

WHITE EARTH TRIBAL AND COMMUNITY COLLEGE CATALOG 2008-2009

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Dear Student,

We are pleased to introduce you to the White Earth Tribal and Community College, a community college serving any student wanting to pursue higher education. White Earth Tribal and Community College is a two-year liberal arts college specializing in education, humanities, arts, social science, business, and computer science.

Please take a few moments to look through our catalog; we are sure that you will find many of these courses to your benefit whether you wish to enhance the skills you now have or to plan for a future career.

If you have any questions or require further information, please call the White Earth Tribal and Community College at (218) 935-0417; Student Services at (218) 936-5731; or Administration at (218)936-5610, or visit our web site at www.wetcc.org.

Miigwech,

Sincerely,

Dr. Robert "Sonny" Peacock
President, White Earth Tribal & Community College

General Information

College Mission Statement

White Earth Tribal and Community College, a Anishinaabe controlled liberal arts institution of higher education, is dedicated to educational excellence through provision of a culturally relevant curriculum, in partnership with students, staff, community, and industry.

Purpose Statements

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

Goals and Intentions

The WETCC publicly declares its goals and intentions by providing:

- A learning environment emphasizing the application of academic concepts into real life situations
- An awareness that academic learning is a life long process
- Teaching and learning grounded in the intellectual disciplines and traditions of the White Earth Nation
- Classroom opportunities to discover the nature of Indian society, its history, variation, its current and future needs
- Provide students and faculty an opportunity to serve as a contributing member of the community
- The highest quality of institutional programs that meet the challenges and needs of its people
- And offering an Associate of Arts (AA) and Associate of Science (A.S.), as well as certificate programs of study to qualified students

The overall goal of the College, through its affiliations, is to provide higher education programs appropriate for addressing the higher education needs of the Anishinaabe people and others who can benefit from studies at the White Earth Tribal and Community College. These education programs include:

- Associate of Arts degree programs
- Associate of Applied Science degree programs
- Adult Education programs
- Specialized training and awareness programs in topic areas of need

Philosophy

Learning opportunities offered through the college express the Anishinaabe language, values, customs, beliefs, traditions, spirituality, and family structure, along with other concepts that are inherent in other cultures. Staff of the college include faculty, with expertise in their discipline and experienced personnel who ensure the articulation of Anishinaabe values into the framework and content of learning offered through the college.

Programs provided through the college include contemporary social, economic, and technological trends from a local, Tribal, regional, national, and global perspective so that concepts of sovereignty and nationhood are preserved by the Anishinaabe people. White Earth Tribal and Community College offers a diverse system that includes workshops, distance learning, conferences, forums, field trips, research projects, and other learning opportunities to meet the unique learning needs of the population that the college serves.

History

The White Earth Tribal and Community College is a tribally chartered institution of higher education, which offers certificates, associate degrees, and other degree programs through affiliation agreements with other degree-granting institutions of higher education.

Beginning in 1979, tribal members began the initiative to provide local higher education services in partnership with Moorhead State University. On September 8, 1997 the White Earth Reservation Tribal Council established the White Earth Tribal and Community College (WETCC).

On September 8, 1997 the White Earth Reservation Tribal Council passed Resolution #038-97-005 establishing the White Earth Tribal and Community College (WETCC). On October 27, 1997 the college opened its doors to 40 students enrolled in several computer courses and a business communications course.

On February 23, 1998 classes for the spring semester began with nearly 70 students enrolled in a variety of classes. The college anticipates continuous growth and demand for the services of the White Earth Tribal and Community College.

The College is a member of the American Indian Higher Education Consortium and the National Association of Land Grant Institutions.

Accreditation

The White Earth Tribal and Community College achieved initial candidacy in October 2004, and is currently working toward becoming a fully accredited institution of higher education. In the interim, courses offered at the college are accepted at other regional higher education institutions:

General Studies are transferable to Minnesota State University at Moorhead (MSUM) and Bemidji State University, (BSU), Bemidji, Minnesota and several other regional institutions on a course-by-course basis. Additionally, WETCC is in the process of partnering with the University of Minnesota-Duluth. The Associate of Arts Early Childhood Teacher Education degree and Elementary Ed are transferable to MSUM. WETCC also holds articulation agreements with several other two-year institutions within the region.

The Campus

The main campus of White Earth Tribal and Community College is located at 202-210 South Main Street, Mahnomen, Minnesota. Administrative offices are located at 124 South First Street, Mahnomen, Minnesota. Mahnomen is the county seat for the County of Mahnomen. It is located 22 miles north of the village of White Earth, Minnesota. Courses are held at the main campus in Mahnomen and when possible in surrounding communities. Further information can be found at www.wetcc.org about the college's policies, activities and programs.

White Earth Tribal and Community College Foundation

The college foundation, a not-for-profit organization is committed to the development of American Indian higher educational opportunities.

Each year the Foundation provides vital support for students, faculty and campus facilities. Contributions enable WETCC to offer an outstanding education to tomorrow's leaders by providing scholarships to all students who show academic achievement or financial need, to purchase equipment to offer a cutting edge education, to help attract and retain the best faculty and staff, to help in the development of a future WETCC campus sites, and to support the overall growth and future of the college.

Woodland Wisdom Confederacy Program

Woodlands Wisdom is a confederacy of Tribal colleges and the University of Minnesota that have joined together in order to address chronic health problems that threaten the Woodland Tribes of Wisconsin, Minnesota and North Dakota.

The goal is to create a regional community consciousness around how food and nutrition impacts community, family, and individual health and well-being. Woodlands Wisdom is committed to providing Native people the means to improve the quality of health and life in their communities.

White Earth Fetal Alcohol Syndrome/Fetal Alcohol Effect Awareness Project

The awareness project is established at the college as a community service to:

- Educate parents and parents-to-be on the effects of alcohol
- Promote abstinence from alcohol
- Educate on FAS/FAE and its effects on community
- Serve as an advocate for pregnant women
- Promote substance free pregnancies

Serve as an advocate for children with FAS/FAE
Educate on healthy family life skills

Community Education

White Earth Tribal & Community College recognizes service to its community by providing education based in the Ojibwe culture to the community beyond the formalized classroom. Community programs are proposed, initiated and developed to satisfy specific educational needs of the service community.

Continuing Education Services

Continuing Education provides life-long learning opportunities on campus and on an extension basis within the college's service area. The curriculum covers a variety of subjects designed to reflect the needs of the service community. These include but are not limited to professional development, personal enrichment, and training sessions to satisfy professional licensure requirements. Continuing education units for credit and not for credit may be issued upon completion.

Conferences, seminars, workshops and short term training programs are also offered. These are often co-sponsored with other tribal, regional or national organizations for targeted audiences and topics.

WETCC Extension Office Program Services

The College established the White Earth Tribal and Community College Extension Office the Fall of 2003. It is located at 124 South First Street, Mahnomon, Minnesota.

The extension outreach at WETCC is designed to augment rather than compete with the offerings already available through the University of Minnesota Extension Service. Areas of focus include Holistic Management, Perma-culture, and Native Plant Knowledge.

In addition, the WETCC Extension program is to support youth opportunities in math and sciences through continuation of the White Earth Science and Math Summer School for grades 8-12. It is designed to help improve the success of Native American students in science and math by providing experiential learning situations that incorporate Anishinaabe traditions, field experiences in the diverse natural resources of the reservation, and conventional curricular goals.

The mission of the college specifically involves outreach to all people within our communities. Extension programming here is rooted in the same philosophy. Many of the courses will be provided at little or no cost to the participant so as to assure these opportunities are fully utilized. This is beneficial to both the community and the college itself.

Equal Opportunity College

White Earth Tribal and Community College affirms the rights of all individuals to equal opportunity and treatment in education, without regard to age, race, religion, color, gender, marital status, disability, national origin, sexual orientation, or any other considerations that are extraneous to effective performance. Providing equal opportunity is the responsibility of each staff member, and extends to all aspects of the curriculum and other activities of the College.

Students with Disabilities

WETCC is committed to providing for the needs of admitted and enrolled students with documented disabilities under Section 504 of the Rehabilitation Act of 1973, P.L. 93-112. Students who qualify under the above law may receive the following services:

- Support, counseling and information about assessments and referral services
- Academic assistance services that may include early registration services, early syllabus availability, course selection and program advising, coursework and testing assistance and modification, and tutoring.
- Advocacy services that may include assistance from a Disability Services Coordinator for students needing services, assistance in working individually with faculty and administrators, intervention procedures, and grievance procedures

Questions or requests for service should be addressed to Jean Bakka, Student Services, at 218-935-0417.

Veteran's Benefits

More information about this program is in the pamphlet Summary of Educational Benefits Under the Montgomery GI Bill-Active Duty Educational Assistance Program. The pamphlet is available from the U.S. Department of Veteran Affairs (VA) by calling 1-888-442-4551 or at www.gibill.va.gov/education/

Inclement Weather Cancellations

In inclement weather it can be assumed that classes will be held as scheduled unless announcements are made to cancel classes and activities. Students are advised to listen to KDLM-1340 AM, KFGO-790 AM, KRCQ 102.3 FM, or watch any of the three television stations out of Fargo, North Dakota.

College Student Services

Waadookoodaading “The Place Where We Help Each Other”

The Waadookoodaading Student Success Center is located at 106 Main St, Mahanomen, and houses enrollment services such as: admissions, registration, financial aid, tutoring services, and the college bookstore.

Visit the Waadookoodaading Office for information regarding:

- Satisfactory academic progress
- Admissions, Registration, Financial Aid, Outreach, Retention, Tutoring
- Student Rights and Responsibilities
- Enrollment Status
- Tutoring
- Career Counseling
- Chemical Dependency Counseling

WETCC is genuinely interested and cares about our students. Waadookoodaading places emphasis upon the student's personal growth and independence. Through helping each other an increased knowledge of self, community and opportunity is developed, leading to student self determination and continued success. The Waadookoodaading telephone number is 936-5731.

Academic Advising

Academic advising is an integral part of student success at WETCC. All students have opportunities to discuss educational, career and personal goals with counselors and advisors. Advising services include course selection assistance, transfer information and goal setting.

Admissions

Student admissions are managed through the Waadookoodaading. Applications for admission, brochures and other college information can be obtained by contacting Melissa Olson at 936-5731, ext. 303

Books

Books for all classes are available for purchase at Waadookoodaading during the first two weeks of each term and beyond. Books may be available for purchase earlier when possible to alleviate long bookstore lines. Those students who qualify for financial aid may charge their books to their financial aid with a signed authorization to apply all financial aid to their tuition fees and books. All students who do not qualify or do not apply for financial aid are responsible for the purchase of their own books.

Students who withdraw fully from any or all classes are responsible for the return of their books and will receive a credit on the balance of their invoice if within the deadline. Any students who

have already purchased their books may receive refund within 30 days of the receipt of the books.

Refund amounts will first be applied to any outstanding balanced owed to WETCC or to the appropriate funding agencies.

- New and Used books may be returned for credit if received within 30 days of the original purchase date (or date of invoice).
- New books must be in perfect condition to be returned. If there is writing, torn pages, highlighting, etc. WETCC reserves the right to refund or credit at used price.
- Student must have a drop sheet from the records office

For book related inquiries, please contact Anna Bjerk, at 218-936-5731 ext. 305.

Business Office

The business office is located at the Wellstone Building at 124 S 1st Street, Mahnommen. The office hours are 8:00 a.m. to 4:30 p.m.

All tuition and fees are payable in full by the end of the final exam period each semester. All checks should be made payable to White Earth Tribal and Community College. WETCC has established a free drop/add period at the start of each semester. During this period, students may drop any or all classes without obligation. Students are obligated to pay for **all** classes remaining after this free drop/add period. Invoices will be mailed as soon as complete to all students each term.

Students must pay all prior term balances and may not register for subsequent semesters until the debt is satisfied. Students who are not receiving financial aid and are responsible for their own invoice may make payment arrangements with the Business Office. Payment arrangements should be made as soon as possible after the add/drop deadline. If payment arrangements are not made, the college may use an administrative withdrawal to alleviate liability to the student as well as the college.

Tuition Waivers may be available upon request utilizing the appropriate forms. These waivers include Native American Cultural Waiver for Anishinaabe Language, Art, or Culture classes; Elder Waiver for persons age 55 and over; and Employee Waiver. These waivers are for Non-traditional students and are only available for one class per semester. Students who are regular students who have declared a major and are eligible for financial aid are not eligible for these waivers. Students who receive tuition waivers must pay for their own books each term. Waiver forms must be submitted at the time of registration or preferably before and approval is dependent on the number of degree students registering for the class, and other considerations.

For additional questions regarding the business office, contact Denise Warren, Finance Officer, ext. 311 or George Bass, Finance Assistant at 936-5610 ext. 306.

Adult Basic Education

Adult Basic Education is offered on campus, students needing to complete their high school diploma or GED or need general education development may contact Sue Bishop or Jamie Makey at 934-0417 extension 18

Library Services

The library is located at 204 S. Main St. Mahnomen MN. The telephone number is 935-0417, ext. 101.

It is the purpose of the Mark Warren Memorial Library to collect materials extensively in the area of Anishinaabe Studies and, in all relevant areas, to acquire materials suitable for community college students. The Library acquires materials needed to serve the information needs of the academic community, paying special attention to the differing needs of departments, classes, and programs. We offer services in support of the mission of the college.

The library's collection consists of various formats of recorded information to include books, CD-ROMs, newspapers, periodicals, audio and videocassettes, and not specifically excluding any format.

Items can be checked out and renewed at the main desk in the library. If a student is in need of items unavailable at the college site, we can interlibrary loan most anything from public and collegiate libraries throughout the state. We also have numerous online databases to help students research in greater depth both at school or in their own homes.

Library fees, fines or cost of replacement are the student's responsibility. If these fees are not paid in full at the end of the semester, the student's transcript may be withheld. Library books are to be returned before complete withdrawal.

Patron use of all library materials is confidential. No one may access the records showing which items have been used by which patrons or when they have been used. Under Minnesota Law, the Library and the college are responsible for safeguarding library data privacy. Minnesota Statute 13.40 subd.2 (1982).

Financial Aid

In order to ensure students ability to access education, the Financial Aid Office helps students in identifying and obtaining financial assistance in the form of grants, scholarships, and student employment. Financial aid is available to students with a wide range of personal situations, and students are encouraged to meet with the Financial Aid Officer to discuss the process. The financial aid office is located in Waadookoodaading at 107 Main Street. The phone number is 936-5731, ext. 304.

Computer Technology Services

White Earth Tribal and Community College is continuously developing and improving the technology on campus. WETCC aims at preparing students to feel at ease with information technology upon graduation. The technology department is designed to assist students in technology proficiency. The college has available smart boards, projectors, computer lab, smartroom, internet access and email services, digital cameras and an online virtual library. For information on technology services please contact Vernon Bishop in the Dallas Vizenor Computer Lab, the telephone number is 935-0417, ext. 111.

Student Computer Use Policy

Students are asked while using the college facilities and equipment to please use the seven teachings as a guide to what is acceptable and what is not. Following these teachings will build upon the integrity of the college, community, and students.

The purpose of this policy is to govern the access to the appropriate use of technology on campus. The intent is to safeguard the image and reputation of the college – the use of college computer resources must be able to withstand public scrutiny, while at the same time allowing students to pursue any legitimate education project or research, regardless of the subject or content, provided it is pursued in a respectful, mature and professional manner. Students affiliated with the college have numerous opportunities to use computer related resources as long as they are college related activities. However, access to computing resources is a privilege and responsibilities accompany that privilege. It is the intention of the college to provide a non-hostile learning environment that minimizes the risk of offending, intimidating, harassing, or otherwise disrespecting other students or employees. A student should never give someone else access to their account by logging them on or giving out their password. Guests may access the Internet in the Mark Warren Library.

All students enrolled in programs and courses offered by the college are eligible for a college network account. Students who abuse their network privileges may have their account revoked.

Students with college laptops or other school equipment need to turn them in at the end of each semester. If they are not returned, the student will be charged for the computer or equipment. Admission and Registration may be denied for non-return of college equipment and property. The college reserves the right to prosecute under the full extent of the law for non-returned school properties.

Inappropriate use of computing resources or inappropriate behavior while using the resources include, but are not limited to

- Any activities that may be construed as illegal including any wagering, betting, or selling. It is inappropriate to conduct any commercial activities (personal for profit) or fund-raising on computers supplied by the college unless sanctioned by the college.
- Harassment or illegal discrimination with regard to race, sex, color, creed, religion, age, national origin, disability, marital status, status with regard to public assistance, sexual orientation, or membership or activities in local commission.
- Promoting religious or political positions or activities.
- Transmission, book-marking or storage of offensive, racist, sexist, obscene or pornographic information or materials.

- Downloading software from the internet unless authorized by the college.
- Use of profanity, vulgar, or defamatory language.
- Sending mass mailing, forwarding chain letters, hoax warnings, or virus alerts.
- Misuse of college, property, such as theft or damage to equipment or software, knowingly running or installing viruses, attempting to circumvent the installed data protection methods, or attempting to degrade the performance or integrity of any campus network or computer system.
- Students using their own laptops are required to, produce proof of licensures for all software installed on their computer upon request and register with the technology service center located in the computer lab.

Students using computers must agree to adhere to the terms of the student computer use policy and other related policies found in the catalog and student handbook. All students are to respect the rights and feelings of others who may be working near them or people having access to the computer either intentionally or unintentionally.

Anyone found abusing the equipment, violating these rules, or being discourteous to others may be asked to leave the computer station and revocation or use privileges may result. Students suspected of violating this policy may be subject to investigation and disciplinary action, up to and including revocation of use privileges, suspension or expulsion from the college in accordance with policies found in the student policies. To review the entire acceptable-use policy, please contact the computer lab.

Student Identification Cards

The photo identification card is the required form of identification as a WETCC student. The ID card is used for library operations, access to computer usage, student services and activities, and various college events.

Student photo ID cards are renewed at registration, so the student does not need to purchase a new card each semester. However, if the card is lost or stolen, there is a replacement fee of \$5.00

Veteran's Benefits

More information about Veterans services is in the pamphlet "Summary of Education Benefits Under the Montgomery GI Bill-Active Duty Educational Assistance Program". The pamphlet is available from the U.S. Department of Veteran Affairs (VA) by calling 1-888-442-4551 or at www.gibill.va.gov/education.

