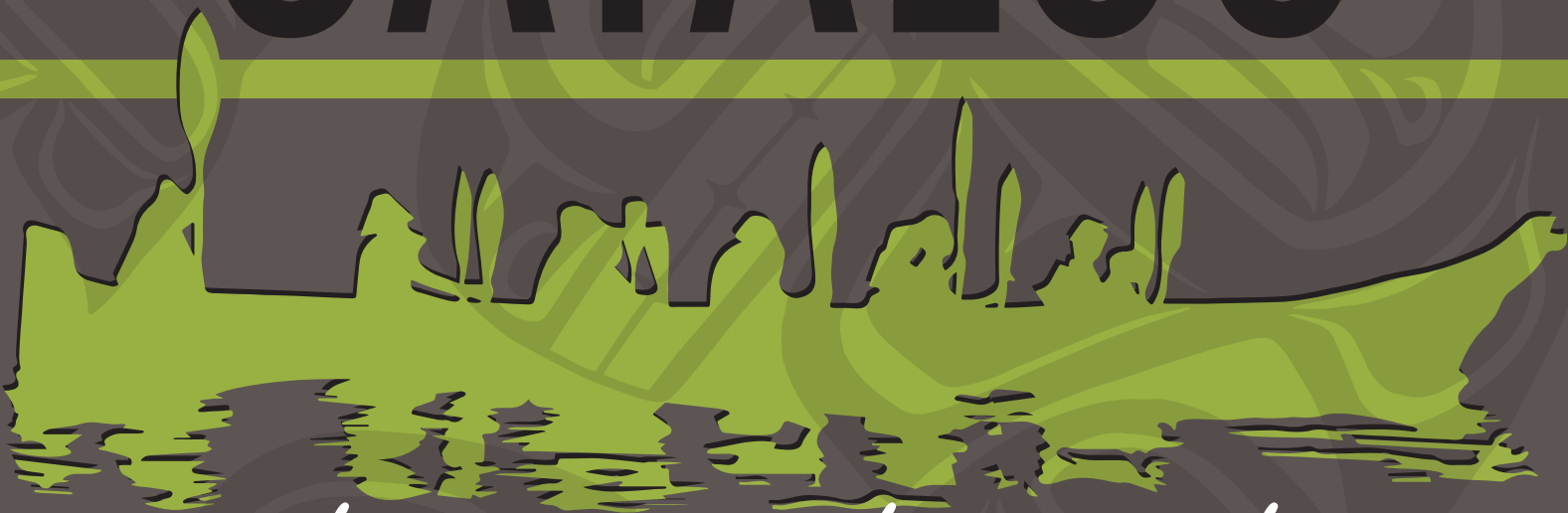


2013 to 2015

# CATALOG



*dreams, traditions, identity*

NORTHWEST INDIAN COLLEGE

*X w l e m i E l h > T a l > N e x w S q u l*



*Through education, Northwest Indian College promotes indigenous self-determination and knowledge.*

ACCREDITED BACHELOR AND ASSOCIATE DEGREES THAT ARE ROOTED IN CULTURAL KNOWLEDGE

[www.nwic.edu](http://www.nwic.edu)



## MISSION STATEMENT

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**Through education, Northwest Indian College promotes indigenous self-determination and knowledge.**





## MESSAGE FROM THE PRESIDENT



*"We have more bachelor's degrees in the works, all of which have been selected based on community feedback. Our intention is to provide a growing number of four-year programs to meet the wideranging needs of our students."*

Greetings NWIC students, friends and relatives:

I am honored and thankful to serve as the new President of Northwest Indian College (NWIC) and to work with an excellent team of faculty and staff who are committed to the educational success of our students. It is an exciting time to be at NWIC. We are celebrating our 30 year anniversary as an accredited institution and we now offer bachelor degrees in Native Environmental Science, Native Studies Leadership, and Tribal Governance and Business Management. With ongoing development of additional 4-year degree programs, we continue to offer excellent Associate degrees and workforce education programs.

We have made steady progress on our strategic plan and are in the final phase of a \$44 million dollar capital campaign that has resulted in several new buildings on the main campus including, but not limited to, student housing, child care, and fully-equipped science labs. Each of our extended campus sites at Swinomish, Muckleshoot, Tulalip, Nez Perce, Port Gamble and Nisqually are also showing steady growth and improvement and are eager to expand their degree offerings for their respective communities.

I want to acknowledge the elders and leaders of the Lummi Nation who had the bold vision of establishing their own tribal college for their tribal community, and for their act of generosity by expanding that vision and providing access to higher education for other tribal communities in the Pacific Northwest. The recent addition of available student housing has brought students from all over Indian Country. We continue to build on this vision

by focusing on Native student success initiatives designed to remove barriers and promote academic achievement and degree completion.

Tribal colleges play a critical role in tribal nation building - we strive to build tribal nations by building people. Our education is designed to equip our students with the skills and knowledge needed to become the future leaders of their Tribal Nations and to carry on the work of their ancestors by advancing the self-determination and tribal sovereignty of Native people.

Our institution is filled with student stories of courage, resilience, and success. I am inspired by our students and the determination and persistence they show every day. It is an honor and privilege to carry on the mission and vision of NWIC and I look forward to working with our Board, faculty, and staff to support the educational dreams of our students.

Qe'ci'yew'yew' (Thank you) for joining us.

A handwritten signature in black ink, reading "J. Guillory".

Dr. Justin Guillory, Nez Perce descendant  
NORTHWEST INDIAN COLLEGE PRESIDENT

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# 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 20+ years. Her past administrative experience for the LIBC include working for the General Manager's Office, the Finance Division, Health Care, and the Education Division. Ms. Kinley currently serves on the Lummi Budget & Finance Committee and Health Commission. She holds an Associates of Technical Arts Degree in Business Management from the Northwest Indian College and is a student at 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 B.A. in Human Services from Western Washington University and an A.A.S. 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 35 years. She attended University of Alabama, received Management Certification from Western Washington University and received an A.A.S Transfer Degree from Northwest Indian College. She has served on the Lummi Nation Business Council as Treasurer and has been active on many Boards and Commission of the Nation. Ms. Finkbonner is also an Army veteran.

## LIBC REPRESENTATIVE **Clifford Cultee, Che leah ten, LUMMI**

Mr. Cultee has nine years previous experience with the Lummi Natural Resources Commission that serves as a Policy Board elected by the fishers; five years on the Lummi Budget Committee; Dislocated fishers Board; one year as a member of the National Indian Center for Marine Research and Education; and a three year term on LIBC with two years as the Chairman elect. Mr. Cultee has served one year of his second three year term on the LIBC.

## **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 B.A. in Human Services from Western Washington University and her A.A.S General Direct Transfer Degree and Native Studies Certificate from Northwest Indian College.

## **Tahnee Kawakone, A'mi-yot, LUMMI**

Mrs. Kawakone is a member of the Lummi Nation. She works for the Lummi Indian Business Council as the Lummi Family Services Administrative Manager. She holds a B.A. in Human Services with a minor in Diversity in Higher Education from Western Washington University; and an A.A.S. Transfer Degree from Northwest Indian College. In Fall 2013, she begins her first quarter as a graduate student at the University of Washington in the Social Work Program.

