



GAAWAABAABIGANIKAAG GABEGIKENDAASOWIGAMIG  
WHITE EARTH TRIBAL & COMMUNITY COLLEGE

2017-2018 ACADEMIC CATALOG



White Earth Tribal & Community College is registered with the Minnesota Office of Higher Education pursuant to Minnesota Statutes sections 136A.61 to 136A.71.

Registration is not an endorsement of the institution.

Credits earned at the institution may not transfer to all other institutions.

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## Directory of College Services

Department/Service	Phone	
Office of the President	218-935-0417	Ext.319
Main Switchboard	218-935-0417	Ext.100
Wadiswan (Main Campus)	218-935-0417	Ext.100
IT Director	218-935-0417	Ext.224
Security	218-935-0417	Ext.120
Academic Dean	218-935-0417	Ext.304
Admissions	218-935-0417	Ext.322
Financial Aid	218-935-0417	Ext. 225
Registration	218-935-0417	Ext.315
Bookstore	218-935-0417	Ext.215
Library	218-935-0417	Ext.308
Human Resources	218-935-0417	Ext.332
Maintenance	218-935-0417	Ext.333
Business Office	218-935-0417	Ext.309



GAAWAABAABIGANIKAAG GABEGIKENDAASOWIGAMIG  
WHITE EARTH TRIBAL & COMMUNITY COLLEGE

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Interim President

*Tracy Clark, MSW*

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2250 College Road  
PO Box 478  
Mahnomen, MN 56557

Email:  
president@wetcc.edu

We are carrying into the  
future the way that we were  
given.

White Earth Tribal &  
Community College is an  
accredited institution of  
the Higher Learning  
Commission of the North  
Central Association of  
Colleges and Schools

www.nahlc.org  
Ph: 1-800-621-7440

Boozhoo!

I want to take this time to express, on behalf of White Earth Tribal and Community College (WETCC) faculty, staff, and myself, our most sincere welcome. This is a very exciting time as we begin a new academic year. I welcome back the students in progress and look forward to seeing our new students on campus. The faculty and staff have worked hard to prepare for this upcoming year. Our commitment is for the sole purpose that YOU may have this opportunity to attain advanced knowledge and share experiences close to home. We strongly believe that the future is strengthened by offering a degree in higher education which is embedded in Anishinaabe values, knowledge, and wisdom. Your success is our primary goal. Thank you for considering WETCC as part of your academic journey. I wish you all the best as your journey unfolds.

*~ Tracy Clark, WETCC Interim President*

## WETCC MISSION STATEMENT

White Earth Tribal and Community College is an institution of higher learning dedicated to academic excellence grounded in Anishinaabe culture, values, and traditions.

### Vision Statement

*Gidinwewininaan gibimiwidoomin niigaanakeyaa*—“We are carrying along into the future the way that we were given.”

### WETCC Anishinaabe Values

#### *Debwewin*

The literal translation of this word is **the sound of your heart**. Each of us holds the truth in our heart and when we live the value of debwewin, we express that **truth** in everything we do.

#### *Zoongide’ewin*

The literal translation of the word is **strong heart**. When we have a strong heart, we are able to face challenges with **courage** and integrity. A person living the value of zoongide’ewin acknowledges her own weaknesses and faces them with a strong heart.

#### *Manaaji’idiwin*

When we live the value of manaaji’idiwin we give **respect** to each other. In the Anishinaabe worldview, everything has a spirit and therefore deserves respect. This concept is included in this word.

#### *Gwayakwaadiziwin*

The literal translation of this word is to be correct or straight in everything that we do. If an individual lives the value of gwayakwaadiziwin, she must do what is right for the group and hold herself and others to high standards of **integrity**.

#### *Zaagi’idiwin*

If we act out of **love** for each other and ourselves in everything we do, we are living the value of zaagi’idiwin.

#### *Nibwaakaawin*

The literal translation of this word is an abundance of **wisdom**. When we live the value of nibwaakaawin, we seek to learn all that we can in a respectful manner and take the time to reflect upon our teachings.

#### *Dabasendizowin*

When we live the values of debwewin, zoongide’ewin, manaaji’idiwin, gwayakwaadiziwin, zaagi’idiwin, and nibwaakaawin we can hold ourselves in low regard as this word indicates without having low self-esteem. We understand that we are **humble** beings and conduct ourselves accordingly.

## Academics

Co-curricular activities are important activities on the campus. WETCC refers to co-curricular activities, programs, and learning experiences that compliment what students are learning within a program of study. These co-curricular activities will follow the outcomes in these purpose statements.

### Purpose Statements

- The college will present learning as a life-long process of discovery of knowledge embedded in the intellectual disciplines and the traditions of the Anishinaabe people.
- The college will support the self-determination of the Anishinaabe people through the preservation and promotion of their history, culture, and language.
- The college will seek to address the social, political, and economic needs of the White Earth Reservation through programs that encourage service to the community.
- The college will promote a philosophy based on the seven teachings of the Anishinaabe

### WETCC Learner Outcomes/Campus Operational Outcomes

After completing the graduation requirements at WETCC, students will possess the following abilities:

#### **WETCC Learner Outcomes and Campus Operational Outcomes**

##### **Okwiinogamigewin nitam (The Community First)**

- a.Exercise critical/creative thinking
- b.Demonstrate civic/social lresponsibility

##### **Mikigaadeg wendjising (Living One's Purpose)**

- a. Identify and develop gifts/talents
- b. Identify and develop nterests/goals

##### **Ogimaawin (Leadership)**

- a.Value diversity by listening and communicating respectfully.
- b.Take responsibility.

##### **Aapiji naanaagadawendam zhawenim ongow omaa akiing (Holistic Perspective in a Way that Honors all Things)**

- a. Committed to the development of the whole person.
- b.Honor interrelatedness of all things.

## **Mino-Bimaadziwin (The Good Life)**

a. Demonstrate knowledge, skills, and abilities grounded in Anishinaabe history.

b. Take measurable steps toward a productive and fulfilling life grounded in the Anishinaabe Way.

## Business Emphasis (60 Credits)

The business program at White Earth Tribal and Community College is uniquely designed to give students a competitive edge. Core courses are presented from a Native American cultural perspective. Students learn essential business skills that can be used successfully in the multi-disciplinary conditions of both American Indian and non- Indian work place. Students will learn analytical and communication skills within an enriched professional and ethical learning environment that prepares them to become leaders in the modern world.

- Apply appropriate decision-making and analytical techniques toward financial, statistical, and managerial situations.
- Will be competent communicators and able to create a business plan and other business documents. Students will be able to effectively present orally on a business or professional topic.
- Demonstrate ethical behavior in various business situations.

The Business Program curriculum at WETCC is designed with these specific goals in mind and, in order to measure success in achieving those goals, the following student outcomes have been established. Students will be able to:

- Recognize business opportunities on and around the White Earth Reservation.
- Identify steps for creating a new business venture, buying a franchise, or taking over an existing business.
- Engage with angel investors and venture capitalists and know how to access these.
- Recognize growth strategies for entrepreneurial ventures.

Demonstrate ethical behavior in business situations through job shadowing, focus groups, and business visits identifying and applying those businesses code of ethics.



