THROUGH EDUCATION, NORTHWEST INDIAN COLLEGE PROMOTES INDIGENOUS SELF-DETERMINATION AND KNOWLEDGE

2015-2017 CATALOG

NORTHWEST INDIAN COLLEGE

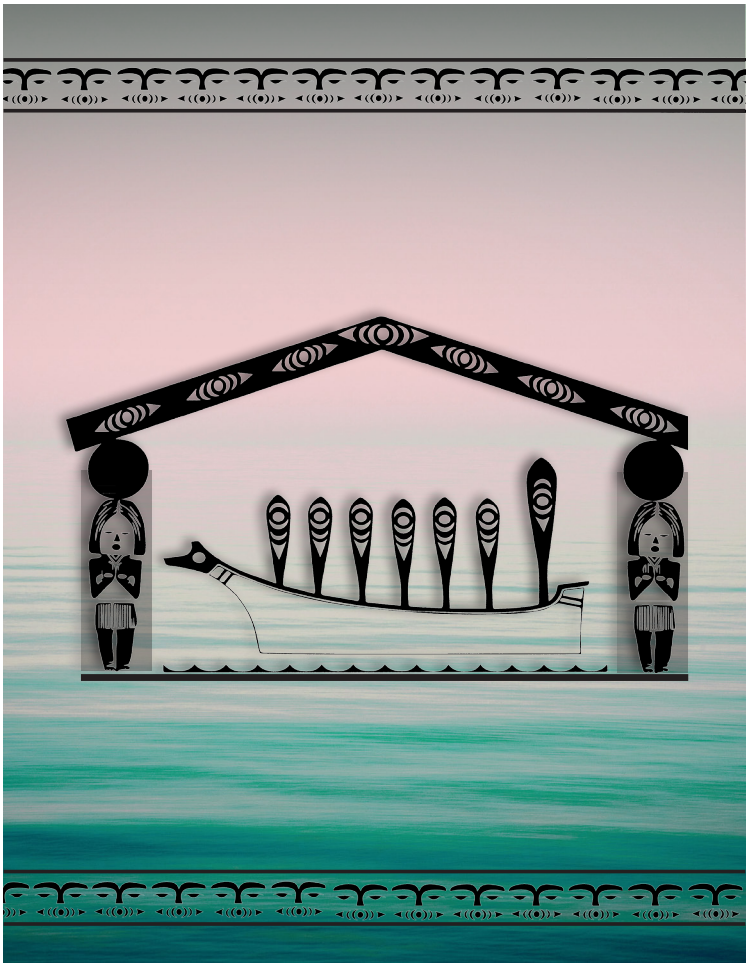
Xwlemi Elh>Tal>Nexw Squl

ACCREDITED BACHELOR AND ASSOCIATE DEGREES THAT ARE ROOTED IN CULTURAL KNOWLEDGE

WWW.NWIC.EDU

MISSION STATEMENT

Through education, Northwest Indian College promotes Indigenous self-determination and knowledge



"The Honorable House of Learning" tells the journey of Indigenous education at the Northwest Indian College. In this house, traditional knowledge is our canoe - it leads us towards cultural sovereignty.

The Honorable House of Learning design was conceived by Lummi Artist, Lexie Tom, with contributions from Alfred B Charles Jr. and Samuel Cagey Jr. The project was brought to life by Makah artist and graphic designer, John Goodwin.

The design is featured on the 30th Anniversary Pendleton Blanket woven by Pendleton Woolen Mills in 2013, commemorating North West Indian College's 30 years of providing higher education to Indigenous communities.

MESSAGE FROM THE PRESIDENT

"I want to thank you for choosing NWIC. I encourage you to take full advantage of this educational opportunity and challenge you to strive for academic excellence."

Greetings NWIC students, friends and relatives:

It brings me great honor to greet you on behalf of NWIC. Now in my third year as president of NWIC, I am fortunate and thankful to continue to serve with a dedicated team of staff, faculty, administrators, and members of the Board of Trustees and the Foundation Board to promote Tribal education. It brings me great joy to witness NWIC evolving into a place that the Lummi elders and leaders envisioned long ago: a place in which Native students would develop their knowledge and skills to be leaders in their families and Tribal communities.

I am pleased with the progress we have made the past few years in offering the new Bachelor of Arts in Native Studies Leadership, Tribal Governance and Business Management, and our newest Bachelor of Arts in Community Advocates and Responsive Education (CARE) in Human Services. We have also developed new Foundational Courses rooted in Indigenousness and sovereignty that are required for all programs of study, designed new institutional outcomes, implemented Native student success initiatives institution-wide, constructed three new buildings – the Salish Sea Research Center, the Library/ Technology facility, and the Coast Salish Institute – as part of the Capital Campaign expansion, and advanced our accreditation process and the Strategic Plan for 2010-2017.

If you are a brand new student beginning college for the first time, I want to thank you for choosing NWIC. I encourage you to take full advantage of this educational opportunity and challenge you to strive for academic excellence. NWIC is a place where you can depend on our faculty and staff to support you; it is a place where your family is always welcome. If you are a returning student, I encourage you to keep striving and working hard, never giving up on your educational dreams.

Whether you enroll in a program of study toward a degree or simply want to enhance your skills in our cultural arts and outreach programs, I encourage you to stay connected to the College as you pursue lifelong learning.

It is a wonderful feeling to see more and more Native students attaining associate's and bachelor's degrees, with more now actively pursuing or applying for master's degrees and PhDs! This trend is exciting and holds tremendous promise for the future of our Tribal communities indeed. I am mindful, however, of our elders' teachings that this would not be possible without the sacrifice of those who have gone before us and to always remember who we are and where we come from as Tribal people. I invite you to continue to partner with us as we strive to fulfill our mission and help our students and Tribal communities move forward in a good way.

Qe'ci'yew'yew' (Thank you) for your support.

Justin Guillory, PhD, Nez Perce descendant
NORTHWEST INDIAN COLLEGE PRESIDENT

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QUICK REFERENCE TELEPHONE AND FAX DIRECTORY

	Phone	Fax
Center for Student Success		
Admissions	360.392.4269	360.715-0816
Advising - Lummi Campus	360.392.4335	360.715-0816
Financial Aid	360.392.4206	360.715-0816
Individualized Studies	360.392.4341	360.752.2464
Registration	360.392.4245	360.715-0816
Residence life Center	360.392.4242	360.392.4283
Student Activities	360.255.4455	360.594.4081
Student Services	360.392.4335	360.594.4081
Testing- Compass and GED	360.392.4303	360.715-0816
Transcripts	360.392.4245	360.715-0816
Tribal Verification	360.392.4273	360.715-0816
Extended Campuses		
Muckleshoot	253.876.3274	253.876.2883
Nez Perce	208.621.4685 208.621.4686	208.843.7366
Nisqually	360.456.5221 ext 1117	
Port Gamble	360.297.6215	360.633.0011
Swinomish	360.466.4380 ext 1	360.466.4690
Tulalip	360.716.4652	360.651.4538
General Contacts		
Basic Skills and GED	360.392.4286	360.392.4332
Bookstore	360.392.4337	360.752.2418
Center for Health	360.594.4089	
Coast Salish Institute	360.392.4313	360.392.4230
Cooperative Extension and Training	360.392.4345	360.676.0475
Early Learning Center	360.392.4260	
Human Resources	360.392.4230	360.392.4290
Institutional Review Board	360.392.4224	
Library	360.392.4214	360.733.3385
Math and Writing Center	360.392.4235	
Student Accounts	360.392.4222	360.738.0136
Workforce Training	360.255.4412	360.392.4332

NORTHWEST INDIAN COLLEGE BOARD OF TRUSTEES

NORTHWEST INDIAN COLLEGE is a Tribally controlled college chartered by the Lummi Indian Nation. A seven member Board of Trustees governs Northwest Indian College. All trustees apply to and are appointed by the Lummi Indian Business Council.

CHAIR Kristin Kinley, Chetopia, LUMMI

Ms. Kinley is the Office Manager for the Lummi Education Division. Ms. Kinley has worked for the Lummi Indian Business Council for the past 25 years. Her past administrative and finance experience for the Lummi Indian Business Council (LIBC) includes working for the General Manager's Office, the Finance Division, Health Care, and the Education Division. She currently serves on the Lummi Health and Family Commission and the Budget and Finance Committee for the Lummi Nation. Ms. Kinley holds an Associate of Technical Arts Degree in Business Management from Northwest Indian College and continues with her studies at Western Washington University.

VICE CHAIR Larry Campbell, SWINOMISH

Larry is the Tribal Historical Preservation Officer for the Swinomish Indian Tribal Community in the Cultural Resource Office. This work entails being involved in the regulatory aspects of cultural and archaeological resources in the usual and accustomed areas of the Swinomish Indian Tribal Community. Other duties and job descriptions include: Intergovernmental Relations/Cultural Resource Planner in the Office of Community Planning and Economic Development. He has been involved for over 30 years in Swinomish Indian Tribal Community governmental committees, intergovernmental affairs, public relations, community development, spiritual traditions and cultural activities. For the past 25 years, the greater part of Larry's work has involved the interrelationships between Tribal, local, regional, national, and international governmental programs. He has presented numerous times on inter-governmental relations, cultural, spiritual and historical issues. He holds a BA in Liberal Arts from Western Washington University.

SECRETARY Jana Finkbonner, LUMMI

Ms. Finkbonner is the Director of the North InterTribal Vocational Rehabilitation Program, an agency that serves six Tribes. Past positions held include: Assistant Director for Family Services; Employment and Training Center Director; and various student services positions at NWIC. She has a BA in Human Services from Western Washington University and an AAS Transfer Degree from Northwest Indian College.

TREASURER Sandy Finkbonner, Qual Qua Net Sal, LUMMI

Ms. Finkbonner is the Mortgage and Investment Analyst for the Lummi Nation Housing Authority. She has worked in various financial and administrative positions for the Lummi Nation for the past 40 years. She attended University of Alabama, received Management Certification from Western Washington University and received an AAS Transfer Degree from Northwest Indian College. She has served on the LIBC as Treasurer and has been active on many Boards and Commissions of the Nation. Ms. Finkbonner is also an Army veteran.

LIBC REPRESENTATIVE Celina Phair, LUMMI

Ms. Phair is currently serving on the Lummi Indian Business Council. Her professional experience includes working as the Controller for the Lummi Commercial Company, business analyst for the LIBC, and various other positions ranging from finance to working with Lummi youth. She holds a BA in Business Administration with a focus on Economics/Accounting from Western Washington University, and an AAS from Whatcom Community College.

Charene Alexander, Kees Kees I Blue, LUMMI

Ms. Alexander is the Project Development Specialist of the Lummi Xwle'lemes "Restorative Justice" Department. Prior to that, her occupation was as a Vocational Rehabilitation Transition Counselor of the Lummi Vocational Rehabilitation Program servicing Tribal youth and young adults impacted by disabilities. Ms. Alexander has her BA in Human Services from Western Washington University and her AAS General Direct Transfer Degree and Native Studies Certificate from Northwest Indian College.

Jessie Deardorff, LUMMI

Ms. Deardorff holds a Master's Degree in Continuing and College Education, WWU; a BA in Education, WWU; and an AAS Transfer Degree from NWIC. She formerly served as the manager for the Lummi Safe House, director for Lummi Systems of Care, Lummi Head Start, and Title IX Indian Education for the Ferndale School District; and served as a representative on the National Indian Head Start Directors Association for a number of years.

NORTHWEST INDIAN COLLEGE FOUNDATION

THE NORTHWEST INDIAN COLLEGE FOUNDATION supports the mission of the College through fund-raising efforts that help support the College's highest priorities and aspirations, from student scholarships and faculty development to new construction and community outreach.

The Foundation also supports the College by identifying and cultivating volunteer leadership within the Native community and outside of it, creating new partnerships at the local, regional, and national level. Through its events, publications and outreach activities, the Foundation helps create a network of friends and advocates that ensures the vitality of the College and furthers its goals.

The Northwest Indian College Foundation exists exclusively for charitable and educational purposes and is designated as a 501(c)(3) nonprofit organization. Gifts to the Foundation are tax deductible. The Foundation's Endowment Fund generates revenue toward the College's operating expenses, equipment purchases, scholarships and special projects that benefit faculty, staff and students. A Board of Directors governs the Foundation and oversees the business operations and fund management of investments on behalf of NWIC students and donors.

NORTHWEST INDIAN COLLEGE FOUNDATION BOARD OF DIRECTORS

PRESIDENT **LARRY KINLEY, LUMMI** EXECUTIVE DIRECTOR, LUMMI COMMERCIAL COMPANY

VICE PRESIDENT **JULIE JOHNSON, LUMMI** JOHNSON AND ASSOCIATES LLC

TREASURER **BERNIE THOMAS, LUMMI** DIRECTOR OF EDUCATION AND LUMMI INDIAN BUSINESS COUNCIL MEMBER

SECRETARY **JUSTIN GUILLORY, NEZ PERCE DESCENDANT** NWIC PRESIDENT

MEMBER AT LARGE **LINDA LONG WEAVER**

MEMBER **JUDITH MICH** RETIRED

MEMBER **PHILLIP HILLAIRE, LUMMI/GRAND RONDE**

MEMBER **SANDRA FINKBONNER, LUMMI**

MEMBER **HENRY CAGEY, LUMMI**

MEMBER **JOE FINKBONNER, LUMMI**

MEMBER **NICHOLE MAHER, TLINGIT**

HONORARY BOARD MEMBERS **BRIAN CLADOOSBY, GARY DAVIS, ERNIE STEVENS JR., TEMRYSS LANE, DEBORAH PARKER, JOANNA SIKES, DARRELL MIKE, ALEX SCHULTE, CHUCK JAMES, PATRICIA WHITEFOOT, LORI WATSO**

The Foundation administers donations in the best interests of both the donor and the College. Inquiries regarding gifts, bequests, charitable remainder trusts, the annual fund or in-kind donations (such as books, equipment or real estate) may be addressed to:

NORTHWEST INDIAN COLLEGE FOUNDATION

ADDRESS: 2522 KWINA ROAD, BELLINGHAM, WA 98226
PHONE: (866) 676-2772 EXT. 4305
E-MAIL: FOUNDATION@NWIC.EDU
ONLINE: WWW.NWIC.EDU

ACADEMIC CALENDAR

Please refer to the quarterly schedules posted online for important course information and additional details, see our website at: www.nwic.edu

ACADEMIC YEAR 2015-2016

Summer Quarter 2015	Fall Quarter 2015	Winter Quarter 2016	Spring Quarter 2016
Quarter Begins-June 29, 2015	Quarter Begins-September 21, 2015	Quarter Begins-January 11, 2016	Quarter Begins-April 4, 2016
Independence Day (observed)-July 3, 2015	Veteran's Day-November 11, 2015	MLK/Treaty Day Observed-January 18, 2016	Memorial Day-May 30, 2016
Quarter Ends-August 21, 2015	Thanksgiving-November 26-27, 2015	President's Day-February 15, 2016	Quarter Ends-June 16, 2016
	Quarter Ends-December 11, 2015	Quarter Ends-March 25, 2016	Commencement-June 17, 2016

ACADEMIC YEAR 2016-2017

Summer Quarter 2016	Fall Quarter 2016	Winter Quarter 2017	Spring Quarter 2017
Quarter Begins-June 27, 2016	Quarter Begins-September 19, 2016	Quarter Begins-January 9, 2017	Quarter Begins-April 3, 2017
Independence Day-July 4, 2016	Veteran's Day-November 11, 2016	MLK/Treaty Day Observed-January 16, 2017	Memorial Day-May 29, 2017
Quarter Ends-August 22, 2016	Thanksgiving-November 24-25, 2016	President's Day-February 20, 2017	Quarter Ends-June 15, 2017
	Quarter Ends-December 9, 2016	Quarter Ends-March 24, 2017	Commencement-June 16, 2017

CATALOG DISCLAIMER

Northwest Indian College has made reasonable effort to provide accurate information in this catalog at the time of printing. However, the College reserves the right to make appropriate changes in policies, procedures, calendars, program requirements, courses and fees without notice and information contained in this catalog is subject to change without notice by the College President and the Board of Trustees.

Students who have maintained continuous enrollment have the option of completing the program requirements in effect in the current online catalog at the time they first enrolled or those in effect during the last quarter of attendance in which the program requirements were completed. Continuous enrollment is defined as enrolled in credit courses without interruption for more than two consecutive quarters (excluding summer quarter). If a student does not maintain continuous enrollment he/she will be expected to satisfy any new requirements instituted in the catalog under which they re-enroll. For the most current information, please access the online catalog at www.nwic.edu.

Northwest Indian College does not currently allow more than one degree per program type at the same degree level. Please contact your Advisor for more information.

ACADEMIC CALENDAR

Please refer to the quarterly schedules posted online for important course information and additional details, see our website at: www.nwic.edu

ACADEMIC YEAR 2015–2016

	Summer 2015 (2016-10)	Fall 2015 (2016-20)	Winter 2016 (2016-30)	Spring 2016 (2016-40)
Registration	May 18-June 26	May 18-Sept 18	Nov 9-Jan 8	Feb 22-April 1
Quarter classes begin	June 29	Sept 21	Jan 11	April 4
Late Registration	June 29-July 2	Sept 21-25	Jan 11-15	April 4-8
Permission for Late Registration (Blue Slip)	None	Sept 28-Oct 2	Jan 11-Jan 15	April 11-April 15
Faculty Discretionary Drops Due	None	Oct 2	Jan 21	April 15
Last day to sign up for S/U grading, Drop without "W" on record, or register for IL/LC or CEU (including ABE, GED)	July 14	Oct 6	Jan 26	April 19
Last day for 100% refund for official withdrawal from courses (Census Date*)	July 16	Oct 8	Jan 28	April 21
Midterm Week	None	Oct 26-30	Feb 15-19	May 9-13
Midterm Grading	None	Oct 24 - Nov 1	Feb 13-21	May 7-15
Last day to officially withdrawal* (No Refund after Census Date)	July 24	Nov 13	March 4	May 27
Last day of the Quarter	Aug 21	Dec 11	March 25	June 16
Final Grading deadline 5:00 pm	Aug 24	Dec 14	March 28	June 20
Graduation Commencement Ceremony				June 17

ACADEMIC YEAR 2016–2017

	Summer 2016 (2017-10)	Fall 2016 (2017-20)	Winter 2017 (2017-30)	Spring 2017 (2017-40)
Registration	May 16-June 24	May 16-Sept 16	Nov 7-Jan 6	Feb 21-Mar 31
Quarter classes begin	June 27	Sept 19	Jan 9	April 3
Late Registration	June 27-July 1	Sept 19-23	Jan 9-13	April 3-7
Permission for Late Registration (Blue Slip)	None	Sept 26-30	Jan 17-20	April 10-17
Faculty Discretionary Drops Due	None	Sept 30	Jan 20	April 14
Last day to sign up for S/U grading, Drop without "W" on record, or register for IL/LC or CEU (including ABE, GED)	July 12	Oct 4	Jan 24	April 18
Last day for 100% refund for official withdrawal from courses (Census Date*)	July 14	Oct 6	Jan 26	April 20
Midterm Week	None	Oct 24-28	Feb 13-17	May 8 - 12
Midterm Grading	None	Oct 22-30	Feb 11-19	May 6 - 14
Last day to officially withdrawal* (No Refund after Census Date)	July 22	Nov 10	March 3	May 26
Last day of the Quarter	Aug 19	Dec 9	March 24	June 15
Final Grading deadline 5:00 pm	Aug 22	Dec 12	March 27	June 19
Graduation Commencement Ceremony				June 16

CAMPUS LOCATIONS

Lummi Campus

Northwest Indian College's main campus is located on the Lummi Indian Reservation, eight miles northwest of Bellingham, Washington, at the intersection of Kwina Road and Lummi Shore Drive. This campus consists of a growing number of buildings on an expanding site, which houses college-wide administrative services and instructional and student services. The Lummi fisheries department provides access to the Tribal fish and oyster hatcheries facilities to support the NWIC Science program which further supplements the Lummi Campus. The well-equipped science buildings include technologically advanced telecommunications centers with several distance learning classrooms. This allows for transmission and reception to NWIC extended campus sites and other equipped locations.

Lummi
Muckleshoot
Nez Perce
Nisqually
Port Gamble
Swinomish
Tulalip

Extended Campus Sites

Northwest Indian College is committed to serving the educational needs of Tribal communities throughout the Pacific Northwest. This is accomplished by working cooperatively with Muckleshoot, Nez Perce, Nisqually, Port Gamble, Swinomish and Tulalip Tribal communities to sponsor classes and programs of particular relevance to them.

Instructional programming encompasses formal bachelor's degrees, associate's degrees, and certificate programs in several areas. In addition, other classes are offered, such as cultural, vocational/work force training, recreational, adult education, in-service seminars, and other special programming.

Interest is particularly strong at many instructional sites in classes focusing on the cultural traditions and Indigenous knowledge of the Tribal communities. A variety of delivery methods are employed to teach classes. Methods of instructional delivery include on-site teaching using local instructors, Interactive Telecourses (ITV), Learning Contracts (LC), Independent Learning (IL) and Online Courses (OL).

Student support and enrollment services are provided to extended campus sites by professional staff located at the main Lummi Campus and at various sites. Students may contact the Lummi Campus to request information and assistance with admissions, financial aid, registration, advisement, career services, and other areas of interest. At selected sites, the College retains staff or a contact person for these purposes.

NORTHWEST INDIAN COLLEGE IS A TRIBALLY CONTROLLED COLLEGE chartered by the Lummi Nation. Its primary goal is to serve the educational and training needs of Pacific Northwest Tribes and their people. NWIC's name in the Lummi language, XWLEMI ELH>TAL>NEXW SQUL (the people's education), is the basis for the college's mission, which states: Through education, Northwest Indian College promotes Indigenous self-determination and knowledge. Its main campus is located on the Lummi Reservation near Bellingham, Washington, with extended campus sites situated on reservations throughout Washington and Idaho.

Northwest Indian College evolved from the Lummi Indian School of Aquaculture (LISA). Established in 1974, LISA provided fish and shellfish hatchery training for Native American technicians. Many LISA graduates were successful in finding work in Tribal hatcheries throughout the United States and Canada. However, in the early 1980s, the employment demand for hatchery technicians declined dramatically.

Lummi Tribal leaders embraced the challenge and developed an exciting new vision of meeting the wider educational needs of Native Americans in the Pacific Northwest. Plans moved quickly and, on April 1, 1983, the Lummi Indian Business Council approved the charter for Lummi Community College, a public 501 (c) (3) non-profit, comprehensive two-year college. Classes began immediately and the service area expanded to include other reservations in the Pacific Northwest. The college also began offering workshops and conferences focused on important Native issues.

Lummi Community College became Northwest Indian College (NWIC) in January of 1989. It began serving more Indian people, Tribes, and organizations in Washington, Oregon, Idaho, as well as southeast Alaska. In 1993, the college became accredited at the associate's level, and in 1994 it received congressional approval as a land-grant college.

In 2007, the college entered candidacy status for accreditation as a bachelor's degree granting institution and began offering a Bachelor of Science in Native Environmental Science. In 2010, NWIC received accreditation as a bachelor-granting institution while retaining its accreditation to offer associate's degrees. It continues to offer the bachelor of science, and now also offers three bachelor of arts degrees in Native Studies Leadership, Tribal Governance and Business Management, and the newest in Community Advocates and Responsive Education (CARE) in Human Services.

Northwest Indian College is currently the only regional Tribal College in the United States and the is the only accredited bachelor-granting Tribal College in Washington, Oregon, and Idaho. A seven-member board of trustees governs NWIC. The board is currently comprised of trustees from the Lummi and Swinomish Nations. All board members apply to and are appointed by the Lummi Indian Business Council.

1974	1983	1989	1993	2010	2013	2015
Lummi Indian School of Aquaculture (LISA) was established	*LISA became Lummi Community College*	*Lummi Community College became Northwest Indian College*	*NWIC was granted accreditation by the Northwest Commission on Colleges and Universities*	*NWIC was approved as a baccalaureate degree granting institution*	*NWIC offers a bachelor of science and two bachelor of arts degrees*	*NWIC adds a fourth bachelor's degree*

NWIC STRATEGIC PLAN CORE THEMES

CORE THEME 1
Engage Indigenous Knowledge

CORE THEME 2
Commitment to Student Success

CORE THEME 3
Access to Higher Education Opportunities at All Levels for Tribal Communities

CORE THEME 4
Advance Place-Based Community Education and Outreach

GOALS OF THE 2010-2017 STRATEGIC PLAN

GOAL 1: NWIC promotes student self-identity through the Tribal College experience

GOAL 2: Indigenous knowledge is the foundation for all programs of study

GOAL 3: NWIC actively engages faculty and students in research and scholarship in support of the college's mission and programs

GOAL 4: NWIC prepares students to be successful at the associate, baccalaureate and graduate levels

GOAL 5: NWIC promotes student success in college-level courses through the First Year Experience program, especially for first generation and low-income students

GOAL 6: NWIC offers career and workforce opportunities in response to community and individual needs

GOAL 7: NWIC provides access to and opportunities for engagement in the Tribal College experience at all entry points

GOAL 8: NWIC increases access to program of study courses through distance learning education modalities and site-based services

GOAL 9: NWIC promotes healthy living and nutrition, leadership and financial security

GOAL 10: NWIC promotes land grant programming that builds institutional and community capacity in the marine sciences, aquaculture and natural resources.

TO SEE NORTHWEST INDIAN COLLEGE'S STRATEGIC PLAN IN ITS ENTIRETY, VISIT WWW.NWIC.EDU/CONTENT/STRATEGIC-PLAN

INSTITUTIONAL OUTCOMES

Northwest Indian College is committed to advancing the vision of our ancestors by providing a quality Indigenous education through which every student is able to strengthen their personal and Tribal identity. The institutional outcomes are foundational to a framework based on the pillars of Indigenousness and sovereignty which informs all aspects of the design, delivery, and assessment of the college's programs and courses.

This framework ensures that, upon degree attainment, NWIC graduates will be able to view their world cognizant of Tribal values, informed by the knowledge of inherent and acquired rights, and prepared to be leaders in their own unique ways to serve their communities. As Tribal Nation builders, graduates will be prepared to promote the restoration of a culture of social and economic abundance.

NWIC has identified four organizing principles for student success which move our educational vision into fruition:

Native Leadership
Way of Life
Inherent Rights
Community Minded

Native Leadership – To Acquire a Quality Education

Educated Native leaders are essential to the survival and advancement of Tribes. NWIC graduates are leaders in their own right and have the ability to communicate in diverse situations, listen deeply, think critically, and organize and articulate ideas. Upon degree attainment, a successful student will be able to …

- effectively communicate in diverse situations, from receiving to expressing information, both verbally and non-verbally
- use analytical and critical thinking skills to draw and interpret conclusions from multiple perspectives including Indigenous theory and methods

Way of Life - To Give Back

Education is relevant when Indigenous ways of thinking, learning, and doing are infused into the educational framework. NWIC graduates possess the knowledge of how Tribal values are interpreted and practiced through healthy lifestyles, language, and decision-making. Upon degree attainment, a successful student will be able to …

- demonstrate knowledge of what it means to be a people
- practice community building through service learning

Inherent Rights – To Apply Indigenous Knowledge

Knowledge of Tribal history, language and culture is integral to the advancement of sovereignty and self-determination. NWIC graduates actively engage in the decolonization process using an Indigenous perceptive and are able to differentiate between inherent rights and acquired rights. Upon degree attainment, a successful student will be able to …

- exhibit a sense of place
- recognize Tribal rights as they relate to human rights

Community Minded – To Utilize Education Through Work

Indigenous knowledge advances the capacity of Tribes. NWIC graduates acquire the skills to identify their role as a community member, including how they are integral to advancing the collective good of the community. Upon degree attainment, a successful student will be able to …

- meet the technological challenges of a modern world
- work cooperatively toward a common goal

NWIC acknowledges the Coast Salish language speakers for their contribution in developing the context of Indigenousness and sovereignty used in the new NWIC Institutional Outcomes**:** Tom Sampson, Tsartlip First Nations; Ivan Morris, Tsartlip First Nations; the late Earl Claxton, Tsawout First Nations; Ruby Peters, Cowichan Tribes; James and Lutie Hillaire, Lummi Nation; and William E. Jones Sr, Lummi Nation.

ACCREDITATION

The Northwest Commission on Colleges and Universities grants accreditation to Northwest Indian College at associate and baccalaureate levels. The Northwest Commission on Colleges and Universities (8060 165th Avenue NE, Suite 100, Redmond, WA 98052, www.nwccu.org) is an institutional accrediting body recognized by the Council for Higher Education Accreditation and the US Department of Education.

Northwest Indian College offers degree and certificate programs approved by the Washington State Higher Education Coordinating Board for enrollment of eligible students under Veteran's Administration (VA) Education Benefit programs. The Washington State Higher Education Coordinating Board has determined that Northwest Indian College is exempt from the Washington State Degree Authorization Act.

Northwest Indian College was granted accreditation at the four-year degree level effective September 2010. NWIC is the only regional Tribal college in the United States and the only Tribal college accredited to offer two-year and four-year degrees in the state of Washington, Oregon, and Idaho.

AFFILIATIONS AND MEMBERSHIPS

Northwest Indian College is affiliated with the following organizations: American Association for the Advancement of Science; American Association of Community Colleges; American Council on Education; American Indian Higher Education Consortium (AIHEC); American Indian Science and Engineering Society (AISES); American Library Association; Ecological Society of America; National Association of State Universities and Land Grant Colleges; Washington State Intercollege Relations Commission (ICRC); and Washington Center for Improving the Quality of Undergraduate Education.

EDUCATIONAL PARTNERSHIPS

Northwest Indian College educational partners include: The Evergreen State College; Heritage University; National Parks Service; Nooksack Salmon Enhancement; North Cascades Institute; Northwest Fisheries Science Center; Olympic Park Institute; Pacific Northwest National Laboratory; University of Washington; USDA Forest Service; Washington Department of Fish and Wildlife; Washington State Department of Ecology; Washington State University; Western Washington University; and University of Washington, Friday Harbor Laboratories.

ADMISSIONS AND REGISTRATION PROCEDURES

NEW AND RETURNING STUDENTS

1 ADMISSION: Submit a completed NWIC Admission Application to the Office of Admissions, a copy of your high school diploma or equivalent, and a copy of your Tribal certification, Tribal enrollment card, or letter of documentation from your federally recognized Tribe (if applicable). Documentation is necessary to determine resident student status to be eligible for the resident student tuition rate. For residency-related questions, please contact Admissions.

2 FINANCIAL AID: Complete and submit the Free Application for Federal Student Aid (FAFSA) online at www.fafsa.ed.gov. For priority deadlines, please refer to the Financial Aid section of the catalog or contact the Financial Aid Office.

3 PLACEMENT: New students and transfer students who have not taken college-level Math and/or English are required to take a placement test. Transfer students who have take college-level Math and/or English are required to submit official transcripts and need to fill out a Transfer Evaluation Request Form.

4 ADVISING: Meet with your advisor to review placement results and/or transcripts and discuss educational goals to develop a course of study.

5 REGISTRATION: Register for classes, pay tuition/fees and buy books.

CONTINUING STUDENTS

1 FINANCIAL AID: Complete the FAFSA online at www.fafsa.ed.gov EACH ACADEMIC YEAR and review you financial aid status.

2 ADVISING: Meet with your advisor quarterly to review your educational and career goal, confirm your courses of study and check on your progress toward graduation.

3 REGISTRATION: Register for classes, pay tuition/fees and buy books.

FOR MORE INFORMATION PLEASE CONTACT THE OFFICE OF ADMISSIONS, ENROLLMENT SERVICES OR AN ADVISOR.

ADMISSION INFORMATION

Northwest Indian College primarily focuses on recruiting Native American, Alaska Native, and Canadian First Nations students, but follows an 'open door' admissions policy. Anyone who has graduated from high school or the equivalent prior to enrollment may be accepted into Northwest Indian College. Students who are under the age of 18 without a High School Diploma or the equivalent must obtain permission from their parent or legal guardian and the school district before enrolling for college-level courses in the Running Start program. Contact the Office of Admissions for more information on the Running Start Program.

Students who are not prepared to begin college-level courses are provided with a wide variety of developmental course work designed to enable them to prepare for more advanced study and to pursue programs suited to their interests and aptitude.

General Admission Procedures

New and returning students who plan to work toward a program of study must complete the following admission procedures:

1. Submit a Northwest Indian College **Application for Admission**. Online applications are available for students to complete. In addition, an application packet may be obtained from the Office of Admissions on the Lummi Campus or at any Instructional Site. Applications may also be downloaded from the NWIC Web Site at www.nwic.edu or requested by phone, mail, fax or e-mail admissions@nwic.edu. **Please note the application fee is $10.00.**
2. Submit documentation of an earned High School Diploma or GED.
3. Submit documentation of enrollment in a federally recognized Tribe (if applicable).
   - Send a copy of your Tribal certification, Tribal enrollment card or letter of documentation from Tribe.
   - If you do not have a copy of your Tribal enrollment verification, contact your Tribal enrollment office and request verification be sent to the Northwest Indian College Admissions Office.

   NOTICE: Resident tuition rates apply only to students with Tribal certification on file **or** non-resident students who meet and can document the following criteria:
   - Demonstrated Indian ancestry and live on or near an Indian reservation
   - Spouse or dependent of a Resident student
   - Permanent full-time employee of Northwest Indian College or Tribal agency within the NWIC service area (must meet NWIC Personnel Policy requirements for Educational Benefits)
   - Spouse or dependent of Northwest Indian College or Tribal agency employee within the NWIC service area.

   Students who meet none of these criteria are considered non-resident students for tuition paying purposes.
4. Submit a completed application for Federal Financial Aid (FAFSA). Students must be accepted into the college before being eligible for financial aid.
5. Take college placement test. Placement testing is available at the main Lummi Campus and several off campus Instructional Site locations. Contact the NWIC Testing Center for more information.
6. Submit official transcripts from all previously attended colleges and universities (if applicable) as soon as possible but no later than the end of the first quarter of enrollment at Northwest Indian College (students requesting credit to be transferred must complete a Transfer Evaluation Request Form, available from the Office of Admissions, Enrollment Services, or from any Instructional Site), transfer credit is not automatically awarded. This process may take 6-8 weeks.

For priority consideration of financial resources, early application for Financial Aid and Admission to Northwest Indian College is strongly advised.

Testing and Placement

All new students pursuing a program of study at NWIC are required to complete the COMPASS. The results of the COMPASS placement test help students and their advisors in the selection of courses appropriate to the student's academic ability. Adult Basic Education students working towards their GED, either at NWIC or other institutions can access testing at the Testing Center. The placement test is available by appointment or on a drop-in basis on scheduled days throughout the academic year. GED and other certifications are available by appointment only. Directions for making an appointment are available through the Northwest Indian College website.

International Students at NWIC

Canadian First Nations students may study at NWIC as regular students under the provisions of the Jay Treaty and do not need to apply for special circumstances provided they submit their verification of enrollment (verification must indicate or verify at least 50% Canadian First Nations blood) with their Tribe or Band along with their application for admission.

Northwest Indian College is not a SEVP approved school and does not accept other non-immigrant students for regular admission. International students may take classes at NWIC under the following circumstances: They are already enrolled full-time at another SEVP approved school (F-1 or M-1 visa) and are not using NWIC credits to equal full-time enrollment **OR**, They are taking continuing education units (any visa) **OR**, They

are visitors (B-visa) engaged in study that is merely avocational or recreational in nature. International students are not eligible for federal or state financial aid. International students are classified as non-residents for tuition paying purposes.

Program of Study Students

Students intending to complete a bachelor's degree, associate's degree or certificate and who have completed a Program of Study form or who have indicated their intention on their admissions application are admitted as Program of Study students. They may pursue their academic goals on a part-time or a full-time basis. A full-time credit load is 12 or more credits. Program of Study students are assigned advisors who meet with them (usually once a quarter) to recommend classes that fulfill their academic or employment goals. Students must be enrolled in a program of study to be eligible for federal financial aid.

Non-Program of Study Students

Non-program of study students are those students taking classes for reasons other than completing a college program of study such as in-service training, personal enrichment or high school students who are supplementing their high school program with college work. These students are not admitted as regular students and are not eligible for state or federal financial aid. High school credit retrieval students must complete the appropriate credit retrieval paperwork and obtain approval/recommendations from their high school counselor or principal prior to enrollment. High school students must also work with an advisor prior to registration.

Admission as a Running Start Student

The Running Start Program is a partnership between NWIC and Washington state public high schools. The program offers eligible high school juniors and seniors the opportunity to take NWIC classes that satisfy both high school and college credit requirements simultaneously, tuition free. Running Start allows a student to get a head start on earning college credits, seek a greater academic challenge, or take courses that are not offered in their high school. Students may enroll concurrently in high school and college classes, or solely in college classes. While tuition for college-level classes is paid by the Running Start Programs, the cost of fees, books and supplies is paid by the students.

To participate in NWIC's Running Start program, students must take the NWIC placement tests and place at college-level English (English 100 or above). Other criteria and specific procedures for enrolling in courses as a Running Start student are available from the NWIC Office of Admissions.

Students continuing in the Running Start Program are required to submit paperwork quarterly. Students are not charged tuition if they stay within the Running Start eligibility criteria. Students are responsible for all fees.

Admission as a Transfer Student:

Transferring credits from another institution to NWIC
Northwest Indian College grants transfer credit for courses completed at other regionally accredited institutions of post-secondary education. NWIC reserves the right to determine which courses are acceptable for transfer from other institutions. Courses must be from a regionally accredited institution and must be college-level to be applicable to an associate's or bachelor's program. Courses from non-accredited vocational or technical colleges might be applicable toward NWIC technical degrees.

Students must initiate the request to have their transfer credits evaluated. Credits will not be automatically evaluated.

Requesting a Credit Transfer Evaluation

Students must contact each of their previous college(s)and request that **one official** copy of their academic transcripts be sent **directly** to Northwest Indian College, Office of Admissions.

Students must obtain a Transfer Evaluation Request form from Northwest Indian College, Office of Admissions, complete the form and return it to the Office of Admissions. The form must indicate the student's program of study; should the student change programs, a new evaluation may be needed since credits may transfer differently depending on the degree program.

Evaluation results will be mailed to the student which usually takes 4-6 weeks. Once the evaluation is received it is recommended that the student make an appointment with his/her academic advisor to discuss how the transfer credits may apply toward their degree.

For transfer of military credits, students must complete the Transfer Evaluation Request form and submit an official copy of their AARTS or SMART transcript. NWIC follows the American Council on Education recommendations for transfer of military credit.

Students with international transcripts must request an evaluation from an outside professional foreign credit evaluating service. Official Evaluations must be submitted to NWIC.

Transferring credits/degree from NWIC to another institution

The AAS degrees earned by students of Northwest Indian College are intended to meet the Washington State Direct Transfer Agreement in accordance with Intercollege Relations Commission (ICRC) guidelines. This means a student completing an AAS Direct Transfer degree with Northwest Indian College can potentially transfer to another Washington State higher education institution and transfer up to 90 credit hours toward a bachelor's degree. In the event a student transfers outside of Washington State, each credit earned will be evaluated individually for transferability by the admitting institution in that state.

REGISTRATION

Registration is the way you become a student at NWIC. Once admitted, every NWIC student must register each quarter. The registration process includes meeting with an advisor, enrolling in classes, paying financial obligations, and completing any other information forms as needed. Students may update their address and other contact information online through the student information system also known as JICS (Jenzabar Internet Campus Solution).

The registration calendar has three critical dates: Regular Registration, Late Registration and Blue-slip Registration. Students are responsible for knowing and adhering to these dates, which are available online.

Regular Registration

Students must complete a Credit or Continuing Education Unit (CEU) enrollment form via paper or through the online JICS system with an advisor, to be officially registered for courses during any given quarter. The dates for early and regular registration are contained in the paper copy of the quarterly schedule and the online quarterly schedule. Registrations are accepted through the last day of scheduled quarterly registration periods. All financial obligations must be cleared before a student may register for a subsequent quarter. All students pursuing a Program of Study must consult with an advisor prior to registration. Your class schedule can be printed immediately if you've been registered through JICS. If you register using a paper form your official schedule may be delayed for several days pending entry into the system. Please refer to the student handbook or contact your advisor for instructions on creating your JICS account.

Late Registration—Blue Slip Registration

Registrations are accepted during Late Registration for any regularly scheduled class, space permitting. Registrations received after the close of Late Registration date for regularly scheduled classes require written permission from the instructor on a blue-slip form. The blue slip form must accompany the enrollment form. Both forms must be submitted to the Enrollment Services Office for manual processing. Please note: Late registrations incur a $25.00 late registration fee.

Adding and Dropping Courses

Once registration for courses is complete and a class schedule is produced, the only way to adjust the schedule is by adding or dropping a course or courses in accordance with the deadlines published in the Quarterly Schedule. This process impacts financial aid eligibility as well as financial obligations and should be done in consultation with an advisor. An Add/Drop form signed by the student must be completed and turned into Enrollment Services Office in compliance with published deadlines. Failure to comply with this procedure results in a failing grade and continued financial liability. The add/drop process is the only way a student may change their schedule of classes.

Students may officially withdraw from any course through the first five weeks of fall, winter and spring quarters and the published census date by using the procedure detailed above. Official withdrawals occurring after the third week of fall, winter and spring quarters and the second week of summer quarter are posted on the student's permanent record as a 'W' in the grade column on the transcript.

Class Attendance

Regular attendance at all classes is necessary in order for students to gain maximum benefit from the instruction offered. Students are responsible for their own attendance. Students who receive financial aid must adhere closely to attendance and credit load requirements in order to maintain their eligibility to receive aid. Attendance may be used to calculate return of financial aid funds for students who complete zero credits.

Faculty Discretionary Drop

If a student fails to attend all class meetings the first two weeks of the quarter and makes no contact with the instructor(s), then the instructor(s) have the option of exercising a Faculty Discretionary Drop (FDD) for that student. That means the instructor(s) can drop the student from class without using a Add/Drop form and without obtaining the student's signature.

Audit Registration

Students who wish to audit a course should contact the Enrollment Services Office for details. Regular tuition costs and fees apply. Audit courses do not carry credit and are not computed in GPA calculations.

Withdrawing from NWIC

Students who wish to withdraw from college or from one or more classes must follow the add/drop procedure detailed under Adding and Dropping Courses.

ACADEMIC INFORMATION

Satisfactory Academic Progress Policy

NWIC is committed to facilitating student success. Students maintaining either a cumulative or the most recent quarterly 2.0 grade point average are considered to be making satisfactory academic progress in their program of study.

Students are expected to maintain satisfactory progress toward completion of the educational program they have selected. Low grades are a warning to the student to improve their educational performance. Students should seek help from instructors and/or advisors to resolve issues that might be affecting performance. In addition, the student should contact the financial aid office regarding the effect on student aid eligibility.