## **Jessie Deardorff, LUMMI**

Ms. Deardorff is currently the manager for the Lummi Safe House. She holds a Masters Degree in Continuing and College Education, WWU; a B.A. in Education, WWU; and an A.A.S. Transfer Degree from NWIC. She formerly served as 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 MITCH** RETIRED

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

MEMBER **SANDRA FINKBONNER, LUMMI**

MEMBER **MYRNA JAMISON, COLVILLE**

MEMBER **CHARLES FREEMONT, TURTLE MOUNTAIN CHIPPEWA**

MEMBER **JOE FINKBONNER, LUMMI**

MEMBER **NICHOLE MAHER, TLINGIT**

HONORARY BOARD MEMBER **BILLY FRANK JR., NISQUALLY**

HONORARY BOARD MEMBER **DAVID SYRE**

HONORARY BOARD MEMBER **CRAIG COLE**

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](mailto:FOUNDATION@NWIC.EDU)

ONLINE: [WWW.NWIC.EDU/GROUP/NWIC-FOUNDATION](http://WWW.NWIC.EDU/GROUP/NWIC-FOUNDATION)

# ACADEMIC CALENDAR

Please refer to the quarterly schedules posted online for important course information and additional details, see our website at: [www.nwic.edu](http://www.nwic.edu) and click on the Student Life tab.

## ACADEMIC YEAR 2013-2014

Summer Quarter 2013	Fall Quarter 2013	Winter Quarter 2014	Spring Quarter 2014
Quarter Begins-July 1, 2013	Quarter Begins-September 16, 2013	Quarter Begins-January 8, 2014	Quarter Begins-April 7, 2014
Independence Day-July 4, 2013	Veteran's Day-November 11, 2013	Treaty Day/MLK-January 20, 2014	Memorial Day-May 26, 2014
Quarter Ends-August 9, 2013	Thanksgiving-November 28-29, 2013	Presidents Day-February 17, 2014	Quarter Ends-June 19, 2014
	Quarter Ends-December 6, 2013	Quarter Ends-March 28, 2014	Commencement-June 20, 2014

## ACADEMIC YEAR 2014-2015

Summer Quarter 2014	Fall Quarter 2014	Winter Quarter 2015	Spring Quarter 2015
Quarter Begins-July 1, 2014	Quarter Begins-September 22, 2014	Quarter Begins-January 7, 2015	Quarter Begins-April 6, 2015
Independence Day-July 4, 2014	Veteran's Day-November 11, 2014	Treaty Day/MLK- January 19, 2015	Memorial Day-May 25, 2015
Quarter Ends-August 8, 2014	Thanksgiving-November 27-28, 2014	President's Day-February 16, 2015	Quarter Ends-June 19, 2015
	Quarter Ends-December 12, 2014	Quarter Ends-March 27, 2015	Commencement-June 19, 2015

## 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 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](http://www.nwic.edu).



# QUICK REFERENCE TELEPHONE AND FAX DIRECTORY

Admissions	360.392.4269	FAX 360.392.4333
Advising - Lummi Campus	360.392.4335	<b>FAX 360.392.4333</b>
Basic Skills and GED	360.392.4286	FAX 360.392.4332
Bookstore	360.392.4337	FAX 360.752.2418
Center for Health	360.594.4089	
Coast Salish Institute	360.392.4313	FAX 360.392.4230
Cooperative Extension and Training	<b>360.392.4345</b>	FAX 360.676.0475
Early Learning Center	360.392.4260	
Extended Campuses -		
Muckleshoot	253.876.3274	FAX 253.876.2883
Nez Perce	208.621.4685 OR 208.621.4686	FAX 208.843.7366
Nisqually	360.456.5221 Ext. 1117	
Port Gamble	360.297.6215	FAX 360.633.0011
Swinomish	360.466.4380 x1	FAX 360.466.4690
Tulalip	360.716.4652	FAX 360.651.4538
Financial Aid	360.392.4206	<b>FAX 360.392-4333</b>
Human Resources	360.392.4230	FAX 360.392.4290
Individualized Studies	360.392.4341	FAX 360.752.2464
Distance Learning	360.392.4282 OR 360.392.4339	
Institutional Review Board	360.392.4224	
Library	360.392.4214	FAX 360.733.3385
Math and Writing Center	360.392.4235 OR 866.676.2772	
Registration	360.392.4245	FAX 360.392.4333
Residence life Center	360.392.4242	FAX 360.392.4283
Student Accounts	360.392.4222	FAX 360.738.0136
Student Activities	<b>360.255.4455</b>	FAX 360.594.4081
Student Services	360.392.4335	FAX 360.594.4081
Testing- Compass & GED	360.392.4303	FAX 360.392.4333
Transcripts	360.392.4245	FAX 360.392.4333
Tribal Verification	360.392.4273	FAX 360.392.4333
Workforce Training	360.255.4412	FAX 360.392.4332

## 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.

### 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 degrees, Associate 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 tele-courses (ITV), learning contracts, 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.

**LOCATED AT:**

*Lummi*

*Swinomish*

*Tulalip*

*Muckleshoot*

*Port Gamble  
S'Klallam*

*Nisqually*

*Nez Perce*



## HISTORY AND BACKGROUND

**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 the Pacific Northwest tribes and their people. NWIC's slogan, XWLEMI ELH>TAL>NEXW SQL (the people's education), is the basis for the college's mission: Through education, Northwest Indian College promotes indigenous self-determination and knowledge. Its main campus is on the Lummi Reservation near Bellingham, Washington, with sites and learning centers situated throughout the service area.

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 graduates were placed successfully in tribal hatcheries throughout the United States and Canada. However, in the early 1980s, the employment demand for hatchery technicians declined dramatically.

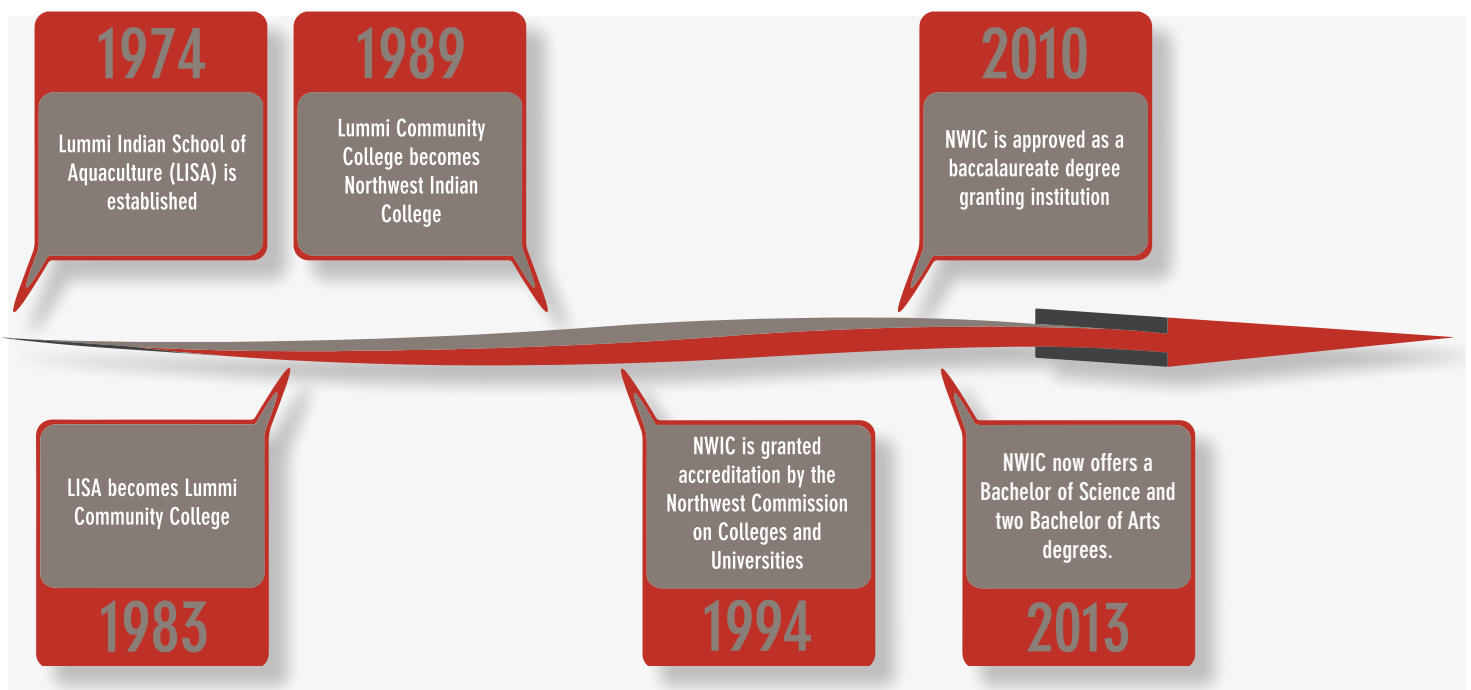
Lummi tribal leaders embraced the challenge and developed an exciting new vision of meeting the wider educational needs of Native Americans in the Northwest Washington area. Plans moved quickly and on April 1, 1983, the Lummi Indian Business Council approved the charter for Lummi Community College, a public non-profit, comprehensive two-year institution. Classes began immediately. The service area slowly expanded to include other reservations and to begin offering workshops and conferences focusing 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, and southeast Alaska. In 1993, the college was granted full accreditation, and in 1994 it was given Congressional approval as a Land Grant college. NWIC is a 501(c)(3) non-profit educational institution.

