3 | ENGL 101 | FA/SP | |

Category 2: Critical Thinking (Satisfied by MNTC requirements)

| Category 3: Natural Science: 7 credits (1 Lab Required) | | | Cr. | Pre-Req | Term | CK List |
|--|----------|---|------------|----------------|-------------|----------------|
| Science Options with a Lab | | | | | | |
| FE | BIO 121 | General Biology I | 4 | | FA/SP | |
| | BIO 122 | General Biology II | 4 | | Spring | |
| FE | GEOL 110 | Physical Geology and Earth Systems | 4 | | FA/SP | |
| | FOR 110 | Woodland Plants | 4 | | Fall | |
| | ISCI 211 | Introduction to Environmental Chemistry | 4 | | Interm. | |
| Science Options without a Lab | | | | | | |
| * | BIO 204 | Environmental Science | 3 | | FA/SP | |
| | ENER 150 | Introduction to Renewable Energy | 3 | | Fall | |
| * | ISCI 291 | Indigenous Science | 3 | ENGL 101 | Interm. | |

| Category 4: Mathematical/Logical Reasoning: 3 credits | | | Cr. | Pre-Req | Term | CK List |
|--|----------|--------------------------|------------|----------------|-------------|----------------|
| | MATH 155 | Advanced College Algebra | 3 | MATH 150 | FA/SP | |
| | MATH 210 | Pre-Calculus I | 3 | MATH 155 | Interm. | |

| Category 5: History and Social Sciences: 6 credits | | | Cr. | Pre-Req | Term | CK List |
|---|-----------|-----------------------------------|------------|----------------|-------------|----------------|
| FE,IT | GEOG 200 | Cultural Geography | 3 | | Interm. | |
| | HIS 150 | History of Leech Lake | 3 | | FA/SP | |
| FE,IT | POLSC 225 | Treaty Law and Tribal Sovereignty | 3 | | Spring | |
| IT,HH | PSY 100 | General Psychology | 3 | | Fall | |
| | PSY 210 | Developmental Psychology | 3 | | Interm. | |
| HH | SOC 101 | Introduction to Sociology | 3 | | FA/SP | |



| Category 6: Humanities and Arts: 6 credits (4 credits satisfied by LLTC Core OJI 102) | | | Cr. | Pre-Req | Term | CK List |
|---|----------|---|------------|----------------|-------------|----------------|
| | ART/MUS | Any art or music class | 3 | | FA/SP | |
| FE | ENGL 200 | Literature and the Environment | 3 | ENGL 101 | Fall | |
| | ENGL 250 | Contemporary Indigenous American Literature | 3 | ENGL 101 | Spring | |
| HH | PHIL 200 | Indigenous American Philosophy | 3 | | Fall | |

Category 7: Human Diversity (Satisfied by LLTC Core ANI 100)

Category 8: Global Perspective (Satisfied by LLTC Core OJI 101)

Category 9: Ethical and Civic Responsibility (Satisfied by LLTC Core ITECH 100)

| Category 10: People and the Environment (Satisfied by ENGL 200/GEOL 110/ISCI 291) | | | | Term | CK List |
|--|---------|-----------------------|---|-------------|----------------|
| | BIO 200 | Ethnobiology | 3 | Fall | |
| | BIO 204 | Environmental Science | 3 | FA/SP | |

Forest Ecology Emphasis Electives

| 15 credits - 6 credits must be 200 or higher (*required courses) | | | Cr. | Pre-Req | Term | CK List |
|--|----------|---|-------------------|--------------------|-------------|----------------|
| | BIO 130 | Wildlife Biology | 4 | BIO 121 | Fall | |
| * | BIO 212 | Ecology | 3 | BIO 121/122 | Spring | |
| * | FOR 101 | Introduction to Forestry | 3 | | Spring | |
| * | FOR 110 | Woodland Plants | 4 | | Fall | |
| | FOR 210 | Freshwater Studies | 4 | BIO 212 | Interm. | |
| | FOR 230 | Dendrology | 3 | FOR 101 | Spring | |
| | FOR 260 | GIS Application | 3 | ITECH 100 or IP | Fall | |
| | ISCI 211 | Introduction to Environmental Chemistry | 4 | | Interm. | |
| | MATH 210 | Pre-Calculus I | 3 | MATH 155 | Interm. | |
| Total= | | | 63 Credits | | | |

Please note that some of the pre-req's may be completed based on competency.



Information Technology Emphasis Electives

| 15 credits - 6 credits must be 200 or higher (*required courses) | | | Cr. | Pre-Req | Term | CK List |
|---|-----------|--------------------------------------|-------------------|------------------------|---------|---------|
| * | ITECH 150 | Computer Applications II | 3 | ITECH 100 | FA/SP | |
| * | ITECH 190 | Introduction to Computer Science | 3 | ITECH 150 | Fall | |
| | ITECH 210 | Introduction to Computer Programming | 3 | MATH 150/ ITECH 150 | Interm. | |
| | ITECH 240 | Introduction to Game Development | 3 | ITECH 100 or IP | Interm. | |
| * | ITECH 270 | Web Page Design | 3 | ITECH 150 | Interm. | |
| | MATH 170 | Statistics | 3 | MATH 150 | Interm. | |
| | MATH 210 | Pre-Calculus I | 3 | MATH 155 | Interm. | |
| Total= | | | 63 Credits | | | |

Please note that some of the pre-req's may be completed based on competency.

Human Health Emphasis Electives

| 15 credits - 6 credits must be 200 or higher (*required courses) | | | Cr. | Pre-Req | Term | CK List |
|---|-----------|---|-------------------|-----------|---------|---------|
| | ANI 290 | Knowledge Bowl Preparation | 2 | | Spring | |
| | BIO 121 | General Biology I & Lab | 4 | | FA/SP | |
| | BIO 122 | General Biology II & Lab | 4 | | Interm. | |
| | BIO 200 | Ethnobiology | 3 | | Fall | |
| | BIO 202 | Human Anatomy & Physiology | 4 | BIO 121 | Interm. | |
| | BIO 291 | Indigenous Science | 3 | | Interm. | |
| | ECE 180 | Child Growth and Development | 3 | | Fall | |
| | ECE 222 | Infant and Toddler Development | 3 | | Spring | |
| | GEOG 200 | Cultural Geography | 3 | | Interm. | |
| | HIS 150 | History of Leech Lake | 3 | | FA/SP | |
| | ISCI 211 | Introduction to Environmental Chemistry | 4 | | Interm. | |
| | ITECH 150 | Computer Applications II | 3 | ITECH 100 | FA/SP | |
| | ITECH 270 | Web Page Design | 3 | ITECH 150 | Interm. | |
| | MATH 170 | Statistics | 3 | MATH 150 | Interm. | |
| | MATH 210 | Pre-Calculus I | 3 | MATH 155 | Interm. | |
| | MATH 215 | Trigonometry | 3 | MATH 155 | Interm. | |
| | MATH 250 | Calculus I | 3 | MATH 210 | Interm. | |
| | POLSC 225 | Treaty Law and Tribal Sovereignty | 3 | | Spring | |
| | PSCI 150 | Indigenous Astronomy | 3 | | Interm. | |
| | PSY 210 | Developmental Psychology | 3 | | Interm. | |
| * | PSY 220 | Abnormal Psychology | 3 | PSY 100 | Spring | |
| | PSY 200 | Indigenous American Psychology | 3 | | Spring | |
| * | SOC 210 | Race and Ethnicity | 3 | | Fall | |
| Total= | | | 63 Credits | | | |

Please note that some of the pre-req's may be completed based on competency.



Indigenous Science Emphasis Electives

| 15 credits - 6 credits must be 200 or higher (*required courses) | | | Cr. | Pre-Req | Term | CK List |
|---|-----------|--|-------------------|------------------------|---------|---------|
| | BIO 121 | General Biology I & Lab | 4 | | FA/SP | |
| | BIO 122 | General Biology II & Lab | 4 | | Interm. | |
| | BIO 130 | Wildlife Biology | 4 | BIO 121 | Fall | |
| * | BIO 200 | Ethnobiology | 3 | | Fall | |
| | BIO 204 | Environmental Science | 3 | | FA/SP | |
| | BIO 212 | Ecology | 3 | BIO 121/122 | Spring | |
| | BIO 285 | Remote Sensing | 3 | | FA/SP | |
| * | ISCI 291 | Indigenous Science | 3 | ENGL 101 | Interm. | |
| | ENER 150 | Introduction to Renewable Energy | 3 | | Interm. | |
| | ISCI 220 | Introduction to Atmospheric Science | 3 | MATH 150 | Interm. | |
| | ISCI 240 | Watershed Research Methods & the LL Area | 4 | GEOL 110 & ESS 220 | Interm. | |
| | FOR 101 | Introduction to Forestry | 3 | | Spring | |
| | FOR 110 | Woodland Plants | 4 | | Fall | |
| | FOR 130 | Introduction to Field and GIS Skills | 2 | | Interm. | |
| | FOR 210 | Freshwater Studies | 4 | BIO 212 | Interm. | |
| | FOR 230 | Dendrology | 3 | FOR 101 | Spring | |
| | FOR 240 | Survey & Measurement | 2 | FOR 130 | Interm. | |
| | FOR 260 | GIS Applications | 3 | ITECH 100 | Fall | |
| | FOR 298 | Research - Forest Ecology | 2 | | Interm. | |
| | GEOL 110 | Physical Geology & Earth Systems | 4 | | FA/SP | |
| | GEOL 210 | Soils, Sediments and the Leech Lake Area | 3 | GEOL 110 | Interm. | |
| | ISCI 211 | Introduction to Environmental Chemistry | 4 | | Interm. | |
| | ITECH 150 | Computer Applications II | 3 | ITECH 100 | FA/SP | |
| | ITECH 190 | Introduction to Computer Science | 3 | ITECH 150 | Fall | |
| | ITECH 210 | Introduction to Computer Programming | 3 | MATH 150/ ITECH 150 | Interm. | |
| | ITECH 240 | Introduction to Game Development | 3 | ITECH 100 | Interm. | |
| | ITECH 270 | Web Page Design | 3 | ITECH 150 | Interm. | |
| | MATH 210 | Pre-Calculus I | 3 | MATH 155 | Interm. | |
| | MATH 215 | Trigonometry | 3 | MATH 155 | Interm. | |
| Total= | | | 63 Credits | | | |

Please note that some of the pre-req's may be completed based on competency.



ANOOJ GIKENDAASOWIN

Various knowledge.



