

2023-2024



WHITE EARTH TRIBAL &
COMMUNITY COLLEGE
GAAWAABAABIGANIKAAG GABEGIKENDAASOWIGAMIG

Academic Catalog

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

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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

Gaa-miinigoowizid Anishinaabe gibimiwidoomin niigaanakeyaa “We all are carrying into the future the way the Anishinaabeg was gifted.”

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:

Manaa’iji’idiwin (Respect) - Respect for All Beings and Things - The condition of being honored

When we live the value of manaa’iji’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 emphasize the holistic development of the learner grounded in the College's Mission, Vision, Purpose Statements, and Core Values.

All academic courses at WETCC align with 2 or more of the Core Competencies. The ten Core Competencies are:

- 1. Okwiinogamigewin nitam (The Community First)**
 - a. Exercise critical/creative thinking.
 - b. Demonstrate civic/social responsibility.
- 2. Aapiji naagadawendan ongow omaa akiing (Holistic in a Way that Honors all Things)**
 - a. Committed to the development of the whole person.
 - b. Honor interrelatedness of all things.
- 3. Mikigaadeg wendjising (Finding Purpose)**
 - a. Identify and develop gifts/talents.
 - b. Identify and develop interests/goals.
- 4. Ogimmawin (Leadership)**
 - a. Value diversity by listening and communicating respectfully.
 - b. Take responsibility.
- 5. Mino Bimaadiziwin (The Good Life)**
 - a. Demonstrate knowledge, skills, and abilities grounded in Anishinaabe History.
 - b. Take measurable steps toward a productive and fulfilling life grounded in the Anishinaabe way.

WETCC General Education Outcomes

Many of the courses at WETCC are aligned with the Minnesota State Colleges and Universities (MnSCU) Minnesota Transfer Curriculum (MnTC), making it easier for WETCC students to transfer and continue their education at a 4-year institution in Minnesota.

The Minnesota Transfer Curriculum (MnTC) is a framework for students completing an associate's degree or planning to transfer from a two-year public college to a four-year public university in Minnesota. The framework outlines educational expectations, student outcome goals, and core competencies that are to be addressed in courses included in the Minnesota Transfer Curriculum.

The Minnesota Transfer Curriculum was designed to offer students high-quality general education and seamless progress toward a 4-year baccalaureate degree regardless of where they begin their education. The ten goal areas focus on core liberal arts and sciences competencies, and are designed to transfer as a complete package of credits to meet the first two years of general education requirements to any public Minnesota college or university.

Minnesota State Colleges and Universities (MnSCU) maintains the official Minnesota Transfer Curriculum. This general education curriculum consists of a minimum of (40) credits across ten goal areas. WETCC courses matching these requirements can be found in the Courses Section of the Academic Catalog.

Goal 1: Communication

English Composition: Two courses (6 credits)

Speech/Communication: One course (3 credits)

Total: Three courses (9 credits)

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:

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

7. Employ syntax and usage appropriate to academic disciplines and the professional world.

Goal 2: Critical Thinking

At WETCC, this goal is fulfilled automatically when all of the other goal areas are completed.

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:

1. 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.
2. 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.
3. 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.
4. Recognize and articulate the value assumptions which underlie and affect decisions, interpretations, analyses, and evaluations made by ourselves and others.

Goal 3: Natural Sciences

WETCC requires two science courses (e.g., one biological and one physical science). One course must have a traditional lab and the other must have a traditional lab or lab-like experience.

3A. Biological Science: One course (3-4 credits)

3B. Physical Science: One course (4 credits)

Total: Two courses (7-8 credits)

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 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:

1. Demonstrate understanding of scientific theories.
2. 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.
3. Communicate their experimental findings, analyses, and interpretations both orally and in writing.

4. Evaluate societal issues from a natural science perspective, ask questions about the evidence presented, and make informed judgments about science-related topics and policies.