Admission and Registration

Admissions Policy

The WETCC has an open-admission policy for most of its programs. However, the College does reserve the right to institute a selective admission policy in programs of study where limitation is necessary. The basic requirement is a high school diploma or GED certificate or equivalent. A person who does not have either may be referred to the campus GED program.

An applicant who wishes to apply for admission must have the following documents on file:

1. A completed and signed application and application packet for admission to WETCC
2. An official transcript from an accredited or approved high school with the date of graduation or the official copy of the General Education Development (GED) examination which verifies completion of the five test areas, the scores, and the date of completion. Official transcript means a transcript bearing the original seal and signature of the official in charge of records from an educational institution.
3. Placement test scores in Math, English, Writing, and Reading (Accuplacer) is required of all students. Testing can be scheduled by appointment or taken on posted test days. While test is required, it does not exclude students from attending college.
4. Official college transcript(s) directly from each institution attended if transferring in.
5. Submit Certificate of Degree of Indian Blood (all members of a federally recognized tribe).

Notes: Students should contact Waadookoodaading to arrange to take the placement tests at least two weeks in advance of the semester beginning date. The placement tests should be complete before a student meets with an advisor to choose classes or fills out the registration form.

If any of the above requirements are not satisfied, the student will be allowed to register with a “Conditional Admission” status, all admissions requirements should be met by the end of the add/drop period. If not met by the end of the semester, grades will be withheld.

All correspondence regarding admission to the college should be addressed to the Admission Office. Each student is urged to make application for the upcoming semester as early as possible. If a student is denied admission to the college, he/she may appeal to the college for a case review. Any questions concerning appeal procedures should be addressed to the Registrars Office at 936-5731, ext 301.

All new students must complete an incoming student assessment as listed above. The assessment will not be used to make admissions decisions, but rather to ensure that students have or develop the skills necessary to be successful with their college level curriculum. Students achieving below the established minimums may be required to register and successfully complete with a C or better at least one developmental course before they can take the college level courses.

Admission of Transfer Students

Students transferring from another institution must fulfill the following requirements:

1. Meet the admission requirements of WETCC
2. Must provide an official transcript of all previous college work
3. Students on academic suspension from another institution will adhere to the suspension policy of WETCC
4. Any course accepted in transfer must meet the same criteria as the course listed in the WETCC catalog
5. Only regular credit college courses with a C or better will be accepted in transfer
6. In order for a transfer student to receive an Associate Degree from WETCC a minimum of 20 semester hours must be taken as a student of WETCC. In order for a transfer student to receive a Certificate from WETCC a minimum of 30% of their semester hours must be taken as a student of WETCC with a C or better average (See graduation requirements)
7. If any of the requirements are not satisfied, the student will be allowed to register with a "Conditional Admission" status, with the exception of a transfer student on suspension.

Continuing Students must:

1. Complete Continuing student Admissions Forms (Annually)
2. Meet with their assigned advisor

Re-entering Students must:

1. Fill out a readmission application.

2. Meet the admission requirements of WETCC
3. Must provide an official transcript of all college work completed elsewhere since last attending WETCC.
4. Any course accepted in transfer must meet the same criteria as the course listed in the WETCC catalog
5. Only regular credit college courses with a C or better will be accepted in transfer
6. Re-entry students with a GPA of at least 2.0 from another accredited institution will no longer be on probation.

Proof of Immunization

Minnesota State Law requires students to be immunized against mumps, measles, rubella, diphtheria, and tetanus if they were born on January 1, 1957 (or later) and plan to take more than one course at WETCC. The Immunization Law states that no student may remain enrolled in a post-secondary educational institution without immunization records documented

There are certain exemptions to having to submit the immunizations:

1. the student has submitted a statement that the student has an appropriate medical exemption as outlined in the law,
2. the student submits a notarized statement that the student has not been immunized because of the student's conscientiously-held beliefs.

3. the student graduated from a Minnesota High School in 1997 or later.
4. the student has transferred from another college where immunizations were submitted.

The immunization record must indicate the month and year the student was immunized against measles, rubella and mumps, after having attained the age of 12 months. The immunization record must also indicate the month and year the student was immunized against Tetanus and diphtheria within ten years of the first registration at the institution.

Time Requirement

All immunization requirements must be fulfilled and proof submitted prior to registration.

Medical Exemptions

An immunization record is not required if the student submits a statement signed by a physician that shows:

1. The student did not receive the immunization because of medical reasons.
2. the student has experienced the natural disease against which the immunization protects, or
3. a laboratory has confirmed the presence of adequate immunity

Determination of Residency

Residence status of students shall be determined at the time of registration. The permanent residence of the student's parents (or guardian) is considered for students less than 21 years of age. For students 21 years of age or older, the student's permanent residence is considered. WETCC charges a single tuition rate to all students regardless of residency, an application for reciprocity must be completed as required by the students' state of residency.

Exceptions to the above policies are:

- Students who have graduated from a Minnesota High School within two calendar years of application for admission to a Minnesota community college shall be granted resident status. Students, who have graduated from a Minnesota high school and have resided in Minnesota substantially since graduation, shall be granted resident status. Service in the Armed Forces of the United States shall not be considered a disruption of continuous residence.
- Students who have been employed full time in Minnesota for one year immediately prior to the dates of entrance to college shall be granted resident status, provided all income derived from such employment was subject to taxation. Spouses of Minnesota residents, as defined above, shall be granted resident status, provided that they are living with the spouse, and that the couple's place of residence is within the state of Minnesota. This rule shall apply regardless of the age of either spouse.
- Students serving in the armed services in Minnesota, as well as their spouses and children, shall be granted resident status.
- Aliens who are employed in Minnesota on a special visa for employment purposes, and whose wages are subject to taxation by the State of Minnesota, shall be granted resident status. The employment period must be at least twelve months, immediate past or immediate future and

must be documented by a contract or copy of the previous year's tax return and the employment visa. This status shall also be granted to spouses and children of such employees.

- American Indians of 50% Indian blood who are born in Canada are to be considered residents for the purpose of registration in a Minnesota community college. Permanent residents in the United States, and who have been employed in the seasonal agricultural labor in the State of Minnesota for a cumulative time period of not less than one year during the past five years, shall be granted resident tuition status. This status shall also extend to the spouses and children of these individuals.

Student Classification

A student is classified according to his/her admission status. A student enrolled as a candidate for a degree and who is seeking eligibility for Financial Aid must meet admission requirements unless conditional acceptance is given to allow attendance in school and require requirements met in a specified amount of time. A student who has earned less than 25 semester hours of credit is classified as a freshman. A student who has earned 25 semester hours of credit or more is classified as a sophomore. A "full-time" student is one who is enrolled for at least twelve (12) semester hours of credit. A "part-time" student is one who is enrolled for fewer than twelve (12) semester hours of credit. Any student applying for admissions to WETCC will be admitted to one of the following classifications:

1. A "Regular" student who is either full-time or part-time is one who has satisfied the admission requirements and is enrolled as a candidate for a degree or certificate (A regular student may have conditional status). A regular student must have a high school diploma or equivalency . The college approves a number of equivalents to a high school diploma including GED, A state certificate, a home school completion certification by parent, and an academic transcript of completion of a two-year program. A regular student is eligible for financial aid.

2. A "Special" student is one who meets one of the following criteria:

- a continuing education student
- a student enrolled in solely remedial coursework (Under Level 100 classes)
- is a current high school student who has earned 14 units and has the written approval of the high school counselor prior to registration. A high school student may register for a maximum of 8 hours per semester.
- a current GED student who has passed three of the GED tests and wishes to enroll in Language Skills 104 or Basic Math 100. The GED student must have a written approval of the GED Coordinator and Admissions/Records Technician prior to registration.
- a consortium students where we are the "host" college and another college has Title IV responsibilities.

Credits earned by a "Special" student cannot be counted toward a degree or certificate until all admission requirements have been satisfied. The institution will bank these credits. A special student cannot receive financial aid.

3. An "Auditing" student will attend classes as a listener and participation will be at the discretion of the instructor. They will attend and participate in class for no credit.

Student Address Change

Students should notify the Student Services Office of any change of address before moving so that the proper entry can be made in the student record.

Orientation

Orientation is an organized informational seminar and an important **required** part of the registration process. The date for orientation is scheduled two to three weeks prior to each semester. At the session, the registration officer, financial aid, and advisors present an overview of the information for all students who intend to enroll for three or more credits. Please refer to academic calendar for scheduled orientation dates. If a student does not attend orientation, their registration will remain unofficial until they attend a one-on-one orientation with both the registrar's office and the financial aid office. A student may not attend class until this requirement is met.

Upon completion of the admissions procedures as outlined in the WETCC Catalog, a letter of admission and a recommended date to complete registration will be mailed to the student in a timely manner. For further information about admission or application status, call WETCC Admissions Office at (218) 936-5731.

Registration Process

Students should refer to the academic calendar at the front of catalog for specific dates for registration. Students will be assigned an advisor. Students must have these documents on file to register

1. Completed application
2. High School or GED transcript on file
3. Completed immunization record on file
4. Official post secondary transcripts on file
5. Placement as necessary for program and course requirements

1. **Orientation** is an organized informational seminar and an important and is a **required** part of the registration process. The date for orientation is scheduled two weeks prior to each semester. At the session, the registration officer and advisors present an overview of the information for all students who intend to enroll for three or more credits.

2. Pre-registration is conducted for two weeks at the end of the each semester for currently enrolled students seeking enrollment for the next term. New and re-entry students may register after the admissions process has been completed. See the academic calendar for the dates.

- Each student, with the assistance and approval of an advisor, prepares a schedule of classes. After reviewing the program of study with his/her advisor, the student indicates appropriate

classes on the registration schedule form. The advisor must sign the registration schedule form.

- The student submits completed form to the Registrar's Office, who will then process the registration materials and notify the instructors of the student's enrollment.
- Students who have outstanding obligations to the college will not be allowed to register for subsequent semester until obligations are fulfilled. It is the student's responsibility to make sure tuition and fees are paid and documents are complete and on file.

NOTE: The registration form is a formal agreement with the college to pay for and complete all registered courses. Students may cancel registration at any time before the beginning of the semester without any financial obligation. After the add/drop date of each semester, a financial obligation for tuition and fees remains. Refer to the Financial Aid section of the catalog for more information.

New Student Registration

- 1. All new students must submit required documents as outlined in the registration process in order to register for courses.**
- 2. New Students register on days scheduled for Orientation/ Registration or Placement/ Registration.**
- 3. Attend WETCC Orientation**

Continuing Student Registration

- 1. Students who are currently enrolled may register after making an appointment with their assigned advisor and completing the course registration form with the advisors signature.**

Late Registration

A student who wishes to enter after the last day of registration cannot register without the permission of the Registrar's office and the course instructor. A student who registers late assumes the responsibility for the make-up of missed work at the convenience of the instructor. Any late registrations are not allowed after the add/drop date of each semester. Any approvals for late registrations must have extenuating and extreme circumstances that caused the late registration. They will be reviewed on a case-by-case basis.

Drop/Add Policy

- After the student submits the initial registration form to the Registrar, she or he can make changes up to the close of the date of the last day to add/drop published in the academic calendar for that semester. Courses dropped within this period will not appear on the student's records.
- Adding/Dropping of classes can be done in accordance with the dates shown in the calendar at the beginning of this catalog. The procedure is as follows:
- Pick up the Add/Drop form from Registrar's Office.

- Fill in the classes added or dropped.
- Obtain required signatures from faculty and advisor.
- Return all books for dropped classes to the Waadookoodaading.
- Return completed form to Registrar's Office. A change is not final until this procedure is complete. Failure to do so may affect a student's financial aid award.

*The close of the last day to add/drop establishes a student's official enrollment for that semester, and students cannot make any additional changes to their schedule. The courses on his/her schedule will permanently remain on the student's academic transcript. Total credits registered for the semester must reflect the status listed for financial aid eligibility.

Official Withdrawal Policy

A student may officially withdraw from a course by the last day to withdraw published in the academic calendar for that semester. In order to officially withdraw, a student must complete a withdrawal form and submit the completed form to the Registrar. A student does not withdraw simply by absenting her/himself. Withdrawals may be signed only by the student.

The student will remain responsible for any financial liability, less applicable refunds, they have incurred and for any academic consequences due to this withdrawal.

If a student withdraws from any courses, she or he must notify the Financial Aid Office in addition to the Registrar. All courses from which a student has officially withdrawn will reflect a grade of "W" on his or her academic transcript. All copies of add/drop forms are automatically forwarded to the financial aid office.

Withdrawal From All Courses

If a student chooses to withdraw from all courses he/she must notify the Registrar's Office and the Financial Aid Office. Each student is also responsible for returning all books received if still in new condition. The last day to withdraw from college is published in the academic calendar. All copies of withdrawals are forwarded to the financial aid office.

Withdrawal:

White Earth Tribal and Community College reserves the right to withdraw a student from enrolled courses. The purpose of administrative withdrawal is to limit the financial liability and academic consequences for the student and the financial liability of the institution. Some reasons for administrative withdrawal include, but are not limited to, not beginning attendance in registered class at all, missing four consecutive classes in all registered classes (whether excused or unexcused), gross misconduct, and academic dishonesty.

The student will remain responsible for any financial liability, less applicable refunds, they have incurred and for any academic consequences due to this administrative withdrawal.

Faculty members are responsible for contacting our outreach coordinator, Emma King. Our outreach, retention, and tutoring coordinator is responsible for staying in touch with those students who have academic alerts due to non-attendance or any other reason. She may be able to assist with setting up tutoring, or counseling the student as to the reason for absences, and placing referrals to local agencies that may be able to assist. She keeps track of students' absences and gives them warnings. If they have missed four consecutive classes in all classes registered for, she must report this to admissions and financial aid and an academic withdrawal may be done.

Unofficial Withdrawal

Students who do not formally notify the college in writing, by phone, or otherwise, and are no longer attending, are unofficially withdrawn. When calculating eligibility for aid, the college uses the last date of attendance.

Tuition and Fees

The Council of Trustees for WETCC establishes tuition rates. The tuition rate for the 2008-2009 college calendar year is \$90.00 per credit hour for residents. Special tuition waivers may be available. Please see Business Office section. Tuition and fees are payable to the White Earth Tribal and Community College Business Office.

Student Services Fee A non-refundable fee of \$5.00 per credit hour is charged to all students registering each semester.

Technology Fee A non-refundable fee of \$5.00 is charged to students registering per computer class per semester.

Campus Maintenance Fee A non-refundable fee of \$5.00 is charged to all students registering per class per semester.

Art Lab Fee A non-refundable fee of \$70.00 is charged to all students taking a studio art class each semester. This fee may include some special services, supplies, and some art books not in the book inventory.

Book/Materials Fee. Students are responsible for obtaining required course textbooks. Books are available at Waadookoodaading (Student Services Office)

The cost of books and supplies vary depending upon the students' area of study. Students officially withdrawing may be eligible for a refund on returned books at the Business Manager's discretion. Students are allowed to charge book purchases if grant money is to be used as payment. No other items are allowed to be charged.

Tuition Refund Policy

Refunds for full withdrawals are unavailable after the add/drop period, unless payment has been made in full prior to the withdrawal.

Tuition refunds may be available due to withdrawal from all courses at WETCC when payment has already been made. Refunds of tuition and fees due to individual dropped courses will be granted only for drops occurring before the add/drop deadline each term. Refunds for students who have received Federal or State aid funding will be used first to repay those aid sources, up to the initial award amount received, before any funds are disbursed to the student. Failure to repay using one of these two methods will result in denial of any future federal aid plus the usual hold on certified transcripts, diplomas, and future registration.

Refunds of tuition and fees for total withdrawals and in which payment has already been made are based on the following schedules:

For Fall and Spring

1st through the 6th class day of term	100%
7th through the 10th class day of term	75%
11th through the 15th class day of term	50%
16th through the 20th class day of term	25%
After the 20th day of class	0

For Terms at least 3 weeks but less than 10 weeks (Summer Terms)

1st through the 3rd day of class	100%
4th through the 10th day of class	50%
After the 10th day of class	0

Refunds in Cases of Death, Serious Illness or Injury

A full refund of tuition and fees shall be made in the case of death, injury, or illness requiring extensive hospital and/or convalescent care, which prohibits return to classes within the calendar quarter. College officials may require Doctor's statements before a refund will be granted.

Credits and Refunds When Entering the Armed Forces

The granting of credits and refunds to a student who is enrolled at WETCC and leaves the College to join the armed forces of the United States shall be handled as follows:

If the student leaves prior to the time when 3/4 of the sessions have elapsed, full refund of tuition and special fees will be made; no credit granted.

If the student leaves during the last 1/4 of the session, he/she shall receive full credit for the courses in which he/she is enrolled, if satisfactory academic progress is being made. If granted full credit in all courses, no refund of tuition and special fees will be made.

Withholding Diplomas and Transcripts of Credits

The college will withhold the issuance of diplomas and transcripts to students until all money due to the college has been paid. Students with unpaid college financial obligations may not be permitted to register for subsequent semesters until obligations have been met or other arrangements have been made. Student transcripts may also be held for incomplete or missing documents required on file.

Financial Aid

General Information

The White Earth Tribal College Financial Aid Office is located in the Student Services Office at 106 North Main Street, Mahanomen. The financial aid office hours are 9:00 a.m. to 5:00 p.m. Monday through Friday. For questions concerning financial aid, please contact Doreen Stone at (218) 936-5731, ext. 304.

Cost of Attendance

The cost of attendance at WETCC is comprised of several components and based on residency status and enrollment status. Estimated financial aid budgets for a full-time student are computed for a full year based on an average of 24 credits per year.

Components included in the total budget are tuition, fees, books, transportation costs, childcare, room and board, and miscellaneous expenses. Additional components may be included in the total budget depending on each individual's circumstances. If a student has circumstances that may require an adjustment of the cost of attendance, a statement regarding the circumstances must be written and submitted to the aid administrator to be considered by the financial aid office.

The average cost of attendance for a full-time student for the full academic year is as follows:

Tuition and Fees:	\$3050	estimated
Room and Board:	\$4250	estimate for full-time independent student
Books and Supplies:	\$850	estimated
Transportation:	\$3000	estimated
Miscellaneous:	\$1350	not eligible for less than half-time students
Child Care (if needed):	<u>\$1440</u>	may use actual if necessary

Applying for Financial Aid

Students seeking financial aid should apply to all possible sources. Information about financial aid and application forms are available from the Financial Aid Office. Students must complete the Free Application for Federal Student Aid (FAFSA) or the Renewal Application for Student Financial Aid and authorized WETCC to receive the data by using our school code: 039214. Additional documentation including signed tax returns, W-2's and the Institutional Verification Worksheet may be requested during the review process. Students are required to also complete the Institutional Financial Aid Application, American Indian College Fund Application, and a MN State Residency Verification Form.

