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WHITE EARTH TRIBAL & COMMUNITY COLLEGE

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White Earth Tribal and Community College

Academic Catalog



WHITE EARTH TRIBAL &
COMMUNITY COLLEGE

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This Catalog provides important information on White Earth Tribal and Community College (WETCC) classes and coursework required for graduation.

Every effort has been made to provide current and accurate information. However, this Catalog does not constitute a contract between the school and the student/parent. WETCC reserves the right at its discretion to change or amend the Catalog at any time.

The Student Handbook and Faculty Handbook should also be consulted for more information.

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.

BUS – BUSINESS	21
BUS 110: Office Methods and Human Resources (3 credits)	21
BMGT130: Business Management and Marketing (3 credits)	21
BUS 221: Microeconomics (3 credits)	21
BUS 235: Entrepreneurship (3 credits)	22
BUS 251: Business and Its Legal Environment (3 credits)	22
BUS 270: Business Ethics (3 credits)	22
COM - COMMUNICATIONS	22
COMM 110: Public Speaking (3 credits)	22
CPLT - COMPUTERS	22
CPLT 100: Computer Literacy for College Learners (1 credit)	22
CPLT 101: Computer Fundamentals & Techniques (1 credit)	23
EDU – EDUCATION	23
EDU 110: Introduction to Education (3 credits)	23
EDU 160: Early Childhood Learning Environments (3 credits)	23
EDU 230: Child and Adolescent Development (3 credits)	23
EDU 210: Education Psychology (3 credits)	23
EDU 240: Family, School and Community Relations (3 credit)	24
EDU 250: Individuals with Exceptionalities (3 credits)	24
EDU 260: Child Guidance and Classroom Management (3 credits)	24
EDU 285: Cultural Immersion (3 credits)	24
ENGL – ENGLISH	24
ENGL 090: Creative Storytelling (3 pre-college credits)	24
ENGL 110: College Writing I (3 credits)	25
ENGL 120: Creative Writing (3 credits)	25
ENGL 210: College Writing II (3 credits)	25
ENGL 238: Multicultural Literature (3 credits)	25
GDTC – GRAPHIC DESIGN	25
GDTC 100: Introduction to Graphic Design (3 credits)	25
GEOS - GEOSCIENCE	26
GEOS 100: Geoscience Today - Lecture & Lab (4 credits)	26
HUM – HUMANITIES	26
HUM 100: Introduction to Humanities (3 credits)	26
INST – INDIGENOUS STUDIES	26
INST 110: History of Native North America (3 credits)	26

INST 111: History of Assimilation (3 credits).....	26
INST 115: History and Governance of the Minnesota Chippewa Tribe (3 credits).....	27
INST 118: History of White Earth (3 credits).....	27
INST 119: History of the US from 1877 (3 credits).....	27
INST 121: Anishinaabe Culture – Overview (3 credits).....	27
INST 131: Anishinaabe Philosophy (3 credits).....	27
INST 135: Ethics & Leadership in Native Communities (3 credits).....	27
INST 140: Contemporary Native American Issues (3 credits).....	28
INST 160: Tribal Government and Economic Issues (3 credits).....	28
INST 170: Tribal Law-Federal (3 credits).....	28
INST 200: Anishinaabe Culture/Customs and Practices (3 credits).....	28
LAW – LAW STUDIES	28
LAW 110: Criminal Law (3 credits).....	28
MATH – MATH	29
MATH 090 - Pathways to Contemporary Math (3 pre-college credits).....	29
MATH 105 - Contemporary Mathematics (3 credits).....	29
NATR – NATURAL RESOURCES AND ENVIRONMENTAL SCIENCE	29
NATR 110: Introduction to Ecology Lecture & Lab (4 credits).....	29
NATR 120: Environmental Science Lecture & Lab (4 credits).....	29
OJIB – OJIBWEMOWIN LANGUAGE	29
OJIB 100: Beginning Ojibwemowin I (3 credits).....	29
OJIB 200: Beginning Ojibwemowin II.....	30
OJIB 250: Intermediate Ojibwemowin I (3 credits).....	30
PE – PHYSICAL EDUCATION	30
PE 110: Fitness/Exercise (1 credit).....	30
PHIL - Philosophy	30
PHIL 110: Ethics.....	30
POL – POLITICAL SCIENCE	30
POL 100: Introduction to Political Science (3 credits).....	30
POL 210: Tribal Public Administration and Community Development (3 credits).....	31
PSYC - PSYCHOLOGY	31
PSYC 100 – General Psychology (3 credits).....	31
PSYC 170: Personality Psychology (3 credits).....	31
PSYC 190: Social Psychology (3 credits).....	31
SOC – SOCIOLOGY	32

SOC 100: Introduction to Sociology (3 credits) 32

SW – SOCIAL WELFARE AND SOCIAL WORK 32

SW 100: Introduction to Human Services (3 credits) 32

SW 240: Human Behavior and the Social Environment (3 credits) 32

White Earth Tribal and Community College

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Mission

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

Vision

Gidinwewininaan gidinwidoomin niigaanakeyaa - "We are carrying along into the future the way that we were given."

Purpose Statements

To accomplish its mission, WETCC is committed to the following Institutional Purposes:

- 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 our 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.

Core Values

The Seven Anishinaabe Teachings (Values) guide WETCC and serve as the values for the College:

Manaaji'idiwin (Respect) - Respect for All Beings and Things - The condition of being honored

When we live the value of manaaji'idiwin we give respect to all living things; in the Anishinaabe worldview, everything has a spirit and therefore deserves respect

- Respect yourself. Try your hardest in all that you do
- Respect your school and keep a positive attitude towards your classes, coworkers, and others
- Respect others. Return their property the way it was borrowed.
- Be mindful of the balance of all living things, honor them and live honorably in teachings and in your actions towards all things.
- Safeguard the dignity, individuality, and rights of others.