Goal 4: Mathematics/Logical Reasoning

Math: One course (3 credits)

Total: One course (3 credits)

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:

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

Goal 5: History and the Social and Behavioral Sciences

WETCC requires a minimum of two courses, with at least one social and one behavioral science course.

Common subjects are History, Political Science, Sociology, and Psychology

5A. Social Science: One course (3 credits)

5B. Behavioral Science: One course (3 credits)

Total: Two courses (6 credits)

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:

1. Employ the methods and data that historians and social and behavioral scientists use to investigate the human condition.
2. Examine social institutions and processes across a range of historical periods and cultures.
3. Use and critique alternative explanatory systems or theories.
4. Develop and communicate alternative explanations or solutions for contemporary social issues.

Goal 6: The Humanities and Fine Arts

WETCC requires a minimum of two courses, with at least one fine arts and one humanities course. Common subjects are Art, Literature and Humanities.

6A. Fine Arts: One course (3 credits)

6B. Humanities: One course (3 credits)

Total: Two courses (6 credits)

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:

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

Goal 7: Human Diversity

Total: One course (3 credits)

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:

1. Understand the development of and the changing meanings of group identities in the United States' history and culture.
2. Demonstrate an awareness of the individual and institutional dynamics of unequal power relations between groups in contemporary society.
3. Analyze their own attitudes, behaviors, concepts and beliefs regarding diversity, racism, and bigotry.
4. 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.
5. Demonstrate communication skills necessary for living and working effectively in a society with great population diversity.

Goal 8: Global Perspective

Total: One course (3 credits)

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:

1. Describe and analyze political, economic, and cultural elements which influence relations of states and societies in their historical and contemporary dimensions.
2. Demonstrate knowledge of cultural, social, religious and linguistic differences.
3. Analyze specific international problems, illustrating the cultural, economic, and political

differences that affect their solution.

4. Understand the role of a world citizen and the responsibility world citizens share for their common global future.

Goal 9: Ethical and Civic Responsibility

Total: One course (3 credits)

Goal: To develop students' capacity to identify, discuss, and reflect upon the ethical dimensions of political, social, and personal life and to understand the ways in which they can exercise responsible and productive citizenship. While there are diverse views of social justice or the common good in a pluralistic society, students should learn that responsible citizenship requires them to develop skills to understand their own and others' positions, be part of the free exchange of ideas, and function as public-minded citizens.

Students will be able to:

1. Examine, articulate, and apply their own ethical views.
2. Understand and apply core concepts (e.g. politics, rights and obligations, justice, liberty) to specific issues.
3. Analyze and reflect on the ethical dimensions of legal, social, and scientific issues.
4. Recognize the diversity of political motivations and interests of others.
5. Identify ways to exercise the rights and responsibilities of citizenship.

Goal 10: People and the Environment

Total: One course (3 credits)

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 bio-physical principles and socio-cultural systems is the foundation for integrative and critical thinking about environmental issues.

Students will be able to:

1. Explain the basic structure and function of various natural ecosystems and of human adaptive strategies within those systems.
2. Discern patterns and interrelationships of bio-physical and socio-cultural systems.
3. Describe the basic institutional arrangements (social, legal, political, economic, religious) that are evolving to deal with environmental and natural resource challenges.
4. Evaluate critically environmental and natural resource issues in light of understandings about interrelationships, ecosystems, and institutions.
5. Propose and assess alternative solutions to environmental problems.
6. Articulate and defend the actions they would take on various environmental issues.

Academic Programs and Curriculum

WETCC currently offers the following academic programs:

- Associate of Arts (AA) Degree in Humanities, Arts, and Social Sciences
- Certificate programs
 - Ojibwe Language Certificate

- Certificate in Office Administration
- Court Advocate Certificate

Associate of Arts Degree (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.

Program Learner Outcomes

Upon successful completion of the A.A. program, students will be able to:

1. Reflect on human cultural, historical and social experiences, with a focus on the Anishinaabe.
2. Communicate effectively to audiences through written, oral, and visual forms.
3. Use evidence-based reasoning to solve real world problems.
4. Apply academic learning skill sets to help achieve personal and professional goals.