Students who are enrolled members of the White Earth Band of Chippewa should complete an application for funding to the White Earth Scholarship Program. Students who are enrolled members or descendants of any tribe should complete an application for funding from the Minnesota Indian Scholarship Program. All of these forms are available in the Financial Aid Packet available in the Financial Aid Office.

Students must meet eligibility criteria for each of the programs. Private scholarships and outside agencies, such as Department of Rehabilitation Services, Veteran's Services and Bureau of Indian Affairs establish their own individual guidelines for student eligibility. Federal assistance, such as Federal Pell Grants require that students:

- Demonstrate financial need
- Have a high school diploma or equivalency
- Be enrolled as a regular student in a degree program
- Be a U.S. citizen or eligible non-citizen
- Maintain satisfactory academic progress
- Provide a valid social security number
- Register with Selective Service Administration, if a male over 18
- Not have a drug offense conviction
- Be in good standing on previously received financial aid (not in default or overpayment)
- Enroll each term in courses eligible for financial aid

Aid applications should be completed and submitted as early as possible after January 1 to assure fullest consideration for the next financial aid award year July 1-June 30th. Students must apply each year.

We recommend all students to complete the online FAFSA. It can be done online at www.fafsa.ed.gov by the student themselves, or with assistance from the financial aid office on the Financial Aid Access on the Web FAFSA site.. Returning students must complete a Renewal Application for Federal Student Aid or a PIN number to sign the renewal FAFSA on the web.

Verification

The federal processor selects certain student financial aid applications (FAFSA applications) for verification. Students selected are required to submit a copy of student and/or spouse and parent federal tax return information (usually the prior year tax return), a verification worksheet, and documentation of untaxed income. Other documentation may be required as needed. The Financial Aid Office will send notification to students of all required documentation. Processing of a student financial aid file and awarding will take place once all required documentation is received.

The deadline for verification is set at 14 calendar days from the letter or notice sent from the financial aid office

If financial aid is not completed by the stated deadline, the financial aid may be delayed. Title IV aid disbursement cannot be made until verification has been completed. Failure to submit appropriate documentation results in forfeiture of financial aid eligibility.

Aid Awards and Renewals

The academic period for awarding is one financial aid year (July 1-June 30th) including Fall/Spring/Summer semesters. Students will normally be awarded for Fall/Spring semesters with any remaining eligibility awarded for summer.

Initially, awards will be based on the estimated enrollment selected on the FAFSA and will be adjusted according to the registered number of credits on the last day of registration, at recalculated at the end of the add/drop date for each semester. Financial aid will be adjusted for dropped classes and withdrawals as well as late-starting classes.

All students receiving financial aid awards are notified with an institutional award letter. The letter contains the following information:

- Students cost of attendance
- Total expected family contribution
- Student's unmet financial need
- Name of award program
- Amount of award for each semester
- Total amount of award the academic year
- Annual Federal Pell Grant entitlement figures for full-time, $\frac{3}{4}$ time, $\frac{1}{2}$ time and less than $\frac{1}{2}$ time enrollment
- Decline column

A student's total award package may not exceed the individual student's financial need. Financial need is calculated as follows:

- Students Annual Cost of Attendance
- Total Expected Family Contribution
- = Student's Financial Need

The student should review award letters carefully. If the student wants to decline an award, the decline box next to the appropriate award (s) should be checked and returned to the Financial Aid Office.

To accept the award as listed on the award letter, it is not required to return the award letter. If the office does not receive notice to reduce or cancel awards, it is assumed that the student accepts all awards.

Enrollment Levels for Financial Aid Purposes

Full-time	12 or more credit hours (15 credit hours for MN State Grant)
¾ time	9-11 credit hours
½ time	6-8 credit hours
Less than ½ time	Less than 6 credit hours

Any courses for which there is an “I” grade on your transcript for a previous enrollment period will not be counted toward your level of enrollment for a current semester for financial aid. An “I” grade means you agreed to complete the course by the specified date without re-enrolling.

Disbursement of Financial Aid

Financial aid program disbursements are applied to tuition fees and book charges on student's accounts before overages are given to students. The student must sign a certification statement located on the Institutional Aid Application that allows WETCC to apply Federal Title IV funds and other funds to tuition fee and book charges.

The full semester Pell grant award will be distributed within 14 days of the add/drop deadline each semester. Other grants and scholarships will be distributed as they are received from outside sources after applied to students' accounts.

For applications received after the semester begins, disbursements will be made upon file completion, verification, if required, and eligibility of the student for disbursement. Eligibility for each program varies.

Remaining funds will be issued to students within 10 days of the disbursement by the Business Office and will be mailed to all students using the address on file with the Financial Aid Office. It is the student's responsibility to ensure that the address on file is always current.

Dropping Classes

Students are responsible to formally drop classes for which they do not wish to attend. Failure to drop by the add/drop date each semester as advertised in the campus schedules may result in charges to the student account.

Complete Withdrawals

Students who completely withdraw from a semester and receive Federal financial aid may have to repay some or all of the aid received (see Return of Title IV funds). Withdrawals may also affect availability of future financial aid (see Satisfactory Academic Progress). Contact the Counseling department and the Financial Aid Office before withdrawing to determine the effects of the withdrawal.

Federal funds may not cover all unpaid institutional charges due to the institution upon the student's withdrawal.

Administrative Withdrawal:

White Earth Tribal and Community College reserves the right to withdraw a student from enrolled courses. The purpose of administrative withdrawal is to limit the financial liability and academic consequences for the student and the financial liability of the institution. Some reasons for administrative withdrawal include, but are not limited to, not beginning attendance in registered class at all, missing four consecutive classes in all registered classes (whether excused or unexcused), gross misconduct, and academic dishonesty.

The student will remain responsible for any financial liability, less applicable refunds, they have incurred and for any academic consequences due to this administrative withdrawal.

Faculty members are responsible for contacting our outreach coordinator, Emma King. Our outreach, retention, and tutoring coordinator is responsible for staying in touch with those students who are have academic alerts due to non-attendance or any other reason. She may be able to assist with setting up tutoring, or counseling the student as to the reason for absences, and placing to referrals to local agencies that may be able to assist. She keeps track of students' absences and gives them warnings. If they have missed four consecutive classes in all classes registered for, she must report this to admissions and financial aid and an academic withdrawal may be done.

Unofficial Wthdrawal

Students who do not formally notify the college in writing, by phone, or otherwise, and are no longer attending, are unofficially withdrawn. When calculating eligibility for aid, the college uses the last date of attendance.

Federal Return of Title IV Funds

Students receiving Title IV funding (Federal Pell Grant) who completely withdraw or are academically withdrawn from all classes are required to have earned aid evaluated through the federal formula established in the federal financial aid reauthorization. Unearned aid is returned to the federal financial aid programs. Students not receiving Title IV federal financial aid who paid for all expenses out-of-pocket will receive a refund based on institutional policy. The amount of federal funds returned to the federal programs will be determined based on the date the institution received notification of the intent to withdraw, using last date of attendance, or the last college activity participated in. All federal funds are earned fully after the 60% point of the semester. All complete withdrawals from the College are processed in the Registrar Office. Copies of the withdrawal or academic withdrawals are automatically forwarded to financial aid for notification.

Reporting Additional Financial Aid Resources

Students are required by federal regulations to report all sources of financial aid assistance to the Financial Aid Office. All resources of aid must be included in the student's financial aid award package to ensure an over award has not occurred. Failure to report additional sources of financial assistance may result in repayment of part or all aid received for the payment period for the academic year.

Late Financial Aid Awards

Awards made by the Financial Aid Office or notification of additional aid by the student or an outside source after the initial award letter is mailed may result in the adjustment of awards. Adjustments are made to ensure compliance with individual program requirements and to avoid over awards in the total award package. Revised award letters are mailed as adjustments are made.

Aid for Attendance at Two Institutions Simultaneously

Students attending WETCC and another eligible institutions simultaneously may only receive federal and state financial aid at one institution for the same payment period. Generally, the school granting the degree is the school providing the financial assistance.

A consortium agreement will need to be signed by the student as well as the financial aid departments of both schools in order to get full financial aid assistance for the total amount of credits.

Personal Student/Parent Documentation

All paperwork submitted to the Financial Aid Office is held in strict confidence under the guidelines of the Privacy Act. Required personal documentation must be maintained in the student files according to current federal regulations. Students should retain a copy of all documents for their own records. If the student requests a copy of documentation from their file, a signed request by the student is required for student information and a signed request by the parent is required for parent information.

Summer Financial Aid

A separate summer application is required for financial aid. Summer financial aid is considered a part of the preceding academic year and a complete aid application for that year must be on file. Students who did not receive their full Pell or Minnesota grant Fall or Spring during the current academic year may be eligible for the remainder during the summer term. Full-time enrollment for summer remains at 12 credit hours (15 for the Minnesota grant). For mini-sessions or any class that begins for summer school after July 1st, it must be included in the next academic year.

Types of Financial Aid

Federal Pell Grant

Eligible undergraduates may receive up to \$4,310 per year from the Federal Pell Grant program. Determination of eligibility is not made by the college but through the FAFSA Application. These awards are pro-rated depending on the actual enrollment level of the student per semester. This is an entitlement program from which all students who meet requirements will receive an award.

Federal FSEOG Grant (Supplemental Educational Opportunity Grant)

The FSEOG is part of the campus based programs which WETCC applies for and receives funds from the federal government as part of a competitive application process, then awards funds to eligible students. The FSEOG program provides grants to qualified students who demonstrate financial need. The grant must first be awarded to students with the lowest expected family contribution (EFC) who will also receive Pell grants in that award year. FSEOG is available only to undergraduate students who have not yet earned a bachelor's or first professional degree. Grants range from \$100 per year.

Federal Work Study

The FWS Program provides part-time employment, both on and off campus, to students with financial need who will thus be able to meet at least part of that need by working during the period they are attending classes. FWS assistance is often awarded in combination of other forms of aid. The program is intended to broaden the range of job opportunities for qualified students. FWS is available to undergraduate or graduate students and is awarded as funding allows.

ACG/SMART Grant

The Higher Education Reconciliation Act created two a new grant program which all institutions are required to participate. Full time students who have completed a rigorous secondary school program after January of 2006, are in their first or second year in their program of study, and is a Pell grant recipient in the award year, as well meeting all other Title IV eligibility criteria may be eligible for an ACG grant.

Minnesota State Grant

Minnesota residents who enroll at WETCC may qualify for and through the Minnesota Grant Program from the MN Higher Education Office with eligibility for up to four years of full-time equivalent enrollment. Awards are prorated when enrollment is less than 15 credits per term. Students must apply annually. Students must verify residency. This program is designed to be a supplement to the Federal Pell Grant.

State Work Study

This program provides students with monetary assistance to meet their educational expenses through employment either on or off campus. The student must be a Minnesota resident attending a MN school for at least six credits per term.

Postsecondary Child Care Grant

This program is to provide financial assistance to postsecondary students with financial need who require child care assistance for their dependent child(ren) who is an eligible child (12 and under or 14 and under if documented handicap) and do not receive funds from the Minnesota Family Investment Program (MFIP). At least half-time enrollment is required for undergraduate students who have not completed the equivalent of four full-time years of postsecondary education. The eligible child must meet the requirements for inclusion in the student's or parent's household size as specified for the federal need analysis formula. They must have an eligible child care provider in addition to other requirements. There is a separate application for this program that students may request from the financial aid office. An application must be filed by the add/drop date of each semester in order to be considered for funding. If funding is utilized, further applications will be placed on a waiting list.

Student Loans

WETCC does not participate in the student loan program; however, students still will be ineligible for other aid if in default on a student loan from a previous college.

White Earth Scholarship Program

Students enrolled in the White Earth Band of Chippewa Indians may be eligible for the White Earth Scholarship Program through the White Earth Reservation Tribal Council. Students are responsible for submitting all required information to the scholarship program. WETCC submits a budget sheet when award letters have been completed. Application materials and guidelines are available in the financial aid package of WETCC. Please contact White Earth Scholarship Program for questions: 218-983-3285.

American Indian College Fund

The American Indian College Fund (AICF), a fundraising organization supporting tribal colleges became fully operation in September 1989. WETCC receives a yearly allocation from AICF to be used for Indian and non-Indian scholarships according to specific guidelines they give. The application necessary is in the WETCC financial aid packet.

Minnesota Indian Scholarship Program

Native American students who are $\frac{1}{4}$ or more Indian ancestry or enrolled in any tribe may apply for funding through the MISP. White Earth enrollees must also apply for White Earth Scholarship funds in order to be eligible for this program. There is a maximum amount for undergraduates of \$4,000 per year.

Other Scholarships

Private scholarships, foundations, employers, and other agencies may provide scholarships. It is the student's responsibility to apply for any and all scholarships possible to complete their financial aid need. Some web sites, which are good sites to search for need-based and merit-based programs, are:

www.fastweb.com

www.finaid.org

www.collegenet.com/mach25/

Satisfactory Academic Progress for Academic and Financial Aid

Standards of academic progress are established to require students to progress satisfactorily and timely toward the completion of their degree, diploma, or certificate. Additionally, federal and state regulations require that recipients of federal and/or state financial aid make satisfactory academic progress towards a degree, diploma, or certificate to remain eligible for aid. In compliance with federal regulations, the college has established and will apply the following standard of academic progress to all students. The qualitative and quantitative standards of this policy are cumulative and include all periods of enrollment, whether or not a student received financial aid. The Registrar's Office is responsible for implementing and monitoring the satisfactory academic policy. SAP will be evaluated for all students at the end of each semester, fall, spring, and summer. Any non-standard session courses shall be evaluated during the semester in which they are transcribed.

Students are responsible for their academic progress and for seeking assistance when experiencing academic difficulty. Students are encouraged to work closely with their advisor or Emma, Outreach/Retention/Tutoring Coordinator.

Qualitative Measure

All students must maintain a minimum cumulative GPA of 2.0. This is evaluated at the end of each semester.

Grades of A, B, C, D, and N/C shall be included in the GPA calculation.

Quantitative Measure

All students are required to successfully complete a minimum of 67% of cumulative attempted credits. This is evaluated at the end of each semester. Successfully completed credits include A, B, C, D, and P.

Maximum Time Frame

Students whose cumulative attempted credits exceed 150% of the credits required to complete their intended degree are not eligible for financial aid. The maximum time frame will be evaluated at the end of each semester. Up to 15 remedial and developmental credits shall be excluded from maximum time frame calculation. Maximum time frame for students with a program change, students enrolled in consecutive programs or with previous degrees may be based on specific curricular requirements on an individual basis as defined by the Academic Dean or advisor and the Registrar's Office.

Failure to Meet SAP (Probation and Suspension)

If a student has failed to meet either the qualitative or quantitative requirements at the end of the semester, the student will be placed on academic and financial aid probation for one semester. They will remain eligible to enroll and eligible for financial aid during this probationary period. At the end of the probationary semester, their SAP will be calculated again, if they still fall below the requirements, they will be placed on academic and financial aid suspension for one

semester. The student is not eligible to register or receive financial aid for that semester. They may reenroll the following semester. The second suspension lasts for one academic year. The third suspension shall be permanent.

Failure to Meet SAP (Suspension)

If at the end of a semester, a student has reached the maximum time frame measurements, the student shall be suspended from financial aid eligibility immediately upon completion of the evaluation.

Appeal Process

Financial aid suspension status may be appealed to the Office of Financial Aid. Appeals are made on the basis on extraordinary or mitigating circumstances (major illness, death in the family, serious accident, etc.), or the successful completion of additional coursework. Each case is reviewed individually by the Appeal Committee. The appeal committee consists of the financial aid administrator, one faculty person, the retention counselor, and a person from the business office. Upon written request for an appeal with sufficient documentation, financial aid eligibility may be reinstated for one term with continued financial aid eligibility contingent upon the student's satisfactory completion of terms established by the Financial Aid Appeal Committee. A decision on written appeals with adequate documentation must be made within 7 business days.

Academic suspension status for insufficient GPA may be appealed to Academic Affairs. The review will be handled by the Academic Dean.

Students not satisfied with an adverse decision may submit their appeals to the Board of Trustees.

Notification

Students who fail to meet the minimum standards will be notified by letter when they are placed on probation or suspension.

Treatment of Grades

*Credits attempted: the number of credit hours for which a student is officially enrolled at the end of the free drop/add period each semester. Credits with grades of N/C, I, W count as credits attempted.

*Credits earned: grades designated as A, B, C, D (including pluses and minuses). Credits with grades of N/C, I, and W do not count as credits earned. Remedial and development classes are given Pass (P) or Fail (F) designations and are not included in the SAP calculations.

*GPA calculation: includes grades of A, B, C, D, and N/C and pluses and minuses associated with a letter grade.

*Percentage completion is calculated by dividing the number of earned credits by the number of attempted credits (cumulative).

*Repeated courses: Students who repeat a course may receive financial assistance more than once for enrollment in the same course. Each enrollment is included in calculating the percentage of successfully completed credits at the end of the semester, and the total number of attempted credits is used to determine length of eligibility. Repeating a grade results in the

removal of the previous grade. When a course is repeated more than once, only one previous grade can be removed from the GPA calculation. If a student receives anything higher than a D, they course may not be retaken for a higher grade.

*Transfer credits: Transfer credits accepted and applied toward a student's program or degree do not count toward calculation of cumulative completion percentage or in calculating cumulative GPA, but they do count in the maximum credits attempted calculation.

Remedial classes (any classes before the 100 designation) are included in the attempted credits, however, they will not be included in the GPA.

Reestablishing Eligibility for Financial Aid After Suspension

Students who have been placed on probation or suspension may only retain or regain eligibility through the appeal process or when they meet the SAP policy (qualitative and quantitative).

Paying for classes out of pocket or sitting out a period of time in and of itself is not sufficient to re-establish a student's financial aid eligibility.