# WHITE EARTH TRIBAL COLLEGE

## AA Degree Emphasis in Business

Revised Summer 2017

General Education Areas			Degree Requirements		
Course	Credits	Sem	Requirements (15 credits)	Credits	Sem
<b>1A - Written Communication</b>					
ENGL 111 College Writing I	3		BMGT 120 Office Mth. & Hum Res	3	
<b>1B - Oral Communication</b>			CPTR 100 Intro to Computer App	3	
SPCH 110 Public Speaking	3		ACCT 101 Principles of Accounting	3	
<b>2 - Critical Thinking</b>			BMGT 130 Business Mgmt & Mktg	3	
Complete when you finish all General Education courses			BMGT 210 Business & it's Legal Env.	3	
<b>3 - Natural Sciences -</b>			BMGT 299 Internship (optional)		
<i>Physical:</i>			<i>Also includes the following courses from General Ed:</i>		
GEOS 170 Geosciences Today	4		ENGL 111		
<i>Biological:</i>			SPCH 110		
	4		MATH 105		
<b>4 - Mathematical/Logical Reasoning</b>			ECON 220		
MATH 105 Contemporary Mathematics	3		PHIL 102		
<b>5 - History and Social Science (select 2 courses, each diff. subject area)</b>			NAST 212		
ECON 220 Microeconomics	3		OJIB 110		
ENTR Entrepreneurship	3		NAST 219		
<b>6 - Arts and Humanities (select 2 courses, each diff. subject area)</b>			ENTR Entrepreneurship		
PHIL 102 Ethics	3		FYE		
	3		Capstone		
<b>7 - Human Diversity</b>					
NAST 212 Anishinaabe Culture	3				
<b>8 - Global Perspective</b>					
OJIB 110 Ojibwemowin I	3				
<b>9 - Ethical and Civic Responsibility</b>					
NAST 219 Tribal Gov & Econ Issues	3				
<b>10 - People and the Environment</b>					
	4				

Graduation Checklist: answer "Yes" to the following	YES
Have you completed 42 General Education credits	<input type="checkbox"/>
Do you have a 2.0 GPA or higher to graduate	<input type="checkbox"/>
Have you filled out an application to graduate	<input type="checkbox"/>

General Education Credits	42	
Degree Requirement	15	
First Year Experience	2	
Graduation Capstone	1	
	<u>60</u>	total credits

## Environmental Science Emphasis (60 credits)

This is a multidisciplinary field that also serves as an introduction to any other science.

The goal of this program is to give students a board introduction to the unique natural history of the White Earth Reservation. The approach is also unique in that it combines training in traditional knowledge of the land and ecosystem with conventional western science. It will create a holistic understanding of the environment by addressing such fields as; wildlife, water quality, fishery, land use, wild rice, forestry, agriculture, environmental protection, and law enforcement.

**WHITE EARTH TRIBAL COLLEGE**

**AA Degree Emphasis in Environmental Science**

· Revised Summer 2017

**General Education Areas**

**Degree Requirements**

Course	Credits	Sem	Requirements (15 credits)	Credits	Sem
<b>1A - Written Communication</b>					
ENGL 111 College Writing I	3		BIOL 205: Principles of Ecology	3	
<b>1B - Oral Communication</b>			Environmental Science Electives	12	
SPCH 110 Public Speaking	3				
<b>2 - Critical Thinking</b>					
Complete when you finish all General Education courses					
<b>3 - Natural Sciences -</b>					
<i>Physical:</i>					
GEOS 170 Geosciences Today	4		Also includes the following courses from General Ed:		
<i>Biological:</i>			GEOS 170		
BIOL 226 Field Biology of Plants	4		BIOL 226		
<b>4 - Mathematical/Logical Reasoning</b>			MATH 105		
MATH 105 Contemporary Mathematics	3		BIOL 106		
<b>5 - History and Social Science (select 2 courses, each diff. subject area)</b>			OJIB 110		
NAST 212 Anishinaabe Culture	3		NAST 212		
	3		FYE		
			Capstone		
<b>6 - Arts and Humanities (select 2 courses, each diff. subject area)</b>			<i>Optional</i>		
	3		BIOL 230 Research Internship		
	3				
<b>7 - Human Diversity</b>					
	3				
<b>8 - Global Perspective</b>					
OJIB 110 Ojibwemowin I	3				
<b>9 - Ethical and Civic Responsibility</b>					
	3				
<b>10 - People and the Environment</b>					
BIOL 106 Environmental Science	4				

Graduation Checklist: answer "Yes" to the following	YES
Have you completed 42 General Education credits	<input type="checkbox"/>
Do you have a 2.0 GPA or higher to graduate	<input type="checkbox"/>
Have you filled out an application to graduate	<input type="checkbox"/>
	<input type="checkbox"/>
	<input type="checkbox"/>

General Education Credits	42	
Degree Requirement	15	
First Year Experience	2	
Graduation Capstone	1	
	60	total credits

## Native American Studies Emphasis (60 Credits)

### **Anishinaabe Gikendaasowin**

This curriculum is designed to encourage and promote the understanding and preservation of the language, culture, history and unique governmental status of Native Americans with special emphasis on the Minnesota Chippewa Tribe. Course requirements may vary depending on the institution transferring to.

### **Mission and Goals of the Anishinaabe Gikendaasowin Program**

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

**Goals:** The goals of this program are to produce students who:

1. Have a direct and detailed knowledge of Anishinaabe language, culture, worldview, history, and government.
2. Are able to apply this knowledge to their communities and their own lives.
3. Are able to examine and think about social and environmental issues from an Anishinaabe perspective

**WHITE EARTH TRIBAL COLLEGE**

**AA Degree Emphasis in Native American Studies**

Revised Summer 2017

**General Education Areas**

**Degree Requirements**

Course	Credits	Sem	Requirements (15 credits)	Credits	Sem
<b>1A - Written Communication</b>					
ENGL 111 College Writing I	3		White Earth History	3	
<b>1B - Oral Communication</b>			OJIB 120 Ojibwemowin II	3	
SPCH 110 Public Speaking	3		<i>Native Studies Elective</i>	3	
<b>2 - Critical Thinking</b>					
Complete when you finish all General Education courses			<b>Ojibwe Language Track</b>		
<b>3 - Natural Sciences - Physical:</b>			OJIB ? Ojibwemowin III	3	
	4		OJIB? Ojibwemowin IV	3	
<i>Biological:</i>			<b>Social Studies Track</b>		
BIOL 226 Field Biology of Plants	4		Tribal Gov. and Econ	3	
<b>4 - Mathematical/Logical Reasoning</b>			History of the MN Chippewa Tribe	3	
MATH 105 Contemporary Mathematics	3		<i>Also includes the following courses from General Ed:</i>		
<b>5 - History and Social Science (select 2 courses, each diff. subject area)</b>			BIOL 226		
NAST 212 Anishinaabe Culture	3		NAST 212		
HIST 130 History of Assimilation	3		ENGL 228		
<b>6 - Arts and Humanities (select 2 courses, each diff. subject area)</b>			HIST 130		
ENGL 228 Multicultural Lit	3		ART 102-119		
ART 102-119 Anishinaabe Art	3		HIST 135		
<b>7 - Human Diversity</b>			OJIB 110		
HIST 135 History of Native North America	3		NAST 220		
<b>8 - Global Perspective</b>			FYE		
OJIB 110 Ojibwemowin I	3		Capstone		
<b>9 - Ethical and Civic Responsibility</b>					
NAST 220 Tribal Law - Federal	3				
<b>10 - People and the Environment</b>					
	4				

**Graduation Checklist:** answer "Yes" to the following

Have you completed 42 General Education credits	YES
Do you have a 2.0 GPA or higher to graduate	
Have you filled out an application to graduate	

General Education Credits	42	
Degree Requirement	15	
First Year Experience	2	
Graduation Capstone	1	
	60	total credits

## **Human Services/Anishinaabeg Wiidookoodaadiwin Emphasis (60 credits)**

The goal of the Human Services Program is to intertwine Anishinaabe values with generalist social work principles in order to prepare students to engage in practice without discrimination, with respect, and the knowledge and skills to engage in prevention and intervention with individuals, families, groups, organizations, and communities. The Human Services Program prepares competent and effective paraprofessionals to work within Tribal programs or to transfer to a four-year social work program.

