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# 2021-2022

## Academic Catalog

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**White Earth Tribal and Community College**  
**Gaawaabaabiganikaag Gabegikendaasowigamig**

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.**

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# White Earth Tribal and Community College

## Gaawaabaabiganikaag Gabegikendaasowigamig

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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:

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

When we live the value of manaaaji'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.

## WETCC Core Competencies

WETCC has established core competencies that describe the disposition for a WETCC graduate. These core competencies are structured after L. Dee Fink's Significant Learning Model. This model of learning emphasizes the whole person and the interdependence between these different aspects of learning. WETCC has determined that upon completion of the AA degree, a student will demonstrate competency in the following areas:

**Application Goal**

Okwiinogamigewin nitam (The Community First)

1. Exercise critical/creative thinking.
2. Demonstrate civic/social responsibility.

**Integration Goal**

Aapiji naagadawendan ongow omaa akiing (Holistic in a Way that Honors all Things)

1. Committed to the development of the whole person.
2. Honor interrelatedness of all things.

**Human Dimension Goals**

Mikigaadeg wendjising (Finding Purpose)

1. Identify and develop gifts/talents.
2. Identify and develop interests/goals.

### Ogimmawin (Leadership)

1. Value diversity by listening and communicating respectfully.
2. Take responsibility.

### Caring Goals

#### Mino Bimaadiziwin (The Good Life)

1. Demonstrate knowledge, skills, and abilities grounded in Anishinaabe history.
2. Take measurable steps toward a productive and fulfilling life grounded in the Anishinaabe Way.

## 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 Programs 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 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.
- 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 13 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 – 2 credits
  - 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
<b><u>SEMESTER 1</u></b>			
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
<b><u>SEMESTER 2</u></b>			
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
<b><u>SEMESTER 3</u></b>			
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
<b><u>SEMESTER 4</u></b>			
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
<b><u>SEMESTER 1</u></b>			
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
<b><u>SEMESTER 2</u></b>			
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
<b><u>SEMESTER 3</u></b>			
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
<b><u>SEMESTER 4</u></b>			
INST 160	Tribal Gov't & Economics	3	Area 9
OJIB200	Beginning Ojibwemowin II	3	6
ENR135	Entrepreneurship	3	Elective
GDTC 100	Intro to Graphic Design	3	Elective
<b><u>SEMESTER 5</u></b>			
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

## Certificate Programs

Fall 2021 marks the beginning of the implementation of a new strategic plan for WETCC. With this, three new certificate programs are being introduced. The certificate programs are components within the AA degree program; at least 50% of the program is made up of existing courses (a subset) of the existing program.

- **OJIBWE LANGUAGE CERTIFICATE**

The Anishinaabe (Ojibwe) language is about to become extinct if revitalization measures are not taken immediately. The dynamics of teaching the language are unique and must consider how Anishinaabe people learn (as compared to Western learning modalities). Students acquiring the Ojibwe Language Certificate will learn the skills to fill needed jobs in the area, including Cultural Coordinator and Ojibwe Language Instructor positions in the area schools. The following courses are required for the Ojibwe Language Certificate program (18 credits total):

- OJIB 100 Beginning Ojibwemowin – 3 cr
- OJIB 200 Beginning Ojibwemowin – 3 cr
- OJIB 250 Intermediate Ojibwemowin – 3 cr
- OJIB 270 Intermediate Ojibwemowin II – 3 cr
- INST 121 Anishinaabe Culture – Overview – 3 cr
- EDU 285 Cultural Immersion – 3 cr

- **CERTIFICATE IN OFFICE ADMINISTRATION**

The Certificate in Office Administration will focus on using computer applications, including keyboarding, desktop publishing, and office correspondence. The Certificate will help students become a Receptionist, Administrative Assistant, Front Desk Clerk, or other Clerk/office-related positions. The following courses are required for the Certificate in Office Administration (12 credits total):

- BUS 110 Office Methods and Human Resources – 3 cr
- BMGT 130 Business Management and Marketing – 3 cr
- BUS 251 Business and Its Legal Environment – 3 cr
- BUS 270 Business Ethics – 3 cr