Zaagi'idiwin (Love) - Giving and Receiving Love - Is to know peace

If we act out of love for one another and ourselves in everything we do, we are living the value of zaagi'idiwin

- Love is unconditional
- Love yourself, eat a healthy diet and take care of your mind, body and soul
- Love your school and teachers, they are there to help you
- Love others, show kindness and compassion
- Work cooperatively and harmoniously with others
- Be loving towards your parents, classmates and Elders
- Show kindness to receive kindness.

Zoongide'ewin (Courage/Bravery) - Strength of Heart - is the ability to face danger, fear or changes with confidence

When we have a strong heart, we are able to face challenges with courage and integrity

- Be courageous with yourself
- Always be willing to try something new
- Be courageous at school and work, do not be scared to talk in front of others
- Acknowledge your personal weaknesses and develop the strength to combat them
- Be courageous with others
- Do what is morally right and be proud of being Anishinaabe
- Find your inner strength to face difficulties.

Gwayakwaadiziwin (Honesty) - Doing the Right Thing - is speaking and acting truthfully and thereby morally upright

Living the values of gwayakwaadiziwin is doing what is right for the group and holding himself/herself and others to high standards of integrity

- Be honest with yourself
- Maintain truthfulness, sincerity, and fairness in one's actions
- To communicate with others and transmit information fairly and truthfully
- Set realistic short and long term goals
- Be honest at work, school with co-workers, teachers and classmates
- Be honest with others - if you say you will do something, do it
- Be honest with yourself and have an understanding of who you are, accept who you are and know how to use the gifts you have been given.

Nibwaakaawin (Wisdom) - Abundance of Wisdom - is the ability to make decisions based upon your knowledge and experience

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

- Reflect on all our experiences
- Use your wisdom
- Continue to gain wisdom with perseverance and time, nothing comes without effort, seek guidance from elders
- Show wisdom by helping others who are struggling to understand
- Share your wisdom with others, share your knowledge and be a good role model
- Know the gifts the Creator has given you to serve others.

Dabasendizowin (Humility)- Humility - is being humble, not arrogant

When we live the values of debwewin, zoongide'ewin, manaaji'idiwin, gwayakwaadiziwin, zaagi'idiwin, and nibwaakaawin, we can hold ourselves in low regard and conduct ourselves accordingly

- Humble yourself. Know your limits and abilities
- Be humble/modest, do not brag or boast to others who are struggling
- Demonstrate sensitivity to others, do not be mean to your family, friends, co-workers, or neighbors
- Recognize that we are all human beings and will make mistakes, be able to accept mistakes and understand the capacity for self growth and change
- Do not make judgement on others.

Debwewin (Truth) - The Sound of the Heart - is to know and understand the 7 teachings given to us by the Creator and remain faithful to them

Each of us holds the truth in his/her heart and when we live the value of debwewin, we express that truth in everything we do

- Be true to yourself
- Be truthful at school and do all your own work
- Be true to others, do not spread rumors or lies
- Learn truth, live with truth, walk and talk truth
- Have faith and trust in your teachings and show honor and sincerity in all that you say and do.

Co-Curricular Activities

Co-curricular activities are important activities on the campus. White Earth Tribal & Community College (WETCC) refers to co-curricular activities, programs, and learning experiences that compliment what students are learning within a program of study. Co-curricular activities at WETCC include: Extension, Culture, Student Senate, and AIHEC just as examples.

WETCC General Education Program Outcomes

WETCC revised the academic programs in Spring 2018. Courses were aligned better to coincide with the Minnesota Transfer Curriculum (MnTC) which is utilized by the Minnesota State Colleges and Universities (MnSCU) system, making it easier for WETCC graduates to transfer and continue their education at a 4-year institution in Minnesota.

The MnTC ten goal areas at WETCC are as follows:

AREA I: Communication

Goal: To develop writers and speakers who use the English language effectively and who read, write, speak and listen critically. As a base, all students should complete introductory communication requirements early in their collegiate studies. Writing competency is an ongoing process to be reinforced through writing-intensive courses and writing across the curriculum. Speaking and listening

skills need reinforcement through multiple opportunities for interpersonal communication, public speaking, and discussion.

Students will be able to:

- Understand/demonstrate the writing and speaking processes through invention, organization, drafting, revision, editing and presentation.
- Participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding.
- Locate, evaluate, and synthesize in a responsible manner material from diverse sources and points of view.
- Select appropriate communication choices for specific audiences.
- Construct logical and coherent arguments.
- Use authority, point-of-view, and individual voice and style in their writing and speaking.
- Employ syntax and usage appropriate to academic disciplines and the professional world.

To develop writers and speakers who can use the English language effectively and who read, write, speak and listen critically. All students are required to complete Public Speaking. Writing competency is an ongoing process to be reinforced through writing-intensive courses and writing across the curriculum as a result, students are encouraged to also take College Writing I early. Speaking and listening skills need reinforcement through multiple opportunities for interpersonal communication, public speaking, and discussion, students will use material from diverse sources, including the Anishinaabe world view.

AREA 2: Critical Thinking

Goal: To develop thinkers who are able to unify factual, creative, rational, and value-sensitive modes of thought. Critical thinking will be taught and used throughout the general education curriculum in order to develop students' awareness of their own thinking and problem-solving procedures. To integrate new skills into their customary ways of thinking, students must be actively engaged in practicing thinking skills and applying them to open-ended problems.

Students will be able to:

- Gather factual information and apply it to a given problem in a manner that is relevant, clear, comprehensive, and conscious of possible bias in the information selected.
- Imagine and seek out a variety of possible goals, assumptions, interpretations, or perspectives which can give alternative meanings or solutions to given situations or problems.
- Analyze the logical connections among the facts, goals, and implicit assumptions relevant to a problem or claim; generate and evaluate implications that follow from them.
- Recognize and articulate the value assumptions which underlie and affect decisions, interpretations, analyses, and evaluations made by ourselves and others.

