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Graduation

College Services
Academic Skills Center (ASC) / AEOA Adult Education
Bookstore
Bus Service
Child Care Center
Computer Services (IT)
Disability Services
Food Services
GED Testing
Housing / Residence Halls
Insurance (Health)
Library / Media Center
Multi-Cultural Center
Parking
Student ID Cards
Student Support Services (SSS)
Testing Center
Transcripts
Veterans Resource Center

Student Life
Athletics, Student Clubs, and Organizations

Student Academic Rights, Responsibilities, and Policies
Academic Forgiveness / Academic Integrity
Acceptable Use of Computers and Information Technology
Student Petition and Appeals Procedure
Student Code of Conduct / Classroom Civility Statement
Rights and Responsibilities
Complaint / Grievance Procedure
Copyright Infringement
Student Data Practices Policy and Procedure
Satisfactory Academic Progress
Suspension or Expulsion of Students from Classes, Programs or College
Children on Campus
Preferred Name

Health, Safety and Security
Campus Security and Fire Safety Data
Drug Free Campus
Handgun Policy
Immunization Policy
Hepatitis / Meningitis
Missing Persons
Sexual Violence Policy / Support Within Reach
Tobacco

Degrees, Diplomas and Certificate Programs
Course Descriptions

It is our intention to provide resources relevant to the academic, extracurricular, and social lives of students. Every effort has been made to ensure the accuracy contained within this handbook as of the date of publication. However, all policies, procedures, academic schedules, program information, and fees are subject to change at any time by appropriate action of the faculty, the College administration, the Minnesota State College and University System Board of Trustees or the Minnesota Legislature without prior notification. The provisions of this handbook do not constitute a contract between the student and the College. The information in this handbook is for use as an academic planning tool and is subject to change at any time. Upon printing of this handbook, all previous issues are revoked.
WELCOME to Itasca Community College

A learner-centered college that is dedicated to the success of our students!

On behalf of the faculty and staff at Itasca Community College, I want to thank you for choosing ICC to pursue your educational goals. We truly believe ICC is the Best Place to Start, and we will commit to empowering you to reach (and hopefully exceed) the goals that you set out to achieve.

We strongly encourage you to engage with our highly qualified faculty and staff and to become involved in the many rewarding academic and student life programs offered on campus. The depth of your learning and the value of your college experience will largely depend on your commitment to utilizing the supportive resources in place at ICC.

This handbook contains a wealth of important information intended to help you through your journey at ICC, so please use it to your benefit. Again, thank you for choosing Itasca Community College – the Best Place to Start!

Best wishes,

Bart Johnson
Provost

Itasca Community College First-Year Student Philosophy

The Itasca Community College faculty and staff believe the first year is critical to the academic success and personal growth of our students.

To best serve the unique needs of first–year students, we will:

- give students individual attention in a safe, supportive, and friendly environment
- provide high-quality instruction
- communicate and uphold high academic expectations
- establish positive advising relationships
- support an environment in which students experience and express diverse world-views
- offer a comprehensive range of activities to enhance learning and personal growth
- encourage students to make connections with others on the campus and in the community
- evaluate the results of our efforts and use them for continuous improvement
Best Start

This list is designed to assist you in your educational goals and objectives. KEEP THIS LIST to help identify important steps in achieving goals at Itasca.

☐ Keep current: Your address, phone number and email address on your student record can be updated through eServices on the ICC website.

☐ Emergency Notification System: All registered students are encouraged to enroll through their eServices account.

☐ Photo ID: Get your photo Student ID in 104 Backes Student Center. You will need to provide your student tech ID number, Star ID, and a current photo ID.

☐ Student Email: Students are provided with a student email account. Email is the OFFICIAL form of student communication for the college.

☐ eServices: Your “go to” spot to update personal information, register for class, view grades, track financial aid, check your account balance, and much more.

☐ Transfer of Credits from Other Institutions: For transfer credit evaluation, request an official transcript to be sent to ICC from all colleges or universities that are not in the Minnesota State system. We will attempt to electronically retrieve other Minnesota State transcripts when you apply to ICC. You may need to submit an eTranscript Retrieval form.

☐ Immunization: Complete an Immunization Verification form and submit to Student Services if you were born after 1957 and didn’t graduate from a Minnesota high school.

☐ Text books: Visit the ICC Bookstore or the ICC website for textbook information.

☐ DARS Audit: Review your DARS Audit periodically to monitor your progress toward the degree you are pursing. DARS audits can be obtained through eServices. Keep an academic guidesheet of the degree you are pursuing to reference during registration.

☐ Tuition: Students are required to check their tuition balances through eServices in their student account and pay by the tuition due dates. Invoices are not mailed.

☐ Grading: Review course syllabus for grading criteria. Check your grades at the end of each term. Grades can be accessed through eServices.

☐ Satisfactory Academic Progress: Check regularly with your instructor to make sure you are making adequate progress. Seek out help if needed. Satisfactory Academic Progress is required to remain in good standing. Students must maintain a 2.0 grade point average and a 67% completion rate to remain eligible to receive financial aid and to be allowed continued enrollment.

☐ Student Employment: Visit the Financial Aid section of the website for employment opportunities. You’ll find it under “Admissions” or “On-Campus Services.”

☐ Graduation: Complete a Graduation Application one semester prior to your anticipated completion/graduation date.
# 2018-19 Academic Calendar

## Fall Semester 2018  
**August 27 – December 21**

<table>
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<tr>
<th>Event</th>
<th>Date</th>
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<tbody>
<tr>
<td>Freshman Orientation</td>
<td>August 27</td>
</tr>
<tr>
<td>Fall Semester Begins <em>(4 pm or later classes begin 8/27)</em></td>
<td>August 28</td>
</tr>
<tr>
<td>Day 5 / Last Day to Add/Drop Full Semester Classes</td>
<td>August 28</td>
</tr>
<tr>
<td>Fall Tuition Due</td>
<td>August 31</td>
</tr>
<tr>
<td>Drop for Non-Payment</td>
<td>September 3</td>
</tr>
<tr>
<td>Labor Day Holiday <em>(NO Classes / Offices Closed)</em></td>
<td>September 4</td>
</tr>
<tr>
<td>Financial Aid Disbursement</td>
<td>Begins September 12</td>
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<tr>
<td>Late Fees Applied to Unpaid Charges</td>
<td>October 2</td>
</tr>
<tr>
<td>Graduation Application Due for Fall Graduates</td>
<td>October 3</td>
</tr>
<tr>
<td>Early Warning</td>
<td>October 8</td>
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<tr>
<td>Faculty Duty Day <em>(NO Classes / Offices Open)</em></td>
<td>October 18</td>
</tr>
<tr>
<td>NO Classes / Offices Open</td>
<td>October 19</td>
</tr>
<tr>
<td>Midsemester</td>
<td>October 23</td>
</tr>
<tr>
<td>First Day of Block II Classes</td>
<td>October 23</td>
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<tr>
<td>Registration for Spring Semester 2019 begins</td>
<td>November 5</td>
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<tr>
<td>Veteran’s Day Holiday <em>(NO Classes / Offices Closed)</em></td>
<td>November 12</td>
</tr>
<tr>
<td>Thanksgiving Day Holiday <em>(NO Classes / Offices Closed)</em></td>
<td>November 22-23</td>
</tr>
<tr>
<td>Faculty Duty Day <em>(NO Classes / Offices Open)</em></td>
<td>December 4</td>
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<tr>
<td>Final Exam Days</td>
<td>December 19-21</td>
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<tr>
<td>Last day of Fall Semester</td>
<td>December 21</td>
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<tr>
<td>Semester Break <em>(NO Classes / Offices Open)</em></td>
<td>December 22-January 13</td>
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</table>

*Offices Closed December 25 and January 1

## Spring Semester 2019  
**January 14 – May 16**

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
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<tbody>
<tr>
<td>Spring Semester Begins</td>
<td>January 14</td>
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<tr>
<td>Day 5 / Last Day to Add/Drop Full Semester Classes</td>
<td>January 18</td>
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<tr>
<td>Spring Tuition Due</td>
<td>January 18</td>
</tr>
<tr>
<td>Martin Luther King Holiday <em>(NO Classes / Offices Closed)</em></td>
<td>January 21</td>
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<tr>
<td>Drop for Non-Payment</td>
<td>January 22</td>
</tr>
<tr>
<td>Financial Aid Disbursement</td>
<td>Begins January 30</td>
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<tr>
<td>ICC Foundation Scholarship Applications Available</td>
<td>February 1</td>
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<tr>
<td>Late Fees Applied to Unpaid Charges</td>
<td>February 20</td>
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<tr>
<td>President’s Day Holiday <em>(NO Classes / Offices Closed)</em></td>
<td>February 18</td>
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<tr>
<td>Early Warning</td>
<td>February 25</td>
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<tr>
<td>Career Fair <em>(NO Classes / Offices Closed Until 1 p.m.)</em></td>
<td>March 5</td>
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<tr>
<td>ICC Foundation Scholarship Application Deadline</td>
<td>March 4</td>
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<tr>
<td>Graduation Application Due for Spring Graduates</td>
<td>March 6</td>
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<td>Spring Break</td>
<td>March 11-15</td>
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<tr>
<td>First Day of Block II Classes</td>
<td>March 18</td>
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<tr>
<td>Midsemester</td>
<td>March 18</td>
</tr>
<tr>
<td>Registration for Fall Semester 2019 begins</td>
<td>March 18</td>
</tr>
<tr>
<td>Graduation Application Due for Summer Graduates</td>
<td>April 3</td>
</tr>
<tr>
<td>Grad Wrap</td>
<td>April Date TBD</td>
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<tr>
<td>ICC Foundation Scholarship Reception</td>
<td>April 23</td>
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<tr>
<td>Faculty Duty Day <em>(NO Classes / Offices Open)</em></td>
<td>April 19</td>
</tr>
<tr>
<td>Faculty Duty Day <em>(NO Classes / Offices Open)</em></td>
<td>April 26</td>
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Students should check their course schedule in eServices for official withdraw dates for full semester and block classes.

**Campus Telephone Numbers**

- Academic Skills Center .......................................................... 322-2454
- Administration Offices ......................................................... 322-2400
- Admissions / Enrollment Services .......................................... 322-2340
- AEOA Adult Education .......................................................... 218-259-0285 / 218-910-0896 / 218-259-4525
- Alumni Office ........................................................................ 322-2451
- Bookstore .............................................................................. 322-2360
- Business Services .................................................................. 322-2310
- Cafeteria (Viking Grill) ............................................................ 322-2313
- Center for Student Success (Tutoring / Writing Center) ......... 322-2454
- Computer Services .................................................................. 322-2440
- Counseling .............................................................................. 322-2320
- Customized Training / AdvancED Minnesota ......................... 322-2459
- Director of Nursing .................................................................. 322-2365
- Disability Services ................................................................... 322-2433
- Engineering ............................................................................ 322-2370
- Facility Services / Maintenance Dept ...................................... 322-2470
- Financial Aid ........................................................................... 322-2320
- GED Testing ............................................................................ 322-2390
- Head Start (Kootasca) ECFE .................................................... 327-4478
- Information ............................................................................ 322-2300
- Itasca Hall ............................................................................... 322-2380
- Library ..................................................................................... 322-2350
- Mullins Hall (Athletics) ............................................................. 322-2302
- Multicultural Student Affairs .................................................. 322-2353
- Records Office ........................................................................ 322-2320
- Residential Life ........................................................................ 322-2380
- Student Services (Counseling / Financial Aid / Records) ....... 322-2320
- Student Support Services – TRIO ............................................ 322-2430
- Testing Center ......................................................................... 322-2390
- TRIO (Upward Bound) ............................................................. 322-2461
- Wenger Hall – Residence Floor ............................................... 322-2380

ICC’s Toll Free “800” Number ......................................................... 1-800-996-6422

- KAXE Radio Station 91.7 FM (260 NE Second Street) ............ 326-1234
- U of M North Central Research & Outreach Center (1861 E Hwy 169) ........................................ 327-4490
- USDA North Central Forest Experiment Station (1831 E Hwy 169) ........................................... 326-7100

Final Exam Days ........................................................................ May 13-16
Last Day of Spring Semester ...................................................... May 16
Commencement Ceremony ....................................................... May 16
1. **Administration Building**  
   Provost/Chief Academic Officer  
   Foundation / Alumni Office  
   NE Service Unit Research Office  
   TRIO Upward Bound  
   Personnel Office  
   Conference Rooms

2. **Backes Student Center (CC)**  
   Information Center  
   Dean of Student & Admin Services  
   Admissions / Enrollment Services  
   Student Services  
   Counseling / Financial Aid / Records  
   Bookstore / Cashiering Services  
   Cafeteria (Viking Grill)  
   Disability Services  
   Testing Center  
   TRIO Student Support Services  
   Veterans Coordinator  
   Continued Learning Conference Center  
   Viking Room

3. **Mullins Hall (M)**  
   Fitness Center  
   Gymnasium  
   Physical Education  
   Wellness  
   Varsity Athletics  
   Wrestling / PE Room  
   Coaches Offices  
   Faculty Offices

4. **Wenger Hall (EC)**  
   Chemistry  
   Engineering  
   Math  
   Physics  
   Engineering Student Housing  
   Classrooms  
   Faculty Offices

5. **Davies Hall (T)**  
   Art  
   Music  
   Francis Chucker M.D. Auditorium  
   AdvancED MN (Customized Training)  
   Practical Nursing  
   Engineering Concept Lab

5. **Davies Hall (cont.)**  
   Teaching Computer Lab  
   Interactive TV  
   HDIV Classroom (Immersion)  
   Classrooms  
   Faculty Offices

6. **Dailey Hall (V)**  
   Natural Resources  
   Forestry / Wildland Firefighting  
   GIS / Geography  
   Teaching Computer Lab  
   Carl Perkins Grant Coordinator  
   Facility Services / Maintenance  
   Classrooms  
   Faculty Offices

7. **Media Center (L)**  
   Library  
   Academic Skills Center  
   Adult Basic Education  
   Computer Lab  
   IT Computer Services  
   American Indian Studies  
   American Indian Learning Community  
   Faculty Offices

8. **Johnson Hall (LA)**  
   College for Kids Coordinators  
   Computer Science  
   English  
   History  
   Mathematics  
   Philosophy  
   Teaching Computer Lab  
   Classrooms  
   Faculty Offices

9. **Wilson Hall (W)**  
   Biology / Natural Science  
   Business / Accounting  
   Psychology  
   Classrooms  
   Faculty Offices

10. **Child Care Center (K)**  
   Kootasca Early Head Start

11. **Itasca Hall**  
    Residence Life Director
Itasca Community College

Campus Map

1. Administration Building
2. Backes Student Center
3. Mullins Hall
4. Wenger Hall
5. Davies Hall
6. Dailey Hall
7. Library/Media Center
8. Johnson Hall/Liberal Arts
9. Wilson Hall
10. Child Care Center
11. Itasca Hall

Stop light entrance & roundabout
Introduction

Statement of Institutional Integrity
The college is dedicated to helping every learner acquire the essential knowledge, skills and attitudes to be successful. Itasca recognizes that ethical behavior creates an effective learning environment and helps the students and the institution accomplish their goals. The college defines integrity as the responsibility to deliver education and services as promised. Equitable treatment of all people involved with the college is fundamental to the integrity of Itasca Community College.

Integrity requires:
- Mutual respect for all, regardless of roles and responsibilities.
- Open and free exchange of information relative to individual roles and responsibilities.
- Non-discriminatory practices regarding the admission and retention of students and the hiring and retention of employees.
- Commitment to a student-centered program of studies.
- Commitment to on-going professional growth and development for faculty and staff.
- Honest and truthful communication regarding the college’s programs, policies and practices.

Mission
Itasca Community College is committed to providing accessible, high-quality educational experiences in an inclusive environment that empowers our learners to pursue meaningful lives and productive careers.

Vision
Best in engaged learning…community partnerships…empowering people!

Values
Itasca Community College will put its principles into action, dedicating itself to the following values and using them to continually evaluate its mission, vision, and goals:
- Integrity – Itasca Community College will promote individual and organizational responsibility and integrity to empower the success of our learners.
- Accessibility – Itasca Community College will serve as an inclusive educational community that enables all learners to achieve their desired educational goals.
- Civility – Itasca Community College will encourage the college community to engage in meaningful conversations that embrace differing viewpoints and perspectives in a safe, open, and respectful environment.
- Innovation – Itasca Community College will be innovative in meeting the educational needs of our learners, community, and region.
- Community Engagement – Itasca Community College will integrate itself into the community through our students, employee involvement, and community partners.

Educational Philosophy
Codified in the ICC Foundational Goals, Itasca Community College affirms its commitment to a broad and coherent foundation of general education which is fundamental to educational opportunity, individual enrichment, and citizenship. Our graduates will acquire the intellectual and practical essentials to create and adapt to our diverse society, now and in the future.
These essentials include skills in or knowledge of:

- Communication
- Critical Thinking
- Information Technology
- Mathematical / Scientific Reasoning
- Citizenship and Ethics
- Diversity

Foundational Processes

The following foundational processes will be employed by Itasca Community College as it implements its strategic plan:

- Communicate openly and clearly.
- Use participatory decision-making.
- Respect diversity.
- Value its human resources.
- Continually improve.
- Practice stewardship.
- Utilize technology.

Strategic Direction

**Strategic Direction 1: Increase access, opportunity, and success.**

**Goals:**

1. Advance K-12 partnerships to increase the number of college-ready students and develop pathways for academic success.
2. Create and implement an intrusive advising methodology, an early semester evaluation/student feedback process enabling faculty to better understand barriers to student success and identify solutions.

**Strategic Direction 2: Achieve high quality learning through a commitment to academic excellence and accountability.**

**Goals:**

1. Expand efforts in assessing and improving student learning through assessment at the program level; adopt TracDat and implement college-wide assessment and evaluation tool to track data for continuous quality improvement.
2. Increase/expand faculty development opportunities related to teaching today’s students – promising and best practices in engaged/deep learning.
3. Develop fiscal plan to upgrade physical plant, lab spaces, and natural environment to improve overall learning experience.

**Strategic Direction 3: Provide learning opportunities, programs, and services to enhance the global economic competitiveness of the state, its regions and its people.**

**Goals:**

1. Develop learning opportunities and campus action plans around cultural diversity, it improve understanding of global issues and better prepare our students for a diverse world.
2. Expand customized training programs that speak to improving the competitive advantage of our service region.

**Strategic Direction 4: Innovate to meet current and future educational needs.**

**Goals:**

1. Determine three to four attainable goals in partnership with education, business, and industry partners that meet training and educational needs and advance the area’s economy.
2. Evaluate and identify educational gaps and needs of current students and adopt campus-wide initiatives to address these needs.

**Strategic Direction 5: Sustain financial viability during changing economic and market conditions.**

**Goals:**
1. Explore alternative ways to tell our story and market ICC (improve website).
2. Explore and encourage sustainable behaviors such as conservation of electricity, supplies, etc; conduct a comprehensive study on lighting and heating efficiencies on campus.

**ICC Foundational General Education Goals and Outcomes**

**Communication**

**Goal:** To develop students’ skills in the use of written and oral language in the various contexts of personal and professional life.

**Students will be able to:**
- Read, evaluate, synthesize and apply information from a variety of sources.
- Understand/demonstrate the writing and speaking processes through planning, organizing, drafting, revising, and editing.
- Write and speak clearly, concisely, and accurately in a variety of contexts and formats.
- Employ appropriate language use, vocabulary and mechanics in academic, professional, and personal settings.
- Participate effectively in groups with emphasis on listening, critical, and reflective thinking and responding.

**Critical Thinking**

**Goal:** To increase students’ abilities to engage in and apply effective critical/creative thinking and reasoning skills to personal and professional decision-making, problem-solving, and evaluative reasoning.

**Students will be able to:**
- Identify a problem/issue/concept.
- Gather/generate information and/or ideas.
- Analyze the connections among the ideas, facts, goals, and implicit assumptions relevant to a solution.
- Formulate solutions and/or processes and identify potential consequences.
- Select and implement a solution, process, or decision.
- Evaluate and modify the solution, process, or decision as appropriate.

**Information Technology**

**Goal:** To develop students’ skills in and knowledge of computers and other technology.

**Students will be able to:**
- Perform basic keyboarding skills.
- Perform basic word processing skills.
- Access and manipulate information electronically.
- Define basic computer terminology and functions.
- Use technological equipment.

**Mathematical / Scientific Reasoning**

**Mathematical Reasoning Goal:** To increase students’ skills in and knowledge of mathematical and logical modes of thinking.
Students will be able to:
- Use critical thinking skills to solve mathematical problems.
- Solve problems using appropriate mathematical methods.
- Demonstrate ability to apply mathematical reasoning in a variety of disciplines.
- Demonstrate an increased level of confidence in their own mathematical abilities.

**Scientific Reasoning Goal**: To improve students’ understanding of scientific principles and of the methods of scientific inquiry.

Students will be able to:
- Demonstrate an understanding of scientific principles, vocabulary, and the methods of scientific inquiry and communication of results.
- Demonstrate the ability to collect and analyze data and use critical thinking to interpret experimental results.

**Citizenship and Ethics**

*Goal*: To develop students’ capacity to understand the ways in which they can exercise responsible and productive citizenship.

Students will be able to:
- Analyze and reflect on the ethical dimensions of legal, social, or scientific issues.
- Examine, articulate and apply their own ethical views.
- Participate in an opportunity for civic engagement.

**Diversity**

*Goal*: To increase student’s understanding and acceptance of individual and group differences (e.g. cultures, race, gender, sexual orientation, age, class).

Students will be able to:
- Demonstrate interpersonal skills necessary for living and working effectively in a society with great population diversity.
- Analyze their own attitudes, behaviors, concepts, and beliefs regarding human diversity.

**Accreditation**

Itasca Community College is accredited by the Higher Learning Commission (HLC).

**Diversity**

Itasca Community College recognizes, respects, and honors diversity existing in society due to an individual’s culture, race, ethnicity, religion, gender, and mental and physical challenges. The college is committed to creating a curriculum and a learning environment that empowers students to become contributing members of an increasingly multicultural and diverse society. Students are encouraged to explore and to be exposed to diverse cultures and perspectives as an important aspect of their learning experience.

**Equal Opportunity**

Itasca Community College provides equal access for all students to classes, programs, activities, and facilities without regard to race, color, creed, religion, gender, national origin, sexual orientation, marital status, age, disability, political affiliation/belief, status with regard to public assistance, or inclusion in any other group or class against which discrimination is prohibited by local, state, or federal statutes and regulations.
## August 2018

**HOME athletic events listed only**

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<td>Eligible students may charge books August 14–29</td>
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### Notes:

**“Welcome to Campus” Activities**

There will be a variety of activities for students to participate in during the first few weeks of school. *Cookouts, dances, bowling, athletic events, etc.* Watch for notices and join in the fun!

- **26** Housing Orientation 4:30 pm
  - Davies Theater
  - Grill-out following

- **27** Freshman Orientation
  - Fall Semester Classes Begin
  - (4 pm or later)
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<td>29 ICC Volleyball vs. Northland 6:30 pm</td>
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<td>31 Last Day to Add/Drop Full Semester Classes Due Date to Pay Tuition &amp; Fees</td>
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<td>5 ICC Volleyball vs. Fond du Lac 6:30 pm</td>
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<td>ICC Football vs. Ridgewater CC 1:30 pm Coleraine Field</td>
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<td>14 ICC Football vs. Mesabi Range Noon GRHS Field</td>
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### Winter Sports Season Begins:
- Wrestling
- Women’s Basketball
- Men’s Basketball

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<td>Spring Semester 2019 Registration Students with 24+ earned credits</td>
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<td>ICC Basketball vs. Gogebic 5:30 Women 7:30 Men</td>
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**Spring Semester 2019 Registration**

Students with 15+ earned credits

**Thanksgiving Day Holiday**

NO CLASSES / Offices Closed

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<td>ICC Basketball vs. St. Cloud Tech 5:30 pm Women 7:30 pm Men</td>
<td>ICC Basketball vs. MN State – Fergus Falls 1 pm Women 3 pm Men</td>
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<td>ICC Basketball vs. Lake Superior 1 pm Women 3 pm Men</td>
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## February 2019

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<td>Late Fees Applied to Unpaid Charges</td>
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- ICC Foundation Scholarships Applications Available Online, *February 1*
### March 2019

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**Notes:**

Global Education Week coming in March. Watch for announcements with dates and events.

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Global Education Week coming in March. Watch for announcements with dates and events.
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<td>Submission Deadline for ICC Foundation Scholarships</td>
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Application Deadline for Spring 2019 Graduates

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**SPRING BREAK**  
**MARCH 11-15**

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**Fall Semester 2019 registration begins in March**  
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<td><strong>Summer Session 2019</strong> Watch for course listings, dates, and registration information. Summer Session courses begin in May.</td>
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<td>23 ICC Foundation Scholarship &amp; Awards Reception</td>
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<td>8 Final Exams</td>
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<td>15 Last Day of Spring Semester</td>
<td>16 Commencement Mullins Gym 5 pm</td>
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<td>Freshman Orientation 2019</td>
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<td>Fall Semester Classes Begin (4 pm or later)</td>
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Notes:
General Information

Non-Discrimination in Education and Employment

No person shall be discriminated against in the terms and conditions of employment, personnel practices, or access to and participation in, programs, services, and activities with regard to race, sex, color, creed, religion, age, national origin, disability, marital status, status with regard to public assistance, sexual orientation, gender identity, or gender expression. In addition, discrimination in employment based on familial status or membership or activity in a local commission as defined by law is prohibited.

Harassment on the basis of race, sex, color, creed, religion, age, national origin, disability, marital status, status with regard to public assistance, sexual orientation, gender identity, gender expression, or familial status is prohibited. Harassment may occur in a variety of relationships, including faculty and student, supervisor and employee, student and student, staff and student, employee and employee, and other relationships with persons having business at, or visiting the education or working environment.

This policy is directed at verbal and physical conduct that constitutes discrimination/harassment under state and federal law and is not directed at the content of speech. In cases in which verbal statements and other forms of expression are involved, Minnesota State Colleges and Universities will give due consideration to an individual's constitutionally protected right to free speech and academic freedom. However, discrimination and harassment are not within the protections of academic freedom or free speech.

The system office, colleges, and universities shall maintain and encourage full freedom, within the law, or expression, inquiry, teaching and research. Academic freedom comes with a responsibility that all members of our education community benefit from it without intimidation, exploitation or coercion.

This policy shall apply to all individuals affiliated with Minnesota State Colleges and Universities, including but limited to, its students, employees, applicants, volunteers, and agents, and is intended to protect the rights and privacy of both the complainant and respondent and other involved individuals, as well as to prevent retaliation or reprisal. Individuals who violate this policy shall be subject to disciplinary or other corrective action.

This policy supersedes all existing college non-discrimination policies.

Please refer to the “Discrimination / Harassment / Sexual Violence Policy” on the Itasca website at www.itascacc.edu for the entire policy under the headings:
   Academics/College Policies (Harassment / Violence Policy & Procedure link)
   OR On-Campus Services/Sexual Violence Prevention (Minnesota State Policy link)
   OR http://www.minnstate.edu/board/policy/1b03.html

Itasca CC’s Diversity & Affirmative Action staff person is Bart Johnson.
A paper copy of the policy is available in 104 Backes Student Center.
Report or Complaint of Discrimination / Harassment Investigation

This procedure is designed to further implement Minnesota State colleges and universities policies relating to non-discrimination by providing a process through which individuals alleging violation of system non-discrimination policies may pursue a complaint. This includes allegations of discrimination or harassment based on sex, race, age, disability, color, creed, national origin, religion, sexual orientation, gender identity, gender expression, marital status, status with regard to public assistance or membership or activity in a local commission. This procedure is not applicable to allegations of sexual violence, which should be handled under appropriate system and college or university policies and procedures.

This procedure shall apply to all individuals affiliated with Minnesota State colleges, including its students, employees, and applicants for employment, and is intended to protect the rights and privacy of both the complainant and respondent and other involved individuals, as well as to prevent retaliation/reprisal. Individuals who violate this procedure shall be subject to disciplinary or other corrective action.

Not every act that may be offensive to an individual or group constitutes discrimination or harassment. In determining whether discrimination or harassment has occurred, the totality of the circumstances surrounding the incident must be carefully reviewed and due consideration must be given to the protection of individual rights, freedom of speech, academic freedom, and advocacy.

The system office and colleges shall maintain and encourage full freedom, within the law, of expression, inquiry, teaching, and research. Academic freedom comes with a responsibility that all members of our education community benefit from it without intimidation, exploitation, or coercion. Discrimination and harassment are not within the protections of academic freedom.

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A paper copy of the policy is available in 104 Backes Student Center.

Accessibility

Itasca Community College complies with the Americans with Disabilities Act, the Rehabilitation Act, and the Minnesota Human Rights Act, which provide for reasonable accommodations for students with documented disabilities. Persons needing accommodations should contact the Office for Students with Disabilities Director at 218-322-2433.
Office for Students with Disabilities (OSD)
Ann Vidovic, OSD Director
14 Backes Student Center – 218-322-2433

What is the OSD?
The OSD is Itasca Community College’s program to provide assistance for academic accommodations for students with disabilities. Our goal is that the student, through appropriate accommodations, has an equal opportunity to succeed at Itasca. Academic accommodations for your disability are not special privileges; they are your right under law. To receive any of these services, you must provide documentation of your disability and ask for what you need.

Who is eligible?
Students with the following disabilities may be eligible for accommodations:
- Physical limitations (walking, wheelchair, etc.)
- Deafness/limited residual hearing
- Mental illness
- Visual impairments
- Learning disabilities
- Certain medical conditions
- Speech impairments
- Other (muscular dystrophy, epilepsy, multiple sclerosis, severe arthritis, AIDS, asthma)

What accommodations are offered through Disability Services?
Accommodations are based on individual student need and staff consultation. The following services may be provided:
- Registration assistance
- Early registration
- Readers, note takers/scribes
- Testing accommodations
- Taped textbooks
- Advocacy with faculty
- Adapted computer terminals
- Use of special equipment
- Advocacy and self-advocacy
- Counseling and referral regarding specific disability-related education and career needs
- Other
Improving Learning at Itasca
Improving teaching and learning: Assessment of student academic achievement

Across all educational institutions, assessing student learning has always helped students and teachers determine how successful students have been achieving their educational goals. Assessing learning has also helped institutions improve the educational experience. At Itasca Community College we are concerned with assessing student academic achievement towards these same goals. We want to let you know how this takes place at the college and what you might expect as a student.

To visualize the levels of assessment at Itasca, imagine the patterns made when you drop a pebble on the still surface of a lake. As the pebble hits the water, it becomes the center of a series of circles that ripple outward.

1. At Itasca, the classroom experience is at the center. During your course of study at ICC, your instructors will evaluate your learning in the various courses that you take. They’ll use quizzes, tests, portfolios, assigned papers, projects, and other tools that provide evidence of student learning. Your teachers use these assessment tools to determine your level of knowledge, skills, and abilities and to determine your grades. They also use these assessments to improve teaching and learning in the classroom.

2. All academic programs at Itasca assess student achievement of program learning outcomes in order to improve teaching and learning. Examining real student work sampled from class assignments, program faculty assess 1-2 outcomes a semester, evaluating student learning of all outcomes on a two-year cycle. In addition, some programs, such as Practical Nursing, have external licensure exams, while others have capstone learning experiences like a practicum or internship.

3. Assessment of learning occurs on the institutional level as well as students in all degree and diploma programs are expected to demonstrate achievement of ICC Foundational Goals for general education. Itasca ensures that students achieve the skills and knowledge of the college’s Foundational Goals and in general education in the Minnesota Transfer Curriculum (MnTC) by assessing student work in two ways, and assignments in classes might be used to help us look at Itasca students’ learning. Each semester, faculty members in each MnTC general education goal area focus on one or two specific components of that goal and use student work in class assignments to analyze how well students demonstrate that skill or knowledge. Instructors use those results to make changes in their teaching, class activities, and assignments to improve students’ learning. In addition, Itasca has been collecting student work for a national assessment project, the Multistate Collaborative, since its inception. Results show that Itasca students demonstrate equivalent or better achievement of written communication, critical thinking, and quantitative literacy skills that students at two-year colleges across the Multistate Collaborative.

As you can see, whether it is at the course, program, or college-wide level, ICC’s efforts to assess student academic achievement helps the college to improve the effectiveness of teaching and learning. Your participation in these assessment efforts will serve you well as we enhance your learning experience at ICC.

If you have any questions about ICC’s efforts in assessing student academic achievement, please don’t hesitate to contact the Chief Academic Officer (Bart Johnson, 218-322-2388).
Consumer Information

The Department of Education requires colleges and universities to provide the following information/statistics/policy to its community members. This information can be found on the Itasca Community College website at www.itascacc.edu.

- Academic Programming (Education, Facilities, and Faculty)
- Accreditations, Approvals, and Licensure
- Athletic Program Participation Rates and Financial Support (Gender Equity/Title IX)
- Book and Supply Disbursement Policy
- Campus Security & Fire Safety and Emergency Response & Evacuation Procedures
- Student Complaint and Grievance Policies (includes outstate online)
- Copyright Infringement Policy
- Cost of Attendance / Net Price Calculator
- Criminal Conviction Issues / Student with a Criminal Offense
- Drug & Alcohol Free Campus
- Family Education Rights & Privacy Act (FERPA)
- Financial Aid Availability and Assistance Available to Students / Loan Counseling
- Graduation and Transfer Out Rates (Student Right-to-Know)
- Immunization Policy
- Job Placement Rates
- Leave of Absence
- Missing Student Notification Policy
- Refund Policy and Requirements of Withdrawal and Return of Aid
- Retention Rates
- Services & Facilities Available to Disabled Students
- Student Body Diversity (About Itasca / Fact Book)
- Student Non-Discriminatory Policy
- Suggested Lender List / Gift Policy
- Textbook Information
- Title IV Loan School Code of Conduct Policy
- Transfer Credit Acceptance Policy
- Transfer of Credit and Articulation Agreements
- Verification Policy / Procedure
- Voter Registration
- Withdrawal / Refund Policy
Emergency Information

Emergency Notification System

ICC uses an SMS based emergency notification system called StarAlert. Students are encouraged to opt-in to text notifications via eServices. The system provides SMS (text), voice and email notifications, if enabled by the students. Information is available to students during registration sessions and at student orientation.

Emergency Closings

The authority to cancel classes or close the college resides with the Provost or the Provost's designee. (The closure of state agencies by the Commissioner of the Dept. of Employee Relations does not apply to Itasca Community College.)

When the college is closed, no employees are expected to report. If classes are cancelled, non-faculty members are expected to work or make other arrangements with their supervisor. Non-faculty employees are asked to check the ICC website to clarify if the college is closed or classes are cancelled. The media does not necessarily differentiate when announcing the status of the college.

Procedures:
1. The college's Director of Facility Services will assess the conditions of the campus and inform the Provost or designee. The Provost or designee will then determine if classes will be cancelled or if the college shall be closed.
2. The most current information can be obtained by calling 322-2300 and a regularly updated recording will be available. Updated closing and/or cancellation information will also be posted on the ICC website at www.itascacc.edu. When possible, determination of closing or canceling shall be made by 5:30 a.m. or sooner for daytime classes and by 3 p.m. or sooner for evening classes.
3. Once a decision to cancel or close is made, the following radio and television stations will be notified:
   4. Radio: KAXE, KOZY-KMFY, WTBX
   5. Television: WDIO, KDLH, KBJR
6. You must assess your own travel conditions and report to work/school based on your personal assessment. When possible, annual leave and/or an alternate work schedule will be approved for employees.

You should not report for work or school if your personal situation is considered to be too dangerous to travel.

Definitions:
A. Closing the College – Closing all operations other than those which are deemed essential to the protection of life and property. Closing the college results in canceling classes, as well as canceling student, faculty and staff activities and meetings. All general offices are closed.
B. Delayed Opening – Closing for a designated period of time all operations other than those which are deemed essential to the protection of life and property.
C. Cancellation of Classes and/or Activities – Canceling one, several or all classes/activities (off-campus or on-campus) in lieu of officially closing the entire college.
Cancellation of non-academic activities refers to cancellation of an event, e.g., athletic events, theatrical productions, concerts, or workshops.

Emergency Procedures & Drills
Emergency procedures are posted in all areas of the campus. If an emergency or drill occurs, follow the directions given by your instructor.

Crisis Services
Itasca has a crisis team whose mission is to prevent and manage crises or unexpected tragedies that adversely affect students. The team can provide the following services:
- Education
- Support
- Counseling
- Referral

**ICC Emergency Designee number:**

218-327-4751

*This should be the first campus number called.*

OFF Campus Emergency Contact Numbers

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<tr>
<td>Emergency Services</td>
<td>9-911 from campus phones</td>
</tr>
<tr>
<td>Grand Rapids Police Department</td>
<td>218-326-3464 Non-emergency number</td>
</tr>
<tr>
<td>Itasca County Sheriff’s Department</td>
<td>218-326-3477 Non-emergency number</td>
</tr>
<tr>
<td>Itasca County First Call for Help</td>
<td>218-326-8565 OR 800-442-8565</td>
</tr>
</tbody>
</table>

Note: Contacting Itasca CC Crisis Services is not a substitute for calling 911 in an emergency.

Behavioral Intervention Team

Mission Statement
The Behavioral Intervention Team provides proactive assistance to students who are exhibiting concerning behaviors, both to support students and assist faculty/staff.

Purpose
The Behavioral Intervention Team is a cross-functional assessment group that will respond to students in apparent/potential distress. The BIT has been created to:
- **Collect** information from students, faculty, staff, and community members about students who demonstrate, through current or past behavior, conduct or expression that may pose a safety risk to either themselves or the campus community.
- **Connect** information that is collected into an assessment of risk that may exist. “Connect the dots” regarding problematic actions involving a student(s) that may be known to various faculty, staff, students, and community members.
• Prevent possible harm by providing support and initiating appropriate intervention/referral based on assessment.

Reportable Behaviors
• Self-injurious behavior (suicidal ideation/attempt, cutting behavior, dangerous alcohol/substance abuse consumption, etc.)
• Disruptive behavior that violates campus community safety (homicidal threats, stalking, assault, cyber bullying, carrying weapons, etc.)
• Unusual behavior (changes in personality, depressive symptoms, shifts in mood, unexplained irritability and/or lethargy, hopelessness, etc.)

Team Members
• Rick Kangas – Dean of Student & Administrative Affairs
• Ann Vidovic – Director of Disability Services & Student Support Services
• Chad Haatvedt – Director of Information Technology & Facility Services
• Becky Niemi – Faculty / Counselor
• Brenda Fairchild – Faculty / Counselor
• Weldon Braxton – Residential Living Director / Student Success Coordinator
• Amie Furlong – Student Support Services Counselor

As Needed Members
Other college officials as well as community professionals may be asked to serve on the team in specific situations as needed. The team will consult with the Attorney General's Office as needed. The team will meet every two weeks during the regular academic year.

BIT Referral Process
Sometimes students do not ask for help when they need it. Members of the college community may refer students of concern to BIT by accessing the Behavior Intervention Incident Form on the website (located under On-Campus Services/Behavioral Information Team). This incident report form should be downloaded, completed, and brought to the Student Services Office (107 Backes Student Center). In addition, you may contact one of the BIT team members listed above.

Emergency Situations
In cases where a student may pose immediate risk of harm to self or others, please call 911 to reach law enforcement.
Admissions

Admissions Process for New Students

Students planning to enroll must complete an Itasca Community College application. This online application is available at Itasca's website www.itascacc.edu under “Admissions.”

In addition, students must request that their final high school transcript and official transcripts from any colleges they have attended be submitted to Itasca.

Unless you were born before 1957 or graduated from a Minnesota high school after 1997. A copy of this form can be found online.

The Accuplacer Placement Test is a test designed to measure the academic readiness of students in English, reading, math, and computer skills. Itasca CC uses the Accuplacer to determine if students are ready for college-level coursework, or if they should start with developmental courses.

Minnesota State policy requires all new students to be assessed unless they meet one or more of the following exemptions:

- ACT scores of 18+ in English or 21+ in reading, and 22+ in math. These scores must be within two years of application.
- Successful completion of college-level writing course may waive the reading portion.
- Successful completion of college algebra or higher may waive the math portion.
- SAT scores of 480+ in reading and 530+ in math.
- MCA scores of 1158+ on the 11th grade math test. MCA reading scores are not currently accepted.

Appointments to register are also made online and can be scheduled the same day as your placement test. If you have attended another college and have transfer credits, you will want to make an appointment to register with a counselor by calling 218-322-2320.

Checklist for Admissions
Become a Student in Six Steps

1. Application
   - Complete an online application and pay $20 application fee
   - Submit your high school transcript or official GED copy
   - Submit official transcripts for any non-Minnesota State colleges you have attended
   - Complete the immunization form if born after 1957 and not a graduate of a Minnesota high school

2. Placement Test
   - Make an appointment online to take the placement test
   - This test can be taken at any Minnesota State college with results forwarded to Itasca
   - One retest is allowed annually for a $10 fee

3. Registration
   - Make appointment online; can be same day as placement test

4. Paying Tuition
   - Complete the FAFSA
   - Submit an application for Itasca Scholarships online between February 1 and March 1
   - Set up an NBS Nelnet Payment Plan

5. Buy Books

6. Attend New Student Orientation
Residency Status

Students who seek to qualify for in-state tuition must first meet the following requirements:

- Student must have resided in Minnesota for at least one calendar year immediately prior to applying for in-state tuition
- Residence in Minnesota must not be merely for the purpose of attending an educational institution
- Graduation from a Minnesota high school

Students seeking approval of their residency status must complete a Resident Classification Request form available online (www.itascacc.edu/forms) or in Student Services (107 Backes Student Center).

Readmission

Students who have not been enrolled in an Itasca Community College course for a period of three or more consecutive terms must apply for readmission.

Selecting a Degree / Program of Study

Students must provide written intent of the specific degree (AA, AS, AAS), diploma, or certificate they are pursuing at Itasca. Students will declare a program of study during the admissions process. Students who have a question about their program or changing their program should meet with a counselor for assistance. A Declaration/Change of Program form must be completed if changes are made. This form can be found online under www.itascacc.edu/forms

If you have been arrested, charged or convicted of any criminal offense, you should investigate the impact that the arrest, charge or conviction may have on the choice of your field of study or chance to obtain federal, state or other higher education financial aid.

Non-Degree Seeking

Non-degree seeking students must complete the application and registration process. Non-degree seeking students are not eligible for financial aid.

Orientation

Orientation sessions are held for new students each fall semester on the first day of classes. Orientation provides students with information about college policies, procedures, and services. Students are responsible for the information provided at orientation and the policies and procedures in the Student Handbook. Student Handbooks are distributed at orientation, and are also available in the Library and the Bookstore. The Handbook may also be found on the college website under “Academics.”
International Students

International students are required to be enrolled in 12 or more credits each semester. Upon arrival at the college, students must present their I-94, visa and passport to the Admissions Director. International students must purchase health insurance through Minnesota State or provide proof of health insurance prior to the first day of classes at ICC. International students are responsible for maintaining their legal status while enrolled at ICC.

International students must complete the following steps.
- Complete the online application form
- Submit a high school transcript
- Submit a detailed financial statement including proof of sufficient funds to cover all costs for an entire academic year
- Provide documentation demonstrating English proficiency (TOEFL, Michigan Test, SL Center, or ELS)
- Submit a copy of a current passport

The I-20 form will be issued when all admission requirements are met and applicant has been accepted.

Post-Secondary Enrollment Options (PSEO) for High School Students

The Post-Secondary Enrollment Options program allows high school sophomores (Special restrictions apply. See website for details.), juniors, and seniors the opportunity to earn college credits.

Eligibility Criteria
- You cannot be classified as a full-time student at your high school.
- Seniors must have a minimum cumulative end of year GPA of 3.00. Juniors must have a minimum cumulative end of year GPA of 3.20. This includes all work for 9th, 10th, 11th, and 12th grades. Sophomores must pass the 8th grade MCA reading test and meet the prerequisites of the courses for which you want to register.
- Students must test into college classes. PSEO students may not enroll in classes below 1000, restricted classes, or summer classes. ICC accepts test scores for college placement with the Accuplacer, SAT, ACT and MCA tests. See ICC website for qualifying scores.
- PSEO students are required to maintain Satisfactory Academic Progress at ICC.

Admission Procedure
- Meet with your high school counselor to discuss your remaining course requirements and credits needed for high school graduation. Complete the necessary forms (High School Verification and Notice of Student Registration) being sure to obtain the required signatures. If these are not complete and in your file, you will not be allowed to register.
- Submit end of the year/term high school transcripts to ICC’s Student Services Office in 107 Backes Student Center.
- Schedule a placement test or send test scores to ICC’s Student Services Office.
- Schedule a registration appointment with an ICC counselor. PSEO students may not test and register on the same day.

Deadlines for PSEO application can be found on the Itasca website under “PSEO Students” on the “Admissions” page. PSEO students are NOT eligible for financial aid.
Online eServices

ICC offers a variety of eServices for current and prospective students. As a student of Itasca, you have the ability to access the following using your StarID and password:

- Register for classes
- View your grades by term
- View your complete ICC academic record
- View the status of your Financial Aid / apply for student loans
- View your ICC account showing your charges and any balance due
- Pay on your ICC account using a credit card
- Update your address, phone numbers, and email address
- View your DARS (Degree Audit Reporting System) audit

Senior Citizen Tuition Exemption

Senior citizens (age 62+) who are legal residents of the State of Minnesota may register for courses on a space-available basis beginning the day after the first day of class. The cost to senior citizens is a $20 per credit administrative fee. In addition, all other student fees are applicable to senior citizens except the student life fee. Senior citizens who register before the second day of the term are required to pay full tuition and fees. To apply for the Senior Citizen Tuition Exemption, contact Student Services (218-322-2320) and provide proof of age.

Student Email

Your ICC Email account is the OFFICIAL means of student communication for the college.

Placement Testing

New students who are registering for seven or more college credits or plan to enroll in an English or Math course are required to take the Accuplacer assessment unless you qualify for one of the exemptions below. The test does not determine acceptance, but is used for course placement. The placement test can be taken at any Minnesota community college or proctored by your high school counselor if you are an out-of-state
The test is NOT timed, so you may pace yourself. On average, students take 90 minutes to complete the assessments (reading and math). **Students must present a picture ID to take the placement test.**

**Exemptions:** You do not need to take the Accuplacer placement test if you qualify for one of the following exemptions:

1. You are transferring in English and math credits from another college.
2. You took the ACT and met the following score requirements:
   - If you scored 21+ in reading or 18+ in English, you are exempt from the reading placement test.
   - If you scored 22+ in math, you are exempt from the math placement test.
   - Students must submit a copy of their ACT scores to the college.
3. You took the MCA (Minnesota Comprehensive Assessment) tests in high school and met the following score requirements:
   - If you scored 1158+ on the 11th grade math test, you are exempt from the math placement test.
   - The MCA reading test is not currently being accepted. Students are responsible for acquiring and submitting copies of their MCA scores to Itasca.
4. You took the SAT and met the following requirements:
   - If you scored 480+ in reading, you are exempt from the reading placement test.
   - If you scored 530+ in math, you are exempt from the math placement test.
   - Students must submit a copy of their SAT scores to the college.