**WHITE EARTH TRIBAL COLLEGE**

**AA Degree Emphasis in HSVC**

· Revised Summer 2017

**General Education Areas**

**Degree Requirements**

Course	Credits	Sem
<b>1A - Written Communication</b>		
ENGL 111 College Writing I	3	
<b>1B - Oral Communication</b>		
SPCH 110 Public Speaking	3	
<b>2 - Critical Thinking</b>		
Complete when you finish all General Education courses		
<b>3 - Natural Sciences -</b>		
<i>Physical:</i>		
GEOS 170 Geosciences Today	4	
<i>Biological:</i>		
BIOL 104 Human Biology	4	
<b>4 - Mathematical/Logical Reasoning</b>		
MATH 105 Contemporary Mathematics	3	
<b>5 - History and Social Science (select 2 courses, each diff. subject area)</b>		
PSYC 110 General Psychology	3	
SOC 110 Introduction to Sociology	3	
<b>6 - Arts and Humanities (select 2 courses, each diff. subject area)</b>		
	3	
	3	
<b>7 - Human Diversity</b>		
NAST 212 Anishinaabe Culture	3	
<b>8 - Global Perspective</b>		
OJIB 110 Ojibwemowin I	3	
<b>9 - Ethical and Civic Responsibility</b>		
	3	
<b>10 - People and the Environment</b>		
BIOL 106 Environmental Science	4	

Requirements (15 credits)	Credits	Sem
HSVC 100	3	
HSVC 110 Intro to Human Services	3	
HSVC 140 Assessment & Counseling	3	
HSVC 240 Human Behaviors	3	
SOC 230 Social problems	3	

*Also includes the following courses from General Ed:*

- BIOL 104
- PSYC 110
- SOC 110
- BIOL 106
- OJIB 110
- NAST 212
- FYE 101
- Capstone

Graduation Checklist: answer "Yes" to the following	YES
Have you completed 42 General Education credits	<input type="checkbox"/>
Do you have a 2.0 GPA or higher to graduate	<input type="checkbox"/>
Have you filled out an application to graduate	<input type="checkbox"/>
	<input type="checkbox"/>
	<input type="checkbox"/>

General Education Credits	42	
Degree Requirement	15	
First Year Experience	2	
Graduation Capstone	1	
	60	total credits

## Associate of Arts Degree(60 credits)

### **Humanities, Arts, & Social Sciences (60-64 credits)**

This curriculum is designed to introduce the perspectives, contributions, limitations, and interrelationships that the humanities, arts, and social sciences bring to the world of ideas and knowledge. It seeks to instill the joy of learning through courses prepared for this purpose.

Through the curriculum, students are encouraged to think critically using the scientific method, understanding the past so as to cope intelligently with the present and future. This curriculum promotes appreciation of the intellectual, scientific and artistic contributions of Western and non-Western civilizations, cultures and geographic regions in an increasingly complex and interdependent global community.

Course requirements may vary, depending on the four-year transfer school selected. It is important to consult with an advisor at WETCC as well as the institution transferring to.



# WHITE EARTH TRIBAL COLLEGE

## AA Degree Emphasis in Education

· Revised Summer 2017

### General Education Areas

Course	Credits	Sem
<b>1A - Written Communication</b>		
ENGL 111 College Writing I	3	
<b>1B - Oral Communication</b>		
SPCH 110 Public Speaking	3	
<b>2 - Critical Thinking</b>		
Complete when you finish all General Education courses		
<b>3 - Natural Sciences -</b>		
<i>Physical:</i>		
	4	
<i>Biological:</i>		
BIOL 102 General Biology	4	
<b>4 - Mathematical/Logical Reasoning</b>		
MATH 105 Contemporary Mathematics	3	
<b>5 - History and Social Science (select 2 courses, each diff. subject area)</b>		
EDU 215 Child & Adolescent Dev.	3	
PSYC 110 General Psychology	3	
<b>6 - Arts and Humanities (select 2 courses, each diff. subject area)</b>		
ENGL 112 College Writing II	3	
	3	
<b>7 - Human Diversity</b>		
NAST 212 Anishinaabe Culture	3	
<b>8 - Global Perspective</b>		
OJIB 110 Ojibwemowin I	3	
<b>9 - Ethical and Civic Responsibility</b>		
	3	
<b>10 - People and the Environment</b>		
	4	

### Degree Requirements

Requirements (16 credits)	Credits	Sem
<b>Early Childhood Education</b>		
EDU 110 Intro to Education	3	
EDU 250 Ind. With Exceptionalities	3	
EDU 260 Child Guid. & Classroom Mgmt	3	
EDU 285 Cultural Immersion	1	
EDU 290 Family, School, & Comm. Rel.	3	
EDU 295 Educational Psychology	3	

Also includes the following courses from General Ed:

EDU 215 Child & Adolescent Dev.  
 ENGL 112 College Writing II  
 SPCH 110 Public Speaking  
 BIOL 102 General Biology  
 MATH 105 Contemporary Mathematics  
 PSYC 110 General Psychology  
 OJIB 110 Ojibwemowin I  
 NAST 212 Anishinaabe Culture  
 FYE  
 Capstone

### Graduation Checklist: answer "Yes" to the following

	YES
Have you completed 42 General Education credits	<input type="checkbox"/>
Do you have a 2.0 GPA or higher to graduate	<input type="checkbox"/>
Have you filled out an application to graduate	<input type="checkbox"/>

General Education Credits	42	
Degree Requirement	16	
First Year Experience	2	
Graduation Capstone	1	
	<u>61</u>	total credits

## Education/Gigikinoo'amaagemin Emphasis (60 Credits)

The Education Program at White Earth Tribal and Community College (WETCC) has a mission to prepare students for work in an education related field or continued study of Early Childhood/Education.

The goals of this program are to produce students who:

- Demonstrate knowledge of current researched pedagogy that is consistent with best practices when working with Native American students.
- Practice ethical behavior and professionalism both in and out of the classroom in various academic environments.
- Have a strong personal educational philosophy and are able to meld that with district and school-wide expectations.
- Approach education with an understanding that culture and language are vital to success of Native American students.

The Education curriculum at WETCC is designed with these specific goals in mind, and in order to measure success in achieving those goals, the following student outcomes have been established. Students will be able to:

- Produce well-planned and thought-out lesson plans that demonstrate cultural relevancy and are appropriate for the level of development.
- Identify the Minnesota Standards of Effective Practice for Teachers.
- Differentiate instruction for the spectrum of all learning abilities.
- Effectively use technology in the classroom that enhances student learning
- Demonstrate an ability to provide a classroom environment that is conducive to maximizing student learning.