Students will also recognize and articulate the value assumptions which underlie and affect decisions, interpretations, analyses, and evaluations made by Anishinaabe and Non-

Anishinaabe people. There are no specific classes identified for Area 2 as a cumulative total of all the general area categories comprise this Area.

AREA 3: Natural Science/Biological Sciences

Goal: To improve students' understanding of natural science principles and of the methods of scientific inquiry, i.e., the ways in which scientists investigate natural science phenomena. As a basis for lifelong learning, students need to know the vocabulary of science and to realize that while a set of principles has been developed through the work of previous scientists, ongoing scientific inquiry and new knowledge will bring changes in some of the various ways scientists view the world. By studying the problems that engage today's scientists, students learn to appreciate the importance of science in their lives and to understand the value of a scientific perspective. Students should be encouraged to study both the biological and physical sciences.

Students will be able to:

- Demonstrate understanding of scientific theories.
- Formulate and test hypotheses by performing laboratory, simulation, or field experiments in at least two of the natural science disciplines. One of these experimental components should develop, in greater depth, students' laboratory experience in the collection of data, its statistical and graphical analysis, and an appreciation of its sources of error and uncertainty.
- Communicate their experimental findings, analyses, and interpretations both orally and in writing.
- Evaluate societal issues from a natural science perspective, ask questions about the evidence presented, and make informed judgments about science-related topics and policies, including an Anishinaabe perspective.

AREA 4: Mathematical/Logical Reasoning

Goal: To increase students' knowledge about mathematical and logical modes of thinking. This will enable students to appreciate the breadth of applications of mathematics, evaluate arguments, and detect fallacious reasoning. Students will learn to apply mathematics, logic, and/or statistics to help them make decisions in their lives and careers. Minnesota's public higher education systems have agreed that developmental mathematics includes the first three years of a high school mathematics sequence through intermediate algebra.

Students will be able to:

- Illustrate historical and contemporary applications of mathematics/logical systems.
- Clearly express mathematical/logical ideas in writing.
- Explain what constitutes a valid mathematical/logical argument (proof).
- Apply higher-order problem-solving and/or modeling strategies.

AREA 5: History & Social Science

Goal: To increase students' knowledge of how historians and social and behavioral scientists discover, describe, and explain the behaviors and interactions among individuals, groups, institutions, events, and ideas. Such knowledge will better equip students to understand themselves and the roles they play in addressing the issues facing humanity.

Students will be able to:

- Employ the methods and data that historians and social and behavioral scientists use to investigate the human condition.
- Examine social institutions and processes across a range of historical periods and cultures.
- Use and critique alternative explanatory systems or theories.
- Develop and communicate alternative explanations or solutions for contemporary social issues.
- Examine social institutions and processes across a range of historical periods and cultures in particular those of importance to the White Earth Nation.

AREA 6: Art & Humanities

Goal: To expand students' knowledge of the human condition and human cultures, especially in relation to behavior, ideas, and values expressed in works of human imagination and thought. Through study in disciplines such as literature, philosophy, and the fine arts, students will engage in critical analysis, form aesthetic judgments, and develop an appreciation of the arts and humanities as fundamental to the health and survival of any society. Students should have experiences in both the arts and humanities.

Students will be able to:

- Demonstrate awareness of the scope and variety of works in the arts and humanities.
- Understand those works as expressions of individual and human values within a historical and social context especially those from an Anishinaabe historical and social context.
- Respond critically to works in the arts and humanities.
- Engage in the creative process or interpretive performance.
- Articulate an informed personal reaction to works in the arts and humanities.

AREA 7: Human Diversity

Goal: To increase students' understanding of individual and group differences (e.g. race, gender, class) and their knowledge of the traditions and values of various groups in the United States. Students should be able to evaluate the United States' historical and contemporary responses to group differences.

Students will be able to:

- Describe and discuss the experience and contributions (political, social, economic, etc.) of the Anishinaabe and others who have suffered discrimination and exclusion.
- Understand the development of and the changing meanings of group identities in the United States' history and culture.
- Demonstrate an awareness of the individual and institutional dynamics of unequal power relations between groups in contemporary society.
- Analyze their own attitudes, behaviors, concepts and beliefs regarding diversity, racism, and bigotry.
- Describe and discuss the experience and contributions (political, social, economic, etc.) of the many groups that shape American society and culture, in particular those groups that have suffered discrimination and exclusion.
- Demonstrate communication skills necessary for living and working effectively in a society with great population diversity.

AREA 8: Global Perspective

Goal: To increase students' understanding of the growing interdependence of nations and peoples and develop their ability to apply a comparative perspective to cross-cultural social, economic and political experiences.

Students will be able to:

- Understand our place as Anishinaabe within the global context and demonstrate knowledge of cultural, social, religious, and linguistic differences including Anishinaabe identity and way of life.
- Describe and analyze political, economic, and cultural elements which influence relations of states and societies in their historical and contemporary dimensions.
- Demonstrate knowledge of cultural, social, religious and linguistic differences.
- Analyze specific international problems, illustrating the cultural, economic, and political differences that affect their solution.
- Understand the role of a world citizen and the responsibility world citizens share for their common global future.

AREA 9: Ethical & Civic Responsibility

Goal: To increase students' understanding of the growing interdependence of nations and peoples and develop their ability to apply a comparative perspective to cross-cultural social, economic and political experiences.

Students will be able to:

- Describe and analyze political, economic, and cultural elements which influence relations of states and societies in their historical and contemporary dimensions.
- Demonstrate knowledge of cultural, social, religious and linguistic differences.
- Analyze specific international problems, illustrating the cultural, economic, and political differences that affect their solution.
- Understand the role of a world citizen and the responsibility world citizens share for their common global future.
- Identify ways to exercise the rights and responsibilities of citizenship and the unique status of the Anishinaabe people having multiple citizenship statuses.

