## UNITED TRIBES

On-Campus News

VOL. 11, NO. 10

November 20, 2000

## Harvard University recognizes outstanding tribal government programs

President David M. Gipp was among those judging panelists for the Harvard University Tribal Government Honors Program, which recognized sixteen outstanding tribal government programs from cross the nation, Gipp said, "These nonors were for the position programs which tribal communities are offering in rebuilding tribal nations."

The first eight recipients received "high honors," a certificate and \$10,000 and the other eight received "honors" and \$2,000.



Left to Right: (Front Row): Peterson Zah, Chief Oren Lyons, Susan Williams, David M. Gipp. (Second Row): Regis Pecos, Alfreda Mitre, Joann Chase. (Third Row): Brian Henderson, Duane Champagne, Sherri Salway Black, and (unidentified member).

# United Tribes celebrates Native American Heritage Month

(Continued on Page 4)



United Tribes faculty and staff were among those to join, listening to American Indian traditional performers and speakers. Wendell White Eyes, was among the key organizers of the events. Joining the faculty and staff were Standing Rock tribal elder Margaret Teachout and UTTC Diabetes Center Director Marsha Azure.



## Individuals sharing their understanding and experiences with culture continues

This is part two of "celebrating" Native American Heritage Month, we have asked students and staff to "share" with the general public their understanding and experience with culture. Throughout the month, we will be including excerpts from these essays in the newsletter. Thank you to those who have participated - Cultural Affairs Committee

#### WHAT IS YOUR DEFINITION OR EXPERIENCE WITH CULTURE AS YOU UNDERSTAND IT?

· As a young ambitious Native American Woman, I understand it to be wonderful. Our lives as Native American people are beautiful, with what we do and don't have. With this culture that we share, though it may be heartbreaking at times, we as Native people have specialness that will help us to survive. Yes, we have many issues that we need to deal with, but with our strong beliefs, we will grow and teach our children to be strong independent prosperous human beings and to treat every person you meet with the respect that we have been taught for many generations. We in our Native culture; give without hesitation, love with a smile, even if that smile isn't physically shown, we feel it within. And in our culture, we know that things happen for a reason, and for whatever reason that may be, there is always a lesson to be learned. From my experience, I think culture, as I understand it; is rich with lessons to be taught and learned by one another with good intentions at both ends. Culture is an awesome sense of pride that you carry with you throughout your life.

Kelly Decoteau

 My experience with Native American culture is being able to see a powwow or a different ceremony dealing with our Native American culture and being able to participate.

Jerry Grant

 My definition of culture is knowing and understanding your roots, and also understanding how things came about in your culture. My experience with culture is growing up and around a close knit family that knows their traditions and passes them down.

Curt Wells

• My experience or definition of culture is how I was raised, the values and morals that were installed into me due to the surrounding of where and when I was raised. I will be honest, I do not know much about the Native American culture or heritage, I have never lived on a reservation and was only born to one. I grew up in Bismarck-Mandan. I really don't have much else to say without having a better understanding of my culture.

Vanessa Beebe

• Culture is what people choose to believe. Culture can only be expressed spiritually and mentally. In my opinion, culture can not be defined. Culture holds a big part in how people think and grow to

(Continued on Page 6)



## DENNIS LUCIER'S ~ UTTC DINER ~ WEEKLY MENU

(Each meal served includes 2% or Skim Milk, Coffee or Tea and Salad Bar or Assorted Fresh Fruits/Vegetables)

#### DINNER

#### November 20-22

- M Pork Cutlet, Mashed Potatoes, Cream Gravy
- T Oriental Chicken Stir Fry, Rice

#### November 27

M Steak Sandwich, French Fries, Garlic Toast

#### **SUPPER**

#### November 20-22

- M Meat Loaf, Oven Browned Potatoes
- T Buffalo Beef Sausage, Baked Beans, Fried Potatoes

#### **November 27**

M Roast Pork, Mashed Potatoes w/Gravy, Vegetable, Dessert

#### THANKSGIVING MENU... NEXT PAGE



There are women out there who wear fake nails, have breast implants, tummy tucks, plastic surgery or facelifts and then complain to others that they can't find a "REAL" man!

## CAFETERIA THANKSGIVING MENU



#### **MEAL SCHEDULE:**

TJES: 11:00 am to 11:30 am
Students & Staff: 11:45 am to 1:00 pm
~ FAMILY of STUDENTS & STAFF INVITED ~

- RoastTurkey & Dressing
  Baked Ham
  Served with the following:
- Mashed Potatoes and Gravy
- Sweet Potatoes
- Cranberry Sauce
- Dinner Rolls
- Assorted Salad Bar
- Vegetables

#### PIES:

- Apple, Lemon Pie, Pumpkin, Cherry, Blueberry
- Beverages

Happy Thanksgiving from the Cafeteria Staff

#### **Congratulations!**

Gale Vallie, and Rhonda Yankton.

Julie Cain is the winner of the door prize at the Food &

Nutrition

student table on diabetes at the cafeteria on November 7, 2000.

Thank you for coming to our table, and we hope you found

our information useful. Look for our next table on Tuesday,

cember 5, 2000 on heart disease.

Food & Nutrition second year students are Madonna Knife,

## Integrating computer technology w/culture

Students of the Computer Support Technology program were joined by students of the Hospitality Management program to experience one way traditional culture meets the technology of today. To celebrate November as Native American Heritage Month, Wendell White Eyes shared his experiences and views of a Culture Sweat with the students. His presentation was not only interesting. But educational. In appreciation, the students would like to thank Wendell White Eyes and the Cultural Affairs Committee for taking the time to show that our heritage is just as important as our future.



- I am thankful for the teenager who is not doing dishes but is watching TV, because that means he/she is at home and not on the streets.
- For the taxes that I pay, because it means that I am employed.
- For the mess to clean after a house social party, because it means that I have been surrounded by friends.
- For the clothes that fit a little too snug, because it means I have enough to eat.
- For my shadow that watches me work, because it means that I am out in the sunshine.
- For the lawn that needs mowing, snow that needs shoveling, windows that need cleaning, and gutters that need fixing, because it means I have a home.
- For all the complaining I hear about the government, because it means that we have freedom of speech.
- For the parking spot that I find at the far end of the parking lot, because it means I am capable of walking and that I have been blessed with transportation.
- For my huge heating bill, because it means I am warm.
- For the lady behind me in church that sings off-key, because it means that I can hear.
- For the pile of laundry and ironing, because it means I have clothes to wear.
- For weariness and achy muscles at the end of the day, because it means I have been capable of working hard.
- For the alarm goes off in the early morning hours, because it means that I am alive.

United Tribes celebrates Native American

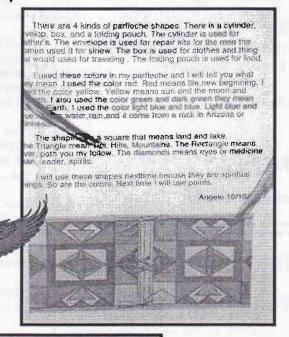
**Heritage Month** 



▲ John Buckley was among those to present about the importance of tribal values and traditions. He is from the Standing Rock Nation and is currently employed as the Coordinator of the Healthy Start Program at Standing Rock.

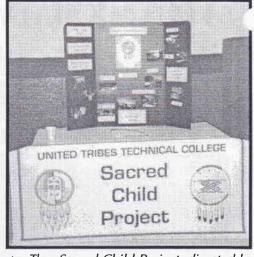


▲ (L to R): E.J. Rencountre, grade 8, and Angelo White, show their parfleche designs from their classes in Native American Studies which are part of the bilingual program at the Theodore Jamerson Elementary School, during the book displays November 18 celebrating Native American Heritage Month.





TJES students and their teachers were among the audience during Native American Indian Heritage Day, held on the UTTC Campus, November 17-18, 2000.



The Sacred Child Project, directed by Deborah Painte, was among sponsors of the events for Native Heritage Day, celebrated by the College, November 17-18, 2000.



Dakota Goodhouse, presented traditional flute playing with music he created, providing a background intrepretation of his songs. Goodhouse is a junior at the University of Mary and plans to pursue a masters in theology.



#### THE WHITE HOUSE

Office of the Press Secretary

For Immediate Release November 9, 2000

#### NATIONAL AMERICAN INDIAN HERITAGE MONTH, 2000

#### BY THE PRESIDENT OF THE UNITED STATES OF AMERICA A PROCLAMATION

American Indians, Alaska Natives, and Native Hawaiians are a special part of the tapestry of our Nation's history. As keepers of a rich and ancient cultural heritage, Native Americans share with all of us the beauty of their art, the power of their song, and the grace of their people. As individuals, they have distinguished themselves in virtually every field, from the arts to the sciences, from the world of sports to the world of commerce. This month, we celebrate the culture and contributions of the first Americans. We also remember with sorrow the suffering they endured because of past Federal actions and policies that had long-term and often devastating consequences for Native Americans and their culture. But, as the new millennium dawns, there is reason for optimism. During my 1999 New Markets tour of the Pine Ridge reservation in South Dakota and my visit to the Navajo Nation in New Mexico in April of this year. I saw firsthand a strength of spirit and hope sweeping through Indian Country. The Vice President and I have worked with tribes to foster this hope -- through economic development initiatives and improved education and health care. We still have much to accomplish, however. While my Administration has worked hard to bridge the digital divide and bring the Information Superhighway to Indian Country, some areas still do not have telephone and power lines. We continue striving to provide American Indians with the tools they need to strengthen family and community life by fighting overty, crime, alcohol and drug abuse, and domestic violence, and we are working with tribes to improve academic achievement and strengthen tribal colleges. We are also seeking to ensure that tribal leaders have a voice equal to that of Federal and State officials in addressing issues of concern to all our citizens. I reaffirmed that commitment to tribal sovereignty and self-determination by issuing this month a revised Executive Order on Consultation and Coordination with Indian Tribal Governments. This order builds on prior actions and strengthens our government-to government relationship with Indian tribes by ensuring that all Executive departments and agencies consult with Indian tribes and respect tribal sovereignty as the agencies consider policy initiatives that affect Indian communities. This year, my Administration proposed the largest budget increase ever for a comprehensive Native American initiative for health care, education, infrastructure and economic development. Just last month, as part of the Department of the Interior appropriations legislation, I signed into law one segment of this budget initiative that includes significant investments for school construction in Indian Country and the largest funding increase ever for the Indian Health Service. These are the kinds of investments that will empower tribal communities to address an array of needs and, ultimately, to achieve a better standard of living. Back in 1994, when I first met with the tribal leaders of more than 500 Indian nations at the White House, I saw the strength and determination that have enabled Native Americans to overcome extraordinary barriers and protect their hard-won civil and political rights. Since then, by working together, we have established a new standard for Federal Indian policy -- one that promotes an effective government-to-government relationship between the Federal Government and the tribes, and that seeks to ensure greater prosperity, self-reliance, and hope for all Native Americans. While we cannot erase the tragedies of the past, we can create a future where all of our country's people share in America's great promise. NOW, THEREFORE, I, WILLIAM J. CLINTON, President of the United States of America, by virtue of the authority vested in me by the Constitution and laws of the United States, do hereby proclaim November 2000 as National American Indian Heritage Month. I urge all Americans, as well as their elected representatives at the Federal, State, local, and tribal levels, to observe this month with appropriate programs, ceremonies, and activities. IN WITNESS WHEREOF, I have hereunto set my hand this eighth day of vember, in the year of our Lord two thousand, and of the Independence of the United State of America the two hundred and twenty-fifth.