- **COURT ADVOCATE CERTIFICATE**

The Court Advocate Certificate is a unique opportunity for students. This program will offer students educational opportunities specific to Indian Law and focus on the White Earth Tribal Court. Students will participate in Tribal Court mock case trials as a part of the course curriculum. The following courses are required for the Court Advocate Certificate (12 credits total):

- INST 170 Tribal Law – Federal – 3 cr
- LAW 110 Criminal Law – 3 cr
- LAW 210 Court Advocacy – 3 cr
- INST 121 Anishinaabe Culture – Overview – 3 cr

## 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

Core Competencies: 3a, 3b, 4b & 5b

#### 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: None

Core Competencies: 3b, 4b & 5b

#### 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

Core Competencies: TBD

Note: 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: 6.1, 6.2 & 6.3

Prerequisite: None

Core Competencies: 3a & 5a

### **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: 6.1, 6.2, 6.3, 6.4 & 6.5

Prerequisite: None

Core Competencies: 2a, 3a, 3b & 5a

### **AART 140: Anishinaabe Art – Introduction to Quill and Birch Bark (3 credits)**

Description will be added

Goal Area: \*6

Prerequisite: None

Core Competencies: \*

### **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: 6.2, 6.3, 6.5, 7.2, 7.3 & 7.5

Prerequisite: None

Core Competencies: 2a, 3a, 3b & 5a

### **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: 6.1, 6.2 & 6.3

Prerequisite: None

Core Competencies: 2a, 3a, 3b & 5a

## **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

Core Competencies: TBD

## 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: 3.1, 3.2, 3.3, 10.1, 10.4, 10.5, & 10.6      Prerequisite: None

Core Competencies: 2b

### 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: 3.1, 3.2, 3.3, 10.1, 10.4, 10.5, & 10.6      Prerequisite: None

Core Competencies: 2b

### 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: 3.1,3.2, 3.3, 10.1, 10.4, 10.5 & 10.6      Prerequisite: None

Core Competencies: 2b

### 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: 3.1, 3.2, 3.3, 10.1, 10.4, 10.5 & 10.6      Prerequisite: None

Core Competencies: 2a & 2b

## BMGT – BUSINESS MANAGEMENT

### 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

Core Competencies: 1a, 1b, 3a, 3b, 4a & 4b



## 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

Core Competencies: 3a, 3b, 4a & 4b

### 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

Core Competencies: 1a, 1b, 3a, 3b, 4b & 5a

### 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

Core Competencies: 1a, 1b, 2a, 2b, 3a, 3b, 4a, 4b, 5a, & 5b

### 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

Core Competencies: 1a, 1b, 2a, 2b, 3a, 3b, 4a, 4b, 5a, & 5b

## 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: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6 & 1.7                      Prerequisite: None

