



# **BAY MILLS COMMUNITY COLLEGE**



**2008 - 2010**

Chartered by Bay Mills Indian Community in 1984



**[www.bmcc.edu](http://www.bmcc.edu)**



Welcome,

I am glad that you have picked up a copy of our catalog and are considering BMCC. We hope that you will take the next step and visit our campus to meet with our faculty, staff, and students before you make your final decision. We would be happy to show you around and explain the many benefits of attending Bay Mills Community College.

We really have the best interest of our students in mind and support our student body with free tutoring and a very economical education, which is fully accredited by the same body that accredits most of the state educational institutions. Our students have open access to the President's office, and we offer a wide range of opportunities to improve the quality of your education.

So please call or stop in during our regular business hours and we will happily show you around or help you register.

Sincerely,

A handwritten signature in blue ink that reads "Michael C. Parish".

Michael C. Parish  
President



**PRESIDENT'S WELCOME**

## **Equal Opportunity Institution**

Bay Mills Community College is an equal opportunity college. Discrimination on the basis of religion, race, color, national origin, age, sex, marital status, sexual orientation, disability, or any other category protected by law is prohibited.

## **Disclaimer**

Every effort has been made to include in this publication information, which, at the time of printing, is accurate. However, the contents of this publication are not to be regarded as an irrevocable contract between the students and Bay Mills Community College.

Bay Mills Community College reserves the right to make changes in its programs, policies, rules, regulations, procedures, tuition, fees, organizational structure, faculty and staff through appropriate college process. In the event action is taken, students affected will be advised of the options available for them to complete their degrees. Reasonable effort will be made to permit students to complete their intended program or a comparable alternative.

**It is the responsibility of each student to be aware of and understand Bay Mills Community College regulations as published.**





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## GENERAL INFORMATION

Bay Mills Community College (BMCC) is located on the southeastern shore of Lake Superior, within the Bay Mills Indian Community (BMIC) in Michigan's Upper Peninsula. As Michigan's first fully accredited, tribally controlled college, BMCC meets the educational needs of a wide variety of students, from its remote, rural Main Campus, West Campus, off-campus sites, and Virtual College. Control is vested in a Board of Regents, which elects the officers of the Board and establishes overall institutional policy. BMCC is accredited by the North Central Association of Colleges and Schools (NCA) and is a member of the American Indian Higher Education Consortium (AIHEC).

BMCC is one of three tribally controlled colleges in the State of Michigan, and the only community college in Michigan's Eastern Upper Peninsula; it is committed to providing affordable, culturally relevant, accessible, and high quality educational opportunities to all tribal communities in Michigan and their neighbors. BMCC is also committed to providing leadership in the areas of economic and community development for the Bay Mills Indian Community and the Eastern Upper Peninsula (EUP). As a 1994 Land Grant institution, BMCC works closely with land grant partners, such as Michigan State University to provide service and expertise to the Bay Mills Indian Community and the surrounding region. The only other institution of higher education in the EUP is Lake Superior State University (LSSU), which is located 25 miles away in Sault Sainte Marie, Michigan.

### Accreditation

Bay Mills Community College is accredited by The Higher Learning Commission: A Commission of the North Central Association of Colleges and Schools. In 2008, Bay Mills Community College's accreditation was reviewed and resulted in a recommendation for an additional 10 years. For more information regarding accreditation, contact the North Central Association of Colleges and Schools, 30 North LaSalle St., Suite 2400, Chicago, IL 60602-2504 or view their website at [www.ncahigherlearningcommission.org](http://www.ncahigherlearningcommission.org).

### College Memberships

- The Michigan Association of Collegiate Registrars and Admissions Officers (MACRAO)

- The American Association of Community Colleges (AACC)
- The American Council on Education (ACE)
- The American Indian Higher Education Consortium (AIHEC)
- The National Association of State Universities and Land Grant Colleges (NASULGC)

### Mission and Objectives

As a tribally controlled community college and land grant institution, the mission of Bay Mills Community College is to provide quality educational opportunities, promote research and facilitate individual development in an accessible, community-based, and culturally diverse environment that supports and maintains the Anishinaabek culture and language.

In carrying out our mission, the BMCC Board of Regents stresses a positive, student-centered atmosphere, which promotes the preservation of the customs and beliefs of Native Americans. The curriculum is designed to integrate traditional Native American values with higher education as a way of preparing students to assume responsible roles in their respective communities.

The objectives of the college are

- to provide the Native American communities of Michigan with educated and trained human resources
- to provide educational opportunities, including academic, research, vocational, basic skill building, cultural and in-service programs leading to appropriate certificates, degrees, and diplomas
- to foster a spirit of pride in Native American language, culture and history through participation in classes and cultural activities
- to provide a qualified, dedicated, student-centered staff and faculty
- to help students attain the necessary skills and self-esteem which will facilitate personal and career fulfillment
- to prepare and encourage all students to pursue advanced degrees
- to provide continuing and community education.

### Vision Statement

With learning as its central mission, BMCC prepares students to become productive and responsible

members of an increasingly diverse workforce by providing them with academic, technical, work and life skills, as well as the self-confidence needed for successful transfer into baccalaureate programs or directly into the workforce. By establishing itself as an effective partner, alongside other academic institutions, private and public sector employers, and neighboring communities, BMCC will ensure its long-term viability and positive impact on the Upper Great Lakes region. BMCC will work to ensure the viability and sustainability of the language, culture and way of life of the Anishnabe people while promoting and emphasizing life-long learning for all students.

### **Land Grant Institution**

As outlined in the federal Equity in Educational Land Grant Status Act of 1994, Bay Mills Community College received designation as a Federal Land Grant Institution. This act conferred land grant status on 29 tribal colleges and authorized the establishment of an endowment to support land grant initiatives at these colleges. Currently, there are 105 land grant colleges and universities designated by the original 1862 legislation and the subsequent 1890 and 1994 federal enactments.

Land grant institutions follow a mandate to provide openness, accessibility, and service to communities. Many land grant institutions are among the ranks of the most distinguished public research institutions.

### **Alcohol/Drug Free Campus Policy**

All persons entering Bay Mills Community College must comply with the Alcohol/Drug Free Campus Policy as required by Public Law 101-226, "The Drug-Free Schools and Communities Act Amendments of 1989."

No person may bring, keep or drink alcoholic beverages on college premises or at college functions. Possession of stimulants, depressants, narcotics or hallucinogenic drugs, including marijuana and other agents having potential for abuse, is strictly prohibited. Drugs prescribed by a physician must be in the original container in which they were received from the pharmacist. Any person found to be possessing, using or distributing such drugs or alcohol will be subject to disciplinary action, which could include prosecution for violation of

tribal, state or federal law (See Student Conduct Code for Bay Mills Community College Substance Abuse Prevention Policy).

### **Campus Safety and Security**

Bay Mills Community College is committed to maintaining a safe and secure campus for its students, staff, and visitors. The college publishes an annual report, which details any crimes reported on campus. Identities of victims and suspects are not revealed in these documents. Reports are available for review and can be obtained from the Office of Postsecondary Education on the OPE Campus Security Statistics Website located at <http://surveys.ope.ed.gov/security>.

### **Students with Disabilities**

Bay Mills Community College is committed to accommodating persons with disabilities. The college adheres to the standards and guidelines set forth in the Americans with Disabilities Act. Students with documented disabilities should contact the Student Services Office for assistance and accommodations. The campus is barrier free with accessible entrances and exits. Handicap accessible parking is available and clearly identified.

### **Sexual Harassment Policy**

It is the policy of Bay Mills Community College to maintain a place of employment and education that is free of harassment in general and especially of harassment that is sexual in nature.

Sexual harassment, as summarized by the Equal Employment Opportunity Commission (E.E.O.C.), includes unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct or communications of a sexual nature. Anyone in violation of this policy is subject to disciplinary action and legal sanctions.

## **ENROLLMENT INFORMATION**

### **Admissions**

Bay Mills Community College has an open admissions policy for students of any race, creed, color, and national or ethnic origin. High school transcripts or GED scores are required of all applicants seeking admission as regular students in

degree and certificate programs. Students without a high school diploma are admitted as Special Status Students. Special Status Students are required to complete their GED or high school diploma within one year.

Applicants seeking admission to special programs may be admitted without a transcript. These special programs may include, but are not limited to, skill-upgrading classes, native studies, creative arts programs, adult basic education programs, etc.

Applications for admission should be made as far in advance as possible.

## Admissions Procedures

Prior to admission, Bay Mills Community College requires the student to

1. Complete an application for admission, which may be obtained from Tribal Education Departments or from the Admissions Office at Bay Mills Community College, and declare a program of study.
2. Arrange for official transcripts from previously attended high schools, colleges and universities to be mailed directly from the principal's or registrar's office of the issuing institution to Bay Mills Community College's Registrar. It must bear the seal of the institution and signature or stamp of the school official.
3. Submit a copy of their tribal ID or verification of tribal membership from their tribal enrollment office, or Canadian certificate of Indian status, if applicable.
4. Complete all of the information listed on the financial aid checklist and submit with the application.

## Registration

Registration at Bay Mills Community College and off campus locations is conducted in advance of each new semester and is advertised in most media outlets. New students are required to complete all admissions procedures and participate in ACT ASSET placement evaluation prior to registration.

During the registration period, representatives from the Registrar's Office, Financial Aid Office, Student Services Office, and all academic departments are available for consultation.

With their assistance, students must complete the following steps in order to register for classes:

- Complete and submit all registration material provided by the Registrar.
- Meet with their assigned academic advisor for scheduling assistance and approval.
- Meet with the Financial Aid Office to clarify your financial aid status.
- Meet with the Business Office to determine the amount of tuition and fees for which you are responsible and make arrangements for payment of such costs if not seeking financial aid.

## Orientation

All new and transfer students are encouraged to participate in orientation activities. Orientation is held on campus each semester as part of the registration process. The session features orientation to the college and an opportunity to meet other students, faculty and staff.

## Social Security Privacy Policy

It is necessary for Bay Mills Community College to use student social security numbers for financial transactions associated with student billing, financial aid, work study, and IRS reporting.

It is our policy to limit access to social security numbers to those persons who use the information in the normal course of their employment and their use shall be limited to activities permitted or required by federal law.

## Directory Information

Bay Mills Community College considers the following items as Directory Information: student name, curricula and major field of study, participation in officially recognized activities, dates of attendance, degrees, certificates and awards received, and previous schools attended. Bay Mills Community College may disclose any of these items without the student's prior written consent. If a student doesn't want the college to release any of the above information, they must inform the Registrar's office in writing by the tenth calendar day following the start of classes each semester.

## **Transfer Credit(s)**

Bay Mills Community College will accept transfer credits from other accredited institutions within the following guidelines:

- An evaluation will only be conducted from an official transcript. An official transcript bears the appropriate signatures and seals and is mailed directly from the issuing institution to BMCC.
- Courses completed with a “C” grade (2.0) or higher will be accepted with the exception of certain English and Computer courses. These are addressed in the following two sections.
- English Composition courses that are more than five years old will be accepted only upon the student’s successful completion of a departmental exam. Students who have attained a bachelor’s degree are exempt from the departmental exam.
- Computer Science courses that are more than three years old will be accepted only with the student’s successful completion of a departmental exam.
- Courses which are not equivalent to BMCC courses but are in a discipline may be accepted as elective credits.
- Credits, not grades, are transferred for “C” or better courses. Grades from transfer courses are not included when calculating the BMCC cumulative grade point average.
- Transfer credits will be shown on the student’s academic record and will be counted when determining satisfactory academic progress for federal financial aid.
- Transfer of credit toward any certificate or degree program will be limited to 40 percent of the total number of credit hours for that program.

## **Guest Students**

Students enrolled at another institution and planning to continue at that institution may be admitted to Bay Mills Community College as guest students. Students assume full responsibility for checking to determine whether the courses taken at Bay Mills Community College will transfer to the program of study being pursued at their home institution.

## **Dual Enrollment Program**

This program provides an opportunity for high school juniors and seniors to earn college credit while still

attending high school. Students who would like to pursue dual enrollment should check with their high school principal or guidance counselor for eligibility guidelines and dual enrollment information.

## **ACADEMIC INFORMATION**

### **The Academic Year**

Bay Mills Community College operates on a semester system. The first semester begins in September and is completed in December. The second semester begins in January and ends in May. One semester hour equals 15 contact hours of instruction. A schedule listing hours, room numbers, and classes is published prior to each semester. The Virtual College has a published schedule which can be viewed online at [bmcc.edu](http://bmcc.edu). BMCC offers limited summer classes primarily in the Language curriculum. This summer schedule can be viewed online or sent to you by contacting Admissions Office.

### **Academic Advisement**

Each student enrolled at Bay Mills Community College will be assigned an academic advisor who approves course loads, changes in academic studies, and helps with academic problems.

It is necessary for students to meet with an academic advisor every semester to get approval for the courses to be taken. Students are strongly encouraged to check with an academic advisor during the semester to discuss their progress and any difficulties they may be encountering. Academic advisors are available to discuss and help solve any problems students may encounter in achieving their educational goals. This may result in a referral to someone in student services.

### **Assessment of Student Learning**

Bay Mills Community College is committed to excellence in teaching and learning and is equally committed to assessment as a means of ensuring effective student learning. Assessment is a continuous process of review and refinement at the course, program, and institutional level. Thus, faculty and administration are engaged in ongoing assessment activities that measure student learning based on specific goals and objectives. The results



provide regular feedback, which is used to strengthen instructional practices and to develop strategies for improved learning.

Students are invited to participate in assessment committee meetings to learn how the assessment plan works and how the results might benefit them.

### **Credit Load**

To be considered full-time a student must carry at least 12 credits; anything less is considered part-time. Students who wish to take more than 18 credits are required to receive permission from their academic advisor and the Vice President for Academic Affairs.

### **Academic Enrichment**

The basic philosophy of the Academic Enrichment Program is that all students have a right to succeed. Academic Enrichment courses are designed to strengthen the academic skills of individuals who need assistance through flexible classroom settings, individual instruction and computer tutorials so they are prepared to take college level courses.

BMCC has an open admission's policy; however, we do require all new students to take assessment tests. These tests determine the students' current comprehension level for the tested subject areas and will determine the course in which the student will be placed to assure their academic success. Students whose test results indicate a need for developmental course work are admitted into the Academic Enrichment Program. In general, these students will

- enroll in a reduced number of classes during the first semester
- take the necessary enrichment courses
- meet with their advisors on a regular basis
- make use of tutorial services
- take post tests to determine their increase in skill levels.

The Academic Enrichment Program must be completed before students may enroll in college-level courses. Academic enrichment courses cannot be used to satisfy the degree or certificate requirements.

BMCC offers the following academic enrichment courses:

Written Communication Skills  
Reading Comprehension  
Fundamentals of Mathematics  
Fundamentals of Algebra  
Basic Computers

### **Credit for Prior Learning**

Students may be awarded academic credit for prior learning in many subjects of study at BMCC. There are several options available for students who have gained, through related work experience and/or training, knowledge that may be equivalent to the stated objectives of relevant BMCC courses.

BMCC provides the following options to evaluate prior learning relative to BMCC courses:

#### **1. Advanced Placement (AP) and College Level Examination Program (CLEP)**

BMCC accepts credit from the Advanced Placement and College Level Examination Program. BMCC will evaluate AP and CLEP grade reports received from the College Board and may award appropriate course credit for selected AP and CLEP examinations. Reports will be evaluated based on standards set by relevant academic departments. The CLEP and AP examinations may be taken at any authorized testing center.

Students wishing to have their scores evaluated by BMCC must request that the College Board send their AP or CLEP results to BMCC's Admissions office at:

12214 W. Lakeshore Drive  
Brimley, MI 49715

#### **2. Credit by Portfolio**

Students have the option of documenting work experience and/ or training to be considered for

specific BMCC class credit through the development of a portfolio. Specific portfolio requirements are available from the appropriate academic department chair who will evaluate that portfolio. A separate appropriate portfolio must be submitted for each course for which a student wishes to be awarded credit.

A nonrefundable administrative fee of \$30.00/credit will be charged for each portfolio reviewed.

Credit for prior learning may not be available in all areas of study. A minimum of 60% of credits required for any BMCC degree or certificate program must be earned through the successful completion of BMCC courses. Courses for which students are being awarded credit may not be directly transferable to other institutions. Transfer of credit for prior learning is subject to evaluation by each institution to which students might transfer. Credit awarded for prior learning does not impact the student's grade point average. Students may not earn credit for prior learning if the student has credit in the course, was previously or currently enrolled in the course, or has credit in a higher level course.

### **Departmental Examinations**

Regularly enrolled students may, in some subject areas, be able to earn credit for a course offered by the college through successful completion of a Departmental Examination. Students who believe they have mastered a course through life experience or past training may, at the discretion of the appropriate instructor, take the departmental examination, if one has been developed, in that subject area. A fee of \$20.00 per exam must be paid prior to the exam time. The exam will not be given by the instructor until the student presents the payment receipt for the exam. Upon successful completion of the exam, courses are entered on the transcript and students are granted the appropriate credit hours. Since no letter grade is entered, the credits are not calculated as part of the GPA.

Students should be advised that Departmental Examination credits may not transfer to another college or university.

### **Special Projects for Credit**

Special projects may be assigned in the student's program of study. The program advisor will work

with the student to develop a project that is of value to the student's educational or occupational goals. Special projects in any program are not necessarily the same from year to year since they are intended to meet changing conditions and demands. Program advisors, in consultation with the Vice President of Academic Affairs, determine the content and number of credits awarded for each project. Special projects for credit may be repeated; however, students may not count more than six credits of special project courses towards fulfillment of the requirements of any associate degree.

### **Course Substitutions**

Students are expected to take the required courses in the sequence prescribed in their declared program of study. Occasionally, circumstances necessitate a substitution, if this is the case, the student should consult with the academic advisor. The academic advisor will complete a course substitution form, listing the required course to be waived, the course to be substituted, and the rationale for such action.

The substitution must then be approved by the Vice President of Academic Affairs and filed with the Registrar.

Substitutions are not encouraged and should be considered only when absolutely necessary to fulfill degree requirements.

### **Course Cancellations**

Bay Mills Community College reserves the right to cancel any scheduled course which has insufficient enrollment.

### **Cancellation of Classes**

Cancellation of on-campus classes due to inclement weather or other conditions will be announced by the college through area radio and television stations. Cancellation of daytime classes will be announced before 7:00 a.m. Cancellation of evening classes will normally be announced before 5:00 p.m.

Cancellation of off-campus classes due to inclement weather will be regulated by the specific site hosting the college course. Students should ask the instructor about the process at off-campus class sites and listen to media announcements for class cancellations.

Many instructors e-mail students in the event of illness or other circumstances that prevent them from holding class. Daytime and evening on-campus class cancellations due to the absence of the instructor are posted as early in the day of the cancellation as possible. Missed class time will be made up.

### Cooperative Education

Cooperative Education at Bay Mills Community College integrates academic and applied sciences for the benefit of students. Students contract with a site for on-the-job experience, that meets their occupational goals.

The supervisor at the chosen site, a college representative, and the student confer in the development of the cooperative education contract which clearly defines the responsibilities of the site, the college, and the student.

Monthly evaluations of progress by the site supervisor and conferences with the Support Services Specialist enhance the student's experience. For credit information, see the Cooperative Education requirements in the course description section of this catalog.

### Course Adjustments (Adds/Drops)

Course enrollment should be carefully planned during each academic semester with the assistance of your assigned academic advisor. After students are enrolled, changes may be made in the course enrollment by means of an Add/Drop form. Add/Drop forms are available from the Registrar's Office. Adds and Drops **must** be approved by the offices indicated on the forms. Courses dropped during the first ten days of classes will not be recorded on the permanent student record.

### Withdrawal from a Course

Course withdrawal is official only upon completion of the Course Withdrawal Form. Non-attendance does not constitute withdrawal. No withdrawals will be permitted after the first ten days of the semester without the approval of both the Instructor and the Registrar. Students officially withdrawing from a course after the first ten days of the semester will have their permanent record marked with a "W" for withdrawal.

### Withdrawal from College

Students discontinuing their studies at Bay Mills Community College during the academic year must complete the official Withdrawal Form. Students leaving college without completing the prescribed steps on the withdrawal form may receive a grade of "F" for all courses. **NOTE:** Withdrawal from college, after receiving federal financial aid funding, may have an adverse effect on the student's future eligibility for funding.

### Grading Policies

The student's academic achievement is recorded on a scale of letter grades assigned by instructors each semester. The grades used by the college with the corresponding numerical values are as follows:

<u>Grade Significance</u>		<u>Grade Points</u>
A	Superior	4.0
A-		3.7
B+		3.3
B	Excellent	3.0
B-		2.7
C+		2.3
C	Average	2.0
C-		1.7
D+		1.3
D	Poor	1.0
D-		0.7
F	Failure	0.0
W	Withdrawal	0.0
I	Incomplete	0.0
AU	Audit	0.0
P	Passing	0.0
CR	Credit	0.0
Z	Deferred	0.0
R	Repeat	---

**I (Incomplete)** Students are responsible for completing the requirements of courses in which they are enrolled by the end of the semester. Incomplete grades may be given when, in the opinion of the instructor, there is a probability the student can complete the work within a reasonable time after the end of the semester and has a valid excuse for not completing on time. If the student does not complete the course by the end of the extension granted, a grade of F will be recorded.

**AU (Audit)** Individuals, who are interested in a particular subject and not interested in earning credit for it may audit the course. Listed below are the criteria for auditing a course:

1. Students may audit courses with permission of the instructor. The course will be marked audit at the time of graduation.
2. Students auditing courses pay the same tuition and fees as those taking courses for college credit.
3. Once students have enrolled in a course on an audit basis, they may not change their registration to a credit basis after the second week of the semester.

**P (Passing)** Students enrolled in special courses/workshops may be graded on a Pass/Fail system. Credit earned counts toward the total required for graduation; however, it is not used in the calculation of the grade point average.

**CR (Credit)** The grade of “CR” is recorded for departmental exams. Credit earned counts toward the total required for graduation; however, it is not used in the calculation of the grade point average.

**Z (Deferred)** Deferred grades are given when the course work of a particular course extends beyond a single semester.

**R (Repeating Courses)** Any course may be repeated, but credit is granted only once. The last grade received on a repeated course is used in computing the grade point average, even if the last grade is lower. However, a grade of “W” (withdrawal, no credit) for the repetition of a course will not replace a previous grade in the course. The student must register and pay tuition for the repeated course.

## Grade Reports

Grade reports are issued at the end of each semester or session of enrollment. Reports document grades, hours attempted, hours completed, honor points and GPA. Grade reports will not be released to students with outstanding financial obligations to BMCC.

## Official Transcripts

Official transcripts of a student’s academic record will be sent to properly authorized individuals or organizations with a valid written request from the student. A fee of \$5.00 is charged for each transcript issued.

Transcripts will not be released to students who have outstanding bills or who have overdue books or fines owed to the Library.

## Academic Probation

Undergraduate students with a cumulative BMCC GPA below 2.0 will be placed on academic probation for the next semester and a probationary statement will be noted in the students’ record. A student will be removed from academic probation when their cumulative grade point average reads 2.00 or better. A student on academic probation must either raise their cumulative grade point average to at least 2.00 the following semester **or** achieve and maintain a current semester grade point average of 2.00 or better each semester until they are removed from probation.

## Transfer of Credits to other Institutions

Transfer equivalencies differ from institution to institution. Therefore, students who wish to transfer to another college or university should plan their course of study accordingly. Although students will be assisted by their advisors and the Registrar in this process, they must assume responsibility for meeting the requirements of the college or university in which they plan to enroll.

## Honors List

Each semester the names of full-time students who have completed 12 hours that semester and earned a grade point average of 3.5 or higher are published by the college, subject to permission of the student. Those students are recognized as Honors List Students.

## Academic Achievement List

Each semester, part-time students who have accrued 12, 24, 36, 48, and 60 credit hours with a grade point average of 3.5 or higher are recognized by being placed on the Academic Achievement List.

## Graduation Requirements

Students of Bay Mills Community College are expected to make academic progress during their course of study. Students pursuing an Associate Degree or Certificate must complete all courses as required in their program and have a 2.00 cumulative grade point average to graduate.



## Commencement

Commencement is held annually for degree, certificate, and diploma candidates. Students completing graduation requirements at any time during the year may participate in the annual Spring Commencement exercises. Students who will earn degrees, certificates or diplomas must apply for graduation by the announced deadline. Please check with student services for the date.

## Academic Code of Conduct

Students are expected to adhere to traditional Native American values such as honesty, truth and respect in their efforts to attain an education. To do otherwise diminishes the value and integrity of their education and degree from BMCC. In order to protect the worth of their academic achievements, we expect students to avoid cheating, plagiarism and other forms of academic dishonesty, which include but are not limited to the following:

Cheating is the unauthorized copying or sharing of information by any party, by any means; such as verbal, electronic, written, and unwritten.

Plagiarism is unacknowledged use of the ideas, words, and images (print or computer media) of others that are not public knowledge whether or not the intent is to present it as one's own.

Academic dishonesty is defined as any acts designed to circumvent the honest and moral completion of an individual's assignment or test and might include unauthorized use of notes, textbooks, and computer media during an exam, or threatening or coercing an instructor.

## Academic Disciplinary Sanctions

- The faculty member who feels a student has engaged in academic dishonesty will determine the sanction, which may include issuing a failing grade for the entire course.
- A form will be given to the student explaining the reasons for the sanction.
- If a student has discussed the action with the instructor and feels the sanction is unwarranted, he/she may appeal to the Disciplinary Sanction Board.
- Serious offenses may be referred to administration, which may take independent action including suspension, removal from college or referral to law enforcement.

## Academic Grievance

Academic grievances are disagreements between the student and instructor concerning assignments, grades, personal conflicts in the classroom, etc. Whenever a problem arises, all attempts should be made to resolve the issue informally. If such discussions fail to resolve the issue, the student has the right to file a formal grievance. Refer to the Student Handbook for the proper procedure.

## TUITION AND FEES

### Tuition (Full and Part-Time)

Tuition per credit hour	\$ 85.00
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### Student Fees (Full and Part-Time)

Registration fee (non-refundable)	\$ 30.00
Fees per credit hour	\$ 10.00
Health promotion fee (on-campus students)	\$ 20.00

### Other Fees

Departmental examination fee (per exam)	\$ 20.00
Transcript fee	\$ 5.00
Return check fee (for non-sufficient funds)	\$ 20.00

Some programs and/or classes have additional or special fees to support the courses. Tuition and fees are subject to change.

## REFUND POLICY

Students will receive a full refund of tuition and fees (other than the registration fee) if a class is dropped within the following time frame:

- 16-week class, regular semester class - first ten scheduled class days
- 8-week class - first five scheduled class days
- 6-week class - first four scheduled class days
- 4-week class - first two scheduled class days
- 2-week class or less - one scheduled class day

Exceptions may be made when warranted by unusual circumstances. If a class is canceled, a student will automatically receive a full refund.