In 2007, the College expanded again to begin offering a Bachelor of Science degree in Native Environmental Science and received candidacy status for accreditation as a Bachelor degree granting institution. NWIC continues to offer the Bachelor of Science, and now also offers two Bachelor of Arts degrees: one in Native Studies Leadership and the other in Tribal Governance and Business Management.

In August 2010, NWIC was granted full accreditation at the baccalaureate level and was reaffirmed accreditation at the associate degree level. Northwest Indian College is now the only regional tribal college in the United States and the only four-year accredited tribal college in Washington, Oregon and Idaho.

A seven-member Board of Trustees governs NWIC. Currently, the board is comprised of trustees from the Lummi Nation. All board members apply to and are appointed by the Lummi Indian Business Council.



### 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.



# 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 indigenouness 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:

## **N**ative Leadership

## **W**ay of Life

## **I**nherent Rights

## **C**ommunity-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 indigenouness 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](http://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 2008. 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.



NWIC CANOE PULLERS

# ADMISSION, REGISTRATION & ACADEMIC INFORMATION

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## ADMISSIONS AND REGISTRATION PROCEDURES

### NEW AND RETURNING STUDENTS

- 1** **ADMISSION:** Submit a completed NWIC Admission Application to the Office of Admissions 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](http://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 taken 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, fill out the tuition and fees worksheet found in the schedule of classes 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](http://www.fafsa.ed.gov) EACH ACADEMIC YEAR and review your 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. In addition, fill out the tuition and fees worksheet found in the schedule of classes.
  - 3** **REGISTRATION:** Register for classes, pay tuition/fees and buy books.
-



## 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 completed a General Education Diploma (GED) prior to enrollment may be accepted into Northwest Indian College. Students who are under the age of 18 without a GED or High School Diploma must obtain permission from their parent or legal guardian and the school district (if applicable) before enrolling for college level courses or 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](http://www.nwic.edu) or requested by phone, mail, fax or e-mail [admissions@nwic.edu](mailto:admissions@nwic.edu). **Please note the application fee is \$10.00.**

2. 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.

3. Submit a completed application for Federal Financial Aid (FAFSA). Students must be accepted into the college before being eligible for financial aid.
4. 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.
5. 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 or other approved placement test. 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\* with their Tribe or Band along with their application for admission. (\*verification must indicate or verify at least 50% Canadian First Nations blood.)

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-

# ADMISSION, REGISTRATION & ACADEMIC INFORMATION

al students are classified as non-residents for tuition paying purposes.

## Program of Study Students

Students intending to complete a bachelor's degree, associate 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 NWIC 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 non-United States (US) 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.



# ADMISSION, REGISTRATION & ACADEMIC INFORMATION



## 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 published in the Quarterly Schedule.

### 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.



# ADMISSION, REGISTRATION & ACADEMIC INFORMATION

## 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. Northwest Indian College uses the following symbols for grading courses:

Grade	Grade Pt	Definition (in relation to standards of the class)
A	4.00	The student accomplished an exceptionally high level of work.
A-	3.70	
B+	3.30	The student significantly exceeded the average level of work.
B	3.00	
B-	2.70	
C+	2.30	The student accomplished an average level of work.
C	2.00	
C-	1.70	
D+	1.30	The student accomplished below average work and achieved only the minimum requirements.
D	1.00	
D-	0.70	
F	0.00	The student did not achieve the minimum requirements.

## 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 satisfactorily completed 70% of the coursework, but for an unavoidable reason are unable to complete the course. Students may request an "I" grade and the incomplete agreement form must be processed no later than the 8th week of the quarter in which it will be issued. This grade is not used for late starting courses.

An Incomplete Agreement Form, signed by both the instructor and the student, 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

# ADMISSION, REGISTRATION & ACADEMIC INFORMATION

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 at the end of the quarter.

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 grade will then reflect the "I" and the new grade together for example: "IA", "IB", "IC", etc.

## **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 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](http://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

# ADMISSION, REGISTRATION & ACADEMIC INFORMATION

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;
- 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 Enrollment Services Office.

Students may request a copy of their educational record by filling out a record request form. Please contact the Office of 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:



# ADMISSION, REGISTRATION & ACADEMIC INFORMATION

**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

## 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 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.

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 pre-

viously 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 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 Associates 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.

## 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



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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 offerings 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



# ADMISSION, REGISTRATION & ACADEMIC INFORMATION

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-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 attorneys’ 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](http://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



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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 Public 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 education-

# ADMISSION, REGISTRATION & ACADEMIC INFORMATION

al 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/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 encour-



# ADMISSION, REGISTRATION & ACADEMIC INFORMATION

aged 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 de-activation 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 program 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.

## 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.*

### 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.

### 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 Commission (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.



INDIGENEOUS SERVICE LEARNING EVENT

## FINANCIAL AID

Students attending Northwest Indian College (NWIC) for the purpose of receiving a degree or certificate may be eligible for financial assistance through federal, state, or local programs. To be considered for financial aid, a student must have graduated from high school or have a GED certificate 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.

Information about financial aid programs and student eligibility is available in the Student Financial Aid Handbook from the Financial Aid office or the college's website.

### 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 grants and work-study programs. Students can apply online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov).

NWIC offers no 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. Based on Federal requirements, 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 because of these excess credits. 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 maintain BOTH the quantitative requirement and the qualitative requirement. Satisfactory Academic Progress checks are done quarterly.

Students who do not meet BOTH of these standards in one quarter will be placed on warning. They will still be able to receive aid, and if they meet the requirements in the following quarter, they will return to good standing. Students who do not meet these requirements for two successive quarters will be placed on suspension of aid and cannot be reinstated until they have completed a quarter satisfactorily without federal or state aid.

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 Student 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 Student Financial Aid office and on the NWIC website at [www.nwic.edu](http://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 AND EXPENSES

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](http://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 potentially eligible dependants of Veterans wanting to attend NWIC should contact the local Veterans Affairs Office to apply for education benefits or online at [www.gibill.va.gov](http://www.gibill.va.gov). There is also the ability to compare benefits online at [www.gibill.va.gov](http://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 Free Application for Federal Student Aid (FAFSA) online [www.fafsa.ed.gov](http://www.fafsa.ed.gov) and apply for admission to NWIC. An admissions application can be found at [www.nwic.edu](http://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 appoint-

ment with the Veteran's advisor at 360.676-2772, ext. 4335. Other important numbers include: Admissions at ext. 4269, Veterans' Certifying Official at ext. 4215, Financial Aid @ ext 4206 and the Veteran's Outreach Coordinator at ext. 4230. The local Veterans Affairs office for main campus is at 1333 Lincoln Street, Bellingham WA 98229-6271, ph # (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. 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. (No activity for CEU students.)