### **Health Information and Technology Week**

Last week, November 5-11,2000, was National Health Information and Technology Week for those of us in the health information field. This weeklong event recognizes the unique contributions that health information management (HIM) professionals and health information technology (HIT) professionals make to the healthcare industry. This year's theme is "Making a Difference with Health Information." We like to think that our work does make a difference when it comes to peoples' health. Many people don't realize how important their medical record is or what it is used for.

First and foremost, it is used to make sure the patient gets quality care. It is also used for reimbursement purposes, for scientific research, teaching, and to guard both the patient and health care provider in legal issues. Our work in Medical Records does have an affect on patient outcomes. We are there to make sure the medical record is complete, accurate and safe. What is inside a medical record helps the physician determine how to treat the patient. We also make sure that the information is kept confidential. Our students are taught confidentially in almost every class they attend be-

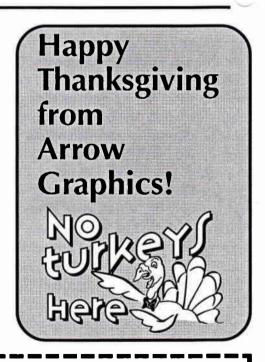
Cause it is such an important issue Basically, we are the "guardians" of the medical record. When our students graduate they have the knowledge and skills that will enable them to work with medical records department. Health Information Technology is a growing field and United Tribes Technical College is now the only college in North Dakota to offer a two year A.A.S. degree in this field. To learn more about our program contact:

Karla Baxter, RHIA
Health Information
Technology Program Director
United Tribes Technical College

#### **Hit Club News**

The Health Information Technology Club sponsored a Barbeque Beef dinner on Thursday, November 16, 2000. Those who came to partake of the dinner, thought the barbeque was delicious! We would like to thank our own chef, Karla for cooking the beef! All proceeds will go to benefit the HIT club. The HIT Student Club hopes that this years' fund-raisers will be as profitable as last year. We would like to thank all who supported and

continue to support us. Club officers were elected last month. Our new Officers are: Rose White Buffalo- President, Maureen Marshall - Vice President, Georgiana Cross - Secretary, Vernon Torralba - Treasurer, Yvette Maloney - Student Senate Representative, Clarice Fox - Alternate Representative. Congratulations to all of you! We are sure you will all be great representatives for the HIT department.



Thought for the Day!

Cream rises to the top. But so does scum!

## Injury Prevention program students receive special recognition



The United Tribes Technical College Injury Prevention Program has a paid Internship Program from the Office of Small and Disadvantaged Business Utilization. Two of our students interns received a Special recognition from The Federal Aviation Administration recently. The students who received a Special Certificate were Tamara Moore, from the Spirit

Lake Nation and Jenelle Canyon, from the Three Affiliated Tribes. Both of these students are now mentors for other students interns in this program. Some of the other students in this program include: Penny St. Claire: Spirit Lake, Rhonda Foote: Three Affiliated Tribes, Kenneth James Buckley: Standing Rock, Notasha No Heart; Standing Rock, Vanessa Frank; Three Affiliate Tribes and Nicole Jacobs; Pine Ridge.

Natosha No Heart has developed the first culturally appropriate bronure for Native Americans entitled. "Keep Your Baby Safe While Traveling". Natosha worked closely with Carol Manifold, Custer District Health, Carol Holzer, North Dakota Department of Health and Ann Mitchell, National Highway Trafic Safety Administration in Washington, D.C.

A large distribution (mailing) of this brochure was made to the tribal programs in North Dakota. The pictures in this brochure are children of Injury Prevention students. Natosha has received a lot of compliments from various satety agencies on her outstanding brochure.

Several Injury Prevention students were involved directly with the making of a video for the United Tribes Injury Prevention Program. The title of this video is "In their Own Words". The students involved in this video are; Tamara Moore, Peggy Morgan, Kenneth James Buckley, Raybert Little Wind, Lori R. Finley, Nicole Jacobs, Mary Jo Packineau and Natosha No Heart. The video should be completed by December 20, 2000.

Tamara Moore will be going to Washington, DC in January for a 15-week internship with the U.S. Department of Transportation. Tamara said any contributions from UTTC staff and students will be greatly appreciated.

Inclosing the Injury Prevention Program (Staff and Students) want to wish you all a Happy and Safe Thanksgiving Weekend. Remember to always Buckle-up and Don't Drink and Drive.

## United Tribes Episcopal Ministries Services

Sunday:
12:30 PM
POTLUCK
after every service
Location:
United Tribes
Technical
College Chapel

Carol DeWall, Lay Pastor

## United Tribes Catholic Services

Sunday:
10:00 AM
Location:
United Tribes
Technical College Chapel

Information for the On
Campus Newsletter
must be submitted to
Arrow Graphics
no later than
12:00 NOON
THURSDAY'S