## **BILLING PROCEDURES**

### **Billing Procedures**

The following paragraphs discuss important billing procedures. For more information, please visit the Billing Procedures for Students located on the college's website at <http://www.bmcc.edu>.

### **Statement Due Dates**

Students who are not eligible for or not applying for financial aid are expected to pay for their tuition and fees one week before the start of classes or at the time of registration, if later, and their books at the time of purchase.

If you are eligible for financial aid, you must file your financial aid forms by the financial aid deadline dates, or you will be required to pay for your books at the time of purchase. If you are an Internet student, you will also be required to pay for your tuition and fees one week before the start of classes.

#### ***On-Campus/Off-Campus Students (Excluding Non-Residents of the U.S.):***

All student bills are expected to be paid in full by the end of September for the fall semester and the end of January for the winter semester. If there is an unpaid balance on your account after those deadlines, you will continue to receive a monthly statement each month until the end of the semester. The amounts not paid by the last week of the semester will be sent to the collection agency.

#### ***Non-Residents of the U.S.:***

If you are not a U.S. resident, you will be required to pay for your tuition and fees one week before the start of classes or at the time of registration, if later, and your books at the time of purchase unless you have financial aid that is equal to or greater than the bill. If you have financial aid that is less than your student bill, you will be required to pay the difference at the time of registration. If you are receiving financial aid through your tribe or employer, you must submit written documentation to the Financial Aid Office before financial aid will be applied to your account.

#### ***Internet Students:***

If you are an Internet student, full payment will be required one week before the start of classes except for students who have financial aid that is equal to or greater than the bill. If you have financial aid that is

less than your student bill, you will be required to pay the difference at the time of registration. You must have a complete financial aid file before financial aid will be applied to your account.

### **Bookstore**

Students who have completed financial aid applications on file by the financial aid deadline and are eligible for assistance may charge their bookstore purchases unless the financial aid does not include books. Financial Aid will supply the list of eligible students to the Bookstore.

Students who have not filed for financial aid by the deadline date or who are not eligible for financial aid will be required to pay for their books at the time of purchase.

### **Payment Options**

You may pay in **U.S. funds** with cash (in person only), personal check, money order, Discover, MasterCard, or VISA. You may make a credit card payment directly on your student account by using our secure online payment system located on our website at <http://www.bmcc.edu>. Checks should be made payable to Bay Mills Community College. Payments should be mailed to Bay Mills Community College, Attn: Cashier, 12214 West Lakeshore Drive, Brimley, MI 49715.

There will be a 3% foreign transaction fee added to the student's account for any check received in Canadian funds.

### **Financial Holds**

The college will not issue transcripts and reserves the right to withhold grades, diplomas, and deny subsequent registration to any student whose account has an outstanding balance.

### **Delinquent Accounts**

Accounts that are outstanding at the end of each semester will be referred to Tribal Court or an outside agency for collection. The student is then responsible for all charges due to the college as well as all collection agency or legal fees incurred to collect the delinquent account which may exceed 50% of the original amount owed.

## **FINANCIAL AID**

### **Financial Aid**

Bay Mills Community College offers a variety of federal, state, and local scholarships, grants and work study opportunities. Many students are eligible for financial aid and should apply to find out what financial aid may be available.

Most financial aid is based on need and is intended to assist students whose families cannot pay all, or perhaps any, of the college costs. The difference between what it costs to attend BMCC and what a student and his/her parents can reasonably contribute is considered the student's unmet need.

### **Types of Financial Assistance**

BMCC offers three types of financial aid:

- Scholarships: Non-repayable money, usually based on academic performance and/or demonstrated financial need.
- Grants: Non-repayable money, usually based upon demonstrated financial need.
- College Work-Study: Part-time work during the school year and evidence of financial need is usually a requirement.

These types of assistance are often combined to form a financial aid “package”. The “package” is designed to make up any difference between the school expenses and the expected family contribution. In the packaging process, each eligible student may receive scholarship and/or grant aid, as well as work-study funds.

### **When to Apply**

BMCC's priority deadline for filing your Free Application for Federal Student Aid (FAFSA) and having a complete financial aid application on file is June 30 of each year. This deadline is for new and returning students. If you have other sources of financial aid, such as a direct pay by your tribe or employer, please submit a copy of the documentation to the Financial Aid Office by August 1 of each year. If you only plan to attend in the winter semester, please complete the FAFSA by October 31 and provide authorization of other financial aid by December 1.

If you miss the financial aid deadline, you may still apply for financial aid during the academic year or semester you are enrolled; however, you will be required to pay for your books at the time of purchase. If you are an Internet (Virtual College) student, you will also be required to pay your tuition and fees one week before the start of classes. You cannot apply for financial aid after the year or semester you are attending has ended.

### **Financial Aid Eligibility**

The Federal Government has determined that financial aid will be made available only to those students who have received a high school diploma, earned a GED, or demonstrated an ability to benefit from college by achieving passing scores on an acceptable entrance examination.

In order to be eligible for financial aid, a student must:

- Be a U.S. citizen or "eligible non-citizen"
- Be accepted for admission to BMCC
- Complete the FAFSA and submit all required documentation for the financial aid file
- Be enrolled for the minimum number of credit hours needed to fulfill program requirements
- Maintain satisfactory academic progress
- Register with Selective Service, if required by law
- Not be in default on any Title IV loan or Title IV grant received at any institution
- Complete the Anti-Drug Abuse Certification Statement

### **Financial Aid Refund Policy**

If a student withdraws from school during the college refund period and the student has received Title IV Federal Financial Aid monies, the following procedure applies. The refund is applied to the programs which have paid the tuition in the following order if tuition was paid from more than one Title IV source: 1) Pell, 2) SEOG.

### **Satisfactory Academic Progress Policy**

This policy can be very confusing because it is discussing three types of probationary status; they are

(1) Satisfactory Academic Progress probation and (2) Academic Probation, either of which can result in you being placed on (3) financial aid probation. Your satisfactory academic progress will be reviewed on an annual basis and your academic standing will be reviewed each semester, so there is the possibility that you could be placed on financial aid probation each semester. Please contact your faculty advisor or financial aid personnel should you have any question on this combination of policies.

Federal law requires all students who receive federal financial aid to make Satisfactory Academic Progress (SAP) toward their degree. The intent of this policy is to ensure that students who are receiving federal financial aid for their education are making measurable academic progress toward completion of an eligible academic program in a reasonable period of time. Students at Bay Mills Community College must meet the following requirements:

- **Credit Hours**

Students must earn at least 67 percent of the credit hours, which they attempt at BMCC on a cumulative basis. This is evaluated at the end of winter semester each year. Students who fail to meet this requirement will be put on a SAP probation for their next academic year of attendance. Students put on probation will be notified in writing of their status and informed of the deficiency requiring correction. Eligibility for financial aid will be suspended if the deficiency is not corrected by the end of the next academic year.

- **Grade Point Average (GPA)**

Students must meet the Academic Proficiency Standards as outlined in the Student Handbook. Undergraduate students with a cumulative BMCC GPA below 2.0 will be placed on academic probation. Students put on probation will be notified in writing of their status and informed of the deficiency requiring correction to be removed from probation. Students in good academic standing and on academic probation are eligible for financial aid; however, failure by the student(s) on academic probation to raise their GPA to the minimum 2.0 level after a semester of academic probation will result in financial aid suspension. Students on academic suspension are not eligible for federally sponsored financial aid programs.

Transfer credits will not be considered in the cumulative BMCC GPA calculation. This standard will be reviewed at the conclusion of each semester by the registrar.

### **Right to Appeal**

If your unsatisfactory progress was due to extenuating circumstances, you must appeal your Financial Aid Suspension by the deadline for appeals stated in the notification letter. You must submit your appeal in writing to the Director of Financial Aid stating the reason for your unsatisfactory progress and in what way the situation has now been rectified, while attaching any appropriate documentation to your letter.

For more information, please review the entire Satisfactory Academic Progress Policy located on our website at <http://www.bmcc.edu>.

### **Omnibus Drug Initiative Act**

All students receiving federal financial aid are required to certify that they will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance while a student at BMCC. This act gives courts the authority to suspend eligibility for federal student financial aid when sentencing a student who has been convicted of a drug-related offense.

### **Grants and Scholarship Opportunities**

The following discussion is not all inclusive of the types of grants and scholarships that are available. Please contact the Financial Aid Director to obtain additional information.

#### **Federal Pell Grant Program**

The Federal Pell Grant Program is a student aid program designed to provide undergraduate students with a base of financial aid to help meet the costs of attending college. The Federal Pell Grant is also the foundation from which all other student financial aid (federal, state, institutional, and private) is built.

#### **Tribal Support Programs and the Indian Higher Education Program**

Financial assistance for tribal members wishing to pursue post-secondary education or vocational



training is available through individual tribal education departments. To apply, contact your tribal education director for an application and program guidelines.

### **Federal/Michigan Work Study Programs**

The purpose of Federal and State Work Study programs is to make available part-time employment opportunities for students who have demonstrated financial need and who are eligible for financial aid. Students at Bay Mills Community College must apply through the Financial Aid Office on campus. To determine if a student qualifies for work study, financial aid eligibility and work ability are evaluated. Students may be required to re-apply for work study programs each semester as actual employment is based upon funding available.

### **Federal/Michigan Supplemental Educational Opportunity Grants**

The purpose of the Federal/Michigan Supplemental Educational Opportunity Grant is to provide grants to exceptionally needy students to help pay for their post-secondary education. It is for undergraduates only and it does not have to be paid back. The minimum award is \$100. To qualify for these grant funds, students must be eligible to receive a Federal Pell Grant.

### **Michigan Works**

Under the provision of Michigan Works, the E.U.P. Employment and Training Consortium receives federal and state funding to provide financial assistance for classroom training to eligible residents of Chippewa, Luce, and Mackinac Counties. The purpose of Michigan Works is to prepare the student for immediate employment upon completion of training. Because eligibility requirements vary, students must contact the E.U.P. Employment and Training Consortium to explore available programs.

### **Board of Regents Scholarship**

The Board of Regents Scholarship will be awarded to all students who complete the required application and meet the following rules:

- Must be a member of a Michigan Federally Recognized Tribe and submit documentation.
- Must maintain a 2.0 Grade Point Average.

- At least one-half or 50% of all credits taken during any given semester must be taken on campus. Please be aware that enrollment in online classes or off campus classes after you have enrolled on campus can cancel your eligibility if you fall below the 50% on campus rule.
- Student must display good moral character to remain eligible. (BMCC student handbook will be used for reference of expected student behavior).

The scholarship is presently limited to sixty-six credits which is enough to secure any Associate Degree we offer. Past credits do not count against the 66 credit total.

Any student currently earning below a 2.0 cumulative grade point average will be placed on probation and have one semester to bring their GPA up to a 2.0. If the student fails to achieve a 2.0 during the probationary semester, they will not be eligible the next semester, or until the cumulative GPA is brought up to the 2.0.

The Board of Regents Scholarship application and additional information are located on our website at <http://www.bmcc.edu>.

### **American Indian College Fund (AICF)**

The American Indian College Fund scholarships and grants are an integral part of the financial aid package at Bay Mills Community College. The Financial Aid Office will post information regarding the AICF Grants/Scholarships.

### **Other Scholarships**

Scholarships are available from various individual donors, religious and service organizations. If interested in applying for any of these, please contact the Financial Aid Office.

## **STUDENT SERVICES**

### **Student Support/ Enrichment Services**

Bay Mills Community College and the Michigan Department of Education understand that financial and academic deficiencies can be barriers to gaining

a college education. For this reason, funds have been made available to meet the needs of certain populations in occupational programs offered at Bay Mills Community College.

Students who are single parents, homemakers, displaced homemakers, disabled, academically disadvantaged, or who are pursuing a non-traditional career may receive special services and assistance to help them reach their career goals.

Services available include the following:

- Free tutoring
- Workshops on study skills, test-taking, and time management
- Personal, career, and academic counseling
- Referrals to other community agencies
- Instructional accommodations, e.g., scribes, readers, and note takers
- Liaison with Michigan Rehabilitation Services, Vocational Rehabilitation, and private rehabilitation agencies.

### **Family Educational Rights and Privacy Act (FERPA)**

Bay Mills Community College adheres to the Family Educational Rights and Privacy Act (FERPA), a federal law designed to protect the privacy of a student's educational records. Questions concerning FERPA should be addressed to the Registrar's Office.

### **Student Rights and Responsibilities**

As a tribally controlled community college and land grant institution, the mission of Bay Mills Community College is to provide quality educational opportunities, promote research, and facilitate individual development in an accessible, community-based, and culturally diverse environment that supports and maintains the Anishinaabek culture and language. The following Rights and Responsibilities are listed to assist students in their educational endeavors.

#### **Rights**

- The right to tribally-controlled higher education
- The right to academic freedom
- The right to freedom of religion and culture
- The right to privacy

- The right to freedom of speech and assembly
- The right to make decisions
- The right to safe and secure environment
- The right to humane and responsive treatment
- The right to be free from unreasonable search and seizure
- The right to due process

#### **Responsibilities**

- The responsibility for submitting accurate information
- The responsibility for discharging all legal obligations
- The responsibility of payment for all financial obligations
- The responsibility for completing class assignments
- The responsibility for adhering to all rules and regulations of Bay Mills Community College

#### **Social Code of Conduct**

Bay Mills Community College promotes the integration of Traditional Native American values in all educational programs. The seven (7) sacred traditional teachings charge us with seeking the virtues of wisdom, love, respect, bravery, honesty, humility, and truth. In keeping with this spirit, students are expected to behave as mature individuals and to conduct themselves in a manner which is a credit to their parents, the college, and their community.

The following violations will result in disciplinary actions:

- Possession of any firearms, other weapons or explosives on campus.
- Assaulting, threatening, harassing or endangering the health or safety of others.
- Unwelcome sexual advances, requests for sexual favors, or verbal or physical conduct of a sexual nature that unreasonably interferes with another and creates an intimidating, hostile or offensive environment.
- Theft or damage to public or private property.
- Unauthorized presence in or use of college facilities or equipment.
- Use of tobacco, except in authorized areas or for ceremonial purposes.
- Refusing to comply with college officials performing their duties.

- Use, possession, or being under the influence of an illegal drug or alcoholic beverage while on college premises or at off-campus sponsored events or field trips.

Any person who has an alcohol or drug abuse problem and willfully solicits the help of the college before a violation occurs shall not be disciplined if he/she enters into and completes a professional treatment plan directed at solving the problem.

Substance abuse counseling is made available through the Student Support Services office at BMCC or through the Bay Mills Indian Community Substance Abuse Prevention Program.

### Social Conduct Disciplinary Sanctions

Any of the following disciplinary sanctions, which are consistent with Tribal, State and Federal law, may be imposed for violation of the Student Codes of Conduct outlined above.

- Warning
- Written reprimand
- Restitution for damages
- Mandatory participation in an approved alcohol/drug abuse treatment program
- Probation
- Suspension
- Dismissal
- Referral for prosecution

### Due Process

A student who is charged with a violation of the Social Conduct Code will

- receive a **Written** charge of the violation and the disciplinary sanction imposed
- have a **Hearing**, if requested
- have the right to **Grieve** the charge and disciplinary sanction

The student may continue in good standing until the appeals process is completed unless the safety of other individuals is affected. (See Student Handbook for a detailed description of the appeals procedure).

### Student Council

The Student Council at BMCC consists of all full and part-time students, with the exception of BMCC

employees. Student council officers, which include a president, vice president, secretary, treasurer, and sergeant-at-arms, are elected from the student council-at-large at the beginning of the fall semester each academic year. A special activities coordinator may be appointed by the student council officers or president to assist with planning student projects. (See Student Handbook for a copy of the Student Council Constitution and Rules of Election.).

The student council, in conjunction with the Student Services representatives, administers the student council funds, plans activities, organizes and promotes such events as fundraisers, picnics, cultural gatherings, and field trips.

The Student Council President also represents the students as an ex-officio member of the BMCC Board of Regents.

### Student Activities/Clubs

Bay Mills Community College promotes many student activities and events. These events are a very important part of each student's program. Students are encouraged to participate in all activities sponsored by the Student Council and Student Services personnel.

Several clubs have been formed on-campus by students and staff who have an interest in various programs. These include self-help support groups, academic program groups, and Men and Women's Traditional Teaching Circle groups.

Students and staff members plan holiday celebrations, potlucks, and graduation exercises. All on-campus events are open to community members and are alcohol-free.

### Food Services

Food services are not provided by BMCC. Student fundraising groups sometimes offer noon lunches for nominal fees.

The BMCC student lounge is equipped with a coffee pot, snack vending machines, refrigerator, and microwave oven for student use. The coffee fund is supported 100% by students through a fee paid weekly or per cup.

## **Parking**

Parking is provided by the college to all students, staff, and visitors. Handicapped parking is available in designated areas.

## **Support Services**

The Student Support Services Office has access to a number of programs and agencies, which can assist students attending BMCC. The following is a list of some of the services, activities, and referrals available:

- traditional guidance/teachings
- utilization of Native American spiritual advisors
- talking circles
- annual ceremonies
- native workshops/gatherings
- personal/family/group counseling referrals
- substance abuse assessment/evaluation referrals
- peer tutoring assistance
- advocacy
- faculty/student liaison
- student/health care agency liaison
- career development/assistance
- GED scheduling/assistance
- college transfer information/assistance
- student leadership development
- resource materials
- Student Council advisors
- disability student services

The Student Support Services Office Policy prohibits the release of information concerning a student without the student's written authorization.

## **TRIO (SSS) Program**

The TRiO Student Support Services (SSS) Program is a federally funded program that offers academic support services and individualized resources to eligible students each year. The program is designed to provide services that will assist eligible students to achieve academic success, complete their educational program at Bay Mills Community College, and successfully transfer to a 4-year institution.

Services available to TRiO-SSS participants are

- One-on-one advising
- Career counseling
- Professional tutoring

- Financial Aid counseling
- Career and learning style testing
- Transfer assistance
- University tours
- Cultural trips
- Equipment/laptop lending
- Grant aid
- Workshops

To be eligible to participate in the TRiO – SSS Program, Bay Mills Community College students must meet income guidelines and/or be a first generation college student and/or have a documented disability. For further information, contact the college's TRiO – SSS Director.

## **Bookstore**

A bookstore allows students to purchase BMCC apparel, textbooks, and other supplies.

## **The Learning Center**

The Learning Center (TLC) offers academic assistance through a variety of teaching, tutoring, and assessment services designed to help students succeed in college. Its goal is to support and expand the students' classroom experiences.

Basic skills assessment testing of all students is conducted by TLC staff. They assist advisors with placing students at the appropriate academic level by testing student competencies in reading, composition, and math.

Tutoring services are provided through peer tutors and computer-assisted instruction. Students are encouraged to use the Learning Center, in addition to the academic enrichment courses, to develop their skills in areas such as reading, writing, grammar, vocabulary development, basic math, and keyboarding. No previous computer background is necessary to experience success. The Learning Center doesn't have to be scheduled or reserved; however, students should check to prevent conflicts.

## **COMMUNITY SERVICES**

### **Community Education**

Bay Mills Community College recognizes community service, as one of its contributions to the educational and cultural needs of the students and the



community outside of formal classroom instruction. The Community Education Program component provides a variety of services to the communities of Michigan. Community Service Programs are proposed, initiated, and developed to satisfy the unique and specific educational needs of the college's service communities. Conferences, seminars, and workshops are provided to citizens of all ages.

### **High School Completion and GED Program**

Consolidated Community School Services (CCSS) offers Bay Mills Community College students who are not high school graduates an opportunity to earn a high school diploma through dual-enrollment. CCSS also provides GED test preparation on-campus. Acceptance into these programs is based on age and expected high school completion date.

### **Continuing Education Services**

Continuing education provides life-long learning opportunities within the college's service area. Offerings cover a variety of subjects designed to reflect the needs of the community, including professional development, academic credit and non-credit enrichment choices. Continuing Education Services also offers conferences, teleconferences, and seminars in cooperation with other tribal, regional or national organizations to meet the needs of our community.

### **The Library**

The college library, through its varied and expanding collections, is a major academic resource for students at Bay Mills Community College. Its facilities stimulate intellectual curiosity, promote research, and provide an atmosphere of learning. The library staff is available to provide assistance to students and other patrons using the library.

The book collection is arranged according to the Library of Congress system in open stacks. The reference collection contains dictionaries, encyclopedias, handbooks, bibliographies, manuals, almanacs, atlases, and other volumes that can be used for rapid information retrieval. A special part of the library is devoted to a collection of over 900 books dealing with Native American topics, many of which were authored by Native American scholars. In addition, the library collection features audio and video cassettes on Native American history and culture, language, law, literature, mythology, and

handicrafts to support and enrich the Native American studies curriculum at Bay Mills Community College.

The library also maintains interlibrary loan agreements with nearby public and academic libraries. An arrangement with the Upper Peninsula Region of Library Cooperation-Automated Library System allows the patron to have access to over 1,500,000 books by utilizing an online system linking many of the libraries of the Upper Peninsula. Books and other research materials are readily available to BMCC library patrons by means of interlibrary loan.

### **THE VIRTUAL COLLEGE**

The Virtual College, Nishnaabek Kinomaadewin, is an Internet based program utilizing computer technology to create an interactive environment for and among students and faculty. It provides the convenience of online delivery of instruction that allows students to study from their own locations and on their own schedules.

Students may complete individual courses or a complete Associate of Arts degree in Early Childhood Education or Business Administration. Course work may include weekly online discussions, readings, and individual and group assignments. As in face-to-face courses, instructors require students to demonstrate mastery of subject area through exams, course projects, and research papers.

Registration, financial aid, textbook ordering, and advisement are completed online. There is a student services advocate who acts as liaison between students and faculty when needed. Textbooks are shipped from the online bookstore. To learn more about online courses, visit the virtual college homepage at <http://www.bmcc.edu/internetcourses.html>.

### **THE VIRTUAL LIBRARY**

In addition to maintaining a regular print library, the college provides a Virtual Library for patrons seeking information via the Internet. Students may go to <http://www.bmcc.edu/libraries/rlibrary.html> to access the Virtual Library.

From the BMCC home page students can take a tour of the Virtual Library, use a site map or site index, search the Virtual Library site, e-mail the librarians, or read the Frequently Asked Questions. When patrons choose to use the Virtual Library, they may

access books and papers dealing with scholarly and/or contemporary topics, full text magazine articles, local library catalogs, Native American studies information, and reference materials.

Dictionaries, encyclopedias, and almanacs are all on-line. Children who need help with their homework can use the “Just for Kids” section.



## **GENERAL EDUCATION PROGRAM**

The purpose of the General Education program at Bay Mills Community College is to provide the skills and knowledge necessary to be a successful citizen who contributes positively to society and continues to grow personally. BMCC believes that students should obtain competency in the following areas: social sciences, Native history and culture, communication, health and fitness, science and math, critical thinking and technological literacy.

### **GENERAL EDUCATION IN SOCIAL SCIENCES**

The social sciences general education requirement at BMCC encompasses a broad spectrum of academic disciplines. In general, students will be able to describe the social, intellectual and political forces that affect change and permanence, particularly in the fields of psychology, sociology, economics, history, geography or education.

At the end of their prescribed studies, students will be able to

- identify the enduring institutions that shape the development of individuals, societies and cultures
- describe the roles, rights and responsibilities of groups and individuals within these institutions
- demonstrate understanding of interconnectedness and change in the human experience

### **GENERAL EDUCATION IN NATIVE HISTORY AND CULTURE**

Students will understand the diversity of Native histories, lifestyles, philosophies and cultures as well as the importance of traditional language in maintaining Native culture from the Anishnaabek perspective.

At the end of their prescribed studies, students will be able to

- describe the diversity of Native languages and cultures, particularly peoples of the Great Lakes areas (Anishnaabek)
- describe the historical, social, economic and political forces that shaped the current realities of Native American communities of the Upper Great Lakes region
- demonstrate the ways in which traditional Native teachings are relevant to their lives
- demonstrate an appreciation for multicultural frameworks of knowledge

### **GENERAL EDUCATION IN COMMUNICATION**

Students will learn to generate, research and organize ideas for the purpose of communication. They will communicate those ideas orally and in writing. They will employ effective rhetorical methods and accurate, Standard American English, using writing conventions in contexts and in documents appropriate to the goals of their degree or certificate program.

At the end of their prescribed studies, students will be able to

- access information from oral, print and electronic sources
- demonstrate comprehension of academic lectures and information contained in print and electronic sources
- appropriately explain and defend their own point of view, orally and in writing, through clear, accurate, and logically organized ideas, employing Standard American English sentence structure, punctuation, and mechanics
- prepare appropriately formatted documents, employing academic means of crediting sources

### **GENERAL EDUCATION IN HEALTH AND FITNESS**

Students will develop an understanding of the habits, skills and attitudes that promote wellness and healthy lifestyles.

At the end of their prescribed studies, students will be able to

- access learning resources and information on health issues

- explain the wellness continuum and its impact on personal health
- describe the impact of personal dietary and lifestyle choices on health
- describe the physical, mental, emotional and social benefits of physical activity and healthy life styles
- plan, develop and implement a healthy lifestyle and maintenance program

### **GENERAL EDUCATION IN SCIENCE AND MATH**

Students will demonstrate practical knowledge of general mathematical and scientific concepts.

At the end of their prescribed studies, students will be able to

- apply the logical thought processes of mathematics to basic algebraic and statistical problems that are appropriate to students' academic and career fields
- demonstrate knowledge of basic scientific principles in introductory, non-major level science, or, in the case of applied degrees, apply scientific or mathematical principles to other academic areas
- identify and explain applications of math and/or science in current local, national and global issues

### **GENERAL EDUCATION IN CRITICAL THINKING**

Students will demonstrate the use of critical thinking skills for planning, problem solving and decision making in diverse academic and career fields and in everyday life.

At the end of their prescribed studies, students will be able to

- demonstrate problem-solving skills within their chosen field of study
- demonstrate critical thinking skills necessary to learn new concepts
- detect bias and establish credibility in statements and opinions
- use critical thinking skills to identify and evaluate ethical issues

### **GENERAL EDUCATION IN TECHNOLOGICAL LITERACY**

Students will utilize information technology in educational, employment and personal environments. In addition, students will demonstrate their ability to remain current in the rapidly changing world of information technology.

At the end of their prescribed studies, students will be able to

- utilize common word processing, spreadsheet and presentation software to gather, organize and present information
- demonstrate functional knowledge of basic computer terminology related to hardware, software, networking, storage and security systems
- demonstrate the skills necessary to successfully navigate in online environments
- demonstrate skills in information sharing and communication in an online environment

**All Bay Mills Community College students must enroll in the first two semesters of their Communication requirements *consecutively, during their first year of college level studies*. Students must pass both courses with a C or better before moving on to advanced writing courses. Many classes require EN111 or EN112 as prerequisites; a C or better in each of these is required to fulfill the prerequisite. Prerequisites may be found in the Course Description section of the catalog.**

**BMCC students who have successfully completed year one of the Nishnaabemwin Language Institute are exempt from NA113 Native American Awareness. The content of this course is covered within the Nishnaabemwin Language Institute curriculum.**



## General Education Course Requirements for Associate of Applied Science Degrees

Bay Mills Community College requires students who are enrolled in an A.A.S. degree program to take two semesters of English composition.