# WHITE EARTH TRIBAL COLLEGE

## AA Degree Emphasis in Education

Revised Summer 2017

### General Education Areas

Course	Credits	Sem
<b>1A - Written Communication</b>		
ENGL 111 College Writing I	3	
<b>1B - Oral Communication</b>		
SPCH 110 Public Speaking	3	
<b>2 - Critical Thinking</b>		
Complete when you finish all General Education courses		
<b>3 - Natural Sciences -</b>		
<i>Physical:</i>		
	4	
<i>Biological:</i>		
BIOL 102 General Biology	4	
<b>4 - Mathematical/Logical Reasoning</b>		
MATH 105 Contemporary Mathematics	3	
<b>5 - History and Social Science (select 2 courses, each diff. subject area)</b>		
EDU 215 Child & Adolescent Dev.	3	
PSYC 110 General Psychology	3	
<b>6 - Arts and Humanities (select 2 courses, each diff. subject area)</b>		
ENGL 112 College Writing II	3	
	3	
<b>7 - Human Diversity</b>		
NAST 212 Anishinaabe Culture	3	
<b>8 - Global Perspective</b>		
OJIB 110 Ojibwemowin I	3	
<b>9 - Ethical and Civic Responsibility</b>		
	3	
<b>10 - People and the Environment</b>		
	4	

### Degree Requirements

Requirements (16 credits)	Credits	Sem
<b>Early Childhood Education</b>		
EDU 110 Intro to Education	3	
EDU 250 Ind. With Exceptionalities	3	
EDU 260 Child Guid. & Classroom Mgmt	3	
EDU 285 Cultural Immersion	1	
EDU 290 Family, School, & Comm. Rel.	3	
EDU 295 Educational Psychology	3	

Also includes the following courses from General Ed:

EDU 215 Child & Adolescent Dev.  
 ENGL 112 College Writing II  
 SPCH 110 Public Speaking  
 BIOL 102 General Biology  
 MATH 105 Contemporary Mathematics  
 PSYC 110 General Psychology  
 OJIB 110 Ojibwemowin I  
 NAST 212 Anishinaabe Culture  
 FYE  
 Capstone

### Graduation Checklist: answer "Yes" to the following

	YES
Have you completed 42 General Education credits	<input type="checkbox"/>
Do you have a 2.0 GPA or higher to graduate	<input type="checkbox"/>
Have you filled out an application to graduate	<input type="checkbox"/>

General Education Credits	42	
Degree Requirement	16	
First Year Experience	2	
Graduation Capstone	1	
	61	total credits

**White Earth Tribal & Community College  
General Education Listing**

**AREA 1A: Communication - Written (3 credits)**

ENGL 111 College Writing I  
AREA IB: Communication - Oral (3 credits)  
APCH 110 Public Speaking

**AREA 2: Critical Thinking (Complete once all other goal areas are completed)**

**AREA 3A: Natural Science - Biological (4 credits)**

BIOL 102 General Biology  
BIOL 104 Human Biology  
BIOL 106 Environmental Science  
BIOL 205 Principles of Ecology  
BIOL 226 Field Biology of Plants

**AREA 3B: Natural Science - Physical (4 credits)**

GEOS 170 Geosciences Today

**AREA 4: Mathematical/Logical Reasoning (3 credits)**

MATH 105 Contemporary Mathematics

**AREA 5: History & Social Science (3 credits)**

ECON 220 Micro Economics  
EDU 230 Child & Adolescent Development  
NAST 212 Anishinaabe Culture  
HIST 130 History of Assimilation  
HIST 135 History of Native North America  
White Earth History?  
History of the MN Chippewa Tribe  
PLCS 120 Intro to Political Science  
PSYC 110 General Psychology  
SOC 110 Intro to Sociology  
ENTR?? Entrepreneurship

**AREA 6: Art & Humanities (3 credits)**

ART 102-119 Anishinaabe Art  
ENGL 112 College Writing II  
ENGL 228 Multicultural Lit  
PHIL 102 Ethics  
OJIB 110  
OJIB 120

**AREA 7: Human Diversity (3 credits)**

NAST 212 Anishinaabe Culture  
ART 102-119 Anishinaabe Arts  
ENGL 228 Multicultural Literature  
HIST 135 History of Native North America  
PHIL 230 Anishnaabe Philosophy

**AREA 8: Global Perspective (3 credits)**

OJIB 110 Ojibwemowin I  
OJIB 120 Ojibwemowin II

**AREA 9: Ethical & Civic Responsibility (3 credits)**

NAST 219 Tribal Government & Economic Issues  
NAST 220 Tribal Law - Federal  
PHIL 102 Ethics

**AREA 10: People & the Environment (4 credits)**

BIOL 102 General Biology  
BIOL 106 Environmental Science  
GEOS 170 Geosciences Today

**WETCC REQUIREMENTS:**

FYE First Year Experience (2 credits)  
CPST Capstone (1 credit)  
OJIB 110 Ojibwemowin I  
NAST 212 Anishinaabe Culture

## COURSE DESCRIPTIONS

The course descriptions are arranged by subject, in alphabetical order. The first line indicates the subject code, the course number, the course title, the number of credits offered, prerequisite or co-requisite courses. The paragraph below each course provides an overview of course content and may articulate additional requirements or other important information. Certain courses are offered only every other semester, or every other year. If known, the regularity of course offering will be provided in bold letters at the end of the course description. Students should always meet with their advisor and check the class schedule each semester for specific information on course offerings, because sometimes a course will be offered out of regular sequence.

Within subject code listings, courses are generally listed in order of increasing difficulty. These courses are designed to meet the academic requirements for transfer to a four-year college or university and to meet WETCC general education requirements for A.A. degree programs, unless the course description notes otherwise.

Course numbers 090 to 299 are generally open to all students, except as noted specifically in some course descriptions. These specific courses, which either have prerequisites, or require the permission of the instructor prior to enrolling in the course, are not open to all students. Course numbers below 100 are not included in the general education requirements, and are non-transferrable to other institutions.

White Earth Tribal and Community College (WETCC) is in the process of revising programs and courses to: 1) continue meeting the needs of White Earth's students and communities, 2) develop/maintain articulation agreements with other regional institutions of higher learning, 3) allow WETCC to update database systems, which may alter the coding and numbering of some programs and courses. Articulation agreements facilitate smooth transitions from 2-year to 4-year colleges. Some of the course offerings will change between this 1-year catalog, and subsequent catalogs as faculty and administrators work together with students, communities and other regional colleges.

### **ART**

#### **ART 102-119: Anishinaabe Arts—3 credits**

These courses present students with the opportunity to learn and appreciate the arts of the Anishinaabe, and to learn about the physical and cultural environment from which indigenous materials were gathered for the making of artistic items. Classes will be determined by which Anishinaabe artists are available to teach.

### **BIOLOGY**

#### **BIOL 102: General Biology/Lab—4 credits**

A general overview of the principles of biology with an emphasis on the chemistry of life, cellular physiology, genetics, evolutionary history of biological diversity, animal plant forms and functions.

#### **BIOL 106: Environmental Science/Lab—4 credits**

This course is an introduction to the natural history of White Earth including an overview of common birds, mammals, plants, fungi, fish, amphibians, reptiles, insects, weather features, and astronomical objects.

**BIOL 205: Introduction to Ecology/Lab—4 credits**

This course is designed to introduce students to the structure and function of the ecosystems of White Earth. There is a particular focus on applying the knowledge and skill developed in earlier courses to the task of reading the landscape, i.e. analyzing and interpreting what observations mean. Prerequisite BIOL 106 is required. BIOL 200 and BIOL 226 are recommended.

**BIOL 226: Biology of Plants/Lab—4 credit**

This course is an introduction to plant identification, ethnobotany and ecology. Laboratory activities and field trips will focus on the local flora and vegetation.