NWIC has adopted a non-punitive 'satisfactory progress' policy under which students with low grade point averages or numerous course withdrawals, drops, or Incompletes are allowed

to re-enroll in subsequent quarters. If an unsatisfactory pattern develops in the student's progress toward program completion, the college employs interventions (counseling, hearings with an academic committee, referral to external helping agencies, etc) as conditions of re-enrollment. Students with academic achievements below the standards will receive an academic warning. These students will be encouraged to meet with a faculty advisor or academic advisor, and enrollment in the subsequent quarter may be limited to a reasonable amount of credits.

Financial Aid SAP Policy

Northwest Indian College is committed to facilitating student success. Students who successfully complete at least 67% of enrolled credits each quarter and have at least a quarterly 2.0 grade point average are considered to be making satisfactory academic progress in their program of study.

Grading

Grades are recorded on the student's permanent record at the end of each quarter. The course requirements and the levels of accomplishment will be clearly defined in the course syllabus. Northwest Indian College uses the following symbols for grading courses:

Grade	Grade Pt	
A A-	4.00 3.70	The student has met or exceeded the highest level of the course requirements.
B+ B B-	3.30 3.00 2.70	The student has met the course requirements above the satisfactory level.
C+ C C-	2.30 2.00 1.70	The student has met the course requirements at the satisfactory level.
D+ D D-	1.30 1.00 0.70	The student has met the course requirements at the minimum level. However, the student has not met all of the course requirements at the satisfactory level.
F	0.00	The student has not met the course requirements at the minimum level.

I Incomplete

Indicates that a student has been given permission to complete the requirements of a course at a later date. An "I" grade may be issued to students who have been making consistent progress and has regular attendance, but some essential requirement of the course has not been completed because of unforeseen circumstances the student has the option to request to enter into an incomplete agreement. The deadline to request an incomplete agreement is the last day of the quarter.

An Incomplete Agreement Form must accompany an "I" grade or the grade will be assigned as an "*." The course requirements must be completed by the date agreed upon in the Incomplete Agreement, which can be no later than the end of the following quarter not counting summer. A grade will be recorded on the incomplete form as "I/other letter grade," where the "other letter grade" is what the student earned on the date the incomplete is submitted.

It is the Instructor's discretion whether to accept the student's request.

When the instructor submits an incomplete agreement for a student, included should be:

- the grade earned by the student on the date that the incomplete agreement is submitted,
- a detailed list of remaining work to be completed, and
- a deadline for the completion of that work. (The deadline is not to extend longer than two consecutive quarters).

The instructor must submit a grade change at the end of the deadline, with the new grade or the original grade on the incomplete form will stand. The new grade will then reflect the new grade with the "I" being removed.

N Audit

Indicates that a student chose not to receive credit for a course. A student may audit any course by signing up through the registration office according to special enrollment procedures and scheduled dates.

P/NP Pass/No Pass

Indicates a grade issued for a Continuing Education Unit (CEU) course.

S/U Satisfactory/Unsatisfactory

Only certain courses are designated S/U grading as determined appropriate by the Curriculum Committee. This grade does not carry grade point value therefore is not computed into the student's GPA.

W Official Withdrawal

Indicates that a student officially withdrew from a course by completing the proper paperwork through the registration process according to scheduled dates. Official withdrawals occurring after the third week of fall, winter and spring quarters and the second week of summer quarter are posted on the student's permanent record.

AW Administrative Withdrawal

An Administrative Withdrawal is granted only on a one-time basis in the event a student is unable to complete a quarter or a course due to a unique emergency or a major life difficulty. Examples include severe illness, accident, death in the family or call to active military service. An Administrative Withdrawal Petition and supporting documentation must be submitted to the Registrar. This grade is posted only upon approval of the Registrar in consultation with the Financial Aid Office.

WIP Work in Progress

Indicates that a student has coursework in progress. Students must complete the requirements for the course by the end of the quarter.

Y **Work in Progress**

Not currently used as a grade option. Grade used prior to Fall 2007.

Z **Non-completion**

Not Currently used as a grade option. This grade was used prior to fall 1998.

V **Unofficial Withdrawal**

Not currently used as a grade option. The V grade was used prior to fall 2007.

***** **No Grade Recorded / Invalid Grade / Late Finishing Class**

Grade Change Policy

Grade and designation of Incomplete recorded by the Registrar at the end of a quarter will be considered final and not be changed except in the following cases:

- When a letter grade is submitted to replace the incomplete, by the instructor of record or, if the instructor of record is no longer employed by NWIC, by the Dean of Academics.
- When a grade resulting from an error, such as a computation error, is corrected by the instructor of record; the request for change to correct these errors may only be made by the instructor of record, before the beginning of blue-slip week (second week of the quarter) of the following quarter.
- When an error committed in the administrative recording process is corrected by the Registrar's office.
- When a student's grade appeal has been adjudicated, as outlined in the grievance procedure in the Student Handbook.

Grade Point Average

The grade point average for a student is calculated on a quarterly and cumulative basis. The quarterly GPA is computed by dividing the total number of quarterly grade points by the total number of quarterly A through F credits earned. The cumulative GPA is calculated by dividing the total number of all grade points by the total number of all A through F credits earned.

Grades **I, N, P/NP, S/U, W, AW** and **Y** do not carry grade point values and are not computed into the student's grade point average. Grades **IA** through **IF** carry the same grade point values as the corresponding letter grades A-F.

I, N, NP, U, W, AW and **F** grades are indications of non-completions or unsatisfactory progress and should be avoided. These grades can cause a negative impact on financial aid, affect college transfer and job attainment.

Satisfactory/Unsatisfactory Grading

The College Curriculum Committee may determine that traditional letter grading is inappropriate for a particular credit course. If so, the course will be designated S/U grading and will be so described in the NWIC College Catalog. This grading mode is not appropriate in courses applied to the general education requirements or to courses in the student's major area of concentration. Students are also cautioned that overuse of the S/U system may cause concern by employers and other four-year colleges.

Final Grade Reports

Student grade reports are available online through the student JICS account at jics.nwic.edu.

Student Contact Information

It is very important to make sure Enrollment Services has a current address and other important contact information. Any changes or updates in students' personal information such as change of address, name change, and program of study changes must be reported to the Enrollment Services Office. Students can update their address online through JICS.

Transcripts

In compliance with the Family Education Rights and Privacy Act of 1974, a transcript of grades will be sent to a college, university, or other agency ONLY upon the student's written request. Students must complete and submit a Transcript Request Form to the Student Records office. NWIC graduates may request one free copy of their official transcript. Currently enrolled, full-time students will be awarded one transcript per quarter, without charge. All other official transcripts are subject to a $4 charge. Holds on permanent records resulting from non-payment of tuition, fees, or failure to return College-owned material, must be cleared by the student before transcripts are released. Unofficial transcripts are available free of charge and available to all students.

Family Educational Rights and Privacy Act (FERPA)

Northwest Indian College complies with the Family Educational Rights and Privacy Act (FERPA) of 1974 concerning the information that becomes a part of a student's permanent educational record and governing the condition of its disclosure. Under FERPA, students are protected against improper disclosure of their records. This federal law affords students certain rights with respect to their educational records. They are as follows:

- The right to inspect and review the student's educational records within 45 days of the day the college receives a request for access.
- The right to request the amendment of the student's educational records that the student believes are inaccurate or misleading.
- The right to consent to disclosures of personally identifiable information contained in the student's

educational records, except to the extent that FERPA authorizes disclosure without consent. NWIC's policy is to release only directory information including name, address, phone number, dates of enrollment, field of study, and degrees/certificates earned, honors, participation in officially recognized college activities and sports (including photographs), height and weight of members of athletic teams. If the college does not receive prior written notice from the student, directory information may be released at any time. A student who does not want his or her directory information released may request in writing, non-disclosure of directory information. All other information may be released only upon written consent form the student.

- The right to file a complaint with the US Department of Education concerning alleged failures by Northwest Indian College to comply with the requirements of FERPA.
- The right to file a complaint with the College's Accreditor.
- The right to review documents specific to the accreditation and Tribal charter approval.

Directory Information

Northwest Indian College will release to outside agencies or persons, upon their request, the following directory information:

- Student name;
- E-mail address;
- Phone number;
- Program of study;
- Degrees or certificates conferred;
- Academic achievements (Dean's and President's List);
- Participation in commencement;
- Dates of enrollment;
- Achievements in campus organizations.

Release of Student Information can occur two different ways: first, by Directory Information that is routinely available to the public; second, information that the student wants or needs to have released to parents or third parties.

A student who does not want his or her directory information released may request in writing, non disclosure of directory information. All other information may be released only upon written consent from the student.

All student have the right to file a complaint with the US Department of Education concerning alleged failures by Northwest Indian College to comply with the requirement of FERPA.

Academic Information other than Directory Information

Regarding all student information other than directory information listed above, the Family Educational Rights and Privacy Act of 1974 prohibits disclosure of this academic information to third parties without prior written consent of the student using a FERPA Release of Information form available in the Office of Admissions.

Students may request a copy of their educational record by contacting Enrollment Services for more information.

ACADEMIC STANDARDS

One credit hour is assigned in the following ratio of component hours per week devoted to the course of study and based on the quarter system, which conforms to the definition of the "Carnegie Unit," and is further described in the credit and credit load definition.

Credits and Credit Loads

Academic credit is a measure of the total time commitment required of a typical student in a particular course of study. Total time consists of three components: 1) time spent in class; 2) time spent in the laboratory, studio, field work, or other scheduled activity; 3) time devoted to reading, studying, problem solving, writing, or preparation. One credit hour is assigned in the following ratio of component hours per week devoted to the course of study and based on the quarter system:

Lecture Course: One contact hour for each hour of credit (two hours outside work implied).

Laboratory/Studio Courses: Two contact hours for each hour of credit (one hour outside preparation implied).

Independent Study/Learning Contracts: Three hours of work per week for each hour of credit.

Practicum/Internships: Four hours work per week for each one hour of credit.

According to this definition, it should be understood that a student carrying fifteen credits of lecture course load should be devoting about forty-five hours per week to class attendance and related work. Twelve credits are considered by the College to be the minimum credit load for a full-time student.

Please note: To complete an associate degree program in two years, a student should average fifteen credits per quarter. Prior to registering for more than 18 credits per quarter, a student must consult with an advisor.

Course Challenge

All NWIC courses specifically required for a degree are open to course challenge unless the course has been designated an exception by the instructor. Students may challenge Northwest Indian College courses and receive credits if an acceptable level of competence is demonstrated. The following procedures must be followed for a course challenge:

- Obtain a Course Challenge Request Form from the Individualized Studies Office
- Review the completed Course Challenge Request form with the appropriate instructor and receive approval
- Submit the form to the Individualized Studies Office
- Enroll for the class during the quarter the challenge will be completed

The combined total of challenge courses, prior learning, and regular course work during any one quarter shall not exceed the normal credit limits for NWIC students. The student may not challenge a course for which college credit has previously been received. A course may be challenged one time only. The grade recorded for successfully challenged courses may be a regular A-F letter grade or an 'S' (Satisfactory) grade if appropriate for the course. Unsuccessful challenges will be recorded as an "AW" (Administrative Withdrawal) on the student's transcript.

A maximum of 15 credits of grades achieved by the challenge process may be applied to a bachelor's or associate's degree and 22 for the associate of technical arts degrees. Financial aid recipients should inform the Financial Aid Office as part of the course challenge preparation process.

Continuous Enrollment Courses

Some classes are specified as continuous enrollment, such as adult basic education (developmental education courses) or continuing education courses. Students should check the online quarterly schedule regarding registration dates and times.

Variable Credit Courses

Certain courses are listed for variable credits. Under the advisement of an academic or faculty advisor students must indicate the number of credits to be completed on the enrollment form. The number of credits may be changed under advisement through the official add/drop period.

Prior Learning Experience

Prior Learning Experience (PLE) credits may be awarded for life and job experiences that are comparable to NWIC courses. Experiences may include job activities, volunteer work, workshops, seminars, creative writing, cultural activities, travel, artwork and independent research.

Two courses are offered to help a student complete the process. HMDV 120 is an optional class for those who have not yet decided which courses fit their life experiences. During this class the student analyzes his or her life for college-level learning and identifies specific comparable courses. Students already clear about their direction may begin with HMDV 121, a required class for all Prior Learning Credits students. In this course students write a rationale for course credit and work on a portfolio documenting applicable experience. The completed portfolio is given to the appropriate instructors to determine if the credits will be awarded.

Students must register for the credits they are requesting to receive through the prior learning experience. The number of PLE credits a student may obtain is dependent upon the type of degree sought. The maximum PLE credits are 15 for the associate of arts and sciences or bachelor's degree and 22 for the associate of technical arts degrees.

For more information, contact the Individualized Studies Program at the Northwest Indian College Main Campus.

Assessment of Student Learning

Assessment of student learning is the systematic process of gathering, interpreting, and using information regarding student academic performance and perceptions for the purpose of improving student learning and the quality of academic programs.

Indigenous Service Learning Course Component

Indigenous Service Learning promotes experiential learning to sustain the connections between people, place, and the natural world. Northwest Indian College strives to embed the values of Indigenous Service Learning across the college curriculum, beginning with First Year Experience courses, all the way through culminating four-year projects. In support of course objectives, students will identify a relevant community need, interact with community partner(s), develop and participate in a project lasting five or more hours, meet the community needs within or outside of designated class time, and prepare a class presentation which encourages reflective and critical thinking about the impact of the project on students, partners, and the community. Indigenous Service Learning provides students with the opportunities to deepen academic knowledge through practical application, leadership skills, and connection with people and place through reciprocal relationships of care and service.

Courses listed in the catalog with the Indigenous Service Learning designation may include service learning.

Course Numbering System

Courses numbered below **100** are designed to meet the pre-college, vocational or self-improvement needs of students.

Courses numbered **100-199** are normally designed for first-year college students and those numbered **200-299** are normally second-year courses. Freshman students with appropriate background or permission of the instructor may enroll in second-year courses during their freshman year.

Courses numbered **188 and 288** are reserved for one-time offerings and special projects; courses numbered **189 and 289** are used for individualized studies.

Courses numbered **300-399** are courses taken in the junior year of a bachelor's program of study.

Courses numbered **400-499** are courses taken in the senior year of a bachelor's program of study.

Courses numbered **388 and 488** are reserved for one-time of-

ferings and special projects. Courses numbered **389 and 489** are used for individualized studies.

Course numbers with the suffix 'U' are non-credit Continuing Education Units (CEUs).

Repeating a Course

Students may repeat any course. For graduation purposes, only the grade and credits received on the most recently repeated course are used in computing the student's cumulative credits and grade points earned. ***A course passed successfully may not be repeated more than once and receive financial aid funding.***

Definitions of Student Class Standing

Freshman – A student who has completed fewer than 45 college-level* credits.

Sophomore – A student who has completed at least 45 and fewer than 90 college-level credits. A student who has completed 90 or more college-level credits but has not declared a baccalaureate program of study will be considered a sophomore.

Junior – A student who has completed at least 90 and fewer than 135 college-level credits and has declared a baccalaureate program of study.

Senior – A student who has completed at least 135 college-level credits and has declared a baccalaureate program of study.

* College-level courses are those courses numbered 100 and above

COLLEGE POLICIES

Equal Opportunity Compliance

Northwest Indian College is committed to and practices equal opportunity in education and participation in college activities without regard to race, color, gender, age, religion, political ideas or affiliation, national origin or ancestry, marital status, and physical or mental handicap. With regard to employment, Northwest Indian College supports and practices equal opportunity and the Indian Preference Act as authorized by Title 25, US Code, Section 473, and respective Tribal laws and or regulations.

The Northwest Indian College Sexual Harassment Policy forbids sexual harassment of students by faculty, staff, or administration. Sexual harassment of employees by other staff, supervisors or students is also prohibited. Handicapped students should be aware that room assignments for classes will be changed and other appropriate accommodations made in order for them to take classes originally scheduled in non-accessible locations. Inquiries or complaints regarding discrimination should be directed to: the Office of Human Resources at the Northwest Indian College, Main Campus.

Drug-Free Policy

Northwest Indian College acknowledges all employees and students as role models representing the College and is therefore committed to maintaining the Lummi campus and all Tribal sites served as environments that are free of alcohol and drugs.

To ensure the safety and well being of all employees, students, and members of Tribal communities, Northwest Indian College endorses a drug and alcohol free workplace and campus(s) in support of academic excellence, work performance and quality of life, as well as the future well being of all members in the communities the college serves.

The Northwest Indian College policy for a drug and alcohol free workplace encompasses these principles:

The safety and well-being of all employees, students, and members of Tribal communities, Northwest Indian College endorses a drug and alcohol free workplace and campus. Unlawful possession, manufacture, use or distribution of illicit drugs or alcohol by students or employees on Northwest Indian College property or as part of college activities is prohibited. Any violation of Tribal, local, state, or federal law regarding the unlawful possession, manufacture, use or distribution of illicit drugs or alcohol may result in referral for prosecution and imposition of penalties.

The college will impose sanctions consistent with Tribal, local, state and federal law and adopted regulations on students and employees found to have violated this policy. Such sanctions may include recommendation for completion of an appropriate rehabilitation program, expulsion from the college or termination of employment and referral for prosecution. Student disciplinary action will be initiated in accordance with these laws.

The College adheres to a "Zero-Tolerance" policy. The definition of Zero-Tolerance is providing the employee one opportunity for rehabilitation; should the employee choose to use alcohol/drugs after the initial intervention, the employee will be terminated. Drug and alcohol issues are not part of the grievance process. This policy is in compliance with the Drug-Free Workplace Act of 1988 and the Drug-Free Schools and Communities Act of 1989, P.L. 102-226.

Board of Trustees Approved 3/29/04

Copyright Policy

Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act (Title 17 of the United States Code). These rights include the right to reproduce or distribute a copyrighted work. In the file-sharing context, downloading or uploading substantial parts of a copyrighted work without authority

constitutes an infringement. Penalties for copyright infringement include civil and criminal penalties. In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or statutory damages affixed at not less than $750 and not more than $30,000 per work infringed. For willful infringement, a court may award up to $150,000 per work infringed. A court can, in its discretion, also assess costs and attorney fees. For details, see Title 17, United States Code, Sections 504, 505. Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to $250,000 per offense. For more information, please see the website of the US Copyright Office at www.copyright.gov.

Solomon Amendment

Under Public law 104-208, Northwest Indian College is directed by the federal government to provide the armed forces such information as names, addresses, telephone numbers, date of birth, level of education, major and/or degrees received and prior military experience for all our students. Students who do not wish this information to be released should submit a written request to the Enrollment Services Office.

Nondiscrimination and Equal Opportunity

Northwest Indian College affirms a commitment to freedom from discrimination for all members of the College community. NWIC provides equal opportunity in education and employment and does not discriminate on the basis of race, color, religion, national origin, gender, age, marital status or the presence of any physical, sensory, or mental disability. The responsibility for, and the protection of the commitment extends to students, faculty, administration, staff, contractors and those who develop or participate in college programs. It encompasses every aspect of employment and every student and community activity. The College complies with federal and state statutes and regulations. Northwest Indian College supports and practices equal opportunity and the Indian Preference Act as authorized by Title 25, US Code, Section 473, and respective Tribal laws and or regulations.

The Northwest Indian College Sexual Harassment Policy forbids sexual harassment of students by faculty, staff, or administration. Sexual harassment of employees by other staff, supervisors or students is also prohibited. Handicapped students should be aware that room assignments for classes will be changed and other appropriate accommodations made in order for them to take classes originally scheduled in non-accessible locations. Inquiries or complaints regarding discrimination should be directed to: the Office of Human Resources at the Northwest Indian College, Main Campus.

Social Security Number

A student's social security number is confidential and will not be used for identification except for the purposes of employment, financial aid, transcripts, assessment/accountability research, or as otherwise required by state or federal law. In compliance with Pubic Law 93-579 and SB 5509, disclosure of a social security number is optional. If a student chooses not to provide it, he/she will not be denied any rights or benefits as a student. Students must provide their social security number to the admissions office for financial aid, and for the HOPE and Lifetime Learning Tax Credit.

Student Identification Number

All students will be assigned a student identification number to be used to identify educational records. Students use this number to register for classes, to order transcripts, etc. The student identification number is considered confidential and will not be released without written authorization signed by the student.

Student Records

Under law, Northwest Indian College is required to protect the confidentiality of student records. As a result, in response to inquiries about students, NWIC will confirm only directory information including, name, address, phone number, dates of enrollment, area of study, and degrees or certificates earned, unless the student provides a signed release permitting disclosure of additional information. To protect student privacy, picture identification is required to view and/or receive copies of educational records. Students who do not want directory information released may contact the Enrollment Services Office.

Student Right to Know

Northwest Indian College complies with the Student Right to Know Act, a federal mandate for colleges to publicly disclose graduation rates and safety statistics and other information. NWIC has provided this information annually since 1998 to the Integrated Post-Secondary Educational Data System, also known as IPEDS. IPEDS is sponsored by the US Department of Education and the National Center for Education Statistics. Students and interested parties can access this information by going to the College Navigator website: http://nces.ed.gov/collegenavigator. Type Northwest Indian College in the Name of School search box, choose WA from the state drop-down menu and press the Enter key. The search will provide the following information about NWIC:

- General Information
- Financial Aid
- Admission
- Programs/Majors
- Accreditation
- Estimated Expenses
- Enrollment
- Retention/Graduation
- Athletics
- Campus Security

Academic Freedom and Responsibility

In order to promote the condition whereby both the student and the instructor may have the freedom to search for the truth and its free expression, Northwest Indian College adopts the following principles expressed by the American Association of University Professors:

- The College instructor is entitled to freedom in the classroom in discussing his/her subject matter, but he/she should be careful not to introduce into his/her teaching controversial subject matter, which has no relation to his/her subject.
- The College instructor is a citizen, a member of a learned profession, and an officer of an educational institution. When an employee of the College speaks or writes as a citizen, he/she should be free from institutional censorship or discipline, but his/her special position in the College community imposes special obligations. As a person of learning and an educational officer, he/she should remember that the public may judge his/her profession and institution by his/her utterances. Hence, he/she should show respect for the opinions of others, and should indicate that he/she is not an institutional spokesperson.

In addition, Northwest Indian College adopts a policy of respectful practice and responsibility regarding cultural information that requires all instructors and students to refrain from:

- Inappropriate use of culturally sensitive information, especially spiritual information;
- Unauthorized commercial or other exploitative use of Tribal and cultural information;
- Unauthorized infringement of individual, family, or group ownership rights for songs, stories, or other information; and
- Potential conflicts or harm resulting from cultural research, specifically coming from inappropriate interpretation of cultural information, inappropriate intrusions into community life, and breaches of confidentiality and friendship (adapted from Tribal College Journal, fall 1996, p.19).

Academic Integrity

Academic integrity is a shared responsibility at Northwest Indian College. Therefore the faculty, staff, and administration promote a high standard of academic honesty and strive to educate students by creating an ethical learning environment that accepts only the highest quality of academic work.

Definition of Academic Dishonesty

Academic dishonesty in connection with any Northwest Indian College activity threatens personal, academic and institutional integrity and is not tolerated. Academic dishonesty includes; cheating, plagiarism, and knowingly furnishing any false information to the College. In addition, any commitment of the acts of cheating, lying, and deceit in any form such as the use of substitutes for taking exams, plagiarism, and copying during an examination is prohibited. Knowingly helping someone to committing dishonest acts is also in itself dishonest.

The following are more specific examples of academic dishonesty:

- Substituting in a course for another student or having another substitute for you in a course
- Having someone else write a paper and submitting it as one's own work
- Giving or receiving answers by use of signals during an exam
- Copying with or without the other person's knowledge during an exam
- Doing class assignments for someone else
- Plagiarizing published material, class assignments, or lab reports
- Turning in a paper that has been purchased from a commercial research firm or obtained from the internet
- Padding items of a bibliography
- Obtaining an unauthorized copy of a test in advance of its scheduled administration
- Using unauthorized notes during an exam
- Collaborating with other students on assignments when it is not allowed
- Obtaining a test from the exam site, completing and submitting it later
- Altering answers on a scored test and submitting it for a re-grade
- Accessing and altering grade records
- Stealing class assignments from other students and submitting them as one's own
- Fabricating data
- Destroying or stealing the work of other students

Plagiarism is a type of academic dishonesty. Plagiarism occurs when a person falsely presents written course work as his or her own product. This is most likely to occur in the following ways:

Submitting the exact text of someone else without the use of quotation marks and without giving proper credit to the author.

- Presenting ideas or using the material of someone else even when it is in the student's own words, without giving appropriate acknowledgment
- Submitting an assignment written by someone else but representing it as the student's own work.

Consequences for Academic Dishonesty

Before formal action is taken against a student who is suspected of committing academic dishonesty, instructors are encouraged to meet with the student informally and discuss the facts surrounding the suspicions. If the instructor determines that the student is guilty of academic dishonesty the instructor can

resolve the matter with the student through punitive grading. Examples of punitive grading are:

- A lower or failing grade on the assignment,
- Having the student repeat the assignment,
- Additional assignment(s),
- A lower or failing grade for the course

Students who feel they were unfairly accused or punished for academic dishonesty may follow the grievance procedures outlined in the Student Handbook and the student rights section of this catalog. Additionally, instructors are encouraged to document and refer academic dishonesty cases to the Registrar, the Dean for Student Life and/or the Vice President of Instruction and Student Services. The Office of Instruction and Student Services will follow established procedures as provided in the Student Handbook. If a student is found guilty, possible penalties include a warning, probation, suspension, or expulsion.

STUDENT E-MAIL POLICY

Purpose of the Policy

There is an expanding reliance on electronic communication at Northwest Indian College. This is motivated by the convenience, speed, cost-effectiveness, and environmental advantages of using e-mail rather than printed communication. Because of this increasing reliance and acceptance of electronic communication, e-mail is considered one of the College's official means of communication within the Northwest Indian College community.

Implementation of this policy ensures that students have access to this critical form of communication. It will ensure that all students can access, and be accessed by e-mail as the need arises.

A NWIC student e-mail account is a privilege and must be treated as such. Any abuse of this privilege will have consequences.

Policy

1. College use of e-mail

   E-mail is an official means for communication within Northwest Indian College. Therefore, the College has the right to send communications to students via e-mail and the right to expect that those communications will be received and read in a timely fashion. If you have an Internet Service Provider, you can access the College's e-mail system from on campus and off-campus.

2. E-mail communications expectations

   Students are expected to check their official e-mail address on a frequent and consistent basis in order to stay current with College communications. The College recommends checking e-mail once a week at a minimum; in recognition that certain communications may be time-critical.

3. Educational uses of e-mail

   Faculty may determine how e-mail will be used in their classes. It is highly recommended that if faculty has e-mail requirements and expectations they specify these requirements in their course syllabi. Faculty may expect that students' official e-mail addresses are being accessed regularly and faculty may use e-mail for their courses accordingly.

4. Appropriate use of e-mail

   In general, e-mail is not appropriate for transmitting sensitive or confidential information unless an appropriate level of security matches its use for such purposes. The e-mail system is not designed to be a record retention system. In addition, it is suggested that important documents be sent with a return receipt. The following criteria relate to e-mail use:

   All use of e-mail will be consistent with local, state, and federal law, including the Family Educational Rights and Privacy Act of 1974 (FERPA). All use of e-mail, including use for sensitive or confidential information, will be consistent with FERPA. To ensure compliance with FERPA regulations, all correspondence which concerns confidential or sensitive information should utilize official Northwest Indian College e-mail addresses. E-mail correspondence from students that requests confidential or sensitive information will not be answered if the e-mail is not from a Northwest Indian College e-mail address.

   Communications sent to a student's official Northwest Indian College e-mail address may include notification of College-related actions. E-mail shall not be the sole method for notification of any legal action. Official College communications sent by e-mail are subject to the same public information, privacy and records retention requirements and policies as other official College communications.

   A prepared statement of confidentiality is available for students to add to their e-mail messages if desired. The message below may be copied and pasted into the signature line of e-mail messages:

   CONFIDENTIALITY NOTICE: This e-mail message, including any attachments, is for the sole use of the intended recipient(s) and may contain confidential and privileged information. Any unauthorized review, use, disclosure or distribution is prohibited. If you are not the intended recipient, please contact the sender by reply e-mail and destroy all copies of the original message.

5. Abuse of e-mail privileges

   A NWIC e-mail account is a privilege, not a right, and can be revoked if used for any unacceptable purpose. Unacceptable e-mail use includes, but is not limited to:

   - unsolicited unauthorized mass e-mail (spam)
   - offensive language or threats
   - obscene material or language

- infringement on others' privacy
- interference with others' work
- copyright infringement
- illegal activity

Penalties for unacceptable e-mail use can range from deactivation of the account through college judicial action or referral to law enforcement authorities.

Approved by the Board of Trustees March 19, 2009

HONORS

President's List

Students completing 12 or more credits with a GPA of 4.00 will be included on the quarterly President's List.

Dean's List

Students completing 12 or more credits with a GPA of 3.50 or higher, will be included on the quarterly Dean's List.

Phi Theta Kappa

Phi Theta Kappa International Honor Society – The NWIC Beta Theta Beta Chapter of Phi Theta Kappa is part of an international organization with programs that focus on the society's hallmark of scholarship, leadership, service, and fellowship. To qualify for a membership invitation a student must have an initial quarterly grade point average of 3.5 and must maintain a 25 quarterly grade point average of 3.2 to remain in good standing.

Graduation with Honors

Students completing a bachelor or associate degree with a cumulative GPA between 3.50 and 3.74, with at least 45 credits with letter grades, will graduate with Honors. Students will receive 3 honor cords at commencement.

Graduation with High Honors

Students completing a bachelor or associate degree with a cumulative GPA between 3.75 and 3.89, with at least 45 credits with letter grades, will graduate with High Honors. Students will receive 2 honor cords at commencement.

Graduation with Highest Honors

Students completing a bachelor or associate degree with a cumulative GPA of 3.90 and above, with at least 45 credits with letter grades, will graduate with Highest Honors. Students will receive 1 honor cord at commencement.

Appeal for Waiver of Academic Requirements

Students may appeal for a waiver or substitution of requirements, with the exception of total credits required for graduation. A Waiver of Academic Requirement form must be submitted to the Registrar's Office. The Petition to waive academic requirement will be reviewed by a committee, normally the Registrar, Transcript Evaluator and the Academic Advisor. The appeal must describe the reasons for the waiver or substitution and should be submitted at least two quarters prior to graduation.

GRADUATION

Commencement—the Ceremony Honoring Graduates

Northwest Indian College holds one ceremony per year at the end of spring quarter to honor those who have graduated the previous summer, fall, winter, and spring quarters. Students must complete an online commencement application. Students must have completed all graduation requirements or be currently enrolled in all remaining requirements to be eligible to participate in commencement. Participation in commencement requires a $50.00 fee, half of which is refundable upon return of NWIC property.

Please note: participation in the ceremony does not denote completion of graduation requirements. Degrees and certificates are not awarded or recorded until all credit requirements are completed. Official degrees are posted to the transcript and a diploma is printed once the final credits are completed and verified by the Registrar. *The official transcript is the official document of program and course completion.*

Reapplication for Graduation

If a student does not meet the graduation requirements by the end of the quarter in which they have applied to graduate, the student must reapply for graduation no later than the third week of the quarter they intend to finish. A lapse of enrollment of more than two consecutive quarters (summer not included) may result in a change of degree requirements.

Transferring credits or a degree from NWIC to Another institution

The AAS degrees earned by students of Northwest Indian College are intended to meet the Washington State Direct Transfer Agreement in accordance with Intercollege Relations Com mission (ICRC) guidelines. This means a student completing an AAS degree with Northwest Indian College can potentially transfer to another Washington State Higher Education Institution and transfer up to 90 credit hours toward a bachelor's degree.

In the event a student transfers outside of Washington State, or before completing a degree program, each credit earned will be evaluated individually for transferability by the admitting institution in that state.

FINANCIAL AID

Students attending NWIC for the purpose of receiving a degree or eligible certificate may be qualified for financial aid assistance through federal, state, or local programs. To be considered for financial aid, a student must have graduated from high school or the equivalent and be accepted with admissions. Students must apply for financial aid each year.

Federal and state regulations limit the amount of time a student can receive financial aid to attend school. Students who plan carefully with the assistance of an advisor have the best chance of graduating in a timely fashion and accomplishing their educational goals without running the risk of diminished financial aid.

The most current information about financial aid programs and student eligibility can be found in the Student Financial Aid Handbook which is available in the Financial Aid Office or the college's website. Information is also available at https://studentaid.ed.gov/.

Application Process

Step 1: Complete the Free Application for Federal Student Aid (FAFSA) form. FAFSA information must be submitted each year to the US Department of Education where it is processed to determine financial eligibility. This application will establish eligibility for federal grants and work-study programs. Some state and local programs also use information provided by this application as well. Since some financial aid is offered on a first-come first-served basis, it is important to complete the FAFSA as soon as possible. Students can apply online at www.fafsa.ed.gov.

In order to help alleviate the burden that loan debt places on students, NWIC has elected to not offer student loans.

Include NWIC school code on your FAFSA application: #021800.

Step 2: Students are notified by Department of Education when their FAFSA has been processed. It is important to review this notification. If corrections are required, contact NWIC's Financial Aid Office for assistance.

Step 3: Respond to all requests for information from NWIC's Financial Aid office promptly and completely. The Department of Education will randomly select applications for verification information. Students may be required to provide copies of income tax returns, transcripts from prior colleges attended, and other documentation to determine eligibility.

NWIC's financial aid staff is responsible for reviewing student eligibility for financial aid, awarding funds, and monitoring continued eligibility. We review applications and award aid in the order in which applications are completed. Some financial aid funds are limited, so applying early is important.

Satisfactory Progress Requirements for Financial Aid Recipients' Progress toward degree completion:

All financial aid recipients are expected to enroll in courses that apply to the requirements of the educational program they have selected. Students who enroll in courses that do not apply to degree requirements may lose Federal financial aid eligibility. All students are encouraged to work with an academic advisor to track their progress toward degree completion.

To receive federal financial aid through the NWIC Financial Aid Office, students must meet **both** the quantitative and the qualitative requirement as described in the Financial Aid Handbook. Reviews of Satisfactory Academic Progress checks are taken quarterly.

Students who do not meet these standards in one quarter will be placed on Warning. Students on Warning status will still be eligible to receive aid in the following quarter and, if they meet the standards for Satisfactory Academic Progress in that quarter, will be returned to Good Standing. Students who do not meet these standards in the following quarter will be placed on suspension and will be required to complete one quarter satisfactorily without federal or state aid before being considered for reinstatement.

Please note that some scholarships may have separate satisfactory academic progress guidelines.

Students are notified of their current status at the end of each quarter via mail or e-mail.

Students with special mitigating circumstances contributing to their suspension may be able to appeal for reinstatement provided they can properly document their circumstance. Appeals are reviewed by the Financial Aid committee quarterly and students are notified of the results by mail. Students may only receive a reinstatement **once** in their career at NWIC and it may only be applied to one quarter. Appeal forms are available from the Financial Aid Office.

Scholarships and Other Financial Resources

Northwest Indian College, the Northwest Indian College Foundation and numerous friends of the college, such as Sam and Rosalie Long and WECU, have cooperated to develop and offer several scholarships with tuition awards that range from $100 to full tuition. They are available to students who demonstrate outstanding academic achievement, athletic skills, personal growth, or contributions to fellow students or the college. More information is available at the Financial Aid Office and on the NWIC website at www.nwic.edu.

NWIC Financial Aid Deadlines

PRIORITY DEADLINES*

Summer Quarter	May 1
Fall Quarter	June 15
Winter Quarter	October 15
Spring Quarter	February 1

All eligible applicants whose FAFSA application files are complete* by the PRIORITY DEADLINE will be given priority consideration. Applications received after priority dates will be considered on a funds-available basis.

*Complete file means that the FAFSA has been completed and received, student has been accepted to the college, and all other requested or required forms are on file in the Financial Aid office. Students will receive an award letter stating expected award for the year when they have met all these steps.

Financial aid disbursement for eligible students begins on the third Friday of the quarter (second Friday during summer quarter). Refer to the financial aid handbook online at www.nwic.edu/financial-aid for details on disbursements.

Veterans Benefits

NWIC offers degree programs approved by the Washington State Approving Agency for the enrollment of those students eligible under Veteran Administration Education Benefit programs. Veterans or eligible dependents of Veterans wanting to attend NWIC should contact the local Veterans Affairs (VA) Office to apply for education benefits or online at www.gibill.va.gov. There is also the ability to compare benefits online at www.gibill.va.gov to help determine which of the programs is best for each individual. Verification of eligibility for VA educational benefits must be determined prior to admittance and enrollment. Eligible veterans and dependents of veterans must complete the FAFSA online www.fafsa.ed.gov and apply for admission to NWIC. An admissions application can be found at www.nwic.edu or at any NWIC designated site or one can be mailed to you. Documentation verifying educational benefits must be submitted to the Veteran's Certifying Official in the Center for Student Success prior to enrollment. Veterans must also contact the Veteran's advisor when enrolling to determine appropriate program of study and enrollment options.

All veteran's benefits recipients are required to report program changes, quarterly credit changes, and changes to marital and family status to the Veteran's Certifying Official. In addition, recipients are required to maintain satisfactory academic progress according to the college's policy in order to maintain student status at NWIC. Failure to comply with VA regulations may result in termination of VA benefits.

These tasks need to be completed prior to certification of enrollment:

- Submit Application for Educational Benefits to VA – CH 33 Certificate of Eligibility
- Complete and submit NWIC Veterans Form
- Complete Admissions Application
- Complete FAFSA and maintain a complete financial aid file at NWIC
- CH 1606 students – Notice of Basic Eligibility (NOBE), DD Form 2384
- CH 33, 30, 32 and 1607 – a copy of their DD 214 that shows characterization of discharge

The NWIC VA Officer will only certify enrollment in classes that are required to obtain a degree in your specific program of study. For example, if you enroll in 12 credits, but only 9 of those credits go towards your programs of study, you will only be certified for those 9 credits. This will result in a reduction in your monthly education benefit payments.

Contact the Center for Student Success to make an appointment with the Veteran's Certifying Official at 360.676-2772, ext. 4215. Other important numbers include: Admissions at ext. 4269, Financial Aid at ext. 4206. The local Veterans Affairs office for main campus is at 1333 Lincoln Street, Bellingham WA 98229, phone number (360) 733-9226.

TUITION AND FEES

The costs to educate students of Northwest Indian College are shared by the Lummi Nation and other participating Northwest Indian Tribes hosting NWIC classes and/or activities as well as the Bureau of Indian Affairs which provides a per-student subsidy for resident students meeting Tribal enrollment criteria. Non-resident students are assessed a higher tuition to offset BIA subsidy provided for resident students. Tuition and all fees are approved by the NWIC Board of Trustees and are subject to change with notice.

Tuition, fees, and book costs must be paid at the time of registration. Unpaid tuition and fees will be deducted from financial aid awards to students. Enrollment Fees are non-refundable.

Quarterly fees

Laboratory or materials fees: Certain courses carry laboratory or materials fees. All students are required to pay an enrollment fee, technology fee, and activity fee depending on the number of enrolled credits.

1-11 credit hours: $25 non-refundable enrollment fee, $25 technology fee, and a $20 student activity fee. Total fees for part-time enrollment = $70/qtr

12-18 credit hours: $25 non-refundable enrollment fee, $50 technology fee and a $50 student activity fee . Total fees for full-time enrollment = $125/qtr

Quarterly Tuition Rates*		
Credits	**Resident**	**Non-Resident**
	2014-2015	**2014-2015**
1	$112	$309
2	$224	$618
3	$336	$927
4	$448	$1236
5	$560	$1545
6	$672	$1854
7	$784	$2163
8	$896	$2472
9	$1008	$2781
10	$1120	$3090
11	$1232	$3399
12-18	$1344	$3708
19+ Add	$112 per cr.	$309 per cr.

***Tuition rates may increase in academic year 2016-2017.**

Resident/Non-Resident Tuition

Resident students are defined as those students who (1) are enrolled as members of a federally recognized Tribe or Alaska Native Corporation, or (2) a biological child of a federally registered Tribal member-living or deceased, or (3) are covered by the Jay Treaty. All must provide Northwest Indian College with documentation of proof.

Non-Resident students meeting one of the following criteria will also be considered Resident students for tuition paying purposes once documentation has been provided to the College:

- Demonstrated Indian ancestry and live on or near an Indian reservation
- Spouse or dependent of a Resident student
- Permanent full-time employee of Northwest Indian College or Tribal agency within the NWIC service area
- Spouse or dependent of Northwest Indian College or Tribal agency employee within the NWIC service area

All other students are considered Non-Resident students for tuition paying purposes.

Special Fee and Tuition Free Courses

Continuing Education: Various non-academic courses are developed in accordance with the identified needs and interests of the Native American communities served by NWIC. These include vocational, cultural, community service, wellness and recreational experiences. Materials or overhead fees may vary depending on the course. The courses are offered as Continuing Education Units (CEUs) and can be recognized by a suffix of 'U' at the end of each course number. CEUs do not qualify for regular academic credit and therefore, do not apply to any degree or program of study.

Adult Basic Education: Several courses are offered for adult students who wish to strengthen their basic academic skills in English, math, reading, and social studies. These courses are offered free of charge on the Lummi campus and at various NWIC reservation based instructional sites.

Tuition Waivers

Tuition Waivers for credit classes are available for students who are considered Residents for tuition paying purposes and who are not eligible for FAFSA or any other funding and who fall under one of the following categories:

- Elder Students who are fifty-five years of age or older or
- Students who enroll in courses that apply to an approved high school diploma or GED program, or
- Permanent Employees of Northwest Indian College eligible for benefits (not including work-study)

Waivers must be requested on a quarterly basis, at the time of registration, and are ***for the cost of tuition only***.

Hardship Waiver (2nd chance petition)

A one-time tuition forgiveness for students who have experienced documented hardship. The committee will review hardship waivers on a case-by-case basis. Students may submit their written request by writing a personal statement outlining the circumstances of the hardship, educational goals, and a plan for future support. In addition to the personal statement, students must submit documentation regarding the hardship to support the request to the Enrollment Services Office.

Tuition and Fee Refunds

Students who leave the College without an official withdrawal will forfeit all claims to credits in courses and refunds of tuition and fees. A 100% refund of tuition and fees (excluding the $25 non-refundable enrollment fee) will be made for official withdrawals through the third Thursday of the quarter (second Thursday for summer quarter). After that date, no refund will be given. Specific dates can be found online.

Refunds for short courses or seminars less than the full duration of the quarter will be made only for official withdrawals submitted to the Enrollment Services Office no later than the first day of the start of the class or seminar.

Financial Aid Repayment

Federal and State guidelines indicate that students who complete zero credits or withdraw during a quarter they are receiving a financial aid grant may be required to repay funds to the appropriate account. There is no repayment if withdrawal occurs after 60% of the quarter has elapsed.