LIBERAL EDUCATION ASSOCIATE OF ARTS

This program is designed for students to receive a Liberal Education Associate of Arts degree. This program is a two-year course of study designed intentionally as an exploration of and exposure to many disciplines.

This development to a wide area of understanding of liberal education prepares students for the transfer to four-year institutions. The program is centered and infused with culturally relevant material. The intention of this course of study is to provide students with an exposure to the Ojibwe language and allow them the opportunity to understand Anishinaabe values and how these values can provide a foundation for lifelong learning and community involvement.

The credits a student earns at Leech Lake Tribal College are accredited and will transfer to colleges of the student's choice, depending on the transfer equivalency guidelines.

Graduates will be able to:

- Apply Anishinaabe ways of knowing and being in order to live a good life in a global society.
- Demonstrate social, economic, and environmental stewardship as responsible citizens in a diverse society.
- Employ effective communication skills through a variety of media and contexts.
- Practice quantitative literacy and critical analysis to continue personal and intellectual growth.

Liberal Education careers may include:

- Cultural Education
- Government and Public Administration
- Leadership management positions in business, organizations (private/public/tribal/non-profit)
- Hospitality & Tourism
- Artist/Journalist
- Marketing Specialist
- Public Relations Specialist
- Project Manager
- Social Worker
- Teacher



Liberal Education 2023-2025 Program of Study

| LLTC Core Requirements: 20 credits | | | Cr. | Pre-Req | Term | CK List |
|---|-------------------------------------|---|------------|----------------|-------------|----------------|
| ANI 100 | Introduction to Anishinaabe Studies | 3 | | FA/SP | | |
| EDU 102 | Miikana (FYE) | 3 | | FA/SP | | |
| ENGL 101 | English Composition I | 3 | | FA/SP | | |
| ITECH 100 | Computer Applications I | 3 | | FA/SP | | |
| OJI 101 | Speaking Ojibwe I | 4 | | FA/SP | | |
| OJI 102 | Speaking Ojibwe II | 4 | OJI 101 | FA/SP | | |

| Category 1: Communications: 3 credits | | | Cr. | Pre-Req | Term | CK List |
|--|---------------------------|---|------------|----------------|-------------|----------------|
| ENGL 201 | English Composition II | 3 | ENGL 101 | Interm. | | |
| SPCH 100 | Speech and Communications | 3 | ENGL 101 | FA/SP | | |

Category 2: Critical Thinking (Satisfied by MNTC requirements)

| Category 3: Natural Science: 7 credits (1 Lab Required) | | | Cr. | Pre-Req | Term | CK List |
|--|---|---|------------|----------------|-------------|----------------|
| Science Options with a Lab | | | | | | |
| BIO 121 | General Biology I | 4 | | FA/SP | | |
| BIO 122 | General Biology II | 4 | | Spring | | |
| * GEOL 110 | Physical Geology and Earth Systems | 4 | | Fa/SP | | |
| FOR 110 | Woodland Plants | 4 | | Fall | | |
| ISCI 211 | Introduction to Environmental Chemistry | 4 | | Interm. | | |
| Science Options without a Lab | | | | | | |
| * BIO 204 | Environmental Science | 3 | | FA/SP | | |
| ENER 150 | Introduction to Renewable Energy | 3 | | Fall | | |
| * ISCI 291 | Indigenous Science | 3 | ENGL 101 | Interm. | | |

| Category 4: Mathematical/Logical Reasoning: 3 credits | | | Cr. | Pre-Req | Term | CK List |
|--|---------------------------|---|------------|----------------|-------------|----------------|
| MATH 140 | Concepts in Mathematics | 4 | MATH 094 | FA/SP | | |
| MATH 150 | Beginning College Algebra | 3 | MATH 140 | FA/SP | | |
| MATH 155 | Advanced College Algebra | 3 | MATH 150 | FA/SP | | |
| MATH 210 | Pre-Calculus I | 3 | MATH 155 | Interm. | | |
| MATH 250 | Calculus I | 3 | MATH 210 | Interm. | | |

| Category 5: History and Social Sciences: 6 credits | | | Cr. | Pre-Req | Term | CK List |
|---|--|---|------------|----------------|-------------|----------------|
| GEOG 200 | Cultural Geography | 3 | | Interm | | |
| HIS 101 | U.S. and Indigenous American History, 1830-Present | 3 | | FA/SP | | |
| HIS 150 | History of Leech Lake | 3 | | FA/SP | | |
| POLSC 225 | Treaty Law and Tribal Sovereignty | 3 | | Spring | | |
| PSY 100 | General Psychology | 3 | | Fall | | |
| PSY 200 | Indigenous American Psychology | 3 | | Spring | | |
| PSY 210 | Developmental Psychology | 3 | | Interm. | | |



| | | | | | |
|---------|---------------------------|---|---------|--------|--|
| PSY 220 | Abnormal Psychology | 3 | PSY 100 | Spring | |
| SOC 101 | Introduction to Sociology | 3 | | FA/SP | |

| Category 6: Humanities and Arts: 9 credits | | Cr. | Pre-Req | Term | CK List |
|---|--|------------|----------------|-------------|----------------|
| ART 100 | Introduction to Traditional & Contemporary Art | 3 | | FA/SP | |
| * and ENGL 200 | Literature and the Environment | 3 | ENGL 101 | Fall | |
| or ENGL 120 | Creative Writing | 3 | ENGL 101 | Interm. | |
| or ENGL 250 | Contemporary Indigenous American Literature | 3 | ENGL 101 | Spring | |
| or ENGL 299 | Special Topics in Literature | 3 | ENGL 101 | Interm. | |
| Choose another course from below | | | | | |
| ART 102 | Introduction to Pottery | 3 | | Interm. | |
| ART 107 | Drawing I | 3 | | Interm. | |
| ART 108 | Sculpture | 3 | | Interm. | |
| ART 109 | Watercolor Painting | 3 | | Interm. | |
| ART 110 | Acrylic and Oil Painting | 3 | | Interm. | |
| ART 113 | Jingle Dress Making | 3 | | Interm. | |
| ART 114 | Star Quilt Making | 3 | | Interm. | |
| ART 116 | Introduction to Beadwork | 3 | | Interm. | |
| ART 204 | Moccasin Making | 3 | ART 116 or IP | Interm. | |
| MUS 250 | History of Anishinaabe Music and Dance | 3 | | Interm. | |
| PHIL 200 | Indigenous American Philosophy | 3 | | Fall | |

Category 7: Human Diversity (Satisfied by LLTC Core ANI 100)

Category 8: Global Perspective (Satisfied by LLTC Core OJI 101)

Category 9: Ethical and Civic Responsibility (Satisfied by LLTC Core ITECH 100)

| Category 10: People and the Environment (Satisfied by BIO 204/ENGL 200/ISCI 291) | | | Term | CK List |
|---|--------------|---|-------------|----------------|
| BIO 200 | Ethnobiology | 3 | Fall | |

| General Electives: 9-13 credits | | Cr. | | Term | CK List |
|--|--|-------------------|--|-------------|----------------|
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| Total = | | 60 Credits | | | |

* Course completes more than one category requirement, but credits may only be counted once.
Please note that some of the pre-req's may be completed based on competency.



OJIBWEMOWIN

Ojibwe Language



OJIBWE LANGUAGE ASSOCIATE OF ARTS

Leech Lake Tribal College offers an A.A. degree in Ojibwe Language designed to support students to develop their Ojibwe language learning and speaking skills. This degree supplements Ojibwe language study with coursework in Indigenous American studies, contemporary and traditional arts, social studies, humanities, and natural sciences with an Indigenous understanding through a variety of exceptional courses. This program will provide students with a solid foundation to continue learning Ojibwemowin and to start teaching at various levels in our communities.

While special emphasis is given to Ojibwe language, students will also gain experience in Anishinaabe history, governance and land base.

The credits a student earns at LLTC are accredited and will transfer to colleges of the student's choice, depending on the transfer equivalency guidelines.

The basic requirement for an Ojibwe Language A.A. degree is the completion of 65 credits.

Graduates will be able to:

- Read, write, understand, and speak Ojibwemowin at a beginning intermediate level.
- Apply Anishinaabe critical thinking skills using Anishinaabe world views and values in academic, personal, and community settings.

Aside from immediate career options, completion of this degree prepares students for further study in Ojibwe language and culture or in the discipline of their choice.

Ojibwe Language careers may include:

- Cultural Education
- Ojibwe Language Teacher
- Immersion Educator
- Government and Public Administration
- Leadership management positions in business, organizations (private/public/tribal/non-profit)



Ojibwe Language 2023-2025 Program of Study

| LLTC Core Requirements: 20 credits | | | Cr. | Pre-Req | Term | CK List |
|---|-------------------------------------|--|------------|----------------|-------------|----------------|
| ANI 100 | Introduction to Anishinaabe Studies | | 3 | | FA/SP | |
| EDU 102 | Miikana (<i>FYE</i>) | | 3 | | FA/SP | |
| ENGL 101 | English Composition I | | 3 | | FA/SP | |
| ITECH 100 | Computer Applications I | | 3 | | FA/SP | |
| OJI 101 | Speaking Ojibwe I | | 4 | | FA/SP | |
| OJI 102 | Speaking Ojibwe II | | 4 | OJI 101 | FA/SP | |

| Category 1: Communications: 3 credits | | | Cr. | Pre-Req | Term | CK List |
|--|---------------------------|--|------------|----------------|-------------|----------------|
| ENGL 201 | English Composition II | | 3 | ENGL 101 | Interm. | |
| SPCH 100 | Speech and Communications | | 3 | ENGL 101 | FA/SP | |