Upon completion of the A.A. program, students will demonstrate proficiency in:

- all of the 10 WETCC Core Competencies
- all of the 10 General Education Outcomes
- all of the 4 A.A. Program Learner Outcomes

Graduation requirements are outlined in Policy 600.20.02– 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:

- 60 semester credits at 100 level or higher, of which at least 25 credits must be WETCC courses.
- A cumulative GPA of 2.0 or higher.
- Completion of general education program outcomes requirements of 40 credits in the ten MnTC goal areas. A 2.0 or higher cumulative GPA is required in courses used to fulfill the general education requirements, including transfer courses.
- Completion of the institutional requirements
- Payment of all outstanding bills and return of all equipment and library books.

WETCC Institutional Requirements

Institutional Requirements are courses that WETCC designate as requirements for Graduation with the A.A. degree:

- First Year Experience (1 credit)
- Final Year Experience (1 credit)
- Computer Literacy for College Learners (3 credits)

- History of White Earth (3 credits)
- Anishinaabe Culture- Overview (3 credits)
- Beginning Ojibwemowin I (3 credits)

Some courses can be applied to two general education goal areas, but credits can only be counted one time.

A sample plan of study is included on the following page. Students will need to consult with their academic advisor to plan out their individual graduation pathway.

Suggested Plan of Study for full-time students seeking the AA degree in two years

YEAR 1

Semester 1. Dagwaagin (Fall)

<u>Course #</u>	<u>Course Title</u>	<u>General Education Goal Areas</u>	<u>Credits</u>
AA 100	First Year Experience	WETCC requirement	1
CPLT 100	Computer Literacy for College Learners	WETCC requirement	3
ENGL 110	College Writing I	1A	3
OJIB 100	Beginning Ojibwemowin I	WETCC requirement, 6B, 8	3
_____	Elective	_____	3-4
_____	Elective	_____	3-4
<i>Total Credits</i>			<i>16-18</i>

Semester 2. Ziigwan (Spring)

<u>Course #</u>	<u>Course Title</u>	<u>General Education Goal Areas</u>	<u>Credits</u>
BIOL 1__	Select one 100 level biology course	3A	3-4
COMM 110	Public Speaking	1B	3
ENGL 210	College Writing II	1A	3
MATH 105	Contemporary Math	4	3
_____	Elective	_____	3-4
<i>Total Credits</i>			<i>15-17</i>

YEAR 2

Semester 3. Dagwaagin (Fall)

<u>Course #</u>	<u>Course Title</u>	<u>General Education Goal Areas</u>	<u>Credits</u>
AART ____	Select one course from the Anishinaabe arts	6A	3
GEOS 100	Geoscience Today	3B, 10	4
INST 121	Anishinaabe Culture-Overview	WETCC requirement, 7	3
PHIL 110	Ethics	9	3
_____	Elective	_____	3-4
<i>Total Credits</i>			<i>16-17</i>

Semester 4. Ziigwan (Spring)

<u>Course #</u>	<u>Course Title</u>	<u>General Education Goal Areas</u>	<u>Credits</u>
AA 200	Final Year Experience	WETCC requirement	1
INST 118	History of White Earth	WETCC requirement, 5A	3
SOC 100	Introduction to Sociology	5B	3
_____	Elective	_____	3-4
_____	Elective	_____	3-4
<i>Total Credits</i>			<i>13-15</i>

Total Credits earned for AA degree 60-68

40 credits to complete the MnTC goal areas. Note: It will take additional time to graduate if you need to complete ENGL 090 (Introduction to College Writing) and/or MATH 090 (Pathways to Math).

Consult with your academic advisor to create a plan of study specific to your needs and career plans.

Certificate Programs

The certificate programs provide credentialing which may be used by students to enhance their career opportunities *and* the certificates offer a convenient pathway for students into the AA degree 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.