**BIOL 230: Research Internship—3 credits**

This is an independent, self-directed course designed to provide the student with experience in either field research. This work will be supervised by an advising instructor and possibly a worksite supervisor. This course will be useful to students considering work as a resource manager, and environmental educator, and those seeking advanced degrees.

**BUSINESS****BMGT 110: Office Methods and HR—3 Credits**

Students will experience the role of an office worker with a variety of tasks to be performed. Office skills and knowledge of procedures will be introduced and explored. This course will cover the importance of human relations and interpersonal communications skills. No pre-requisites.

**BMGT 120: Business Management and Marketing—3 Credits**

This is a course to acquaint students with functions performed by businesses along with how business activities play a part in our economy as a whole. Students will become familiar with common business practices and terminology. Pre-requisite of BMGT 110

**BMGT 210: Business and its Legal Environment—3 Credits**

Laws and regulations affecting the business environment and managerial decisions will be studied; including the legal system and methods of dispute resolution. Topics include torts, crimes, contracts, product liability, business organization, employment, antitrust, and environmental protection. Pre-requisites of BMGT 110 and BMGT 120

**BMGT 220: Entrepreneurship—3 Credits**

This course examines ethical issues in the business world and the impact on society, the economy, and the environment. Examined will be the roles, responsibilities, and conflicts of business management. This course will explore entrepreneurial characteristics and strategies toward success as an entrepreneur. Business plans will be written with hands on activities to encourage the entrepreneurial spirit. No pre-requisites.

**ECON 220: Microeconomics—3 Credits**

This course will explore theory and application of microeconomics and focuses on individual decision-making and how it affects people. The course topics focus on microeconomic issues and problems, such as competition and monopoly, pricing, consumer demand, and producer supply. Domestic and international economic policy theories are covered. No pre-requisites

**ENTR220: Entrepreneurship—3 Credits**

This course examines ethical issues in the business world and the impact on society, the economy, and the environment. Examined will be the roles, responsibilities, and conflicts of business management. This course will explore entrepreneurial characteristics and strategies toward success as an entrepreneur. Business plans will be written with hands on activities to encourage the entrepreneurial spirit. No pre-requisites.

**CAREER PLANNING****FYE101: First Year Experience—1 credit**

White Earth Tribal and Community College takes its responsibility very seriously and requires this course to make sure students understand the types of support we offer to help achieve educational success. Topics will include personal reflection, life-long learning, goal setting, time management, financial stability and scholarships, learning styles, studying techniques, and test taking skills.

**COMPUTER INFORMATION SYSTEMS****CPTR110: Intro to Computers—3 credits**

This course covers the operation of the personal computer hardware and software concepts. It includes an overview of a professional computer operating system, keyboarding, word processing, spreadsheets, presentation software, database management, e-mail usage, and Internet operations.

**EDUCATION****EDU 110: Introduction to Education—3 credits**

This course is an introduction to the career of teaching. Specific variables related to the teaching as a profession are explored including professional roles and responsibilities, students, curriculum, and the structure of school. Native American concepts of education will also be examined.

**EDU210: Educational Psychology—3 credits**

Prerequisites: EDU 110.

A study of the teaching and learning process: teaching with emphasis on planning effective instruction, management, assessment; learning from behavioral, information processing, and constructivist views focusing on how learning is influenced by cognitive, personal, social, and moral development, and by teaching approaches, motivation, and other factors.



**EDU220: Child and Adolescent Development—3 credits**

This course explores child development and learning; prenatal through middle childhood from research, theory, and practitioner perspectives. There is a strong emphasis on physical, cognitive, linguistic, emotional, and social (including cultural) domains. Field experiences required for child observations.

**EDU250: Individuals with Exceptionalities—3 credits**

This course is an overview of special education public laws and processes of identifying students with disabilities; introduction of children with low and high incidence disabilities and giftedness, including definitions, causes, characteristics and education implications; IFSP and IEP. Field experiences required.

**EDU260: Child Guidance and Classroom Management—3 credits**

Prerequisites: EdU110

This course explores theories, principles, and practices of child guidance and managing classrooms with an emphasis in traditional Anishinaabe values. It explores social and emotional competence of children and students. It addresses peer relations and violence prevention.

**EDU285: Cultural Immersion—1 credit**

Three to five days in a school setting that primarily serves minority children/families. Students observe, participate, and teach mini-lessons. Interview teachers. Demonstrate understanding of cultural and community diversity and how to incorporate children's experiences and culture into instruction.

**EDU290: Family, School and Community Relations--3 credits**

This course explores theories, research, and best practices on school, family, and community partnership. Emphasis on family-school relations, challenges on family involvement, and components of effective family involvement that enhance children/student development, and learning. Community and cultural considerations in family-school-community collaborations are examined. Field experiences required.

**ENGLISH****ENGL 095: Creative Story Telling (3 credits)**

Indigenous storytelling is a traditional way of teaching values and is woven into the fiber of Native culture with the purpose of honoring life. Those connections with life, land, water, and sky have produced narratives containing practical and sacred information for future generations. This course is established to build verbal language skills, improve reading comprehension, develop active listening skills, provide communication tools for reflection, and to improve writing and mechanical skills through the Native art of storytelling.

**ENGL 111: College Writing I—3 credits (Depending on Assessment Scores, pre-requisite ENGL 095)**

This course familiarizes students with the conventions of academic writing. Students will examine the essentials of college writing, including summarizing and responding to source material, developing a thesis and supporting paragraphs, organizing ideas according to writing patterns, and examining common usage and grammatical problems. It also includes a study of prose models to develop writing techniques, reading skills, and critical judgment, as well as cultural awareness and appreciation.

**ENGL 112: College Writing II—3 credits**

Prerequisite(s): ENGL111

This is an advanced reading, writing, and critical thinking class with a strong focus on the research process. The class is designed to reinforce the student's expository and argumentative skills, and may utilize a workshop format. The research component of the class allows students to investigate cultural and historical topics of interest and significance to them personally and collectively.

**ENGL 121: Introduction to Literature—3 credit**

This course includes the reading of literature, such as poetry, short stories and drama, and the writing of critical essays.

**ENGL 203: Creative Writing—3 Credits**

This course includes directive practice in writing the biography/autobiography, children's stories, short stories, poetry, and drama.

**ENGL 220: Native American Literature—3 credits**

Prerequisite(s): ENGL111

This class will focus on reading, comparing and interpreting diverse works of Native American literature from the early 20th Century to the present. Traveling around the Medicine Wheel, students examine the values, issues and artistry of diverse Native American writers and storytellers. The course emphasizes Anishinaabe, Lakota and other Native authors while reinforcing reading, writing, creative/critical thinking and cultural research skills.

**ENGL 228: Multicultural Literature—3 credits**

This course is a study of multicultural literature to gain an understanding and an awareness of the cultural diversity in the United States. It looks at the conflicts and motivations, successes and failures of those different ethnic origins, economic backgrounds and religious beliefs.

**GEOSCIENCE****GEOL 170: LEC Geosciences Today/Lab—4 credits**

This course is a survey of the components of Earth Science needed for teacher licensure in Minnesota, including aspects of physical geology, historical geology, astronomy, and meteorology. Topics include volcanoes and earthquakes, plate tectonics, planetary science, phases of the moon, stories told by rocks of the earth, how weather features form and moves, and the earth's climate

**HISTORY****HIST 104: World History—3 credits**

An introduction to the development of the ideas, values, religions and people who shaped the early stages of world civilizations. Particular attention focuses on events and developments, which shaped European arrival in the Americas.

