

2017-2018 Course Catalog



A Division of American Indian OIC, Inc., Minneapolis, MN
Accredited Member, Accrediting Commission of Career Schools and Colleges

June 8, 2018

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Policies concerning Add, Drop, Withdraw, Credit Transfer, Student Rights and Responsibilities, Attendance, Tardiness and Make-up Hours, Grade Point Averages, Extended Absence Policy, Code of Conduct, Privacy and Release of Information, Appeals and Grievances and Violence, Weapons and Security are in the ***Student Handbook***.

**THE COURSE CATALOG AND STUDENT HANDBOOK
WORK IN TANDEM AND SERVE AS ADDENDA TO EACH OTHER.**

The 2017-2018 Takoda Institute Calendar with Holidays

| | |
|-----------------------|--|
| Summer Quarter | July 10 – September 27, 2017. (<i>Labor Day, September 4</i>) |
| Fall Quarter | October 4 – December 21, 2017. (<i>Veterans Day, November 10; Thanksgiving Break, November 23-24</i>) |
| Winter Quarter | January 8 – March 30, 2018. (<i>MLK Day, January 15; Wounded Knee Day, February 19</i>) |
| Spring Quarter | April 9 – June 29, 2018. (<i>Memorial Day, May 28</i>) |

An Enrollment Event is held each quarter for new students before the start date.

Start dates indicate the first day of the quarter. Students may start a program at the beginning of each quarter. Part-time enrollment and per course enrollment are available. Some programs require a minimum number of students to begin. Contact the Career Services Representatives at **612-341-3358 Ext. 124** for program information and call **Ext. 146** for financial aid information.

2017-2018 Catalog of the Takoda Institute of Higher Education

An Overview

Statement of Ownership and Purpose

The American Indian OIC is a non-profit corporation, incorporated in 1979 to train and retrain the unemployed and underemployed in preparation for employment in business, industry, and government; to secure placement of trainees in jobs, and to promote other educational and developmental purposes. (Articles of Incorporation, Article II). In 2012, American Indian OIC formally changed the name of its Post-Secondary school to the Takoda Institute of Higher Education (A Division of American Indian OIC).

The bylaws (revised in 2008) state that our mission shall be the training and development of skills of American Indians, but the resources and programs of the corporation shall be available to all persons, regardless of race, creed, color or sex.

It is the Vision of the Takoda Institute of Higher Education that the Institute is successfully training unemployed and underemployed people. Alumni of the Institute are employed in business, human service organizations, health care facilities, industry and government. To accomplish this, we will provide:

- Quality instruction to achieve academic, technical and personal enhancement, giving students the tools they need to keep pace with a changing world in fast-growing occupational areas. These include green industries, health care in hospitals, clinics and nursing homes or home health care, and any setting

where personal health services, human services or administrative support services are needed.

- A learning environment that will instill self-respect and self-esteem and will inspire students to strive for excellence in a competitive world.
- Individual attention and encouragement to allow students to master marketable skills, exceed their expectations and achieve their visions.
- An atmosphere that supports the values and beliefs of American Indian students, and all others, while building on the individual strengths of each student.

Officers

The officers of the corporation are: Danielle Grant, Chairman; Donald Flower, Vice Chairman; Charles Bolger, Treasurer; Joe Hobot is the President & CEO.

See page 21 for the complete list of board members.

Information given here is current for August 2013 and until further notice. Interested persons may reach the Institute by calling (612) 341-3358, or writing to the Director of Takoda Institute, Kimberly Ben-Haim, or to the President & CEO, Joe Hobot, both at AIOIC, 1845 East Franklin Avenue, Minneapolis, MN 55404. The Web site is www.takoda.org and the fax number is (612) 341-3766.

History

The American Indian OIC began an Office Skills Training Program in May of 1981. The program grew to include full-time and part-time programs, delivered by numerous staff. This technical emphasis continues in our programs, which now include various certificates in fields leading to employment in offices, stores, hospitals and other health-care facilities, government, and non-profit organizations.

Facilities

Our campus is centrally located at the corner of Franklin and Cedar Avenues, with access to many bus routes and to the Franklin Avenue Light Rail Station. Our campus offers free parking for students and guests.

The Institute building includes class areas, library, and computer rooms. Equipment includes networked, CD-ROM or DVD-equipped computers with Internet access and USB ports, laser and color ink-jet printers, photocopy equipment, FAX and scanners. WIFI service is available.

Internet access is available to all students for use in their coursework and for general awareness of this technology. The curriculum includes textbooks, a selection of current software, and supplemental materials including learning modules and various resources including relevant events and speakers.

Description of Programs

The Institute has two six-month and two nine-month programs leading to certificates.

Programs and the Course Syllabus: Each program has some requirements common to the other programs, as well as a special focus relevant to the individual employment fields. All of the courses listed in each program are required and must be passed for the student to complete the program.

Each course has a comprehensive syllabus which is provided to the student listing textbooks, requirements and testing.

Student Portfolio: In addition, depending on the program, some full-time students are required to build a portfolio of information, including a resume, sample cover letters, class work samples, reference letters, and Service Learning Experience materials, to be kept on file at Takoda Institute during the period of enrollment.

These are developed in order to receive the certificate of completion. Various courses include assignments that build this valuable resource for the students' future employment or education. Students present this material to their Academic Program Advisor for approval and will take the originals with them.

Service Learning Experience: In the six- and nine-month programs, the student are required to complete a work experience called a "Service Learning Experience" (SLE) in order to complete their program.

This experience lets the student use the skills learned in the classroom, and brings that student in contact with potential employers in a setting that helps the student practice job-hunting skills, learn specific procedures at a workplace, and refine his or her perception of this type of employment.

The SLE should be started during their last quarter or sooner. Current employment may count but must be related to the student's program, approved by his or her advisor, and follow the guidelines and procedures of SLEs.

Admissions and Enrollment

Full-time students will apply through the Student Services/Financial Aid Office, which has established the following procedure for becoming a fully enrolled student. Each student will:

- Complete the Takoda Institute application & intake paperwork
- Take and successfully complete the Test of Adult Basic Education
- Apply for financial aid if eligible
- Complete an interview with a Student/Career Services Representative
- Provide a copy of your official or unofficial high school transcript or high school diploma or GED (U.S. conversion may be required)
- Provide immunization record if you were born after 1956
- Request unofficial transcripts from previously attended postsecondary institutions

Once a potential student has completed all the necessary steps outlined and decided which program he or she is seeking admission to, he or she may be formally admitted to the Institute. An Enrollment Agreement will be signed by all parties. All students must complete a registration form. All students pay a one-time \$50 registration fee and a \$100 technology fee quarterly.