AREA 10: People & the Environment

Goal: To improve students' understanding of today's complex environmental challenges. Students will examine the inter-relatedness of human society and the natural environment. Knowledge of both biophysical principles and socio-cultural systems is the foundation for integrative and critical thinking about environmental issues.

Students will be able to:

- Explain the basic structure and function of various natural ecosystems and of human adaptive strategies within those systems.
- Discern patterns and interrelationships of bio-physical and socio-cultural systems.
- Describe the basic institutional arrangements (social, legal, political, economic, religious) that are evolving to deal with environmental and natural resource challenges.

- Evaluate critically environmental and natural resource issues in light of understandings about interrelationships, ecosystems, and institutions.
- Propose and assess alternative solutions to environmental problems.
- Articulate and defend the actions they would take on various environmental issues.
- Deal with environmental and natural resource challenges and articulate, analyze, and defend their stances on various environmental issues through an Anishinaabe perspective.

Academic Program and Curriculum

The current Associate of Arts (AA) Degree requirements are detailed in the following pages.

Note: *Students who entered WETCC prior to Spring 2018 have the option of completing their original program/pathway. However, many course IDs/numbers have changed and some courses have been discontinued. Consult with your advisor or the Registrar for course equivalents or substitutions.*

Associate of Arts Degrees (AA)

An Associate degree is an undergraduate degree that provides a foundational college educational experience. The WETCC A.A. in Humanities, Arts, and Social Sciences covers general subjects and prepares students with a broad survey of Liberal Arts, Science, and Mathematics. These General Education courses fulfill requirements of Minnesota State Colleges and Universities (MnSCU) and the University of Minnesota, preparing students for transfer and continuing education in a baccalaureate program. Course transferability is dependent on the receiving institution.

Graduation requirements are outlined in Policy 600.19 – Graduation Requirements. Students are responsible to complete the college work in order to meet the minimum requirements and apply for graduation on or before the due date listed on the Academic Calendar.

Students shall be eligible for graduation upon successful completion of:

- 1) Satisfy the requirements outlined for the degree pathway including all institutional requirements, and
- 2) Payment of all outstanding bills and return of all equipment and library books, and
- 3) Complete the equivalent of 60 credits through a combination of full-credit, test-out, and military experience as well as credits granted for College Level Examination Program (CLEP) or credit for experiential learning, as outlined in applicable policies, and
- 4) Maintain Satisfactory Academic Progress (SAP), and/or
- 5) Transfer credits may be used to fulfill some areas of program requirements, but students must have completed a minimum of 20* WETCC credits, including the institutional requirements.

* The requirement of 20 WETCC credits was changed August 13, 2019 by the Council of Trustees. Students who were already enrolled at WETCC are required to meet the former minimum of 12 credits.

Associate of Arts (AA)

60 credits

To qualify for the WETCC AA degree, a student is required to:

1) Take the designated WETCC Institutional Requirements

- a. First Year Experience – 1 credit
- b. Last Year Experience – 1 credit
- c. Computer Literacy – 1 credit
- d. History of White Earth – 3 credits
- e. Anishinaabe Culture – 3 credits
- f. Beginning Ojibwemowin – 3 credits

2) General Education Requirements

WETCC courses are aligned with the Minnesota Transfer Curriculum (MnTC) to promote transferability for students. Courses are assigned the specified goal areas as a component of the Curriculum Committee based upon designated student learning outcomes. Students must complete a minimum of 40 credits in the ten MnTC goal areas to meet the requirements for graduation.

3) Complete 60 Credits

- a. At least 20 credits must be taken from WETCC.
- b. No more than 30 credits can be taken online

Some courses can be applied to two general education goal areas, but credits can only be counted one time. A minimum of 40 credits is required to qualify for graduation.

Blank Graduation Plan worksheets are included in the following pages. Students are encouraged to use the worksheets to plan out their individual graduation pathway.

Sample Plan - 15 Credit Hours per Semester (Graduate in 4 semesters):

Course No	Name	Cr	Applies
<u>SEMESTER 1</u>			
AA 100	First Year Experience	1	WETCC
CPTL 100	Computer Literacy	2	WETCC
INST 118	History of White Earth	3	WETCC & Area 5
ENGL 110	College Writing 1	3	Area 1
MATH 105	Contemporary Math	3	Area 4
AART 100	Anishinaabe Art - Beading	3	Area 6
<u>SEMESTER 2</u>			
INST 121	Anishinaabe Culture	3	WETCC & Area 5 & 7
OJIB 100	Beginning Ojibwemowin I	3	WETCC & Area 8
COMM 110	Public Speaking	3	Area 1
BIOL 100	General Biology w/lab	4	Area 3 & 10
ACCT 100	Intro to Accounting	3	Elective
<u>SEMESTER 3</u>			
ENGL 210	College Writing II	3	Area 1
GEOS 100	Geoscience Today w/Lab	4	Area 3 & 10
PSYC 100	General Psychology	3	Area 5
AART 133	Anishinaabe Art - Regalia	3	Area 6
BUS 110	Office Methods & HR	3	Elective
<u>SEMESTER 4</u>			
INST 160	Tribal Gov't & Economics	3	Area 9
BIOL 150	Human Biology	4	Area 3
ENT 235	Entrepreneurship	3	Elective
GDTC 100	Intro to Graphic Design	3	Elective
AA 200	Last Year Experience	1	WETCC
		61	Total Credits

Sample Plan - 12 Credit Hours per Semester (Graduate in 5 semesters):