**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
	2013-2014	2013-2014
1	\$105	\$289
2	\$210	\$578
3	\$315	\$867
4	\$420	\$1156
5	\$525	\$1445
6	\$630	\$1734
7	\$735	\$2023
8	\$840	\$2312
9	\$945	\$2601
10	\$1050	\$2890
11	\$1155	\$3179
12-18	\$1260	\$3468
19+ Add	\$105 per cr.	\$289 per cr.

\*Tuition rates are expected to increase in academic year 2014-2015.

## 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

A one-time tuition forgiveness for students who have experienced documented hardship. The Hardship Waiver Committee will review hardship waivers on a case-by-case basis. Students requesting a Hardship Waiver may do so 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 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 in the quarterly course schedule.

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 rerepay 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](http://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.



2012 AND 2013 AIHEC NATIONAL CHAMPIONSHIP TEAM



### 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 founda-

tion 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.

**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. The international organization sponsors an honors program, leadership program and service program. The purpose of this organization is to support student excellence and create opportunities for students to make a difference in their communities.

**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 recieved numerous grants to propel them to new heights.



**Drama** – Depending on student interest and availability a campus production of a full-length play will be performed during the winter and spring quarters.

**Ski & Boarding Club**—The mission is to promote various outdoor activities including snowboarding, skiing, wakeboarding 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.

**Newer NWIC clubs include:**

- Muckleshoot Gardening Club
- Nisqually Student Success Club
- Tulalip Student Health and Wellness Club
- Port Gamble Cultural Club
- NWIC Student Mentors

## 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, including 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 students are encouraged to be involved in an existing club or organize a group of friends to form a new 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

### The Learning Assistance Center

The Learning Assistance Center (LAC) on the Lummi campus provides several programs for students who wish to develop their basic academic skills. Students can complete courses for their high school diploma, take remedial courses in reading, math and English or prepare for college-level learning. All incoming NWIC students complete an assessment that determines their academic ability, and the contents of their Individual Education Plan (IEP). Generally, students work independently and at their own pace and level under the supervision of an instructor and assistance of tutors or educational technicians. There are also small group activities and classes that are organized on a quarterly basis. The LAC staff help prepare students for college-level studies by strengthening positive attitudes about their potential and developing solid basic academic skills.

### 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](http://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.

# STUDENT LIFE

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	Aug-Oct
Basketball	Sept-Mar

## Housing

The mission of the Northwest Indian College (NWIC) Residence Life Center 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.

Northwest Indian College currently has two student housing facility options. The first is located on main campus at the Residence Life Center (RLC).

The RLC houses 64 students and 3 staff members. 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 onsite laundry facility and a dining hall where students have meals prepared for them. The quarterly meal plan is required for all residents.

The second option is the NWIC Family Housing at the Kwina Estates 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
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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 Main Campus.

# 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

1. 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.
2. Students are free to pursue appropriate educational objectives from among the college's curricula, programs, and services.
3. 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.
4. 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

1. The rights of students to be secure in their persons, quarters, papers, and effects against unreasonable searches and seizures is guaranteed.
2. No disciplinary sanction may be imposed on any student without notice to the accused of the nature of the charges.
3. 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:

1. Familiarity with and adherence to the Student Handbook.
2. Contribution to an atmosphere conducive to learning.
3. Respect for the diversity of all people and the rights of others in the NWIC community.
4. 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.
5. Honest reporting of illegal activities or violations of college policies to appropriate staff.
6. Informing NWIC of current address and telephone number.
7. Checking NWIC email and on-campus mailboxes for NWIC related mail.
8. Cooperation with school administration during the investigation of a policy violation.
9. Students seeking Financial Aid must annually read and adhere to all policies set forth in the Financial Aid Handbook.

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.

## STUDENT CODE OF CONDUCT

Enrollment at the Northwest Indian College (NWIC) carries with it the expectation of being a responsible member of



## 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.

### Student Support Services

Students may receive the following services:

- Academic Advising
- Career Assessments, Planning and Advising
- Transfer Seminars and Advising
- Assistance with Graduation Applications
- Progress Support
- Life Skills Wellness Workshops
- Wellness Activities
- Financial Aid Counseling
- Cultural Events
- College Visits/Tours
- Laptop and Calculator Loan Program
- Tutoring Services
- Education Plan
- Computer Literacy Assistance
- Outreach Services
- Personal Counseling
- Scholarship Availability Counseling

Educational workshops are also provided. Topics may include but are not limited to the following: transferring to a 4-year college, study skills, test anxiety, learning styles, time management, steps toward independence, financial aid, career development, taking exams, personal development, and computer skills.

Career counseling is available for students in the following areas:

- Exploring career opportunities
- Learning interviewing and resume writing skills
- Use of the computerized career resources
- Books and tapes, and job availability data

### 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.

NWIC TOTEM CARVED BY JEWELL JAMES







**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 Native American Studies Bachelor's Degree 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







STUDENT GARDENING PROJECT

**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.

### **AMONG THE PROGRAMS CURRENTLY OFFERED ARE:**

**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 BUSINESS DEVELOPMENT PROGRAM** provides tribal employees with a broad range of professional development opportunities, ranging from hospitality management to office professions and from entrepreneurship to marketing.

The growing **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.



# 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 credits that focuses on a particular field of study. A bachelor degree is also called a baccalaureate degree.

## Bachelor of Science Degree (BS)

A bachelor degree in the natural or physical sciences.

## 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.

## Certificate

This is the title given for the completion of a program of study below the associate level requiring a minimum of 45 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 for 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 or (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.