**HIST 120: U.S. History—3 credits**

An introduction to the development of the ideas, values, religions, and people who shaped the early stages of what has become the United States. Particular attention focuses on events and developments significant to the history of the Anishinaabe people.

**HIST 130: History of Assimilation—3 credits**

History of American Indian assimilation, in what is now the United States. Topics include tribal sovereignty, the structure of tribal government, treaties, Federal Indian policy, the influence of native governments on the U.S. Constitution, allotment, and education. The approach of the Catholic church towards the native civilizations of the Caribbean, central and South America will also be explored. There will be an emphasis on the local impact of assimilation and/how this has affected the lives of Native Americans today.

**HUMANITIES**

**HUM 110: Introduction to Humanities—3 credits** (This course serves as a general introduction to the role that the humanities play in shaping human conception of self and society. It also serves to expand students' knowledge of the human condition and human cultures, especially the values expressed in works of human imagination and thought. This is an interdisciplinary course that integrates history, literature, philosophy, theology, and fine arts with the goal of developing thinkers who are able to unify factual, creative, rational, and value-sensitive modes of thought.

**HUMAN SERVICES****HSVC 110: Introduction to Human Services—3 credits**

This course introduces to the broad arena of social welfare and the profession of social work, with emphasis on Anishinaabe values. Students are introduced to basic theories for generalist social work intervention and practice with different sized systems and diverse populations.

**HSVC 130: Introduction to Addictions—3 credits**

The purpose of this course is to provide human service majors with general information, ideas and theories related to mood altering chemicals used and abused in our society. Special emphasis will be alcohol as the most frequently used and abused chemical.

**HSVC 140 : Assessment and Counseling—3 credits**

Prerequisite(s):HSVC110

This course is an overview and application of systems theory. Students will learn to assess the interactions among individuals and between individuals and social systems. The course includes an integration of bio-psycho-social variables that affect human development and behavior, with review and attention to the role of Anishinaabe culture and values.

### **HSVC 240: Human Behavior and the Social Environment—3 credits**

Prerequisite(s):HSVC110 AND PSYC110 AND SOC110

This course is an overview and application of various social work theories. Students will learn to assess the interactions among individuals and social systems. The course includes and integration of bio-psycho-social-spiritual variables that affect human development and behavior with attention to the role of Anishinaabe culture and values.

## **MATH**

### **MATH 090: Pathways to Contemporary Math—3 credits (Required for MATH105 based on accuplacer)**

Preparatory course

### **MATH 105: Contemporary Mathematics—3 credits**

Prerequisite: MATH090

Topics selected from various areas of mathematics, showing the scope and power of mathematics and emphasizing mathematical methods. Topics include manipulations and interpretation of data, probability and statistics, and consumer finance. Not intended to prepare students for any subsequent course.

## **MULTICULTURAL STUDIES**

### **MCS 230: Multicultural Studies—3 credits**

An introduction to the interdisciplinary study of multicultural America. This course looks at the history of multicultural America beginning before European Contact with Native peoples and continuing through the twentieth century. This course follows an interdisciplinary chronological approach to the histories of multicultural America. Through the theoretical framework of decolonization, this course tells the stories of multicultural peoples from multiple perspectives.

## **NATIVE AMERICAN STUDIES**

### **NAST 110: History of Native North America —3 credits**

This course examines the greatest stories of Native American history. Traveling from pre-contact to the reservation era, and to the present day. The purpose of this class is to provide a coherent historical presentation of the American Indian and to emphasize the importance of understanding this subject in our global world.

### **NAST 140 Contemporary Native American Issues—3 credits**

This course is an overview of American Indian Issues in culture, history and traditions. It includes philosophical, religious and political issues. This course will discuss the differences of ethics, values, and tradition in western culture, Native culture, and others.

### **NAST 212: Anishinaabe Culture—3 credits**

This course will do comparative studies between the different regions of the Anishinaabe, the variations of Anishinaabe culture and their environmental setting. Analysis of social organizations, religion, and cultural change will be included.

**NAST 219: Tribal Government and Economic Issues—3 credits**

This course will review the history of the origins of American Tribal Government. We will discuss and survey the development of Federal Indian law and policy. Emphasis will be to tribal governments and laws in general, with special attention given to the Minnesota Chippewa Tribe and specific historical knowledge of the White Earth Reservation. Business and economic development with preference to Federal Indian, Minnesota Chippewa Tribal and White Earth Reservation history will be reviewed and discussed.

**NAST 220: Tribal Law-Federal—3 credits**

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

**OJIBWEMOWIN LANGUAGE****OJIB 110: Ojibwemowin I—3 credits**

This course introduces students to the spoken language of Anishinaabe people. Conversational and writing skills will be taught. Analysis of sentence structure will be used for demonstrating the complexity and beauty of the Anishinaabe language. Students will learn to write and speak simple sentences.

**OJIB 120: Ojibwemowin II—3 credits**

Prerequisite(s): OJIB110

This course continues the learning of conversational and written skills taught in OJIB 110. Vocabulary, grammatical concepts, and practical use of acquired skills will be emphasized.

**PHILOSOPHY****PHIL 102: Ethics 3 credits—**

This course is a general introduction to ethics and applied ethics. The course presents and examines moral theories, and applies these theories to contemporary moral issues.

**PHIL 230: Anishinaabe Philosophy—3 credits**

The student will evaluate the worldview of the Anishinaabe. The student will recognize the significance of the creation stories and demonstrate an awareness of the evolution of traditional Anishinaabe belief systems

## **PSYCHOLOGY**

### **PSYC 110: General Psychology—3 credits**

This course provides an introduction to the study of psychology. It looks at the history of the discipline and examines the different approaches used by psychologists to examine human behavior and mental processes. It is not intended to study the particular aspect of psychology in depth, but to help you understand the many diverse areas within this academic discipline. Some of the specific topics addressed in this course include: learning, memory, human development, personality, mental disorders, and social influences on behavior. In addition to exploring psychology from Western theory, this course will explore the Anishinaabe ways of knowing and being.

### **PSYC 215: Developmental Psychology—3 credits**

Prerequisite(s): PSYC110

This course will review the psychological development of the individual from birth to death, including genetic, pre and postnatal influences, relations with parents and peers, and social, emotional and intellectual development. In addition to exploring development from western theory, this course will emphasize Anishinaabe teachings of development through the life span.

## **SOCIOLOGY**

### **SOC 110: Introduction to Sociology—3 credits**

A survey of the characteristics of human group life with emphasis on the structure of the social environment and its influence upon the individual.

## **SPEECH**

### **SPCH 110: Public Speaking—3 credits**

This course is one that provides practical experiences for those who want to develop or to improve their ability to speak in front of groups. Course assignments emphasize informative and persuasive speeches and include exercises for impromptu, extemporaneous, and special occasion speeches. The fundamentals of organization, development, delivery, and audience analysis are stressed.

## FERPA-Family Educational Rights and Privacy Act

As custodian of student records and in compliance with the Family Educational Rights and Privacy Act of 1974 (FERPA), White Earth Tribal and Community College assumes the trust and obligation to ensure full protection of student records which includes maintaining the confidentiality of educational records. The administrative procedures outlined in this section are to be complied with by university personnel who have or accumulate educational records which are in a personally identifiable form.

Student records maintained by the university fall into two general categories: directory information and educational records.