Course No	Course Name	Cr	Applies
<u>SEMESTER 1</u>			
AA 100	First Year Experience	1	WETCC
CPTL 100	Computer Literacy	2	WETCC
INST 118	History of White Earth	3	WETCC & Area 5
ENGL 110	College Writing 1	3	Area 1
MATH 105	Contemporary Math	3	Area 4
<u>SEMESTER 2</u>			
INST 121	Anishinaabe Culture	3	WETCC & Area 5 & 7
OJIB 100	Beginning Ojibwemowin I	3	WETCC & Area 8
COMM 110	Public Speaking	3	Area 1
BIOL 100	General Biology w/lab	4	Area 3 & 10
<u>SEMESTER 3</u>			
ENGL 210	College Writing II	3	Area 1
GEOS 100	Geoscience Today w/Lab	4	Area 3 & 10
PSYC 100	General Psychology	3	Area 5
AART 133	Anishinaabe Art - Regalia	3	Area 6
<u>SEMESTER 4</u>			
INST 160	Tribal Gov't & Economics	3	Area 9
OJIB200	Beginning Ojibwemowin II	3	6
ENTR135	Entrepreneurship	3	Elective
GDTC 100	Intro to Graphic Design	3	Elective
<u>SEMESTER 5</u>			
AA 200	Last Year Experience	1	WETCC
AART131	Beading	3	6
EDU100	Introduction to Education	3	Elective
INST149	Indigenous Women's Issues	3	8

60 Total Credits

Write your degree plan into the blank template on the next page to track your credits and the semester you've completed each course to track your progress.

Degree Planning Worksheet



Degree Plan

Student:

Entry Date:

Students are required to earn a minimum of 40 credits in the ten goal areas as well as the requirements for each of the goal areas.

Courses may apply to more than one area, but credits can only count once

AREA 1: Communication-English - 9 Credits

- **COM 110 Public Speaking (3)
- **ENG 110 College Writing I
- **ENGI 210 College Writing II

AREA 2: Critical Thinking

Completed by fulfilling the rest of the program

AREA 3: Natural Science/Biological - 7 Credits

One in each category, Minimum of one lab class
NATURAL SCIENCE/BIOLOGICAL

NATURAL SCIENCE/PHYSICAL SCIENCE

AREA 4: Math/Logical Reasoning - 3 Credits

AREA 5: History & Social & Behavioral Sciences

GROUP 1 - 3 Credit

- *INST 121 Anishinaabe Culture
- *INST 118 History of White Earth

GROUP 2 - 3 Credits

AREA 6: Fine Arts - 6 Credits

GROUP 1 - Arts - 3 Credits

- *OJIB 100 Beginning Ojibwemowin

GROUP 2 - Humanities - 3 Credits

AREA 7: Human Diversity - 3 Credits

- *INST 121 Anishinaabe Culture

AREA 8: Global Perspective - 3 Credits

- *OJIB 100 Beginning Ojibwemowin

AREA 9: Ethical & Civic Responsibility - 3 Credits

AREA 10: People & the Environment - 3 Credits

Additional Electives

- *AA 100 First Year Experience (1)
- *AA 200 Last Year Experience (1)
- *CPLT 100 Computer Literacy (2)

* Courses denoted fulfill WETCC Institutional Requirements and can count in two areas but credits earned only count once.

** Courses denoted are required to meet the MnTC requirements

Accuplacer

Most new students are required to take an ACCUPLACER test designed to help make course placement decisions and start students on the right track for success. The ACCUPLACER test is administered on a computer and uses a multiple-choice or essay format without a time limit. Student responses are used to determine the difficulty level of the next question. No one passes or fails the ACCUPLACER, but it is useful as a measure of academic skills and is used as a guide for course placement.

WETCC offers pre-college courses in the areas of English and Math. The Registrar will help a new student determine if a pre-college level course (designated by a course number starting with 0) is advisable.

Course Descriptions

The course descriptions are arranged by subject/department, in alphabetical order. The first line indicates the course ID, the course title, and the number of credits, followed by any *prerequisite** courses or conditions.

Course IDs

Course IDs are alphanumeric codes beginning with a two- to four- letter department indicator followed by a three-digit course number.

Course Numbers

The first digit indicates the level of the course.

0xx = Pre-College Level Course

1xx = Introductory or Beginning Course, may or may not have a prerequisite

2xx = Intermediate course or course with prerequisite

The second digit indicates the subfield of the course.

Each description includes a short 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. Students should always meet with an advisor and check the class schedule each semester for specific information on course offerings.

Course numbers 090 to 199 are generally open to all students, except as noted specifically in some course descriptions. Students must meet the prerequisite requirements or permission of the instructor prior to enrolling in the specified course.

Note: Course numbers below 100 are pre-college level courses and are, therefore, non-transferrable to other institutions.

* A **Prerequisite** course must be passed successfully during a previous semester.

Courses

AA – GENERAL

AA 100: First Year Experience (1 credit)

Topics in this course include goal setting, time and money management, memory and study techniques, and test taking. Students will also research careers of interest, work on service projects, and practice writing cover letters and resumes for future jobs.

Goal Area: WETCC Institutional Requirement

Prerequisite: None

AA 200: Final Year Experience (1 credit)

This course is a culminating experience of obtaining an Associate Degree at WETCC. Students will address how they gained higher order thinking strategies, problem solving strategies, time management, cultural sensitivity, and community development during their education. The focus of the class is on preparation for graduation, job searching, and reflection on their educational experience.

Goal Area: WETCC Institutional Requirement

Prerequisite: Graduation application filed

AA 250: Academic Internship (1-4 credit/s)

An Academic Internship provides structured, learning-work experiences for students. Internships help students integrate theory and knowledge gained in the classroom with real world applications that develop professional skills, increase confidence, and heighten career awareness.

Minimum cumulative GPA of 2.0. A student must have a faculty sponsor who will: a. Assist in the development of a learning contract for the experience. b. Meet periodically with the student during the placement. c. Evaluate the student's performance. Not exceed the maximum of 4 credits earned through Academic Internships applied toward graduation.

Goal Area: TBD

Prerequisite: In description

* Internship credits fulfill only those AA goal areas specified in the approved Learning Contract.