#### 2001 UTTC Spring Semester Course Schedules

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20METHODS & MATERIALS FOR EARLY CHLDHD EDU 20CHILDREN'S LITERATURE 20MACROECONOOMICS (IVN) 1-FUNDAMENTALS OF NUTRITION 20COMMUNITY NUTRITION 20COMMUNITY NUTRITION 30CHEMICAL AWARENESS/Jan. 9 - Feb. 27 30CHEMICAL AWARENESS/Jan. 9 - Feb. 27 30CHEMICAL AWARENESS/Jan. 9 - Feb. 27 30CHEMICAL AWARENESS/March 13-May 8 30COLLEGE SUCCESS/ January 9 - February 27 30COLLEGE SUCCESS/January 9 - February 27	3L AZURE 2L AZURE 3L MILLER 3L MILLER 3W. AGNEW 4W. AGNEW 1J MCGILLIS 1H. SCHNEIDER 1H. SCHNEIDER 1J. MCGILLIS 1A. KUYPER 1D. BRUNNING 1K. BELL 1A. KUYPER	1 MWF 1 TR 4-6:50 T 10-11:30 MW 10-12 TR TBA 1-2:00 TR 9-10 TR 9-10 TR 9-10 TR 9 TR 9 TR 9 TR 9 TR	ED 802 ED 802 ED 111 SC 112 SC 111F SC 111F TBA SC 1078 SC 1078 SC 1078 SC 1078 ED 814 SC 113 SC 113
20METHODS & MATERIALS FOR EARLY CHLDHD EDU 20CHILDREN'S LITERATURE 20MACROECONOOMICS (IVN) 1 FUNDAMENTALS OF NUTRITION 20COMMUNITY NUTRITION 20FOOD & NUTRITION PRACTICUM 30CHEMICAL AWARENESS/Jan. 9 - Feb. 27 30CHEMICAL AWARENESS/Jan. 9 - Feb. 27 30CHEMICAL AWARENESS/March 13-May 8 30CHEMICAL AWARENESS/March 13-May 8 30COLLEGE SUCCESS/January 9 - February 27	3L AZURE 2L AZURE 3L MILLER 3W. AGNEW 4W. AGNEW 1J. MCGILLIS 1H. SCHNEIDER 1J. MCGILLIS 1A. KUYPER 1D. BRUNNING 1K. BELL 1A. KUYPER 1D. BRUNNING	1 MWF 1 TR 4-6:50 T 10-11:30 MW 10-12 TR TBA 1-2:00 TR 9-10 TR 9-10 TR 9 TR 9 TR 9 TR 9 TR 9 TR 9 TR	ED 802 ED 802 ED 802 ED 111 SC 112 SC 111F SC 1078 SC 1078 SC 1078 SC 1078 SC 1078 ED 814 SC 113 SC 113 SC 113
20METHODS & MATERIALS FOR EARLY CHLDHD EDU 20CHILDREN'S LITERATURE 20MACROECONOOMICS (IVN) 1 FUNDAMENTALS OF NUTRITION 20 COMMUNITY NUTRITION 20 COOMMUNITY NUTRITION 20 CHEMICAL AWARENESS/Jan. 9 - Feb. 27 30 CHEMICAL AWARENESS/March 13-May 8 30 CHEMICAL AWARENESS/March 13-May 8 30 COLLEGE SUCCESS/January 9 - February 27 30 COLLEGE SUCCESS/March 13 - May 8	3L AZURE 2L AZURE 3L MILLER 3W. AGNEW 4W. AGNEW 4W. AGNEW 1J. MCGILLIS 1H. SCHNEIDER 1J. MCGILLIS 1LIS 1LIS 1LIS 1LIS 1LIS 1LIS 1LIS	1 MWF 1 TR 4-6:50 T 10-11:30 MW 10-12 TR TBA 1-2:00 TR 9-10 TR 9-10 TR 1-2 TR 9 TR 9 TR 1 TR 9 TR 1 TR	ED 802 ED 802 ED 802 ED 111 SC 112 SC 111F SC 111F TBA SC 107B SC 107B SC 107B SC 107B SC 113 SC 113 ED 814 SC 113 SC 113 ED 814 SC 113
20METHODS & MATERIALS FOR EARLY CHLDHD EDU 20CHILDREN'S LITERATURE 20MACROECONOOMICS (IVN) 1FUNDAMENTALS OF NUTRITION 20COMMUNITY NUTRITION 20COMMUNITY NUTRITION 20CHEMICAL AWARENESS/Jan. 9 - Feb. 27 30CHEMICAL AWARENESS/Jan. 9 - Feb. 27 30CHEMICAL AWARENESS/March 13-May 8 30CHEMICAL AWARENESS/March 13-May 8 30COLLEGE SUCCESS/January 9 - February 27	3L AZURE 2L AZURE 3L MILLER 3L MILLER 3W. AGNEW 4W. AGNEW 4W. AGNEW 1J. MCGILLIS 1H. SCHNEIDER 1H. SCHNEIDER 1J. MCGILLIS 1A. KUYPER 1D. BRUNNING 1K. BELL 1A. KUYPER 1D. BRUNNING 1K. BELL 2A. KUYPER	1 MWF 1 TA 4-6:50 T 10-11:30 MW 10-12 TR TBA 1-2:00 TR 9-10 TR 9-10 TR 9-10 TR 9 TR 9 TR 1 TR 9 TR 9 TR 1 TR 9 TR 1 TR	ED 802 ED 802 ED 802 ED 111 SC 112 SC 111F TBA SC 107B SC 107B SC 107B SC 107B SC 107B SC 107B SC 107B SC 113 SC 113 ED 814 SC 113 SC 113 ED 814
20METHODS & MATERIALS FOR EARLY CHLDHD EDU 20CHILDREN'S LITERATURE 20MACROECONOOMICS (IVN) 1-FUNDAMENTALS OF NUTRITION 20COMMUNITY NUTRITION 20COMMUNITY NUTRITION 20CHEMICAL AWARENESS/Jan. 9 - Feb. 27 30CHEMICAL AWARENESS/Jan. 9 - Feb. 27 30CHEMICAL AWARENESS/March 13-May 8 30COLLEGE SUCCESS/ January 9 - February 27 30COLLEGE SUCCESS/ January 9 - February 27 30COLLEGE SUCCESS/January 9 - February 27	3L AZURE 2L AZURE 3L MILLER 3L MILLER 3W. AGNEW 4W. AGNEW 4W. AGNEW 1J. MCGILLIS 1H. SCHNEIDER 1H. SCHNEIDER 1J. MCGILLIS 1A. KUYPER 1D. BRUNNING 1K. BELL 1A. KUYPER 1D. BRUNNING 1K. BELL 2A. KUYPER 2A. KUYPER	1 MWF 1 TR 4-6:50 T 10-11:30 MW 10-12 TR TBA 1-2:00 TR 9-10 TR 9-10 TR 9-10 TR 9-11 TR 9 TR 9 TR 1 TR 9 TR 9 TR 1 TR 1 TR 1 TR 10 MWF 11 MWF	ED 802 ED 802 ED 111 SC 112 SC 111F TBA SC 107B SC 107B SC 107B SC 107B SC 107B ED 814 SC 113 SC 113 SC 113 ED 814 ED 814 ED 814
20METHODS & MATERIALS FOR EARLY CHLDHD EDU 20CHILDREN'S LITERATURE 20MACROECONOOMICS (IVN) 1 FUNDAMENTALS OF NUTRITION 20COMMUNITY NUTRITION 20FOOD & NUTRITION PACTICUM 30CHEMICAL AWARENESS/Jan. 9 - Feb. 27 30CHEMICAL AWARENESS/Jan. 9 - Feb. 27 30CHEMICAL AWARENESS/March 13-May 8 30CHEMICAL AWARENESS/March 13-May 8 30COLLEGE SUCCESS/January 9 - February 27	3L AZURE 2L AZURE 3L MILLER 3L MILLER 3W. AGNEW 4W. AGNEW 4W. AGNEW 1J. MCGILLIS 1H. SCHNEIDER 1H. SCHNEIDER 1J. MCGILLIS 1A. KUYPER 1D. BRUNNING 1K. BELL 1A. KUYPER 1D. BRUNNING 1K. BELL 2A. KUYPER	1 MWF 1 TA 4-6:50 T 10-11:30 MW 10-12 TR TBA 1-2:00 TR 9-10 TR 9-10 TR 9-10 TR 9 TR 9 TR 1 TR 9 TR 9 TR 1 TR 9 TR 1 TR	ED 802 ED 802 ED 802 ED 111 SC 112 SC 111F TBA SC 107B SC 107B SC 107B SC 107B SC 107B SC 107B SC 107B SC 113 SC 113 ED 814 SC 113 SC 113 ED 814
20METHODS & MATERIALS FOR EARLY CHLDHD EDU 20CHILDREN'S LITERATURE 20MACROECONOOMICS (IVN) 1-FUNDAMENTALS OF NUTRITION 20COMMUNITY NUTRITION 20COMMUNITY NUTRITION 20CHEMICAL AWARENESS/Jan. 9 - Feb. 27 30CHEMICAL AWARENESS/Jan. 9 - Feb. 27 30CHEMICAL AWARENESS/March 13-May 8 30COLLEGE SUCCESS/ January 9 - February 27 30COLLEGE SUCCESS/ January 9 - February 27 30COLLEGE SUCCESS/January 9 - February 27	3L AZURE 2L AZURE 3L MILLER 3L MILLER 3W. AGNEW 4W. AGNEW 4W. AGNEW 1J. MCGILLIS 1H. SCHNEIDER 1H. SCHNEIDER 1J. MCGILLIS 1A. KUYPER 1D. BRUNNING 1K. BELL 1A. KUYPER 1D. BRUNNING 1K. BELL 2A. KUYPER 2A. KUYPER	1 MWF 1 TR 4-6:50 T 10-11:30 MW 10-12 TR TBA 1-2:00 TR 9-10 TR 9-10 TR 9-10 TR 9-11 TR 9 TR 9 TR 1 TR 9 TR 9 TR 1 TR 1 TR 1 TR 10 MWF 11 MWF	ED 802 ED 802 ED 111 SC 112 SC 111F TBA SC 107B SC 107B SC 107B SC 107B SC 107B ED 814 SC 113 SC 113 SC 113 ED 814 ED 814 ED 814
20METHODS & MATERIALS FOR EARLY CHLDHD EDU 20(CHILDREN'S LITERATURE 20(MACROECONOOMICS (IVN) 1 FUNDAMENTALS OF NUTRITION 20(COMMUNITY NUTRITION 20(COMMUNITY NUTRITION 20(CHEMICAL AWARENESS/Jan. 9 - Feb. 27 30(CHEMICAL AWARENESS/Jan. 9 - Feb. 27 30(CHEMICAL AWARENESS/March 13-May 8 30(CHEMICAL AWARENESS/March 13-May 8 30(COLLEGE SUCCESS/January 9 - February 27 30(COLLEGE SUCCESS/March 13 - May 8 30(COLLEGE SUCCESS/March 13 - May 8) 30(COLLEGE SUCCESS/March 13 - May 8 30(COLLEGE SUCCESS/March 13 - May 8)	3L AZURE 2L AZURE 3L MILLER 3W. AGNEW 4W. AGNEW 4W. AGNEW 1J. MCGILLIS 1H. SCHNEIDER 1J. MCGILLIS 1LIS 1LIS 1LIS 1LIS 1LIS 1LIS 1LIS	1 MWF 1 TR 4-6:50 T 10-11:30 MW 10-12 TR TBA 1-2:00 TR 9-10 TR 9-10 TR 1-2 TR 9 TR 9 TR 1 TR 9 TR 1	ED 802 ED 802 ED 802 ED 111 SC 112 SC 111F SC 111F TBA SC 107B SC 107B SC 107B SC 107B SC 113 SC 113 ED 814 SC 113 SC 113 ED 814 ED 814 ED 814 ED 814
20 METHODS & MATERIALS FOR EARLY CHLDHD EDU 20 CHILDREN'S LITERATURE 20 MACROECONOOMICS (IVN) 1 FUNDAMENTALS OF NUTRITION 20 COMMUNITY NUTRITION 20 COMMUNITY NUTRITION PRACTICUM 30 CHEMICAL AWARENESS/Jan. 9 - Feb. 27 30 CHEMICAL AWARENESS/Jan. 9 - Feb. 27 30 CHEMICAL AWARENESS/March 13-May 8 30 COLLEGE SUCCESS/January 9 - February 27 30 COLLEGE SUCCESS/January 9 - Fe	3L AZURE 2L AZURE 3L MILLER 3L MILLER 3W. AGNEW 4W. AGNEW 4W. AGNEW 1J. MCGILLIS 1H. SCHNEIDER 1J. MCGILLIS 1A. KUYPER 1D. BRUNNING 1K. BELL 1A. KUYPER 1D. BRUNNING 1K. BELL 2A. KUYPER	1 MWF 1 TA 4-6:50 T 10-11:30 MW 10-12 TR TBA 1-2:00 TR 9-10 TR 9-10 TR 9-10 TR 9 TR 9 TR 1 TR 9 TR 1 TR 1 TR 10 MWF 11 MWF 2 MWF 3 MWF	ED 802 ED 802 ED 802 ED 111 SC 112 SC 111F TBA SC 1078 SC 1078 SC 1078 SC 1078 SC 1078 ED 814 SC 113 ED 814 SC 113 ED 814 ED 814 ED 814 ED 814 ED 814
20METHODS & MATERIALS FOR EARLY CHLDHD EDU 20ICHILDREN'S LITERATURE 20MACROECONOOMICS (IVN) 1 PUNDAMENTALS OF NUTRITION 20 COMMUNITY NUTRITION 20 COOMMUNITY NUTRITION 20 CHEMICAL AWARENESS/Jan. 9, Feb. 27 30 CHEMICAL AWARENESS/Jan. 9, Feb. 27 30 CHEMICAL AWARENESS/March 13-May 8 30 COLLEGE SUCCESS/ January 9 - February 27 30 COLLEGE SUCCESS/ January 9 - February 27 30 COLLEGE SUCCESS/January 9 - February 27	3L AZURE 2L AZURE 3L MILLER 3L MILLER 3W. AGNEW 4W. AGNEW 4W. AGNEW 1J. MCGILLIS 1H. SCHNEIDER 1J. MCGILLIS 1A. KUYPER 1D. BRUNNING 1K. BELL 1A. KUYPER 2A. KUYPER	1 MWF 1 TR 4-6:50 T 10-11:30 MW 10-12 TR TBA 1-2:00 TR 9-10 TR 9-10 TR 9-10 TR 1-2 TR 9 TR 1 TR 9 TR 1	ED 802 ED 802 ED 802 ED 111 SC 112 SC 111F SC 111F SC 1078 SC 1078 SC 1078 SC 1078 SC 1078 ED 814 SC 113 SC 113 SC 113 SC 113 ED 814 SC 113 ED 814 ED 814 ED 814 ED 814 ED 814 ED 814