Review for the placement test using the resource below. Preparing for the test may save you time and money!

Create an account to use the Accuplacer Study Application below, then select Next Generation Accuplacer or ESL Practice Test. [https://accuplacerpractice.collegeboard.org](https://accuplacerpractice.collegeboard.org)

**Testing must be completed before registration will be permitted.**

Itasca will provide accommodations to meet the needs of all qualified students with disabilities when they take their assessment tests. Students requesting this service should contact the Office for Student Disabilities prior to assessment.

Students register for placement test appointments online using the link under “Admissions” on the website. Picture identification is required at the time the placement test is administered. Students may test and register on the same day. PSEO students may not test and register on the same day. The placement test can be taken at any Minnesota community college with results forwarded to Itasca. The test is not timed, so you may pace yourself. On average, students take two hours to complete their placement test. Student may retest once an academic year at a charge of $10 per testing session.

**Counseling & Advising Services**

Located in the Student Services Office, 107 Backes Student Center – 218-322-2320

Counselors and advisors are available to assist current and prospective students with academic planning, degree requirements, basic financial aid inquiries, petitions, academic
suspension appeals, academic probation, and registration. The goal of the counseling and advising team is to assist students in educational plans that are consistent with academic, personal, and professional goals.

Itasca Community College counselors are professionally trained to provide you with support and guidance in the areas of academics, career planning, and personal concerns that may affect your academic success. Counseling services at Itasca are free and confidential.

**Personal Counseling** – Counselors are able to provide you with short-term support for a variety of concerns (e.g. abuse, anxiety, relationship issues, stress management, and much more). Our counselors can also offer recommendations to community agencies and services for ongoing support.

**Career Counseling** – There are thousands of careers available to people with a college degree. The challenge is to find career areas that fit your interests, skills, and values. To find this fit, you will need to assess yourself, the world of work, and life planning. We can help you with your career process through inventories, job research, and coaching.

**Academic Counseling** – ICC counselors can help you clarify educational goals, program/career options, balance credit load/work/family, transfer plans, and educational goals.

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**Transfer of Credit**

**Transfer of Credit from Another College to Itasca CC**

Transfer students with prior coursework at another college, university, or vocational school should provide official transcripts for transfer evaluation. Any college-level course will be considered for transfer. Additional documentation may be requested to complete a transfer evaluation.

Courses with a content match to the required ICC course can be transferred and used to satisfy specific course requirements in an A.S. degree, A.A.S. degree, diploma, and/or certificate program.

Minnesota Transfer Curriculum guidelines will be used to categorize transferred General Education courses into one of ten MnTC goal areas. Credit for coursework that does not fit into any goal area will not be granted.

If a student’s cumulative GPA at the sending institution is less than 2.0, D grades will not be accepted in transfer from that school. However, if the course is part of the MnTC, D grades will be accepted unless otherwise specified by program requirements. No F grades will be accepted in transfer. Courses approved for transfer must be comparable in nature, content, and level and match at least 75 percent of the content and goals of the course for which the student is seeking equivalent credit. Technical courses must have been completed within the past five years to be considered for transfer. (Nursing students should consult with the Transfer Specialist regarding specific program transfer requirements.)
• Transfer grades are not calculated in a student’s GPA.
• If you have earned college credit at other institutions or through alternative means such as AP, IB, CLEP Examinations or military education, you may send transcripts or the appropriate documents to Itasca Community College for evaluation.
• The number of credits transferred to Itasca is dependent upon the specific requirements of each program or degree offered at ICC.

For additional transfer information, go to www.mntransfer.org

eTranscript (Transfer from Other Minnesota State Colleges)

Students are typically no longer required to request official transcripts from other Minnesota State college(s) that they have previously attended. Effective November 2009, Itasca Community College is able to electronically retrieve most official transcripts (eTranscripts) from other Minnesota State institutions free of charge. Itasca CC will attempt to retrieve all available Minnesota State eTranscripts without any action on the students part based on the student’s ICC application data.

It is the student’s responsibility to contact the Registrar in the following situations:
• The student applied to ICC before November 2009 and did not previously submit an up-to-date official transcript from another Minnesota State institution.
• New grades have been posted at another Minnesota State institution(s) because the student had “In Progress” grades at the time they applied to ICC, or the student has since completed additional courses at another Minnesota State institution.
• Financial hold(s) at other Minnesota State institution(s) at the time of the student’s application to ICC have been resolved. (eTranscripts will not be available and students will not be able to register at ICC until they resolve the financial hold(s) and submit the retrieval form to ICC with a paid receipt from the other institution).
• An eTranscript was not retrieved at the time of application for some unknown reason.

eTranscripts are available for Minnesota State institutions only. Students who attended non-Minnesota State schools or the University of Minnesota must request official transcripts from that school be sent to Itasca CC. To have your Itasca CC transcript sent to another Minnesota State institution, please follow the procedures required by that institution.

Minnesota Transfer Curriculum (MnTC)

The public higher education colleges and universities in Minnesota have developed a common general education curriculum called the Minnesota Transfer Curriculum (MnTC) which provides students with a seamless transfer between colleges and universities within our state. The MnTC consists of 40 or more semester credits which meet specific student competencies from 10 goal areas.

<table>
<thead>
<tr>
<th>MnTC Goal Areas</th>
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<tbody>
<tr>
<td>Goal 1: Communications</td>
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<tr>
<td>Goal 2: Critical Thinking</td>
</tr>
<tr>
<td>Goal 3: Natural Sciences</td>
</tr>
<tr>
<td>Goal 4: Mathematical/Logical Reasoning</td>
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<tr>
<td>Goal 5: History &amp; the Social/Behavioral Sciences</td>
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<tr>
<td>Goal 6: Humanities &amp; Fine Arts</td>
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<tr>
<td>Goal 7: Human Diversity</td>
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<tr>
<td>Goal 8: Global Perspective</td>
</tr>
<tr>
<td>Goal 9: Ethic &amp; Civic Responsibility</td>
</tr>
<tr>
<td>Goal 10: People &amp; the Environment</td>
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</tbody>
</table>
Students who complete the Associate of Arts (AA) degree at Itasca Community College will have met the MnTC requirements (2.00 GPA required).

Questions regarding transfer agreements or the transferability of credits should be directed to a counselor in the Student Services Office (107 Backes Student Center).

Degree Requirements

In order to earn a degree, diploma or certificate from Itasca, students must complete a minimum of 20 credits at Itasca CC in courses numbered 1000 or above but below 8000.

Credit for Prior Learning

Students who are able to demonstrate learning acquired prior to enrollment at Itasca may be able to receive credit for their learning experience. A non-refundable fee may be charged for the evaluation of this learning. Itasca recognizes:

- **Transfer of Credit:** Course credits taken at other institutions may be eligible for transfer to ICC as described in the Transfer Policy.
- **Test-out:** After being admitted to the college, it may be possible to earn credit for courses offered at ICC by successful completion of an exam. This examination may take the form of a written test, an oral examination, or other demonstrations of competency.

Test-out may not be utilized to obtain credit for a course in which the student is currently enrolled, a course that the student had previously taken and received a letter grade, had previously failed, had taken for audit, or had withdrawn from. Students are not permitted to test more than once for any course. A grade of “C” or better, as determined by the evaluator, is required for credit.

Test-out grades are not calculated in a student’s GPA. A fee will be charged for each credit attempted. Information and forms for the test-out process are available in the Student Services Office (107 Backes Student Center).

- **AP (Advanced Placement), IB (International Baccalaureate), CLEP (College Level Examination Program):** Credits awarded through these programs may be used for partial fulfillment of the general education requirements. A maximum of 24 credits may be applied toward one of Itasca’s degree programs. Students intending to transfer to other institutions should be aware that the receiving institution determines the acceptability of these credits which may have different regulations from those of ICC. A listing of equivalencies can be found on the ICC website under “Transfer Students.”

- **Portfolio Review:** Itasca students may apply to obtain course credit based on a previous relevant life/work experience. The experience shall be from employment or learning, recent and relevant, and of satisfactory performance. Students must demonstrate college level learning through a portfolio process. Some courses may not have this option available. Further details can be obtained from the Student Services Office (107 Backes Student Center).
Financing Your Education

Financial Aid

Located in the Student Services Office
107 Backes Student Center
218-322-2320

To apply for financial aid at Itasca Community College, a student must complete the Free Application for Federal Student Aid (FAFSA) and include ICC’s school code (002356). Once this step is complete, the school will notify the student if any additional paperwork is needed.

After the Financial Aid office has all the required paperwork and the student has been accepted for admission and declared an aid eligible degree/diploma/certificate program, an award letter will be processed for the student and made available for viewing on eServices. The ICC website has links to various sources that explain how awards are determined by the U.S. Department of Education and the State of Minnesota.

The award letter shows what the student will receive at each credit level and also shows how much the student may borrow in Federal Direct loans (if the student chooses to borrow a loan). The award letter shows awards for both fall and spring semesters. An award letter will be produced for summer term only if a student enrolls in classes for summer term.

Awards shown on the award letter may include the following:
- Federal Pell Grant
- MN State Grant
- Federal Supplemental Educational Opportunity Grant (SEOG)*
- Federal Direct Loan, Subsidized, and/or Unsubsidized
- Work Study, Federal or State*

*Funds for these programs are limited and are awarded on a first-come basis. Not all students qualify for all awards.

Checklist for Financial Aid

- Be accepted for admission
- Declare an aid eligible degree/diploma/certificate program at ICC
- Complete a FAFSA (fafsa.gov)
- Respond to requests for additional information from the Financial Aid Office
- Register for classes
- Obtain a Student ID card
- Setup a student email account and activate your StarID
- Check email at least once a week
- Keep your address and phone number current on eServices
- Set up a current direct deposit account on eServices
- Make other arrangements for tuition payment if financial aid is not enough to cover the cost of tuition (i.e., Nelnet payment plan)
- Apply for work-study position
- Complete Info Release Form
- Submit final high school transcript/GED and all prior college transcripts
Blandin Foundation Funding
Itasca receives funding for several aid programs from the Blandin Foundation. Funds are disbursed on a first-come, first-serve basis. See’s ICC’s website for application instructions at www.itascacc.edu.

Required Credit Level for Federal Grants (all terms)
- Full-time: 12 or more credits per semester
- Three-quarter time: 9 to 11 credits per semester
- Half-time: 6 to 8 credits per semester
- Less than half-time: 1 to 5 credits per semester

Required Credit Level for Minnesota State Grant (all terms)
- Full-time: 15 or more credits per semester
Minimum enrollment level for a MN State Grant is 3 credits, awards vary at each credit level.

Required Credit Level for Federal Direct Stafford Loans
- Half-time or greater: 6 or more credits

Yearly Federal Direct Loan Limits
- Dependent Student Grade Level One (completed less than 30 credits): $5,500
- Dependent Student Grade Level Two (completed 31 or more credits): $6,500
- Independent Student Grade Level One (completed less than 31 credits): $9,500
- Independent Student Grade Level Two (completed 31 or more credits): $10,500

Other loan options not listed on the ICC award letter
- Federal Direct PLUS (Parent Loan for Undergraduate Students)
- Private education loans

Other grant option at ICC but not listed on the ICC award letter
The MN Child Care Grant is available for students with child care costs. A separate application is required for this grant and funds are awarded on a first come, first served basis.

Transferring Financial Aid to Itasca Community College
- The financial aid awards at one school do not automatically transfer to another school.
- Students transferring to Itasca CC must add school code (002356) to their FAFSA.
- All financial aid, including future loan disbursements, at the first school must be cancelled by the student. Failure to cancel loans could result in a delay of receiving loans at ICC.

Financial Aid Consortium Agreement
The consortium agreement is to be used by students that are getting their degree/certificate and financial aid from ICC (home) and who wish to take coursework at another institution (host) and have those credits included as part of their term credit load at ICC. Courses taken at non-Minnesota State schools are not eligible for a consortium agreement.

Data Privacy / Consent to Release Information
Students who want someone else to receive information regarding their financial aid file must complete an Authorization for the Release of Student Information form. The form is available upon request in the Student Services Office, 107 Backes Center, or online at www.itascacc.edu/forms.
Summer Financial Aid Process
Summer award letters are posted to eServices after a student registers for summer courses.

Pell Census Date
The Pell Census Date is the last day of the full semester add/drop period. This date establishes course eligibility for the Federal Pell Grant. Courses added after the Pell Census Date are not eligible for the Pell Grant. The Pell Grant may be adjusted if a course which has not started is dropped after the Pell Census Date. Students are encouraged to decide on their course schedule before the term starts.

Book Charging
Financial aid applicants with a valid, non-rejected FAFSA on file may charge their book costs to their ICC student account. See the ICC website for specific charge dates.

Aid Disbursement
Financial aid disbursements begin on the 11th business day of the semester. Disbursements are made twice a week. Disbursements are made in the form of direct deposit. Sign up for this option on eServices. Adjustments to aid may be warranted if a student’s course schedule changes during the semester. Requests to cancel a loan must be made in writing to the Financial Aid Office.

Withdrawal from College/Return of Title IV Funds
Grades of W, FN, or FW issued before aid is disbursed will not be included in the credit level for aid awards. If a student completely withdraws from all credits for a term before the 60% point of that term, the financial aid disbursed is subject to the Federal Return of Title IV Funds. Students earn financial aid in proportion to the time they are enrolled up to the 60% point of the term. The unearned share of financial aid is returned in the following order: Federal Direct Unsubsidized Loan, Federal Direct Subsidized Loan, Federal Direct PLUS Loan, Federal Pell Grant, Federal SEOG. The student may need to repay a portion of financial aid he/she received. If a student stops attending/withdraws before his/her financial aid is disbursed, the student is responsible for the tuition due to the College. Failure to attend class does not qualify as an official withdrawal from the college. Collection action will be initiated for unpaid balances owed to the college.

Attendance and Last Date of Attendance (LDA)
Attendance is required for students receiving financial aid. Financial aid recipients who do not attend their courses will have an adjustment made to their aid. The aid adjustment could result in a balance due to the college and a late charge. In some cases, there may not be a change in the aid because the student’s new credit level is still within the award’s credit range. Students who have received an award letter and do not plan on attending must drop their courses before the fifth (5th) day of the term or will be responsible for charges incurred. Instructors are contacted before and after aid is disbursed to determine if a student is attending class or not. A student who starts attending class and then stops attending after aid is disbursed will be given a grade of FW in that class. This is considered an unofficial withdrawal and aid adjustments may occur. Re-entry into the course is by instructor approval only.

Financial Aid and Academic Performance
The Higher Education Amendments require all colleges to establish a standard of satisfactory progress for all financial aid recipients. It is important to review the Satisfactory Academic Progress Policy section in the Student Handbook (see page 98).
eTranscript (Financial Aid)
ICC will honor financial hold(s) and academic suspension(s) at other Minnesota State institution(s) found through the admission/eTranscript retrieval process. The student will be notified that the hold and/or suspension has been placed on their ICC account. It is the student’s responsibility to resolve the issue(s) by following the procedures outlined in the notification. The student’s financial aid eligibility will be affected, as well as registration, and the student may be dropped from their courses if the hold(s) and/or suspension(s) are not resolved in a timely manner.

Nelnet Payment Plan (NBS)
Nelnet payment plans provide you with an option to pay tuition in monthly installments. The Nelnet payment plan is not a loan program; there are no interest or finance charges assessed and there is no credit check. There is a small cost to enroll in a Nelnet payment plan. To sign up for a payment plan or for more information, visit the ICC website and select the “NBS Payment Plan” link.

Third Party Authorization / Agency Funding
The third party billing process allows agencies and employers to pay a student’s educational costs. The agency or employer submits a written authorization based on information the student provides to them. Once the semesters’ drop/add period has passed and financial aid has been applied to student accounts the College will invoice the agency or employer. The student is ultimately responsible for their educational costs. If for any reason the third party does not pay all or a portion of the student’s charges, the student will be responsible for the remaining balance.

If you have an authorization for ICC to bill a sponsoring agency for your tuition and/or fees, you need to bring your authorization to the Business Office located in Room 109 Backes Student Center. To obtain information about third party billing please call 218-322-2310.

Are you scholarship eligible?
Scholarships are gift awards generally based on scholastic ability, community or school involvement, ethnic background or other related factors.

The 2019 ICC Foundation Scholarship application will be available online beginning February 1, 2019 and must be submitted by the March 4, 2019 deadline. These scholarships are awarded for the 2019-2020 academic year.

http://www.itascacc.edu/admissions/finaid/scholarships/
Tuition and Fees

Cost of Attendance – Tuition Rate and Fees for 2018-2019

2018-2019 per credit tuition rates:
Resident: .................................. $157.62 Non-Resident: ................. $197.02
Resident Online:.......................... $182.62 Non-Resident Online:....... $222.02
Natural Resources ....................... $174.62 Nursing Differential: ....... $195.79
Nursing Assistant ....................... $180.79 Home Health Aid ............... $180.79
Process Operations ..................... $210.08

2018-2019 per credit fees:
• .35¢ MSCSA (Student Government)
• $2 parking
• $7.50 student activity (maximum of $112.50/semester)
• $10 technology fee

Your estimated tuition and fee charges can be calculated as follows:  (Per credit tuition rate + per credit fees) x number of registered credits + course attached personal property and/or service charges.

Tuition Reciprocity

Tuition reciprocity agreements have been reached with Wisconsin, North Dakota, and South Dakota. For more information on reciprocity, stop in the Student Services Office, 107 Backes Student Center.

Additional Fees and Costs

Personal property and/or service charges may be attached to specific courses. Personal property charges reflect the cost of property that is retained by the student and having a value outside of the classroom. Service charges include services provided to students for their benefit such as course-related travel costs, testing fees, bowling lane rentals, music lessons, etc. Please refer to the course schedule for further information.

Housing Fob Replacement Fee – $20
Housing Hard Key Replacement Fee - $90
Late Tuition Payment Fees – $30
Library Fine/Replacement Fees – varies
LPN Background Check Fee – $20 (subject to change)
Nursing Liability Insurance Fee – $12 (subject to change)
Placement Retest Fee – $10 per testing session
Student ID Replacement Fee – $5
Transcript Fee – NO Charge

Books and Supplies

Books will cost approximately $860 for the academic year. Books and supplies for Engineering and Nursing students are estimated at $1,350 per year. A semester booklist is provided on the Bookstore page of the ICC website.
Payment of Tuition and Fees

When registering for courses you are assuming responsibility for the payment of all resulting tuition and fees. Verify your class schedule and make changes to reflect your enrollment decisions. You must drop unwanted courses by midnight of the 5th day of classes to avoid liability for tuition and fee charges. Courses dropped after this date may result in full financial obligation regardless of attendance. It is your responsibility to contact the Student Services Office to drop courses.

Do not rely on the college to drop courses for non-attendance or non-payment. Failure to attend class does not constitute withdrawal and/or exemption from payment and failure to receive an invoice does not release you from your financial obligation. Failure to make payments by the due date may also result in late fees, the inability to register for classes, and/or the withholding of transcripts and/or diplomas.

It is your responsibility to view your account details and financial aid awards via the eServices link on the college website. To access your eServices account visit Itasca’s website and select “Access Services” and “Bills and Payments.”

Your account detail will reflect the amount due for tuition and fees, on-campus housing and meal plan charges, and any outstanding charges from previous terms. It will not include financial aid awards. Financial aid awards can be accessed by selecting “Financial Aid Awards.” The amount owed will be the difference between the amount due on your account detail and your financial aid awards.

Course Cancellation / Drop for Non-Payment

To stay enrolled in your registered classes you will need to complete one of the following by midnight of the 5th day of classes:
- Pay your tuition and fees in full; or
- Pay 15% of tuition and fees due for the term or make a $300 down payment towards tuition and fees, whichever is less; or
- Complete a Free Application for Federal Student Aid (FAFSA) at https://fafsa.ed.gov allowing 7 business days for Itasca Community College to receive the necessary Institutional Student Information Record (ISIR); or
- Receive an approved deferral from Itasca Community College; or
- Receive an approved waiver, third party authorization (TAA, Veteran, DRS), or scholarship. Supporting documentation must be on file with the Itasca Community College Business Office. The on-campus Veterans Certifying Official can be reached at 218-322-2340.

Methods of Payment

Payments can be made as follows:
- Online using eServices
- In person at the ICC Bookstore, CC10 Backes Student Center using:
  Cash, Check or money order payable to Itasca Community College
  Credit Card (VISA, MasterCard, Discover)
- Bookstore hours are:
For the first week of a semester:
9 a.m.–6 p.m. (Mon/Tues), 9 a.m.–4 p.m. (Wed/Thur) 9 a.m.–3 p.m. (Fri)
9 a.m.–2 p.m. after the first week of the semester

- Mail payment to:
  Itasca Community College
  1851 E Hwy 169
  Grand Rapids MN 55744-3397

- Nelnet (NBS) Payment Plan (Please note deadlines for enrollment)
  A link can be found on the front page of the ICC website.

- Financial Aid Disbursement – Charges will be deferred until aid is applied to your account. If you do not have enough financial aid to cover all of your charges, you must pay the balance by the due date or enroll in a Nelnet payment plan.

- Outside Third Party Payments – An authorization for ICC to bill a sponsoring agency for your tuition and/or fees must be on file with the ICC Business Office. Please verify all authorizations have been received by the Business Office.

Most grants, scholarships, and loans are applied directly to your account by the Financial Aid Office. If your financial aid pays your bill in full and there is money remaining on your account, you will receive a refund.

Late Fees

After the 25th business day of the semester a $30 late fee will be added to all outstanding balances. Late fees can be avoided by having an up-to-date Nelnet payment plan.

Tuition Waivers

Itasca Community College follows Minnesota State Board Policy 5.12, Subpart E with regard to the waiving of tuition. The Provost may waive amounts due to the college for a variety of reasons, such as benefits provided to employees in bargaining agreements, significant extenuating circumstances (family/personal, employment related condition, or catastrophic in nature or event), ward of state, or in the event of college error. Students must submit a petition requesting the waiver, along with documentation to support and/or validate their request, to ICC administration.

What Happens If I Don’t Pay?

In addition to installment fees and late payment fees, a “Hold” will be placed on your academic record. This hold must be cleared before you will be allowed to register again or obtain a transcript or diploma. Past due accounts may be subject to handling charges and collection procedures. Collection can include court action and referral to outside collection agencies. You are responsible for any and all costs necessary for the collection of any amount not paid when due.

What Happens If I Decide Not to Attend ICC?

Once you have registered for classes you are responsible for all charges on your account. If you decide not to attend ICC you must drop your classes online via eServices or contact the Student Services Office at 218-322-2320 to drop your class(es) BEFORE
the semester starts. Once the semester starts, you must contact the Student Services Office to officially withdraw from ICC. You are not “officially withdrawn” if you do not attend any of your classes.

You must drop classes within five days (short term classes have shorter fee drop periods) of the semester start date to get a 100% refund of your tuition payment. Contacting other offices on campus does not constitute an official drop/withdrawal of classes and will not remove the financial obligation.

Registration for Credit Courses

Currently enrolled students are expected to meet with their counselor/advisor prior to registration. All currently enrolled students will register online. A student must have a student StarID number and password for online registration.

Students are responsible for meeting course prerequisites and/or placement test score requirements. Visit the website for course prerequisites. Students who have not met the course requirements must receive authorization from a counselor prior to registering.

Students are responsible for all tuition and fees incurred by registering for courses.

In order to participate in a class, you must be registered for that class.

Course Wait List

A course wait list is established once a course has filled. Students are responsible for placing themselves on the wait list by adding a course to their wait list cart in eServices. Placement on the wait list will be on a first-come basis. In order for a student to be placed on the wait list, the student must have an active email account on file. All wait list notifications will be sent via email and will include changes in current position, offer of an open seat, and removal from the wait list.

Once an open seat offer is made, the student will have 24 hours to accept the offer and this will be noted in the email that is sent to the student. If the student accepts the offer by registering, the student accepts all financial obligations. If the student does not accept the offer within the specified timeframe, the student will automatically be removed from the wait list.

A student may be on multiple wait lists for the same course (different sections).

The wait list will become inactive the Friday prior to the first day of classes. The course list will become inactive at the end of the add/drop period (fifth day of the term).

Course Information

General Education

The requirement of most colleges that students complete a certain number of credits in various areas of study like science, social studies, and humanities.
Required Courses

Courses listed as required in an A.A., A.S., A.A.S. degree, diploma or certificate must be successfully completed to meet graduation requirements.

Elective Courses

Electives are additional courses chosen by the student that are not required but are needed to complete the required number of credits for their degree.

Course Numbering System

Beginning with Fall 1998, courses numbered below 1000 are developmental and not intended to satisfy degree requirements. Prior to Fall 1998, courses numbered below 100 are developmental and are not intended to satisfy degree requirements. These courses may be necessary to prepare students for success in college level work but cannot be applied toward an A.S. degree, A.A.S. degree, diploma, or certificate.

Beginning with Fall 1998, courses numbered below 1000 and above are designated to satisfy associate and diploma degree requirements. Prior to Fall 1998, courses numbered 800 are special interest and non-transferable. Courses numbered 100 or 200 are undergraduate level and are intended to meet the graduation requirements of the certificate or associate degrees.

Course Prerequisites

Some courses require the successful completion of a related course before registration into the next course. Course descriptions include any prerequisite required.

Course Schedules

The course schedule on the ICC website contains the most accurate and up-to-date information. Hard copies of the schedule are also available in Student Services (107 Backes Student Center), the Bookstore (Backes Student Center), the Library (Media Center), and Student Support Services (14 Backes Student Center).

Final Exams

Students requesting to take an exam outside of the scheduled exam time are to make arrangements with their instructor for a different time during the week of final exams. Such requests should be for extenuating circumstances (travel and work schedule are not considered extenuating circumstances). Petitions to take exams prior to final exam week must be submitted to the Provost.
Adding, Dropping, & Withdrawing from Courses

Add/Drop Policy

- For courses greater than four (4) weeks in length, students are permitted to add/drop courses up through the first five (5) business days of the semester, or one business day after the first class meeting, whichever is later.
- For courses four (4) weeks or less in length, students are permitted to add/drop courses up through the second business day of the class.
- Dropping a course within the add/drop period will result in a full refund of tuition and fees.
- Students are financially obligated for all classes not dropped within the add/drop period and the courses will remain on their academic record.
- Failure to attend class does not qualify as a drop. Unless you officially drop a course, you are responsible for full tuition and fees.

Never Attended Administrative Drop Process

As a student, it is your responsibility to drop courses you do not wish to attend. The only way to ensure you are not responsible to pay for unwanted registrations is to drop the course in eServices by the deadline. Effective fall semester 2018 ICC may administratively drop your registrations if it is determined you had no intention of attending.

The criteria for this process is as follows:
- You did not attend any course(s)
- You did not participate in any online course(s)
- You did not communicate with any instructor(s)
  (For example: requesting an excused absence or more time to make-up missed work, etc.)
- Your instructor communicated that you “never attended” in eServices during the first two weeks of the semester

If your record shows that you meet the above criteria, ICC may elect to administratively drop you from all of the courses you are enrolled in.

Please note that this process is at the discretion of ICC. This is not an extension of the financial refund policy. Instead, the intent of the process is to systematically determine situations where a student had no intention of attending. Therefore, it is always best for you to manage your record pro-actively per the financial obligation statement you agreed to at the time of registration.
Withdrawing from Courses

To “withdraw” from a course means to remove oneself from the course after the Add/Drop period. The course will remain on the transcript, and a “W” will appear on the transcript in place of a grade. This does not affect the GPA; however, it does affect the completion rate. Students whose cumulative completion rate falls below 67% risk being placed on Academic Warning or Suspension.

- Failure to attend class does not qualify as an official withdrawal. Failure to attend class may result in an unofficial withdraw and will appear on the student transcript as an FW.
- Students should refer to their course schedule in eServices to determine the official withdraw dates for their classes.
- If a course has already concluded, students may not withdraw from that course.
- For information about a possible refund, see “Dropping a Course/Total Withdrawal from ICC” in the Refund section of this handbook.
- No credit is given for withdrawn courses or any work that may have been completed for the course.
- Students can NOT withdraw from courses online using eServices. Students must contact the Student Services Office (107 Backes Student Center) to officially withdraw from courses.

Important Notes about Dropping / Withdrawing

Dropping or withdrawing from a course may affect a student's financial aid, and may require the student to repay a portion of that aid.

Students on an F-1 visa must meet with a Counselor or International Student Advisor to be sure that dropping or withdrawing from a course will not jeopardize their full-time student status.

Drop/withdraw dates for block, late start, and early-end courses differ from full semester courses. Students should check eServices for specific information.

Refunds

Unless you officially drop a course or totally withdraw from school, you are responsible for full tuition and fees. Failure to attend class does not qualify as a drop or withdraw.

Approved refunds will be issued within fifteen calendar days. If a course is canceled or if tuition collection is made in error, the tuition will be adjusted without penalty. If a student has received some form of financial aid (grants or loans), all or a part of any refund may be returned to the financial aid program.

For courses that meet 3 times or less, a refund will be issued only if the course is dropped 24 hours prior to the first class session.
Dropping a Course (Reduction of Course / Credit Load)

Courses Starting the First Week of the Semester
Students may drop any course during the first five days of the semester and receive a 100% refund of tuition and fees.

Courses Starting After the Fifth Day of the Semester
Some courses have a published start date that occurs after the fifth day of the semester. A student who elects to drop a course in this category will be provided a refund of tuition and fees on the following basis:
- Course dropped before scheduled start date ................................................. 100% Refund
- Course dropped by the end of the business day following the start date of the course ................................................................. 100% Refund
- Courses dropped after the 100% refund period ................................ NO REFUND

Total Withdrawal from Itasca Community College
Students who drop all their credits and formally withdraw from the college will receive a refund of their tuition and fees according to the schedule below. A Student Withdrawal form must be submitted to the Student Services Office (107 Backes Student Center) in order to determine eligibility for a refund.

Fall and Spring Semester
- 1st through 5th day of the semester ..................................................... 100% Refund
- 6th through 10th day of the semester ............................................. 75% Refund
- 11th through 15th day of the semester ............................................. 50% Refund
- 16th through 20th day of the semester ............................................. 25% Refund
- After the 20th day of the semester .................................................. NO REFUND

Summer Term
- 1st through 5th day of summer term ............................................... 100% Refund
- 6th through 10th day of the term ................................................ 50% Refund
- After the 10th day of the term ....................................................... NO REFUND

Grading

Grading Policy
Itasca provides students with three grading options. Students must declare grading options at the time they register. A letter grade will be assigned for all courses unless Pass/No Credit or Audit is declared. Semester and cumulative grade point average (GPA) is calculated on A, B, C, D, F, FN, FW, and NC grades and listed on the student transcript.

Students access grade reports through eServices.
Letter Grade
Letter grades will be assigned to each course as an evaluation of student performance. Letter grades of A, HA, B, HB, C, D, F, FN, and FW will be used in computation of GPA.

A grade of F, FN, or FW will not satisfy a graduation requirement nor will it count as a course completion for calculation of satisfactory academic progress.

A/HA: performance greatly exceeds course requirements (4 quality points per credit)
B/HB: performance surpasses course requirements (3 quality points per credit)
C: performance meets course requirements (2 quality points per credit)
D: performance minimally meets course requirements (1 quality point per credit)
F/FN/FW: performance is unsatisfactory (0 quality points per credit)

The letter H preceding a grade indicate an honors option that includes additional coursework, a project, and a presentation completed by the student. Grade points are not impacted.

Pass/Fail Grading
The Pass/No Credit option is for students who are not interested in receiving a letter grade but would like to receive credit for the course. A letter of "P" is issued for work that is judged average (C) or above. If, however, a grade of "A" is achieved, it will be recorded as such. While courses in which students earn "P" grades receive full college credit and count towards graduation, the "P" grades are not counted when computing a student's grade point average. However, if students elect to take a course under the P/F option and receive a grade of "F," the grade will affect their GPA. P/F grades become part of a student's permanent academic record at Itasca. Students selecting the P/F option must meet the stated pre-requisites for a given class, complete all course requirements, and take all examinations. The option to register on a P/F basis may be exercised until the end of the 7th day of class of a semester (3rd day of a summer session). Application forms for the P/F option are available in the Student Services Office and must be signed by a counselor. Students should be aware of the possibility that P/F grades may not be accepted by transfer institutions. The following restrictions apply to the P/F grading option:

- Students may accumulate no more than 9 semester credits for graduation under the P/F grading option.
- Students may take no more than one (1) class per semester on a P/F basis (regardless of the total number of credits taken).
- Students who are on Academic Warning or on an approved academic plan will not be allowed to register for any courses on a P/F basis.
- Students may not choose the P/F option for required (core) courses in career/technical programs leading to an AAS degree or in required courses for one-year certificate programs.
- Prerequisite courses in an intended major may not be taken on a P/F basis.
- No class taken initially for a letter grade may be repeated on a P/F basis.
- Faculty in each discipline will create a list of courses which may be taken under the P/F option and will also indicate whether the option is available to non-majors only or to both majors and non-majors.

A list of courses which may be taken under the P/F option is available in the Student Services Office (107 Backes Student Center).

P: performance meets course requirements (C or better)
NC: performance does not meet course requirements
Audit

The audit (AU) option is for students who want to take a course and not receive a grade. Students selecting this option may choose to participate fully in the class by completing assignments, taking tests, and receiving evaluative feedback.

AU: indicates taking a course without receiving credit or a grade. An AU will appear on the student transcript. Audited courses do not count toward course load for students receiving financial aid or veterans' benefits. The cost of auditing a course is the same as taking the course for credit. Audits cannot be converted to a letter grade and will not satisfy a course prerequisite or a graduation requirement.

Other Grade Types

I: indicates that the instructor has granted an extension of time for course completion. The student and the instructor must enter a formal agreement detailing when the remaining requirements will be completed. An “I” grade automatically becomes an F at the end of the next semester (not including summer sessions) if all course requirements have not been satisfactorily completed. Note: Instructors are not obligated to give “I” grades or grant extensions for completing course requirements. An “I” is not calculated in GPA but counts as an attempted but not completed course in the calculation of satisfactory academic progress.

W: indicates a student has withdrawn from a course. A “W” is not calculated in GPA but counts as an attempted but not completed course in the calculation of satisfactory academic progress.

Repeated Courses

ICC permits students to repeat their courses for the purpose of improving their letter grade. Both the old and new grades remain on the student’s transcript. The repeated course with the lowest grade is not counted in the GPA calculation but will count as an attempted but not completed course for calculation of satisfactory academic progress. Classes taken originally for a letter grade must be repeated for a letter grade. Repeats are processed automatically at the end of each semester. However, if a student is completing a block class as a repeat within the same semester they must notify the Registrar (218-322-2320) for processing.

All repeated credits are included in the percent of completion and maximum timeframe calculations. When repeating a course, students may receive financial aid for a course where a passing grade was earned but the grade was lower than what is considered acceptable in a particular curriculum/major.

Grade Point Average (GPA)

GPA is determined by adding all grade points earned and dividing by the sum of all credits attempted in courses where a letter grade of A, HA, B, HB, C, D, F, FN, or FW were received. GPA is computed on a semester and a cumulative basis.

GPA calculation does not include test-out grades, transfer grades, advanced placement, portfolio, or articulated courses.
Grade Appeal

Students who feel their grade is inaccurate and cannot resolve the issue with their instructor may appeal their grade through the use of the student appeal procedure. Appeal forms are available online or in the Student Services Office. Appeals to change grades must be submitted within one semester of completion of the course.

Maximum Credit Load

The maximum semester credit load is 21 credits. Students may not exceed this limit unless their grades are above average and they have obtained authorization from their faculty advisor/counselor prior to registration.

Student Recognition

Dean’s List

At the end of each semester, the college publishes a list of full-time students (those registered for 12 credits) who have earned a GPA of 3.25 or higher in all subjects taken during the semester.

Leadership Recognition Stipends (Tuition Waivers)

Itasca Community College awards student leadership stipends and/or tuition waivers. The Student Government President may apply for a tuition waiver of up to eight credits per semester. Selection of student leaders for recognition is made by a committee comprised of the Student Life Director and representatives from student clubs and organizations. A total of $1,500 of tuition waivers are awarded each year with waivers ranging between $125-$500. Criteria for nomination will include the demonstration of leadership skills that have enhanced the student experience and the entire college community. Anyone in the college community may nominate a student. An announcement requesting nominations is sent campus wide via email in March or April.

Graduation

Degrees Awarded

In addition to the Associate of Arts (A.A.) degree, Itasca awards professional certificates, vocational diplomas, Associate of Applied Science (A.A.S.), and Associate of Science (A.S.) degrees in a variety of programs.
Requirements

- Must complete all the requirements with a GPA of 2.00 or higher for the degree or program
- Must complete a minimum of 20 credits at Itasca
- Must file an application for graduation

If students stop attending for one year or more, they must meet the program requirements of the catalog in effect at the time of reentry into school. Students will have five years in which to complete their work under the terms of the catalog in effect at the time of their first enrollment. Students graduating more than five years after the date of first enrollment must meet the requirements of the catalog in effect for the year in which graduation occurs.

Application for Graduation

Graduation application packets are available in the Student Services Office, 107 Backes Student Center. Packets consist of a checklist, graduation application, graduate survey, and general education student survey. All items must be completed and submitted to the Student Services office by the deadlines stated on graduation materials.

A Grad Wrap event is held in early April so that candidates for graduation can follow-up on the graduation application process, verify status of any loans, check on any unpaid balance, and receive information on the ceremony.

Ceremony

A formal graduation ceremony is held at the end of spring semester. All students who have completed their program requirements and have also submitted an application for graduation will be invited to attend. Students who fail to submit this application by the published deadline may not have their name included in the graduation program and/or may not be considered for that term's graduation event.

Information regarding the graduation process and the ceremony is available on the ICC website. Click on “Academics” and then “Graduation.”

Honors

Students must complete a minimum of 30 credits in order to be eligible for honors status. Cumulative grade point averages at the end of fall semester are used to determine honor status for students completing degrees at the end of fall semester, spring semester or summer session.
Honors status requires a cumulative GPA of 3.25 to 3.49 and High Honors status requires a cumulative GPA of 3.50 to 4.00.

Students graduating with honors will be given honors regalia to be worn at the commencement ceremony when they pick up their cap, gown, and tassel.

**Graduate Follow-up Survey**

When students graduate they are asked to complete a follow-up survey about employment and/or continuing education plans. Responses are kept confidential and the summarized data is an important resource for the college.

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**College Services**

**Academic Skills Center (ASC)**

Located in the Media Center / Library – 218-322-2454

The focus of the ASC is YOU! Preparing for an exam? Homework assistance? The Academic Skills Center is the place for all your study needs. We help students become independent, successful learners who can achieve their educational goals. We can provide course-specific peer tutoring services for any course, training in study and testing skills, and academic writing consultation from research to final revision. Our motto is: *Just Ask Us.*

*We can be the difference between a C and an A.* Visit us in 126 Media Center (Library) or see our schedule at [http://www.itascacc.edu/on-campus-services/tutoring-services](http://www.itascacc.edu/on-campus-services/tutoring-services)

**AEOA Adult Education**

AEOA Adult Education classes are offered on the ICC campus at no cost to students. Classes provide skills that will assist people facing social and economic challenges.  

- Attain employment and/or better current employment  
- Earn a GED  
- Attain skills necessary to enroll in post-secondary education and training  
- Exit public welfare and become self-sufficient  
- Learn to speak and write the English language  
- Master basic academic skills to help your children succeed in school  
- Become a U.S. citizen and participate in democratic society  
- Gain self-esteem, personal confidence and a sense of personal and civic responsibility  

Call Mary (218-259-0285), Denise (218-910-8986), or Tracy (218-259-4525) for information on class times and locations.
Bookstore
Located in 10 Backes Student Center – 218-322-2360
- Hours are 9 a.m.–2 p.m. with extended hours at the beginning of each semester
- New, used, and some rental textbooks required to complete course work.
- A variety of supplies
- Book charging is available on published days to allow qualified financial aid recipients to charge their books
- Business Office cashering
- Campus Lost & Found department

Bookstore regulations are:
1. All sales are either cash or major credit card.
2. Sales slips must be presented for a refund or exchange.
3. Refunds are only made during the first seven class days and require a drop/add slip.
4. Books acceptable for returns must be in new condition, no bent or worn pages, no highlighting or writing, no water damage or stains. Books that are shrink wrapped cannot be returned once the shrink wrap has been broken.
5. Rental textbooks must be returned in good condition with no water damage or stains by the stated deadline or additional fees will be assessed.
6. Book buy back occurs during finals week of each semester. The bookstore purchases a limited number of books that will be used the following semester and an on-site wholesaler will purchase additional books on a supply and demand basis. Books purchased for the bookstore are paid at a rate of 50% of the new price whether or not it was purchased new or used. Additional books purchased by the wholesaler are paid at a rate set by the used book company.
   Book buy back services are available through the ICC Bookstore website at any time.
7. PSEO students must have a stamped schedule in order to pick up their books from the ICC bookstore. PSEO students MUST return all books to the ICC bookstore no later than one week after the last day of the semester.

A current semester booklist can be located on the ICC web page.

Bus Service
Arrowhead Transit bus service provides low cost transportation to and from campus and several nearby communities each day college is in session. Contact Arrowhead Transit at 1-800-862-0175 option 4.

Jefferson Bus Lines provides low cost transportation between the Twin Cities (airport included) and Duluth and on up to range cities (Virginia, Hibbing, Grand Rapids). Visit www.jeffersonlines.com for daily schedules. Rides can be booked through the Duluth Depot (218-722-5591).

Child Care Center
Located adjacent to Mullins Hall Gymnasium – 218-327-4478
The center is home to KOOTASCA Community Action’s Head Start pre-school, serving at-risk children ages 3-4. Classrooms are open Monday through Thursday during the school year. For an application please contact KOOTASCA at 218-999-0800 or visit their website at www.kootasca.org.
Computer Services (IT)

Located in 113 Media Center – 218-322-2440
All students are assigned a unique computer account called “StarID” providing them with access to campus information technology resources. Students must activate their “StarID” account prior to using any of these resources. Instructions for activating your account can be found at www.itascacc.edu/starid. Read the policy disclaimers, and follow the link to “Activate Account.”

Students can use their StarID to access campus computers, copiers, Desire2Learn, eServices and email. Itasca Community College uses Microsoft’s Office365 for email, which is the college’s official means of communication. Office365 also provides online for tools such as Word, Excel, and PowerPoint, collaboration tools and file storage. These are available online and require only a web browser. Instructions for accessing your online services can be found on the college’s home page. In addition, students can download the enterprise version of Office365 for use on personal devices while they are a student at the college.

The college has policies in place regarding acceptable use of information technologies. Information can be found in the policy section of this handbook and on the ICC website.

Wireless: The entire campus is covered by wireless internet access. Students will need to authenticate using their StarID credentials to connect to the wireless system. All devices should be supported, but the service allows only web browsing, not gaming.

Disability Services

Located in 14 Backes Student Center – 218-322-2433

- Coordinates services and accommodations for students who have special academic needs due to a physical or medical disability, deafness, loss of sight, or a learning disability.
- Specific accommodations may include priority scheduling, test-taking accommodations, note-taking services, learning disability screening, or scheduling interpreters.
- Confidentiality is guaranteed.

More information on Disability Services can be found under the heading Accessibility beginning on page 38 of this handbook.

Food Service

Viking Grill and Eatery – Upper Level Backes Student Center – 218-322-2313
The cafeteria is open from 10 a.m.–6 p.m. Monday through Thursday (closing at 4 p.m. on Fridays). Salad bar, hot lunches, dinner, and snacks are available daily. Grab ‘n Go items are available beginning at 8:30 a.m. and after-hour snacks available from vending machines containing hot and cold offerings. Caribou Coffee will be available starting fall semester 2018 with coffee sales starting at 7:30 a.m.

Meal plan options are available and are purchased at the cafeteria register.
GED Testing

Located in the Testing Center – 14 Backes Student Center – 218-322-2390
ICC is an official GED testing center. Tests are high school equivalency exams designed for persons 18 or older who have not completed high school or 16-17 years old who have an age waiver (permission) from the Department of Education. Components of the test include writing skills, social studies, math, science, and reading. Persons interested in testing should contact the Testing Center coordinator for an appointment.

Housing / Residence Halls

Resident Life Director located in Itasca Hall – 218-322-2380
Itasca has two on-campus housing options: Itasca Hall, a three story suite-style residence hall that houses 79 students; and Wenger Hall, a 12 room residence hall that houses 36 students who share a common kitchen located on the third floor of the Engineering Center. To apply for on-campus housing complete the online housing application from the ICC website or email weldon.braxton@itascacc.edu. Select “Residential Living” from the “Admissions” or “On-Campus Services” menu.

Each year, Itasca receives a number of calls from people who are interested in renting to students. The Department of Residential Living maintains this list of off-campus housing options in the Grand Rapids area. This list can also be found on the ICC website under “Admissions” > “Residential Living” > “Off Campus Housing.”

Insurance (Health)

Limited information on health and accident insurance through private vendors is available to all college students. Inquire in 104 Backes Student Center.

Library / Media Center

Located in the Media Center – 218-322-2350
Hours are 8 a.m.–8 p.m. Monday through Thursday; 8 a.m.–4:30 p.m. Friday; and 2–8 p.m. Sunday during the academic year. Hours vary during the summer and over breaks. The Library is closed on Saturdays and Holidays.
- Books, periodicals, DVD/CD materials and electronic resources available for student, faculty, staff, and community use.
- Interlibrary Loan services with MINITEX and the Arrowhead Library System.

Multi-Cultural Student Services

Located in the Media Center L131– 218-322-2353
This space, adjacent to the entrance of Dailey Hall, provides space and resources for, primarily, the Native American learning community on campus. The ICC Native American student organization, O Gitch I Dah Club, utilizes this area for study, recruiting, meetings, and planning activities such as the annual ICC pow-wow in the spring.

This office supports programming efforts for campus inclusion and diversity on campus. Some of the services are:
- Academic, career, and personal advising/referral
- Financial aid assistance
- Advocacy with college faculty and staff
• One-on-one tutoring
• Courses on Ojibwe language and culture

O-Gitch-I-Dah – An Ojibwe word meaning “heroes,” this group strives to provide peer support and promotes activities which increase the understanding of American Indian culture and heritage. The O Gitch I Dah Club is open to all interested students.

Parking
Students and visitors may park in the following parking lots: the lot south of Mullins and Wenger Hall, the lot west of Wenger Hall, and the large lot on the west side of campus. A map of campus parking areas can be found at http://tinyurl.com/l94tpqx. Parking is NOT allowed in reserved areas until after 5 p.m. Overnight parking is in the lot west of Wenger Hall and south of Itasca Hall from November 1-March 1. If a vehicle is left overnight in other lots and is a problem for snow removal, it will be towed at the owner’s expense to Lot A. Handicapped parking slots are located at convenient sites on campus and require the display of a state permit. Campus parking lots are routinely patrolled by the Grand Rapids police department. All violators will have their car ticketed and will be responsible for parking ticket costs. Parking violations, including handicapped parking areas, are handled by the Grand Rapids police department.

