

College of Menominee Nation Academic Roadmap

College of Menominee Nation students design their Academic Roadmaps with guidance from faculty and Student Achievement Specialists. Your Academic Roadmap should build on your past experiences, your dreams for your future, your hopes for your college education, and your goals for your life after CMN.

Completing this Academic Roadmap will allow you to:

- Define your academic, career, and personal goals;
- Identify your strengths;
- Identify your areas for improvement;
- Locate campus resources to support your educational journey;
- Create a graduation plan to keep you on course; and
- Communicate with your Student Achievement Specialist and instructors.

This is just the beginning. Your Academic Roadmap may change as your interests expand and your goals become more defined. You will still benefit though from a well thought out Academic Roadmap when you review it with your Student Achievement Specialist every semester.

Section 1: Life Experiences

Interests and Hobbies (Check all that apply)

Cultural activities	Singing	Baking	Traveling
Music	Theater	Crafts	Volunteering
Sports	Photography	Hunting	Other (be specific)
Reading	Computers	Fishing	_____
Writing	Cooking	Gathering	_____

Work Experiences (List prior and current work experiences)

Motivation I am motivated to go to college because...(check all that apply)

Family influence	Job promotion	Community service
Earn higher income	Like to learn	Honor my family
Job security	Role model	
Other (be specific)	_____	_____

Section 2: Life Plan

In your *On Course* textbook, Skip Downing writes “Wise travelers use maps to locate their destination and identify the best route to get there.” In this section, you will describe your dream for your future and set long-term and short-term academic goals to achieve your dream. Remember to apply the DAPPS rule, making sure that each long- and short-term goal is **d**ated, **a**chievable, **p**ersonal, **p**ositive, and **s**pecific.

My Dream: (Describe your dream for your future, -- for yourself, your family, and/or your community.)

My Long-term Goals: (These are the outcomes you plan to achieve as a student in the next 2 to 10 years.)

- 1.
- 2.
- 3.

My Short-term Goals: (These are the outcomes you plan to achieve as a student this semester; each one accomplished brings you closer to your long-term goals as a student.)

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Section 3: Support System

Skip Downing also notes a strong support system will help you achieve your goals and reduce stress along the way. Reflect upon your strengths and challenges and then identify personal and CMN resources to help you stay on course.

Academic Strengths

Think about your educational journey so far. Think about what you are good at – what will help you be successful in college. (Check all that apply).

Attendance	Math skills	Study habits
Computer skills	Public speaking	Writing skills
Listening skills	Reading skills	Time management
Other (be specific)	_____	

Academic Challenges

Most students have encountered some challenges and obstacles along the way. What difficulties or obstacles are you concerned about? (Check all that apply).

Attendance	Public speaking	Writing skills
Computer skills	Reading skills	Test anxiety
Listening skills	Study habits	Time management
Math skills		
Other (be specific)	_____	

Personal Challenges

College students often have personal challenges that can interfere with their college success. The first step is to honestly identify the personal issues or challenges that may interfere with your success. (Check all that apply).

Work commitments	Lack of childcare	Change in relationship
Family priorities	Financial difficulties	Lack of confidence
Family problems	Transportation issues	Lack of motivation
Cultural commitments	Poor health	Other(s) (be specific)
Social commitments	Substance abuse*	_____
Volunteering	Anxiety	
Government involvement	Loneliness	_____

*Optional

Resources

Most if not all college students rely on personal and academic resources in order to be successful. Think about the resources available to you in your personal life and at the college and then identify the resources that will help you be successful.

Personal resources (check all that apply)

- | | |
|--------------------------|------------------------|
| Spouse/Significant other | Counselor |
| Family member(s) | Other(s) (be specific) |
| Friend(s) | |
| Spiritual leader | _____ |

CMN resources (check all that apply)

- | | |
|--------------------------------|------------------------|
| Student Achievement Specialist | Library |
| Instructor | Disability services* |
| Tutoring | Transit |
| Financial aid | Other(s) (be specific) |
| Scholarships | _____ |
| Bursar | _____ |

*Optional

Review the academic and personal challenges you checked and then review the resources available to you. In the chart below, identify your top three areas in need of improvement, the personal and CMN resources available to help you, and then complete the sentence beginning “I will” by describing what you will do to seek help.

Top 3 Areas for Improvement	Resource	I will...

Balance

Achieving a balance in your life is most important. You need to balance work and/or family obligations, personal time, and school to achieve your goals. Keep in mind in addition to time in class, students are expected to spend at least 2 hours per credit outside of class on homework such as assignments, test preparation, or project work.

In addition, studies show that students may not perform at their best for more than 55 to 58 hours per week for outside obligations, class time, and study time. The chart below shows how quickly those hours total up.

Work/Family Obligations Hours per Week	Class Hours per Week	Homework Hours per Week	Total Hours per Week
12	15	30	57
18	12	24	54
25	10	20	55
30	8	16	54
40	6	12	58

Now, calculate the hours per week you will devote to work and/or family obligations, in class hours, and homework hours per week.

Hours per week for work and/or family obligations	
Class hours per week	
Homework hours per week	
Total hours per week	

Do the total hours per week fit within the range of 55 to 58 hours per week?

___ Yes: Good plan for success!

___ No: Describe below how you can achieve a balance that will support your success.

Section 4: Graduation Plan

Your graduation plan is your guide through your associate degree program while at College of Menominee Nation. Your graduation plan will help you stay on course to reach your academic, career and personal goals. You will graduate sooner, move on to your longer-term goals earlier, and make efficient use of the financial resources. It is critical that you play an active role in this process from start to finish by reviewing and updating your graduation plan with your Student Achievement Specialist each semester.