Appeals

Financial aid suspension status may be appealed to the Office of Financial Aid Appeal Committee. Most appeals are made on the basis of mitigating circumstances (major illness, death in the family, serious accident, ...etc.), or the successful completion of additional coursework. Programs that require additional time must have individual approval through the appeal process. Students must submit for review an academic plan approved and signed by their advisor indicating the terms remaining for degree completion and a projected graduation date. Submission of an appeal does not indicate automatic approval. Each appeal will be reviewed on a case-by case basis.

Academic Policies

Attendance and Participation

Students are expected to attend all scheduled classes. In case of absence, it is the responsibility of the student to arrange for completion of class work. Attendance may affect the student's grade because of missed instruction and/or in-class or laboratory activities. Absences should be discussed with the instructor. It is the student's responsibility to read each instructor's syllabus.

Academic alerts may be issued after two consecutive absences. These absences are followed up by the Outreach, Retention, and Tutoring Coordinator. A student may receive an academic withdrawal for four consecutive absences in all classes registered or for not beginning attendance in any classes at all.

Semester System

WETCC follows a semester calendar, with two academic terms scheduled between the end of August and the end of May. A summer term is scheduled for June and July. Please refer to the academic calendar for specific dates.

Credit Load

The credit load for a full-time student is usually from 12 to 18 credits per semester. Students who wish to register for more than 18 credits must discuss their plans with an advisor and receive prior approval.

Course Load Limitations

The average course load for a regular full-time student is a minimum of 12 credit hours. Students can enroll for a maximum of 18 credit hours. A student who desires to take more hours than the maximum must petition the academic dean to request approval of the overload. A student who carries an overload must hold a cumulative GPA of 2.5. The maximum course load for a student on probation is 12 semester hours of academic credit.

The summer session full time load is 6 credit hours. For financial aid however, it remains at 12 for full-time enrollment. A student may increase the credit hour load with the permission of the academic dean.

Grading System/Grade Point Average (GPA)

All academic work is expressed in terms of semester credit hours. The semester hour is the unit of credit and represents one hour of class instruction or two hours of directed laboratory work per week for a semester term.

A class period is approximately 50 minutes in length, except for laboratory work. Exact distribution of time may vary with the type of course. Check with the class schedule for reference.

All study for credit is recorded by letter symbols, each of which carries a value in honor points per credit hours.

Letter grades will be assigned in each course as an evaluation of student achievement. The student's overall progress is measured by the grade point average, which is determined by dividing the sum of the grade points earned in all letter-graded courses (A-F) by the sum of all credits earned in those courses. The following grading policy is used:

Grade	Definition	Grade Points/Credit
A	Superior	4.0
B	Above Average Achievement	3.0
C	Average Achievement	2.0

D	Below Average Achievement	1.0
NC	No Credit	0.0
P	Passing (not calculated into gpa for Those courses specifically designated as pass/no credit)	

Pass/Fail Grading System

A student may elect to take courses for Pass/Fail grades under the following conditions:

1. Consent of the advisor and the instructor must be obtained for complete registration.
2. A student may register for only one pass-fail course per semester.
3. A maximum of 12 semester hours of “P” grades from WETCC will be accepted toward an Associate Degree for any student.
4. Pass/Fail may be used only for elective credits.

A student should understand that it might be difficult to have courses with pass “P” grades accepted in transfer to another institution of higher education. The “P” indicates that the credit earned counts toward the total credit required for graduation. However, the credits with the grade of “S”, “P” or “AU” are not used in the calculation of the grade point average.

In addition to grades, the following symbols may be used:

I (Incomplete) denotes lack of completion of the course during the semester in which it was offered. The grade of “I” is assigned only in exceptional circumstances and is a temporary grade. It will be given only to students who cannot complete the work of a course on schedule because of illness or other circumstances beyond their control.

A student has a specific time period to complete the incomplete grade. Any incomplete grades carried beyond the approved time will be changed to NC, unless special arrangements have been made with the instructor. Students are given four (4) weeks from the beginning of the next semester to complete the missing course work.

For example, if a student receives an incomplete grade for Fall semester, the student has until the end of the fourth week of classes of Spring semester to complete the course work. If a student receives an incomplete grade for Spring semester, the student has until the fourth week of classes of the next Fall semester to complete the course work.

Students who do not complete their work within the required time period are held responsible for the total cost of the tuition, books, and fees for that particular incomplete course.

Should a student re-enroll in a course, which the grade of “I” was recorded and subsequently re-entered as a “NC” grade, the new final recorded grade will be computed in the GPA. Tuition and fees will be assessed as a new course at the time of enrollment.

NOTE: Students on Academic Probation will not be allowed to receive an incomplete grade from an instructor.

W (Withdrawal) denotes complete withdrawal from a course within the drop period. W is non-punitive and is used only when the student completes the proper withdrawal procedures. Withdrawals are not permitted following the conclusion of a course.

Repeating a course

Students who receive a grade of D, F or NC may repeat the courses in which they received these grades. Students should discuss their intentions with an advisor. Both the old and new grades remain on a student transcript, but only the new grade will be used to calculate the grade point average. Repeat grades will count as credits attempted.

Satisfactory Academic Progress Policy

WETCC maintains an open door admission policy, assesses students admitted, and provides programs to support students' success. However, students must perform at an acceptable academic level to continue enrollment and to receive financial aid.

Standards of academic progress are established to require students to progress satisfactorily and timely toward the completion of their degree, diploma, or certificate. Additionally, federal and state regulations require that recipients of federal and/or state financial aid make satisfactory academic progress towards a degree, diploma, or certificate to remain eligible for aid. In compliance with federal regulations, the college has established and will apply the following standard of academic progress to all students. The qualitative and quantitative standards of this policy are cumulative and include all periods of enrollment, whether or not a student received financial aid. The Registrar's Office is responsible for implementing and monitoring the satisfactory academic policy. SAP will be evaluated for all students at the end of each semester, fall, spring, and summer. Any non-standard session courses shall be evaluated during the semester in which they are transcribed.

Students are responsible for their academic progress and for seeking assistance when experiencing academic difficulty. Students are encouraged to work closely with their advisor or Emma, Outreach/Retention/Tutoring Coordinator.

Qualitative Measure

All students must maintain a minimum cumulative GPA of 2.0.

Grades of A, B, C, D, and N/C shall be included in the GPA calculation.

Quantitative Measure

All students are required to successfully complete a minimum of 67% of cumulative attempted credits. Successfully completed credits include A, B, C, D, and P.

Maximum Time Frame

Students whose cumulative attempted credits exceed 150% of the credits required to complete their intended degree are not eligible for financial aid. Up to 15 remedial and developmental credits shall be excluded from maximum time frame calculation. Maximum time frame for

students with a program change, students enrolled in consecutive programs or with previous degrees may be based on specific curricular requirements on an individual basis as defined by the Academic Dean or advisor and the Registrar's Office.

Failure to Meet SAP (Probation and Suspension)

If a student has failed to meet either the qualitative or quantitative requirements at the end of the semester, the student will be placed on academic and financial aid probation for one semester. They will remain eligible to enroll and eligible for financial aid during this probationary period. At the end of the probationary semester, their SAP will be calculated again, if they still fall below the requirements, they will be placed on academic and financial aid suspension for one semester. The student is not eligible to register or receive financial aid for that semester. They may reenroll the following semester. The second suspension lasts for one academic year. The third suspension shall be permanent.

Failure to Meet SAP (Suspension)

If at the end of a semester, a student has reached the maximum time frame measurements, the student shall be suspended from the college immediately upon completion of the evaluation.

Appeal Process

Academic suspension status may be appealed to the Office of the Registrar and will be reviewed by the Academic Affairs Committee. Appeals are made on the basis on extraordinary or mitigating circumstances (major illness, death in the family, serious accident, etc.), or the successful completion of additional coursework. Each case is reviewed individually by the Appeal Committee. Upon written request for an appeal with sufficient documentation, eligibility to register may be reinstated for one term with continued eligibility contingent upon the student's satisfactory completion of terms established by the SAP policy. A decision on written appeals with adequate documentation must be made within 7 business days.

Academic suspension status for insufficient GPA may be appealed to Academic Affairs. The review will be handled by the Academic Dean.

Students not satisfied with an adverse decision may submit their appeals to the Board of Trustees.

Notification

Students who fail to meet the minimum standards will be notified by letter when they are placed on probation or suspension.

Treatment of Grades

*Credits attempted: the number of credit hours for which a student is officially enrolled at the end of the free drop/add period each semester. Credits with grades of N/C, I, W count as credits attempted.

*Credits earned: grades designated as A, B, C, D (including pluses and minuses). Credits with grades of N/C, I, and W do not count as credits earned. Remedial and development classes are given Pass (P) or Fail (F) designations and are not included in the SAP calculations.

*GPA calculation: includes grades of A, B, C, D, and N/C and pluses and minuses associated with a letter grade.

*Percentage completion is calculated by dividing the number of earned credits by the number of attempted credits (cumulative).

*Repeated courses: Students who repeat a course may receive financial assistance more than once for enrollment in the same course. Each enrollment is included in calculating the percentage of successfully completed credits at the end of the semester, and the total number of attempted credits is used to determine length of eligibility. Repeating a grade results in the removal of the previous grade. When a course is repeated more than once, only one previous grade can be removed from the GPA calculation. If a student receives anything higher than a D, they course may not be retaken for a higher grade.

*Transfer credits: Transfer credits accepted and applied toward a student's program or degree do not count toward calculation of cumulative completion percentage or in calculating cumulative GPA, but they do count in the maximum credits attempted calculation.

Remedial classes (any classes before the 100 designation) are included in the attempted credits, however, they will not be included in the GPA.

Definitions/Conditions

Registered Credits: credits for which a student is officially enrolled at the end of the registration drop period each term.

Cumulative Credits: total number of credits for all periods of enrollment, including summer terms or terms from which the student did not receive financial aid.

Earned Credits: successfully completed credits counted toward the required percentage of completion; includes only A, B, C, D, P and does not include audits, F, I, NC or W grades.

Completed Credits: credits completed that may be used to disburse financial aid; includes only A, B, C, D, P grades.

Grade Point Average: calculated using a grade point value for grades of A, B, C, D, and F. (Although P will count as a credit earned, they carry no grade point value)

Incompletes: temporary grade assigned only in exceptional circumstances. I grades automatically become NC at the end of the next term period if requirements to complete coursework have not been met.

In Progress: temporary grade (IP) assigned to courses that are still in progress

Withdrawals (W): withdrawing from a course before the end of the term. W's are included when evaluating a student's percent completion, but not when determining their GPA.

Repeat Credits: repeats are allowed in order to improve a grade if they are needed to meet degree requirements.

Transfer Credits: credits earned at another college are not included when calculating GPA or percentage of completion, but are included when calculating maximum time frame.

Consortium/Joint Program Credits: credits accepted for purposes of processing financial aid are included with registered credits.

Grade Reports

Grade will be given to students, either in person or by mail within two weeks of the end of each semester. Grade reports will be withheld from a student who has not satisfied admission requirements, has not returned library materials, has not returned rented materials, or has financial obligations at the college.

Honor Roll/Dean's List

In order to qualify for the Deans List, a student must be registered for a minimum of 12 credit hours. Courses with "P" or "S" grades are not computed in the GPA and will not generate honor points. A student with a 4.0 GPA is placed on the Honor Roll. A student with a 3.50 to 3.00 GPA will be placed on the Dean's List. The Honor Roll/Deans list will be posted each semester.

Requesting a Transcript

Students must submit a written request for copies of an Official Transcript. An official transcript is never issued directly to the student. Updated transcripts are not available for at least two weeks after grades are submitted to Student Records Office. Students are encouraged to keep a file of their grades and transcripts. Students may obtain a personal transcript anytime upon request from the Registrar's Office.

General Transfer Information

Transfer Application Deadline for Spring: December 1st
Transfer Application Deadline for Fall: August 1st

Students who have graduated from high school or completed the GED, and who have subsequently attended a post-secondary institution, are classified as transfers in the admission process.

Transfer students must submit the following documents to be considered for admission:

1. WETCC Application for Admission
2. **Official** transcript(s) of **ALL** previously attended post-secondary institutions.
Official transcripts must be sent directly from the previous college Registrar's Office to

the WETCC Office of Admissions. Faxed student or unofficial copies are not considered official transcripts. Failure to declare all previous post-secondary attendance is regarded as a serious offense and may result in dismissal from the University and the withdrawal of all credits completed.

3. **Official** High School Transcript or GED scores.
4. Attend Orientation

Please Allow 2-3 weeks processing time for admission to the college. If transcripts are under a different name, due to a legal name change, it is your responsibility to have the name corrected so that the application and transcripts can be matched. Please remember to submit a final transcript if you are currently enrolled.

Transfer Admission Requirements:

High school graduation, or the GED, is required for admission. Transfer students who have completed a minimum of 24 academic semester credit hours, or 36 academic quarter hour credits from a regionally accredited college or university with a minimum cumulative 2.0 GPA generally will be admitted as a transfer student to WETCC. Students who have completed fewer than 24 academic semester credit hours are required to provide both their college and high school records to determine admission eligibility.

A high school transcript, and other supporting material, will also be required for academic transfer appeals. **WETCC recognizes and upholds academic suspensions from other post-secondary institutions.** Prospective students under suspension from another institution will not be considered for admission until one academic term has passed since the suspension. Summer session does not count as a term. Violation of this regulation will be regarded as a serious offense and may result in dismissal from the college and the withdrawal of all credits completed.

Students may apply for admission before completion of studies at another college, but a final transcript must be forwarded before enrollment. Applicants are generally granted admission if they meet automatic admission requirements for freshmen and are in good academic standing. WETCC reserves the right to revoke admission to those students who, after final grades are received, do not meet the minimum GPA.

Although a 2.0 GPA is required for admission, a higher GPA may be required for entry into some academic departments.

Planning to Transfer?

Minnesota's public colleges and universities are working to make transfer easier. You can help if you plan ahead, ask questions and use pathways created by transfer agreements.

Preparing for transfer if you are currently enrolled in a college or university:

1. Discuss your plans with the campus transfer specialist.
2. Call or visit your intended transfer college. You should obtain the following materials and

information: college catalog; transfer brochure; information on admission criteria and materials required for admission, e.g. portfolio, transcripts, test scores; note that some majors have limited enrollments or their own requirements such as a higher grade point average; and information on financial aid (how to apply and by what date).

3. After you have reviewed these materials, make an appointment to talk with an advisor/counselor in the college or program you want to enter. Be sure to ask about course transfer and admission criteria.

If you are not currently enrolled in a college or university, you might begin by meeting with a transfer specialist or an admission officer at your intended transfer college to plan the steps you need to take.

How transfer of credit works

- The receiving college or university decides what credits transfer and whether those credits meet its degree requirements. The accreditation of both your sending and your receiving institution can affect the transfer of the credits you earn.
- Institution accepts credits from courses and programs like those they offer. They look for similarity in course goals, content, and level.
- Not everything that transfers will help you graduate. Baccalaureate degree programs usually count credits in three categories: general education, major/ minor courses and prerequisites, and electives. The key question is: Will your credits fulfill requirements of the degree or program you choose?
- If you change your career goal or major, you might not be able to complete all degree requirements within the minimum number of graduation credits required.

Applying for Transfer Admission

1. Application for admission is always the first step in transferring. Fill out the application as early as you can prior to the deadline. Enclose the application fee.
2. Request that official transcripts be sent from every institution you have attended. You might be required to provide a high school transcript or GED test scores as well.
3. Re-check to be certain you supplied the college or university with all of the necessary paperwork. Most colleges make no decisions until all required documents are in your file.
4. If you have heard nothing from your intended college of transfer after one month, call to check on the status of your application.
5. After the college notifies you that you have been accepted for admission, your transcript credits will be evaluated for transfer. A written evaluation will tell you which courses transfer and which do not. How your courses specifically meet degree requirements may not be decided until you arrive for registration or have chosen a major.
6. If you have questions about your evaluation, call the Office of Admissions and ask to speak with a credit evaluator. Ask why judgments were made about specific courses. Many concerns can be cleared up if you understand why decisions were made. If not satisfied, you can appeal. See "Your Rights as a Transfer Student."

Your Rights as a Transfer Student

- A clear, understandable statement of an institution's transfer policy.
- A fair credit review and an explanation of why credits were or were not accepted.
- A copy of the formal appeals process.

Usual appeal steps are:

1. Student fills out an appeal form. Students may also include supplemental information such as: a course syllabus, course description, or reading list.
2. Department or committee will review appeal.
3. Student receives, in writing, the outcome of the appeal.
4. At your request, a review of your eligibility for financial aid or scholarships.

For help with your transfer questions or problems, see Deb Bakken, located in Waadookoodaading, the telephone number is 936-5731.

FERPA

Student Records Confidentiality Policy /Student Privacy Act of 1974

Students have the right to access any and all information kept on them in the Admissions, Registrar's and Financial Aid Offices. Having access means they have the right to inspect, review, and challenge the accuracy of the contents. Students, regardless of their age, who are enrolled at the college have a legal right to control access to their private data, as authorized by law. WETCC will release directory information upon request unless students specifically notify the Registrar's Office that they do not want this information released. Student records of personal, private or confidential information are maintained by and available to authorized staff members. This policy may vary for students under eighteen years of age.

Additionally, authorized state and federal entities may obtain access to such records to conduct educational studies or other business authorized by law. Such agencies included but are not limited to: United States Department of Education and United States Veterans Administration. Anyone else wishing access to the confidential items in a student's file must receive permission in writing from the student.

The following items will be considered as "directory information" and as such will be available to the public, unless the student informs the Registrar's Office that he or she does not want this information dispersed to the public: student's name, address, telephone, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent previous educational agency or institution attended.

Any other information kept on file will be considered confidential and available only to the student, with the following exceptions:

A) Admissions and Registrar's Office personnel;

- B) Officials of other schools to which the student is seeking admission;
- C) Financial Aid office personnel;
- D) Authorized representatives of
 - a. An administrative head of an educational agency, or
 - b. State and tribal educational authorities;
- E) State and local officials or authorities to which such information is specifically required to be reported or disclosed pursuant to state statute adopted prior to November 19, 1947;
- F) Organizations conducting studies for, or on behalf of, educational agencies or institutions for the purpose of developing, validating, or administering predictive tests, administering student aid programs, and improving instruction, if such studies are conducted in such a manner as will not permit the personal identification of students and their parents by persons other than representatives of such organizations, and such information will be destroyed when no longer needed for the purpose for which it was conducted;
- G) Accrediting organizations in order to carry out their accrediting functions;
- H) Parents of a dependent student in connection with an emergency, appropriate persons if the knowledge of such information is necessary to protect the health or safety of the student or other persons.