Book Refunds

NWIC has an online Book Store. Information is available on the NWIC website at www.nwic.edu. Students may also consult with an NWIC bookstore representative for information and assistance on returning textbooks.

BOOK ORDER CODES

Northwest Indian College utilizes an online bookstore system. Students may order textbooks online through MBS Direct at http://bookstore.mbsdirect.net/nwic.htm. Once a student is registered for classes, an access code is issued to their college email address (it takes approximately 48 hours to receive a code). The code can be used to purchase up to $300 of books and school-related supplies (offices supplies, backpacks, portfolios, etc), which will then be billed to their student accounts. Students may also wish to explore other websites for textbooks.

Students are responsible for paying for their textbooks. NWIC will deduct the cost of books, tuition, and fees from any student financial aid or award that is posted to a student's account.

STUDENT CLUBS AND ORGANIZATIONS

Campus clubs and organizations exist for a variety of reasons. Clubs allow students to develop a community of people with similar interests. Clubs often provide a door into the non-academic world through professional contacts with business and Tribal leaders. Clubs and organizations provide students a way for involvement in the larger community. Clubs and organizations add value to a student's collegiate experience. Campus Clubs and Organizations include, but are not limited to:

The Associated Students of Northwest Indian College (ASNWIC) - All full and part-time students on the main and extended campuses are automatically members of the Associated Students and are entitled to privileges and responsibilities of such membership. The ASNWIC annually elects an Executive board to represent the interests of students at all NWIC campuses. The Executive Board consists of student officers as President, Vice-President of finance, Vice-President of Clubs and Organizations, Vice-President of Activities, and Vice-President of Extended Campuses. The primary function of the Student Executive board is for student involvement in the college decision-making process and communication between college administration and students. In addition, the organization provides programs which meet the needs of students in the areas of education, culture, social activity and student welfare.

American Indian Business Leaders (AIBL) - The AIBL chapter is part of a national organization designed to promote and support the American Indian business student and/or entrepreneur. The primary focus is to use its student foundation to assist Tribal economic growth and stability through an emphasis in maintaining culturally appropriate American Indian business development. The members will find peer support, leadership/mentoring opportunities, career guidance, and business networking connections within this organization.

American Indian Science and Engineering Society (AISES) - AISES is part of a national organization, which nurtures the building of community by bridging science and technology with traditional Native values. Through educational programs, AISES provides opportunities for American Indians and Alaska Natives to pursue studies in science, engineering, and technology fields. AISES' ultimate goal is to be a catalyst for the advancement of American Indians and Alaska Natives as they seek to become self-reliant and self-determined members of society.

NWIC Space Center - The NWIC Space Center consists of students interested in aerodynamics, mathematics, computer science, and robotics knowledge. The organization has competed in national rocket launch competitions and received numerous grants to propel them to new heights.

NWIC Players - Depending on student interest and availability a campus production of a full-length play may be performed during the winter and spring quarters.

Ski and Boarding Club - The mission is to promote various outdoor activities including snowboarding, skiing, wake-boarding and water skiing. The club will provide an opportunity for all participants to organize, lead and grow within the organization. The reward of participating will be increased leadership skills, personal achievement, physical wellness and teamwork.

Achieving Scholarship Club - The Achieving Scholarship Club is an organization on Campus that provides peer to peer support on the scholarship process. Activities include the following: resume workshops, writing personal statement, and gathering letters of recommendations for scholarships.

Sla Hal Club - The Sla-hal Club is for student interested in continuing the traditional practice of Sla-hal, also known as bone game or stick game. Sla-hal was played by the ancestor's Tribal Nations to settle disputes in a contest of skill. Sla-hal originally involved a set of sticks of wood or bone, and songs. Students at NWIC today explore this practice, and attend Sla-hal competitions that draw hundreds of people.

American Indian Higher Education Consortium (AIHEC) for Students - AIHEC's mission is to support the work of Tribal Colleges and Universities and the national movement for Tribal self-determination. It has an important auxiliary organization called the AIHEC Student Congress. Traditionally, the Associated Student President serves as NWIC's representative to the AIHEC Student Congress. Duties of this post consist of representing the NWIC Associated Students at AIHEC Student Congress meetings and acting as the voting delegate for the Student Congress elections each spring.

The AIHEC Student Conference is held each spring for hundreds of representatives from Tribal colleges that includes students, faculty, administrators, and community members. The location of the conference changes each year. At the conference a number of events and competitions for college teams and individuals take place. If any member of the Associated Students of NWIC would like to attend the AIHEC Spring Conference, please contact Student Services.

NWIC Clubs

NWIC students are encouraged to be involved in an existing club or organize a group of students to form a new club.

Clubs include:

- American Indian Business Leaders
- The Multimedia Club
- Archery Club
- Nez Perce Student Association
- Swinomish 13 Moons Gardening Club
- Sla Hal Club
- The Culture Club
- Beading Club

STUDENT RESOURCES

First Year Experience

Northwest Indian College designed the First Year Experience (FYE) program to support incoming students' success as they embark on college. This broad-based effort is experientially grounded in Native perspectives and values which guide the work within these components: Advising, Academics and Service Learning/Co-curricular Activities and Academic Support Services. Advising is a central component of the FYE program beginning with the student's education plan developed to help guide the student through their educational journey.

As a Tribal college, we prepare first year students academically and to be leaders in their communities. First year experience programming promotes Native leadership through exploration of self-identity and connection to place to advance Indigenous self-determination.

The First Year Experience program outcomes are:

1. Student exhibits self-awareness and connections to their identity

2. Student displays commitment to community and civic responsibility

3. Student demonstrates the math and communication skills necessary to perform at a college-level

Lummi Library

The mission of the library is to support the Northwest Indian College and the Lummi Community with research, informational and recreational resources that enhance life-long learning.

The collections include more than 30,000 titles in print, audio, and video formats and focus on curricular support and Native American topics while including general interest and children's materials. Subscriptions provide access to a number of electronic databases. The library also holds the personal collection of Native scholar Vine Deloria, Jr. The catalog is available through the library website at www.nwic.edu/library. Purchasing or borrowing from other libraries may be an option.

Facilities include a computer lab with internet access and office software, wireless access, photocopying and scanning, study space, and video playback.

Library instruction is available individually and to classes. Distance learning students and faculty are encouraged to use library resources, and to contact the library for details.

Athletic Department

It is the mission of the Athletic Department to create and foster an environment that provides opportunities to student athletes that enrich their collegiate experience through participation in competitive and cooperative athletics. The Athletic Department values gender and ethnic diversity and is committed to providing equitable opportunities for all students.

The NWIC Athletics department offers men's and women's basketball, women's volleyball, and a variety of other events and team-building exercises to students who have an interest in playing competitive sports. The team travels all over the country while maintaining academic standards that prepare students for life beyond college.

Volleyball occurs from August through October. Basketball season is from September through March.

Residence Life Center and Family Housing

NWIC currently has two student housing facility options. The first is the Residence Life Center (RLC) and the second is the NWIC Family Housing at the Kwina Estates, both located at the Lummi campus.

The mission of the RLC is to build a sustainable community through promotion of healthy living, leadership development, and embracing traditional ways of its residents and the community. Programming will enhance and strengthen individual access to culturally relevant education and personal growth.

The RLC houses 64 students and 3 Resident Assistants. There are double and triple occupancy rooms available. All rooms have a private suite style bathroom, sink, desk, chairs, bunk beds, dressers and space for either a microwave or small fridge. The RLC also has a fully furnished lounge which includes: Television, Direct TV satellite, couches, chairs, dining set, kitchen and two computer stations. There is an on-site laundry facility and a dining hall where students have meals prepared for them. The quarterly meal plan is required for all residents.

The NWIC Family Housing at the Kwina Estates is located within walking distance from main campus. There are four 2-bedroom apartments and six 1-bedroom apartments available. These units are not furnished. Residents of these units can purchase a quarterly meal plan but it is not required. **This option requires an application obtained through Lummi Nation Housing Authority**.

NWIC Residence Life Priority Deadlines

Summer Quarter	June 1
Fall Quarter	September 1
Winter Quarter	December 1
Spring Quarter	March 1

Housing applications will be accepted continuously. All applications must be complete and include the $50.00 application fee. Complete applications will be placed on a waiting list in the order they are received. For more information please contact the Residence Life Center.

Early Learning Center

The NWIC Early Learning Center provides a quality, family-centered early learning program offering culturally relevant experiences for the young children in our care. Incorporating ideas from within the community, we support the Lummi belief of LENGESOT: we take care of ourselves, watch out for ourselves, and love and take care of one another.

The ELC Program offers state licensed top quality care for children ages 1 month to 3 years, serving children of NWIC students, staff, and community members. Full or part-time care is available.

The staff are highly trained and offer a nurturing learning environment with excellent child to caregiver ratios. The staff is committed to protecting children's health and safety, creating an environment that is sensitive to supporting children's home culture, language and values. Staff help children form a positive self-image in a loving atmosphere where children can grow at their own pace. The ELC staff work hard to encourage children's spontaneity and imagination while respecting children's rights, teaching respect for self and others through example.

Participants must apply and are accepted on a space-available basis. For current rates and more information, contact the Early Learning Center director at the NWIC Lummi Campus.

NWIC Math and Writing Center

The Math and Writing Center is a safe haven that provides academic support for all students. Peer and professional tutors provide individual and small group tutoring. The main Math and Writing Center is located at the Lummi campus. Tutoring is also available for off-campus students. For questions or special tutoring arrangements contact the Center for Student Success at the NWIC Lummi Campus. The Math and Writing Center is open from 9-6pm Monday-Thursday and 9-5pm Monday-Friday. For more information, please call 360-392-4235.

STUDENT RIGHTS AND RESPONSIBILITIES

NWIC students have particular rights that are considered important for achieving educational goals. Likewise, students have certain responsibilities pertaining to conduct as students. These rights and responsibilities are as follows:

Right of Academic Freedom

• Students are guaranteed the rights of free inquiry, expression, and assembly upon and within college facilities that are generally open and available to the public.

• Students are free to pursue appropriate educational objectives from among the college's curricula, programs, and services.

• Students shall be protected from academic evaluation which is arbitrary, prejudiced, or capricious, but are responsible for meeting the standards of academic performance established by each of their instructors.

• Students have the right to a safe learning environment which is free from unlawful discrimination, inappropriate and disrespectful conduct, and sexual harassment.

Right to Due Process

• The rights of students to be secure in their persons, quarters, papers, and effects against unreasonable searches and seizures is guaranteed.

• No disciplinary sanction may be imposed on any student without notice to the accused of the nature of the charges.

• A student accused of violating the student Code of Conduct is entitled, upon request, to procedural due process as set forth in this section.

Responsibilities

Students' responsibilities include, but are not limited to:

• Familiarity with and adherence to the Student Handbook.

• Contribution to an atmosphere conducive to learning.

• Respect for the diversity of all people and the rights of others in the NWIC community.

• Honest reporting of financial needs and capacities when seeking financial aid. All students have the responsibility to meet their financial obligations, including payment of tuition.

• Honest reporting of illegal activities or violations of college policies to appropriate staff.

• Informing NWIC of current address and telephone number.

• Checking NWIC email and on-campus mailboxes for NWIC related mail.

• Cooperation with school administration during the investigation of a policy violation.

• Students seeking Financial Aid must annually read and adhere to all policies set forth in the Financial Aid Handbook.

STUDENT CODE OF CONDUCT

Enrollment at NWIC carries with it the expectation of being a responsible member of the campus community. Each student must be aware of his/her responsibilities. Upon enrollment at NWIC, students are expected to maintain an atmosphere conducive to education and scholarship by respecting the personal safety and individual rights of all NWIC community members. Student conduct must be in accordance with accepted standards of social behavior and the policies of NWIC.

The student code of conduct covers all campuses of Northwest Indian College. Students attending extended campuses are advised to contact their site manager for further rules pertaining to their location. Any student shall be subject to disciplinary action as provided for in this section who, either as a principle actor, aider, abettor, or accomplice, interferes with the personal rights or privileges of others or the educational process of the college violates any provision of this section, or commits any of the offenses listed herein which are prohibited. All students and employees are expected to report infractions as they occur. Additionally, NWIC may contact federal, state, and local law enforcement or officials it deems necessary and appropriate.

THE CENTER FOR STUDENT SUCCESS

Northwest Indian College student services and programs are available to assist students in identifying and achieving their educational, career, and personal goals. Student Support Services are designed to complement the instructional programs and assist students in reaching their fullest potential.

The Center for Student Success provides experiences that foster student leadership, cultural awareness, responsibility for self and others, and active community participation. These opportunities increase the quality of student life.

Academic Advising

Academic advising is provided to students by advisors in Student Services, by a Site Manager or by a faculty member as applicable. The academic advisor will assist students in registering online or in signing the quarterly enrollment form and provide the necessary information to ensure adequate course selection for the student's intended program of study.

Advisors offer assistance to students in understanding degree requirements, planning schedules, long-term academic planning, understanding financial aid information, and monitoring satisfactory academic progress. Students should schedule appointments with their advisor to verify that courses they have selected apply to their degree program prior to quarterly registration.

COAST SALISH INSTITUTE

THE COAST SALISH INSTITUTE is a model for Tribal teaching, research and development. The center oversees programs that introduce students to the newly approved Northwest Indian College foundational courses in Tribal language, culture and history. The staff serves as the faculty advisors for students who choose the Native Studies Leadership four-year degree as their program of study.

NATIVE STUDIES LEADERSHIP VISION:

The Bachelor of Arts in Native Studies Leadership is the journey to self-determination, reclaiming our Cultural Sovereignty. Traditional knowledge is our canoe. It moves us away from the western genre that has shaped and determined a false sense of "who we are" and towards our original identity - an identity that is formed by sacred histories, language, origin stories, and the heroes who continue to defend our families and our homelands

COOPERATIVE EXTENSION

THE NWIC COOPERATIVE EXTENSION OFFICE offers a wide variety of community education programs, workshops, conferences, and more throughout the Pacific Northwest. To date, NWIC Extension programs have been hosted by 26 of Washington's 29 Tribes.

The NWIC Cooperative Extension mission is to promote self-sufficiency and wellness for Indigenous people through culturally grounded, multi-generational, and holistic programs.

The Cooperative Extension Office meets challenges head on by using an approach that worked for generations. Rather than turn to outside sources for help, we look within each Tribe's own culture and traditions. It is there that we find solutions. Using traditional knowledge and problem solving techniques ensures that our programs are effective.

By seeking feedback from and genuinely listening to our many stakeholders, we are able to develop programs that meet their needs. We then offer program activities in formats and locations that are both accessible and culturally appropriate. It is common for people to join one program, and then move to another and yet another. While some programs are of short duration, people can participate for as long as they want.

THE TRADITIONAL PLANTS AND FOODS PROGRAM is a long-term general wellness program that recognizes the therapeutic value of traditional foods, medicines, and lifestyles, and includes many elements. Regularly scheduled workshops teach people about Native foods nutrition, harvesting traditional plants, gardening, plants as foods and medicine, and much more. Through community-based participatory research, we identify barriers that keep people from re-adopting traditional healthy food behaviors and then develop programs to overcome the barriers. We use mentoring relationships and train-the-trainer workshops to increase the number of community educators able to teach about traditional plants and foods and healthy food behaviors. We examine community food assets and accessibility, with the ultimate goal of improving food security and Tribal food sovereignty. Partnering with drug and alcohol treatment centers, we combat substance abuse through the use of traditional culture, foods, and medicines. And we identify job skills and opportunities related to traditional plants and foods, with the goal of eventually providing job skills trainings

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COOPERATIVE EXTENSION

THE FINANCIAL LITERACY TRAINING PROGRAM builds on the fact that Indian people have always managed resources wisely. Program partners include many reservation-based and urban Indian organizations. Direct service programs, train-the-trainer workshops, and one-on-one counseling are all offered. Beneficiaries include adults, students, and youth groups. In addition to our core financial literacy training, we have developed trainings on grocery shopping on a fixed budget, family budgeting, preparation to home ownership, budgeting for the holidays, and more.

THE CULTURAL ARTS PROGRAMS are about more than just cultural arts. When our arts teachers work with apprentices, they often share wisdom about other issues, such as health and nutrition, building self-esteem, and parenting.

Rather than bring in outside experts to serve as educators at our **FAMILY WELLNESS CONFERENCES AND YOUTH LEADERSHIP DEVELOPMENT PROGRAMS**, we use local Tribal members. Some are elders. Others work as mother/daughter or father/son pairs. Not only is our approach empowering, but it tells participants that mentors and role models are available all year long, because they live just around the corner.

THE TRIBAL MUSEUM STUDIES PROGRAM teaches Tribal members about the ideas and issues involved in the museum profession – from the practical, day-to-day skills needed to operate a museum to theories on the many roles of Tribal museums.

FOR MORE INFORMATION, CONTACT THE COOPERATIVE EXTENSION DEPARTMENT 360-392-4345 OR COOPERATIVEEXTENSION@NWIC.EDU

DEFINITIONS OF EDUCATIONAL PROGRAMS

Program of Study

A set of required and elective college-level courses that lead to the awarding of a degree or certificate upon successful completion. All NWIC programs of study include a general education component, which differentiates them from awards of completion and other types of educational programs. A program of study may also include a sequencing of courses, typically by designating course prerequisites. By declaring a program of study a student indicates the intent to follow that program of study toward a degree or certificate.

Degree

A degree is a title given for the completion of a program of study at the associate or higher level and official confirmation by NWIC signifying the successful completion of that program of study. Degrees awarded are indicated on a student's transcript. Degrees available at NWIC are at the associate (AAS, AS-T, AAS-T, and ATA) and baccalaureate (BA and BS) levels.

Bachelor Degree

A degree awarded upon completion of a program of study consisting of a minimum of 180 college-level credits that focuses on a particular field of study. A bachelor degree is also called a baccalaureate degree.

Bachelor of Arts Degree (BA)

A bachelor degree in a field of study other than the natural or physical sciences, which may include multiple fields of study not primarily in the natural or physical sciences.

Bachelor of Science Degree (BS)

A bachelor degree in the natural or physical sciences.

Associate Degree

A degree awarded upon completion of a program of study consisting of a minimum of 90 college-level credits that focuses on a particular field of study.

Certificate

This is the title given for the completion of a program of study below the associate level requiring a minimum of 45 college-level credits and official confirmation by NWIC signifying successful completion of that program of study.

Award of Completion

An academic program consisting of a set of college courses that focus within a particular area of study and usually does not contain a general education requirement. The courses within an award of completion may be a subset of the core courses in a program of study, in which case the courses may be applied toward completion of a program of study. Awards of completion contain fewer than 45 credits and will usually contain at least 20 credits. Awards of completion do not qualify for Federal Financial Aid. When requirements are met of a particular award of completion program, the award will be indicated on a student's transcript. In general, an award of completion may be used for specific training needs such as casino management or advanced use of digital media tools.

Training Program

A set of courses, which may include Continuing Education Units (CEUs) or credit courses, including special topic credit courses (numbered 188,288,388 or 488) that focuses on a training need and usually does not require a general education component. Training programs are usually created as a short term quick response to training needs. Completion of a training program is acknowledged with a printed document issued by the department overseeing the program. Completion of a training program is not indicated on a student's transcript with a date conferred as with the completion of a degree, certificate or an award of completion, however, credit courses and CEUs taken are recorded on the students transcript.

Bachelor of Arts (BA) and Bachelor of Science Degree (BS)

The Bachelor of Arts and Bachelor of Science degrees require a minimum of 180 credits within the appropriate distribution areas and with specific courses in the program core. An internship is also a required part of the Bachelor of Science. Major declaration is required in order to enroll in junior and senior-level courses. Students can enter a bachelor's program at the beginning of their college studies or transfer into the program as a junior. Students who have completed an associate's degree at NWIC or other college are encouraged to transfer into the bachelor's program. Transfer students must request an evaluation of transfer credits from the Admissions Office for consideration of remaining requirements. A cumulative GPA of at least 2.00 in courses numbered 100 or above is required for completion of a bachelor's degree.

Associate of Arts and Sciences Degree (AAS)

The Associate of Arts and Sciences (AAS degree, commonly referred to as the "Direct Transfer Agreement (DTA)," is designed primarily for students intending to transfer to a bachelor's program at NWIC or other college or university. The Associate of Arts and Sciences degree requires completion of a minimum of 90 credits in courses numbered 100 to 299 with specified general education requirements and is accepted as fulfillment of the general liberal arts requirements for transfer to NWIC bachelor's programs and by Washington State four-year institutions. A cumulative GPA of at least 2.00 in courses numbered 100 and above is required for completion of an AAS degree. Students intending to transfer to a bachelor's program at another college should consult with an advisor since some colleges may have different degree requirements. Early contact with the admissions office at the transfer institution will help ensure that entrance requirements for specific majors are completed.

Associate of Science Transfer Degree (AS-T)

The Associate of Science Transfer (AS-T) degree is awarded for completion of programs directed at the professional and technical levels. Students must complete a minimum of 90 credits in courses 100 or above, with a specified number of credits completed in the science core. The AS-T is designed to meet prerequisites for entrance into a four-year college or university science program in Washington State. General education credits are reduced therefore transfer students may need to take general education requirements after transfer. Students are urged to consult with an advisor prior to the selection of courses to ensure that they meet the requirements of the college or university to which they plan to transfer. Early contact with the admissions officer of the transfer institution will help ensure that entrance requirements for specific majors are completed. Many of the courses are prerequisite to or specifically supportive of the technical degree programs. A cumulative GPA of at least 2.00 in courses numbered 100 to 299 is required for completion of the AS-T degree.

Associate of Applied Science - Transfer Degree (AAS-T)

The Associate of Applied Science-Transfer (AAS-T) degree is built upon the technical courses required for job preparation and includes a college-level general education component. The general education courses for the AAS-T degree are drawn from the list of associate degree courses generally accepted in transfer. The Associate of Applied Science-Transfer is a professional-technical degree with a core of general education courses commonly accepted in transfer. In general, professional-technical degrees are not designed for transfer to other colleges or universities, however several four-year colleges and universities have specific bachelor degree programs that accept the Associate in Applied Science-Transfer degree. A cumulative GPA of at least 2.00 in courses numbered 100 to 299 is required for completion of the AAS-T degree.

Associate of Technical Arts Degree (ATA)

The Associate of Technical Arts (ATA) degree represents a program of study designed for immediate application within an occupational field. This degree places early concentration on the skills and technical aspects of the student's chosen occupational field. Although the occupational degree program may contain courses transferable to other colleges, transferability of credits remains the sole prerogative of the college or university to which the student transfers. Students must complete a minimum of 90 credits including specified core and related instructional requirements. General education requirements vary, depending on the degree. A cumulative GPA of at least 2.00 in courses numbered 100 to 299 is required for completion of the ATA degree.

Certificate

Certificate programs are designed to prepare students in general studies or entry into technical fields of employment. Most certificate programs can be completed in one year. Requirements for completion include a minimum of 45 credits with a minimum GPA of 2.00 in courses numbered 100 to 299.

NWIC also offers Awards of Completion and training programs.

PROGRAMS OF STUDY AND AWARDS OF COMPLETION

BACHELOR OF ARTS

- Community Advocates and Responsive Education in Human Services
- Native Studies Leadership
- Tribal Governance and Business Management

BACHELOR OF SCIENCE

- Native Environmental Science
  - Environmental Science Option
  - Interdisciplinary Concentration Option

ASSOCIATE OF ARTS AND SCIENCES

- Business and Entrepreneurship
- General Direct Transfer
- Native Environmental Science
- Public and Tribal Administration

ASSOCIATE OF SCIENCE TRANSFER

- Life Sciences

ASSOCIATE OF APPLIED SCIENCE – TRANSFER

- Early Childhood Education

ASSOCIATE OF TECHNICAL ARTS

- Chemical Dependency Studies
- Individualized Program
- Information Technology

CERTIFICATES

- Computer Repair Technician
- Construction Trades
- Individualized Studies

AWARDS OF COMPLETION

- Entrepreneurship
- Initial Early Childhood Education Certificate
- Short Early Childhood Education Certificate of Specialization
- Tribal Casino Management
- Tribal Museum Studies

NOTE: Not all programs of study and training opportunities are available at all NWIC Instructional Sites. All programs may or may not be completed via distance education. See an Advisor or Instructional Site Manager for more information.

BACHELOR OF ARTS IN COMMUNITY ADVOCATES AND RESPONSIVE EDUCATION IN HUMAN SERVICES

This program of study is rooted in our relational accountability to the people within our environment and the responsibility we have to helping and healing. It will provide students with the ability to integrate traditional values and ways of knowing with the National Standards for Human Services in order to proactively engage in the restoration of people, families, and communities.

Four-Year Option

This option is for students who have not earned an approved Associate in Arts and Sciences or the equivalent.

NORTHWEST INDIAN COLLEGE REQUIREMENTS		Credits
CMST 101	Introduction to Oral Communication (CS) OR	4
CMST 210	Interpersonal Communication (CS, HT) OR	
CMST 220	Public Speaking (CS, HT)	
CMPS 101	Introduction to Computers or above (TE)	3
HMDV 110	Introduction to Successful Learning (NE)	4
TOTAL NORTHWEST INDIAN COLLEGE REQUIREMENTS		**11**
NORTHWEST INDIAN COLLEGE FOUNDATIONAL REQUIREMENTS		**Credits**
CSOV 101	Introduction to Cultural Sovereignty (HT)	5
CSOV 102	The Language of Our Ancestors (HT) or approved Native language courses[1]	5
CSOV 120	Reclaiming Our History (SS)	5
CSOV 130	Icons of Our Past (HT)	5
ECON 250	Subsistence Economies: Restoring Prosperity (SS)	5
EDUC 202	The Tide Has Changed: Educating Our Own (SS)	5
POLS 225	History of Federal Indian Policy (SS)	5
TOTAL NORTHWEST INDIAN COLLEGE FOUNDATIONAL REQUIREMENTS		**35**

[1] One or more Native language courses totaling at least 5 credits. Consult with an advisor regarding satisfying general education requirements. Requires approval by the Dean of Academics and Distance Learning.

GENERAL EDUCATION REQUIREMENTS		Credits
ENGL 101	English Composition I (CS)	5
ENGL 202	Technical Writing or ENGL 102 English Composition II (CS)	5
Quantitative Skills 5 credit requirement- met in Core Requirement		0
Humanities Distribution 15 credit requirement- met in Foundational Requirements		0
Social Science Distribution 15 credit requirement- met in Foundational Requirements		0
Natural Science Distribution 15 credit requirement- choose courses meeting AAS Natural Science Requirements		15
TOTAL GENERAL EDUCATION REQUIREMENTS		**25**
CORE PROGRAM REQUIREMENTS		**Credits**
CARE 150	Introduction to Human Services in Tribal Communities (SS)	3
CARE 310	Systems Theories in Human Services	5
CARE 320	Self-Location in Professional Settings	5
CARE 330	Policy and Law in Tribal Human Services	5
CARE 350	Interviewing and Case Management for Tribal Services	5
CARE 395	Preparation for Field Education	2
CARE 410	Developing and Organizing in Native Communities	5
CARE 450	Planning and Evaluating Tribal Programs	5
CARE 470	Tribal Agency Management and Administration	5
CARE 495A	Supervised Field Education	5
CARE 495B	Supervised Field Education	5

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BACHELOR OF ARTS IN COMMUNITY ADVOCATES AND RESPONSIVE EDUCATION IN HUMAN SERVICES

CARE 495C	Supervised Field Education	5
CARE 499	Capstone in CARE	5
CSOV 301	Indigenous Theory and Methods: We Own Our Knowledge	5
CSOV 302	Indigenous Research: Valuing Our Past-Writing Our Future	5
CSOV 335	Social Justice: In Defense of Our Homelands	5
MATH 107	Elementary Statistics I (QS)	5
TOTAL CORE PROGRAM REQUIREMENTS		**80**
ELECTIVES		**Credits**
Choose elective courses in consultation with a faculty advisor		29
TOTAL ELECTIVE REQUIREMENTS		**35**
TOTAL DEGREE REQUIREMENTS, FOUR-YEAR OPTION		180

Transfer Option

This option is for students who have earned an approved associate's degree. Students who have earned an approved Associate of Arts and Sciences degree or the equivalent may apply 90 credits toward completion of the program requirements. Students who have completed the Associate of Applied Science Transfer in Early Childhood Education or an Associate of Technical Arts in Chemical Dependency Studies, or other type of associate's degree at NWIC or another college or university may transfer up to 90 credits toward completion of the program requirements, although they may need to complete additional general education requirements. Students need to consult with an advisor and request a credit evaluation to determine if additional coursework is required to complete the program requirements. The following describes the coursework required for completion of the transfer option for a student who has completed an Associate of Arts and Sciences degree.

Transfer Credits		90
TOTAL TRANSFER CREDITS		**90**
CORE PROGRAM REQUIREMENTS		**Credits**
CARE 150	Introduction to Human Services in Tribal Communities (SS)	3
CARE 310	Systems Theories in Human Services	5
CARE 320	Self-Location in Professional Settings	5
CARE 330	Policy and Law in Tribal Human Services	5
CARE 350	Interviewing and Case Management for Tribal Services	5
CARE 395	Preparation for Field Education	2
CARE 410	Developing and Organizing in Native Communities	5
CARE 450	Planning and Evaluating Tribal Programs	5
CARE 470	Tribal Agency Management and Administration	5
CARE 495A	Supervised Field Education	5
CARE 495B	Supervised Field Education	5
CARE 495C	Supervised Field Education	5
CARE 499	Capstone in CARE	5
CSOV 300	Cultural Sovereignty Transfer Seminar	5
CSOV 301	Indigenous Theory and Methods: We Own Our Knowledge	5
CSOV 302	Indigenous Research: Valuing Our Past-Writing Our Future	5
CSOV 335	Social Justice: In Defense of Our Homelands	5
MATH 107	Elementary Statistics I (QS)	5
TOTAL CORE PROGRAM REQUIREMENTS		**85**
ELECTIVES		**Credits**
Choose elective courses in consultation with a faculty advisor		5
TOTAL DEGREE REQUIREMENTS, TRANSFER OPTION		180

BACHELOR OF ARTS IN COMMUNITY ADVOCATES AND RESPONSIVE EDUCATION IN HUMAN SERVICES

PROGRAM OUTCOMES

COMMITMENT TO COMMUNITY

Tribal Human Services professionals are required to have a deep understanding of self-location while actively engaging in community, advocacy, and relationship building.

Upon successful completion of this program, students will:

- Use critical, creative, and reflective thinking skills to create plans for community engagement focused on a common vision for enhancing the lives of Tribal people.
- Develop partnerships between stakeholders and advocates while identifying the community strengths and needs.
- Develop a practice framework derived from an anti-oppressive paradigm for the advancement and well-being of communities.

KNOWLEDGE

Tribal Human Services professionals integrate Indigenous knowledge while maintaining national standards to provide direct and indirect services that reinforce Tribal sovereignty and self-determination.

Upon successful completion of this program, students will:

- Demonstrate cultural cognition during community interactions and interview processes while adhering to National Standards of Human Services.
- Provide case management that includes intake, assessment, intervention strategies, referrals, consultation, discharge, and documentation.
- Articulate processes for agency and program management at the administrative level that include grant writing, fundraising, budget development and oversight, supervision, recruitment, liability, and retention.

VALUES

Tribal Human Services professionals integrate traditional values with the ethical standards for Human Services to provide proactive services at the personal, professional, and community levels.

Upon successful completion of this program, students will:

- Articulate the differences and similarities between Tribal/communal values, personal values, professional values, codes of ethics, policies, and law.
- Engage and integrate both traditional values and ethical standards into the Human Services field.
- Utilize Indigenous theories and methods for conducting research and evaluation in response to community needs.

WORLDVIEW

Tribal Human Services professionals understand their relational accountability to the people within their environment and have a communal responsibility to helping and healing.

Upon successful completion of this program, students will:

- Deconstruct oppressive systems and ways of thinking to foster systemic change, equality, social justice and healthy communities.
- Facilitate and assess individual and group behaviors in community and professional settings.
- Demonstrate cultural competency by self-reflecting, self-evaluating, and creating plans for lifelong learning and professional development.

BACHELOR OF ARTS IN NATIVE STUDIES LEADERSHIP

This program of study is the journey to self-determination and reclaiming our Cultural Sovereignty. Traditional knowledge is our canoe. It moves us away from the Western genre that has shaped and determined a false sense of "who we are" and towards our original identity - an identity that is formed by sacred histories, language, origin stories, and the heroes who continue to defend our families and our homelands.

Four-Year Option

This option is for students who have not earned an approved Associate in Arts and Sciences or the equivalent.

NORTHWEST INDIAN COLLEGE REQUIREMENTS		Credits
CMST 101	Introduction to Oral Communication (CS) OR	4
CMST 210	Interpersonal Communication (CS, HT) OR	
CMST 220	Public Speaking (CS, HT)	
CMPS 101	Introduction to Computers or above (TE)	3
HMDV 110	Introduction to Successful Learning (NE)	4
TOTAL NORTHWEST INDIAN COLLEGE REQUIREMENTS		**11**
NORTHWEST INDIAN COLLEGE FOUNDATIONAL REQUIREMENTS		Credits
CSOV 101	Introduction to Cultural Sovereignty (HT)	5
CSOV 102	The Language of Our Ancestors (HT) or approved Native language courses[1]	5
CSOV 120	Reclaiming Our History (SS)	5
CSOV 130	Icons of Our Past (HT)	5
ECON 250	Subsistence Economies: Restoring Prosperity (SS)	5
EDUC 202	The Tide Has Changed: Educating Our Own (SS)	5
POLS 225	History of Federal Indian Policy (SS)	5
TOTAL NORTHWEST INDIAN FOUNDATIONAL REQUIREMENTS		**35**

[1] One or more Native language courses totaling at least 5 credits. Consult with an advisor regarding general education requirements. Requires approval by the Dean of Academics and Distance Learning.

GENERAL EDUCATION REQUIREMENTS		Credits
ENGL 101	English Composition I (CS)	5
ENGL 102	English Composition II (CS) OR	5
ENGL 202	Technical Writing (CS)	
MATH 102	College Algebra or other course satisfying the quantitative skills requirement	5
Humanities Distribution 15 credit requirement- met in Core Requirements		0
Social Science Distribution 15 credit requirement- met in Core Requirements		0
Natural Science Distribution 15 credit requirement- choose courses meeting AAS Natural Science Requirements		15
TOTAL GENERAL EDUCATION REQUIREMENTS		**30**
NATIVE STUDIES LEADERSHIP CORE REQUIREMENTS		Credits
CSOV 301	Indigenous Theory and Methods: We Own Our Knowledge	5
CSOV 302	Indigenous Research: Validating Our Past—Writing Our Future	5
CSOV 320	Impacts of Colonization	5
CSOV 335	Social Justice: In Defense of Our Homelands	5
CSOV 410	Senior Seminar	5
CSOV 490	Honoring Traditional Leadership	5
CSOV 499	Senior Project: Rebuilding Our Nations	10
NESC 310	Native Science	5
POLS 118	The Rights of Indian Tribes (SS)	3
POLS 350	Native Governments and Politics	5
TOTAL NATIVE STUDIES LEADERSHIP CORE REQUIREMENTS		**53**

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ELECTIVES	Credits
A maximum of 11 credits can be numbered 100-299. There must be at least 40 elective credits to be numbered 300-499. Choose elective courses in consultation with a faculty advisor.	51
TOTAL ELECTIVE REQUIREMENTS	**51**
TOTAL DEGREE REQUIREMENTS, FOUR-YEAR OPTION	180

Transfer Option

This option is for students who have earned an approved Associate in Arts and Sciences or the equivalent. Students who have completed another type of associate's degree should consult with an advisor about the transfer option. Transfer students may apply 90 credits from an approved transfer degree toward completion of the requirements for completion of the Bachelor of Arts in Native Studies Leadership. The following describes the coursework for the remaining 90 credits required for completion of the program of study.

TRANSFER CREDITS		Credits
Transfer Credits		90
TOTAL TRANSFER CREDITS		**90**
NATIVE STUDIES LEADERSHIP CORE REQUIREMENTS		Credits
CSOV 300	Cultural Sovereignty Transfer Seminar	5
CSOV 301	Indigenous Theory and Methods: We Own Our Knowledge	5
CSOV 302	Indigenous Research: Validating Our Past—Writing Our Future	5
CSOV 320	Impacts of Colonization	5
CSOV 335	Social Justice: In Defense of Our Homelands	5
CSOV 410	Senior Seminar	5
CSOV 490	Honoring Traditional Leadership	5
CSOV 499	Senior Project: Rebuilding Our Nations	10
NESC 310	Native Science	5
POLS 350	Native Governments and Politics	5
TOTAL NATIVE STUDIES LEADERSHIP CORE REQUIREMENTS		**55**
ELECTIVES		Credits
A maximum of 11 credits numbered 100-299. Choose elective courses in consultation with a faculty advisor.		35
TOTAL ELECTIVE REQUIREMENTS		**35**
TOTAL DEGREE REQUIREMENTS, TRANSFER OPTION		180

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BACHELOR OF ARTS IN NATIVE STUDIES LEADERSHIP

PROGRAM OUTCOMES

SKILLS OF LEADERSHIP

In Coast Salish territory, the people of pre-contact times lived in highly complex social and family structures. This required individuals and family groups to exercise extensive effective communication. Every leader was multilingual in order to communicate and collaborate with their neighbors. This remains true today. Students who aspire to become leaders in their own communities will bring their ancestors' skills from traditional times into contemporary settings to achieve strong and sound sovereignty.

Upon successful completion of this program, students will:

- Demonstrate effective communication in diverse situations, both verbally and non-verbally, in ways that are appropriate to our culture(s).
- Demonstrate the ability to speak on behalf of their Tribal communities without expressing individual self-interest.

VALUES

The Coast Salish people have values that are imprinted from an early age. These values of endurance, honor, integrity, respect, and humility allow leaders to make informed decisions based on quality knowledge that supports Indigenousness, sovereignty, and the protection of our homelands.

Upon successful completion of this program, students will:

Adhere to traditional values by making quality decisions that defend cultural knowledge, Tribal communities, and traditional homelands. This is demonstrated through use of the values:

- Honor and integrity
- Respect

Take an active approach to community building by participating in service learning projects. This is demonstrated through the use of the values:

- Endurance
- Humility

KNOWLEDGE

The Coast Salish are very intentional in teaching foundational knowledge to their young leaders. In this program, students develop the ability to differentiate between their inherent birthright and the acquired rights conferred by the federal government.

Upon successful completion of this program, students will:

- Advocate for their inherent rights based on the origin stories and traditional knowledge that is passed down through the language.
- Examine, or inspect acquired rights by interpreting, analyzing, and evaluating treaties, federal law and policy as they apply to Indian Country.

WORLD VIEW

Traditional Coast Salish leaders made great sacrifices to defend their inherent sovereignty. Through the language and teachings of their elders, these leaders developed skills, values, and knowledge that ensured the survival of our inherent rights.

Upon successful completion of this program, students will:

- Apply and defend the two guiding principles of Indigenousness and sovereignty.
- Embrace the skills, values, and knowledge that reflect our traditional ideology which allows us to be inherently sovereign.

BACHELOR OF ARTS IN TRIBAL GOVERNANCE AND BUSINESS MANAGEMENT

This program of study will provide students with the knowledge necessary to be productive and successful administrators in Tribal community and business organizations. The program is designed to develop the skills that support Tribal governance and business management. The program of study offers students with the fundamental knowledge and experience necessary to succeed in the areas of leadership, sovereignty, economic development, entrepreneurship, and management.

Four-Year Option

This option is for students who have not earned an approved Associate in Arts and Sciences or the equivalent.

NORTHWEST INDIAN COLLEGE REQUIREMENTS		Credits
CMST 101	Introduction to Oral Communication (CS) OR	4
CMST 210	Interpersonal Communication (CS, HT) OR	
CMST 220	Public Speaking (CS, HT)	
CMPS 101	Introduction to Computers or above (TE)	3
HMDV 110	Introduction to Successful Learning (NE)	4
TOTAL NORTHWEST INDIAN COLLEGE REQUIREMENTS		**11**
NORTHWEST INDIAN COLLEGE FOUNDATIONAL REQUIREMENTS		Credits
CSOV 101	Introduction to Cultural Sovereignty (HT)	5
CSOV 102	The Language of Our Ancestors (HT) or approved Native language courses[1]	5
CSOV 120	Reclaiming Our History (SS)	5
CSOV 130	Icons of Our Past (HT)	5
ECON 250	Subsistence Economies: Restoring Prosperity (SS)	5
EDUC 202	The Tide Has Changed: Educating Our Own (SS)	5
POLS 225	History of Federal Indian Policy (SS)	5
TOTAL NORTHWEST INDIAN COLLEGE FOUNDATIONAL REQUIREMENTS		**35**

[1]One or more Native language courses totaling at least 5 credits. Consult with an advisor regarding general education requirements. Requires approval by the Dean of Academics and Distance Learning.

GENERAL EDUCATION REQUIREMENTS		Credits
ENGL 101	English Composition I (CS)	5
ENGL 102	English Composition II (CS) OR	5
ENGL 202	Technical Writing (CS)	
Humanities Distribution 15 credit requirement- met in Core Requirements		0
Social Science Distribution 15 credit requirement- met in Core Requirements		0
Natural Science Distribution 15 credits requirement- choose courses meeting AAS Natural Science Requirements		15
TOTAL GENERAL EDUCATION REQUIREMENTS		**25**
TRIBAL GOVERNANCE AND BUSINESS MANAGEMENT CORE REQUIREMENTS		Credits
BUAD 202	Business Law (SS)	5
BUAD 212	Financial Accounting (TE)	5
BUAD 235	Managerial Accounting (TE)	5
CMPS 116	Microsoft Office I (NE)	3
ECON 203	Contemporary Tribal Economics (SS)	5
MATH 107	Elementary Statistics I (QS)	5
POLS 350	Native Governments and Politics	5
TGBM 310	Human Resources Management in Native Communities	5
TGBM 315	Project Management	5
TGBM 330	Grant Management	5
TGBM 350	Marketing	5

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BACHELOR OF ARTS IN TRIBAL GOVERNANCE AND BUSINESS MANAGEMENT

TRIBAL GOVERNANCE AND BUSINESS MANAGEMENT CORE REQUIREMENTS CONTINUED		Credits
TGBM 410	Finance: A Practice for Individual and Community Asset Building	5
TGBM 420	Citizen Entrepreneurship	5
TGBM 440	Structure and Organization of Tribal Governance	5
TGBM 499A	Capstone Project (To be taken within two quarters of completion)	5
TGBM 499B	Capstone Project (To be taken within two quarters of completion)	5
TOTAL TRIBAL GOVERNANCE AND BUSINESS MANAGEMENT CORE REQUIREMENTS		**78**

TRIBAL GOVERNANCE AND BUSINESS CONCENTRATION AREAS

Students may choose from the concentration areas listed below to complete elective courses for graduation requirements. Please work with your advisor to determine the appropriate concentration for your area of interest. Students who do not select a concentration area will need to choose at least 31 elective course credits, a minimum of 10 which must be 300-499 level courses.