Program Learner Outcomes

Upon successful completion of the Ojibwe Language Certificate Program, students will be able to:

1. Understand the history of language loss and revitalization processes.
2. Apply skills for self-learning of language in community.
3. Identify and utilize second language acquisition processes from both student and instructor point of views.
4. Demonstrate language proficiency at novice high/ intermediate low based on the ACTFL scale.

The following courses are required for the Ojibwe Language Certificate (18 credits total):

- Beginning Ojibwemowin (3 credits)
- Beginning Ojibwemowin (3 credits)
- Intermediate Ojibwemowin (3 credits)
- Intermediate Ojibwemowin II (3 credits)
- Anishinaabe Culture – Overview (3 credits)
- Ojibwemowin Capstone (3 credits)

- **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.

Program Learner Outcomes

Upon successful completion of the Certificate in Office Administration program, students will be able to:

1. Research, prepare and write strategic, business and marketing plans for several business concepts.
2. Witness and experience the use of ethics, and how it affects daily business in a tribal and community environment.
3. Have a better understanding of various business structures, and the legalities faced in the business world.
4. Know how to handle complaints, customer issues, personnel issues and other human resource tactics and policies within a business setting.
5. Show proficiency in Microsoft Office 365 in an office setting.

The following courses are required for the Certificate in Office Administration (18 credits total):

- Business Management and Marketing (3 credits)
- Business and Its Legal Environment (3 credits)
- Business Ethics (3 credits)
- College Writing I (3 credits)
- Computer Literacy for College Learners (3 credits)
- Office Methods and Human Resources (3 credits)

- **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 (18 credits total):

- Tribal Law – Federal (3 credits)
- Criminal Law (3 credits)
- Court Advocacy (3 credits)
- Anishinaabe Culture – Overview (3 credits)
- College Writing I (3 credits)
- History of White Earth (3 credits)

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 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 subject 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.

Course Credit Hour

Federal Credit Hour Definition: A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally-established equivalency that reasonably approximates not less than:

(1) one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or (2) at least an equivalent amount of work as required in paragraph (1) of this definition for other activities as established by an institution, including laboratory work, internships, practica, studio work, and other academic work leading toward to the award of credit hours. 34CFR 600.2 (11/1/2010).

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 Plo: 4

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: 3a, 4b & 5b

AA Plo: 4

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: Elective

Prerequisite: In description

Core Competencies: TBD

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)

You have an opportunity to attend a feast or ceremony. Join your classmates here at the college for those feasts and ceremonies. Now you have the questions of, “What do I bring? What do I wear? What do I do?” Classroom discussions will include ceremonial etiquette. This class will answer those questions and teach you the basics of sewing items you may need for ceremony. You will learn to sew a blanket top, put ribbon on a store-bought shirt, make a shawl and sew a vest. This will make your involvement in ceremonies a more comfortable experience.

Goal Area: 6.1, 6.2, 6.3, 6.4 & 6.5

Prerequisite: None

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

AART 132: Traditional Native American Sewing (3 credits)

Our community often feasts or holds ceremonies. You may have questions about what to wear. You might also question what to do. Classroom discussion will include ceremonial etiquette that will help you understand these questions, along with how to sew various articles used during a feast and ceremony. This course will teach you the steps in how to make a ribbon skirt, a ribbon shirt, a sweat lodge dress and bags. Students will learn to measure, cut, and assemble a pattern for each project. Sewing these items will make your involvement in ceremonies a more comfortable experience. The only prerequisite is your willingness to try new things.

Goal Area: 6.1, 6.2, 6.3, 6.4 & 6.5

Prerequisite: None

Core Competencies: 2b, 3b & 5b

AART 133: Anishinaabe Art – Regalia Making (3 credits)

Regalia Making is an avenue of healing and connecting with community. You will construct regalia in your chosen dance style while expressing yourself in the design and applique used. “The only limitation is your imagination.” This class allows you to let the creative juices flow.