# EDUCATIONAL PROGRAMS OFFERED AT NWIC

## **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.

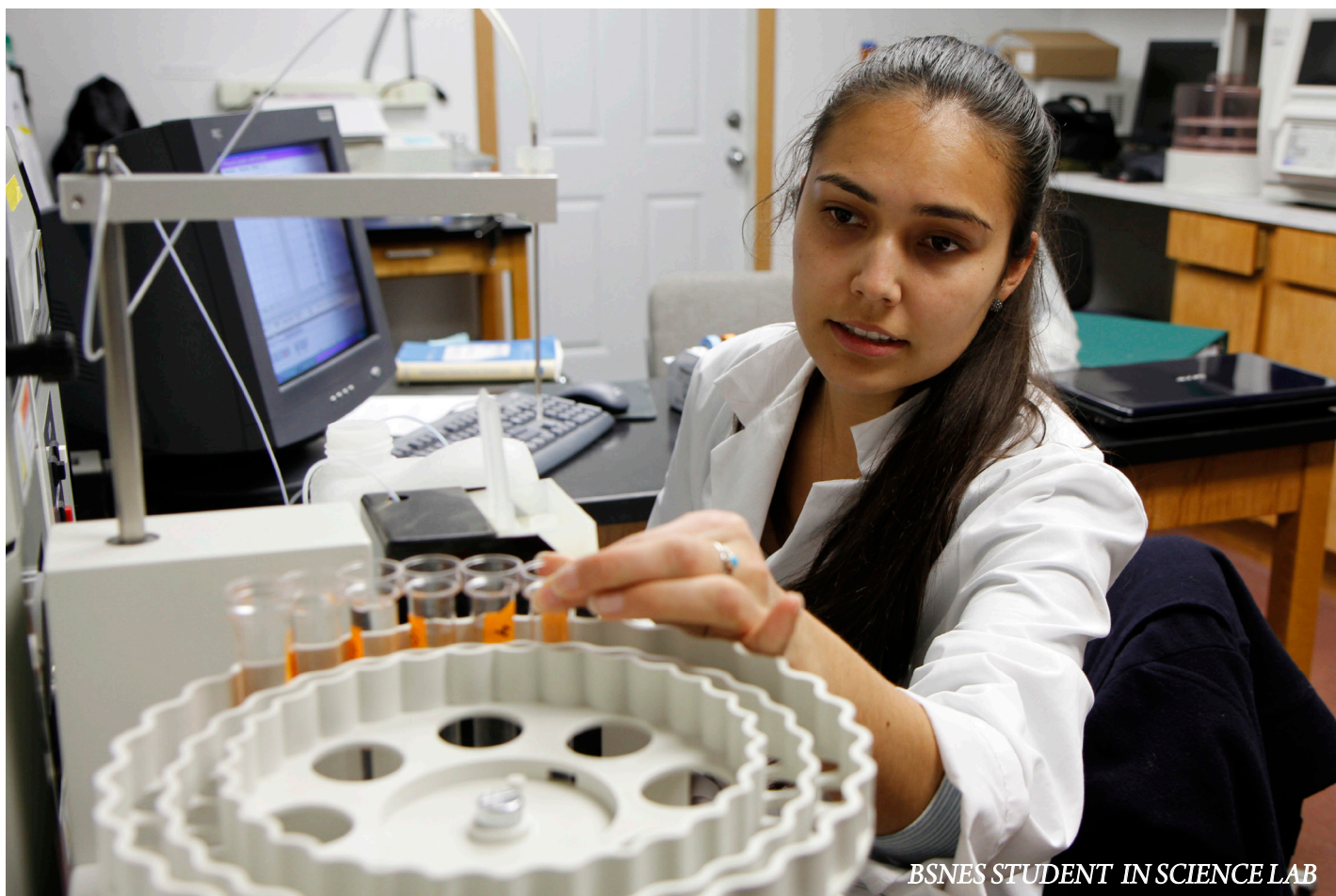
## **Certificate**

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



BSNES STUDENT IN SCIENCE LAB

## BACHELOR OF ARTS

- Community Advocates and Responsive Education in HS
- 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

- General Direct Transfer
- Business and Entrepreneurship
- Native Environmental Science
- Native Oksale Education
- 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
- Information Technology
- Individualized Program

## CERTIFICATES

- Computer Repair Technician
- Construction Trades
- Hospitality Management
- Individualized Studies
- Office Professions

## AWARDS OF COMPLETION

- Tribal Casino Management
- Digital Media and Web Technology
- Working With Infants and Toddlers
- Initial Early Childhood Education Certificate
- Entrepreneurship
- Tribal Museum Studies

# PROGRAMS OF STUDY

## 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

CMST 101 OR	Introduction to Oral Communications	
CMST 210 OR	Interpersonal Communications	4
CMST 220	Public Speaking	
CMPS 101	Introduction to Computers, or above	3
HMDV 110	Introduction to Successful Learning	4
TOTAL NORTHWEST INDIAN COLLEGE REQUIREMENTS		11

#### NORTHWEST INDIAN COLLEGE FOUNDATIONAL REQUIREMENTS

CSOV 101	Introduction to Cultural Sovereignty	5
CSOV 102	The Language of our Ancestors or approved Native Language courses <sup>1</sup>	5
CSOV 120	Reclaiming our History	5
CSOV 130	Icons of Our Past	5
ECON 250	Subsistence Economies: Restoring Prosperity	5
EDUC 202	The Tide Has Changed: Educating Our Own	5
POLS 225	History of Federal Indian Policy	5

#### TOTAL NORTHWEST INDIAN FOUNDATIONAL REQUIREMENTS 35

<sup>1</sup>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

ENGL 101	English Composition I	5
ENGL 102 OR	English Composition II	5
ENGL 202	Technical Writing	
Quantitative Skills 5 credit requirement – met in the core		0
Humanities Distribution 15 credit requirement – met in the foundational requirements		0
Social Science Distribution 15 credit requirement – met in the foundational requirements		0
Natural Science Distribution – see courses designated NS or NSL		15
TOTAL GENERAL EDUCATION REQUIREMENTS		25

#### COMMUNITY ADVOCATES AND RESPONSIVE EDUCATION IN HUMAN SERVICES CORE REQUIREMENTS

CARE 150	Introduction to Human Services in Tribal Communities	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

CONTINUED ON FOLLOWING PAGE

## PROGRAMS OF STUDY

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

#### COMMUNITY ADVOCATES AND RESPONSIVE EDUCATION IN HUMAN SERVICES CORE REQUIREMENTS CONTINUED

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 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	5
<b>TOTAL COMMUNITY ADVOCATES AND RESPONSIVE EDUCATION IN HUMAN SERVICES CORE REQUIREMENTS</b>		<b>80</b>
<b>ELECTIVES - Choose elective courses in consultation with a faculty advisor.</b>		<b>29</b>
<b>TOTAL DEGREE REQUIREMENTS, FOUR-YEAR OPTION</b>		<b>180</b>

#### 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

Transfer Credits	90
<b>TOTAL TRANSFER CREDITS</b>	<b>90</b>

#### COMMUNITY ADVOCATES AND RESPONSIVE EDUCATION IN HUMAN SERVICES CORE REQUIREMENTS

CARE 150	Introduction to Human Services in Tribal Communities	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: Validating Our Past—Writing Our Future	5



## PROGRAMS OF STUDY

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

#### COMMUNITY ADVOCATES AND RESPONSIVE EDUCATION IN HUMAN SERVICES CORE REQUIREMENTS CONTINUED

CSOV 335	Social Justice: In Defense of Our Homelands	5
MATH 107	Elementary Statistics I	5
TOTAL COMMUNITY ADVOCATES AND RESPONSIVE EDUCATION IN HUMAN SERVICES CORE REQUIREMENTS		85
ELECTIVES - Choose elective courses in consultation with a faculty advisor		5
TOTAL DEGREE REQUIREMENTS, TRANSFER OPTION		180

# PROGRAMS OF STUDY

## 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. Develop partnerships between stakeholders and advocates while identifying the community strengths and needs.
- 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.

# PROGRAMS OF STUDY

## 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

CMPS 101	Introduction to Computers, or above	3
CMST 101 OR	Introduction to Oral Communications OR	
CMST 210 OR	Interpersonal Communications OR	4
CMST 220	Public Speaking	
HMDV 110	Introduction to Successful Learning	4
TOTAL NORTHWEST INDIAN COLLEGE REQUIREMENTS		11

#### NORTHWEST INDIAN COLLEGE FOUNDATIONAL REQUIREMENTS

CSOV 101	Introduction to Cultural Sovereignty	5
CSOV 102	The Language of our Ancestors or approved Native Language courses <sup>1</sup>	5
CSOV 120	Reclaiming our History	5
CSOV 130	Icons of Our Past	5
ECON 250	Subsistence Economies: Restoring Prosperity	5
EDUC 202	The Tide Has Changed: Educating Our Own	5
POLS 225	History of Federal Indian Policy	5

#### TOTAL NORTHWEST INDIAN FOUNDATIONAL REQUIREMENTS 35

<sup>1</sup>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

ENGL 101	English Composition I	5
ENGL 102 OR	English Composition II OR	5
ENGL 202	Technical Writing	
MATH 102	College Algebra or other course satisfying the quantitative skill requirement.	5
Humanities Distribution 15 credit requirement – met in the core		
Social Science Distribution 15 credit requirement – met in the core		
Natural Science Distribution - see courses designated NS or NSL		15
TOTAL GENERAL EDUCATION REQUIREMENTS		30