Anyone else wishing access to the items in a student's file which are considered confidential must receive permission from the student in writing. A record will be kept in the student's file of all individuals, agencies, or organizations, which have requested or obtained access to a student's educational records. This record will indicate the legitimate interest that such a person, agency, or organization has in obtaining this information.

Solomon Amendment Implications

This amendment overrides the Family Education and Privacy Act. This amendment pertains to military recruitment. The following directory type information may be given to an inquirer without written authorization from the student:

- Name
- Program enrolled
- Enrollment Status (enrolled, graduate, withdrawn, part-time, full-time)
- Number of credits currently taking
- Diplomas or Certificates awarded
- Honors
- Date of Completion
- Student picture, videotaped, or computerized images

Any student wanting this information to stay confidential must inform the Registrar in writing. For further information on your rights to confidentiality see the Family Education Rights and Privacy Act of 1974 (FERPA).

Solomon defines a “student” as a person over the age of 17 years of age enrolled in one or more credit hours at the institution.

For inquires please contact:

Family Policy Compliance Officer
U.S. Dept of Education
400 Maryland Ave SW
Washington D.C. 20202-4605

WETCC Directory Information

WETCC considers the following “directory” public information; this information may be given to an inquirer without student consent.

Name, Address, Telephone Number, E-mail
Program enrolled
Dates of Attendance
Enrollment Status (enrolled, graduate, withdrawn, part-time, full-time)
Number of credits currently taking
Diplomas or Certificates awarded
Honors
Date of Completion
Student picture, videotaped, or computerized images

The college will not release information other than what is considered directory information, without the prior consent of the student. Student must sign a Consent of Release Form.

Student Responsibilities

Each WETCC student has responsibility for complying with the instructions and regulations set forth in this catalog, for selecting courses that will satisfy his/her educational objectives, and for satisfying course prerequisites. Advisors are always available and willing to assist students.

The College does not assume responsibility for student misinterpretation of policies and procedures presented in this catalog. Any question concerning the content should be referred to the Admissions Office or the assigned Academic Advisor for the student

Student Conduct Code

Students are expected to adhere to traditional Ojibwe ancestral values such as honesty, humility, wisdom, truth and respect in their efforts to attain an education. To do otherwise diminishes the value and integrity of your education and degree from WETCC. In order to protect the worth of

your academic achievements we expect students to avoid cheating, plagiarism and other forms of academic dishonesty, which include but are not limited to the following:

- Cheating is the unauthorized copying or sharing of information by any party by any means, such as verbal, electronic, written, and unwritten.
- Plagiarism is unacknowledged use of the ideas, words, and images (print or computer media) of others that are not public knowledge whether or not the intent is to present it as your own.
- Academic dishonesty is defined as any acts designed to circumvent the honest, moral completion of an individual's assignment or test and might include unauthorized use of notes, textbooks, and computer media during an exam, or to threaten or coerce an instructor.
- Knowingly furnish false or misleading academic information to college officials.

Student Conduct Policy

The WETCC has decided policy by identifying WETCC interests holistically. These interests provide a substantial foundation for adhering to WETCC code.

1. The WETCC has a primary concern with matters, which interrupt or impose on academic achievement and integrity.
2. The WETCC has a fundamental concern with conduct which breaches the peace, causes disorder, and substantially interferes with the rights of others.
3. The WETCC has a special interest in behavior, which threatens, or actions, which imperil the physical and mental health and safety of members of the college community.
4. The WETCC has an obligation to protect its property and the property of members of its community from theft, damage, destruction, or misuse.
5. The WETCC has a commitment to enforce its contractual agreements.
6. The WETCC has an obligation to support and be guided by laws of the land.
7. The WETCC has a concern about behavior inconsistent with an educational climate.

WETCC is committed to maintaining a community free from violence, threats, and intimidation; protective of free inquiry; respectful of the rights of others; open to change; supportive of democratic and lawful procedures; and dedicated to the rational and orderly approach to human problems.

To safeguard the rights, opportunities, and welfare of students, faculty, and staff, and guests of the WETCC community and to ensure protection of the WETCC's interests as it seeks to carry

out its mission on behalf of the community we serve, certain minimum standards have been adopted.

All students at WETCC are responsible for knowing and complying with these standards. Failure to comply may result in disciplinary action up to and including suspension or expulsion.

Student Conduct Code Offences

The following are defined as disciplinary offenses actionable by the WETCC:

1. Scholastic Dishonesty: submission of false records of academic achievement; cheating on assignments or examinations; plagiarizing; altering, forging, or misusing a WETCC academic record; taking, acquiring, or using test materials without faculty permission; acting alone or in cooperation with another to falsify records or to obtain dishonest grades, honors, awards, or professional endorsement.
2. Falsification: willfully providing WETCC offices or officials with false, misleading, or incomplete formation; intentionally making a false report of a bomb, fire, natural disaster, or other emergency to a WETCC official or an emergency service agency; misusing, altering, forging, falsifying, or transferring to another person WETCC issued identification; forging or altering without proper authorization official WETCC records or documents or conspiring with or inducing others to forge or alter without proper authorization WETCC records or documents.
3. Identification and Compliance: willfully refusing to or falsely identifying one's self; willfully failing to comply with a proper order or summons when requested by authorized WETCC official.
4. WETCC Facilities and Services: acting to obtain fraudulently -- by deceit, by unauthorized procedures, by bad checks, by misrepresentation--goods, quarters, services, or funds from WETCC departments or student organizations or individuals acting in their behalf; misuse, alteration or damage of fire-fighting equipment, safety devices, or other emergency equipment or interference in the performance of those specifically charged with carrying out emergency services; wrongful use of WETCC properties or facilities.
5. Disorderly Conduct on the Campus: threats to, physical abuse of, or harassment which threatens to or endangers the health, safety, or welfare of a member of the WETCC community; breach of the peace; physically assaulting another; fighting; obstructing or disrupting teaching, research, administrative, and public service functions; obstructing or disrupting disciplinary procedures or authorized WETCC activities; vandalism.
6. Theft and Property Damage: Theft or embezzlement of, destruction of, damage to, unauthorized possession of, or wrongful sale or gift of property belonging to the WETCC, a member of the WETCC community, or a campus guest.
7. WETCC Rules: violating other WETCC, college, and department regulations that have been posted or publicized. Provisions contained in WETCC contracts with students shall be deemed "rules" under this code.

8. Weapons on Campus: possession of firearms, incendiary devices, explosives, articles, or substances usable as weapons or means of disruption of legitimate campus functions, activities, or assemblies; or using firearms, incendiary devices, explosives, articles, or substances calculated to intimidate, disturb, discomfort, or injure a member of the WETCC community, except in those instances when expressly authorized by the head of a WETCC department whose activities properly require the use or possession of any of the enumerated items.

9. Disruptive Demonstrations: intentional participation in a campus demonstration which disrupts the normal operations of the WETCC and infringes on the rights of other members of the WETCC community; leading or inciting others to disrupt scheduled and/or normal activities of any campus building or area; intentional obstruction which unreasonably interferes with freedom of movement, both pedestrian and vehicular, on campus.

10. Keys: possession, making, or causing to be made any key to operate locks or locking mechanisms on campus without proper authorization or using or giving to another a key for which there has been no proper authorization.

11. Violations of Federal or State Law of Special Relevance to the WETCC: when the violation of a federal or state law, including but not limited to those governing alcoholic beverages, drugs, gambling, sex offenses, indecent conduct, or arson, occurs on campus, the offense will also constitute an offense against the WETCC community.

12. Sound Amplification: using sound amplification equipment such as a bullhorn on campus or in a campus building without written permission of Director of Administration or President's designee, except when such use is authorized for official WETCC purposes.

13. Disruptive Noise: making noise or causing noise to be made with objects and instruments that disturbs classes, meetings, office procedures, and other authorized WETCC activities.

14. Attempt to Injure or Defraud: to make, forge, print, reproduce, copy, or alter any record, document, writing, or identification used or maintained by the WETCC when done with intent to injure, defraud, or misinform.

15. Disruption of WETCC Events: unauthorized entry upon the playing performance area or the spectator areas of any athletic contest, exhibition, or other event.

16. Persistent Violations: repeated conduct or action in violation of the above code is relevant in determining an applicant's or a student's status at WETCC.

Procedures and Sanctions

If any person is found guilty of or pleads guilty to an offense under this code, the sanctions available shall include the following:

1. Warning and Admonition: the issuance of an oral or written warning, admonition, or reprimand.
2. Required Compliance: carrying out a bona fide WETCC rule as a condition for being admitted or continuing membership in the WETCC; restriction of privileges; restitution; withholding of diploma and degree for a specified period of time.
3. Confiscation: confiscation of goods used or possessed in violation of WETCC regulations; confiscation of falsified identification or identification wrongly used.
4. Probation: special status with conditions imposed for a limited time after determination of misconduct.
5. Suspension or Expulsion: termination of status in a given course for not more than one calendar year; termination of student status for not more than one calendar year, indefinite termination of student status.
6. Interim Suspension: the President may, after evaluating the evidence received, the identification of parties, the safety and wellbeing of students, faculty, and WETCC property, and, in those cases where there is an indication that a student's misconduct will be repeated or continued or where the President believes it is necessary to permit the WETCC to carry on its functions, impose immediate suspension with resultant loss of all student rights and privileges, pending hearing before the appropriate disciplinary committee. The student has a right to a prompt hearing before the President or the President's designee on the limited questions of identification and whether suspension should remain in effect until the full hearing is completed.

Student Academic Grievance Policy

Students seeking information regarding the academic grievance policy and procedure or considering a formal grievance action are advised to contact the Registrar.

This policy and procedure is designed to address student grievances in the following areas:

- Grades: Any academic circumstances warranting a possible change of grade.
- Harassment: By an instructor; including abusive language or sexual harassment.
- Discrimination: Unlawful discrimination such as racial or sexual discrimination.
- Violation: By the instructor of an academic contract entered into by a student and instructor.
- Appeals: By students of an allegation of academic cheating, plagiarism, or dishonesty.
- Retaliation: By an instructor against a student that filed a grievance against an/that instructor.
- Disputes: Any other disputes between an instructor and student, which the Academic Dean decides to consider according to these procedures.

The College administration, faculty, and students believe a grievance procedure is necessary to avoid unresolved differences. Consequently, Student Grievance Procedures have been established as a method for resolving student grievances.

A student aggrieved by a decision or action of a WETCC faculty member relative to the areas listed above is required to follow the proper sequence of the grievance process to ensure a resolution.

Student Grievance Procedures

Informal Resolution

Any student having a grievance with an academic decision prepared by a faculty member is to arrange to meet informally with the faculty member to discuss the matter.

Formal Resolution

After an attempt at informal resolution, the individual with an academic grievance will file a written complaint to the faculty member and Academic Dean. During the following scheduled conference will request relief. This document filing must occur within ten (10) school days after the alleged grievance occurrence. If the alleged grievance occurs during the last two weeks of the semester, a written decision by the faculty member must be sent to the student by registered mail within the ten (10) school days after the written grievance has been filed.

A. If the faculty member's decision does not satisfactorily resolve the grievance within five (5) school days of receipt of the decision in (b) above, the student will file the written grievance with the academic dean to request relief. Within two (2) school days of receipt of the written grievance, the academic dean shall send a copy of the grievance to the faculty member. At this point, the academic dean, the faculty member, department chairperson, or student may request that the discussion of the grievance include all four parties. The request of any one of the individuals shall be honored. Joint or separate recommendations by the academic dean shall be sent to the faculty member and the student within ten (10) school days after the written grievance has been filed with them.

B. If the academic dean's action or decision, in the role of a faculty member, is being grieved, and if resolution satisfactory to the student is not reached as outlined in (b) above, a written appeal may be filed with the Academic Grievance Committee as outlined in (d) following: Within five (5) school days of receipt of any recommendation(s) from the Department Chair, the faculty member shall notify the student of acceptance or rejection of the recommendation(s). If the grievance is still unresolved, the student may forward a written appeal to the Academic Grievance Committee within ten (10) school days after receiving the Department chair's recommendation. The proper form on which an appeal is filed can be obtained in the office of the Academic Dean. A meeting of the Academic Grievance Committee must be convened within ten (10) days after the meeting.

The Academic Grievance Committee shall be headed by the academic dean in a committee of faculty members appointed by the College President, with the exception of the faculty member upon whom a grievance has been filed. The committee's hearing of any grievances will be conducted in accordance with the following:

1. Hearings are closed, unless both parties request an open hearing;
2. Hearings are informal, but a taped transcript will be made and filed in the office of the Academic Dean. The tape is to remain confidential, but shall be made available to the student and the faculty member.
3. The faculty member and the student will each have access to the other's written statements prior to the hearing and have the right to offer rebuttal to each other's comments at the hearing;
4. The faculty member and the student may present appropriate testimony and may be advised by a person of their choice.
5. During the hearing and in the presence of the faculty member and the student, the committee may request testimony from at least one consultant from the faculty member's academic discipline.
6. The committee or its advisor may ask relevant questions of the faculty member and the student. The faculty member, advisor, and student may ask relevant questions of the committee. The committee member, the faculty member, the student, and advisor may ask questions relevant to all participants' testimony.
7. Any records of the faculty member or the student deemed pertinent to the appeal will be made available to the committee upon its request. The confidentiality of these records shall be protected.
8. The student may terminate the process at any step with a verbal or written statement or through the act of omission (failure to meet time constraints or procedures). At that time, the College will consider the grievance resolved for all parties involved.
9. The Academic Dean will within (10) school days make a final decision in writing to the faculty member and the student, based on the recommendation of the Academic Grievance Committee. This decision will be final.

Alcohol/Drug-Free Campus Policy

All persons entering White Earth Tribal and Community College must comply with the Alcohol/Drug Free Campus Policy as required by Public Law 101-226, "The Drug-Free Schools and Communities Act Amendments of 1989."

No person may bring, keep or drink alcoholic beverages on college premises or at college functions.

Possession of stimulants, depressants, narcotics or hallucinogenic drugs, including marijuana and other agents having the potential for abuse, is strictly prohibited, except as physician's prescriptions.

Any person found to be possessing, using or distributing such drugs and alcohol will be subject to disciplinary action, which could include prosecution for violation of Tribal, State, or Federal law.

Harassment, Sexual Harassment and Sexual Violence

White Earth Tribal and Community College is committed to ensuring an educational and employment environment free of sexual harassment, sexual violence, or harassment. Harassment of an individual or group on the basis of race, sex, color, creed, religion, age, affectional preference, national origin, disability, marital status, membership or activity in a local commission has no place in a learning environment and is prohibited. This policy is directed at verbal and physical conduct that constitutes discrimination or harassment under state, tribal, and federal law, and is not directed at the content of speech. In cases where verbal statements and other forms of expression are involved, White Earth Tribal and Community College will give due consideration to an individual's constitutionally protected right to free speech and academic freedom.

Complaints of sexual harassment that are issued by college employees or college students will be initially referred to the College Guidance Counselor, who will seek to work with the aggrieved person by informal means, and who will advise the aggrieved person of his/her rights. All complaints will be investigated and appropriate options outlined.

The person complaining of sexual harassment may file a formal complaint with the President of the College and/or the judicial system having jurisdiction over Affirmative Action/Title IX complaints.

All members of the College are expected to report incidents of sexual harassment, sexual violence or assault, or harassment based on gender or sexual orientation. Sexual harassment is a violation of Section 703 of Title VII of the Civil Right Act of 1964, as amended in 1972 (42 U.S.C. S 2000e. ET. Seq.), the Minnesota Human Rights Law 363.03 subdivisions 51, and Title IX of the Educational Amendments (20 U.S.C. 1681, et.seq.) and is punishable under both federal and state laws.

WETCC Concealed Weapons Policy

It is the policy of WETCC to prohibit the concealment of guns in the premises of White Earth Tribal and Community College buildings. Signs are posted at every entrance stating " WETCC

bans guns in these premises” as required by state law. It is the responsibility of our staff to personally notify and demand compliance of this policy.

Campus Crime Report

The purpose of the report is to inform the campus of campus crime prevention programs, crime reporting procedures, emergency response and a three-year statistical history of criminal activity on campus. A copy of the WETCC Campus Security Report is distributed annually and a copy is available at the Registrar’s Office. If campus crime occurs, please report to Academic Dean or Registrar immediately. Local Police dept phone number is: 218 935 2255.

Family Policy Compliance Officer
U.S. Dept of Education
400 Maryland Ave SW
Washington D.C. 20202-4605

Law Enforcement Official Visitation

Law enforcement officials needing to conduct business on campus shall check in with the Registrar’s Office upon arrival. The college official will determine the student’s location and arrange for the officer to meet with the student in a private area. Unless it is necessary for the safety of the students and employees, the officer will not enter the classroom in which the student is located.

In cases of emergency, such as fire alarms or serious injury/accident, officers have the authority to conduct business and perform their duties without contacting designated Administration.

Classroom Behavior

Students are entitled to a classroom environment conducive to learning. Students whose behavior is disruptive either to the instructor or other students will be asked to leave and will be subject to disciplinary action under the terms of the Student Conduct Code.

Statement of Academic Honesty

Plagiarism is the unacknowledged use of another person’s work (either word for word or in the substance of an idea) in one’s own work offered for credit. Plagiarism, cheating, and possession and/or distribution or unadministered examinations may result in suspension, disciplinary action, and/or expulsion from college.

Safety Glasses/Equipment

Minnesota State Law provides that every person shall wear industrial quality eye protection devices when participating in hazardous training activities while in college programs.

WETCC will comply with the law by requiring that all students in hazardous training activities purchase and wear safety glasses with side shields. Individual programs may have additional requirements for student use of person protective equipment.

Course Cancellations

Courses with low enrollment may be canceled. The Registration office will inform the students and advisors when a course is canceled. When WETCC cancels a class and a student adds another class, an add/drop form must be filled out. There is no charge to the student.

Graduation Requirements

A student who receives a degree or certificate from WETCC is required to satisfy the general education requirements as outlined in the selected programs. Students enrolled at WETCC will **have** years in which to complete their work under the terms of the catalog in effect at the time of their first enrollment. Students graduating more **than** years after the date of first enrollment must meet the requirements of the catalog in effect for the year in which graduation occurs.