20 METHODS & MATERIALS FOR EARLY CHLDHD EDU 20 CHILDREN'S LITERATURE 20 MACROECONOOMICS (IVN) 1 PUNDAMENTALS OF NUTRITION 20 COMMUNITY NUTRITION 20 COMMUNITY NUTRITION 20 CHEMICAL AWARENESS/Jan. 9 - Feb. 27 30 CHEMICAL AWARENESS/Jan. 9 - Feb. 27 30 CHEMICAL AWARENESS/March 13-May 8 30 CHEMICAL AWARENESS/March 13-May 8 30 COLLEGE SUCCESS/January 9 - February 27 30 COL	3L AZURE 2L AZURE 3L MILLER 3W. AGNEW 4W. AGNEW 4W. AGNEW 1J. MCGILLIS 1H. SCHNEIDER 1J. MCGILLIS 1 H. SCHNEIDER 1D. BRUNNING 1K. BELL 1A. KUYPER 1D. BRUNNING 1K. BELL 2A. KUYPER	1 MWF 1 TR 4-6:50 T 10-11:30 MW 10-12 TR TBA 1-2:00 TR 9-10 TR 9-10 TR 1-2 TR 9 TR 9 TR 1 TR 9 TR 1 TR 9 TR 1 TR 10 MWF 11 MWF 1 MWF 2 MWF 3 MWF 9 LAB TBA 10 MW	ED 802 ED 802 ED 802 ED 111 SC 112 SC 111F SC 111F SC 107B SC 107B SC 107B SC 107B SC 107B SC 113 SC 113 ED 814 SC 113 SC 113 ED 814
20 METHODS & MATERIALS FOR EARLY CHLDHD EDU 20 CHILDREN'S LITERATURE 20 MACROECONOOMICS (IVN) 1 FUNDAMENTALS OF NUTRITION 20 COMMUNITY NUTRITION 20 COOMMUNITY NUTRITION 20 COOMMUNITY NUTRITION 20 CHEMICAL AWARENESS/Jan. 9 - Feb. 27 30 CHEMICAL AWARENESS/Jan. 9 - Feb. 27 30 CHEMICAL AWARENESS/March 13-May 8 30 COLLEGE SUCCESS/January 9 - February 27 30 COLLEGE SUCCESS/March 13 - May 8 20 CAREER SUCCESS (NURSING STUDENTS) 20 ENGLISH COLLEGE STUDY	3L AZURE 2L AZURE 3L MILLER 3W. AGNEW 4W. AGNEW 4W. AGNEW 1J. MCGILLIS 1H. SCHNEIDER 1J. MCGILLIS 1H. SCHNEIDER 1D. BRUNNING 1K. BELL 1A. KUYPER 1D. BRUNNING 1K. BELL 2A. KUYPER	1 MWF 1 TR 4-6:50 T 10-11:30 MW 10-12 TR TBA 1-2:00 TR 9-10 TR 9-10 TR 9-10 TR 9 TR 9 TR 1 TR 9 TR 1 TR 1 TR 9 TR 1 TR 9 TR 1 TR 9 TR 1 TR 10 MWF 11 MWF 2 MWF 2 MWF 3 MWF 9 LAB TBA 10 MW 11 MW	ED 802 ED 802 ED 802 ED 111 SC 112 SC 111F TBA SC 1078 SC 1078 SC 1078 SC 1078 SC 1078 ED 814 SC 113 ED 814 SC 113 ED 814
20 METHODS & MATERIALS FOR EARLY CHLDHD EDU 20 CHILDREN'S LITERATURE 20 MACROECONOOMICS (IVN) 1 FUNDAMENTALS OF NUTRITION 20 COMMUNITY NUTRITION 20 COMMUNITY NUTRITION 20 COMMUNITY NUTRITION 20 CHEMICAL AWARENESS/Jan. 9 - Feb. 27 30 CHEMICAL AWARENESS/Jan. 9 - Feb. 27 30 CHEMICAL AWARENESS/March 13-May 8 30 CHEMICAL AWARENESS/March 13-May 8 30 COLLEGE SUCCESS/January 9 - February 27 30 COLLEGE SUCCESS/January	3L AZURE 2L AZURE 3L MILLER 3L MILLER 3W. AGNEW 4W. AGNEW 4W. AGNEW 1J. MCGILLIS 1H. SCHNEIDER 1J. MCGILLIS 1A. KUYPER 1D. BRUNNING 1K. BELL 1A. KUYPER 2A. KUYPER	1 MWF 1 TR 4-6:50 T 10-11:30 MW 10-12 TR TBA 1-2:00 TR 9-10 TR 9-10 TR 9-10 TR 9 TR 9 TR 1 TR 9 TR 1 TR 1 TR 10 MWF 11 MWF 2 MWF 3 MWF 9 LAB TBA 10 MW 11 MW 2 MW	ED 802 ED 802 ED 802 ED 111 SC 112 SC 111F TBA SC 107B SC 107B SC 107B SC 107B ED 814 SC 113 ED 814 ED 819 ED 119 ED 119 ED 119
20METHODS & MATERIALS FOR EARLY CHLDHD EDU 20CHILDREN'S LITERATURE 20MACROECONOOMICS (IVN) 1 FUNDAMENTALS OF NUTRITION 20COMMUNITY NUTRITION 20COMMUNITY NUTRITION 20COMMUNITY NUTRITION 30CHEMICAL AWARENESS/Jan. 9 - Feb. 27 30CHEMICAL AWARENESS/Jan. 9 - Feb. 27 30CHEMICAL AWARENESS/March 13-May 8 30COLLEGE SUCCESS/January 9 - February 27 30COLLEGE SUCCESS/January 9	3L AZURE 2L AZURE 3L MILLER 3W. AGNEW 4W. AGNEW 4W. AGNEW 1J. MCGILLIS 1H. SCHNEIDER 1J. MCGILLIS 1A. KUYPER 1D. BRUNNING 1K. BELL 1A. KUYPER 1D. BRUNNING 1K. BELL 2A. KUYPER 2B. KUYPER 2B. KUYPER 2C. KUYPER 2	1 MWF 1 TR 4-6:50 T 10-11:30 MW 10-12 TR TBA 1-2:00 TR 9-10 TR 9-10 TR 1-2 TR 9 TR 9 TR 1 TR 9 TR 1 TR 1 TR 10 MWF 11 MWF 1 MWF 2 MWF 3 MWF 9 LAB TBA 10 MW 11 MW 2 MW 10 TR	ED 802 ED 802 ED 802 ED 111 SC 112 SC 111F TBA SC 1078 SC 1078 SC 1078 SC 1078 SC 1078 ED 814 SC 113 ED 814 SC 113 ED 814
20 METHODS & MATERIALS FOR EARLY CHLDHD EDU 20 CHILDREN'S LITERATURE 20 MACROECONOOMICS (IVN) 1 FUNDAMENTALS OF NUTRITION 20 COMMUNITY NUTRITION 20 COMMUNITY NUTRITION 20 COMMUNITY NUTRITION 20 CHEMICAL AWARENESS/Jan. 9 - Feb. 27 30 CHEMICAL AWARENESS/Jan. 9 - Feb. 27 30 CHEMICAL AWARENESS/March 13-May 8 30 CHEMICAL AWARENESS/March 13-May 8 30 COLLEGE SUCCESS/January 9 - February 27 30 COLLEGE SUCCESS/January	3L AZURE 2L AZURE 3L MILLER 3L MILLER 3W. AGNEW 4W. AGNEW 4W. AGNEW 1J. MCGILLIS 1H. SCHNEIDER 1J. MCGILLIS 1A. KUYPER 1D. BRUNNING 1K. BELL 1A. KUYPER 2A. KUYPER	1 MWF 1 TR 4-6:50 T 10-11:30 MW 10-12 TR TBA 1-2:00 TR 9-10 TR 9-10 TR 9-10 TR 9 TR 9 TR 1 TR 9 TR 1 TR 1 TR 10 MWF 11 MWF 2 MWF 3 MWF 9 LAB TBA 10 MW 11 MW 2 MW	ED 802 ED 802 ED 802 ED 111 SC 112 SC 111F TBA SC 107B SC 107B SC 107B SC 107B ED 814 SC 113 ED 814 ED 819 ED 119 ED 119 ED 119
20METHODS & MATERIALS FOR EARLY CHLDHD EDU 20CHILDREN'S LITERATURE 20MACROECONOOMICS (IVN) 1 FUNDAMENTALS OF NUTRITION 20COMMUNITY NUTRITION 20COMMUNITY NUTRITION 20COMMUNITY NUTRITION 30CHEMICAL AWARENESS/Jan. 9 - Feb. 27 30CHEMICAL AWARENESS/Jan. 9 - Feb. 27 30CHEMICAL AWARENESS/March 13-May 8 30COLLEGE SUCCESS/January 9 - February 27 30COLLEGE SUCCESS/January 9	3L AZURE 2L AZURE 3L MILLER 3W. MILLER 3W. AGNEW 4W. AGNEW 4W. AGNEW 1J. MCGILLIS 1H. SCHNEIDER 1J. MCGILLIS 1H. SCHNEIDER 1D. BRUNNING 1K. BELL 1A. KUYPER 1D. BRUNNING 1K. BELL 2A. KUYPER 2B. KUYPER 2B. KUYPER 2C. KUYPE	1 MWF 1 TR 4-6:50 T 10-11:30 MW 10-12 TR TBA 1-2:00 TR 9-10 TR 9-10 TR 1-2 TR 9 TR 9 TR 1 TR 9 TR 1 TR 1 TR 10 MWF 11 MWF 1 MWF 2 MWF 3 MWF 9 LAB TBA 10 MW 11 MW 2 MW 10 TR	ED 802 ED 802 ED 802 ED 111 SC 112 SC 111F SC 111F TBA SC 107B SC 107B SC 107B SC 107B SC 113 SC 113 ED 814 SC 113 SC 113 ED 814 ED 819 ED 119 ED 119 ED 119 ED 119 ED 119
20 METHODS & MATERIALS FOR EARLY CHLDHD EDU 20 CHILDREN'S LITERATURE 20 MACROECONOOMICS (IVN) 1 FUNDAMENTALS OF NUTRITION 20 COMMUNITY NUTRITION 20 COMMUNITY NUTRITION 20 COMMUNITY NUTRITION 20 COMMUNITY NUTRITION 20 CHEMICAL AWARENESS/Jan. 9 - Feb. 27 30 CHEMICAL AWARENESS/Jan. 9 - Feb. 27 30 CHEMICAL AWARENESS/March 13-May 8 30 COLLEGE SUCCESS/January 9 - February 27 30 COLLEGE SUCCESS/March 13 - May 8 30 COLLEGE SUCCESS/March 13 - May 8 30 COLLEGE SUCCESS/March 13 - May 8 20 CAREER SUCCESS 2	3L AZURE 2L AZURE 3L MILLER 3W. MILLER 3W. AGNEW 4W. AGNEW 4W. AGNEW 1J. MCGILLIS 1H. SCHNEIDER 1J. MCGILLIS 1A. KUYPER 1D. BRUNNING 1K. BELL 1A. KUYPER 1D. BRUNNING 1K. BELL 2A. KUYPER 2B. KUYPER 2B. KUYPER 2B. KUYPER 2B. KUYPER 2C. KUYPER 2	1 MWF 1 TR 4-6:50 T 10-11:30 MW 10-12 TR TBA 1-2:00 TR 9-10 TR 9-10 TR 9-10 TR 9 TR 9 TR 1 TR 9 TR 1 TR 1 TR 10 MWF 11 MWF 2 MWF 3 MWF 9 LAB TBA 10 MW 11 MW 2 MW 10 TR 11 TR	ED 802 ED 802 ED 802 ED 802 ED 111 SC 112 SC 111F TBA SC 1078 SC 1078 SC 1078 SC 1078 SC 113 ED 814 SC 113 ED 814 ED 814 ED 814 ED 814 ED 814 ED 814 ED 819
20METHODS & MATERIALS FOR EARLY CHLDHD EDU 20CHILDREN'S LITERATURE 20MACROECONOOMICS (IVN) 1FUNDAMENTALS OF NUTRITION 20COMMUNITY NUTRITION 20COMMUNITY NUTRITION 20COMMUNITY NUTRITION 20COMMUNITY NUTRITION 20CHEMICAL AWARENESS/Jan. 9 - Feb. 27 30CHEMICAL AWARENESS/Jan. 9 - Feb. 27 30CHEMICAL AWARENESS/March 13-May 8 30CHEMICAL AWARENESS/March 13-May 8 30COLLEGE SUCCESS/January 9 - February 27 30COLLEGE SU	3L AZURE 2L AZURE 3L MILLER 3L MILLER 3W. AGNEW 4W. AGNEW 4W. AGNEW 1J. MCGILLIS 1H. SCHNEIDER 1J. MCGILLIS 1A. KUYPER 1D. BRUNNING 1K. BELL 1A. KUYPER 2A. KUYPER 2A	1 MWF 1 TR 4-6:50 T 10-11:30 MW 10-12 TR TBA 1-2:00 TR 9-10 TR 9-10 TR 9-10 TR 9 TR 9 TR 1 TR 9 TR 1 TR 10 MWF 11 MWF 2 MWF 3 MWF 9 LAB TBA 10 MW 11 MW 10 TR 11 TR	ED 802 ED 802 ED 802 ED 802 ED 111 SC 112 SC 111F SC 111F SC 1078 SC 1078 SC 1078 SC 1078 ED 814 SC 113 SC 113 SC 113 SC 113 ED 814 ED 819 ED 119 EG 119 GYM GYM
20METHODS & MATERIALS FOR EARLY CHLDHD EDU 20CHILDREN'S LITERATURE 20MACROECONOOMICS (IVN) 1 FUNDAMENTALS OF NUTRITION 20COMMUNITY NUTRITION 20FOOD & NUTRITION PRACTICUM 30CHEMICAL AWARENESS/Jan. 9 - Feb. 27 30CHEMICAL AWARENESS/Jan. 9 - Feb. 27 30CHEMICAL AWARENESS/March 13-May 8 30CHEMICAL AWARENESS/March 13-May 8 30COLLEGE SUCCESS/January 9 - February 27 30COLL	3L AZURE 2L AZURE 3L MILLER 3W. AGNEW 4W. AGNEW 4W. AGNEW 1J. MCGILLIS 1H. SCHNEIDER 1J. MCGILLIS 1 H. SCHNEIDER 1J. MCGILLIS 1 H. SCHNEIDER 1 J. MCGILLIS 1 A. KUYPER 1 D. BRUNNING 1 K. BELL 2 A. KUYPER 3 A. KUYPER 4 A. KUYPER 5 A. KUYPER 6 A. KU	1 MWF 1 TR 4-6:50 T 10-11:30 MW 10-12 TR TBA 1-2:00 TR 9-10 TR 9-10 TR 9-10 TR 9 TR 9 TR 9 TR 9 TR 1 TR 9 TR 1 TR 10 MWF 11 MWF 1 MWF 2 MWF 3 MWF 9 LAB TBA 10 MW 11 MW 2 MW 11 MW 2 MW 11 TR 10 TR 10 TR 10 MWF 11 TR 10 TR 11 TR 11 TR 11 TR 11 TR 11 TR 12 TR 13 TR 14 TR 15 TR 16 TR 17 TR 17 TR 18	ED 802 ED 802 ED 802 ED 802 ED 111 SC 112 SC 111F SC 117 SC 1078 SC 1078 SC 1078 SC 1078 SC 1078 SC 113 SC 113 SC 113 ED 814 SC 113 SC 113 ED 814 ED 814 ED 814 ED 814 ED 814 ED 819 ED
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#### Individuals share ... (continued from Page 2)