Category 2: Critical Thinking (Satisfied by MNTC requirements)

| Category 3: Natural Science: 7 credits (1 Lab Required) | | | Cr. | Pre-Req | Term | CK List |
|--|---|--|------------|----------------|-------------|----------------|
| Science Options with a Lab | | | | | | |
| BIO 121 | General Biology I | | 4 | | FA/SP | |
| BIO 122 | General Biology II | | 4 | | Spring | |
| * GEOL 110 | Physical Geology and Earth Systems | | 4 | | Fall | |
| FOR 110 | Woodland Plants | | 4 | | Fall | |
| ISCI 211 | Introduction to Environmental Chemistry | | 4 | | Interm. | |
| Science Options without a Lab | | | | | | |
| * BIO 204 | Environmental Science | | 3 | | FA/SP | |
| ENER 150 | Introduction to Renewable Energy | | 3 | | Fall | |
| * ISCI 291 | Indigenous Science | | 3 | ENGL 101 | Interm. | |

| Category 4: Mathematical/Logical Reasoning: 3 credits | | | Cr. | Pre-Req | Term | CK List |
|--|---------------------------|--|------------|----------------|-------------|----------------|
| MATH 140 | Concepts in Mathematics | | 4 | MATH 094 | FA/SP | |
| MATH 150 | Beginning College Algebra | | 3 | MATH 140 | FA/SP | |
| MATH 155 | Advanced College Algebra | | 3 | MATH 150 | FA/SP | |
| MATH 210 | Pre-Calculus I | | 3 | MATH 155 | Interm. | |
| MATH 250 | Calculus I | | 3 | MATH 210 | Interm. | |

| Category 5: History and Social Sciences: 6 credits | | | Cr. | Pre-Req | Term | CK List |
|---|--|--|------------|----------------|-------------|----------------|
| HIS 101 | U.S. and Indigenous American History, 1830-Present | | 3 | | FA/SP | |
| PHIL 200 | Indigenous American Philosophy | | 3 | | Fall | |
| PSY 100 | General Psychology | | 3 | | Fall | |
| PSY 200 | Indigenous American Psychology | | 3 | | Spring | |
| PSY 220 | Abnormal Psychology | | 3 | PSY 100 | Spring | |
| SOC 101 | Introduction to Sociology | | 3 | | FA/SP | |
| SOC 200 | Indigenous American Women | | 3 | | Spring | |



| Category 6: Humanities and Arts: 9 credits | | Cr. | Pre-Req | Term | CK List |
|---|--|------------|----------------|-------------|----------------|
| ART 100 | Introduction to Traditional & Contemporary Art | 3 | | FA/SP | |
| Choose 6 credits from below | | | | | |
| ANI 200 | Indigenous American Leadership | 3 | | Spring | |
| ART 102 | Introduction to Pottery | 3 | | Interm. | |
| ART 113 | Jingle Dress Making | 3 | | Interm. | |
| ART 114 | Star Quilt Making | 3 | | Interm. | |
| ART 116 | Introduction to Beadwork | 3 | | Interm. | |
| ART 204 | Moccasin Making | 3 | ART 116 or IP | Interm. | |
| ENGL 120 | Creative Writing | 3 | ENGL 101 | Interm. | |
| ENGL 200 | Literature and the Environment | 3 | ENGL 101 | Fall | |
| ENGL 250 | Contemporary Indigenous American Literature | 3 | ENGL 101 | Spring | |
| ENGL 299 | Special Topics in Literature | 3 | ENGL 101 | Interm. | |
| MUS 250 | History of Anishinaabe Music and Dance | 3 | | Interm. | |
| OJI 299 | Special Topics in Ojibwe/Anishinaabe Studies | 3 | | Interm. | |

Category 7: Human Diversity (Satisfied by LLTC Core ANI 100)

Category 8: Global Perspective (Satisfied by LLTC Core OJI 101)

Category 9: Ethical and Civic Responsibility (Satisfied by LLTC Core ITECH 100)

| Category 10: People and the Environment (Satisfied by BIO 204/ENGL 200) | | | | Term | CK List |
|--|--------------------|---|----------|-------------|----------------|
| ISCI 291 | Indigenous Science | 3 | ENGL 101 | Interm. | |

| Ojibwe Language Program Requirements: 17 credits | | Cr. | | Term | CK List |
|---|------------------------------------|----------------|-------------------|-------------|----------------|
| ANI 298 | Nationhood & Gathering of Manoomin | 3 | | Fall | |
| OJI 201 | Speaking Ojibwe III | 4 | | FA/SP | |
| OJI 202 | Speaking Ojibwe IV | 4 | | FA/SP | |
| OJI 220 | Teaching and Learning Ojibwe | 3 | | Interm. | |
| HIS 150 | History of Leech Lake | 3 | | FA/SP | |
| | | Total = | 65 Credits | | |

* Course completes more than one category requirement, but credits may only be counted once.
 Please note that some of the pre-req's may be completed based on competency.



MENOBAMOOZHEWAAD

Those who care for children well.

INDIGENOUS EARLY CHILDHOOD EDUCATION CERTIFICATE

Our Early Childhood Education Indigenous Certificate at Leech Lake Tribal College combines a foundation of principles of child development with Indigenous focused coursework creating a pathway for students to prepare students to provide Anishinaabe culturally informed care that will be beneficial for all children and families.

This certificate serves as a licensing credential for employment in early childhood settings, much like a Child Development Associate. Students completing the Indigenous Early Childhood Credential will be prepared with early childhood foundational courses, Ojibwe language and courses supporting Anishinaabe worldview and values. Our program provides each student with an opportunity to customize their educational background to fit their current needs and to further their education to an Advanced Indigenous Early Childhood Certificate or an Associate in Arts Degree.

Advancement Opportunity:

Students completing the certificate program will have an opportunity to continue their course work at LLTC towards an Advanced Indigenous Early Childhood Certificate or an Associate in Arts Degree.

Graduates will be able to:

- Identify how young children learn and develop.
- Recognize the History of Leech Lake and an Indigenous relationship to land.
- Read, write, understand, and speak basic Ojibwemowin.

Indigenous Early Childhood Education careers may include:

- Childcare Center Director
- Family Childcare Provider
- Camp Counselor
- Paraprofessional Education
- Childcare Teacher
- Head Start Teacher
- School Age Child Care
- Classroom Assistant



Indigenous Early Childhood Certificate 2023-2025 Program of Study

| General Education Courses: 4 credits | | | Cr. | Pre-Req | Term | CK |
|---|-------------------|--|------------|----------------|-------------|-----------|
| OJI 101 | Speaking Ojibwe I | | 4 | | FA/SP | |

| Indigenous Early Childhood Program Requirements: 13 credits | | | Cr. | Pre-Req | Term | CK |
|--|------------------------------|--|------------|----------------|-------------|-----------|
| ANI 120 | Land and Water Pedagogies | | 3 | | Interm. | |
| ECE 180 | Child Growth and Development | | 3 | | Fall | |
| ECE 297 | Early Childhood Practicum | | 4 | | Interm. | |
| HIS 150 | History of Leech Lake | | 3 | | FA/SP | |

| Indigenous Early Childhood Program Electives: 3 credits | | | Cr. | Pre-Req | Term | CK |
|--|--|--|------------|----------------|-------------|-----------|
| ECE 201 | The Exceptional Child: Children with Special Needs | | 3 | ECE 180 | Fall | |
| ECE 210 | Creative Activities for Children | | 3 | ECE 180 | Fall | |
| ECE 220 | Relations and Management in Child Development | | 3 | ECE 180 | Spring | |
| ECE 222 | Infant and Toddler Development | | 3 | | Spring | |
| ECE 240 | Children, Families & Community | | 3 | ECE 220 | Spring | |

| Additional Requirement: 1 credit | | | Cr. | Pre-Req | Term | CK |
|---|--------------------------------|--|------------|----------------|-------------|-----------|
| ECE 102 | Trauma and Resilience Training | | 1 | | Interm. | |

| | | | | | | |
|---------------|--|--|-------------------|--|--|--|
| Total= | | | 21 Credits | | | |
|---------------|--|--|-------------------|--|--|--|

Please note that some of the pre-req's may be completed based on competency.



MENOBAMOOZHEWAAD

Those who care for children well.

ADVANCED INDIGENOUS EARLY CHILDHOOD EDUCATION DIPLOMA

Our Advanced Early Childhood Education Indigenous Certificate at Leech Lake Tribal College expands on our initial ECE Indigenous certificate program with additional early childhood curriculum and Indigenous focused coursework. Early childhood care from an Indigenous American perspective is our unique focus. Our certificate provides a pathway to prepare students to provide Anishinaabe culturally informed care that will be beneficial for all children and families.

This advanced certificate serves as a credential for employment in early childhood settings. Students completing the Advanced Indigenous Early Childhood Credential will be prepared with early childhood foundational courses, Ojibwe language and courses supporting Anishinaabe worldview and values. Our program provides each student with an opportunity to customize their educational background to fit their current needs and to further their education to an Associate in Arts Degree.

Associate in Arts Opportunity:

Students completing the certificate program will have an opportunity to continue their course work at LLTC towards an Associate in Arts Degree.

Graduates will be able to:

- Identify how young children learn and develop.
- Apply Anishinaabe ways of knowing and being to early childhood education settings.
- Recognize the History of Leech Lake and an Indigenous relationship to land.
- Read, write, understand, and speak basic Ojibwemowin.

Advanced Indigenous Early Childhood Education careers may include:

- Childcare Center Director
- Family Childcare Provider
- Camp Counselor
- Paraprofessional Education
- Childcare Teacher
- Head Start Teacher
- School Age Child Care
- Classroom Assistant
- Preschool Teacher
- Classroom Assistant



Advanced Indigenous Early Childhood Diploma 2023-2025 Program of Study

| General Education Courses: 11 credits | | Cr. | Pre-Req | Term | CK |
|--|-------------------------------------|------------|----------------|-------------|-----------|
| ANI 100 | Introduction to Anishinaabe Studies | 3 | | FA/SP | |
| OJI 101 | Speaking Ojibwe I | 4 | | FA/SP | |
| OJI 102 | Speaking Ojibwe II | 4 | | FA/SP | |

| Indigenous Early Childhood Program Requirements: 16 credits | | Cr. | Pre-Req | Term | CK |
|--|------------------------------------|------------|----------------|-------------|-----------|
| ANI 120 | Land and Water Pedagogies | 3 | | Interm. | |
| ANI 298 | Nationhood & Gathering of Manoomin | 3 | | Fall | |
| ECE 180 | Child Growth and Development | 3 | | Fall | |
| ECE 297 | Early Childhood Practicum | 4 | | Interm. | |
| HIS 150 | History of Leech Lake | 3 | | FA/SP | |

| Indigenous Early Childhood Program Electives: 6 credits | | Cr. | Pre-Req | Term | CK |
|--|--|------------|----------------|-------------|-----------|
| ECE 201 | The Exceptional Child: Children with Special Needs | 3 | ECE 180 | Fall | |
| ECE 210 | Creative Activities for Children | 3 | ECE 180 | Fall | |
| ECE 220 | Relations and Management in Child Development | 3 | ECE 180 | Spring | |
| ECE 222 | Infant and Toddler Development | 3 | | Spring | |
| ECE 240 | Children, Families & Community | 3 | ECE 220 | Spring | |

| Additional Requirement: 1 credit | | Cr. | Pre-Req | Term | CK |
|---|--------------------------------|------------|----------------|-------------|-----------|
| ECE 102 | Trauma and Resilience Training | 1 | | Interm. | |

| | | | | | |
|---------------|--|-------------------|--|--|--|
| Total= | | 34 Credits | | | |
|---------------|--|-------------------|--|--|--|

Please note that some of the pre-req's may be completed based on competency.