Individual Course Prerequisites: Courses may have testing requirements and/or prerequisites. Keyboarding II, for example, requires basic keyboarding skills, as shown by testing or by completion of Keyboarding I. Keyboarding I, of course, has no skill requirements to enter. See the individual course listings on pages 10-15 for details of the course prerequisites listed just below the course titles.

Testing: Testing is required for long-term, adult basic education and GED students. Minimum scores and criteria designed to measure the applicants' ability to benefit from training are established. Applicants with satisfactory test scores are formally admitted to a program of study. Testing for long-term students is given prior to each quarter. Other students may call the ABE/GED program at Ext. 103 for

information on their testing procedures. Requires testing scores are as followed for all programs:

| | Math | Reading |
|--|--------------------|--------------------|
| Accepted | 7 or higher | 7 or higher |
| Accepted – academic flag/potential mandatory tutoring | 5.5-7 | 7 or higher |
| Accepted – academic flag/potential mandatory tutoring | 7 or higher | 5.5-7 |
| Accepted – mandatory 40 hrs of tutoring to be completed in 1st quarter | 5.5-7 | 5.5-7 |
| Referred to the Bridging Program and the Adult Basic Education Program | 5.4 and lower | 5.4 and lower |

Readmission Process: Former students who wish to reenter active status after withdrawing for any reason will need to start a readmission process with a Student Services Representative. For these students, as is the case with other students, all financial aid must be approved or arrangements made for payment before registering for classes.

Adult Basic Education: Adult Basic Education students are those who are willing to engage in a learning contract for the purpose of skills improvement for Adult Basic Education or for GED preparation. Students testing for the full-time Institute may be referred to ABE to increase scores before being accepted by the Institute. Others who do not wish to enroll in the Institute may also attend these classes. ABE/GED classes are available free of charge, and are supported by the State of Minnesota.

General Requirements: Students who are fully enrolled in Takoda Institute programs must have a high school diploma or GED, and if born after 1956 must provide immunization records. They must meet the relevant testing requirements, meet financial aid requirements or make arrangements to pay for the courses. Takoda Institute recognizes that in rare instances students may not be able to provide documentation required by our admissions criteria due to issues beyond their control (e.g., loss of records due to fire or flood, inability to

obtain records, home schooled students, etc.). In these rare cases, a school may use an admissions test in lieu of documentation of a high school diploma or its equivalent. Under these circumstances, the student must sign a statement attesting that he or she in fact obtained a high school diploma or its equivalent and state the reason(s) why documentation of the earned credential cannot be provided. The admissions test used under these circumstances must be reviewed by a qualified, independent, third party and certified as to the appropriateness of the instrument and required score levels (i.e., equivalent to a high school diploma).

Choosing a Program: During registration students choose a course of study. At that time, they must decide if they wish to be enrolled in one of the certificate programs or to register for individual courses only. Students must request in writing to change their program of study before the start of the next quarter. There are consequences in how the credits apply for the various programs as well as in the availability of some student financial aid, to these kinds of changes. Please confer with the Financial Aid Officer and/or a Student Services Representative before requesting a program change.

Students with Disabilities: Admission requirements are the same for all students. Students with disabilities are encouraged to apply and to meet with a Career Services Representative and/or a Rehabilitation Services Counselor at a nearby site for an individual planning session for academic support services.

Welcome Event: New students in the six- and nine-month programs may enroll at the beginning of the quarter. New students will participate in several activities at the Welcome Event, which serve as an orientation. These sessions are designed to provide concise orientation to the overall requirements, services and facilities and to enhance student success through a series of activities. (See the quarter start dates on the inside cover.)

Transferring Credits into Takoda Institute: Credits earned at other schools may be

considered toward completing a program at Takoda Institute if they meet the following criteria:

1. These credits will be documented on an official postsecondary transcript from an accredited institution.
2. The course material of the class credits being transferred in must be similar to the class being replaced.

All credit transfers are to be evaluated by the Office of the Registrar in consultation with the Director of Takoda Institute as well as with all relevant instructional staff. If a transfer of credits is allowed, those credits in effect supplant the required program credits and fulfill those credit requirements for program completion. (The full Credit Transfer Policy is found on pages 32-33 of the *Student Handbook*.)

Transfers to Other Schools: Takoda credits may transfer to other schools, depending on the other school's determination of the relevance to their curriculum in the areas of study the student chooses there. Takoda Institute will provide copies of transcripts of courses enrolled in and completed and of the syllabuses as requested to facilitate this process. There is no charge for Takoda Institute transcripts. Any Takoda Institute course a student enrolled in will appear on the transcript.

Proficiency Credit

Official documents (CLEP or AP scores) related to transfer or proficiency credit must be received by Takoda Institute prior to the class start. No more than 25 percent of program credits will be considered for any type of proficiency credit.

Class Proficiency Test

Requests for testing out of specific classes approved by the Institute must be made through the class instructor within the add/drop period of the quarter. Testing out must be completed by the end of add/drop period of the quarter. No more than 25 percent of program credits will be considered for any type of proficiency credit.

Programs of Study

Computer Support Specialist (Nine Months)

The Computer Support Specialist program is a sequence of courses designed to provide students with an understanding and technical proficiency related to the concepts, principles, and techniques required in computer design and information processing. Program graduates are competent in the technical areas of computer terminology and concepts, program design and development, computer networking, and computer architecture. Upon completion, students are qualified for entry level employment as a Computer Support Specialist. **Program length is 1125 hours—900 instructional hours plus out-of-class projects, and writing assignments requiring an estimated 225 hours. Typical cohort/class size is 20.**

| Requirements | | Credits | |
|---------------------|----------------------------------|----------------|------------------------|
| COM 3 | Technical Communications | 3 | Block I |
| CA 29 | Introduction to Microsoft Office | 3 | |
| COA 12 | PC Architecture | 3 | |
| COA 16 | Desktop Operating Systems | 3 | |
| COA 14 | Network Essentials | 3 | |
| CA 4 | Spreadsheets | 3 | Block II |
| COA 17 | Client-Server Relationship | 3 | |
| COA 19 | Network and Data Security | 3 | |
| CA 5 | Database | 3 | |
| CSS101 | Introduction to SQL | 3 | |
| CSS110 | Intermediate SQL | 3 | Block III |
| CSS120 | Certification Preparation | 6 | |
| CSS 141 | Active Directory | 3 | |
| PCD 10 | Professional Development | 1 | |
| SPT 8 | Service Learning Experience | 2 | |
| Total | | 45 | Quarter Credits |