what they are now. It is part our everyday lifestyle.

Mary Jo Duarte

• I was taught to respect my "elders" meaning never to be rude or show disrespect in any way. When I was younger and in grade school I didn't understand why and asked my dad to explain to me. His response was "the elders" lived their lives and have all the experiences of life, that is why people go to them for advice, for help in different situations. Elders are known for their wisdom, knowledge, and experiences. I truly believe that.

Barb Archambault

• I attended the second annual Teacher Institute July 10-14, 200 here at UTTC. I learned alot about Indian culture and it was stressed that we are to incorporate it into our classes so I have given them a few projects. Also, I was told that (at this seminar) that they like oral and group projects in the class rather than writing, etc. I have been doing this and have had an excellent response.

Eileen Erem

- I believe culture comes from within one's self and culture can be taught, but for the most part it is instilled in a person before birth. They come into the world knowing who they are and how they affect the world. As Native people we should express our knowledge to the world as a whole nation and let people know how our people affect their people. L. Power
- My definition or experience with culture is very defined. My family holds clan uncle meetings when a person or family needs their help. Sweat Lodge ceremonies are often a part of the Crow culture. Indian names are given to the babies that are new to the world, as well as their given name. I am also a member of the Ties The Bundle Clan which was given to me by my grandfather, Frank LaForge.

Vernon T.

 My definition of culture would han to be different races and ethnic backgrounds still taking part in traditional activities that makes it culture. My experience with it

(Continued on Next Page)

has been great. My grandma and uncle still teach me about the ways of the people and how powwows are today. I think culture in Native Americans is still going strong.

Crystal Fox

• Culture defined to me is explained with a mental picture: a hot afternoon, the smell of dust and frybread in the air, the sound of hundreds of jingles as I walk through the crowd. Many colors and faces of a powwow bring me the warmth and understanding of my culture. Culture also brings people of many races and colors together in harmony.

Hope Bison

• Culture to me something that you should have pride in. If you don't know your culture, you'll be lost. Everyone should at least know your culture. As Native Americans, culture should be one the most important part of our teaching to our children.

Stan Long Tree

• I am who I am because of the culture I experienced so far on my life journey. I when I enjoy gardening and growing life - because my elders for many generations lived their life growing things. Its in my blood. I know why we have roasted duck and boiled cabbage at Christmas dinner - because that's the way my family has eaten for hundreds of years - its tradition as much as setting/decorating the Christmas tree on Christmas Eve and singing around the tree. These things, plus many many more, are vitally important to me and I made sure my son knew these things about his person-hood.

Karla Baxter

• Culture: To me is ... A way of life. A belief ... of in a way of life. Culture is learned. Then culture is lived. Carried out in our everyday way of life. Respect is a part of culture. To respect all living and nonliving things is culture. If and when a situation occurs, to ask and seek guidance from within and without is culture. A belief, a mystery, and entity much, much greater than the wind can comprehend, thats culture. My ancestors lived and died, its culture. Children being born is culture. Trying to preserve or do away with, is culture. Learning to acknowledge and accept them to understand, is culture.