EZHI-ONAPIDEG WAASAMOWIN

How electricity is harnessed.



ELECTRICAL TECHNICIAN DIPLOMA

The LLTC Electrical Technician program offers an industry recognized curriculum providing the basic knowledge and skills in applied electrical theory; residential wiring, blueprint reading, construction safety and The National Electrical Code. Students gain valuable electrical experience through coursework, lab instruction and hands on work. As a graduate of the Electrical Technician program you are equipped to enter the workforce as an apprentice/mentee, depending on your interest or skill level.

Graduates may choose to work in an electrical construction related field as an apprentice or further their educational experience at an approved Minnesota Department of Labor and Industry Apprenticeship Program. An emphasis on sustainable residential electricity will introduce students for careers in the emerging green technology field. The one-year Electrical Technician certificate is an excellent way to record an individual's course work in transcript form and prepare individuals for a career in construction electricity.

Graduates will be able to:

- Demonstrate professionalism and related employability skills.
- Develop skills necessary to enter an apprenticeship/mentorship program in the electrical construction field.
- Use National Electrical and Fire Codes to implement all electrical design and installation methods.
- Apply problem solving and/or mathematical strategies to electrical circuitry.
- Build, install and repair residential electrical systems in a lab setting.
- Demonstrate knowledge of common safety rules with equipment operation and practices.
- Successfully complete the OSHA 10 competency exam.
- Work with the LLTC Carpentry Program to develop and practice the skills of time management and collaboration on a construction project, such as building a house.



Electrical Technician 2023-2025 Program of Study

| General Education Courses: 4 credits | | | Cr. | Pre-Req | Term | CK |
|--|--|--|-------------------|---------|--------|----|
| MATH 140 | Math Concepts | | 4 | | FA/SP | |
| Electrical Technician Program Requirements: 26 credits | | | Cr. | Pre-Req | Term | CK |
| ELEC 110 | Intro to Electrical Circuit Theory | | 3 | | Fall | |
| ELEC 114 | Materials and Codes | | 2 | | Fall | |
| ELEC 116 | Introduction to Residential Wiring | | 2 | | Fall | |
| ELEC 118 | Electrical Circuit Theory | | 4 | | Spring | |
| ELEC 120 | Residential Wiring & the NEC (Nat'l Elect. Code) | | 4 | | Spring | |
| ELEC 122 | Electrical Services | | 3 | | Fall | |
| ELEC 124 | Electrical Blueprints | | 2 | | Spring | |
| ELEC 216 | Motors and Controls | | 3 | | Spring | |
| ENER 210 | Intro to Solar Energy | | 3 | | Fall | |
| Total= | | | 30 Credits | | | |

Please note that some of the pre-req's may be completed based on competency.









COURSE DESCRIPTIONS



A

ACCT 110 (3 credits) | spring semester
Real Life Financial Information

This course is an introduction to the use of financial information and how to use it as a member of society. Topics include loan and investment opportunities, banking transactions, interest and compound interest related to loans, reservation financial facts and the impact federal taxes have on personal and business financial decisions.

ACCT 120 (3 credits) | intermittent offering
Payroll Accounting

This course examines the various payroll laws, payroll accounting systems, and the procedures for computing wages and salaries in small, medium, and large firms. Prerequisite: MATH 140 (equivalent or higher) or instructor's permission.

ACCT 150 (4 credits) | spring semester
Financial Accounting

This course is an introduction to the fundamentals of accounting. Topics include the accounting cycle, balance sheet, income statement, statement of owner's equity, and statement of cash flows. Prerequisite: MATH 140 (equivalent or higher) or instructor's permission.

ANI 100 (3 credits) | fall/spring semester
Introduction to Anishinaabe Studies

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

ANI 120 (3 credits) | intermittent offering
Land and Water Pedagogies

This course centers Ojibwe approach to land and water as relative and as teacher. Principles of indigenous land-based knowledge will connect respect and responsibility toward our lands and our more than human relations. Students build a personal relationship with land and water through experiential learning with time outdoors in all seasons. Strategies to support young children as they explore and build their own relationships with land and water will be explored. Impact of positive relationships on the health of children, family and communities will be examined.

ANI 150 (2 credits) | intermittent offering
Traditional Building Arts

This is a cultural preservation course aimed to provide students with hands on experience in subjects such as shelter building, water, fire, food, clothing, fishing, hunting traps, snares, tools, stone, tracker, knife, cordage, containers, furniture, lights, hides, pitch and glue, seasonal aids, and health.

ANI 200 (3 credits) | spring semester
Indigenous American Leadership

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

ANI 290 (2 credits) | spring semester
Knowledge Bowl Preparation

Students will study for and answer trivia-type questions, based on information from select books and videos, in preparation for the Knowledge Bowl competition at the annual AIHEC Student Conference. Questions may pertain to various Indigenous cultures, languages, histories, and literatures. The final team will consist of four members, plus an alternate, who will travel to the spring AIHEC Conference. Total commitment and a willingness to engage in extra hours of outside study are essential for making the team. This course may be repeatable for credit.

ANI 297 (3 credits) | spring semester
Indigenous American Internship

This course provides an opportunity for the student to build a personal vision of and commitment to community engagement. After identifying a community concern, students will develop and work on a service-related project and actively reflect on their experience. Students will apply classroom theory to hands-on learning experience. Prerequisites: ANI 100, HIS 150, POLSC 225, PHIL 200 or SOC 200 and instructor approval.



ANI 298 (3 credits) | fall semester

Nationhood & Gathering of Manoomin

Introduction to the cultural relationship between the Ojibwe people and manoomin (wild rice); an overview of the spiritual, economic, social, and dietary dependence of the Ojibwe on manoomin. Includes an overview of the elements of nationhood: Ojibwe language and culture, history, land base, and governance in relationship to manoomin. This is an experientially-based course in which students will spend time on the lake gathering and parching manoomin. Students will also spend time in the classroom evaluating and interpreting knowledge about wild rice and the Ojibwe people. Learning to think critically is an inherent part of this course.

**Possibility that student will have to pay for a ricing license.*

ART 100 (3 credits) | fall/spring semester

Introduction to Traditional & Contemporary Art

This course teaches students an appreciation for, and skills in, both traditional and contemporary art media, design, beadwork, and techniques of basic techniques in other art forms. There is also a strong focus on Indigenous art and Indigenous artists. Students will also engage in critical analysis of art work.

ART 101 (3 credits) | intermittent offering

Basic Regalia Making

This course will allow students to make basic dance regalia. Students will learn the history of the style of dance they choose to create along with technical and traditional methods to making basic dance regalia.

ART 102 (3 credits) | intermittent offering

Introduction to Pottery

This course introduces students to traditional and contemporary pottery techniques. Hand-building will be the main focus. Videos and demonstrations will help students understand the methods of various hand-building techniques. All students will be required to produce a project in each of these methods: pinch pot, coil, slab, press mold, and function sculpture. Additional course fee may apply.

ART 107 (3 credits) | intermittent offering

Drawing I

This course is designed for the beginning drawing student. It is a studio course in how to draw and how to appreciate drawing. Its main purpose is to open up the world of drawing and the confidence that is then achieved. It is a learnable skill that takes ambition, interest and discipline. Additional course fee may apply.

ART 108 (3 credits) | intermittent offering

Sculpture

This course is designed for the beginning sculpture student. This course will teach the beginning steps to becoming an accomplished stone carver. Students will learn important values pertaining to sculptural design; the focus will be based on Indigenous American imagery. Additional course fee may apply.

ART 109 (3 credits) | intermittent offering

Watercolor Painting

This course teaches watercolor techniques and fundamentals. Students will also learn some basic drawing skills which are necessary for the course. Emphasis will be on landscape and contemporary Indigenous American subjects. Additional course fee may apply.

ART 110 (3 credits) | intermittent offering

Acrylic and Oil Painting

This course will provide a foundation in painting. Students will learn basic fundamentals, as well as technical skills. Creativity and composition, along with the study of traditional painting, will be strongly emphasized. Students will also learn of the contributions of great Indigenous American painters who paved the way for painting enthusiasts of the 20th century. Additional course fee may apply.

ART 113 (3 credits) | intermittent offering

Jingle Dress

This course will teach traditional jingle dress making. Students will learn the history of the jingle dress along with technical and traditional methods to making a jingle dress. **Sewing experience recommended.* Additional course fee may apply.

ART 114 (3 credits) | intermittent offering

Star Quilt Making

This course provides the foundation for making a star quilt. The course will teach traditional knowledge and technical skills required to complete a star quilt. **Sewing experience recommended.* Additional course fee may apply.

ART 116 (3 credits) | intermittent offering

Introduction to Beadwork

This is a beginning course teaching the basics to becoming a successful beadwork artist. Traditional appliqué will be the focus along with other beadwork techniques and hand sewing methods. Additional course fee may apply.



ART 204 (3 credits) | intermittent offering
Moccasin Making

This course introduces students to the traditional practice and history of Ojibwe-style puckered, round-toe moccasin making. Students will have an opportunity to work with smoke-tanned moose hide (a traditional material), with a selection of seed beads. They will learn the traditional practice of designing an Ojibwe floral pattern, as well as appliqué stitch beadwork and hand-stitching of the moccasin. Documentary notes and diagrams of each stage of the process will be required. Prerequisite: ART 116 or instructor approval. Additional course fee may apply.

ART 207 (3 credits) | intermittent offering
Drawing II

This course will focus on increasing the student's knowledge of drawing techniques and principles. Students will have opportunity to pursue their own individual drawing interests. Students will begin working with thematic drawings and experimental techniques in order to communicate personal solutions to given assignments. Prerequisite: ART 107. Additional course fee may apply.

ART 208 (3 credits) | intermittent offering
Sculpture II

This course focuses on sculptural intuition and technical skills. Students will have the opportunity to explore and develop their interest in sculpture. Prerequisite: Art 108. Additional course fee may apply.

ART 299 (3 credits) | intermittent offering
Advanced Art Special Topics

This course is designed for the serious art student. This course will enable art students to further their interests and skills in one or more of any art medium. This course will require a certain amount of independent study and discipline to achieve the greatest reward. Prerequisite: Any ART course. Additional course fee may apply.