Placement and Career Path

The High Demand Careers program at Takoda Institute is focused on training in two high-growth areas, one of which is the Computer Support Specialist in health care and business sectors. According to a study by Robert Half International, 51% of employers plan to add IT staff over the coming year, many of which will be help-desk jobs. According to the U.S. Bureau of Labor Statistics, there is estimated to be a 14% increase in job openings for Computer Support Specialists nationwide.. This is also considered by the Minnesota Department of Employment and Economic Development to be a high-pay area as well.

Digital Office Professional (Nine Months)

This nine-month program provides the students with a working knowledge of office and computer, scheduling and record-keeping practices to meet the requirements of entry level administrative assistant positions, with additional concentration in social media, conducting campaigns, and presentations, to take on the technical aspects of a public relations campaign. This program includes a Service Learning Experience. **Program length is 1150 hours—920 instructional hours plus out-of-classroom assignments requiring an estimated 230 hours. Typical cohort/class size is 20.**

| Requirements | | Credits | |
|--------------|--|-----------|------------------------|
| KOP 4 | Today's Office Procedures | 3 | Block I |
| CA 29 | Introduction to Microsoft Office | 3 | |
| COM 2 | Business Communication | 3 | |
| PM 10 | Project Management | 3 | |
| KOP 11 | Customer Service in Today's World | 3 | |
| KOP 10 | Keyboarding | 1 | |
| <hr/> | | | |
| CA 8 | Introduction to Graphic Design | 3 | Block II |
| COM 4 | Marketing | 3 | |
| COM 3 | Technical Communication | 3 | |
| COM 5 | Presentations | 3 | |
| CA 9 | Social Media 1 - Platforms & Content Structure | 3 | |
| <hr/> | | | |
| CA 10 | Advanced Adobe Creative Suite | 4 | Block III |
| CA 11 | Campaigns | 4 | |
| CA 12 | Wordpress | 3 | |
| SPT 8 | Service Learning Experience | 2 | |
| PCD 10 | Professional Development | 1 | |
| Total | | 45 | Quarter Credits |

Placement and Career Path

Persons in these positions can, with effort or training, advance to technical assistants in public relations positions. Job requirements usually include keyboarding of 40 wpm or more, written and spoken communication skills, and knowledge of office software, including spreadsheets, word processing, presentation, scheduling, social media and communication software. People in this field should like working with others, be able to concentrate on details, and be willing to learn new procedures and software to schedule and communicate.

As noted for the Administrative Professional Program, Clerical and Administrative Support workers are currently the second largest category of workers in the Twin Cities. Public Relations workers are rated as a high demand in the Twin Cities by the Minnesota Department of Employment and Economic Development.

Patient Services Specialist (Six Months)

This six-month program prepares the students for a range of entry level positions within the health care industry. These could include Health Information, Medical Records and Patient Services jobs. **Program length is 765 hours—612 instructional hours, plus outside-of-classroom assignments requiring an estimated 153 hours. Typical cohort/class size is 20.**

Because of employment requirements, a background check is required to enroll in this program.

| Requirements | Credits | |
|--|----------------|------------------------|
| KOP 4 Today’s Office Procedures | 3 | Block I |
| HOC 29 Medical Language and Anatomy | 3 | |
| KOP 11 Customer Service in Today’s World | 3 | |
| HOC 30 Total Patient Encounter | 3 | |
| CA 29 Introduction to Microsoft Office | 3 | |
| KOP 10 Keyboarding | 1 | |
| <hr/> | | |
| HOC 31 RCM in Healthcare | 3 | Block II |
| CA 3 Integrated Software | 3 | |
| COM 2 Business Communication | 3 | |
| COM 3 Technical Communication | 3 | |
| SPT 1 Service Learning Experience | 1 | |
| PCD 10 Professional Development | 1 | |
| <hr/> | | |
| Total | 30 | Quarter Credits |

Placement and Career Path

In the general area of Health Care Support occupations, about 45,000 people are working, it is estimated, in the Twin Cities area. Job requirements usually include written and spoken communication skills, good problem-solving abilities. Patient Services Representatives, Medical Records Specialists and Health Information Technicians are projected to increase at about 22 percent over the next decade, which doesn’t yet reflect the changes likely to come about as a result of the Affordable Health Care Act.

Takoda Institute reserves the right to cancel classes which do not meet minimum required enrollment numbers (usually 5 students).

Takoda Institute of Higher Education Courses Offered in 2017-2018

Earning Credits

One-quarter credit is earned for 10 clock hours of classroom training or 20 clock hours of lab. (see each syllabus for hours). Students can also expect to spend 5 hours per credit in outside-of-class assignments. One Service Learning Experience credit is earned for 30 hours of SLE (30 clock hours).

See the Academic Progress Policy on page 19 for information on how grades are determined.

Communication

COM 2 Business Communication 3 credits
75 hours: 14 hours lecture, 46 hours lab and 15 hours out-of-class assignments

This course prepares the student to communicate orally and in writing at an acceptable standard for entry-level employment in offices or at health service agencies. The student prepares for communication with co-workers or customers through vocabulary building, preparation of memos and letters in various formats, and discussion. It includes grammar and language mechanics, and it requires the student to practice group skills in a cooperative learning setting, to discuss the topics, to apply vocabulary, to give oral presentations, and to use the Internet and other sources effectively.

COM 3 Technical Communication 3 credits
75 hours: 14 hours lecture, 46 hours lab and 15 hours out-of-class assignments

This course prepares the student to write at the paragraph and report level for business and technical writing, and to present orally. It requires the students to demonstrate these skills, to practice group skills by critiquing drafts of writing in a cooperative learning setting, and to discuss the topics. Internet and other sources are used and students must locate, analyze and present information.