**Part A. Procedure** - Directory information is information concerning a student which may be released publicly. It includes the following:

- Name (all names on record)
- Address (all addresses on record)
- E-mail address (all electronic addresses on record)
- Phone Number (all phone numbers on record)
- Date of birth
- Place of birth
- Major field of study (all declared majors)
- Minor field of study (all declared minors)
- Class level
- Dates of attendance
- Enrollment status
- Names of previous institutions attended
- Participation in officially recognized activities and sports
- Honors/awards received
- Degree earned (all degrees earned)
- Date degree earned (dates of all degrees earned)
- Photographic, video or electronic images of students taken and maintained by the institution

WETCC receives inquiries for Directory Information from a variety of sources including, but not limited to, prospective employers, other colleges and universities, graduate schools, licensing agencies, government agencies, news media, parents, and relatives. Students should consider very carefully the consequences of their decision to withhold release of any or all directory information items. WETCC has no responsibility to contact a student for subsequent permission to release directory information after the student has requested a restriction. Student requests to withhold directory information will be honored until the student specifically and officially requests to lift these restrictions.

## **Non-Disclosure Request for Directory Information**

A student may request that any or all of their directory information not be made public by officially requesting a restriction in the Office of the Registrar between the first and tenth day of class in a term using the FERPA block form. The specified directory information will then be treated the same as educational records information. In response to public inquiries, the university will verify only whether or not an individual is currently enrolled at the university, unless student name is restricted. This request will remain in effect until revoked in writing by the student.

## **Part B. Educational Records**

Educational records include more than academic records. Educational records, with the exception of those designated as directory information, may not be released without the written consent of the student to any individual, agency, or organization other than specifically authorized personnel.

FERPA privileges cease upon the death of a student. A written and signed request from the decedent's parent, guardian or spouse is required for release of this information. FERPA privileges end when an individual is no longer a student.

## **Student Records**

As custodian of student records and in compliance with the Family Educational Rights and Privacy Act of 1974, White Earth Tribal and Community College assumes the trust and obligation to ensure full protection of student records which includes maintaining the confidentiality of educational records. The administrative procedures outlined in this section are to be complied with WETCC personnel who have or accumulate educational records which are in a personally identifiable form.

Student records maintained by WETCC fall into two general categories: directory information and educational records.

## **Part A. Directory Information**

Directory information is information concerning a student which may be released publicly. It includes the following:

- Name (all names on record)
- Address (all addresses on record)
- E-mail address (all electronic addresses on record)
- Phone Number (all phone numbers on record)
- Height, weight and photos of athletic team members
- Date of birth
- Place of birth
- Major field of study (all declared majors)



- Minor field of study (all declared minors)
- Class level
- Dates of attendance
- Enrollment status
- Names of previous institutions attended
- Participation in officially recognized activities and sports
- Honors/awards received
- Degree earned (all degrees earned)
- Date degree earned (dates of all degrees earned)
- Photographic, video or electronic images of students taken and maintained by the institution

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The college receives inquiries for directory information from a variety of sources including, but not limited to, prospective employers, other colleges and universities, graduate schools, licensing agencies, government agencies, news media, parents, friends, and relatives. Students should consider very carefully the consequences of their decision to withhold release of any or all directory information items. White Earth Tribal and Community College has no responsibility to contact a student for subsequent permission to release directory information after the student has requested a restriction. Student requests to withhold directory information will be honored until the student specifically and officially requests to lift these restrictions.

### **Part B. Educational Records**

Educational records are those records, files, documents, and other materials which contain information directly related to a student's academic progress, financial status, medical condition, etc. and are maintained by White Earth Tribal and Community College. Educational records include more than academic records. Educational records, except for those designated as directory information, may not be released without the written consent of the student to any individual, agency, or organization other than specifically authorized personnel.

FERPA privileges cease upon the death of a student. A written and signed request from the decedent's parent, guardian or spouse is required for release of this information.

### **Part 5. Archiving.**

Student Service records will be held for five years. Student Financial Aid records will be held for three years. The electronic record is maintained in the Student Management System.

## Academic Freedom

WETCC recognizes that Academic freedom is an essential characteristic of higher education as it gives faculty the right to full freedom in research and the publication of those results, freedom to open discussion in their classroom as it relates to their subject, and the right of faculty to be free from institutional censorship and/or discipline when they speak or write as citizens. However, as persons of learning and educators, faculty members should remember that the public may judge their profession and/or institution by their statements. Thus, faculty should at all times be accurate, exercise restraint, and show respect for the opinions of others, and clearly indicate when they are not speaking for the institution.

Academic freedom principles contribute to a climate in which debate is encouraged about complex, challenging subjects and issues about which reasonable people may disagree. This policy informs the nature of faculty engagement in student learning.

This policy protects the rights and recognizes the responsibilities of faculty and allows them to teach in an environment that supports student centered learning where students acquire knowledge and the critical thinking skills necessary to address the challenges and complexities of society.

Faculty members are entitled to full academic freedom in the engagement of student learning. This freedom extends to classroom teaching, program development, and to any other student learning setting. While entitled to these rights, faculty should be guided by the principle that material presented in class serves the primary purpose of advancing student learning in the context of the course and/or program objectives. A faculty member does not have the right to intimidate students who express a contrary point of view.

Faculty members are entitled to full academic freedom in research and creative activity, in the publication, exhibition, or performance of the results, subject to the adequate performance of other academic duties and the requirements of research ethics and responsibilities.

Faculty has a special obligation as members of a learned profession and officials of WETCC to at all times be accurate and demonstrate a respect for the opinions of others.

WETCC will not discipline, demote, dismiss, or decline to reappoint or sanction a faculty member based on the exercise of any of the academic freedoms listed above. Furthermore, WETCC will not intimidate any faculty member through the implication that one will be disciplined, sanctioned, demoted, dismissed, or declined reappointment on the base of the exercise of any of the academic freedoms listed above.

In support of the protection of academic freedom, it is the right of every WETCC faculty member and student to have access to a fair and objective appeal process in situations of alleged infractions of Academic Freedom, in accordance with WETCC grievance policy and procedure.

## Immunization

As part of a student enrollment, the Minnesota College Immunization Law applies to anybody born after 1956.

Enrolled students in a college within Minnesota, are required to show proof that he/she has been vaccinated against these five diseases, or have a legal exemption, the five diseases are: measles, mumps, rubella, tetanus, and diphtheria.

When enrolling in WETCC students must have the Immunization Record for Students Attending Post-Secondary Schools in Minnesota form filled out. Supporting documentation for immunization records are required to be provided. If the student has graduated a Minnesota High School after 1997 then the high school attended information is disclosed on the form. If the student attended prior they are required to disclose when their immunizations were received. This form is stored in their student file.

A non-w requires students to be immunized against mumps, measles, rubella, diphtheria, and tetanus if they were born on January 1, 1957 (or later) and plan to take more than one course at WETCC.

## Student Admissions

WETCC admits students in a manner that ensures the best opportunity for educational success, while at the same time honoring the Seven Anishinaabe Values upon which it was founded. The college reserves the right to evaluate special cases, and to refuse admission to applicants if such refusal is considered to be in the best interest of the college. Students that have been denied admission can appeal the decision.