TRIBAL CASINO MANAGEMENT		Credits
HRCM 111	Introduction to Casino Management (NE)	5
HRCM 285	Leadership and Financial Management (NE)	3
Choose 23 additional credits of electives, 10 of which must be at the 300-499 level		23
TRIBAL ENTREPRENEURSHIP		**Credits**
BUAD 121	Personal and Small Business Finance (NE)	3
BUAD 135	Small Business Management (NE)	3
Choose 25 additional credits of electives, 10 of which must be at the 300-499 level		25
PUBLIC AND TRIBAL ADMINISTRATION		**Credits**
PTAD 210	Principles of Planning (NE)	3
PTAD 220	Public Policy Process (NE)	3
PTAD 230	Tribal Organizational Theory and Development (NE)	3
Choose 22 additional credits of electives, 10 of which must be at the 300-499 level		22
TOTAL TRIBAL GOVERNANCE AND BUSINESS MANAGEMENT CONCENTRATION REQUIREMENTS		**6-9**
ELECTIVES - Credits earned from additional concentration and elective courses to total 31.		31
TOTAL DEGREE REQUIREMENTS, FOUR-YEAR OPTION		180

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BACHELOR OF ARTS IN TRIBAL GOVERNANCE AND BUSINESS MANAGEMENT

Transfer Option

This option is for students who have earned an approved Associate in Arts and Sciences or the equivalent. Students who have completed another type of associate's degree should consult with an advisor about the transfer option. Transfer students may apply 90 credits from an approved transfer degree toward completion of the requirements for completion of the Bachelor of Arts in Tribal Governance and Business Management. The following describes the coursework for the remaining 90 credits required for completion of the program of study.

TRANSFER CREDITS		Credits
Transfer Credits		90
TOTAL TRANSFER CREDITS		**90**
TRIBAL GOVERNANCE AND BUSINESS MANAGEMENT CORE REQUIREMENTS, TRANSFER OPTION		Credits
BUAD 202	Business Law (SS)	5
BUAD 212	Financial Accounting (TE)	5
BUAD 235	Managerial Accounting (TE)	5
CMPS 116	Microsoft Office I (NE)	3
CSOV 300	Cultural Sovereignty Transfer Seminar	5
ECON 203	Contemporary Tribal Economics (SS)	5
MATH 107	Elementary Statistics I (QS)	5
POLS 350	Native Governments and Politics	5
TGBM 310	Human Resources Management in Native Communities	5
TGBM 315	Project Management	5
TGBM 330	Grant Management	5
TGBM 350	Marketing	5
TGBM 410	Finance: A Practice for Individual and Community Asset Building	5
TGBM 420	Citizen Entrepreneurship	5
TGBM 440	Structure and Organization of Tribal Governance	5
TGBM 499A	Capstone Project (To be taken within two quarters of completion)	5
TGBM 499B	Capstone Project (To be taken within two quarters of completion)	5
TRIBAL GOVERNANCE AND BUSINESS MANAGEMENT CORE REQUIREMENTS		**83**

TRIBAL GOVERNANCE AND BUSINESS CONCENTRATION AREAS

Students may choose from the concentration areas listed below to complete elective courses for graduation requirements. Please work with your advisor to determine the appropriate concentration for your area of interest. Students who do not select a concentration area will need to choose at least 7 additional elective course credits, 5 of which must be 300-499 level.

Tribal Casino Management		Credits
HRCM 111	Introduction to Casino Management (NE)	5
HRCM 285	Leadership and Financial Management (NE)	3
Choose 5 credits of additional electives at the 300-499 level		5
Tribal Entrepreneurship		**Credits**
BUAD 121	Personal and Small Business Finance (NE)	3
BUAD 135	Small Business Management (NE)	3
Choose 5 credits of additional electives at the 300-499 level		5
Public and Tribal Administration		**Credits**
PTAD 210	Principles of Planning (NE)	3
PTAD 220	Public Policy Process (NE)	3
PTAD 230	Tribal Organizational Theory and Development (NE)	3
Choose 5 credits of additional electives at the 300-499 level		5
TOTAL DEGREE REQUIREMENTS, TRANSFER OPTION		180-187

Note: Transfer students who have completed core or concentration requirements as part of their transfer credits must ensure that they have completed a total of at least 180 credits, 60 of which are at the 300-499 level.

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BACHELOR OF ARTS IN TRIBAL GOVERNANCE AND BUSINESS MANAGEMENT

PROGRAM OUTCOMES

SOVEREIGNTY

It is recognized that Native American (Indian) Tribes are inherently sovereign nations, who possess both the inherent and acquired rights to govern themselves, their traditional homelands, and their natural resources. Contemporarily, Tribes find themselves in the position to provide a broader range of culturally specific, social and economic programs, to their respective citizens.

Upon successful completion of this program, students will be able to:

- Articulate and apply knowledge of inherent and acquired rights.
- Analyze the sovereign rights of Tribal nation status with regard to the purpose of governing authority.

LEADERSHIP

The Tribal Governance and Business Management program aspires to train future Tribal leaders and managers of Native American (Indian) communities through the pursuit of coursework specific to the exploration of the traditional, historic, and contemporary importance of sovereignty, ethics, administration, management, economic development, and leadership. The cultural elements of service learning components will be interwoven throughout TGBM coursework.

Upon successful completion of this program, students will be able to:

- Practice culturally competent leadership in decision-making, organizational development and human resource management.
- Act as community change agents towards improving the quality of life in Tribal communities.
- Contribute to the restoration of Tribal knowledge.

MANAGEMENT AND ADMINISTRATION

Although management and administration are implicitly Western terms, they are ideologies by which Tribal people have governed themselves throughout their respective and/or collective, inherent Tribal histories. Therefore it stands to be within reason that contemporary Tribal communities regularly engage in the effective implementation of organizational and administrative structures, business management and financial decision-making.

Upon successful completion of this program, students will be able to:

- Develop and implement organizational structures to meet the needs for Tribal, community, and personal development.
- Utilize broad knowledge of management and administration to support Tribal organizational goals, including the evaluation and use of financial statements, decision-making, and leadership models.
- Demonstrate effective use of business and project management technology.

ENTREPRENEURSHIP

The entrepreneur has always served as the catalyst for economic development and subsequently the economic stimulation of a given community. Nowhere is the aforementioned statement more accurate than within a given Tribal community. Entrepreneurship is a pathway to not only self sufficiency but perhaps more importantly to economic stimulation.

Upon successful completion of this program, students will be able to:

- Integrate physical, social, and human capital regarding healthy Tribal economies.
- Utilize, implement, and organize resources to meet community needs in creative ways.

ECONOMIC DEVELOPMENT

Throughout the history of colonization, the seemingly inevitable consumption and foreseeable fate of vast and valuable inherent Tribal resources has lain within the hands of the colonizers and the federal government. Contemporarily however, Tribal nations and their respective Tribal governments have taken back the power over their own economic development and their inherent cultural resources and have above all involved themselves with the institution and sustainability of those resources.

Upon successful completion of this program, students will be able to:

- Utilize and implement effective processes for strategic community and business planning.
- Employ sustainable, culturally sound practices in Tribal organizational and business development.

BACHELOR OF SCIENCE IN NATIVE ENVIRONMENTAL SCIENCE

The Bachelor of Science in Native Environmental Science is intended to meet the critical need for effective Native American leaders and environmental scientists who are rooted in their culture. This program will emphasize and explore the interrelatedness of Native ways of knowing, traditional ecological knowledge and Western science. Prominent aspects of the program include hands-on learning and the involvement of students in community service, research and internships. The program will prepare graduates to work within Tribal communities in support of environmental stewardship, conservation and revitalization. This program was designed with considerable input from Pacific Northwest Tribal elders, leaders, environmental managers, educators and students. Students may choose between the Environmental Science Option and the Interdisciplinary Concentration Option. Students must complete at least 60 credits at the 300-499 level.

Environmental Science Option

The Environmental Science Option is intended for students interested in pursuing careers in the fields of biology or environmental science using the tools of Western science. Students completing this option may also be interested in pursuing graduate studies in environmental science.

Four-Year Option

This option is for students who have not earned an approved Associate in Arts and Sciences or the equivalent.

NORTHWEST INDIAN COLLEGE REQUIREMENTS		Credits
CMST 101	Introduction to Oral Communication (CS) OR	4
CMST 210	Interpersonal Communication (CS, HT) OR	
CMST 220	Public Speaking (CS, HT)	
CMPS 101	Introduction to Computers or above (TE)	3
HMDV 110	Introduction to Successful Learning (NE)	4
TOTAL NORTHWEST INDIAN COLLEGE REQUIREMENTS		**11**
NORTHWEST INDIAN COLLEGE FOUNDATIONAL REQUIREMENTS		Credits
CSOV 101	Introduction to Cultural Sovereignty (HT)	5
CSOV 102	The Language of Our Ancestors (HT) or approved Native language courses[1]	5
CSOV 120	Reclaiming Our History (SS)	5
CSOV 130	Icons of Our Past (HT)	5
ECON 250	Subsistence Economies: Restoring Prosperity (SS)	5
EDUC 202	The Tide Has Changed: Educating Our Own (SS)	5
POLS 225	History of Federal Indian Policy (SS)	5
TOTAL NORTHWEST INDIAN COLLEGE FOUNDATIONAL REQUIREMENTS		**35**

[1] One or more Native language courses totaling at least 5 credits. Consult with an advisor regarding satisfying general education requirements. Requires approval by the Dean of Academics and Distance Learning.

GENERAL EDUCATION REQUIREMENTS		Credits
ENGL 101	English Composition I (CS)	5
ENGL 202	Technical Writing or ENGL 102 English Composition II (CS)	5
Quantitative Skills 5 credit requirement- met in Core Requirement		0
Humanities Distribution 15 credit requirement- met in Foundational Requirements		0
Social Science Distribution 15 credit requirement- met in Foundational Requirements		0
Natural Science Distribution 15 credit requirement- choose courses meeting Prerequisite Requirement		0
TOTAL GENERAL EDUCATION REQUIREMENTS		**10**
PREREQUISITE REQUIREMENTS		Credits
CHEM 111	Inorganic Chemistry, or CHEM 121 (NSL)	5
CHEM 112	Organic Chemistry (NSL)	5
CHEM 113	Biochemistry (NSL)	5
GEOL 101	Introduction to Geology, or GEOL 111 (NSL)	5

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BACHELOR OF SCIENCE IN NATIVE ENVIRONMENTAL SCIENCE

PREREQUISITE REQUIREMENTS CONTINUED		Credits
MATH 102	College Algebra[2] (QS)	5
MATH 107	Elementary Statistics I (QS)	5
TOTAL PREREQUISITE REQUIREMENTS		**30**

[2] The MATH 102 requirement may also be satisfied by the following higher level Math courses: MATH 103, MATH 105, MATH 124, MATH 125, or MATH 126.

CORE PROGRAM REQUIREMENTS		Credits
NESC 310	Native Science	5
NESC 393A-C	Native Environmental Science Seminar III (1 credit per quarter for 3 quarters)	3
NESC 493A-C	Native Environmental Science Seminar IV (1 credit per quarter for 3 quarters)	3
NESC 497	Internship in Native Environmental Science	5
NESC 499A	Native Environmental Science Capstone Project (taken during the junior year)	5
NESC 499B	Native Environmental Science Capstone Project (taken during the senior year)	5
POLS 319	From the Beginning of Time: Native American Fishing Rights	5
TOTAL CORE PROGRAM REQUIREMENTS		**31**

ENVIRONMENTAL SCIENCE OPTION REQUIRED COURSES		Credits
BIOL 201	Cell Biology (NSL)	5
BIOL 202	Plant Biology (NSL)	5
BIOL 203	Animal Biology (NSL)	5
BIOL 310	Ecology	5
MATH 210	Biostatistics (QS, NS)	5
And a combination of two of the three following courses:		10
ENVS 430	Aquatic Ecology OR	(5 each)
ENVS 440	Ecology of the Salish Sea OR	
ENVS 481	Ecophysiology	
TOTAL ENVIRONMENTAL SCIENCE OPTION REQUIREMENTS		**35**

ELECTIVES	Credits
Choose electives in consultation with a faculty advisor. A minimum of 19 elective credits must be at the 300-499 level. A maximum of 10 elective credits may be taken through individualized studies coursework (courses numbered 189, 289, 389, or 489) following the Native Environmental Sciences individualized studies course guidelines.	28
TOTAL ELECTIVE REQUIREMENTS	**28**
TOTAL DEGREE REQUIREMENTS, FOUR-YEAR OPTION	180

BACHELOR OF SCIENCE IN NATIVE ENVIRONMENTAL SCIENCE

Transfer Option

This option is for students who have earned an approved Associate in Arts and Sciences or the equivalent. Students who have completed another type of associate's degree should consult with an advisor about the transfer alternative. Transfer students may apply 90 credits from an approved transfer degree toward completion of the requirements for completion of the Bachelor of Science in Native Environmental Science. The following describes the coursework for the remaining 90 credits required for completion of the Environmental Science Option of the Bachelor of Science in Native Environmental Science.

TRANSFER CREDITS		Credits
Transfer Credits		90
TOTAL TRANSFER CREDITS		**90**
PREREQUISITE REQUIREMENTS		Credits
Students are expected to complete the prerequisite courses as preparation for the Native Environmental Science core and required courses.		
CHEM 111	Inorganic Chemistry, or CHEM 121 (NSL)	5
CHEM 112	Organic Chemistry (NSL)	5
CHEM 113	Biochemistry (NSL)	5
GEOL 101	Introduction to Geology, or GEOL 111 (NSL)	5
MATH 102	College Algebra[2] (QS)	5
MATH 107	Elementary Statistics I (QS)	5
TOTAL PREREQUISITE COURSE REQUIREMENTS		**30**

[2] The MATH 102 requirement may also be satisfied by the following higher level Math courses: MATH 103, MATH 105, MATH 124, MATH 125, or MATH 126.

NATIVE ENVIRONMENTAL SCIENCE CORE REQUIREMENTS – MUST BE TAKEN AT NWIC		Credits
CSOV 300	Cultural Sovereignty Transfer Seminar	5
NESC 310	Native Science	5
NESC 393A-C	Native Environmental Science Seminar III (1 credit per quarter for 3 quarters)	3
NESC 493A-C	Native Environmental Science Seminar IV (1 credit per quarter for 3 quarters)	3
NESC 497	Internship in Native Environmental Science	5
NESC 499A	Native Environmental Science Capstone Project (taken during the junior year)	5
NESC 499B	Native Environmental Science Capstone Project (taken during the senior year)	5
POLS 319	From the Beginning of Time: Native American Fishing Rights	5
TOTAL NATIVE ENVIRONMENTAL SCIENCE CORE REQUIREMENTS		**36**
ENVIRONMENTAL SCIENCE OPTION REQUIRED COURSES		Credits
BIOL 201	Cell Biology (NSL)	5
BIOL 202	Plant Biology (NSL)	5
BIOL 203	Animal Biology (NSL)	5
BIOL 310	Ecology	5
MATH 210	Biostatistics (QS, NS)	5
And a combination of two of the three following courses:		10
ENVS 430	Aquatic Ecology OR	(5 each)
ENVS 440	Ecology of the Salish Sea OR	
ENVS 481	Ecophysiology	
TOTAL ENVIRONMENTAL SCIENCE OPTION REQUIRED COURSES		**35**
ELECTIVES		Credits
Choose electives in consultation with a faculty advisor. Prerequisite courses completed following transfer may be included as electives. A minimum of 14 elective credits must be at the 300-499 level. A maximum of 10 elective credits may be taken through individualized studies coursework (courses numbered 189, 289, 389, or 489) following the Native Environmental Sciences individualized studies course guidelines.		up to 19
TOTAL DEGREE REQUIREMENTS, TRANSFER OPTION		180

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BACHELOR OF SCIENCE IN NATIVE ENVIRONMENTAL SCIENCE

Interdisciplinary Concentration Option

The Interdisciplinary Concentration Option allows students flexibility in designing a program that meets their own academic, professional, and personal goals within the framework of the Native Environmental Science degree. Students design a concentration under the guidance of a concentration committee. The Native Environmental Science Program Handbook provides guidelines for constructing a concentration. This option requires students to take significant responsibility for the concentration's design and development.

Four-Year Option

This option is for students who have not earned an approved Associate in Arts and Sciences or the equivalent.

NORTHWEST INDIAN COLLEGE REQUIREMENTS		Credits
CMST 101	Introduction to Oral Communication (CS) OR	4
CMST 210	Interpersonal Communication (CS, HT) OR	
CMST 220	Public Speaking (CS, HT)	
CMPS 101	Introduction to Computers or above (TE)	3
HMDV 110	Introduction to Successful Learning (NE)	4
TOTAL NORTHWEST INDIAN COLLEGE REQUIREMENTS		**11**

NORTHWEST INDIAN COLLEGE FOUNDATIONAL REQUIREMENTS		Credits
CSOV 101	Introduction to Cultural Sovereignty (HT)	5
CSOV 102	The Language of Our Ancestors (HT) or approved Native language courses[1]	5
CSOV 120	Reclaiming Our History (SS)	5
CSOV 130	Icons of Our Past (HT)	5
ECON 250	Subsistence Economies: Restoring Prosperity (SS)	5
EDUC 202	The Tide Has Changed: Educating Our Own (SS)	5
POLS 225	History of Federal Indian Policy (SS)	5
TOTAL NORTHWEST INDIAN FOUNDATIONAL REQUIREMENTS		**35**

[1] One or more Native language courses totaling at least 5 credits. Consult with an advisor regarding satisfying general education requirements. Requires approval by the Dean of Academics and Distance Learning.

GENERAL EDUCATION REQUIREMENTS		Credits
ENGL 101	English Composition I (CS)	5
ENGL 102	English Composition II (CS) OR	5
ENGL 202	Technical Writing (CS)	
Quantitative Skills 5 credit requirement- met in Prerequisite Requirements		0
Humanities Distribution 15 credit requirement- met in Foundational Requirements		0
Social Sciences Distribution 15 credit requirement- met in Foundational Requirements		0
Natural Sciences Distribution 15 credit requirement- met in Prerequisite Requirements		0
TOTAL GENERAL EDUCATION REQUIREMENTS		**10**

PREREQUISITE REQUIREMENTS		Credits
Students are expected to complete the prerequisite courses as preparation for the Native Environmental Science core and Interdisciplinary Concentration Option requirements.		
BIOL 101	Introduction to Biology, or BIOL 100, 111, 130, or 201 (NSL)	5
CHEM 111	Inorganic Chemistry, or CHEM 121 (NSL)	5
GEOL 101	Introduction to Geology, or GEOL 111 (NSL)	5
MATH 107	Elementary Statistics I[3] (QS)	5
TOTAL PREREQUISITE COURSE REQUIREMENTS		**20**

[3] MATH 107 is the recommended course for students who may not plan on pursuing graduate studies where additional precalculus or calculus-based math coursework is required. Consult with a faculty advisor in choosing the best math course for your area of interest. Students may also satisfy this mathematics requirement by taking MATH 102, MATH 103, MATH 105, MATH 124, MATH 125, MATH 126, or MATH 210.

ELECTIVE CREDITS TO TOTAL AAS DEGREE REQUIRED 90 CREDITS	14

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BACHELOR OF SCIENCE IN NATIVE ENVIRONMENTAL SCIENCE

NATIVE ENVIRONMENTAL SCIENCE CORE REQUIREMENTS – MUST BE TAKEN AT NWIC		Credits
NESC 310	Native Science	5
NESC 393A-C	Native Environmental Science Seminar III (1 credit per quarter for 3 quarters)	3
NESC 493A-C	Native Environmental Science Seminar IV (1 credit per quarter for 3 quarters)	3
NESC 497	Internship in Native Environmental Science	5
NESC 499A	Native Environmental Science Capstone Project (taken during the junior year)	5
NESC 499B	Native Environmental Science Capstone Project (taken during the senior year)	5
POLS 319	From the Beginning of Time: Native American Fishing Rights	5
TOTAL NATIVE ENVIRONMENTAL SCIENCE CORE REQUIREMENTS		**31**
INTERDISCIPLINARY CONCENTRATION OPTION REQUIREMENTS (MINIMUM 29 CREDITS MUST BE 300-499)		Credits
NESC 305	Native Environmental Science Concentration Seminar (taken the 1st or 2nd quarter in concentration)	5
Individualized studies courses within concentration[4]		21
Selected courses taken within concentration as approved in Interdisciplinary Concentration Option proposal		33
TOTAL INTERDISCIPLINARY CONCENTRATION OPTION REQUIREMENTS		**59**
TOTAL DEGREE REQUIREMENTS, FOUR-YEAR OPTION		180

[4] Individualized studies courses focus on key areas of inquiry contained in the concentration, such as: relevant work experience, travel study projects, service learning, field school, and volunteer projects. It is suggested that at least 5 credits of the interdisciplinary concentration coursework contain a service learning component.

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Transfer Option

This option is for students who have earned an approved Associate in Arts and Sciences or the equivalent. Students who have completed another type of associate's degree should consult with an advisor about the transfer alternative. Transfer students may apply 90 credits from an approved transfer degree toward completion of the requirements for completion of the Bachelor of Science in Native Environmental Science. The following describes the coursework for the remaining 90 credits required for completion of the Interdisciplinary Concentration Option of the Bachelor of Science in Native Environmental Science.

TRANSFER CREDITS		Credits
Transfer Credits		90
TOTAL TRANSFER CREDITS		**90**
PREREQUISITE REQUIREMENTS		Credits
Students are expected to complete the prerequisite courses as preparation for the Native Environmental Science core and Interdisciplinary Concentration Option requirements.		
BIOL 101	Introduction to Biology, or BIOL 100, 111, 130, or 201 (NSL)	5
CHEM 111	Inorganic Chemistry, or CHEM 121 (NSL)	5
GEOL 101	Introduction to Geology, or GEOL 111 (NSL)	5
MATH 107	Elementary Statistics I[3]	5
TOTAL PREREQUISITE COURSE REQUIREMENTS		**20**

[3] MATH 107 is the recommended course for students who may not plan on pursuing graduate studies where additional precalculus or calculus-based math coursework is required. Consult with a faculty advisor in choosing the best math course for your area of interest. Students may also satisfy this mathematics requirement by taking MATH 102, MATH 103, MATH 105, MATH 124, MATH 125, MATH 126, or MATH 210.

NATIVE ENVIRONMENTAL SCIENCE CORE REQUIREMENTS – MUST BE TAKEN AT NWIC		Credit
CSOV 300	Cultural Sovereignty Transfer Seminar	5
NESC 310	Native Science	5
NESC 393A-C	Native Environmental Science Seminar III (1 credit per quarter for 3 quarters)	3
NESC 493A-C	Native Environmental Science Seminar IV (1 credit per quarter for 3 quarters)	3
NESC 497	Internship in Native Environmental Science	5
NESC 499A	Native Environmental Science Capstone Project (taken during the junior year)	5
NESC 499B	Native Environmental Science Capstone Project (taken during the senior year)	5
POLS 319	From the Beginning of Time: Native American Fishing Rights	5
TOTAL NATIVE ENVIRONMENTAL SCIENCE CORE REQUIREMENTS		**36**
INTERDISCIPLINARY CONCENTRATION OPTION REQUIREMENTS (MINIMUM 24 CREDITS MUST BE 300-499)		Credits
NESC 305	Native Environmental Science Concentration Seminar (taken the 1st or 2nd quarter in concentration)	5
Individualized studies courses within concentration[4]		21
Selected courses taken within concentration as approved in Interdisciplinary Concentration Option proposal[5]		28

[4] Individualized studies courses focus on key areas of inquiry contained in the concentration, such as: relevant work experience, travel study

[5] A total of 28 credits of selected courses within the concentration are required. Some of these credits may also be used to satisfy prerequisite requirements. Choose selected courses in consultation with the concentration committee as part of the Interdisciplinary Concentration Option proposal.

TOTAL INTERDISCIPLINARY CONCENTRATION OPTION REQUIREMENTS	**54**
TOTAL DEGREE REQUIREMENTS, TRANSFER OPTION	180

CONTINUED ON FOLLOWING PAGE

BACHELOR OF SCIENCE IN NATIVE ENVIRONMENTAL SCIENCE

PROGRAM OUTCOMES

SENSE OF PLACE

Indigenous peoples have deep and sustained connections to place. Knowledge of the environment has been, and continues to be, critical in supporting and maintaining resilient and thriving communities. Indigenous peoples have historically created and continue to create new technologies appropriate to their places. Native environmental scientists build upon their connection to place by being innovative and using Indigenous knowledge and technologies to promote sovereignty and self-determination.

Upon successful completion of this program, students will be able to:

- Value the interrelationships between people and the environment.
- Ground and apply concepts and methodologies to place.

RELATIONALITY

Awareness of self and knowledge of relational ancestry has been, and continues to be, an essential quality of Indigenous peoples. This awareness provides guidance and accountability to carry out the work of the ancestors for future generations. Relationality and self-location position Native environmental scientists to lead in the restoration and revitalization of the environment.

Upon successful completion of this program, students will be able to:

- Demonstrate competence in bodies of knowledge associated with environmental science (e.g., chemistry, biology, ecology, etc.)
- Value relationality in the practice of Native Environmental Science.Match the intended purpose/intent with the appropriate technology.
- Evaluate and interpret environmental laws, policies, and acquired rights, and advocate for inherent rights.

INQUIRY

Inquiry is deeply embedded in relationality, sense of place, and worldview, and it is inclusive of ways of knowing and research. Native environmental scientists perform inquiry by engaging in research and addressing questions that are relevant to Indigenous communities with the goal of restoring and revitalizing the environment. Native environmental scientists approach inquiry in ways that are respectful of and in service to Indigenous communities.

Upon successful completion of this program, students will be able to:

- Use Indigenous theories and methods to conduct inquiry-based research and evaluation that respond to the needs of Indigenous communities and serve to promote Indigenous self-determination.
- Evaluate and use appropriate technologies for inquiry-based research in support of restoration and revitalization of the environment.
- Evaluate and apply quantitative, qualitative, and mixed methodologies and concepts that include the synthesis of complex information.

COMMUNICATION

Communication is foundational to the survival and identity of Indigenous peoples and includes intergenerational and intertribal transmission of knowledge about the relationships between people and place. Native environmental scientists enact the transfer of knowledge by communicating effectively in diverse settings through the use of a strong oral tradition, the written word, and imagery. Native environmental scientists effectively synthesize and communicate complex information to a variety of audiences with the intent to promote Indigenous self-determination and the restoration and revitalization of the environment.

Upon successful completion of this program, students will be able to

- Communicate using oral, written, and graphical (visual) methods to support Indigenous self-determination.
- Communicate effectively to multiple audiences, including Indigenous communities, policy makers, scientific communities, and the general public.

ASSOCIATE OF ARTS AND SCIENCES IN BUSINESS AND ENTREPRENEURSHIP

This program of study provides students with essential quantitative, communication, and core business skills and knowledge to immediately perform successfully in a commercial enterprise or community organization. Additionally, the concentration areas of the program allow students to customize their degree to focus specifically on casino management, entrepreneurial pursuits, or preparation for a baccalaureate program in business. The program is a direct transfer degree designed for students who may be interested in pursuing a baccalaureate degree at Northwest Indian College or another four-year college or university. Students interested in continuing toward a baccalaureate program should consult with an NWIC advisor before selecting courses to ensure the requirements are met for those programs.

NORTHWEST INDIAN COLLEGE REQUIREMENTS		Credits
CMST 220	Public Speaking (CS, HT)	4
CMPS 101	Introduction to Computers or above (TE)	3
HMDV 110	Introduction to Successful Learning (NE)	4
TOTAL NORTHWEST INDIAN COLLEGE REQUIREMENTS		**11**

NORTHWEST INDIAN COLLEGE FOUNDATIONAL REQUIREMENTS		Credits
CSOV 101	Introduction to Cultural Sovereignty (HT)	5
CSOV 102	The Language of Our Ancestors (HT) or approved Native language courses[1]	5
CSOV 120	Reclaiming Our History (SS)	5
POLS 225	History of Federal Indian Policy (SS)	5
TOTAL NORTHWEST INDIAN COLLEGE FOUNDATIONAL REQUIREMENTS		**20**

[1]One or more Native language courses totaling at least 5 credits. Consult with an advisor regarding satisfying general education requirements. Requires approval by the Dean of Academics and Distance Learning.

GENERAL EDUCATION REQUIREMENTS		Credits
ENGL 101	English Composition I (CS)	5
ENGL 102 ENGL 202	English Composition II (CS) OR Technical Writing (CS)	5
Quantitative Skills 5 credit requirement- met in Core Requirements		0
Humanities Distribution 15 credit requirement- met in Foundational Requirements and Core Requirements		0
Social Science Distribution 15 credit requirement- met in Foundational Requirements and Core Requirements		0
Natural Science Distribution 15 credit requirement- choose courses meeting AAS Natural Science Requirements		15
TOTAL GENERAL EDUCATION REQUIREMENTS		**25**

CORE PROGRAM REQUIREMENTS		Credits
BUAD 202	Business Law (SS)	5
BUAD 212	Financial Accounting (TE)	5
CMST 130	Information Literacy and Critical Thinking (HT)	5
ECON 203	Contemporary Tribal Economics (SS)	5
MATH 107	Elementary Statistics I (QS)	5
TOTAL CORE PROGRAM REQUIREMENTS		**25**

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ASSOCIATE OF ARTS AND SCIENCES IN BUSINESS AND ENTREPRENEURSHIP

BUSINESS AND ENTREPRENEURSHIP CONCENTRATION AREAS

Students may choose from the concentration areas listed below to complete graduation or transfer requirements. These courses may satisfy general education requirements as well as satisfy concentration requirements. Please work with your advisor to determine the appropriate concentration and elective courses for your area of interest. A total of at least 9 credits must be completed in concentration plus elective courses to meet the 90 credit program requirement.

Tribal Casino Management		Credits
HRCM 111	Introduction to Casino Management (NE)	5
Two courses totaling 6 credits chosen from HRCM 275, 290, or 295 (NE)		6
Tribal Entrepreneurship		**Credits**
BUAD 121	Personal and Small Business Finance (NE)	3
BUAD 135	Small Business Management (NE)	3
BUAD 140	Small Business Entrepreneur (NE)	3
Tribal Business Administration		**Credits**
BUAD 235	Managerial Accounting (TE)	5
MATH 124	Calculus and Analytic Geometry (QS)	5
General Business (No Concentration)		**Credits**
Choose at least 9 elective credits		9
TOTAL CONCENTRATION AND ELECTIVE CREDITS		**9-11**
TOTAL DEGREE REQUIREMENTS		90-92

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ASSOCIATE OF ARTS AND SCIENCES IN BUSINESS AND ENTREPRENEURSHIP

PROGRAM OUTCOMES

ENTREPRENEURIAL THINKING AND PROCESS IN A TRIBAL ENVIRONMENT STUDENTS WILL BE ABLE TO:

- Describe the key activities involved in the entrepreneurial process.
- Analyze the impact of Tribal legal structures on entrepreneurial activities.
- Access funding programs targeted to entrepreneurial efforts by Native Americans.

GENERAL PRINCIPLES OF BUSINESS OPERATIONS AND MANAGEMENT STUDENTS WILL BE ABLE TO:

- Explain business processes including Accounting, Human Resources, Marketing, and Sales.
- Describe a variety of management practices and organizational structures.
- Outline important principles and impacts of business law on commercial enterprises.
- Compare and contrast various leadership philosophies.

NATIONAL AND INTERNATIONAL ECONOMIES STUDENTS WILL BE ABLE TO:

- Categorize businesses and industries based upon customer market segments.
- Define international trade metrics, governing bodies, and trade barriers.
- Explain the impacts of supply and demand on local, national, and international economies.
- Differentiate between nominal and real economic statistics.

QUANTITATIVE ANALYSIS STUDENTS WILL BE ABLE TO:

- Apply appropriate financial metrics for measuring business performance.
- Calculate financial ratios given requisite information.
- Analyze and integrate financial metrics into the business decision-making process.

COMMUNICATION STUDENTS WILL BE ABLE TO:

- Clearly articulate meaningful business information in both verbal and written forms.
- Utilize business terminology and concepts to describe the current business environment.
- Share knowledge of effective business practices with their local communities.

ETHICS STUDENTS WILL BE ABLE TO:

- Discuss the principles and practical application of social responsibility.
- Critique real-world examples of business ethics.
- Apply ethical theories to their local environment and community.
- Distinguish between the characteristics of ethical and legal actions.

ASSOCIATE OF ARTS AND SCIENCES IN GENERAL DIRECT TRANSFER

This program of study is designed for students to explore and develop skills in global issues, communication, natural sciences, cultural awareness, social conditions and critical thinking. The program is a direct transfer degree designed for students who may be interested in a baccalaureate degree at Northwest Indian College or another four-year college or university. Students should consult with their advisor to ensure that courses selected meet the requirements of the four-year program they intend to pursue.

NORTHWEST INDIAN COLLEGE REQUIREMENTS		Credits
CMST 101	Introduction to Oral Communication (CS) OR	4
CMST 210	Interpersonal Communication (CS, HT) OR	
CMST 220	Public Speaking (CS, HT)	
CMPS 101	Introduction to Computers or above (TE)[1]	3
HMDV 110	Introduction to Successful Learning (NE)	4
TOTAL NORTHWEST INDIAN COLLEGE REQUIREMENTS		**11**

[1] If a computer course coded NE (Non-transfer Elective) is substituted then 3 additional credits of Transfer Electives (coded TE) must be chosen.

NORTHWEST INDIAN COLLEGE FOUNDATIONAL REQUIREMENTS		Credits
CSOV 101	Introduction to Cultural Sovereignty (HT)	5
CSOV 102	The Language of Our Ancestors (HT) or approved Native language courses[2]	5
CSOV 120	Reclaiming Our History (SS)	5
POLS 225	History of Federal Indian Policy (SS)	5
TOTAL NORTHWEST INDIAN COLLEGE FOUNDATIONAL REQUIREMENTS		**20**

[2] One or more Native language courses totaling at least 5 credits. Consult with an advisor regarding satisfying general education requirements. Requires approval by the Dean of Academics and Distance Learning.

GENERAL EDUCATION REQUIREMENTS		Credits
COMMUNICATION SKILLS (CS)- 10 English composition credit requirement		
ENGL 101	English Composition I (CS)	5
ENGL 102	English Composition II (CS) OR	5
ENGL 202	Technical Writing (CS)	
QUANTITATIVE SKILLS (QS)- 5 credit requirement		5
Choose courses from the following: MATH 102, 103, 105, 107, 124, 125, 126, 151, 207, or 210.		
Student must have completed MATH 99 or the equivalent with a grade of C or better.		
Courses used to satisfy quantitative skills cannot also be used to satisfy natural science requirements.		
HUMANITIES (HT or HP)- 15 credit requirement, 10 met in Foundational Requirements		5
Choose 5 additional humanities credits.		
No more than 10 of the 15 credits of humanities from any one subject.		
No more than 5 of the 15 credits designated humanities performance (HP).		
All humanities theory (HT) courses are writing enriched.		
SOCIAL SCIENCES (SS)- 15 credit requirement, 10 met in Foundational Requirements		5
Choose 5 additional credits designated SS from any subject.		
All courses are writing enriched.		

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ASSOCIATE OF ARTS AND SCIENCES IN GENERAL DIRECT TRANSFER

GENERAL EDUCATION REQUIREMENTS CONTINUED	Credits
NATURAL SCIENCES (NS or NSL) - 15 credit requirement	15
Choose courses from at least two subjects with no more than 10 credits from any one subject.	
Include at least 10 credits in physical or biological sciences.	
Include at least one laboratory class designated NSL.	
All courses are writing enriched.	
TOTAL GENERAL EDUCATION REQUIREMENTS	**40**
OTHER REQUIREMENTS	Credits
ELECTIVES (TE or NE)	19
A minimum of 8 credits of courses coded CS, HP, HT, NS, NSL, QS, SS, or TE from at least two subjects.	
A maximum of 3 credits of Physical Education (PHED) may be used as TE electives.	
A maximum of 11 NE credits may be chosen from any course numbered 100 to 299.	
TOTAL DEGREE REQUIREMENTS	90

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ASSOCIATE OF ARTS AND SCIENCES IN GENERAL DIRECT TRANSFER

PROGRAM OUTCOMES

TO ACQUIRE A QUALITY EDUCATION UPON SUCCESSFUL COMPLETION OF THE PROGRAM, A STUDENT WILL BE ABLE TO:

- Effectively communicate in diverse situations, from receiving to expressing information, both verbally and non-verbally.
- Use analytical and critical thinking skills to draw and interpret conclusions from multiple perspectives including Indigenous theory and methods.

TO GIVE BACK UPON SUCCESSFUL COMPLETION OF THE PROGRAM, A STUDENT WILL BE ABLE TO:

- Demonstrate knowledge of what it means to be a people.
- Practice community building through service learning.

TO APPLY INDIGENOUS KNOWLEDGE UPON SUCCESSFUL COMPLETION OF THE PROGRAM, A STUDENT WILL BE ABLE TO:

- Exhibit a sense of place.
- Recognize Tribal rights as they relate to human rights.

TO UTILIZE EDUCATION THROUGH WORK UPON SUCCESSFUL COMPLETION OF THE PROGRAM, A STUDENT WILL BE ABLE TO:

- Meet the technological challenges of a modern world.
- Work cooperatively toward a common goal.

TO ORGANIZE UPON SUCCESSFUL COMPLETION OF THE PROGRAM, A STUDENT WILL BE ABLE TO:

- Prioritize effectively to accomplish their goals.
- Prepare for, engage in, and complete tasks and procedures.

ASSOCIATE OF ARTS AND SCIENCES IN NATIVE ENVIRONMENTAL SCIENCE

This program of study provides a foundation in the sciences, Native American studies, and general education courses as preparation for continuing toward the Bachelor of Science in Native Environmental Science program. The program is a direct transfer degree designed for students who may be interested in a baccalaureate degree at Northwest Indian College or another four-year college or university. Students completing the Associate of Arts and Sciences in Native Environmental Science will be prepared to continue in the Bachelor of Science in Native Environmental Science degree program at the junior level with all prerequisites met.

NORTHWEST INDIAN COLLEGE REQUIREMENTS		Credits
CMST 101 CMST 210 CMST 220	Introduction to Oral Communication (CS) OR Interpersonal Communication (CS, HT) OR Public Speaking (CS, HT)	4
CMPS 101	Introduction to Computers or above (TE)	3
HMDV 110	Introduction to Successful Learning (NE)	4
TOTAL NORTHWEST INDIAN COLLEGE REQUIREMENTS		**11**
NORTHWEST INDIAN COLLEGE FOUNDATIONAL REQUIREMENTS		Credits
CSOV 101	Introduction to Cultural Sovereignty (HT)	5
CSOV 102	The Language of Our Ancestors (HT) or approved Native language courses[1]	5
CSOV 120	Reclaiming Our History (SS)	5
POLS 225	History of Federal Indian Policy (SS)	5
TOTAL NORTHWEST INDIAN COLLEGE FOUNDATIONAL REQUIREMENTS		**20**

[1] One or more Native language courses totaling at least 5 credits. Consult with an advisor regarding satisfying general education requirements. Requires approval by the Dean of Academics and Distance Learning.

GENERAL EDUCATION REQUIREMENTS		Credits
ENGL 101	English Composition I (CS)	5
ENGL 202	Technical Writing or ENGL 102 English Composition II (CS)	5
Quantitative Skills	5 credit requirement- met in Core Requirements	0
Humanities Distribution	15 credit requirement- 10 met in Foundational Requirements. Choose 5 credits from AAS Humanities Requirements	5
Social Science Distribution	15 credit requirement- 10 met in Foundational Requirements. Choose 5 credits from AAS Social Science Requirements	5
Natural Science Distribution	15 credit requirement- met in Core Requirements	0
TOTAL GENERAL EDUCATION REQUIREMENTS		**20**
CORE PROGRAM REQUIREMENTS		Credits
BIOL 101	Introduction to Biology or BIOL 100, 111, 130, or 201[2] (NSL)	5
CHEM 111[2]	Inorganic Chemistry, or CHEM 121 (NSL)	5
GEOL 101	Introduction to Geology, or GEOL 111 (NSL)	5
MATH 102 MATH 107	College Algebra or higher (MATH 103, 105, or 124) (QS) OR Elementary Statistics I (QS)	5
TOTAL CORE PROGRAM REQUIREMENTS		**20**

[2]Suggested for Environmental Science Option in the Bachelor of Science in Native Environmental Science

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ASSOCIATE OF ARTS AND SCIENCES IN NATIVE ENVIRONMENTAL SCIENCE

ELECTIVES		Credits
Students wanting to pursue the Environmental Science Option in the Bachelor of Science in Native Environmental Science program are encouraged to also complete the following courses as part of the elective choices. Completion of these courses will require that the student earn more than the 90 credits necessary for the AAS in Native Environmental Science degree.		
CHEM 112	Organic Chemistry (NSL)	5
CHEM 113	Biochemistry (NSL)	5
MATH 107	Elementary Statistics I and MATH 102 College Algebra (QS)[3]	5
BIOL 202	Plant Biology (NSL)	5
BIOL 203	Animal Biology (NSL)	5
TOTAL ELECTIVE REQUIREMENTS		**19**

[3] The Environmental Science Option in the Bachelor of Science in Native Environmental Science requires both MATH 102 and MATH 107. Complete whichever of the two courses was not used to satisfy the core requirement.

TOTAL DEGREE REQUIREMENTS	90

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ASSOCIATE OF ARTS AND SCIENCES IN NATIVE ENVIRONMENTAL SCIENCE

PROGRAM OUTCOMES

WRITTEN COMMUNICATION STUDENTS WILL BE ABLE TO:

- Express themselves effectively using a variety of writing styles.
- Write a research paper.

QUANTITATIVE REASONING STUDENTS WILL BE ABLE TO:

- Collect, organize, analyze, and synthesize data.
- Graph and understand equations.
- Use mathematics to depict relationships and to solve problems.

ORAL COMMUNICATION STUDENTS WILL BE ABLE TO:

- Communicate effectively.
- Analyze the audience and modify the communication to suit that audience.
- Evaluate the effectiveness of the communication and make adjustments if and where necessary.
- Use exposition, negotiation, persuasion, and argumentation.

BODIES OF KNOWLEDGE STUDENTS WILL BE ABLE TO:

- Demonstrate competence in chemistry, biology, and other foundational bodies of knowledge that support scientific understanding.
- Demonstrate familiarity with local ecosystems.