COM 4 Marketing 3 credits
75 hours: 14 hours lecture, 46 hours lab and 15 hours out-of-class assignments

This course provides students with a basic understanding of marketing activities and best practices. Student will gain an understanding of how marketing plays a vital role in the professional world and how marketing skills are direct contributors to their professional portfolio.

COM 5 Presentations 3 credits
75 hours: 14 hours lecture, 46 hours lab and 15 hours out-of-class assignments

In this course students will gain an understanding of effective presentation giving. Students will be responsible for creating and executing presentations to a variety of audiences on various topics. Students will have the opportunity in the course to further their public speaking skills as well as their creative skills.

Computer Applications

CA 29 Introduction to Microsoft Office 3 credits
75 hours: 14 hours lecture, 46 hours lab and 15 hours out-of-class assignments

This course prepares the student to use computers and peripheral equipment and to conduct fundamental operations such as opening of files, saving of changes, copying of files, and other utilities. The student uses a selection of common software applications to practice these skills, including presentation programs, word processing, Internet browsers, database and spreadsheet. It requires the student to demonstrate these skills individually and in a group, and to discuss the topics.

CA 2 Integrated Software 3 credits
75 hours: 14 hours lecture, 46 hours lab and 15 hours out-of-class assignments

This course prepares the student to use several commonly used software applications including word processing, database, on-line services, spreadsheets and presentation software at an intermediate level. It requires the student to demonstrate these skills, to practice group skills in a cooperative learning setting, and to discuss the topics. Keyboarding knowledge is recommended, as is Introduction to Computers.

CA 4 Spreadsheets 3 credits
75 hours: 14 hours lecture, 46 hours lab and 15 hours out-of-class assignments

This course prepares the student to use a commonly used spreadsheet at a production level. The student learns to create, use, and monitor worksheets and files, and to use their features appropriately to the task at hand. It requires the student to demonstrate these skills, to practice group skills, and to discuss the topics. Introduction to Computers is recommended.

CA 5 Database 3 credits
75 hours: 14 hours lecture, 46 hours lab and 15 hours out-of-class assignments

This course introduces basic relational concepts and processes involved in the creation and administration of a database for small business use. The student performs tasks including designing and implementing database using tables, entering and manipulating data, creating and analyzing table relationships, creating and editing forms, building and modifying queries, and designing and generating reports. The primary goal of the class is to understand what goes into the design of a database.

CA 8 Introduction to Graphic Design 3 credits
75 hours: 14 hours lecture, 46 hours lab and 15 hours out-of-class assignments

This course provides students with an introduction to the art of graphic design. Students will gain a basic working of knowledge of Adobe Creative Suite programs – Photoshop, Illustrator, and InDesign.

This course will serve as a prerequisite to Advanced Adobe Creative Suite.

CA 9 Social Media 1- Platforms & Content Structure 3 credits
75 hours: 14 hours lecture, 46 hours lab and 15 hours out-of-class assignments

This course will cover the most popular social media platforms that are used by businesses and organization such as Facebook, Twitter, Instagram, and Mailchimp. Students will learn the pros and cons of each platform and the best practices for social media management on each. Students will also learn content development strategies for creating better social media posts.

CA 10 Advanced Adobe Creative Suite 4 credits
100 hours: 5 hours lecture, 75 hours lab and 20 hours out-of-class assignments

This course teaches students the uses and functions of Adobe Photoshop, Illustrator, and InDesign, and the best practices and strategies for each program. This course will also build on the theoretical design skills learned in Graphic Design 1 as students develop pieces for both print and web. By the end of the course students will be eligible to take the Adobe Certification for each program.

CA 11 Campaigns 4 credits
100 hours: 5 hours lecture, 75 hours lab and 20 hours out-of-class assignments

This course teaches students how to utilize the social media skills learned in Social Media 1 to create campaigns. Students will learn how to create paid advertisements across different platforms and how to measure and gain meaning from campaign results. Students will learn about topics such as reach, pay per click, analytics, campaign management, and tracking pixels.

CA 12 Wordpress 3 credits
75 hours: 14 hours lecture, 46 hours lab and 15 hours out-of-class assignments

This course will cover the basics of the Wordpress content management system. Students will learn how Wordpress works, how to create posts and pages, how to upload media, widgets, menus, plugins, settings, and how to edit and change themes.

Computer Applications—COA/CSS

COA 12 PC Architecture 3 credits
75 hours: 14 hours lecture, 46 hours lab and 15 hours out-of-class assignments

This course provides an introduction to component identification and the installation, configuration, maintenance, and troubleshooting of PC hardware. In addition, this course teaches the relationship between computer hardware & software, computer networks & peripherals, virus protection, disaster recovery and maintenance planning. Students who successfully complete this course will be able to proceed to the established pathway to the A+ certification.

COA 14 Network Essentials 3 credits
75 hours: 14 hours lecture, 46 hours lab and 15 hours out-of-class assignments

This course is designed to cover the foundations of networking including Local Area Networks (LAN) and Wide Area Networks (WAN) technology, and how communications are accomplished in those environments. Students learn about the fundamental building blocks for a network – with protocols, topologies, hardware, and network operating systems. Students who successfully complete this course; and the follow-on Network Essentials II course will be able to proceed as they continue along the established pathway to the Network+ certification exam.

COA 16 Desktop Operating Systems 3 credits
75 hours: 14 hours lecture, 46 hours lab and 15 hours out-of-class assignments

This course covers the various operating systems including Windows, Mac and Linux. The main emphasis of the course is to familiarize the student with installing, configuring, administering and managing workstations in a Windows platform.

COA 17 Client-Server Relationship 3 credits
75 hours: 14 hours lecture, 46 hours lab and 15 hours out-of-class assignments

This course covers topics related to the setup and configuration of installing operating systems on workstations in a networked client-server environment. Topics include user account management, network file systems, and network access. Compatibility with other operating systems will also be addressed. Course format will include a mixture of lecture and lab.

COA 19 Network and Data Security 3 credits
75 hours: 14 hours lecture, 46 hours lab and 15 hours out-of-class assignments

This course covers the fundamental issues associated with information assets protection. Included within the class are issues related to defining response levels to security incidents, determining appropriate intrusion detection, and various reporting features. Other topics will include techniques for proper network monitoring and analysis - including techniques for studying the Internet; estimating the number and severity of attacks; network-based attacks such as probes and denial of service attacks; host-based attacks such as buffer overflows and race conditions; malicious code such as viruses and worms. An inclusion of statistical pattern recognition methods will be briefly examined for the purposes of enhancing overall detection and classification of potential attacks. Various techniques for the visualization of network data will also be discussed.