Associate of Arts Degree

The Associate of Arts degree is awarded to students for successful completion of programs primarily intended to provide a broad liberal arts and sciences background, and to constitute the first two years of four-year degree programs. Associate of Arts degree requirements are as follows:

1. Complete a minimum of 60 semester credits numbered 100 or above with a minimum grade point average of 2.00.
2. Complete with a passing grade **two** courses in Physical Education.
3. Complete at least 20 semester credits at WETCC, including the last 12 semester credits.
4. Complete a minimum of 45 semester credits of general education courses listed in the goal areas as defined by the Minnesota Transfer Curriculum.

Associate of Science Degree

Associate of Science degrees are 60 to 72 semester credits in length and may be awarded for successful completion of a program designed for transfer to a baccalaureate major in a related scientific or technical field, or may be designed for employment. Associate of Science degree requirements are as follows:

1. Complete the required 60 to 72 semester credits numbered 100 or above with a minimum grade point average of 2.00
2. Complete with a passing grade **one** course in Physical Education.
3. Complete at least 20 semester credits at WETCC, including the last 12 semester credits.
4. Complete a minimum of 45 semester credits of general education courses from at least **six of ten** goal areas of the Minnesota Transfer Curriculum.
5. Complete the balance of credits in the **pre-professional** areas.

Associate of Applied Science Degree

Associate of Applied Science degrees are 60 to 72 semester credits in length and may be awarded for successful completion of a program primarily intended for employment. Twenty semester credits shall be taught by the faculty recommending the award of the degree.

The requirements are as follows:

1. Complete the required 60 to 72 semester credits numbered 100 or above with a minimum grade point average of 2.00
2. Complete at least 20 credits at WETCC, including the last 12 semester credits.
3. Complete a minimum of **25 percent** general education credits from at least three of the ten goal areas of the Minnesota Transfer Curriculum.
4. Complete at least **30** semester credits in program related occupational or technical courses.

It is important to note that the required credits listed above are the minimum thresholds for the degree as defined. WETCC minimum requirements for specific degrees are subject to change.

General Education Competencies

Associate Degrees require general education competencies in a number of categories. These categories are as follows:

- **Information and Technology:** The student will be able to demonstrate the ability to use print and non-print tools effectively for the discovery, acquisition, and evaluation of information as well as core computer tools for the manipulation and presentation of information.
- **Ability to Communicate:** The student will be able to demonstrate the ability to listen, read, comprehend, and deliver information in a variety of forms.
- **Problem Solving:** The student will be able to conceptualize, apply, analyze, synthesize, and/or evaluate information to formulate and solve problems.
- **Human Experience:** The student will be able to identify his/her own personal value system incorporating psychological, physical, social, and spiritual facets.
- **Culture:** The student will be able to demonstrate knowledge of Anishinaabe traditions and culture, knowledge of his/her own traditions and culture, knowledge of other's traditions and cultures, and respect for global diversity.

Students' competency in each of these categories will be assessed using a variety of methods.

WETCC Student Assessment – Learning Outcomes DO

GENERAL EDUCATION REQUIREMENTS

Minnesota Transfer Curriculum

In 1995, the public higher education colleges and universities in Minnesota began a common liberal education curriculum called the Minnesota Transfer Curriculum. The Minnesota Transfer Curriculum requires at least 40 semester credits to complete, and consists of lower division

general education requirements. The Minnesota Transfer Curriculum is transferable to any state college and university in Minnesota. Requirements of the Minnesota Transfer Curriculum are arranged around ten specific goal areas. Courses listed in each goal area address the intent of a particular goal area. Semester credit values are listed in the parentheses after each course.

WETCC courses that fulfill Minnesota Transfer Curriculum requirements (Rev: FA-97). All areas require a minimum GPA of 2.00.

Goal 1: 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.

(Select two courses from group A; one course from group B)

Group A.

ENGL111 College Writing I (3)

ENGL112 College Writing II (3)

Group B.

ENGL121 Introduction to Literature (3)

ENGL210 Creative Writing (3)

OJIB110 Ojibwa Language (3)

OJIB120 Ojibwa Language II (3)

SPCH110 Public Speaking (3)

Goal 2: Critical Thinking (Minimum Credit Requirement: 3 credits)

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 who complete 40 credits of Minnesota Transfer Curriculum requirements will have completed the goal and competencies of Critical Thinking.

These courses are found through out the curriculum in areas such as math, science, the behavior and social sciences, technical sciences, etc.

Goal 3: Natural 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 have 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. (Select two courses. Courses may be selected from the same department. One course must have a lab component.)

BIOL102 General Biology (3)
BIOL102L General Biology Lab (1)
BIOL106 Environmental Science (3)
BIOL 106L Environmental Science Lab (1)
BIOL110 Biology: A Human Approach (3)
BIOL110L Biology: A Human Approach Lab (1)
BIOL111 Cell Biology (3)
BIOL111L Cell Biology Lab (1)
BIOL226 Field Biology of Plants (3)
BIOL226L Field Biology of Plants lab (1)
CHEM150 General Chemistry I (3)
CHEM150L General Chemistry I Lab (1)
GEOS170 Geosciences Today (3)
GEOS170L Geosciences Today lab (1)
NAST230 Native Plants/ Medicines (4)
PHYS160 College Physics I (3)
PHYS160L College Physics I Lab (1)
PHYS161 College Physics II (3)
PHYS161L College Physics II Lab (1)

Goal 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 application 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.

MATH105 Contemporary Mathematics (3)
MATH110 College Algebra (3)

Goal 5: History and the Social and Behavioral 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. (Select two courses. One course must be selected from another department.)

ANTH110 Introduction to American Indian Studies (3)
ECON220 Micro Economics (3)
ECON230 Macro Economics (3)
HIST120 LEC History of the US to 1877 (3)
HIST125 LEC History of the US since 1877 (3)
NAST110 History of Native North America (3)
NAST 185 History of White Earth (3)
PSYC110 General Psychology (3)
PSYC215 Developmental Psychology (3)
SOC110 Introduction to Sociology (3)
SOC114 Aging in America/ An Anishinaabe Perspective (3)
SOC220 Social Problems (3)
SOC230 Interpersonal/Intercultural Relations (3)
SOC240 Cont American Indian Issues (3)
SOC250 Human Relations (3)

Goal 6: Humanities and Visual/Fine Arts

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. (Select two courses. Courses must be selected from different departments)

ART102 Anishinaabe Art (1-3)
ENGL210 Creative Writing (3)
ENGL220 Contemporary Native American Literature (3)
ENGL225 Native American Literature (3)
ENGL281 World Literature I (3)
ENGL282 World Literature II (3)
NAST120 Anishinaabe Art History (3)
NAST160 Cultural Experience (2)
NAST210 Traditional Drumming & Singing I (2)
NAST212 Anishinaabe Culture (3)
OJIB110 Ojibwa Language (3)
OJIB120 Ojibwa Language II (3)
EDU270 Intro to Indian Ed: Past and Present (3)

Goal 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. (Select one course)

ANTH110 Introduction to American Indian Studies (3)
ENGL220 Contemporary Native American Literature (3)

ENGL225 Native American Literature (3)
ENGL281 LEC World Literature I (3)
ENGL282 World Literature II (3)
HIST104 World History I (3)
HIST105 World History II (3)
MCS102 Contemporary Native American Issues (3)
MCS220 Multicultural Education (3)
NAST110 History of Native North America (3)
NAST120 Anishinaabe Art History (3)
NAST160 Cultural Experience (2)
NAST170 Anishinaabe Cuisine (1)
NAST180 History and Governance of the MCT (3)
NAST190 People and the Land/ Seasonal Life Ways (3)
NAST210 Traditional Drumming & Singing I (2)
NAST212 Anishinaabe Culture (3)
NAST219 Tribal Government and Economic Issues (3)
NAST220 Tribal Law (3)
NAST230 Native Plants/ Medicines (4)
OJIB110 Ojibwa Language (3)
OJIB120 Ojibwa Language II (3)

Goal 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. (Select one course)

ANTH110 Introduction to American Indian Studies (3)
ECON110 Introduction to Global Economics (3)
ENGL281 LEC World Literature I (3)
ENGL282 World Literature II (3)
HIST104 World History I (3)
HIST105 World History II (3)

Goal 9: Ethical and Civic Responsibility

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. (Select one course)

EDU220 Social Foundations of Education (3)
NAST140 Contemporary Native American Issues (3)
NAST180 History and Governance of the MCT (3)
NAST219 Tribal Government and Economic Issues (3)
NAST220 Tribal Law (3)
PHIL110 Contemporary Moral Issues (3)

PHIL230 Anishinaabe Philosophy (3)
EDU270 Intro to Indian Ed: Past and Present (3).

Goal 10: People and the Environment

Goal: To improve students' understanding of today's complex environmental challenges. Students will examine the interrelatedness 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. (Select one course)

BIOL102 General Biology (3).
BIOL102L General Biology Lab (1)
BIOL106 Environmental Science (3)
BIOL106L Environmental Science Lab (1)
BIOL205 Principles of Ecology Lab (3)
BIOL205L Principles of Ecology lab (1)
BIOL226 Field Biology of Plants (3)
BIOL226L Field Biology of Plants lab (1)
GEOS170 Geosciences Today (3)
GEOS170L Geosciences Today (1)
NAST190 People and the Land/ Seasonal Life Ways (3)

Academic Programs

Humanities, Arts & Social Sciences (A.A.)

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

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

Course requirements may vary, depending on the four-year transfer school you select. It is important to consult with an advisor at WETCC as well as at the institution you plan to attend. Please refer to the course requirements as noted previously in order to meet Minnesota Transfer Requirements.

Additional required courses:

HIST 104 World History I (3)
PHIL 230 American Indian Philosophy (3)
PHIL 110 Contemporary Moral Issues (3)
PSYC 110 General Psychology (3)
HIST 120 History of the U.S. to 1877
SOC 110 Introduction to Sociology (3)
Select one of the following courses
SPCH 210 Intercultural Communications (3)
OJIB 110 Ojibwe Language I (Ojibwemowin I)
21 Total Credit Hours

Additional WETCC course requirements include:

CRPL110 Skills for Success (1)
CPTR100 Intro to Computers (1) or CPTR 110 Intro to Computer Applications (3)

Associate of Arts Degree, Humanities, Arts & Social Sciences, 68 credits

Native American Studies (A.A.)

This curriculum is designed to encourage and promote the understanding and preservation of the language, culture, history and unique governmental status of Native Americans with special emphasis on the Minnesota Chippewa Tribe. Course requirements may vary depending on the as at the institution you plan to attend. Please refer to course requirements as noted previously in order to meet Minnesota Transfer Requirements.

Core Requirements

NAST 110 History of Native North America (3)
NAST 212 Anishinaabe History (3)
NAST 220 Federal Indian Law (3)
OJIB 110 Ojibwemowin I (3)
OJIB 120 Ojibwemowin II (3)

Select one course from the following: (choose 1 cr)

NAST 170 Anishinaabe Cuisine (1)
NAST 175 Traditional Games (1)
NAST 210 Traditional Drumming/Singing (1)
NAST 235 Special Topics in Native Studies (1)
NAST 211 Genealogy (1)

Track Requirements (6 cr)

Ojibwe Language Track
OJIB 210 Ojibwemowin III (3)
OJIB 220 Ojibwemowin IV (3)

-or-

Social Studies Track
NAST 185 History of White Earth (3)
NAST 219 Tribal Government & Economics (3)

Required General Education Courses (15 cr.)

BIOL 226 Field Biology of Plants (3)
BIOL 226 Field Biology of Plants Lab (1)
ART 102 Anishinaabe Art (2)
NAST 140 Contemporary Native American Issues (3)
EDUC 270 Indian Education: Past and Present (3)
ENGL 220 Contemporary Native American Literature (3)

-and-

Elective General Education Courses (30)

Required WETCC course requirements include:

CRPL110 Skills for Success (1)
CPTR 100 Intro to Basic Computer Skills (1)

Associate of Arts Degree- Native American Studies, 69 credits total.

Gigikinoo'amaagemin Education Program
Associate of Arts Degree in Education A.A.

To teach is to influence the world. The goal of the Gigikinoo'amaagemin We Teach Education Program is to embed Anishinaabe epistemology (ways of knowing) in an education curriculum that meets National Council for Accreditation of Teacher Education standards in order to prepare the residents of the White Earth Reservation and surrounding communities to be effective educators in and out of the classroom. At the completion of this program, students will be prepared to be effective paraprofessionals, early childhood educators, or to transfer to a four-year education program.

Core Requirements: (12 cr.)

EDU 110 Introduction to Education (3)
EDU 130 Child Study & Adaptations (3)
EDU 210 Educational Psychology (3)
EDU 220 Social Foundations of Education (3)

Track Requirements (9 cr.)

Education Track

EDU120 Infant & Toddler Development (3)
EDU 250 Introduction to Special Education (3)
PSYC 215 Developmental Psychology (3)

Select one course from the following:

EDU 265 Behavior Management (3)
EDU 271 Introduction to Gifted Education (3)

Early Childhood Track

EDU 120 Infant & Toddler Development (3)
EDU 140 Foundations of Literacy (3)
EDU 234 Child Play and Development (3)

Required General Education Classes (16 cr)

GEOS 170 Geosciences Today (4)
EDU 270 Indian Education: Past and Present (3)
MSC 220 Education and Multicultural America (3)
PSYC 110 General Psychology (3)
OJIB 110 Ojibwemowin I (3)

-and-

General Education Electives (29 cr)

-and-

Required WETCC Classes:

CRPL110 Skills for Success (1)
CPTR100 Intro to Computers (1)

Associate of Arts Degree in Education 68 credits total.

**Associate of Arts Degree in Environmental Science
Environmental Science (A.A.)**

WETCC exists to meet the educational needs of all people living in and around the White Earth Indian Reservation. This region is the most biologically rich and diverse in all of Minnesota, if not the country. The environmental science program at WETCC was developed to:

- Expand local interest and expertise in science by offering courses that honor both the Indigenous and Western realities of the people.
- Prepare students to transfer to baccalaureate programs in the natural sciences.
- Prepare students for work in natural resource related fields.
- Provided formal training for tribal natural resource professionals.

Environmental science (ES) is multidisciplinary in nature and, therefore, is an excellent introduction to any of the natural sciences for those going on to higher degrees. It is the science that best addresses one of the fundamental challenges facing the people of White Earth, managing the vast and unique natural environment we are blessed with.

Environmental Science is the most appropriate science for addressing the mission of WETCC in that it is the Western scientific discipline that is most parallel with what has been characterized as Native Science. Native Science, a term coined by Gregory Cajete, a Tewa Pueblo and professor of education in New Mexico, is an approach to science and science education that grew out of the Native American culture and experience. It includes the holistic, spiritually based knowledge of place shared by indigenous peoples everywhere.

The tenets of Native Science have already been incorporated into all science courses currently offered at WETCC. This approach will continue in the courses outlined in the curriculum. An additional Native component of the curriculum is entitled the Traditional Practitioners Curriculum (TPC). This portion of the ES curriculum will be developed and presented by local individuals with knowledge of the traditional natural resource management practices of the Anishinaabe. ES courses at WETCC will serve as a venue for interested individuals to pass on their knowledge and wisdom in the manner they deem most appropriate.

WETCC offers the full range of requirements for the Minnesota Transfer Curriculum and has transfer agreements with Minnesota State University, Moorhead, Bemidji State University, and Northland Community College, and Northwest Technical College in Detroit Lakes. The college has a fully equipped laboratory and a wide array of field gear for camping gear and scientific study including laptop computers, digital camera, GPS units, and other state of the art equipment. Our library has extensive holdings in the sciences including print, online, and multimedia materials. Class sizes are small allowing for individualized instruction and lots of contact with instructors.

Environmental Science Degree requires the following:

Students must have a minimum of 65 semester credits and complete a minimum of 25 credit hours from the following courses as required in the individual Associate of Arts programs to fulfill graduation requirements.

Course requirements may vary, depending on the four-year transfer school you select. It is important to consult with an advisor at WETCC as well as at the institution you plan to attend. Please refer to the course requirements as noted previously in order to meet Minnesota Transfer Requirements.

Required courses: 19 credits.

BIOL 111 Cell Biology (4)
BIOL 226 Field Biology of Plants (4)
CHEM 150 General Chemistry I (4)
PHYS 160 College Physics I (4)
MATH 110 College Algebra (3)

Track Requirement 8 cr.

Natural Science Transfer Track:

CHEM 160 General Chemistry II (4).

PHYS 161 College Physics II (4)

Natural Resources or Applied Track:

BIOL 205 Principles of Ecology (4)

ENVR 220 Intro Natural Resource Mgmt (4)

Elective (3 Credits)

CPTR 235 Introduction to GIS (3)

ENVR 200 Research/Teaching Internship (3)

Physical Education Requirement (will prepare students for field trips on the water)

PE *Water Safety Instruction (2)

Total Credit Hours 29 - 30 credits

*Indicates new courses that have not been adopted or offered by the college.

Associate of Applied Science Degree

The Associate of Applied Science Degree programs are awarded to students who complete the requirements in approved occupational programs. The AAS degree combines practical course work and general education intended to prepare students for immediate entry into an occupation upon graduation. Students holding an Associate of Applied Science degree who wish to seek an Associate of Arts degree can expect to complete two to three additional semesters of study.

The Associate of Applied Science Degree requires the following:

Students must have a minimum of 65 semester credits and complete a minimum of 25 credit hours from the following courses as required in the individual Associate of Applied Science programs to fulfill graduation requirements.

12 of these credits shall be distributed as follows:

Communications (3)

Humanities (3)

Social Sciences (3)

Math/Natural Sciences (3)

The remaining 13 credits are to come from one or more of these core areas are required to complete the 25 credit hours of general education requirements. The balance of credits will come from the technical area.

It is important to note that the required credits listed above are minimum thresholds for the degree, as defined by the Minnesota State Colleges and Universities. Minimum requirements for specific degrees at WETCC may be different.

Computer Information Systems (A.A.S)

This curriculum is designed to provide students with the necessary knowledge and skills for understanding system development and utilizing computer software. Programs in computer information stress the integration of computer systems and their related software in business applications, which employees will face in the work place.