Programs, Credits, and Requirements

Colleges “think” in terms of **programs of study**, the number of **credits** needed to graduate, and the specific requirements that must be met while you are working hard to meet your goals.

You and your Student Achievement Specialist have already discussed your program of study, talked about the course requirements, and perhaps even chatted about a preliminary timeline to graduation and future plans. You may know exactly the degree you want to pursue or you may not have decided yet. If you are undecided, your Student Achievement Specialist likely enrolled you in one of the liberal studies degree programs.

You and your Student Achievement Specialist have discussed the **audit sheet** for your program of study that lists the **core requirements**, the **general education requirements**, and the **emphasis course requirements** needed for graduation.

Whew! Those are a lot of terms! Definitions for the terms are in the glossary if you need a reminder of their meaning.

Preparing for Your Graduation Plan

Follow these steps to prepare for your Graduation Plan:

- 1. Make an appointment with your Student Achievement Specialist to review your graduation plan. Write the day and time of your appointment here:**

_____.

- 2. Review your audit sheet, which can be found on CMN’s website. Note which courses are listed under general education core requirements, general education breadth requirements, and emphasis course requirements.**

Core Requirements	General Education Requirements
EDU100 – Student Success Strategies	Natural and Physical Sciences
ENG100/ENG101 – Introduction to College English	Social Sciences
MAT104/MAT106 (or higher) ¹ – College Algebra	Humanities
COM100 – Oral Communications	Fine Arts
ENG102 – College English and Research	
SDE100 – Introduction to Sustainable Development	
EDU295 – Student Portfolio Seminar	

¹Depending on your placement score, you may enroll in either MAT120 (Elementary Functions: Algebra and Trigonometry) or MAT260 (Introductory Statistics).

3. Review the **ideal course sequence** for your program of study to determine the order in which you take your classes.
4. For **electives**, review course descriptions in the academic catalog. Make sure to select electives that fit with the appropriate breadth or emphasis requirements. In addition, if you are planning on transferring into a bachelor degree program at another college or university, be sure to think about their program requirements. For example, certain schools have specific math, science, or other course requirements. You want as many of your credits to transfer as possible.
5. Determine which courses have prerequisites, co-requisites, or concurrent requisites. Course descriptions in the Index of Courses section of the academic catalog list the requisites for each course when applicable.
6. Note if you are required to take Foundations ENG100 and/or MAT104. There are certain courses you must complete first before taking emphasis courses. The courses are listed in the academic catalog.
7. If you attended another college or university, you may have been allowed to transfer in credits for specific courses in your degree program. Note the course requirement(s) that you have already met.
8. If you have already earned credits at College of Menominee Nation and are a continuing student, you may be able to apply credits for classes that are no longer offered. If you have not received approval of a course substitution, discuss with your Student Achievement Specialist.
9. Determine if you wish to continue as a full-time or part-time student. For financial aid purposes, credit load status is determined as follows:
 - Full-time per semester → 12 or more credits
 - Three-quarter time per semester → 9 – 11 credits
 - Half-time per semester → 6 – 8 credits
 - Part-time per semester → 1 – 5 credits

Pell Grant **lifetime** eligibility is limited to 12 full-time semesters or its equivalent. Please remain aware of the lifetime limit of the Pell Grant when changing majors and/or scheduling classes or if you plan to continue in a four-year program.

Graduation Plan Worksheet

Name: _____

Date: _____

Program of Study: _____

Total Credits Required: _____

Directions:

Using your audit sheet, first list the courses required for your program and the credits associated. Next, in the “Counts Toward” column identify each course by type of requirement and in the next column the specific breadth area. Then, write in the semester you plan on taking each course. If you can substitute a transfer course or a CMN course, place an X in the substitute column to indicate the requirement was met. When complete, meet with your Student Achievement Specialist to review and adjust your plan. Your Student Achievement Specialist must sign and date the final plan.

Course	Credits	Counts Toward	General Education Requirement	Semester (FA__, SP__, SU__)	Substitute
EDU100	3	Core Requirement			
ENG100/ENG101	3	Core Requirement			
MAT104/MAT106	3	Core Requirement			
COM100	3	Core Requirement			
ENG102	3	Core Requirement			
SDE100	3	Core Requirement			
EDU295	1	Core Requirement			

Student Achievement Specialist Signature

Date

Glossary

Audit sheet: An official list of courses required for each program of study.

Concurrent Requisite: This is a course that must be taken at the same time as the course in question.

Core requirements: The required courses that are part of all degree programs. These core courses provide you with a common set of knowledge and skills to support your work throughout your program of study.

Co-requisite: This is a course that may be taken before or at the same time as a given course.

Credit: A unit of work in a subject, usually equivalent to one hour of class or two hours of laboratory per week throughout the semester.

Electives: Courses that students may choose to take when electives are allowed in a program of study.

Emphasis course requirements: The specific courses required in a particular program of study.

General education requirements: A set of coursework to provide students with a broad body of knowledge in the areas of the fine arts, humanities, natural sciences, and social sciences. Many of these courses incorporate American Indian cultures.

Ideal Course Sequence: The order in which certain courses are taken in order to build on prior knowledge and skills.

Prerequisite: This is a course that must be taken prior to a given course. A student must achieve a grade of “C” or better in the prerequisite prior to registering for the subsequent course.

Program of Study: A subject of academic study chosen as a field of specialization – often referred to as a “major.”