CSS101 Introduction to SQL 3 credits
75 hours: 14 hours lecture, 46 hours lab and 15 hours out-of-class assignments

This course introduces data modeling and general problem solving techniques, combined with the database Structured Query Language (SQL) to build a foundation for approaching problem solving from the data perspective. Students who successfully complete this course will be able to apply fundamental data modeling and data structures in a database environment.

CSS110 Intermediate SQL 3 credits
75 hours: 14 hours lecture, 46 hours lab and 15 hours out-of-class assignments

This course continues to build and expand on the introductory SQL course using Microsoft's Management Studio for database administration including creating and analyzing reports. Students who successfully complete this course will be able to apply enhanced data modeling and data structures in an SQL environment.

CSS120 Credentials Preparation 6 credits
125 hours: 40 hours lecture, 60 hours lab and 25 hours out-of-class assignments

This course builds on the existing user-level knowledge and/or experience with technology including desktop and network hardware, operating systems and other peripherals. The objective of this course is to provide the student with a well-defined regimen to succeed in the CompTIA A+ and N+ certification examinations. Prerequisite: successful completion of COA12 and COA14.

CSS 141 Active Directory 3 credits
75 hours: 14 hours lecture, 46 hours lab and 15 hours out-of-class assignments

Active Directory is used to centrally manage the settings, appearance, and users, application, and computers in a network. Active Directory also makes it easy to share resources like printers and files between users. PowerShell is one of the most versatile and secure tools for administering computer networks. This course shows students how to manage Active Directory by writing PowerShell scripts.

For more information:

Visit www.takoda.org for:

- Additional classes if offered**
- Non-credit courses**
- Certification**
- Book information and costs**
- News and special timely announcements**
- Graduations**
- Other events**

Health

HOC 29 Medical Language and Anatomy

3 credits

75 hours: 14 hours lecture, 46 hours lab and 15 hours out-of-class assignments

Students receive a thorough grounding in basic medical terminology through a study of root words, prefixes and suffixes. The study focuses on correct pronunciation, spelling and use of medical terms, anatomy, physiology, and pathology of disease.

HOC 30 Total Patient Encounter 3 credits

75 hours: 14 hours lecture, 46 hours lab and 15 hours out-of-class assignments

This course outlines the responsibilities associated with scheduling, pre-registration and registration of patients in a hospital or clinic setting. Instruction and course work will have heavy emphasis on customer service in healthcare.

HOC 31 RCM in Healthcare 3 credits

75 hours: 14 hours lecture, 46 hours lab and 15 hours out-of-class assignments

This is an intro to Revenue Cycle Management. This course will instruct students on insurance eligibility verification; real time eligibility and payment plans. Students will have a working knowledge of Medicare Part A, Medicare Part B, Medicaid and private insurance payers and how it pertains to hospital billing. Included will be instruction on EPIC electronic health records.

Keyboarding and Office Procedures

KOP 10 Keyboarding 1 credit

25 hours: 5 hours lecture, 15 hours lab and 5 hours out-of-class assignments

This is an introductory level course. The main focus is on operating a standard keyboard with reasonable speed and accuracy. Students will achieve a sense of direction and achievement so they can set goals for themselves that are attainable. Students will be provided a

combination of materials, information, and training procedures to ensure good typing habits and basic skills of keyboarding. At the end of the course, students will have attained the required words per minute speed and accuracy.

KOP 4 Today's Office Procedures 3 credits

75 hours: 14 hours lecture, 46 hours lab and 15 hours out-of-class assignments

This course provides students with a basic understanding of their duties and responsibilities in the administrative office. It explains how technology influences office practices, common information related office tasks. Developing a professional image, have good interpersonal relationships with other office personnel and the right attitude for the professional office are addressed. The opportunities to learn about common types of organizations; identifying goals for different types of organizations; explaining a common structure for personnel and describing the role of office employees within an organization will prepare students for their entry into the current office environment.

KOP 11- Customer Service in Today's World - 3 credits

75 hours: 14 hours lecture, 46 hours lab and 15 hours out-of-class assignments

In this course, students will explore the foundations of customer service that is integral to any business undertaking. Using the fields of technology and engagement, students will appreciate how to ensure that the customer experience is delivered effectively— whether it is locally or around the world. Opportunities to influence improvements in customer service, whether face-to-face, at a call center, chat line or through a Customer Relationship Management (CRM) application are also surveyed.

Personal and Career Development

PCD 10 Professional Development 1 Credit
 25 hours: 5 hours lecture, 15 hours lab and 5 hours out-of-class assignments

This course helps graduating students prepare to enter the job market. You will learn how to present a positive and competent image of yourself, both on paper and in person. Throughout the course we will complete activities that will build your preparedness and confidence to obtain employment in your field. Topics include resume and cover letter writing, soft skills training, interview coaching, and LinkedIn profile creation.

Project Management

PM 01 Project Management 3 credits
 75 hours: 14 hours lecture, 46 hours lab and 15 hours out-of-class assignments

A survey course covering basic project management principles including definitions, theories and current procedures that are standard for the professional project management. Through lectures, class discussion and hands-on activities, students will apply project management methodologies and tools to successfully achieve project goals efficiently and effectively.

Service Learning Experience

SPT 1 Service Learning Experience 1 credit
 40 hours: 32 Externship hours and 8 hours outside-of-class assignments.

This course provides occupational experience relevant to the student's program. A training plan is developed for each student in cooperation with a supervisor at the training site and with our academic advisors and Career Services Representatives. The students will apply skills and knowledge acquired

during the completion of their coursework to an actual work setting. Additional hours may be completed by mutual agreement between the student, AIOIC academic advisors, and site supervisor.

SPT 8 Service Learning Experience 2 credits
 75 hours: 60 hours externship and 15 hours out-of-class assignments.

This course provides occupational experience relevant to the student's program. A training plan is developed for each student in cooperation with a supervisor at the training site and with our academic advisors and Career Services Representatives. The students will apply skills and knowledge acquired during the completion of their coursework to an actual work setting. Additional hours may be completed by mutual agreement between the student, AIOIC academic advisors, and site supervisor.