AART – ANISHINAABE ARTS & CRAFTS

AART 121: Anishinaabe Art – Beading (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.

Goal Area: 6

Prerequisite: None

AART 131: Contemporary Native American Sewing (3 credits)

If you have a sense of adventure; this is the course for you. This college often is feasting or holding ceremonies. “What do I bring? What do I wear? What do I do?” This class can answer those questions. You will sew apparel and accessories that makes your involvement in ceremonies a comfortable experience. Classroom discussion will include ceremonial etiquette. The only prerequisite is your willingness to try new activities. As they say, “Life is an adventure when you know Bev.”

Goal Area: 6

Prerequisite: None

AART 133: Anishinaabe Art - Regalia (3 credits)

This is a focused course on Regalia. The course presents the construction of the garments of the various styles of dance.

Goal Area: *6

Prerequisite: None

AART 221: Anishinaabe Art – Off – Loom Beading (3 credits)

In this course, we will learn various off-loom bead weaving techniques. We will learn the following: 1) peyote stitch, 1)a. Flat even-count peyote stitch for bracelets, rings, or chokers, 1)b. Tubular peyote stitch for keychains, lanyards, necklaces, 2) spiral stitch, 3) St. Petersburg stitch, and 4) other stitches as skill level and time allows.

Goal Area: *6

Prerequisite: AART 121

ACCT – ACCOUNTING

ACCT 100: Introduction to Financial Accounting (3 credits)

This course will be an introduction to the fundamentals of accounting. Topics will include the accounting cycle, balance sheet, income statement, statement of owner’s equity, and statement of cash flows.

Goal Area: *Elective

Prerequisite: Math 105

BIOL – BIOLOGY

BIOL 100: General Biology – Lecture & Lab (4 credits)

This course is an introduction to the structure and function of living organisms, focusing on biological principles and concepts such as the scientific method; chemistry; cell theory, structure, function, metabolism and reproduction; and genetics, inheritance, adaptation, natural selection and evolution. Lecture and laboratory.

Goal Area: 3

Prerequisite: None

BIOL 112: Field Biology of Plants – Lecture & Lab (4 credits)

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

Goal Area: *3

Prerequisite: None

BIOL 120: Microbiology – Lecture & Lab (4 credits)

Microbiology is an introductory biology class taught from a microbiology perspective. This course uses microbes as model organisms for exploring important biological concepts, including: cellular biology, biochemistry, metabolism, ecology, immune responses, genetics and evolution. A prevailing theme will be the antibiotic crisis and associated concepts and processes. Emphasis is on lab and hands-on learning utilizing scientific inquiry, the scientific method and lab protocols. Lecture and laboratory.

Goal Area: 3A

Prerequisite: None

BIOL 150: Human Biology Lecture & Lab (4 credits)

A general overview of the principles of human biology including basic chemistry, anatomy, physiology, cells, tissue, organs, systems, reproduction, genetics, nutrition and common diseases and illnesses.

Goal Area: *3A

Prerequisite: None

BUS – BUSINESS

BUS 110: Office Methods and Human Resources (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.

Goal Area: *Elective

Prerequisite: None

BMGT130: 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.

Goal Area: *Elective

Prerequisite: BGMT110

BUS 221: 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.

Goal Area: *Elective

Prerequisite: None

BUS 235: Entrepreneurship (3 credits)

This course examines what it takes to start, operate, and grow your own business. Students will develop the fundamental concepts and techniques necessary to become a successful entrepreneur. The goal is to show that creating a growth mindset is possible, and very attainable. We begin this endeavor with the assumption that there are no clear “rules” for developing a successful, and independent business venture. Unlike other courses that focus on a single functional area of business, this course will concentrate on the complete business scenario. We will use several methods to accomplish the goals of this course. WE will use the textbook, case studies, and discussion boards to better understand the roadblocks and concepts needed to become an effective entrepreneur.

Goal Area: *Elective

Prerequisite: None

BUS 251: 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.

Goal Area: *Elective

Prerequisite: None

BUS 270: Business 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.

Goal Area: *Elective

Prerequisite: None

COM - COMMUNICATIONS

COMM 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. Public speaking is a part of life, relationships, and the world of work. This course will make it easier to proceed as a speaker with confidence when working toward common goals and advocating for oneself on your path to success.

Goal Area: 1

Prerequisite: None

CPLT - COMPUTERS

CPLT 100: Computer Literacy for College Learners (1 credit)

This course is designed to help students become more familiar with the computer and software needed for classes. We will cover the basics of email, the online college management system(s),

and use of the internet. The course will continue to explore Microsoft Office 365 software which includes Word, Excel, and Power Point.

Goal Area: WETCC Institutional Requirement

Prerequisite: None

CPLT 101: Computer Fundamentals & Techniques (1 credit)

This course is designed to review the alphanumeric, symbol and punctuation keys while emphasizing the touch method. Computer keyboarding fundamentals and techniques are taught. These include basic formatting, proofreading skills, straight-copy skill development and correct computer keyboarding posture and technique. The student will also become familiar with the use of operating a mouse as needed to properly operate the computer and essential software.

Goal Area: Elective

Prerequisite: None

EDU – EDUCATION

EDU 110: Introduction to Education (3 credits)

Formerly EDU 100

This course is designed to provide students with an introduction to the teaching profession centered on Indigenous pedagogy. Course topics include: examining motivations to becoming a teacher, the diversity of students and the social problems they may face, understanding effective instruction and classroom management, the philosophical foundation of American education, the history of Native American education, the government's role in education, job options in education, and the professional and ethical responsibilities of teachers.

Goal Area: *Elective

Prerequisite: None

EDU 160: Early Childhood Learning Environments (3 credits)

This course is for students who are interested in learning about the theory and application of why and how to set up, arrange, and make changes to early childhood learning environments. It will also cover foundational information such as the emotionally supportive environment, the role of the teacher, the importance of the environment, design principles, and health and safety.