"WAYS OF FINDING OUT" STUDENTS WILL BE ABLE TO:

- Read and understand scientific literature.
- Design and conduct a simple experiment.
- Understand how to ask to learn traditional knowledge.
- View the environment from a past, present, and future perspective.

TECHNOLOGY STUDENTS WILL BE ABLE TO:

- Use a spreadsheet program to enter and analyze data.
- Use presentation software.
- Discuss the limitations of technology.

LEADERSHIP AND EFFECTIVENESS STUDENTS WILL BE ABLE TO:

- Articulate the diversity in spirituality, culture and language.
- Articulate their own identity in terms of a sense of place and their people.
- Demonstrate knowledge of Native American and other models of leadership.
- Demonstrate effective leadership skills.

ASSOCIATE OF ARTS AND SCIENCES IN PUBLIC AND TRIBAL ADMINISTRATION

The Associate of Arts and Sciences degree in Public and Tribal Administration provides students with the necessary skills and comprehension to succeed in pursuing a career in public and Tribal management in a public enterprise or Tribal organization. The program of study provides a foundation for understanding the necessary skills for administration and Tribal government. The concentration areas of study within the program allow students to customize their degree to focus on careers in either Public or Tribal Administration. The program is a direct transfer degree designed for students who may be interested in transferring to a baccalaureate degree. Students interested in continuing toward a baccalaureate program should consult with an NWIC adviser before selecting courses to ensure that they meet the requirements for those programs.

NORTHWEST INDIAN COLLEGE REQUIREMENTS		Credits
CMST 220	Public Speaking (CS, HT)	4
CMPS 101	Introduction to Computers or above (TE)	3
HMDV 110	Introduction to Successful Learning (NE)	4
TOTAL NORTHWEST INDIAN COLLEGE REQUIREMENTS		**11**
NORTHWEST INDIAN COLLEGE FOUNDATIONAL REQUIREMENTS		Credits
CSOV 101	Introduction to Cultural Sovereignty (HT)	5
CSOV 102	The Language of Our Ancestors (HT) or approved Native language courses[1]	5
CSOV 120	Reclaiming Our History (SS)	5
POLS 225	History of Federal Indian Policy (SS)	5
TOTAL NORTHWEST INDIAN COLLEGE FOUNDATIONAL REQUIREMENTS		20

[1]One or more Native language courses totaling at least 5 credits. Consult with an advisor regarding satisfying general education requirements. Requires approval by the Dean of Academics and Distance Learning.

GENERAL EDUCATION REQUIREMENTS		Credits
ENGL 101	English Composition I (CS)	5
ENGL 102	English Composition II (CS) OR	5
ENGL 202	Technical Writing (CS)	
Quantitative Skills 5 credit requirement- met in Core Requirements		0
Humanities Distribution 15 credit requirement- met in Foundational Requirements and Core Requirement		0
Social Science Distribution 15 credit requirement- met in Foundational Requirements and Core Requirement		0
Natural Science Distribution 15 credit requirement- choose courses meeting AAS Natural Science Requirement		15
TOTAL GENERAL EDUCATION REQUIREMENTS		**25**
CORE PROGRAM REQUIREMENTS		Credits
BUAD 202	Business Law (SS)	5
BUAD 212	Financial Accounting (TE)	5
CMST 130	Information Literacy and Critical Thinking (HT)	5
ECON 203	Contemporary Tribal Economics (SS)	5
MATH 107	Elementary Statistics I (QS)	5
TOTAL CORE PROGRAM REQUIREMENTS		**25**
ELECTIVES		Credits
Students must choose three of the five elective courses from the following list.		9 (3 each)
PTAD 200	Budgeting (NE)	
PTAD 210	Principles of Planning (NE)	
PTAD 220	Public Policy Process (NE)	
PTAD 230	Tribal Organizational Theory and Development (NE)	
PTAD 240	Leadership and Decision-Making (NE)	
TOTAL ELECTIVES		**9**
TOTAL DEGREE REQUIREMENTS		90

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ASSOCIATE OF ARTS AND SCIENCES IN PUBLIC AND TRIBAL ADMINISTRATION

PROGRAM OUTCOMES

SOVEREIGNTY STUDENTS WILL BE ABLE TO:

- Explain the history and cultural foundation for the fundamental rights and responsibilities of Tribal governments.
- Identify Indigenous knowledge as the basis for foundational principles respecting the cultural and traditional knowledge within Tribal communities.

GENERAL PRINCIPLES OF PUBLIC AND TRIBAL ADMINISTRATION STUDENTS WILL BE ABLE TO:

- Examine the fundamental process for administration within public and Tribal government.
- Analyze the interaction between Tribal, federal, state, and regional governments with regard to political issues in Tribal governance.
- Examine the process of public and Tribal administration within the historical contexts of politics, economics, and the educational field.

OPERATIONS AND MANAGEMENT STUDENTS WILL BE ABLE TO:

- Analyze the responsibilities of Tribal government to deliver social services to Tribal members, regulate commerce, manage land, and natural resources, develop and implement fiscal policy.
- Explain the development of business management within an organization structure.
- Summarize important principles and impacts of business law related to Tribal enterprises.
- Analyze the fiscal responsibility for budgeting, accounting, human resources, and marketing with regard to the management process for public and Tribal administrations.

COMMUNICATION STUDENTS WILL BE ABLE TO:

- Explain the fundamentals of Public and Tribal administration within the historical perspective of politics, economics, and the academic discipline with a focus in Tribal governance.
- Demonstrate skills in research and critical thinking within the context of Public and Tribal Administration.
- Utilize the development of writing skills for comprehending the context of Public and Tribal Administration.
- Demonstrate effective presentation skills for administration functions.
- Demonstrate ability to research for the context of Public and Tribal Administration purposes.

TRIBAL LEADERSHIP STUDENTS WILL BE ABLE TO:

- Compare and contrast diverse leadership and decision-making policies and practices.
- Analyze the particular qualities of leadership in Native Tribal communities, nations, and Inter-Tribal organizations.
- Evaluate management principles appropriate to environmental, intellectual, and community-based leadership in contemporary Tribal organizations.
- Apply the qualities and skills to be an effective leader in Indian Country.

ASSOCIATE OF SCIENCE TRANSFER DEGREE IN LIFE SCIENCES

This program of study provides core courses in science and mathematics in the context of a Native American Studies curriculum for students interested in pursuing careers in marine biology, health sciences or natural resources. The Life Sciences degree is designed to meet most of the prerequisites for entrance into a four-year college or university science program in Washington State. The number of required non-science courses is reduced therefore transfer students must complete additional General University Requirements (GUR/GER) after transfer. Students completing the Life Sciences degree will be given priority status for admission by most Washington State baccalaureate granting institutions and will be given junior status. Students need to consult with their advisor before selecting courses to ensure that they meet the requirements of the college or university to which they plan to transfer.

NORTHWEST INDIAN COLLEGE REQUIREMENTS		Credits
CMST 101	Introduction to Oral Communication (CS) OR	4
CMST 210	Interpersonal Communication (CS, HT) OR	
CMST 220	Public Speaking (CS, HT)	
CMPS 101	Introduction to Computers or above (TE)	3
HMDV 110	Introduction to Successful Learning (NE)	4
TOTAL NORTHWEST INDIAN COLLEGE REQUIREMENTS		**11**
NORTHWEST INDIAN COLLEGE FOUNDATIONAL REQUIREMENTS		Credits
CSOV 101	Introduction to Cultural Sovereignty (HT)	5
CSOV 102	The Language of Our Ancestors (HT) or approved Native language courses[1]	5
CSOV 120	Reclaiming Our History (SS)	5
POLS 225	History of Federal Indian Policy (SS)	5
TOTAL NORTHWEST INDIAN COLLEGE FOUNDATIONAL REQUIREMENTS		**20**

[1] One or more Native language courses totaling at least 5 credits. Consult with an advisor regarding satisfying general education requirements. Requires approval by the Dean of Academics and Distance Learning.

GENERAL EDUCATION REQUIREMENTS		Credits
ENGL 101	English Composition I (CS)	5
Quantitative Skills 10 credit requirement- met in Core Requirements		0
Humanities and Social Sciences Distribution 15 credit requirement- met in Foundational Requirements		0
TOTAL GENERAL EDUCATION REQUIREMENTS		**5**
CORE PROGRAM REQUIREMENTS		Credits
BIOL 201	Cell Biology (NSL)	5
BIOL 202	Plant Biology (NSL)	5
BIOL 203	Animal Biology (NSL)	5
CHEM 111	Inorganic Chemistry (NSL)	5
CHEM 112	Organic Chemistry (NSL)	5
CHEM 113	Biochemistry (NSL)	5
MATH 107	Elementary Statistics I (QS)	5
MATH 124	Calculus and Analytic Geometry I (QS)	5
MATH 125	Calculus and Analytic Geometry II (QS)	5
TOTAL CORE PROGRAM REQUIREMENTS		**45**
ELECTIVES		Credits
Additional credits in Biology, Chemistry, Physics, Mathematics, Environmental Science, or other sciences chosen in consultation with a faculty advisor		9
TOTAL DEGREE REQUIREMENTS		90

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ASSOCIATE OF SCIENCE TRANSFER DEGREE IN LIFE SCIENCES

PROGRAM OUTCOMES

BODIES OF KNOWLEDGE STUDENTS WILL BE ABLE TO:

- Demonstrate knowledge of scientific methods and concepts; including collecting scientific data, formulating hypotheses, using experiments to test hypotheses; drawing conclusions, and reporting results.
- Demonstrate foundational knowledge of chemistry.
- Demonstrate foundational knowledge of biology.
- Demonstrate knowledge of local ecosystems, and the importance of local plants and animals for traditional Indigenous uses.
- Articulate Indigenous ways of knowing the natural world.
- Articulate the importance of ethics and values in the practice of science, including Native American cultural values.

COMMUNICATION SKILLS STUDENTS WILL BE ABLE TO:

- Communicate scientific concepts orally and in writing, using scientific terminology.
- Present scientific data with written reports, tables and figures, and oral presentations.

TECHNICAL SKILLS STUDENTS WILL BE ABLE TO:

- Perform biological laboratory techniques.
- Utilize library, Internet, and other resources to research scientific topics.

QUANTITATIVE SKILLS STUDENTS WILL BE ABLE TO:

- Collect, organize, and interpret data.
- Calculate answers to problems using algebra and calculus.
- Apply methods of mathematics to analyze, understand, and explore life sciences problems.

READING SKILLS STUDENTS WILL BE ABLE TO:

- Demonstrate comprehension of literature in the life sciences.
- Extend knowledge of scientific concepts and vocabulary through readings in the life sciences.

ASSOCIATE OF APPLIED SCIENCE–TRANSFER DEGREE IN EARLY CHILDHOOD EDUCATION

This program of study is designed for people pursuing careers in the early care and education field. With a strong emphasis in early childhood, students are prepared for positions as lead teachers and for a variety of other employment opportunities in Head Start, child care, and other birth-to-six programs. The student is also prepared to transfer to specific four-year degree programs. Students interested in transferring should consult with an NWIC advisor before selecting courses to ensure that they meet the requirements of the college or university of their choice.

NORTHWEST INDIAN COLLEGE REQUIREMENTS		Credits
CMST 101	Introduction to Oral Communication (CS) OR	4
CMST 210	Interpersonal Communication (CS, HT) OR	
CMST 220	Public Speaking (CS, HT)	
CMPS 101	Introduction to Computers or above (TE)	3
HMDV 110	Introduction to Successful Learning (NE)	4
TOTAL NORTHWEST INDIAN COLLEGE REQUIREMENTS		**11**
NORTHWEST INDIAN COLLEGE FOUNDATIONAL REQUIREMENTS		**Credits**
CSOV 101	Introduction to Cultural Sovereignty (HT)	5
CSOV 102	The Language of Our Ancestors (HT) or approved Native language courses[1]	5
CSOV 120	Reclaiming Our History (SS)	5
TOTAL NORTHWEST INDIAN COLLEGE FOUNDATIONAL REQUIREMENTS		**15**

[1]One or more Native language courses totaling at least 5 credits. Consult with an advisor regarding satisfying general education requirements. Requires approval by the Dean of Academics and Distance Learning.

GENERAL EDUCATION REQUIREMENTS		Credits
ENGL 101	English Composition I (CS)	5
ENGL 102	English Composition II (CS) OR	5
ENGL 202	Technical Writing (CS)	
MATH 151	Survey of Mathematics or other course that meets AAS QS requirement	5
Humanities Distribution 10 credit requirement- met in Foundational Requirements and NWIC Requirements		0
Social Science Distribution 10 credit requirement- met in Foundational Requirements and Core Requirements		0
Natural Science Distribution 5 credit requirement- choose course meeting AAS Natural Science Requirements		5
TOTAL GENERAL EDUCATION REQUIREMENTS		**20**
CORE PROGRAM REQUIREMENTS		**Credits**
ECED 101	Introduction to Early Childhood Education (SS)	5
ECED 106	Guidance in Early Childhood (NE)	3
ECED 107	Frameworks for Early Childhood Education (NE)	3
ECED 114	Health, Safety, and Nutrition (NE)	5
ECED 115	Child Care Basics (NE)	3
ECED 160	Infant-Toddler Caregiving (NE)	3
ECED 206	Building Relationships: Culture, Family, Community (NE)	3
ECED 210	Early Childhood Development (TE)	3
ECED 212	Observation, Documentation, and Assessment (NE)	3
ECED 213	Preschool Curriculum Development (NE)	3
ECED 220	Communication, Language, and Literacy (NE)	3
ECED 197A	Practicum I: Expressing Warmth to Children (NE)	3
ECED 197B	Practicum II: Playing Responsively (NE)	3
ECED 297A	Practicum III: Talking Informatively (NE)	3
ECED 297B	Practicum IV: Attending to Initiative, Cooperation, and Perseverance (NE)	3
TOTAL CORE PROGRAM REQUIREMENTS		**49**
ELECTIVES - Any Course with ECED subject code		1
TOTAL DEGREE REQUIREMENTS		96

ASSOCIATE OF APPLIED SCIENCE TRANSFER DEGREE IN EARLY CHILDHOOD EDUCATION

PROGRAM OUTCOMES

PROMOTING CHILD DEVELOPMENT AND LEARNING STUDENTS WILL BE ABLE TO:

- Demonstrate knowledge and understanding of children's characteristics and needs.
- Identify, analyze, and reflect upon multiple influences on child development and learning.
- Create safe, healthy, respectful, challenging, and culturally supportive environments for learning.

BUILDING FAMILY AND COMMUNITY RELATIONSHIPS STUDENTS WILL BE ABLE TO:

- Describe and reflect upon family and community characteristics within Native communities.
- Support and empower families and communities through respectful and reciprocal relationships.
- Involve Native families and communities in their children's development and learning.
- Assist families in reinforcing resilience and accessing resources.

OBSERVING, DOCUMENTING, AND ASSESSING STUDENTS WILL BE ABLE TO:

- Articulate the goals, benefits, uses, and culturally responsible uses of assessment.
- Use observation, documentation, and other appropriate assessment tools.
- Articulate uses of assessment in partnership with families and other professionals serving Indigenous communities.

TEACHING AND LEARNING STUDENTS WILL BE ABLE TO:

- Demonstrate their ability to connect with children.
- Use developmentally and culturally effective approaches.
- Demonstrate an understanding of content knowledge in early education.
- Build meaningful, culturally engaged curriculum.

INTEGRITY, ADVOCACY, WARMTH, JOY, AND ATTENTION TO CHILDREN (COMMONLY REFERRED TO AS "PROFESSIONALISM") STUDENTS WILL BE ABLE TO:

- Identify with and involve selves in the early childhood field, engaging in continuous, collaborative learning.
- Act with integrity, engaging in informed advocacy for children, families, early learning programs, and themselves as early childhood educators.
- Integrate knowledgeable, reflective, and critical perspectives on early education.
- Display warmth, joy, and attention with a commitment to relationship-based care and education.

ASSOCIATE OF TECHNICAL ARTS IN CHEMICAL DEPENDENCY STUDIES

This program of study provides core chemical dependency studies courses in the context of a Native American Studies curriculum for students interested in pursuing a career in chemical dependency counseling. Successful completion of this program, together with the required hours of supervised internship field experience, will qualify students to apply for Washington State Chemical Dependency Counselor Certification. Students need to consult with their advisor before selecting courses to coordinate coursework and field experience in preparation for certification.

NORTHWEST INDIAN COLLEGE REQUIREMENTS		Credits
CMST 101	Introduction to Oral Communication (CS) OR	4
CMST 210	Interpersonal Communication (CS, HT) OR	
CMST 220	Public Speaking (CS, HT)	
CMPS 101	Introduction to Computers or above (TE)	3
HMDV 110	Introduction to Successful Learning (NE)	4
TOTAL NORTHWEST INDIAN COLLEGE REQUIREMENTS		**11**
NORTHWEST INDIAN COLLEGE FOUNDATIONAL REQUIREMENTS		Credits
CSOV 101	Introduction to Cultural Sovereignty (HT)	5
CSOV 102	The Language of Our Ancestors (HT) or approved Native language courses[1]	5
CSOV 120	Reclaiming Our History (SS)	5
TOTAL NORTHWEST INDIAN COLLEGE FOUNDATIONAL REQUIREMENTS		**15**

[1] One or more Native language courses totaling at least 5 credits. Consult with an advisor regarding satisfying general education requirements. Requires approval by the Dean of Academics and Distance Learning.

GENERAL EDUCATION REQUIREMENTS		Credits
ENGL 101	English Composition I (CS)	5
MATH 190	Vocational Mathematics (NE) or course meeting AAS QS requirement	5
Humanities Distribution 5 credit requirement- met in Foundational Requirements		0
Social Science Distribution 5 credit requirement- met in Foundational Requirements		0
Natural Science Distribution 5 credit requirement- choose course meeting AAS Natural Science Requirements		5
TOTAL GENERAL EDUCATION REQUIREMENTS		**15**
CORE PROGRAM REQUIREMENTS		Credits
HUMS 120	Survey of Chemical Dependency (NE)	3
HUMS 130	Pharmacology of Substances (NE)	3
HUMS 160	Chemical Dependency Case Management (NE)	3
HUMS 170	Chemical Dependency Individual Counseling (NE)	3
HUMS 180	Youth Chemical Dependency and Counseling (NE)	3
HUMS 187	Airborne and Bloodborne Pathogens (NE)	1
HUMS 208	Law and Ethics in Chemical Dependency (NE)	5
HUMS 210	Group Facilitation (NE)	3
HUMS 223	Chemical Dependency Assessment and Treatment (NE)	3
HUMS 230	Chemical Dependency and the Family (NE)	3
HUMS 240	Multicultural Counseling (NE)	3
HUMS 275	Relapse Prevention (NE)	3
PSYC 101	General Psychology (NE)	5
PSYC 201	Developmental Psychology (NE)	5
PSYC 220	Abnormal Psychology (NE)	5
SOCI 110	Introduction to Sociology (NE)	5
TOTAL CORE PROGRAM REQUIREMENTS		**56**
TOTAL DEGREE REQUIREMENTS		97

CONTINUED ON FOLLOWING PAGE

ASSOCIATE OF TECHNICAL ARTS IN CHEMICAL DEPENDENCY STUDIES

PROGRAM OUTCOMES

ASSESSMENT AND DIAGNOSTICS STUDENTS WILL BE ABLE TO:

- Create a multi-axial diagnosis of substance abuse, including co-occurring mental disorders using the DSM-IV.
- Administer screening and risk assessments.
- Administer a comprehensive assessment.

DOCUMENTATION: (MAINTAIN RECORDS IN ACCORDANCE WITH AAPS LICENSING REQUIREMENTS AND DEMONSTRATE PROFESSIONAL USE OF ACCEPTED DIAGNOSTIC CRITERIA FOR EVALUATION, PLACEMENT AND TREATMENT OF CLIENTS). STUDENTS WILL BE ABLE TO:

- Write a DSM-IV multi-axial and screening analysis.
- Write a comprehensive treatment plan.
- Write clinical progress notes, clinical reports, and discharge summaries.

TREATMENT PHILOSOPHY AND MODELS STUDENTS WILL BE ABLE TO:

- Compare and evaluate theories, treatment models, and dual diagnosis research of chemical dependence.
- Describe the actions of alcohol and drugs by general category, primary effect, and withdrawal symptoms.
- Describe theories of addiction in relation to the progressive disease model, trauma, and family structure and roles.

TREATMENT METHODS STUDENTS WILL BE ABLE TO:

- Implement comprehensive treatment planning including orientation, education, relapse prevention, continuing care, and discharge planning.
- Perform counseling for individuals and groups.
- Apply case management models to provide resources, consultation, and referral.

PROFESSIONAL AND ETHICAL RESPONSIBILITIES STUDENTS WILL BE ABLE TO:

- Describe how counselor confidentiality, conflict of interest, boundaries, and contagion impact all stages of assessment, documentation, and treatment.
- Apply ethical decision-making congruent with the chemical dependency regulations and ethical codes as outlined in the WACS.
- Apply the basics of the Health Insurance Portability and Accountability Act (HIPPA) as it relates to chemical dependency.

ASSOCIATE OF TECHNICAL ARTS IN INDIVIDUALIZED PROGRAM

This program of study allows a student to earn a degree in a area that Northwest Indian College does not otherwise offer. The NWIC Individualized Studies advisor and an expert in the field of interest assist the student in clarifying goals and deciding on the types of learning experiences that will be part of the program of study. Students begin work on this program by registering for HMDV 150. The program of study is approved by the Individualized Studies advisor, the expert in the field of interest, and the Vice President for Instruction and Student Services. Once the program of study is finalized, the student must successfully complete all courses appearing in the approved plan. Examples of individualized programs include Native Culture and Family Services, Native American History and Culture, Art Entrepreneurship, Community Health Advocate, Environmental Legal and Tribal Studies, and Wellness Education.

NORTHWEST INDIAN COLLEGE REQUIREMENTS		Credits
CMST 101	Introduction to Oral Communication (CS) OR	4
CMST 210	Interpersonal Communication (CS, HT) OR	
CMST 220	Public Speaking (CS, HT)	
CMPS 101	Introduction to Computers or above (TE)	3
HMDV 110	Introduction to Successful Learning (NE)	4
TOTAL NORTHWEST INDIAN COLLEGE REQUIREMENTS		**11**
NORTHWEST INDIAN COLLEGE FOUNDATIONAL REQUIREMENTS		Credits
CSOV 101	Introduction to Cultural Sovereignty (HT)	5
CSOV 102	The Language of Our Ancestors (HT) or approved Native language courses[1]	5
CSOV 120	Reclaiming Our History (SS)	5
TOTAL NORTHWEST INDIAN COLLEGE FOUNDATIONAL REQUIREMENTS		**15**

[1] One or more Native language courses totaling at least 5 credits. Consult with an advisor regarding satisfying general education requirements. Requires approval by the Dean of Academics and Distance Learning.

GENERAL EDUCATION REQUIREMENTS		Credits
ENGL 101	English Composition I (CS)	5
MATH 190	Vocational Mathematics (NE) or course meeting AAS QS requirement	5
Humanities Distribution 5 credit requirement- met in Foundational Requirements		0
Social Science Distribution 5 credit requirement- met in Foundational Requirements		0
Natural Science Distribution 5 credit requirement- choose course meeting AAS Natural Science Requirements		5
TOTAL GENERAL EDUCATION REQUIREMENTS		**15**
CORE PROGRAM REQUIREMENTS		Credits
HMDV 150	Individualized Degree or Certificate Planning (NE)	3
Courses in individualized program of study plan		46
TOTAL CORE PROGRAM REQUIREMENTS		**49**
TOTAL DEGREE REQUIREMENTS		90

CONTINUED ON FOLLOWING PAGE

ASSOCIATE OF TECHNICAL ARTS IN INDIVIDUALIZED PROGRAM

PROGRAM OUTCOMES

COMMUNICATION SKILLS STUDENTS WILL BE ABLE TO:

- Explain the relationship between personal goals/objectives and academic subject matter
- Communicate effectively in personal and professional situations
- Explain the relationship between their goals and their planned program.

CRITICAL AND ANALYTICAL THINKING STUDENTS WILL BE ABLE TO:

- Formulate and apply critical questions and comments in a variety of situations.
- Identify personal, academic, and professional or vocational interests and goals.
- Discuss the kinds of classes they are taking and the knowledge they will obtain.

INTELLECTUAL AND RESEARCH SKILLS STUDENTS WILL BE ABLE TO:

- Have generalized intellectual and research skills, which will also develop the student's capacity for lifelong learning
- Apply logic and organizational skills essential to a successful academic and professional experience

LEADERSHIP STUDENTS WILL BE ABLE TO:

- Learn how to study independently, to improve their intellectual skills by pursuing studies in a number of areas, and to increase their ability to work creatively in the fields they enter.
- Set a direction, create and maintain commitment to that direction, and face adaptive challenges.

ASSOCIATE OF TECHNICAL ARTS IN INFORMATION TECHNOLOGY

This program of study is designed to prepare students for entry-level and intermediate-level employment in several information technology fields. Students can focus their attention beyond the core IT classes to an emphasis in computer repair and support, network support and administration, micro-controller/robotics or web page development. Classes are oriented toward training technicians for Tribal, government, business and corporate environments. Students completing this degree program can also expect to work toward and complete some of the industry certifications demanded by employers in this competitive job market. Recipients of this degree can transfer directly into Evergreen State College's BA program in Computer Information Systems.

NORTHWEST INDIAN COLLEGE REQUIREMENTS		Credits
CMST 101	Introduction to Oral Communication (CS) OR	4
CMST 210	Interpersonal Communication (CS, HT) OR	
CMST 220	Public Speaking (CS, HT)	
CMPS 101	Introduction to Computers or above (TE)	3
HMDV 110	Introduction to Successful Learning (NE)	4
TOTAL NORTHWEST INDIAN COLLEGE REQUIREMENTS		**11**
NORTHWEST INDIAN COLLEGE FOUNDATIONAL REQUIREMENTS		**Credits**
CSOV 101	Introduction to Cultural Sovereignty (HT)	5
CSOV 102	The Language of Our Ancestors (HT) or approved Native language courses[1]	5
CSOV 120	Reclaiming Our History (SS)	5
TOTAL NORTHWEST INDIAN COLLEGE FOUNDATIONAL REQUIREMENTS		**15**

1 One or more Native language courses totaling at least 5 credits. Consult with an advisor regarding satisfying general education requirements. Requires approval by the Dean of Academics and Distance Learning.

GENERAL EDUCATION REQUIREMENTS		Credits
ENGL 101	English Composition I (CS)	5
MATH 190	Vocational Mathematics (NE) or course meeting AAS QS requirement	5
Humanities Distribution 5 credit requirement- met in Foundational Requirements		0
Social Science Distribution 5 credit requirement- met in Foundational Requirements		0
Natural Science Distribution 5 credit requirement- choose course meeting AAS Natural Science Requirement		5
TOTAL GENERAL EDUCATION REQUIREMENTS		**15**
CORE PROGRAM REQUIREMENTS		**Credits**
CMPS 104	Operating Systems I: Installation and Troubleshooting (NE)	3
CMPS 105	Software I: Applications for Computer Professionals (NE)	3
CMPS 116	Microsoft Office I (NE)	3
CMPS 117	Microsoft Office II (NE)	3
CMPS 140	Networking I (NE)	3
CMPS 160	Assembly, Maintenance and Diagnostics (NE)	4
CMPS 170	Web Page Development I (NE)	3
CMPS 205	Software II: Adv Applications for Computer Professionals (NE)	3
CMPS 225	Introduction to Programming (NE)	4
CMPS 197	Internship/Practicum (NE)	6
CMPS 260	Capstone Project (NE) OR	5
CMPS 297	Advanced Internship/Practicum (NE)	
TOTAL CORE PROGRAM REQUIREMENTS		**40**

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ASSOCIATE OF TECHNICAL ARTS IN INFORMATION TECHNOLOGY

ELECTIVES : INFORMATION TECHNOLOGY CONCENTRATION AREAS		
Computer Maintenance and Repair		Credits
CMPS 204	Operating Systems II (NE)	3
CMPS 270	Assembly, Maintenance and Diagnostics II (NE)	3
CMPS 271	A+ Exam Preparation (NE)	3
Network Administration		Credits
CMPS 144	Networking II (NE)	3
CMPS 243	Networking III: Network Administration (NE)	3
CMPS 244	Networking Infrastructure (NE)	3
Electronics/Robotics		Credits
CMPS 106	Introduction to Analog and Digital Electronics (NE)	3
CMPS 206	Introduction to Micro-controllers (NE)	3
CMPS 207	Robot Development (NE)	3
Web Design		Credits
CMPS 172	Web Page Development II (NE)	3
CMPS 212	Graphic Design: Digital Media and Web Technology (NE)	3
CMPS 216	Web Development: Digital Media and Web Technology (NE)	3
TOTAL ELECTIVES		**9**
TOTAL DEGREE REQUIREMENTS		90

PROGRAM OUTCOMES

OPERATING SYSTEMS STUDENTS WILL BE ABLE TO:

- Install various operating systems.
- Diagnose operating system errors.
- Identify and repair malicious software problems.

SOFTWARE APPLICATIONS STUDENTS WILL BE ABLE TO:

- Demonstrate basic operations with an office suite composed of a word processor, a spreadsheet, a database, and presentation software.
- Demonstrate proficiency with software utilized by computer professionals.
- Install and use software and hardware appropriate to a given situation.

PROGRAMMING SKILLS STUDENTS WILL BE ABLE TO:

- Design and implement a computer program.
- Use variables, objects, and event-driven concepts in a computer program.
- Use program structures in a computer program.

COMPUTER REPAIR AND SUPPORT STUDENTS WILL BE ABLE TO:

- Disassemble and assemble a computer.
- Diagnose and repair common hardware problems.
- Pass the COMP TIA A+ practice exam.

CONTINUED ON FOLLOWING PAGE

PROGRAM OUTCOMES CONTINUED

NETWORK SUPPORT AND ADMINISTRATION STUDENTS WILL BE ABLE TO:

- Install a server and workstation computers on a star network.
- Setup network security.
- Use and manage Active Directory.

MICRO CONTROLLERS AND ROBOTICS STUDENTS WILL BE ABLE TO:

- Program a micro controller to accomplish a specified task.
- Integrate sensors into a micro controller/robotic operation.
- Demonstrate robot construction techniques.

"HUMAN THINGS" STUDENTS WILL BE ABLE TO:

- Demonstrate various aspects of customer relations.
- Demonstrate creativity.

CERTIFICATES

Three Certificate programs are offered: Computer Repair Technician, Construction Trades, and Individualized Program.

CERTIFICATE IN COMPUTER REPAIR TECHNICIAN

This program of study is designed to prepare students for employment as computer repair and support technicians in Tribal, government, small business, and corporate environments.

Northwest Indian College Requirements		Credits
CMPS 101	Introduction to Computers or above (TE)	3
HMDV 110	Introduction to Successful Learning (NE)	4
TOTAL NORTHWEST INDIAN COLLEGE REQUIREMENTS		**7**
Northwest Indian College Foundational Requirements		**Credits**
CSOV 101	Introduction to Cultural Sovereignty (HT)	5
TOTAL NORTHWEST INDIAN COLLEGE FOUNDATIONAL REQUIREMENTS		**5**
General Education Requirements		**Credits**
ENGL 100	Introduction to College Writing (NE) OR	5
BUAD 100	Practical English for the Workplace (NE)	
MATH 190	Vocational Mathematics (NE) or course meeting AAS QS requirement	5
TOTAL GENERAL EDUCATION REQUIREMENTS		**10**
Core Program Requirements		**Credits**
CMPS 104	Operating Systems I: Installation and Troubleshooting (NE)	3
CMPS 105	Software I: Applications for Computer Professionals (NE)	3
CMPS 116	Microsoft Office I (NE)	3
CMPS 140	Networking I (NE)	3
CMPS 144	Networking II (NE)	3
CMPS 160	Assembly, Maintenance and Diagnostics (NE)	4
CMPS 197	Internship/Practicum in Computers (NE)	3
CMPS 204	Operating Systems II (NE)	3
CMPS 205	Software II: Advanced Applications for Computer Professionals (NE)	3
TOTAL CORE PROGRAM REQUIREMENTS		**28**
TOTAL CERTIFICATE REQUIREMENTS		**50**

CERTIFICATE IN CONSTRUCTION TRADES

This program of study offers a one-year Certificate of Training preparing the student for entry-level positions in the construction field. The program provides training opportunities in a wide range of trades skills, including blueprint reading, rough and finish carpentry, safety, drywall, electrical and plumbing, with emphasis on the use of energy efficient building techniques and materials. This program includes an emphasis on new technologies for sustainable housing, including low environmental impact and energy requirements. Students will also learn the academic and work related skills needed to be a successful tradesperson.

Northwest Indian College Requirements		Credits
CMPS 101	Introduction to Computers or above (TE)	3
HMDV 110	Introduction to Successful Learning (NE)	4
TOTAL NORTHWEST INDIAN COLLEGE REQUIREMENTS		**7**
Northwest Indian College Foundational Requirements		**Credits**
CSOV 101	Introduction to Cultural Sovereignty (HT)	5
TOTAL NORTHWEST INDIAN COLLEGE FOUNDATIONAL REQUIREMENTS		**5**
General Education Requirements		**Credits**
BUAD 100	Practical English for the Workplace (NE) OR	5
ENGL 100	Introduction to College Writing (NE)	

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CERTIFICATE IN CONSTRUCTION TRADES CONTINUED

MATH 190	Vocational Mathematics (NE) or course meeting AAS QS requirement	5
TOTAL GENERAL EDUCATION REQUIREMENTS		**10**
Core Program Requirements		Credits
TECH 151	Blueprint Reading for Building Trades I (NE)	3
VOCC 105	Construction Trades I (NE)	8
VOCC 106	Construction Trades II (NE)	8
VOCC 107	Construction Trades III (NE)	8
VOCC 197	Construction Trades Practicum (NE)	3
TOTAL CORE PROGRAM REQUIREMENTS		**30**
TOTAL CERTIFICATE REQUIREMENTS		**52**

CERTIFICATE IN INDIVIDUALIZED STUDIES

This program of study allows a student to earn a certificate in a area that Northwest Indian College does not otherwise offer. The NWIC Individualized Studies advisor and an expert in the field of interest assist the student in clarifying goals and deciding on the types of learning experiences that will be part of the program of study. Students begin work on this program by registering for HMDV 150. The program of study is approved by the Individualized Studies advisor, the expert in the field of interest, and the Vice President for Instruction and Student Services. Once the program of study is finalized, the student must successfully complete all courses appearing in the approved plan. Examples of individualized studies certificates include Northwest Art Marketing.

Northwest Indian College Requirements		Credits
CMPS 101	Introduction to Computers or above (TE)	3
HMDV 110	Introduction to Successful Learning (NE)	4
TOTAL NORTHWEST INDIAN COLLEGE REQUIREMENTS		**7**
Northwest Indian College Foundational Requirements		Credits
CSOV 101	Introduction to Cultural Sovereignty (HT)	5
TOTAL NORTHWEST INDIAN COLLEGE FOUNDATIONAL REQUIREMENTS		**5**
General Education Requirements		Credits
BUAD 100 ENGL 100	Practical English for the Workplace (NE) OR Introduction to College Writing (NE)	5
MATH 190	Vocational Mathematics (NE) or course meeting AAS QS requirement	5
TOTAL GENERAL EDUCATION REQUIREMENTS		**10**
Core Program Requirements		Credits
HMDV 150	Individualized Degree or Certificate Planning (NE)	3
Courses in Individualized Program of Study Plan		20
TOTAL CERTIFICATE REQUIREMENTS		**45**

PROGRAM OUTCOMES FOR ALL CERTIFICATES

COMMUNICATIONS UPON SUCCESSFUL COMPLETION OF THE PROGRAM, A STUDENT WILL BE ABLE TO:

- Practice listening skills by accurately reflecting speakers' words and intent.

TECHNOLOGY UPON SUCCESSFUL COMPLETION OF THE PROGRAM, A STUDENT WILL BE ABLE TO:

- Use technology tools at an appropriate level of competency relevant to the certificate.

ENTREPRENEURSHIP

The Award of Completion in Entrepreneurship is designed to provide students with the necessary skills and knowledge to successfully launch and operate a small business.

NORTHWEST INDIAN COLLEGE REQUIREMENTS		Credits
BUAD 121	Personal and Small Business Finance (NE)	3
BUAD 135	Small Business Management (NE)	3
BUAD 140	Small Business Entrepreneur (NE)	3
BUAD 212	Financial Accounting (TE)	5
TOTAL AWARD OF COMPLETION REQUIREMENTS		**14**

INITIAL EARLY CHILDHOOD EDUCATION CERTIFICATE

This award is recognized on the Education Matrix of Washington State's Department of Early Learning (DEL) as meeting the requirements for the State-awarded Initial ECE Certificate. It also fulfills the federal Head Start mandate for a state-awarded ECE certificate to teach preschool and may be used in lieu of the Child Development Associate Credential (CDA) with appropriate experience. This Award of Completion provides the student with a theoretical, historical, philosophical, and practical introduction to the field of early childhood education; prepares the student to care for children in safe, healthy early learning settings; and focuses on the vital importance of warmth, nurturing relationships, and positive communication while educating the Tribes' youngest children.

REQUIREMENTS		Credits
ECED 101	Introduction to Early Childhood Education (SS)	5
ECED 114	Health, Safety, and Nutrition (NE)	5
ECED 197A	Practicum I: Expressing Warmth to Children (NE)	3
TOTAL AWARD OF COMPLETION REQUIREMENTS		**13**

SHORT EARLY CHILDHOOD EDUCATION CERTIFICATE OF SPECIALIZATION

This award is recognized on the Education Matrix of Washington State's Department of Early Learning (DEL) as meeting the requirement for the State-awarded Short ECE Certificate of Specialization for (a) Early Childhood Education or (b) Infant/Toddler Care. This is a "Stackable" Award. Building upon the Initial ECE Certificate, it further provides the student with strong foundations in child development as well as appropriate practices for listening to, caring for, guiding, and engaging in developmentally appropriate educational and cultural practices with Infants/Toddlers or Preschoolers. This Award may exceed the federal Head Start requirement for a Child Development Associate (CDA) credential. The Infant / Toddler Specialization may meet the Early Head Start requirement for lead teachers. Students should check with their Head Start administration to ensure that this Short Certificate of Specialization meets their individual Tribe's education requirement.

INITIAL EARLY CHILDHOOD EDUCATION CERTIFICATE REQUIREMENTS		Credits
ECED 101	Introduction to Early Childhood Education (SS)	5
ECED 114	Health, Safety, and Nutrition (NE)	5
ECED 197A	Practicum I: Expressing Warmth to Children (NE)	3
TOTAL INITIAL EARLY CHILDHOOD EDUCATION CERTIFICATE REQUIREMENTS		**13**
CHOOSE BETWEEN TWO SHORT EARLY CHILDHOOD EDUCATION OPTIONS		
Early Childhood Education Option		Credits
ECED 106	Guidance in Early Childhood Education (NE)	3
ECED 107	Frameworks for Early Childhood Education (NE)	3
ECED 210	Early Childhood Development (TE)	3

SHORT EARLY CHILDHOOD EDUCATION CERTIFICATE OF SPECIALIZATION CONTINUED

Infant/Toddler Care Option		Credits
ECED 107	Frameworks for Early Childhood Education (NE)	3
ECED 160	Infant-Toddler Caregiving (NE)	3
ECED 210	Early Childhood Development (TE)	3
TOTAL OPTION REQUIREMENTS		**9**
TOTAL AWARD OF COMPLETION REQUIREMENTS		**22**

TRIBAL CASINO MANAGEMENT

The Award of Completion in Tribal Casino Management is designed to provide students with the skills and knowledge to meet the needs of the business of gaming in the five critical content areas of law, finance and accounting, management, marketing and human resources. The program is designed for current supervisors or managers working in hospitality, Tribal gaming commissioners, and for students interested in gaming or hospitality. Students completing this award may apply the courses toward the Associate of Arts and Sciences in Business and Entrepreneurship degree. Courses may also be transferable to a four-year degree program.

REQUIREMENTS		Credits
BUAD 202	Business Law (SS)	5
BUAD 212	Financial Accounting (TE)	5
HRCM 111	Introduction to Casino Management (NE)	5
TOTAL REQUIREMENTS		**15**
Choose 9 credits from the following:		9
HRCM 270	Building Human Capital (NE)	(3 each)
HRCM 275	The Regulatory Environment (NE)	
HRCM 280	Cultural Diversity and Marketing (NE)	
HRCM 285	Leadership and Financial Management (NE)	
HRCM 290	Building and Protecting Gaming Assets (NE)	
HRCM 295	Organizational Development in the Tribal Gaming Environment (NE)	
TOTAL AWARD OF COMPLETION REQUIREMENTS		**24**

TRIBAL MUSEUM STUDIES

The Tribal Museum Studies Award of Completion is designed to provide Indigenous peoples with opportunities to learn and develop skills related to Native American art, Tribal history, and cultural preservation. Through courses, workshops and trainings, people in the Tribal Museum Studies Program will further their knowledge for careers working in Tribal museums, galleries, and cultural centers.