<u>Courses</u>		<u>Credits</u>
CS112	Introduction to Computers	4
*****	2 Program designated Communications Courses	7-8
*****	Designated Math Elective or Science Elective with Lab	4
NA113	Native American Awareness	1
ES101	Fitness & Wellness	<u>2</u>
		18-19

## General Education Course Requirements for Associate of Arts and Science Degrees

Bay Mills Community College requires students who are enrolled in an A.A. or A.S. degree program to complete three (3) semesters of English composition.

<u>Courses</u>		<u>Credits</u>
CS112	Introduction to Computers	4
EN111	College Composition	4
EN112	Content Area Composition and Research	4
*****	Designated 3 <sup>rd</sup> Writing Course	3-4
	EN219 Technical and Report Writing	
	EN256 Advanced Composition and Research	
	BU193 Communication and Writing Skills	
*****	Designated Math Course	4
	MA114 Intermediate Algebra or	
	MA116 College Algebra	
NA113	Native American Awareness	1
NA125	History and Organization of Michigan Indian Tribes	4
EN107	Public Speaking	3
ES101	Fitness & Wellness	2
*****	Designated Science Elective with Lab	4
*****	Designated Social Science Elective	<u>3-4</u>
		36-38



## MACRAO Agreement

Bay Mills Community College is a signatory to the Michigan Association of Collegiate Registrars and Admissions Officers (MACRAO) Transfer Agreement. This agreement is designed to facilitate transfer from community colleges to baccalaureate colleges and universities in Michigan. The agreement provides for transferability of up to 30 semester credits to meet many (in some cases all) of the General Education Requirements at participating Michigan four-year colleges and universities. Students may complete the MACRAO Transfer Agreement as part of an associate degree or as a stand-alone package.

The 30 semester credit hours of coursework needed to meet the MACRAO Transfer Agreement are:

English Composition.....6 Credit Hours

Social Science.....8 Credit Hours

- Courses must be taken in more than one academic discipline.
- Courses may include but are not limited to the following: Anthropology, Economics, Geography, History, Native American Studies, Psychology, Political Science and Sociology.

Humanities.....8 Credit Hours

- Courses must be taken in more than one academic discipline.
- Courses may include but are not limited to the following: Art, Foreign Language, History, Literature, Music, Native American Studies, Philosophy, and Theatre.

Science/Math.....8 Credit Hours

- At least one course must have a lab with it.
- Courses must be taken in more than one academic discipline.
- Courses may include but are not limited to the following: Biology, Chemistry, Geology, Math, Natural Science and Physics.

Students are encouraged to meet with their academic advisors to select the appropriate courses that fulfill MACRAO requirements.

## MACRAO Elective Options

The following courses may be selected as electives in individual associate degree programs. Students should refer to the special requirements of individual degrees and consult with an advisor in selecting elective. Courses used to meet MACRAO requirements must receive a C or higher.

### Native Studies/Humanities

ED252	Children's Literature	3
ED255	Children's Literature K-8 (online)	3
EN225	Contemporary Native American Literature	3
HS101	History Of World Civilization I	4
HS102	History Of World Civilization II	4
HS202	Michigan History (online)	3
HU116	Art Appreciation (online)	3
NL105	Ojibwe Language I	3
NL106	Ojibwe Language II	3
NA113	Native American Awareness	1
NA125	History and Organization of Michigan Indian Tribes	4
NA131	Nishnaabek Legends & Oral Traditions	3
NA132	People and the Land/Seasonal Life Ways	3
NA136	Nishnaabek Clothing, Adornment & Handcrafts	3
NP141	Basic Immersion I	6
NA154	Traditional Drumming and Singing I	3
NA120	Native American Art and Artifacts: Ethnological Interpretations (online)	3
NA201	Native American Contributions to Society (online)	3
NA205	Tribal Law	3
NA213	Contemporary Native American Issues	3
NA214	Family Cultural & Traditional Practices (online)	3
NA219	Tribal Government and Economic Issues	3
NI104	Nishnaabek Cultural Experience I	3
NI106	Nishnaabek Cultural Orthography Grammar – Basic	3
NI108	Ojibwe Lang. Immersion – Basic	6

### Natural Sciences (With Lab)

BI101	Introduction to Biology	4
BI107	Human Biology	4
CH104	Introduction to Chemistry	4
MA116	College Algebra	4
NS101	Environmental Science	4
NS107	Introduction to Earth Science	4
NS112	Concepts of Physics	4
NS114	Fish & Wildlife Management	4

### Social Science

BU108	Macroeconomics	3
BU109	Microeconomics	3
CJ101	Introduction to Corrections	3
CJ201	Introduction to Criminal Justice	3
EC111	Parents as Partners	3
EC201	Partners in Decision Making	3
EC206	Foundations of Family Services	3
EC217	Emergent Literacy	3
ED257	Learner Diversity	3
ED267	Introduction to Indian & Rural Education	4
ES105	Sociology of Sports	4
GE105	Introduction to World Geography	4
HS101	History of World Civilization I	4
HS102	History of World Civilization II	4
HS105	American History I	4
HS106	American History II	4
HS212	American Government I	4
NA125	History & Organization of Michigan Indian Tribes	4
PY101	Introduction to Psychology	4
PY205	Abnormal Psychology	3
PY208	Counseling Theories and Techniques	3
PY214	Developmental Psychology	3
SO103	Community Support Systems (online)	2
SO106	Introduction to Sociology	3
SO203	Interpersonal/Intercultural Relations (online)	3
SO206	Sociology of Death and Dying	3
SO209	Family Systems	3
SO212	Sociology of Women	3
SO213	Communications/Conflict Resolution (online)	3

## DEGREE PROGRAMS

**BMCC is continually striving to meet the needs of our students, our communities, and our nation. In an effort to meet identified needs, curricula are added on an as needed basis. If you do not see a particular program of study or curricula that meets your needs, call BMCC at 1-800-844-2622 to check for updates. Supplements to this catalogue will be published as required.**

Programs of study at Bay Mills Community College are designed to provide opportunities for students to develop skills, competencies and experience in chosen areas. Students can complete programs of study preparing them to transfer to a four-year institution or to seek immediate employment. Those seeking personal enrichment or new or updated job skills, as well as visiting students from other colleges are welcome at BMCC.

BMCC grants the following degrees: Associate of Applied Science (AAS), Associate of Arts (AA), and Associate of Science (AS). Non-degree programs lead to a Certificate of Achievement (C).

### **Associate of Applied Science (AAS)**

Curriculums leading to AAS degrees are intense programs of study designed to prepare students for employment after graduation. Degree requirements for the AAS include a minimum of general education courses, a maximum of specialized occupational courses, and both designated and open electives. The concept of "career concentration" has been followed in the design of each program. Students become involved with career oriented courses during their first semester. This involvement continues throughout the time spent with Bay Mills Community College. All candidates for an Associate of Applied Science degree must successfully complete a minimum of 62 semester credits.

Although the Associate of Applied Science degree is designed primarily for employment preparation, many of the courses in these degree programs can transfer to four-year colleges or universities. Students should consult with their faculty advisors if interested in transfer information.

### **Associate of Applied Science Programs**

COMPUTER INFORMATION SYSTEMS:

Computer Technology Emphasis

Office Emphasis

CONSTRUCTION TECHNOLOGY

OJIBWE LANGUAGE INSTRUCTION: NISHNAABEMWIN

### **Associate of Arts (AA) and Associate of Science (AS)**

The Associate of Arts and the Associate of Science degree programs are BMCC's basic academic transfer programs. Courses in these programs form the basis for many career options and majors and parallel those offered in the first two years at four-year baccalaureate degree institutions. All students wishing to transfer should work closely with academic advisors at BMCC and intended transfer schools in the planning of their course of study while at Bay Mills Community College because of varied academic backgrounds and differences in transfer requirements for individual colleges and universities. Substitutions for prescribed courses may be allowed as necessary for individual students to meet specific transfer requirements. If prerequisite courses need to be taken prior to required courses, students should expect to spend additional time for program completion. All candidates for an Associate of Arts or Science degree must successfully complete a minimum of 62 semester credits.

## **Associate of Arts Programs**

BUSINESS ADMINISTRATION  
CRIMINAL JUSTICE EMPHASIS CORRECTIONS  
EARLY CHILDHOOD EDUCATION (ONLINE)  
EDUCATION

GENERAL STUDIES  
GREAT LAKES NATIVE AMERICAN STUDIES  
HEALTH & FITNESS  
SOCIAL SCIENCE

## **Associate of Science Program**

GENERAL STUDIES

## **Certificate Programs**

MEDICAL OFFICE  
NATURAL SCIENCE

Other certificate programs are offered which meet the specialized needs of business and industry.

## **Certificate of Completion (C)**

Certificate programs at Bay Mills Community College are designed to provide opportunities to develop skills in areas that would lead to employment. Specialized and technological certificates are available to meet the needs of business and industry. Some certificates may also lead to our degree programs. Students should consult with an academic advisor to determine eligibility for continuation.

CORRECTIONS  
EMERGENCY MEDICAL TECHNICIAN – BASIC  
EMERGENCY MEDICAL TECHNICIAN – SPECIALIST  
PARAMEDICS  
NISHNAABEMWIN LANGUAGE INSTITUTE OJIBWE LANGUAGE IMMERSION PROGRAM  
NISHNAABEMWIN PANE IMMERSION INSTRUCTION PROGRAM

## **Diploma (D)**

NISHNAABEMWIN LANGUAGE INSTRUCTOR INSTITUTE (OJIBWE LANGUAGE INSTRUCTION)  
NISHNAABEMWIN PANE IMMERSION PROGRAM



**ASSOCIATE OF APPLIED SCIENCE  
COMPUTER INFORMATION SYSTEMS  
Office Emphasis**

This degree is designed to provide students with the basic knowledge and skills for the applications of computer software in office situations. Integration of software and business applications are covered with a capstone class of business projects designed to integrate skills such as database mailing lists with word processing documents. Individual classes may transfer.

**YEAR ONE**

<b>FALL SEMESTER</b>			<b>WINTER SEMESTER</b>				
			<b><u>CREDITS</u></b>				<b><u>CREDITS</u></b>
CS112	Introduction to Computers	4	AC104	Payroll Accounting	3		
CS121	Principles of Microsoft Office	4	CS128	Word Processing	4		
			CS125	Desktop Information Management	1		
EN111	College Composition	4					
NA113	Native American Awareness	1	CS248	Database Design	4		
			EN112	Content Area Composition and Research	<u>4</u>		
OE118	Basic Office Skills	<u>2</u>					
<b>TOTAL</b>			<b>15</b>	<b>TOTAL</b>			<b>16</b>

**YEAR TWO**

<b>FALL SEMESTER</b>			<b>WINTER SEMESTER</b>				
			<b><u>CREDITS</u></b>				<b><u>CREDITS</u></b>
CS204	Web Page Design	3	BU193	Communication & Writing Skills	3		
CS215	Desktop Publishing	4					
CS216	Spreadsheet Design & Management	4	CS203	Integrated Office	3		
			*****	Computer/Business Elective	3-4		
CS217	Presentation Graphics	3	CIS204	Computer Security	3		
MA114	Intermediate Algebra	<u>4</u>	ES101	Fitness & Wellness	<u>2</u>		
<b>TOTAL</b>			<b>18</b>	<b>TOTAL</b>			<b>14-15</b>

**Required Credits for This Curriculum = 63-64**

**ASSOCIATE OF APPLIED SCIENCE**  
**COMPUTER INFORMATION SYSTEMS**  
 Computer Technology Emphasis

Students who graduate with a Computer Information Systems degree with a Computer Systems Technology emphasis will possess the skills necessary to install and manage computer networks, configure and administrate servers, and provide software support. Computer hardware and network courses are based on certification-level instructional materials computer security, web page design, and office suite software is included.

**YEAR ONE**

<b>FALL SEMESTER</b>		<b><u>CREDITS</u></b>	<b>WINTER SEMESTER</b>		<b><u>CREDITS</u></b>
CS112	Introduction to Computers	4	CS228	Advanced Computer Hardware	4
CS121	Principles of Microsoft Office	4	CS248	Database Design	4
CS226	Computer Hardware Systems	4	CIS204	Computer Security	3
EN111	College Composition	4	EN112	Content Area Composition and Research	4
NA113	Native American Awareness	<u>1</u>	ES101	Fitness & Wellness	<u>2</u>
<b>TOTAL</b>		17	<b>TOTAL</b>		17

**YEAR TWO**

<b>FALL SEMESTER</b>		<b><u>CREDITS</u></b>	<b>WINTER SEMESTER</b>		<b><u>CREDITS</u></b>
CS204	Web Page Design	3	CS222	Advanced Operating Systems	4
CS227	Data Communication Systems (Advanced Networking)	4	CS223	Visual Basic Programming	4
CS231	Unix Administration	4	*****	Computer Systems Elective	3-4
MA114	Intermediate Algebra	<u>4</u>	CS271	Cooperative Education	<u>5</u>
<b>TOTAL</b>		15	<b>TOTAL</b>		16-17

**Required Credits for This Curriculum = 65-66**



## **ASSOCIATE OF APPLIED SCIENCE CONSTRUCTION TECHNOLOGY**

Upon successful completion, students will possess the skills necessary to construct homes and other residential buildings. Central areas of focus will include blueprint reading, foundations, framework, exterior and interior finishes. Specialty subjects such as electrical, plumbing, heating and commercial construction will be briefly studied. Topics related to construction will be based on the Michigan Residential Code guidelines. Graduates will be able to use their skills and experiences to obtain a career in construction.

### ***YEAR ONE***

<b>FALL SEMESTER</b>			<b>WINTER SEMESTER</b>				
			<b><u>CREDITS</u></b>				<b><u>CREDITS</u></b>
EN109	Communication & Writing Skills for Construction	4		CT113	Construction III	5	
				CT114	Construction IV	5	
MA108	Construction Tech. Math	3		CT122	Principles of Blueprinting	3	
CT111	Construction I	5		NA113	Native American Awareness	1	
CT112	Construction II	<u>5</u>		EN119	Technical and Report Writing for the Trades	<u>3</u>	
<b>TOTAL</b>			17	<b>TOTAL</b>			17

<b>SUMMER SEMESTER</b>			
			<b><u>CREDITS</u></b>
CT***	Designated Elective CT261 Cooperative Education CT271 Cooperative Education	3-5	
<b>TOTAL</b>			3-5

### ***YEAR TWO***

<b>FALL SEMESTER</b>			<b>WINTER SEMESTER</b>				
			<b><u>CREDITS</u></b>				<b><u>CREDITS</u></b>
CS112	Introduction to Computers	4		CT202	Material Estimating	3	
CT216	Commercial Construction	3		CT211	Construction V	5	
CT232	Residential Utilities	3		CT212	Construction VI	5	
CT233	Principles of Workforce Leadership	<u>5</u>		ES101	Fitness & Wellness	<u>2</u>	
<b>TOTAL</b>			15	<b>TOTAL</b>			15

**Required Credits for This Curriculum = 67-69**

**ASSOCIATE OF APPLIED SCIENCE  
OJIBWE LANGUAGE INSTRUCTION  
NISHNAABEMWIN**

The Nishnaabemwin Language Instructor Institute (NLII) is designed to encourage and promote the understanding and preservation of the Ojibwe language and prepare the student to function as a language instructor. It is also designed to enhance students' cultural awareness and offer the opportunity to develop a functional command of the Nishnaabemwin language, which can be further expanded through additional study or through contact with other speakers of the language. Students will gain an understanding of the structure of the language, learn pedagogical principles and methods for teaching Nishnaabemwin.

This degree program is designed for those students who earn the Diploma in Ojibwe Language Instruction and who wish to receive an Associate Degree.

***SUMMER—BASIC—YEAR ONE***

<u>Course Number</u>	<u>Course Name</u>	<u>Credits</u>
NI104	Nishnaabek Cultural Experience 1	3
NI106	Nishnaabek Cultural Orthography/ Grammar - Basic	3
NI108	Ojibwe Language Immersion - Basic	6
NI111	Dagwaagi/Biboon/Minookami-- Fall/Winter/Spring - Weekend Immersion Basic	<u>3</u>
<b>TOTAL</b>		<b>15</b>

***SUMMER—INTERMEDIATE—YEAR TWO***

CS103	Computer Literacy I	1
NI204	Nishnaabek Cultural Involvement & Research - Intermediate	3
NI206	Nishnaabek Cultural Orthography/Grammar - Intermediate	3
NI208	Ojibwe Language Immersion - Intermediate	3
NI209	Nishnaabe Language Teaching Methods	3
NI211	Dagwaagi/Biboon/Minookami - Weekend Immersion - Intermediate	<u>3</u>
<b>TOTAL</b>		<b>16</b>

***SUMMER—ADVANCED—YEAR THREE***

CS104	Computer Literacy II	1
NI212	Dagwaagi/Biboon/Minookami-Fall/Winter/Spring Weekend Immersion Advanced	3
NI224	Nishnaabek Cultural Orthography/Grammar - Advanced	3
NI228	Ojibwe Language Immersion/Special Projects - Advanced	6
NI229	Teaching Methods & Curriculum Development - Advanced	3
NI231	Nishnaabe Child Development & the Classroom	<u>3</u>
<b>TOTAL</b>		<b>19</b>

**The following General Education courses may be completed during any semester:**

CS112	Introduction to Computers	4
EN111	College Composition	4
EN112	Content Area Composition and Research	4
NA125	History & Organization of Michigan Indian Tribes	4
*****	Science or Math Elective	4
ES101	Fitness & Wellness	<u>2</u>
		<b>22</b>

**Required Credits for This Curriculum = 72**

Many of the above courses require pre-or-co requisites. Please consult the course descriptions located at the end of this catalog.

## **ASSOCIATE OF ARTS BUSINESS ADMINISTRATION**

This degree is designed to provide students with a foundation for careers in private or tribal business and industries as well as in a wide variety of government agencies. Students are also prepared to continue their education at four-year institutions in such programs as Business Administration, General Business, Management, Marketing, Accounting, and Office Information Systems. Students considering transferring to earn a bachelor's degree should consult with an advisor before selecting electives.

### **YEAR ONE**

<b>FALL SEMESTER</b>			<b>WINTER SEMESTER</b>				
			<u><b>CREDITS</b></u>				<u><b>CREDITS</b></u>
AC101	Accounting I	4	AC102	Accounting II	4		
BU113	Introduction to Business	3	AC***	Designated Elective	3		
CS112	Introduction to Computers	4		AC104 Payroll Accounting			
EN111	College Composition	4		AC105 QuickBooks			
ES101	Fitness & Wellness	2	BU108	Macroeconomics	3		
NA113	Native American Awareness	<u>1</u>	EN112	Content Area Composition and Research	4		
			*****	Natural Science Elective	<u>4</u>		
<b>TOTAL</b>			18	<b>TOTAL</b>			18

### **YEAR TWO**

<b>FALL SEMESTER</b>			<b>WINTER SEMESTER</b>				
			<u><b>CREDITS</b></u>				<u><b>CREDITS</b></u>
BU109	Microeconomics	3	BU204	Business Law	3		
BU209	Marketing	3	BU206	Principles of Management	3		
EN107	Public Speaking	3	BU193	Communication and Writing Skills	3		
NA125	History & Organization of Michigan Indian Tribes	4	MA***	Designated Math Elective	4		
*****	Designated Elective	<u>3-4</u>		MA114 Intermediate Algebra			
	PY101 Intro. to Psychology		*****	MA116 College Algebra			
	SO106 Intro. to Sociology			Native Studies or Humanities Elective	<u>3</u>		
<b>TOTAL</b>			16-17	<b>TOTAL</b>			16

**Required Credits for This Curriculum = 68-69**

\*\*\***MACRAO**: Students seeking the MACRAO Seal for transferability for credit should select MA116 for a Math elective.

## **ASSOCIATE OF ARTS CRIMINAL JUSTICE CORRECTIONS EMPHASIS**

This curriculum is designed to prepare men and women for various positions in correctional agencies at the local, state, and federal levels. The program includes a combination of theoretical, practical, and supportive courses. Individuals already employed in the corrections area can increase their skills and prepare for supervisory positions. Courses included in this program would allow an individual to qualify for the 15 semester credits mandated by the State of Michigan for employment as a Corrections Officer in the Michigan Department of Corrections. The correctional and general education courses are transferable to many four year programs.

### **YEAR ONE**

<b>FALL SEMESTER</b>			<b>WINTER SEMESTER</b>				
			<b><u>CREDITS</u></b>				<b><u>CREDITS</u></b>
CJ101	Introduction to Corrections*	3	CJ212	Institutional Corrections*	3		
CJ112	Client Relations in Corrections*	3	CJ215	Corrections Client Growth*	3		
CS112	Introduction to Computers	4	CJ221	Correctional Law*	3		
ES101	Fitness & Wellness	2	EN112	Content Area Composition and Research	4		
EN111	College Composition	4	NA125	History & Organization of Michigan Indian Tribes	<u>4</u>		
NA113	Native American Awareness	<u>1</u>					
<b>TOTAL</b>			17	<b>TOTAL</b>			17

### **YEAR TWO**

<b>FALL SEMESTER</b>			<b>WINTER SEMESTER</b>				
			<b><u>CREDITS</u></b>				<b><u>CREDITS</u></b>
CJ201	Introduction to Criminal Justice	3	*****	Natural Science Elective	4		
EN107	Public Speaking	3	EN219	Technical & Report Writing	4		
PY101	Introduction to Psychology	4	NA***	NA Elective	3-4		
SO106	Introduction to Sociology	3	PY205	Abnormal Psychology	<u>3</u>		
MA***	Designated Math Elective MA114 Intermediate Algebra MA116 College Algebra	<u>4</u>					
<b>TOTAL</b>			17	<b>TOTAL</b>			14-15

**Required Credits for This Curriculum = 65-66**

\*\*\***MACRAO**: Students seeking the MACRAO Seal for transferability for credit should select MA116 for a Math elective.

\*Correction Officer Certificate Courses

## **ASSOCIATE OF ARTS EARLY CHILDHOOD EDUCATION**

Specialization Area: Administration of Early Childhood Programs  
Instruction Delivered by Internet

[www.bmcc.edu](http://www.bmcc.edu)

This is a two-year program delivered on-line via the Internet (bmcc.edu) that leads to an associate degree in early childhood education. Students will acquire an understanding of developmental patterns of the preschool child/infant-toddler in such areas as cognition, emotion, social interaction and physical growth. In addition, students will investigate all aspects of administering early childhood education programs. Preparing administrators for Indian Head Start facilities nationwide is the primary focus of this program. A secondary focus is imparting an understanding of Native American culture as it applies to children in childcare situations.

### **YEAR ONE**

<b>FALL SEMESTER</b>			<b>WINTER SEMESTER</b>		
		<u>CREDITS</u>			<u>CREDITS</u>
CS112	Introduction to Computers	4	EN112	Content Area Composition and Research	4
EN111	College Composition	4	MA***	Math Elective	4
EC101	Performance Standards	3		MA114, MA116	
EC107	Competencies and Best Practices in Children and Family Services (CDA I)	3	EC108	Competencies and Best Practices in Children and Family Services (CDA II)	3
NA113	Native American Awareness	1			
ES101	Fitness & Wellness	<u>2</u>	NS101	Environmental Science w/Lab	<u>4</u>
<b>TOTAL</b>		17	<b>TOTAL</b>		15

### **YEAR TWO**

<b>FALL SEMESTER</b>			<b>WINTER SEMESTER</b>		
		<u>CREDITS</u>			<u>CREDITS</u>
EC109	Competencies and Best Practices in Children and Family Services (CDA III)	3	EC205	Budgeting and Fiscal Management in Early Childhood Education	3
EC111	Parents as Partners	3	EC207	Human Resources Management in Early Childhood Education Programs	4
*****	Designated Comm. Elective	3-4		EN219, EN256, BU193	
NA125	History & Organization of Michigan Indian Tribes	4	EC208	Facilities, Materials, Equipment and Transportation in Early Childhood Education	2
SO213	Communications/Conflict Resolution	<u>3</u>	EC214	Strategic Planning and Proposal Writing	3
			EC215	Evaluation and Continuous Improvement in Early Childhood Education	3
			EC217	Emergent Literacy in Young Children	<u>3</u>
<b>TOTAL</b>		16-17	<b>TOTAL</b>		18

**Required Credits for This Curriculum = 66-67**

\*\*\***MACRAO**: Students seeking the MACRAO Seal for transferability of credits in Michigan should consult their transfer institution for proper selection of a math elective.

**ASSOCIATE OF ARTS  
EARLY CHILDHOOD EDUCATION**

Specialization Area: Family Services

Instruction Delivered by Internet

[www.bmcc.edu](http://www.bmcc.edu)

This is a two-year program delivered on-line via the Internet (bmcc.edu) that leads to an associate degree in early childhood education. It is for students who are interested in working with young children, birth through age five-and their families. Students will acquire an understanding of developmental patterns of the preschool child/infant-toddler in such areas as cognition, emotion, social interaction, and physical growth. They will also learn about family dynamics and services. Learning how to encourage parents to be active participants in their children's preschool education will be stressed throughout the program. A secondary focus is imparting an understanding of Native American culture as it applies to children in childcare situations.

**YEAR ONE**

<b>FALL SEMESTER</b>			<b>WINTER SEMESTER</b>		
		<u><b>CREDITS</b></u>			<u><b>CREDITS</b></u>
CS112	Introduction to Computers	4	EC105	Performance Standards	3
ES101	Fitness & Wellness	2	EC108	Competencies and Best Practices in Children and Family Services (CDA II)	3
EN111	College Composition	4			
EC107	Competencies and Best Practices in Children and Family Services (CDA I)	3	MA***	Designated Math Elective MA114, MA116	4
NA113	Native American Awareness	<u>1</u>	EN112	Content Area Composition & Research	4
			NS101	Environmental Science w/Lab	<u>4</u>
<b>TOTAL</b>		14	<b>TOTAL</b>		18

**YEAR TWO**

<b>FALL SEMESTER</b>			<b>WINTER SEMESTER</b>		
		<u><b>CREDITS</b></u>			<u><b>CREDITS</b></u>
EC109	Competencies and Best Practices in Children and Family Services (CDA III)	3	NA125	History & Organization of Michigan Indian Tribes	4
EC111	Parents as Partners	3	EC206	Foundations of Family Services	3
EC218	Developing Family Partnerships	4	EC217	Emergent Literacy in Young Children	3
PY101	Introduction to Psychology	4	EC219	Inclusion of Special Needs Preschoolers in E.C. Programs	3
*****	Designated Comm. Elective EN219, EN256, BU193	<u>3-4</u>	SO213	Communications: Conflict Resolution	<u>3</u>
<b>TOTAL</b>		17-18	<b>TOTAL</b>		16

**Required Credits for This Curriculum = 65-66**

\*\*\***MACRAO**: Students seeking the MACRAO Seal for transferability of credits in Michigan should consult their transfer institution for proper selection of a math elective.