#### NATIVE STUDIES LEADERSHIP CORE REQUIREMENTS

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



# PROGRAMS OF STUDY

## BACHELOR OF ARTS IN NATIVE STUDIES LEADERSHIP

### NATIVE STUDIES LEADERSHIP CORE REQUIREMENTS CONTINUED

NESC 310	Native Science	5
POLS 118	The Rights of Tribes	3
POLS 350	Native Governments and Politics	5
<b>TOTAL NATIVE STUDIES LEADERSHIP CORE REQUIREMENTS</b>		<b>53</b>
<b>ELECTIVES</b> - 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.		<b>51</b>
<b>TOTAL DEGREE REQUIREMENTS, FOUR-YEAR OPTION</b>		<b>180</b>

## 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

Transfer Credits	90
<b>TOTAL TRANSFER CREDITS</b>	<b>90</b>

### NATIVE STUDIES LEADERSHIP CORE REQUIREMENTS

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 <b>Our Future</b>	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
<b>TOTAL NATIVE STUDIES LEADERSHIP CORE REQUIREMENTS</b>		<b>55</b>
<b>ELECTIVES</b> - A maximum of 11 credits numbered 100-299. Choose elective courses in consultation with a faculty advisor		<b>35</b>
<b>TOTAL DEGREE REQUIREMENTS, TRANSFER OPTION</b>		<b>180</b>

# PROGRAMS OF STUDY

## 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 indigenouness, 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 Indigenouness and sovereignty.
- Embrace the skills, values, and knowledge that reflect our traditional ideology which allows us to be inherently sovereign.

# PROGRAMS OF STUDY

## 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

CMPS 101	Introduction to Computers, or above	3
CMST 101 OR	Introduction to Oral Communications OR	
CMST 210 OR	Interpersonal Communications OR	4
CMST 220	Public Speaking	
HMDV 110	Introduction to Successful Learning	4
<b>TOTAL NORTHWEST INDIAN COLLEGE REQUIREMENTS</b>		<b>11</b>

#### NORTHWEST INDIAN COLLEGE FOUNDATIONAL REQUIREMENTS

CSOV 101	Introduction to Cultural Sovereignty	5
CSOV 102	The Language of our Ancestors <b>or approved Native Language courses<sup>1</sup></b>	5
CSOV 120	Reclaiming our History	5
CSOV 130	Icons of Our Past	5
ECON 250	Subsistence Economies: Restoring Prosperity	5
EDUC 202	The Tide Has Changed: Educating Our Own	5
POLS 225	History of Federal Indian Policy	5
<b>TOTAL NORTHWEST INDIAN COLLEGE FOUNDATIONAL REQUIREMENTS</b>		<b>35</b>

<sup>1</sup>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

ENGL 101	English Composition I	5
ENGL 102	English Composition II OR	
ENGL 202	Technical Writing	5
Humanities Distribution 15 credit requirement – met in the core		
Social Science Distribution 15 credit requirement – met in the core		
Natural Science Distribution – see General Direct Transfer requirements for Natural Sciences		15
<b>TOTAL GENERAL EDUCATION REQUIREMENTS</b>		<b>25</b>

#### TRIBAL GOVERNANCE AND BUSINESS MANAGEMENT CORE REQUIREMENTS

BUAD 202	Business Law	5
BUAD 212	Financial Accounting	5
BUAD 235	Managerial Accounting	5
CMPS 116	Microsoft Office I	3
ECON 203	Contemporary Tribal Economics	5
<b>MATH 107</b>	<b>Elementary Statistics I</b>	<b>5</b>

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# PROGRAMS OF STUDY

## BACHELOR OF ARTS IN TRIBAL GOVERNANCE AND BUSINESS MANAGEMENT

### TRIBAL GOVERNANCE AND BUSINESS MANAGEMENT CORE REQUIREMENTS CONTINUED

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	Hospitality and Casino 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
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	TRIBAL ENTREPRENEURSHIP	PUBLIC AND TRIBAL ADMINISTRATION
HRCM 111 Introduction to Casino Management 5 Credits	BUAD 121 Personal and Small 3 Credits	PTAD 210 Principles of Planning 3 Credits
HRCM 285 Leadership and Financial Management 3 Credits	BUAD 135 Small Business Management 3 Credits	PTAD 220 Public Policy Process 3 Credits
Choose 23 additional credits of electives, 10 of which must be at the 300-499 level	Choose 25 additional credits of electives, 10 of which must be at the 300-499 level	PTAD 230 Tribal Organizational Theory and Development 3 Credits
		Choose 22 additional credits of electives, 10 of which must be at the 300-499 level

TOTAL TRIBAL GOVERNANCE AND BUSINESS MANAGEMENT CONCENTRATION REQUIREMENTS 6-9

ELECTIVES - Credits earned from additional concentration and elective courses to total at least 31

TOTAL DEGREE REQUIREMENTS, FOUR-YEAR OPTION 180

# PROGRAMS OF STUDY

## 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

TOTAL TRANSFER CREDITS 90

#### TRIBAL GOVERNANCE AND BUSINESS MANAGEMENT CORE REQUIREMENTS, TRANSFER OPTION

BUAD 202	Business Law	5
BUAD 212	Financial Accounting	5
BUAD 235	Managerial Accounting	5
CMPS 116	Microsoft Office I	3
CSOV 300	Cultural Sovereignty Transfer Seminar	5
ECON 203	Contemporary Tribal Economics	5
MATH 107	Elementary Statistics I	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	Hospitality and Casino 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	TRIBAL ENTREPRENEURSHIP	PUBLIC AND TRIBAL ADMINISTRATION
HRCM 111 Introduction to Casino Management 5 Credits	BUAD 121 Personal and Small 3 Credits	PTAD 210 Principles of Planning 3 Credits
HRCM 285 Leadership and Financial Management 3 Credits	BUAD 135 Small Business Management 3 Credits	PTAD 220 Public Policy Process 3 Credits
Choose 5 credits of additional electives at the 300-499 level	Choose 5 credits of additional electives at the 300-499 level	PTAD 230 Tribal Organizational Theory and Development 3 Credits
		Choose 5 credits of additional electives at the 300-499 level

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.

# PROGRAMS OF STUDY

## 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.



# PROGRAMS OF STUDY

## BACHELOR OF SCIENCE IN NATIVE ENVIRONMENTAL SCIENCE

This program of study 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 ALTERNATIVE

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

#### NORTHWEST INDIAN COLLEGE REQUIREMENTS

CMPS 101	Introduction to Computers, or above	3
CMST 101 OR	Introduction to Oral Communications OR	
CMST 210 OR	Interpersonal Communications OR	4
CMST 220	Public Speaking	
HMDV 110	Introduction to Successful Learning	4
<b>TOTAL NORTHWEST INDIAN COLLEGE REQUIREMENTS</b>		<b>11</b>

#### NORTHWEST INDIAN COLLEGE FOUNDATIONAL REQUIREMENTS

CSOV 101	Introduction to Cultural Sovereignty	5
CSOV 102	The Language of our Ancestors <b>or approved Native Language courses<sup>1</sup></b>	5
CSOV 120	Reclaiming our History	5
CSOV 130	Icons of Our Past	5
ECON 250	Subsistence Economies: Restoring Prosperity	5
EDUC 202	The Tide Has Changed: Educating Our Own	5
POLS 225	History of Federal Indian Policy	5

**TOTAL NORTHWEST INDIAN COLLEGE FOUNDATIONAL REQUIREMENTS 35**

**<sup>1</sup>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

ENGL 101	English Composition I	5
ENGL 102 OR	English Composition II OR	5
ENGL 202	Technical Writing	
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 – met in Prerequisite Requirements		0
<b>Quantitative Skills Distribution 5 credit requirement – met in Prerequisite Requirements</b>		<b>0</b>
<b>TOTAL GENERAL EDUCATION REQUIREMENTS</b>		<b>10</b>