Takoda Institute reserves the right to cancel classes which do not meet minimum required enrollment numbers (usually 5 students).

| | Administrative Professional | Computer Support Specialist | Digital Office Professional | Patient Services Specialist |
|---------------------------|--|--|--|--|
| <i>Total Credits:</i> | 30 | 45 | 45 | 30 |
| Tuition (\$168/credit): | \$5,040 | \$7,560 | \$7,560 | \$5,040 |
| Textbook Rental Fee: | \$160 | \$240 | \$220 | \$160 |
| Registration Fee: | \$50 | \$50 | \$50 | \$50 |
| Technology Fee: | \$200 | \$300 | \$300 | \$200 |
| Industry Certificate Fee: | \$250 | \$403 | \$0 | \$115 |
| Software License Fee: | NA | NA | NA | \$270 |
| Estimated Total: | \$5,700 | \$8,553 | \$8,130 | \$5,835 |

Cost of Attendance

The above costs reflect those of a full-time student enrolled in a 9-month program. Students enrolled for less than 15 credits will be charged based on the total number of credits enrolled for, the one-time registration and quarterly fees, and the actual cost of the books for those courses. Additional fees for specific courses are shown on short-term course lists.

Other Costs

Full-time students can expect to spend about \$40 to \$70 for items such as pens, pocket calculator, and similar items per quarter. Any costs not covered by financial aid are the responsibility of the student. All students are responsible for the full payment of tuition, books and fees.

BUYER'S RIGHT TO CANCEL (REFUND POLICY)

Each student will be notified of acceptance/rejection in writing. In the event a student is rejected, all tuition, fees and other charges will be refunded.

Notwithstanding anything to the contrary, if a student gives written notice of cancellation within five business days of the execution of the contract or day on which the student is accepted, then a complete refund is given regardless of whether the program has started. A contract of enrollment agreement will be presumed to effective on the

date of that the institution notifies you that you have been accepted into the institution and you have signed the contract of enrollment agreement. If the notification of acceptance into the institution is sent by mail, then the effective day of being accepted is the postmark on the acceptance letter.

If a student gives written notice of cancellation after five business days of the execution of the contract or day on which the student is accepted, but before the start of the program by the school, then all tuition, fees and other charges, except 15 percent of the total cost of the program (15 percent not to exceed \$50.00) shall be refunded to the student.

If a student gives written notice of cancellation after the start of the period of instruction for which the student has been charged, but before completion of 75 percent of the period of instruction, then student is assessed a pro rata portion of tuition, fees and all other charges based on the number of days in the term plus 25 percent of the total program cost (25 percent not to exceed \$100.00.)

Any notice of cancellation shall be acknowledged in writing within 10 business days of receipt of such notice and all refunds shall be forwarded to the student within 30 business days of receipt of such notice. Written notice is effective of the date of the postmark if sent by mail or the day it has been hand-delivered to the institution. If you do not withdraw in writing or contact the institution about your absence, and you have not attended your program for 21 consecutive days, you will be

considered to have withdrawn from the school as of your last date of attendance.

This refund policy is not linked to any student conduct policy and any promissory instrument shall not be negotiated prior to the completion of 50 percent of the course.

Written notice of cancellation shall take place on the date the letter of cancellation is postmarked or, in the case where the notice is hand carried, it shall occur on the date the notice is delivered to the school. The date of execution of the enrollment agreement shall be presumed to be the date of delivery of the notice of acceptance: and if delivered by mail, the postmark date of the letter of acceptance.

Short-term programs. Licensed schools conducting programs not exceeding 40 hours in length shall not be required to make a full refund once a program has commenced and shall be allowed to prorate any refund based on the actual length of the program as stated in the school catalog or advertisements and the number of hours attended by the student.

ADDITIONAL TERMS

Additionally, students that have never been on campus may withdraw orally or in writing from their program with a full refund up to three days after having been on campus to tour the facilities.

Takoda Institute conforms with all state and federal guidelines.

The effective date of termination for refund purposes will be the last day of attendance. Written notification of withdrawal from the student shall not be required for refund.

RETURN OF FEDERAL TITLE IV AID

In compliance with Federal regulations, Takoda Institute will determine how much Federal student financial assistance the student has earned or not earned when a student withdraws from school.

Takoda Institute will calculate the percentage and amount of awarded Federal student financial

assistance that the student has earned if the student withdraws up through the 60 percent point of the term or session. If the student has completed more than 60 percent of the term, the student earns 100 percent of the Federal student financial assistance.

The amount earned will be based on the percentage of the term that was completed in days up to and including the last date of attendance. To calculate the amount earned, Takoda Institute will determine the percentage by dividing the number of calendar days completed in the term up to and including the last date of attendance by the total number of calendar days in the term. If there is a scheduled break of five or more days, it will reduce the term length and if the scheduled break is before the student's last day of attendance (LDA), it will also reduce the calendar days completed.

If the students received more than the amount of Federal student financial assistance earned, the difference will be returned to the Federal student financial assistance programs from which funds were received in the following order: Pell Grant, Supplemental Educational Opportunity Grant. Funds will be returned to the aid source within 45 days of the date that Takoda Institute determines that the student has withdrawn.

If more Federal student financial assistance has been earned than has been received, the student may be eligible for a post-withdrawal disbursement. Takoda Institute will notify the student of any post-withdrawal disbursement for which the student may be eligible and what steps need to be taken for the Federal financial assistance funds to be received.

If Federal student financial assistance funds need to be returned, the institution must return a portion or all of the unearned funds equal to the lesser of:

- The institutional charges multiplied by the percentage of the unearned Federal student financial assistance funds; or
- The entire amount of unearned funds.

If the remaining amount of funds to be returned includes grant funds, the student must return any amount of the overpayment that is more than half

of the grant funds received. Takoda Institute will notify the student as to the amount owed and how and where it should be returned.

Examples of the calculations are available in Student Financial Services.

NON FEDERAL REFUND POLICY

Refunds for state aid programs and non-state aid programs are calculated on a proportional basis using the state mandated or institutional refund policy.

Charges are adjusted proportionately up to the 75% point in the quarter. After the 75% point, Takoda Institute will retain 100% of the charges. Funds will be returned to the aid source within 45 days of the date that Takoda Institute determines that the student has withdrawn.

To calculate the minimum refund due to the Minnesota State Grant program and other Aid Programs the Minnesota Office of Higher Education Refund Calculation Worksheet, Appendix 13, of the Minnesota State Grant manual is used.