Calvin Birdinground

PE 107-A	LIM TITLE  20 INTRODUCTION TO LIFETIME SPORTS	O INSTRUCTOR	9 R	GYM
	25 NUTRITION AND MOTOR DEVELOPMENT	2B. ARCHAMBAULT		ED B03
	25 NUTRITION AND MOTOR DEVELOPMENT	2.B. ARCHAMBAULT		ED 803
IT102-A	25 MEDICAL TERMINOLOGY/TRANSCRIPTION & PHAR		1-2:30 MW/L- 8-10 T	ED 209/B-
	25 MEDICAL TERMINOLOGY/TRANSCRIPTION & PHAR		1-2:30 MW/L-1-3 T	ED 209/B-
T102-C	25 MEDICAL TERMINOLOGY/TRANSCRIPTION & PHAR		1-2:30 MW	ED 209
T104-A	25 INTRODUCTION TO HEALTH INFORMATION TECH.		10-11:30 TR	ED B-3
T106-A	25LEGAL ASPECTS OF HEALTHCARE			
T208-A			2:30-4 MW	ED B-3
THE RESERVE AND ADDRESS OF THE PERSON NAMED IN	25 HEALTH CARE STATISTICS & DATA PRESENTATIO		8-12 MW (6 WKS)	ED B-3
T209-A	25 DIRECTED CLINICAL LAB PRACTICE 1	The second of th	ТВА	TBA
	25 DIRECTED CLINICAL PRACTICE I	3.R. HAMILTON	TBA/(8 WKS)	TBA
	25BASIC PATHOLOGY OF DISEASE PROCESS	3K. BAXTER	8-12 TR (6 WKS)	ED B-3
T212-A	25 CODING II/ICD-9-CM	3K. BAXTER	8 MWF	ED 209
IT213-A	25 QUALITY IMPROVEMENT	3K. BAXTER	2:30-4 MW	ED 209
	25 CODING CPT-4 & HCPCS CODING	3K. BAXTER	10 MWF	ED 209
IT215-A	25 MANAGEMENT & SUPERVISION	3K, BAXTER	1-2:30 TF	ED 209
	20 DIRECTED CLINICAL PRACTICE II	3R. HAMILTON	TBA/(8 WKS)	TBA
1T220-A	25'HIT APPLICATIONS	3R. HAMILTONIK. BA	1-5 MTWR (3 WKS)	ED B-3
	25 QUALITY SANITATION MANAGEMENT	2K. CHURCHILL	1-3 T	SC 111F
	20 FIELD EXPERIENCE	3K, CHURCHILL	BY ARRANGEMENT	SC 111F
	20 FOOD & BEVERAGE CONTROLS	3K. CHURCHILL	9 MWF	SC 111F
TM251-A	20/HOSPITALITY SUPERVISION	3K. CHURCHILL	1 MWF	SC 111F
	BOHUMANITIES	3HUBER/PALECEK/T		ED 111
H101-A	32 INTRO TO PUBLIC HEALTH	3J. WEBER	2 MWF	ED 209
	20 INTRODUCTION TO PROGRAM PLANNING	3J. WEBER	2:30-3:45 TR	ED 209
	20 INTRODUCTION TO INJURY PREVENTION	3D. RENVILLE	10-11:15 TR	ED 803
	25/PREVENTING INJURIES DUE TO VIOLENCE	3J. WEBER	1-2:15 TR	ED 209
	20 RESIDENTIAL AND RECREATIONAL INJURIES	3S. TOMAN	8:30-9:45 TR	ED 111
H251-A	20 PRACTICUM IN INJURY PREVENTION	6D. RENVILLE	TBA	TBA
	20 GENERAL MATH	3M. PALANIUK	9 MWF	SC 109
	20GENERAL MATH	3M. PALANIUK	10 MWF	ISC 109
	20GENERAL MATH	3M. PALANIUK	11 MWF	SC 109
	20GENERAL MATH	3M. PALANIUK	1-2:30 TR	SC 109
	20 GENERAL MATH	3M. PALANIUK	1 MWF	SC 109
	20GENERAL MATH	3D. FROSETH	1-2:30 TR	ED 220
	25INTERMEDIATE ALGEBRA	CONTRACTOR OF THE PARTY OF THE		SC 111C
	25INTERMEDIATE ALGEBRA	3 BALA	10 MW 12 T	ISC 111C
		3'BALA	3 MWR	
THE RESERVE AND ADDRESS OF THE PERSON NAMED IN	25 COLLEGE ALGEBRA	3 BALA	1 TR 2 F	SC 111C
AS111-A	10STAINED GLASSI	2B. THUNDER HAWK		BLDG 51
	10TRIBAL ARTS I	2B. THUNDER HAWK		BLDG 51
AS112-B	10 TRIBAL ARTS I (AAM STUDENTS ONLY)	2B. THUNDER HAWK		BLDG 51
	10 STAINED GLASS II	2B. THUNDER HAWK		BLDG 51
AS212-A	10TRIBAL ARTS II	2B. THUNDER HAWK		BLDG 51
	10,TRIBAL ARTS II (AAM STUDENTS ONLY)	2B. THUNDER HAWK		BLDG 51
	30 INTRO TO NURSING	2 HEID/MESSMER	3-4 MR	ED 201
	25HEALTH ASSESSMENT NURSING PROCESS	3'S. MESSMER	2 MW, LAB 1-3 R	ED 201
	25HEALTH ASSESSMENT NURSING PROCESS	3.S. MESSMER	2 MW, LAB 10-12 F	ED 201
	25MATERNAL/CHILD NURSING	BA. HEID	9-12MR/3-7T/7-4W/TBA	ED 201
UR250-A	25NCLEX REVIEW	1S. MESSMER	9-10:50 T	ED 201
	22KEYBOARDING I	3K. ALLER	10 MTR	ED 219B
TC101-B	22KEYBOARDING I	3K. ALLER	11MTR	ED 219B
-	22KEYBOARDING II	3K. ALLER	8 MWF	ED 219B
	30 BEGINNING ACCOUNTING	3L KETTERLING	8 MWF	ED 220
	20 AUTOMATED ACCOUNTING I	3L KETTERLING	10-11:30 TR	ED 219A
TC110-A	22 BUSINESS MATH	3D. FROSETH	11:00 - 12:00 MWF	ED 220
TC115-A	22WORD PROCESSING/APPLICATIONS	3.D. FROSETH	1-2:30 MW	ED 219B
	25ACCOUNTING I	3L KETTERLING	1-2:30 MW	ED 220
TC206-A	22 DATABASE APPLICATIONS	3K. ALLER	1-2:30 TR	ED 219A
	11 ADVANCED WORD PROCESSING	3L KETTERLING	9 MWF	ED 219A
	22'AUTOMATED ACCOUNTING II	3L KETTERLING	10 MWF	ED 220
	11.DESKTOP PUBLISHING	3S. BAKER	2:30-4 TR	ED 219A
	11 SPREADSHEET APPLICATIONS	3D. FROSETH	10 MWF	ED 2198
	12/PRESENTATIONS APPLICATIONS	3.S. BAKER	1-2:30 TR	
	25 OFFICE MANAGEMENT	3'S. BAKER	8:30-10 TR	ED 219B
	20INTRO TO PSYCHOLOGY (IVN)	3L MILLER		ED 111
SY250-A	25PSYCHOLOGY OF CHILD DEVELOPMENT		1-2:30 MW	SC 112
	25/PSYCHOLOGY OF CHILD DEVELOPMENT	3L HAMANN	8-11 R ON-LINE	ED 802
	25 DEVELOPMENTAL PSYCH			TBA
		3S. TOMAN	1-2:30 MR	SC 118
	10 INTRO TO SOCIOLOGY (IVN)	3'L. MILLER	10-11:30 TR	SC 112
OC101-A	25 INTRODUCTION TO SOCIOLOGY	3.S. TOMAN	2-3:30 TW	SC 118
	20 SOCIAL ENVIRONMENTS FOR CHILDREN	3L. WOODKE	4:30-7:30 T	ED BO2
DC250-A	25LEADERSHIP DEVELOPMENT	3L. WOODKE	2-3 MWF	ED 802
	22 COMPUTER CONCEPTS	3M. ZINGG	9 MWF	SC 1110
C115-A	30 COMPUTER CONCEPTS	3 M. ZINGG	11 MWF	SC 1110
C115-A C115-B	The state of the s	The state of the s	10 11 00 70	00.1110
C115-A C115-B C115-C	22 COMPUTER CONCEPTS	3 M. ZINGG	10-11:30 TR	36 1116
C115-A EC115-B EC115-C EC115-D	The state of the s	3 M. ZINGG	ON-LINE	
EC115-A EC115-B EC115-C	22 COMPUTER CONCEPTS		ON-LINE	SC 111C SC 111C SC 107B
C115-A C115-B C115-C C115-D	22 COMPUTER CONCEPTS 15 COMPUTER CONCEPTS	3 M. ZINGG		

• My definition of culture is that it is our way of life. We as native peoples have many different beliefs but at the base it is all one and the same. I have grown around my Ute culture most of my life. It be the sundance, Native American church, sweat, powwows, and bear dance. I respect my culture. It is some-

thing that I don't mess with.

Sterling Taverpont

 My definition of culture is the beliefs of your background, either your Native American, African American, etc., everyone has their own culture. I think the el-

(Continued on Next Page)

#### Individuals share ... (continued from Page 7)

ders the most knowledge of our culture and the younger people should set a good understanding of our culture so they could go on and pass it on to their children, so we could keep our culture strong and never let it become extinct.

Derek Howard

• Culture is all around you, you can't escape it. Its everywhere you go, everywhere you look, and in everything you do. The people around you are also culture. The people you meet everyday, new or old. So I guess everything in your life or in other's lives is culture. I think you should define your own culture.

William Lawrence

• Learning, seeing, doing, experiencing something different than what I am, or I know. Whether it be eating different foods, learning about different religions or beliefs, doing some kind of crafts or making something, learning different language, traveling to a different place, going to some type of celebration or ceremony, anything that would "widen my horizons." Capturing the soul of something.

**Anonymous** 

• My definition or experience with Native American culture isn't too much, because of the fact that I was raised by white people. But, then again, what culture are you referring to? Anyway, if you are talking about Native American, all I can say that I'm really still trying to learn. My two daughters are really more interested in learning about Native culture more than I was. To me, thats the most important thing. If I knew, I would damn sure be teaching them myself.

Frank Badten

• My understanding of culture is how I grew up and by whom. My culture is of the Hunkpapa Lakota where I was born in Ft. Yates, ND. On a reservation that sits on both North and South Dakota border. As I grew up I remember my Grandma's and pa's talking in the Lakota language, but I never understood or wanted to learn. I hear stories and read about how my people had more culture than is now. Now because of reservations and back

then my culture and language couldn't be accepted. When I went to school, and learned more about my culture, powwows are a big thing in my family. I seen how we have powwows on each districts and around the nation. The powwows used to be traditional but now its about competition for dollars. But powwows bring out the best dances and the future generation's. Anyways, now they have Lakota/Dakota language in our schools. I only know slang language. I like being who I am. The medicine man, Sitting Bull defeated Custer. We were the last to surrender. People are curious about my culture everywhere I go. This is my land.

Crystal Agard

· Why should we be celebrating our

culture, our heritage, and our pride in being Native American only one month out of the year?

Just because the president or some otherelected official says November is going to be designated as Native American Month we fall all over ourselves trying to do all kinds of presentations, trying to get into all kinds of classes to pass the word, bring in special people to give talks, and ask our spiritual leaders to come here to pour water for our sweats.

Take a look at what you are doing! Be proud of who you are and show this to people all the time. Not only one month out of the year.

Anonymous

#### Winner Vs. Loser

The Winner is always part of the answer;
The Loseris always part of the problem;

The Winner-

always has a program;

The Loser - always has an excuse;

The Winner - says "let me do it for you;"

The Loser - says "That's not my job;"

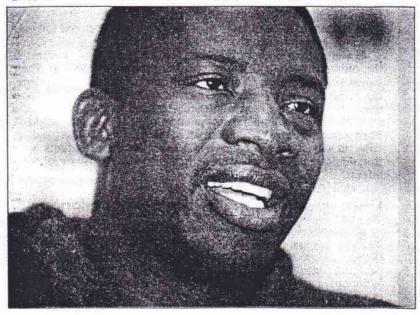
The Winner -

sees an answer for every problem;

The Loser -

sees a problem for every answer.

## Nigerian hopes to return home



By Mike McCleary of the Tribune

Nigerian refugee David Ideele, who now lives in Bismarck, plans to get a law degree so he can return to his native country and fight human rights abuses.

KAREN HERZOG Bismarck Tribune

"I never give up."

Those were David Ideele's concluding words as he spoke of his journey to Bismarck from Nigeria and his plans to return.

Today marks the fifth anniversary of the traumatic event in the life of Nigeria that triggered Ideele's flight; five years ago, on Nov. 10, nine environmental activists were hanged as part of a struggle between indigenous environmental activists and their then-government over charges that two large oil companies polluted the Ogoni region that was Ideele's home.

Ideele, 32, now studies criminal justice at United Tribes Technical College in Bismarck, determined to get a law degree specializing in human rights.

"Some should be called to book," over the human rights abuses Ideele detailed, he said.

Ideele fled home and family when environmentalists were targeted for grenade

attacks during meetings at a local church. He spent three weeks in the bush and hiding in a military barracks before finding his way to a refugee camp in Benin, where he lived for 3½ years until coming to the United States through Lutheran Social Services.

Ideele's home, the Ogoni Nation, just over 400 square miles, was discovered in 1958 to be oil-bearing land. Shell Oil and Chevron, which have been pumping the oil, are accused by Ogoni environmental activists of polluting and degrading the soil of the region.

The hanging of the environmentalist Ogoni 9 five years ago by the government spurred Ideele and others into the bush and then to refugee camps for safety.