Bicycle racks are provided around campus for cyclers. Bikes are not allowed on sidewalks.

Student ID Cards
ICC student ID cards are required for use of library materials and computer/photocopy printing on campus. A valid ID card is also required for book purchases at the ICC Bookstore and meal plan purchases at the Viking Grill. When presented at college-sponsored events, the card will allow you a free or reduced price admission.

Student ID cards are issued in 104 Backes Student Center to current students with a course schedule and photo identification. The first student ID card issued to a student is free; replacement cards are $5 each. The $5 fee must be paid before the replacement card can be created.

TRIO Student Support Services
TRIO Student Support Services (SSS) is located in 14 Backes Student Center. SSS provides a variety of personal and academic opportunities for academic development and assistance with basic college requirements. The goal of TRIO SSS is to increase the college retention and graduation rates of its participants, help students make the transition from one level of higher education to the next, and motivate students toward the successful completion of their postsecondary education to achieve their career and life goals.

The TRIO programs were the first national college access and retention programs to address the serious social and cultural barriers to education in America. (Previously only college financing had been on policymakers’ radar.) TRIO began as part of President Lyndon B. Johnson’s War on Poverty and grew from the first three, or original “TRIO,” of federally-funded programs to eight programs who encourage access to higher education for low-income students. TRIO programs are a vital pipeline to opportunity, serving
traditional students from grade 6 through collegiate years, displaced workers, and veterans.

Itasca Community College, along with over 1,000 other colleges, universities, community colleges, and agencies now offer TRIO programs in America, the Caribbean, and the Pacific Islands.

ICC students can be accepted into TRIO Student Support Services by meeting one or more of the following criteria:
- First-generation: neither parent has earned a four-year college degree
- Limited income based on Federal low income and financial aid guidelines
- Documented disability

Testing Center

Located in 14 Backes Student Center – 218-322-2390 (Hours posted)
- Provides proctoring services for students in external study programs
- ACT testing site
- Testing services for college placement (Accuplacer online testing)
- Pearson VUE MTLE testing site for education majors
- CLEP testing site
- ATI (TEAS) testing site for nursing students
- GED testing site
- Provides make-up testing for ICC students. Students are responsible for contacting their instructor and having the test sent to the Testing Center

Transcripts

Official transcripts will not be issued if you have any financial obligations to Itasca Community College or any other Minnesota State institution.

If you need an official ICC transcript sent to a Minnesota State college or university, you may not need to request a transcript from ICC. The Minnesota State institution may be able to electronically retrieve your ICC transcript. Please contact that institution directly for further information. A complete listing of Minnesota State institutions can be found at www.minnstate.edu

You must complete a Transcript Request form if you are requesting an official transcript be sent to a non-Minnesota State institution, are requesting an official transcript for non-educational purposes, or if you attended ICC prior to 1970.

1. Submit the Transcript Request Form electronically through Student Clearinghouse for a small fee... OR
2. Print the Transcript Request Form and mail the completed form to ICC (free)
   Itasca Community College
   Student Services Office
   1851 E Hwy 169
   Grand Rapids MN 55744

You cannot request a transcript by phone or email as your signature is required. ICC does not fax transcripts. They are sent through the mail only.
No fee is charged for ICC transcripts, though Student Clearinghouse does charge a small fee for electronic transcripts. Please note that official transcripts will not be issued if you have any financial obligations to Itasca Community College or any other Minnesota State institutions.

**Need an Unofficial Transcript?**
1. Access eServices
2. Login with your StarID (activate or get yours at starid.minnstate.edu)
3. Select “Grades and Transcripts”
4. Click on “Academic Record”
5. Select “Course Print Order”
6. Click “Get Academic Record”
7. Print record and log out

*Note: Transcripts for classes taken before 1970 may be requested from the ICC Student Services Office (107 Backes Student Center / 218-322-2320).*

**Veterans Representative**

Located in 14 Backes Student Center – 218-208-7094
A veteran’s service officer is available for current or former military personnel one day a week to provide information on veteran’s benefits and assist these students with issues related to their benefits. This officer can also be reached anytime via email at barry.martinson@state.mn.us

**Student Life**

Student life activities are designed to stimulate an appreciation of the arts, to promote social growth, and to provide recreational skills for the college community.

Students are given opportunity to expand their education beyond the classroom. Activities are designed to meet the needs of a diverse population and encourage students to become involved in co-curricular activities geared to meet educational, occupational, cultural, and recreational interests. Students also gain leadership experience in planning, organizing, and scheduling by being involved.

Questions or suggestions on anything related to Student Life should be directed to Kayley at 218-322-2312 or text at 218-308-8570.

**Get Involved**

The most successful students and those who most enjoy their educational experience are the students that get involved. Don’t find yourself saying, “Gee, I wish I had participated!” Just do it!
Athletics (Men and Women)

Intercollegiate
The Itasca Community College “Vikings” compete in a variety of intercollegiate sports. Men’s sports include football, wrestling, basketball, and baseball and women’s sports include volleyball, basketball, and softball. Co-ed trapshooting is also offered.

Gender Equity reporting for Itasca can be found at http://ope.ed.gov/athletics/search.asp
ICC is a member of the Minnesota College Athletic Conference and the National Junior College Athletic Association.

Physical examinations and proof of insurance are required of all participants in varsity athletics.

Intramurals
Intramurals supplement the intercollegiate athletic program and provide all students with opportunities for participation in intramural activities. Activities offered have included co-ed volleyball, basketball, softball, flag football, dodgeball, and soccer. Watch for announcements and sign-up sheets for these activities around campus.

Student Clubs and Organizations

All students are encouraged to participate in ICC Student Senate and other college-sanctioned organizations. ICC supports those clubs and organizations that have been officially approved by the Student Senate. In order to receive approval, members of an organization must submit a constitution to the Director of Student Life for review by Student Senate. This constitution must outline the specific objectives of the club.

Organizations should meet the following criteria:
1. Encourage cooperation with the college community.
2. Further scholastic interest and achievement.
3. Organize, maintain, and stimulate educational activities within the college community.
4. Develop leadership qualities in the students who participate.

Join a club or an organization today! It’s a great way to meet people, learn leadership skills and enhance your educational experience at ICC. Check out the ICC website for information about specific clubs and organizations and contact information. You can follow us on Facebook, Instagram, and Snapchat to stay up-to-date.


African American Pride Club: The purpose of the African American Pride Club is to support the understanding of African American culture, African American students’ academic/personal life skills, and to positively impact community perception through interaction and service. The ultimate goal is unity among all races; therefore, all students are welcome to participate in this club. Contact Weldon Braxton, 218-322-2380.

Billiards Pool Club: This is a club for billiards pool enthusiasts to practice, have fun, and compete. This club hosts events, tournaments, and fundraisers. Contact Shane Holm, 218-322-2396.
Campus Crusade for Christ (CRU): A student based organization whose goal is to enrich the lives of students through a biblical viewpoint of the world around us. Contact Marlo Gangi, Wilson Hall, 218-322-2446.

Circle K: Devoted to involving students in campus and community service while developing quality leaders and citizens. Circle K inspires people to better our world. Contact Izaak Nosbisch, 218-504-9147.

Engineering Club: For students who desire additional experience to assist the growth into their professional career. Contact Derek Fox, Wenger Hall, 218-322-2425.

Human Resources Club: This club exists to provide connections to organizations for jobs in the area, to provide references, to provide information on what employers are looking for, and to provide networking opportunities to students. Contact Steve Kohorst, 218-322-2424.

Natural Resources Club: Geared towards students enrolled in the Forestry Program. This club provides extra opportunities to students and is a way to unite various fields of Natural Resources and to promote awareness of our Natural Resources to all students. Contact Brad Jones, Dailey Hall, 218-322-2354.

O-Gitch-I-Dah: Strives to provide peer support and promote activities which increase understanding of American Indian culture and heritage. Open to all interested students. Contact Harold Annette, 218-322-2353.


Philosophy Club: Promotes critical thinking and an opportunity to meet people in an intellectual environment. Contact Brian Vroman, Liberal Arts, 218-322-2373.

Practical Nursing Club: Geared toward students enrolled in the Nursing Program. Involves community service opportunities. Contact Lynette Howe, Davies Hall, 218-322-2365.

Psychology Club: Provides students with the opportunity to expand their knowledge of psychology beyond the classroom. Explore careers in human services and become involved in community based projects/research. Contact Jenny Wettersten, Wilson Hall, 218-322-2437.

Sexuality and Gender Equity (SAGE): A social justice club invested in promoting equity for persons of all sexual orientations and gender identities. We discuss issues related to the LGBT+ community and participate in/host awareness events. Contact Brian Vroman, Liberal Arts, 218-322-2373.

Soccer Club: This club exists to get people together, have fun, and discover a sport that is not very common in the U.S. The soccer club is open to all people, regardless of skill level. Contact Ed Damiani, 218-322-2393.

Society of American Foresters: To advance the science, education, technology, and practice of forestry and to provide an opportunity for better communication among the individual members, their regional representatives, and the Society. Contact Brad Jones, Dailey Hall, 218-322-2354.

Society of Women Engineers: An organization centered around a passion for our members' success. The mission of the Society of Women Engineers is to stimulate women to achieve full potential in careers as engineers and leaders, to expanding the
image of the engineering profession as a positive force, and demonstrate the value of diversity. Contact Crystal Smith, Wenger Hall, 218-322-2408.

**Student Ambassadors:** Sponsored by the ICC Alumni Association, Ambassadors provide campus tours, usher at college events, speak with prospective students, organize a variety of student events, and help with fundraising events. Contact Kayley Schoonmaker, 107 Backes Center, 218-322-2312.

**Student Senate:** Student Senate is the link between ICC students and the faculty, staff, and administration. Involved in the governing process of the college and a voice for all students, this group meets with various college staff and faculty members on a regular basis to discuss issues and concerns and is involved in the decision-making process and helps plan campus events.

The Minnesota State system values student participation and involvement. Student representatives are a part of decision-making on the Board of Trustees, at the system level and on campuses. Members are also involved with student issues on the state level and sponsor a variety of student activities. If you are interested in joining Student Senate, contact Rick Kangas, Backes Student Center, 218-322-2319.

**Student Life Committee:** A Student Life Committee is established annually where voting membership is at least two-thirds students. The committee develops and monitors all budgets and expenditures funded by the student life/activities fee within the guidelines of the Minnesota State colleges’ policies and procedures. The committee shall annually recommend the allocation of revenues and propose policies and procedures for administering the student life/activities budget. All clubs are required to attend monthly Student Life meetings the first Thursday of each month at 12 p.m. in Chucker Auditorium.

**Veterans Club:** This club will offer assistance, camaraderie, and a place to gather for veterans, current and former military members, and their families. They also aim to inform the campus community of the valuable resources and experiences that veterans can provide. Contact Lee Kessler, Dailey Hall, 218-322-2356.

**ICTV (Itasca Community Television)**

Itasca Community Television, Inc. is the local public access cable television station. It cablecasts locally-produced programming on three stations over two cable television systems: Paul Bunyan (stations 32, 25, and 37) and Mediacom (stations 2, 5, and 7).

Students interested in learning about video production can call the operations manager at 218-999-0088 for a tour. Student memberships ($25) allow students to use ICTV equipment to make programs to air on the station. ICTV has one internship opening each spring. More information and ICTV online programs can be found at www.watchictv.org.

**Literary Magazine**

Published annually by students, “Spring Thaw” is a college literary magazine including essays, fiction, poetry, artwork, and photography submitted by students and community members. For more information or to submit your work, contact Lisa Marcis, Liberal Arts Building, 218-322-2439, lisa.marcis@itascacc.edu.
Student Academic Rights, Responsibilities, and Policies

Academic Forgiveness

ICC’s Academic Forgiveness Policy is intended to allow a student who has been away from ICC for five or more years, the opportunity to re-establish his/her GPA.

In order to meet eligibility, the student must not have been enrolled in any institution of higher education, including ICC, during the five-year period prior to petitioning for Academic Forgiveness.

- A student who wishes to petition for Academic Forgiveness must meet with an ICC counselor to review his/her academic history and transcript. If it is determined that the student meets the criteria, the student will complete the Academic Forgiveness form with his or her counselor. At this time, the student will provide reasons for their previous poor performance along with current educational plans for success.

- Once the form is complete and signed by the student and the counselor, it is sent to the suspension committee for review. The suspension committee is made up of the Chief Academic Officer, the Dean of Student & Administrative Services, the Financial Aid Director, and the Registrar and faculty counselor(s). This committee will either approve or deny the petition.

- If approved, the student must successfully follow these steps:
  1. The student must first demonstrate academic success by completing 12 college level credits at ICC with a minimum GPA of 2.0. The 12 credits need not be in one semester. Forgiveness will only be granted after these 12 credits are successfully completed. These 12 credits will be subject to current academic warning, probation, and suspension policies. Students not achieving a 2.3 GPA for these 12 credits will also be subject to current probation and suspension policies.

  2. Once the criteria for Academic Forgiveness has been met, the student will have a one-time opportunity to identify a specific term prior to the five year period of absence, where the student can “draw the line.” All term grades earned prior to this point in time will be excluded from the GPA calculation. These courses and grades will remain on the student’s academic record (transcript) but will be identified in such a way that they cannot be used to satisfy any academic requirement. The exclusion of these courses may not be recognized by other institutions, including transfer institutions.

  3. Excluded courses will still be considered for the determination of Financial Aid eligibility.

- Academic Forgiveness Policy is a one-time opportunity.

Academic Integrity

Academic honesty and integrity are highly valued in the ICC community. Students who enroll and remain at Itasca should, therefore, realize that to submit work which is not academically honest violates the purpose of the college. Academic dishonesty is unethical behavior which adversely affects not only the college’s academic environment.
but also the larger community. It seriously compromises the integrity of the academic experience and will be neither tolerated nor condoned at Itasca. Specific programs (i.e. nursing) also may have policies regarding academic integrity.

**Definition**

No student shall engage in behavior that, in the judgment of the instructor of the class, may be construed as academically dishonest. Academic dishonesty or cheating includes, but is not limited to, the following:

- **Plagiarism** – Presenting the ideas and/or words of others as if they were one’s own without acknowledging their origins.
- **Dishonesty in testing:**
  1. The unauthorized acquisition and/or possession of non-administered tests or other academic materials, and/or the distribution of these materials.
  2. Copying from another student's test paper and/or collaborating during a test with any other person by giving or receiving information without authority.
  3. During a test, using materials not authorized by the instructor.
- **Selling or giving an assignment** (e.g., theme, report, term paper, essay, painting, drawing, sculpture) to another student for use in a course, or
- **Submitting an assignment prepared totally or in part by someone else.**
- **Submitting nearly identical work** that one has previously offered for credit in another course without prior approval of the instructor.
- **Violating authorized guidelines** established by instructors for individual assignments.
- **Sabotaging or damaging** the work of others.

**Penalties:**

Students who violate this policy are subject to penalties as determined by the instructor. These penalties may include one of the following:

- Failure (or 0 points) on the assignment or test on which the academic dishonesty occurred.
- Failure in the course (i.e., student is in effect “expelled” from the class).
- Expulsion from the institution.

Faculty will be expected to inform the Academic Dean in writing of the violation in circumstances of course failure and recommended expulsion from ICC.

**Appeals**

Students have the right to appeal decisions regarding academic dishonesty by following policies and procedures indicated under the Student Code of Conduct.

**Acceptable Use of Computers and Information Technology**

Itasca Community College has adopted Minnesota State’s Acceptable Use of Computers and Information Technology Resources, pursuant to Minnesota State Board of Directors Policy and System Procedures (Chapter 5 Administration, 5.22.1). The complete text of this policy and procedure may be found at the following locations:

- **Policy:** [http://www.mnscu.edu/board/policy/522.html](http://www.mnscu.edu/board/policy/522.html)
- **Procedure:** [http://www.mnscu.edu/board/procedure/522p1.html](http://www.mnscu.edu/board/procedure/522p1.html)

As required by Part 8 of the aforementioned Minnesota State procedure, Itasca Community College has adopted the following procedures to deal with local implementation of the Board Policy and Procedure:
Part 8. College and University Policies and Procedures

Colleges and universities and the Office of the Chancellor must adopt policies and procedures consistent with Policy 5.22 and this procedure:

1. Possible illegal activities may be reported to the Director of Computer Services, Dean of Student & Administrative Services or College Provost.

2. Itasca Community College will implement State and System security policies, procedures, standards and guidelines to protect the integrity of System information technology and its users’ accounts to the best of its abilities.

3. Itasca Community College users will ensure that government data in electronic format is handled in accordance with its classification under the Minnesota Government Data Practices Act, Family Education Rights and Privacy Act, and other applicable law or policies.

4. Contact information of the official to be contacted by users and others if they have questions, concerns or problems regarding the use of System information technology or concerning intended or unintended interruptions of service:
   Chad Haatvedt – Director of Computer Services
   111 Dailey Hall
   Phone: 218-322-2444
   email: chadhaatvedt@itascacc.edu

Information and education will be provided to users concerning applicable information technology, policies, and procedures via the following means:

1. Link to policies and procedures on the desktop of student lab computers
2. Link to policies and procedures on the campus web page as well as the campus portal system when developed
3. Reference to URL for policies and procedures in campus newsletters
4. Reference to URL for policies and procedures in student handbook
5. Orientation materials presented to new students, faculty and staff
6. All users will be required to review and acknowledge an understanding and acceptance of these policies in order to have their computer access accounts activated.

The Director of Computer Services is designated to make decisions regarding approved hardware or software use. A copy of the Minimum Standards for computer hardware and permitted software list are on file in the office of the Director of Computer Services. The computer advisory committee will be solicited for input on the contents of the lists containing hardware standards and permitted software.

Users shall not attach any electronic device to the campus system information technology via physical, wireless or other means, without the express written permission of the Director of Computer Services, or his/her duly authorized representative. Requests to attach to the campus information technology system shall be made in writing or electronically, on a form provided by the Computer Services Department.

All users shall maintain an up to date antivirus program on any computer connected via any means to the campus information technology system. Said antivirus program must be currently certified by ICSA Labs (http://www.icsalabs.com).
Student Petition and Appeals Procedure

Student Responsibility
Students are responsible for knowledge of and compliance with ICC policies, procedures, and regulations. Policies and procedures affecting students are stated in this document. If questions arise regarding policies or procedures, students are encouraged to meet with their faculty advisor or a counselor to help clarify understanding and interpretation.

Student Rights
Students have the right to petition policies and/or appeal decisions made regarding their academic standing, final course grades, transfer credit evaluations, graduation requirements, tuition requirements, and other similar issues. The college will act on requests for appeal when there is documented evidence of unusual circumstances or an inability of the college to deliver stated educational services.

Process
The student must make the petition or appeals request in writing on the appropriate forms. Forms are available on the website or at the Student Services Office. The request must be clear and specific. The student must provide reasons and supportive documentation for the request. For an appeal, the request must be initiated within three (3) weeks from the time the incident or disagreement occurred. Students are encouraged to meet with a counselor or admissions advisor for assistance in completing the appeal form. Petitions may be filed at any time.

The completed request form is to be submitted to the Student Services Office. The Registrar will act on the request and/or forward to the appropriate administrator for approval or denial. The appeal or petition request should be forwarded to an administrator responsible for the area in question. For example, an appeal over a course grade given by an instructor would be forwarded to the Chief Academic Officer.

The college will act on the student appeals and petitions in a timely manner. In most situations, a decision will be made within two weeks of the date the request is received by the Student Services Office. A copy of the decision will be mailed to the student’s home address and one copy will be maintained in the student’s file.

Upon receiving the decision from the Registrar or appropriate administrator, the student may request to further petition or appeal the decision to the Provost. In cases of Transfer Appeals, the students may further the appeals process through the Office of the Chancellor. (Refer to the Minnesota State colleges and universities system Level Transfer Appeal Process.) Students must indicate on the form their intention to further appeal the decision, sign and date the form, and return it to the Registrar within seven (7) school days. The appeal will then be forwarded to the Provost, who will make a decision on the request within two (2) working weeks.

Appeals Review Committee
Occasionally an appeal or petition request may be of such a nature that it may be in the best interest of the student and the school to convene an Appeals Review Committee to advise the campus administration on the request. It will be determined by the Chief Academic Officer whether to assemble an Appeals Review Committee.

Representation on the Review Committee typically would include, but is not limited to, three (3) to five (5) members from the following list of individuals: Chief Academic Officer, the Dean of Student & Administrative Affairs, the Financial Aid Director, the Registrar, an Instructor, a Counselor, the Director of Disability Services, and/or a Student Representative.
Appeal to President
If a student contests the appeals decision made on campus, the student has the right to further appeal to the President. The student shall submit the appeals request form and accompanying documentation to the President. The decision of the President is final.

Student Code of Conduct
Itasca offers each student the freedom to learn and the freedom to enjoy college life in an orderly and lawful manner. In return, ICC expects every student to assume the obligation and responsibilities that accompany these freedoms. By enrollment at ICC, the student assumes the obligation and responsibility of conducting him/herself in accordance with reasonable and lawful requirements. Violations of these responsibilities may result in sanctions that can include warning, restitution, probation, suspension, or expulsion from the college.

Students have the right to establish their own personal life and behavior so long as they do not violate college regulations or interfere with the rights of others or the educational process. ICC has both the right and responsibility to protect members of its community from both physical harm and property damage.

Students, by their association with ICC, will abide by college conduct policies. This includes the Acceptable Use Policy for Campus Computing as well as residential hall conduct policies. However, this code of student conduct does not replace nor does it reduce any requirements of civil or criminal law imposed upon citizens as members of the larger community. Therefore, students who violate civil or criminal law may be subject to both legal and college sanctions for the same conduct when the conduct occurs off campus but is related to the college community.

Section 1: Definitions
- “College” means Itasca Community College.
- “Administrator” means that person designated by the college Provost to be responsible for the administration of the Student Code of Conduct.
- “Cheating” includes, but is not limited to: use of any unauthorized assistance in taking quizzes, tests, or examinations, use of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; the acquisition, without permission, of tests or other academic materials belonging to a member of the college faculty or staff; engaging in any behavior specifically prohibited by a faculty member in the course syllabus or class discussion.
- “Expulsion” means permanent denial of the privilege of enrollment at the college.
- “Hazing” means an act which endangers the mental or physical health or safety of a person, subjects a person to public humiliation or ridicule, or which destroys or removes public or private property for the purpose of initiation, admission into, affiliation with, or as a condition of continued membership in a student group or organization.
- “Policy” means the written regulations of the college and Minnesota State as found in, but not limited to, the Student Code of Conduct, the college and Minnesota State web pages, Board Policy and System Procedure 5.18 and 5.18.1 on Alcoholic Beverages and Controlled Substances on Campus, Board Policy and System Procedure 5.22 and 5.22.1 on Acceptable Use of Computers and Information Technology Resources.
- “Preponderance of evidence” means that a standard of responsibility that it is more likely than not that the code has been violated.
• “Plagiarism” includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. It also includes knowingly using or distributing copyrighted materials from a textbook, web/internet and any published work considered to have a copyright status.

• “Student” includes all persons who:
  a. are enrolled in one or more courses, either credit or non-credit, through the college;
  b. withdraw, transfer or graduate, after an alleged violation of the Student Code of Conduct;
  c. are not officially enrolled for a particular term but who have a continuing relationship with the college; and/or
  d. have been notified of their acceptance for admission or have initiated the process of application for admission or financial aid.

• “Student organization or club” means any number of persons who have complied with the formal requirements for college recognition as a club or organization.

• “Summary suspension” means a suspension imposed without a formal hearing to ensure the safety and well-being of members of the college community.

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

Section II: Proscribed Conduct

A. Jurisdiction of the Itasca Community College Student Code of Conduct

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

• Hazing is involved; or
• The violation is committed while participating in a college sanctioned or sponsored activity; or
• The victim of the violation is a member of the college community; or
• The violation constitutes a felony under state or federal law; or
• The violation adversely affects the educational, research, or service function of the college.

The administrator shall decide whether the Student Code of Conduct shall be applied to conduct occurring off-campus, on a case-by-case basis, in his/her sole discretion.

Allegations of discrimination, harassment, and sexual violence shall be resolved pursuant to Board Policy 1B.1, Nondiscrimination in Employment and Education Opportunity, System Procedure 1B.1.1, Report/Complaint of Discrimination/Harassment Investigation and Resolution, Board Policy 1B.3, Sexual Violence Policy, System Procedure 1B.3.1, Sexual Violence Procedure. Allegations of fraud or dishonest acts shall be resolved pursuant to Board Policy 1C.2, Fraudulent or other Dishonest Acts.

B. Conduct – Rules and Regulations

Any student found to have committed or to have attempted to commit the following misconduct in circumstances falling under the jurisdiction of this code may be subject to the disciplinary sanctions outlined in Section III. Examples of misconduct circumstances include (but are not limited to) the following:

• Acts of dishonesty, including but not limited to the following: cheating, plagiarism, or other forms of academic dishonesty; furnishing false information to any college
official, faculty member, or office; forgery, alteration, or misuse of any college
document, record, or instrument of identification.

- Disruption or obstruction of teaching, research, administration, disciplinary
  proceedings, other college activities, including its public service functions on or off
campus, or of other authorized non-college activities when the conduct occurs on
college premises.
- Physical abuse, verbal abuse, threats, harassment, coercion, and/or other conduct
  which threatens or endangers the health or safety of any person.
- Attempted or actual theft of and/or damage to property of the college or property of a
  member of the college community or other personal or public property, on or off
  campus.
- Hazing.
- Failure to comply with directions of college officials or security officers acting in
  performance of their duties and/or failure to identify oneself to these persons when
  requested to do so.
- Unauthorized possession, duplication or use of keys to any college premises or
  unauthorized entry to or use of college premises.
- Violation of any college or board policy, rule, or regulation published in hard copy or
  available electronically on the college or Minnesota State web site.
- Violation of any federal, state or local law.
- Use, possession, manufacturing, or distribution of marijuana, heroin, narcotics, or
  other controlled substances except as expressly permitted by law.Use, possession,
  manufacturing, or distribution of synthetic marijuana (herbal incense).
- Use, possession, manufacturing, or distribution of alcoholic beverages or being under
  the influence of alcoholic beverages (except as expressly permitted by college or
  Minnesota State regulations), public intoxication, or violation of Board Policy 5.18 and
  System Procedure 5.18.1 on Alcoholic Beverages and Controlled Substances on
  Campus. Alcoholic beverages may not, in any circumstance, be used by, possessed
  by or distributed to any person under twenty-one (21) years of age. (See Drug and
  Alcohol Policy for further detail).
- Violation of college policy regarding the use of tobacco products on college premises.
- Violation of the college Weapons Policy, which includes use of firearms, explosives,
  other weapons, or dangerous chemicals on college premises or possession of any
  such item, even if legally possessed, in a manner that harms, threatens or causes
  fear to others.
- Participating in an on or off-campus demonstration, riot or activity that disrupts the
  normal operations of the college and/or infringes on the rights of other members of
  the college community; leading or inciting others to disrupt scheduled and/or normal
  activities within any campus building or area.
- Obstruction of the free flow of pedestrian or vehicular traffic on college premises or at
  college sponsored or supervised functions.
- Conduct that is disorderly, lewd, or indecent; breach of peace; or aiding, abetting, or
  procuring another person to breach the peace on college premises or at functions
  sponsored by, or participated in by, the college or members of the academic
  community. Disorderly conduct includes but is not limited to: any unauthorized use of
  electronic or other devices to make an audio or video record of any person while on
  college premises without his/her prior knowledge, or without his/her effective consent
  when such a recording is likely to cause injury or distress.
Any violation of the college Acceptable Use of Technology Policy or Board Policy 5.22 and System Procedure 5.22.1 on Acceptable Use of Computers and Information Technology Resources.

Abuse of the student conduct system, including but not limited to:

- Failure to obey the notice from a student conduct Judicial Board or college official to appear for a meeting or hearing as part of the student conduct system.
- Falsification, distortion, or misrepresentation of information before a student conduct Judicial Board.
- Disruption or interference with the orderly conduct of a student conduct Judicial Board proceeding.
- Filing an allegation of a violation of the Student Code of Conduct in bad faith;
- Attempting to discourage an individual’s proper participation in, or use of, the student conduct system;
- Attempting to influence the impartiality of a member of a student conduct Judicial Board prior to, and/or during the course of the student conduct proceeding.
- Harassment (verbal or physical) or a member of a student conduct board prior to, during, and/or after a student conduct proceeding.
- Failure to comply with the sanction(s) imposed under the Student Code of Conduct.
- Influencing or attempting to influence another person to commit an abuse of the student conduct system.

C. Violation of Law and College Discipline

College disciplinary proceedings may be instituted against a student charged with conduct that potentially violates both the criminal law and this Student Code of Conduct (that is, if both possible violations result from the same incident) without regard to the pendency of civil or criminal litigation in court or criminal arrest and prosecution. Proceedings under this Student Code of Conduct may be carried out prior to, simultaneously with, or following civil or criminal proceedings off campus at the discretion of the administrator. Determinations made or sanctions imposed under this Student Code of Conduct shall not be subject to change because criminal charges arising out of the same facts giving rise to violation of college rules were dismissed, reduced, or resolved in favor of or against the criminal law defendant.

Section III: Student Code of Conduct Procedures

A. Investigation and Informal Process

- Any member of the college community may file a written complaint alleging that a student or student club/organization has violated student conduct proscriptions. Any complaint should be submitted as soon as possible after the event takes place. Persons filing complaints shall be informed of their rights under the Minnesota Data Practices Act. Following the filing of a complaint against a student or student club/organization, the administrator shall conduct an investigation of the allegations.
- If the complaint seems unwarranted or lacks substantiating evidence, the administrator may discontinue proceedings.
- If there is sufficient evidence to support the complaint, the Dean of Student & Administrative Services shall offer the accused student an opportunity to resolve the alleged violation at an informal meeting. Prior to this meeting, the student shall be given oral or written notice of the specific complaint against him/her and the nature of the evidence available to support the complaint and provided with a copy of the student code of conduct. During the meeting the administrator shall review the
complaint and the evidence with the student and allow the student to present a
defense against the complaint. Within a reasonable time period following the meeting,
the administrator shall inform the accused student in writing of his/her decision
whether a violation of the code was established by a preponderance of evidence and
any applicable sanction as well as options available for an appeal and/or a formal
hearing.

- A student who is subject to a sanction of expulsion or suspension, except summary
suspension, for more than nine days may agree to accept the sanction, or may
request a formal hearing. If the student requests a formal hearing, he/she must notify
the administrator within five business days after the college notifies the student of the
sanction (see III.B, Formal Hearing). A student who is subject to sanctions other than
expulsion or suspensions longer than nine days may agree to accept the sanction, or
may submit an appeal in accordance with the college’s appeal procedures (see III.E,
Appeals).

- If the accused student fails to appear for the informal hearing, the administrator may
proceed to review and act upon the complaint in his/her absence and shall notify the
student in writing of an action taken.

B. Formal Hearing

The college Provost or designee determines the composition of the student conduct
Judicial Board, which must include student, faculty and staff representation. Students
serving on the board shall be appointed by the campus Student Senate.

Student conduct panel hearings shall be conducted according to the following guidelines:

- Student Conduct Judicial Board hearings normally shall be conducted in private. A
quorum of board members must be present in order for the hearing to proceed. A
quorum consists of three student representatives, two faculty members, and one staff
member selected by the Provost.

- Students or clubs/organizations referred for a formal hearing shall be given adequate
advance notice in writing of the time, place, and date of the hearing. A student or
club/organization’s failure to appear at the hearing shall not prevent the hearing from
proceeding as scheduled.

- Within a reasonable time (nor more than ten academic days) prior to the hearing, the
student must be informed in writing of:
  a. the complaint;
  b. the evidence to be presented against him/her;
  c. a list of witnesses;
  d. the nature of their testimony.

- In hearings involving more than one accused student or club/organization, the
administrator, in his/her discretion may permit the hearing concerning each student to
be conducted either separately or jointly.

- The student may have an advocate present at the hearing. The student shall be given
the opportunity to speak in his/her own defense, to present witnesses and to question
any witnesses and to have an advocate present. The advocate may provide advice to
the student, but may not participate in any questioning. When there is likelihood that a
student involved in conduct proceedings will face criminal prosecution for an offense,
it may be advisable that the student have an attorney as the advocate. At least three
business days prior to the hearing the student will provide the Provost with any written
documentation to be presented at the hearing, the names of witnesses who will be
called by the student, and whether an advocate will be present.
• Witnesses shall be excluded from those parts of the hearing in which they do not testify. The complainant and the accused student may remain present for the entire hearing. Each witness has the right to be accompanied by one advocate, who shall not participate in the questioning or presentation of information.
• A written notice of findings and conclusions shall be provided to the student within a reasonable time after the hearing (no more than twenty academic days). The notice shall inform the student of any sanction to be imposed. The notice shall also contain information regarding the applicable appeal process.
• The hearing may accommodate concerns for the personal safety, well-being, and/or fears of confrontation of the complainant, accused student, and/or other witness during the hearing by providing for the presence of law enforcement and/or security, separate facilities and/or by permitting participation by telephone, videophone, closed circuit television, video conferencing, videotape, audio tape, written statement, or other means, where and as determined in the sole judgment of the administrator to be appropriate.

C. Sanctions

The following sanctions may be imposed upon any student found to have violated the Student Code of Conduct:
• Warning – A notice in writing to the student that the student is violating or has violated institutional regulations.
• Probation – A written reprimand for violation of specified regulations. Probation is for a designated period of time (three academic periods/days) and includes the probability of more severe disciplinary sanctions if the student is found to violate any institutional regulation(s) during the probationary period. The college may impose specific written conditions for the probation.
• Loss of Privileges – Denial of specified privileges for a designated period of time. Examples include administrative withdrawal of the student from a course; denial of access to specific college facilities, courses, programs, services or activities; denial of such benefits as receiving institutional financial aid, registration, representing the college in a specific capacity, and holding office in campus clubs/organizations.
• Restitution – Compensation for loss, damage, or injury. This may take the form of appropriate service and/or monetary or material replacement.
• Discretionary Sanctions – Work assignments, essays, service to the college, or other related discretionary assignments.
• Suspension – Denial of the privilege of enrollment for a specified period of time after which the student is eligible to return. Conditions for re-enrollment may be specified. Suspensions lasting ten days or longer shall be noted on the student’s transcript.
• Expulsion – Permanent denial of the privilege of enrollment at the college. Expulsions shall be noted on the student’s transcript.
• Revocation of Admission and/or Degree – Admission to or a degree awarded from the college may be revoked for fraud, misrepresentation, or other violation of college standards in obtaining the degree, or for other serious violations committed by a student prior to graduation.
• Withholding Degree – The College may withhold awarding a degree otherwise earned until the completion of the process set forth in this Student Code of Conduct, including the completion of all sanctions imposed, if any.

More than one of the sanctions listed above may be imposed for any single violation.
The following sanctions may be imposed upon groups, clubs, or organizations:

- Those sanctions listed above
- Loss of selected rights and privileges for a specified period of time
- Deactivation – loss of all privileges, including college recognition, for a specified period of time

D. Summary Suspension

In certain circumstances, the administrator may impose a summary suspension prior to the informal or formal proceedings described in the previous articles. A summary suspension may be imposed only when, in the judgment of the administrator, the accused student's presence on the college campus would constitute a threat to the safety and well-being of members of the campus community. To the greatest extent possible before implementing the summary suspension, the accused student shall be given oral or written notice of the intent to impose summary suspension and shall be given an opportunity to present oral or written arguments against the imposition of the suspension. However, the refusal of a student to accept or acknowledge this notice shall not prevent the implementation of a summary suspension. Notice of the summary suspension shall be provided in writing to the student. After the student has been summarily suspended, the student shall be provided an opportunity for a formal or informal hearing within the shortest reasonable time period, not to exceed nine business days. During the summary suspension, the student may not enter the campus without obtaining prior permission from the administrator.

E. Appeals

- A decision reached by the Student Conduct Judicial Board or a sanction imposed by the administrator may be appealed by the accused student(s) or complainant(s) to the Provost within five business days of notification of the decision. Such appeals shall be in writing and shall be delivered to the administrator or his or her designee.

- Except as required to explain the basis of new information, an appeal shall be limited to a review for one or more of the following purposes:
  a. To determine whether the informal or formal hearing was conducted fairly in light of the charges and information presented, and in conformity with prescribed procedures giving the complaining party a reasonable opportunity to prepare and to present information that the Student Code of Conduct was violated, and giving the accused student a reasonable opportunity to prepare and to present a response to those allegations. Deviations from designated procedures will not be a basis for sustaining an appeal unless significant prejudice results.
  b. To determine whether the decision reached regarding the accused student was based on substantial information, that is, whether there were facts in the case that, if believed by the fact finder, were sufficient to establish that a violation of the Student Code of Conduct occurred.
  c. To determine whether the sanction(s) imposed were appropriate for the violation of the Student Code of Conduct which the student was found to have committed.
  d. To consider new information, sufficient to alter a decision or other relevant facts not brought out in the original hearing, because such information and/or facts were not known to the person appealing at the time of the original informal or formal hearing.

- If an appeal is upheld by the Provost, he/she may take any appropriate action. If an appeal is not upheld, the matter shall be considered final and binding upon all involved except that in cases involving sanctions of suspension for ten days or longer,
students shall be informed of their right to a contested case hearing under Minnesota Statutes, Chapter 14.

Classroom Civility: The following statement has been adopted by the college to ensure that all students have a safe and conducive learning environment. Students who do not follow this code of conduct may be reported to the Chief Academic Officer. The administration reserves the right to remove students from classes who do not adhere to the guidelines of this code of conduct statement:

“It is essential that instructors and students maintain a safe and mutually respectful environment in which they can teach and learn. Any student behavior that is threatening or distracting to instructors, students, or the learning experience is unacceptable and will not be tolerated at Itasca Community College.

Consequences for such unacceptable conduct may include a verbal reprimand, temporary or permanent removal from class, or expulsion from Itasca Community College.

Instructors have the right to request a meeting with the disruptive student and an administrator if they feel such a meeting is necessary. Students also have the right to ask for the attendance of another college employee at the meeting.”

Adopted by the ICC Faculty Association and Administration – February 2005

Student Rights and Responsibilities

Part 1. Freedom to Learn. In addition to the basic constitutional rights enjoyed by all citizens, students in colleges and universities have specific rights related to academic freedom and their status as students. Freedom to teach and freedom to learn are inseparable facets of academic freedom. The freedom to learn depends upon appropriate opportunities and conditions in the classroom, on the campus, and in the larger community. Students are expected to exercise their freedom with responsibility.

Part 2. Freedom of Expression. Individual students and student organizations shall be free to examine and to discuss all questions of interest to them and to express opinions publicly and privately. They shall be free to support causes by orderly means that do not disrupt the regular and essential operation of the institution. In the classroom, students shall be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.

Part 3. Freedom of Association. Students shall be free to organize and join organizations to promote their common and lawful interests, subject to institutional policies or regulations. Registration or recognition may be withheld or withdrawn from organizations that violate institutional regulations.

Part 4. Student-Sponsored Forums. Students shall have the right to assemble, to select speakers, and to discuss issues of their choice. The college or university shall establish reasonable time, place and manner restrictions to assure that the assembly does not substantially disrupt the work of the institution or does not interfere with the opportunity of other students to obtain an education or otherwise infringe upon the rights of others. Such regulations shall not be used as a means of censorship. The president or designee may prohibit any forum when holding the event, in his or her judgment, would result in physical
harm or threat of physical harm to persons or property. Prior to any such prohibition, the president shall make their best effort to consult with a designated member of the student association.

**Part 5. Student Publications.** Student-funded publications shall be free of censorship and advance approval of copy, and their editors and managers shall be free to develop their own editorial and news coverage policies. Editors and managers of student publications shall be protected from arbitrary suspension and removal because of student, faculty, administrative, or public disapproval of editorial policy or content. The student fee allocation process shall not be used as a means of editorial control of student-funded publications. All student publications shall explicitly state on the editorial page that the opinions there expressed are not necessarily those of the college, university, system, or student body.

**Part 6. Student Policies.** The policies of the college or university regarding student expectations, rights and responsibilities shall be readily accessible to students.

**Part 7. Catalog and Course Information.** To the extent possible, students shall be provided relevant and accurate information regarding courses prior to enrollment. Catalog descriptions and website postings shall be accurate and based on information existing at the time of publication. To the extent possible, class schedules shall list the names of faculty teaching courses.

**Part 8. Student Academic Standing Information.** Students shall have access to accurate information for establishing and maintaining acceptable academic standing, information which will enable students to determine their individual academic standing, and information regarding graduation requirements.

**Part 9. Academic Evaluation.** Student academic performance shall be evaluated solely on the basis of academic standards, including any requirements that are noted in the catalog, course syllabus, or student handbook. Students shall have protection against prejudiced or capricious evaluation and shall not be evaluated on the basis of opinions or conduct in matters unrelated to academic standards. Students shall have the right to review their corrected examinations or other required assignments used by the faculty in evaluating the student's academic performance.

**Part 10. Property Rights.** Term papers, essays, projects, works of art, and similar property including property in which the student has intellectual property rights pursuant to Board Policy 3.26 shall be returned to a student upon request, within a reasonable timeframe, when no longer needed for evaluation purposes, unless the student grants written permission for them to be retained.

**Part 11. Student Review and Consultation.** Students shall have the right to appropriate levels of participation in college and university decision-making pursuant to Policy 2.3 and Procedure 2.3.1, Student Involvement in Decision-Making.

**Complaint and Grievance Procedure**

In accordance with Minnesota State Board policy 3.8, a student has the right to seek a remedy for a dispute or disagreement through a designated complaint and grievance policy. A student should use available informal means to have decisions and/or actions reconsidered before filing a complaint or grievance. No retaliation of any kind shall be taken against a student for participation in a complaint or grievance. Complaints and grievance procedures are protected under data privacy rights.
Complaints
A complaint is an informal claim alleging improper, unfair, or arbitrary treatment. Disagreement with an administrative decision or the outcome of an appeal of that decision is not a complaint unless it alleges improper, unfair, or arbitrary treatment.

To Make/Resolve a Complaint
Note: Complaint processes are subject to the time limits as listed within this policy.
1. To resolve a complaint, the student should first contact the employee with whom the complaint exists.
2. Although it is not required that the complaint be written, the student is encouraged to write down:
   a. the reason for the complaint,
   b. factual summary of the complaint, and
   c. the remedy sought before arranging a meeting with the appropriate individual to discuss the complaint.
3. If there is no agreement or resolution during the initial complaint process, the student may schedule a time to discuss the complaint with the employee’s direct supervisor.
4. The direct supervisor will review previous resolution steps, discuss the complaint with the student and other appropriate individuals, and communicate an answer to the student.
5. If there is no agreement or resolution during the meeting with the direct supervisor, the student may seek resolution using the grievance process.

Grievances
A grievance is a written formal claim alleging improper, unfair or arbitrary action that violates a specific policy, procedure, or practice of ICC or the Minnesota State system. Disagreement with an administrative decision or the outcome of an appeal of that decision is not a grievance unless it alleges improper, unfair, or arbitrary action.

To File/Resolve a Grievance
Note: Grievance processes are subject to the time limits as listed within this policy.
1. If a complaint is not satisfactorily resolved during the complaint process, and/or if the complaint addresses a violation of a specific policy, procedure, or practice of ICC or the Minnesota State system, the student may file a written grievance through four (4) steps if necessary:
   a. To the employee being grieved.
   b. To the administrator to whom the employee reports; and
   c. If the grievance involves a college policy or practice, to the college president. The decision of the president is final and binding.
   d. If the grievance involves a board policy or the actions of the college president, a student may further appeal the college decision through the chancellor to the board. The decision of the board is final and binding.
2. Employees identified in the grievance shall receive copies of the grievance and any supporting documentation. Employees may submit a written response to the grievance.
3. The appropriate administrator will review the material submitted by the student to see if the material constitutes a grievance. If the material does not constitute a grievance, the administrator will communicate to the student and the involved employee.
4. If the material does constitute a grievance, the administrator shall conduct a thorough review and provide a written statement of finding to the student and the involved employee.
5. If the grievance process does not resolve the grievance, the student may consider filing an appeal through the college appeal process.

**Time Limits for Complaints and Grievances**

- The initial complaint or grievance must be presented within twenty (20) business days after the first occurrence of the event giving rise to the complaint or grievance, or twenty (20) business days after the student, through use of reasonable diligence, should have obtained knowledge of the first occurrence of the event giving rise to the complaint or grievance.
- All subsequent time limits (written response, appeal, final resolution, etc.) are limited to ten (10) business days.
- By mutual agreement of the student and college personnel, time limits may be extended due to extenuating circumstances approved by the appropriate dean or vice president.
- If a complaint or grievance is not presented within the established limits, it shall not be considered.
- If a complaint or grievance is not appealed to the next step within the established time limits, it shall be considered settled on the basis of the last answer.
- If, after presentation at any step, a college staff member does not discuss and/or answer the complaint or grievance with the student within the established time limits, the student may treat the complaint or grievance as denied at that step and may appeal the complaint or grievance to the next step.

**Copyright Infringement**

Downloading or distributing copyrighted material, including through peer-to-peer file sharing, without the permission of the owner is against the law. Illegal downloading or distribution of copyrighted materials can result in you being criminally prosecuted in criminal court and/or sued for damages in civil court. Criminal penalties for first-time offenders can be as high as five years in prison and $250,000 in fines. If sued in civil court, you may be responsible for monetary damages, attorneys' fees and civil penalties up to $150,000 per work distributed. Use of Itasca Community College's resources for unauthorized distribution of copyrighted materials is forbidden.

The college prohibits illegal copyright infringement through its acceptable use policy and in its student conduct code. Disciplinary action, including loss of use of the college information technology systems up to and including expulsion from the college could result from violations of this policy.

The entire policy can be found on ICC’s website under “About Itasca/More About Itasca.”

**Student Data Practices Policy and Procedure**

This policy is based upon federal and state laws and regulations covered by the Family Educational Rights and Privacy Act (FERPA) and the Minnesota Government Data Practices Act (MGDPA).

**Definitions**

A student is an individual who has either applied for enrollment, who is currently enrolled, or has been formerly enrolled at Itasca Community College. All students have the same
rights regarding their educational data. Educational records are those records directly related to a student and maintained by Itasca Community College. Educational records include, but are not limited to admissions materials, financial aid records, transcripts, class lists, class schedules, graded exams or papers, records of disciplinary proceedings, photographs, and work study records. Certain information is exempted from the definition of “education record,” including:

- “Sole possession” notes of individuals records which remain in the sole possession of the maker, are used only as a personal memory aid, are not accessible or revealed to any other individual, and are destroyed at the end of the school year;
- Alumni records – information about individuals when no longer students;
- Medical treatment records, only accessible by treatment providers;
- Records held as part of documentation required by the Office of Disabilities.