In addition to the required general education courses, students are also required to take the following courses:

CPTR 110 Intro to Computers Applications (3)
CPTR 120 Advanced Computer Applications (3)
CPTR 130 Introduction to the Internet (3)
CPTR 140 Word Processing (3)
CPTR 220 Database Complete Concepts & Techniques (3)
CPTR 230 Spreadsheets (3)
CPTR 240 Presentation Graphics (3)
CPTR 270 Data Programming Principles (3)
CPTR 210 Mgmt Information Systems (3)
30 Total Credit Hours

Additional WETCC course requirements include:

CRPL 110 Skills for Success (1)
Native American (electives) (6)

Students considering transferring to a four-year institution to continue their education should consult with an advisor before selecting electives.

Associate of Arts Degree in Business (A.A.)

This curriculum with an emphasis in Tribal Business Administration is designed to prepare students for employment or advancement in the management of Tribal Organizations. Students seeking this degree must complete Cooperative Education at a Tribal organization or business and select six credits of Native American courses from the designated electives. This program is not designed to transfer to other educational institutions, although individual course credits may transfer.

Required Courses (15 credits)

BMGT 160 Intro to Modern Business (3)

BMGT 220 Entrepreneurship (3)

CPTR 210 Management Information Systems (3)

MRKT 110 Principles of Marketing (3)

ACCT 215 American Indian Business Law (3)

Track Requirements (6 credits)

Management Track

ACCT 230 Principles of Accounting I (3)

ACCT 231 Principles of Accounting II (3)

Marketing Track

MRKT 211 Introduction to Advertising (3)

MRKT 220 Consumer Behavior (3)

Required General Education Courses (12)

ECON 220 Macroeconomics (3)

ECON 230 Microeconomics (3)

NAST 219 Tribal Government and Economics (3)

NAST 212 Anishinaabe Culture (3)

General Education Electives (33)

Required WETCC course requirements include:

CRPL 100 Skills for Success 1 cr.

CPTR 110 Intro to Computers 1 cr.

Total Credits for Associate of Arts Degree in Business- 68 credits

Course Descriptions

Course numbers 100 - 299 are open to both first year and second year students. These courses are designed to meet the academic requirements for transfer to a four-year college or university and general education requirements for an A.A. degree program and A.A.S. degree program.

Several course have prerequisites or require the permission of the instructor prior to enrolling in the course (see course descriptions).

Certain courses are offered only every other year. Students should check the semester class schedules for specific information on course offerings.

The course descriptions are arranged in alphabetical order according to subject. The first line indicates the department offering the course, course number, the course title, the area of

emphasis for general education courses in brackets, and credit value. The second line indicates the semester the course will be offered. The paragraph below each course describes content and lists required prerequisites.

Accounting

ACCT 110 Principles of Bookkeeping I (3)

This course covers the basic accounting cycle for service and merchandising businesses. Topics include the analyses of business transactions, recording transactions in a variety of journals, and the preparation of financial reports.

ACCT 120 Principles of Bookkeeping II (3)

This course provides for analyses and recording of transactions relating to payroll, merchandise inventory, accounts receivable, accounts payable, and the voucher system. Basic accounting functions may be performed using the microcomputer. Prerequisite: Acct 110.

ACCT 210 Business Law I (3)

This course is an introductory to the principles of business law. Topics include the legal system, contracts, negotiable instruments, agency, and employer/employee relations.

ACCT 215 American Indian Business Law I (3)

This course is an introduction to the principles of law as they apply to native people and tribal businesses. Topics include the tribal court system, the legal system, contracts, negotiable instruments, agency, and employer/employee relationships. Prerequisite: Acct 210.

ACCT 220 Business Mathematics (3)

This course covers how to make commonly occurring business related calculations and how to apply these calculations to business problems. Prerequisite: Based on pre-assessment.

ACCT 230 Principles of Accounting (3)

Introduction to the content and concepts underlying the basic financial statements prepared by management for use by investors and creditors.

ACCT 231 Principles of Accounting II (3)

Financial statement analysis and fundamentals of management accounting decision making.

ACCT 240 Payroll Accounting (3)

This course covers the various tax laws pertaining to the computation and payment of salaries and wages. Topics include preparation of employment records, payroll registers, time cards, employee earnings records, and government payroll reports.

ADMS 100 Keyboarding and Basic Computer I (3)

This course covers the development of keyboarding and formatting techniques. Emphasis is on building speed and accuracy in the operation of the alphabetic, numeric, symbol, and service keys and in introducing document formatting concepts. Proofreading skills are stressed.

ADMS 102 Keyboarding and Basic Computer II (3)

This course covers the development of formatting and text editing techniques. Emphasis is on building speed and accuracy in the operation of the alpha, numeric, symbol, and service keys and in developing text editing concept, critical thinking and decision making. Proofreading skills are stressed.

ADMS 110 Introduction to Business (3)

This course covers an introduction to the free enterprise system, forms of business ownership, elements of organization and management, money and banking and financial management, marketing and distribution, role of government in business, and international trade as a foundation for study of other business courses.

ADMS 128 Records/Database Mgmt (3)

This course is an introduction to the procedures and rules for indexing and storing documents in alphabetic, numeric, geographic, subject, and chronological systems. It also includes an introduction to the procedures for managing document/records storage systems. Applications include electronic storage and retrieval using database software for microcomputers.

ADMS 210 Written Business Communications (3)

This course covers composing and writing a variety of business correspondence using grammatically correct sentence structure. Emphasis is on purpose, content, planning, writing, and formatting of business documents. Students continue to develop grammar, punctuation, spelling, and vocabulary skills. Prerequisite: ADMS 110.

ADMS 220 Office Procedures (3)

This course covers procedures relevant to a traditional office and new procedures relevant to an electronic automated office. Topics may include work organization, time management, ergonomics, scheduling, organizing meetings, processing mail, telephone procedures, and arranging travel. The course also provides the student with an in-depth exposure to the role and responsibilities of a receptionist. Prerequisite: CPTR 110.

Anthropology

ANTH 110 Introduction to American Indian Studies (3) (Area Eight)

This course will look at the various American Indian cultures of North America. North American prehistory, and the historic period from contact to the present will be addressed. Indian history, religion, and philosophy will be studied with an emphasis on the Anishinaabe people of Minnesota. (NAST 110)

Art

ART 102-120 Anishinaabe Arts (1-2) (Area Six)

This course presents students with the opportunity to learn and appreciate the arts of the Anishinaabe and the environment where indigenous materials were gathered for the making of artistic items. This class will be determined by what artists are available to teach native art such as those listed for suggested electives for the Native American Studies Degree program.

Biology

BIOL 102 General Biology I (3) (Area Three)

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

BIOL 102L General Biology Lab (1)

Corequisite: BIOL 102 LEC;

BIOL 106 Environmental Science (3) (Area Three)

A detailed study of the ecology of natural systems, pollution, solid and liquid wastes, and energy.

BIOL 106L Environmental Science Lab (1)

Corequisite: Biol 106 LEC

BIOL 110 Biology: A Human Approach (3) (Area Three)

Biological principles for the science major. A study of major concepts of cytology, reproduction, inheritance, development, and ecology, with particular reference to man.

BIOL 110L Biology: A Human Approach Lab (1)

Corequisite: Biol 110 LEC

BIOL 111 Cell Biology (3)

This course is about the fundamental concepts of the structure, function and reproduction of cells. This course serves as an introduction to the biological sciences for students intending to major in a scientific discipline. This course will provide the opportunity for students to: Explore the molecular and cellular basis for life; practice basic laboratory techniques; and, apply the scientific method to biological questions.

BIOL 111L Cell Biology Lab (1)

Corequisite: BIOL 111 LEC

BIOL 205 Principles of Ecology (3)

This course serves as a transition from a focus on the organism or sub-organism levels to communities and the structures that arise from the interactions of organisms. Principles of ecology studies the structure and function of ecological systems. With lab and fieldwork which will emphasize local species and ecosystems.

BIOL 205L Principles of Ecology Lab (1)

Corequisite: BIOL 205 LEC

BIOL 226 Field Biology of Plants (3)

An introduction to plant identification, ethnobotany and ecology. Lab activities and field trips focus on local flora and vegetation. This course also involves understanding plant communities and how they change over time. These represent important practical knowledge that you can use almost daily. Finally, it helps to preserve traditional Anishinaabe knowledge and etiquette towards our green brothers and sisters who make our lives possible.

BIOL 226L Field Biology of Plants Lab (1)

Corequisite: BIOL 226 LEC

Business Management

BMGT 120 Organizational Management (3)

An introduction to how managers coordinate human and material resources to achieve organizational goals. Effective management skills that can be applied to both retail and service organizations. **Prerequisite: Principles of Management.** Not anymore as Bmgt 230 is after this with numbering change?

BMGT 210 Cooperative Education (4)

This course provides on-the-job experience in selected tribal and non-tribal organizations and agencies. The student completes 15 hours weekly in a management setting for a 15-week total of 225 contact hours. This training should be accomplished during the student's final semester.

Prerequisite: In consultation with student's academic advisor.

BMGT 220 Business Entrepreneurship (3)

Entrepreneurship is the driving force behind economic growth all across the globe. This course teaches the essentials of starting and managing a new business venture with an emphasis on hands-on learning.

BMGT 230 Principles of Management (3)

This is a broad-based course in fundamentals as they apply to management as a career. Includes the study of current philosophies and approaches as they apply to the successful practice of this profession. Analyzes functions of management and the forces that shape and define the manager's role.

Chemistry

CHEM 150 General Chemistry I (3) (Area Three)

A presentation of the fundamental principles of chemistry, including atomic structure, periodic classification of the elements, chemical bonding, matter and energy changes, solutions, electronic structure and acid/ base theory

CHEM 150L General Chemistry Lab (1)

Corequisite: CHEM 150 LEC

CHEM 160 General Chemistry II (3) (Area Three)

A presentation of the fundamentals of chemistry for students in science related fields. Topics include hydrocarbons, alcohols, ethers, aldehydes, ketones, acids, acid derivatives, fats and carbohydrates. Prerequisite: CHEM 150.

CHEM 160L General Chemistry II (1)
Corequisite: CHEM 160 LEC

Computer Information Systems

CPTR 100 Introduction to Basic Computer Skills (1)

This course covers the operation of personal computer hardware and software. A hands-on approach to computers, working with Windows and keyboarding skills. This course is required for all new students to WETCC.

CPTR 110 Introduction to Computer Applications (3)

Introduction to basic computer concepts including hardware and software. Introduction and hands on experience with Windows and Microsoft Office Suites, including but not limited to spreadsheets, word processing, database management systems, and presentation software as used in a business setting. This course also discussed computer ethics and social responsibilities as a user.

CPTR 120 Advanced Computer Applications (3)

A brief review of windows, word processing and presentation software. An in depth coverage of a spreadsheet and a database management system as used in a business setting. Students should be familiar with Microsoft Office and Windows.

CPTR 130 Introduction to the Internet (3)

This course is designed to familiarize the student with the basic concepts and skills necessary to utilize the Internet and its many resources. The students will learn to connect to and use browsers. They will learn to weave their own webs, design and create their own home page, using HTML scripting. Prerequisite: CPTR 110.

CPTR 140 Word Processing (3)

This course presents word processing complete concepts and techniques. Word processing concepts, terminology and procedures are included: creating, editing, saving, file management, desktop publishing, joining documents, merge, soft document assembly, macros. Prerequisite: CPTR 120.

CPTR 150 System Maintenance (3)

This course covers the operation, diagnosis, troubleshooting, and simple maintenance of microcomputer components. Topics include hardware compatibility, system architecture, memory, input devices, video displays, disk drives, modems, and printers. Suggested Prerequisite: CPTR 110.

CPTR 210 Management Information Systems (3)

This course is designed for the first IS course taken by majors. This class offers a broad survey of the discipline and shows the value of IS as a field of specialization. This course offers material on hardware, input, processing and output devices. Software, Internet and Intranets will be discussed.

CPTR 220 Database Complete Concepts & Techniques (3)

This course covers the basics of database management: creating, querying, maintaining, reports, macros, enhancing forms, and linking other documents. Learning to use SQL language.

Prerequisite: CPTR 120.

CPTR 230 Spreadsheets (3)

This course covers the basics of spreadsheets; creating, formatting, printing worksheets with functions, macros, graphing, including sorting and querying worksheet database applications.

Primary emphasis is on spreadsheet application. Prerequisite: CPTR 110.

CPTR 235 Intro to Graphic Information Systems (3)

This course is about the application and use of computer-based information systems in natural resource management and regional planning. Applying GIS (geographic information systems) technology to management problem solving, its integration with related technologies such as GPS (global positioning systems) and various types of remote sensing, and labs using a variety of software.

CPTR 240 Presentation Graphics (3)

Graphics presentation using paint program, graphic software packages and editing will be emphasized in the course. Students will design both basic and advanced operations. Prerequisite: CPTR 110.

CPTR 250 NT Server Management (3)

This course teaches individuals to install, manage and troubleshoot NT server on a local area network. The course features a step-by-step approach to planning, installing, and manipulating the numerous tools available for managing the NT Server environment. Prerequisite: CPTR 210.

CPTR 260 LAN Networking (3)

This course provides a thorough introduction to networking concepts as well as a strong foundation for installing and managing a NT Windows 2000 based network. Comprehensive coverage of a file server management, installation of applications, software, memory management, hardware selection, and network troubleshooting. Prerequisite: CPTR 210.

CPTR 270 Data Programming Principles (3)

This course is designed for students with no or little programming background, offering real world MIS and business-related examples to help prepare students for their first job. Prerequisite: CPTR 210.

CPTR 280 Introduction to HTML (3)

This course includes an overview of internet concepts, analog vs. digital communication, networking, packet switching, software protocols. E-mail, search engines, file transfer, remote

login. Programming for the internet using HTML, creating web pages using HTML and Cascading Style Sheets.

Career Planning

CRPL110 Skills for Success (1)

This course covers life long learning skills and behaviors that enhance the success in school and on the job. Topics include goal setting, time and money management, memory and study techniques, test taking, and personal resource skills. Prerequisite: None.

CRPL 120 Contemporary Career Topics (2)

This course covers such contemporary career topics such as employer expectations, job market trends, networking, and various aspects of the employment search process, including legal and ethical issues. Students develop resumes, letters, and applications as well as identify and use effective interviewing techniques.

Economics

ECON 110 Introduction to Global Economics (3) (Area Eight)

A survey of the fundamentals of world economics with emphasis on the national economy, money and banking, monetary and fiscal policy, demand and supply, competition and monopoly, income distribution, labor and international trade. Informal class discussions of current economic issues are emphasized.

ECON 220 Micro Economics (3)

This course will explore the branch of economics that deals with human behavior and choice, as they relate to relatively small units, the individual, the firm, the industry, and the single market. Prerequisite: Econ 110.

ECON 230 Macro Economics (3)

This course is an introduction to the principles underlying the United States economic process. Topics include the free enterprise system, income and spending, money and banking, and national income and output. Other topics may include the gross national product, monetary and fiscal policy, unemployment, and inflation. Prerequisite: Econ 110.

Education

EDU 110 Introduction to Education (3)

This course is an introduction to the career of teaching. Specific variables related to the teaching as a profession are explored including professional roles and responsibilities, students, curriculum, and the structure of school.

EDU 120 Infant and Toddler Development/Curriculum (3)

This course is a study of the human growth and development from conception to age three. Emotional, social, intellectual, and physical development norms of children from the age of birth to three years will be discussed. Included in an orientation to planning and implementing

programs for children from birth to three and their families. Guidelines for supporting development and for providing quality physical care will be examined.

EDU 130 Child Study and Adaptation (3)

Child Study and Adaptation takes an in-depth look at child study and informal assessment for planning, modifications, and adaptations for children with and without disabilities, who are age's birth through eight in inclusive classrooms.

EDU 140 Foundations of Literacy (3)

Early language acquisition, perception, and literacy development; and an introduction to and overview of, the reading-learning process. Includes the impact of sociological and cultural factors on literacy.

EDU 210 Educational Psychology (3)

Explains psychological theory and research related to learning and instruction in various classroom settings. Prerequisite: General Psychology.

EDU 220 Social Foundations of Education (3)

Historical, social, and multicultural foundations of education will be studied. Social and ethical issues will be examined with consideration of implications for teaching in order to better understand education within the context of a changing society.

EDU 228 Children's Literature (3)

This course is designed to help the student understand the nature of children's literature, know a body of children's literature, increase the ability to read, analyze, and comprehend children's multicultural literary works in major genres, understand and know selected literary principles and themes, hone thinking and writing skills, integrate and apply use of teaching modules, and acquire knowledge of and ability to use technology for literature instruction.

EDU 230 Student Teaching-Infant and Toddler (3)

Observation of children in a classroom setting assisting classroom teachers - teaching selected lessons under supervision. May include a seminar.

EDU 233 Education and Multicultural America (3)

This course is designed to offer students a perspective on the enculturation and formal education of various ethnic groups in America, including American Indians, African Americans, and Latinos. It gives an overview of the nature, purpose, history, philosophy, and programs of contemporary multicultural education. This course is designed especially, but not exclusively, for future educators.

EDU 234 Child Play and Development (3)

Importance of play on the development of children with and without disabilities, birth to age eight, along with developmentally appropriate strategies for guiding children's behavior.. Prerequisite: EDU 230. (Previously EDU 150)

EDU 235 Early Childhood Program Administration (1)

This course provides information on the management of child care programs including: record keeping, writing policies and procedures, licensing, observing and recording children's development, budgeting issues, and staffing patterns. Interpersonal relationships will be a focus of this course.

EDU 250 Introduction to Special Education (3)

Introduction to the recognition, incidence and educational needs of individuals with exceptionalities. A wide range of educational services are studied with emphasis on the shared responsibilities of all professionals in education and related services.

EDU 265 Behavior and Environment Management (3)

This course examines the application of learning therapy and applied behavior analysis to teaching and to the problem of altering maladaptive behavior. Specific variables related to classroom and community based instruction of individuals with a variety of learning characteristics are included.

EDU 270 American Indian Education: Past and Present (3)

This course in Indian Education will meet the requirement for credits in the General Education components of all majors. An overview of the nature, purpose, history, philosophy and programs of traditional and contemporary American Indian education. It is abroad perspective of Indian Education, including the history, a chronological overview of the relevant legislation and an exploration of the current issues that will strengthen an understanding of Indian education.

EDU 271 Introduction to Gifted Education (3)

This course provides an overview of the definition, identification, and curriculum modifications for gifted children in the K-12 setting with an emphasis upon American Indian Gifted education.