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)

Introduction to Quillwork on Birchbark teaches students the Woodlands style of Quillwork on Birchbark as well as the history of the art form, processing raw materials; making and working with tools; and creating quillwork art pieces through learning a variety of basic design techniques. This course is best suited for students who have no, and/or a basic understanding of the art of Quillwork. *Students will be required to work with a Gog (porcupine) carcass.

Goal Area: 6.1, 6.2, 6.3, 6.4, 6.5

Prerequisite: None

Core Competencies: 1a, 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, 1a.) Flat even-count peyote stitch for bracelets, rings, or chokers, 1b.) 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

BIOL – BIOLOGY

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

This course is an introduction to the structure and function of living systems with an emphasis on cellular and molecular biology. Fundamental concepts include the chemical basis of life, cell structure and function, cell division, metabolism, classical and molecular genetics, and biotechnology. This course includes a laboratory component incorporating experimental design, microscopic work, and cellular and molecular biology techniques. Along with General Biology II, this course is part of a two-semester sequence of general biology that can be taken in any order. Lecture and laboratory.

Goal Area: 3.1, 3.2, 3.3, 3.4 (Biological)

Core Competencies: 2a, 2b

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: 3.1, 3.2, 3.3 10.1, 10.4, 10.5, & 10.6

Prerequisite: None

Core Competencies: 2b

BIOL 120: Environmental Science – Lecture & Lab (4 credits)

This course is an introduction to the scientific study of our environment. This course examines Earth's natural systems and human impacts on those systems, including the associated technological, socio-economic, and political challenges. Selected topics include sustainability, environmental justice, ecosystems, conservation, impacts on human health, food security, water quality and usage, climate change, and renewable energy. Applications focus on the ecosystems and natural resource challenges of the White Earth Reservation.

Goal Area: 3.1, 3.2, 3.3, 3.4, 10.3, 10.4, 10.5, & 10.6

Core Competencies: 1b, 2b

Prerequisite: None

BIOL 150: Perspectives in Human Biology - Lecture (3 credits)

This course is designed for students who do not anticipate pursuing further studies in biology but want a basic understanding of how the human body works and how humans fit within the rest of the living world. This course will study human biology from the molecular and genetic to organ system levels, with emphasis placed on human disease prevention and treatment, nutrition, and environmental effects on health. A key objective of the course is to raise students' science literacy to enable them to understand scientific issues for making personal and public policy decisions. Lecture only. Lab simulations will be used to supplement lecture.

Goal Area: 3.1, 3.2, 3.4

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: None

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, 4a, 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: 1b, 4a, 4b

BUS 270: Business Ethics (3 credits)

This course is designed to help students take a deeper look at ethics and how business decisions can be affected. It is a general introduction to business ethics and the importance of stakeholder relationships, social responsibility, and corporate governance. The course presents and examines moral theories and how these lead to strong ethical business leaders. The course will also investigate how tribal wisdom is applied to contemporary business ethics.

Goal Area: Elective

Prerequisite: None

Core Competencies: 4a, 4b & 5a

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 (3 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

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

Prerequisite: None

AA Plo: 2

CPLT 120: Intermediate Microsoft Office365 (3 credits)

This course is designed to go beyond the basics of computer use by examining business applications. The course will take a more in-depth look at Microsoft Office365 software by integrating files with more advanced spreadsheets and reporting. It will also create more interactive presentations and forms.

Goal Area: elective

Core Competencies: 3a & 3b

Prerequisite: CPLT 100

ECON – ECONOMICS

ECON 220 Microeconomics (3 credits)

This course teaches the fundamentals of microeconomics. This course introduces microeconomics concepts and analysis, supply and demand analysis, theories of the firm and individual behavior, competition and monopoly, and welfare economics. Students will also be introduced to the use of microeconomic applications to address problems in current economic policy.