A school official is a person employed by Itasca Community College in an administrative, supervisory, academic, or support staff position; a person or company with whom Itasca Community College has contracted; a person serving on the Board of Trustees or in the Office of the Chancellor; a student serving on an official college committee; a college security officer acting in a health or safety emergency; or a person assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an educational record in order to fulfill his or her professional responsibility.

**Student Rights under FERPA and MGDPA**

A student has a right to inspect and review his or her educational records. Requests should be made in writing to the Registrar. Itasca Community College will provide access to view educational records immediately if possible, or within ten days of the student’s request. A student requesting a copy of his or her educational records will be assessed the cost according to current college fee rates. More information is below under Procedure to inspect education records. A student has a right to consent to disclosures of information, which identify him or her personally, except to the extent that these disclosures are allowed without student consent under state and federal law. A student has the right to request that the Registrar correct educational records, which he or she believes to be inaccurate or misleading. The student should petition the Registrar and clearly identify the part of the record they want changed as well as why the record is inaccurate or misleading. More information is below under “Procedure to correct education records.” Note: The right to challenge a grade does not apply under this policy. Students will be notified of their FERPA and MGPDA rights through publications of the policy on the college website and in the student handbook. A student has the right to file a complaint with the U.S. Department of Education concerning alleged failures by Itasca Community College to comply with the requirements of FERPA. Students desiring to file a complaint should address the complaint to:

Family Policy Compliance Office, U.S. Department of Education
600 Independence Ave SW, Washington DC 20202-4605

**Consent for Release**

Itasca Community College (ICC) will not permit access to or the release of personally identifiable information contained in student educational records without the written consent of the student to any third party (including parent guardian, dependent, or a
spouse/domestic partner), except as authorized by FERPA and MGDPA or other applicable law. A student may grant consent by completing an Authorization to Release Student Information form available in Student Services, 107 Backes Student Center.

Directory Information
Directory information is information not generally considered harmful or an invasion of privacy if disclosed to the public. Itasca Community College has the authority to release the following information classified as directory information to the public:

- Student’s name
- Email address (ICC issued)
- Star ID
- Dates of attendance
- Major field of study
- Degrees, honors & awards received
- Participation in officially recognized activities and sports
- Height & weight of athletes
- Photographs (stills or motion)

Students may direct that any or all of the above-listed Directory Information be withheld from public disclosure by notifying the Registrar in writing. The non-disclosure request will be permanent unless the student requests otherwise. Non-Disclosure of Public Information forms are available from the Student Services Office, 107 Backes Student Center. For questions concerning your rights, please contact the Registrar.

Release Without Consent
As allowed under FERPA and MGDPA, Itasca Community College has the right to release student records without student consent. Examples of release without consent include the following individuals and agencies:

- Appropriate school officials with a legitimate educational interest.
- Specified officials for audit, accrediting, or evaluation purposes.
- Appropriate parties in connection with providing financial aid to a student.
- Appropriate officials in cases of health and safety emergencies.
- State and local authorities pursuant to specific state law.
- Compliance with a judicial order or lawfully issued subpoena.
- Military recruiting personnel, under the Solomon Amendment of the National Defense Authorization Act. In addition to directory information, Itasca Community College must disclose address, telephone number, and date of birth.
- The National Student Clearinghouse for the purpose of providing enrollment and graduation verification to employers and financial lenders.
- Another educational agency or institution, where a student intends to enroll, is enrolled, or from which a student receives services.
- Itasca Community College Foundation (Alumni Records).
- Notwithstanding any other provision of this policy, the following information is defined as Limited Directory Data for purposes of sharing with LeadMN so the association can communicate with their members: student name, enrollment status (FT/PT), student change code (new/rtn/drop), email address, permanent phone, permanent address, city, state and zip code, and major.

Course Grades and Student Transcripts
Course grades and transcripts are an essential element of student records and the following supplemental policies shall govern these records at Itasca Community College:
Instructors will take care to not reveal individual student grades. If grades are posted at a location accessible to all students, no personal identification, including name, social security number, or any part of those identifiers may be used in conjunction with posted grades.

- Student grades will not be revealed over the phone.
- All requests for transcripts must be received in writing by fax, mail, or in person.

**Procedure to Inspect Education Records**

Students may inspect and review records upon request to the Registrar. Students should submit a written request which identifies as precisely as possible the record or records he or she wishes to inspect. The Registrar or an appropriate Itasca Community College staff person will make arrangements for access as promptly as possible and notify the student of the time and place where the records may be inspected. Access must be given in ten days or less from the date of receipt of the request. When a record contains information about more than one student, the student may inspect and review only the records which relate to him or her. Under FERPA and MGDPA, a college or university cannot deny students access to their education records; however, it may deny copies in circumstances specified by institutional policy. Itasca Community College reserves the right to deny copies of any of the following records:

- The financial records or statements of the student’s parents or legal guardians.
- Letters and statements of recommendations for which the student has waived his or her right to access.
- Those records which are excluded from the FERPA or MGDPA definition of education records.
- Official transcripts when there is a business office, records, or library hold on the student record. However, unofficial transcripts will be released regardless of holds on a student record.
- Educational records that include a set of standardized test questions. (An exam or standardized test that is not directly related to a student is not an education record and therefore is not subject to FERPA access provisions.)

**Procedure to Correct Education Records**

Students have the right to ask to have records corrected that they believe are inaccurate, misleading, or in violation of their privacy rights. The following are procedures for the correction of records:

1. A student must request, in writing, that the Registrar amend a record. In so doing, the student must identify the part of the record to be amended and specify why the student believes it is inaccurate, misleading or in violation of his or her privacy rights.
2. The Registrar will decide whether or not to comply with the request. If the college decides not to comply, the Registrar will notify the student of the decision and advise the student of his or her right to a hearing to challenge the information believed to be inaccurate, misleading, or in violation of the student’s rights.
3. Upon request, Itasca Community College will arrange for a hearing and notify the student in advance of the date, place, and time of the hearing.
4. The hearing will be conducted by the Dean of Academic Services. The student shall be afforded ample opportunity to present evidence relevant to issues raised in the original request to amend the student's education records. The student may be assisted by an Itasca Community College faculty or staff member serving in an advisory capacity.

5. The Chief Academic Officer and Dean of Student & Administrative Affairs will prepare a written decision based solely on the evidence presented at the hearing. The decision will include a summary of the evidence presented and the reasons for the decision.

6. If Itasca Community College decides that the information is inaccurate, misleading, or in violation of the student's privacy rights, the record will be amended and the student notified, in writing, of the change.

7. If Itasca Community College decides that the challenged information is not inaccurate, misleading, or in violation of the student's privacy rights, the student will be notified that he or she has the right to place in the record a statement commenting on the challenged information and/or a statement setting forth reasons for disagreeing with the decision.

8. The statement will remain part of the student's education records as long as the contested information is maintained. If Itasca Community College discloses the contested portion of the record, it must also disclose the student's statement.

**Applicable Laws**

Copies of FERPA, MGDPA, and the Solomon Amendment can be found online.

1. **FERPA***
   - 20 U.S.C. 1232g
   - 34 CFR Part 99

2. **MGDPA**
   - Chapter 13:
     - [http://www.revisor.leg.state.mn.us/stats/13/](http://www.revisor.leg.state.mn.us/stats/13/)

3. **Solomon Amendment**
   - 32 CFR Part 216:
     - [http://www.aacrao.org/resources/compliance/Solomon-amendment-fina](http://www.aacrao.org/resources/compliance/Solomon-amendment-fina)

*Each student has the right under FERPA to file with the Department of Education a complaint under FERPA Regulations 99.63 and 99.64 concerning alleged failures by Itasca Community College to comply with the FERPA requirements.

**Notice of Data Practices Access Personnel**

The Responsible Authority for data practices compliance and access to government data for Itasca Community College is the Registrar. Requests for Student Data should be directed to the Registrar: Student Services Office, 218-322-2320. Requests for Personnel Data should be directed to the Director of Human Resources, 218-749-7743. Students who have questions or concerns about obtaining access to data or other data practices issues may contact the campus Data Practices Compliance Officer: Registrar, Student Services Office, 218-322-2329. The address for Itasca Community College is 1851 E Hwy 169, Grand Rapids MN 55744. The college website address is [www.itascacc.edu](http://www.itascacc.edu).
Satisfactory Academic Progress

Itasca Community College requires that students make satisfactory academic progress in order to remain in good standing and continue their enrollment. Satisfactory Academic Progress is determined by evaluation of cumulative GPA and pace of credit completion components. Itasca Community College has established and will apply the following standards of academic progress to all students effective 3/1/17 and beyond. Students bear responsibility for their own academic progress and for seeking assistance when experiencing academic difficulty.

To earn a diploma, certificate or associate degree from ICC, you must have a cumulative Grade Point Average (GPA) of 2.0 or better. You are not making satisfactory academic progress whenever your cumulative GPA falls below the required minimum of 2.0 or your cumulative credits earned versus attempted percentage is below 67%. The Dean of Student and Administrative Services, together with Student Services Office staff are responsible for implementing and monitoring this policy.

I. Qualitative Measure – you are required to meet the minimum cumulative GPA requirements by the time you attempt your sixth credit (including any transfer credits if applicable). Grades of A, B, C, D, F, FN, FW, HA, HB, and NC will be included in the GPA calculation. Transfer credit GPA is not measured under this policy.

<table>
<thead>
<tr>
<th>Cumulative Attempted Credits</th>
<th>Minimum Required GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>6+ credits (including transfer)</td>
<td>2.00</td>
</tr>
</tbody>
</table>

II. Quantitative Measure

A. Required Completion Percentage – By the time you attempt your sixth credit (including transfer credits), you are required to have a minimum cumulative credit completion rate of 67%. Grades of F, FN, FW, I, NC, W, Z, or blank/missing are treated as registered, NOT earned. Formula used: % earned = (cumulative earned credits/cumulative registered credits)

<table>
<thead>
<tr>
<th>Cumulative Attempted Credits</th>
<th>Minimum Required GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>6+ credits (including transfer)</td>
<td>67%</td>
</tr>
</tbody>
</table>

B. Maximum Time Frame (financial aid recipients) – You are expected to complete your degree/diploma/certificate within an acceptable period of time. You may receive financial aid through attempting 150% of the required credits needed to complete each individual program. At the end of each semester, ICC will perform a Satisfactory Academic Progress review and will suspend financial aid eligibility for students who cannot mathematically complete his/her program of study before attempting 150% of the required credits for that program. Maximum Time frame calculations apply to all terms of attendance, whether or not you received financial aid during each term. Financial aid recipients pursuing more than one program/major or who have changed their program/major may be required to appeal to continue receiving financial aid because of the
maximum timeframe restriction. Credits attempted at ICC, remedial level
credits (up to 30), as well as transfer credits that do not count toward the
student’s documented intended program/major will be excluded from the
maximum timeframe calculation with an approved appeal.

III. Evaluation Period – You will be evaluated at the end of each term—fall, spring, and
summer.

IV. Failure to Meet Standards

A. Academic/Financial Aid Warning and Suspension

1. Qualitative and Quantitative Standards

   A. **Evaluation**: Following each term of attendance, your academic
      progress related to cumulative GPA and pace of progression
      (credit completion) will be evaluated. If you do not meet the
      minimum cumulative requirements, you will be placed on
      Academic and Financial Aid Warning after the first occurrence.

   B. **Reinstatement** of students on warning status. If at the end of
      the warning period you have met the cumulative GPA and pace
      of progression (credit completion) ratio standards, ICC will
      reinstate your academic and financial aid eligibility.

   C. **Suspension** of students on warning status. If, at the end of the
      warning period your cumulative GPA and/or pace of
      progression (credit completion) ratio does not meet the required
      standards, ICC will suspend you immediately.

2. Maximum Timeframe Standard

   Following each semester of attendance, your progress relating to the
   maximum timeframe requirement will be evaluated. You will
   immediately be suspended from financial aid eligibility after any
   evaluation showing you have failed to complete your program of
   study within the maximum time frame allowed or cannot
   mathematically complete your program of study before attempting
   150% of the required credits for that program. There will be no
   warning period prior to this type of suspension. This standard does
   not apply for academic warning, probation, or suspension. All
   periods of attendance (including periods when not receiving financial
   aid) are counted in this Maximum Timeframe evaluation.

3. Extraordinary Circumstances

   If suspended, you have the right to appeal that suspension status
   based on mitigating or extraordinary circumstances. See Appeals
   section below for specific directions. ICC reserves the right to
   withhold aid from any student, at any time, who demonstrates an
   attendance pattern that abuses the receipt of financial assistance.
   These situations may include, but are not limited to a student who
   withdraws from all classes two consecutive semesters, a student
   who has previously attended two or more institutions and has not
   progressed satisfactorily, a student who does not appear to be
   pursuing a degree/certificate, etc.

V. Suspension Appeals and Probation

A. Academic and Financial Aid Appeals
You have the right to appeal your academic and/or financial aid suspension based on mitigating or extenuating circumstances that may have affected your progress. Mitigating (out of your control) circumstances may include but are not limited to student illness, injury, and death in the student’s immediate family, etc. One appeal form is used for both academic and financial aid appeals. An appeal form is available at www.itascacc.edu/forms or in the Student Services office (107 Backes Center). Appeals are reviewed by the Student Appeals Committee. Secondary appeals are reviewed by the Provost. If your appeal is approved, you will be placed on Academic and/or Financial Aid probation for one semester and placed on an Academic Success Plan. While on your one semester of probation, you must meet the requirements and standards outlined by the Student Appeals Committee in an approved Academic Success Plan.

1. Continuation of Students Based on Successful Appeal
   Academic and Financial Aid appeals will be reviewed on a case by case basis by the Student Appeals Committee. If an appeal is approved, you will be placed on Academic and/or Financial Aid Probation for one semester and placed on an approved Academic Success Plan. The ICC Dean of Student and Administrative Services and Student Services and/or Financial Aid Director will communicate this decision to you, along with pertinent information regarding the conditions of the appeal. If you do not meet cumulative GPA and overall pace of progression (credit completion rate) requirements at the end of your one semester of probation, but do meet the conditions outlined in your approved Academic Success Plan, you will be allowed to continue enrollment at ICC under the conditions of your approved Academic Success Plan. You are no longer considered to be on probation at this point. If you fail to meet the conditions of your Academic Success Plan during any semester while attempting to regain overall Satisfactory Academic Progress compliance, you will immediately be re-suspended academically and/or from financial aid eligibility at ICC.

B. Transfer Students
   During the admission application process, student academic transcripts from prior colleges attended are requested and reviewed. Minnesota State Procedure 3.4.1 indicates that students who have been placed on academic suspension at one Minnesota State institution shall not be eligible for admission at ANY Minnesota State institution until they have successfully appealed the suspension status to the new school to which they wish to attend. If it is determined that a student is on academic suspension status at another Minnesota State college/university, the following will occur:
   1. Active Suspension
      When a student is on an active suspension at another Minnesota State college/university and attempts to enroll at ICC prior to serving the prior school’s required suspension period (if applicable), ICC will deny admission and registration eligibility until the student has served the prior school’s suspension period or until the student successfully appeals the suspension status. See Section V(A) for appeal information.
2. Inactive Suspension
ICC will admit and allow a new ICC student to register for classes if that student had been suspended from another Minnesota State college/university but served the former school’s required suspension period (if applicable). A student in this situation will not be placed on Warning, Suspension, or Probation. Credit transfer completion percentage calculations from prior school earned credits (if applicable) do apply in ICC Satisfactory Academic Progress calculations.

VI. Notification – You will be notified in writing of your academic/financial aid warning, probation, academic plan, or suspension status. Notification will include the process by which you may appeal.

VII. Reinstatement – If you are placed on academic and/or financial aid suspension, you will be eligible to re-enroll at ICC only after a successful appeal.

Treatment of Grades and Credits
Attempted Credits: Credits in which you are officially enrolled at the end of the registration “drop” period each semester.
Cumulative Attempted Credits: The total number of credits registered for during ALL terms of enrollment at ICC as well as credits accepted by ICC for transfer credit.
Earned Credits: Earned credits include letter grades of A, B, C, D, P, HA, HB. They are successfully completed credits that count toward the required completion percentage of 67% as defined by the pace of progression measure, including accepted transfer credits.
Attempted, NOT earned: Letter grades of F, FN, FW, I, N, NC, W, Z, and blank/missing are considered credits attempted but NOT successfully completed (earned).
Academic Amnesty/Forgiveness: Credits for which a student has been granted academic amnesty/forgiveness WILL be included in all financial aid satisfactory academic progress measurements.
Audited Courses: Audited courses are not eligible for financial aid and are not included in satisfactory academic progress.
Consortium Credits: Consortium credits are those credits for which you are registered at another college, are accepted as resident credits by ICC, and are included for purposes of processing financial aid by ICC. These credits are included in all satisfactory academic progress measurements.
Remedial/Developmental Credits: Remedial/Developmental credits are those given for remedial coursework below 1000 level. You may receive financial aid for developmental credits up to a maximum of 30 credit hours. These credits are excluded from the maximum time frame calculation.
Repeated Credits: You are allowed to repeat a course in order to improve a grade, as allowed by the college. The college will use the highest grade in calculating the GPA. All repeated credits are included in percent of completion and maximum time frame calculations. Students may receive financial aid for up to one repetition of a previously passed course. A passed course is defined as a grade of D- or higher. Students may receive aid more than once when repeating a course where the previous grade earned was an F, FN, or W. Certain programs of study may require a higher grade than “D minus” in certain coursework to “pass” a class. However, this does not change the financial aid review/definition of a “D minus” being a passing course.
Transfer Credits: Transfer credits are credits earned at another college that are accepted by ICC. Transfer credits accepted by ICC that are applicable to the student's
program requirements shall be counted as credits attempted and completed for
calculation of cumulative completion percentage. They are not included when calculating
your cumulative GPA, but ARE included when calculating pace of progression for
maximum time frame.
Withdrawals: A “W” (withdrawal) grade is given when you officially withdraw from a class
after the drop/add period. If you stop attending classes and do not officially indicate your
intent to withdraw from a class or classes (unofficially withdraw), a “W” grade is not given. An “FW” (failed/withdrawing) grade is given instead. “W” grades are considered unearned
attempted credits that do not impact GPA but do negatively impact earned credits and
your pace of progression (credit completion) percentage. Withdrawal grades also count
as attempted credits when calculating a student’s maximum timeframe for receiving aid.
“FW” grades are treated as “F” grades and impact GPA and credit completion
percentages.
Incompletes: An “I” (incomplete) grade is a temporary grade assigned to you by an
instructor if you cannot complete coursework on schedule because of illness or other
circumstance beyond your control. This grade is treated as “unearned” attempted credit
when evaluating pace of progression (credit completion rate) but does not impact GPA. An “I” grade will automatically become an “F” grade at the end of the next term (not
including summer) if requirements of course completion have not been satisfactorily met.
GPA is then negatively affected. Grade changes from “I” to a passing grade will impact
GPA and pace of progress (credit completion) percentage.

Updated 3/2017 – SAP

Suspension or Expulsion of Students from Classes, Programs or
Colleges

For Disciplinary Reasons – Clarification: The provisions of this regulation do not affect
the rights of persons in authority to take any immediate and temporary actions necessary
to retain the classrooms or program atmosphere, or to uphold established policies,
regulations and laws.
Grounds for suspension or expulsion shall be:
• The violation of Board policies, system regulations or college regulations that are
  published and distributed to students; or the violation of local ordinances, state laws
  or federal laws which have special relevance to the college.
• Actions or threats of actions deemed harmful to other persons or property. Situation
  Limitation: Suspension or expulsion shall result only from college related situations.

Procedure to be Used: When a student is involved in a situation where a decision has
been made to suspend or expel, the procedures indicated below shall be used. Implementation of the procedures shall be carried out by the designee of the College
Provost.
1. The student shall receive written notice which:
   a. Describes the situation.
   b. Explains the grounds for suspension or expulsion.
   c. Includes a copy of the regulation, if the grounds for action involve the violation of
      a regulation.
   d. Has attached a copy of this regulation.
2. The student may request a hearing. If the student desires a hearing, he/she shall give written notification within five (5) class days of receipt of written notice. If the student does not file an appeal within the five days, any further right to appeal shall be waived.

3. The hearing shall be conducted within the “Contested Case Procedures,” which have been adopted by the Office of Hearing Examiners. The “Contested Case Procedures” include the stipulation that the hearing shall be conducted by a hearing examiner appointed by the Chief Hearing Examiner pursuant to MN Stat. 15.052, Subd. 3.

4. The hearing examiner shall make his report, which contained his recommendation, to the College Provost.

5. Within five (5) class days following the hearing, a decision shall be made by the College Provost. The decision of the College Provost shall be final.

**Student Status During Appeal Process:** During any appeal process, the student shall have the right to attend classes and continue in other aspects of the college program until a final decision has been made, unless the process is the result of actions deemed harmful or potentially harmful to other persons or property.

**Confidentiality:** Where a closed hearing is held, as determined by the hearing examiner, all matters related to the situation in which a student is involved shall remain confidential with no release of any information to persons other than those involved in the hearing.

**Admission:** Students who have been suspended or expelled for disciplinary reasons from a postsecondary institution may be denied admission to any Minnesota State college or university.

**For Academic Reasons:** See policy on Satisfactory Academic Progress (page 98).

**Children on Campus**

Children are welcome on campus at appropriate activities and college events (performances, athletic events, open houses). Students may not bring children to class without prior consent from the instructor. Also, it is not appropriate to bring children to the college in the following circumstances: work-study job sites, new student orientations, and assessment appointments. In addition, college employees should not be asked to supervise children. Children are the responsibility of the responsible individual while on campus. Violations will be addressed through the Student Code of Conduct policy.

**Preferred Name**

A preferred name is a name that a person has chosen to identify themselves within Itasca Community College that is different, in whole or in part, from their legal name. Students may choose a preferred name that will be used for identification within the system except where a legal name is required by system business or legal needs, or where technical constraints exist. An individual shall generally be permitted to designate any preferred name, including first, middle and/or last name. Itasca Community College reserves the right to deny an inappropriate preferred name including, but not limited to, those that: avoid legal obligations, misrepresent, or violate other system policies, etc. Preferred names may not be used for commercial or promotional purposes and thus may not be a company name, group name, or message. Requests for use of a preferred name must be submitted to the Registrar by completing the Preferred Name Form. The form is available in the Student Services Office or online at [www.itascacc.edu/forms](http://www.itascacc.edu/forms).
Health / Safety / Security

Campus Security

This information is provided to you as part of Itasca Community College's commitment to safety and security on campus and is in compliance with the Federal Crime Awareness & Campus Security Act of 1990. Copies of the entire 2018 Annual Security Report can be obtained in 104 Backes Student Center, on information racks around campus, on the ICC website (www.itascacc.edu/departments/security/documents/campussecurity2018.pdf) or the Department of Education website (http://ope.ed.gov/security). Available by October 1 each year, this report includes campus policies and procedures regarding crime emergencies on campus, reporting of such crimes, drug and alcohol use, sexual assault, missing persons, emergency response and evacuation, and fire safety reporting statistics for the previous calendar year. Prior year security reports are available on the college’s campus security web page.

Reporting of Criminal Actions or Emergencies: To report a crime or emergency, call 218-327-4751 at any time. If reporting a medical emergency, you should call the same number or call 911 (9-911 from campus phone) in case of serious injury or loss of consciousness. To report a non-emergency event, refer to crisis services on page 43.

Law Enforcement Authority: ICC maintains a close working relationship with the Grand Rapids Police Department and the Itasca County Sheriff’s Department. Crime related reports and statistics are routinely exchanged. The college reports all incidents to the Grand Rapids Police Department who also assists us in patrolling our parking lots.

Campus Security: This service is coordinated through the Residential Living office. Security officers can be reached at 218-259-6322 and are on duty daily during late afternoon and evening hours for the school year only. Hours are posted around campus. Escort service is available after 4 p.m. by phoning 218-259-6322 (school year only), 218-322-2470, or 218-244-3191.

Crime & Fire Safety Statistics: Itasca Community College believes that an informed public is a safety-conscious public. The following statistics, provided in compliance with the Crime Awareness and Campus Security Act of 1990, are for your information.

<table>
<thead>
<tr>
<th>Reported Offense</th>
<th>Year</th>
<th>On-Campus Property</th>
<th>On-Campus Student Housing Facilities*</th>
<th>Non-Campus Properties</th>
<th>Public Property</th>
</tr>
</thead>
<tbody>
<tr>
<td>Murder</td>
<td>2017</td>
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<td>Sex Offenses</td>
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<td>Non-Campus Properties</td>
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*Hate Crime Categories: Race, gender, gender identity, religion, sexual orientation, ethnicity, national origin, and disability

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<th>Arrests</th>
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<th>On-Campus Property</th>
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If you have any questions regarding campus security, contact the Dean of Student and Administrative Services at 218-322-2319 or stop in 108 Backes Student Center.
Current Student Housing Fire Statistics

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<th>Itasca Hall</th>
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<td><strong>Injuries Requiring Treatment</strong></td>
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Drug Free Campus

**DRUG-FREE STUDENT POLICY – PUBLIC LAW 101-226** – According to the Drug-Free Schools and Communities Act Amendments of 1989 (Public Law 101-226) and Minnesota Statutes 152 Prohibited Drugs, 340A Liquor Act, and 624.71 Liquors in Certain Buildings or Grounds, Itasca will implement a program to prevent the use of illicit drugs and the abuse of alcohol by its students and employees.

Standards of Conduct, as outlined below, apply to all students and employees at Itasca Community College. Reviewed July 2018.

- No student or employee shall use, manufacture, sell, give away, barter, deliver, exchange or distribute; or possess with the intent to use, manufacture, sell, give away, barter, deliver, exchange, or distribute, a controlled substance or drug paraphernalia as defined in Minnesota Statutes, Chapter 152, while on campus, or while involved in a college activity, service, project, program or work situation, off-campus.
- No student or employee shall possess a controlled substance, except when the possession is for that person's own use, and is authorized by law, 1) while on campus, or 2) while involved in a college activity, service, project, program or work situation off-campus.
- Except as allowed by Minnesota Statute 624.701, no student or employee shall introduce upon, or have possession upon, any college campus, or while involved in a college activity, service, project, program or work situation, any alcoholic beverage as defined in Minnesota Statute 340A.101.
- Employees working on federal grants or contracts who are convicted of a criminal drug statute violation occurring in the workplace are required to inform the principal campus administrator of this fact within five calendar days of the conviction. The college will notify the federal government within ten days after receiving notice of such an employee being convicted of a criminal drug statute violation occurring in the workplace.
- No employee shall report to work, and no student shall report to campus, while under the influence of alcohol, or a controlled substance, except as prescribed by a physician, which affects alertness, coordination, reaction, response, judgment, decision-making or safety.
- Although the Minnesota Medical Cannabis Law and program allows seriously ill Minnesotans to use medical marijuana to treat certain conditions, the possession and use of marijuana remains illegal under federal law, including the Drug-Free Schools and Communities Act, the Controlled Substances Act, and the Campus Security Act, and Board Policy 5.18 Alcoholic Beverages or Controlled Substances on Campus. Therefore, the use, possession, production, manufacture, and distribution of marijuana continues to
be prohibited while a student is on college or university owned or controlled property or any function authorized or controlled by the college or university.

**Campus Sanctions:** Administrative and legal sanctions up to and including: 1) termination of employment for employees and expulsion for students; and 2) referral for prosecution, will be imposed on students and employees who violate the above standards of conduct. A disciplinary sanction may include the completion of an appropriate rehabilitation program.

**Legal Sanctions:** Federal and state sanctions for illegal possession of controlled substances range from up to one year imprisonment and up to $100,000 in fines for a first offense, to three years imprisonment and $250,000 in fines for repeat offenders. Additional penalties include forfeiture of personal property and the denial of federal student aid benefits. Under federal laws, trafficking in drugs such as heroin or cocaine may result in sanctions up to and including life imprisonment for a first offense involving 100 gm or more. Fines for such an offense can reach $8 million. First offenses involving lesser amounts, 10-99 gm, may result in sanctions up to and including 20 years imprisonment and fines of up to $4 million. A first offense for trafficking in marijuana may result in up to five years imprisonment and fines up to $500,000 for an offense involving less than 50 kg, and up to life imprisonment and fines up to $8 million for an offense involving 1,000 kg or more. The State of Minnesota may impose a wide range of sanctions for alcohol-related violations. For example, driving while intoxicated (blood alcohol content of .10 or more) may result in a $700 fine, 90 days in jail, and/or revocation of driver’s license for 30 days. Possession of alcohol under age 21 or use of false identification to purchase alcohol results in $100 fine. Furnishing alcohol to persons under 21 is punishable by up to a $3,000 fine and/or one year imprisonment.

**HEALTH RISKS ASSOCIATED WITH THE ABUSE OF ALCOHOL & ILLICIT DRUGS:**
- Alcohol is the most abused drug in the U.S. today.
- Alcohol is a drug that acts on the brain and is potentially, physically and mentally, addicting.
- Alcohol abuse is drinking which harms or endangers the drinker or other people.
- Alcohol abuse can result in violence, poor judgment and loss of coordination.
- Alcoholism is a disease characterized by a physical and mental dependence on alcohol. About one in ten drinkers become alcoholic.
- Alcohol consumed in heavy amounts over a period of years can result in damage to health. It can cause malnutrition; brain damage; cancer of the mouth, stomach and esophagus; heart disease; liver damage; ulcers and gastritis as well as damage to other body organs.
- Prolonged excessive drinking can shorten life span by 10-12 years.
- Drug abuse is a major problem that results when drugs are used improperly.
- Drug abuse is using natural or synthetic chemical substances for non-medical reasons to affect the body, mind and behavior.
- Abusing drugs can be dangerous, especially when taken for a long time, in the wrong combinations or in excess.
- If drugs are taken, there is a risk of overdose and dependence, both physical and psychological.
- Long-term drug abuse can lead to mental illness, malnutrition and organ damage.
- The risk of AIDS, hepatitis and other diseases increases if drugs are injected.
- When drugs make individuals lose control, they may do things beyond their ability and take foolish risks. Accidents and injuries can result to the user and others.
- Abusing drugs can also cause legal, economic and personal problems.
Individuals who abuse drugs often need help. Breaking a drug habit without outside help can be dangerous because of withdrawal symptoms and difficult because of the psychological need.

Chemical dependency, including alcoholism, is a treatable disease. Students who have a chemical dependency problem should speak in confidence with a college counselor. These staff members can assist the student in dealing with the problem and make referrals to community agencies for additional assistance. Area agencies offering support, referrals and treatment programs include:

- Children's Mental Health...............................................218-327-4886
- Hope House........................................................................218-326-1443
- Meth/Drug Hotline.............................................................218-326-8565
- Northland Recovery Center ..............................................218-327-1105
- Range Mental Health......................................................Hibbing 218-263-9237 or Virginia 218-749-2881
- Rapids Counseling............................................................218-327-2001
- Hazelden Chemical Dependency.....................................800-257-7810
- Lake Superior Methadone Treatment............................218-786-0223
- Duluth Area Treatment & Rehabilitation............................888-560-5563
- National Drug & Alcohol Abuse (NCADD).....................800-662-4357

**Handgun Policy**

The new “conceal and carry” law is officially known as the Minnesota Citizens’ Personal Protection Act of 2003, Minnesota Statutes section 624.714 (“MCPA”). The section of the law most directly affecting Minnesota State states:

Subd. 18. [Employers; Public Colleges and Universities.]

(a) An employer, whether public or private, may establish policies that restrict the carry or possession of firearms by its employees, while acting in the course and scope of employment. Employment related civil sanctions may be invoked for a violation.

(b) A public postsecondary institution regulated under chapter 136F or 137 may establish policies that restrict the carry or possession of firearms by its students while on the institution’s property. Academic sanctions may be invoked for a violation.

(c) Notwithstanding paragraphs (a) and (b), an employer or a postsecondary institution may not prohibit the lawful carry or possession of firearms in a parking facility or parking area.

This policy can be read in its entirety at [http://www.mnscu.edu/board/policy/521.html](http://www.mnscu.edu/board/policy/521.html)

**Immunization**

Minnesota Law (M.S.135A.14) requires that all students born in 1957 or later and enrolled in a public or private post-secondary school in Minnesota is immunized against diphtheria, tetanus (Td), measles, mumps, and rubella (MMR). Documentation must be provided. No proof of immunization is needed from students who have graduated from a Minnesota high school in 1997 or later as they will have already met the immunization requirement as a high school student or from transfer students whose transcripts indicate that the student has met immunization requirements.

Other exceptions include those who have had the disease or if you have an exemption signed by your doctor indicating a medical reason not to be vaccinated. Religious or philosophical objections to immunization require a notarized statement of your beliefs.
**Hepatitis / Meningitis**

Students should be aware of the risks of viral hepatitis and meningitis. Vaccines are available for these serious illnesses, with the exception of hepatitis C.

**Know the ABC’s of Viral Hepatitis**

<table>
<thead>
<tr>
<th>TYPE</th>
<th>TRANSMISSION</th>
<th>INFECTION COMPLICATIONS</th>
<th>VACCINE TO PROTECT YOU?</th>
</tr>
</thead>
</table>
| A    | Having close personal or sexual contact with an infected person:  
- Men having sex with men (fecal-oral)  
- Illegal drug users  
Contaminated food or water | Severe liver infection (hepatitis)  
Sickness for up to 6 months | YES |
| B    | Getting infected blood or body fluid in an open cut (like during a fight).  
Getting tattoos and/or body piercings  
Passing it from mother to child during birth and after  
Sharing toothbrushes and/or razors  
Having unsafe (unprotected) sex  
Sharing needles and/or syringes  
Snorting cocaine | Severe liver infection (hepatitis)  
Long-term liver infection  
Cirrhosis  
Liver cancer | YES |
| C    | Sharing needles and/or syringes  
Contact with infected blood | Long-term liver infection  
Cirrhosis  
Liver cancer | NO |

**KNOW HOW TO PROTECT YOURSELF. DON’T TAKE THE RISK!**

Play it safe – DON’T do the things that would put you at risk!

- There is no vaccine for hepatitis C
- There are vaccines to protect you against hepatitis A and hepatitis B
- You can get vaccinated against hepatitis A and B even if you have hepatitis C

Ask your health care provider for the vaccine today!
What is meningococcal disease?
Meningococcal disease is a serious illness caused by Neisseria meningitidis bacteria. It can cause meningitis, an infection of the brain and spinal cord coverings, and blood infections. Drugs such as penicillin can be used to treat these infections.

About 2,600 people get the disease each year in the U.S. About 10-15% of these people die. Of those who recover, 10% experience serious long-term effects such as hearing loss, diminished mental capacity, loss of fingers or toes, seizures and other nervous system problems.

How does meningococcal disease spread?
Meningococcal disease is spread by close or direct contact with secretions from the nose and throat. Kissing, sharing silverware, drinking directly from the same container, sharing a cigarette or lipstick, and coughing are examples of how the disease spreads.

What are the symptoms of meningitis?
Symptoms of meningococcal meningitis, a form of meningococcal disease, can include a high fever, headache, a very stiff neck, confusion, nausea, sensitivity to light, vomiting, and exhaustion. A rash may also develop.

You may become seriously ill very quickly, so contact your health care provider immediately if you have two or more of these symptoms.

How can I protect myself from getting meningococcal disease?
Wash your hands often and avoid sharing forks, spoons, drinking containers, lipstick and smoking materials. There is also a vaccine that can prevent meningococcal disease.

What should I know about the meningococcal vaccine?
The vaccine is highly effective (85-100 percent) at preventing four of the major strains of bacteria that cause meningococcal meningitis on college campuses. There is one other strain that circulates that is not included in the vaccine.

For most college students, only one dose of the vaccine is needed. The vaccine protects for about 3-5 years. Immunity develops within 7-10 days after vaccination.

A vaccine, like any medicine, is capable of causing serious problems, such as severe allergic reactions. The risk of the meningococcal vaccine causing serious harm is extremely small. Getting the meningococcal vaccine is much safer than getting the disease.

How can I learn more about meningococcal disease and the meningococcal vaccine?
Ask your health care provider or call your local health department's immunization program or the Centers for Disease Control and Prevention (CDC): 1-800-232-2522 (English) or 1-800-232-0233 (Español).

Visit the following sites:
- Minnesota Department of Health
  www.health.state.mn.us/divs/idepc/diseases/ meningococcal
- National Center for Infectious Disease
  http://www.cdc.gov/ meningococcal/
- American College Health Association
  www.acha.org/ACHA/Resources/Topics/ Meningitis.aspx
- National Meningitis Association
  www.nmaus.org

Anyone can get Meningococcal disease, but college freshmen living in dorms are at increased risk and should seriously consider getting immunized.
Missing Persons

If in the event that a student has not been seen for more than 24 hours it is to be reported directly to the ICC Provost at 218-322-2388. With the direct involvement of the ICC crisis management team, local law enforcement will become involved as well. If a resident student has not been seen on campus for more than 24 hours and acquaintances do not know where the student may be, the Director of Residential Living should be notified.

Under the direction of the Director of Residential Living, the Provost and Crisis Team, students who are under the age of 18 will have their parents notified if they are determined missing for more than 24 hours and law enforcement will be notified for any student missing for more than 24 hours.

If a student has been seen in the company of an individual(s) indicating that he/she may be in danger, the Itasca Community College Provost and/or the Grand Rapids Police Department should be notified.

If desired, students may designate a confidential contact person on their Emergency Information form to contact in the event they are deemed missing. At the college’s discretion, in addition to a confidential contact, the college reserves the right to contact a parent and/or guardian. The information collected will be kept confidential and secure in appropriate storage places.

Sexual Violence Policy

Sexual violence is an intolerable intrusion into the most personal and private rights of an individual, and is prohibited at Itasca Community College. Itasca is committed to eliminating sexual violence in all forms and will take appropriate remedial action against any individual found responsible for acts in violation of this policy. Acts of sexual violence may also constitute violations of criminal or civil law, or other college or Minnesota State policies that may require separate proceedings. To further its commitment against sexual violence, Itasca provides reporting options, internal mechanisms for dispute resolution, and prevention training or other relates services as appropriate.

This policy applies to all Itasca Community College students and employees and to others, as appropriate, where alleged incidents of sexual violence have occurred on college property. Incidents of sexual violence alleged to have been committed by a student or college employee at a location other than on college property are covered by this policy.

Individuals alleged to have committed acts of sexual violence on college property who are not students or employees are subject to appropriate actions by Itasca Community College, including, but not limited to, pursuing criminal or civil action against them.

The entire policy can be found on the Itasca website (www.itascacc.edu) under the headings Academics/College Policies (Harassment / Violence Policy & Procedure link) OR On-Campus Services/Sexual Violence Prevention (Minnesota State Policy link) OR www.minnstate.edu/board/policy/policy/1bo3.html

ICC’s Diversity & Affirmative Action staff person is Bart Johnson.
A paper copy of the policy is available in 104 Backes Student Center.
Reporting incidents of sexual violence
Submit a report using one of the three Campus Eye options (web form, iPhone or Android App). Please note you will need the following sign-up code if you choose to download the mobile app: 9QYV

All reports will be held in strict confidence and are anonymous unless you share your identity in the report text box. As you submit your report, please know that our ability to most thoroughly investigate any complaint is dependent on the information you provide. Providing details about the location and the nature of the incident will enable us to most effectively address the matter you are reporting. The review and investigation of your submission will begin within 24 hours.

What is sexual violence?
Sexual assault is “an actual, attempted or threatened sexual act with another person without that person’s consent. Sexual assault includes but is not limited to:

- Involvement without consent in any sexual act in which there is force, expressed or implied, or use of duress or deception upon the victim. Forced sexual intercourse is also included in this definition, as are the acts commonly referred to as “date rape” or “acquaintance rape.” This definition also includes the coercing, forcing, or attempting to coerce or force sexual intercourse or a sexual act on another.
- Involvement in any sexual act when the victim is unable to give consent.
- Intentional and unwelcome touching, coercing, forcing or attempting to coerce or force another to touch a person’s intimate parts (defined as primary genital area, groin, inner thigh, buttocks, or breast).
- Offensive sexual behavior that is directed at another such as indecent exposure or voyeurism.

Sexual assault is often a criminal act that can be prosecuted under Minnesota law, as well as form the basis for discipline under Minnesota State institution student conduct codes and employee disciplinary standards.

What are non-forcible sex acts?
Non-forcible acts include unlawful sexual acts where consent is not relevant, such as sexual contact with an individual under the statutory age of consent, as defined by Minnesota law, or between persons who are related to each other within degrees wherein marriage is prohibited by law.

What if I experience a sexual assault?
1. Go to a safe place. Call 911 if you feel you are in immediate danger or to report the incident to law enforcement.
2. If you are on campus, call the ICC Emergency Designee at 218-327-4751 or contact any of the following:
   - Richard Kangas, Dean of Student and Administrative Services, 218-322-2319, richard.kangas@itascacc.edu, 107 Backes Student Center
• Bart Johnson, Provost/Title IX Coordinator, 218-322-2388, bart.johnson@itascacc.edu, A103 Administration Building
• Becky Niemi, Counselor, 218-322-2321, becky.niemi@itascacc.edu, 107 Backes Student Center
• Brenda Fairchild, Counselor, 218-322-2366, brenda.fairchild@itascacc.edu, 107 Backes Student Center
• Amie Furlong, Counselor, 218-322-2361, amie.furlong@itascacc.edu, 107 Backes Center
• Any college administrator, manager, or supervisor

3. Do not bathe, douche, use the toilet, or change clothing. Timely and prompt reporting of a sexual assault within 72 hours is critical in preserving evidence important in proving a criminal case against the assailant.

4. Seek medical attention immediately regardless of whether you report the matter to the police. Local hospitals include:
   • Grand Itasca Clinic & Hospital, 1601 Golf Course Road, Grand Rapids MN, 218-326-3401
   • Essentia Health Deer River Hospital & Clinic, 115 Tenth Ave NE, Deer River MN, 218-246-2900

Support Within Reach

On-campus office located in 131 Wilson Hall – 218-322-2457 (hours posted)
Grand Rapids office located at 1325 NW Fourth St – 218-326-5008 (24-hour crisis line)

Support Within Reach is a collaborative effort between Itasca CC and Support Within Reach–Sexual Violence Resource Center. Trained advocates are available 24 hours a day. Services are non-gendered, free, and confidential. SWR’s mission is to enhance the campus community’s awareness, response, understanding, safety, and accountability regarding sexual violence, sexual harassment, and stalking.

• Campus-based student/staff services include 24-hour crisis line, peer advocacy, medical and legal advocacy, and referrals.
• Advocacy is provided for victims of both on-campus and off-campus sexual violence.
• Victims DO NOT need to report to law enforcement to receive peer counseling and crisis medical services.
• Campus outreach includes awareness and education about sexual violence for students, faculty, and staff, including student organizations and athletes.

Support Within Reach provides a 40-hour training program for those interested in becoming a volunteer sexual violence advocate. Volunteer opportunities include after-hours crisis advocacy, on-site office coverage, sexual violence awareness, special event staffing, and prevention education to the community.

Tobacco

Itasca Community College is committed to creating a clean, safe, and healthy living, learning, and working environment, for all students and employees of the college. ICC is a leader in promoting lifetime wellness.

Official Policy:
As of January 1, 2008, smoking and the use of tobacco and tobacco-like products (including cigarettes, e-cigarettes/vapor cigarettes, cigars, pipes, smokeless tobacco and
other tobacco products) by students, faculty, staff, contractors, vendors, and visitors is prohibited on all college properties at all times, including, but not limited to:

- In all interior spaces on college property
- On all outside property or grounds controlled, managed, or maintained by the college, including parking lots
- In all college owned, leased, or rented vehicles, including charter buses and vans, and all other college vehicles
- At all events, such as conferences, meetings, public lectures, social events, cultural events and sporting events using college facilities. Organizers of such events are responsible for communicating the policy to attendees and for enforcing the policy.

Definitions:
Smoking: The burning of any type of lighted pipe, cigar, cigarette, electronic cigarette (e-cigarette/vapor cigarette) or any other smoking equipment, whether filled with tobacco or any other type of material.
Smokeless tobacco products: Smokeless tobacco consists of the use of snuff, chewing tobacco, dissolvable tobacco, smokeless pouches, or other forms of loose leaf tobacco.

Policy Exceptions:
- Smoking and tobacco use is permitted inside personal vehicles with doors closed in college parking lots if the vehicle is at least 50 feet from a college building.
- This policy does not apply to specific activities used in connection with the practice of cultural activities by American Indians that are in accordance with the American Indian Religious Freedom Act, 42 USC sections 1996 and 1996a. All ceremonial use exceptions must be approved in advance by the Provost of the college or his/her designee. Any other research, educational, and/or artistic purposes that involve the use of tobacco on campus, must be approved in advance by the Provost or his/her designee. Such use must be preceded by reasonable advance notice to the public.

Policy Enforcement:
Enforcement of this policy will depend upon the cooperation of all faculty, staff, and students not only to comply with this policy, but also to encourage others to comply with the policy, in order to promote a clean, safe, and health environment in which to work, study, and live.

In the case of a violation, the person will be informed of the College Smoking and Tobacco Use policy. Should that person continue to violate the policy, the aggrieved party should contact the offices of administration at 218-322-2400. Appropriate disciplinary procedures related to student code of conduct will be implemented.
In the Eye of the Beholder

Guidelines to Determine if Your Behavior and/or Comments are Sexual Harassment

- Would I want my actions or comments printed in the newspaper or on TV?
- Is there equal power between me and the person whom I’m interacting?
- Would I behave the same way if my significant other or my mother were standing next to me?
- Would I say/do this if their significant other or mother were with them?
- Would I want someone to act this way toward a person with whom I’m in a relationship?
- Is there equal initiation and participation between me and the person with whom I’m interacting?

Examples of Student-to Student Sexual Harassment

- Name calling (honey, bitch, homo, hot, bitchin, ho, slut, whore, etc.)
- Verbal comments about body parts, clothing, looks, type of sex someone would be good at, the size of one’s penis or the size of a “hard on,” etc.
- Touching (arm, breast, crotch, etc.) / Massaging the neck and shoulders
- Leers and stares / Facial expressions such as winking, kissing, etc.
- Sexual or “dirty” jokes / Cartoons, pictures, pornography
- Sexually degrading skits
- Gestures with hands or body indicating masturbation or intercourse, giving “the finger,” males grabbing their genitals when females walk by
- Pressure for sex
- Cornering, blocking, standing too close, following
- Conversations that are too personal
- Rating an individual on a scale from 1-10
- Sexually explicit/obscene T-shirts, hats, pins
- Showing R-rated movies
- Sexist remarks
- Graffiti
- Spreading sexual rumors / “Slam books” (sexually offensive commentary written about students by classmates)
- Cat calls and whistling
- Sexually descriptive letters/notes
- Repeatedly asking someone out when he/she isn’t interested
- Displays of affection and/or “making out” in public areas
- Grabbing at another’s crotch, breast, buttocks
- Jokes about rape or yelling “rape” or threatening rape
- Comments about one’s sexual activity
- Sexual assault / rape
- Touching oneself sexually in front of others
- “Sharking”(biting a female’s breasts or buttocks) / Bra snapping
- Use of computer to send sexual messages or playing of sexually offensive games
ACRONYMS – WHAT DO THEY MEAN?