Goal Area: 5

Prerequisite: None

EDU 230: 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.

Goal Area: *Elective

Prerequisite: None

EDU 210: Education Psychology (3 credits)

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.

Goal Area: *Elective

Prerequisite: None

EDU 240: Family, School and Community Relations (3 credit)

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.

Goal Area: *Elective

Prerequisite: None

EDU 250: 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.

Goal Area: *Elective

Prerequisite: None

EDU 260: Child Guidance and Classroom Management (3 credits)

Theories, principles, and practices of child guidance and managing classrooms. Social and emotional competence of children and students. Peer relations and violence prevention.

Goal Area: *Elective

Prerequisite: None

EDU 285: Cultural Immersion (3 credits)

This course is designed to provide students with opportunities to demonstrate understanding of cultural and community diversity. Students will have experience incorporating children's experiences and culture into their instruction. They will observe, participate, and teach mini-lessons.

Goal Area: Elective

Prerequisite: None

ENGL – ENGLISH

ENGL 090: Creative Storytelling (3 pre-college 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.

Goal Area: N/A Pre-College Course

Prerequisite: None

ENGL 110: College Writing I (3 credits)

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.

Goal Area: 1

Prerequisite: None

ENGL 120: Creative Writing (3 credits)

This course includes directive practice in writing the biography/autobiography, children's stories, short stories, poetry, and drama. This course is designed to transform writing into a daily, enjoyable passion and habit. By exploring a variety of writing styles and formats such as voice, genre, characterization, and plot. We will read and discuss a sample work as a guide for our own writing. With each assignment, writers will have a chance to work on the skills of their focus area during class. This course is about recognizing yourself as "the writer" and using these skills in an enjoyable and practical manner for life.

Goal Area: 1

Prerequisite: None

ENGL 210: College Writing II (3 credits)

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.

Goal Area: 1

Prerequisite: ENGL 110 - College Writing I

ENGL 238: 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 motivation, successes and failures of those different ethnic origins, economic backgrounds and religious beliefs.

Goal Area: *6

Prerequisite: College Writing 1

GDTC – GRAPHIC DESIGN

GDTC 100: Introduction to Graphic Design (3 credits)

Students will be introduced to graphic design as a means of visual communication through the use of type, image, form, and color. Assignments will explore design processes, creative problem solving, basic design practice, and visual identity and communication. By the end of the course students will have received techniques through lectures, have the ability to group critique work, and produce creative work using digital tools.

Goal Area: Elective

Prerequisite: CPTL100

GEOS - GEOSCIENCE

GEOS 100: Geoscience Today - Lecture & 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.

Goal Area: 3 & 10

Prerequisite: None

HUM – HUMANITIES

HUM 100: 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.

Goal Area: * Goal Area 6

Prerequisite: None

INST – INDIGENOUS STUDIES

(formerly HIST – HISTORY and NAST – NATIVE AMERICAN STUDIES)

INST 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.

Goal Area: *5 & 7

Prerequisite: College Writing I

INST 111: 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.

Goal Area: *5

Prerequisite: College Writing 1

INST 115: History and Governance of the Minnesota Chippewa Tribe (3 credits)

This course will examine the history of Minnesota tribes (past and present) and their chronological relationship with the State and Federal governments with a special focus on the Minnesota Chippewa Tribe.

Goal Area: *5

Prerequisite: College Writing 1

INST 118: History of White Earth (3 credits)

This course introduces the student to the historical and political events that led to the creation of the White Earth Reservation. Special emphasis will be given to the treaties that led to the formation of the reservation.

Goal Area: 5

Prerequisite: None

INST 119: History of the US from 1877 (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, from ancient times to 1877. Particular attention focuses on events and developments significant to the history of the Anishinaabe people.

Goal Area: *5

Prerequisite: None

INST 121: Anishinaabe Culture – Overview (3 credits)

This course will facilitate the introduction to Anishinaabe culture through the historical lens of colonization, decolonization, Anishinaabe clan systems, cultural teachings including hands on experiential of making hand drums, drumsticks, learning songs and exposure to cultural events and/or ceremony. Through this course, students will strengthen their understanding of the strengths and resiliency of Anishinaabe culture and people.

Goal Area: 5 & 7

Prerequisite: College Writing 1

INST 131: 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.

Goal Area: *7

Prerequisite: None

INST 135: Ethics & Leadership in Native Communities (3 credits)

This course includes an historical survey of indigenous leaders with special emphasis on the Great Lakes region and explores leadership and ethics in an applied context. Students will explore what it means to be an effective ethical leader by examining the histories of indigenous leaders and communities, as well as from a personal and community-based perspective. This involves a critical study of organizational culture and systems-based change processes. Case studies will be used to facilitate exploration and analysis. Reflecting on theories and philosophies of ethics and leadership, students will identify a personal leadership style, and determine what it means to be a decolonized leader in contemporary community life. Students will apply core

understanding of leadership and ethics theory to practical real-world situations faced by community-based organizations. Cultural adaptation, decolonized thinking, and positive change processes will be used to frame the development of ethical culture and leadership in systems. Students will explore their personal leadership style in reflective writing and research a leadership plan for a community-based organization.

Goal Area: 9

Prerequisite: College Writing I

INST 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.

Goal Area: *7

Prerequisite: None

INST 160: 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.

Goal Area: 9

Prerequisite: College Writing 1

INST 170: 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.

Goal Area: 9

Prerequisite: College Writing 1

INST 200: Anishinaabe Culture/Customs and Practices (3 credits)

This course will do comparative studies between the different regions of the Anishinaabe, the variations of Anishinaabe culture and their environment setting. Analysis of social organizations, religion, and cultural change will be included. Hands on experiential will consist of medicine gathering, Indigenous gardening, preparing for ricing season by making knockers, sewing ribbon shirts/skirts and other seasonal activities.