All students must have the following documents on file:

1. A completed and signed application form for admission to WETCC;
2. An official transcript from an accredited or approved high school with the date of graduation or the official copy of the General Education Development (GED) examination which verifies completion of the five test areas, the scores, and the date of completion. Official transcript means a transcript bearing the original seal and signature of the official in charge of records from an educational institution;
3. A student must complete the Accuplacer placement test in appropriate areas unless they are a transfer student that has already passed college level Math and/or English with a “D” or better. If the student has been a PSEO student at White Earth Tribal and Community College and are in good academic standing they do not need to take the Accuplacer.
4. Official college transcript(s) directly from each institution attended if transferring to WETCC;
5. Proof of Tribal enrollment or a descendant of a federally recognized Tribe, if applicable; and
6. Completed immunization waiver form or immunization record, if needed.

In certain instances, students may be admitted on a conditional basis pending completion of one of the above requirements at the discretion of Dean of Student Services. However, all admission requirements must be met by the end of the semester or a student will not be able to register for the following semester.

Students have to take the Accuplacer to project that students have or will develop the skills necessary to be successful with a college level curriculum. Students who do not score above WETCC established minimums should complete entry level courses before registering for college level courses in those content areas.

## Tuition Waivers

WETCC reserves the right to deny any waiver participants agreements if it impacts registered students, such as class size.

### **Cultural Waiver**

Cultural waivers allow an individual to enroll in one cultural course a semester with no charge for tuition. Cultural waivers students will pay for any fees and books associated with the course.

### **Elder Waiver**

Elder waivers allow a student over the age of 55 to enroll in one course per semester with no charge for tuition. This waiver also covers books and fees to honor elders.

### **Employee Waiver**

Employee waiver allows for any employee of WETCC to enroll in one course per semester with no charge for tuition. Employee waiver students will pay for any books or fess associated with the course.

## Transfer and Re-admittance

WETCC acknowledges nontraditional paths to college.

### **Re-Admit Students**

Returning students who have interrupted attendance for a semester or more (not including summer) are considered re-admitted WETCC students, and must meet the admission requirements of WETCC and complete a readmission application. Re-admit students transferring credit from another institution to WETCC must request an official transcript of their grades be sent to the admissions office for evaluation. Only regular credit college courses with a “D” or better will be accepted in transfer. Re-entry students with a cumulative GPA below 2.0 may be re-admitted on academic probation.

## **Transfer Students**

Transfer students who have graduated from high school or completed their GED, and have attended a post-secondary institution, are classified as transfer students.

If you plan to transfer credit from another institution to WETCC:

1. Apply to WETCC using the application for admission.
2. Request official transcripts from any institution you have previously attended.
3. Courses in which the student has earned a grade of a “D” or better are eligible for transfer.
4. Students may be asked in some instances to provide course descriptions and syllabi.
5. All communication regarding transcripts will be sent to the WETCC Registrar.

## **Conditional Admittance**

A student may be conditionally admitted with unofficial copies, but must still meet all admissions requirements within one semester. If transcripts are under a different name, due to a legal name change, it is the student’s responsibility to have the name corrected.

## **Credit for Prior Learning**

It is the policy of WETCC to give credit for college-level learning gained in non-credit or experiential setting. This policy defines the requirements for evaluating and granting credit to admitted students.

## **Awarding Credit for Military Experience**

Students having served in the military may request to have credit awarded for experiences gained while serving in the military, in accordance with Minnesota Statue 197.775, Sub. 2. Requests will be evaluated based on the WETCC program of study. A copy of the veteran’s DD-214 and any other transcript records of education must be on file in the Registrar’s Office.

Students can be awarded credits for their basic military training. These will be evaluated and awarded by use of the Joint Services Transcript. These credits may or may not transfer to other institutions.

## **Credit for Experimental Learning**

Students may earn academic credit in certain college courses applicable to their program of study if they have gained skills and knowledge from job training, self-study, or occupational experiences. A maximum of 6 experiential learning credits will be awarded if competency is determined. Students interested in this process will apply using a Prior Experiential Learning Credit Request Form. Student will be asked to demonstrate experience and skill level through written, oral, performance, or combination examinations that may include a portfolio.

Credits, if accepted, will be entered on transcript as Pass ("P"). This will not affect the GPA of the Academic Transcript. If a student fails to prove proficiency, the attempt will not be recorded on the Academic Transcript. Prior Experiential Learning is accepted at WETCC but may not be transferrable to other institutions.

## **Course Test Out**

Students who can demonstrate competence in specific disciplines may earn college credit by testing out of certain courses at White Earth Tribal and Community College.

College Level Examination Program (CLEP) examinations are offered by the College Board.

Students who can demonstrate competence in specific disciplines may earn college credit (limit of 15 credits) by testing out of certain courses at White Earth Tribal and Community College. A student must initiate the test-out process by working with the Academic Dean and then completing the Test Out Request Form. Students should check with the Academic Dean to determine if a Course Test Out is available. Course Test Out is NOT an option for all courses and determinations are made upon request from the Academic Dean.

A fee of \$25.00 per credit payable to WETCC Business Office is required prior to completion of the Course Test-Out examination. This fee is non-refundable even if the examinee does not pass the exam and does not receive credit for the course. Course Test-Outs must be completed within ten days of starting the course of which the student may want to test out. If not enrolled in the course, a student may do a test out at any time of the semester arranged.

Testing out is NOT an option for students who desire to earn credit for courses previously attempted or withdrawn. Course Test-Outs cannot be used to improve grades for courses previously completed.

Students who fail a Course Test-Out exam must complete the course to fulfill graduation requirements. Failing Course Test-Out grades will not be recorded on transcripts.

Course Test-Out exams are instructor-generated to reflect the objectives of the course. Only a passing grade will be recorded as credit (CR).

Credits earned by the Course Test-Out option are not computed in a student's GPA, nor will they count towards the enrollment figures of the college. Financial Aid is not available for Course Test-Out credits.

## Grading and Grade Submission

When repeating a course, the highest grade will be used to compute the student's GPA. The student may submit a request to the Registrar for a GPA recalculation. A student may, if eligible, use financial aid to repeat a course a second time. The student will be financially responsible for any subsequent repeats.

Students intending to audit a course (earn no credit) are required to register for the course indicating it will be an audit class. Auditing students may not need to meet regular course requirements and must confer with the instructor as to their privileges and responsibilities in the course.

A student who registers for credit may change to audit status any time during the first five (5) days of the semester. Courses audited are not included in determining the total credits earned toward a major or the cumulative grade point average. However, the credit value of any course audited is computed in the assessment of tuition. Audited courses are not eligible for financial aid. Upon registration of the course, an entry is made on the student's permanent record along with other classes. "AU" equals audit.

WETCC uses letter grades to document student academic achievement. Grades are a compilation of all course assignments as indicated in the course syllabus. Formal grades are

Submitted at mid-term and final points in the semester. Each faculty is allowed to determine the appropriate criteria to assign grade level values to assignments.

Letter grades to document student academic achievement are as follows:

A = Excellent B = Above Average C = Average

D = Below Average

F = Failing

CR = Credit by Exam - See Course Test Out Policy

AU = Audit - See Course Audit Policy

I = Incomplete

W = Withdraw

R = Repeat

## GRADE POINT AVERAGE CALCULATION

Academic progress will be evaluated in terms of grade point average. The following system will be used to establish a student's grade point average and will be the only grades included in the GPA calculation:

A = 4 grade points per credit

B = 3 grade points per credit

C = 2 grade points per credit

D = 1 grade point per credit

F = 0 grade points per credit

A grade point average (GPA) is determined by the sum of all grade points divided by total credits attempted, except those credits that carry grades other than the usual A - F grades.

When repeating a course, the highest grade will be used to compute the student's GPA. Repeated courses may not qualify for financial aid. The student may submit a request to the registrar for a GPA recalculation.