ACRONYMS

AA ........................................... Associate of Arts
AAS .......................................... Associate of Applied Science
ACT .......................................... American College Testing
AS ............................................ Associate of Science
CEU .......................................... Continuing Education Unit
CIS .......................................... College In (the) Schools
CLEP Test .................................. College Level Examination Program
FAFSA ........................................ Free Application for Federal Student Aid
FTE ............................................ Full-Time Equivalent
FYE ............................................ Full-Year Equivalent
GED .......................................... General Education Development
GPA ............................................ Grade Point Average
MCAC ........................................ Minnesota College Athletic Conference
MSCF ......................................... Minnesota State College Faculty
MnTC ......................................... Minnesota Transfer Curriculum
NJCAA ....................................... National Junior College Athletic Association
OSD ........................................... Office for Students with Disabilities
PSEO ......................................... Post-Secondary Enrollment Options Act
P/F ............................................. Pass/Fail (C grade or better)
MSCSA ...................................... Minnesota State College Student Association
SAR ............................................ Student Aid Report
SSS ............................................ Student Support Services

Keep Current!

Update your personal information in eServices on a regular basis. Items such as Intended Major, current address and phone number.

Itasca Community College Bookstore

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College Catalog of Degrees, Diploma & Certificate Programs

118
2018-19 Associate of Arts Degree

The Associate of Arts (AA) degree is designed for students who plan to transfer to four year institutions. Candidates for the Associate of Arts degree from Itasca Community College must complete the following minimum requirements:

- 60 credits in courses numbered at the 1000 and 2000 level;
- minimum GPA of 2.00;
- minimum of 40 general education credits from Areas 1-10 (below);
- minimum of 20 credits must be completed at ICC in courses numbered at the 1000 and 2000 level.

2018-2019 Minnesota Transfer Curriculum (a minimum of 40 credits)

Minnesota’s public higher education colleges and universities have developed a common general education curriculum called the Minnesota Transfer Curriculum (MnTC) which provides students with a seamless transfer between colleges and universities within our state. Students who complete the Associate of Arts degree at Itasca Community College will have automatically met all MnTC requirements.

This Minnesota Transfer Curriculum consists of 40 or more semester credits which meets specific student competencies from the following 10 areas:

- Communications
- Critical Thinking
- Natural Sciences
- Math/Logical Reasoning
- History and the Social/Behavioral Sciences
- Humanities and Fine Arts
- Human Diversity
- Global Perspective
- Ethical and Civic Responsibility
- People and the Environment

Students who complete the Associate of Arts (AA) degree at Itasca CC will have met the Minnesota Transfer Curriculum requirements. A 2.00 GPA is required for both the MnTC and AA degree. Transfer courses with grades of A-D will be included in the GPA calculation for the MnTC. A student may complete the transfer curriculum without completing the Associate of Arts degree.
1. **COMMUNICATIONS** *(a minimum of 10 credits)*
   Engl 1101 Composition I 4 cr
   
   One course from the following *(3 cr)*
   Engl 1105 Technical Research Writing 3 cr
   Engl 1113 Composition II 3 cr
   
   One course from the following *(3 cr)*
   Spch 1101 Intro to Speech Communications 3 cr
   Spch 1105 Fundamentals of Public Speaking 3 cr
   
   Other *(no course required, but counts toward 40 MnTC credits)*
   Engl 1090 Professional Technical Writing 3 cr

2. **CRITICAL THINKING**
   Embedded in all courses of the Minnesota Transfer Curriculum

3. **NATURAL SCIENCES** *(a minimum of 7 credits)*
   A minimum of one lab science course from the following:
   Biol 1101 Human Biology [10] 4 cr
   Biol 1201 General Biology I [10] 4 cr
   Biol 1202 General Biology II [10] 4 cr
   Biol 2101 Human Anatomy & Phys I 4 cr
   Biol 2102 Human Anatomy & Phys II 4 cr
   Chem 1101 Fund of Chemistry I [10] 4 cr
   Chem 1201 General Chemistry I 4 cr
   Chem 1202 General Chemistry II 4 cr
   
   One additional course from the above list OR one course from the following:
   Geog 1101 Physical Geography [9] 3 cr
   Geog 1300 Weather & Climate [10] 4 cr
   Phys 1005 Concepts of Physics 4 cr
   Phys 1101 Fund of Physics I [10] 4 cr
   Phys 1102 Fund of Physics II [10] 4 cr
   Phys 1201 General Physics I [10] 4 cr
   Phys 1202 General Physics II 4 cr
   
   NSci 1101 Environmental Science [10] 3 cr
   NSci 1121 Earth Science 4 cr
### MATHEMATICS/LOGICAL REASONING (a minimum of 3 credits)

Math 1101 Contemporary Mathematics 3 cr  OR higher level Math course

### HISTORY & THE SOCIAL/BEHAVIORAL SCIENCES (a minimum of 9 credits)

Select 9 credits from at least two of the following disciplines:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anth 1102</td>
<td>Intro to Cultural Anthropology</td>
<td>3 cr</td>
</tr>
<tr>
<td>Econ 1101</td>
<td>Intro to Economics</td>
<td>3 cr</td>
</tr>
<tr>
<td>Econ 2101</td>
<td>Macroeconomics</td>
<td>3 cr</td>
</tr>
<tr>
<td>Econ 2102</td>
<td>Microeconomics</td>
<td>3 cr</td>
</tr>
<tr>
<td>Econ 2104</td>
<td>Intro to Global Economics</td>
<td>3 cr</td>
</tr>
<tr>
<td>Geog 1104</td>
<td>World Regional Geography</td>
<td>3 cr</td>
</tr>
<tr>
<td>Hist 1111</td>
<td>European History I</td>
<td>3 cr</td>
</tr>
<tr>
<td>Hist 1112</td>
<td>European History II</td>
<td>3 cr</td>
</tr>
<tr>
<td>Hist 1121</td>
<td>World History Up to 1500</td>
<td>3 cr</td>
</tr>
<tr>
<td>Hist 1122</td>
<td>World History 1500–Present</td>
<td>3 cr</td>
</tr>
<tr>
<td>Hist 1131</td>
<td>American History through Civil War</td>
<td>3 cr</td>
</tr>
<tr>
<td>Hist 1132</td>
<td>American History since Civil War</td>
<td>3 cr</td>
</tr>
<tr>
<td>Hist 1142</td>
<td>Native American History</td>
<td>3 cr</td>
</tr>
<tr>
<td>MCS 1101</td>
<td>Intro to Indian Studies</td>
<td>3 cr</td>
</tr>
</tbody>
</table>

### HUMANITIES & FINE ARTS (a minimum of 9 credits)

Select a minimum of 9 credits from the following two areas, with at least one course from Area A and one course from Area B.

**Area A:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engl 2100</td>
<td>Intro to Literature</td>
<td>3 cr</td>
</tr>
<tr>
<td>Engl 2102</td>
<td>Survey of American Lit II</td>
<td>3 cr</td>
</tr>
<tr>
<td>Engl 2106</td>
<td>Creative Writing</td>
<td>3 cr</td>
</tr>
<tr>
<td>Engl 2110</td>
<td>Masterpieces of World Lit</td>
<td>3 cr</td>
</tr>
<tr>
<td>Engl 2133</td>
<td>Intro to Poetry</td>
<td>3 cr</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>-------------</td>
<td>-------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>Engl 2134</td>
<td>Intro to the Short Story [8]</td>
<td>3 cr</td>
</tr>
<tr>
<td>Engl 2135</td>
<td>American Indian Literature [7]</td>
<td>3 cr</td>
</tr>
<tr>
<td>Engl 2136</td>
<td>Mythology [8]</td>
<td>3 cr</td>
</tr>
<tr>
<td>Engl 2137</td>
<td>Women Writers on Women [8]</td>
<td>3 cr</td>
</tr>
<tr>
<td>Engl 2138</td>
<td>Literature &amp; the Environment [10]</td>
<td>3 cr</td>
</tr>
</tbody>
</table>

**Area B:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art 1101</td>
<td>Art Appreciation [8]</td>
<td>3 cr</td>
</tr>
<tr>
<td>Art 1115</td>
<td>American Indian Art [7]</td>
<td>3 cr</td>
</tr>
<tr>
<td>Art 1201</td>
<td>Intro to Art &amp; Design</td>
<td>3 cr</td>
</tr>
<tr>
<td>Art 1202</td>
<td>Drawing</td>
<td>3 cr</td>
</tr>
<tr>
<td>Art 1203</td>
<td>Painting</td>
<td>3 cr</td>
</tr>
<tr>
<td>Art 1204</td>
<td>Watercolor</td>
<td>3 cr</td>
</tr>
<tr>
<td>Art 1205</td>
<td>Ceramics</td>
<td>3 cr</td>
</tr>
</tbody>
</table>

Courses taken in areas 1-6 may also apply to areas 7-10. Note bracketed numbers [ ] listed behind course name. Credits do not count twice.

**7. HUMAN DIVERSITY (any course)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art 1115</td>
<td>American Indian Art [6]</td>
<td>3 cr</td>
</tr>
<tr>
<td>Engl 2135</td>
<td>American Indian Lit [6]</td>
<td>3 cr</td>
</tr>
<tr>
<td>Geog 1108</td>
<td>Cultural Geography [5]</td>
<td>3 cr</td>
</tr>
<tr>
<td>Hist 1131</td>
<td>American History through Civil War [5]</td>
<td>3 cr</td>
</tr>
<tr>
<td>Hist 1132</td>
<td>American History since Civil War [5]</td>
<td>3 cr</td>
</tr>
<tr>
<td>Hist 1142</td>
<td>Native American History [5]</td>
<td>3 cr</td>
</tr>
<tr>
<td>Phil 1121</td>
<td>American Indian Philosophy [6]</td>
<td>3 cr</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psyc 1101</td>
<td>General Psychology [5]</td>
<td>3 cr</td>
</tr>
<tr>
<td>Psyc 2106</td>
<td>Abnormal Psychology [5]</td>
<td>3 cr</td>
</tr>
<tr>
<td>Soc 1101</td>
<td>Intro to Sociology [5]</td>
<td>3 cr</td>
</tr>
<tr>
<td>Soc 2130</td>
<td>Intro to Women's Studies [5]</td>
<td>3 cr</td>
</tr>
<tr>
<td>Spch 1121</td>
<td>Intercultural Communication [8]</td>
<td>3 cr</td>
</tr>
</tbody>
</table>

**8. GLOBAL PERSPECTIVE (any course)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ansh 2101</td>
<td>Ojibwe Language III</td>
<td>4 cr</td>
</tr>
<tr>
<td>Anth 1102</td>
<td>Intro to Cultural Anthropology [5]</td>
<td>3 cr</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FLan 1202</td>
<td>Spanish II</td>
<td>4 cr</td>
</tr>
<tr>
<td>Geog 1104</td>
<td>World Regional Geography [5]</td>
<td>3 cr</td>
</tr>
</tbody>
</table>

9. **ETHICAL & CIVIC RESPONSIBILITY** *(any course)*


10. **PEOPLE & THE ENVIRONMENT** *(any course)*


**ADDITIONAL DEGREE REQUIREMENTS**

**PHYSICAL EDUCATION/WELLNESS** *(a minimum of 3 credits)*

| PE 1201 | Wellness | 2 cr | AND One PE activity course (1105, 1121, 1124, 1125, 1130, 1131, 1132, 1136) |

123
COMPUTER SCIENCE / TECHNOLOGY

This requirement may be fulfilled in one of two ways:

**Demonstration of Proficiency (70% or higher on Accuplacer Computer assessment)**

**Successful completion of one of the following courses:**

*CSci 1010 College Computing 2 cr  *credit by exam available
CSci 1120 Intro to Computers 3 cr
CSci 1140 Business Computing 3 cr
CSci 1205 C++ Programming 3 cr
Geog 1204 Principles of Geog Info Science 3 cr

11. ELECTIVES

*Additional courses to total 60 credits*
CLASS ACT / PRE-EDUCATION

Degree: Associate of Arts
Emphasis: Pre-Education
Length: 60 semester credits

This Associate of Arts (AA) degree option is designed to provide a strong foundation of knowledge and skills for students interested in transferring on to earn a four year degree in education. The degree affords easy transfer to other institutions through completion of Minnesota Transfer Curriculum (MnTC). See your ICC counselor/advisor for further information.

Students following the suggested course schedule below can complete a Bachelor of Science in Education at Bemidji State University through a formal articulation agreement with ICC.

The Associate of Arts Degree Emphasis in Education will be awarded for successful completion of the courses listed below. The following minimum requirements must be completed:

1. Specific program requirements
2. Grade Point Average of 2.0 and MnTC grade point average 2.0
3. Completion of 40 credit Minnesota Transfer Curriculum (MnTC)
4. A minimum of 20 credits must be completed at Itasca Community College

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engl 1101</td>
<td>CSci 1120</td>
</tr>
<tr>
<td>Composition I</td>
<td>Intro to Computers</td>
</tr>
<tr>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>C Educ 1101</td>
<td>Engl 1113</td>
</tr>
<tr>
<td>Careers in Education</td>
<td>Composition II</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>C Psych 1101</td>
<td>C Educ 1102</td>
</tr>
<tr>
<td>General Psychology</td>
<td>Class Act Seminar II</td>
</tr>
<tr>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>C PE 1131</td>
<td>Goal 6</td>
</tr>
<tr>
<td>PE Activity Course</td>
<td>Humanities/Fine Arts</td>
</tr>
<tr>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>Spch 1105</td>
</tr>
<tr>
<td>1</td>
<td>Fund of Public Speaking</td>
</tr>
<tr>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Goal 6</td>
<td>Goal 5</td>
</tr>
<tr>
<td>Humanities/Fine Arts</td>
<td>Hist. &amp; Social/Behavioral Sci.</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>14</td>
<td>17</td>
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<tr>
<td></td>
<td>Fall Semester</td>
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<td>----------------</td>
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</tr>
<tr>
<td>Goal</td>
<td>6</td>
</tr>
<tr>
<td>Humanities/Fine Arts</td>
<td>3</td>
</tr>
<tr>
<td>C Educ</td>
<td>1103 Class Act Seminar III</td>
</tr>
<tr>
<td>* Math</td>
<td>1101 Contemp. Math or higher</td>
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<tr>
<td>*</td>
<td></td>
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<tr>
<td>** Goal</td>
<td>3</td>
</tr>
<tr>
<td>*** Goal</td>
<td>1-10 General Ed Elective</td>
</tr>
<tr>
<td></td>
<td>3</td>
</tr>
<tr>
<td>15</td>
<td></td>
</tr>
</tbody>
</table>

(C) Class Act cohort class
* In order to be contemporary math ready by semester III, students should add appropriate prerequisite math classes to schedule during semesters I and II.
** Geog 1104 (World Regional Geography) is strongly recommended.
*** Elective credits vary according to course selection.

2. Hlth 1208 replaces PE 1201 Wellness for Class Act majors only.
2018-19 Associate of Science Degree

An Associate of Science (AS) degree will have one or more articulation agreements between the institution awarding the Associate of Science degree (Itasca Community College) and an institution awarding a baccalaureate degree. Candidates for the AS degree from Itasca must complete the following course requirements:

- 60 credits in courses numbered at the 1000 & 2000 level;
- minimum GPA of 2.00;
- specific program requirements for pre-professional programs;
- minimum of 30 General Education credits from at least six of the ten goal areas of the Minnesota Transfer Curriculum;
- minimum of 20 credits must be completed at ICC in courses numbered at the 1000 or above level.
A.S. Engineering Degree – General Transfer

1. COMMUNICATIONS
   Engl 1090 Professional Technical Writing 3 cr  Spch 1101 Intro to Speech Communications 3 cr
   Engl 1101 Composition I 4 cr  Spch 1105 Fund of Public Speaking 3 cr
   Engl 1105 Technical Research Writing 3 cr  Spch 1111 Interpersonal Communications 3 cr
   Engl 1113 Composition II 3 cr
   (Note: Engl 1090 does not count toward Goal 1 requirements for Associate of Arts degree)

2. CRITICAL THINKING – Embedded in all courses of the Minnesota Transfer Curriculum

3. NATURAL SCIENCES
   Biol 1202 General Biology II [10] 4 cr  NSci 1121 Earth Science 4 cr
   Biol 2101 Human Anatomy & Physiology I 4 cr  Phys 1005 Concepts of Physics 4 cr
   Biol 2102 Human Anatomy & Physiology II 4 cr  Phys 1101 Fund of Physics I [10] 4 cr
   * Chem 1201 General Chemistry I 4 cr  *Phys 1201 General Physics I [10] 4 cr
   Geog 1101 Physical Geography [9] 3 cr  *Phys 1202 General Physics II 4 cr
   Geog 1300 Weather & Climate [10] 4 cr

4. MATHEMATICS/LOGICAL REASONING (Minimum of 16 credits)
   Math 1121 Pre-Calculus 4 cr  Math 2102 Multivariable Calculus 4 cr
   Math 1122 Calculus I 4 cr  Math 2104 Differential Q / Linear Algebra 4 cr
   Math 1123 Calculus II 4 cr

5. HISTORY & THE SOCIAL/BEHAVIORAL SCIENCES
   Econ 1101 Intro to Economics [8] 3 cr  Psyc 1101 General Psychology [7] 3 cr
   Econ 2104 Intro to Global Economics [8] 3 cr  Psyc 2100 Group Processes [9] 3 cr
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MCS 1101</td>
<td>Intro to Indian Studies [8]</td>
<td>3 cr</td>
<td></td>
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</table>

6. **HUMANITIES & THE FINE ARTS**

<table>
<thead>
<tr>
<th>Course Code</th>
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<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>Art 1111</td>
<td>Art History I</td>
<td>3 cr</td>
<td>Engl 2138</td>
<td>Literature &amp; the Environment [10]</td>
<td>3 cr</td>
</tr>
<tr>
<td>Art 1112</td>
<td>Art History II</td>
<td>3 cr</td>
<td>Hum 1111</td>
<td>War &amp; Propaganda [9]</td>
<td>3 cr</td>
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<tr>
<td>Art 1201-1205</td>
<td>Art History [7]</td>
<td>3 c. each</td>
<td>Hum 1301</td>
<td>World Religions [8]</td>
<td>3 cr</td>
</tr>
<tr>
<td>Engl 2100</td>
<td>Intro to Literature [8]</td>
<td>3 cr</td>
<td>Musc 1101</td>
<td>Fundamentals of Music</td>
<td>3 cr</td>
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<tr>
<td>Engl 2106</td>
<td>Creative Writing</td>
<td>3 cr</td>
<td>Musc 1113</td>
<td>Music throughout the World [8]</td>
<td>3 cr</td>
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<tr>
<td>Engl 2110</td>
<td>Masterpieces of World Literature [8]</td>
<td>3 cr</td>
<td>Musc 1115</td>
<td>American Popular Music</td>
<td>3 cr</td>
</tr>
<tr>
<td>Engl 2133</td>
<td>Intro to Poetry [8]</td>
<td>3 cr</td>
<td>Phil 1101</td>
<td>Intro to Philosophy [9]</td>
<td>3 cr</td>
</tr>
<tr>
<td>Engl 2134</td>
<td>Intro to the Short Story [8]</td>
<td>3 cr</td>
<td>Phil 1111</td>
<td>Ethics [9]</td>
<td>3 cr</td>
</tr>
<tr>
<td>Engl 2136</td>
<td>Mythology [8]</td>
<td>3 cr</td>
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Courses taken in areas 1-6 may also apply to areas 7-10. Note bracketed numbers [ ] listed behind course name. Credits do not count twice.

7. **HUMAN DIVERSITY**

<table>
<thead>
<tr>
<th>Course Code</th>
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<th>Credits</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
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8. **GLOBAL PERSPECTIVE**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Ansh 2101</td>
<td>Ojibwe Language III</td>
<td>4 cr</td>
<td>FLan 1202</td>
<td>Spanish II</td>
<td>4 cr</td>
</tr>
<tr>
<td>Engl 2137</td>
<td>Women Writers on Women [6]</td>
<td>3 cr</td>
<td>Spch 1121</td>
<td>Intercultural Communications</td>
<td>3 cr</td>
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</table>

9. **ETHICAL & CIVIC RESPONSIBILITY**

<table>
<thead>
<tr>
<th>Course Code</th>
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<th>Credits</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Soc 2120</td>
<td>Intro to Criminal Justice [5]</td>
<td>3 cr</td>
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</table>
### 10. PEOPLE & THE ENVIRONMENT

<table>
<thead>
<tr>
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<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Biol 1202</td>
<td>General Biology II [3]</td>
<td>4 cr</td>
</tr>
<tr>
<td>Chem 1101</td>
<td>Fund of Chemistry I [3]</td>
<td>4 cr</td>
</tr>
<tr>
<td>Engl 1238</td>
<td>Literature &amp; the Environment [6]</td>
<td>3 cr</td>
</tr>
<tr>
<td>Geog 1300</td>
<td>Weather &amp; Climate [3]</td>
<td>4 cr</td>
</tr>
<tr>
<td>NSci 1101</td>
<td>Environmental Science [3]</td>
<td>3 cr</td>
</tr>
</tbody>
</table>

With the assistance of their counselor, students will choose Engineering courses from the list below. Courses will vary by Engineering major specialty.

**Required Engineering Courses (15 credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>*Engr 1220</td>
<td>Intro to Engineering</td>
<td>3 cr</td>
</tr>
<tr>
<td>*Engr 1232</td>
<td>Engineering Design II</td>
<td>3 cr</td>
</tr>
<tr>
<td>*Engr 2233</td>
<td>Engineering Design III</td>
<td>3 cr</td>
</tr>
<tr>
<td>*Engr 2234</td>
<td>Engineering Design IV</td>
<td>3 cr</td>
</tr>
<tr>
<td>*Engr 2101</td>
<td>Static Mechanics</td>
<td>3 cr</td>
</tr>
</tbody>
</table>

Choose a minimum of 14 credits from the following courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Biol 1201</td>
<td>General Biology I [10]</td>
<td>4 cr</td>
</tr>
<tr>
<td>Chem 1200</td>
<td>STEM Chemistry</td>
<td>2 cr</td>
</tr>
<tr>
<td>Chem 1202</td>
<td>General Chemistry II</td>
<td>4 cr</td>
</tr>
<tr>
<td>Chem 2201</td>
<td>Organic Chemistry I</td>
<td>5 cr</td>
</tr>
<tr>
<td>CSci 1205</td>
<td>C++ Programming</td>
<td>3 cr</td>
</tr>
<tr>
<td>Engr 1115</td>
<td>Digital Logic</td>
<td>3 cr</td>
</tr>
<tr>
<td>Engr 1117</td>
<td>Intro to AutoCAD</td>
<td>2 cr</td>
</tr>
<tr>
<td>Engr 2001</td>
<td>Solids Modeling</td>
<td>3 cr</td>
</tr>
<tr>
<td>Engr 2102</td>
<td>Dynamics</td>
<td>3 cr</td>
</tr>
<tr>
<td>Engr 2103</td>
<td>Mech of Materials</td>
<td>3 cr</td>
</tr>
<tr>
<td>Engr 2104</td>
<td>Fluid Mechanics</td>
<td>3 cr</td>
</tr>
<tr>
<td>Engr 2105</td>
<td>Thermodynamics</td>
<td>3 cr</td>
</tr>
<tr>
<td>Engr 2106</td>
<td>Circuits I</td>
<td>4 cr</td>
</tr>
<tr>
<td>Engr 2107</td>
<td>Circuits II</td>
<td>4 cr</td>
</tr>
<tr>
<td>Math 2104</td>
<td>Differential Q / Linear Algebra</td>
<td>4 cr</td>
</tr>
<tr>
<td>Math 2106</td>
<td>Probability &amp; Statistics</td>
<td>3 cr</td>
</tr>
<tr>
<td>Phys 2203</td>
<td>General Physics III</td>
<td>4 cr</td>
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</table>
ACCOUNTING

Degree:  Associate of Science (with MnTC completion)
Length:  60 semester credits

The Associate of Science Degree in Accounting is designed to provide a strong foundation of knowledge and skills for students interested in transferring on to earn a four year degree in accounting, for those planning on entering the workforce, or for those starting their own business.

The Associate of Science Degree affords easy transfer to other institutions through completion of the Minnesota Transfer Curriculum (MnTC). Please see your ICC counselor for further information.

Students following the suggested course schedule below can complete a Bachelor of Science in Accounting at Bemidji State University through a formal articulation agreement with ICC.

The following minimum requirements must be completed:

Specific program requirements
Grade Point Average of 2.0 and MnTC grade point average 2.0
Completion of 40 credit Minnesota Transfer Curriculum (MnTC)
A minimum of 20 credits must be completed at Itasca Community College

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bus 1201 Intro to Business</td>
<td>Science course 3</td>
</tr>
<tr>
<td>Econ 2101 Macroeconomics</td>
<td>Econ 2102 Microeconomics 3</td>
</tr>
<tr>
<td>Engl 1101 Composition I</td>
<td>Engl 1113 or 1105 3</td>
</tr>
<tr>
<td>Goal 6 Humanities/Fine Arts (Area B)</td>
<td>Goal 5 Social &amp; Behav. Science 3</td>
</tr>
<tr>
<td>Goal 1-10 General Education</td>
<td>Goal 6 Humanities/Fine Arts 3</td>
</tr>
<tr>
<td></td>
<td>2-3</td>
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<tr>
<td></td>
<td>Goal 6</td>
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<td>15-16</td>
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133
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<th>Semester</th>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
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<tr>
<td>Acct</td>
<td>1133</td>
<td>Payroll Accounting</td>
<td>3</td>
</tr>
<tr>
<td>Acct</td>
<td>2015</td>
<td>Financial Accounting</td>
<td>4</td>
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<tr>
<td>Goal</td>
<td>3</td>
<td>Bio/Chem/Phys/Geog Lab Science</td>
<td>4</td>
</tr>
<tr>
<td>Math</td>
<td>1101</td>
<td>or higher level Math</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>14</strong></td>
</tr>
<tr>
<td><strong>Spring Semester</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Acct</td>
<td>1129</td>
<td>Software Applications</td>
<td>3</td>
</tr>
<tr>
<td>Acct</td>
<td>2020</td>
<td>Managerial Accounting</td>
<td>4</td>
</tr>
<tr>
<td>Bus</td>
<td>1215</td>
<td>Business Law</td>
<td>3</td>
</tr>
<tr>
<td>Phil</td>
<td>1111</td>
<td>Ethics</td>
<td>3</td>
</tr>
<tr>
<td>Spch</td>
<td>1101</td>
<td>or 1105 or 1111</td>
<td>3</td>
</tr>
<tr>
<td></td>
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<td></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>
APPLIED PSYCHOLOGY / HUMAN SERVICES

Degree: Associate of Science (with MnTC completion)
Length: 60 semester credits

The AS degree in Applied Psychology/Human Services is designed to provide a strong foundation of knowledge and skills for students interested in transferring on to earn a four year degree in a human service related field or those planning on entering into the workforce. The AS degree affords easy transfer to other institutions through completion of MN Transfer Curriculum. See your ICC counselor for further information.

Students following the suggested course schedule below can complete a Bachelor of Science in Psychology at Bemidji State University through a formal articulation agreement with ICC.

The Associate of Science Degree in Applied Psychology/Human Services will be awarded for successful completion of the courses listed below. The following minimum requirements must be completed:

1. Specific program requirements
2. Grade Point Average of 2.0 and MnTC grade point average 2.0
3. Completion of 40 credit Minnesota Transfer Curriculum (MnTC)
4. A minimum of 20 credits must be completed at Itasca Community College

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engl 1101 Composition I</td>
<td>Engl 1113 or 1105</td>
</tr>
<tr>
<td>Psyc 1101 General Psychology</td>
<td>Psyc 1201 Human Growth &amp; Develop.</td>
</tr>
<tr>
<td>Psyc 1105 Intro to Human Services</td>
<td>Psyc 2110 Human Sexuality</td>
</tr>
<tr>
<td>Goal 5 Hist. &amp; Social/Beh. Science</td>
<td>Goal 3 Science Course</td>
</tr>
<tr>
<td>Goal 6 Humanities/Fine Arts</td>
<td>Goal 6 Humanities/Fine Arts</td>
</tr>
<tr>
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135
<table>
<thead>
<tr>
<th>Fall Semester</th>
<th></th>
<th>Spring Semester</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>* Psyc 2106</td>
<td>Abnormal Psychology 3</td>
<td>* Psyc 2100</td>
<td>Group Processes 3</td>
</tr>
<tr>
<td>*** Math 1105</td>
<td>or higher level Math 3-4</td>
<td>* Psyc 2102</td>
<td>Learning &amp; Cognition 3</td>
</tr>
<tr>
<td>Biol 1101</td>
<td>Human Biology 4</td>
<td>Psyc 2123</td>
<td>Basic Interv. &amp; Help Skills 3</td>
</tr>
<tr>
<td>Spch 1101</td>
<td>or 1111</td>
<td>** Psyc 2201</td>
<td>Practicum 3-4</td>
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<td>Goal 6</td>
<td>Humanities/Fine Arts 3</td>
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<td>13-14</td>
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<td>15-16</td>
</tr>
</tbody>
</table>

* Psyc 1101 (General Psychology) required first or consent of instructor.

** Course and GPA requirements must be met and consent of coordinator granted to complete practicum.

Completion of Psyc 1110 (Intro to Chemical Dependency) is strongly recommended.

*** Math 1105 recommended
BUSINESS ADMINISTRATION – PATHWAY

Degree:    Associate of Science
Length:    60 semester credits

The Associate of Science Degree in Business Administration (Pathway) is designed to provide a strong foundation of knowledge and skills for students interested in transferring on to earn a four-year degree in business, for those planning on entering the workforce, or for those starting their own business.

The Business Transfer Pathway AS offers students a powerful transfer option: the opportunity to complete an Associate of Science degree where course credits directly transfer to designated bachelor's degree programs at Minnesota State universities. The entire curriculum has been specifically designed so that students completing this pathway degree and transferring to one of the seven Minnesota State Universities enter the university with junior-year status. All courses are in the Transfer Pathway Associate degree will directly transfer and apply to the designated Bachelor's degree programs in a related field.

Minnesota State universities include: Bemidji State University; Metropolitan State University; Minnesota State University-Mankato; Minnesota State University-Moorhead; Southwest Minnesota State University; St. Cloud State University; and Winona State University.

The following minimum requirements must be completed:

1. Specific program requirements
2. An Associate of Science degree requires a minimum of 30 credits selected from at least six of the ten goal areas of the Minnesota Transfer Curriculum (MnTC)
3. A minimum of 20 credits must be completed at Itasca Community College

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bus 1201</td>
<td>Bus 2102</td>
</tr>
<tr>
<td>Econ 2101</td>
<td>Econ 2102</td>
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<tr>
<td>Engl 1101</td>
<td>Engl 1113</td>
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<tr>
<td>Goal 1-10</td>
<td>CSci 1140</td>
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<td>Spch 1101</td>
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|               | or 1105 or 1111| 3

15-16

137
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<thead>
<tr>
<th>Course</th>
<th>Semester</th>
<th>Credits</th>
<th>Course</th>
<th>Semester</th>
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<td>Acct 2020</td>
<td>Spring Semester</td>
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<td>Fall Semester</td>
<td>4</td>
<td>Acct 2020</td>
<td>Spring Semester</td>
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<td>Bus 2108</td>
<td>Fall Semester</td>
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<td>Bus 1215</td>
<td>Spring Semester</td>
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<td>Math 1111</td>
<td>Fall Semester</td>
<td>3</td>
<td>Math 1105</td>
<td>Spring Semester</td>
<td>4</td>
</tr>
<tr>
<td>Phil 1111</td>
<td>Fall Semester</td>
<td>3</td>
<td>Goal 1-10</td>
<td>Spring Semester</td>
<td>3</td>
</tr>
<tr>
<td>Goal 1-10</td>
<td>Fall Semester</td>
<td>3</td>
<td>Goal 1-10</td>
<td>Spring Semester</td>
<td>3</td>
</tr>
<tr>
<td>General Education</td>
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<td>General Education</td>
<td>Spring Semester</td>
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<td>16</td>
<td>Fall Semester</td>
<td>14</td>
<td>16</td>
<td>Spring Semester</td>
<td>14</td>
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</tbody>
</table>
EARLY CHILDHOOD EDUCATION

Degree: Associate of Science
Length: 60 semester credits

The AS degree in Early Childhood Education is designed to provide a strong foundation of knowledge and skills for students interested in transferring to earn a four year degree in the early childhood education field – such as an early childhood teacher, elementary teacher, or family childcare provider.

The AS degree in Early Childhood Education will be awarded for successful completion of the courses listed below. Completion of the AS degree at Itasca allows you to transfer directly into the Early Childhood program at Mayville State University, with partial fulfillment of liberal education requirements.

The prospects for employment in early childhood are excellent. According to a report by the Blandin Foundation, Itasca County was found to be short on quality childcare for working parents. The Blandin Foundation has been involved in supporting the Child Development Certificate and the AS degree program in early childhood education to fulfill these needs. The children in these settings will benefit from caregivers who understand child development and are specialists in early childhood education.

Students at ICC can also earn a one year, 16 credit Child Development Certificate through courses offered two evenings a week. With the completion of the one year certificate program, a resource file, and an additional 480 hours of experience in an early childhood program, students can receive their National CDA certification.

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engl 1101 Composition I</td>
<td>Engl 1113 Composition II</td>
</tr>
<tr>
<td>Eced 1202 Child Development &amp; Learning</td>
<td>Eced 1205 Relations &amp; Management</td>
</tr>
<tr>
<td>Soc 1101 Intro to Sociology</td>
<td>Eced 1206 Parent &amp; Professional Relations</td>
</tr>
<tr>
<td>Gen Ed *See list below</td>
<td>Gen Ed *See list below</td>
</tr>
<tr>
<td>CSci 1000 Beginning Computing</td>
<td>Gen Ed *See list below</td>
</tr>
</tbody>
</table>

15 16
<table>
<thead>
<tr>
<th></th>
<th><strong>Fall Semester</strong></th>
<th></th>
<th><strong>Spring Semester</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Spch</td>
<td>1105</td>
<td>Fund. of Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>Eced</td>
<td>2130</td>
<td>Infant &amp; Toddler Development</td>
<td>4</td>
</tr>
<tr>
<td>Psyc</td>
<td>1101</td>
<td>General Psychology</td>
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<td>PE</td>
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<td>Wellness</td>
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<td>Gen Ed</td>
<td>*See list below</td>
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</tbody>
</table>

** This internship requires 192 hours in a licensed Rule 3 Preschool setting and taken the final semester before graduation.

* **Recommended General Education Courses for students pursuing a BA Degree in Early Childhood Education from Mayville State University.**

MnTC Goal 3 – Choose a 4 credit Biology Lab Science
MnTC Goal 3 – Choose a 4 credit Non-Biology Lab Science
MnTC Goal 4 – Choose Math 1111
MnTC Goal 6 – Choose any 3 credit course
**GEOGRAPHY / GEOGRAPHIC INFORMATION SYSTEMS (GIS)**

**Degree:** Associate of Science (with MnTC completion)  
**Length:** 60 semester credits

The Geography/Geographic Information Systems (GIS) Program is designed to provide individuals with a background in geography, spatial processes, mapping techniques, and the ability to manage and utilize geographic information as a planning and decision-making tool. The program guides the student in developing a sound approach to geographic inquiry and analysis, and provides the opportunity for students to explore the diverse political, economic, social and environmental interrelationships at local, regional and global scales. Embedded in this interdisciplinary science, is a focus on the technical components of mapping, cartographic analysis and production, and the use of state of the art GIS, global positioning systems, and remote sensing software for advanced level data acquisition, integration and spatial analysis. The program maintains articulation agreements with Bemidji State University and the University of Minnesota-Duluth, which facilitates the transfer of ICC credits and allows ample time to complete an additional minor.

The following minimum requirements must be completed:

1. Specific program requirements  
2. Grade Point Average of 2.0 and MnTC grade point average 2.0  
3. Completion of 40 credit Minnesota Transfer Curriculum (MnTC)  
4. A minimum of 20 credits must be completed at Itasca Community College

<table>
<thead>
<tr>
<th>Fall Semester</th>
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<tr>
<td>Geog 1201</td>
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<tr>
<td>Map Use, Analysis &amp; Interp.</td>
<td>Principles of GIS</td>
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<tr>
<td>Engl 1101</td>
<td>Goal 5</td>
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<td>Hist. &amp; Social/Behavioral Science</td>
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<td>Goal 6</td>
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<td>Humanities/Fine Arts (Area B)</td>
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<td>Goal 6</td>
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<td>Geog 1108</td>
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<td>Cultural Geography</td>
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Total: 13 credits

Total: 15 credits

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<tr>
<td>Spch</td>
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<td>1105 or 1111</td>
<td>** Geog 1206</td>
<td>Cartography</td>
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<td>Math 1101 or higher</td>
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<td>1-10</td>
<td>General Education</td>
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<td>Humanities/Fine Arts</td>
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<tr>
<td>Geog</td>
<td>1300</td>
<td>Weather &amp; Climate</td>
<td>Geog 1104</td>
<td>World Regional Geography</td>
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<td>Geog 2107</td>
<td>Remote Sensing</td>
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<td></td>
<td>*** Geog 2113</td>
<td>GIS Applications (alt summer)</td>
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<td></td>
<td>*** Geog 2201</td>
<td>GIS Internship (alt summer)</td>
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* Prerequisite: TBD

** Prerequisite: Geog 1204 (Principles of GIS)

*** Geog 2113 and 2201 are also offered during summer session
HEALTH SCIENCES – BROAD FIELD

Degree: Associate of Science
Length: 60 semester credits

This program provides students a broad base of general education coursework relevant to the field of health sciences, in preparation to transfer to a broad array of health sciences majors at a college or university. This degree program is designed to fulfill health science baccalaureate requirements at all MnSCU system universities offering related degrees.

This degree is designed to transfer to all system universities offering related baccalaureate programs through a statewide articulation agreement. The Health Sciences Broad Field Statewide articulation agreement has been approved by all system universities. Even with this agreement, students must consult with both Itasca Community College and transfer university counselors/advisors early and often, for guidance and planning regarding the requirements of the various health sciences baccalaureate programs. This will help to facilitate the most efficient transition and transfer.

The Associate of Science degree in Health Sciences-Broad Field will be awarded for successful completion of the courses listed below. The following minimum requirements must be completed:

1. Specific program requirements
2. Grade point average of 2.0
3. A minimum of 20 credits must be completed at Itasca Community College

<table>
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<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
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<tbody>
<tr>
<td>Engl 1101 Composition I 4</td>
<td>Engl 1113 or 1105 3</td>
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<tr>
<td>Psyc 1101 General Psychology 3</td>
<td>Chem 1101 Fund of Chemistry 4</td>
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<tr>
<td>Biol 1201 General Biology I 4</td>
<td>** Psyc 1201 Human Growth &amp; Development 3</td>
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<td>Elective 3</td>
<td>** Hlth 1202 Nutrition 3</td>
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<td>Phil 1111 Ethics 3</td>
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</tr>
<tr>
<td>Soc</td>
<td>1101 Intro to Sociology</td>
</tr>
<tr>
<td>Math</td>
<td>1111 College Algebra</td>
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<tr>
<td>Biol</td>
<td>2101 Anatomy &amp; Physiology I</td>
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<tr>
<td></td>
<td>Elective</td>
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</table>

* Electives chosen per program of study. **Students planning to complete the MnTC must choose (6) credits in Goal 6 and one (1) course in Goal 8 as elective credits.**

** Psyc 1101 (General Psychology) required first or consent of instructor.
2018-19 Associate of Applied Science Degree

An Associate of Applied Science (AAS) degree is designed for students enrolled in occupational programs who plan to seek employment after completing their specific career programs. Candidates for the AAS degree from Itasca must complete the following course requirements:

- 60 credits in courses numbered at the 1000 & 2000 level;
- minimum GPA of 2.00;
- minimum of 16 General Education credits from the Minnesota Transfer Curriculum;
- at least one of the areas of emphasis in the Minnesota Transfer Curriculum;
- specific program requirements for (30 credit minimum) for their chosen career program;
- minimum of 20 credits must be completed at ICC in courses numbered at the 1000 or above level.
INDUSTRIAL TECHNOLOGY – PROCESS OPERATIONS

Degree: Associate of Applied Science
Length: 60 semester credits

The Process Operations program at Itasca Community College trains 21st century employees able to meet the employment expectations of the power generation, pulp and paper, biochemistry, manufacturing, petrochemical, and other industries that incorporate the tenants of process operations. While in the process operations program students gain the skills necessary to be safe and effective in an industrial environment and gain a fundamental knowledge base of mechanics, computer science, and mathematical skills. The program emphasizes communication skills, critical thinking skills, and teamwork skills which are essential to the development of the 21st century industrial technician.

This program trains and motivates future industrial technicians by utilizing a structured learning community that is coached through a condensed one and a half year curriculum. It has developed ties to local school districts and takes advantage of industry partners through site visits, capstone projects, and adjunct industry-based instructors. The overall curriculum is industry driven through its development and remains responsive to region fluctuations by taking advantage of these strong industry ties. The areas of student development and assessment are technical knowledge (what students will know), professionalism (who students are), and process awareness (what students can do).

For more information, interested students can contact Jill Murray, program coordinator, at jill.murray@itascacc.edu.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
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<td>CSci 1005</td>
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<tr>
<td>Engt 1109</td>
<td>Basic Fabrication</td>
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<td>Math 1003</td>
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<tr>
<td>Engt 1105</td>
<td>Introduction to Industrial Safety</td>
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<td>Engt 1220</td>
<td>Technical I</td>
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<td>Engt 1230</td>
<td>Professional I</td>
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<td>Engt 1240</td>
<td>Process I</td>
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<td><strong>Summer Session</strong></td>
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<td>Engt 2220</td>
<td>Technical III</td>
<td>3</td>
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<td>Engt 2230</td>
<td>Professional III</td>
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<td>Engt 2240</td>
<td>Process III</td>
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<td>Chem 1101</td>
<td>Fundamentals of Chemistry</td>
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</table>
Itasca Community College’s Natural Resources program, leading to the Associate of Applied Science Degree is accredited by the Society of American Foresters (SAF). The Council for Higher Education Accreditation recognizes SAF as the specialized accrediting body for forestry education in the United States.

Program Information: The Forest Resources program provides graduates with broad based knowledge for the management of forest based resources. Students within the program complete course work designed to develop an understanding of the interactions of society’s needs and ecological principles as they impact a variety of resource management outcomes. The Forest Resources emphasis area targets students with an interest in forest management, wildlife management and/or recreation management.

Employment opportunities are excellent within federal, state, county, and private land management organizations.

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
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<tbody>
<tr>
<td>Biol 1131 Dendrology</td>
<td>ForT 1202 Natural Resources Careers 1</td>
</tr>
<tr>
<td>ForT 1201 Intro to Natural Resources</td>
<td>ForT 1610 Intro to Surveying Methods 3</td>
</tr>
<tr>
<td>ForT 1205 Forestry Math</td>
<td>ForT 2120 Recreation Resource Mgmt 2</td>
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<tr>
<td>ForT 1206 Forest Protection</td>
<td>Engl 1101 Composition I 4</td>
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<tr>
<td>ForT 1108 Intro to Waters</td>
<td>NSci 1131 Principles of Wildlife Mgmt 3</td>
</tr>
<tr>
<td>ForT 1109 Properties of Forest Soils</td>
<td>Spch 1101 or 1105 or 1111 3</td>
</tr>
<tr>
<td>* ForT 1602 Forest Inventory</td>
<td>3</td>
</tr>
<tr>
<td>ForT 1301 Wildland Firefighting</td>
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<td>Fall Semester</td>
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</tr>
<tr>
<td>* Biol 2131 Forest Ecology</td>
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<tr>
<td>* Eng1 1105 Technical Research Writing</td>
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<tr>
<td>* ForT 2105 Forest Products</td>
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<td>Hlth 1131 Emergency Medical Responder</td>
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<td>* Geog 1204 Principles of GIS</td>
<td>3</td>
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<tr>
<td>NSci 1101 Environmental Science</td>
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**Note:** Students must meet with their advisor/counselor prior to registering.

**Students may choose from Psyc 1101, 2100 / Econ 2101, 2102 / Geog 1104, 1108 / Hist (World or U.S.) / Soc 1101, 2120

**TRANSFER OPPORTUNITY**

In addition to directly entering the workforce, Itasca’s Natural Resources graduates can transfer their AAS degree to the University of Minnesota/Crookston, University of Minnesota/St. Paul or the University of Wisconsin/Stevens Point. For more information, stop by the Counseling Office or call 322-2320.
NATURAL RESOURCES – GEOSPATIAL

Degree: Associate of Applied Science
Length: 64 semester credits

Itasca Community College’s Natural Resources program, leading to the Associate of Applied Science Degree is accredited by the Society of American Foresters (SAF). The Council for Higher Education Accreditation recognizes SAF as the specialized accrediting body for forestry education in the United States.

The Geospatial program ensures students are prepared with a background in both forest management and the ability to effectively utilize technology common to natural resource field technicians. Agencies such as the United States Forest Service and Minnesota Department of Natural Resources seek graduates capable of integrating technological applications within routine, field based duties and the Geospatial emphasis of the Natural Resources program ensures that graduates have these basic skills. Employment outlook for graduates with geospatial skills is excellent and is expected to grow by over 40% by the year 2018 (U.S. Department of Labor).

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
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<tbody>
<tr>
<td>Biol 1131 Dendrology</td>
<td>* Engl 1101 Composition I</td>
</tr>
<tr>
<td>ForT 1201 Intro to Nat Res</td>
<td>* ForT 1202 Natural Resources Careers</td>
</tr>
<tr>
<td>ForT 1205 Forestry Math</td>
<td>* ForT 1610 Intro to Surveying Methods</td>
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<td>ForT 1206 Forest Protection</td>
<td>* Geog 2107 Remote Sens &amp; Image Interp.</td>
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<td>ForT 1301 Wildland Firef</td>
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<tr>
<td>* Geog 1204 Principles of GIS 3</td>
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<th>Fall Semester</th>
<th>Spring Semester</th>
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<tbody>
<tr>
<td>* Biol 2131</td>
<td>Forest Ecology 4</td>
<td>Elect ** Soc/Psyc/Econ/Hist/Geog 3</td>
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<td>* Engl 1105</td>
<td>Technical Research Writing 3</td>
<td>* ForT 2016 Silviculture 3</td>
</tr>
<tr>
<td>* ForT 2105</td>
<td>Forest Products 2</td>
<td>* ForT 2107 Forest Mgmt &amp; Planning 3</td>
</tr>
<tr>
<td>* Geog 1201</td>
<td>Map Use/Analytical Interp. 3</td>
<td>* ForT 2112 Business Practices for NR 1</td>
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<tr>
<td>Hlth 2101</td>
<td>CPR/First Aid (or Hlth 1131) 1</td>
<td>Geog 1206 Cartography 3</td>
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<td>Environmental Science 3</td>
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**Students may choose from Psyc 1101, 2100 / Econ 2101, 2102 / Geog 1104, 1108 / Hist (World or U.S.) / Soc 1101, 2120

**TRANSFER OPPORTUNITY**

In addition to directly entering the workforce, Itasca’s Natural Resources graduates can transfer their A.A.S. degree to the University of Minnesota/Crookston, University of Minnesota/St. Paul or the University of Wisconsin/Stevens Point. For more information, stop by the Counseling Office or call 322-2320.
NATURAL RESOURCES – LAW ENFORCEMENT

Degree: Associate of Applied Science
Length: 64 semester credits

Itasca Community College’s Natural Resources program, leading to the Associate of Applied Science Degree is accredited by the Society of American Foresters (SAF). The Council for Higher Education Accreditation recognizes SAF as the specialized accrediting body for forestry education in the United States.