Withdrawals

(More details of the procedure for withdrawal from courses are found in the *Student Handbook*.)

Student Activities

The Institute sponsors monthly talking circles with students to discuss concerns and to plan activities such as student showcases or fund-raising events on behalf of their programs and/or Takoda Institute itself.

The Website www.takoda.org also provides a window into the Institute and the entire AIOIC organization.

Financial Aid

Student financial aid is available in eligible programs for students who qualify. The Institute participates in the Pell Grant program, Minnesota State Grant (MHESO), Minnesota Indian Scholarship Assistance Program, and various other grant programs. Supplemental Educational Opportunity Grants (SEOG) and Work-Study may also be available to qualifying students. Students can be admitted when the financial aid application package is completed. Students eligible for funding in more than one consecutive fiscal year (July 1 through June 30) will be required to apply for both years.

As the financial aid is received, it is applied first to cover tuition, registration fee, quarterly fees, books and lab and supply fees. Any amounts received above and beyond the cost of tuition, books and fees will be disbursed to the students. Disbursement of financial aid depends upon satisfactory progress and attendance, as defined by the Institute. Unmet costs are the responsibility of the student.

Student Status Based on Credits

A half-time student is defined as a student who is enrolled for 6 to 8 credits per quarter. A three-quarter-time student is defined as a student enrolled for 9 to 11 credits. A full-time student is enrolled for 12 or more credits. Credit enrollment defines the student's financial aid eligibility. To receive a full Minnesota State Grant Program award, students must be enrolled in 15 or more credits and that award is recalculated downward at each enrollment level from 15 credits to 3 credits of enrollment.

How to Apply for Financial Aid

Application Procedures:

Complete the *Free Application for Federal Student Aid (FAFSA)*

Students can go online and complete this step on their own at www.fafsa.ed.gov (add our school code: **016346**, so your results will be sent here automatically) or students can meet with staff here at AIOIC for assistance in filing the FAFSA.

To complete the FAFSA students will need: their federal tax return from the previous year (if they filed) and documentation of any monies received from public assistance, social security, etc.

Dependent students will need to work with their parents to gather their information to complete the FAFSA.

If you complete the FAFSA on your own—please call the financial aid office at 612-341-3358 Ext. 146 to let them know that you have this step completed and to set up your one-on-one appointment for step 2.

Once the school received the electronic copy of the FAFSA, a one-on-one appointment is scheduled with the financial aid office to go over results and eligibility. You may be asked for additional documentation if anything is required.

Attendance, Student Progress and Completion, and Students Rights and Responsibilities

The Takoda Institute of Higher Education has established policies on these areas which are found in the *Student Handbook* available to all students at the front desk and presented to them at the student Enrollment Event. Sections on Attendance, Add/Drop/ Withdrawal Policy, Rights and Responsibilities, Tardiness and Make-up Hours, Privacy and Release of Information, Code of Conduct, violence and weapons, and Security are included.

Student Progress

All full-time students are expected to complete in the scheduled time, but extensions beyond the program length may be requested and granted, provided satisfactory attendance and progress is

maintained. These extensions shall not exceed 150% of the length of the vocational programs. However, persons starting over entirely to complete the course will be assessed full tuition for that course. In addition, repeating coursework will affect the students' financial aid and may affect their academic standing.

Internal Changes to Program: In the event that a student changes programs, only those courses whose content are applicable to the new program are accepted into the program and count toward the maximum length of the new program. Credits and grades of those courses are included in the Grade Point Average. See the Satisfactory Academic Progress statement on page 19.

Additional policies on maintaining satisfactory academic and financial aid progress and minimum Grade Point Averages are found in the *Student Handbook*.

Completing Requirements

Students must satisfactorily complete each required program course in order to complete their program. Also, students must complete their program with a Cumulative Grade Point Average of 2.0 to receive a certificate of completion, and must also meet all other graduation requirements below.

Successful graduation or completion of a course or program requires that all enrollment criteria have been met, all required assignments and/or testing out have been completed, and all tuition and registration fees have been paid in full. (See page 2 for description of required portfolio and Service Learning Experience.)

Certificates

The student will receive a certificate for completion in one or more of the programs, as well as transcripts of courses completed and credits earned. Students starting, but not completing, a program may request a transcript of all coursework enrolled for.

Extended Absence Policy

An Extended Leave of Absence policy is found in the *Student Handbook*.

Academic Progress Policy

Grades

Grades are determined on the basis of testing and performance, including the successful completion of activities. The minimum attendance described on the syllabus is also necessary for a passing grade. The grading system is based on the following:

- 90%-100%: **A**—Excellent
- 80%-89%: **B**—Good – Well Above Average
- 70%-79%: **C**—Average
- 60%-69%: **D**—Below Average - Passing
- Below 60%: **F**—Failing
- Withdrawal (after Add/Drop Period): **WD**—Withdrawn
- Withdrew Prior To Start of Quarter (During Add/Drop Period or prior): **WF**—Withdrew – First Two Weeks / Never Enrolled
- Pass / Fail (P/F): **P or F**—P = Pass / F = Fail
- Incomplete: **I**—An Interim Grade up to 3 months
- Transfer In/Test Out: **TI/TO** -- Passing

Grades are determined on the basis of testing and performance, including the successful completion of activities. The minimum attendance described on the syllabus is also necessary for a passing grade. Records are kept and grades are reviewed with each student at regular intervals, and grades are assigned each quarter.

Incompletes

The grade of incomplete (“I”) may be assigned when a student’s work is of passing quality and represents a significant portion of the requirement for a final grade, but is incomplete for a good cause as determined by the instructor: good cause may include any item listed in the mitigating section of the *Student Handbook*. Moreover, some rules govern the use of “I”s. Incompletes must be approved by the instructor and filed with the Office of the Register. Additional information on the incomplete policy is found in the *Student Handbook*.

Grade Points

Records are kept and grades are reviewed with each student at regular intervals, and grades are assigned each quarter.

Points Assigned to Letter Grades

- A A- Earns 4 points
- B+ B B- Earns 3 points
- C+ C C- Earns 2 points

- D+ D D- Earns 1 point
- F I or P Earns 0 points
- NE WD Earns 0 points

Grade Point Averages

The calculations of Grade Point Average (GPA) and the Cumulative Grade Point Average (CGPA) are found in the *Student Handbook*.