Core Competencies: 1a, 1b & 4a

## CPLT - COMPUTERS

### CPLT 100: Computer Literacy for College Learners (2 credits)

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

Core Competencies: 2a, 3a, & 3b

### CPLT 100L: 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

Core Competencies: 2a, 3a, & 3b

## ECON – ECONOMICS

### ECON 220: Introduction to Economics (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

Core Competencies: \*

## 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

Core Competencies: \*

### 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: 5.1, 5.3 & 5.4

Prerequisite: None

Core Competencies: \*

### 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: 5.1, 5.3, 5.4, 7.2, 7.4, 8.2 & 8.4

Prerequisite: None

Core Competencies: \*

### 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

Core Competencies: \*

### 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  
Core Competencies: \*

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

Core Competencies: \*

### **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

### **EDU 290: 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

Core Competencies: \*

## **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

Core Competencies: 1a & 1b

### **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: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6 & 1.7

Prerequisite: None

Core Competencies: 1a & 1b

### **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: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6 & 1.7

Prerequisite: None

Core Competencies: 1a & 1b

### **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: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6 & 1.7

Prerequisite: ENGL 110 - College Writing I

Core Competencies: 1a, 1b & 4a

### **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: 6.1, 6.2, 6.3 & 6.4

Prerequisite: College Writing 1

Core Competencies: 1a, 1b & 4a

## **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: 6.3, 6.4, & 6.5

Prerequisite: CPTL100

Core Competencies: 4a & 4b

## 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: 3.1, 3.2, 3.3, 3.4, 10.2, 10.3, 10.4 & 10.6 Prerequisite: None

Core Competencies: 1b & 2b

## HUM – 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.

Goal Area: 6\*

Prerequisite: None

Core Competencies: \*

## 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: 5.1, 5.2, 5.3, 7.2, 7.4 & 7.5 Prerequisite: College Writing I

Core Competencies: 1a, 2b & 5a

### 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: 5.2, 5.3 & 5.4

Prerequisite: College Writing 1

Core Competencies: 1a, 1b, 2b, 5a & 5b

### **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: 5.2, 5.3 & 5.4

Prerequisite: College Writing 1

Core Competencies: 1a, 1b, 2b, 5a & 5b

### **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: 5.1, 5.2 & 5.3

Prerequisite: College Writing 1

Core Competencies: 1a, 1b, 2b, 4a & 5b

### **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

Core Competencies: 1a, 1b, 2b, 4a & 5a

### **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: 5.2, 5.3, 5.4, 7.2, 7.4 & 7.5

Prerequisite: College Writing 1

Core Competencies: 1a, 2b, 5a & 5b

### **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

Core Competencies: 1a, 2b, 5a & 5b

### **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

Core Competencies: 1a, 2b & 5a

### **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: NoneCore

Competencies: 1a, 2b & 5a

### **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

Core Competencies: 1a, 2b & 5a

### **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

Core Competencies: 1a, 1b, 2b & 5a



### **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: 5.2, 5.3, 5.4, 7.2, 7.4 & 7.5

Prerequisite: Anishinaabe Culture-Overview

Core Competencies: 1a, 2b, 5a & 5b

## **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

Core Competencies: \*

### **LAW 210: Court Advocacy (3 credits)**

Need a description.

Goal Area: \*Elective

Prerequisite: None

Core Competencies: \*

## **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

Core Competencies: 1a & 2a

### **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: 4.1,4.2, 4.3 & 4.4

Prerequisite: None

Core Competencies: 1a & 1b

## 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: 3.1, 3.2 & 3.3

Prerequisite: None

Core Competencies: 1b & 2b

### 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: 3.1, 3.2 & 3.3

Prerequisite: None

Core Competencies: 1b & 2b

## 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,6.1, 6.3, 6.4, 8.2, 8.3 & 8.4

Prerequisite: None

Core Competencies: 1a & 1b

### 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: 6.1, 6.3, 6.4, 8.2, 8.3 & 8.4

Prerequisite: Ojibwemowin I

Core Competencies: 1a & 1b

### 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: 6.1, 6.3, 6.4, 8.2, 8.3 & 8.4

Prerequisite: Ojibwemowin II

Core Competencies: 1a & 1b

### **OJIB 270: Intermediate Ojibwemowin II (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: 6.1, 6.3, 6.4, 8.2, 8.3 & 8.4

Prerequisite: Intermediate

Ojibwemowin II

Core Competencies: 1a & 1b

## **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

Core Competencies: 2a

## **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: 9.1, 9.2 & 9.5

Prerequisite: None

Core Competencies: 1a & 1b

## **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: 9.2, 9.4 & 9.5

Prerequisite: None

Core Competencies: 1a & 1b

### **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: 9.2, 9.4 & 9.5

Prerequisite: College Writing I

Core Competencies: 1a & 1b

## **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: 5.2, 5.3 & 5.4

Prerequisite: None

Core Competencies: 1a & 1b

### **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: 5.2, 5.3 & 5.4

Prerequisite: None

Core Competencies: 1a & 1b

### **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: 5.2, 5.3 & 5.4  
Core Competencies: 1a & 1b

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: 5.1, 5.2 & 5.4  
Core Competencies: 1a

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  
Core Competencies: \*

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  
Core Competencies: \*

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.