Goal Area: *7

Prerequisite: Anishinaabe Culture-Overview

LAW – LAW STUDIES

LAW 110: Criminal Law (3 credits)

This course will be a survey of substantive criminal law; the development of principles of Criminal Law, current Criminal Law issues and institutions, and issues related specifically to Indian

Country, such as Public Law 280, Tribal law Enforcement, Federal Jurisdiction and Tribal Jurisdiction.

Goal Area: *Elective

Prerequisite: None

MATH – MATH

MATH 090 - Pathways to Contemporary Math (3 pre-college credits)

Topics selected from various areas of mathematics, showing the scope and power of mathematics and emphasizing mathematical methods. Topics include an introduction to math symbols and language, exploring and applying math formulas for real world problem solving, probability and statistics, order of operations, and consumer finance. Not intended to prepare students for any subsequent course. Today's world, regardless of the area, requires a familiarity with numbers and value, as well as an understanding of patterns. Math is relevant to our daily lives and is a tool that gives us a structure for which to apply critical thinking and problem solving.

Goal Area: Pre-College Credit Only

Prerequisite: None

MATH 105 - Contemporary Mathematics (3 credits)

Topics selected from various areas of mathematics, showing the scope and power of mathematics and emphasizing mathematical methods. Topics include circuits, networks, trees, voting analysis, sequences, and recursion. Not intended to prepare students for any subsequent course.

Goal Area: 4

Prerequisite: None

NATR – NATURAL RESOURCES AND ENVIRONMENTAL SCIENCE

NATR 110: Introduction to Ecology Lecture & 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.

Goal Area: *3

Prerequisite: None

NATR 120: Environmental Science Lecture & 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.

Goal Area: *3

Prerequisite: None

OJIB – OJIBWEMOWIN LANGUAGE

OJIB 100: Beginning Ojibwemowin I (3 credits)

This course emphasizes learning the sounds of the Ojibwe language, developing introductory conversational skills focusing on the use of grammatical patterns along with the use of the double vowel writing system, and understanding the concepts of language with the goal of using language in everyday life in Ojibwe communities.

Goal Area: WETCC Institutional Requirements, Areas 6 & 8

Prerequisite: None

OJIB 200: Beginning Ojibwemowin II

This course emphasizes learning the sounds of the Ojibwe language, developing moderate conversational skills focusing on the use of grammatical patterns along with the use of the double vowel writing system. To become more understanding about the goal of becoming more proficient in Ojibwemowin in our communities and homes.

Goal Area: 6 & 8

Prerequisite: Ojibwemowin I

OJIB 250: Intermediate Ojibwemowin I (3 credits)

This course is designed for advanced students of Ojibwemowin who wish to increase their knowledge of complex sentence structure and language analysis skills. The goal of this course is to develop oral written fluency.

Goal Area: 6 & 8

Prerequisite: Ojibwemowin II

PE – PHYSICAL EDUCATION

PE 110: Fitness/Exercise (1 credit)

This course gives students the principles for healthy active bodies, including stress reduction, strength training, weight loss tips and exposure to a variety of exercise options.

Goal Area: *Elective

Prerequisite: None

PHIL - Philosophy

PHIL 110: Ethics

This course is a general introduction to philosophy toward ethics and applied ethics through a number of issues in morality. The course presents and examines ethical dimensions of personal and professional moral theories and applies these theories to contemporary moral issues.

Goal Area: 9

Prerequisite: None

POL – POLITICAL SCIENCE

POL 100: Introduction to Political Science (3 credits)

Political science is an academic discipline that deals with the study of government and political processes, institutions, interest groups, and behaviors. This course analyzes foundational concepts of politics, ideologies, public consciousness, and citizenship. Students will study how people respond to political activity which can be affected by social pressures, effects of individual psychology, and rational self-interests. Examined in this course are freedom of

expression in a digital world and the way mass media affect the dynamics of politics. This includes the impact of television toward political discourse; how news influences our political attitudes and behaviors, policy making, and designing advertisements.

Goal Area: 5

Prerequisite: None

POL 210: Tribal Public Administration and Community Development (3 credits)

This course is geared to students who are interested in learning more about the foundations of public administration and the managing of people and administering of public services. The second portion of the class is to learn about planning communities and the role economic and community development planners in reducing the barriers of social inequity. Students taking this course may be interested in fielding a career in tribal public administration, community and/or economic development and/or planning.

Goal Area: 5 & 9

Prerequisite: College Writing I

PSYC - PSYCHOLOGY

PSYC 100 – 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.

Goal Area: 5

Prerequisite: None

PSYC 170: Personality Psychology (3 credits)

Personality psychology is the study of the whole person. This course compares the major views of personality through lecture and discussion, based on the core ideas of motivation, self-knowledge, development of personality, unconscious processes, psychological adjustment, and the relationship between the individual and society.

Goal Area: 5

Prerequisite: None

PSYC 190: Social Psychology (3 credits)

Social psychology is a sub-field of psychology. It is the study of self-perception, the way people think, the way people behave in groups and social settings, how people influence, and how people are influenced. The course is a scientific study of thoughts, feelings, and behaviors in social situations.

Goal Area: 5

Prerequisite: None

SOC – SOCIOLOGY

SOC 100: 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.

Goal Area: *5

Prerequisite: None

SW – SOCIAL WELFARE AND SOCIAL WORK

Formerly HSVC – Human Services

SW 100: 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.

Goal Area: *Elective

Prerequisite: None

SW 240: Human Behavior and the Social Environment (3 credits)

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 an integration of bio-psycho-social-spiritual variables that affect development and behavior with attention to the role of Anishinaabe culture.

Goal Area: *Elective

Prerequisite: SW 100 – Intro to HS

* Courses identified have not been recently aligned with MnTC protocols through WETCC Curriculum Committee assessment cycle and therefore must be re-assessed for alignment with MnTC before being scheduled.