B**BIO 104 (2 credits) | spring semester**
Science Bowl Preparation

This course prepares students to participate in jeopardy-style competitions in preparation for the Science Bowl competition at the annual AIHEC Student Conference. Questions will pertain to general science, as well as the following specific sciences: biology, physics, chemistry, math, astronomy, and earth science. The final team will consist of three members, plus an alternate, who will travel to the spring AIHEC Conference. Total commitment and a willingness to engage in outside study are essential for making the team.

BIO 121 (4 credits) | fall/spring semester
General Biology I

This course is an introduction to the structure and function of living systems, focusing on unifying biological principles such as the scientific method, cell theory, cell structure and function, genetics and inheritance, and evolution. Lecture and laboratory required.

BIO 122 (4 credits) | intermittent offering
General Biology II

This course is an introduction to animal and plant biology, including traditional herbs and plants used by the Anishinaabe people. Emphasis of this course is on studies from a whole system perspective. It includes principles

of biodiversity and ecology and their relationship to humans. Both Indigenous and Western scientific views will be explored. Lecture and laboratory required.

BIO 125 (3 credits) | intermittent offering
Wildlife Management

This course is an introduction to wildlife management practices of wildlife species within the bio-region of Leech Lake Reservation and Northern Minnesota. Stresses the cultural significance of animal life and compares different understandings and economic practices of wildlife management expressed through modern wildlife management and tribal practices.

BIO 130 (4 credits) | fall semester
Wildlife Biology

This course encompasses the whole spectrum of wild creatures and how they interrelate to each other and their environment which affect them. The cultural significance of animals to Indigenous peoples will also be addressed. Lecture and laboratory required. Prerequisite: BIO 121.



BIO 200 (3 credits) | fall semester***Ethnobiology***

This course examines two worldviews of understanding the natural world: Western scientific analysis and the Anishinaabe perspective. Laboratory and empirical analysis will be integrated with cultural values, traditions, and techniques to deliver a holistic and intimate knowledge of the natural world. This course will explore the cycles of the natural world and how all living things are related and maintain balance in their respective communities.

BIO 202 (4 credits) | intermittent offering***Human Anatomy & Physiology***

This course will examine the structure, function, and development of the human body. Lecture and laboratory. Prerequisite: BIO 121.

BIO 204 (3 credits) | fall/ spring semester***Environmental Science***

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

BIO 212 (3 credits) | spring semester***Ecology***

This course examines relationship between living and non-living things that make up the natural world. Includes natural biochemical processes, interaction between plants and animals, predator-prey relationships, and seasonal cycles. Pre-requisite: BIO 121/122.

BIO 285 (3 credit) | intermittent offering***Remote Sensing***

This course is an introduction to remote sensing principles and interpretation through the use of satellite imagery. Students will use remote sensing techniques to study the Leech Lake area. Interpretation and significance of images will be discussed.

BIO 297 (1-3 credits) | intermittent offering***Biology Internship***

This course gives students the opportunity to work in government or private industrial scientific research programs, either locally or abroad. Progress reports and final report required for completion. Arranged by faculty.

BIO 298 (1-3 credits) | intermittent offering***Science Research Project***

This course gives students the opportunity to explore and work on scientific research either locally or abroad. Students will be exposed to the scientific method as

defined and accepted within the scientific community. Progress reports and a final report are required for completion. Research project and time frame are arranged by science faculty. Instructor approval is required for enrollment in this course. Arranged by faculty.

BLTD 100 (1 credit) | spring semester***Construction Codes***

This course will introduce students to the history and fundamentals of building codes and their legal ramifications. Students will be guided towards the many types and uses of building codes as they pertain to the residential construction industry on and off the reservation.

BLTD 110 (2 credits) | spring semester***Blueprint Plans and Construction Estimating***

The primary focus of this course is to develop students with technical and analytical skills through visualizing blueprints. Skills will be acquired to read and estimate materials accurately from blueprints. The curriculum teaches interpretations from on-site and off-site projects. Additional skills to prepare working drawings and specifications will be introduced. The course stresses quantity take-off and pricing policies, and applications of estimating techniques. It also includes demonstrations and the use of estimating software as well as the development of a database for use in estimating. An overall objective of the course is to provide effective education and appropriate training to students and prepare them to enter the construction profession.

BLTD 112 (2 Credits) | intermittent offering***Construction Estimating***

This course covers the process, techniques and mathematical equations used in materials cost and quantity estimating building projects.

BLTD 114 (2 credits) | fall offering***Construction Safety***

The main objective of this course is to provide training on the recognition, avoidance, abatement, and prevention of safety and health hazards in workplaces associated with the construction industry. Emphasis is placed on the recognition, evaluation and control of safety hazards, particularly as they relate to the Occupation Safety and Health (OSH) Act of 1970 and OSHA.

BUS 100 (3 credits) | fall/spring semester***Introduction to Business***

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



BUS 160 (3 credits) | spring semester***Human Resource Management***

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

BUS 201 (3 credits) | spring semester***Principles of Marketing***

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

BUS 230 (3 credits) | fall semester***Management & Leadership***

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

BUS 250 (3 credits) | spring semester***Business Law***

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

BUS 260 (3 credits) | fall semester***Business Communications***

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

BUS 270 (3 credits) | spring semester***Business Entrepreneurship***

This is a participatory class, which involves a lot of brainstorming and critical discussion of entrepreneurial ideas, plans, and vision. Speakers from the community, representing both for-profit and not-for-profit enterprises, will present their experiences and insights on a regular basis. Prerequisites: BUS 100, BUS 201 and ENGL 101. *Carpentry students are exempt from taking any prerequisite courses.

BUS 297 (3 credits) | intermittent offering***Business Internship***

This course is an opportunity for the student to apply classroom theory to hands-on learning experiences. Prerequisite: BUS 100.

BUS 299 (3 credits) | intermittent offering***Special Topics in Business***

Guided study of emerging business-related issues or that reflects student, reservation, or community interests. Prerequisites: BUS 100 and Instructor approval.

**CARP 110 (2 credits) | intermittent offering*****Framing Principles***

This course is designed to provide a general understanding of the principles of floor, wall, stair and roof framing.

CARP 112 (2 credits) | intermittent offering***Welding I***

An introduction to and practice in the principles, safety aspects and correct operations of arc welding and oxyacetylene cutting.

CARP 114 (5 credits) | fall semester***Framing Sustainable Design I***

This course is designed to provide a general understanding of the principles of floor, wall, stair and roof framing and the basic mathematical topics as they are applied in a technical program. It includes a review of basic mathematical operations, and continues with the development of algebraic and trigonometric skills in a technical setting. Most concepts will be applied through course specific problems.



CARP 116 (3 Credits) | fall semester

Foundation & Footing Design

Students will prepare materials, calculate the cost for a building site, and lay out a site with a transit, locating lines and corners. Students calculate the amount of concrete needed for footing and foundation walls and construct different types of foundations and forms.

CARP 118 (4 Credits) | intermittent offering

Interior Environmental Design

This course provides hands-on experience in the application and materials of drywall, trim and cabinetry. Prerequisite: CARP 114.

CARP 120 (5 Credits) | spring semester

Interior and Exterior Finishes

This course is designed to facilitate student understanding of the finishing phase of a structure. Students become familiar with the exterior and interior finishing of a structure. Topics include career opportunities, safety, windows, doors, siding, roof finishes, insulation, wall coverings and storage. This course provides learning experience through the application of materials and techniques used in residential construction.

CARP 122 (2 Credits) | intermittent offering

Roofing Design

This course continues to expand on the student's proficiency in the application and knowledge of exterior finishes including windows, doors, and roofing.

CARP 124 (2 Credits) | intermittent offering

Commercial Design & Installation Techniques

This course provides the student with the opportunity to apply the knowledge and techniques necessary to select materials and construct decks, railings and stairs according to a predetermined plan. Prerequisite: CARP 120

CARP 200 (2 credits) | fall semester

Weatherization Applications in Building

Building homes that are well protected from the weather should be a priority for any building professional. The majority of problems stem from improper procedures and workmanship, but often the problem is found in the design of a home. This course will explore factors that contribute to exterior shell failure, and identify practical solutions that will preserve the integrity of the building envelope. Even as technological innovation creates new construction possibilities, incorporating energy-efficiency into building projects can not only provide a better quality of life, but also protect the environment. A comprehensive approach to resource and energy efficiency is the best method to achieve a resource

and energy efficient building. This course will help professionals identify important considerations and then apply those principles to a specific project.

CARP 206 (3 credits) | spring semester

Framing Sustainable Design II

The course aims at providing a fundamental understanding of the physics related to buildings and to propose an overview of the various issues that have to be adequately combined to offer the occupants a physical, functional and psychological well-being. Students will be guided through the different components, constraints and systems of a work of architecture. These will be examined both independently and in the manner in which they interact and affect one another. Students will apply calculations in pure science and mathematics to the realm of building technology. Design alternatives and issues will be presented from various standpoints, including response to climate, construction methods and materials, heat and air flow, thermal comfort and insulation, lighting and acoustics.

CARP 207 (2 credits) | intermittent offering

Building Science

This course aims to provide a fundamental understanding of the physics related to buildings and to propose an overview of the various issues that have to be adequately combined to offer the occupants physical, functional, and psychological well-being. Students will apply calculations in pure science and mathematics to the realm of building technology.

CARP 212 (2 credits) | intermittent offering

Landscape Construction

In this course students will learn how to demonstrate the ability to read and interpret landscape plans and details. Conduct site analysis and assessment and apply practical solutions based on current laws and industry standards. Topographic applications such as swales, retaining walls, and water catchment will be studied. Students practice problem-solving skills in real-world situations and gain an appreciation of how landscape issues effect people of all economic levels.

CARP 214 (2 credits) | fall offering

3D Layout for Shop and Construction

3D Layout for Shop and Construction. This course is designed to introduce students to SketchUp imaging technology for design. SketchUp tools and methods are used to construct objects, modify objects, apply materials, apply special effects, and create 3D camera views.



CARP 216 (2 credits) | spring offering***Woodworking***

This course is intended for students who enjoy designing and constructing useful wood products. Instruction stresses the development of knowledge and skills needed for product design and production, recognizing appropriate safety and workmanship standards, and the application of knowledge regarding woodworking tools, materials, and process. This class emphasizes teamwork, career awareness, decision-making, and time management skills.

CARP 226 (3 credits) | fall semester***Framing Sustainable Design III***

This course covers the principles, equipment and methods used to perform advanced carpentry skills such as differential leveling, site preparation, advanced stair, wall and roof systems.