Academic and Financial Aid Satisfactory Progress

A 2.0 Grade Point Average (GPA) for any program (6 or 9 month) is the minimum standard for satisfactory academic and financial aid progress and completion of the program. The full-time student must also complete 67% of the total enrolled credits (those enrolled for and not dropped), in order to maintain Satisfactory Academic Progress. A 2.0 Cumulative Grade Point Average (CGPA) is required for continued enrollment and for graduation. If a student repeats a course, only the highest grade received is included in the calculation of the CGPA.

Process of Warnings and Probations

If a student’s Grade Point Average (GPA) falls below 2.0, the student will be placed on academic warning for their returning quarter. If after returning from Academic Warning status the student fails to reach or maintain a minimum of a 2.0 Cumulative Grade Point Average (CGPA) and met the 67% minimum completion rate, he or she will be placed on Academic Probation and will not be eligible for federal or state financial aid. The student is still eligible to continue the coursework, but will be responsible for securing his or her own funding. An Appeals Process for each of these two statuses are detailed within the *Student Handbook*.

In the event of a flagrant violation of AIOIC policies, the Education Director—Post-Secondary and/or the Academic Affairs Council reserves the right to “fast track” any and all formal proceedings in order to bring about a resolution in an expedited fashion – possibly including and/or leading up to the immediate termination of services and the permanent removal of the student(s) in question from campus.

The Academic Affairs Council and additional warnings (Academic, Behavioral, and Financial Aid), as well as Minimum Requirements for Enrollment and Student Corrective Action Plans, are found in the *Student Handbook*.

Appeals and Grievances and Sexual Harassment Policy

Academic and Financial Aid Petition Process, Appeals, Quarterly Grade Resolution, General Grievance

Procedures, and Sexual Harassment and Sexual Violence Policy are found in the *Student Handbook*.

Goals of the Agency and the Student

Staff of the Takoda Institute of Higher Education wants to help each student to achieve the goal of obtaining marketable job skills and employment, as well as further developing an awareness of the need for ongoing education. We intend to assist each student in breaking down the barriers which might keep a student from achieving these goals.

Students should feel free to discuss problems that might interfere with attending classes, or with getting and keeping a job, with the staff.

Takoda Institute of Higher Education staff will make every effort possible to help students solve these problems. In addition, at least one staff member (the Academic Advisor) will be assigned to discuss the academic expectations and overall progress for that student, and to act mutually with the student in finding support structures and resources needs for completing school and moving into initial employment.

The success of each individual student is the success of the Takoda Institute of Higher Education. The students are its most important resource and product.

Assistance Toward Placement

Throughout their program, students are assisted in job skills development, employment searches and placement through their ongoing work with the Career Services Office. In addition, the following agencies also assist students in job placement: Workforce Innovations, MFIP, Minneapolis Works and a variety of local services that focus on employment placement.

Career Services Representatives specialize in working to place graduates in employment. Our team utilizes partnerships with healthcare, IT, business and other employers to place graduates in fields related to their training.

Incoming students complete the one-day Enrollment Event to the Takoda Institute of Higher Education.

Workforce Innovations is a program which seeks to empower its clients to become employable and economically self-sustaining individuals, and addresses other barriers, such as child care, which can hold a person back from full-time employment. There is a Workforce Innovations program located in the AIOIC building. This particular WIOA programs at AIOIC serves unemployed and underemployed American Indians living in Hennepin County. (A WI program located at the Minneapolis American Indian Center serves American Indians living in any of 71 counties outside of Hennepin County, including Ramsey County.)

MFIP is the Minnesota Family Investment Program. MFIP is a comprehensive state, county and city welfare –to-work effort to help families become self-sufficient. The AIOIC MFIP program offers case management, career counseling, support services, and more.

Minneapolis Works is the successor to the Minneapolis Employment and Training Program. This program assists Minneapolis residents to gain employment towards economic self-sufficiency. Supportive services such as providing bus cards, work clothes or tools can also be gained through enrollment in this program. Like most of these services, the Minneapolis Works participant must attend an orientation to be enrolled. AIOIC is a Minneapolis Works and Native Youth Works (ages 18-24) service provider. Staff in our building provide those services.

As part of these services, an Opportunities Center which has access to various services is located in the AIOIC building. In that center, students and clients can receive assistance in finding part-time employment while enrolled, SLE placements and employment upon graduation.

The Website www.takoda.org also provides a window into the Institute and the entire AIOIC organization.

Our Membership in ACCSC

Takoda Institute is a member of the Accrediting Commission of Career Schools and Colleges. ACCSC has been at the forefront of establishing and advancing quality education at postsecondary schools and colleges for 45 years.

Accreditation seeks to assess and enhance the educational quality of an institution, ensure consistency in institutional operations, promote self-evaluation and institutional improvement, and provide for public accountability within a peer-review framework. ACCSC accreditation promotes institutional accountability by systematically and comprehensively evaluating institutions based upon criteria established via the Standards of Accreditation.

Minnesota Office of Higher Education

American Indian OIC's Takoda Institute of Higher Education is licensed as a private career school with the Minnesota Office of Higher Education pursuant to Minnesota Statutes, sections 136A.821 to 136A.832. Licensure is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions. The OHE is located at 1450 Energy Park Drive, Suite 350, St. Paul, MN 55108-5227. Their phone number is 651-259-3975. For information on where to file complaints about Takoda Institute to either of these agencies, see the ***Student Handbook***.

DIRECTORY OF SERVICES

General Information, Takoda Institute of Higher Education612 341-3358
Fax..... 612-341-3766
Website www.takoda.org
Adult Basic Education and GED..... Ext. 103
Financial Aid Ext. 146
Placement Service staff Ext. 124
Minneapolis Works Program (adult and youth) Ext. 117
Minnesota Family Investment Program Information..... Ext. 108
Workforce Innovations ProgramExt. 113, 115
Director of Takoda Institute Ext. 146
Registrar Ext. 126
Takoda Prep (High School) Ext. 149

Board of Directors of AIOIC

Danielle Grant, Chair; Charles Bolger, Treasurer; Joe Hobot, President & CEO; Clyde Bellecourt, Don Flower, Vice Chair; Amy Koch, Coya Whitehat-Artichoker.

Staff Members

A list of current Takoda Institute staff is found in the *Student Handbook*.



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