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# PROGRAMS OF STUDY

## BACHELOR OF SCIENCE IN NATIVE ENVIRONMENTAL SCIENCE

### PREREQUISITE REQUIREMENTS

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	5
CHEM 112	Organic Chemistry	5
CHEM 113	Biochemistry	5
GEOL 101	Introduction to Geology, or 111 (101 suggested for Environmental Science Option)	5
MATH 102	College Algebra <sup>2</sup>	5
MATH 107	Elementary Statistics	5
<b>TOTAL PREREQUISITE COURSE REQUIREMENTS</b>		<b>30</b>

<sup>2</sup>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

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
<b>TOTAL NATIVE ENVIRONMENTAL SCIENCE CORE REQUIREMENTS</b>		<b>31</b>

### ENVIRONMENTAL SCIENCE OPTION REQUIRED COURSES

BIOL 201	Cell Biology	5
BIOL 202	Plant Biology	5
BIOL 203	Animal Biology	5
BIOL 310	Ecology	5
MATH 210	Biostatistics	5

AND

### A COMBINATION OF TWO OF THE THREE FOLLOWING COURSES

ENVS 430 OR	Aquatic Ecology, OR	10 (5 each)
ENVS 440 OR	Ecology of the Salish Sea, OR	
ENVS 481	Ecophysiology	

**TOTAL ENVIRONMENTAL SCIENCE OPTION REQUIRED COURSES** **35**

**ELECTIVES** **28**

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.

**TOTAL DEGREE REQUIREMENTS, ENVIRONMENTAL SCIENCE OPTION, FOUR YEAR ALTERNATIVE** **180**

# PROGRAMS OF STUDY

## BACHELOR OF SCIENCE IN NATIVE ENVIRONMENTAL SCIENCE

### 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.

### TRANSFER ALTERNATIVE

This alternative 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.

TRANSFER CREDITS	90
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TOTAL TRANSFER CREDITS	90
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#### PREREQUISITE REQUIREMENTS

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	5
CHEM 112	Organic Chemistry	5
CHEM 113	Biochemistry	5
GEOL 101	Introduction to Geology, or 111 (101 suggested for Environmental Science Option)	5
MATH 102	College Algebra <sup>2</sup>	5
MATH 107	Elementary Statistics	5
TOTAL PREREQUISITE COURSE REQUIREMENTS		30

<sup>2</sup>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

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



# PROGRAMS OF STUDY

## BACHELOR OF SCIENCE IN NATIVE ENVIRONMENTAL SCIENCE

### ENVIRONMENTAL SCIENCE OPTION REQUIRED COURSES

BIOL 201	Cell Biology	5
BIOL 202	Plant Biology	5
BIOL 203	Animal Biology	5
BIOL 310	Ecology	5
MATH 210	Biostatistics	5

### AND A COMBINATION OF TWO OF THE THREE FOLLOWING COURSES:

ENVS 430 OR	Aquatic Ecology, OR	10 (5 each)
ENVS 440 OR	Ecology of the Salish Sea, OR	
ENVS 481	Ecophysiology	

**TOTAL ENVIRONMENTAL SCIENCE OPTION REQUIRED COURSES** **35**

**ELECTIVES** **19**

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.

**TOTAL DEGREE REQUIREMENTS, ENVIRONMENTAL SCIENCE OPTION, TRANSFER ALTERNATIVE** **180**

## 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 ALTERNATIVE

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

### NORTHWEST INDIAN COLLEGE REQUIREMENTS

CMPS 101	Introduction to Computers, or above	3
CMST 101 OR	Introduction to Oral Communications OR	
CMST 210 OR	Interpersonal Communications OR	4
CMST 220	Public Speaking	
HMDV 110	Introduction to Successful Learning	4
<b>TOTAL NORTHWEST INDIAN COLLEGE REQUIREMENTS</b>		<b>11</b>

# PROGRAMS OF STUDY

## BACHELOR OF SCIENCE IN NATIVE ENVIRONMENTAL SCIENCE

### NORTHWEST INDIAN COLLEGE FOUNDATIONAL REQUIREMENTS

CSOV 101	Introduction to Cultural Sovereignty	5
CSOV 102	The Language of our Ancestors <b>or approved Native Language courses<sup>1</sup></b>	5
CSOV 120	Reclaiming our History	5
CSOV 130	Icons of Our Past	5
ECON 250	Subsistence Economies: Restoring Prosperity	5
EDUC 202	The Tide Has Changed: Educating Our Own	5
POLS 225	History of Federal Indian Policy	5

**TOTAL NORTHWEST INDIAN COLLEGE FOUNDATIONAL REQUIREMENTS 35**

<sup>1</sup>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

ENGL 101	English Composition I	5
ENGL 102 OR	English Composition II OR	5
ENGL 202	Technical Writing	
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 – met in Prerequisite Requirements		0

**Quantitative Skills Distribution 5 credit requirement – met in Prerequisite Requirements 0**

**TOTAL GENERAL EDUCATION REQUIREMENTS 10**

### PREREQUISITE REQUIREMENTS

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	5
CHEM 111	Inorganic Chemistry, or CHEM 121	5
GEOL 101	Introduction to Geology, or GEOL 111	5
MATH 107	Elementary Statistics I <sup>2</sup>	5

<sup>2</sup> 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 124, MATH 125, MATH 126, or MATH 210.

**TOTAL PREREQUISITE REQUIREMENTS 20**

**ELECTIVE CREDITS TO TOTAL AAS DEGREE REQUIRED 90 CREDITS 14**

### NATIVE ENVIRONMENTAL SCIENCE CORE REQUIREMENTS – MUST BE TAKEN AT NWIC

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)

NESC 305	Native Environmental Science Concentration Seminar (taken 1st or 2nd quarter in concentration)	5
Selected courses taken within concentration as approved in Interdisciplinary Concentration Option proposal		33

# PROGRAMS OF STUDY

## BACHELOR OF SCIENCE IN NATIVE ENVIRONMENTAL SCIENCE

### INTERDISCIPLINARY CONCENTRATION OPTION REQUIREMENTS CONTINUED

Individualized studies courses within concentration <sup>4</sup>	21
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<sup>4</sup> 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.

TOTAL INTERDISCIPLINARY CONCENTRATION OPTION REQUIREMENTS	59
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TOTAL DEGREE REQUIREMENTS, INTERDISCIPLINARY CONCENTRATION OPTION, FOUR YEAR ALTERNATIVE	180
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### TRANSFER ALTERNATIVE

This alternative 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	90
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TOTAL TRANSFER CREDITS	90
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#### PREREQUISITE REQUIREMENTS

Students are expected to complete the prerequisite courses as preparation for the Native Environmental Science core and required courses.

BIOL 101	Introduction to Biology, or BIOL 100, 111, 130, or 201	5
CHEM 111	Inorganic Chemistry, or CHEM 121	5
GEOL 101	Introduction to Geology, or 111 (101 suggested for Environmental Science Option)	5
MATH 107	Elementary Statistics <sup>3</sup>	5

TOTAL PREREQUISITE COURSE REQUIREMENTS	20
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<sup>3</sup> MATH 107 is the recommended course for students who may not plan on pursuing graduate studies where additional precalculus or calculus-based math course-work 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

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
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#### INTERDISCIPLINARY CONCENTRATION OPTION REQUIREMENTS (MINIMUM 24 CREDITS MUST BE 300-499)

NESC 305	Native Environmental Science Concentration Seminar (taken 1st or 2nd quarter in concentration)	5
Individualized studies courses within concentration <sup>4</sup>		21
Selected courses taken within concentration as approved in Interdisciplinary Concentration Option proposal <sup>5</sup>		28

<sup>4</sup> 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.