CARP 297 (3 credits) | intermittent offering***Carpentry Internship***

This course is an opportunity for the student to apply classroom theory to hands-on learning experiences. Prerequisite: Completion of 100-level Integrated Residential Builder core courses, and instructor approval. This course may be offered during the fall and/or spring semesters.

E**ECE 102 (1 credits) | intermittent offering*****Trauma and Resilience Training***

This course is designed for early childhood educators working with Indigenous communities to gain a deeper understanding of trauma and resilience through a culturally responsive lens. Participants will explore the impact of historical and intergenerational trauma on Indigenous children and families, as well as the effects of Adverse Childhood Experiences (ACEs) on development and learning. The course will emphasize building resilience and creating trauma-informed educational environments that honor cultural identity and promote healing.

ECE 180 (3 credits) | fall semester***Child Growth and Development***

This course introduces students to the fundamental principles of children's physical, social, emotional, and intellectual growth and development, and how these principles can be applied to facilitate learning. Traditional Anishinaabe viewpoints will be explored. Students will begin to develop an individual portfolio of educational materials. Students will complete field hours in an approved early childhood setting.

ECE 201 (3 credits) | fall semester***The Exceptional Child: Children with Special Needs***

This course explores the development of children with special needs and focuses on integrating children with special needs into child care and educational settings.

Prerequisite: ECE 180.**ECE 210 (3 credits) | fall semester*****Creative Activities for Children***

This course explores the principles and characteristics of creative teaching. Students will learn to apply creative methodology to all curriculum areas. Multiple intelligence theories will be explored. The development of culturally relevant and multi-cultural materials will be emphasized. Prerequisite: ECE 180.

ECE 220 (3 credits) | spring semester***Relations and Management in Child Development***

This course explores and develops skills in relations with young children, parents, and co-workers anti-bias techniques for building and maintaining an encouraging classroom are addressed. Prerequisite: ECE 180.

ECE 222 (3 credits) | spring semester***Infant and Toddler Development***

This course provides an overview of infant/toddler learning experiences in home or center-based settings through the arrangement of physical setting, provision of materials, construction of curriculum, and implementation of learning experiences. Learners will integrate knowledge of developmental needs, developmentally appropriate environments, and effective care-giving and teaching methods in an approved lab setting.



ECE 240 (3 credits) | spring semester***Children, Families and Communities***

This course is designed to increase the student's capacity to build positive relationships with parents and other family members. A variety of issues will be addressed, such as providing a culturally sensitive environment, parent involvement in the classroom, emotional /social development of young children, communication with difficult families, and working with diverse communities. Students will be responsible for developing a project to support family and community involvement in early educational settings. Prerequisite: ECE 220.

ECE 297 (4 credits) | spring semester***Early Childhood Practicum***

This course provides the student with field experience in an early childhood setting. Observations and evaluations will be conducted by the tribal college education faculty. Student presentations will be observed. Application of theories and techniques discussed in the classroom will be emphasized. Individual student portfolios will be completed. Prerequisite: General education requirements and instructor approval.

ECE 299 (10 credits) | fall semester***CDA Transfer Equivalence/ Special Topics***

Students must have a valid CDA to receive credit for ECE 299. This may enable students to receive credit for ECE 180, ECE 220 and ECE 297. Required: Valid CDA certificate on file with registrar, ECE Faculty approval.

EDU 102 (3 credits) | fall/spring semester***Miikana (First Year Experience)***

This course is designed to help students negotiate the complexities of college; from selecting classes and completing degree requirements to finding one's way through the financial aid maze. Study skills such as effective reading strategies, note-taking, and time management will be taught. The course will infuse English language writing and reading skills by incorporating best practices throughout the course. Opportunities for students to apply these skills in their current courses and texts will be provided. In addition, students will have the opportunity to explore Anishinaabe values and how these values apply to their own lives. Miikana is required in a student's first or second semester (exceptions may be made for transfer students with approval of the Dean of Academics).

EDU 140 (3 credits) | spring semester***Professional Skills Development***

This course will cover skills necessary to succeed in college, including, but not limited to, study skills, learning styles, and money management. In addition, this course provides principles of effective writing for career and technical fields and experience in critical thinking, writing, speaking and communicating. This course is meant to reinforce student confidence and self-motivation in the academic setting. It will also provide the student with the chance to express their sense of indigenous identity.

ELEC 110 (4 credits) | fall semester***Introduction to Electrical Circuit Theory***

The course has been designed to introduce fundamental principles of circuit theory commonly used in residential applications. Techniques and principles of electrical circuit analysis including basic concepts such as voltage, current, resistance, impedance, Ohm's and Kirchoff's law; basic electric circuit analysis techniques, resistive circuits, wire sizes and how they relate to the National Electrical Code.

ELEC 114 (2 credits) | fall semester***Materials and Codes***

This course covers the materials used in construction electricity and an understanding of the use of the National Electrical Code book and of how it applies to electrical applications on the job.

ELEC 116 (2 credits) | fall semester***Introduction to Residential Wiring***

This course covers a basic understanding of and the applied skills for residential wiring in compliance with the National Electrical Code.

ELEC 118 (4 credits) | spring semester***Electrical Circuit Theory***

This course provides the student with an understanding of complex RLC circuits, single-phase and three-phase transformer connections and calculations.

ELEC 120 (4 credits) | spring semester***Residential Wiring – National Electric Code***

This course covers branch and general circuits in residences. Topics include the calculation of various electrical cables, special and general outlets, calculations for service-entrance equipment, ground-fault circuit interrupters. Lab is included for practical application and skills building.



ELEC 122 (3 credits) | fall semester***Electrical Services***

This course covers requirements and installation of service entrance equipment. Topics included are service materials, installation procedures, meters, service and conduit sizes, panel types, bonding, grounding and over current protection.

ELEC 124 (2 credits) | spring semester***Electrical Blueprints***

This course covers the construction and design of residential buildings. Topics include terminology, different types of plans, symbols, specifications, and the requirements for installing electrical cables, special, and general outlets, based on the National Electrical Code.

ELEC 208 (4 credits) | intermittent offering***Commercial Wiring I***

This course introduces the student to the commercial aspect of the wiring industry, what the industry considers as commercial jobs and the basic knowledge needed to do commercial work. The math, material identification, tools used, and code references will be presented to the student.

ELEC 208L (8 credits) | intermittent offering***Commercial Wiring I Lab***

This course allows the student to utilize the tools, materials, and techniques used in commercial work. This class will be making field trips to commercial job sites to see how using these skills results in completed projects.

ELEC 210 (4 credits) | intermittent offering***Industrial Wiring I***

This course introduces the student to the industrial construction field. During the semester the student will learn to use the tools, materials, and techniques used in the industrial construction field. Field trips will be used to show students the results of the training they receive.

ELEC 210L (8 credits) | intermittent offering***Industrial Wiring I Lab***

This course teaches the student to use the tools, materials, and techniques to build industrial electrical systems in the class room. Field trips will be used to show the student how the systems are used on the actual projects in the field. Control systems will be demonstrated during the semester.

ELEC 212 (2 credits) | intermittent offering***Electrical Blueprints II***

This course introduces the use of blueprints associated with the commercial construction field. Students will utilize prints and specification books from actual projects to see how commercial jobs are completed using a blueprint.

ELEC 216 (3 credits) | spring semester***Motors and Controls***

This course introduces the fundamental concepts, principles, and control devices involved in industrial motor control. Emphasis is placed on developing a theoretical foundation of industrial motor control devices. Topics include principles of motor control, control devices, symbols and schematic diagrams, and Article 430 N.E.C.

ENER 150 (3 credits) | fall semester***Introduction to Renewable Energy***

This course provides an introduction to energy systems and renewable energy resources with a scientific examination of the energy field and an emphasis on alternate energy sources and their technology and application. It explores society's present needs and future energy demands, examines conventional energy sources and systems, including fossil fuels and nuclear energy, and then focuses on alternate, renewable energy sources such as solar, biomass (conversions), wind power, geothermal, and hydro. Energy conservation methods will be emphasized.

ENER 160 (3 credits) | spring semester***Sustainable Landscape and Site Planning***

This course introduces concepts of land use development with respect to the environmental impacts of project construction and post-construction performance. Also introduced are factors to consider when proposing human interventions in the ecology of the earth, including climatic parameters of sun, wind, and water. Topics such as intentional community design, permaculture methods for food and shelter design will be addressed. Students will be guided in developing competence in solar site assessments.

ENER 200 (3 credits) | spring semester***Residential Mechanical Systems***

This course introduces the techniques of assessing and maintaining the quality of the indoor air environment within residential heating/cooling systems. Principles and concepts of conventional residential heating and cooling system design, equipment selection, psychometrics, equipment selection and building codes will be discussed. Topics such as alternative mechanical systems, humidity control, and building and duct pressures will be examined.



ENER 210 (2 credits) | fall semester***Introduction to Solar Energy***

Introduce students to the fundamentals of solar energy, photovoltaic (PV) systems, including design, installation, maintenance, and best practices. Guide students in understanding the functions of the components and the designs of different PV systems. Enhance skills applying the results of shading analysis and projected system outputs to size PV systems. Students will apply their understanding of PV theory and site analysis in completing a system installation. Students should have knowledge of solar site assessments and electricity (including Ohm's Law) prior to taking this course.

ENGL 096 (3 credits) | fall/spring semester***Writing and Reading Skills***

This course emphasizes integration of skills and strategies for academic reading and writing, including comprehension, vocabulary, fluency, sentence structure, and writing coherent paragraphs.

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

ENGL 101 (3 credits) | fall/spring semester***English Composition I***

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

ENGL 120 (3 credits) | intermittent offering***Creative Writing***

This course is an introduction to the study of the forms and styles of poetry, fiction, creative nonfiction, and other genres, with practice in a workshop format.

Prerequisite: ENGL 101.

ENGL 200 (3 credits) | fall semester***Literature and the Environment***

This course explores the concept of "environment" through different literary modes and examines the historical development of the environmentalist movement in North America. Emphasis will be placed upon reading, critical thinking, and writing in MLA style format. Prerequisites: ENGL 101.

ENGL 201 (3 credits) | intermittent offering***English Composition II***

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

ENGL 250 (3 credits) | spring semester***Contemporary Indigenous American Literature***

This course includes a critical study of selected works of contemporary Indigenous American writers, including novels, short stories, autobiographies, plays, poetry, and speeches. Prerequisites: ENGL 101.