REQUIREMENTS		Credits
TMSD 201	Introduction to Tribal Museum Studies (NE)	4
TMSD 360	Collections Management in Tribal Museums	5
TMSD 362	Administration and Operations in Tribal Museums	5
TMSD 364	Exhibits and Education in Tribal Museums	5
TOTAL AWARD OF COMPLETION REQUIREMENTS		**19**

ANTHROPOLOGY

ANTH 103 Archaeology: Cultures Past and Present
Examines the nature of social and cultural patterns found inside and outside our country. Study of people and how human behavior is influenced by one's cultural, social and physical environments. Examines various similarities and differences that exist in societies throughout the world and attempts to determine how these circumstances shape people's lives. (5 CR) (SS)

ANTH 150 Pacific Northwest Ethnobotany
Study of traditional and contemporary knowledge, use and other cultural roles of botanical organisms among Native American peoples of the Pacific Northwest. Lecture, field and lab activities. (3 CR) (SS)

ANTH 188/288 Topics In Anthropology
Taught in a classroom setting. (1-5 CR) (TE)

ANTH 189/289 Individualized Studies in Anthropology
Individualized learning contracts between a student and an instructor. (1-5 CR) (TE)

ANTH 197/297 Internship/Practicum in Anthropology
Participation in an internship/practicum project under the direction of a faculty member in consultation with a professional in the field. (1-6 CR) (NE)

ANTH 201 Physical Anthropology
Presents principles of biological evolution, primate behavior, human genetics, adaptability, and variation. Also includes study of early fossil records and prehistoric cultures. Prerequisite: ENGL 100. (5 CR) (NS)

ANTH 202 Cultural Anthropology
Study of culture and society. A cross-cultural perspective is applied to the study of technology, economics, family, social groups, political systems, religion, art, language, values and the individual. (5 CR) (SS)

ANTH 388/488 Topics In Anthropology
Taught in a classroom setting. (1-5 CR)

ANTH 389/489 Individualized Studies In Anthropology
Individualized learning contracts between a student and an instructor. (1-5 CR)

ANTH 397/497 Internship/Practicum In Anthropology
Participation in an internship/practicum project under the direction of a faculty member in consultation with a professional in the field. (1-6 CR)

ART

ARTD 103 Appreciation Of American Indian Art
An overview for developing appreciation of American Indian art through traditional and contemporary perspectives. (5 CR) (HT)

ARTD 105A-E Studies In Northwest Native Art
For each credit students research and write a paper exploring some aspect of Pacific Northwest Coastal Indian art. Topics may include history and cultural significance, styles of representation, interpretation, artifacts and artistic practices. (1 CR EA) (HT)

ARTD 106 Indian Art History Of Place
Concentrates on historical significance and interpretation of art forms, recognizing differences in Tribal styles and character representations as well as practical uses of artifacts. (5 CR) (HT)

ARTD 115 Theory Of Northwest Coast Native Design I
Covers historical and contemporary aspects of design including theoretical principles and social, spiritual, functional, and economic perspectives. (5 CR) (HT)

ARTD 116 Theory Of Northwest Coast Native Design II
Continuation of ARTD 115. Covers advanced design concepts and aesthetics of Northwest Coastal Indian art. Prerequisite: ARTD 115 (5 CR) (HT)

ARTD 146 PNW Beadwork I
Introduction to beading techniques. Presents the different styles of Native American beadwork and the various types of materials used. (3 CR) (HP)

ARTD 147 PNW Beadwork II
Student builds on skills learned in ARTD 146. (3 CR) (HP)

ARTD 151 PNW Indian Basketry I
Introductory course in basket weaving techniques and collection and preparation of materials. Students gather and cure their own materials and complete projects. (3 CR) (HP)

ARTD 152 PNW Indian Basketry II
Emphasis on design and preparation of cedar bark baskets. Course includes basic construction of cedar bark food storage baskets using various techniques such as twilling, twining, plaiting and coiling. (3 CR) (HP)

ARTD 153 PNW Indian Basketry III
Continuation of ARTD 152. (3 CR) (HP)

ARTD 161 Flute Making
Presents the role, history, and traditions of the flute in Native American cultures. Supports each student in the construction of a cedar flute using traditional designs and materials and the playing of the flute they construct. (3 CR) (HP)

ARTD 165 Quilting
Focuses on the application of quilting techniques. Emphasizes choosing fabrics, colors and pattern coordinator, cutting straight lines, sewing straight seams, and cutting 45- and 90-degree angles. Techniques are demonstrated and practiced through the creation of student quilts. (3 CR) (HP)

ARTD 171 PNW Indian Woodcarving I
Introductory course covering concepts of carving with the grain of the wood and Indian graphic design and processes. (3-6 CR) (HP)

ARTD 172 PNW Indian Woodcarving Masks
Covers traditional Indian mask design for creating masks. (3-5 CR) (HP)

ARTD 173 Indian Woodcarving Small Totems I
Covers advanced carving techniques to fit designs onto a small totem. Students become familiar with Indian archetypal characters

and their significance in Indian history, culture and lore. (3 CR) (HP)

ARTD 174 Indian Woodcarving Small Totems II
(3 CR)Students build on skills learned in ARTD 173. (HP)

ARTD 175 Traditional Tool-making I
Focus on making, sharpening and maintaining carving tools used in Northwest Coast style carving, including straight knives, crooked knives, D-adzes and elbow adzes. Also covers bending, hardening and tempering of tool steel blades. (3-5 CR) (HP)

ARTD 185 Native American Drum-Making
Introduction to purposes, symbols and songs associated with the drum. Covers contemporary and traditional techniques used in creating hand-drums along with professional presentation. (3 CR) (HP)

ARTD 188/288 Topics In Art
Taught in a classroom setting. (1-5 CR) (TE)

ARTD 189/289 Individualized Studies In Art
Individualized learning contracts between a student and an instructor. (1-5 CR) (TE)

ARTD 197/297 Internship/Practicum In Art
Participation in an internship/practicum project under the direction of a faculty member in consultation with a professional in the field. (1-6 CR) (NE)

ARTD 258 History Of Coastal Salish Weaving
Examines the traditional Salish weaving leading into the western/European influence on contemporary weaving. Special emphasis is given to traditional methods and materials of the old Salish weavers through the study of museum collections. (3 CR) (HT)

ASTRONOMY

ASTR 101 Astronomy
Comprehensive survey of astronomy. Topics include history of astronomy from many cultural perspectives, scientific method, motion of celestial objects, light, gravity and spade travel, telescopes and astronomical instrumentation, structure and evolution of planets, stars, galaxies, the universe, and the search for extraterrestrial life. Includes lab and planetarium/observing field trips. (5 CR) (NSL)

ASTR 188/288 Topics In Astronomy
Taught in a classroom setting. (1-5 CR) (TE)

ASTR 189/289 Individualized Studies In Astronomy
Individualized learning contract between student and instructor. (1-5 CR) (TE)

ASTR 197/297 Internship/Practicum In Astronomy
Participation in an internship/practicum project under the direction of a faculty member in consultation with a professional in the field. (1-6 CR) (NE)

BIOLOGY

BIOL 100 Basic Biology
Basic biology for students not in the sciences, intended to help students make informed choices about issues involving biology. Topics include diversity of life, basic cell structure and function, basic genetics, and evolution. (5 CR) (NS)

BIOL 101 Introduction To Biology
Introduction to fundamental biological principles and concepts. Application of biological knowledge to animal and human physiology. Survey of biochemistry cell biology and metabolism. Lab included. (5 CR) (NSL)

BIOL 104 Biology And Natural History Of Place
Explore local ecosystems from the perspective of a natural resource with cultural significance. Themes may include salmon, water, or cedar. View complex nature of environmental problems from disciplines such as marine and terrestrial biology, forest ecology, water, geology, economics and policy. Lab included. (5 CR) (NSL)

BIOL 111 Finding Things Out In Life Science
Designed for learning through hands-on inquiry the nature of biological systems and how matter and energy work in living systems, aimed at developing a positive attitude toward science while understanding what it means to learn scientific concepts. Lab included. (5 CR) (NSL)

BIOL 130 Introduction To Marine Biology
Introduction to biological and physical properties of marine environments with particular emphasis on coastal marine environments and inter-tidal ecology. Specific focus on Puget Sound Marine System and the resident communities. Laboratory and field experiences included. (5 CR) (NSL)

BIOL 188/288 Topics In Biology
Taught in a classroom setting. (1-5 CR) (TE)

BIOL 189/289 Individualized Studies In Biology
Individualized learning contracts between a student and an instructor. (1-5 CR) (TE)

BIOL 197/297 Internship/Practicum In Biology
Participation in a project under the direction of a faculty member and in consultation with a professional in the field. (1-6 CR) (NE)

BIOL 201 Cell Biology: Creation, Energy And The Gift Of Life
Basic biology class designed for students who intend to go further in the life sciences. Covers cell evolution, basic biochemistry and cellular structure and function. Lab included. Prerequisite: CHEM 111 or 121, or concurrent enrollment. (5 CR) (NSL)

BIOL 202 Plant Biology: Honoring The Gifts Of Plants
Covers the basics of algae, vascular plants and non-vascular plant structure, reproduction, nutrient uptake, growth and diversity. Lab included. Prerequisite: BIOL 201 (5 CR) (NSL)

BIOL 203 Animal Biology: Our Relatives
Introduces the topics of invertebrate and vertebrate anatomy and physiology, taxonomy, diversity and classification and animal adaptation in terms of form and function. Lab included. Prerequisite: BIOL 201 (5 CR) (NSL)

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SS- Social Science
- May Include Indigenous Service Learning Component

BIOL 205 Animal Behavior
Focuses on various aspects of the study of animal behavior. Includes methods, behavior genetics and evolution, biological mechanisms of behavior, finding food and shelter, social organization and mating systems. Prerequisite: ENGL 100 (5 CR) (NS)

BIOL 242 Anatomy and Physiology I
Designed for students interested in a career in the field of health, or anyone interested in how the human body is organized and works. Topics include structure and function of the human body. Emphasis is on introductory cytology and histology and anatomy and physiology of integumentary, skeletal, muscular and nervous systems. Lab included. Prerequisite: BIOL 101 and/or CHEM 113 or 123. (6 CR) (NSL)

BIOL 243 Anatomy and Physiology II
Continued study of the human body structure and function with emphasis on circulatory, respiratory, digestive, urinary, endocrine and reproductive systems. Lab included. Prerequisite: BIOL 242 (6 CR) (NSL)

BIOL 245 Microbiology
Designed for students who intend to earn a degree in biology or health related fields. Topics include: introduction to microbes; anatomy, physiology, taxonomy and pathogenicity of bacteria, yeasts, fungi and viruses; infectious processes and host responses; principles of epidemiology. Lab included. Prerequisite: BIOL 201 or 243 (5 CR) (NSL)

BIOL 310 Ecology and Web Of Interrelatedness
Examines the intricate relationships between organisms and their environments including concepts of: species diversity, energy flow, ecosystem organization, life history, ecological niche, habitat, system stability, species coexistence, complexity, scaling, and thresholds. Emphasis placed on the local environment. Prerequisites: BIOL 203 and MATH 102 (5CR)

BIOL 350 Ethnobiology: People, Plants and Animals
Study of the interrelationships between people and biological organisms in a multidisciplinary field of inquiry where the subject matter and approaches to subjects may vary greatly. Focuses on topics and concerns of relevance to Native Americans with special emphasis on the Pacific Northwest. Prerequisites: BIOL 202 and 203 (5 CR)

BIOL 388/488 Topics In Biology
Taught in a classroom setting. (1-5 CR)

BIOL 389/489 Individualized Studies In Biology
Individualized learning contracts between a student and an instructor. (1-5 CR)

BIOL 397/497 Internship/Practicum In Biology
Participation in an internship/practicum project under the direction of a faculty member in consultation with a professional in the field. (1-6 CR)

BIOL 425 Biology Of Fishes
Explores the evolution, biology, and ecology of freshwater and marine fishes with a focus on local species. Particular attention will be paid to salmonids in reference to their socio-economic and traditional importance to Native peoples of the Pacific Northwest. Prerequisite: BIOL 203 (5 CR)

BUSINESS ADMINISTRATION

BUAD 100 Practical English For The Workplace
Interdisciplinary approach to literacy and critical thinking, emphasizing processes, terminologies and protocols of real-life work environments. (5 CR) (NE)

BUAD 101 Introduction To Business
Introduction to the various aspects of business ownership, organization, administration, decision-making, legal and regulatory environment, finances, and personnel. (5 CR) (TE)

BUAD 121 Personal and Small Business Finance
Applied study of budgeting, buying, borrowing, saving, taxes, insurance, and investments from the individual and the small business point of view. (3 CR) (NE)

BUAD 135 Small Business Management
Covers organizing and operating a small business. Includes the business setting, financial planning and control of business investments, profit and cash and the organization of personnel procedures. (3 CR) (NE)

BUAD 140 Small Business Entrepreneur
Presents the basics of new business research, design and implementation. Students work together to complete the steps necessary to develop a business idea, conduct market research, and write a basic business plan for a potential business. (3 CR) (NE)

BUAD 188/288 Topics In Business Administration
Taught in a classroom setting. (1-5 CR) (NE)

BUAD 189/289 Individualized Studies In Business Administration
Individualized learning contracts between a student and an instructor. (1-5 CR) (NE)

BUAD 197/297 Internship/Practicum In Business Administration
Participation in an internship/practicum project under the direction of a faculty member in consultation with a professional in the field. (1-6 CR) (NE)

BUAD 202 Business Law
Principles of law as they apply to business, including history, contracts, law of agencies, rights and duties of employer and employee, negotiable instruments, personal property, insurance, conditional sales, partnership, corporations, real property and security relations. (5 CR) (SS)

BUAD 212 Financial Accounting
Introduction to the theory and practice of accounting. Financial reporting for partnerships and corporations, including such topics as financial statement preparation, the accounting cycle, inventories, and accounting assets, liabilities, equities, revenues and expenses. Prerequisite: MATH 070 (5 CR) (TE)

BUAD 235 Managerial Accounting
Accounting procedures and techniques used as part of the manage-

rial process of planning, decision-making, and control. Prerequisite: BUAD 212 (5 CR) (TE)

BUAD 388/488 Topics In Business Administration
Taught in a classroom setting. (1-5 CR)

BUAD 389/489 Individualized Studies In Business Administration
Individualized learning contracts between a student and an instructor. (1-5 CR)

BUAD 397/497 Internship/Practicum In Business Administration
Participation in an internship/practicum project under the direction of a faculty member in consultation with a professional in the field. (1-6 CR)

CHEMISTRY

CHEM 111 Inorganic Chemistry
First of a three-course sequence designed for students intending to earn a degree in science, health, natural resources or engineering. Topics include: basic concepts about matter, measurements in chemistry, atomic and molecular structure, chemical bonding, the MOLE concept, gas laws, solution chemistry including acids and bases. Lab included. Prerequisite: MATH 98 or equivalent or taken concurrently (5 CR) (NSL)

CHEM 112 Organic Chemistry
Continuation of CHEM 111. Topics include: introduction to organic chemistry; bonding characteristics of carbon; structural formulas, IUPAC nomenclature, physical/chemical properties and reactions of the major classes of organic compounds. Lab included. Prerequisite: CHEM 111 (5 CR) (NSL)

CHEM 113 Biological Chemistry
Continuation of CHEM 112. Topics include: introduction to biochemistry; structural and chemical characteristics of carbohydrates, lipids, proteins, enzymes, vitamins and nucleic acids; biochemical energy production; carbohydrate, lipid and protein metabolism. Lab included. Prerequisite: CHEM 112 (5 CR) (NSL)

CHEM 121 General Chemistry I
Designed for students interested in programs requiring a strong background in chemistry. Topics include chemistry principles and problem solving techniques; the structure of matter; introduction to quantitative relationships (the MOLE concept) as well as chemical reactions and reaction types. Lab included. Prerequisite: MATH 098 (5 CR) (NSL)

CHEM 122 General Chemistry II
Continuation of CHEM 121. Topics include: nuclear chemistry; atomic and molecular theory; electron configurations and periodicity; states of matter; gas laws; solution chemistry including colligative properties. Extensive problem solving and laboratory work included. Prerequisite: CHEM 121 (5 CR) (NSL)

CHEM 123 General Chemistry III
Continuation of CHEM 122. Topics include: control of chemical reactions; chemical kinetics and equilibria; acids and bases; precipitation reactions; electrochemistry and redox reactions; quantitative analysis. Extensive problem solving and laboratory work included. Prerequisite: CHEM 122 (5 CR) (NSL)

CHEM 188/288 Topics In Chemistry
Taught in a classroom setting. (1-5 CR) (TE)

CHEM 189/289 Individualized Studies In Chemistry
Individualized learning contracts between a student and an instructor. (1-5 CR) (TE)

CHEM 197/297 Internship/Practicum In Chemistry
Participation in an internship/practicum project under the direction of a faculty member in consultation with a professional in the field. (1-6 CR) (NE)

CHEM 231 Organic Chemistry I
Introduction to the structure, nomenclature, synthesis and reaction of the main types of organic compounds. Laboratory required: techniques of organic chemistry including separation, purification identification. Prerequisite: CHEM 121 (5 CR) (NSL)

COMMUNICATION STUDIES

CMST 101 Introduction To Oral Communication
Fundamental course in oral communication. Students will apply their knowledge and acquired competencies in a variety of settings, including interpersonal, public speaking, and small group communication. Prerequisite: ENGL 100 (4 CR) (CS)

CMST 130 Information Literacy/Critical Thinking
Presents skills that enable students to function as information-literate individuals capable of using and applying current information technology. Includes an introduction to online information and reference sources, and development of research skills for effective use of information resources. Students also study the implications of living in a digital society. (5 CR) (HT)

CMST 188/288 Topics In Communication Studies
Taught in a classroom setting. (1-5 CR) (TE)

CMST 189/289 Individualized Studies In Communication Studies
Individualized learning contracts between a student and an instructor. (1-5 CR) (TE)

CMST 197/297 Internship/Practicum In Communication Studies
Participation in an internship/practicum project under the direction of a faculty member in consultation with a professional in the field. (1-6 CR) (NE)

CMST 210 Interpersonal Communication
Focuses on acquiring competency in maintaining interpersonal relationships. Includes verbal and non-verbal communication, giving and receiving appropriate feedback, how group dynamics affect human communication, the role of self-esteem the communication process, and the Native experience and its relationship to the process. Media research required. Prerequisite: ENGL 100 and CMST 130 (4 CR) (CS, HT)

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CMST 220 Public Speaking
Focuses on acquiring competency in public speaking. Emphasis is on information research, organization audience analysis, oral styles, use of visual aids, and the Native experience and its relationship to the process. Competencies in public presentations of various types of speeches are developed. Prerequisite: ENGL 100 and CMST 130 (4 CR) (CS, HT)

COMMUNITY ADVOCATES AND RESPONSIVE EDUCATION IN HUMAN SERVICES

CARE 150 Introduction To Human Services In Tribal Communities
Provides foundational concepts of the profession and breadth of the field. Introduces Tribal and other workplace settings, required skills, philosophical and theoretical foundations, and history of the field. Differentiates the role of personal values, policy, professional ethics, and law. Emphasizes Human Services professionals as community leaders. (3 CR) (SS)

CARE 188/288 Topics In Community Advocates And Responsive Education
Taught in a classroom setting. (1-5 CR) (TE)

CARE 189/289 Individualized Studies In Topics In Community Advocates And Responsive Education
Individualized learning contracts between a student and an instructor. (1-5 CR) (TE)

CARE 197/297 Internship/Practicum In Topics In Community Advocates And Responsive Education
Participation in an internship/practicum project under the direction of a faculty member in consultation with a professional in the field. (1-6 CR) (NE)

CARE 310 systems theories in human services
Introduces concepts from Indigenous, ecological and other models of systems theory. Opportunities for individual development of a personal conceptual framework that serves as a cultural lens for professional work as a scholar practitioner, tied to Indigenous roots, person, place, and community. Introduces plan for writing across discipline. Prerequisite: ENGL 102 or 202 (5 CR)

CARE 320 Self-Location In Professional Settings
Examines self as a system in the context of families, Tribes, and communities. Compares personal, Tribal and professional values to Professional Code of Ethics. Introduces interpersonal systems, professional relationships, self as leader, self-care as ethical obligation, and role of reflective writing for scholar practitioners. Prerequisite: CARE 310 (5 CR)

CARE 330 Policy And Law In Tribal Human Services
Examination of power, political position, ideologies and their impact on decision-making. Emphasis on Tribal to local, state, and governmental relations and how policies impact Tribal communities. Includes research and analysis of policies and the process for proposing policy changes. Prerequisite: CARE 320 (5 CR)

CARE 350 Interviewing And Case Management For Tribal Services
Introduces active listening, basic interviewing and counseling skills, case management and intervention models focused on strengths based services. Skill practice through a lab experience of case management process (intake, assessment, outcomes, action plan, referrals, discharge, appropriate file documentation). Introduces the Indian Child Welfare Act of 1978 and other laws affecting services. Prerequisite: ENGL 102 or 202 (5 CR)

CARE 388/488 Topics In Community Advocates And Responsive Education
Taught in a classroom setting. (1-5 CR)

CARE 389/489 Individualized Studies In Topics In Community Advocates And Responsive Education
Individualized learning contracts between a student and an instructor. (1-5 CR)

CARE 395 Preparation For Field Education
Prepares students to find and complete a field education plan by examining what constitutes an appropriate field education project, criteria for a learning experience that develops professional skills and awareness. Requirements for supervised field education are reviewed including expectations and paperwork. Students shadow professionals in two or more settings. Prerequisite: CARE 150 and C or better in CARE 350 (2 CR)

CARE 397/497 Internship/Practicum In Topics In Community Advocates And Responsive Education
Participation in an internship/practicum project under the direction of a faculty member in consultation with a professional in the field. (1-6 CR)

CARE 410 Developing And Organizing In Native Communities
Provides knowledge, theory, and skills for rebuilding and revitalizing sovereign communities through the development of community resources and community problem solving. Introduces concepts of communities as clients, strength-based organizing, connections between individual and community resiliency, and revitalizing sovereign communities. Prerequisite: CARE 330 (5 CR)

CARE 450 Planning And Evaluating Tribal Programs
Engages students in the process of planning and evaluating human services programs that focus on Indigenousness, individual and community well-being and resilience, and promotion of social and economic abundance. Introduces asset mapping and needs assessment. Addresses development of outcomes for program evaluation at planning stage. Prerequisite: Permission of Instructor (5 CR)

CARE 470 Tribal Agency Management And Administration
Prepares students to manage agencies including: supervision of staff, recruitment and retention of volunteers, preparation and execution of budgets, human resources issues, and risk management. Analyzes Bureau of Indian Affairs vs. Indigenous organizational structures and compares Indigenous leadership to bureaucratic management. (5 CR)

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CARE 495A-C Supervised Field Education
120 hours per quarter of supervised field education in Tribal or Human Services setting. 20 hours of weekly seminar to develop and synthesize learning from coursework and experience through examination of research, reflective writing, and professional portfolio development documenting knowledge, theory, and skills as scholar practitioners. Prerequisite: C or better in CARE 395 (5 CR EA)

CARE 499 Capstone In Care
Allows students to demonstrate readiness to enter the profession through a capstone experience done under advisement with an instructor. Students design a project that reflects professional direction and capability and contributes to the local community. Project to be completed the last quarter of the program. Prerequisite: C or better in CARE 395 (5 CR)

COMMUNITY HEALTH

COMH 101 American Indian Health Caresystems
Overview of the health status of American Indians and Alaska Natives including history of Indian health; American Indian health and federal legislation; current health indicators; Indian health care delivery systems, Tribal health administration and management; health career opportunities. (3 CR) (NE)

COMH 102 Diabetes In Native Communities
Uses experiential learning to examine Type 2 diabetes in Native communities: the epidemic of diabetes, the biology of blood sugar, genetics, causes, prevention, complications, treatment, how community members prevent and deal with diabetes and community efforts. Discusses "best practices" for individuals, families and the community. Designed for health workers, teachers and general public. (3 CR) (NE)

COMH 121 Health Care For American Indians
Examines several basic programs of health care such as maternal-child health, dental, emergency services, diabetes, heart disease, alcoholism and substance abuse, mental health, and cancer. Discusses possible "best practices" for each program. Explores both the extent and limits of each program's effects on improving the health of individuals and Tribal communities. Prerequisite: COMH 101 or 102 (3 CR) (NE)

COMH 122 Environmental Health, Disasters and Tribes
Explores balance in Tribal environmental health including maintaining safe air, food and water; managing waste; preventing injuries and violence; addressing biological-chemical-nuclear safety; promoting psychological and spiritual resiliency. Students examine how public disasters threaten those balances and develop an emergency preparedness plan for their Tribe. (3 CR) (NE)

COMH 123 Public Health For American Indians
Examines several basic public health programs and disciplines such as health services, epidemiology, health education, environmental health, genetics in community health and the role of community in public health. Explores both the extent and limits of each program's effects on improving the health of individuals and Tribal communities. Prerequisite: COMH 101 or 102 (3 CR) (NE)

COMH 124 Addiction In Native Communities
Examines addiction in Native communities: types of addictive substances; biology; genetics; physical complications; historical current social causes; prevention and treatment; emotional, psychological and spiritual aspects; law enforcement; "best practices" for individuals, families and communities. (3 CR) (NE)

COMH 188/288 Topics In Community Health
Taught in a classroom setting. (1-5 CR) (NE)

COMH 189/289 Individualized Studies In Community Health
Individualized learning contracts between a student and an instructor. (1-5 CR) (NE)

COMH 197/297 Internship/Practicum In Community Health
Participation in an internship/practicum project under the direction of a faculty member in consultation with a professional in the field. (1-6 CR) (NE)

COMH 221 Identifying and Solving Health Problems
Focuses on how to identify and fully understand health problems and strengths and/or identify and fully understand effective health solutions in Tribal communities. Each student will choose which health problem-strength-solution to identify and work on. Prerequisites: COMH 101 or 102 and COMH 121, 122, or 123 (3 CR) (NE)

COMH 222 Developing and Evaluating Health Programs
Focuses on how to develop or strengthen programs in Tribal communities to address health problems or to improve health solutions and how to evaluate the effectiveness of such programs. Each student will choose a health problem-solution-program to develop a plan for. Prerequisite: COMH 101 or 102 and COMH 121, 122, or 123 (3 CR) (NE)

COMPUTERS

CMPS 100 Computer Basics
Introduction to the basic operation and functional uses of a computer in a Windows environment. (1-2 CR) (NE)

CMPS 101 Introduction To Computers
Computer lab course providing an introduction to MS Windows, MS Word (word processing application), MS Excel (spreadsheet application), the internet and e-mail. Review of basics computer components, disk handling, keyboard operation and copying files. Prerequisite: CMPS 100 (3 CR) (TE)

CMPS 104 Operating Systems I: Installation And Troubleshooting
Hands-on course will expose students to the nature and basis of various operating systems software and management of various types of associated peripheral hardware. Includes installation, maintenance, troubleshooting, recovery, memory and device management, and

operating system requirements. Prerequisite: CMPS 101 (3 CR) (NE)

CMPS 105 Software I: Applications For Computer Professionals

Hands-on course covering the fundamental operations of applications that computer professionals utilize in day-to-day work. Microsoft Visio and website building software are emphasized. Prerequisite: CMPS 101 (3 CR) (NE)

CMPS 106 Introduction To Analog and Digital Electronics

Introduction to the field of electronics based on practical projects. Students will build a line following robot as a culminating activity. (3 CR) (NE)

CMPS 116 Microsoft Office I

In-depth study of Microsoft Word and Excel in preparation for the Microsoft Office Users Specialist certification exam. Prerequisite: CMPS 101 (3 CR) (NE)

CMPS 117 Microsoft Office II

In-depth study of Microsoft Access and database management in preparation for the Microsoft Office Users Specialist certification exam. Prerequisite: CMPS 116 (3 CR) (NE)

CMPS 140 Networking I

Provides an introduction to the operations, managerial and technical aspects of microcomputer communications and local area networks. Hardware and software, as well as use of telecommunication methods such as facsimile, on-line databases, and electronic bulletin boards are integrated throughout the course. Prerequisite: CMPS 101 (3 CR) (NE)

CMPS 144 Networking II

Prepares students to take the Microsoft Certified Systems Engineer exam 70-58: Networking Essentials. Includes computer-based training with the text. Lectures are based on the book, exercises and sample exams to prepare for the certification exam. Prerequisite: CMPS 140 (3 CR) (NE)

CMPS 160 Assembly, Maintenance and Diagnostics

Hands-on course focusing on assembly, installation, maintenance, troubleshooting and diagnostics of personal computer systems. Prerequisite: CMPS 101 (4 CR) (NE)

CMPS 170 Web Page Development I

Beginning course in web page construction using a markup or document oriented language. Students introduced to basic web programming such as HTML and XML languages. Topics may include creating and using cookies, rollovers, browser monitoring, validation, recursion and shopping cart techniques. Prerequisite: CMPS 101 or equivalent (3 CR) (NE)

CMPS 172 Web Page Development II

Continuation of CMPS 170 with emphasis on developing advanced skills using the HTML programming language, web development languages and other programming languages. Topics may include creating and using cookies, rollovers, browser monitoring, validation, recursion and shopping cart techniques. Prerequisites: CMPS 110, 170 and 225 (3 CR) (NE)

CMPS 188/288 Topics In Computers

Taught in a classroom setting. (1-5 CR) (NE)

CMPS 189/289 Individualized Studies In Computers

Individualized learning contracts between a student and an instructor. (1-5 CR) (NE)

CMPS 197/297 Internship/Practicum In Computers

Participation in an internship/practicum project under the direction of a faculty member in consultation with a professional in the field. (1-6 CR) (NE)

CMPS 204 Operating Systems II

Covers installing, upgrading and configuring advanced versions of Windows operating systems as well as an introduction to the Linux operation system. Prerequisite: CMPS 104 (3 CR) (NE)

CMPS 205 Software II: Advanced Applications For Computer Professionals

Covers 3-D graphics programs to aid in workspace layout and presentation graphics. Prerequisite: CMPS 105 (3 CR) (NE)

CMPS 206 Introduction To Micro-Controllers

Micro-controllers are the "brains" of robots, consumer electronics and industrial robotics. Activities will incorporate a variety of experiments using motion, light, sound and tactile feedback to introduce new concepts as well as introduce a variety of basic principles in the fields of computer programming, electricity and electronics, mathematics and physics. (3 CR) (NE)

CMPS 207 Robot Development

Focuses on building and programming a robot using a combination of mechanics, electronics and problem solving. The mechanical principles, example program listings and circuits used will be similar to or the same as industrial applications developed by engineers. Prerequisites: CMPS 106 and 206 (3 CR) (NE)

CMPS 209 Media Applications: Digital Media and Web Technology

Survey of eight interrelated Adobe products: InDesign, Flash, Photoshop, Acrobat, Bridge, Illustrator, Fireworks and Dreamweaver. Introduction to basic functionality and relationships between products and how to choose the right program(s) to accomplish a particular task. Prerequisite: CMPS 101 (3 CR) (NE)

CMPS 212 Graphic Design: Digital Media and Web Technology

Immersion using Adobe PhotoShop CS4 graphics editing program for commercial bitmap and image manipulation. Students gain knowledge necessary to become a Certified Adobe Associate. Prerequisite: CMPS 101 (3 CR) (NE)

CMPS 216 Web Development: Digital Media and Web Technology

Immersion using Adobe Dreamweaver web page development editor. Preview and management of web sites. Creation of multiple pages with similar structures. Students gain knowledge necessary to become a Certified Adobe Associate. Prerequisite: CMPS 101 (3 CR) (NE)

CMPS 225 Introduction To Programming
Designed to guide the student to an understanding of Visual Basic and how it is used in application programming. Covers fundamentals of Visual Basic program structure, command, syntax, procedures and functions. Prerequisite: CMPS 205 (4 CR) (NE)

CMPS 230 Programming In C++ I
First course in C++ programming language that covers data type, variables, control structures, and basic C++ syntax. (4 CR) (NS)

CMPS 243 Networking III: Network Administration
Focuses on installing, configuring and administering a Windows based server. Covers various file systems and disk management functions as well as administering the operating system and Active Director services. Also covers monitoring and optimizing a Windows server system. Prerequisite: CMPS 144 (3 CR) (NE)

CMPS 244 Networking Infrastructure
Covers issues such as network protocol and services based on the requirements of an organization. Focuses on utilizing, and configuring TCP/IP protocol, using features such as NetBIOS, WINS, DHCP and DNS. Prerequisite: CMPS 243 (3 CR) (NE)

CMPS 250 Multimedia Development
Presents a multimedia development language that integrates video, sound and animation into a multimedia project. Prerequisite: CMPS 101 (3 CR) (NE)

CMPS 260 Capstone Project
Provides the vehicle for students to show overall competency in applied computer technology and the specialties, which have been a part of their particular degree program. Under supervision of a faculty advisor, the student selects an appropriate subject, performs the necessary research and presents the results. Prerequisite: Permission of instructor (5 CR) (NE)

CMPS 270 Assembly, Maintenance and Diagnostics II
Hands-on course focusing on advanced assembly, installation, maintenance, troubleshooting and diagnostics of personal computer systems. Students will manage a hard drive, evaluate a system, plan for and conduct disaster recovers and use hardware and software diagnostic tools. Prerequisite: CMPS 160 (3 CR) (NE)

CMPS 271 a+ Exam Preparation
Focuses on the skills and information necessary to take the Computing Technology Industry Association (CompTIA) A+ exam. Builds on prerequisite courses by having students take many practice exams. Prerequisite: CMPS 160 and 270 (3 CR) (NE)

CMPS 272 Web Page Development III
Integrates concepts from previous courses in database, HTML, web development software and other programming languages. Students will use SQL querying commands to access a database and deal with a web server. Emphasis on the use of data types, variables, arrays, collection of data and control structures. Prerequisite: CMPS 172 (5 CR) (NE)

CMPS 388/488 Topics In Computers
Taught in a classroom setting. (1-5 CR)

CMPS 389/489 Individualized Studies In Computers
Individualized learning contracts between a student and an instructor. (1-5 CR)

CMPS 397/497 Internship/Practicum In Computers
Participation in an internship/practicum project under the direction of a faculty member in consultation with a professional in the field. (1-6 CR)

CULTURAL SOVEREIGNTY

CSOV 101 Introduction To Cultural Sovereignty
This is an introductory course that covers a broad range of knowledge using the guiding principles of Indigenousness and sovereignty toward the defense of our homelands. Native Studies is an academic framework that emerges from within, is reposited in place, and teaches cultural sovereignty from the origin stories of our ancestors. Requirement: Must be taken in first quarter (5 CR) (HT)

CSOV 102 The Languages Of Our Ancestors
The Languages of our Ancestors is intended to focus on the Salish Language family and the people who spoke these languages. This course reviews each cultural area to get a holistic view of the people, the languages, and their relationship to each other. Requirement: CSOV 101 (5 CR) (HT)

CSOV 120 Reclaiming Our History
Reclaiming Our History is a course that focuses on historical events in Tribal history. This course is place specific, depending on where it is taught. The course will focus on inherent and acquired rights in Tribal history that shaped the people and place we see today. Requirement: CSOV 101 (5 CR) (SS)

CSOV 130 Icons Of Our Past
Icons of Our Past is a variable topic course, the topic of the class may vary depending on the instructor. The course will focus on traditional icons of Native people. After the colonialism era, Native people had forgotten who their heroes were and today the people don't recognize their own traditional symbols. This course focuses on the traditional icons and Native people reclaiming knowledge that was once lost. Requirement: CSOV 101 (5 CR) (HT)

CSOV 188/288 Topics In Cultural Sovereignty
Taught in a classroom setting. (1-5 CR) (NE)

CSOV 189/289 Individualized Studies In Cultural Sovereignty
Individualized learning contracts between a student and an instructor. (1-5 CR) (NE)

CSOV 197/297 Internship/Practicum In Cultural Sovereignty
Participation in an internship/practicum project under the direction of a faculty member in consultation with a professional in the field. (1-6 CR) (NE)

CSOV 300 Cultural Sovereignty Transfer Seminar
Overview of the foundational skills and knowledge in years one and two of the Bachelor of Arts in Native Studies Leadership program. It will also serve as the transfer seminar for all baccalaureate programs

of study. Requirement: By Permission of Instructor (5 CR)

CSOV 301 Indigenous Theory And Methods: We Own Our Knowledge

Indigenous theory and methods explores traditional knowledge and intellectual property from an Indigenous perspective; and contrasts how Native theory and methods are distinguished from western theory and knowledge. Requirement: By Permission of Instructor (5 CR)

CSOV 302 Indigenous Research: Validating Our Past -Writing Our Future

This course will focus on designing a research project based on Indigenous theory and methodology, which will be beneficial to Native communities. The course will give students the opportunity to study examples of research projects from Native scholars who show the benefits of framing projects utilizing Native concepts and protocols. Requirement: By Permission of Instructor (5 CR)

CSOV 320 Impacts Of Colonization

This class is intended to describe and analyze the impact and legacy of colonialism as a historical process that has lingering effects on Native peoples to the present. This course focuses on a specific location and engages in discussions about the strategies Native peoples have employed to combat the impact of colonialism. Requirement: By Permission of Instructor (5 CR)

CSOV 335 Social Justice: In Defense Of Our Homelands

Native Americans continue to encounter many obstacles in the form of policies, laws, attitudes, and socioeconomic problems. These structural and attitudinal barriers sometimes prevent Native people from securing the justices and stability that were promised in the early treaties. Social Justice examines these challenges and discusses the kinds of policies, procedures, and processes necessary to institute social change. Requirement: By Permission of Instructor (5 CR)

CSOV 388/488 Topics In Cultural Sovereignty

Taught in a classroom setting. (1-5 CR)

CSOV 389/489 Individualized Studies In Cultural Sovereignty

Individualized learning contracts between a student and an instructor. (1-5 CR)

CSOV 397/497 Internship/Practicum In Cultural Sovereignty

Participation in an internship/practicum project under the direction of a faculty member in consultation with a professional in the field. (1-6 CR)

CSOV 410 Senior Seminar

The Senior Seminar is designed for students in the Native Studies Bachelor's degree program to prepare for their final year at Northwest Indian College. Topics vary, but will emphasize leadership, Indigenousness, and sovereignty. Requirement: By Permission of Instructor (5 CR)

CSOV 490 Honoring Traditional Leadership

Becoming a leader in our respective Tribal communities is a process rather than a destination. Traditional Tribal leadership roles require self-sacrifice for the survival of our people. And understanding of self and the dedication necessary to facilitate the social advancement of our respective communities is a pivotal point in reclaiming traditional Tribal leadership. Requirement: By Permission of Instructor (5 CR)

CSOV 499 Senior Project: Rebuilding Our Nations

This is a two part course that includes research, service learning, and a presentation component. This course allows students to exercise the qualities, skills, knowledge, and ideology that is necessary to lead their people into the future. Requirement: By Permission of Instructor (10 CR)

DRAMA

DRMA 101 Acting I

Exploration of acting fundamentals in experimental manner. Some theory, analysis, and practice in a supportive group environment. (3 CR) (HP)

DRMA 102 Acting II

Application of acting fundamentals in a formal theatrical production. Students will work within a cast and crew to prepare and present a minor production for viewing. (3 CR) (HP)

DRMA 103 Play Production

Focuses on aspects of theater that support the performance such as stage makeup, set construction, lighting, publicity and promotion, and general theater management. The student will be introduced to each of these elements and shall assume responsibility for one or more in an actual production. (3 CR) (HP)

DRMA 188/288 Topics In Drama

Taught in a classroom setting. (1-5 CR) (TE)

DRMA 189/289 Individualized Studies In Drama

Individualized learning contracts between a student and an instructor. (1-5 CR) (TE)

DRMA 197/297 Internship/Practicum In Drama

Participation in an internship/practicum project under the direction of a faculty member in consultation with a professional in the field. (1-6 CR) (NE)

DRMA 207 Native American Theater Theory

Explores theater performed by Native Americans in the USA. Includes readings of Native American dramas, improvisation and storytelling. (4 CR) (HT)

DRMA 210 Introduction To Cinema

Appreciating and analyzing film; historical survey and Native American films. Students learn film vocabulary, discuss ideas in class, and write analysis papers. Discussion concerning the image of the American Indian in films. Prerequisite: ENGL 101 (3 CR) (HT)

EARLY CHILDHOOD EDUCATION

ECED 101 Introduction To Early Childhood Education

Explores the foundations of early childhood education. Examines theories defining the field, issues and trends, best practices and pro-

gram models. Requires observation of children, professionals and programs in action. (5 CR) (SS)

ECED 106 Guidance In Early Childhood
Identify interactions and practices that build secure relationships. Examine theories and practices that provide positive direct and indirect guidance for young children. Develop skills to reach children, support or restore their ability to think well and promote social competence. (3 CR) (NE)

ECED 107 Frameworks For Early Childhood Education
Using peer counseling theory and practice, students are offered frameworks for understanding a variety of complex issues in ECE from children's emotions and learning to social and political contexts. Emphasis is on the importance of human connection and support for both young children and adults amidst these complexities. (3 CR) (NE)

ECED 108 Re-Evaluation Counseling: Tools Of The Trade
Offers the opportunity to acquire additional co-counseling skills, to increase the ability to use and support the emotional discharge process, to apply theory to practice in early learning settings, and to develop leadership skills. Co-counseling sessions among members of the class are required between class meetings. Prerequisite: ECED 107 or HUMS 107. S/U grading (3 CR) (NE)

ECED 114 Health, Safety, And Nutrition
Develop knowledge and skills to ensure good health, nutrition, and safety of children in group care and education programs. Recognize the signs of abuse and neglect, responsibilities for mandated reporting, and available community resources. (5 CR) (NE)

ECED 115 Child Care Basics
Designed to meet licensing requirements for early learning lead teachers, teacher aides, and family home child care providers. STARS 30-hour basics course recognized in the MERIT system and as CDA professional development. Topics: child growth/development, cultural competency, community resources, guidance, family partnerships, health/safety/nutrition, and professional practice. (3 CR) (NE)

ECED 116 A-F Teaching By Connection Support Group
Develops early childhood professionals' abilities to use adult-to-adult listening tools for mutual benefit and the benefit of children and families. Builds linkages among listening, emotional release, goal setting, and leadership. Supports increasingly positive functioning for quality care, Indigenous self-determination, and social change. Prerequisite: ECED 107 for each credit (1 CR EA) (NE)

ECED 160 Caring For Infants And Toddlers
Designed for caregivers working with children in the first 3 years of life. Explores importance of attachment, culturally consistent and responsive care giving, and relationships among staff, children and families. Creation of safe, nurturing, predictable and culturally responsive environments to support social, emotional, physical, and intellectual development is emphasized. (3 CR) (NE)

ECED 188/288 Topics In Early Childhood Education
Taught in a classroom setting. (1-5 CR) (NE)

ECED 189/289 Individualized Studies In Early Childhood Education
Individualized learning contracts between a student and an instructor. (1-5 CR) (NE)

ECED 197A Practicum I: Expressing Warmth To Children
Offers a series of tasks coupled with a weekly seminar to investigate the student's own actions, articulate their fundamental values to others, deeply enhance their ability to connect with young children in their care, and improve their effectiveness as teachers. (3 CR) (NE)

ECED 197B Practicum II: Playing Responsively
Offers a series of tasks to complete in an ECE setting, coupled with a weekly seminar to understand young children's play, learn to play responsively, and be able to support a child's development and full flourishing as a human being within their culture and community. Prerequisite: ECED 197A (3 CR) (NE)

ECED 206 Building Relationships: Culture, Family, Community
Investigates family, school, and community systems as they relate to and support Native children's development in particular and all children's development in general. Emphasizes communication skills and introduces case management skills. Investigates opportunities for advocacy that promote continued growth and development of systems of support. Prerequisite: ECED 101 (3 CR) (NE)

ECED 210 Early Childhood Development
Provides an introduction to childhood development theories and philosophies. Designed to give the student a survey of the factors that impact the development of a child from birth through age eight. Explores the interlocking components of biology, social structure, environment, and individual personality. Prerequisite: ENGL 101. (3 CR) (TE)

ECED 212 Observation, Documentation and Assessment
Provides an introduction to formal and informal observation and assessment tools used in classrooms for children from birth to age eight. Designed to give the student a means of understanding the role of documentation in the development of curriculum and assessment that is responsive to a child's social, physical, emotional, and cognitive development. Prerequisite: ECED 101 (3 CR) (NE)