English

ENGL 050 English Stepping Stones (3)

An English refresher workshop, designed to empower students with the essential reading, writing and mechanical skills and powers needed to handle college level work. Offering a rich variety of practice exercises and topics, it is paced and tailored to fit your level and needs. It draws on Native American, multicultural, and worldwide learning models.

ENGL 111 College Writing I (3) (Area One)

Development of a thesis and supporting paragraphs. Organization of ideas according to traditional writing patterns. Examination of usage and grammatical problems most troublesome to students. Study of prose models to develop writing techniques, reading skills, and critical judgment. Prerequisite: Placement Test.

ENGL 112 College Writing II (3) (Area One)

Intercultural Voices and Views. This is an advanced reading, writing, and critical thinking class with a workshop format and discussion circle designed to reinforce the student's expository and argumentative skills with a research component. It also offers students the opportunity to

research their own ethnic and family roots while exploring diverse cultures around the Medicine Wheel, beginning with Native American cultures, and then branching out to embrace others. Prerequisite: ENGL 111.

ENG 121 Introduction to Literature (3) (Area One)

Students will read writings in various genres with emphasis on short stories, poetry, novelettes, and drama. In addition to recognizing basic literacy terminology, students will become active readers who recognize not only the instruction afforded literature, but also the personal enrichment.

ENGL 210 Creative Writing (3) (Area Six)

Writing descriptions and simple narration of general interest with emphasis on methods and techniques-processes, sketches, biography, travel, expanded incident. Attention is given to the development of critical judgment and to individual interest. Field trips will be planned to foster creativity.

ENGL 220 Contemporary Native American Literature (3) (Area Six or Seven)

This course explores contemporary (early 20th century to present) Native American stories, poems, essays, films, and novels. Traveling around the Medicine Wheel, students examine the values, issues, and artistry of diverse Native American writers and storytellers, including Anishinaabe, Lakota, and other nations. Prerequisite: ENGL 111.

ENGL 225 Native American Literature (3)

Native American poetry, myths, stories, visions, speeches, essays, and novels. Spanning the oral and written tradition from pre-Columbian times to the present, representation in ancient and modern texts. Authors include: Anishinaabe, Dakota, and other nations.

ENGL 281 World Literature I (3)

Sacred Stories and Poems of Many Cultures. Students are invited to travel on a quest of discovery and interpretation around the Medicine Wheel of literature. Participating in a reading and writing circle, they have the opportunity to encounter and investigate the diverse culture hero/ines, tricksters, seekers, and lovers from American Indian, Greek, Hebrew, European, and Eastern traditions. Prerequisite: ENGL 111; ENGL 112

ENGL 282 World Literature II (3)

This is a course an introduction to world literature, exploring ancient, classical, and medieval authors and the first forms of literature-poems, myths, epics, dramas, and sacred texts of the East and West. Traveling on a journey of discovery, students are invited to examine the values and transformations of heroes and heroines like Odysseus, Antigone, Buddha, Lao-Tze, Jesus, Joan of Arc, Rumi, King Arthur, Hiawatha, and Deganawideh. Prerequisite: ENGL 111 and ENGL 112.

Environmental Science

ENVR 200 Research/Teaching Internship (3)

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

ENVR 220 Introduction to Natural Resource Management (3)

This course provides an introduction to the fundamentals of the sustainable management of forest, prairie, wildlife, and/or aquatic systems for multiple yields. Corequisite: ENVR 220 Lab.

ENVR 220L Introduction to Natural Resource Management Lab (1)

Corequisite: ENVR 220 LEC

Geography

GEOG 102 World Regional Geography/Lab (3) (Area Ten)

This course is an introduction to a study of problems of man's relation to the land and the interrelation of regions. Geog 102 Lab corequisite.

GEOG 102L World Regional Geography Lab (1) Corequisite: Geog 102 LEC

GEOSCIENCE

GEOS 170 Geosciences Today (3)

A survey of components of Earth Science needed for teacher licensure in Minnesota, including aspects of physical geology, historical geology, astronomy, and meteorology. Particular emphasis is placed on critical evaluation of evidence, how we know things in science, what the implications are for our society, and on actual investigation. Topics include volcanoes and earthquakes, the influence of chemical change on natural resources and environment, plate tectonics, planetary science, phases of the moon, stories told by rocks of the Earth, how weather features form and move, and the earth's climate. Corequisite: GEOS 170 lab.

GEOS 170L Geoscience Today Lab (1)

Corequisite: GEOS 170 LEC

History

HIST 104 World History I (3) (Area Eight)

This course is an introduction to the development of the ideas, values, events, religions and people who shaped the early stages of world civilizations, from ancient times to 1500. Particular attention focuses on events and developments, which shaped European arrival in the Americas.

HIST 105 World History II (3) (Area Eight)

This course is an introduction to the development of the ideas, values, events, religions and people who shaped world civilization from 1500 to the present. Particular attention focuses on events and developments, which shaped European arrival in the Americas through the present.

HIST 120 History of the US to 1877 (3) (Area Five)

This course is an introduction to the development of the ideas, values, events, 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.

HIST 125 History of the US since 1877 (3)(Area Five)

This course is an introduction to the development of the ideas, values, events, religions, and people who shaped the early stages of what has become the United States, from 1877 to the present day. Particular attention focuses on events and developments significant to the history of the Anishinaabe people.

Health Sciences

HLTH 110 First Aid/CPR (1)

This course teaches Standard First Aid course content and Basic Life Support course content to the B and C levels.

HLTH 201 Introduction to Nutrition (3)

An introductory course in nutrition focusing upon improving personal food choices, discriminating between sources of nutritional information, proper diet planning, and maintaining healthy weight.

Humanities

HUM 110 Introduction to Humanities (3) (Area Six)

This course is designed to introduce students to the modes of expression of the major disciplines of the humanities; comparative religions, literature, philosophy, language, linguistics, history, jurisprudence, archaeology, ethics, theory and criticism of the arts, as well as those aspects of the social sciences that employ historical or philosophical approaches.

Human Services

HSVC 110 Introduction to Human Services (3)

This course is the beginning for Human Services majors. There are no prerequisites; however a sincere desire to learn more about Human Services as a career is most important. There are several consistent themes that run through this course and the entire education process. They are: 1) Can Human Services work be applied to the families of the White Earth Reservation; and 2) What would they look like?

Math

MATH 050 Fundamentals of Math (2)

Introduction to the foundations of mathematics.

MATH 090 Elementary Algebra (3)

For students who have not taken more than one year of algebra. Signed numbers, radicals, exponents, products and factoring, solution of linear and quadratic equations.

MATH 099 Intermediate Algebra (3)

Exponents, algebraic fractions, polynomials, linear and quadratic equations, system of equations.

MATH 105 Contemporary Mathematics (3)

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.

Prerequisite: Math placement test.

MATH 110 College Algebra (3) (Area Four)

Factoring, linear equations, quadratic equations, systems of equations, matrices, determinants, Cramer's rule, functions. This course is designed to teach students the math skills considered essential for success in fields like business or biology. It is also a prerequisite for calculus, which is generally required for all technical fields of study. Prerequisite: Math placement test.

Multicultural Studies

MSC 102 Contemporary Native American Issues (3)

This course is an overview of American Indian issues in culture, history, and tradition. It includes philosophical, religious, and contemporary issues. This course will discuss the differences of ethics, values and tradition in Western, Native American, and other cultures. A Native American perspective and world view will be used to present and discuss these issues.

MCS 220 Education and Multicultural America (3)

This course is designed to offer students a perspective on the enculturation and formal education of various ethnic groups in America, including American Indians, African Americans, and Latinos. It gives an overview of the nature, purpose, history, philosophy, and programs of contemporary multicultural education. This course is designed especially, but not exclusively, for future educators.

Marketing

MKTG 110 Principles of Marketing (3)

This course introduces students to the dynamic world of marketing. This course is a comprehensive study of the traditional marketing principles and concepts and their application to a changing business world.

MKTG 220 Consumer Behavior (3)

Using concepts drawn from the behavioral sciences to understand those activities people undertake when obtaining, consuming, and disposing of products and services.

Native American Studies

NAST 110 History of Native North America (3) (Area Five)

This course examines the “greatest stories” of American Indian History. Traveling from pre-contact to the wars and eventual loss of the land.

NAST 120 Anishinaabe Art History (3) (Area Six)

This course is designed to increase knowledge in Anishinaabe Indian culture as expressed in art. The various art forms of the Ojibwe people will be discussed. Basic elements of art will be studied as well as having hands on experience in several mediums. Many Anishinaabe art forms will be studied such as works in clay, basketry, and textiles as well as painting.

NAST 140 Contemporary Native American Issues (3)

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

NAST 160 Cultural Experience I (2)

This course will introduce the student to instructional activities depending on the season of the year. Activities to be offered will be Wild Rice Processing (Fall) or Maple Sugar Gathering (Spring).

NAST 170 Anishinaabe Cuisine (1)

This course introduces the student to the various recipes that will offer a taste of the different grains, fruits, meats and vegetables that were commonly used in the Anishinaabe people’s diet.

NAST 180 History and Governance of MCT (3)

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

NAST 185 History of White Earth (3)

NAST 190 People and the Land/ Seasonal Life Ways (3)

This course studies the relationships between the Anishinaabe people and nature, focusing on their seasons, their ceremonies and the seasonally ordered progression of work. Students will participate in seasonal field trips, supplemented by guest speakers, input from elders, and video presentations.

NAST 210 Traditional Drumming & Singing I (2)

This course is designed for the beginner and is taught from a traditional Anishinaabe perspective. It will introduce basic drumming and singing etiquette and techniques, starting with the teachings of the drum and progressing through a variety of song styles commonly used at pow-wows and social gatherings.

NAST (211) Genealogy (1)

NAST 212 Anishinaabe Culture (3) (Area Seven)

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

NAST 219 Tribal Government and Economic Issues (3) (Area Nine)

This course is an examination of tribal government and current tribal economic development issues. Course topics include but are not limited to: structure and role of reservation governments, gaming and other tribal business enterprises.

NAST 220 Tribal Law (3)

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. The American Indian enjoys and suffers a unique legal status. This course will survey and analyze the federal legal instruments which serve as foundations for the unique situation and rights as well as the obstacles to the exercise of their sovereign rights. Prerequisite: NAST 140.

NAST 230 Native Plants/ Medicines (4)

This course explores the varied aspects of mankind's relationship to their environment. This course will provide students with the opportunity to learn about their environment. Concepts of Traditional Native American methods, ecology and modern science will be explored as ways to solve problems dealing with the environment. This course will also deal with some identification and ecology of the local plant along with the traditional uses of these communities by the Anishinaabe. (BIOL 226)

OJIB 110 Ojibwe Language I (3)

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

OJIB 120 Ojibwe Language II (3)

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

OJIB 210 Ojibwe Language III (3)

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 and written fluency. Prerequisite: OJIB 120.

OJIB 220 Ojibwe Language IV (3)

This course continues the advance study of Ojibwemowin presented in OJIB 210. The focus will be upon analysis of short stories and the delivery of oral presentations in Ojibwemowin.
Prerequisite: OJIB 210.

Philosophy

PHIL 110 Contemporary Moral Issues (3) (Area Nine)

This course is designed to help students examine issues in social policy and how they impact individual lives within Anishinaabe communities and the general society. Issues of diversity and equality in regard to race, gender, sexual orientation and economic status are central to issue studies.

PHIL 230 Anishinaabe Philosophy (3) (Area Nine)

The student will evaluate the worldview of the American Indian. The student will recognize the significance of the creation stories and demonstrate an awareness of the evolution of traditional Indian belief system.

Physical Education

PE 110 Physical Education (1)

Development of personal skills related to physical fitness. Understanding and application of factors and participation patterns contributing to enhanced physical fitness.

PE 120 Physical Education/Body Development (1)

Development of personal skills related to body development through various types of weight training. Understanding principles, concepts, and conditioning regimens for participation in weight training.

PE 130 Golf (1)

Development of personal golf skills and understanding for participation in the sport.

PE 140 Non-traditional Physical Education (1)

A variety of physical fitness experiences associated with traditional Anishinaabe culture such as canoeing, snowshoeing and dance.

Physics

PHYS 160 College Physics I (3)

Concepts and principles of elementary physics for students planning to major in a scientific discipline. This course will provide the opportunity for students to explore the physical interactions of energy and objects, practice basic laboratory techniques, and apply the scientific method to questions of energy and motion. Course content will include vectors, kinematics, Newton's Laws, wave motion, sound, and thermodynamics. Corequisite: PHYS 160 Lab.

PHYS 160L College Physics Lab (1) Corequisite: PHYS 160 Lec

PHYS 161 College Physics II (3)

Concepts and principles of elementary physics presented in a guided activity based-format, which integrates a combination of lecture, demonstrations, group work, and laboratory activities. Course content will include electricity, magnetism, geometric optics, physical optics, atomic optics, relativity, and nuclear physics. Prerequisite: Phys 160. Corequisite: PHYS 161 lab.

PHYS 161L College Physics II Lab (1) Corequisite: PHYS 161 Lec.

Political Science

POLS 110 American Government (3) (Area Five)

A study of the structure and function of the national government of the United States, comprising a survey of political theory, a comprehensive study of parties and elections, a consideration of civil rights, and an examination and analysis of the branches of the national government.

POLS 114 Introduction to International Relations (3) (Area Eight)

This course is an introduction to a cross-disciplinary study of the behavior of nations, states, and other international actors. It will examine their relationship with one another, their conflicts, and their attempts at collective efforts for global order.

Psychology

PSYC 110 General Psychology (3) (Area Five)

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 Anishinaabe ways of knowing and being.

PSYC 215 Developmental Psychology (3) (Area Five)

This course is designed to offer scientific knowledge concerning the psychological development during separate phases in the span of human development. Prerequisite: Psyc 110.

Sociology

SOC 110 Introduction to Sociology (3) (Area Five) (Area Ten)

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

SOC 114 Aging in America/ An Anishinaabe Perspective (3)

This course is an interdisciplinary approach to the study of aging. It examines aging in society, individual aging and age related social issues. The course will emphasize basic perspectives on aging within the Anishinaabe and mainstream American experience. It will utilize readings,

personal experiences, and guest lectures by professionals and community members involved with aging. The course is intended for care professionals as well as those exploring age-related service fields as possible career choices.

SOC 220 Social Problems (3) (Area Five)

Survey of contemporary social problems with emphasis on social disorganizations: mental and physical health, chemical dependency, crime and delinquency, racism and sexism, poverty, the elderly population, the environment, and liberties. This course focuses on the WE Earth Reservation and surrounding community. Origins, social effects, public attitudes, and means of trying to resolve these conditions are stressed. Prerequisite: Soc 110.

SOC 230 Interpersonal/Intercultural Relations (3)

The focus of this course is developing effective communication strategies in diverse social and cultural systems from the family to the community. The experiential component includes: values clarification activities, empathic listening and responding skill development, facilitating trust, problem-solving strategies, and cross cultural communication.

SOC 240 Contemporary American Indian Issues (3)

This course is an introductory overview of American Indian culture, history, and traditions. How society and culture impact Indian issues and values. It includes philosophical, spiritual and contemporary issues. Students will discuss social effects, moral and ethical responsibility, making decisions while recognizing the true meaning of truth.

SOC 250 Human Relations (3)

This course is designed to help the student gain an awareness of and improve upon human relationships especially appropriate in the workplace. This course is a study of employee relationships with co-workers, supervisors, and customers. Emphasis will be place on team building, sexual harassment, and cultural diversity in the workplace.

Speech

SPCH 110 Public Speaking (3) (Area One)

This course is one that provides practical experience 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.

SPCH 210 Intercultural Communication (3) (Area Seven)

The study of attitudes, beliefs and values of people in intercultural/multicultural communication. The course is designed to cultivate, promote, and increase our tolerance and understanding of the people outside of our own immediate culture.

College Directory Information

Bakka, Jean-Student Services
M.S., University of Wisconsin-Superior
B.A., Bemidji State University

Bakken, Debra-Registrar/Admissions
A.A.S., Computer Information Systems, White Earth Tribal and Community College

Bass, George-Finance Assistant
BS in progress MSUM/Finance

Belgarde, Nyleta -Academic Director
M. Ed. Oklahoma City University Gifted Ed.
BA Stanford University educational anthropology

Bishop, Sue-ABE Coordinator

Bishop, Vernon-Computer Technician

Brandon, Karen-Faculty, Adjunct

Cole, Layna-Faculty, Adjunct

Dahlberg, Steve-Faculty-Director of Extension
Ph.D., Meteorology, Texas A&M University
M.S., Natural Resource Management, North Dakota State University
B.A., Mathematics, Concordia College, Moorhead, MN

DeGroat, David-Faculty, Adjunct
Lawyer

Estey, Clyde Jr-Faculty, Adjunct
Local Artisan, Black Ash Basketry

Fairbanks, Judy-Development Officer

Favorite, Andrew-Faculty
Native American Studies Expertise,
MA Educational Psychology, University of St. Thomas
BA Education/Teaching, College of St. Thomas

Goodwin, Marilyn-Faculty, Adjunct

Hoagland, David (Earl)-Faculty, Adjunct

Local Artisan, Birch bark and quill

Jentz, Jeff-Faculty

Masters of Fine Arts, Creative Writing, University of Arkansas

M.A., English Literature, University of North Dakota

B.A., English, University of North Dakota

King, Emma-Title III Outreach, Retention and Tutoring Coordinator

McArthur, Deborah.- Director of Administration, Title III Director

M.Ed., Candidate, University of Minnesota-Duluth

Management Development Program Graduate, Harvard

B.B.A., Accounting, University of Alaska, Anchorage

Olson, Melissa-Admissions

AAS White Earth Tribal and Community College

AA Minnesota State University Moorhead

Peacock, Robert (Sonny)- President

Ed.D U of M: Education Administration

MA U of M, Educational Psychology 1997

BA UMD Political Science and Sociology 1987

Seymour, Claudia-Library Technician

BA-MSUM/English

Stone, Doreen-Financial Aid Director and Finance Assistant

A.A.S. Haskell Indian Junior College

Undergraduate at MSU-Moorhead

Ristau, Holly-Librarian/Archivist

M.S., Mankato State University

B.S., Mankato State University

Warren, Denise-Chief Business Officer

A.A.S., Fergus Fall Community College/Detroit Lakes Technical College

Williams, Stephanie-Extension Coordinator

Undergraduate, White Earth Tribal and Community College