ENGL 299 (3 credits) | intermittent offering***Special Topics in Literature***

This course is an intensive study of a particular genre of literature such as autobiography, science fiction, the novel, poetry, short story, and travel narrative. Prerequisites: ENGL 101.

F**FOR 101 (3 credits) | spring semester*****Introduction to Forestry***

This course provides an overview of forest systems around the world, with special emphasis placed on the forests of northern Minnesota. The material presented introduces forest management, traditional and non-timber forest uses and forest ecosystems. Students are expected to participate in field trips to view forest management practices and uses of the forest.

FOR 110 (4 credits) | fall semester***Woodland Plants***

This course incorporates ecology, Ojibwemowin, and art to study fifty woodland plant species. Students will learn to identify plant families by their characteristics, recognize scientific and Ojibwe names for local plants, and visit various woodland ecosystems.



FOR 130 (2 credits) | intermittent offering
Introduction to Field and GIS Skills

This course provides field experience in map reading, compass use, GPS and map use, along with an introduction to GIS skills. Students will be outdoors and in computer labs and need to come prepared based upon the schedule.

FOR 210 (4 credits) | intermittent offering
Freshwater Studies

This course examines the connections between healthy forests and healthy waters. A strong emphasis is placed on the ecology of lake systems, particularly in Northern Minnesota. Nutrient cycling, aquatic food webs and an introduction to species interactions are covered. Two local field trips are required as part of this course. Prerequisite: BIO 212.

FOR 230 (3 credits) | spring semester
Dendrology

This course focuses on the study of important tree species including identification, geographic range, habitat, importance, and distinguishing characteristics. Students will develop a portfolio of tree species for their final project. Field identification is required in both leaf on and leaf off conditions for local tree species and selected shrubs. Prerequisite: FOR 101 or can be taken simultaneously.

FOR 240 (2 credits) | intermittent offering
Survey and Measurement

This course provides students practice in survey methods and measurements typically conducted in natural resource fields. Students will identify projects with the help of the instructor and collect data, utilize spreadsheets, analyze data and provide summary reports. Prerequisite: FOR 130. **Recommended that MATH 150 be taken prior to this course. *This course should be taken in conjunction with FOR 260*

FOR 260 (3 credits) | fall semester
GIS Applications

This course introduces Geographic Information Systems concepts and techniques. This course involves learning how to use ESRI's ArcGIS Pro software and related programs and applications. Basic tools and fundamentals will be covered with projects intergrating basic GIS concepts and producing basic GIS maps and products. Prerequisite: ITECH 100 or instructor permission.

FOR 298 (2 credits) | intermittent offering
Research – Forest Ecology

This course provides students with hands-on research experience, either on-campus or off-campus on an aspect of forest health. Instructor approval required for enrollment.

FOR 299 (3 credits) | intermittent offering
Special Topics in Forestry

This course provides an opportunity to explore new and relevant forest resource topics.

G**GEOL 110 (4 credits) | fall/spring semester**
Physical Geology and Earth Systems

This course is an introduction to the study of geological processes, features, and landscapes, the components of the Earth System, and humans' relationship with the Earth System. Emphasis will be placed on systems, cycles, and issues relevant to Minnesota's geology. Lecture and laboratory required.

GEOG 200 (3 credits) | intermittent offering
Cultural Geography

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

GEOL 210 (3 credits) | intermittent offering
Soils, Sediments and the Leech Lake Area

This course introduces the processes and properties of soils and sediments, including physical, chemical and biological characteristics. Field techniques and laboratory analyses will explore sediments and soils from the Leech Lake area. Prerequisites: GEOL 110, or instructor approval.



H

HIS 101 (3 credits) | fall/spring semester ***U.S. and Indigenous American History, 1830-Present***

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

HIS 150 (3 credits) | fall/spring semester ***History of Leech Lake***

This course is a survey of Leech Lake history from an Indigenous perspective; includes history of the land and people of pre-contact America; the interaction of Americans, Europeans, and indigenous peoples during exploration and colonization; development of Ojibwe culture and philosophy; founding of the reservation and

the Minnesota Chippewa Tribe, Inc.; and growth of cultural tensions. Includes discussions of the increasingly diverse make-up of the Leech Lake population and communities, and emphasizes the development of analytical skills focusing on reading, oral presentation, and writing.

HLTH 240 (3 credits) | intermittent offering ***Contemporary Health Issues***

This course studies the major health issues confronting adults today. It emphasizes examination of lifestyle choices to prevent disease and promote health, and also includes exploration of health issues from both the traditional medical model and the holistic model.

ISCI 120 (2 credits) | intermittent offering ***Natural Resource Careers***

The course is held once a week (2 hour block) and explores the various career paths a student might take within the fields of Indigenous Science. The class includes local professionals with various science positions in the area. Students will explore their interests, create a resume, practice interviews, and research 2-3 career pathways.

ISCI 211 (4 credits) | intermittent offering ***Introduction to Environmental Chemistry***

This course examines the chemical composition and processes of air, water, and land at an introductory level. Basic chemistry concepts will be introduced with a strong emphasis on their practical application to local ecosystems and issues important to Leech Lake Nation. This course uses both qualitative and quantitative approaches to material cycles, reactions, transport, and transformation of important chemicals in the natural environment. Hands-on laboratory exercises will coincide with lectures.

ISCI 220 (3 credits) | intermittent offering ***Introduction to Atmospheric Science***

The course explores meteorological processes and phenomena and how changes in the atmosphere affect human societies, as well as the interactions between these two spheres. The fundamentals of meteorology, energy balances, and weather patterns will inform our perspectives on climate change, particularly as it affects Indigenous peoples. Prerequisites: GEOL 110

ISCI 240 (4 credits) | intermittent offering ***Watershed Research Methods & the Leech Lake Area***

Application of quantitative and qualitative research methods to examine our local water resources, land use, and air quality. Students will learn field and laboratory methods, design and implement a research project including hypothesis testing and data analysis, and prepare a report on their work. Prerequisites: GEOL 110 and ESS 220, or consent of instructor.



ISCI 291 (3 credits) | intermittent offering
Indigenous Science

This course provides students with a more holistic understanding of reality by combining Anishinaabe cultural perspectives with Western scientific knowledge. Students will explore ecological phenomena rooted in Anishinaabe traditions and ceremonies to gain a holistic view of the world. The course aims to encourage critical analysis of contemporary environmental issues, such as deforestation, climate change, biodiversity loss, and their impact on human health. To achieve this, the course will integrate Indigenous knowledge with modern scientific perspectives through interactive lectures, group discussions, and experiential learning activities. Guest lectures from Indigenous scholars and practitioners will also supplement the course material. Emphasis will be placed on developing students' respectful engagement with Indigenous communities and knowledge holders, including land and more than human relatives. Prerequisite: ENGL 101.

ITECH 100 (3 credits) | fall/spring semester
Computer Applications I

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

ITECH 150 (3 credits) | fall/spring semester
Computer Applications II

This course focuses on expanding the student's understanding, use, and integration of office productivity tools and integrating those tools into projects. Emphasis will be on word processing, spreadsheets, databases, and presentation graphics software, but may also include other relevant topics. Prerequisite: ITECH 100.

ITECH 190 (3 credits) | fall semester
Introduction to Computer Science

This course provides a broad introduction to computer science. Topics include programming, hardware, artificial intelligence, and the history and impact of computers. Prerequisite: ITECH 150.

ITECH 210 (3 credits) | intermittent offering
Introduction to Computer Programming

This course is intended to give an introduction to programming (algorithmic problem solving), using two programming languages. Topics include object-oriented, functional, and user interactive programming. Students will acquire skills in designing, writing, and debugging programs. Prerequisite: Math 150, ITECH 150 or instructor's approval.

ITECH 240 (3 credits) | intermittent offering
Introduction to Game Development

This course introduces students to the fundamentals of developing game experiences using a popular framework. The course will cover the basics of game theory, gameplay loops, VR experiences, building and navigating a 3D environment, and basic programming concepts. Students will develop essential skills in object-oriented programming, version control, and experience design. Prerequisite: ITECH 100 or instructor approval.

ITECH 270 (3 credits) | intermittent offering
Web Page Design

This course introduces the student to the principles of website design using core technologies and fundamental Extensible Hyper Text Markup Language (XHTML). It includes development and use of hyperlinks, lists and tables, frames, and listing the student's site in search engines. It covers preparation of graphical material for the Web, including consideration of browsers, plug-ins, platforms, bandwidth, and graphic file formats. Also included is an overview of some of the technologies and animation tools available via the Internet, including Flash/Shockwave, CSS, DHTML, JavaScript, and others. Prerequisite: ITECH 150, or instructor's approval.

ITECH 282 (3 credits) | intermittent offering
A+ Certification Hardware Core

This course is a preparation for the CompTia A+ Certification Hardware Core Exam. Prerequisite: ITECH 150, or instructor's approval.

ITECH 283 (3 credits) | intermittent offering
A+ Certification Operating Systems Core

This course is a preparation for the CompTia A+ Certification Operating Systems Core Exam. Prerequisite: ITECH 150, or instructor's approval.

ITECH 297 (1-3 credits) | intermittent offering
Information Technology Internship

This course is a practicum experience in the college computer lab or in a local workplace environment. A student who wishes to do a specific internship should seek out his/her advisor and the instructor early enough to allow arrangements to be made.



L

LE 100 (3 credits) | spring semester***Physical Conditioning***

This course is designed to provide a basic knowledge of the factors involved in not only a healthy lifestyle, but also a healthy life for law enforcement officers. The physical fitness is designed specifically for job-related strength, agility, flexibility, speed and cardiovascular endurance. This includes Minnesota P.O.S.T. objectives will be covered in this course.

LE 104 (3 credits) | fall semester***Minnesota Statutes & Traffic Law***

This course is a study of Minnesota statutory law to include criminal codes, sentencing, selected statutes for peace officers and peace officer duties as related to Minnesota state law. This course also studies Minnesota Traffic Statutes and how they are interpreted, applied and enforced. Traffic Law includes a complete coverage of DWI statutes, detecting violations consistent with impaired driving and processing of impaired drivers. Minnesota P.O.S.T. objectives will be covered in this course.

LE 105 (3 credits) | fall semester***Introduction to Criminal Justice***

This course is an introduction to the criminal justice system including the police, courts, and correctional systems. Minnesota P.O.S.T. objectives will be covered in this course.