ECED 213 Preschool Curriculum Development
Integrates understanding of relationships, the learning process, and developmentally effective approaches to teaching and learning, with knowledge of content areas to design, implement, and evaluate positive learning experiences for pre-school-aged Native children. Curriculum areas include: language and literacy, math and science, and social studies and humanities. Service learning or practicum hours required. Prerequisites: ECED 101 or ECED 104 (3 CR) (NE)

ECED 220 Communication, Language and Literacy
Introduction to research on language and literacy development and to strategies that support both. Emphasis on the observation of children and the development of non-verbal, verbal, and written language, including Native language and English. Service learning

recommended. Prerequisite: ECED 101 (3 CR) (NE)

ECED 297A Practicum III: Talking Informatively
Offers a series of tasks coupled with a weekly seminar to investigate and transform adult communications from directive to informative, promoting children's social responsibility and connection with others, and enriching their vocabularies. Prerequisite: ECED 197B (3 CR) (NE)

ECED 297B Practicum IV: Attending To Initiative, Cooperation, And Perseverance
Offers a series of tasks coupled with a weekly seminar to investigate how children take initiative, cooperate with one another, and persevere in difficult tasks. Students attend to these essential abilities and develop skills to promote them within their daily interactions. Prerequisite: ECED 297A (3 CR) (NE)

ECONOMICS

ECON 188/288 Topics In Economics
Taught in a classroom setting. (1-5 CR) (TE)

ECON 189/289 Individualized Studies In Economics
Individualized learning contracts between a student and an instructor. (1-5 CR) (TE)

ECON 197/297 Internship/Practicum In Economics
Participation in an internship/practicum project under the direction of a faculty member in consultation with a professional in the field. (1-6 CR) (NE)

ECON 203 Contemporary Tribal Economics
Contemporary Tribal Economics is the study of how individuals, groups, and societies choose to use scarce resources that they possess. This course will provide the foundations of microeconomic and macroeconomic principles in the context of various Tribal communities. Case studies of Tribal economic development activities will be used to reveal how these concepts operate in the real world. Prerequisites: MATH 099 and ENGL 102 or 202. (5 CR) (SS)

ECON 250 Subsistence Economies: Restoring Prosperity
Subsistent economies will discuss the pre-contact economic systems of Indigenous people. This course examines the trade industry and how the introduction of the dollar altered our world view on economies. It will also reinforce the traditional value of generosity while explaining how economic development and sustainability is a tool to achieve Tribal Sovereignty. Requirement: CSOV 130 (5 CR) (SS)

EDUCATION

EDUC 110 Introduction To Indian Education
Traditional educational practices; survey of missionary and early federal efforts; major legislation and its implementation; federal, state, and local school district control of Indian education; Tribal schools; development of the Indian education movement; contemporary theories and realities; relevant research. (3 CR) (SS)

EDUC 188/288 Topics In Education
Taught in a classroom setting. (1-5 CR) (NE)

EDUC 189/289 Individualized Studies In Education
Individualized learning contracts between a student and an instructor. (1-5 CR) (NE)

EDUC 197/297 Internship/Practicum In Education
Participation in an internship/practicum project under the direction of a faculty member in consultation with a professional in the field. (1-6 CR) (NE)

EDUC 202 The Tide Has Changed: Educating Our Own
Beginning with the early treaties, the United States took several measures to remove children from their traditional educational setting as a tool for assimilation. This course details the process the Tribes used to regain and retain control over their children's education. Requirement: CSOV 130 (5 CR) (SS)

EDUC 388/488 Topics In Education
Taught in a classroom setting. (1-5 CR)

EDUC 389/489 Individualized Studies In Education
Individualized learning contracts between a student and an instructor. (1-5 CR)

EDUC 397/497 Internship/Practicum In Education
Participation in an internship/practicum project under the direction of a faculty member in consultation with a professional in the field. (1-6 CR)

ENGLISH

ENGL 095 Foundations of Academic Writing I
Emphasis on writing complete, correct sentences, unified and coherent paragraphs, and short essays. Workbook exercises reinforce Standard English. Close reading skills practiced. Builds writing skills through use of templates, drafting, revising, editing, and developing analytical habits of mind. (5 CR) (N)

ENGL 098 Foundations of Academic Writing II
Builds on foundations of college English skills: Standard English usage, highlighting and annotating, close reading for main ideas, paragraphing, academic paper structure and thesis statement, MLA citation and basic research. Prerequisite: ENGL 095 or Placement Test (5 CR) (N)

ENGL 100 Foundations of Composition
Prepares students for Composition I. Focuses on written language proficiency required to learn effectively in academic programs and includes a variety of formal-language skills--such as vocabulary, grammar, syntax, discipline-specific terminology, or rhetorical conventions. Includes a variety of essays, summaries, research, and citation. Prerequisite: ENGL 098 or placement test (5 CR) (NE)

ENGL 101 English Composition I
Introduces and develops evidence-based, college-level writing skills. Designed to improve critical thinking, reading, and writing proficiencies through the use of strategies for turning personal experience, observations, and analyses into evidence appropriate for academic writing. Emphasizes composition of short, focused, con-

cretely-developed academic papers. Prerequisite: ENGL 100 or placement test (5 CR) (CS)

ENGL 102 English Composition II
Builds upon the critical thinking, reading, and writing capabilities developed in ENGL 101. Emphasizes selection, evaluation, close reading, annotation, and incorporation of primary and secondary research sources into well-organized expository and argumentative essays of short and moderate lengths. Prerequisite: ENGL 101 (5 CR) (CS)

ENGL 148 Introduction To Indian Legends
Designed for students to become familiar with a wide range of Pacific Northwest Indian legends and to develop storytelling and listening skills as well as to gain an overall appreciation and understanding of Indian philosophy by recognizing common themes. (3 CR) (HT)

ENGL 155 Introduction To Creative Writing
Designed for students to read, discuss and interpret contemporary poems, stories and short plays to inspire their own writing. Covers exploration of various writing techniques. Prerequisite: ENGL 100 (3 CR) (HT)

ENGL 156 Introduction To Poetry Writing
Students read models of poetry, discuss key literary elements of various selections, record activities in a journal, and write poems. Prerequisite: ENGL 100 (3 CR) (HT)

ENGL 188/288 Topics In English
Taught in a classroom setting. (1-5 CR) (TE)

ENGL 189/289 Individualized Studies In English
Individualized learning contracts between a student and an instructor. (1-5 CR) (TE)

ENGL 197/297 Internship/Practicum In English
Participation in an internship/practicum project under the direction of a faculty member in consultation with a professional in the field. (1-6 CR) (NE)

ENGL 202 Technical Writing
Introduction to effective technical writing. Emphasis placed on audience analysis, library and Internet research, components of technical literature, evaluation of sources, use of appropriate style guidelines, and writing an effective technical paper. Prerequisite: ENGL 101 (5 CR) (CS)

ENGL 236 Survey Of Native American Literature
General survey of legends, early Native American bibliographies and short contemporary literary works. Focuses on developing literary analysis, writing, and discussions skills. For fifth credit student must read and report on an approved novel. Prerequisite: ENGL 101 (5 CR) (HT)

ENGL 237A-E Projects In Native American Literature
A study of legends, nineteenth century, and contemporary literature by Native Americans. Each letter is an independent, one credit, writing enriched project. Intended as a more in-depth follow up to Survey of Native American Literature. Prerequisite: ENGL 236 (1 CR EA) (HT)

ENGL 305 Technical Writing For Tribal Leaders
Writing for technical and professional purposes using multiple text formats in printed and electronic media. Provides the skills necessary to communicate in scientific, cultural, business and political arenas based on how Native American perspectives can influence decision-making. Prerequisite: ENGL 102 (5 CR)

ENGL 388/488 Topics In English
Taught in a classroom setting. (1-5 CR)

ENGL 389/489 Individualized Studies In English
Individualized learning contracts between a student and an instructor. (1-5 CR)

ENGL 397/497 Internship/Practicum In English
Participation in an internship/practicum project under the direction of a faculty member in consultation with a professional in the field. (1-6 CR)

ENVIRONMENTAL SCIENCE

ENVS 105 Introduction To Environmental Science
Introduction to environmental concepts and dynamics. Ecosystems, biomes, management and human impact discussed. Parallel worldviews of the environment presented. Problems and solutions on different environmental issues considered. Lab included. (5 CR) (NSL)

ENVS 108 Fundamentals Of Environmental Science
Focuses on ecological principles and environmental issues such as population, natural resources, land use planning and problems of pollution and waste management. Information is included about Tribal environmental concerns. (5 CR) (NS)

ENVS 188/288 Topics In Environmental Science
Taught in a classroom setting. (1-5 CR) (TE)

ENVS 189/289 Individualized Studies In Environmental Science
Individualized learning contracts between a student and an instructor. (1-5 CR) (TE)

ENVS 197/297 Internship/Practicum In Environmental Science
Participation in an internship/practicum project under the direction of a faculty member in consultation with a professional in the field. (1-6 CR) (NE)

ENVS 201 Northwest Plants
Field-based course designed to acquaint students with the flora of the Northwest. Covers identification, ecology, and traditional uses of regional flora. Lab included. (5 CR) (NSL)

ENVS 265 GIS And Remote Sensing
Introduces use and operation of GIS software as well as the integration of air photos and satellite images into GIS systems. Lab included. (3 CR) (NSL)

ENVS 310 Shellfish Ecology
Focuses on the ecology and biology of invertebrate shellfish species and their important to Tribal people of the Pacific Northwest. Course includes a field component. Prerequisite: BIOL 203 (5 CR)

CS- Communication Skills
HT- Humanities Theory
HP- Humanities Performance
NE- Non-Transferable Elective
TE- Transferable Elective
NS- Natural Science
NSL- Natural Science Lab
N- Non-Applicable
QS- Quantitative Skills
SS- Social Science
- May Include Indigenous Service Learning Component

ENVS 330 Hydrology: Sacred Waters
Presents the hydrologic cycle and imparts an understanding of its components and their interactions with human activities. Emphasizes the various interdependent hydrologic processes of the Pacific Northwest, the relationship of those processes to the habitat for salmonids, and the importance to Tribes. Prerequisites: GEOL 101 or 211 and MATH 102 or 107 (4 CR)

ENVS 340 Oceanography
Explores the physical, chemical, and biological dynamics of the world's oceans, with emphasis on the interplay of ocean circulation, climate, and factors affecting at-sea survival of salmonids. Students will spend significant time in the field, developing understanding of scientific methods, situating their learning within the Tribal context. Prerequisites: BIOL 201 and MATH 210 (5 CR)

ENVS 370 Field Study Methods For Ecology: Ways Of Knowing, Gathering Information and Building Knowledge
Lab-intensive course that teaches field methods for the wildland biologist with an emphasis on Tribal lands and territories. Course includes experimental design; data acquisition and analysis; field methods used to study plants, animals, and water; and the preparation of field study reports. Prerequisite: MATH 210, BIOL 202 or 203 (3 CR)

ENVS 375 Exploring Place Through Imaging
Focuses on the use of cartography, Geographic Information Systems, remote sensing and other visual tools in the evaluation, planning, and management of cultural and natural resources. Prerequisites: CMPS 101, GEOL 101 or 211, and MATH 102 or 107. (4 CR)

ENVS 388/488 Topics In Environmental Studies
Taught in a classroom setting. (1-5 CR)

ENVS 389/489 Individualized Studies In Environmental Science
Individualized learning contract between student and instructor. (1-5 CR)

ENVS 397/497 Internship/Practicum In Environmental Science
Participation in an internship/practicum project under the direction of a faculty member in consultation with a professional in the field. (1-6 CR)

ENVS 430 Aquatic Ecology: Water Webs and Cycles
This course provides a Tribal and global understanding of aquatic ecosystems with an emphasis on Tribal stewardship of lakes, rivers and wetlands. Prerequisites: BIOL 202, 203 and 310 (5 CR)

ENVS 440 Ecology Of The Salish Sea
Explores the dynamics of marine environments focusing on traditional Native perspectives on the Salish Sea and scientific inquiry of the marine environment through laboratory exploration. Prerequisites: BIOL 203 and MATH 210 (5 CR)

ENVS 481 Ecophysiology: Earth Webs and Cycles
Uses concepts of math, meteorology, physics, plant physiology and ecology to study the plant-environment interface. The dynamic understanding created in this course helps to explain the role of variables that influence the structure and function of ecosystems, and in turn, shape human communities that depend upon these ecosystems. Prerequisites: BIOL 310 and MATH 102 (5 CR) (NSL)

GEOGRAPHY

GEOG 188/288 Topics In Geography
Taught in a classroom setting. (1-5 CR) (TE)

GEOG 189/289 Individualized Studies In Geography
Individualized learning contracts between a student and an instructor. (1-5 CR) (TE)

GEOG 197/297 Internship/Practicum In Geography
Participation in an internship/practicum project under the direction of a faculty member in consultation with a professional in the field. (1-6 CR) (NE)

GEOG 203 Physical Geography
Principles and techniques in analysis of aerial distributions in the natural environment; landforms, water, climate, soils, vegetation. Lab work included. Prerequisite: At least one introductory science course (5 CR) (NSL)

GEOG 340 Political And Cultural Ecology: A Case Study
This course employs a case study approach to engage with issues related to environmental, political, and cultural boundaries, social construction of modern conceptions of natural resource management. Recommended for students interested in natural resource management and Tribal governance. Prerequisite: ENG 102 or 202; BIOL 104 (or equivalent) (5 CR)

GEOG 388/488 Topics In Geography
Taught in a classroom setting. (1-5 CR)

GEOG 389/489 Individualized Studies In Geography
Individualized learning contracts between a student and an instructor. (1-5 CR)

GEOG 397/497 Internship/Practicum In Geography
Participation in an internship/practicum project under the direction of a faculty member in consultation with a professional in the field. (1-6 CR)

GEOLOGY

GEOL 101 Introduction To Geology
Covers basic geologic processes and earth cycles. Topics include minerals and rocks, earth history, structures and plate tectonics plus consideration of environmental geology such as rivers and floods, landslides, earthquakes, mining and hydrology. Lab work included. (5 CR) (NSL)

GEOL 111 Finding Things Out In Earth Science
Designed for students to learn, through hands-on inquiry, the nature of earth systems and how matter and energy work in the interior and exterior of the earth. Students are helped to develop a positive attitude towards science while understanding what it means to learn scientific concepts. Lab included. (5 CR) (NSL)

GEOL 188/288 Topics In Geology
Taught in a classroom setting. (1-5 CR) (TE)

GEOL 189/289 Individualized Studies In Geology
Individualized learning contracts between a student and an instructor. (1-5 CR) (TE)

GEOL 197/297 Internship/Practicum In Geology
Participation in an internship/practicum project under the direction of a faculty member in consultation with a professional in the field. (1-6 CR) (NE)

GEOL 211 Physical Geology
Origin, composition, and structure of earth. Advanced identification of rocks and minerals; the evolution of the surface features of continents and interpretation of landforms from maps. Lab work included. Prerequisite: GEOL 101 (5 CR) (NSL)

HEALTH

HLTH 110 Basic First Aid
Offers instruction to prepare a person to give emergency first aid to someone suffering from such conditions as fractures, poisoning, burns, bleeding, drug overdose, convulsions, and hypothermia. Includes practice in bandaging, splinting, and treatment of choking. Successful completion of the course earns a standard American Red Cross First Aid card. (1 CR) (NE)

HLTH 112 Adult CPR
Lifesaving skills to help adults experiencing a breathing or cardiac emergency. How to deal with an emergency and how to give first aid to adults until advanced emergency care arrives. (1 CR) (NE)

HLTH 130 Honor The Gift Of Food
Introduction to traditional foods and basic nutrition. Emphasis is on the relationship between culture, traditional foods and how whole foods are grown, processed and prepared for human consumption. Upon completion of this class students will have basic knowledge of healthy food choices and how to include them in their lives. (3 CR) (NE)

HLTH 160 A and B Nursing Assistant Certification
Prepares students for the Certificated Nursing Assistant (CNA) examination. CNAs may work in hospitals, clinics, long-term facilities, assisted living facilities, adult family homes, and in-home care once certified. Course has two modules: A is fundamentals, CPR/first aid and HIV/AIDS (6 credits), B is clinical field experience (2 credits). (8 CR) (NE)

HLTH 188/288 Topics In Health
Taught in a classroom setting. (1-5 CR) (NE)

HLTH 189/289 Individualized Studies In Health
Individualized learning contracts between a student and an instructor. (1-5 CR) (NE)

HLTH 197/297 Internship/Practicum In Health
Participation in an internship/practicum project under the direction of a faculty member in consultation with a professional in the field. (1-6 CR) (NE)

HISTORY

HIST 120 Introduction To Nez Perce History
History, culture and customs of the Nez Perce people before and after Euro-American contact. Identification and discussion of main themes, general timeline and specific Tribal characteristics of the Nez Perce people as well as the role historians play in society. Prerequisite: ENGL 100 (5 CR) (SS)

HIST 188/288 Topics In History
Taught in a classroom setting. (1-5 CR) (TE)

HIST 189/289 Individualized Studies In History
Individualized learning contracts between a student and an instructor. (1-5 CR) (TE)

HIST 197/297 Internship/Practicum In History
Participation in an internship/practicum project under the direction of a faculty member in consultation with a professional in the field. (1-6 CR) (NE)

HIST 215 Indians In The 20th Century
Extended study of American Indians in the 20th century. Rigorous analysis of early-to-mid 20th century government policy paralleled by oral interviews with American Indian elders representing diverse geographic regions and Tribal traditions. (5 CR) (SS)

HIST 388/488 Topics In History
Taught in a classroom setting. (1-5 CR)

HIST 389/489 Individualized Studies In History
Individualized learning contract between student and instructor. (1-5 CR)

HIST 397/497 Internship/Practicum In History
Participation in an internship/practicum project under the direction of a faculty member in consultation with a professional in the field. (1-6 CR)

HOSPITALITY MANAGEMENT

HRCM 111 Introduction To Casino Management
Designed for students interested in a career in casino management or a career in general hospitality management. Students gain an overview of management skills required in casino operations, including planning, casino cage operations, soft count procedures, casino accounting, slot management, slot operations, surveillance, and management strategies. (5 CR) (NE)

HRCM 135 Security In The Hospitality Industry
Introduces the day-to-day operations of casino security. Includes surveillance; use of video equipment; learning and maintaining key, crowd, access, and traffic controls; and the use of security forms, terminology, and report writing. (5 CR) (NE)

HRCM 150 Introduction To Restaurant Management
Designed for students interested in a career in restaurant management or a career in general hospitality management. Presents an overview of management skills required in restaurant operations, including menu development and pricing, beverage management, purchasing, employee staffing, and marketing. (5 CR) (NE)

HRCM 188/288 Topics In Hospitality Management
Taught in a classroom setting. (1-5 CR) (NE)

HRCM 189/289 Individualized Studies In Hospitality Management
Individualized learning contracts between a student and an instructor. (1-5 CR) (NE)

HRCM 197/297 Internship/Practicum In Hospitality Management
Participation in an internship/practicum project under the direction of a faculty member in consultation with a professional in the field. (1-6 CR) (NE)

HRCM 275 The Regulatory Environment
Provides an overview of the complex multi-layered regulatory environment unique to Tribal gaming operations. Emphasis is on Tribal sovereignty as the foundation of gaming strategies and the role of the federal government in regulation (Indian Gaming Regulatory Act) along with the development and implementation of Tribal-state compacts. (3 CR) (NE)

HRCM 285 Leadership and Financial Management
Explores essential leadership practice and theory as it applies to Tribal for-profit gaming and hospitality operations. Also focuses on overall financial management skills such interpretation of financial statements, including profit and loss statements, cash flow, and audits. (3 CR) (NE)

HRCM 290 Building and Protecting Gaming Assets
Focus is on building and protecting gaming assets as the foundation of success of Tribal gaming operations. (3 CR) (NE)

HRCM 295 Organizational Development In The Tribal Gaming Environment
Examines organizational development theory and practice as a broad knowledge base from which to approach decision-making and leadership. Specifically, students will explore Tribal organizational practices and their applicability in gaming environments. (3 CR) (NE)

HUMAN DEVELOPMENT

HMDV 104 Developing Self-Efficacy
Focuses on developing a self-efficacious framwork that supports educational success by having each student work closely with faculty, peers, and student mentors to create a framework, which includes identifying, pursuing, and maintaining self-efficacious beliefs. (3CR) (NE)

HMDV 110 Introduction To Successful Learning
Orientation class for new students designed to prepare students for success in college and in life. Focus is on development of solid academic skills, fostering resilience and effective life skills, clarifying personal identity, and developing a connection to the college community. (4 CR) (NE)

HMDV 120 Exploring Credit For Prior Learning
Student examines personal experiences in order to identify those that could equate to college-level learning. S/U grading. (1 CR) (NE)

HMDV 121 Credit For Life Experience
Student analyzes college-level learning in personal experiences then equates it to NWIC classes. Knowledge must be documented and approved before credit is granted. Student registers for the number of credits equivalent for which PLE credit is requested. After expert approves credits, those courses replace HMDV 121 on the student's transcript and are designated as PLE credits. Prerequisites: HMDV 120 S/U grading. (1-22 CR) (NE)

HMDV 150 Individualized Degree Or Certificate Planning
Required for Individualized Degree or Certificate programs. With the help of an advisor and an expert in the field, the student creates a degree or certificate plan. Includes a clarification of career goals. S/U grading. (3 CR) (NE)

HMDV 188/288 Topics In Human Development
Taught in a classroom setting. (1-5 CR) (NE)

HMDV 189/289 Individualized Studies In Human Development
Individualized learning contracts between a student and an instructor. (1-5 CR) (NE)

HMDV 190 Student Leadership Practice
Student leadership practice through organized NWIC student clubs and organizations. (1-5 CR) (NE)

HMDV 191 Journey Of Leadership: To Prepare
Presents aspects of leadership development, including goal-setting, self-reflection, and team building, in order to build a cohort of learners focused on civic engagement. Students are expected to participate in National Days of Service. (1 CR) (NE)

HMDV 192 Journey Of Leadership: To Relate
Expands on activities in HMDV 191. Emphasizes group dynamics, developing relationships with the community, and planning for a service-learning project. Prerequisites: HMDV 191 (1 CR) (NE)

HMDV 193 Journey Of Leadership: To Make Change And Reflect
Expands on activities experienced in HMDV 191 and 192. Service learning projects are implemented allowing students to assess the impact of the project on self and community. Prerequisite: HMDV 192 (1 CR) (NE)

HMDV 197/297 Internship/Practicum In Human Development
Participation in an internship/practicum project under the direction of a faculty member in consultation with a professional in the field. (1-6 CR) (NE)

HUMANITIES

HMTS 109 A-E Encounters In Humanities
Five major areas in the humanities studied: Literature, theater, philosophy, art, and music. A one credit introductory study in each area

CS- Communication Skills
HT- Humanities Theory
HP- Humanities Performance
NE- Non-Transferable Elective
TE- Transferable Elective
NS- Natural Science
NSL- Natural Science Lab
N- Non-Applicable
QS- Quantitative Skills
SS- Social Science
– May Include Indigenous Service Learning Component

broadens humanities perspectives and enables students to pursue more in-depth studies. Prerequisite: ENGL 100 (1 CR EA) (HT)

HMTS 110 A-E Encounters In Humanities II
Five major areas in the Humanities covered: Poetry, film, religion, art history, and world music. One credit, introductory study in each area will prepare the student for more in-depth study in one or more of these five areas. Prerequisite: ENGL 100 (1 CR EA) (HT)

HMTS 188/288 Topics In Humanities
Taught in a classroom setting. (1-5 CR) (TE)

HMTS 189/289 Individualized Studies In Humanities
Individualized learning contracts between a student and an instructor. (1-5 CR) (TE)

HMTS 197/297 Internship/Practicum In Humanities
Participation in an internship/practicum project under the direction of a faculty member in consultation with a professional in the field. (1-6 CR) (NE)

HMTS 201 Oral Interpretation Of Literature: Storytelling
Focuses on basic theory and techniques of effective oral presentation of poetry, prose and dramatic text with specific emphasis on Native American writings. Student will analyze specific literary works and communicate understanding through performance. Prerequisites: ENGL 101 (3 CR) (HT)

HUMAN SERVICES

HUMS 107 Introduction To Re-Evaluation Counseling
Introduces the fundamentals of re-evaluation counseling (co-counseling) and focuses on those aspects of the theory and practice that facilitate living in a diverse world. Students pair up to exchange co-counseling sessions between classes. Prerequisite: Permission of Instructor (3 CR) (NE)

HUMS 108 Re-Evaluation Counseling Theory and Practice I
Focuses on further understanding of re-evaluation counseling theory as it applies to areas such as oppression, addictions, and leadership. Students expected to exchange co-counseling sessions between classes with another class member. (3 CR) (NE)

HUMS 109 Re-Evaluation Counseling Theory and Practice II
Focuses on further development of skills in re-evaluation counseling. Includes contradicting distress, counseling on internalized oppression, and assisting the clients in taking charge of their lives. Co-counseling sessions outside of class required. (3 CR) (NE)

HUMS 115 Introduction To Grant Writing
Basic elements of writing a grant and researching private, state and federal funding sources are covered. Students learn how to develop a concept into a complete proposal. (3 CR) (NE)

HUMS 120 Survey Of Chemical Dependency
Provides an understanding of addiction as a primary disease along with theoretical models. An overview of the impacts alcohol and drugs have on society historically, and currently. Cultural differences with emphasis on Native American responses to this disease are provided. (3 CR) (NE)

HUMS 130 Pharmacology Of Substances
Broad overview of the substances of abuse, the mechanism of action, tolerance, dependence, detoxification, and biological impacts. These topics include emotional, cognitive and behavioral adaptations for all of the substance classifications. Prerequisite: HUMS 120 (3 CR) (NE)

HUMS 135 Domestic Violence
Assists students in understanding the survivors of domestic violence. The focus relates to the significant other of the abuser but also addresses the healing process with children. (3 CR) (NE)

HUMS 151 Dynamics Of Grief
Explores loss and resultant grief. The knowledge of these issues in the therapeutic setting establishes continuation of recovery. (3 CR) (NE)

HUMS 156 Stress Management
Focuses on ways of coping with stressful factors in the work world and in the home environment. (2 CR) (NE)

HUMS 160 Chemical Dependency Case Management
Designed to assist students in the ability to manage client caseloads through the understanding of the disease, continuum of care, diagnostic assessments, maintenance of client files, treatment planning, and aftercare follow-up. Prerequisite: HUMS 120 (3 CR) (NE)

HUMS 170 Chemical Dependency Individual Counseling
Presents special skills and knowledge of techniques required to be an effective Chemical Dependency counselor. Emphasis placed on methods of counselor's professional guidance and support in the client/patient effort to achieve and maintain fullest possible recovery from chemical dependency. Prerequisite: HUMS 120 (3 CR) (NE)

HUMS 180 Youth Chemical Dependency Counseling
Assists participants in understanding the effects of alcoholism and chemical dependency related problems on the adolescent including the issues of developmental skills, self-esteem, family systems, children of alcoholics, and impact of change. Explores ways to develop strategies to optimize possibilities for creative transition. Prerequisite: HUMS 170 (3 CR) (NE)

HUMS 187 Airborne and Bloodborne Pathogens
Studies transmission of major infections spread by air or blood found more commonly in chemically dependent people. Includes HIV/AIDS brief interventions for the chemically dependent patient with focus on Native American communities and chemically dependent individuals. For students who are already, or training to become, certified chemical dependency counselors. (This course includes HIV/AIDS brief interventions for the chemically dependent patient. (1 CR) (NE)

HUMS 188/288 Topics In Human Services
Taught in a classroom setting. (1-5 CR) (NE)

HUMS 189/289 Individualized Studies In Human Services
Individualized learning contracts between a student and an instruc-

tor. (1-5 CR) (NE)

HUMS 197/297 Internship/Practicum In Human Services

Participation in an internship/practicum project under the direction of a faculty member in consultation with a professional in the field. (1-6 CR) (NE)

HUMS 208 Law And Ethics In Chemical Dependency

State and federal laws governing controlled substances and related statutes for the chemical dependency professional are covered, as are ethics for the helping professions, with special focus on ethical dilemmas unique to chemical dependency. Prerequisite: HUMS 170. (5 CR) (NE)

HUMS 210 Group Facilitation

Designed to assist students through a process of experiential learning that provides skill building activities in group dynamics resulting in new or strengthened group facultative skills that can be applied in sexual abuse counseling. Prerequisite: HUMS 170 (3 CR) (NE)

HUMS 220 Crisis Intervention

Identification of primary areas of dysfunction contributing to the precipitation of personal and family crisis. (3 CR) (NE)

HUMS 223 Chemical Dependency Assessment and Treatment

Designed to provide students with a basic understanding of chemical dependency assessment and treatment. Prerequisite: HUMS 170 (3 CR) (NE)

HUMS 230 Chemical Dependency and The Family

Designed to assist students in understanding the effects of alcoholism and other chemical dependency related problems on the Native American family, including youth and family issues, co-dependence, children of alcoholics, adult children of alcoholics, developing support groups, and family focused prevention activities. Prerequisite: HUMS 170 (3 CR) (NE)

HUMS 240 Multicultural Counseling

Issues of cultural diversity including serving people with disabilities and the implications for treatment. Also covers the relationships between agencies, staff and serving diverse client populations. Prerequisite: HUMS 170 (3 CR) (NE)

HUMS 256 Post Traumatic Stress Disorder

Designed to help students recognize and assess post-traumatic stress disorder symptomatology and to understand its relationship to drug and alcoholic abuse and/or dependence. (2 CR) (NE)

HUMS 260 Dual Disorders/Chemical Dependency and Mental Illness

Designed to assist students in developing an adequate understanding and response to clients who have dual disorders, chemical dependency, and mental illness. (3 CR) (NE)

HUMS 275 Relapse Prevention

Designed to assist students in understanding the recovery process, identify warning signs of relapse, and develop effective relapse prevention planning with the client. Prerequisite: HUMS 170 (3 CR) (NE)

MATHEMATICS

MATH 070 Introduction To Quantitative Literacy

Introduces and builds skills for flexible numerical thinking: develops various algorithms for the four arithmetic operations on the rational numbers, emphasizing sense-making over procedure. Includes abstract and practical applications such as various models for fractions, area, perimeter, and proportional reasoning. Presents skills and resources for college readiness. (5 CR) (N)

MATH 085 Pre-Algebra

Rigorous algebra preparatory course covering concepts such as absolute value, operations with signed numbers, orders of operations, inequality, fractions, mixed numbers, percents, exponents and scientific notation, properties of exponents, square roots, like terms, factoring, algebraic expressions and word problems. (3 CR) (N)

MATH 090 Consumer Mathematics

Consumer oriented application of basic mathematics skills. Topics include buying and maintaining a car, banking and investing, paying taxes, budgeting money, shopping for food and clothes, and managing a household. (3-5 CR) (N)

MATH 098 Elementary Algebra

Fundamentals of algebra including multiple representations of algebraic objects (formulas, graphs, tables, and contextual descriptions); negative numbers; linear equations and graphs; linear inequalities; integer exponents; and operations on polynomials. Emphasis is on the concepts of equivalent expressions and solutions. Prerequisite MATH 070 or Placement test (5 CR) (N)

MATH 099 Intermediate Algebra

Extends the fundamentals of algebra including systems of linear equations; factoring polynomials; rational expressions (equivalence, common denominators, multiplication and division); square roots (simplification, addition and multiplication); and solutions and graphs of quadratic equations (including the quadratic formula). Emphasis is on multiple representations of algebraic objects. Prerequisite: MATH 098 or Placement test (5 CR) (N)

MATH 102 College Algebra

Revisits and expands concepts of linear and quadratic equations and graphs from the point of view of the concept of functions and their domain. Emphasizes multiple representations of functions and their use as models for applications. Includes, but is not limited to, systems of equations, radical expressions and rational exponents. Prerequisite: C or better in MATH 099 or test above Intermediate Algebra. (5 CR) (QS, NS)

MATH 103 Precalculus I

Presents linear, quadratic, cubic, reciprocal, exponential and logarithmic functions in their multiple representations and their use as models for concrete applications. Explores the concept and application of transformations, compositions and inverse of a function. Prerequisite: C or better in MATH 102 or Placement test (5 CR) (QS, NS)

MATH 105 Precalculus II

Presents trigonometric, polynomial and rational functions in their

multiple representations and their use as models for concrete applications. Deepens the exploration and application of transformations, compositions and inverse of a function begun in MATH 103. Prerequisite: C or better in MATH 103 or Placement test (5 CR) (QS, NS)

MATH 107 Elementary Statistics I
Develops the tools to describe and interpret the main features of a collection of quantitative data: histograms, boxplots and scatterplots; the median, mean, standard deviation and correlation of a dataset; and the normal approximation. Introduces the concepts of sampling and experiments. Relates these concepts to current issues confronting Tribes. Prerequisite: C or better in MATH 099 or test above Intermediate Algebra (5 CR) (QS, NS)

MATH 124 Calculus and Analytic Geometry I
Covers derivatives, computing derivatives, curve sketching, optimization, and problem solving. Prerequisite: C or better in MATH 105 or Placement test (5 CR) (QS, NS)

MATH 125 Calculus and Analytic Geometry II
Covers the definite and indefinite integrals, techniques of integration, and their applications to concepts including area, volume, growth, and decay. Prerequisite: C or better in MATH 124 (5 CR) (NS, QS)

MATH 126 Calculus and Analytic Geometry III
Definite and indefinite integrals; the differentiation and integration of transcendental functions. Methods of interpolation. Prerequisite: MATH 125 or Placement test (5 CR) (QS, NS)

MATH 151 Survey Of Mathematics
Integrated concept-based mathematics course that promotes quantitative literacy. College algebra concepts are taught contextually as the language and symbolism of mathematics. Real systems are modeled to develop topics chosen from logic, sets, counting methods, problem solving, statistics, and probability. Experiential activities consolidate core concepts within a collaborative learning environment. Prerequisite: C or better in MATH 099 or test above Intermediate Algebra (5 CR) (QS, NS)

MATH 188/288 Topics In Mathematics
Taught in a classroom setting. (1-5 CR) (TE)

MATH 189/289 Individualized Studies In Mathematics
Individualized learning contracts between a student and an instructor. (1-5 CR) (TE)

MATH 190 Vocational Math
Presents mathematical concepts useful in the everyday workplace including: fractions, ratios, percents, proportions, unit conversions, basic algebra and geometry. Emphasis on problem solving for applications in Tribal business, construction and natural resource management settings. May be offered as MATH 190A (3 CR) and MATH 190B (2 CR). Prerequisite: MATH 070 (5 CR) (NE)

MATH 197/297 Internship/Practicum In Mathematics
Participation in an internship/practicum project under the direction of a faculty member in consultation with a professional in the field. (1-6 CR) (NE)

MATH 207 Elementary Statistics II
Rigorous study of inferential statistics including confidence intervals, hypothesis testing of one and two population means as well as population proportions, chi-square procedures, and methods of regression and correlation. Prerequisite: MATH 107 (5 CR) (QS, NS)

MATH 210 Biostatistics
Focuses on the use of statistics in the life sciences, including experimental design, data collection and presentation, descriptive statistics, statistical tests, including one-and two- sample hypothesis testing, analysis of variance (ANOVA), correlation, regression, and chi-squared tests. Conditions of each test and use of statistics in scientific papers are examined. Prerequisites: MATH 102, MATH 107 and any college-level science course (5 CR) (QS, NS)

NATIVE AMERICAN STUDIES

NASD 101 Conversational Native American Language I
Fundamentals of speaking, reading, and writing a specific Native American language. Includes cultural studies. (3 CR) (HP)

NASD 102 Conversational Native American Language II
Continuation of NASD 101. Prerequisite NASD 101 (3 CR) (HP)

NASD 103 Conversational Native American Language III
Continuation of NASD 102. Prerequisite: NASD 103 (3 CR) (HP)

NASD 105A-C NWIC Seminar
Provides a framework for students and faculty to meet together on a regular basis to aid students in succeeding in their academic pursuits. S/U Grading. (1 CR EA) (NE)

NASD 108 Genealogy I
Provides instruction for individualizing a family history chart using such research as self-knowledge, BIA documents, Lummi Tribal Archives documents, or other local agency documents. (3-5 CR) (TE)

NASD 109 Genealogy II
Continuation of NASD 108. Additional detailed information added to family history chart. (3-5 CR) (TE)

NASD 115 Indian Song and Dance I
Covers historical meaning and contemporary protocol of Indian song and dance. Forms a basis to understand basic meanings and to gain respect for the communities involved. Interested participants will begin to study and create regalia for community and exhibition dancing. (3 CR) (HP)

NASD 116 Indian Song and Dance II
Continuation of Indian Song and Dance I. Prerequisite: NASD 115. (3 CR) (HP)

NASD 118 Northwest Coast Indian Song and Dance I
Designed to provide a means by which Indian people may enter or reenter the Indian culture of the Pacific Northwest through traditional Northwest Coast song and dance. In addition, this class is designed to provide another look at the environment through our ancestor's eyes through these ancient songs of celebration. (3 CR)

(HP)

NASD 119 Northwest Coast Indian Song and Dance II
Designed for advanced students of Northwest Coast Indian Song and Dance. The purpose of this class is to prepare advanced students for their own public and/or solo performances and/or teach their own dance groups for the purpose of public performances. (3 CR) (HP)

NASD 125 Introduction To Coast Salish Bone Game Techniques
Covers history of the Coast Salish Bone Game and the basics of the Bone Game rules and techniques. (2-4 CR) (HP)

NASD 126 Bone Game Drum and Song
Students learn the dynamics of NW coast drumming and singing to accompany the Coast Salish bone games. Students will already be familiar with the basic rules and techniques of bone gaming. Prerequisite: NASD 125 (3 CR) (HP)

NASD 131 Tribal History I
Introduction to the history of the Tribe and community where the course is taught, from the origin stories of the people and the development of that community's society through Allotment. Course is place specific and focuses on the specific historical events that influence the current status of that community. (3 CR) (SS)

NASD 132 Tribal History II
Continuation of Tribal History I specific to the Tribe and community where the course is taught, from Allotment to the present. Course is place specific and focuses on the specific historical events that influence the current status of that community. Prerequisite: NASD 131 (3 CR) (SS)

NASD 137 Regalia-Making I
Design, identification and preparation of materials in making costumes for display and use in Indian Ceremonial song and dance. (3 CR) (HP)

NASD 138 Regalia-Making II
Continuation of NASD 137. Prerequisite NASD 137 (3 CR) (HP)

NASD 188/288 Topics In Native American Studies
Taught in a classroom setting. (1-5 CR) (TE)

NASD 189/289 Individualized Studies In Native American Studies
Individualized learning contracts between a student and an instructor. (1-5 CR) (TE)

NASD 197/297 Internship/Practicum In Native American Studies
Participation in an internship/practicum project under the direction of a faculty member in consultation with a professional in the field. (1-6 CR) (NE)

NASD 202 The Native American Experience
The social and cultural evolution of the first peoples of the Americas. Focus on such aspects as education, self-determination, health issues and urbanization as they impact Native Indigenous populations. (3 CR) (SS)

NASD 203 Conversational Native American Language IV
Continuation of NASD 103. (3 CR) (HP)

NASD 204 Conversational Native American Language V
Continuation of NASD 203. Students and instructor speak advanced language. Students write sentences and short stories. Speech making is also a part of the class. (3 CR) (HP)

NASD 205 Conversational Native American Language VI
Continuation of NASD 204. Continues to build vocabulary, understand sentence structure. Practice speaking writing and listening skills. (3 CR) (HP)

NASD 208 Writing Family History
Exposes students to writing a biography, autobiography, or memoir through researching both family and Tribal history, as well as organizing their research, develop their writing and editing skills, and design a family history book. (3 CR) (TE)

NASD 240 Native American Women's Studies
Examines female leadership roles in Native American communities for gaining insight into the lives of Native women leaders and how they define success and well-being. Topics include education, music, art, literature, land rights, anthropology, medicine, science and traditional values. (5 CR) (HT)

NATIVE ENVIRONMENTAL SCIENCE

NESC 215 Climate Change In Native Lands
Exploration of how climate has changed in the past, how it is changing now, and the contemporary causes of climate change with an emphasis on understanding the interconnectedness of biotic and physical systems. Climate change topics focus on the ecological impacts and consequences for Tribal lands and Native communities. Prerequisites: ENGL 100 and BIOL 104 (5 CR) (NSL)

NESC 293A-C NESC Seminar II
Integrative seminar for students pursuing the Native Environmental Science program of study. Students enroll in one credit per quarter. (1 CR EA) (TE)

NESC 188/288 Topics In Native Environmental Science
Taught in a classroom setting. (1-5 CR) (TE)

NESC 189/289 Individualized Studies In Native Environmental Science
Individualized learning contracts between a student and an instructor. (1-5 CR) (TE)

NESC 197/297 Internship/Practicum In Native Environmental Science
Participation in an internship/practicum project under the direction of a faculty member in consultation with a professional in the field. (1-6 CR) (NE)

NESC 303 Native Environmental Science Interdisciplinary Seminar
Introduction to self-designed interdisciplinary studies with emphasis on developing writing and individualized study skills. Seminar

topics vary by instructor. (3 CR)

NESC 305 Native Environmental Science Concentration Seminar
Designed to assist students develop and write an interdisciplinary self-designed concentration proposal, which is required for all students pursuing the interdisciplinary concentration option of the Bachelor of Science in Native Environmental Science program. The concentration proposal must be completed and filed at least three quarters before graduation. Prerequisite: NESC 303 or permission of instructor and NES Advisor (5 CR)

NESC 310 Native Science
Study of the intimate relationship between Native people and the natural world. Emphasis on how Native people honor and respect the natural world, and on gaining an understanding and appreciation of Indigenous knowledge. Prerequisites: BIOL 104 and PHIL 140 (5 CR)

NESC 315 Traditional Ecological Knowledge
Examines how Tribes acquire and transmit traditional ecological knowledge across generations. Emphasis on the practices, beliefs and relationships inherent in TEK, and the sustainability of resources and the perpetuation of cultures in the Pacific Northwest. Prerequisites: BIOL 104 and PHIL 140 (3 CR)

NESC 340 Native Views On Animal Behavior
Combines Native American traditional knowledge with Western science in a comparative study of thought processes, consciousness, beliefs, and rationality which result in individual non-human animal behavior. Topics include animal intelligence, emotion, behavior, and communication with emphasis on Indigenous cognitive ethology as a foundation for Tribal wildlife research and management. Prerequisites: PHIL 140 or NESC 310 (5 CR)

NESC 350 Food Sovereignty
Examines the complex topics of food sovereignty through traditional food and uses, sustainable agriculture, applied science, food justice, and environmental ethics. Includes an exploration of food systems, food culture, and food security from both regional and global perspectives. Prerequisites: ENGL 102 or 202; BIOL 104 or ENVS 201 (5 CR)