**ASSOCIATE OF ARTS**  
**EARLY CHILDHOOD EDUCATION**  
Specialization Area: Teacher Preparation  
Instruction Delivered by Internet  
[www.bmcc.edu](http://www.bmcc.edu)

This is a two-year program delivered on-line via the Internet (bmcc.edu) that leads to an associate degree in early childhood education. It is for students who are interested in working with young children, birth through age five. Students will acquire an understanding of developmental patterns of the preschool child/infant-toddler in such areas as cognition, emotion, social interaction, and physical growth. Preparing teachers for Indian Head Start facilities nationwide is the primary focus of this program. A secondary focus is imparting an understanding of Native American culture as it applies to children in childcare situations.

**YEAR ONE**

<b>FALL SEMESTER</b>			<b>WINTER SEMESTER</b>		
		<u><b>CREDITS</b></u>			<u><b>CREDITS</b></u>
CS112	Introduction to Computers	4	SI117	Nutrition for Early Childhood	3
EN111	College Composition	4	MA***	Designated Math Elective	4
ED111	Social and Emotional Needs of Children	3	MA114, MA116		
EC107	Competencies and Best Practices in Children and Family Services (CDA I)	3	EC108	Competencies and Best Practices in Children and Family Services (CDA II)	3
EC105	Performance Standards	3	EN112	Content Area Composition and Research	4
NA113	Native American Awareness	<u>1</u>	SO103	Community Support Systems	<u>2</u>
<b>TOTAL</b>		18	<b>TOTAL</b>		16

**YEAR TWO**

<b>FALL SEMESTER</b>			<b>WINTER SEMESTER</b>		
		<u><b>CREDITS</b></u>			<u><b>CREDITS</b></u>
EC109	Competencies and Best Practices in Children and Family Services (CDA III)	3	NS101	Environmental Science w/Lab	4
ES101	Fitness & Wellness	2	SO213	Communications: Conflict Resolution	3
EC***	Designated E.C.E. Elective EC216, EC218	3	EC***	Designated E.C.E. Elective EC212, EC221	3-4
NA125	History & Organization of Michigan Indian Tribes	4	*****	Designated E.C.E. Elective EC217, ED252	3
*****	Designated Comm. Elective EN219, EN256, BU193	<u>3-4</u>	EC219	Inclusion of Special Needs Preschoolers in E.C. Programs	<u>3</u>
<b>TOTAL</b>		15-16	<b>TOTAL</b>		16-17

**Required Credits for This Curriculum = 66-67**

\*\*\***MACRAO**: Students seeking the MACRAO Seal for transferability of credits in Michigan should consult their transfer institution for proper selection of a math elective.



## **ASSOCIATE OF ARTS EDUCATION**

This program is designed to prepare students to transfer to four-year teacher education program or for a paraprofessional position (teacher aid) in public, private and public charter schools. The program is unique in its emphasis on Indian and rural education, while preparing students to pass the Michigan Basic Skills for Teachers exam. The curriculum includes a core of liberal arts and education courses, as well as sufficient electives to meet the specific career and transfer plans of individual students. The program meets MACRAO requirements for transfer to state universities; it also constitutes the first two years of the Ferris State University degree in Elementary Education with a major in Social Studies.

### **YEAR ONE**

<b>FALL SEMESTER</b>			<b>WINTER SEMESTER</b>				
			<u><b>CREDITS</b></u>				<u><b>CREDITS</b></u>
CS112	Introduction to Computers	4	EN112	Content Area		4	
EN111	College Composition	4		Composition and Research			
NA113	Native American Awareness	1	HS212	American Government		4	
SO106	Introduction to Sociology	3	MA114	Intermediate Algebra		4	
*****	Natural Science Elective	<u>4</u>	NA125	History & Organization of Michigan Tribes		<u>4</u>	
<b>TOTAL</b>			16	<b>TOTAL</b>			16

### **YEAR TWO**

<b>FALL SEMESTER</b>			<b>WINTER SEMESTER</b>				
			<u><b>CREDITS</b></u>				<u><b>CREDITS</b></u>
ED257	Learner Diversity	3	ED267	Introduction to Rural & Indian Education		4	
EN107	Public Speaking	3					
EN256	Advanced Composition and Research	4	EN225	Contemporary Native American Literature		3	
ES101	Fitness & Wellness	2	NA213	Contemporary Native American Issues		3	
*****	Natural Science or MA116	<u>4</u>	*****	Planned Elective		<u>3-4</u>	
<b>TOTAL</b>			16	<b>TOTAL</b>			13-14

#### **Required Credits for This Curriculum = 61-62**

*Many courses have co requisites and prerequisites; consult the course descriptions for more detail.*

*Planned elective* indicates that students take specific classes determined by their choice of a four-year university program. LSSU, NMU, and FSU bound students take different courses to fulfill these electives. Students should decide on their four year choice by the end of their second semester. The list of planned electives is subject to change by individual universities and is available from the department advisor. Substitutions for classes are allowed only to meet specific transfer requirements and only if they maintain MACRAO eligibility. Students must work closely with the education advisor to determine selection and transferability of courses; they are also strongly encouraged to contact the department of education at their prospective university to confirm their educational plans.

BMCC works in partnership with Ferris State University to offer a four-year degree in Elementary Education with a major in Social Studies. Daytime classes are combined with evening, on-line, and weekend classes to allow students to complete their four-year degree without travel to FSU and at tuition lower than most resident university programs. Students should contact the education advisor for more information.

## **ASSOCIATE OF ARTS GENERAL STUDIES**

This curriculum is primarily designed for students who wish to transfer to another institution to pursue further education beyond an associate degree. All students wishing to transfer should work closely with an advisor to determine course selection and should investigate the transferability of courses. This program meets MACRAO requirements. Substitutions for prescribed courses may be allowed as necessary for individual students to meet specific transfer requirements.

### **YEAR ONE**

<b>FALL SEMESTER</b>			<b>WINTER SEMESTER</b>				
			<b><u>CREDITS</u></b>				<b><u>CREDITS</u></b>
CS112	Introduction to Computers	4	EN112	Content Area			4
EN111	College Composition	4		Composition & Research			
ES101	Fitness & Wellness I	2	NS***	Natural Science Elective			4
NA113	Native American Awareness	1	****	MACRAO Required Elective			4
****	Undesignated Elective	<u>3-4</u>	****	Concentration Elective			<u>3</u>
<b>TOTAL</b>			14-15	<b>TOTAL</b>			15

### **YEAR TWO**

<b>FALL SEMESTER</b>			<b>WINTER SEMESTER</b>				
			<b><u>CREDITS</u></b>				<b><u>CREDITS</u></b>
MA***	Designated Elective	3-4	NS***	Natural Science Elective			4
	MA114 Intermediate Algebra		NA125	History & Organization of Michigan Indian Tribes			4
	MA116 College Algebra		EN***	Elective			3-4
EN107	Public Speaking	3	****	MACRAO Required Elective			3-4
****	Communication Elective	3-4	****	Concentration Elective			<u>3</u>
****	MACRAO Required Elective	3-4					
****	Concentration Elective	<u>3</u>					
<b>TOTAL</b>			16-18	<b>TOTAL</b>			17-19

**Required Credits for This Curriculum = 62-67**

\*\*\*MACRAO must be met to earn this degree. Courses used to meet MACRAO requirements must be a C or higher. Students must complete at least 9 approved elective credits in one concentration area. Students are responsible for meeting the prerequisite courses as specified in the catalog.

## **ASSOCIATE OF ARTS GREAT LAKES NATIVE AMERICAN STUDIES**

This curriculum is designed to encourage and promote the understanding and preservation of the language, culture, history, and unique governmental status of Native Americans with special emphasis on the Tribes of the Great Lakes.

### **YEAR ONE**

<b>FALL SEMESTER</b>			<b>WINTER SEMESTER</b>				
			<u><b>CREDITS</b></u>				<u><b>CREDITS</b></u>
CS112	Introduction to Computers	4	ES101	Fitness & Wellness			2
EN111	College Composition	4	EN112	Content Area Composition and Research			4
NL105	Ojibwe Language I	3	NL106	Ojibwe Language II			3
NA113	Native American Awareness	1	NA125	History & Organization of Michigan Indian Tribes			4
NA132	People and The Land/ Seasonal Life Ways	<u>3</u>	NA131	Nishnaabek Legends & Oral Traditions			<u>3</u>
<b>TOTAL</b>			15	<b>TOTAL</b>			16

### **YEAR TWO**

<b>FALL SEMESTER</b>			<b>WINTER SEMESTER</b>				
			<u><b>CREDITS</b></u>				<u><b>CREDITS</b></u>
EN107	Public Speaking	3	EN225	Contemporary Native American Literature			3
EN***	Communication Elective	4	NA213	Contemporary Native American Issues			3
	EN219 Tech. & Report Writing EN256 Advanced Composition & Research		MA***	Designated Math Elective			4
NL109	Ojibwe Language III	3	MA114	Intermediate Algebra			
NA219	Tribal Government & Economic Issues	3	MA116	College Algebra			
*****	Designated Elective	<u>3-4</u>	NA***	NA Elective			3-4
	SO106 Intro to Sociology PY101 Intro to Psychology		*****	Natural Science Elective			<u>4</u>
<b>TOTAL</b>			16-17	<b>TOTAL</b>			17-18

**Required Credits for This Curriculum = 64-66**

\*\*\***MACRAO:** Students seeking the MACRAO Seal for transferability for credit should select MA116 for a math elective.

## **ASSOCIATE OF ARTS HEALTH & FITNESS**

This curriculum is designed to provide students with the opportunity to acquire the skills, knowledge, and competencies in the fields of exercise science. Students will have a wide variety of entry level career opportunities in such areas as athletic trainer assistant, rehabilitation specialist assistant, sport/fitness program director, personal fitness trainer, aerobics instructor, coach, health club specialist, and other fields of interest.

### **YEAR ONE**

<b>FALL SEMESTER</b>			<b>WINTER SEMESTER</b>				
			<u><b>CREDITS</b></u>				<u><b>CREDITS</b></u>
CS112	Introduction to Computers	4	EN112	Content Area		4	
EN111	College Composition	4		Composition and Research			
ES101	Fitness & Wellness	2	BI107	Human Biology		4	
ES105	Sociology of Sports	4	ES107	Coaching Fundamentals		4	
*****	Humanities Elective	<u>3-4</u>	ES109	Conditioning & Strength in Training		4	
			NA113	Native American Awareness		<u>1</u>	
<b>TOTAL</b>			17-18	<b>TOTAL</b>			17

### **YEAR TWO**

<b>FALL SEMESTER</b>			<b>WINTER SEMESTER</b>				
			<u><b>CREDITS</b></u>				<u><b>CREDITS</b></u>
ES204	Sports Injuries (Care & Prevention)	4	ES206	Physical Rehabilitation		4	
ES205	Sports Management	4	ES208	Exercise Physiology		4	
MA***	Designated Math Elective	4	HS212	American Government		4	
	MA114 Intermediate Algebra		EN219	Technical & Report Writing		<u>4</u>	
	MA116 College Algebra						
EN107	Public Speaking	3					
NA125	History & Organization of Michigan Indian Tribes	<u>4</u>					
<b>TOTAL</b>			19	<b>TOTAL</b>			16

**Required Credits for This Curriculum = 69-70**

\*\*\***MACRAO**: Students seeking the MACRAO Seal for transferability for credit should select MA116 for a math elective.

## **ASSOCIATE OF ARTS SOCIAL SCIENCE**

This degree is designed to provide transferable credit for students planning to pursue a bachelor's degree at the university level. Students should work closely with an advisor to determine course selection and should investigate transferability of courses to their intended institution. Courses listed are required in such programs as education, psychology, sociology, anthropology, and social work. This program meets MACRAO requirements.

### ***YEAR ONE***

<b>FALL SEMESTER</b>			<b>WINTER SEMESTER</b>				
			<b><u>CREDITS</u></b>				<b><u>CREDITS</u></b>
CS112	Introduction to Computers	4	EN112	Content Area		4	
EN111	College Composition	4		Composition & Research			
NA113	Native American Awareness	1	MA116	College Algebra		4	
SO106	Introduction to Sociology	3	NA125	History & Organization of		4	
PY101	Introduction to Psychology	<u>4</u>		Michigan Indian Tribes			
			PY214	Developmental Psychology		3	
			SO204	Social Problems		<u>3</u>	
<b>TOTAL</b>			16	<b>TOTAL</b>			18

### ***YEAR TWO***

<b>FALL SEMESTER</b>			<b>WINTER SEMESTER</b>				
			<b><u>CREDITS</u></b>				<b><u>CREDITS</u></b>
EN107	Public Speaking	3	ES101	Fitness & Wellness		2	
EN256	Advanced Composition	4	PY205	Abnormal Psychology		3	
	and Research		*****	Social Science Electives		3-6	
*****	Science Elective w/Lab	4	SO209	Family Systems		3	
SO***	Social Science Electives	<u>6-7</u>	*****	Humanities Elective		<u>3</u>	
<b>TOTAL</b>			17-18	<b>TOTAL</b>			14-17

**Required Credits for This Curriculum = 65-69**

## **ASSOCIATE OF SCIENCE GENERAL STUDIES**

This curriculum is primarily designed for students who wish to transfer to another institution to pursue further education beyond an associate degree. All students wishing to transfer should work closely with an advisor to determine course selection and should investigate the transferability of courses. This program meets MACRAO requirements. Substitutions for prescribed courses may be allowed as necessary for individual students to meet specific transfer requirements.

### **YEAR ONE**

<b>FALL SEMESTER</b>			<b>WINTER SEMESTER</b>				
			<u><b>CREDITS</b></u>				<u><b>CREDITS</b></u>
CS112	Introduction to Computers	4	EN112	Content Area		4	
EN111	College Composition	4		Composition & Research			
ES101	Fitness & Wellness	2	*****	Natural Science Elective		4	
NA113	Native American Awareness	1	*****	MACRAO Required Elective		4	
*****	Natural Science Elective	<u>4</u>	MA116	College Algebra		<u>4</u>	
<b>TOTAL</b>			15	<b>TOTAL</b>			16

### **YEAR TWO**

<b>FALL SEMESTER</b>			<b>WINTER SEMESTER</b>				
			<u><b>CREDITS</b></u>				<u><b>CREDITS</b></u>
*****	Written Communication Elective	3-4	NA125	History & Organization of Michigan Indian Tribes		4	
EN107	Public Speaking	3	*****	Natural Science Elective		4	
*****	MACRAO Required Elective	4	*****	Undesignated Elective		3-4	
*****	Natural Science Elective	4	*****	MACRAO Required Elective		<u>3-4</u>	
*****	Undesignated Elective	<u>3-4</u>					
<b>TOTAL</b>			17-19	<b>TOTAL</b>			14-16

**Required Credits for This Curriculum = 62-66**

\*\*\*MACRAO must be met to earn this degree. Courses used to meet MACRAO requirements must be a C or higher.

## ***CERTIFICATE*** **MEDICAL OFFICE**

This program prepares students for entry-level office positions as word processors in a medical office setting. Skills, knowledge, and competencies in business communications, computer applications, medical billing, and medical coding are emphasized.

### ***YEAR ONE***

<b>FALL SEMESTER</b>			<b>WINTER SEMESTER</b>				
			<b><u>CREDITS</u></b>				<b><u>CREDITS</u></b>
CS121	Principles of Microsoft Office	4	AC104	Payroll Accounting		3	
EN111	College Composition	4	BI107	Human Biology		4	
MA***	Designated Math Elective	3-4	BU193	Comm. & Writing Skills		3	
	MA104 Math & Metrics		NA113	Native American Awareness		1	
	MA111 Business Math (online)		OE113	Medical Coding & Billing II		<u>3</u>	
	MA114 Intermediate Algebra						
	MA116 College Algebra						
OE118	Basic Office Skills	2					
OE112	Medical Coding & Billing I	3					
SI112	Medical Terminology	<u>3</u>					
<b>TOTAL</b>		19-20	<b>TOTAL</b>			14	

**Required Credits for This Curriculum = 33-34**



## ***CERTIFICATE*** **NATURAL SCIENCE**

This certificate is designed to provide a basic foundation of skills to students who want to enter degree programs and careers in natural science. Students who finish this certificate program are encouraged to complete their associate degree at Bay Mills Community College or bachelor's degree at another institution.

### ***YEAR ONE***

<b>FALL SEMESTER</b>		<b><u>CREDITS</u></b>	<b>WINTER SEMESTER</b>		<b><u>CREDITS</u></b>
BI101	Introduction to Biology	4	CH104	Introduction to Chemistry	4
CS112	Introduction to Computers	4	MA102	Beginning Algebra II	4
EN111	College Composition	4	NS***	Natural Science Elective	4
NA113	Native American Awareness	1	*****	Undesignated Elective	<u>3-4</u>
NS107	Introduction to Earth Science	<u>4</u>			
<b>TOTAL</b>		17	<b>TOTAL</b>		15-16

**Required Credits for This Curriculum = 32-33**

Many of the above courses require pre-or-co-requisites. Please consult the course description located at the end of this catalog.

## ***CERTIFICATE OF COMPLETION*** **CORRECTIONS**

This curriculum is designed to prepare men and women for various positions in correctional facilities at the local, state and federal levels. The program includes a combination of theoretical, practical, and supportive courses. Individuals already employed in the corrections area can increase their skills and prepare for supervisory positions. The Certificate courses approved by the Michigan Correction Officers Training Council give prospective employees higher employment consideration. Students who complete the five Corrections Officer Certificate courses will satisfy the mandate by the State of Michigan for employment as a Correction Officer in the Michigan Department of Corrections.

### ***YEAR ONE***

<b>FALL SEMESTER</b>		<b><u>CREDITS</u></b>	<b>WINTER SEMESTER</b>		<b><u>CREDITS</u></b>
CJ101	Introduction to Corrections	3	CJ212	Institutional Corrections	3
CJ112	Client Relations in Corrections	<u>3</u>	CJ215	Corrections Client Growth & Development	3
			CJ221	Correctional Law	<u>3</u>
<b>TOTAL</b>		<b>6</b>	<b>TOTAL</b>		<b>9</b>

**Required Credits for This Curriculum = 15**

***CERTIFICATE OF COMPLETION***  
**EMERGENCY MEDICAL TECHNICIAN-BASIC**

This course will prepare you for a job in the emergency medical field. The student will be trained in basic life support, patient assessment and management of medical and traumatic emergencies. It will include lecture and practical experience in aspects of emergency treatment and transport of patients to emergency departments. This course is pre-requisite for the EMT Specialist and Paramedic programs.

		<u>CREDITS</u>
HL125	Emergency Medical Technician, Basic	12
<b>TOTAL</b>		<b>12</b>

**Required Credits for This Curriculum = 12**

***CERTIFICATE OF COMPLETION***  
**EMERGENCY MEDICAL TECHNICIAN-SPECIALIST**

This course further prepares the Emergency Medical Technician Basic to deliver more advance care during an emergency. This course includes skills in advance airway management, intravenous and intraosseous cannulations, and some medication administration. The student must complete 40 hours of emergency department and ambulance clinicals.

		<u>CREDITS</u>
HL126	Emergency Medical Technician, Specialist	8
<b>TOTAL</b>		<b>8</b>

**Required Credits for This Curriculum = 8**

## ***CERTIFICATE OF COMPLETION*** **PARAMEDICS**

This certificate program prepares the EMT basics for the highest level of emergency medicine. The student will learn advanced techniques of administering care in life-threatening conditions and to reduce disability. It will also teach the students to recognize signs and symptoms of most life threatening illnesses and injuries, and to effectively manage them. EMT paramedics are employed by advance life support ambulances, emergency departments, critical care units of hospitals, tactical teams, industrial medicine, and sports medicine groups. State licenses are required.

### ***YEAR ONE***

<b>WINTER SEMESTER</b>			<b>SUMMER SEMESTER</b>		
		<b><u>CREDITS</u></b>			<b><u>CREDITS</u></b>
HL205	Emergency Medical Technician-Paramedic Training I	12	HL206	Emergency Medical Technician-Paramedic Training II	7
<b>TOTAL</b>		12	<b>TOTAL</b>		7

### ***YEAR TWO***

<b>FALL SEMESTER</b>			<b>WINTER SEMESTER</b>		
		<b><u>CREDITS</u></b>			<b><u>CREDITS</u></b>
HL207	Emergency Medical Technician-Paramedic Training III	9	HL208	Emergency Medical Technician-Paramedic Training IV	12
<b>TOTAL</b>		9	<b>TOTAL</b>		12

<b>SUMMER SEMESTER</b>		
		<b><u>CREDITS</u></b>
HL209	Emergency Medical Technician-Paramedic Training V	5
<b>TOTAL</b>		5

**Required Credits for This Curriculum = 45**

## **BAY MILLS COMMUNITY COLLEGE NISHNAABEMWIN LANGUAGE STUDIES**

### **INTRODUCTION**

Bay Mills Community College has developed a much needed and recognized process of Nishnaabemwin language learning utilizing the concept that is found in the Medicine Wheel Teachings—teachings which are Nishnaabe and are intrinsic to the understanding and appreciation of Nishnaabe culture. Not only will the students gain and further develop this knowledge, they will also gain a positive sense of identity as Nishnaabe people and as members of the Nishnaabe nation.

In addition to Nishnaabemwin language learning and acquisition, students of the *Nishnaabemwin Language Instructor Institute (NL&II)* Program and students in the *Nishnaabemwin Immersion Instruction* Program will gain the skills necessary to teach the Nishnaabe language to second language learners. The need to regain the Nishnaabe language is crucial at this time in Upper Michigan. Bay Mills Community College has taken the lead in Native Language Studies.

### **THE PROGRAM**

In keeping with the spirit of Bay Mills Community College's mission, the goal of the Nishnaabemwin Language programs at BMCC are targeted for individuals who have a special commitment to regain and retain the Nishnaabe language and culture. The teaching and learning process of these programs are developed in a manner that is unique and dynamic, Nishnaabe driven, and attempts to make a difference in the lives of the learners. In past history, the educational experiences of Nishnaabe people have not been pleasant and their rich culture largely unappreciated. This has changed dramatically in the past few years with the ever increasing awareness and enhancement of pride in this rich heritage. With this in mind, the development of the program has been done in a holistic approach—holistic meaning integrating the language in all of the courses in these program. BMCC is privileged and proud to be a part of building of the academic tradition that will emerge with the pursuit of excellence in Nishnaabe language study and teaching.

### **LANGUAGE STUDIES GOALS**

The goals of the Language Studies programs are as follows:

- To maintain the survival of Nishnaabe language and culture within the Tribal communities by providing opportunities for its study and creative use in the academic setting.
- To develop new approaches and skills in the use of Nishnaabemwin through research, teaching and production of materials.
- To introduce Nishnaabemwin to students who wish to learn it for self-growth, personal and professional reasons.
- To offer a framework from which the students will obtain knowledge and appreciation of Nishnaabemwin language and culture.
- To develop competent Nishnaabemwin speakers who possess a beginning to intermediate level of speaking proficiency.
- To provide students with the skills necessary for teaching Nishnaabemwin.

***CERTIFICATE OF COMPLETION***  
**NISHNAABEMWIN LANGUAGE INSTITUTE**  
**OJIBWE LANGUAGE IMMERSION PROGRAM**

This Basic Eastern Ojibwe Language and cultural learning program is designed to encourage and promote Anishnaabemwin and enhance cultural awareness. Students will learn about the fundamental basic Ojibwe language structure in a relaxed setting that is both educational and entertaining. Students actively participate in learning through various culturally related activities such as immersion meals, memory games and crafts. These activities completely immerse students in learning some of the language through daily practice of dialogue and expressions. In addition to in-class instruction, students will participate in field trips, where they will have the opportunity to utilize Nishnaabe dialogue in various settings. This program includes weekly visits from fluent speakers who offer expertise of the language and culture. To further benefit students' learning, both individual and group tutorials are offered. This course is taught using fifty percent Anishnaabemwin.

**When offered in conjunction with the Nishnaabemwin Language Instructor Institute – Year I only: NI105, NI107 and NI118 will satisfy the requirements for Year I of the three-year Nishnaabemwin Language Instructor Institute program.**

***SIX WEEK – SUMMER ONLY***

<u>Course Number</u>	<u>Course Name</u>	<u>Credits</u>
NI105	Nishnaabek Cultural Experience I/Speaking	3
NI107	Nishnaabek Cultural Orthography/Speaking	3
NI118	Ojibwe Language Immersion/Speaking	<u>6</u>
<b>Total</b>		<b>12</b>

***CERTIFICATE OF COMPLETION***  
**NISHNAABEMWIN IMMERSION**  
**INSTRUCTION PROGRAM**

This one-year certificate program will prepare the fluent speaker of Nishnaabemwin for professional careers in the growing field of Immersion Education. Participants will: gain knowledge of the general areas of language acquisition, bilingual education, Native language revitalization, materials development, and curriculum design; develop a strong foundation in the current theory and practice of the field, gain and understanding of the process by which Nishnaabemwin is passed-on to the next generation - both inside and outside of the immersion classroom, develop an ability to facilitate the creation of highly-proficient second-language speakers of Nishnaabemwin, be given opportunities to put their knowledge, skills, talents and abilities to use in an immersion setting.

	<u><b>COURSES</b></u>	<u><b>CREDITS</b></u>
NP145	Introduction to 2 <sup>nd</sup> Language Acquisition: Theory & Practice	4
NP244	Immersion Education	4
NP265-A	Curriculum Development	4
NP274-A	Native Language Revitalization: Case Studies & Lessons	4
NP275-A	Methodology: Immersion in Context	4
NP279-A	Immersion Instruction Practicum I	4
NP280-A	Immersion Instruction Practicum II	4

**Required Credits for This Curriculum = 28**



***DIPLOMA***  
**NISHNAABEMWIN LANGUAGE INSTRUCTOR INSTITUTE**  
**OJIBWE LANGUAGE INSTRUCTION**

The Nishnaabemwin Language Instructor Institute (NLII) is designed to encourage and promote the understanding and preservation of the Ojibwe language and prepares the student to function as a language instructor. It is also designed to enhance students' cultural awareness and offer the student the opportunity to develop a functional command of the Nishnaabemwin language, which can be further expanded through additional study or through contact with other speakers of the language. Students will gain an understanding of the structure of the language, learn pedagogical principles and methods and techniques for teaching Nishnaabemwin.

This diploma program utilizes a holistic approach, which integrates and incorporates the language throughout all courses. Instruction will be completed in 80%, 90%, and 100% immersion of the Ojibwe language respectively for years I, II, and III. This diploma requires three intensive six-week summer immersion sessions in Ojibwe language development and teaching methods. Students who complete the three NLII summer programs and follow up weekend sessions (Dagwaagi, Biboon, and Minookami) will receive a *BMCC Diploma of Ojibwe Language Instruction Nishnaabemwin*.