LE 122 (3 credits) | spring semester***Constitutional Law & Civil Liability***

This course is a comprehensive study of the general principles of the United States Constitution, its Amendments, and legal requirements governing enforcement of the criminal code. Minnesota P.O.S.T. objectives will be covered in this course. Prerequisite: LE 104

LE 150 (3 credits) | spring semester***Report Writing***

This course will teach the student the unique police report writing procedures required of law enforcement officers. The focus will be on documenting the chain of evidence and chronological events applicable to criminal investigations. Minnesota P.O.S.T. objectives will be covered in this course. Prerequisite: LE 104

LE 209 (3 credits) | spring semester***Community Policing Tribal Lands***

This course analyzes the police function and role in the community. The course will also emphasize policing tribal lands. The course will explore police –citizen interaction

and legal ethical issues of policing in a diverse society. Emphasis will focus on problem solving, causes of crime and disorder, and examination of how police have solved problems in tribal and nontribal communities in the United States. Prerequisite: LE 122.

LE 210 (3 credits) | fall semester***Juvenile Delinquency and Justice***

This course is an examination of juvenile delinquency and the juvenile justice system including its history, definitions, and explanations of delinquency. Students will analyze the juvenile court system with a focus on specific requirements for the processing of juvenile offenders. This course includes concepts and issues of status offenses, diversion and placements for juveniles, gang membership, and intervention strategies. Minnesota P.O.S.T. objectives will be covered in this course. Pre-requisite: LE 105.

LE 221 (3 credits) | spring semester***Evidence, Procedure & Criminal Investigations***

This course is a comprehensive study of the lawful gathering and evaluation of information concerning criminal acts with a focus on the fundamentals and rules of investigation and evidence collection, including the knowledge and skills necessary for criminal investigation, crime scene management, the collection of evidence and the importance of maintaining the chain of custody. Minnesota P.O.S.T. objectives will be covered in this course. Prerequisite: LE 122.

LE 223 (3 credits) | spring semester***Controlled Substances: Identification and Investigation***

Study of controlled substance identification, effects on the body and methods of concealment. Analysis of the manufacture, acquisition and distribution patterns of illegal drugs, and the dangers to officers in the handling of both substances and investigations. Co-requisite: POLSC 225, or instructor approval.

LE 280 (3 credits) | fall semester***Police Ethics***

This course is an exploration of police ethical concerns, perceptions, and the history and effects of police deviance and corruption. Police abuse of authority, the code of silence, and police brutality will be discussed. Police prejudice and discrimination will be examined. Minnesota P.O.S.T. objectives will be covered in this course. Prerequisite: LE 209.



M**MATH 094 (3 credits) | fall/spring semester*****Algebra Skills***

This course includes operation of integers, solving equations, using the Order of Operations, solving one-variable equations, solving inequalities, introduction to polynomial operations, factoring and solve quadratic equations, and linear equations in two variables.

**Note: This course does not count toward graduation and is nontransferable to another institution.*

MATH 100 (4 credits) | fall semester***Technical Math***

This course presents basic mathematical topics as they are applied in a technical program. It includes a review of basic mathematical operations, and continues with the development of algebraic and trigonometric skills in a technical setting. Most concepts will be applied through course specific problems. Prerequisite: An appropriate score on the Mathematics placement test or MATH 094.

**Note: This course is nontransferable to another institution.*

MATH 140 (4 credits) | fall/spring semester***Concepts in Mathematics***

This course includes operation of integers, solving equations, linear equations in two variables, introduction to descriptive statistics with analysis of single variable data, and a conceptual understanding and application of mathematics in everyday life. Prerequisite: An appropriate score on the Mathematics placement test or MATH 094.

MATH 150 (3 credits) | fall/spring semester***Beginning College Algebra***

This course includes algebraic concepts including linear, quadratic, rational and absolute value equations and inequalities; function notation; complex numbers; graphs of relations and functions including lines and parabolas. Prerequisite: An appropriate score on the Mathematics placement test or MATH 140.

MATH 155 (3 credits) | fall/spring semester***Advanced College Algebra***

This course covers functions, including polynomial, rational, inverse, exponential, and logarithmic; systems of equations and inequalities, and matrices. Prerequisite: An appropriate score on the Mathematics placement test or MATH 150.

MATH 170 (3 credits) | intermittent offering***Statistics***

This course is an introductory course intended to give students a broad background in the use of statistics in a variety of disciplines. Topics include the study of descriptive and inferential statistics, probability, normal and binomial distributions, hypothesis testing, chi-square methods, correlation and regression, and analysis of variance. Students will learn to use one or more current statistical software programs. Prerequisite: An appropriate score on the Mathematics placement test or Math 150.

MATH 210 (3 credits) | intermittent offering***Pre-Calculus I***

This course provides the essential mathematical background needed in calculus. Topics include equation solving, functions (including polynomial, rational, exponential, logarithmic, trigonometric, and inverse trigonometric), identities, applications, and parametric equations. A graphing calculator is required. Prerequisite: An appropriate score on the Mathematics placement test or MATH 155.

MATH 215 (3 credits) | intermittent offering***Trigonometry***

This course covers right triangle and unit circle definitions of trigonometric functions, graphs of trigonometric functions and inverse trigonometric functions with transformations, trigonometric identities, Law of Sines and Law of Cosines applications of trigonometry, solving trigonometric equations, and polar coordinates. Prerequisite: An appropriate score on the Mathematics placement test or MATH 155.

MATH 250 (3 credits) | intermittent offering***Calculus I***

This course includes a review of functions, with emphasis on the graphing and behavior of functions. Limits are introduced and developed. The derivative of a function is defined and applied to algebraic and trigonometric functions. Applications involving maximum, minimum, related rates, curve plotting, and the mean value theorem are presented. Prerequisite: An appropriate score on the Mathematics placement test or MATH 210.

MUS 105 (3 credits) | intermittent offering***Music Appreciation***

This course is designed to help students understand the basic principles of music, the importance of music in peoples' lives, how to listen to music, the value of self-expression, and how music can communicate our ideas and feelings.



MUS 250 (3 credits) | intermittent offering
History of Anishinaabe Music and Dance

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

MUS 299 (1-3 credits) | intermittent offering
Special Topics in Music

This course offers performance, research, or composition projects designed by the student in consultation with the assisting faculty member (may include recitals).

**OJI 101 (4 credits) | fall/spring semester**
Speaking Ojibwe I

This course emphasizes values, learning the sounds of Ojibwe, developing introductory conversational skills, and understanding the concepts of language with the goal of using language in everyday life in Ojibwe communities. Course is repeatable for credit.

OJI 102 (4 credits) | fall/spring semester
Speaking Ojibwe II

This course is a continuation of Ojibwe I, placing emphasis on values, vocabulary development and more conversational skills. Prerequisite: OJI 101. Course is repeatable for credit.

OJI 111 (3 credits) | intermittent offering
Speaking Ojibwe with Children

This course is a continuation of Speaking Ojibwe I, placing emphasis on values. The focus will be on encouraging teachers and families with young children to participate in revitalizing the Ojibwe language and traditions into everyday life. Prerequisite: OJI 101.

*ECE students may use this class in place of OJI 102.

*Other students must use this class as an elective.

OJI 201 (4 credits) | fall/spring semester
Speaking Ojibwe III

This course is designed to teach advanced grammar and Ojibwe literacy. Verbal skills will be emphasized through storytelling, literacy, and immersion through composition and media. Prerequisites: OJI 102. Course is repeatable for credit.

OJI 202 (4 credits) | fall/spring semester
Speaking Ojibwe IV

This course is designed to continue teaching advanced grammar and Ojibwe literacy. The major emphasis of this course will be on public speaking and on writing an Ojibwe composition. Prerequisites: OJI 201. Course is repeatable for credit.

OJI 220 (3 credits) | intermittent offering
Teaching & Learning Ojibwe

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

OJI 299 (3 credits) | intermittent offering
Special Topics in Ojibwe/Anishinaabe Studies

This course offers advanced research in Ojibwe and Indigenous American Studies or language topics. May be repeated with different content for credit.



P**PE 101 (1 credit) | intermittent offering*****Introduction to Golf***

This course offers the fundamental skills of golf, including grip, stance, swing patterns, and putting, as well as rules of course play.

PE 103 (1 credit) | intermittent offering***Walking for Fitness***

This course is designed to provide students with a fitness foundation through walking. Students will be given a fitness assessment profile and develop an individualized walking plan. Walking techniques and fitness strategies will also be highlighted. Students' progress will be assessed to assure completion of their goals and objectives.

PE 110 (1 credit) | intermittent offering***Intercollegiate Athletics***

This course develops sport specific knowledge and skills relevant to the first semester intercollegiate athletic experience. Approval is required for enrollment in this course. This course is required for all LLTC athletes. Course is repeatable for credit.

PHIL 200 (3 credits) | fall semester***Indigenous American Philosophy***

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

POLSC 150 (3 credits) | intermittent offering***American Government***

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

POLSC 225 (3 credits) | spring semester***Treaty Law and Tribal Sovereignty***

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

POLSC 299 (1 – 3 credits) | intermittent offering***Special Topics in Political Science***

This course allows for special topics of current interest, depending upon demand and staff.

PSCI 150 (3 credits) | intermittent offering***Indigenous Astronomy***

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

PSY 100 (3 credits) | fall semester***General Psychology***

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

PSY 200 (3 credits) | spring offering***Indigenous American Psychology***

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

PSY 210 (3 credits) | intermittent offering***Developmental Psychology***

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



PSY 220 (3 credits) | spring semester

Abnormal Psychology

This course examines contemporary research and theory pertaining to the nature, causes, diagnosis and treatment of psychopathology. The course will focus on how genetics, disease and environmental factors contribute

to specific psychological disorders. Prerequisite: PSY 100.

S

SOC 101 (3 credits) | fall/spring semester

Introduction to Sociology

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

SOC 210 (3 credits) | fall semester

Race and Ethnicity

This course explores the relationships between majority and minority populations. This course provides a sociological perspective centered on ethnicity, race, groups, culture, and identity. The course emphasizes the nature of prejudice and racism, similarities and differences of peoples and cultures, policies affecting minorities, the social construction of race, genocide, systemic racism, inequalities, and immigration to the United States. Current issues in U.S. race/ethnic relations also are examined.

SOC 200 (3 credits) | spring offering

Indigenous American Women

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

SPCH 100 (3 credits) | fall/spring semester

Speech and Communications

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

T

TA 210 (3 credits) | intermittent offering

Tribal Administration & Policy

This course covers special topics in political, legal, social, economic, and sovereignty issues in tribal management. The course emphasizes tribal perspectives in organization and implementing business strategies. Prerequisite: Completion of 100-level Business Management core courses.





COME FIND YOUR PLACE.