Students interested in law enforcement careers within the field of Natural Resources are encouraged to follow a schedule of courses which include introduction to Criminal Justice and Introduction to Natural Resources Law Enforcement. Upon completion of Itasca’s program, students may apply to Hibbing Community College and with an additional 34 credits, complete their Law Enforcement Program. Through a partnership with Hibbing Community College, students may begin their program at Hibbing while completing their AAS degree at ICC by registering for select on-line courses.

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
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<tbody>
<tr>
<td>Biol 1131</td>
<td>Engl 1101</td>
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<tr>
<td>ForT 1201</td>
<td>ForT 1202</td>
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<td>ForT 1205</td>
<td>ForT 1610</td>
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<td>ForT 1206</td>
<td>NSci 2137</td>
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<td>ForT 1301</td>
<td>NSci 1131</td>
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<td>NSci 1138</td>
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<thead>
<tr>
<th>Fall Semester</th>
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<th>Spring Semester</th>
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<tbody>
<tr>
<td>* Biol 2131</td>
<td>4</td>
<td>* ForT 2016</td>
<td>Silviculture</td>
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<td>* Engl 1105</td>
<td>3</td>
<td>* ForT 2107</td>
<td>Forestry Mgmt &amp; Planning</td>
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<td>* ForT 2105</td>
<td>2</td>
<td>* ForT 2112</td>
<td>Business Practices for NR</td>
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<td>Hlth 1131</td>
<td>2</td>
<td>ForT 2201</td>
<td>NR Internship–Law Enforcement</td>
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<td>3</td>
<td>* Geog 2107</td>
<td>Remote Sensing &amp; Image Interp.</td>
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<td>NSci 1101</td>
<td>3</td>
<td>Soc 2120</td>
<td>Intro to Criminal Justice</td>
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</table>

Note: Students must meet with their advisor/counselor prior to registering.
*Courses may have prerequisites or require placement.

TRANSFER OPPORTUNITY

In addition to directly entering the workforce, Itasca’s Natural Resources graduates can transfer their AAS degree to the University of Minnesota/Crookston, University of Minnesota/St. Paul or the University of Wisconsin/Stevens Point. For more information, stop by the Counseling Office or call (218) 322-2320.
NATURAL RESOURCES – WILDLAND FIREFIGHTING

Degree: Associate of Applied Science
Length: 64 semester credits

The Natural Resource program provides students with the basic skills to successfully perform as natural resource specialists, and the scientific knowledge that enables them to understand social and environmental issues within the natural resource field.

The Wildland Firefighting program consists of eight National Wildfire Coordinating Group (NWCG) courses taught by certified instructors and natural resource classes. The goal of the program is to provide graduates with the necessary training and certification to become wildland firefighters while providing a good background in natural resource skills. Graduates from this program are working for state and federal firefighting agencies like the Minnesota DNR and the US Forest Service. The demand for trained fire personnel continues to grow nationwide.

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
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<tbody>
<tr>
<td>Biol 1131 Dendrology 3</td>
<td>Engl 1101 Composition I 4</td>
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<td>ForT 1205 Forestry Math 2</td>
<td>ForT 1309 Wildfire Power Saws 2</td>
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<td>ForT 1206 Forest Protection 2</td>
<td>ForT 1310 Portable Pumps &amp; Water S-211 2</td>
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<td>ForT 2112 Business Practices for NR 1</td>
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<td>ForT 1315 Compass &amp; Mapping L-180 1</td>
<td>ForT 2203 NR Internship-Wildland Fire 2</td>
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<td>Genl 1140 Leadership Enhancement L-280 1</td>
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<td>* Biol 2131 Forest Ecology</td>
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<td>* ForT 2105 Forest Products</td>
<td>* ForT 2016 Silviculture 3</td>
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<td>* Geog 1204 Principles of GIS</td>
<td>* ForT 2050 Fireline Supervision 1</td>
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<tr>
<td>Hlth 1131 Emergency Medical Responder 2</td>
<td>* ForT 2107 Forest Mgmt &amp; Planning 3</td>
</tr>
<tr>
<td>NSci 1101 Environmental Science</td>
<td>* Geog 2107 Remote Sense &amp; Image Interp 3</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>15</td>
</tr>
</tbody>
</table>

Note: Students must meet with their advisor/counselor prior to registering.
*Courses may have prerequisites or require placement.
**Students may choose from Psyc 1101, 2100 / Econ 2101, 2102 / Geog 1104, 1108 / Hist (World or U.S.) / Soc 1101, 2120

TRANSFER OPPORTUNITY

In addition to directly entering the workforce, Itasca’s Natural Resources graduates can transfer their A.A.S. degree to the University of Minnesota/Crookston, University of Minnesota/St. Paul or the University of Wisconsin/Stevens Point. For more information, stop by the Counseling Office or call 322-2320.
The Pharmacy Technician program offered through a partnership between Hibbing Community College and Itasca Community College provides graduates with opportunities in the field of pharmacy and provides the students with a general education component for a well-rounded education. The AAS degree also provides pharmacy practice applications in institutional settings and sterile product processing. The AAS degree program places an emphasis on pharmacy settings including retail, hospital, and industry. Pharmacy Technician students with the AAS degree will be positioned to find opportunities for advancement in the field of pharmacy including areas of supervision and/or management. This degree is conferred by Hibbing Community College.

Pharmacy Technician as a career path: A pharmacy technician is someone who assists a pharmacist in all functions of prescription processing. A pharmacy technician should have knowledge in the skills required to provide medications to patients, including ordering, stocking, and packaging. Pharmacy technicians work under the direct supervision of a pharmacist. A pharmacy technician's job can be varied to include working in community or hospital pharmacy or a number of other settings such as long-term care, compounding, drug manufacturers and wholesalers, and pharmacy technician training programs.

A pharmacy technician student will be registered with the MN Board of Pharmacy prior to the beginning of the experiential program. Additional regulations may be found on the MN Board of Pharmacy website. Students completing the program will be eligible to complete the National Pharmacy Technician Certification Examination. For more information, visit the website at www.ptcb.org

### Fall Semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHAR 1010</td>
<td>Pharmacy Law &amp; Ethics</td>
<td>3 HCC</td>
</tr>
<tr>
<td>PHAR 1015</td>
<td>Fund Concepts of Pharmacy I</td>
<td>5 HCC</td>
</tr>
<tr>
<td>* PHAR 1021</td>
<td>Fund of Pharmaceutical Calc I</td>
<td>2 HCC</td>
</tr>
<tr>
<td>Engl 1101</td>
<td>Composition I</td>
<td>4 ICC</td>
</tr>
<tr>
<td></td>
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<td>14</td>
</tr>
</tbody>
</table>

**Travel to HCC will be required: Approx 2 times**

### Spring Semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>* PHAR 1030</td>
<td>Principles of Pharmacy</td>
<td>5 HCC</td>
</tr>
<tr>
<td>* PHAR 1035</td>
<td>Pharmacy Medication Technology</td>
<td>1 HCC</td>
</tr>
<tr>
<td>PRNU 1202</td>
<td>Medical Terminology</td>
<td>1 ICC</td>
</tr>
<tr>
<td>* Biol 2101</td>
<td>Anatomy and Physiology I</td>
<td>4 ICC</td>
</tr>
<tr>
<td>CSci 1010</td>
<td>College Computing</td>
<td>2 ICC</td>
</tr>
<tr>
<td></td>
<td></td>
<td>13</td>
</tr>
<tr>
<td>Summer Session</td>
<td></td>
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</tr>
<tr>
<td>---------------</td>
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</tr>
<tr>
<td>* PHAR 1055</td>
<td>Experiential I – Retail</td>
<td>3</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>* PHAR 2010</td>
<td>Fund Concepts of Pharmacy II</td>
<td>5 HCC</td>
<td>* PHAR 2020</td>
<td>Pharmacy Sterile Products Lab</td>
<td>5 HCC</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Travel to HCC will be required: Approx 4-5 times</td>
<td></td>
<td>Spch 1101</td>
<td>Intro to Speech Communication</td>
<td>3 ICC</td>
<td></td>
</tr>
<tr>
<td>* PHAR 1040</td>
<td>Pharmacotherapy of Disease Proc</td>
<td>4 HCC</td>
<td>Chem 1101</td>
<td>Fund of Chemistry</td>
<td>4 ICC</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Travel to HCC will be required: Approx 6-8 times</td>
<td></td>
<td>Genl 1112</td>
<td>Job Readiness</td>
<td>1 ICC</td>
<td></td>
</tr>
<tr>
<td>* PHAR 1022</td>
<td>Fund of Pharmaceutical Calc II</td>
<td>2 HCC</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Psyc 1101</td>
<td>General Psychology</td>
<td>3 ICC</td>
<td></td>
<td></td>
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</tr>
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<td></td>
<td>14</td>
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<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring Semester</th>
<th></th>
<th></th>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>* PREREQUISITES</td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Summer Session</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>* PHAR 2055</td>
<td>Experiential II - Hospital</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Intentionally blank
2018-19 Diploma Programs

The Vocational Diploma is intended for full-time students and designed for employment or updated skills in specific fields. Diploma programs vary in length from 30-64 college level semester credits.
**NATURAL RESOURCES – WILDLAND FIREFIGHTING**

**Degree:** Diploma  
**Length:** 32 semester credits

The Wildland Firefighting Program consists of a number of fire classes taught by certified instructors along with some Natural Resource courses. The goal of the program is to provide graduates with the necessary background to become wildland firefighters and also teach some Natural Resource skills which will hopefully help them to find employment during non-fire periods. The current job market for wildland firefighters is excellent, and they are being hired by many natural resource agencies.

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biol 1131 Dendrology</td>
<td>ForT 1202 Natural Resources Careers</td>
</tr>
<tr>
<td>ForT 1108 Intro to Waters</td>
<td>ForT 1309 Wildfire Power Saws S-212</td>
</tr>
<tr>
<td>ForT 1201 Intro to Natural Resources</td>
<td>ForT 1310 Pumps &amp; Water S-211</td>
</tr>
<tr>
<td>ForT 1205 Forestry Math</td>
<td>ForT 1312 Fire Behavior</td>
</tr>
<tr>
<td>ForT 1206 Forest Protection</td>
<td>ForT 1510 Air Operations</td>
</tr>
<tr>
<td>ForT 1301 Wildland Firefighting</td>
<td>ForT 2112 Business Practices for NR</td>
</tr>
<tr>
<td>ForT 1315 Compass &amp; Mapping</td>
<td>ForT 2203 Internship–Wildland Firefighting</td>
</tr>
<tr>
<td>ForT 1602 Forest Inventory</td>
<td>Genl 1140 Leadership Enhancement</td>
</tr>
<tr>
<td></td>
<td>Hlth 1131 Emergency Medical Responder</td>
</tr>
</tbody>
</table>

**Note:** Students must meet with their advisor/counselor prior to registering.  
*Courses may have prerequisites or require placement.*
PRACTICAL NURSING

Degree: Diploma
Length: 45 semester credits
Delivery: 2 Semesters (Face-to-Face or Web-Enhanced Delivery)

Program Information: The Practical Nursing Program provides carefully selected course instruction (lectures, demonstrations, discussions, computers, etc.) in a face-to-face or web-enhanced delivery and clinical practice (at community health care facilities) which enables the student to meet the basic needs of patients and function as a practical nurse.

Application/Acceptance: Students must apply and be accepted to ICC and the Practical Nursing program. Nursing applications may be submitted (application found on the Itasca website at http://www.itascacc.edu/academics/area-of-study/practical-nursing.html) starting September 1 for the following year. There is a priority deadline date of February 28 each year for the following fall semester start. Applications received on or before February 28 are given priority status, contingent upon successful completion of all pre-program requirements. All applicants will be placed in a D2L Application Portal “course” that provides further information and allows for tracking of progress. Watch for instructions emailed to your ICC email account. If more priority applicants apply than space available, the criteria of TEAS test score (percentage) ranking highest to lowest, will be applied. A minimum score of 50 is required on the TEAS test. Students will be notified by letter of their acceptance. Applicants beyond capacity will be placed on a waiting list in ranked position as alternates. If the program and sections are not filled, applicants will be accepted on an ongoing basis until the program has reached capacity or June 30, whichever comes first. After June 30, students will only be accepted on a case-by-case basis by the program director. Accepted students and alternates will be notified of a mandatory May meeting to review requirements that need to be completed over the summer, including MN Dept. of Health Background Study and health/immunization requirements for clinicals.

Pre-Program Requirements – 12 credits – Minimum GPA of 2.5

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biol 2101</td>
<td>Anatomy and Physiology I</td>
<td>4 cr</td>
<td>Psyc 1201</td>
<td>Human Growth &amp; Development</td>
<td>3 cr</td>
</tr>
<tr>
<td>Biol 2102</td>
<td>Anatomy and Physiology II</td>
<td>4 cr</td>
<td>PRNU 1202</td>
<td>Medical Terminology I</td>
<td>1 cr</td>
</tr>
</tbody>
</table>

Additional Requirements

**Nursing Assistant** – All students must be current on the MN registry. If not currently working as a nursing assistant, students must have taken a MN Department of Health approved NA course and passed the test within 3 years.

Alternate ICC Course Options

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRNU 1104</td>
<td>Nursing Assistant / Home Health Aide</td>
</tr>
</tbody>
</table>
### CPR (BLS for the Healthcare Provider) – All students are required to be certified prior to entering Semester I and must remain continuously certified throughout Semester II.

### Accuplacer Test Scores Must Be Equal to or Greater Than:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary Algebra</td>
<td>76</td>
</tr>
<tr>
<td>Intermediate Algebra</td>
<td>40</td>
</tr>
</tbody>
</table>

### Math Placement Test Scores Must Be Equal to or Greater Than:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning Algebra OR Elementary Algebra</td>
<td>0091</td>
</tr>
</tbody>
</table>

### Engl 0091 Fundamentals of Written English

### Reading 0092 Analytical College Reading

### Computer Placement Test Scores Must Be Equal to or Greater Than:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Skills</td>
<td>60</td>
</tr>
</tbody>
</table>

### CSCI 1100 Beginning Computing

Successful completion of an online course (C or better)

### TEAS Test**

Achieve a score of Basic (>50%) on the TEAS V exam.

** The TEAS exam fee is not covered by financial aid.

** A student has 2 attempts per year to achieve the cut score.

### Program Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRNU 1205</td>
<td>Health Needs for All Ages I</td>
<td>4</td>
</tr>
<tr>
<td>PRNU 1207</td>
<td>Pharmacology I</td>
<td>2</td>
</tr>
<tr>
<td>PRNU 1208</td>
<td>Maternal/Child Nursing</td>
<td>2</td>
</tr>
<tr>
<td>PRNU 1210</td>
<td>Nursing Skills I (2 contact hours to 1 credit ratio)</td>
<td>3</td>
</tr>
<tr>
<td>PRNU 1211</td>
<td>Clinical I (2 contact hours to 1 credit ratio)</td>
<td>5</td>
</tr>
<tr>
<td>PRNU 1212</td>
<td>SimLab: Nursing basics (2 contact hours to 1 credit ratio)</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRNU 2206</td>
<td>Health Needs for All Ages II</td>
<td>4</td>
</tr>
<tr>
<td>PRNU 2207</td>
<td>Psychosocial Aspects of Nursing (Block I)</td>
<td>2</td>
</tr>
<tr>
<td>PRNU 2208</td>
<td>Pharmacology II</td>
<td>2</td>
</tr>
<tr>
<td>PRNU 2209</td>
<td>Role Transition (Block II)</td>
<td>1</td>
</tr>
<tr>
<td>PRNU 2210</td>
<td>Nursing Skills II (2 contact hours to 1 credit ratio)</td>
<td>4</td>
</tr>
<tr>
<td>PRNU 2211</td>
<td>Clinical II (2 contact hours to 1 credit ratio)</td>
<td>2</td>
</tr>
<tr>
<td>PRNU 2221</td>
<td>Integrated Practicum (2 to 1 ratio)</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>17</td>
</tr>
<tr>
<td></td>
<td></td>
<td>16</td>
</tr>
</tbody>
</table>

Students are required to take ATI Content Mastery Exams on campus (ICC or RRCC) as part of course work and participate in the ATI 3-day Live Review at the end of the year. This is part of the Integrated Practicum course.

### Continuation in Program: The Practical Nursing faculty determines progress standards for students in the program. A copy of these requirements is distributed to students at the beginning of the program. Courses each semester must be completed with an exam average of 78% and an overall 80% or higher to continue to the next semester.
Career Option: Graduates are eligible to apply to take the National Council License examination for Licensed Practical Nursing. Licensed Practical Nurses are now employed in hospitals, clinics, schools, industry, nursing homes, private homes and home care agencies, and the armed services.

Accreditation: This program is approved by the Minnesota Board of Nursing and is seeking accreditation with the National League for Nursing Commission for Nursing Education Accreditation (CNEA).
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The **Certificate** is designed for students enrolled in occupational programs who wish to develop skills for entry level employment. Certificate programs vary in length from 10 to 30 college level semester credits.
AMERICAN INDIAN STUDIES

Degree: Certificate
Length: 27 semester credits

The American Indian Studies program at Itasca Community College promotes the understanding of tribal culture and builds students’ knowledge of American Indian literature, art, history, and contemporary affairs. The curriculum includes the study of traditional cultural values, tribal language, tribal social structures, social and intellectual relations between Indians and Whites, and a history of the interactions between tribal nations and the federal government. Special attention is placed on American Indian sovereignty and tribal efforts to preserve the freedom of cultural beliefs, such as language and religion.

ICC’s American Indian Studies program maintains close relationships with other American Indian academic programs at the K-12 districts and four-year institutions. The program maintains ongoing field activities with Ojibwe tribal communities in the region including the opportunity for students to participate in projects with local schools and agencies. The program has an Indian Elders Advisory Board. In addition, the program sponsors the Anishinabe Student Organization.

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ansh 1101 Ojibwe Language I</td>
<td>Ansh 1102 Ojibwe Language II</td>
</tr>
<tr>
<td>Art 1115 American Indian Art</td>
<td>Soc 2101 Cont. American Indian Concerns</td>
</tr>
<tr>
<td>Engl 1101 Composition I</td>
<td>Hist 1142 Native American History</td>
</tr>
<tr>
<td>MCS 1101 Intro to Indian Studies</td>
<td>Engl 2135 American Indian Literature</td>
</tr>
<tr>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
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<td>13</td>
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</tbody>
</table>

The purpose of the program is to enhance the quality of childcare by defining, evaluating, and recognizing the competence of childcare providers. The program has been developed to address the six national competency goals and standards required for the National CDC. Candidates can receive their CDC in any of the following three areas: Center-Based Preschool Setting, Center-Based Infant/Toddler Setting, and Family Child Care Setting. Students will have the opportunity to gain work experience through an onsite practicum in area early childhood programs. This experience, along with coursework, will prepare students with a strong foundation for working with young children in the community.

The CDC certificate is geared to both nontraditional students actively engaged in professional work with early childhood as well as to students in any related discipline who wish to increase their employability by successfully acquiring the skills in early childhood education and child development.

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eced 1202 Child Development &amp; Learning</td>
<td>Eced 1205 Relations &amp; Management in EC</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Eced 1207 Children’s Health, Nutrition, &amp; Safety</td>
<td>Eced 1206 Parents &amp; Professional Relations</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Eced 1106 Practicum</td>
<td>Eced 1106 Practicum</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Hlth 2101 Basic Life Support &amp; First Aid</td>
<td></td>
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<td>1</td>
<td>9</td>
</tr>
</tbody>
</table>

Note: In addition to the above courses, students can complete the National CDA Certification by completing an additional 360 hours of experience in an early childhood program, creating a resource file, observations from their advisor, and successful completion of the certification test.

To register, call the Student Services Office at Itasca Community College, (218) 322-2320, or 1-800-996-6422, ext. 2320.
COMMERCIAL TRUCK DRIVING (CDL)

Degree: Certificate
Length: 17 credits

The Commercial Truck Driving (CDL) program offered through a partnership between Hibbing Community College and Itasca Community College covers rules and regulations of the Federal Motor Carrier Administration. The program includes: classroom education, behind-the-wheel training, additional classes for commercial trucking, and general education classes suited towards the trucking industry.

The required courses are offered at Itasca Community College and the degree is conferred by Hibbing Community College.

Admissions Requirements (prior to the start of class):
- Valid driver’s license
- Approved MnSCU Student Vehicle Use Agreement
- DOT controlled substance test
- DOT physical
- CDL Class A permit

Required Semester Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CDL 1500</td>
<td>Commercial Driver’s License Classroom</td>
<td>4</td>
</tr>
<tr>
<td>CDL 1515</td>
<td>Behind The Wheel Training</td>
<td>2</td>
</tr>
<tr>
<td>CDL 1520</td>
<td>Calculations for Commercial Driving</td>
<td>2</td>
</tr>
<tr>
<td>CDL 1530</td>
<td>Hazardous Material Training for Transportation</td>
<td>1</td>
</tr>
<tr>
<td>CDL 1535</td>
<td>Cargo Securement</td>
<td>1</td>
</tr>
<tr>
<td>CDL 1540</td>
<td>CDL Pre-Trip</td>
<td>1</td>
</tr>
<tr>
<td>CDL 1545</td>
<td>CDL Permit</td>
<td>1</td>
</tr>
<tr>
<td>CDL 1555</td>
<td>Electronics for Truck Driving</td>
<td>1</td>
</tr>
<tr>
<td>CDL 1570</td>
<td>Healthy Living for Today’s Truck Driver</td>
<td>1</td>
</tr>
<tr>
<td>CDL 1550</td>
<td>Passenger Transportation</td>
<td>2</td>
</tr>
<tr>
<td>OR CDL 1560</td>
<td>Advanced Driving Techniques</td>
<td>2</td>
</tr>
<tr>
<td>OR HLTH 2101</td>
<td>Basic Life Support and First Aid (ICC course)</td>
<td>1</td>
</tr>
</tbody>
</table>

Total Credits: 17
CERTIFIED NURSING ASSISTANT (CNA)

Degree: Certificate
Length: 3 semester credits, 84 hours

This 84-hour course is designed to meet the Minnesota Department of Health standards. The Minnesota State Board of Vocational Technical Education Curriculum is utilized for teaching community skills, residents’ rights, rehabilitation, basic person care, vital signs, psychosocial needs, etc. Upon satisfactory completion of classroom/lab instruction and clinical experience, the student qualifies to take the competency exam. This exam is required by federal legislation (OBRA) for the employment of nursing assistants in long term care facilities. Clinical learning experiences are arranged at area long term care facilities.

This course is intended to prepare students for practice at the nursing assistant level and also serve as an introduction to the nursing sequence for students who continue beyond Level I. This course is a prerequisite for the ICC Practical Nursing program. A grade point average of 2.0 or better is required for a certificate of completion and admittance into the level II Practical Nursing Program.

Note: Students must submit to a criminal background study and obtain clearance prior to clinical experiences.

Required course: Credits:
PRNU 1101 Nursing Assistant 3
OR
PRNU 1104 Nursing Assistant/HHA 4
## COACHING

**Degree:** Certificate  
**Length:** 9 semester credits

Itasca Community College's coaching certification program prepares students to be a head varsity coach in the Minnesota public school system under the statue, M.S.122A.33. Subd. 1: License and Degree Exemption for Head Coach. While this coaching certification may or may not be a requirement for head coaching in other states it is strongly recommended. This certification complements any degree, especially those within the field of education.

**Required courses:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hlth 1101</td>
<td>First Aid</td>
<td>3</td>
</tr>
<tr>
<td>PE 1211</td>
<td>Care and Prevention</td>
<td>2</td>
</tr>
<tr>
<td>PE 2200</td>
<td>Theory of Coaching</td>
<td>2</td>
</tr>
<tr>
<td>PE 1140</td>
<td>Methods of Strength &amp; Conditioning</td>
<td>1</td>
</tr>
</tbody>
</table>

Complete (1) of the following courses:

<table>
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<tr>
<th>Course Code</th>
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<tr>
<td>PE 1801</td>
<td>Methods of Coaching Practicum: Football</td>
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<td>PE 1802</td>
<td>Methods of Coaching Practicum: Wrestling</td>
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<td>PE 1803</td>
<td>Methods of Coaching Practicum: Baseball</td>
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<td>PE 1806</td>
<td>Methods of Coaching Practicum: Hockey</td>
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<td>PE 1807</td>
<td>Methods of Coaching Practicum: Softball</td>
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<td>PE 1808</td>
<td>Methods of Coaching Practicum: Soccer</td>
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<td>PE 1809</td>
<td>Methods of Coaching Practicum: Volleyball</td>
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<td>Methods of Coaching Practicum: Lacrosse</td>
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<td>Methods of Coaching Practicum: Dance</td>
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<td>PE 1813</td>
<td>Methods of Coaching Practicum: Gymnastics</td>
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<td>PE 1814</td>
<td>Methods of Coaching Practicum: Swimming</td>
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<td>PE 1815</td>
<td>Methods of Coaching Practicum: Cross X Skiing</td>
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<td>PE 1816</td>
<td>Methods of Coaching Practicum: Downhill Skiing</td>
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<td>PE 1817</td>
<td>Methods of Coaching Practicum: Cross Country</td>
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<td>Methods of Coaching Practicum: Figure Skating</td>
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<td>PE 1819</td>
<td>Methods of Coaching Practicum: Cheerleading</td>
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<td>PE 1820</td>
<td>Methods of Coaching Practicum: Tennis</td>
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<tr>
<td>PE 1821</td>
<td>Methods of Coaching Practicum: Golf</td>
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Total Credits: 9
Itasca Community College is committed to meeting the needs of the local and regional community, and offers a fully online, 16 credit Geographic Information Systems (GIS) Certificate. ICC utilizes Environmental Systems Research Institute’s ArcGIS software, a world leader in GIS development and applications. GIS is a vital tool that can be applied to areas as diverse as business, law enforcement, urban/regional planning, forestry, health and human services, and its application is well integrated at all levels of government. The curriculum reflects input from local, regional and national GIS professionals, and is tailored to prepare individuals with the technical skills and confidence to be productive within the professional GIS working environment. Job opportunities are excellent nationwide.

Students may enter the program in either fall or spring. The fall entry course sequence allows students to complete the certificate in one year (3 semesters). The spring entry can be completed in a little more than 1 year (5 semesters) and offers a reduced pace to program completion.

One Year (3 Semester) Sequence

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<th>Fall Semester</th>
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<td>Geog 1204</td>
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<td>Geog 1201</td>
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<th>Spring Semester</th>
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<td>Geog 1206</td>
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<td>Geog 2104</td>
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<th>Summer Session</th>
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<td>Geog 2107</td>
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<td>AND</td>
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<tr>
<td>Geog 2113</td>
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<td>Geog 2201</td>
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5 Semester Sequence

**Fall Semester**

N/A

**Spring Semester**

Geog 1204  Principles of GIS  3

**Summer Session**

Geog 2107  Remote Sensing  3

**Fall Semester**

Geog 1201  Map Use, Analysis & Interp.  3

**Spring Semester**

Geog 1206  Cartography  3
Geog 2104  Modeling Techniques in GIS  3

**Summer Session**

Geog 2113  GIS Applications (OR)  1
Geog 2201  GIS Internship  1
HOME HEALTH AIDE / HOMEMAKER (HHA)

Degree: Certificate
Length: 1 semester credit, 18 hours

This course is designed for those students wanting to be eligible for employment in a home health care agency. The student is prepared to practice at the Home Health Aide level. This course builds on knowledge learned in the Nursing Assistant course. The student will demonstrate ability to perform basic nursing skills for the client in the home. In addition, the student will demonstrate a basic understanding of psychosocial needs, communication, resident rights, and body mechanics as it relates to the home care client. Upon satisfactory completion of the Home Health Aide course, the student is eligible to take the federal Home Health Aide test which is required by most home care agencies to practice as a Home Health Aide.

Required course: Credits:

*PRNU 1103 Home Health Aid/Homemaker 1

*Prerequisite course of PRNU 1101 (Nursing Assistant)
Course Descriptions
ACCOUNTING

Acct 1129 Credits: 3
Accounting Software Applications
Prerequisite(s): Acct 1123 or consent of instructor
This is a hands-on course in which students set up a comprehensive accounting system, enter data and generate financial reports using accounting software. The students will also create ad hoc lists, reports, spreadsheets, and charts using Excel.

Acct 1133 Credits: 3
Payroll Accounting
Prerequisite(s): None
Students study state and federal laws affecting payroll and experience in completing forms and records used in a complete payroll system, as well as building proficiency in the use of the electronic calculator.

Acct 2015 Credits: 4
Financial Accounting
Prerequisite(s): None
This course is an introduction to financial accounting concepts and principles through a study of business transactions and their effect on financial statements. Topics/concepts included are: accounting as an information system; transactions and the accounting cycle; financial statements (including the Income Statement, Statement of Owner's Equity, Balance Sheet, and the Cash Flow Statement); analysis of profitability, liquidity, and risk; merchandising operations (including receivables and inventory); long-term assets (including acquisition, depreciation, and disposal); current and long-term liabilities; and equity financing.

Acct 2120 Credits: 4
Managerial Accounting
Prerequisite(s): None
This course introduces the student to the fundamentals of managerial accounting. Emphasis is on management's use of accounting information for planning, controlling and decision-making. The course also includes interpretation and modification of financial statements, basic framework for allocation of manufacturing costs, and planning and controlling of business operations.

Acct 2120 Credits: 4
Cooperative Education Internship
Prerequisite(s): 2.0 GPA in program care and written consent of program internship coordinator
Practical experience in the field of accounting.

ANISHINAABE

Ansh 1101 Credits: 4
Ojibwe Language I
Prerequisite(s): None
This is an introductory course for beginners to learn the Ojibwe language. The course emphasizes listening, speaking and writing skills, simple words, and appropriate culture information pertaining to how the Ojibwe language reflects traditional social norms and
world views.

**Ansh 1102 Credits: 4**  
**Ojibwe Language II**  
Prerequisite(s): Ansh 1101 or consent of instructor  
This is the second course in the Ojibwe language sequence. The course emphasizes listening, speaking and writing skills, simple word phrases, and appropriate cultural information pertaining to how the Ojibwe language reflects traditional social norms and world views.

**Ansh 2101 Credits: 4**  
**Ojibwe Language III**  
Prerequisite(s): Ansh 1102  
This is the third course in the Ojibwe language sequence. This course is a continuation of improving student’s language acquisition skills by learning complex verb phrases, double vowel method writing, interpreting, phraseology, conversational abilities and how the language expresses ideas of world views. Students will develop language charts to be presented to elementary learners.

**Ansh 2102 Credits: 4**  
**Ojibwe Language IV**  
Prerequisite(s): Ansh 2101  
This is the final introductory course for beginner/intermediate level students continuing to learn the Ojibwe language. The course emphasizes vocalizing with increasing fluency, complex words and phrases, and recognizing dialectical differences.

**ANTHROPOLOGY**

**Anth 1102 Credits: 3**  
**Introduction to Cultural Anthropology**  
Prerequisite(s): Ability to read and write at a college level and to keep up with homework  
This course involves the study of other cultures, their technologies, economic systems, gender roles, marriage and kinship, social control, religious belief and ritual, and how cultures change. The course includes readings, videos, and lecture/discussion. This course meets MnTC areas 2, 5 and 8.

**ART**

**Art 1101 Credits: 3**  
**Art Appreciation**  
Prerequisite(s): None  
An art appreciation course that introduces the language, functions, forms and processes and purposes of visual art and explores the effect of visual art on our lives. This course meets MnTC areas 2 and 6.

**Art 1115 Credits: 3**  
**American Indian Art**  
Prerequisite(s): None  
Course will survey traditional and contemporary American Indian art from regions of North America in order to give students an understanding of the dynamics, history and spiritual significance as it relates to tribal art. This course meets MnTC areas 2, 6 and 7.
Art 1201 Credits: 3
Introduction to Art and Design
Prerequisite(s): None
An introductory studio course in which the elements and principles of visual art are explored using a variety of media and studio processes. This course meets MnTC areas 2 and 6.

Art 1202 Credits: 3
Drawing
Prerequisite(s): None
An introduction to drawing, its history, functions and purposes. Development of perceptual and technical drawing skills and an exploration of a variety of drawing approaches, processes and materials. This course meets MnTC areas 2 and 6.

Art 1203 Credits: 3
Painting
Prerequisite(s): None
An introduction to painting with opaque media; its history, functions and purposes. Exploration of the conceptual, technical and aesthetic aspects of painting. This course meets MnTC areas 2 and 6.

Art 1204 Credits: 3
Watercolor
Prerequisite(s): None
An introduction to the history, materials and processes of transparent watercolor and other aqueous media. This studio course explores the technical, conceptual and aesthetic aspects of painting with transparent media. This course meets MnTC areas 2 and 6.

Art 1205 Credits: 3
Ceramics
Prerequisite(s): None
An introduction to the historical, technical and aesthetic concepts of forming functional and expressive objects in clay using hand and wheel processes. This course meets MnTC areas 2 and 6.

**BIOLOGY**

Biol 1101 Credits: 4
Human Biology
Prerequisite(s): None
This course is an introduction to basic concepts of human biology for the non-science major. Topics will include the scientific method, structure and function of the human body, disease, interactions of humans with the environment, evolution, nutrition, and biodiversity. (3 hours lecture/2 hours lab per week) This course meets MnTC areas 2, 3 and 10.

Biol 1111 Credits: 3
Microbiology
Prerequisite(s): None
This course will introduce students to the study of microorganisms including bacteria, viruses, fungi, helminthes, and protozoa. Causes and prevention of human infectious diseases are discussed including the human immune system’s response to infectious diseases. Laboratory sessions teach sterile technique, microscope use, staining techniques, culturing bacteria, transformation, quantifying microbe growth, and performing differential tests to identify microorganisms. (3 hours lecture/2 hours lab per week)

**Biol 1131 Credits: 3**  
**Dendrology**  
Prerequisite(s): None  
Proper identification of all the vegetation in a forest setting provides the frame work for much of the future coursework in Natural Resources. This course covers the identification and classification of many of the trees and shrubs found throughout northern Minnesota and includes important eastern and western species. Students will learn to identify plants and plant assemblages as a path to understand native plant communities. The course includes a mix of classroom and field lecture, as well as field identification labs.

**Biol 1201 Credits: 4**  
**General Biology I**  
This course is an introduction to the principles of biology. Includes study of the scientific method, ecology, cell biology, photosynthesis, cellular respiration, protein synthesis, Mendelian and molecular genetics, recombinant DNA technology, and evolution. (3 hours lecture/2 hours lab per week) This course meets MnTC areas 2, 3 and 10.

**Biol 1202 Credits: 4**  
**General Biology II**  
Prerequisite(s): Biol 1201  
A continuation of Biology 1201. Includes study of genetics, evolution, classification of living things, microbes, fungi, the plant kingdom, and an introduction to animal anatomy and physiology. (3 hours lecture/2 hours lab per week) This course meets MnTC areas 2, 3 and 10.

**Biol 2101 Credits: 4**  
**Human Anatomy and Physiology I**  
Prerequisite(s): Biol 1201  
This course introduces the student to structure and physiology of the human body. It provides a basic understanding of cells, tissue, skin, bones, muscles, the nervous system, special senses, and the endocrine system. It explores how these systems work individually and how they work together to maintain life. (3 hours lecture/2 hours lab per week) This course meets MnTC areas 2 and 3.

**Biol 2102 Credits: 4**  
**Human Anatomy and Physiology II**  
Prerequisite(s): Biol 2101  
This course introduces the student to structure and physiology of the human body. It provides a basic understanding of the cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems. It explores how these systems work individually and how they work together to maintain life. (3 hours lecture/2 hours lab per week) This course meets MnTC areas 2 and 3.
Biol 2131 Credits: 4  
**Forest Ecology**  
Prerequisite(s): Biol 1201; or NSci 1131 and Biol 1131  
This course will provide students with an understanding of basic forest ecology concepts including:  
- Spatial and temporal ecosystem change.  
- Source and effect of genetic variation.  
- Regeneration, plant structure and growth in forest communities.  
- Climate and site variables (moisture, nutrients, heat, and light).  
- Land form and soil features affecting ecosystem function.  
- Succession principles and forest community change.  
- Biological diversity.  
The course lab work will concentrate on the correlation of terrestrial environmental variables with ecosystem function and forest community development. Students will present lab findings in written form and as an oral seminar.

**BUSINESS**

**Bus 1201 Credits: 3**  
**Introduction to Business**  
Prerequisite(s): None  
This course provides students with an overview of the business world. Studies the major components of a business and the interrelation of these components with environmental forces both local and global.

**Bus 1202 Credits: 3**  
**Principles of Management**  
Prerequisite(s): None  
This course is a study of the foundations, principles and functions of management. The course provides students with a theoretical and practical background of management. Emphasis is placed upon understanding the basic activities managers perform. An overview of managerial functions of planning, organizing, leading and control are examined.

**Bus 1208 Credits: 3**  
**Principles of Marketing**  
Prerequisite(s): None  
This course will examine how marketing plans are developed within a business environment. Students will learn the process of marketing research and how it is used to serve market segments. The basic components of marketing, product offerings, promotional pricing, and distributional strategies will be covered. Students will complete a marketing project.

**Bus 1215 Credits: 3**  
**Business Law**  
Prerequisite(s): None  
Introductory course in business law and our judicial system. Emphasizes basic elements and legal principles of contracts, sales, and negotiable instruments. The course is both academic and practical.
Bus 1226 Credits: 3
International Business
Prerequisite(s): None
Introduction to the fundamentals of international business and the dynamics of the global economy. Covers “real life” business issues from an international perspective through course material, guest lecturers and trips to organizations and businesses involved in international trade.

CHEMISTRY

Chem 1101 Credits: 4
Fundamentals of Chemistry I
Prerequisite(s): Beginning Algebra (Math 0091) or Elementary Algebra (Math 0092)
This class will serve as a survey course for nonmajors. The course covers the basic principles of inorganic and organic chemistry with an emphasis on the structure of the atom, elements and compounds, stoichiometry, and the mathematical relationships found in chemical problem solving. The survey part of the course deals with everyday topics such as air and water pollution, food additives, drugs, plastics, and the environment. A chemistry background is not required in order to take this course. (3 hours lecture/2 hours lab per week) This course meets MnTC areas 2, 3 and 10.

Chem 1200 Credits: 2
STEM Chemistry
Prerequisite(s): Math 0093 or Equivalent
This class will serve as a preparatory course for STEM majors that will proceed on to CHEM 1201. The course will cover the scientific method, and the basic principles of inorganic chemistry with an emphasis on the atomic structure, elements and compounds, solution chemistry, stoichiometry, and the mathematical relationships found in chemical problem solving. A chemistry background is not required in order to take this course.

Chem 1201 Credits: 4
General Chemistry I
Prerequisite(s): STEM Chem (CHEM 1200) or Fundamentals of Chemistry (CHEM 1101), or consent of instructor.
This is the first course in a two-semester sequence that examines the basic theories and principles of chemistry that are central to our understanding of the natural world. The emphasis of this class is on science and the scientific method, chemical structures, bonding and reactivity, and gases. Laboratory emphasizes the skills of observation, data collection, and report writing. Required for careers in engineering, the health and physical sciences. (3 hours lecture/2 hrs lab per week) This course meets MnTC areas 2 and 3.

Chem 1202 Credits: 4
General Chemistry II
Prerequisite(s): Chem 1201
This is the second course in a two-semester sequence that examines the basic theories and principles of chemistry that are central to our understanding of the natural world. The emphasis of this class is on intermolecular forces, kinetics, equilibria, acid-base chemistry, thermodynamics, nuclear, electrochemistry, and an introduction to organic and polymer chemistry. Laboratory emphasizes the theory of qualitative analysis, and solution chemistry. Required for most careers in the engineering, health, and physical
Chem 2201 Credits: 5
Organic Chemistry I
Prerequisite(s): Chem 1202
This course is an introduction to the study of chemical compounds that contain carbon. The emphasis of this course is on naming, drawing structures, the properties and reactions of organic chemicals, how they are prepared and purified in the laboratory, and why they are so important in our lives. Laboratory exercises introduce and develop the techniques used in chemical purification, synthesis, and identification. Organic chemistry is required for chemistry, pharmacy, and pre-medical majors and recommended for all science majors. (4 hours lecture/3 hours lab per week)

Chem 2202 Credits: 5
Organic Chemistry II
Prerequisite(s): Chem 2201
Organic Chemistry II is a continuation of the study of carbon compounds. The emphasis of this course is on the properties, reactions, and syntheses of a variety of organic compounds. Laboratory exercises will focus on more advanced synthesis and purification techniques and on the identification of unknown chemicals. This course is required for chemistry, pharmacy, and pre-medical majors and recommended for all science majors. (3 hours lecture/4 hours of lab per week)

COMPUTER SCIENCE

CSci 1000 Credits: 1
Beginning Computing
Prerequisite(s): None
This course provides students with a basic introduction to the use of a personal computer. The course emphasizes the use of Windows, file structure and management, introductory word processing, email, and basic research on the Internet. The course is appropriate for students who have little or no computer experience and will help those students develop skills and confidence to succeed in other computer courses. Additional lab time is required.

CSci 1005 Credits: 1
Computer Skills
Prerequisite(s): None
This course will explore the basic functions and capabilities word processing, spreadsheet, presentation software and file management in order to start process operations students down the path of technological comfort and capability.

CSci 1010 Credits: 2
College Computing
Prerequisite(s): CSci 1000 (Beginning Computing) or equivalent as determined by placement
This course provides an introduction to computer applications and concepts. Topics include the Windows operating system, file management, hardware components, data acquisition using the Internet, and ethical and social issues regarding computers. Students will gain experience in the proper use of a software suite, including applications
such as word processing, spreadsheets, databases, and presentations. It is recommended that students take this course prior to taking other computer courses. Additional lab time is required.

**CSci 1120 Credits: 3**
**Introduction to Computers**
Prerequisite(s): Keyboarding skills also recommended
Introductory course in the use of microcomputers. Includes operating systems, file management, anatomy of a computer system, terminology, and ethical and social issues regarding computers. Hands-on use of an integrated software package and training in applications such as word processing, spreadsheets, databases, presentation software, e-mail, and Internet. Students should take this course prior to other computer courses. Additional lab time required.

**CSci 1140 Credits: 3**
**Business Computers**
Prerequisite(s): Intermediate Algebra or concurrent enrollment. Keyboarding skills recommended
Introductory course in Business Computers. Course topics include anatomy of a computer system, computer terminology, file management, and ethical and social issues regarding computers. Course work includes hands-on use of integrated software packages and training in using word processing, spreadsheets, databases, presentation software, e-mail, and the Internet to solve business problems while following professional design standards. Additional lab time required.

**CSci 1205 Credits: 3**
**C++ Programming**
Prerequisite(s): Grade of C- or better in Math 0093 Intermediate Algebra or Math 0199 STEM Math, concurrent enrollment, or consent of instructor. Keyboarding skills also recommended
This course provides an introduction to problem solving and program development using object oriented design, structured programming techniques and the C++ programming language. Students will design, construct and test programs with primarily scientific and mathematical applications. Additional C++ lab time/study time outside of in-class hours will be required.

**COOPERATIVE EDUCATION**

**CoOp 1001 Credits: 1–8**
**Cooperative Education**
Prerequisite(s): Consent of the instructor
This course is a combination of work experience and related classroom instruction. Students spend part of their college experience in supervised, on-the-job training assignments related to their field of academic study and career interests.

**EARLY CHILDHOOD EDUCATION**

**ECED 1106 Credits: 1–3**
**Early Childhood Practicum**
Prerequisite(s): None
Students participate in a licensed childcare setting during the semester for 40-120 hours
depending on number of credits. *Must be enrolled in the CDA or A.S. in Early Childhood program.

ECED 1202 Credits: 3
Children's Development and Learning
Prerequisite(s): None
This course covers the developmental stages of children, prenatal through age eight. It is designed to help students understand the whole child by being aware of social, emotional, motor and intellectual stages of growth and development.

ECED 1205 Credits: 3
Relations and Management in Early Childhood
Prerequisite(s): None
This course emphasizes planning and conducting age appropriate activities and the development of effective teacher role techniques. Emphasis is placed on positive guidance strategies and anti-bias techniques.

ECED 1206 Credits: 3
Parent and Professional Relations
Prerequisite(s): None
This course covers the relationship between the caregiver, families and co-workers and it explores the use of strategies to establish these relationships. Develops effective teacher role techniques that can be used when working with young children and families and encourages parent involvement.

ECED 1207 Credits: 3
Children's Health, Safety and Nutrition
Prerequisite(s): None
This course will address issues of health, safety, and nutrition for children. Emphasis will be placed on planning a healthy, safe, and supportive learning environment.

ECED 1208 Credits: 1
CDA Observation and Advising
Prerequisite(s): Consent of instructor
This course covers instructor advising and observation for students who want to complete the professional infant/toddler or preschool packet for the National Child Development Certificate.

ECED 2130 Credits: 4
Infants and Toddler Learning/Development
Prerequisite(s): None
This course examines the development of Infants and Toddlers and prepares caregivers for the important role of working with infants and toddlers in a stimulating learning environment. 15 hour field experience is required.

ECED 2132 Credits: 3
Special Needs in Early Childhood
Prerequisite(s): Psyc 1202
This course examines the development of children with special needs and prepares caregivers to integrate children with special needs into child development settings. The
course includes discussion of important aspects of education for young children in special education and inclusive settings and facilitates student development of educational philosophy.

ECONOMICS

Econ 1101 Credits: 3
Introduction to Economics
Prerequisite(s): None
An introductory course in the field of economics. Differing economic systems will be contrasted. Basic concepts such as the determinants of supply and demand, elasticity, marginal reasoning, markets and market failures will be studied. Measures of aggregate performance and aggregate supply and demand will be studied. Economic policy including fiscal and monetary policy, and money and the banking industry and economic growth will be discussed.
This course meets MnTC areas 2, 5 and 8.