***SUMMER—BASIC—YEAR ONE***

<u>Course Number</u>	<u>Course Name</u>	<u>Credits</u>
NI104	Nishnaabek Cultural Experience 1	3
NI106	Nishnaabek Cultural Orthography/ Grammar - Basic	3
NI108	Ojibwe Language Immersion - Basic	6
NI111	Dagwaagi/Biboon/Minookami-- Fall/Winter/Spring - Weekend Immersion Basic	<u>3</u>
<b>TOTAL</b>		<b>15</b>

***SUMMER—INTERMEDIATE—YEAR TWO***

CS007	Computer Assisted Materials Development I	1
NI204	Nishnaabek Cultural Involvement & Research - Intermediate	3
NI206	Nishnaabek Cultural Orthography/Grammar - Intermediate	3
NI208	Ojibwe Language Immersion - Intermediate	3
NI209	Nishnaabe Language Teaching Methods	3
NI211	Dagwaagi/Biboon/Minokami - Weekend Immersion - Intermediate	<u>3</u>
<b>TOTAL</b>		<b>16</b>

***SUMMER—ADVANCED—YEAR THREE***

CS008	Computer Assisted Materials Development	1
NI212	Dagwaagi/Biboon/Minookami-Fall/Winter/Spring Weekend Immersion Advanced	3
NI224	Nishnaabek Cultural Orthography/Grammar - Advanced	3
NI228	Ojibwe Language Immersion/Special Projects - Advanced	6
NI229	Teaching Methods & Curriculum Development – Advanced	3
NI231	Nishnaabe Child Development & the Classroom	<u>3</u>
<b>TOTAL</b>		<b>19</b>

**Required Credits for This Curriculum = 50**

Many of the above courses require pre-or-co requisites. Please consult the course descriptions located at the end of this catalog.

***DIPLOMA***  
**NISHNAABEMWIN PANE IMMERSION PROGRAM**

This six-year diploma program is designed to develop the Nishnaabe language learner's ability to understand the content of fluent speakers' speech and to respond to that speech appropriately. The semester course offerings and the immersion weekends provide a total immersion environment in which the language student can attain a high level of listening comprehension and eventually the ability to spontaneously produce speech.

<b><i>YEAR ONE</i></b>		<b><u>CREDITS</u></b>
<b>FALL SEMESTER</b>		
NP141	Basic Immersion I (Formerly NA141 & NA142)	6
NP161	Ojibwe Immersion I (Formerly NA161 & NA162)	<u>8</u>
	<b>TOTAL</b>	<b>14</b>
<b>WINTER SEMESTER</b>		
NP142	Basic Immersion II (Formerly NA143 & NA144)	6
NP162	Ojibwe Immersion II (Formerly NA163 & NA164)	<u>8</u>
	<b>TOTAL</b>	<b>14</b>
<b>SUMMER SEMESTER</b>		
NP145	Intro. to Second Language Acquisition: Theory & Practice	4
NP163	Ojibwe Immersion III	<u>8</u>
	<b>TOTAL</b>	<b>12</b>
<b><i>YEAR TWO</i></b>		
<b>FALL SEMESTER</b>		<b><u>CREDITS</u></b>
NP143	Basic Immersion III (Formerly NA241 & NA242)	6
NP261	Listening Comprehension I (Formerly NA261 & NA262)	<u>8</u>
	<b>TOTAL</b>	<b>14</b>
<b>WINTER SEMESTER</b>		
NP241	Intermediate Immersion I (Formerly NA243 & NA244)	6
NP262	Listening Comprehension II (Formerly NA263 & NA264)	<u>8</u>
	<b>TOTAL</b>	<b>14</b>
<b>SUMMER SEMESTER</b>		
NP244	Immersion Education	4
NP263	Listening Comprehension III	<u>8</u>
	<b>TOTAL</b>	<b>12</b>
<b><i>YEAR THREE</i></b>		
<b>FALL SEMESTER</b>		<b><u>CREDITS</u></b>
NP242-A	Intermediate Immersion II	6
NP271-A	Conversational Immersion I	<u>8</u>
	<b>TOTAL</b>	<b>14</b>
<b>WINTER SEMESTER</b>		
NP243-A	Intermediate Immersion III	6
NP272-A	Conversational Immersion II	<u>8</u>
	<b>TOTAL</b>	<b>14</b>
<b>SUMMER SEMESTER</b>		
NP245-A	Intermediate Immersion IV	6
NP273-A	Conversational Immersion III	<u>8</u>
	<b>TOTAL</b>	<b>14</b>

		<b>YEAR FOUR</b>	<b><u>CREDITS</u></b>
<b>FALL SEMESTER</b>			
NP251-B	Advanced Immersion I		6
NP281-B	Comprehensive Immersion I		<u>8</u>
		<b>TOTAL</b>	14
<b>WINTER SEMESTER</b>			
NP252-B	Advanced Immersion II		6
NP282-B	Comprehensive Immersion II		<u>8</u>
		<b>TOTAL</b>	14
		<b>YEAR FIVE</b>	<b><u>CREDITS</u></b>
<b>FALL SEMESTER</b>			
NP253-C	Advanced Immersion III		6
NP283-C	Comprehensive Immersion III		<u>8</u>
		<b>TOTAL</b>	14
<b>WINTER SEMESTER</b>			
NP254-C	Advanced Immersion IV		6
NP284-C	Comprehensive Immersion IV		<u>8</u>
		<b>TOTAL</b>	14
<b>SUMMER SEMESTER</b>			
NP255-C	Advanced Immersion V		6
NP285-C	Comprehensive Immersion V		<u>8</u>
		<b>TOTAL</b>	14
		<b>YEAR SIX</b>	<b><u>CREDITS</u></b>
<b>FALL SEMESTER</b>			
NP256-D	Advanced Immersion VI		6
NP286-D	Comprehensive Immersion VI		<u>8</u>
		<b>TOTAL</b>	14
<b>WINTER SEMESTER</b>			
NP257-D	Advanced Immersion VII		6
NP287-D	Comprehensive Immersion VII		<u>8</u>
		<b>TOTAL</b>	14
<b>SUMMER SEMESTER</b>			
NP258-D	Advanced Immersion VIII		6
NP288-D	Comprehensive Immersion VIII		<u>8</u>
		<b>TOTAL</b>	14

## COURSE DESCRIPTIONS

*Unless indicated otherwise in the course descriptions, all prerequisites must be completed with a C- or better or with permission of the instructor.*

### **AC – ACCOUNTING**

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#### **AC101 Accounting I (Fall) 4 CR**

This is an introductory course in accounting, which includes the recording and reporting of business transactions, and the measuring, planning and controlling of business income, assets and equities.

Co-requisites: MA101 or permission of instructor.

#### **AC102 Accounting II (Winter) 4 CR**

This course is a continuation of AC101 with emphasis on managerial/cost accounting concepts.

Prerequisite: AC101 with a C or better.

#### **AC104 Payroll Accounting (Winter) 3 CR**

This class is designed to teach students the skills, procedures and conceptual knowledge necessary to figure a company's payroll. Basic principles and concepts of accounting and financial reporting will also be covered.

Co-requisites: MA101 or permission of instructor.

#### **AC105 Using QuickBooks for Small Businesses (Winter) 3 CR**

Upon successful completion of the course, students will know how to use a computerized bookkeeping software package for small businesses. Instruction includes information on creating accounts, writing checks, balancing accounts, navigating the program, and more.

Prerequisites: CS112 or permission of instructor.

### **AE - ACADEMIC ENRICHMENT**

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#### **AE102 Reading Comprehension (Fall/Winter) 4 CR**

This course is designed to improve basic reading comprehension and vocabulary for those students requiring assistance as indicated by placement scores. Emphasis is placed on reading to access basic information. Students must pass this course with a C or better to advance to EN105. If this minimum requirement is not met, the student receives a grade of Incomplete (I) and repeats the course.

Pre or Co-requisite: Asset score and AE103. Credit in this course does not apply toward college graduation.

#### **AE103 Written Communications Skills (Fall/Winter) 4 CR**

This course is designed to improve basic writing skills for those students requiring assistance as indicated by placement scores. Emphasis is placed on ease and fluency in written expression and on application of standard grammar, punctuation, and capitalization rules. Students must pass this course with a C or better to advance to EN106. If this minimum is not met, the student receives a grade of Incomplete (I) and repeats the course.

Pre or Co-requisite: Asset score and AE102 and AE119. Credit in this course does not apply toward college graduation.

**AE108 Fundamentals of Mathematics (Fall/Winter) 4 CR**

This course is designed as a review of the basic mathematical operations. Topics covered include whole numbers, fractions, decimals, percents, ratios and proportions, word problems, and basic geometry. Placement in this class is based on results of assessment scores. At the end of the semester students complete a post-test to determine progress. Students must meet minimum requirements before enrolling in college level math courses. If minimum requirements are not met, the student receives a grade of Incomplete (I) and repeats the course. Developmental in nature, credit in this course does not apply toward graduation.

Prerequisite: Asset score.

**AE109 Fundamentals of Algebra (Fall/Winter) 4 CR**

This course is a continuation of AE108. Topics covered include signed numbers, basic algebra operations, exponents, word problems, charts, basic graphing, and English-Metric methods of measurement. Placement in this class is based on results of assessment scores or successful completion of AE108 and/or recommendation of the instructor. At the end of the semester students complete a post-test to determine progress. Students must meet minimum requirements before enrolling in college level math courses. If minimum requirements are not met, the student receives a grade of Incomplete (I) and repeats the course. Developmental in nature, credit in this course does not apply toward graduation.

Prerequisites: Asset score or AE108 70% or better.

**AE119 Basic Computers (Fall/Winter) 3 CR**

This course is designed for the student without basic keyboarding or computer skills. Students will develop keyboarding skills and basic computer terminology, be able to use basic Windows concepts, format disks, create folders, create, edit, and save files using word processing and basic Internet skills.

Prerequisite: None.

***BI – BIOLOGY***

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**BI101 Introduction to Biology (Lab required) (Fall/Winter) 4 CR**

This course is designed to cover selected biological topics to allow the student to gain an understanding and appreciation of basic life functions, mankind's relationship to his environment and the application of biological data to effective decision-making. This course is designed to fulfill the Natural Science requirement. Co-requisite: MA101 and EN111 or permission of instructor.

**BI107 Human Biology (Lab required) (Winter) 4 CR**

This course is a survey of functional human anatomy and the related physiological processes needed to understand the process of normal human activity at the chemical, cellular, tissue, organ, and system levels. It is designed to fulfill the Natural Science requirement.

Prerequisite: High school Biology and Chemistry with a B or better or BI101 or SI112 with a C or better or permission of instructor.

***BU – BUSINESS***

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**BU108 Macroeconomics (Winter) 3 CR**

Macroeconomics principles will explore economic issues that occur on a national level: inflation and unemployment, fiscal policy, economic growth and business cycles, money creation and banking policy, the Federal Reserve, and monetary policies that promote economic growth.

Prerequisite: EN111.

**BU109 Microeconomics (Fall)**

**3 CR**

In this course, students will explore the branch of economics that deals with human behavior and choice, as they relate to relatively small units: the individual, the firm, the industry, and the single market.  
Prerequisite: EN111 or permission of instructor.

**BU113 Introduction to Business (Fall)**

**3 CR**

This course is intended to provide the student a survey of the various and complex aspects of business and the interrelationship that exists between them. Topics will include business organization and management, personnel and labor relations, governmental agencies and controls, production, marketing, and the like. Current career opportunities will be explored throughout the course.  
Co-requisite: EN111.

**BU115 Entrepreneurship (On Demand)**

**3 CR**

This course is designed to introduce students to the concept of entrepreneurs and their role in small business, development and management. Students will examine the nature of small business and the factors that contribute to their success.

**BU193 Communication and Writing Skills (Winter)**

**3 CR**

This course develops skills in creating clear, accurate, effective business messages, recognizing the interrelationships of communication skills (reading, listening, writing, and speaking) with emphasis on basic rules of writing, grammar, usage, and chief aspects of style, techniques and procedures for producing written communications, as well as forms of address.  
Prerequisites: CS112 and EN112 with a C or better.

**BU204 Business Law I (Winter)**

**3 CR**

This course includes contemporary coverage within the framework of business law fundamentals and its application to the legal and social environment of business. Studies dealing with common law and the Uniform Commercial Code include contracts, sales, personal property, bailments, commercial paper, and employment.  
Prerequisite: EN112 and BU113.

**BU206 Principles of Management (Winter)**

**3 CR**

This course is an introduction to the social and legal implications of business functions and managerial decision-making problems and solutions. Studies include an overview of management planning strategies, principles of organizing, staffing, directing, and controlling. Upon completion, the student will be able to analyze issues, solve problems, and build management skills.  
Prerequisite: EN112 and BU113.

**BU209 Marketing (Fall)**

**3 CR**

This course is designed to expose the students to various areas of marketing. The emphasis is on identifying target markets with market segmentation and positioning approaches. It also focuses on developing the right marketing mix.  
Prerequisite: EN112 and BU113.

## **CH – CHEMISTRY**

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### **CH104 Introduction to Chemistry (Lab required) (Winter) 4 CR**

This course is designed to give students a thorough exposure to basic chemistry. The course will provide an introduction to measurement, basic definitions and laws, chemical nomenclature, chemical reactions and equations, atomic theory, and elements. It will also cover how chemistry applies to people and their environment. It is designed to fulfill the Natural Science requirement.

Prerequisites: Completion of MA101 with a C or better.

## **CJ – CRIMINAL JUSTICE W/CORRECTIONS EMPHASIS**

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### **CJ101 Introduction to Corrections (Fall) 3 CR**

This course is intended for students interested in Corrections as a career. It will provide an understanding of the history and philosophy of corrections and correctional policy, correctional systems from arrest through parole/discharge, Michigan Correctional System, correctional personnel and prisoners, Michigan's minorities in prison with an emphasis on Native Americans Correctional Programs, correctional programs.

Prerequisite: None.

### **CJ112 Client Relations in Corrections (Fall) 3 CR**

This course is designed to provide students with an understanding of theoretical constructs as applied to clients in penal settings. Topics will include the meaning and function of culture on personality development, the meaning and impact of discrimination as it affects client relations, minorities in Michigan, attitude formation, and professional responsiveness with correctional clientele.

Prerequisite: None.

### **CJ201 Introduction to Criminal Justice (Fall) 3 CR**

This course is designed to provide students with an exploration of the police, courts and correction systems. It will examine the policies and legal issues that criminal justice professionals deal with on a daily basis. This course will lay groundwork for the study of criminal justice by analyzing and describing the agencies of justice and the procedures they use to identify and treat criminal offenders.

Co-requisite: EN111 and CJ101 or permission of instructor.

### **CJ212 Institutional Corrections (Winter) 3 CR**

This course is designed to provide students with an understanding of the history and philosophy of correctional institutions as a system of control management, supervision, treatment, reintegration of offenders nationally and within the Michigan Department of Corrections. This course will also stress the roles of correctional employees at all levels, the stress they encounter daily, and strategies for effectively coping with those stresses.

Prerequisite: CJ101 or permission of the Department Chair.

### **CJ215 Corrections Client Growth and Development (Winter) 3 CR**

This course provides students with an exploration of human growth and development within the context of prison clientele. Areas of concentration include comparing normal and criminal behavior, tracing the development of the criminal pattern in the individual, exploring specific problems associated with clients in corrections, and intervention strategies.

Prerequisite: CJ112 or permission of the Department Chair.

**CJ221 Correctional Law (Winter) 3 CR**

This course deals with the law as it applies to the correctional system. Applicable court cases and legislation will be reviewed. Topics will include the sources of Corrections Law, the Criminal Justice System, rights of prisoners, civil lawsuits of prisoners, and how the law affects correctional employees. Also, there will be a special emphasis on Michigan Law.

Prerequisite: CJ101, CJ112 or permission of the Department Chair.

***CIS/CS - COMPUTER INFORMATION SYSTEMS***

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**CIS204 Computer Security (Winter) 3 CR**

This course is designed to arm students with the ability to recognize and combat threats to their computer and personal privacy. Lessons cover firewall basics, viruses, and Malware. Explanations of safe communication using encryption, secure socket layer (SSL), virtual private networks (VPN) are explained. At risk behavior, social engineering, and content filtering are discussed to provide an overall “best practice” of computer use. Please note: topics covered in this class are subject to change in order to provide students with the most current information at the time the class is offered.

Prerequisite: CS112.

**CS007 Computer Assisted Materials Development I (Summer) 1 CR**

This course is offered in conjunction with the Nishnaabemwin Language & Instructors Institute. It is designed to give students a basic knowledge of computer equipment and accessory use in developing Ojibwe Language instructional materials and resources.

Prerequisite: None.

**CS008 Computer Assisted Materials Development II (Summer) 1 CR**

This course is offered in conjunction with the Nishnaabemwin Language & Instructors Institute. Students will continue working on individual computer-related projects developing Ojibwe Language instructional resources and materials.

Prerequisite: CS007.

**CS105 Basic Computer and Internet Skills (Online) 4 CR**

This course is designed for a beginning student having little or no microcomputer experience. Basic computer concepts, basics of Internet use, asynchronous learning environment (ALE), word processing and electronic spreadsheets are covered.

**CS112 Introduction to Computers (Fall/Winter) 4 CR**

This course is designed to provide beginning students functional knowledge of computer use. An overview of computer hardware, usage of the internet, terminology, basic local area network concepts and practical usage are covered. Software topics such as word processing, electronic spreadsheets, presentation graphics, and email are included. Students are prepared for using computers in their coursework.

Prerequisite: AE119 or asset scores.

**CS121 Principles of Microsoft Office (Fall) 4 CR**

This course covers the basic skills level for word processing, spreadsheets, presentation graphics, and databases with emphasis on real-world situations.

Co-requisite: CS112.



**CS125 Desktop Information Management (Winter) 1 CR**

This course covers organizing schedules (maintaining multiple appointments, tracking meetings, tasks, projects, etc.), keeping track of contracts, and communicating with others.

Prerequisite: CS112.

**CS128 Word Processing (Winter) 4 CR**

This course covers all Microsoft Specialist-level and Expert-level standards. A broad range of topics are covered such as: page and paragraph formatting, tabs, tables and columns, advanced editing, styles, templates, wizards, mail merge, graphics, charts, fields, forms, and macros.

Prerequisite: CS121.

**CS203 Integrated Office (Winter) 4 CR**

This capstone class is designed as a culminating activity at the end of the associate degree program. Students will prepare documents and complete tasks similar to those required in a technologically advanced office.

To be taken last semester of studies.

Prerequisite: This is a capstone course, permission of instructor.

**CS204 Web Page Design (Fall) 3 CR**

With successful completion of this course students will be able to design web pages. Hypertext Markup Language (HTML) basics are covered, followed by using a web-page design program such as Dreamweaver MX 2004.

Prerequisite: CS112.

**CS215 Desktop Publishing (Fall) 4 CR**

This course is designed to take the student from simple through complex publishing procedures covering merging graphics and text to produce newsletters, catalogs and newspapers using desktop computer software.

Prerequisite: CS121 or CS112 and EN111.

**CS216 Spreadsheet Design and Management (Fall) 4 CR**

In this course, students will cover the basic concepts and design and move into the advanced spreadsheet applications in business including writing and working with formulas, creating templates, finding and organizing information by filtering, sorting and subtotaling, working with multiple worksheets, creating charts, working with data tables and scenario management, and importing data into spreadsheet software.

Prerequisite: CS121, MA101 or MA111.

**CS217 Presentation Graphics (Fall) 3 CR**

This course will focus on the elements of design for slide layouts for presentations. Working with graphics, text, and charts to create slide shows and presentations will be included.

Prerequisite: CS121.

**CS222 Advanced Operating Systems (Winter) 4 CR**

This course trains students in the installation, configuration and administration of server operating systems. This course focuses on installing a Windows Domain controller using Active Directory in the Windows 2000 Server environment.

Prerequisite: CS112.

**CS223 Visual Basic Programming (Winter) 4 CR**

This course introduces Visual Basic programming to students. Programming concepts include using variables, subroutines, functions, object properties, coding loop structures, and Object-Orientated Programming concepts. Prerequisite: CS112.

**CS226 Computer Hardware Systems (Fall) 4 CR**

This course introduces students to PC hardware and configuration, as well as basic troubleshooting techniques. Students will receive a basic understanding of how computers work, how software and hardware work together, system boards, peripherals, I/O devices, and power supplies. Prerequisite: CS112.

**CS227 Data Communication Systems - Advanced Networking (Fall) 4 CR**

This course covers the basics of networking, network operation systems, network administration and future networking technologies. Successful students will be able to describe, design, and build a functional network as well as understand the administration of the network, network operating systems and network applications. In addition, they will become knowledgeable in wireless LAN's and potential future technologies. Prerequisite: CS112.

**CS228 Advanced Computer Hardware (Winter) 4 CR**

This course is designed to prepare students to pass the Industry Standard A+ certification test, one of the most sought-after certifications in the computer industry. Successful students will become proficient in the installation, maintenance and troubleshooting of hardware on dedicated PC's and LAN's through a combination of lecture, demonstrations and hands-on-lab exercises. Prerequisite: CS112, CS226.

**CS231 Unix Administration (Fall) 4 CR**

This course covers the basics of Unix System Administration. Successful students will be able to differentiate between the main types of Unix. Students will also experience administrative tasks such as adding cron jobs, navigating file systems, starting and stopping systems processes, adding users, modifying user rights, and modifying file permissions. Students will be given the opportunity to modify DNS records, add and remove system packages, compile a program, modify an Apache web server configuration, and modify e-mail server configurations for Sendmail and Qmail. Prerequisite: CS112, CS226

**CS248 Database Design (Winter) 4 CR**

This course will develop skill in creating databases. Major topics covered include creating tables, fields, setting relationships between tables, creating reports and forms. This course covers database design, theory, and implementation. Using a relational database, students will gain experience in developing a working relational system. Major topics include creating. Prerequisite: CS121.

**CS271 Cooperative Education: Computer Information Systems - Technology (Winter) 5 CR**

This is a course designed to continue training in a student's field of study through work experience. Students are graded on the basis of documentation of learning acquired as reported by student and employer. The student will complete 15 hours weekly for a total of 225 contract hours. This training should be accomplished during the student's final semester. Prerequisite: This is a capstone course, Department Chair permission required.

## ***CT – CONSTRUCTION TECHNOLOGY***

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### **CT111 Construction I (Fall)**

**5 CR**

This is an introductory course designed for individuals with limited experience in carpentry and related trades. This course will be held during the first eight weeks of the semester. Construction I will cover the general layouts and structures used in constructing a wood frame dwelling. Students will learn proper safety procedures and standards, which are mandated by MI.O.S.H.A. There will be a special emphasis on the proper use, care, and maintenance of equipment. Students will also become familiar with construction terminology, various construction materials and basic framing techniques.

Prerequisites: None

### **CT112 Construction II (Fall)**

**5 CR**

This course is a continuation of Construction I, which will be offered during the second eight weeks of the fall semester. This course will involve students in building activities such as wall framing, door/window installation, roof construction, eave detailing and exterior wall finishing. Students in this course will learn rafter framing techniques, stair calculations, and other special framing systems.

Co-requisite: CT111

### **CT113 Construction III (Winter)**

**5 CR**

This course is offered in conjunction with Construction IV, and is held during the first eight weeks of the winter semester. Students will learn the fundamentals of thermal and acoustical insulation. Students will understand various uses of materials to finish interior walls. Students will also learn proper techniques to hang, tape, mud, sand and finish drywall.

Prerequisites: CT112 or Instructor's permission.

### **CT114 Construction IV (Winter)**

**5 CR**

This course is offered in conjunction with Construction III, and is held during the last eight weeks of the winter semester. Students will complete the interior wall finish of a house project. Students will learn to paint, install interior doors, install trim, design shelves and perform many other facets of finish carpentry. Students will develop an understanding of modern techniques used to install vanities, kitchen cabinets, and finish flooring.

Prerequisite: CT113

### **CT122 Principles of Blueprinting (Winter)**

**3 CR**

This course introduces the students to architectural drawings. Students will learn how to navigate and interpret a set of plans by use of site plans, floor plans, elevations, sections, and details.

Prerequisites: None

### **CT202 Material Estimating (Fall)**

**3 CR**

This course involves students in the process of estimating material and labor amounts for construction projects. Students will investigate quantity takeoff, material ordering, crew sizes, production rates and unit expenditures.

Prerequisites: MA108

**CT211 Construction V (Winter/Summer) 5 CR**

This course is offered in conjunction with Construction VI, and is held during the first half of the semester. During this course students will learn necessary steps for site construction including soil classifications, soil characteristics, soil mechanics, elevation contours, leveling procedures, grading methods, building layout procedures and concrete forming techniques.

Prerequisite: CT114 or Instructor's permission.

**CT212 Construction VI (Winter/Summer) 5 CR**

This course will be the second half of the semester. During this course the students will have the opportunity to study the use of concrete as a building material for foundations, decorative work, and as an interior finish option. Students completing this course will understand inherent strengths, characteristics, concepts of thermal mass, and compositions of numerous concrete mixture ratios. Students will learn basic techniques used in masonry and the various bonds that are used in block and bricklaying.

Co-requisite: CT211

**CT214 Alternative Methods, Materials, and Resources (Summer) 1-3 CR**

The purpose of this course is to instill flexibility into the Construction Technology program to so that students receive an up to date on current trends in building materials, building methods, energy recourse, energy conservation techniques, and green building designs. Material covered and credits will vary from year to year depending on demand, availability, and resources.

Prerequisite: CT211

**CT216 Introduction to Commercial Construction (Fall) 3 CR**

This course is designed to expose students to commercial construction from site layout and planning to final inspection. The focus of the course will include layout, foundations, concrete forming methods, interaction of various trades, subcontractors' roles, structural steel, roofing systems and interior finishes. Material of this course will be obtained through class lectures, hands on activities, guest speakers and construction site field trips.

Prerequisites: CT212 or Instructor's permission.

**CT232 Residential Utilities (Fall) 3 CR**

This course encompasses topics related to electrical, plumbing, and heating. During the electrical portion of the course students will learn about circuitry, electrical design, electrical codes, and basic electrical theory. In the heating and cooling segment, the focus will be targeted on heat load calculations, cooling systems, heating methods, and various heating systems. In the plumbing section students will study the mechanics of plumbing systems. This will include methods of attachment, pumps, feed lines, vents systems, appliances, waste lines, and waste systems.

Prerequisites: CT212 or Instructor's permission. (Formally CT231)

**CT233 Principle of Workforce Leadership (Fall) 5 CR**

Designed to promote productive relations in the workforce, students in their second year will be modeling a foreman position. As crew leaders, they will work with first year students in order to learn the different communication levels required on the job site. It will be mandatory during this entire course for students to investigate various code regulations as they pertain to the student house projects. At the end of this course, students will create a personal resume and participate in a mock interview.

Prerequisites: CT261 or CT271.

**CT261 Cooperative Education (Field Experience) (Summer) 3 CR**

This advanced practicum is designed for the hands-on application of classroom lessons in construction applications of various sizes and complexity. Effort will be made to have the student spend time with a contractor on site to learn more about the trade and form a base for future employment. The duration of this course is three weeks, five days per week at eight hours per day.