Goal Area: Elective

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

Prerequisite: None

EDU – EDUCATION

EDU 110: Introduction to Education (3 credits)

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: 9.1, 9.2, 9.5

Core Competencies: 3a, 3b

Prerequisite: None

ENGL – ENGLISH

ENGL 090: Introduction to College Writing (3 pre-college credits)

Introduction to College Writing prepares students who require additional skills and practice in

academic reading and writing for success in College Writing I. Course content includes basic sentence structure and mechanics, paragraph, and essay writing, reading comprehension, and academic vocabulary. Assignments will emphasize Anishinaabe topics, sources, and traditions.

Goal Area: N/A Pre-College Course

Prerequisite: None

Core Competencies: 1a & 3a

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

AA Plo: 2

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

AA Plo: 2

ENGL 225: Introduction to Anishinaabe Literature (3 credits)

Introduction to Anishinaabe Literature examines works of Anishinaabe writers of fiction,

nonfiction, poetry, drama, and spoken word/oral literature. In addition to traditional themes, this course addresses the cultural, political, and social legacy of colonialism expressed through these media.

Goal Area: 6.1, 6.2, 6.3, 6.5, 7.1, 7.2, 7.3, 7.4
Core Competencies: 2b, 5a

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: 6.1, 6.2, 6.3 & 6.4
Core Competencies: 1a, 1b & 4a

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: 6.3, 6.4, & 6.5
Core Competencies: 4a & 4b

Prerequisite: CPTL100

GEOS - GEOSCIENCE

GEOS 100: Geoscience Today (4 credits)

This course is an introduction to Earth science, with a focus on the interconnectedness of Earth's systems and human impacts on these systems. Topics surveyed include space science, rocks and minerals, plate tectonics, volcanoes and earthquakes, history of the Earth and stories told by rocks and the landscape, Earth's resources, renewable energy, weather, and climate change. This course will help students see the stories behind the landscapes of White Earth Reservation, assess the dangers of natural hazards, and make informed decisions about energy and resource use which have personal and societal impacts. Lecture and laboratory.

Goal Area: 3.1, 3.2, 3.3, 3.4, 10.2, 10.3, 10.4 & 10.6
Core Competencies: 1b & 2b

Prerequisite: None
AA Plo: 3

HUM - HUMANITIES

HUM 110: Intro 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: 6.1, 6.3, 6.5

Prerequisite: None

Core Competencies: 3a & 3b

INST – INDIGENOUS 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, 5a & 5b

INST 121: Anishinaabe Culture – Overview (3 credits)

This course will facilitate an introduction to Anishinaabe Culture by examining our original teachings through old stories. We will dig deeper into the idea of “culture” and begin the process to normalize Anishinaabe ways of being and doing in a modern world. Students will understand how these teachings become tools to promote healthy community, family and living.

Goal Area: 7.1, 7.3, 7.4 & 7.5

Prerequisite: none

Core Competencies: 1a, 1b, 5a

AA Plo: 1 & 4

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: 9.1, 9.2, 9.3, 9.4, 9.5

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

LART – LIBERAL ARTS

LART 100: Introduction to Liberal Arts (3 credits)

This course will investigate various topics through academic approaches. An overview of the areas of humanities, history, social sciences, and others will be included in the study of the liberal arts. Students will learn how these different areas of the liberal arts intersect while presenting a unique perspective and how liberal arts fits into lives personally and professionally. It allows students to select a topic for research through different lenses while developing skills in critical thinking, analytical thinking, credible resources, and information literacy.

Goal Area: 5.2, 5.3, 5.4

Prerequisite: None

Core Competencies: 1a, 4a

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: 9.1, 9.3, 9.4, 9.5

Prerequisite: None

Core Competencies: 1a, 1b

LAW 210: Court Advocacy (3 credits)

This course offers an introduction to trial advocacy, including interviewing, investigation, fact/law analysis, and case strategy, opening statements, direct examination, evidence, and objections. This course will also address the ethical responsibilities of tribal advocates, and the importance of Anishinaabe values in tribal court. Students will practice skills by participating in a mock trial.