"The government turned on us. Being one of the wanted (forced) me to flee," he said

The trauma led to his father's death and his mother is ill from worry, he said. Both his older and younger brothers are among

disappeared," one of whom had followed Ideele when he fled.

Lutheran Social Services and other agencies accept refugees on an availability basis, said Kathleen Kelly, program coordinator for the Bismarck Center for New Americans. Ideele came to the United States through Episcopal Migration Ministries, she said, with which LSS is affiliated.

David Ideele has been in Bismarck since July 1999, working at jobs at St. Alexius, then the Holiday Inn and now at Cloverdale in Mandan.

## **Nigerian:** Refugee stays in contact with friends

He keeps in phone contact with friends in Nigeria, and though unable to send money as yet, is trying to meet with state political leaders to tell his story and ask for their help in influencing the politics in his homeland. His own return must wait until the government ensures his security, he said.

"I was put in a place of mental torture," he said. "But God was there since the beginning, and he will show us how to go (day to day)"

What Ideele wants is something that has not yet happened, he said — an independent environmental assessment of oil pollution damage to his home region, and a cleanup of the environment.

Ideele believes he is the only Nigerian in Bismarck — others from his refugee camp are scattered throughout the United States, Canada and Europe. But he is determined to make it back to his homeland.

"Rich and poor are here. If they can survive, I can survive," he said. "I am in the land of people who make success, and here I continue."



#### "INJURY PREVENTION PROGRAM"

United Tribes Technical College Bismarck, North Dakota

November 20, 2000

United Tribes Technical College

#### "Winter Safety Travel Tips"

#### "HELP SPREAD THE WORD"

#### THERE'S JUST TOO MUCH TO LOSE

This Thanksgiving week (November 20-26, 2000) - as part of the Buckle Up America campaign and the Operation ABC Mobilization: America Buckles Up Children - over 8,000 law enforcement agencies across America are mobilizing to protect children from two of the leading risks they face:

- · Being unbuckled in a car crash
- Being involved in a crash with drinking drivers, inside or outside their vehicle.

During the week of the Mobilization, police agencies nationwide will step up enforcement through a range of activities designed to protect kids such as intensive enforcement, checkpoints, increased patrols, and saturation patrols. Help spread the word that is intensive enforcement effort is happening. As a Injury Prevention Student Peer to Peer, you can help by buckling up your children, driving Safe & Sober, and take precautions when bad weather is predicted, postpone unnecessary trips, but plan carefully if you must travel. A lot of you are far from home and will be on the road.

Traveling without being prepared for bad weather can be hazardous. If car trouble develops or an emergency is encountered, travelers may not be able to survive an extended period of time without shelter, food, and the proper clothing.

Follow these guidelines: Obtain weather and road reports from your local law enforcement office or radio and TV. Tell someone your plans, route, destination and estimate time of arrival. Dress according to the weather conditions. Fill the gas tank and check your car. Carry suggested supplies in the car.

#### **FOOD SUPPLIES**

- WATER- 1 GALLON
- A MIXTURE OF RAISINS, PEANUTS
- CHOCOLATE (CANDYBARS)
- FRUIT BARS OR CANNED FRUIT Don't forget can opener

ALCOHOL AND SMOKING HASTEN BODY HEAT LOSS, SO AVIOD THEM DON'T DRINK AND DRIVE

HAVE A SAFE AND HAPPY THANKSGIVING HOLIDAY FROM THE INJURY PREVENTION PROGRAM



#### **CAR EQUIPMENT**

- Cellular phone
- Tire chains
- Booster cables, tow rope or chain
- Antifreeze, gasoline, flashlight, batteries, car compass
- First aid kit
- Large garbage bag for insulation
- Shovel
- Tools, spare tire, container of sand, fire extinguisher, wind shield scrapper, wind shield cleaner, flares, matches/lighter
- Sunglasses
- 50 ft. nylon cord
- . Extra prescription medications
- Coffee can to melt snow
- Small camp stove with fresh fuel and a pan

"KEEP OUR TRADITIONS ALIVE"

#### \*FINAL CAUTIONS AND ADVICE\*

If you should become stranded stay in your vehicle. It will protect you from the wind, drastically reducing your heating requirements. Person trapped in a blizzard should sleep with caution. Some sleep is necessary but do not remain idle for long periods of time. Eat something before sleeping to ensure that your metabo-

lism keeps going.
Stretch and exercise periodically.
Exercising heats your body. Keep reading materials, paper and pencils in the car. If you burn a candle, crack open a window away from the wind to prevent asphyxiation. Also tie a bright colored banner on the car antenna and listen to weather re-

ports on the radio. Prepare to flash car lights when planes or road crews are reported in your vicinity. A whistle can be heard up to a half mile. Stay dry take along extra clothing—mittens, socks sleeping bag designed for winter use or several blankets. Heat loss from your head and neck is considerable, so wear a cap.

CREATED BY: Tamara Moore
UTTC Injury Prevention Student

UTTC Injury F	revention Student
Partners with:	
UTTC Injury Preve	ention
North Dakota Sa	fety Council
NHTSA	
ND Highway Patr	ol



United Tribes Technical College Injury Prevention Program November 20, 2000

#### If you get caught in a winter storm

#### **YOU SHOULD**

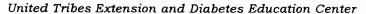
#### IF YOU GET STUCK

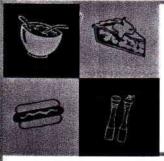
- Stay with your car. Do not try to walk to safety.
- Tie a brightly colored cloth, preferably red, to the antenna for rescuers to see.
- Start the car and use the heater for about 10 minutes every hour. Keep the exhaust pipe clear so fumes won't back up in the car.
- Leave the overhead light on when the engine is running so that you can be seen.
- As you sit, keep moving your arms and legs to keep blood circulating and to stay warm.
- Keep one window away from the blowing wind slightly open to let air in.

HAVE A SAFE AND HAPPY THANKSGIVING HOLIDAY !!!!!!!!
FROM THE INJURY PREVENTION PROGRAM

Raymond Young-UTTC- Injury Prevention Student

"INJURY PREVENTION IS THE BEST MEDICINE"





### NutriNews

Volume 2, Issue 3

November 2000

Written by: Kim Hinnenkamp

## Does "low fat" really mean "low calorie?

In the past years Americans have been somewhat obsessed with low fat foods. You can't even walk down a grocery store isle and not see foods that say "reduced fat" or "fat free". Over the past five years, more than 7,000 items went on the U.S. market with a reduced fat claim.

Most people think that by eating low fat foods they are also eating low calorie foods. That is not always the case. Careful label reading is the key to not being fooled by these products. The first thing to look for is the amount of calories. Most low fat foods have more sugar in them to account for the decreased taste

that the fat would have brought to the product. Another area to look at would be the serving size. It is very easy to overeat when eating low fat foods. Since the product is low in fat, people think that it is OK to eat more. They forget about the calories when they see the "low fat" label.

The main rule with low fat foods is that they are good to use when being substituted for higher fat foods. The best thing to do would be to compare the labels of both the regular and low fat version to see what has actually been changed about the product. That will help you make a

more informed choice when choosing low fat foods.

Just remember that low fat doesn't always mean low calorie. These foods should not be substituted for naturally low fat foods such fruits, vegetables, rice, etc. that should already make up a healthy and balanced diet.

Source: Less fat, more sugar?, Internet, 1996.



#### Four Tips to Use When Eating Low Fat Foods

- Be a good label reader. The label has all the hidden truths of the product. Most people just need to learn how to decipher those truths, so that they aren't fooled by the claims.
- Watch the serving size and amount of calories in a serving to prevent overeat-
- ing. Don't assume that you can eat more since it is low fat. Calories count too!!
- Always check for the amount of carbohydrates, especially simple carbohydrates (SUGAR!!).
- Use low fat foods to substitute for the higher fat foods

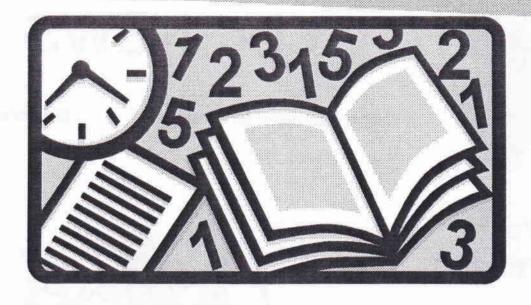
that you already consume in recipes, snacks. etc. Make sure to check to see if your recipe can use a low fat substitution. Some recipes cannot because the low fat product does not have the same cooking properties as the higher fat product.

## Definitions of Food Label Terms

- Low calorie: 40 calories or less per serving
- Reduced Calorie:
   At least 25%
   fewer calories per
   serving than the
   comparison food
- Calorie Free:

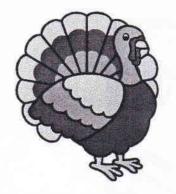
   Fewer than 5
   calories per serving
- Fat-Free: Less than 0.5 grams of fat per serving; also known as "zero-fat", "nofat", and "nonfat"
- Low Fat: 3 grams or less fat per serving
- Less Fat: 25% or less fat than the comparison food

Source: <u>Understanding Nutrition</u>, Whitney and Rolfes, 1999.



# Attention: All Fall Graduates!

Exit TABE testing will be held on Dec. 4th and 5th at 5:30-7:30 in Skills Center Rm. 113. All graduates must attend one of the sessions to complete their test before graduating. Please make prior arrangements for extended hours daycare. If you have any questions, please call Karen Siegfried, Student Support Services, Ext. 234.



### CDC NEWS

A Weekly Newsletter for Families

November 17, 2000

## For Your Information

- The Community Literacy Task Force will be having their meeting Monday, Nov. 20 @ 4 PM at the Preschool. Please plan to attend.
- The Saturday
  Club will be held
  Sat., Nov. 18, from
  10:30 AM-12:30 at
  the TJ Elementary
  School here on
  campus. Parents
  & children are
  welcome to
  attend. (You'll do
  some really cool
  activities!) There
  will be door prizes.



#### **Head Start News**

(The Head Start classroom is located upstairs, in the Preschool building.)

It has been a fun week and a half in our room. We have been learning many things about fire safety. We now know that: matches and lighters are not toys, "stop, drop, and roll", and to dial 911 for emergencies only. We took a field trip to the Fire Station - "Wow, those fire trucks have big tires!". Last week, we also had a deputy from the Burleigh County Sheriff's Dept. stop in and visit with us. He showed us his badge, radio and answered our questions about his gun. He will be visiting us once a month - so if your child talks about Deputy Kelly - don't panic - he is our friend! We will now be starting our Family and Thanksgiving Unit. Stay warm - until next time - remember "Smiles are contagious!"