Econ 2101 Credits: 3
Macroeconomics
Prerequisite(s): Econ 1101 or consent of instructor
Fundamental economic concepts: Differing economic systems will be contrasted. The use of demand and supply analysis will be studied. Determination of national income will be identified. Fiscal and monetary policy will be explained. Business fluctuations, unemployment, inflation, structural stagnation, money and the banking industry, and economic growth will be analyzed so that current issues and policies can be examined.
This course meets MnTC areas 2, 5 and 8.

Econ 2102 Credits: 3
Microeconomics
Prerequisite(s): Econ 1101 or consent of instructor
Fundamental economic concepts: Elements of price theory, applying principles of supply and demand reasoning to market analysis, market structure including costs and output, types of competition, and government intervention, productive factors, the environment, and interest group effect on economic decisions will be discussed. This course meets MnTC areas 2, 5 and 8.

Econ 2104 Credits: 3
Introduction to Global Economics
Prerequisite(s): Econ 1101 or consent of the instructor
This course is an introduction to the fundamentals of International Economics and the dynamics of the global economy. Global Economics will introduce students to foreign trade, balance of trade, balance of payments, and protectionist measures and their impact on domestic economies. This course meets MnTC areas 2, 5 and 8.

EDUCATION

EDUC 1101 Credits: 2
Introduction to Teaching
Prerequisite(s): None
Introduction to Teaching is the first course for students in the Class Act Program. Students will discuss current education topics and develop a learning community.
Students will go on group field trips to observe classrooms and prepare for their independent field experience that begins in Class Act Seminar II.

**EDUC 1102 Credits: 1**  
Class Act Seminar II  
Prerequisite(s): Educ 1101  
Class Act Seminar II is the second of four seminar classes for students in the Class Act program. Students will develop an efolio, discuss educational issues and develop a learning community. Seminar brings together their Experiential Lab experience with their current knowledge in their other classes at ICC.

**EDUC 1103 Credits: 1**  
Class Act Seminar III  
Prerequisite(s): Educ 1102  
Class Act Seminar III is the third of four seminar classes for students in the Class Act program. Students will continue to develop their efolio, discuss educational issues and develop a learning community. Seminar brings together their Experiential Lab experience with their current knowledge in their other classes at ICC.

**EDUC 1104 Credits: 1**  
Class Act Seminar IV  
Prerequisite(s): Educ 1103  
Class Act Seminar IV is the fourth and last seminar class for students in the Class Act program. Students will continue to develop their efolio, discuss educational issues and develop a learning community. Seminar brings together their Experiential Lab experience with their current knowledge in their other classes at ICC.

**EDUC 2100 Credits: 3**  
Introduction to the Foundations of Education  
Prerequisite(s): Psyc 1202, ECED 1205, 1206, 1207  
This course covers the foundations of education that addresses the historical, social, and political foundations of education in the United States. Students will examine the roles, functions, and responsibilities of elementary and secondary classroom teachers.

**EDUC 2210 Credits: 3**  
Human Relations  
Prerequisite(s): None  
In this course students will explore their own beliefs, assumptions and self-concept as they examine how various racial, cultural, and economic groups contribute to our society. They will understand how to use diversity sensitive behaviors in the classroom and how social justice is related to education. Students will demonstrate how to create a learning environment that creates positive interpersonal relationships.

**EDUC 2670 Credits: 3**  
Foundations of Early Childhood Education  
Prerequisite(s): Psyc 1202, ECED 1205, 1206, 1207  
Students will gain understanding about philosophical, historical, pedagogical, societal, and institutional foundations of infant/toddler, preprimary, and primary grade education. Attention is given to efforts of modern programs to adapt instruction to developmental
levels and experience backgrounds of young children and to work in partnership with parents.

ENGINEERING

Engr 1115 Credits: 3
Digital Logic
Prerequisite(s): None
This course provides an introduction to the fundamentals of digital circuit design. Topics include logic gates, Boolean algebra, Karnaugh maps, mathematical operations, flip-flops, and counters. Topics are explored through classroom and laboratory exercises. The course is intended for electrical engineering majors.

Engr 1220 Credits: 3
Introduction to Engineering
Prerequisite(s): None
This course helps students gain an understanding of the profession of engineering, the pathway to obtaining an engineering education, and being members of a learning community involving faculty, staff and fellow students. Multiple hands-on projects, as well as motivational discussions and professional techniques are incorporated to meet these goals. Knowledge gained will be applied by students to improve their performance in their education and in determining their career choice.

Engr 1231 Credits: 1-3
Engineering Design I
Prerequisite(s): None
This course helps students gain insight to the vast set of personal, interpersonal, and professional topics required for success in their education and their profession through a series of seminars and projects. This course will enhance their understanding of the engineering design process as members of a team.

Engr 1232 Credits: 2
Engineering Design II
Prerequisite(s): Engr 1220
This course helps students gain insight to the vast set of personal, interpersonal, and professional topics required for success in their education and their profession through a series of seminars. This course will also continue student development in the engineering design process as members of a team. Students will continue the use of graphical communication by learning and utilizing assemblies, assembly drawings, and 2D models.

Engr 2001 Credits: 3
Fundamentals of Solids Modeling
Prerequisite(s): Math 1120 or consent of the instructor
This course introduces the fundamentals of graphical communication for design and manufacturing with modern solids modeling software. Topics include basic 3D geometry construction, drawings, assemblies, parametric modeling, and geometric dimensioning and tolerancing.
Engr 2101 Credits: 3
Statics
Prerequisite(s): Physics 1201
This course focuses on statics of particles, equivalent systems of forces, rigid bodies, equilibrium of rigid bodies, centroids and centers of gravity, analysis of structures and friction. This is the first course in the mechanics sequence and includes open-ended design.

Engr 2102 Credits: 3
Dynamics
Prerequisite(s): Engr 2101
This course focuses on the application of the principles of particle motion, conservation principles, dynamics of particle systems and plane rigid bodies and technical applications. This course is intended for engineering majors and includes open-ended design.

Engr 2103 Credits: 3
Mechanics of Materials
Prerequisite(s): Engr 2101
This course focuses on the application of the principles of the mechanics of deformable bodies including the underlying concepts of stress and strain. The course further examines the relationships among loads on deformable bodies, the stresses and strains within those bodies and the deformations and stability of those bodies. This course is intended for engineering majors and includes open-ended design.

Engr 2104 Credits: 3
Fluid Mechanics
Prerequisite(s): Engr 2101
This course covers fluid properties, fluid statics and dynamics, transport theory and analogies, conservation of mass, energy and momentum, dimensional analysis, boundary layer concepts, conduit flow, compressible fluid flow and open-channel flow. This course is intended for engineering majors and includes open-ended design.

Engr 2105 Credits: 3
Thermodynamics
Prerequisite(s): Physics 1201
This course covers basic thermal energy relationships, processes and cycles, the First and Second Laws of Thermodynamics, entropy and availability. This course is intended for engineering majors and includes open-ended design.

Engr 2106 Credits: 3
Circuits I
Prerequisite(s): C- or better in Physics II (Phys 1202) & Calculus I (Math 1122)
This is the first course in electrical circuits for engineering majors. The foundations of electrical engineering are introduced. These concepts are used in developing the fundamentals of energy conversions, electronics and circuit theory. Lab work introduces methods of experimental circuit analysis and proper use of electrical laboratory equipment.
Engr 2107 Credits: 4  
Circuits II  
Prerequisite(s): Engr 2106  
This course examines linear electric circuits in steady-state and transient conditions, single and polyphase systems, transformers, filter design wave analysis and digital circuits. This course is intended for electrical and some mechanical engineering majors. Lab work focuses on experimental circuit analysis and proper use of lab equipment.

Engr 2108 Credits: 3  
Introduction to Materials Science  
Prerequisite(s): CHEM 1201  
Introduction to the theory of the microscopic structure of matter and association to macroscopic properties as they relate to the properties and processing of engineering materials; metals, plastics, ceramics, and composites.

Engr 2233 Credits: 2  
Engineering Design III  
Prerequisite(s): Engr 1232  
This course helps students gain insight into the vast set of personal, interpersonal, and professional topics required for success in their education and their profession through a series of seminars. Course III focuses on aspects of personal wellness as related to being a professional and on CPR training. This course will also continue student's development in the engineering design process as a member of a team, including working on project management skills. Students will also continue to develop their graphical communication skills.

Engr 2224 Credits: 2  
Engineering Design IV  
Prerequisite(s): Engr 2233  
This course helps students gain insight to the vast set of personal, interpersonal, ethical, and professional topics required for success in their education and their profession through a series of seminars. This course will also continue their development in the engineering design process, as members of a team, and in manufacturing techniques.

ENGINEERING TECHNOLOGY

ENGT 1105 Credits: 1  
Intro to Industrial Safety  
Prerequisite(s): None  
Process operators need to be able to prevent and be ready to properly respond to this circumstance. This course teaches students the basics of safety, industrial hygiene, fire protection and prevention as it pertains to an industrial environment.

ENGT 1108 Credits: 1  
Welding  
Prerequisite(s): None  
This course will introduce students to industrial welding and cutting processes and the related safety practices. Students will become familiar with welding principles/standards, equipment, terminology, techniques, ANSI/AWS Z49.1 safety standards, electrical principles, and filler metal types and application.
ENGT 1109 Credits: 1
Basic Fabrication
Prerequisite(s): None
This course teaches students the proper use of hand and power tool safety, hand and power tool operation/use and basic fabrication techniques. These skills will be needed in the project based learning environment of the process operations program as well as in the process operations industry. Each student will perform exercises to bring him or her to a level of competency acceptable to the trade.

ENGT 1220 Credits: 5
Technical I
Prerequisite(s): Pre-Program Requirements
This course introduces students to the components and equipment of the process operations industry such as pumps, valves, heat exchangers, fans and blowers. This course also focuses on applied industrial mathematics and will cover introductory algebra, geometry, and trigonometry. It is the first in a series of courses on technical knowledge and focuses on small industrial equipment.

ENGT 1230 Credits: 2
Professional I
Prerequisite(s): Pre-Program Requirements
Within this course, students will gain an appreciation for workplace ethical and civic expectations and demonstrate interpersonal skills required to succeed in a modern diverse work environment. It is the first in a series of courses on the professional expectations of the industry and the responsibilities of process operators.

ENGT 1240 Credits: 2
Processes I
Prerequisite(s): Pre-Program Requirements
Industry operates within a multitude of processes and procedures. Students will gain and demonstrate many processes and procedures such as safety management, OSHA, lockout/tagout, fall protection and confined space. They will also acquire knowledge to demonstrate their capability to draft, test, and revise an industrial process/procedure. The goal of this course is to instill student confidence in a multitude of these industrial techniques. It is the first in a series of courses on processes and focuses on writing and interpreting safety processes and procedures.

ENGT 1320 Credits: 5
Technical II
Prerequisite(s): ENGT 1220
This course continues to explore the components and equipment of the process operations industry such as boilers, AC/DC motors and generators. Students will also be able to identify and explain the operation of basic instruments used in a variety of industrial processes such as temperature, pressure and flow. Students will also learn how to read and accurately interpret a standard drawing related to industry. It is the second in a series of courses on technical knowledge and focuses on larger industrial equipment.

ENGT 1330 Credits: 2
Professional II
Prerequisite(s): ENGT 1230
The students will work in a team environment to plan and execute a capstone project demonstrating the tenets of effective teamwork and project management. It is the second in a series of courses on professionalism and focuses on professionalism, teamwork and technological resourcefulness.

**ENGT 1340** Credits: 3  
Processes II  
Prerequisite(s): ENGT 1240  
This course will continue to build student confidence in a multitude of processes found throughout industry. Students will gain a basic understanding of a provided simulation software package to include interpreting a virtual graphical schematic and virtual control of simple process units. They will demonstrate a variety of normal/abnormal simulated industrial situations and will learn how to complete proper industrial reporting processes. It is the second in a series of courses on processes and focuses on technological resourcefulness.

**ENGT 2220** Credits: 5  
Technical III  
Prerequisite(s): ENGT 1320  
This course continues to explore the components and equipment of the process operations industry. It is the third in a series of courses on technical knowledge and focuses on advanced industrial equipment including various hand held testing equipment and digital control system equipment. Students will also design and align an advanced control loop.

**ENGT 2230** Credits: 2  
Professional III  
Prerequisite(s): ENGT 1330  
Students will learn and apply fundamentals of industrial root cause failure analysis utilizing the defined capstone project from Process Operations Professional II and other sources as case studies. Students will gain an insight to the personal, interpersonal, ethical, and professional skills required to perform RCFA’s successfully in the industrial process industry. It is the third in a series of courses on professionalism and focuses on personal and group dynamics.

**ENGT 2240** Credits: 4  
Processes III  
Prerequisite(s): Pre-Program Requirements  
This course will continue to build student confidence in a multitude of processes found throughout industry. Students will demonstrate an understanding of complex industrial processes involving, thermal power boilers, turbine generators, ethanol production, paper production, refining production, mining and more. Students will also demonstrate the proper utilization of a provided simulation software package that models virtual industry. It is the third in a series of courses on processes and focuses on system responses to normal and abnormal operating conditions.

**ENGT 2320** Credits: 5  
Technical IV  
Prerequisite(s): Pre-Program Requirements  
Students will utilize their knowledge of the operational and maintenance issues associated with industry partners to propose and evaluate possible solutions and analyze
the feasibility of the proposed capstone project. Students will utilize multiple industrial forms of communication and documentation to research, design and propose their capstone project. It is the last in a series of courses on technical knowledge and focuses on industrial partnership projects.

**ENGT 1220 Credits: 4**  
**Professional IV**  
Prerequisite(s): Pre-Program Requirements  
Students will demonstrate their professional, communication and teamwork skills to research, develop and submit in report and presentation form possible solutions developed in the capstone project to the industrial partner. Students will utilize multiple industrial forms of communication and documentation to research, design and propose their capstone project. It is the last in a series of courses on professionalism and focuses on an industrial partnership project.

**ENGLISH**

**Engl 0091 Credits: 4**  
**Fundamentals of Written English**  
Prerequisite(s): None  
This course involves reviewing basic writing skills: three sentence types, idea generation, and organization. Students will write paragraphs while learning the writing process and use paragraphs to build an essay. Students must earn a C or better to move on to English 1101.

**Engl 1090 Credits: 3**  
**Professional Tech Writing**  
Prerequisite(s): College-ready placement  
This course prepares students to write effectively in the professional technical workplace. Students will learn to produce effective technical documents like those they will write and/or use in their future workplaces, including instructions and procedures, short reports, emails, proposals, formal reports, resumes, and letters.

**Engl 1101 Credits: 4**  
**Composition I**  
Prerequisite(s): Appropriate score on placement test or Engl 0091 or equivalent course  
This course teaches students to write college-level essays, with a focus on analytical academic writing. Students learn to focus and organize essays, make an argument in response to readings, effectively revise, and carefully edit and proofread. They will become comfortable responding to other people’s ideas and incorporating research in their writing while avoiding plagiarism. This course meets MnTC areas for 1 and 2.

**Engl 1105 Credits: 3**  
**Technical Research Writing**  
Prerequisite(s): Engl 1101 or equivalent  
This course involves reporting information, including memos, resumes, various types of letters, instructions, procedures, reports, proposals, meeting agendas and minutes. Students learn how to conduct, integrate, and cite research in a proposal that addresses a problem or issue. Students learn how to read academic articles. They will demonstrate the ability to assess audience and purpose and then write in the appropriate format. This course meets MnTC areas 1 and 2.
Engl 1109 Credits: 3
Writing about Literature
Prerequisite(s): Engl 1101 or equivalent
This course involves reading, analyzing, and writing about fiction, drama, and poetry. Students apply close reading, analytical, and research skills in the writing of critical essays about literature. This course meets MnTC areas 1 and 2.

Engl 1113 Credits: 3
Composition II
Prerequisite(s): Engl 1101 or equivalent
This course involves discovering and developing an argument for a research paper. Students learn how to conduct research in support of and counter reasonable objections to their argument. Students learn how to locate and evaluate sources as well as how to integrate, document, and cite sources. They will be able to demonstrate the ability to use the writing process to produce academic essays. This course meets MnTC areas 1 and 2.

Engl 2100 Credits: 3
Introduction to Literature
Prerequisite(s): Engl 1101 or concurrent
This course involves defining and investigating the genres of literature: fiction, poetry, and drama. Students learn approaches to analysis and interpretation of literature. Partially fulfills MNTC requirements for Humanities and Global Perspective. This course meets MnTC areas 2, 6 and 8.

Engl 2102 Credits: 3
Survey of American Literature II
Prerequisite(s): Engl 1101 or concurrent
This course involves reading, discussing, and writing about American literature from 1890 to the present. Partially fulfills MNTC requirements for Humanities and Human Diversity. This course meets MnTC areas 2, 6 and 7.

Engl 2106 Credits: 3
Creative Writing
Prerequisite(s): Engl 1101 or concurrent
This course introduces students to the craft of writing fiction, poetry, and/or creative nonfiction. Students critically read literature, studying the craft of each genre. Students practice applying these elements in their original fiction, poetry, and/or creative nonfiction in workshop format. This course meets MnTC areas 2 and 6.

Engl 2110 Credits: 3
Masterpieces of World Literature
Prerequisite(s): Engl 1101 or concurrent
This course involves reading, discussing, and writing about selected masterpieces of world literature from a variety of time periods and cultures. Partially fulfills MNTC requirements for Humanities and Global Perspective. This course meets MnTC areas 2, 6 and 8.
Engl 2133 Credits: 3
Introduction to Poetry
Prerequisite(s): Engl 1101 or concurrent
This course introduces students to the craft of poetry. They will learn approaches to analysis and interpretation of poetry. Through reading, analyzing, and writing about poetry, students will examine the different structures of poetry and its expression of individual and human values within multiple cultural and social global contexts. This course meets MnTC areas 2, 6 and 8.

Engl 2134 Credits: 3
Introduction to Short Story
Prerequisite(s): Engl 1101 or concurrent
This course introduces students to the craft of short fiction. They will learn approaches to analysis and interpretation of short fiction. Through reading, analyzing, and writing about short fiction, students will examine the structure of the short story and its expression of individual and human values within multiple cultural and social global contexts. This course meets MnTC areas 2, 6 and 8.

Engl 2135 Credits: 3
American Indian Literature
Prerequisite(s): Engl 1101 strongly recommended
This course involves reading modern American Indian literature with an emphasis on elements and context unique to the Indian experience. Partially fulfills MnTC requirements for Humanities and Human Diversity. This course meets MnTC areas 2, 6 and 7.

Engl 2136 Credits: 3
Mythology
Prerequisite(s): Engl 1101 strongly recommended
This course involves the comparison and contrast of myths from various cultures with an emphasis on Greek mythology. This course meets MnTC areas 2, 6 and 8.

Engl 2137 Credits: 3
Women Writers on Women
Prerequisite(s): Engl 1101 strongly recommended
This course involves reading, analyzing, and writing about selected women’s writings from diverse cultures. Partially fulfills MNTC requirements for Humanities and Global Perspective. This course meets MnTC areas 2, 6 and 8.

Engl 2138 Credits: 3
Literature and the Environment
Prerequisite(s): Engl 1101 or equivalent
This course introduces students to a range of American writers—essayists, poets, memoirists, scientists, environmental activists—who all explore the relationship of human beings to the natural world. Through readings, class discussion, and other activities, students will examine the concept and value of wilderness, different value systems relating to the natural world, transformational writings that led to the conservation and environmental movements, and different ideas about how to live in and with the natural world. This course meets MnTC areas 2, 6 and 10.
FORESTRY

ForT 1108 Credits: 1
Introduction to Waters
Prerequisite(s): None
This course is an introduction to the ecological systems which influence lakes, streams, wetlands and the riparian transition areas. This class will include both classroom and field lectures coupled with field exercises designed to investigate the elements and interactions of our aquatic and terrestrial resources.

ForT 1201 Credits: 2
Introduction to Natural Resources
Prerequisite(s): None
General introduction to the natural resource field. Covers forest policy and history, today’s forests, fire, careers, wildlife hydrology, land descriptions, and surveying, forest products and measurements, silviculture and forest management.

ForT 1202 Credits: 1
Natural Resource Careers
Prerequisite(s): Successful completion of freshman ForT courses within a student’s program emphasis.
This course will emphasize a variety of job search skills. Resume writing, cover letters and interview skills will be developed through classroom exercise and assignments. Speakers will discuss career opportunities, and desirable skills for workers will be presented. The course will present students with practical knowledge of effectively planning work needs and time management for meeting daily work goals. Additionally, the course will help students to identify personal goals and understand basic career paths and methods to advance themselves in a desired natural resource field. Students will also be asked to examine a land stewardship ethic that involves care of a wide spectrum of natural resources. A land manager’s role in meeting the interests of a diverse public is discussed.

ForT 1205 Credits: 2
Forestry Math
Prerequisite(s): Accuplacer Test 2 (Elementary Algebra) score of 41 or over, or placement in Elementary Algebra
This course will provide students with an understanding of applied trigonometry, algebra, and statistics. The course utilizes common natural resource examples to demonstrate trigonometry in surveying applications. The course also utilizes algebra to solve formulas in scaling and forest volume calculations. The course also utilizes cruising and inventory example to provide a background in sampling and statistics.

ForT 1206 Credits: 2
Forest Protection
Prerequisite(s): None
Causes, effects, prevention and suppression of forest fires. Includes fire weather, fire planning and controlled use of fire in the forest as well as principles of forest entomology and pathology. Also covers identification, life cycles, host damage, and control methods of important insect and disease groups.
ForT 1208 Credits: 2
Introduction to Water and Soil Resources
Prerequisite(s): None
An introduction to the biology and chemistry of streams and lakes and the interactions between these resources. This course will provide students with an understanding of soil physical resources as they pertain to natural resource management. Includes both classroom and field lecture/exercises.

ForT 1301 Credits: 3
Wildland Fire Training (S110, S130, S190, L180, ICS100& IS700)
Prerequisite(s): None
This course is made up of three National Wildfire Coordinating Group (NWCG) training courses, S 130 – Firefighter Training, S 190 – Introduction to Wildland Fire Behavior and L 180 - Human Factors on the Fireline, which are required of all personnel to be certified as firefighters. S 110 – Wildland Fire Orientation is also covered in this course. Students are trained in basic firefighting skills, techniques and safety; management systems, fire behavior and physical training for firefighters. Also included as online homework will be Federal Emergency Management Agency (FEMA) ICS 100 – Introduction to the Incident Command System and IS700 – National Incident Management System, which are required for all NIMS responders.

ForT 1302 Credits: 1
Fire Safety
Prerequisite(s): None
A required safety course for all wildland firefighters. Includes two National Wildland Coordinating Group (NWCG) courses; S-133-Look up, Look Down, Look Around; and L-180 Human Factors in the Wildland Fire Service.

ForT 1310 Credits: 2
Portable Pumps and Water (includes S-211)
Prerequisite(s): ForT 1301 or ForT 1398
This is National Wildland Fire Coordinating Group (NWCG) course S211. The course gives students the knowledge and skills to design, setup, operate, troubleshoot and shut down portable water delivery systems.

ForT 1312 Credits: 2
Fire Behavior and Effects
Prerequisite(s): None
This course will give students a basic understanding of how fires start and behave and how they affect the physical, chemical and biological aspects of the environment.

ForT 1314 Credits: 3
Prescribed Burning
Prerequisite(s): ForT 1301 or ForT 1398 and a Red Card
This course gives students the knowledge and experience to work on a prescribed burn crew; using controlled applications of fire to accomplish land management objectives.

ForT 1315 Credits: 1
Compass and Mapping
Prerequisite(s): None
This course will provide students with a basic understanding of map interpretation and compass use. The course includes the rectangular land survey system. It also introduces GPS field exercises.

**ForT 1320 Credits: 3**  
**Wildland Fire Internship**  
Prerequisite(s): Core GPA of 2.0 or more after the completion of the freshman year with certificates in all NWCG classes  
The internship provides students with 135 hours of on-the-job experience in Natural Resources. With input from the internship coordinator, the site supervisor organizes a schedule for the student, which allows a variety of tasks to be performed. Upon completion, the student will have had the opportunity to apply the knowledge learned in the program & to gain a perspective of the various aspects of Fire Management.

**ForT 1398 Credits: 2**  
**Wildland Fire Training**  
Prerequisite(s): None  
This course consists of three National Wildfire Coordinating Group (NWCG) courses; S130 – Firefighter Training, S190 – Introduction to Wildland Fire Behavior and I-100 – Incident Command System Orientation.

**ForT 1399 Credits: 1**  
**Field Exercises in Wildland Fire**  
Prerequisite(s): None  
Students at ICC can be certified as wildland firefighters by taking ForT 1301 (3 credits) or ForT 1399 (2 credits). Both are NWCG courses S130/S190/I100. ForT 1301 goes beyond the national requirements by adding material and field experiences in maps and compass use, GPS navigation, pump and water use and safety. ForT 1399 allows the students that have completed ForT1398 and need 3 credits to meet diploma or degree requirements an opportunity to gain more experience and knowledge in the field of wildland fire.

**ForT 1402 Credits: 3**  
**Arboriculture**  
Prerequisite(s): None  
Arboriculture will introduce the student to the science and practice of arboriculture. A combination of lecture and hands on field exercises will be used. Topics will include tree biology, pruning techniques, hazard / danger tree identification, tree nutrition and fertilization, plant selection, installation and establishment, safe work practices, and plant protection during construction. Upon completion of the course, the student will have the base knowledge to combine with previous field experience to take the International Society of Arboriculture Certified Arborist exam.

**ForT 1510 Credits: 3**  
**Air Operations (S270)**  
Prerequisite(s): None  
This course covers interagency aviation firefighting operations, aircraft types and capabilities, aviation management and safety for flying in and working with firefighting aircraft, tactical and logistical uses of aircraft and basic aviation policy. The Interagency Aviation Training (IAT) program is also introduced and explored. Field visits to the Minnesota Interagency Fire Center Aviation Desk, an Interagency Tankerbase, and a MN
DNR Helibase will link the classroom learning with on-the-ground knowledge and familiarization.

**ForT 1602 Credits: 3**  
**Forest Inventory**  
Prerequisite(s): Completion of, or concurrent with Dendrology (Biol 1131) and Forest Math (ForT 1205)  
This course is designed to provide an understanding of forest vegetation, its volume, growth, quality, and site conditions. Use of instruments and inventory techniques will be emphasized. Calculations and summary of data using elementary statistics is an integral part of this course. Students will gain an understanding of sampling a population and the interpretation of the results. Development of a stand level inventory will provide students with the ability to estimate forest volume and interpret the results to understand the basics of forest growth.

**Fort 2016 Credits: 3**  
**Principles of Silviculture**  
Prerequisite(s): Dendrology (Biol 1131), Forest Inventory (ForT 1602), Forest Ecology (Biol 2131)  
This course will provide students with an understanding of silvicultural principles as they apply to management of forests in North America. Students will be exposed to silvicultural practices including regeneration and stand establishment, intermediate treatments, and single-, double-, and multi-cohort management systems. The course utilizes labs to demonstrate basic principles in density, stocking, silvicultural characteristics of select species, hardwood management, stand examination, and nursery and greenhouse seedling production techniques. Extensive lab work and field assignments allow students the opportunity to gain observational experience and relate principles discussed in the lecture.

**Fort 2050 Credits: 1**  
**Fireline Supervision (S131 & S133)**  
Prerequisite(s): ForT 1301 and ForT 1320 or equivalent as per instructor.  
This is National Wildland Fire Coordinating Group (NWCG) Course S 131 and S 133. In this course students will learn to use fireline reference tools and materials to facilitate the communication and decision making process. Students will plan operational strategies and tactics, conduct operational briefings, and manage mock wildfires and all hazard incidents. Incorporating and maintaining open lines of communication with supervisors, as well as subordinates, as experienced in the tactical decision making exercises of this course.

**ForT 2101 Credits: 4**  
**Silviculture**  
Prerequisite(s): Biol 1131 and Fort 2102  
The study of forestland management techniques in different ecological communities and age classes. Cultural and cutting practices discussed. Includes field sessions in thinning, pruning, forest health, even age management, uneven age northern hardwood management, tree planting, and nursery management.

**ForT 2105 Credits: 2**  
**Forest Products**
Prerequisite(s): Biol 1131 and Fort 2102
The course will help students to develop an understanding of major forest products. Students will be presented with an overview of the constituent elements of wood. Discussions will center around the impact of forest management practices on specific wood properties and how these properties ultimately affect the use of wood as a raw material. The use of woody materials for a variety of products, including a focus on pulp and paper, woody biomass, lumber and solid wood products, composite wood products, and extractives and new and emerging types of products are covered. An understanding of species characteristics and raw material specifications will be developed.

ForT 2107 Credits: 3
Forest Management and Planning
Prerequisite(s): Forest Inventory (Fort 1602), Principles of GIS (Geog 1204), Forest Protection (ForT1206) and concurrent with or completion of Principles of Silviculture (ForT 2016) and Business Practices for NatRes Managers (ForT 2112)

Forest Management and Planning will provide an overview of forest logging systems in Northern Minnesota. Through lab work, students will demonstrate a basic understanding of the use of forestry hand tools, including chainsaw use, and equipment safety. This class will concentrate on harvesting methods, prescriptive harvest planning, timber sale set-up and design, forest certification, road construction, and considerations and application of Best Management Practices. An overview of timber sale contract development and administration will be presented and a final project will include development of a forest wide management plan, and harvest contract on a portion of forest identified in the planning process. This class will serve as a capstone course, requiring students to incorporate principles learned in dendrology, ecology, forest inventory, wildlife management, forest protection, recreation, business and GIS into their management plan for the forest.

ForT 2109 Credits: 3
Logging/S212 (Wildfire Power Saws)
Prerequisite(s): Completion of first semester forestry classes and ForT 1301 or ForT 1398
Logging/S212 will provide an overview of forest logging systems in Northern Minnesota. Through lab work, students will demonstrate a basic understanding of the use of forestry hand tools, including chainsaw use, and equipment safety. This class will provide background on harvesting methods, prescriptive harvest planning, timber sale set-up and design, forest certification, road construction, and considerations and application of Best Management Practices. An overview of timber sale contract development and administration will be presented. Students will understand the process for development of a timber harvest plan on a tract of forested land.

ForT 2112 Credits: 1
Business Applications for Natural Resource Managers
Prerequisite(s): None
This course is designed to give you a better understanding of the role economics plays in the management of natural resources. The course will help you to understand and apply economic decision making techniques in the management of natural resources. Students will develop an economic background of terms and analysis tools. Then they will create a forest management project on a spreadsheet. They then will apply the economic decision
making techniques they have learned to make sound decisions on their forest management spreadsheet project.

**ForT 2121 Credits: 2**
**Ecosystem Management**
Prerequisite(s): Biol 2131 and ForT 2101; or NSci 1131
This class integrates forest management & biodiversity concepts at the stand and landscape levels. The importance of economic and social concerns on the forest resource is emphasized in the decision making process.

**ForT 2202 Credits: 1–8**
**Natural Resources Internship – Forest Resources**
Prerequisite(s): Sophomore standing (20 credits in NR Core course) and GPA of 2.0 or greater in NR Core courses.
The internship utilizes 135 hours of on-the-job experience in Natural Resources to provide assessment of a student’s technical skill attainment. With input from the internship coordinator, the site supervisor organizes a schedule for the student, which allows a variety of tasks to be performed. Upon completion, the student will have had the opportunity to apply the knowledge learned in the program & to gain a perspective of the various aspects of Natural Resource Management.

**ForT 2203 Credits: 1–3**
**Natural Resources Internship – Wildland Fire**
Prerequisite(s): Core GPA of 2.0 or more after the completion of the freshman year with certificates in all NWCG classes.
The internship provides students with 135 hours of on-the-job experience in Wildland Firefighting. With input from the internship coordinator, the site supervisor organizes a schedule for the student, which allows a variety of tasks to be performed. Upon completion, the student will have had the opportunity to apply the knowledge learned in the program & to gain a perspective of the various aspects of fire management.

**ForT 2300 Credits: 1**
**Intermediate Incident Command System (ICS-300)**
Prerequisite(s): None.
This is Federal Emergency Management Agency (FEMA) course ICS-300. The Incident Command System course develops a standardized, on-scene, all-risk, incident management concept for incident management personnel. Course subjects include implementing ICS on Type 3 incidents (moderately complex), using ICS for routine events or moderately complex emergency incidents, defining techniques allowing personnel from a variety of agencies to meld rapidly into a common management structure, determining logistical and administrative support to ensure that operational staff can meet incident objectives, and methods to be cost effective by avoiding duplication of efforts.

**ForT 2400 Credits: 1**
**Advanced ICS for Command and General Staff (ICS- 400)**
Prerequisite(s): Fort 2300 or equivalent and/or instructor consent.
This is Federal Emergency Management Agency (FEMA) course ICS-400. This course builds on the Incident Command System (ICS) course ICS-100, 200 and 300 developing a standardized, on-scene, all-risk, incident management concept for incident management personnel. Course subjects include implementing ICS for Type 1 and 2
incidents (extremely complex), fundamental organization for a Command and General Staff, managing major and/or complex incident/events, utilization of Area Command and Multiagency Coordination, and delegation and transfer of incident command.

GENERAL

Genl 1100 Credits: 2
College Success Seminar
Prerequisite(s): None
This course will provide the opportunity for students to apply study skills to a content area chapter and demonstrate proficiency that matches the expected rigor of college coursework. Students will also examine the attitudes, behaviors, and choices they make to determine their own best plan for success in college.

Genl 1101 Credits: 3
Freshman Year Experience
Prerequisite(s): Reading score of 64 or above
A student success course designed to increase likelihood of personal and academic success in college. Students will apply study skills to a content area chapter and demonstrate proficiency that matches the expected rigor of college coursework. Students explore career decision making for initial degree, major, and career choices. Students also learn how to find and evaluate internet resources that are appropriate for college level work.

Genl 1111 Credits: 1
Career Exploration
Prerequisite(s): None
This course is designed for students to develop a framework for effective career and life planning. Students will explore their interests, personality, values, and skills and learn how these relate to educational majors and occupational choices. Resources for researching and gathering information on majors, careers, and the world of work will be examined as well as techniques for effective decision making and goal setting for major and career choice.

Genl 1113 Credits: 1-3
Career in Engineering
Prerequisite(s): None
This course helps students gain insight to the vast set of personal, interpersonal, and professional topics required for success in engineering education and their profession through a series of community service based projects. This course will enhance their understanding of the engineering design process as members of a team.

Genl 1140 Credits: 1
Leadership Enhancement (L280)
Prerequisite(s): Fort 1301
This course is designed as a self-assessment opportunity for individuals preparing to step into a leadership role. Topics include leadership values and principles, transition challenges for new leaders, situational leadership, team cohesion factors, ethical decision making, and after action review techniques. This course is a National Wildfire Coordinating Group (NWCG) course L-280 - Followership to Leadership. Students learn leadership and teamwork principles through challenging exercises.
GEOGRAPHY

Geog 1101 Credits: 3
Physical Geography
Prerequisite(s): College Level Reading
Interactions between the lithosphere, hydrosphere, atmosphere and biosphere, not limited to an examination of patterns of natural disaster, such as tornadoes, hurricanes, floods, tsunami, landslides and drought. Patterns of natural occurrence and their effect on human institutions is a cornerstone of this course. How government agencies, private business, interest groups are embedded within the human response to such events is analyzed. Understanding the range of human responses (i.e. political, legal, social, economic, etc.) is explored in context of ethics and civic responsibility. This course meets MnTC areas 3 and 9.

Geog 1104 Credits: 3
World Regional Geography
Prerequisite(s): None
Students learn and apply geographic skills in the analysis of selected world regions. The course examines the diversity of cultures, physical patterns, environmental issues and political/economic challenges facing such areas. Emphasis is on analyzing issues at the regional scale and their importance in global context. This course meets MnTC areas 2, 5 and 8.

Geog 1108 Credits: 3
Cultural Geography
Prerequisite(s): College Level Reading
Geographic analysis of the population mosaic. Foster an appreciation for human diversity while examining ethnicity, language, religion, population, economics, politics, health and inequality from a geographic perspective. Students learn to interpret cultural landscapes developed over time from the interrelationships between people and their natural environment. This course meets MnTC areas 5 and 7.

Geog 1201 Credits: 3
Map Use, Analysis and Interpretation
Prerequisite(s): None
Students learn the principles governing mapping systems and how to research, interpret and utilize maps. Students analyze and interpret both thematic and topographic maps to discern physical, cultural, economic, political and environmental patterns. Mapping capabilities of geospatial technologies (GPS, GIS, Remote Sensing) are introduced.

Geog 1204 Credits: 3
Principles of Geographic Information Science (GIS)
Prerequisite(s): None
This course examines principles, capabilities and limitations of GIS. Students independently apply GIS software to analyze selected environmental, social, economic and/or physical issues and complete a self-directed spatial analysis project. Applications and ethical implications of using GIS software are discussed.

Geog 1206 Credits: 3
Cartography
Prerequisite(s): Geog 1204
This course focuses on concepts and techniques in Cartography, and the design and preparation of maps using GIS software. Ethics, statistical analysis, data measurement levels, classification, conceptual/cartographic generalization, symbolization/visualization are addressed through the construction of a variety of quantitative and qualitative thematic maps.

**Geog 1300 Credits: 4**  
**Weather & Climate**  
Prerequisite(s): None  
Meteorology is a broad based course that explains the spatial distribution of the Earth’s dynamic systems such as atmosphere, weather, and climate. Attention is given to investigating the interactions between humans and this environment in the areas of global warming, acid deposition, El Nino/Southern Oscillation, natural disasters, ozone depletion, monsoon geography, and their impacts to global hydrologic cycles, soils and terrestrial biomes. This course meets MnTC areas 3 and 10.

**Geog 2104 Credits: 3**  
**Modeling Techniques in Geographic Information Science (GIS)**  
Prerequisite(s): Geog 1204  
Students apply modeling techniques to address cross discipline scenarios using vector/raster data structures. Self-directed projects are completed involving advanced geoprocessing, surface modeling, networks, geocoding or equivalent. External models are used in conjunction with GIS software. Sensitivity analyses are conducted and modeling alternatives critically analyzed.

**Geog 2107 Credits: 3**  
**Remote Sensing and Image Interpretation**  
Prerequisite(s): Geog 1204  
Students learn the principles of remote sensing and digital image processing to provide background for utilizing remotely sensed imagery with GIS software. Methods of image acquisition, photogrammetry, classification, interpretation and accuracy assessment are addressed. Imagery from a variety of passive and active sensors is analyzed.

**Geog 2113 Credits: 1**  
**GIS Applications**  
This course is designed to provide students with the opportunity to initiate, plan, manage, implement and critique a GIS project as a capstone experience. Topics will be chosen and directed by students in consultation with the instructor.

**Geog 2201 Credits: 1–3**  
**Geographic Information Systems (GIS) Internship**  
Prerequisite(s): Consent of instructor  
The internship provides students with up to 135 hours of on-the-job experience in geospatial technologies. With input from the internship coordinator, the site supervisor organizes a schedule for the student, which allows a variety of tasks to be performed. Upon completion, the student will have had the opportunity to apply the knowledge learned in the program & to gain a perspective of the various aspects of geospatial technologies.
HEALTH

Hlth 1101 Credits: 3
First Aid
Prerequisite(s): None
This is a college level Red Cross certification course that covers pre-hospital emergency medical care. This course offers certification of first aid, infant, child, and adult CPR; and AED. In addition, students learn about medical and environmental emergencies, the body systems, drug education, the Emergency Medical System, and personal well-being.

Hlth 1131 Credits: 2
First Responder
Prerequisite(s): None
This is a college level First Responder certification course that covers pre-hospital emergency medical care. This course certifies students as First Responders through the American Heart Association. Topics include, but are not limited to: trauma assessment, transporting patients, spine management, medical and environmental emergencies, the body systems, drug education, the Emergency Medical System, personal well-being, AED infant, child, and adult CPR.

Hlth 1201 Credits: 2
Healthy Relationships
Prerequisite(s): None
This course examines courtship, marriage, occupation, friendship and family life in contemporary America from the perspective of wellness. Friendships, social issues which affect relationships and self-identity will also be studied and discussed. Healthy interpersonal relationships from a student perspective will also be presented and examined.

Hlth 1202 Credits: 3
Nutrition
Prerequisite(s): None
This course is designed to introduce good nutrition choices that influence your body’s health for the better and how paying close attention to good eating habits now can bring health benefits later in life. It will focus on the differences among the energy nutrients and how the human body uses them; evaluate nutrition claim and food labels, understand why vitamins, minerals and water are essential, the importance of nutrition and fitness/weight management, and basic food safety.

Hlth 1208 Credits: 2
Health and Drugs in Society
Prerequisite(s): None
This class involves an analysis of the historical, biological and economic issues related to the use and abuse of drugs. The impact of drugs on the health and welfare of the individual, family, and society are explored. Students will engage in activities that define their personal viewpoints and develop decision-making and goal setting skills. While this course meets the requirement for all education majors in Minnesota, this course is open to all students.

Hlth 2101 Credits: 1
CPR/First Aid for Healthcare Professionals/ Natural Resources Professionals
Healthcare Professionals:
This course trains the Healthcare Professional to assess a patient for injuries, illnesses, and life-threatening critical states, and to intervene using approved basic life support techniques. This preparation is for working in and out of the clinical setting.

Natural Resource Professionals:
This course trains the Natural Resource Professional to assess a patient for injuries, illnesses, and life-threatening critical states, and to intervene using approved basic life support techniques. This preparation is designed for working in an outdoor/wilderness setting.

HISTORY

Hist 1111 Credits: 3
European History I (1300-1789)
Prerequisite(s): None
This course offers a survey of European history beginning with the Renaissance. The course emphasizes the social, political, and economic development of Europe to the French Revolution. The Renaissance, Reformation, Age of Exploration, and Enlightenment will be some of the topics highlighted. This course meets MnTC areas 2, 5 and 8.

Hist 1112 Credits: 3
European History II (1789-1945)
Prerequisite(s): None
This course offers a survey of European history beginning with the French Revolution. The course emphasizes the social, political, and economic development of Europe through World War II. The ideologies that shaped European history will be highlighted. This course meets MnTC areas 2, 5 and 8.

Hist 1121 Credits: 3
World History Up to 1500
Prerequisite(s): None
This course surveys the history of world civilizations from prehistoric societies up to 1500. Principal topics include the development of the political, social, and economic structures of individual world civilizations and the cultural exchanges between different societies in the pre-modern world. This course meets MnTC goals 2, 5 and 8.

Hist 1122 Credits: 3
World History 1500 to Present
Prerequisite(s): None
This course surveys the history of world civilizations from 1500 up to the present through politics, economics, and culture. Principal topics include the development of the political, social, and economic structures of the individual world civilizations and the cultural exchanges between different societies from 1500 to present, the influence of European expansion and colonialism, democratic revolutions, industrialization, movements for national liberation, and the rise of the global economy. This course meets MnTC goals, 2, 5 and 8.
Hist 1345 Credits: 3
American History up to 1865
Prerequisite(s): None
Students will study the development of American political, social, and economic institutions and practices. This course surveys the period of American development from pre-Columbian America through the Civil War. Topics include colonization, the American Revolution, the early national period, the War of 1812, nationalism, the civil war, and early American presidents and their respective policies. This course meets MnTC areas 2, 5 and 7.

Hist 1355 Credits: 3
American History from 1865 to Present
Prerequisite(s): None
American History from 1865 to the Present examines the development of American political, social, and economic institutions and practices. Survey topics include reconstruction, industrialization, late nineteenth century politics, urbanization, America as a world power, World War I, the "Roaring Twenties," the Great Depression, World War II, the baby boom, Vietnam War, and late twentieth century socio-economic developments. This course meets MnTC areas 2, 5 and 7.

Hist 1142 Credits: 3
Native American History
Prerequisite(s): None
This course surveys the significant historical, social, political, economic, and cultural forces that contributed to the development of existing relationships and policies between sovereign Indian nations and Western civilizations. This course meets MnTC areas 2, 5 and 7.

HUMANITIES

Humanities 1111 Credits: 3
War and Propaganda
Prerequisite(s): College level reading and writing ability
Examines the use of film during World War II and, drawing upon German, English and U.S. film, illustrates the use of the medium as a most effective way of disseminating propaganda. Students are exposed to the opposing points of view held by World War II participants and learn techniques used by filmmakers to sway opinions. This course meets MnTC areas 2, 6 and 9.

Hum 1208 Credits: 3
International Study Experience
Prerequisite(s): None
This course offers classroom and study abroad experience that focuses on topics such as general culture, history, literature, art, and language. Incorporates lectures, presentations, and research before the travel experience and is expanded upon during travel with qualified regional/local guides and instructors. This course meets MnTC areas 2, 6 and 8.

Hum 1301 Credits: 3
World Religions
Prerequisite(s): None
This course provides an overview and analysis of teachings and practices of the religions
of the world, especially the five major religions: Hinduism, Buddhism, Judaism, Christianity, and Islam. Students gain an appreciation for the diverse religions in the world, how religion gives meaning and purpose to people’s lives, and to understand the role religion plays within global relations. This course meets MnTC areas 2, 6 and 8.

**LEARNING SKILLS**

**LSkl 0091 and 0092 Credits: 1–2**  
**Learning Skills Labs**  
Prerequisite(s): None  
This course is for individuals or small groups of students needing special assistance in becoming more proficient learners. A lab course may help a student become more proficient in reading, writing or math; prepare for a certain academic course; become reacquainted with topics included in the study of basic skills; explore special interests that involve knowing basic skills; and understand basics of computers and specific computer programs. Initial interview determines needs of each student, and a learning contract is agreed upon by student and instructor appropriate to the number of credits of the Learning Skills Lab experience.

**LSkl 1101 Credits: 1**  
**Applied Study Skills**  
Prerequisite(s): None  
This course is designed to help students learn basic study skills: time management; note taking; text reading; memory; and test-taking. This credit may apply to course content. Counselor approval required.

**LSkl 1111 Credits: 3**  
**Transition to College**  
Prerequisite(s): Consent of Student Support Services director, counselor or instructor  
This course provides students with the tools necessary to increase success in college. Offers information about college and college survival skills, facilitates a self-assessment using career and academic inventories, and provides peer and faculty support in developing a plan for reaching educational goals.

**MASS COMMUNICATION**

**MasC 1301 Credits: 3**  
**Introduction to Digital Photography**  
Prerequisite(s): None  
A general introduction to basic techniques of digital photography including camera operation, image manipulation using computer software, and critiquing photographs. The goal is to learn how to better communicate with still images in the Digital Age using four different styles: JOURNALISM, PUBLIC RELATIONS, ADVERTISING, and ART. Students will learn about the legal, moral, and ethical aspects involved in each of these four styles including issues surrounding consent forms, copyright, and digital distribution.