Prerequisites: CT114

**CT271 Cooperative Education (Field Experience) (Summer) 5 CR**

This advance practicum is designed for the hands-on application of classroom lessons in construction applications of various sizes and complexity. Effort will be made for each student to spend time with a contractor on site to learn more about the trade and form a base for future employment. The duration of this course is five weeks, five days per week at eight hours per day.

Prerequisites: CT114

***DE – DESIGN***

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**DE103 Landscape Design and Construction (On Demand) 3 CR**

This course is designed to equip students with the basic skills necessary to lay-out and establish various types of landscapes. It involves the selection of tree types, shrubbery types and materials that provide appealing yard settings. This course is offered as a “hands on” experience where students will design landscapes to complete a desired effect.

Prerequisites: None

**DE106 Interior Design (On Demand) 3 CR**

This course is designed to educate students in the fundamentals of laying out and arranging the interior elements of the homes. Color selection, fabrics, cabinet styles, floor coverings and proper applications will be covered in a hands on” format. Students will design and implement all design factors, both interior and exterior of a student-built residential home.

Prerequisites: None

***EC – EARLY CHILDHOOD EDUCATION***

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**EC105 Performance Standards (Online) 3 CR**

This course will help the student to understand the new Performance Standards. It will help the student think through some of the implications of the Standards for their Head Start program. The student will understand the philosophy and thought that explains why the Standards have been written the way they have.

Pre-requisite: None

**EC107 Competencies and Best Practices in Children and Family Programs I (Online) 3 CR**

This is the first of three courses that will prepare students for CDA (Child Development Associate) assessment. This course focuses on child growth and development from birth to age five, with emphasis on planning a safe, healthy and supportive learning environment for children, including strategies in positive guidance. Hands on experience will supplement reading and study and students will learn how to find and use many resources. Classroom practicum is also incorporated. Students will explore ways to support positive social development in children, strategies for positive guidance and management, and ways to establish and maintain a safe, healthy, appropriate learning environment for children.

Prerequisites: None

**EC108 Competencies and Best Practices in Children and Family Programs II (Online) 3 CR**

This is the second of three courses that will prepare students for the CDA (Child Development Associate) assessment. This course will give students resource materials, a basic foundation of knowledge, and hands-on experience in ways to nurture cognitive, motor, language and creative process skills in children. The main objective is to teach students ways to advance physical and intellectual development in young children. Principles of children's growth and development will be integrated throughout the course, as will experiences in observing and recording children's behavior and progress in the areas of creative process, motor development, language and cognitive development. Long range and daily planning will also be explored. As in the other two courses, students will be observed working with children, will continue work on their professional resource files, and will fulfill other course requirements.

Prerequisite: EC107 with a C or better.

**EC109 Competencies and Best Practices in Children and Family Programs III (Online) 3 CR**

This is the third of three courses that will prepare students for the CDA (Child Development Associate) assessment. This course addresses the important areas of program management, parent partnerships, and professionalism. Objectives are to establish positive and productive relationships with families, ensure a well-run, purposeful program responsive to participant needs, and to maintain a commitment to professionalism. The students will explore resources, study, and do hands-on activities to demonstrate skills in observation, record keeping, reporting, long range and daily lesson planning, individualized teaching, parent involvement and conferencing, and child and family advocacy. Workforce issues, ethical practices, and professional resources/associations will be discussed. During this course, parent questionnaires will be distributed and collected and the advisor/mentor will make a final, written observation of the student. The written Professional Resource File, with autobiography, copies of 6 competency papers, table of contents, resources, and short bibliography (optional) will be due for final review by the end of the course.

Prerequisite: EC108

**EC111 Parents as Partners (Online) 3 CR**

Parents as Partners teach students to work with parents in decision making and how to involve parents in the overall Head Start Program or other Early Childhood Education Program.

Prerequisite: EC105

**EC205 Budgeting and Fiscal Management in Early Childhood Education (Online) 3 CR**

This course introduces students to the regulations governing budgeting and fiscal management in Head Start and federally funded day care programs. Practice is given in both budgeting and fiscal management processes and a thorough review of federal contracting is provided.

Prerequisite: None

**EC206 Foundations of Family Services (Online) 3 CR**

This course will cover basic knowledge and skills necessary for workers to practice in a variety of fields. It will include a history of the Human Service field in the United States and provide workers with a basic awareness of what they are doing and why in order to be more effective in working with people and to avoid burnout.

Prerequisite: EN101 or EN111

**EC207 Human Resources Management in Early Childhood Education Programs (Online) 4 CR**

Human Resources Management introduces students to the regulations governing the management of human resources in Head Start and Early Head Start programs. Topics include: interpersonal relations, procedures for rewarding and disciplining Head Start workers, the role of the Policy Council in human resources management, training programs from a Head Start perspective, developing a personnel manual for Head Start, designing job

descriptions to meet program needs, hiring procedures for Head Start programs, Human Resources law and policies, child and sexual abuse policies, etc.

Prerequisite: EC205

**EC208 Facilities, Materials and Equipment in Early Childhood Education (Online) 2 CR**

This course introduces students to property management procedures and policies required by the Revised Performance Standards. Included is a thorough review of topics such as environmental health code (I.H.S.), licensing regulations and space requirements.

Prerequisite: EC205

**EC212 Child Development (Online) 4 CR**

In this course, students will be introduced to the unique qualities of the young child as distinguished from the older child. Beginning with developmental and learning theories, students will study all developmental areas of young children, to include affective, cognitive, physical and motor skills. Students will learn practical skills and procedures to increase their effectiveness with young children. This course incorporates and will provide students with accurate, authoritative, and up-to-date information on child development.

Prerequisite: EN111

**EC214 Strategic Planning and Proposal Writing (Online) 3 CR**

This course is designed to teach students about strategic planning processes and how those processes integrate into the writing and design of superior program proposals. This is an introductory course that will introduce students to a number of planning tools and techniques. It also teaches the mechanics of successful proposal writing.

Prerequisite: EN111

**EC215 Evaluation and Continuous Improvement in Early Childhood Education (Online) 3 CR**

This course is a companion course to Strategic Planning and Proposal Writing. In the new Head Start and federal model, grantees should develop a strategic plan, write a proposal based upon the elements of the strategic plan, and then collect data that relates to project goals and objectives as the project operates. At the end of any project period, an evaluation is completed which provides quantitative and qualitative data that is used to revise the strategic plan. The cycle of planning, proposal writing, continuous improvement, and evaluation then continues. This course introduces the basic concepts and methods of assessment, continuous improvement, and evaluation. Practice in basic statistical analysis and evaluation design is included.

Prerequisites: EC214 and MA111.

**EC216 Curriculum Development (Online) 3 CR**

This course will focus on curriculum development for Early Childhood Education as well as developmentally appropriate practices for children birth - 5. Students will do reading from the textbooks - Early Education Curriculum, A Child's Connection to the World and Developmentally Appropriate Practices in Early Childhood Programs. This course will enhance the student's understanding of Early Childhood Curriculum and Developmentally Appropriate Practices.

Prerequisites: EN111

**EC217 Emergent Literacy (Online) 3 CR**

This course will explore the current views of attitudes, experiences, and opportunities that promote the development of reading and writing in young children. Because literacy begins at birth, students will learn

about infant-toddler, as well as pre-school, development and activities. The course will also examine the role of reading aloud to children.

Prerequisites: EN111

**EC218 Family Partnerships (Online) 4 CR**

This course is designed to give students the essential partnership building skills that contribute to Head Start's overall effectiveness a supportive, family centered community program. Students will learn about critical roles they will play as an Early Childhood worker, both individually and as part of team interactions with families, as well as gain knowledge and skills necessary to promote and sustain supportive partnerships. Topics covered will include: cultural awareness, development of individualized Family Partnership Agreements, identification and implementation of family centered goals, strengths and support, follow-up and tracking, comprehensive and confidential record keeping, as well as skills encompassing personalized attention, mutual respect, trust, acceptance and flexibility.

Prerequisites: EN 111 and EC205

**EC219 Inclusion of Special Needs Pre-Schoolers in Early Childhood (Online) 3 CR**

This course will provide practical information about how to create and implement a high quality learning environment for children with special needs, within an Early Childhood program serving typically developing children.

Prerequisites: EC212, ED111, and SI117

**EC220 Infant and Toddler Education (Online) 3 CR**

We will examine the developmental sequence of infants and toddlers and the strategies for guiding development and working with parents in a home based program. We will look at the experiences of infants and toddlers in five domains of development: cognition, language, motor, social-emotional, and self-help, and learn how they are related to school readiness. Each student will select a family with a young child to work to complete the practicum requirement of this course. This course will introduce students to strategies for observing, recording and guiding children's developmental sequences as well as strategies for working with parents.

Prerequisites: EN101

**EC221 Infant-Toddler Development (Online) 3 CR**

This course will provide practical information about how to create and implement a high quality learning environment for children with special needs, within an Early Childhood program serving typically developing children.

Prerequisites: EC212, ED111, SI117, EN111, and EN112

***ED – EDUCATION***

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**ED111 Social & Emotional Needs of Children (Winter) 3 CR**

In this course, students will understand the nature of social development in young children and how to guide that development in the early childhood classroom. They will learn practical skills and procedures to increase their effectiveness with young children. This course incorporates the sound principles of child development, relationship enhancement, and behavior management.

Co-Requisites: EN101 or EN111. The student is required to take one of these English courses while they are taking ED111 if they have not already done so.



**ED213 Human Growth and Development for Educators (Winter) 3 CR**

This course is designed to explore concepts of human physical, intellectual, personality, and social development from conception to advanced maturity, with particular emphasis on learning readiness and abilities at each stage. Students will learn how these concepts impact classroom instruction and curriculum design, with particular emphasis on the effective components of the Michigan Standards and Benchmarks. Prerequisite: EN112 and PY101 or permission of instructor.

**ED252 Children's Literature for Birth through grade 6 (Online) 3 CR**

This course introduces students to selected readings and discussions in developmentally appropriate literature for young children, ages four through seven. Coursework includes the development of related activities for use in the integration of literature in the whole curriculum of early childhood education. Prerequisite: EN111

**ED255 Children's Literature for Grades K through 8 (Online) 3 CR**

This course introduces students to the wide varieties of children's literature, such as poetry, folklore, fantasy, realistic fiction, historical fiction, and biography, at the levels suitable for children ages five through 13. It covers the analysis of children's fiction, enabling the student to discuss plot, setting, characterization, theme and style. It also stresses the use of literature in teaching cultural diversity. Prerequisite: EN111 or EN219

**ED257 Learner Diversity (Fall) 3 CR**

This survey course examines the wide diversity of learner needs in the classroom, including differences in learning styles, linguistic, cultural, and economic backgrounds, gender issues physical and learning disabilities. Students will be introduced to strategies for inclusion and differentiated learning, and will become familiar with special programs and schools that assist diverse learners. Field experience is required. Prerequisites: EN112.

**ED267 Introduction to Indian & Rural Education (Winter) 4 CR**

This introductory level methods course begins with a review of the history of rural and Indian education within the larger context of American public education. It examines best practices for working with Indian and rural children, particularly in the context of the Upper Peninsula of Michigan, focusing on relevant research findings including social, cultural, and economic obstacles to learning students are introduced to lesson planning for multiple intelligences. Field experience is required. Requires Michigan Teacher Education Basic Skills Test. Prerequisites: EN112 and ED257.

**ED290 Developing Culturally Inclusive Curriculum (Fall, Odd) 4 CR**

In this course, students develop their ability to participate in the planning, implementing, and assessing stages of K-12 curriculum development. They are shown methods of integrating minority culture and history in to curriculums that are aligned to the Michigan Standards and Benchmarks. Students will become familiar with the history of educational reform and various philosophies of education. They will understand the impact of these philosophies on curriculum design. Field experience is required. Prerequisites: EN112, ED257, ED267, and 2.75 G.P.A.

**EN105 Introduction to College Reading (Fall/Winter) 4 CR**

This course is designed to prepare students for college level reading. Emphasis is on building specific skills for reading analysis and critical evaluation. Placement in this class is based on results of assessment scores or successful completion of AE102 with a C or better.

Prerequisite: AE102 with a C or better or appropriate ASSET scores. Co-requisite: EN106.

**EN106 Introduction to College Writing (Fall/Winter) 4 CR**

This course is designed to improve writing skills in preparation for college level classes. Emphasis is placed on grammatical accuracy and organization of ideas in paragraph writing, particularly in the context of college assignments. Placement in this class is based on ASSET scores or completion of AE103 with a C or better. At the end of the semester, students must complete course requirements earning a C or better before entering EN111.

Prerequisite: AE103 or appropriate ASSET scores. Co-requisite: EN105.

**EN107 Public Speaking (Fall) 3 CR**

This course develops student self-confidence and organizational abilities in formal and informal speaking situations. Emphasis is placed on planning and organization of informative and persuasive speeches, as well as speeches to entertain. Topics include effective listening skills, problem-solving strategies, discussions, oral reading, and impromptu speeches. Tribal oratory tradition is also explored.

Co-requisite: EN111

**EN109 Communication and Writing Skills for Construction (Fall) 4 CR**

This is a course in the oral and written skills needed to succeed on the job. Students will learn to employ active listening techniques, interact effectively with co-workers and supervisors, read industry-related documents and literature, write effective workplace documents, and solve problems by employing communication and critical thinking principles. Appropriate grammar, usage, and punctuation are emphasized throughout the semester.

Prerequisite: ASSET scores in the EN105/106 range or permission of the department chair.

**EN119 Technical and Report Writing for the Trades (Fall) 3 CR**

The course further develops writing and critical thinking skills in the contexts of construction. Emphasis is on audience analysis and appropriate tone that leads to good client relationships, as well as an appropriate organization of ideas and format for a variety of workplace documents relevant to the trades. Correct grammar, usage, and punctuation are emphasized.

Prerequisite: EN109 with a C or better.

**EN111 College Composition I (Fall /Winter) 4 CR**

This course introduces students to the writing and thinking skills necessary for academic success in college. A variety of college writing contexts are examined, including essay tests, summaries, reaction papers, and expository essays. Within these contexts, the course explores various methods of development, such as process, exemplification, classification, and cause and effect. Emphasis is placed on critical thought, organization, correct usage, and mechanics. Prerequisite: C or better in EN106 and/or minimum placement test scores.

Co-requisite: CS112.

**EN112 Content Area Composition and Research (Fall/Winter) 4 CR**

This course allows students to strengthen organizational strategies for expository writing across the curriculum, and it introduces them to research within the academic disciplines; students are taught to use A.P.A. documentation. Critical thought, organization, correct usage, and mechanics are stressed.

Prerequisite: EN111 with a C or better; CS112.

**EN219 Technical and Report Writing (Winter) 4 CR**

This course furthers development of writing and critical-thinking skills in the contexts of business, government, industry and academia. Emphasis is on audience analysis, appropriate style, document format, and research methodology in reports, proposals, public communications and correspondence. Correct usage and punctuation is stressed; APA documentation is required.

Prerequisite: CS112, EN112 with a C or better, or permission of instructor.

**EN225 Contemporary Native American Literature (Winter) 3 CR**

This course is an overview of Native American literature which touches on foundations in oral tradition and oratory but focuses on modern poetry, fiction, drama, film, biography and essays. Emphasis is placed on recognizing the unique thematic concerns of Native literature. Fulfills the Native American requirement.

Prerequisite: EN112, or permission of instructor.

**EN256 Advanced Composition & Research (Fall) 4 CR**

This second year writing course furthers development of academic writing skills. Emphasis is on extended essay writing, based on analysis and critical discussion of academic readings and covering a range of rhetorical methods. This may include definition, classification, comparison/contrast, cause/effect and argumentation. Students are engaged in the research process, using a variety of primary and secondary sources, with APA documentation.

Prerequisite: EN112 with a C or better, or permission of instructor.

***ES - EXERCISE SCIENCE (Health & Fitness)***

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**ES101 Fitness and Wellness (Fall/Winter) 2 CR**

This course is designed to provide an introduction and investigation into the foundations and principles of physical fitness and health. Fundamental theory of the psychological and physiological basis of physical fitness will be presented and discussed, as well as topics and issues relevant to the broad areas of health and wellness. Each student will be given the opportunity to develop a personal wellness program based on information obtained through class.

Prerequisite: None

**ES105 Sociology of Sports (Fall) 4 CR**

This course will give students various perspectives on society and sport. Issues covered in class include socialization through sport; sport and the American school; sport and aging; aggression and violence in sport; racism in sport; women and sport; and sport as a political tool.

Prerequisite: None.

**ES107 Coaching Fundamentals (Winter) 4 CR**

This course will define the attributes and abilities of a good coach by taking a close look at the coach as a person, a professional, and a manager. Students will be given information on teaching methods, athlete selection, developing appropriate behavior, equipment management, and the legal aspects of coaching. Prerequisite: None.

**ES109 Conditioning and Strength in Training (Winter) 4 CR**

This course is an introduction to laying the foundation of conditioning and strength training. Students will learn about aerobic and anaerobic conditioning, sports nutrition, flexibility, putting together a conditioning program, strength exercises, strength training facilities, and equipment. Students will be required to plan and develop training programs for a wide variety of sports. Prerequisite: None.

**ES204 Care and Prevention of Sports Injuries (Fall) 4 CR**

This course is in the diagnosis and management of sports-related injuries. Prevention of sports injuries will be covered as well in the class. Students will learn and properly demonstrate proper taping techniques of injuries. Prerequisite: EN112.

**ES 205 Sports Management (Fall) 4 CR**

This course is designed to give students an overview of successful sports management, with an insight into the skills and competencies required in the private sector. Students will learn the basic how-to of commercial sports management, which will include organizational skills, planning strategies, managing people, relating to the consumer, and staying on the right side of the law. Prerequisite: ES107 and EN112.

**ES206 Physical Rehabilitation (Winter) 4 CR**

This course gives students practical information regarding the rehabilitation of the injured athlete. We will take an in-depth look at critical decisions relative to the various rehabilitation programs. Students will be required to devise rehabilitation programs as related to the athlete's injury and sport. Prerequisite: ES204 and EN112.

**ES208 Exercise Physiology (Winter) 4 CR**

This course provides a balanced view of Theoretical treatment of exercise physiology. Students will learn through applications using the performance approach. The class will emphasize control of physiological systems during exercise. Prerequisite: EN112.

***GE - GEOGRAPHY***

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**GE105 Introduction to World Geography (Fall) 4 CR**

This course will introduce students to the discipline of Geography, and will provide students with a geographic framework for understanding global, regional, local issues and problems. This course will expound upon the physical geography of the Great Lakes region, and the impact of geography on the region's peoples and products. Co-requisite: EN111.

**GE201 Introduction to GIS (Geographic Information Systems) (On Demand)****3 CR**

This course is an introduction to the concepts and applications of Geographical Information Systems. Topics will include the editing and creation of themes and shape files through a hands on approach to GIS. Students will gain practical experience in the operation of GIS.

Prerequisite: CS112, Co-requisite: EN112.

***HL – HEALTH***

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**HL125 Emergency Medical Technician Basic Training (On Demand)****12 CR**

This program provides an understanding of the role of an emergency medical technician and prepares the student to manage pre-hospital emergencies. This course teaches the basics in airway management, CPR, bleeding and shock management. It also educates the student on the recognition and the management of medical and traumatic emergencies. Successful completion of this course qualifies the student to deliver primary pre-hospital care in emergencies. With proper licensing this program may allow the student to function on an ambulance, fire department, safety officer, park ranger, or other agencies until more advance pre-hospital care is available. The student must also complete 40 hours emergency department and ambulance clinicals.

Pre-requisite: HL126 and HL205.

**HL126 Emergency Medical Technician Specialist (On Demand)****8 CR**

Successful completion of this course qualifies the student to deliver more advance care during an emergency and to be recommended for NREMT evaluation at the EMT-Specialist level. This course includes increased understanding of anatomy and physiology of common medical and traumatic emergencies. It will also increase the skills performed including: advance airway management, intravenous and intraosseous cannulation, and some medication administration. The student must also complete 40 hours emergency department and ambulance clinicals.

Pre-requisite: HL125

**HL205 Emergency Medical Technician Paramedic I (On Demand)****12 CR**

This course is the first part of a five semester certificate program to prepare a student to take the National Registry EMT Paramedic exam for licensing. EMT Paramedic is a healthcare professional prepared for a position on an Advance Life Support Agency, fire department, clinic, emergency departments, or other agencies. The program provides the scientific knowledge and advance technical skills need to recognize, assess, and manage medical and/or traumatic emergencies. EMT-P I is focused on the anatomy and physiology of the human body, medical terminology, roles and responsibilities of the EMT-P, and ambulance operations. 450 clinical hours in an emergency department and advance life support ambulance are required during the five semesters. The student must possess a CPR and Michigan EMT basic license or NREMT Certificate, or be pending either.

Pre-requisite: HL125

**HL206 Emergency Medical Technician Paramedic II****7 CR**

The second part of a five semester certificate program to continue preparing a student to take the NREMT exam. EMT-P II is focused on Advance Airways, venous cannulation, medication administration, and respiratory emergencies.

Pre-requisite: HL205.

**HL207 Emergency Medical Technician Paramedic III****9 CR**

The third part of a five semester certificate program to continue preparing a student to take the NREMT exam. Introduces the concepts, terminology, and modalities relative to cardiac emergencies. The third curriculum also starts to include most medical emergency recognition and management. The students participating in their clinicals will be gaining experience in most skills and observance of real patients.  
Pre-requisite: HL206.

**HL208 Emergency Medical Technician Paramedic IV****12 CR**

The fourth part of a five semester certificate program to continue preparing a student to take the NREMT exam. EMT-P IV is focused on traumatic emergencies, neonatal, geriatrics, and other specialized areas of pre-hospital care. The students will be continuing their clinical experience and having become proficient in their skills.  
Pre-requisite: HL207.

**HL209 Emergency Medical Technician Paramedic V****5 CR**

The final part of a five part certificate program to prepare a student to take the NREMT exam and prepare the student at the professional levels for an employment. The focus is designed to develop critical thinking skills through scenario based instructions. The student must have completed 450 hours of clinical time, 80% cumulative grade average, and pass all final classroom exams to be recommended for National Registry EMT Paramedic exam.  
Pre-requisite: HL208.

***HS – HISTORY***

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**HS101 History of World Civilization I (Fall, Even)****4 CR**

This course is a survey of the history of World Civilization from its prehistoric roots through the Reformation Era. This study will investigate the origin and development of cultural trends from the civilizations of the Americas, Asia, India, and the Mediterranean through the era of European Feudalism; culminating in the emergence of modern Europe. This course will include a study of political history, philosophy, and literature. HS101 meets a social science or humanities requirement elective.  
Co-requisite: CS112 and EN111.

**HS102 History of World Civilization II (Winter, Odd)****4 CR**

This course is a continuation of HS101 emphasizing political, economic, and cultural changes of the 18th century, the various forms of nationalism, international socialism, and their influences on the 19th and 20th century, and the search for international peace, with the increasing complexity of the emerging nations of the Third World. This course will include a study of political history, philosophy, and literature. HS102 meets a social science or humanities requirement or elective.  
Prerequisite: CS112, EN112 and HS101.

**HS105 American History I (Fall, Odd)****4 CR**

This course begins with an overview of Native settlement patterns before the arrival of the Mayflower. It addresses the arrival of colonists to the eastern shore of North America, and their descendants who eventually waged the successful American War for Independence beginning in 1776. The formation of a new government, the acquisition of new territory, and the march toward fulfilling "manifest destiny" prior to the Civil War. This course comprises the themes addressed in this first, of two courses, detailing the persons, and events which are the history of the United States.  
Co-requisite: CS112 and EN111.

**HS106 American History II (Winter, Even) 4 CR**

An emerging nation convulsed by Civil War begins this course. Settlement of the west, Turner's "frontier thesis," the World Wars which thrust the United States into global leadership, the '50s calm before the '60s social storm, and the contemporary era conclude this sequential course overview of American History. Prerequisite: CS112, EN111 and HS105.

**HS202 Michigan History (Online) 3 CR**

This course will introduce students to the general history of the State of Michigan from its days as a territory of the nation of France, then Britain, and finally as a territory, and subsequently a state of the United States of America. Prerequisite: EN111, CS112 or CS105.

**HS212 American Government I (Winter) 4 CR**

This course is a study of the processes and functions of national government. It includes a study of Federalism, political parties, Constitutional principles, and the role of the citizen. It will also examine the ongoing relationship between the Federal government and the Indian tribes. Prerequisite: CS112 and EN111.

***HU – HUMANITIES***

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**HU116 Art Appreciation (Online) 3 CR**

Art Appreciation on the Internet is a survey of art history beginning with Ancient Greek Art and continuing through the twentieth century. Prerequisite: None

***MA – MATH***

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**MA101 Beginning Algebra I (Fall/Winter) 4 CR**

This course is designed for students with at least one year of high school algebra. It will include a review of basic mathematical and algebraic skills and their applications, polynomials and first- degree factoring. Prerequisites: Asset scores or AE109 with a C or better or permission of instructor.

**MA102 Beginning Algebra II (Fall/Winter) 4 CR**

This course is the continuation of MA101. Topics covered are factoring, algebraic fractions, graphs, linear equations, inequalities, radical expressions and quadratic equations. Prerequisite: MA101 with a C or better or permission of instructor.

**MA104 Math and Metrics (On demand) 3 CR**

This course covers the mathematics of measurement as it is used in the science and medical laboratory or in a clinical setting. Metric, household and apothecary systems are studied along with their applications. Prerequisite: Minimum placement test scores or permission of instructor.

**MA108 Construction Technology Math (Fall) 3 CR**

This course is designed to teach practical applications that are used to solve mathematical problems in construction technologies. Students will learn to estimate materials, figure cost, calculate area, figure volume and use formulas. The course also includes basic algebraic skills that are used in geometry and trigonometry as applied to building trades.

Prerequisite: Acceptable score on placement test.

**MA111 Business Math (Online) 3 CR**

This course provides an increased competence in fundamental mathematic skills and an understanding of the application of mathematical concepts of business activities. Emphasis is placed upon learning mathematical concepts through practical application to business problems.

Prerequisite: Asset scores.

**MA114 Intermediate Algebra (Fall/Winter) 4 CR**

This course is designed for students with at least 1 ½ or 2 years of high school algebra. It is a study of number systems, first-degree equations, inequalities, polynomials, exponents, radical expressions, radicals, linear equations, quadratic equations, functions, graphing, and logarithmic functions.

Prerequisites: MA102 with a C or better or permission of instructor.

**MA116 College Algebra (Fall/Winter) 4 CR**

This course is for student of business, life and social science students who wish to transfer into a degree program. It is the study of inequalities, functions, graphs of linear, polynomial and rational functions, exponential and logarithmic functions, mathematics of finance, systems of linear equations and matrices, linear programming, and an introduction to probability and statistics.

Prerequisite: MA114 with a C or better or permission of instructor.