Denise Zenker & Heidi Everett

#### CDC NEWS

#### 2-Year Old Group:

Hello Parents! This week our classroom will be transforming into a Rainforest! We've already started and I must say it looks pretty good! The children really enjoyed making the trees. We will be sending home some green paper so you can help your children make large leaves. Thank you!

Cathy Still Day and Juanita Reiner

#### 4-Year Old Group

Hello parents! This week we are doing a farm unit. We are learning about what belongs on a farm. We are also learning more new songs for Circle Time.

The children are also doing some "Turkey Day" activities. Next week, we will learn more about turkeys. Have a great weekend!

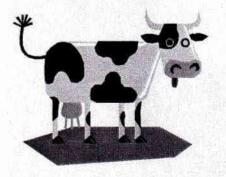
Erin Slides Off

#### 3-Year Old Group

Parents! Hello from the 3 year old area! We are learning about the Rainforest this week. We are also busy getting ready for the Thanksgiving holiday. The rainforest is so heavily detailed that we could not possibly learn everything there is about it. We are learning about the Great Kapok trees and how they are the homes of many different kinds of animals. The new words we are learning include 'tropical', 'rainforest', and 'jungle'. Next week, we will begin to learn about the animals in the rainforest.

So until then...take care!

Jodie Pepion & Roberta Hand Boy



5-Year Old Group: Hello! We started our

farm unit this week. We're doing alot of singing new songs and reading farm stories. Our song of the week is "Old McDonald Had a Farm". Our Lakota word is "Waglesun", which means turkey. Remember to dress warm when you go outdoors, study hard and I hope you have a great Thanksgiving!

#### CDC NEWS

The Community Literacy Task Force (CLTF)

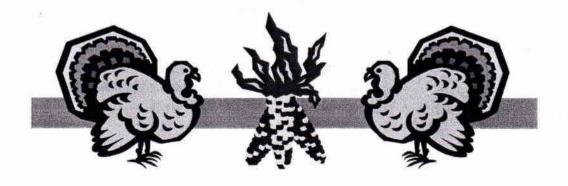
will be having their meeting Monday, Nov. 20th, at 4 PM at the Preschool.

There are still 2 iBooks (lap-top computers) available to be checked out. Remember, you must attend the meetings, and participate in a short training session to check out one of these computers.

We are also going to be discussing making dance outfits for the children right after Christmas vacation.

Please plan to attend!!!

## Happy Thanksgiving to all UTTC students and staff and families!!!

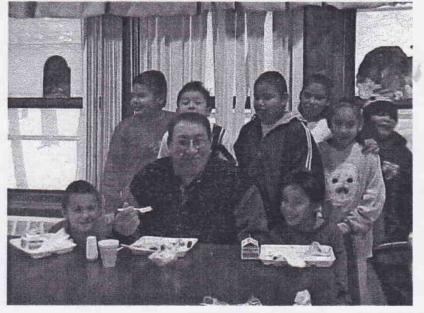


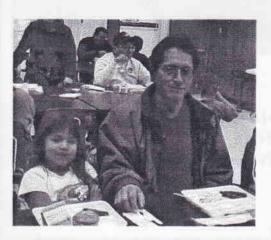




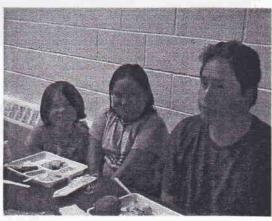






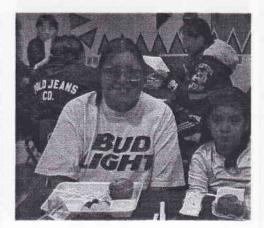


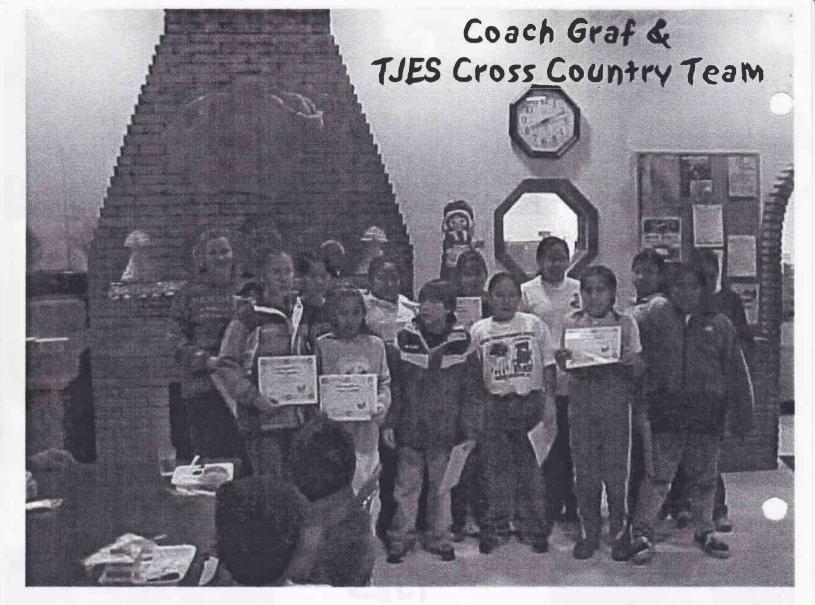
TJES
Parent
Breakfast
8-11-00











November 8, 2000

Back-Miss Graf, Brandon DuBois, Kellie Old Horn, Kayla Uses Many, Jeni Star, Elizabeth Lunderman, Alyssa Badten Front\_ Cassie McDonald, Gina White, Seth White, Whitney Pretty on Top, Alex Star, Dina Delgado

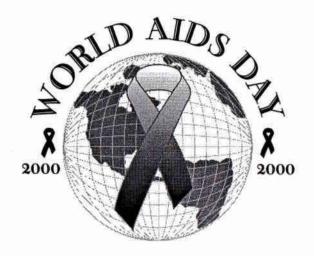
Not Pictured-Sierra Two Bulls,

Dondra Lohnes, Tehaune Clairmont, Mike Sun Rhodes

> TJES Parent Breakfast







## One Day FREE Workshop

#### "Men Can Make A Difference"

December 1, 2000 9:00 AM to 4:00 PM Expressway Suites Bismarck, ND

Sponsored by: North Dakota Department of Health United Tribes Technical College Student Health Center / Chemical Health Center



### PROGRAM SCHEDULE

Two Visions: One Origin
December 1, 2000

9:00 AM

- Welcome

  David M. Gipp,

  President, UTTC
- Introductions
- Goals of Meeting

9:45 AM Imaging "Two Spirit"

10:30 AM Panel Discussion

11:30 AM Audience Questions and Answers

12:00 PM Lunch

1:00 PM Panel Discussion II

1:45 PM Audience Questions and Answers

2:00 PM Overcoming Social Barriers

- Poverty, Racism and Gender Equality
- The Sexual "Code of Silence"
- Stigma of HIV/AIDS
- Misperceptions
- Lack of Leadership

3:30 PM Closing

- Final Questions and Answers
- Review of Goals

4:00 PM Adjou

### ABOUT THE PRESENTERS

"Hey, if I'm still here, I must be doing life right," says Willie Bettelyoun, who has lived with AIDS since 1988. In addition to beating the odds, he has been an altar boy, international fancy dancing champion, Senior Planner for the Rosebud Sioux Tribe, Vice-Chairman of a national Native American AIDS Service Organization (NNAAPC), spokesperson in HIV/AIDS educational videos, clinical psychologist, and a recovering Catholic. He is currently waiting for legislation that will recognize his partner and their six houseplants as a family.

Brenton Christensen has survived growing up gay in South Dakota, teaching English, summers on Fire Island, and his own cooking. He is proud of his five years as a volunteer in the South Dakota Community Planning Group (CPG). In addition to loving, being loved and reading too many federal documents, he enjoys playing piano, the theatre, and his husbands cooking.

#### **WORKSHOP OBJECTIVES**

- Obtain information to gain a more comprehensive understanding of the pathophysiology and epidemiology of HIV/AIDS.
- Develop an understanding of how racism/ poverty and gender inequality affect an individual.
- Develop an understanding of the issues faced by individuals who identify as gay, lesbian, bisexual, or transgender.
- Develop an understanding of the misconceptions and stigma that an ir "idual associates with HIV/AIDS.



## On To The Fun(n)(ier) Side of Things!

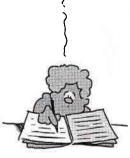
Once in awhile, we receive funny things on the internet from fellow friends, co-workers, etc., that would be nice to share to others. Some we can't! But, in this case, here are some I would like to share this week. Hope you enjoy it!

#### Do You Know Who I Am?

It was the final examination for an introductory English course at the local university. The examination was two hours long, and exam booklets were provided. The professor was very strict and told the class that any exam that was not on his desk in exactly two hours would not be accepted and the student would fail. A half hour into the exam, a student came rushing in and asked the professor for an exam booklet.

"You're not going to have time to finish this," the professor stated sarcastically as he handed the student a booklet.

"Yes, I will," replied the student. He then took a seat



and began writing. After two hours, the professor called for the exams, and the students filed up and handed them all in. All except the late student, who continued writing. A half hour later, the late student came up to the professor who was sitting at his desk preparing for his next class. He attempted to put his

exam on the stack of exam booklets already there.

"No you don't, I'm not going to accept that. It's late." The student looked incredulous and angry.

"Do you know who I am?" asked the student.

"No, as a matter of fact I don't," replied the professor.

'DO YOU KNOW WHO I AM?" the student asked again.

"No, and I don't care." replied the professor with an air of superiority.

"Good," replied the student, who quickly lifted the stack of completed exams, stuffed his in the middle, and rushed out of the room.



As Judy was driving down the freeway, her car phone rang. Answering, she heard her husband Bob's voice urgently warning her, "Judy, I just heard on the news that there's a car going the wrong way on the interstate. Be careful!"

"It's much worse than that!" said Judy. "It's not just one car. It's hundred's of them!"



#### Well, Duh!

There was a beautiful young woman who was going to a soda machine and she arrived there just before a busi-

ness man coming to quench his thirst. She opened her purse and put in 50 cents, studied the machine a little, pushed a Diet Coke selection, and out came a Diet Coke which she placed on a counter by the machine. She then reached into her purse again and pulled out a dollar and inserted it into the machine. Studying the machine carefully, she pushed the button for Coke Classic and out came the Coke Classic and 50 cents change.

She immediately took the 50 cents and put it into the machine, studied it, and pushed Mountain Dew. Out came a Mountain Dew. As she was reaching into her purse again, the businessman who had been waiting patiently for several minutes now spoke up.

"Excuse me Miss, but are you done yet?"

She looked at him and indignantly replied, "We", duh!,
I'm still winning!"

Editors Note: I suggest you never try this!