Goal Area: Elective

Prerequisite: None

Core Competencies: 1a, 2a, 2b

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: N / A , Pre-College Credit Only
Core Competencies: 1a & 2a

Prerequisite: None

MATH 105 - Contemporary Math (3 credits)

Topics selected from various areas of mathematics, showing the scope and power of mathematics, and emphasizing mathematical methods. Topics include manipulations and interpretations of data, linear and quadratic graphing, and consumer finance. Linear and quadratic modeling is used to make predictions based on trends, as we study constant rate changes, cost/profit business models, and the characteristics of an object falling. Students will be expected to interact with computers regularly throughout the class. 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: 4.1, 4.2, 4.3 & 4.4
Core Competencies: 1a & 1b

Prerequisite: None
AA Plo: 3

NATR – NATURAL RESOURCES AND ENVIRONMENTAL SCIENCE

NATR 110: Introduction to Ecology Lecture & Lab (4 credits)

This course is an introduction to the scientific study of the interactions between living organisms and their environment. Concepts include ecosystems, communities, populations, the flow of energy, material cycles, biotic diversity, and sustainability. Applications focus on the ecosystems and ecological challenges of the White Earth Reservation. Lecture and laboratory/ field studies.

Goal Area: 3.1, 3.2, 3.3, 3.4, 10.1, 10.4, 10.5, 10.6
Core Competencies: 2a, 5a

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. Discussion of cultural practices and lifeways communicated through language is included.

Goal Area: 6.1, 6.3, 6.4, 8.2, 8.3 & 8.4
Core Competencies: 1a & 5a

Prerequisite: None
AA Plo: 1

OJIB 200: Beginning Ojibwemowin II (3 credits)

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. Skills learned in OJIB 100 are expanded upon to become more

proficient in Ojibwemowin. Discussion of cultural practices and lifeways communicated through language is included as we move deeper into understanding and skill use.

Goal Area: 6.1, 6.3, 6.4, 8.2, 8.3 & 8.4

Prerequisite: Beginning Ojibwemowin I

Core Competencies: 1a & 5a

OJIB 250: Intermediate Ojibwemowin I (3 credits)

This course emphasizes learning the sounds of the Ojibwe language, developing more advanced conversational skills focusing on the use of expanded grammatical patterns along with the use of the double vowel writing system. This class will further expand on skills learned in OJIB 100 and OJIB 200. Discussion of cultural practices and lifeways communicated through language is included as we move deeper into understanding and skill use.

Goal Area: 6.1, 6.3, 6.4, 8.2, 8.3 & 8.4

Prerequisite: Beginning Ojibwemowin II

Core Competencies: 1a & 5a

OJIB 270: Intermediate Ojibwemowin II (3 credits)

This course emphasizes learning the sounds of the Ojibwe language, developing mastery of basic conversational skills focusing on the use of advanced grammatical patterns along with the use of the double vowel writing system. This class scaffolds skills learned in OJIB 100, 200 and 250. This course will move towards semi-immersive teaching settings. Discussion of cultural practices and lifeways communicated through language is included as we move deeper into understanding and skill use.

Goal Area: 6.1, 6.3, 6.4, 8.2, 8.3 & 8.4

Prerequisite: Intermediate Ojibwemowin I

Core Competencies: 1a & 5a

OJIB 285: Ojibwemowin Capstone (3 credits)

This course is designed to provide instruction and real world application of language skills learned in prerequisite courses. This course will move gradually towards full immersion in Ojibwemowin. Students will learn strategies and methods for Ojibwemowin Immersion teaching while applying skills learned in prerequisite courses. Anishinaabe “ways of being and doing” will be discussed and applied in language immersion settings.

Goal Area: 7.1, 7.3, 7.5, 8.2, 8.3, 8.4

Prerequisite: OJIB 270

Core Competencies: 5a, 5b

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
Core Competencies: 1a & 1b

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

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: 5.2, 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, 1b

Prerequisite: None