**MasC 2202 Credits: 1**  
**Spring Thaw Literary and Arts Magazine**  
Prerequisite(s): None  
Spring Thaw Literary and Arts Magazine
This course involves the production of ICC's annual literary and arts publication. Students promote the publication, select original work submitted from students and the community, learn magazine layout and the publication process, and plan and host a public reading event.

MATHEMATICS

Math 0091 Credits: 5
Beginning Algebra
Prerequisite(s): None
This is a course in the Algebra sequence which involves learning Algebra through real numbers and real world applications, functions and their graphical representations, linear equations and inequalities, polynomials, radicals, exponents, quadratic equations, rational expressions, and solving systems of linear equations.

Math 0092 Credits: 3
Elementary Algebra
Prerequisite(s): Math 0091 or appropriate score on the math portion of the assessment test
This is the first course in the beginning algebra sequence and involves problem solving, real numbers, linear equations and inequalities, graphing, systems of linear equations, polynomials, quadratic equations and algebraic fractions.

Math 0093 Credits: 3
Intermediate Algebra
Prerequisite(s): Math 0092 or appropriate score on math portion of the assessment test
This course is a continuation of Math 0092 and involves rational expressions, rational exponents and radicals, equations of lines, algebra of functions and quadratic and exponential functions. A grade of C or higher is required to register for higher level math courses.

Math 1003 Credits: 3
Industrial Math
Prerequisite(s): None
Industry desires employees to be analytically minded in order to be able to solve problems of all natures. This course teaches students the basics of mathematical operations, interpretations, and sign conventions as a first step down the path of analytical competence.

Math 1100 Credits: 3
Math for Elementary Teachers
Prerequisite(s): Math 0093
This is a beginning course introducing mathematics topics for elementary teachers. This course meets or helps to meet the Board of Teaching (BOT) topics in arithmetic competencies. The topics will include foundations of arithmetic operations (addition, subtraction, multiplication, and division) with whole numbers, number patterns and number theory (fractions, decimals and integers), number systems, Base 10 and other bases, measurement, and NCTM Principles. Additional topics may be included.

Math 1101 Credits: 3
Contemporary Mathematics
Prerequisite(s): Math 0091 or Math 0092 with a grade of B or higher, test ready for Intermediate Algebra, or a grade of C or higher in Intermediate Algebra.
This course will include the mathematics of personal finance (saving and borrowing money) and introductions to probability, descriptive statistics, and statistical inference. Time permitting; the course will also cover one or more of the following topics: Management Science (Euler circuits, Hamiltonian circuits, scheduling tasks, and linear programming), the mathematics of voting systems, and the mathematics of symmetry and patterns. This course meets MnTC areas 2 and 4.

Math 1105 Credits: 4
Elementary Statistics
Prerequisite(s): Math 0093 or placement or consent of instructor
This course includes the study of descriptive statistics, probability, normal and binomial distributions, hypothesis testing, chi-square methods, estimation and sample sizes, correlation and regression, and analysis of variance. This course meets MnTC areas 2 and 4.

Math 1111 Credits: 3
College Algebra
Prerequisite(s): Math 0093 or equivalent
This course revolves around the concept of function: the different ways they are represented and their use in modelling real-world applications. Special emphasis is given to the use of technology in finding and using linear models, exponential models, and quadratic models. In addition, logarithms are introduced as an aid in solving exponential equations. This course meets MnTC areas 2 and 4.

Math 1121 Credits: 4
Pre-Calculus
Prerequisite(s): Four years high school math including trigonometry, or consent of instructor
This course will cover functions (rational, exponential, logarithmic, and trigonometric), their graphs, and using them as models to analyze real applications. Trigonometric identities are used to verify identities and solve equations. This course meets MnTC areas 2 and 4.

Math 1122 Credits: 4
Calculus I
Prerequisite(s): Math 1121 (or equivalent) with a grade of C- or higher
This course covers limits, derivatives and integrals of algebraic and trigonometric functions, and applications of the derivatives of these functions. This course meets MnTC areas 2 and 4.

Math 1123 Credits: 4
Calculus II
Prerequisite(s): Math 1122 with a grade of C- or higher
This course covers the calculus of transcendental functions, applications of integration, techniques of integration, L'Hopital's Rule, improper integrals, sequences, and series. This course meets MnTC areas 2 and 4.
Math 2102 Credits: 4  
**Multivariable Calculus**  
Prerequisite(s): Math 1123 with a grade of C- or higher  
This course covers parametric equations, polar coordinates, vectors, and the geometry of space, vector-valued functions, and the calculus of functions of several variables. This course meets MnTC areas 2 and 4.

Math 2104 Credits: 4  
**Differential Equations/Linear Algebra**  
Prerequisite(s): Math 2102 with a grade of C- or higher  
This course covers first and second order differential equations, matrices and systems of linear algebraic equations, determinants, vector spaces, Eigenvalues and Eigenvectors, linear differential operators, systems of differential equations, Laplace transforms, and series solutions of differential equations. This course meets MnTC areas 2 and 4.

Math 2106 Credits: 3  
**Probability and Statistics**  
Prerequisite(s): Math 1123 with a grade of C- or higher  
This course will include Descriptive Statistics, Probability, Discrete Random Variables and Probability Distributions, Continuous Random Variables and Probability Distributions, Simple Linear Regression and Correlation, (Joint Probability Distributions and Random Samples, Point Estimation, Statistical Intervals Based on a Single Sample – time permitting). This course meets MnTC areas 2 and 4.

**MULTICULTURAL STUDIES**

MCS 1101 Credits: 3  
**Introduction to Indian Studies**  
Prerequisite(s): None  
This course offers students the exploration of the historical, economic and social background of prominent minority groups in American society. Students will examine similarities and differences, theoretical perspectives, dominant and subordinate relationships, media portrayal and contemporary social issues. This course meets MnTC areas 2, 5 and 9.

MCS 1103 Credits: 1–3  
**Special Projects in Multicultural Studies**  
Prerequisite(s): None  
This course focuses on a specific discipline and topic relating to the area of multicultural studies. Each semester offering will have a subheading explaining credit hours and course focus that would involve a more in-depth study of the topic.

**MUSIC**

Musc 1101 Credits: 3  
**Fundamentals of Music**  
Prerequisite(s): None  
This course is designed to give students a basic background in music theory. Covers basic concepts of musical notation; scales; key signatures; rhythm; chords; writing single melodies; and beginning recorder playing. Students required to attend live music events
during the semester. This course meets MnTC areas 2 and 6.

**Musc 1111 Credits: 3**  
**Music Appreciation**  
Prerequisite(s): None  
This course covers the art of appreciating music and development of good listening habits through the study of basic elements of music, historical view of musical styles, exposure to live performances, and exploration of one’s own definition of music. Designed to broaden understanding, listening awareness, and sensitivity to a variety of musical styles. Students required to attend live music performances during the semester. This course meets MnTC areas 2, 6 and 8.

**Musc 1113 Credits: 3**  
**Music Throughout the World**  
Prerequisite(s): None  
The purpose of this course is to expose students to music from various parts of the world and examine the many genres of music and how they function in the global community both today and in the past. The course will focus on the elements of music (pitch, melody, rhythm, texture, timbre and musical instruments) in a global context so that students will acquire the necessary tools for listening and understanding the impact of music on the peoples of the world. This course meets MnTC areas 2, 6 and 8.

**Musc 1115 Credits: 3**  
**American Popular Music**  
Prerequisite(s): None  
American Popular Music is a course in the study of American music from approximately 1840 to the present. Students get exposure to the roots of pop styles before rock and roll, to blues, folk rock n’ roll, soul and styles of the 80's and 90's. Students participate in group presentations and are expected to attend several live performances. This course meets MnTC areas 2 and 6.

**Musc 1191 & 1192 Credits: 1**  
**Applied Music I & II**  
Prerequisite(s): Consent of instructor  
This course offers students individual instruction in voice, piano, guitar and other instruments (as needed). An extra fee is required. Students take 15 lessons (or equivalent) during the semester. Arrangements may be made through the music department. (This is a non PSEO course.)

**Musc 2191 & 2192 Credits: 1**  
**Applied Music III & IV**  
Prerequisite(s): Music 1192  
This course offers students a continuation of individual instruction in voice, piano, guitar and other instruments (as needed). An extra fee is required. Students take 15 lessons (or equivalent) during the semester. Arrangements may be made through the music department. (This is a non PSEO course.)
NATURAL SCIENCE

NSci 1101 Credits: 3
Environmental Science
Prerequisite(s): None
This course is an introduction to environmental science, looking at how humans affect and are affected by their environment. Students learn about ecology, human population problems, food and agriculture, air and water pollution, energy challenges, and policy issues. International and individual solutions are emphasized. (3 hours lecture per week)
This course meets MnTC areas 2, 3 and 10.

NSci 1121 Credits: 4
Earth Science
Prerequisite(s): None
Earth Science is an introductory course of geology and geological processes, and geological history. It concentrates on the study of minerals, rocks, geologic time, tectonic forces, water systems, and earth resources. The topics studied are related to the history and geology of northern Minnesota through class room discussion, lab work and field trips.. This course meets MnTC areas 2 and 3.

NSci 1131 Credits: 3
Principles of Wildlife Management
Prerequisite(s): None
Introduction to population factors, ecological processes, and techniques used to manage wildlife. Wildlife groups including big and small game, endangered waterfowl, and non-game also discussed. Recitation/lab sessions focus on specific topics such as law enforcement, population sampling techniques, fish identification and current management issues. (3 hours lecture/2 hours lab per week)

NSci 1135 Credits: 2
Field Identification of Birds
Prerequisite(s): None
This course will guide students through the principals behind the identification of birds by field marks, flight characteristics, habitat, and song. An introduction to the anatomy, physiology, flight, and bird behavior will also be covered in this class. (1 hour lecture/2 hours lab per week)

NSci 1138 Credits: 2
Natural Resource Law Enforcement
Prerequisite(s): None
Course designed for those who may be involved in enforcing natural resource laws. Covers history, philosophy and methodology of natural resource law enforcement.

NSci 1145 Credits: 3
Reptiles and Amphibians of Minnesota
Prerequisite(s): None
This course is an introduction to the identification and natural history of the reptiles and amphibians in Northern Minnesota. Local field labs will teach identification by sight and sound.
NSci 1199 Credits: 1
Invasive Species Seminar
Prerequisite(s): None
This course will introduce students to the broad topic of invasive species, provide them insights into the ecological and management challenges posed invasive species like emerald ash borer, Eurasian water milfoil, zebra mussels and Asian carp.

NSci 2135 Credits: 2
Wildlife Identification
Prerequisite(s): NSci 1101 Environmental Science
The ability to identify the vertebrates is a highly valued skill in a wide range of Natural Resources based professions. Wildlife Identification will provide an overview of the major vertebrates of North America, their economic and ecological importance, taxonomy, range, physical appearance, and field identification techniques. The course serves as a foundation for Natural Resource students seeking a career in forestry, wildlife management, or natural resources law enforcement.

NSci 2137 Credits: 2
Fisheries and Aquatic Science
Prerequisite(s): NSci 1101 Environmental Science
This course will introduce students to the broad topic of fisheries and aquatic science. The course will include and overview of specific issues surrounding the management of fish and fisheries and learn taxonomic features of freshwater fish. Students will understand basic water chemistry and processes in managing water impoundments. Boat and water safety is also addressed in this course.

PHILOSOPHY

Phil 1101 Credits: 3
Introduction to Philosophy
Prerequisite(s): College level reading and writing ability
This course examines historical and contemporary views of some of the major issues in philosophy. Students discuss and write about the ideas of various notable philosophers, as well as major issues in philosophy, such as methods, knowledge, freedom, ethics, and the nature of reality. This course meets MnTC areas 2, 6 and 9.

Phil 1111 Credits: 3
Ethics
Prerequisite(s): College level reading and writing ability
This course identifies problems that arise when people think systematically about conduct, value, and questions of free will. Students examine a variety of views, both contemporary and classical, of what is right and good, and discuss them both orally and in writing. This course meets MnTC areas 2, 6 and 9.

Phil 1121 Credits: 3
American Indian Philosophy
Prerequisite(s): None
A survey of the fundamental assertions of well-known philosophers and an examination of how these concepts compare and relate to those put forth by traditional American Indian world views. This course meets MnTC areas 2, 6 and 7.
PHYSICAL EDUCATION

PE 1101 Credits: 1
Cross-Country Skiing
Prerequisite(s): None
This course includes classroom and activity components to learn the proper use of equipment and basic principles of cross-country skiing. (This is a non PSEO course.)

PE 1102 Credits: 1
Downhill Skiing
Prerequisite(s): None
This course includes classroom and activity components to learn the proper use of equipment and basic principles of downhill skiing. (This is a non PSEO course.)

PE 1105 Credits: 1
Bowling and Curling
Prerequisite(s): None
This course covers basic fundamentals, terminology, scoring, rules, and etiquette for both lifetime sports. This is spring semester first block course. (This is a non PSEO course.)

PE 1111 Credits: 1
Touch Football and Basketball
Prerequisite(s): None
This course will focus primarily on game participation rather than on drills. Both of these activities will be taught throughout the semester.

PE 1114 Credits: 1
Archery
Prerequisite(s): None
This course covers basic fundamentals and techniques, proper use of archery equipment, shooting fundamentals, sight use, and common errors in shooting. It may also include bow hunter education certification. This course may be taught at an alternative site.

PE 1121 Credits: 1
Golf
Prerequisite(s): None
This course covers basic fundamentals of golf including rules, etiquette, terminology, grip, and the execution of the proper swing. Students furnish their own clubs. This course will be taught at an alternative site. (This is a non PSEO course.)

PE 1124 Credits: 1
Fitness Walking
Prerequisite(s): None
This course covers the basics of a walking program for cardiovascular fitness. This includes lifetime exercise versus short term conditioning, mental benefits, motor control, strength, and flexibility. It includes walking techniques and customizing a walking workout. This course may be taught online.

PE 1125 Credits: 1
Yoga
Prerequisite(s): None
This course will help individuals become more mindful while exercising, primarily by emphasizing controlled breathing during movement and by focusing on what the body is doing. The Yoga workouts will leave participants feeling invigorated and self-aware. The exercises will focus on developing strength, flexibility and stability in the core musculature of the body and to build a foundation from which to rebalance and realign the body. Developing these important postural muscles makes for fluid and more efficient movement, decreases the risk of injury and improves posture.

**PE 1130 Credits: 1**  
**Outdoor Adventure**  
Prerequisite(s): None  
This course offers experience and participation in outdoor recreational activities. It may include water skiing, tubing, disc golf, kayaking, rock climbing, horseback riding, hiking, shooting sports, snowshoeing, downhill/cross-country skiing/snowboarding and canoeing. This course consists of half and full day field trips. (This is a non PSEO course.)

**PE 1131 Credits: 1**  
**Camping**  
Prerequisite(s): None  
The course is an introduction into the world of camping, along with the development of a camping excursion. Skills that may be included are fire building, cooking, GPS and map reading, and campfire activities. The practical application for this course is an overnight camping trip. (This is a non PSEO course.)

**PE 1136 Credits: 1**  
**Weight Training**  
Prerequisite(s): None  
This course focuses on the development of a positive body image through strength training. This includes developing and implementing an individual weight training program. Alternative conditioning programs, along with other trends in fitness, will be discussed. This class may be taught online.

**PE 1137 Credits: 1**  
**Fitness Training for Wildland Firefighters (includes Pack Test)**  
Prerequisite(s): None  
This course involves the development of body strength and endurance through cardiovascular training along with strength training. Students will focus on improvement of their cardiovascular capacity as they prepare for the Pack Test requirement for wildland firefighting.

**PE 1140 Credits: 1**  
**Methods of Strength & Conditioning**  
Prerequisite(s): None  
This course will provide the student with the knowledge of strength and conditioning programs that are current with today's methods. This course will give you the opportunity to experiment with different approaches on how to improve overall fitness and health.

**PE 1141 Credits: 1**  
**Cross/Core Fusion**  
Prerequisite(s): None
This course will use yoga, barre, kettlebells and pilates as a way to improve cardiovascular endurance and flexibility. Students will learn how well the fusion of these movements complement each other and how they will enhance performance. This fusion workout will strengthen, stretch and tone the entire body and provide an overall mind/body experience.

**PE 1161 Credits: 1**
*Competitive Football*
Prerequisite(s): None
This course is designed for varsity competition at the NJCAA Division 3 level. Fundamentals, strategy, knowledge, and practice will be incorporated. Students must have the varsity coach’s signed consent form to register for this course.

**PE 1162 Credits: 1**
*Competitive Volleyball*
Prerequisite(s): None
This course is designed for varsity competition at the NJCAA Division 3 level. Fundamentals, strategy, knowledge, and practice will be incorporated. Students must have the varsity coach’s signed consent form to register for this course.

**PE 1163 Credits: 1**
*Competitive Women’s Basketball*
Prerequisite(s): None
This course is designed for varsity competition at the NJCAA Division 3 level. Fundamentals, strategy, knowledge, and practice will be incorporated. Students must have the varsity coach’s signed consent form to register for this course.

**PE 1164 Credits: 1**
*Competitive Wrestling*
Prerequisite(s): None
This course is designed for varsity competition at the NJCAA Division 3 level. Fundamentals, strategy, knowledge, and practice will be incorporated. Students must have the varsity coach’s signed consent form to register for this course.

**PE 1166 Credits: 1**
*Competitive Baseball*
Prerequisite(s): None
This course is designed for varsity competition at the NJCAA Division 3 level. Fundamentals, strategy, knowledge, and practice will be incorporated. Students must have the varsity coach’s signed consent form to register for this course.

**PE 1167 Credits: 1**
*Competitive Softball*
Prerequisite(s): None
This course is designed for varsity competition at the NJCAA Division 3 level. Fundamentals, strategy, knowledge, and practice will be incorporated. Students must have the varsity coach’s signed consent form to register for this course.

**PE 1168 Credits: 1**
*Competitive Men’s Basketball*
Prerequisite(s): None
This course is designed for varsity competition at the NJCAA Division 3 level. Fundamentals, strategy, knowledge, and practice will be incorporated. Students must have the varsity coach’s signed consent form to register for this course.

**PE 1169 Credits: 1**
**Competitive Trap Shooting**
Prerequisite(s): Team Member
Trap Shooting is a class concentrating on the techniques and skills needed to shoot clay targets. Proper handling of the firearm, proper shooting procedure and scoring will be taught in this class through participation and practices and competitive events.

**PE 1201 Credits: 2**
**Wellness**
Prerequisite(s): None
This course is designed to create an awareness of factors affecting one’s state of well-being with emphasis on individual control over those factors. This course will examine healthy lifestyles based on current research. Students will learn about the dimensions of well-being with an emphasis on the mind-body connection. (2 hours lecture/1 hour lab per week)

**PE 1211 Credits: 2**
**Care and Prevention of Injuries**
Prerequisite(s): Hlth 1101 or consent of instructor
This course studies taping and preventative techniques of injuries in recreational activities and athletic contests. This includes the knowledge and practical application in the treatment and care of injuries. This course is a requirement for the coaching certification.

**PE 1215 Credits: 1**
**Sports Officiating Football**
Prerequisite(s): None
This course is designed to introduce and develop the skills needed for football officiating. Officiating mechanics and rules interpretation for football are taught and tested. Individual’s interested in becoming a MSHSL certified official are aided in obtaining their certification.

**PE 1216 Credits: 1**
**Sports Officiating Basketball**
Prerequisite(s): None
This course is designed to introduce and develop the skills needed for basketball officiating. Officiating mechanics and rules interpretation for basketball are taught and tested. Individual’s interested in becoming a MSHSL certified official are aided in obtaining their certification.

**PE 1218 Credits: 1**
**Sports Officiating Baseball/Softball**
Prerequisite(s): None
This course is designed to introduce and develop the skills needed for baseball/softball officiating. Officiating mechanics and rules interpretation for baseball/softball are taught.
and tested. Individuals interested in becoming a MSHSL certified official are aided in obtaining their certification.

**PE 1801 Credits: 1**  
Methods of Coaching: Football  
Prerequisite(s): None  
This course is designed to teach individuals the history and sport specific fundamentals, rules, strategies as well as basic strength/conditioning practices for football.

**PE 1802 Credits: 1**  
Methods of Coaching: Wrestling  
Prerequisite(s): None  
This course is designed to teach individuals the history and sport specific fundamentals, rules, strategies as well as basic strength/conditioning practices for wrestling.

**PE 1803 Credits: 1**  
Methods of Coaching: Baseball  
Prerequisite(s): None  
This course is designed to teach individuals the history and sport specific fundamentals, rules, strategies as well as basic strength/conditioning practices for baseball.

**PE 1804 Credits: 1**  
Methods of Coaching: Basketball  
Prerequisite(s): None  
This course is designed to teach individuals the history and sport specific fundamentals, rules, strategies as well as basic strength/conditioning practices for basketball.

**PE 1805 Credits: 1**  
Methods of Coaching: Volleyball/Softball  
Prerequisite(s): None  
This course is designed to teach individuals the history and sport specific fundamentals, rules, strategies as well as basic strength/conditioning practices for volleyball and softball.

**PE 1806 Credits: 1**  
Methods of Coaching: Ice Hockey  
Prerequisite(s): None  
This course is designed to teach individuals the history and sport specific fundamentals, rules, strategies as well as basic strength/conditioning practices for ice hockey.

**PE 2200 Credits: 2**  
Theory of Coaching  
Prerequisite(s): None  
This course will give individuals an introduction to the coaching profession. It will cover topics such as: management strategies, liability, coaching philosophy, budgeting, facilities, practice planning and a scope of athletics in today’s society.

**PHYSICS**

**Physics 1005 Credits: 4**  
Concepts of Physics  
Prerequisite(s): College Algebra or Math 1002
This course provides an overview of the basic principles of physics from a conceptual and practical viewpoint with only a moderate amount of math. Topics include mechanics, waves, sound, fluids, thermodynamics, electricity, magnetism, and light. It is designed for students in general education, industrial technology, and those who need a conceptual preparation prior to taking additional physics courses. This course meets MnTC areas 2 and 3.

**Physics 1101 Credits: 4**  
**Fundamentals of Physics I**  
Prerequisite(s): Math 0093  
This course is intended for students majoring in the biological sciences, liberal arts or general education. Course topics include motion, forces, energy and momentum conservation, elementary fluid mechanics and heat transfer. This course meets MnTC areas 2, 3 and 10.

**Physics 1102 Credits: 4**  
**Fundamentals of Physics II**  
Prerequisite(s): Math 0093  
This course continues the algebra-based treatment of introductory physics begun in Physics 1101. Course topics include electricity, magnetism, electromagnetic waves, sound and introductory nuclear physics. Applications of physics to modern machines are also explored. This course meets MnTC areas 2, 3 and 10.

**Physics 1201 Credits: 4**  
**General Physics I**  
Prerequisite(s): Math 1122 or concurrent enrollment in Math 1122  
This course is intended for students majoring in the physical sciences or engineering. The primary focus is on the mechanics of particles and rigid bodies. Topics within mechanics include conservation laws, forces, introductory statics and introductory dynamics. Fluid mechanics, mechanical waves and thermodynamics are also introduced. This course meets MnTC areas 2, 3 and 10.

**Physics 1202 Credits: 4**  
**General Physics II**  
Prerequisite(s): Phys 1201 and Math 1122  
This course continues the calculus-based treatment of introductory physics begun in Physics 1201. Course topics include electricity, magnetism, electrical circuits, electromagnetic waves and optics. This course meets MnTC areas 2 and 3.

**Physics 2203 Credits: 4**  
**General Physics III**  
Prerequisite(s): Phys 1202  
Designed for science and engineering students. Calculus-based physics. Covers fluid mechanics, thermodynamics, mechanical and sound waves, geometrical optics, physical optics, and modern physics. Lecture and Lab. This course meets MnTC areas 2 and 3.

**POLITICAL SCIENCE**

**PolS 1101 Credits: 3**  
**American Politics and Government**  
Prerequisite(s): None
The course is a study of politics and government in America, including democratic theories, civil liberties, political participation, and the structure and function of national government. This course meets MnTC areas 2, 5 and 9.

**PRACTICAL NURSING**

**PRNU 1101 Credits: 3**  
**Nursing Assistant**  
Prerequisite(s): None  
This course prepares students to practice as Nursing Assistants and as an introduction to nursing for those who choose to continue beyond Level 1. It covers basic nursing skills, psychosocial needs, resident rights, communication, and body mechanics. The student is eligible to take a State Exam to practice as an NA upon successful completion of the program.

**PRNU 1103 Credits: 1**  
**Home Health Aide**  
Prerequisite(s): Nursing Assistant (PRNU 1101)  
This course prepares students to practice as Home Health Aides in the home care setting. It builds on knowledge learned in the Nursing Assistant course. The student will acquire the knowledge necessary to perform basic nursing skills for the client in the home. The student is eligible to take a State Exam to practice as a HHA upon successful completion of the program.

**PRNU 1104 Credits: 4**  
**Nursing Assistant / Home Health Aide**  
Prerequisite(s): Nursing Assistant (PRNU 1101)  
This course prepares the student to practice at the Nursing Assistant/Home Health Aide level. The student will demonstrate basic nursing skills. In addition the student will demonstrate a basic understanding of psychosocial needs, communication, resident rights, and body mechanics. Additionally this course prepares the student to practice at the Home Health Aide level. This content builds on knowledge learned in the NA portion. The student will demonstrate ability to perform basic nursing skills for the client in the home. In addition the student will demonstrate a basic understanding of psychosocial needs, communication, client rights, and body mechanics as it relates to the Home care client. Upon satisfactory completion of classroom, lab, and clinical instruction the student is eligible to take the Federal combine NA-HHA test which is required to practice as an NA and also a HHA. The HHA certificate is required by most Home Care Agencies to practice as a HHA.

**PRNU 1202 Credits: 1**  
**Medical Terminology I**  
Prerequisite(s): None  
This course is designed to give the student an overview of how medical terms are formed. It is designed to give the student a working knowledge of terms used in the health care industry today. A primary emphasis is placed on defining various word elements and analyzing how they are put together to form medical terms used in many fields of the medical profession.
PRNU 1206 Credits: 4
Health Needs for All Ages I
Prerequisite(s): Successful Completion of Semester I
This course provides an understanding of various conditions and nursing care for patients of all ages in relation to integumentary, musculoskeletal, diabetes, urinary, neurological/sensory, and reproductive systems. Students will learn about: disease process; diagnostic tests; pharmacological considerations; nursing interventions; nutritional considerations; other therapeutic treatments; rehabilitation; and emotional needs as related to patient care.

PRNU 1207 Credits: 3
Pharmacology
Prerequisite(s): Successful Completion of Semester I
This course presents the basic principles of pharmaceuticals. Included in this course is information on pharmacokinetics, pharmacodynamics, accurate dosage calculations, common adverse/side effects, contraindications to drug use, and fluid and electrolyte disturbances with pharmacological interventions for management. Emphasis is placed on drug classifications and nursing care related to the safe administration of medications to patients across the lifespan.

PRNU 1208 Credits: 2
Maternal/Child Health Nursing
Prerequisite(s): Successful Completion of Semester I
This course will develop the student’s basic understanding of develop the student’s ability to understand the care of the antepartum, intrapartum, and postpartum patient, the newborn, as well as some of the most common pediatric conditions encountered. This course will specifically develop the student’s understanding of various conditions effecting the status of prenatal care, labor and delivery of mother and care of the newborn. The course will also integrate the student learner outcomes, cultural implications and the emotional needs of patients important for providing safe, quality patient centered care.

PRNU 1210 Credits: 3
Skills I
Prerequisite(s): Successful Completion of Semester I
This course provides basic concepts, skills, and elements of nursing practice, which provides a foundation of knowledge by which the nurse is guided in giving care. Principles of nursing process, caring communication, ethical and legal issues, medical terminology and documentation, data collecting, client evaluation, sterile technique, wound healing, elimination, surgical care, various clinical procedures, and medication administration will be covered. Various skills essential to safe practices of nursing will be emphasized, demonstrated and tested.

PRNU 1211 Credits: 5
Clinical I
Prerequisite(s): Pre Program Requirements.
Clinical I provides the student an opportunity to apply nursing judgment using the nursing process to implement safe, patient/relationship centered care in selected settings. The clinical student focuses on focused assessments and collecting data, implementing skills learned in the lab setting, documenting findings and reinforcing teaching plans for patients with common problems. The student develops communication and customer
service skills working with individual patients and team members. This clinical experience occurs in a variety of settings: initially in long term care, transitional care, and the simulation lab. The last part of the course the students’ progress to primarily acute care facilities and ambulatory care, working with patients (including maternal/child/pediatric) across the health and age continuum. This may include a variety of additional settings such as home care, imaging, PT, RT.

PRNU 1212 Credits: 5
Sim Lab: Nursing Basics
Prerequisite(s): Pre Program Requirements and Acceptance to the Program.
Simulation focuses on focused assessments and collecting data, implementing skills learned in the lab setting, documenting findings, prioritization, nursing judgment, communication skills, and reinforcing teaching plans for patients with common problems. Performance on the technical skills learned in Skills I will be formally evaluated. These skills will include vital signs, head-to-toe assessment, sterile technique, catheterization, and medication administration in the simulation lab.

PRNU 1302 Credits: 1
Medical Terminology II
Prerequisite(s): PRNU 1202
This course is designed to promote student learning in the use of medical terminology for application of medical website information retrieval proficiency, recognition of basic pharmacology classifications and medical abbreviation recognition and use.

PRNU 2206 Credits: 4
Health Needs for All Ages II
Prerequisite(s): Successful Completion of Semesters I and II.
This course will advance the student's understanding of various health/illness concepts and nursing care for patients of all ages. This course will expand the student's understanding of health conditions, emphasizing common medical/surgical problems that may require management in an acute care facility and with patients experiencing co-morbid diseases or emerging complications. Emphasis is placed on care of patients with endocrine, gastrointestinal - accessory organ, oncology, blood - lymphatic, cardiovascular, and respiratory system disorders. Each unit covers the following: disease process, diagnostic tests, pharmacology, medical/surgical treatments, nutrition, health/illness concepts and nursing interventions with focus on adult, geriatric and pediatric concerns. The course also integrates the student learner outcomes, cultural implications and the emotional needs of patients, important for providing safe, quality patient centered care.

PRNU 2207 Credits: 2
Psychosocial Aspects of Nursing
Prerequisite(s): Successful Completion of Semesters I and II
This course is intended to assist the student in interacting therapeutically and making pertinent psychosocial observations in patient care situations. Psychosocial development throughout the life span is the course foundation. Included within the course is information on therapeutic communication and pharmacological and treatment therapies. Classroom learning is reinforced by clinical components of various health and community experiences.
PRNU 2209 Credits: 1
Role Transition
Prerequisite(s): Pre Program Requirements.
This course will develop the student's basic understanding of legal, moral, ethical, cultural diversity and spiritual issues related to the scope of practice, licensure and employment. The content is intended to provide concepts needed to enable a smooth role transition from practical nursing student to Licensed Practical Nurse. The course will also integrate the student learner outcomes, cultural implications and the emotional needs of patients important for providing safe, quality patient centered care.

PRNU 2210 Credits: 1
Skills II
Prerequisite(s): Successful Completion of Semesters I and II
This course builds on the knowledge gained in Nursing Skills I and provides the concepts, skills, and elements of nursing practice that will guide the nursing student in more advanced care of patients. Emphasis is placed on the knowledge of skills, equipment and care of patients with conditions of the musculoskeletal, respiratory, and gastrointestinal systems.

PRNU 2211 Credits: 5
Clinical II
Prerequisite(s): Successful Completion of Semesters I Courses
Clinical II provides the student an opportunity to apply nursing judgment using evidence based care, critical thinking and clinical judgment to implement safe, patient/relationship centered care to individual patients across the lifespan (including maternal/child/pediatric). The clinical student reflects on the value of patient centered care, teamwork and collaboration, informatics, quality improvement, safety, managing care of the individual patient, and nursing judgment/evidence based care. This clinical experience occurs in a variety of settings: primarily acute care and ambulatory care, and may include a variety of additional sites such as home care, imaging, PT, RT, with patients across the health and age continuum. The simulation lab with be utilized as well.

PRNU 2221 Credits: 2
Integrated Practicum
Prerequisite(s): Successful completion of Clinical II and Semester II theory courses (excluding Role Transition).
This course facilitates the transition of the student to the role of a practical nurse in the clinical setting. Concepts related to management, team work and quality improvement through self-reflection on performance are emphasized as well as career development that may enhance career progression. Standards of practice and the importance of practicing according to state regulations and statutes for the scope of practice for the LPN are further emphasized and analyzed. This clinical course experience may allow students to care for multi-patient assignments and occurs in primarily the acute care, long term care setting with individual patients across the life span; and includes simulation lab experience. A variety of additional sites such as hospice, home care, ambulatory care and assisted living may be used. The students will also attend and participate in a required live boards review as part of the integrated practicum course.
PSYCHOLOGY

Psyc 1101 Credits: 3
General Psychology
Prerequisite(s): None
This course provides an introduction to the field of psychology through an overview of: the history of psychology; research methods; major theoretical perspectives; biological bases of mental processes and behavior; sensation and perception; learning and conditioning; memory; language, thought and intelligence; motivation and emotion; human development; social bases of behavior; personality; psychological testing; psychological disorders; and the treatment of psychological disorders. This course meets MnTC areas 2, 5 and 7.

Psyc 1102 Credits: 4
Industrial Organizational Psychology
Prerequisite(s): None
Industrial Organizational Psychology is an introduction to the study of human behavior in the work environment. Topics for discussion include the nature of work in the modern world, workplace behavior, harassment and discrimination, organizational theory and culture, personnel selection and training, work efficiency, human motivation, performance appraisal, leadership and supervision, teams, job satisfaction, employee safety and health, stress, human engineering, consumer psychology, and diversity.

Psyc 1105 Credits: 3
Introduction to Human Services and Community Resources
Prerequisite(s): None
This course provides an overview of the history of helping; theoretical perspectives and models of helping; roles and functions of human service workers; prevention; ethics; and current issues/controversies in the field of human services. This course also explores human service systems and agencies, with an emphasis on local resources.

Psyc 1110 Credits: 3
Introduction to Chemical Dependency
Prerequisite(s): None
This course provides an overview of mood-altering drugs and the pharmacological, psychological and social factors associated with substance use, abuse and dependence.

Psyc 1201 Credits: 3
Human Growth and Development
Prerequisite(s): Psyc 1101 or consent of instructor
This course provides an introduction to the field of developmental psychology through an overview of physical, cognitive, personality, and social-emotional development across the life span. This course meets MnTC areas 2, 5 and 7.

Psyc 2100 Credits: 3
Group Processes
Prerequisite(s): Psyc 1101 or consent of instructor
This course provides students with a better understanding of the importance and functioning of groups through an overview of group theory and group dynamics (e.g., norms and roles, status and power, communication, leadership, conflict, decision making and productivity, and the influence of diversity). Students will become more aware of their
interpersonal style and group behavior and develop more effective group skills that can be applied in personal and professional settings. This course meets MnTC areas 2, 5 and 9.

Psyc 2102 Credits: 3  
Learning & Cognition  
Prerequisite(s): Psyc 1101 or consent of instructor  
This course provides an overview of historical and contemporary theories of learning and cognition, with an emphasis on "real-world" application of the theories and related concepts. Areas covered include: the scientific method and research in learning and cognition; classical and operant conditioning; cognitive/social learning theory; evolutionary perspectives on learning; the role of biology and the brain in learning; sensation and perception; information processing; models of memory and forgetting; decision-making and concept formation; cognitive development; artificial intelligence and computer simulation; and the role of motivation in learning. This course meets MnTC areas 2, 5 and 7.

Psyc 2106 Credits: 3  
Abnormal Psychology  
Prerequisite(s): Psyc 1101 or consent of instructor  
This course provides an overview of: historical and contemporary views regarding deviance and mental illness; symptoms associated with major areas of mental illness (e.g. mood disorders, psychotic disorders, eating disorders, anxiety disorders, personality disorders, disruptive behavior disorders); and the diagnosis and treatment of psychological disorders. This course meets MnTC areas 2, 5 and 7.

Psyc 2110 Credits: 3  
Human Sexuality  
Prerequisite(s): Psyc 1101 or consent of instructor  
This course provides an overview of human sexuality. Using a biopsychosocial perspective, human sexual behavior is explored as an interaction of physiological, psychological and sociocultural processes. Recent scientific advances in areas such as genetics, evolutionary psychology, information processing, linguistics, and social psychology are considered as they relate to our current understanding of human sexual behavior. This course meets MnTC areas 2, 5 and 8.

Psyc 2123 Credits: 3  
Basic Interviewing and Helping Skills  
Prerequisite(s): None  
This course provides an overview of basic interviewing and counseling skills, with an emphasis on applying and practicing skills in the classroom setting. By completing this course students will gain a better understanding of: the impact of values, interpersonal style, strengths and weaknesses on the helping process; verbal and nonverbal communication skills; interviewing strategies; crisis intervention; empowerment strategies; individual and group counseling techniques; contemporary issues in the helping profession; characteristics of effective helpers; and professional boundaries, responsibilities and ethics related to the helping process.
Psyc 2201 Credits: 1–9
Applied Psychology Practicum
Prerequisite(s): Minimum GPA of 2.0 in core psychology courses and Consent of instructor
This course provides the opportunity for students to apply the knowledge and practical skills gained from classroom instruction in a supervised human service setting.

READING

Read 0092 Credits: 3
Analytical College Reading
Prerequisite(s): Placement Test Score
This course helps students develop active/analytical reading skills applied to Informational text. Instruction includes comprehension strategies, summarizing, paraphrasing, and understanding text structure. Students will synthesize and analyze text from paragraphs, heading sections and chapters to determine how ideas are related to a whole.

SOCIIOLOGY

Soc 1101 Credits: 3
Introduction to Sociology
Prerequisite(s): None
The scientific study of human society and the social processes that give structure to our lives. Topics include types of societies, socialization, major theories and concepts, culture, basic social units, and power/privilege. This course meets MnTC areas 2, 5 and 7.

Soc 1201 Credits: 3
Social Problems
Prerequisite(s): None
A sociological analysis of the nature, causes, effects, and possible responses to a variety of contemporary social problems. This course meets MnTC areas 2, 5 and 9.

Soc 1204 Credits: 3
Diversity and Change in the US
Prerequisite(s): College level reading and writing
This course offers students the exploration of the historical, economic, and social background of prominent minority groups in American society – including how our country’s demographics are changing and becoming increasingly diverse. Students will examine similarities and differences, theoretical perspectives, dominant and subordinate relationships, media portrayal and contemporary social issues. This course meets MnTC areas 2, 5 and 9.

Soc 2101 Credits: 3
Contemporary Indian Concerns
Prerequisite(s): None
This course examines current issues of concern to indigenous tribal peoples of North America and their neighbors. Issues are viewed from sociological and traditional tribal perspectives in order to research alternative explanations or solutions. This course meets MnTC areas 2, 5 and 9.
Soc 2130 Credits: 3
Introduction to Women’s Studies
Prerequisite(s): Soc1101 recommended
The course explores the social and cultural diversity found among women through an examination of the ways in which gender, race, ethnicity, class, sexual orientation, and physical ability intersect to influence the status of women. The course will consider how individuals learn gender, how culture shapes the way we think about gender, and how law, public policy, and economics affect gender and the struggle for equality. This course meets MnTC areas 2, 5 and 7.

Soc 2120 Credits: 3
Introduction to Criminal Justice
Prerequisite(s): None
This course provides an overview of the development, components, and administration of criminal justice in America; including nature of crime, law enforcement, courts, corrections, and changing roles in society. This course meets MnTC areas 2, 5 and 9.

Soc 2140 Credits: 3
Society and Family Dynamics
Prerequisite(s): Soc 1101 recommended
This course examines how society affects the dynamics of the family - including foundations of the family, systems for understanding families, ethnic and structural diversity of the family, the impact of various social institutions on the family, and community resources for families. Contemporary American ideas on topics such as love, courtship, parenting, divorce, and stepfamilies will be studied. This course meets MnTC areas 2, 5 and 7.

SPEECH

Spch 1101 Credits: 3
Introduction to Speech Communication
Prerequisite(s): None
The course introduces students to the basic theories of intrapersonal, interpersonal, small group, and public communication. The course emphasizes practicing organizational and presentational skills and offers strategies for reducing speech anxiety. This course meets MnTC areas 1 and 2.

Spch 1105 Credits: 3
Fundamentals of Public Speaking
Prerequisite(s): None
The course is an introduction to the basics of public address emphasizing the preparation, practice, and delivery of informative and persuasive speeches using extemporaneous delivery methods. This course meets MnTC areas 1 and 2.

Spch 1111 Credits: 3
Interpersonal Communications
Prerequisite(s): None
Students explore communication processes from an interpersonal perspective. The course provides students an introduction to the basic theories of communication involving human relationships. Structured individual and group activities provide students
experiential learning opportunities for self-assessment and skill building. This course meets MnTC areas 1 and 2.

Spch 1121 Credits: 3
Intercultural Communications
Prerequisite(s): None
The course is designed to cultivate, promote, and increase understanding between people of different cultures. Students will examine cultural patterns, cultural biases, cultural variables in interpersonal relationships in personal and professional settings, and message systems across cultures. Individual and group activities to develop greater skill in communicating with diverse populations in the U.S. and international locations and research to better understand cultural groups integral to the course. This course meets MnTC areas 2, 7 and 8.
2018-19 Personnel Directory

Northeast Higher Education District Administration

Bill Maki, President
AA, Vermilion Community College; B.Ac., University of Minnesota-Duluth; MBA, University of Minnesota-Duluth; CPA (inactive) certificate; Harvard Graduate School Institute of Educational Management
Karen Kedrowski, Vice President of Finance and Administration
BS, Metropolitan State University; MS, St. Cloud State University

Itasca Community College Administration

Dr. Bart Johnson, Provost
BS, North Dakota State University; MS, University of Michigan; PhD, Aalborg University
Richard Kangas, Dean of Student and Administrative Services
Diploma, Eveleth Area Vocational Technical Institute; AA, Rainy River Community College; BS, Bemidji State University; MA, St. Mary's University

Itasca Community College Faculty

Eric Ahlstrom, Math
AA, Itasca Community College; BA, Bethel University; MS, University of Minnesota
Suzanne Aldrich, Practical Nursing
PN, Itasca Community College; ADN, Northland Community College; BSN, Bemidji State University; MSN, NP-C Metropolitan State University
Teresa Alto, English
BA, University of California-Berkeley; MA, University of Iowa
Dr. Michelle Arnhold, Biology
BA, Colorado College; Ph.D., University of Minnesota
Tim Aunan, Natural Resources
BA, University of Minnesota-Duluth; MS, University of Connecticut
Steven Bean, Librarian
BA, Michigan State University; MA, Central Michigan University; MLIS, Dominican University
Jon Byrne, English
BA, University of Minnesota; MA, University of Minnesota-Duluth
Amber Carlson, Practical Nursing
BS, Minnesota State University, Mankato; MS, Minnesota State University, Moorhead
Renee Cole, Practical Nursing
BA, College of St. Scholastica; PHN, College of St. Scholastica; MSN, University of North Dakota
Edward Damiani, Physics
BS, Iowa State University; MA, University of Wisconsin-River Falls
Donita Ettestad, Practical Nursing
BS, University of North Dakota; MS, University of North Dakota
Brenda Fairchild, Reading/Study Skills & Counselor
BS, University of Minnesota; MS, University of Wisconsin-Superior
Derek Fox, Chemistry, Engineering
BS, University of Wisconsin-Eau Claire; MS, University of Minnesota
Tim Fox, Geography  
BA, Humboldt State University; MA, San Diego State University

Anna Francisco, Class Act  
BS, College of St. Scholastica; MS, Bemidji State University; Online Teaching Certification; Minnesota Licensed K-8 Teacher

Amie Furlong, Counselor  
AA, Itasca Community College; AAS, Itasca Community College; BA, Concordia College; MS, University of Wisconsin Superior; LSW (Licensed Social Worker, State of MN)

Marlo Gangi, Psychology  
BA, College of St. Scholastica; MA, University of Minnesota-Duluth

Dr. Mary Godwin, English  
BS, Michigan State University; MA, Bemidji State University; PhD, Purdue University

Shane Holm, Speech  
BS, University of Wisconsin – Stevens Point; MA, Bemidji State University; Communication Graduate Certification, Minnesota State - Mankato

Lynnette How, Practical Nursing  
BFA, Bemidji State University; BA, College of St. Scholastica; MS, Walden University

Brad Jones, Forestry  
BS, University of Minnesota-St. Paul; MS, University of Minnesota-St. Paul

Lee Kessler, Wildland Firefighting & Natural Resources  
BS, Southern Illinois University at Carbondale

Jamie Kleinendorst, Engineering  
AS, Itasca Community College; BSME, Michigan Technological University; MSME, Michigan Technological University

Steven Kohorst, Accounting  
BS, University of North Dakota, MS Fairleigh Dickinson University

Meadow Kouffeld, Natural Resources  
AA, Shasta Community College; BS, Humboldt State University; MS, University of Minnesota

Justin Lamppa, Physical Education  
AA, Vermilion Community College; BS, University of Wisconsin-Superior; Master of Sports Science, United States Sports Academy

Dr. Jackie MacPherson, Psychology  
BA, University of North Dakota; MA, University of North Dakota; PhD, University of North Dakota; Licensed Psychologist

Lisa Marcis, English  
BA, University Of North Dakota; M.A., University of North Dakota

Patrick Mathias, English  
BA, Mankato State University; MA, Mankato State University

Dr. Mary Moberg, Biology  
BA, St. Olaf College; MS, University of Minnesota; PhD, University of Minnesota

Christine Mutchler, Early Childhood  
BS, Bemidji State University; MS, Walden University

Rebecca Niemi, Counselor  
AA, Mesabi Community College; BAS, University of Minnesota-Duluth; MA, University of Minnesota-Duluth; Nationally Certified Counselor; Distance Credentialed Counselor

Melinda Nuhring, Speech  
BBA, University of Minnesota-Duluth; MA, Bethel University; Certificate in Post-Secondary Education, Bethel University

Thomas Raiche, Industrial Technology: Process Operations
Matthew Ray, English
BA, St. Cloud State University; MA, Northern Arizona University

Michael Reasor, Art
BFA, Brigham Young University; MFA, Colorado State University

Leslie Reed, PE & Health
AA, Itasca Community College; BAS, University of MN-Duluth; MA, St. Mary's University-Winona

Nick Rothstein, Economics & Business
AA, Itasca Community College; BA, St. John's University; MA, St. Mary's University

Gordon Savela, Chemistry
AA, Mesabi Community College; BA, College of St. Scholastica; MS, University of Notre Dame

Heidi Shinabargar, Nursing
BS, Bemidji State University; MS, Bemidji State University

Crystal Smith, Engineering
AS, Itasca Community College; BS, University of North Dakota; MS, University of Wisconsin-Madison

Suzanne Dustrude Starr, Sociology
BA, Hamline University; MEd, University of Minnesota-Duluth

Craig Stertz, Mathematics
BA, St. Norbert College; MS, University of Colorado

Theresa Stertz, Mathematics
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