***NA - NATIVE AMERICAN STUDIES***

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**NA113 Native American Awareness (Fall/Winter) 1 CR**

This course is designed to provide an increased awareness and understanding of the Nishnaabe people of the past and present. Students will participate in group discussions in a talking circle format, supplemented with video presentations, guest speakers and/or field trips.

Prerequisite: None.

**NA120 Native American Art and Artifacts: Ethnological Interpretations (Online) 3 CR**

This course explores the art and artifacts of Native American tribes of the United States. The means of exploration consists of virtual visits to on-line museum exhibits thus employing a visual method of learning, and research of a specific Native American tribe's art and artifacts. Students will gain an understanding and appreciation of the historical and contemporary Native American.

Prerequisite: None.

**NA125 History and Organization of Michigan Indian Tribes (Fall/Winter) 4 CR**

This course will examine the history of Michigan Indian tribes (present and past) and their chronological relationship with the Federal and State Governments. Overviews of tribal histories will include the Chippewa, Ottawa, Potawatomi, Menominee, Huron, Sac & Fox and Miami tribes.

Prerequisite: EN111.



**NA131 Nishnaabek Legends & Oral Traditions (Winter) 3 CR**

This course presents oral teachings of the Nishnaabe people through the use of audio and video presentation and guest speaking elders, supplemented by written texts. Emphasis will be on season-specific legends, (i.e. wenebojo, nanabojo, nanabush) and various other teachings. This course is offered during winter semester only.

Prerequisite: None.

**NA132 People and the Land/Seasonal Life Ways (Fall) 3 CR**

This course studies the relationship between the Nishnaabe people and nature, focusing on their seasons, their ceremonies and the seasonally ordered progression of work. Students will participate in seasonal-specific field trips, supplemented with guest speakers, input from elders, and video presentations.

Prerequisite: None.

**NA136 Nishnaabek Clothing, Adornment & Handcrafts (On Demand) 3 CR**

This course presents a hands-on approach to familiarizing the student with traditional Nishnaabek styles of clothing, adornment and other handcrafted items native to the Great Lakes region. Students will complete individual projects such as various types of beadwork, ribbon applique, leatherwork, basketry, quillwork, etc. There will be a required lab fee.

Prerequisite: None.

**NA154 Traditional Drumming and Singing I (Fall) 3 CR**

This course is designed for the beginner and is taught from a Traditional Anishinaabek perspective. It will introduce basic drumming and singing etiquette and techniques, starting with the teachings of the drum and progressing through a variety of song styles commonly used at pow-wows and social gatherings.

Prerequisite: None.

**NA155 Traditional Drumming and Singing II (Winter) 3 CR**

This course is a continuation of NA154 and expands upon different styles of song and dance with emphasis on pow-wow drumming and singing. Students will be introduced to other drums used by the Anishnaabek and will receive traditional teachings on their origin and use.

Prerequisite: NA154 or permission of instructor.

**NA201 Native American Contributions to Society (Online) 3 CR**

Provides students with a foundation in the philosophical and historical roots of Native American contributions to society as well as knowledge of current contributions. Students analyze such major topics as The Native American Path to Industrialism, Native American Agriculture Technology, and Liberty Annuities & the Noble Savage. Through online activities, students synthesize the knowledge of theories, structures, and practices to develop an understanding of the Native American contributions to society. Students will be expected to reflect on their experiences, building and applying knowledge, participating in learning and making theoretical and practical contributions.

Prerequisite: NA113.

**NA205 Tribal Law (Winter)**

**3 CR**

This course will explore such areas as the structure of tribal government, tribal sovereignty, treaties, civil and criminal court jurisdiction in Indian country, tribal resources, economic development, taxation and regulation, rights of individual Indians and various federal laws and court cases concerning and affecting tribes and their members.

Prerequisite: NA125, EN111, or permission of instructor.

**NA213 Contemporary Native American Issues (Winter)**

**3 CR**

This course is an examination of current Native American achievements, issues, problems and events. Students are introduced to Native and non-Native newspapers, magazines, periodicals and publications which report on events affecting Native Americans on an international, national, regional and local level.

Prerequisite: EN111 or permission of instructor.

**NA214 Family Cultural and Traditional Practices (Online)**

**3 CR**

In this course, students will examine their own lives as well as some of the history and culture of selected Native Americans. They will develop an appreciation, respect and skills to be able to work with diverse cultures, especially Native Americans. In addition, students will study the geography, lifestyle, and family traditions of selected Native American tribes.

Prerequisite: CS112, EN101 or EN111

**NA219 Tribal Government and Economic Issues (Fall)**

**3 CR**

This course is an examination of tribal government and current tribal economic development issues. Course topics include, but are not limited to structure and roles of reservation governments, gaming and other tribal business enterprises.

Prerequisite: NA125, EN111 or permission of instructor.

**Note: Contemporary Native American Literature is offered as EN225.**

***NI – NISHNAABEMWIN INSTITUTE***

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**NI104 Nishnaabek Cultural Experience I**

**3 CR**

This course is designed to support the NLII Summer Program through cultural immersion and instructional activities. Students will participate in talking circles, ceremonial activities, field trips, native video presentations and receive traditional teachings from Nishnaabe elders and other speakers knowledgeable in the Nishnaabe culture.

Prerequisite: None

**NI105 Nishnaabek Cultural Experience I/Speaking**

**3 CR**

This is a participative course in which students receive traditional teachings of the Ojibwe Clan Systems, i.e. Doodem. There will be presentations and workshops by guest speakers and elders knowledgeable in the Anishinaabe customs and traditions. This course will be taught with the use of 80% Ojibwe language. This course satisfies requirements for NI104 when taken in conjunction with YRI/NLII.

Prerequisite: None.

**NI106 Nishnaabek Cultural Orthography/Grammar-Basic****3 CR**

This course will introduce the student to the Nishnaabemwin language, with emphasis on basic phonics, grammar, vocabulary and orthography. Exercises in pronunciation, aural comprehension, oral skills, elementary composition and translation will be utilized. This course will provide the student with cultural information as to the “root” of the words, thereby enhancing the students knowledge and understanding of Nishnaabek culture and concepts.

Prerequisite: None

**NI107 Nishnaabek Cultural Orthography/Speaking****3 CR**

In this course students will be introduced to the basic grammar and structure, which will help with the pronunciation and comprehension of the Ojibwe language, needed for courses NI105 and NI118. The course will be taught by 80% immersion in the Ojibwe language. This course satisfies requirements for NI106 when taken in conjunction with YRI/NLII.

Prerequisite: None.

**NI108 Ojibwe Language Immersion-Basic****6 CR**

The students will be introduced to the Nishnaabemwin language as opposed to the vocabulary since language is all the words you use when you speak. Vocabulary is all the words students memorize instead of speaking. Students will become familiar with the sound and flow of the language and the development of the conversational patterns.

Prerequisite: None.

**NI111 Dagwaagi/Biboon/Minookami—Fall/Winter/Spring  
Weekend Immersion – Basic****3 CR**

This course of three weekend Immersion Sessions will reinforce what the students have learned in order to maintain previously learned language. The students will also be introduced to the general principals of second language teaching stressing development of listening comprehension and speaking skills. The practicum component of this course includes work/assignments to be done in- between the workshop sessions.

Prerequisite: None.

**NI118 Ojibwe Language Immersion/Speaking****3 CR**

This is an introductory course in basic eastern Ojibwe language speaking (Anishinaabemdaa Eta). It will include dialog to express: Doodem/Ojibwe Clan System, weather conditions, sacred words used in ceremonies, and everyday phrases used at home or office. This course will be taught with use of 80% of Ojibwe language. This course satisfies requirements for NI108 when taken in conjunction with YRI/NLII.

Prerequisite: None.

**NI204 Nishnaabek Cultural Involvement & Research - Intermediate****3 CR**

This course involves the continued participation of students in cultural activities such as ceremonies, field trips, and visits to communities which have an abundance of Nishnaabemwin speakers. Language learned in the other courses will be applied through various assignments and activities.

Prerequisite: Completion of NLII Basic Year I or permission of instructor.

**NI206 Nishnaabek Cultural Orthography/Grammar - Intermediate 3 CR**

This is a continuation of NI104 Nishnaabek Cultural Experience I and will involve further study of the language with more emphasis on sentence structure and patterns. It will include written exercises and is intended to promote oral fluency of everyday conversation. The student will continue to learn the “root” origin of words which will provide a deeper understanding of Nishnaabek Culture and perspectives.  
Prerequisite: Completion of NLII Basic Year I or permission of instructor.

**NI208 Ojibwe Language Immersion – Intermediate 3 CR**

Students will continue to learn through various activities such as memory games, Medicine Wheel Teachings, and readings from Nishnaabe authors. Language will be reinforced through the integrated approach with other courses within the program. Opportunities for review and expansion of grammar and vocabulary will be given to ensure continuous learning of the language.  
Prerequisite: Completion of NLII Basic Year I or permission of instructor.

**NI209 Nishnaabe Language Teaching Methods 3 CR**

This course is an introduction to the general principles of teaching Nishnaabemwin, stressing development of listening comprehension and speaking skills. In lesson planning, focus will be on structural and communicative approaches.  
Prerequisite: Completion of NLII Basic Year I or permission of instructor.

**NI211 Dagwaagi/Biboon/Minookami—Fall/Winter/Spring Weekend Immersion—Intermediate 3 CR**

This is a continuation of the topics of NI111 Dagwaagi/Biboon/Minookami—Fall/Winter/Spring Weekend Immersion—Basic with further emphasis on the development of units and activities using the materials produced in the previous NI111 Immersion Weekends. The practicum will encourage the students to develop their skills in originality and imagination yet keeping within the bounds of second language teaching criteria. Incorporation of learned concepts will also be encouraged. The idea is to make learning fun and exciting. A supervised practicum will provide the opportunity for teaching a class at the Basic or Introductory level to peer students during this course. Students will prepare three (3) 30-minute lessons for presentation during each weekend session.  
Prerequisite: NI111.

**NI212 Dagwaagi/Biboon/Minookami—Fall/Winter/Spring Weekend Immersion—Advanced 3 CR**

Students will attend (3) three scheduled seasonal weekend Immersion sessions and participate in a special class project(s) to design and develop various types of Ojibwe language teaching resource materials. Students will utilize intensive written Nishnaabemwin language and orthography skills. Nishnaabek teaching methods and principles learned from the NLII courses will also be utilized.  
Prerequisite: NLII Year II Intermediate or permission of instructor.

**NI224 Nishnaabek Cultural Orthography/Grammar – Advanced 3 CR**

This course is the advanced study of the structure of the Nishnaabemwin Language. Reading comprehension exercises will be utilized as well as other activities incorporating the four communicative styles of language acquisition previously learned. Further in-depth study of the language will focus on advanced grammar structure as well as research on the “true meaning” of various words and phrases.  
Prerequisite: NI206

**NI228 Ojibwe Language Immersion/Special Projects - Advanced****6 CR**

Students will have the opportunity to participate in a “total immersion experience” via an exchange visit to members of a community where there is yet a fullness of the language. Language learning will take forms of participating and communicating in the daily activities of the family or sponsor. Daily journals written in the language will be kept and used as a reporting tool upon return. These will also be used for certain aspects of the Advanced Nishnaabemwin Language & Orthography course. Intensive emphasis will be on oral skills, however, written exercises and readings will be utilized as well as other activities.

Prerequisite: NI208

**NI229 Teaching Methods and Curriculum Development - Advanced****3 CR**

Consolidation and extension of previously learned material in Parts 1 & 2 will be focused in this course. Students will have the opportunity to learn to develop curriculum using the course spiral process outlined at the onset of the NLII Program. Incorporation and utilization of culturally relevant material and activities will be encouraged.

**NI231 Nishnaabe Child Development and the Classroom****3 CR**

Incorporating what has been learned in the Medicine Wheel Teachings, students will examine the four aspects (physical, mental, emotional, and spiritual) of children and youth. Language teacher interaction, development of student rapport, and classroom management will be emphasized. The Seven Grandfather teachings will be a model used in the development of culturally relevant material.

***NL – NATIVE LANGUAGE***

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**NL105 Ojibwe Language I (Fall/Winter)****3 CR**

This is an introductory course to the Ojibwe Language. Students will have the opportunity to learn simple phrases, greetings, nouns, and structure (grammar) in Ojibwe. Students will also have the opportunity to learn culturally relevant Nishnaabek teachings. Emphasis will be on listening and recognition of the flow of the language.

Prerequisite: None

**NL106 Ojibwe Language II (Winter)****3 CR**

This course will expand upon Ojibwe I, still keeping the verb as the main focus and continuing work with the double vowel system. Students will learn to write sentences and simple dialogue on their own. This course will also include Ojibwe cultural activities.

Prerequisite: NL105 or permission of instructor.

**NL109 Ojibwe III (Intermediate I) (Fall)****3 CR**

This course will emphasize conversational Ojibwe. Students will continue utilizing the nouns and verbs from Ojibwe II. More class time will be spent on oral exercises.

Prerequisite: NL106 or permission of instructor.

***NP – NISHNAABEMWIN PROGRAM***

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**NP141 Basic Immersion I (Fall)****6 CR**

*(Formerly classified as NA141 Nishnaabemwin Pane-1: Basic (Fall)- 3 Credits and NA142 Nishnaabemwin Pane-2: Intermediate Basic (Fall) – 3 Credits)*

This course, delivered entirely in Nishnaabemwin, is designed for both new and continuing Nishnaabemwin learners. Through a variety of techniques including story-telling, the instructor creates for the students a context in which the language is heard. For many students, this may be the first time they have heard the language used for an extended period. Students will have the opportunity to become familiar with the sound of Nishnaabemwin. It is expected that the student will begin to comprehend the broad context of the instructor's narrative without having to resort to grammatical study. Formally NA141 and NA142.

Prerequisite: None

**NP142 Basic Immersion II (Winter)**

**6 CR**

*(Formerly classified as NA143 Nishnaabemwin Pane-3: Advanced Basic (Winter) – 3 Credits and NA144 Nishnaabemwin Pane-4: Intermediate (Winter) – 3 Credits)*

This course is a continuation of NP141. It is delivered entirely in Nishnaabemwin and focuses on hearing, listening and comprehension. Through story-telling the instructor facilitates the student's ability to understand general meaning and significant events within a story. Through the continued development of immersion listening skills, the student's comprehension is further improved allowing the acquisition of a broadened core vocabulary and an enhanced ability to recognize meaning in natural speech. Formally NA143 and NA144.

Prerequisite: None

**NP143 Basic Immersion III (Fall)**

**6 CR**

*(Formerly NA241 Nishnaabemwin Pane-5: Advanced Intermediate (Fall) – 3 Credits and NA242 Nishnaabemwin Pane-6: Advanced (Fall) – 3 Credits)*

This course, delivered entirely in Nishnaabemwin, is a continuation of NP141 and NP142. Using progressively higher levels of speech, sentence structure and vocabulary, the instructor continues to promote the development of the student's immersion listening skills and comprehension. The student will demonstrate an understanding of increasingly subtle nuances in each story, and will begin to respond appropriately, in either English or Nishnaabemwin, to questions from the instructor. Formally NA241 and NA242.

Prerequisite: None

**NP145 Introduction to Second Language Acquisition: Theory and Practice (Summer)**

**4 CR**

*(This is the first course of a series of courses for training fluent speakers and tribal/first nation language personnel on the fundamental theory and practices of creating and maintaining a successful immersion program)*

This course in Nishnaabemwin, is a general introduction to the ways that human beings develop an ability to speak a second language. The course introduces current research on this process of language acquisition. Particular emphasis will be placed on the immersion techniques that are being successfully utilized in the Bay Mill Community College Nishnaabemwin Pane Immersion Program.

Prerequisite: None

**NP161 Introduction to Immersion I (Fall)**

**8 CR**

*(Formerly NA161 Immersion Weekend – 1: Understanding Nishnaabemwin (Fall) (On Demand) – 4 Credits and NA162 Immersion Weekend - 2: Personal Activities. (Fall) – 4 Credits)*

This course team taught entirely in Nishnaabemwin will focus on introducing the learner to language immersion, familiarizing the learner to the techniques used by the instructors in an immersion environment and building the confidence of the learner to remain committed to the immersion approach to second language acquisition. The focus will initially focus on hearing the language used in a wide variety of contexts to develop an ability to recognize the sound, intonation and rhythm of the speech of fluent speakers. Hearing the language is a prerequisite to listening to the language for comprehension. Formally NA161 and NA162.

Prerequisite: None

**NP162 Introduction to Immersion II (Winter)****8 CR**

*(Formerly NA163 Immersion Weekend – 3: Residence and Employment (Winter) – 3 Credits and NA164 Immersion Weekend - 4. (Winter) – 4 Credits)*

This course, delivered entirely in Nishnaabemwin, will continue the immersion techniques introduced in NPIP161. Instructors will maintain an immersion environment, develop the student's immersion listening skills, and continue to strengthen the student's commitment to the immersion approach to second language acquisition. The focus will remain on maximizing the student's hearing the language used in a wide variety of contexts in order to develop an ability to recognize the sound, intonation and rhythm of the speech of fluent speakers. Hearing the language is a prerequisite to listening to the language for comprehension. Formally NA163 and NA164.

Prerequisite: None

**NP163 Ojibwe Immersion III (Summer)****8 CR**

*(Renamed Course Title)*

This course, delivered entirely in Nishnaabemwin, will conclude the student's introduction to language immersion education presented in NP161 and NP162. Instructors will maintain an immersion environment and continue building the confidence of the student to understand and remain committed to the immersion approach to second language acquisition. The focus will remain on maximizing the student's hearing the language used in a wide variety of contexts in order to develop an ability to recognize the sound, intonation and rhythm of the speech of fluent speakers. Instructors will monitor individual students' progress and adjust the level of language used to meet each student's level of acquisition.

Prerequisite: None

**NP241 Intermediate Immersion I (Winter)****6 CR**

*(Formerly NA243-Nishnaabemwin Pane-7: Intermediate Advanced (Winter) – 3 Credits and NA244 Nishnaabemwin Pane-8: Comprehensive (Winter) – 3 Credits)*

This course, delivered entirely in Nishnaabemwin, is designed to increase the listening comprehension of the student beyond the basic level. The student will become more confident in their ability to comprehend the speech of a fluent speaker. The student will continue the development of their ability to respond to and interact with the instructor.

Prerequisite: None

**NP242-A Intermediate Immersion II (Fall)****6 CR**

*(New Course)*

This course, delivered entirely in Nishnaabemwin, is a continuation of NP241. It is designed to further develop the student's listening comprehension. The student will be able to understand in greater detail the emotive and descriptive nuances in the speech of a first-speaker, as well as be able to broadly describe in English the subject matter presented by the instructor. The student will exhibit a greater facility to respond appropriately in either Nishnaabemwin or in English to the instructor.

Prerequisite: None

**NP243-A Intermediate Immersion III (Winter)****6 CR**

*(New Course)*

This course, taught entirely in Nishnaabemwin, is a continuation of NP242. The course continues to increase the comprehension level of the student. The student will develop an increased ability to understand the finer points of what is being communicated, and an emergent ability to translate from Nishnaabemwin to English will show itself in the student.

Prerequisite: None

**NP244 Immersion Education (Summer)****4 CR**

Within the broader context of Native Language Revitalization, this course presents the theory and application of teaching subject matter courses using Nishnaabemwin as the medium of instruction. Language acquisition can occur through the teaching of any subject which does not focus on the form of the language being used to teach. Students and first-speakers interested in passing on the language will benefit from the practical applications presented. Relevant topics will be addressed from the fields of bilingualism and second language acquisition.

Prerequisite: None

**NP245-A Intermediate Immersion IV (Summer)****6 CR**

This course, taught entirely in Nishnaabemwin, is a continuation of NP243-A – Intermediate Immersion III. The course continues to increase the comprehension level of the student to an intermediate level. The student will continue to develop his understanding of the messages being communicated by first-speakers of Nishnaabemwin and be able to better respond to questions offered in the language. The student will also be able to demonstrate an increased facility to broadly translate from Nishnaabemwin to English by correctly identifying character(s), setting, story sequence and meaning.

Prerequisite: None

**NP251-B Advanced Immersion I (Fall)****6 CR**

*(New Course)*

This course, delivered entirely in Nishnaabemwin, will continue to increase the student's comprehension level and begin to facilitate the student's production of speech. The decision to speak in Nishnaabemwin is still the choice of the student. Lab hours are additional hours spent with fluent speaker(s).

Prerequisite: None

**NP252-B Advanced Immersion II (Winter)****6 CR**

*(New Course)*

This course, delivered entirely in Nishnaabemwin, culminates the four-year Nishnaabemwin Pane Immersion Program. Students will understand fully what the instructor is saying and will be able to translate accurately the general content of that speech. Students will be able to engage in dialogues with the instructor and answer appropriately questions posed by the instructor. Lab hours are additional hours spent with fluent speaker(s).

Prerequisite: None

**NP253-C Advanced Immersion III (Fall)****6 CR**

This course, delivered entirely in Nishnaabemwin, initiates the fifth year Nishnaabemwin Pane Immersion Program. Students with high comprehension listening skills will continue to develop those skills by interacting with first-speaker instructors and demonstrating their translation skills. Instructors will utilize story-telling, skits and word games incorporating a variety of language usage in a number of social and cultural settings. Lab hours are additional hours spent with fluent speaker(s).

**NP254-C Advanced Immersion IV (Winter)****6 CR**

This course, delivered entirely in Nishnaabemwin, is a continuation of NP253-C Advanced Immersion III. Students with high comprehension listening skills will continue to develop those skills by interacting with first-speaker instructors and demonstrating their translation skills. Instructors will utilize story-telling, skits and word games incorporating a variety of language usage in a number of social and cultural settings. Lab hours are additional hours spent with fluent speaker(s).



**NP255-C Advanced Immersion V (Summer)****6 CR**

This course, delivered entirely in Nishnaabemwin, is a continuation of NP254-C Advanced Immersion IV. Students with high comprehension listening skills will continue to develop those skills by interacting with first-speaker instructors and demonstrating their translation skills. Instructors will utilize story-telling, skits and word games incorporating a variety of language usage in a number of social and cultural settings. Lab hours are additional hours spent with fluent speaker(s).

**NP256-D Advanced Immersion VI (Fall)****6 CR**

This course, delivered entirely in Nishnaabemwin, is a continuation of NP255-C Advanced Immersion III and initiates the sixth year Nishnaabemwin Pane Immersion Program. Students with high comprehension listening skills will continue to develop those skills by interacting with first-speaker instructors and demonstrating their translation skills. Instructors will utilize story-telling, skits and word games incorporating a variety of language usage in a number of social and cultural settings. Lab hours are additional hours spent with fluent speaker(s).

**NP257-D Advanced Immersion VII (Winter)****6 CR**

This course, delivered entirely in Nishnaabemwin, is a continuation of NP256-D Advanced Immersion VI. Students with high comprehension listening skills will continue to develop those skills by interacting with first-speaker instructors and demonstrating their translation skills. Instructors will utilize story-telling, skits and word games incorporating a variety of language usage in a number of social and cultural settings. Lab hours are additional hours spent with fluent speaker(s).

**NP258-D Advanced Immersion VIII (Summer)****6 CR**

This course, delivered entirely in Nishnaabemwin, is a continuation of NP257-D Advanced Immersion VII and completes the sixth and final year of Nishnaabemwin Pane Immersion Program. Students with high comprehension listening skills will continue to develop those skills by interacting with first-speaker instructors and demonstrating their translation skills. Instructors will utilize story-telling, skits and word games incorporating a variety of language usage in a number of social and cultural settings. Lab hours are additional hours spent with fluent speaker(s).

**NP261 Listening Comprehension I (Fall)****8 CR**

*(Formerly NA261 Immersion Weekend – 5: Giving Directions and Instructions (Fall) – 4 Credits and NA262 Immersion Weekend – 6: Cultural Activities. (Fall) – 4 Credits*

This course, delivered entirely in Nishnaabemwin, builds on the first year immersion experience. Instructors will create an immersion environment designed to increase the listening comprehension of the student beyond the introductory level while continuing building the confidence of the learner to understand and remain committed to the immersion approach to second language acquisition. The instructors will use a variety of techniques to maximize the student's hearing of the language. Hearing the language used in a wide variety of contexts will lead to an increased capacity to comprehend the speech of fluent speakers. Instructors will monitor individual students' progress and adjust the level of language used to meet each student's level of acquisition. Formally NA261 and NA262.

Prerequisite: None

**NP262 Listening Comprehension II (Winter)****8 CR**

*(Formerly NA263 Immersion Weekend – 7: Nishnaabeg Values. (Winter) - 4 Credits and NA268 Immersion Weekend – 8: Shopping and Buying. (Winter) – 3 Credits).*

This course, delivered entirely in Nishnaabemwin, is a continuation of NP261 Intermediate Immersion I. Prerequisite: None

**NP263 Listening Comprehension III (Summer)****8 CR**

This course, delivered entirely in Nishnaabemwin, is a continuation of NP262 Intermediate Immersion II. Additional hours with the instructor(s) and/or fluent speakers outside of the weekend experience will be arranged by the student to generate additional hours of comprehensible input.

Prerequisite: None

**NP271-A Conversational Immersion I (Fall)****8 CR**

This course, team taught in Nishnaabemwin, builds on the first two years of course offerings and weekend immersions. The student will exhibit a higher level of listening comprehension and demonstrate a greater facility to respond to and interact with the instructors in either Nishnaabemwin or in English. Additional hours with the instructor(s) and/or fluent speakers outside of the weekend immersions will be arranged by the student to generate additional hours of comprehensible input.

Prerequisite: None

**NP272-A Conversational Immersion II (Winter)****8 CR**

This course, team taught in Nishnaabemwin, is a continuation of NP271 Conversational Immersion I. The student will exhibit a higher level of listening comprehension and demonstrate a greater facility to respond to and interact with the instructors in either Nishnaabemwin or in English. Additional hours with the instructor(s) and/or fluent speakers outside of the weekend immersions will be arranged by the student to generate additional hours of comprehensible input.

Prerequisite: None

**NP273-A Conversational Immersion III (Summer)****8 CR**

This course, team taught in Nishnaabemwin, is a continuation of NP272 Conversational Immersion II. The student will exhibit a higher level of listening comprehension and demonstrate a greater facility to respond to and interact with the instructors in either Nishnaabemwin or in English. Additional hours with the instructor(s) and/or fluent speakers outside of the weekend immersions will be arranged by the student to generate additional hours of comprehensible input.

Prerequisite: None

**NP274-A Native Language Revitalization: Case Studies and Lessons****4 CR**

This course is delivered in both Nishnaabemwin and English and critically examines the experiences of the following Native language revitalization efforts: Native Hawai'i, Maori, Blackfeet, Hualapai, Waskaganish Cree, Cayuga and Mohawk, M'Chigeeng, and Waadookodaading. The successes and challenges of each community will be discussed as they relate to the revitalization of Nishnaabemwin. Relevant topics will be addressed from the field of sociolinguistics.