NESC 360 Environmental Governance Of Shared Resources
Analyzes different models and theories of governance that address environmental issues of shared concern, holistic in scope and integrate ecosystem and human health as well as cultural, economic, and social well-being. Recommended for students interested in natural resource management and Tribal governance. Prerequisites: ENG 102 or 202; BIOL 104 (or equivalent) (5 CR)

NESC 388 /488 Topics In Native Environmental Science
Taught in a classroom setting. (1-5 CR)

NESC 389 /489 Individualized Studies In Native Environmental Science
Individualized learning contracts between a student and an instructor. (1-5 CR)

NESC 393A-C NESC Seminar III
Integrative seminar for students pursuing the Native Environmental Science program of study. Students enroll in one credit per quarter. (1 CR EA)

NESC 397/497 Internship/Practicum In Native Environmental Science
Participation in an internship/practicum project under the direction of a faculty member in consultation with a professional in the field. (1-6 CR)

NESC 410 Native Environmental Ethics
Study of the moral philosophy that is inherent in the traditional relationship between Native people and the natural world. Examines how the foundation of traditional Tribal values influences land use and serves as the foundation for cultural and natural resource management. (5 CR)

NESC 425 Native American Environmental Law
Philosophical background and case law pertaining to Native American management of land, water, and natural resources. Emphasis on the nature of federal-Tribal trust relationship and doctrine of reserved rights. Includes an analysis of federal environmental law as applied to the access, use and protection of sacred lands and sites. Prerequisites: POLS 118, POLS 225, or POLS 240 (5 CR)

NESC 445 Vine Deloria Jr, Native Seminar
Discusses ideas and influence of Vine Deloria, Jr. in the field of Native Science, including Deloria's critique of Western science, advocacy for Indigenous knowledge, and views on selected topics such as the Bering Strait Theory, the Pleistocene Over-Kill Hypothesis, the Kennewick Man controversy, and the Theory of Evolution. Prerequisite: NESC 310 (5 CR)

NESC 493A-C NESC Seminar IV
Integrative seminar for students pursuing the Native Environmental Science program of study. Students enroll in one credit per quarter. (1 CR EA)

NESC 499A and B Native Environmental Science Capstone Project
The capstone may take many forms. NESC 499A, taken during the junior year, constitutes preparation of the culminating project. NESC 499B, taken during the senior year, constitutes completion of the project. (5 CR EA)

PARENT EDUCATION

PRED 104 Ready To Read
Designed to involve parents and care givers of young children in promoting early literacy development using various interactive activities such as reading out loud to children. (2 CR) (NE)

PRED 107 Intro To Indian Parenting
Designed to improve parenting and communicating skills. Focus of the course is to enable key learning for Tribal Headstart parents. (1-5 CR) (NE)

PRED 108 Parenting Plus
Parents are people with varied interest and responsibilities, among

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TE- Transferable Elective
NS- Natural Science
NSL- Natural Science Lab
N- Non-Applicable
QS- Quantitative Skills
SS- Social Science
- May Include Indigenous Service Learning Component

them nutrition, budgeting, cooperation, and creative problem solving. This course builds parent skill and confidence areas. Prerequisite: PRED 107 (1 CR) (NE)

PRED 115 Indian Parenting Skills I
Combines Parent Effectiveness Training (PET) with Positive Indian Parenting Training in a framework incorporating various parenting techniques and models. This class is experiential in nature with students exploring their own parent models and roles and making choices about the skills they pursue which are appropriate to personal philosophy. (3 CR) (NE)

PRED 117 Positive Indian Parenting
Continuation of the Positive Indian Parenting curriculum and an expansion of parenting techniques to the educational foundation of children. Parent/child classroom and field trip experiences combine with the addition of nutrition planning and meal preparation training. (2 CR) (NE)

PRED 121 Listen To Children: Special Time
Through lecture, discussion, and practice with each other, parents learn the skill of setting aside short periods of time for special listening to their child, the tools of letting the child know s/he is deeply cared about, and the skill of assisting others to increase their self-assurance. (2 CR) (NE)

PRED 122 Listen To Children: Play Listen
Through participation in lecture, discussion, role play, and listening circles with each other, parents develop skills at taking the less powerful role in play, playfully setting limits, being active and enthusiastic in play, helping children heal specific tensions through play, and building support with one another. Prerequisite PRED 121 (2 CR) (NE)

PRED 123 Listening To Children
Helps parents understand what to do when their child begins to cry, the usefulness of crying as a natural recovery process, and guidelines for listening to children. Parents develop skills at listening, setting limits, and building support with one another. Prerequisite: PRED 122 (2 CR) (NE)

PRED 127 Setting Limits With Children
Parents and other caregivers learn to pay attention to where limits need setting with children, set those limits, and then listen in some specific ways to help the child to get her/his behavior back on track. The class functions as a support group for parents learning and practicing these skills. (2 CR) (NE)

PRED 128 Listening Partnerships I
Designed to teach parents to be helpful to each other by exchanging and listening. With skills developed in the class, parents help each other meet the needs that every parent has for support. (2 CR) (NE)

PRED 129 Listening Partnerships II
Designed to help parents increase effectiveness as a supportive listener. Further skills developed for assisting parents to release the emotional tensions that can cause difficulty in relationships with our children. (2 CR) (NE)

PRED 137 Parenting By Connection
Offers listening tools to adult family members to build emotional understanding and assist in creating the life that they want with their children. Contradicting generations of separateness caused by colonization in Indigenous communities, these tools help parents to create the connections that build closeness, confidence, and competence. (2 CR) (NE)

PRED 188/288 Topics In Office Parent Education
Taught in a classroom setting. (1-5 CR)

PRED 189/289 Individualized Studies In Parent Education
Individualized learning contracts between a student and an instructor. (1-5 CR)

PRED 190 Parent Resource Seminar
Parents are a vital resource to society and can be a strong resource to each other in their demanding role as parents. This class provides information for creating the close, thoughtful relationships parents want with their children. Parent-to-parent support needed for the intensive learning and growing job of parenting is developed in the class. (1-5 CR) (NE)

PRED197/297 Internship/Practicum In Parent Education
Participation in an internship/practicum project under the direction of a faculty member in consultation with a professional in the field. (1-5 CR) (NE)

PHILOSOPHY

PHIL 101 Introduction To Philosophy
Covers basic questions of philosophy and their effects on thought processes and the ability to reason. Explores key philosophical figures from a variety of cultural backgrounds and traditions. Prerequisite: ENGL 100 (5 CR) (HT)

PHIL 140 Philosophies of the Natural World
Compares and contrasts the European and Native American perspectives on the environment and investigates the role of religion and spirituality. Writing lab required if available. (5 CR) (HT)

PHIL 188/288 Topics In Philosophy
Taught in a classroom setting. (1-5 CR) (TE)

PHIL 189/289 Individualized Studies In Philosophy
Individualized learning contracts between a student and an instructor. (1-5 CR) (TE)

PHIL 197/297 Internship/Practicum In Philosophy
Participation in an internship/practicum project under the direction of a faculty member in consultation with a professional in the field. (1-6 CR) (NE)

PHIL 235 Survey Of World Religions
Introduction to Judaism, Christianity, Islam, Hinduism, Buddhism, and Taoism. Also study of religious life, including oral traditions and Tribal people. Emphasis on cultural diversity represented by world religions. (5 CR) (HT)

PHYSICAL EDUCATION

PHED 107 Physical Conditioning
A body conditioning program using aerobic training methods combined with weight training. Emphasis on developing an individual exercise routine to increase general endurance of the respiratory, circulatory, and muscular system. (1-2 CR) (TE)

PHED 109 Chair Aerobics
Students participate in an aerobics class using chairs. Participants develop their own exercise program with the assistance of the instructor. (3 CR) (TE)

PHED 115 Volleyball
Techniques and basic skills, including rules, scoring, and strategy. (1 CR) (TE)

PHED 116 Intermediate Volleyball
Continuation of beginning volleyball. Emphasis on improvement of skills and strategy through drills and games. (1 CR) (TE)

PHED 122 Contemporary Dance
Energy exercise class for those who want to learn how to dance and have an aerobics like workout. Includes latest dance steps with emphasis on hip-hop dancing. (2 CR) (TE)

PHED 124 Bench Step Aerobics
Exercise program that involves stepping up and down from a platform to the accompaniment of music. Includes a wide variety of stepping patterns and upper body strength. Has high intensity and low impact balanced to complete workout for all ages and fitness levels. (1-2 CR) (TE)

PHED 125 Softball
Designed for developing fundamental skill levels in hitting, throwing, base running, and catching. Team organization, team play, rules, and strategy included. (3 CR) (TE)

PHED 126 Stretch And Tone
Combination of stretching and body movement performed to music. Designed for flexibility, coordination, and suppleness of the body musculature system. (2 CR) (TE)

PHED 127 Aerobic Exercise
Combination of strength, stretching, and aerobic exercises for total heart and body conditioning performed to music. (1-2 CR) (TE)

PHED 128 Low Impact Aerobics
Exercise program that combines strength, stretching and body movement for total heart and body conditioning performed to music. Similar to aerobic exercise but designed to put less stress on joints and body musculature. (1-2 CR) (TE)

PHED 131 Archery
Covers archery skills and fundamentals, basic equipment and competition standards, safety, and bow hunting techniques. (2 CR) (TE)

PHED 137 Strength Training I
Designed to give the student the theory behind beginning and implementing a safe strength and conditioning program. Each student develops a paper on one aspect of strength training safety. (3-5 CR) (TE)

PHED 138 Strength Training II
For those interested in employing resistive exercise for improving health, strength, fitness, and appearance. Includes a personal exercise schedule and a study of the different phases of weight training, nutrition and diet, motivation, and safety. A special program for women is included. (3-5 CR) (TE)

PHED 140 Fundamentals Of Golf
Covers the fundamentals of golf swing, rules, and etiquette of the game and applying these principles through playing and recording individual scores. Focus is on proper grip and use of each club. (3 CR) (TE)

PHED 145 Introduction To Indian Canoe Racing
Comprises of a series of experiential activities around the central theme of traditional Indian war canoe racing. Physical conditioning is intensive in preparation for the competitive events. (5 CR) (TE)

PHED 151 Canoe Racing
Co-educational course emphasizing physical conditioning, nutrition for athletic competition and canoe pulling techniques for racing in standard and eleven-man "War Canoes". (3 CR) (TE)

PHED 172 Horsemanship I
Covers basic horsemanship skills with an emphasis on safety, proper technique, appropriate equipment use, and becoming comfortable in controlling and cooperating with the horse. Includes familiarity with the place of the horse in regional native history from its introduction to the present day. (2 CR) (TE)

PHED 174 Walking For Fitness
Students develop a personal walking goal with the help of instructor. Reading assignments about nutrition, exercise and other fitness issues support the goal. Field experience includes experiential learning opportunities with a focus on developing and implementing an individual walking program. (1-3 CR) (TE)

PHED 175 Adult Fitness For Life
Focuses upon developing a basic understanding of the components of holistic health patterning. Emphasis on nutrition, exercise physiology, muscular endurance, weight control, and life style factors, which promote good health. Students develop and maintain an individualized fitness program. (2 CR) (TE)

PHED 188/288 Topics In Physical Education
Taught in a classroom setting. (1-5 CR) (TE)

PHED 189/289 Individualized Studies In Physical Education
Individualized learning contracts between a student and an instructor. (1-5 CR) (TE)

PHED 197/297 Internship/Practicum In Physical Education
Participation in an internship/practicum project under the direction of a faculty member in consultation with a professional in the field. (1-6 CR) (NE)

PHED 215 Advanced Volleyball
Covers basic skills, drills, game strategies, officiating, and coaching techniques. Prerequisite: PHED 115 (2 CR) (TE)

PHYSICAL SCIENCE

PHYS 100 Conceptual Physics
Basic concepts of physics including motion, velocity, acceleration, energy, waves, sound, and heat. Presentation focuses on understanding of concepts rather than mathematical calculations. Appropriate for science and non-science students. Includes lab. (5 CR) (NSL)

PHYS 101 General Physics I
Introduction to mechanics, kinematics, dynamics, Newton's laws, energy, momentum, rotation, waves and sound. Recommended for students in science fields not requiring calculus-based physics. Includes lab. Prerequisite: MATH 099 or equivalent (5 CR) (NSL)

PHYS 102 General Physics II
Continuing topics in physics including kinematics theory, heat and thermodynamics, principles of electricity and magnetism. Includes lab. Prerequisite: PHYS 101 (5 CR) (NSL)

PHYS 103 General Physics III
Continuing topics in physics including geometrical and wave optics, relativity, atomic and nuclear physics. Includes lab. Prerequisite: PHYS 102 (5 CR) (NSL)

PHYS 111 Finding Things Out In Physics
Designed for students to learn, through hands-on inquiry, the nature of physical systems and how matter and energy work in the physical world. Students are helped to develop a positive attitude towards science while understanding what it means to learn scientific concepts. Lab included. (5 CR) (NSL)

PHYS 121 Physics for Scientists and Engineers I
Physics for students interested in studying physics or engineering at a university, kinematics, dynamics, Newton's laws, work and energy, momentum, rotational kinematics and dynamics. Includes lab. Prerequisite: MATH 102 or taken concurrently (5 CR) (NSL)

PHYS 122 Physics For Scientists and Engineers II
Continuing topics in calculus-based physics including waves, kinematics theory, heat and thermodynamics, oscillations. Includes lab. Prerequisite: PHYS 121 (5 CR) (NSL)

PHYS 123 Physics For Scientists and Engineers III
Continuing topics in calculus-based physics including electromagnetic, optics and waves in matter. Includes lab. Prerequisite: PHYS 122 (5 CR) (NSL)

PHYS 188/288 Topics In Physical Science
Taught in a classroom setting. (1-5 CR) (TE)

PHYS 189/289 Individualized Studies In Physical Science
Individualized learning contracts between a student and an instructor. (1-5 CR) (TE)

PHYS 197/297 Internship/Practicum In Physical Science
Participation in an internship/practicum project under the direction of a faculty member in consultation with a professional in the field. (1-6 CR) (NE)

POLITICAL SCIENCE

POLS 112 Leadership Plenty: Community Based Leadership Training
Designed to help communities establish new ways of thinking and new patterns of behavior by drawing upon the wealth of leadership potential that already exists among community residents. (1-3 CR) (NE)

POLS 118 Rights Of Indian Tribes
Overview of United States Indian policy and its impact on the rights of Indian Tribes and people. Problem of federal and state laws and the manner in which courts have interpreted the law examined. (3 CR) (SS)

POLS 119 Native American Fisheries Treaty Rights
Examines the primary treaties between Native Americans and the United States, The Boldt I and II decisions, and the role of Native American Tribes in international treaties between the United States and Canada. (3 CR) (SS)

POLS 125 Individual Rights Justice System
Designed to acquaint Indian community members with Federal, State and Tribal criminal justice systems and their individual rights within these systems. Also covers individual rights that are safeguarded by the US Constitution, Bill of Rights, and the US Supreme Court. (3 CR) (SS)

POLS 188/288 Topics In Political Science
Taught in a classroom setting. (1-5 CR) (TE)

POLS 189/289 Individualized Studies In Political Science
Individualized learning contracts between a student and an instructor. (1-5 CR) (TE)

POLS 197/297 Internship/Practicum In Political Science
Participation in an internship/practicum project under the direction of a faculty member in consultation with a professional in the field. (1-6 CR) (NE)

POLS 225 History Of Federal Indian Policy
Covers the governmental policies that have shaped Indian law since 1532. Prerequisites: CSOV 101 and ENGL 101 (5 CR) (SS)

POLS 240 Indian Policy and Tribal Self-Governance
Historical overview of United States Indian policy and its impact on Native American communities. State, federal, and Tribal relationship examined as well as the effects of Indian self-determination and reservation economic development. Emphasis on Tribal Self-Governance. (3 CR) (SS)

POLS 319 From The Beginning Of Time: Native American Fishing Rights
Focus is on the cultural knowledge that became the foundation for the Boldt Decision. (5 CR)

POLS 350 Native Governments And Politics
This course examines the unique structures and functions of Native governments from pre-contact times to the present day. Tribal governments are the original and most senior sovereigns. They serve as political entities, business entities, and cultural entities as well. This

course focuses on how Native peoples manage their lands, resources, judicial systems, and educational systems. Requirement: By Permission of Instructor. (5 CR)

POLS 388/488 Topics In Political Science
Taught in a classroom setting. (1-5 CR)

POLS 389/489 Individualized Studies In Political Science
Individualized learning contracts between a student and an instructor. (1-5 CR)

POLS 397/497 Internship/Practicum In Political Science
Participation in an internship/practicum project under the direction of a faculty member in consultation with a professional in the field. (1-6 CR)

PSYCHOLOGY

PSYC 101 General Psychology
General overview of the scientific study of psychology. Includes following topics: human learning, personality formation, emotion, motivation, language and reasoning, developmental issues, the brain and nervous system, and intelligence. Prerequisite: ENGL 100 or above (5 CR) (SS)

PSYC 188/288 Topics In Psychology
Taught in a classroom setting. (1-5 CR) (TE)

PSYC 189/289 Individualized Studies In Psychology
Individualized learning contracts between a student and an instructor. (1-5 CR) (TE)

PSYC 197/297 Internship/Practicum In Psychology
Participation in an internship/practicum project under the direction of a faculty member in consultation with a professional in the field. (1-6 CR) (NE)

PSYC 201 Developmental Psychology
In-depth study analyzing the direction and causes of physical social, emotional, moral and intellectual development through infancy, childhood, adolescence, young adulthood, middle age and old age. Special emphasis placed on cultural factors, relationship issues and personality formation. Prerequisite: PSYC 101 (5 CR) (SS)

PSYC 210 Child Development Theory
Study of the theories and concepts in child development and specific concepts in physical, cognitive, social, language, and personality development. Overview of developmental delays frequently seen, with special education approaches to enhance learning. (5 CR) (SS)

PSYC 220 Abnormal Psychology
Overview of multiple perspectives of psychological conditions commonly labeled in contemporary literature as abnormal. Includes antecedents, assessment, society, and therapeutic approaches. Prerequisites: ENGL 101 and PSYC 101 (5 CR) (SS)

PUBLIC AND TRIBAL ADMINISTRATION

PTAD 188/288 Topics In Public And Tribal Administration
Taught in a classroom setting. (1-5 CR) (TE)

PTAD 189/289 Individualized Studies In Public And Tribal Administration
Individualized learning contracts between a student and an instructor. (1-5 CR) (TE)

PTAD 197/297 Internship/Practicum In Public And Tribal Administration
Participation in an internship/practicum project under the direction of a faculty member in consultation with a professional in the field. (1-6 CR) (NE)

PTAD 200 Budgeting
Introduces the student to the theories and principles of budgeting, the budgetary process, budgeting as a management process, formulation and administration of public and Tribal budgets, approaches to budget formulation and analysis, role of budgeting in policy development, revenue forecasting, allotment control, cost accounting and negotiations. (3 CR) (NE)

PTAD 210 Principles Of Planning
Introduces the student to the broad field of American planning and adapting it for application to the Tribal context. General planning and techniques reviewed within planning's theoretical traditions and critical evaluation of the problems in adapting western planning approaches to the Tribal setting. (3 CR) (NE)

PTAD 220 Public Policy Process
Introduces the student to theoretical literature from the field of public administration and the traditional and contemporary requirements of the Tribal community. Examines policy development changes, and outcomes as well as the interaction of Tribal, federal, state, regional and local jurisdiction and current political issues. (3 CR) (NE)

PTAD 230 Organizational Theory And Development
Overviews models for organizational development, nature and status of Tribal jurisdiction in areas of Tribal governance building. Covers legislation at the Tribal level, the role of the council, quasi-legislative bodies, administration and other interests in organizational development. (3 CR) (NE)

PTAD 240 Leadership And Decision-Making
Covers the executive life, style, behaviors, decision-making, relationship to community/constituencies and ethics in public and Tribal government. Presents leadership skills, models for decision-making, role of a leader, public relations, stress management, conflict resolution at the executive level and role modeling. (3 CR) (NE)

READING

READ 090 College Reading I
Eleven weekly topics for improving reading technique and comprehension. Class time is supported by a reading software program, online interactive vocabulary work, and the daily paper. Includes extensive practice with dictionary, thesaurus, roots, prefixes, suffixes, signal words and identifying words through context. Placement based on assessment test. (4 CR) (N)

READ 091 COLLEGE READING II
Develops thinking and reading skills essential for learning college content. Develops awareness of and provides practice with structures and processes central reading and writing. Each week focuses on a topic to improve reading as well as contextual work with academic vocabulary. Placement based on completion of READ 090 or placement test. (4 CR) (N)

SCIENCE

SCIE 101A-E ENCOUNTERS IN THE SCIENCES
Survey of physical and life sciences, integrating biology, chemistry, physics, geography and cosmology, threaded with scientific history. Lecture and experiential activities, including seminars and field trips, weaving core concepts into a tapestry of scientific understanding and literacy. Specific topics embrace student interests, cultural relevancy, and traditional knowledge. (1 CR EA) (NSL)

SCIE 188/288 TOPICS IN SCIENCE
Taught in a classroom setting. (1-5 CR) (TE)

SCIE 189/289 INDIVIDUALIZED STUDIES IN SCIENCE
Individualized learning contracts between a student and an instructor. (1-5 CR) (TE)

SCIE 197/297 INTERNSHIP/PRACTICUM IN SCIENCE
Participation in an internship/practicum project under the direction of a faculty member in consultation with a professional in the field. (1-6 CR) (NE)

SCIE 388/488 TOPICS IN SCIENCE
Taught in a classroom setting. (1-5 CR)

SCIE 389/489 INDIVIDUALIZED STUDIES IN SCIENCE
Individualized learning contracts between a student and an instructor. (1-5 CR)

SCIE 397/497 INTERNSHIP/PRACTICUM IN SCIENCE
Participation in an internship/practicum project under the direction of a faculty member in consultation with a professional in the field. (1-6 CR)

SOCIOLOGY

SOCI 110 INTRODUCTION TO SOCIOLOGY
Focuses on social relationships and society. Includes social research and the scientific theory behind it, social groups, social organizations, socialization, deviance and social control, social differentiation and stratification, minority groups, social institutions of various types, human ecology, and social change. Prerequisite: ENGL 100 (5 CR) (SS)

SOCI 188/288 TOPICS IN SOCIOLOGY
Taught in a classroom setting. (1-5 CR) (TE)

SOCI 189/289 INDIVIDUALIZED STUDIES IN SOCIOLOGY
Individualized learning contracts between a student and an instructor. (1-5 CR) (TE)

SOCI 197/297 INTERNSHIP/PRACTICUM IN SOCIAL SCIENCE
Participation in an internship/practicum project under the direction of a faculty member in consultation with a professional in the field. (1-6 CR) (NE)

TECHNOLOGY

TECH 151 BLUEPRINT READING/BUILDING TRADES
Provides basic elements of print reading and print reading experience in residential construction. Discussion of conventional drafting, computer aided drafting, symbols and abbreviations, floor plans, elevation views, sectional views, detail views and plots. (3 CR) (NE)

TECH 188/288 TOPICS IN TECHNOLOGY
Taught in a classroom setting. (1-5 CR)

TECH 189/289 INDIVIDUALIZED STUDIES IN TECHNOLOGY
Individualized learning contracts between a student and an instructor. (1-5 CR)

TECH 197/297 INTERNSHIP/PRACTICUM IN TECHNOLOGY
Participation in an internship/practicum project under the direction of a faculty member in consultation with a professional in the field. (1-6 CR)

TRIBAL GOVERNANCE AND BUSINESS MANAGEMENT

TGBM 188/288 TOPICS IN TRIBAL GOVERNANCE AND BUSINESS MANAGEMENT
Taught in a classroom setting. (1-5 CR) (NE)

TGBM 189/289 INDIVIDUALIZED STUDIES IN TRIBAL GOVERNANCE AND BUSINESS MANAGEMENT
Individualized learning contracts between a student and an instructor. (1-5 CR) (NE)

TGBM 197/297 INTERNSHIP/PRACTICUM IN TRIBAL GOVERNANCE AND BUSINESS MANAGEMENT
Participation in an internship/practicum project under the direction of a faculty member in consultation with a professional in the field. (1-6 CR) (NE)

TGBM 310 HUMAN RESOURCES IN NATIVE COMMUNITIES
Covers the principles of the Human Resources function in Tribal businesses, community organizations, and governments. Studies the interaction of federal, state, and Tribal employment law and how it is applied in specific situations. Also examines the dispute resolution process between employers and employees under Tribal jurisdiction. Prerequisites: BUAD 202, ENGL 102 or 202 (5 CR)

TGBM 315 PROJECT MANAGEMENT
This course is designed to build and prepare students' foundation of knowledge, tools and techniques needed to efficiently manage project resources, time, money, and capacity. Emphasis will be placed upon the knowledge and skills required to lead effective projects that engage Tribal community members, revitalize Tribal culture and support healthy and sustainable Tribal communities. Visioning, initiating, planning, and execution of project management will be covered in-depth in this course. Prerequisites: CMPS 116, ENGL 102 or 202 (5 CR)

TGBM 330 GRANT MANAGEMENT

This course covers concepts and methods for providing financial and program accountability of public and private funds. This course will incorporate the research and application to funding sources, information on the evaluation process along with the outcomes and the methods used for reporting to the project manager, the funding sources and to the community. This will include the management of grants, grant budgets and program reporting. Prerequisites: CMPS 116, ENGL 102 or 202 (5 CR)

TGBM 350 Marketing
Provides comprehensive content and information that inform marketing pratices. Presents components of an overall strategic marketing model. Explores marketing and themes unique to Native-owned businesses operating in Indian Country, including, but not limited to, marketing for hospitality, casinos and tourism. Prerequisite: ECON 203 (5 CR)

TGBM 388/488 Topics In Tribal Governance And Business Management
Taught in a classroom setting. (1-5 CR)

TGBM 389/489 Individualized Studies In Tribal Governance And Business Management
Individualized learning contracts between a student and an instructor. (1-5 CR)

TGBM 397/497 Internship/Practicum In Tribal Governance And Business Management
Participation in an internship/practicum project under the direction of a faculty member in consultation with a professional in the field. (1-6 CR)

TGBM 410 Finance: A Practice For Individual And Community Asset Building
This course introduces students to the principles and applications of financial decision-making in non-profit and profit oriented organizations. Topics include a summary of financial markets and institutions, calculation and analysis of financial performance using various financial tools, and evaluation of the use of financing in various business scenarios. Prerequisites: CMPS 116, MATH 107, and BUAD 235 (5 CR)

TGBM 420 Citizen Entrepreneurship
This course focuses on building the skills and knowledge necessary to create, develop, and successfully operate a business in Indian Country. Students will learn and practice idea generation, feasibility analysis, financing, operational management, customer segmentation, marketing, and business plan development in addition to other relevant topics. Prerequisites: TGBM 350 and TGBM 410 (5 CR)

TGBM 440 Structure and Organization Of Tribal Governments
This course will not only emphasize the wide range of functions and tasks that Tribal governments regularly engage and participate in but will also focus on the organizational structure and administrative functions and duties of Tribal governments. Students will be given an opportunity to analyze the responsibilities of Tribal governments to provide social services to their Tribal members, as well as develop and implement fiscal policy, regulate commerce and manage the lands and natural resources contained within a respective Tribe's traditional homeland. Prerequisite: TGBM 315 (5 CR)

TGBM 499 A and B Capstone Project
The capstone project is taken during the last two quarters of a student's program of study. Students will learn research methodology, conduct research, conduct due diligence, and fully develop a business plan for a commercial business, casino management, operational plan, or a public non-profit community based organization. Prerequisite: TGBM 420 (5 CR)

TRIBAL MUSEUM STUDIES

TMSD 188/288 Topics In Tribal Museum Studies
Taught in a classroom setting. (1-5 CR) (TE)

TMSD 189/289 Individualized Studies In Tribal Museum Studies
Individualized learning contracts between a student and an instructor. (1-5 CR) (TE)

TMSD 197/297 Internship/Practicum In Tribal Museum Studies
Participation in an internship/practicum project under the direction of a faculty member in consultation with a professional in the field. (1-6 CR) (NE)

TMSD 201 Introduction To Tribal Museum Studies
Presents an overview of museums with an emphasis on Tribal museums and cultural centers. Explores the ethical and legal issues related to Native people and the museums that portray their histories. Contrasts mainstream museums and community-driven Tribal museums and the skills needed for careers in museums and as Native artists. Prerequisite: ENGL 101 (4 CR) (NE)

TMSD 360 Collections Management - Tribal Museum
Focuses on the skills and knowledge needed for careers in Tribal museum collections management. Emphasizes the practical issues related to collections management including: artifact handling, artifact storage, preventive conservation, cataloging, as well as accessioning, deaccessioning, loans, and legal/ethical issues. Prerequisite: ENGL 102 or ENGL 202 (5 CR)

TMSD 362 Administration and Operations in Tribal Museums
Focuses on the skills and knowledge needed for Tribal museum administration. Presents professional museum best practices for each aspect of museum administration in the context of Tribal museum operations. Prerequisite: ENGL102 or ENGL 202 (5 CR)

TMSD 364 Exhibits and Education - Tribal Museums
Focuses on the skills and knowledge needed for Tribal museum interpretive practice. Presents principles of exhibition design and educational programs that foregrounds the two-way communication process between museums and their communities, emphasizing working with Tribal institutions. Prerequisite: ENGL102 or ENGL 202 (5 CR)

TMSD 388/488 Topics In Tribal Museum Studies
Taught in a classroom setting. (1-5 CR)

TMSD 389/489 Individualized Studies In Tribal Museum Studies
Individualized learning contracts between a student and an instructor. (1-5 CR)

TMSD 397/497 Internship/Practicum In Tribal Museum Studies
Participation in an internship/practicum project under the direction of a faculty member in consultation with a professional in the field. (1-6 CR)

TRIBAL VOCATIONAL REHABILITATION SERVICES

TVRS 188/288 Topics In Tribal Vocational Rehabilitation Services
Taught in a classroom setting. (1-5 CR) (TE)

TVRS 189/289 Individualized Studies In Tribal Vocational Rehabilitation Services
Individualized learning contracts between a student and an instructor. (1-5 CR) (TE)

TVRS 197/297 Internship/Practicum In Tribal Vocational Rehabilitation Services
Participation in an internship/practicum project under the direction of a faculty member in consultation with a professional in the field. (1-6 CR) (NE)

TVRS 301 Tribal Vocational Rehabilitation Foundations: Orientation
Provides an overview of Tribal Vocational Rehabilitation (TVR), including the history, the relationship between state vocational rehabilitation agencies and TVR agencies, and the role of TVR counselors in partnering with and serving individuals with disabilities. Introduces various types of disabilities and methods for testing functionalities related to independence and levels of employability. Prerequisite: ENGL 102 or ENGL 202 (3 CR)

TVRS 302 Tribal Vocational Rehabilitation Foundations: Communication
Introduces the vocational rehabilitation program as an investment in people and how Tribal Vocational Rehabilitation (TVR) staff must communication in ways that show respect at all points in the process, including communicating applicant and client rights, eligibility determination, informed choice, and confidentiality. Includes an overview of strategies for communicating with the TVR agency's governing body. Prerequisite: TVRS 301 (3 CR)

TVRS 303 Tribal Vocational Rehabilitation Foundations: Assessment and Eligibility
Provides an overview of the process of gathering essential information to determine Tribal Vocational Rehabilitation (TVR) eligibility, including confidentiality guidelines, factors used in determining eligibility, the six essential eligibility criteria, the closure procedures for those not meeting eligibility, and the transition between eligibility and the Individualized Plan for Employment (IPE) Prerequisite: TVRS 301 (3 CR)

TVRS 388/488 Topics In Tribal Vocational Rehabilitation Services
Taught in a classroom setting. (1-5 CR)

TVRS 389/489 Individualized Studies In Tribal Vocational Rehabilitation Services
Individualized learning contracts between a student and an instructor. (1-5 CR)

TVRS 397/497 Internship/Practicum In Tribal Vocational Rehabilitation Services
Participation in an internship/practicum project under the direction of a faculty member in consultation with a professional in the field. (1-6 CR)

VOCATIONAL-CONSTRUCTION TRADES

VOCC 105 Construction Trades I
Introduction to occupational and work skills of the construction trades industry. Basic safety and methods of use are stressed. (1-10 CR) (NE)

VOCC 106 Construction Trades II
Continued construction trades industry occupational skills studies. Course will include field time and on-the-job experience for the student. Prerequisite: VOCC 105 (1-10 CR) (NE)

VOCC 107 Construction Trades III
Continued construction trades industry occupational skills studies, particularly framing and wall construction. Course will include field time and on-the-job experience for the student. Prerequisite: VOCC 106 (1-10 CR) (NE)

VOCC 188/288 Topics In Construction Trades
Taught in a classroom setting. (1-5 CR) (NE)

VOCC 197/297 Internship/Practicum In Construction Trades
Participation in an internship/practicum project under the direction of a faculty member in consultation with a professional in the field. (1-6 CR) (NE)

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DEANS

Kinley, Sharon R., Dean of Indigenous Education
MA, Anthropology, Western Washington University
BA, Bi-Cultural Competence, Western Washington University
AAS, Northwest Indian College

Portervint, Bernice, Dean of Academics and Distance Learning
JD, Law, New College of California
MS, Educational Administration, Pace University
BA, English, Long Island University

Retasket, Victoria, Dean of Student Life
MEd, Student Affairs Administration, Western Washington University
BA, American Cultural Studies, Western Washington University

FULL TIME AND PRO RATA FACULTY AND ADMINISTRATION

Backman, Thomas, Native Environmental Science Faculty/Advisor, Nez Perce Site
PhD, Fisheries, University of Washington
MS, Biology, San Diego State University
BS, Biology, San Diego State University

Ballew, Laural, Tribal Governance and Business Management Department Chair
MPA, Tribal Governance, Evergreen State College
BA, American Cultural Studies, Western Washington University

Barron, Dawn, Extended Campus Site Manager, Nisqually Site
MFA, Queens University
BA, Sociology (Pre-Law) and Cultural Anthropology, Queens University

Berrett, Judy Ane, Director of Service Learning
MA, Psychology, Antioch University
BS, Education/Family Relationships, Child Development, Brigham Young University
Licensed Mental Health Counselor, Washington State

Bland, Carmen, Director of Institutional Research and Assessment
MA, Organizational Leadership, Gonzaga University
BA, Interdisciplinary Studies, Western Washington University
AAS, Northwest Indian College

Brandt, Gary, Computer Repair and Networking Faculty
MEd, Adult Education, Western Washington University
BS, Geology, University of California at Los Angeles

Conway, John (Jay), New Campus Manager
BS, Technology Education, Western Washington University
Construction Management Certification, University of Washington
Sustainable Builders Advisor, Seattle Central Community College
LEED Accredited Professional

Compton, Brian, Native Environmental Science Faculty
PhD, Botany, University of British Columbia
MS, Botany, Eastern Illinois University
BS, Botany, Eastern Illinois University

Cook, Cassandra, Math and Writing Center Coordinator/ Mathematics Faculty
BS, Physics, Western Washington University

Cueva, Patricia, Registrar
MEd, Counseling Psychology, Washington State University
BS, Psychology, Washington State University

Davis, Jon, Maintenance and Facilities Manager
AAS, Northwest Indian College

Freeman, William, Director of Health Programs, Center for Health
MPH, Health Services Research, University of Washington
MD, Family Medicine, University of Washington
BA, English Literature, Amherst College

Gigot, Jessica, Service Learning and Science Faculty, Swinomish Site
PhD, Horticulture, Washington State University
MS, Plant Pathology, Washington State University
BA, Biology, Middlebury College

Gobert, Gaylene, Extended Campus Site Manager/ Faculty, Swinomish Site
BA, Human Services, Western Washington University
AAS, Northwest Indian College

Hatch, Marco, NICMERE Director
PhD, Biological Oceanography, University of California San Diego
MS, Marine Biology, University of California San Diego
BS, Aquatic and Fisheries Sciences, University of Washington

Humphreys-Shaffer, Kathy, ABE/GED Faculty
MA, Adult Education, Western Washington University
BA, Human Services, Western Washington University
AAS, Northwest Indian College

James, Jeffrey, Native Studies Leadership Faculty
BS, Native Environmental Science, Northwest Indian College
AAS, Northwest Indian College

James, Michael, Director of Information Systems
AA, History, Rancho Santiago Community College

Jefferson, Angel, Extended Campuses Coordinator
AAS, Northwest Indian College

Koohbour, Sina, Mathematics Faculty
MS, Mathematics, University of Bonn
BS, Mathematics, Baha'i Institute for Higher Education

Lewis, Barbara, English Faculty
BA, English, Central Washington University

Little Sky, Fawn, Chemical Dependency Faculty
BA, Chemical Dependency/Mental Health, Sinte Gleska University

Macy, Michelle S. (Shelley), Early Childhood Education Faculty
MA, Human Development, Pacific Oaks College
BA, Equivalent Human Development, Pacific Oaks College

Mahle, Greg, Human Services Department Chair
MS, Human Services, Walden University
BA, History, Western Washington University
AAS, Northwest Indian College

Mahle, Krista, Director of Athletics/Physical Education Faculty
BA, Human Services, Western Washington University
AAS, Northwest Indian College

Martin, Akesha, Native Studies Leadership Faculty
BA, Native Studies Leadership, Northwest Indian College
AAS, Northwest Indian College

Masten, Greg, Director of Development
MEd, American Indian Education, Humboldt State University
BA, Native American Studies, Humboldt State University

Maudsley, Laura, Tribal Vocational Rehabilitation Institute Director
MEd, Adult Education Administration, Western Washington University
BA, Psychology, Washington University

McBeth, Valerie M., Library Director
MLIS, University of Washington
MA, Germanic Languages and Literature, University of Washington
MA, Comparative Literature, University of Washington
BA, Germanic Languages and Literature, University of Washington

McBride-McGee, MarCia, First Year Experience Faculty
MA, Marriage and Family Therapy, University of Louisiana
BA, French, University of Louisiana

McClain, Carol (Joyce), Science Faculty, Port Gamble S'Klallam Site
MS, Fisheries Management, University of Washington

McCluskey Sr., Donald, Developmental Education Coordinator
BA, English, Western Washington University

Norman, Emma, Science Department Chair
PhD, Geography, University of British Columbia
MS, Geography, Western Washington University
BA, International Studies, Colby College

Parsons, Nahrin, Early Childhood Education Faculty
MA, Education, University of Washington
BA, Political Science, University of California at Berkeley

Picard, Angela, Extended Campus Site Manager/Faculty, Nez Perce Site
MPA, Education and Social Policy, University of Washington
BA, Political Science, University of Washington

Rombold, John, Natural Resources, Soil Sciences, and Mathematics Faculty
PhD, Ecosystem Analysis, University of Washington
MFS, Forest Science, Yale University
BS, Forest Management, University of California at Berkeley

Schnell, Linda, Human Resources Director
Certified as Senior Human Resources Professional

Stuart-Stevenson, Kathy, English Faculty
MEd, Adult Education, Western Washington University
BA, English, Western Washington University

Swift, Francine, Extended Campus Site Manager- Port Gamble S'Klallam Site
MC, University of Washington
BA, Communication, The Evergreen State College

Swedelius, Wendy, Grant Coordinator

Tamburini, Matteo, Mathematics Faculty
MS, Mathematics, Western Washington University
BS, Mathematics, University of Washington
BA, International Studies, University of Washington

Toby, Ashley, Director of Residence Life
BA, Tribal Governance and Business Management, Northwest Indian College
AAS, Northwest Indian College

Tom, Lexie, Native Studies Leadership Department Chair
MPA, Evergreen State College
BA, Anthropology, Western Washington University
AAS, Northwest Indian College

Vega, Tania, Director of Workforce Development
MA, Sociology, Northwestern University
BA, Sociology, University of California, Davis

Vendiola, Michelle (Shelly), Native Studies Leadership Faculty
MEd, Adult and Higher Education, Western Washington University
BA, Liberal Arts, San Francisco State University

Williams, Theodore (Ted), Academic Program Developer
MA, Applied Behavioral Science, Systems Counseling, Leadership Institute of Seattle, Bastyr University
MS, Astronomy, University of Arizona
BS, Astronomy, University of Michigan

Wilson, Michelle, Tribal Governance and Business Management, Faculty
MBA and MS in Leadership, Grand Canyon University
BA, Sociology, Dartmouth College

Woods, Wayne, Communication Studies and Theater Faculty
MAT, Speech Education, Lewis and Clark College
BS, Speech and Theater, Portland State University

Zawoysky, Steve, Chief Financial Officer
MBA, Entrepreneurship and Hospitality Mgt., Washington State University
BA, Psychology, University of Washington

*An updated Personnel Directory can be found on the website. www.nwic.edu

2015–2017 CATALOG ADDENDA

Catalog Corrections

Associate of Arts and Sciences, Business and Entrepreneurship, BUAD 212 course number corrected
Associate of Arts and Sciences, Native Environmental Science, CHEM 111 course number corrected
PHIL 140 course added
HMTS 110A-E comma corrected
Graduation with Honors, wording corrected
Faculty Discretionary Drops, winter deadline corrected
Bachelor of Science, Native Environmental Science, Transfer Option, electives corrected
MATH 124 course title corrected

Course Additions

ARTD 161	Flute Making	Approved May 28, 2015
ARTD 165	Quilting	Approved May 28, 2015
NESC 350	Food Sovereignty	Approved June 11, 2015
PHED 172	Horsemanship I	Approved March 1, 2016
HMDV 104	Developing Self-Efficacy	Approved June 13, 2016

Course Revisions

ENGL 095	Foundations of Academic Writing I	Approved May 28, 2015
ENGL 098	Foundations of Academic Writing II	Approved May 28, 2015
ENGL 100	Foundations of Composition	Approved May 28, 2015
ENGL 101	English Composition I	Approved May 28, 2015
ENGL 102	English Composition II	Approved May 28, 2015
MATH 125	Calculus and Analytic Geometry II	Approved June 11, 2015
TGBM 350	Marketing	Approved May 12, 2016
HMDV 110	Introduction to Successful Learning	Approved June 7, 2016
ECON 203	Contemporary Tribal Economics	Approved June 7, 2016
TVRS 301	Tribal Vocational Rehabilitation Foundations**:** Orientation	Approved June June 17, 2016
TVRS 302	Tribal Vocational Rehabilitation Foundations**:** Communucation	Approved June June 17, 2016
TVRS 303	Tribal Vocational Rehabilitation Foundations**:** Assessment and Eligibility	Approved June June 17, 2016

Policies

Incomplete Agreement Policy	Approved June 10, 2015
Grade Change Policy	Approved June 10, 2015

Program Outcomes

Bachelor of Science, Native Environmental Science, outcomes revised	Approved June 11, 2015

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