Prerequisite: None

**NP275-A Methodology: Immersion in Context****4 CR**

Delivered in both Nishnaabemwin and English, this course assists the student in the process of clarifying their own beliefs about classroom-based language acquisition and immersion instruction, both in terms of theoretical issues and practical implications for classroom instruction. Within the context of Nishnaabe language revitalization, this course builds on the material covered in Introduction to Second Language Acquisition: Theory and Practice to help the student construct a principled framework for evaluating and developing a methodological approach to immersion instruction.

Prerequisite: None

**NP276-A Advanced Methodology****4 CR**

Delivered in both Nishnaabemwin and English, this course is a continuation of Methodology: Immersion in Context, and is designed to promote greater understanding of several areas of immersion instruction methodology including second language acquisition, language curriculum issues, and professional development.

Prerequisite: None

**NP277-A Syllabus Design and Materials Development****4 CR**

This course, delivered in both Nishnaabemwin and English, examines the principles of syllabus design for Nishnaabemwin immersion courses, and presents an introduction to the development of instruction materials. The emphasis of the course is practical. However, within the context of Nishnaabe language revitalization, theoretical aspects will also be discussed.

Prerequisite: None

**NP278-A Language Testing and Assessment****4 CR**

This course, delivered in both Nishnaabemwin and English, presents the basic principles of language testing procedures used in the immersion classroom. By analyzing actual tests and working with actual data, students are informed of the role of assessment in immersion instruction.

Prerequisite: None

**NP279-A Immersion Instruction Practicum I****4 CR**

This course offers the student practical application of the Methodology: Immersion in Context, and Advanced Methodology courses: observation of immersion classes, immersion instruction practice, self-evaluation, lesson and materials preparation, and self-evaluation.

*This capstone course is open only to those students who have completed all other requirements for the Certificate in Nishnaabemwin Immersion Instruction.*

**NP280-A Immersion Instruction Practicum II****4 CR**

This final course in the Certificate in Nishnaabemwin Immersion Instruction continues the development of skills begun in Immersion Instruction Practicum I. The participant creates and critiques lesson plans, does demonstration lessons and observes other participant-instructors. Following preparation, the participant instructs a series of immersion classes that they have organized.

Prerequisite: None

**NP281-B Comprehensive Immersion I (Fall)****8 CR**

This course, team taught in Nishnaabemwin, culminates the Nishnaabemwin Pane Immersion Program and builds on the first three years course and weekend immersions. The students listening comprehension will be at an extremely high level. The production of speech will begin to emerge spontaneously and comfortably. Additional hours with the instructor(s) and/or fluent speakers outside of the weekend immersions will be arranged by the student to generate additional hours of comprehensible input.

Prerequisite: None

**NP282-B Comprehensive Immersion II (Winter)****8 CR**

This course, team taught entirely in Nishnaabemwin, is a continuation of NP281-B Comprehensive Immersion I. Students will understand fully what the instructor(s) is saying and will be able to translate accurately the general content of that speech. Students will be able to engage in dialogues with the instructor and answer appropriately questions posed by the instructor(s). Additional hours with the instructor(s) and/or fluent

speakers outside of the weekend immersions will be arranged by the student to generate additional hours of comprehensible input.

Prerequisite: None

**NP283-C Comprehensive Immersion III (Fall) 8 CR**

This course, team taught entirely in Nishnaabemwin, is a continuation on NP282-B Comprehensive Immersion II and is the first course of Year 5 of the Nishnaabemwin Pane Immersion Program. Instructors and students meet for five weekend sessions during the semester and spend a total of twenty-four hours of immersion over two and one-half days per weekend. Students with high comprehension listening skills will continue to develop those skills by interacting with first-speaker instructors and demonstrating their translation skills. Instructors will utilize story-telling, skits and word games incorporating a variety of language usage in a number of social and cultural settings. Lab hours are additional hours spent with fluent speaker(s).

**NP284-C Comprehensive Immersion IV (Winter) 8 CR**

This course, team taught entirely in Nishnaabemwin, is a continuation on NP283-C Comprehensive Immersion III. Instructors and students meet for five weekend sessions during the semester and spend a total of twenty-four hours of immersion over two and one-half days per weekend. Students with high comprehension listening skills will continue to develop those skills by interacting with first-speaker instructors and demonstrating their translation skills. Instructors will utilize story-telling, skits and word games incorporating a variety of language usage in a number of social and cultural settings. Lab hours are additional hours spent with fluent speaker(s).

**NP285-C Comprehensive Immersion V (Summer) 8 CR**

This course, team taught entirely in Nishnaabemwin, is a continuation on NP284-C Comprehensive Immersion IV. Instructors and students meet for five weekend sessions during the semester and spend a total of twenty-four hours of immersion over two and one-half days per weekend. Students with high comprehension listening skills will continue to develop those skills by interacting with first-speaker instructors and demonstrating their translation skills. Instructors will utilize story-telling, skits and word games incorporating a variety of language usage in a number of social and cultural settings. Lab hours are additional hours spent with fluent speaker(s).

**NP286-D Comprehensive Immersion VI (Fall) 8 CR**

This course, team taught entirely in Nishnaabemwin, is a continuation on NP285-C Comprehensive Immersion V and is the first course of Year 6 of the Nishnaabemwin Pane Immersion Program. Instructors and students meet for five weekend sessions during the semester and spend a total of twenty-four hours of immersion over two and one-half days per weekend. Students with high comprehension listening skills will continue to develop those skills by interacting with first-speaker instructors and demonstrating their translation skills. Instructors will utilize story-telling, skits and word games incorporating a variety of language usage in a number of social and cultural settings. Lab hours are additional hours spent with fluent speaker(s).

**NP287-D Comprehensive Immersion VII (Winter) 8 CR**

This course, team taught entirely in Nishnaabemwin, is a continuation on NP286-D Comprehensive Immersion VI. Instructors and students meet for five weekend sessions during the semester and spend a total of twenty-four hours of immersion over two and one-half days per weekend. Students with high comprehension listening skills will continue to develop those skills by interacting with first-speaker instructors and demonstrating their translation skills. Instructors will utilize story-telling, skits and word games incorporating a variety of language usage in a number of social and cultural settings. Lab hours are additional hours spent with fluent speaker(s).

**NP288-D Comprehensive Immersion VIII (Summer)****8 CR**

This course, team taught entirely in Nishnaabemwin, is a continuation on NP287-D Comprehensive Immersion VII and is the final weekend immersion course of Year 6 of the Nishnaabemwin Pane Immersion Program. Instructors and students meet for five weekend sessions during the semester and spend a total of twenty-four hours of immersion over two and one-half days per weekend. Students with high comprehension listening skills will continue to develop those skills by interacting with first-speaker instructors and demonstrating their translation skills. Instructors will utilize story-telling, skits and word games incorporating a variety of language usage in a number of social and cultural settings. Lab hours are additional hours spent with fluent speaker(s).

***NS - NATURAL SCIENCE***

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**NS101 Environmental Science (Lab required) (Winter)****4 CR**

This course explores the varied aspects of mankind's relationship to the environment. This course will provide students with the opportunity to learn about the environment. Concepts of Traditional Native American methods, ecology and modern science will be explored as ways to solve problems dealing with the environment. It will also deal with some identification and ecology of the local plant and animal communities along with the traditional uses of these communities by the Anishnaabek. It is designed to fulfill the Natural Science requirement.

Prerequisite: Completion of EN111 with a C or better.

**NS103 Introduction to Natural Resource Management (Lab required) (Winter)****4 CR**

This course deals with classification and description of renewable and non-renewable resources with emphasis on their ecological value to ecosystems. It is an introduction to and discussion of major resource problems. It is designed to fulfill the Natural Science requirement.

Prerequisite: EN111, NS101 with a C or better.

**NS107 Introduction to Earth Science (Fall)****4 CR**

This course is designed to give students a thorough exposure to basic concepts and processes related to the Geosphere, the Hydrosphere, the atmosphere and Universe. Understanding the major thesis of Earth Science and the application of the knowledge to interpret and analyze natural phenomena will be a major goal of this course.

Prerequisite: Completion of EN111 with a C or better.

**NS112 Concepts of Physics (Lab required) (Fall)****4 CR**

This course is designed to give students a thorough exposure to basic physical concepts. The course will provide a basic training in fundamental physical phenomena and their applications. An introduction of the principals involving mechanics, electromagnetism, waves, optics and thermodynamics will be presented in lecture, demonstration and hands-on activities. It is designed to fulfill the Natural Science requirement.

Prerequisite: MA102 with a C or better.

***OE - OFFICE EDUCATION***

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**OE112 Medical Coding and Billing I (Fall)****3 CR**

This course introduces the student to the coding of medical diagnoses and procedures using ICD-9 and CPT coding manuals. It includes basic insurance concepts, terminology and practices used by health insurance carriers.

Prerequisite: None.

**OE113 Medical Coding and Billing II (Winter) 3 CR**

This course continues the study of billing and coding. It introduces the student to an actual office setting in using the ICD-9 and CPT coding on the HCFA 1500 forms. Many hands-on classroom activities will assist the student in applying the knowledge.

Prerequisite: OE112.

**OE114 Pharmacy Technician 3 CR**

This is an introductory course in pharmacy technology that offers professional training in the following areas: computer programs, pharmaceuticals, customer service and patient care. Upon successful completion of this course students will have the option of taking the Michigan Certified Pharmacy Technician Exam.

Co-requisites: SI112, EN111 and MA104 or above.

**OE118 Basic Office Skills (Fall) 2 CR**

This course covers the common office tasks that require basic office procedures, including but not limited to: interpersonal skills; management of work, time, and resources; set up and maintain records; schedule appointments; set up meetings, and receive visitors; use the telephone effectively; and prepare written communications and distribute processed information.

Co-requisite: CS121.

***PE - PHYSICAL EDUCATION***

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**PE108 Outdoor Hiking (Fall) 2 CR**

This course is designed to enable the student to engage in outdoor hiking as a means of developing physical and mental fitness.

Prerequisite: None

***PT – Great Lakes Composites Institute***

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**PT101 Introduction to Polymers and Reinforced Plastics (Winter) 3 CR**

This course is designed to give students an introduction to polymers and reinforced plastics and their applications. The course assumes the student has no prior knowledge of plastics or the plastics manufacturing industry. It will provide an introductory study of the properties of polymer science. The course will provide a basic understanding of plastics technology, terminology, nomenclature, machinery, and industry through textbook, lecture, demonstration and laboratory activities.

Prerequisite: None

***PY - PSYCHOLOGY***

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**PY101 Introduction to Psychology (Fall) 4 CR**

This course is a general introduction to the scientific study of behavior and mental processes. The study of psychology is presented as an attempt to understand the "mystery of human behavior" and includes a survey of basic topics such as perception, learning, human development, psychological disorders, psychotherapy, and systems of psychology.

Co-requisite: EN111.

**PY205 Abnormal Psychology (Winter) 3 CR**

This course is designed to examine the characteristics, etiology, and treatment of a wide range of mental, emotional, and behavioral disorders according to the DSM-IV diagnostic categories. The socio-historical origins of our concepts of abnormality and the social significance of maladaptive behavior are included. Prerequisite: PY101, Co-requisite: EN112.

**PY208 Counseling Theories and Techniques (Fall, Odd) 3 CR**

This course focuses on the key concepts of contemporary counseling theories and the techniques and methods that are specific to each theoretical approach including those used in traditional Native American healing. Special emphasis is placed on the characteristics of effective counselors, the ethical guidelines affecting the practice of counseling, and the development of an individual philosophy of counseling. Prerequisite: PY101, Co-requisite: EN112.

**PY214 Developmental Psychology (Winter, Odd) 3 CR**

This course is designed to explore human growth and development through all stages of life from conception through death. Included are concepts of physical, intellectual, personality and social development as well as issues and concerns relevant to each stage of life. Prerequisites: EN112, PY101.

***SI - SCIENCE***

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**SI112 Medical Terminology (Fall) 3 CR**

This course is designed to furnish the basic tools necessary for building a medical vocabulary for students wishing to enter a medical field. It involves analyzing the structure of medical terms by learning their roots, prefixes and suffixes, as well as learning to identify, spell, define and properly use those terms and pertinent medical abbreviations. Prerequisite: None

**SI 117 Nutrition for Early Childhood (Online) 3 CR**

In this course, students will understand the roles of good nutrition, health, and safety in the early childhood classroom. Students will learn practical skills and procedures to increase their effectiveness with young children. This course incorporates and will provide students with accurate, authoritative, and up-to-date information on nutrition, health, and safety for young children. Prerequisite: None, Co-requisites: EN101 or EN111

***SO - SOCIOLOGY***

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**SO103 Community Support Systems (Online) 2 CR**

This course explores the functions of community support systems, support systems personnel, community social issues and problems addressed by community support personnel with special emphasis on issues of particular concern to Native Americans. We will also gather information about the community service agencies in our area and build our own resource book for our community, again with the emphasis on Native issues. The majority of this course, because of the medium, will be reading, community support job descriptions, professional interviews, and web based research. Prerequisite: None

**SO106 Introduction to Sociology (Fall)****3 CR**

This course is designed to examine human behavior in the socio-cultural setting and to evaluate the forces which act upon and shape that behavior. Special attention is given to the interaction of individuals in relationships with other groups and with larger social institutions. Native American issues and experiences will be incorporated as feasible and appropriate.

Co-requisite: EN111.

**SO203 Interpersonal/Intercultural Relations for Managers (Online)****3 CR**

The focus of this course is developing effective communication strategies in diverse social and cultural systems within the modern workplace, such as office settings, the hospitality/resort environment, manufacturing, and general retailing. This course will address several key workplace issues, such as how to create and manage a business enterprise in which both the quality of customer service and employee morale/performance are at a level of peak performance. Other issues this course will address are: winning and maintaining both customer and employee allegiance, teamwork, and how to motivate a culturally and socially diverse employee base.

Prerequisite: EN111, Co-requisite: EN112.

**SO204 Social Problems (Winter)****3 CR**

This course is a survey of selected contemporary problems in American society from the perspective of sociological concepts and orientations which underlie an understanding of human behavior. It begins by focusing on problems of personal concern to students and moves to an examination of broader societal problems in an effort to illuminate the social forces that have shaped the social problems as well as the factors that have shaped the students' individual views of those problems. Native American issues and experiences will be incorporated as feasible and appropriate.

Prerequisite: SO106, Co-requisite: EN112.

**SO206 Sociology of Death and Dying (Winter)****3 CR**

This course will explore death, dying, and bereavement as well as other losses that we experience in life from a sociological perspective. Trends in attitudes, coping, legal and moral issues will be covered from a cultural and historical perspective.

Prerequisite: SO106, Co-requisite: EN112.

**SO209 Family Systems (Winter)****3 CR**

This course is designed to explore America's diverse and changing family systems in terms of structure, function and ethnicity in an attempt to provide both personal and intellectual understanding of the importance of families as the crucibles in which our humanity is born, nurtured, and fulfilled. Issues specific to families such as marriage, parenting, divorce, and work are included along with the influences of the economy and social policy on family life.

Prerequisite: SO106, Co-requisite: EN112.

**SO212 Sociology of Women (Fall)****3 CR**

This course will cover the history and future of women and feminism including its political roots and objectives. It will also explore how race, class, and other social hierarchies define a woman's role and feminism.

Prerequisites: SO106 and EN112.



Interpersonal Communications: Conflict Resolution will provide a cultural perspective, with an emphasis on American Indian approaches, about the nature of conflict and the various methods, multi-culturally, used to resolve conflict. While the beginning of the course will include a brief overview of the history and content of the emerging field of conflict resolution, the overall focus will be interpersonal conflict between individuals and groups of individuals. Students will learn techniques of communication, such as active listening, in order to be prepared to de-escalate potential conflicts that may occur in their work and personal life. Significant issues that impact both the theory and practice of conflict resolution, such as neutrality, settlement or compromise vs. structural change, will inform our discussions.

Prerequisites: EN101 or (EN111 and EN112)

## ORGANIZATION OF THE COLLEGE

Bay Mills Community College is governed by the Bay Mills Community College Board of Regents. The current members and their tribal affiliations are as follows:

### *Board of Regents*

Teeple, Sharon L. ....Chairperson

Member, Bay Mills Indian Community

Bailey, Derek ..... Vice Chairperson

Member, Grand Traverse Band of Ottawa & Chippewa Indians

Perron, Kurt ..... Treasurer

Member, Bay Mills Indian Community

Cameron, Allyn J. ....Secretary

Member, Bay Mills Indian Community

Easton, Alexander .....Member

Member, Bay Mills Indian Community

Matson, Angeline. ....Member

Member, Sault Tribe of Chippewa Indians

Parker, Jeffrey D. ....Member

Member, Bay Mills Indian Community

Carrick, Terry E. ....Member

Member, Bay Mills Indian Community

Harrington Jr., Fred .....Member

Member, Little Traverse Bay Band of Odawa Indians

Carnahan, George R., Ph.D. ....Ex-Officio Member

Student Body President/Elected Annually .....Ex-Officio Member

## *Full Time Faculty/Department Chair*

Adair, Kathy .....	Social Science Department Chair
A.A., Lake Superior State University	
B.S., Lake Superior State University	
M.S.W., Grand Valley State University	
Berkompas, Nancy.....	Criminal Justice Department Chair
B.S., Bob Jones University	
M.A., Eastern Michigan University	
Ph. D., Western Michigan University	
Cadreau, Bridget.....	Education Department Chair
B.S., Northern Michigan University	
M.A., Northern Michigan University	
Cantarero, Maria N. ....	Communications & Education Full Time Faculty/Department Chair
B.A., University of Iowa	
M.A., Northern Iowa University	
Johnson Cox, Susan K. ....	Computer Information Systems/Office Emphasis Full Time Faculty/Department Chair
B.S., Northern Michigan University	
M.A., Viterbo College	
Kasper, Chet .....	Computer Information Systems/Technology Department Chair
B.S., Ferris State University	
M.S., University of Madison	
Krentz, John.....	Health & Fitness Full Time Faculty/Department Chair
B.A., Ripon College	
M.S., University of Madison	
Melis, Ildikó.....	Communications Full Time Faculty
M.A., University of Arizona	
M.A., Eotvos Lor´ and University	
Ph. D., University of Arizona	
Miller, Christine M. ....	General Studies Full Time Faculty/Department Chair
B.S., Ferris State University	
M.S., East Texas State University	
Ripple, Paul .....	Science Full Time Faculty/Department Chair
B.A., Miami University	
B.S., Northern Michigan University	
M.S., Michigan Technological University	

<p>Stark, Brent .....</p> <p>A.S., Muskegon Community College</p> <p>B.S., Lake Superior State University</p>	<p>Construction Technology</p> <p>Full Time Faculty/Department Chair</p>
<p>White, John .....</p> <p>B.A., Lake Superior State University</p> <p>M.B.A., Lake Superior State University</p>	<p>Business Administration</p> <p>Full Time Faculty/Department Chair</p>
<p>Willis, Michael .....</p> <p>Northern Michigan University</p> <p>Lake Superior State University</p> <p>Diploma, Nishnaabemwin Language Instructors Institute, Bay Mills Community College</p> <p>A.A.S., Bay Mills Community College</p> <p style="padding-left: 100px;">Member, Bay Mills Indian Community</p>	<p>Native American Studies/Pane</p> <p>Full Time Faculty/Department Chair</p>

# *Bay Mills Community College Directory*

## ADMINISTRATION

Parish, Michael C., J.D. .... President  
B.S., Lake Superior State University  
J.D., Cooley Law School  
Member, Bay Mills Indian Community

Cameron, Samantha S. .... Vice President of Academics  
A.B., St. Clair County Community College  
B.B.A., Western Michigan University  
M.A., Michigan State University  
Member, Bay Mills Indian Community

Yanni, Stephen R. .... Vice President for Administration and Advancement  
B.S., Lake Superior State University  
M.S., Western Illinois University  
Ph.D., Michigan State University

Postma, Laura A., C.P.A. .... Vice President for Business and Finance  
B.S., Lake Superior State University

Shannon, Patrick M., J.D., Ed.D. .... Director of Charter Schools  
B.S., Central Michigan University  
J.D., University of Detroit  
M.P.H., University of Michigan  
Ed.D., Central Michigan University

Kasper, Chet ..... Title III Director  
B.S., Ferris State University

Wilson, Debra J. .... Dean of Student Services  
Lake Superior State University  
Certificate, Bay Mills Community College  
A.A.S., Bay Mills Community College  
Member, Bay Mills Indian Community

## ACCOUNTING

Halvorsen, Joe ..... Accountant  
B.S., Ferris State University

Mitchell, Betty A. .... Bookkeeper/Human Resource Officer  
Certificate, Lake Superior State University  
Bay Mills Community College

Soltys, Stephen E. .... Accountant  
B.S., Lake Superior State University

### **ADMINISTRATIVE ASSISTANTS**

- Kelly, Tina..... Administrative Assistant for President's Office  
Certificate, Bay Mills Community College  
A.A.S., Bay Mills Community College
- Lehre, Elaine M. .... Administrative Assistant for Dean of Student Services/Admissions Officer  
Certificate, Bay Mills Community College  
Member, Bay Mills Indian Community
- Reffruschinni, Jeani.....Administrative Assistant for Vice President of Academics  
Lake Superior State University  
Northern Michigan University  
A.A., Bay Mills Community College  
A.A.S., Bay Mills Community College  
Member, Sault Ste. Marie Tribe of Chippewa Indians

### **CHARTER SCHOOLS**

- Berkompas, Nancy ..... Governance Specialist  
B.S., Bob Jones University  
M.A., Eastern Michigan University  
Ph. D., Western Michigan University
- Hopper, Julie ..... Education Specialist/ Field Consultant  
B.S., Central Michigan University  
M.A., Central Michigan University  
Member, Bay Mills Indian Community
- McKinney, Lois M. .... Secretary for Charter Schools  
Certificate, Bay Mills Community College  
A.A.S., Bay Mills Community College
- Tadgerson, Pat ..... Information Systems Administrator  
A.A.S., Lake Superior State University  
B.S., Lake Superior State University  
Member, Bay Mills Indian Community
- Wanic, Mariah ..... Compliance Coordinator  
Lake Superior State University  
A.A.S., Bay Mills Community College  
B.S., Central Michigan University  
Member, Bay Mills Indian Community

### **CONSTRUCTION TECHNOLOGY**

- Stark, Brent ..... Construction Technology  
A.S., Muskegon Community College Full Time Faculty/Department Chair  
B.S., Lake Superior State University
- Timmer, Richard ..... Director of Construction Technology  
B.S., Hope College

## **COMPUTER & AUDIO VISUAL SERVICES**

Bedell, Robin ..... Network Manager  
A.A.S., Georgia Military College  
A.A.S., Bay Mills Community College  
A.A., Bay Mills Community College  
A.S., Bay Mills Community College  
B.S., Southern Illinois University  
Member, Bay Mills Indian Community

Landreville, Elizabeth ..... Computer Technician  
Certificate, Bay Mills Community College  
Member, Sault Ste. Marie of Chippewa Indians

## **DEVELOPMENT**

Adair, Kathy ..... Grant Specialist  
A.A., Lake Superior State University  
B.S., Lake Superior State University  
M.S.W., Grand Valley State

Doyle, Michael ..... Director of Research  
B.S., The Evergreen State College  
M.S., Southern Illinois University  
Ph.D., Claremont Graduate School

Ferro, Nicholas L. II ..... Special Assistant to the President/Director of Development  
University of Wisconsin  
Indiana University, School of Philanthropy  
Jackson Community College

## **FINANCIAL AID**

Bergstrom, Tiffany ..... Administrative Assistant to the Financial Aid Director  
Certificate, Bay Mills Community College  
A.A.S., Bay Mills Community College  
Member, Bay Mills Indian Community

Miller, Tina M. .... Financial Aid Director  
A.A.S., Bay Mills Community College  
Member, Sault Ste. Marie Tribe of Chippewa Indians

## **GREAT LAKES COMPOSITES INSTITUTE**

Daniels, Betty ..... Office Manager for Great Lakes Composites Institute  
Bay Mills Community College

Dyksterhouse, Joel ..... Director of Technology for the Great Lakes Composites Institute  
B.S., Wright State/University of Ohio  
M.S., University of Dayton

Luttenton, Jesse .....Resource Developer  
B.S., Northern Michigan University  
M.A., Northern Michigan University

**LIBRARY**

Elder, Richard W. ....Librarian / HS/GED Completion Coordinator  
A.S., Mott Community College  
B.S., Central Michigan University  
M.A., Central Michigan University

Teeples, Patty ..... Assistant Library Director  
Bay Mills Community College  
Member, Sault Ste. Marie Tribe of Chippewa Indians

**NISHNAABEK KINOOMAADEWIN VIRTUAL COLLEGE**

Lindsay, John M. .... Webmaster and System Administrator/Librarian for Virtual Library  
Certificate, Bay Mills Community College  
A.A.S., Bay Mills Community College  
Member, Sault Ste. Marie Tribe of Chippewa Indians

Parish, Laura..... Virtual College Coordinator  
A.A.S., Bay Mills Community College  
A.A., Bay Mills Community College  
Member, Bay Mills Indian Community

Rubin, Kathy ..... Administrative Assistant for Virtual College

Waybrant, Brody ..... Virtual College Director  
B.A., Lake Superior State University  
M.A., Central Michigan University

**STUDENT BILLING**

Bertram, Sherry .....Student Billing Clerk  
A.A.S., Bay Mills Community College  
A.A., Bay Mills Community College  
Member, Bay Mills Indian Community

**STUDENT SERVICES**

Bedell, Kelly C..... Student Support Services Specialist  
Michigan Office of Substance Abuse Services Certification  
Bay Mills Community College  
B.S., Northern Michigan University  
Member, Bay Mills Indian Community

Dowd, Nicole ..... TRIO Student Support Services Counselor  
B.S., Lake Superior State University



LeBlanc, Debra.....Director of TRIO Student Support Services  
 A.A., Bay De Noc Community College  
 B.S., Lake Superior State University  
 M.S.W., Michigan State University

LeBlanc, Kathleen ..... Cultural Services Director  
 Lake Superior State University  
 Bay Mills Community College  
 Member, Bay Mills Indian Community

Lipponen, Carol L. .... Receptionist  
 Member, Sault Ste. Marie Tribe of Chippewa Indians

Schofield, Sherri A. ....Registrar/Institutional Information Systems Manager  
 Northern Michigan University  
 Suomi College  
 A.A.S., Bay Mills Community College  
 Member, Bay Mills Indian Community

Tadgerson, Aaron .....Recruiting and Retention Coordinator  
 B.S., Lake Superior State University  
 MPA, Northern Michigan University  
 Member, Bay Mills Indian Community

Teeple, Wade..... Off-Campus and Non-Credit Program Coordinator  
 Bay Mills Community College  
 U.S. Indian Police Academy  
 Member, Bay Mills Indian Community



***This issue is dedicated to our very dear friend Veronica "Roni" VanSloten, who joined the Creator on October 5, 2007. Roni will always be in our hearts, and greatly missed by Bay Mills Community College students, staff and faculty, and the Bay Mills Indian Community.***