<sup>5</sup> 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
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TOTAL DEGREE REQUIREMENTS, INTERDISCIPLINARY CONCENTRATION OPTION, TRANSFER ALTERNATIVE	180
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# PROGRAMS OF STUDY

## BACHELOR OF SCIENCE IN NATIVE ENVIRONMENTAL SCIENCE

### PROGRAM OUTCOMES

#### COMMUNICATION STUDENTS WILL BE ABLE TO:

- Explain the purpose of communication.
- Communicate effectively.
- Analyze the audience and modify the communication to suit that audience.
- Recognize and utilize appropriate information in communication.
- Evaluate the effectiveness of the communication and make adjustments if and where necessary
- Use exposition, negotiation, persuasion, and argumentation.

#### “WAYS OF FINDING OUT” STUDENTS WILL BE ABLE TO:

- Selectively use a broad range of scientific approaches to data collection and analysis tools and methodologies for problem solving.
- Use appropriate data collection and analysis tools and methodologies within their limitations.
- View the environment from a past, present, and future perspective.

#### BODIES OF KNOWLEDGE STUDENTS WILL BE ABLE TO:

- Demonstrate competence in bodies of knowledge associated with environmental science (e.g., chemistry, biology, ecology, etc.)

#### TECHNOLOGY STUDENTS WILL BE ABLE TO:

- Use technologies useful in the environmental sciences and be proficient in selected technology use.
- Match the intended purpose/intent with the appropriate technology.

#### PROBLEM SOLVING STUDENTS WILL BE ABLE TO:

- Identify issues, concerns, and/or problems that need corrective and restorative action.
- Research and gather appropriate information from appropriate resources to propose possible solutions, taking into account impacts on stakeholders.
- Write an action plan that implements the proposed solution taking into consideration the possibility of reassessing the original proposal.
- Implement the action plan.

#### 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.

# PROGRAMS OF STUDY

## 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

CMPS 101	Introduction to Computers, or above <sup>1</sup>	3
CMST 101 OR	Introduction to Oral Communications OR	
CMST 210 OR	Interpersonal Communications OR	4
CMST 220	Public Speaking	
HMDV 110	Introduction to Successful Learning	4
<b>TOTAL NORTHWEST INDIAN COLLEGE REQUIREMENTS</b>		<b>11</b>

<sup>1</sup>If a computer course coded NE (Non-transferrable Elective) is substituted then 3 additional credits of Transfer Electives (coded TE) must be chosen.

### NORTHWEST INDIAN COLLEGE FOUNDATIONAL REQUIREMENTS

CSOV 101	Introduction to Cultural Sovereignty	5
CSOV 102	The Language of our Ancestors or approved Native Language courses <sup>2</sup>	5
CSOV 120	Reclaiming our History	5
POLS 225	History of Federal Indian Policy	5

### TOTAL NORTHWEST INDIAN COLLEGE FOUNDATIONAL REQUIREMENTS 20

<sup>2</sup>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

#### COMMUNICATION SKILLS (CS) 10 English composition credits required

ENGL 101	English Composition I	5
ENGL 102 OR	English Composition II OR	5
ENGL 202	Technical Writing	

#### QUANTITATIVE SKILLS (QS) 5

Courses used to satisfy Quantitative Skills cannot also be used to satisfy Natural Science requirements.

Choose courses from the following:

MATH 102, 103, 105, 107, 124, 125, 126, 151, 207, 210

#### HUMANITIES (HT OR HP) 15 Humanities credits required, 10 fulfilled 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 as HP (Humanities performance/skills)

All humanities theory (HT) courses are writing enriched.

#### SOCIAL SCIENCES (SS) 15 Social Science credits required, 10 fulfilled in Foundational Requirements 5

Choose 5 additional credits designated as SS from any one subject.

All courses are writing enriched.

#### NATURAL SCIENCES (NS OR NSL) 15 Natural Science credits required 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.

# PROGRAMS OF STUDY

## ASSOCIATE OF ARTS AND SCIENCES IN GENERAL DIRECT TRANSFER

### OTHER REQUIREMENTS

#### ELECTIVES (TE OR NE)

19

A minimum of 8 credits must be chosen in at least two subjects from AAS Distribution courses coded CS, HP, HT, NS, NSL, QS, SS or Transfer Electives (coded TE).

A maximum of 3 Physical Education activity credits may be used as TE electives.

A maximum of 11 credits may be chosen from any course numbered 100 to 299

#### TOTAL DEGREE REQUIREMENTS

90



PORT GAMBLE SITE STUDENTS NWIC COMMENCEMENT CEREMONY



# PROGRAMS OF STUDY

## 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.

# PROGRAMS OF STUDY

## 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

CMPS 101	Introduction to Computers, or above	3
CMST 101 OR	Introduction to Oral Communications OR	
CMST 210 OR	Interpersonal Communications OR	4
CMST 220	Public Speaking	
HMDV 110	Introduction to Successful Learning	4
<b>TOTAL NORTHWEST INDIAN COLLEGE REQUIREMENTS</b>		<b>11</b>

### NORTHWEST INDIAN COLLEGE FOUNDATIONAL REQUIREMENTS

CSOV 101	Introduction to Cultural Sovereignty	5
CSOV 102	The Language of our Ancestors or approved Native Language courses <sup>1</sup>	5
CSOV 120	Reclaiming our History	5
POLS 225	History of Federal Indian Policy	5
<b>TOTAL NORTHWEST INDIAN COLLEGE FOUNDATIONAL REQUIREMENTS</b>		<b>20</b>

<sup>1</sup>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

ENGL 101	English Composition I	5
ENGL 102 OR	English Composition II OR	
ENGL 202	Technical Writing	5
Quantitative Skills Requirement (All 5 credits met in Core Requirements)		0
Humanities Distribution all 15 credits met in Foundational Requirements and Core.		0
Social Sciences Distribution all 15 credits met in Foundational Requirements and Core.		0
Natural Sciences (NS or NSL) 15 credits required. Choose courses meeting AAS Natural Science Requirement		15
<b>TOTAL GENERAL EDUCATION REQUIREMENTS</b>		<b>25</b>

### CORE BUSINESS ADMINISTRATION REQUIREMENTS

BUAD 202	Business Law	5
BUAD 212	Financial Accounting	5
CMST 130	Information Literacy and Critical Thinking	5
ECON 203	Contemporary Tribal Economics	5
MATH 107	Elementary Statistics	5
<b>TOTAL CORE BUSINESS ADMINISTRATION REQUIREMENTS</b>		<b>25</b>

# PROGRAMS OF STUDY

## ASSOCIATE OF ARTS AND SCIENCES IN BUSINESS AND ENTREPRENEURSHIP

### BUSINESS 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	TRIBAL ENTREPRENEURSHIP	TRIBAL BUSINESS ADMINISTRATION	GENERAL BUSINESS (NO CONCENTRATION)
HRCM 111 Introduction to Casino Management 5 Credits	BUAD 121 Personal and Small 3 Credits	MATH 124 Calculus & Analytic Geometry 5 Credits	Choose <b>9</b> elective credits
Two courses totaling 6 credits chosen from HRCM 270, 275, 280, 285, 290, or 295	BUAD 135 Small Business Management 3 Credits	BUAD 235 Managerial Accounting 5 Credits	
	BUAD 140 Small Business Entrepreneur 3 Credits		

TOTAL CONCENTRATION AND ELECTIVE REQUIREMENTS

**9**

TOTAL DEGREE REQUIREMENTS

**90-92**

### 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



## PROGRAMS OF STUDY

### ASSOCIATE OF ARTS AND SCIENCES IN BUSINESS AND ENTREPRENEURSHIP

#### PROGRAM OUTCOMES (CONTINUED)

##### 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



NWIC AMERICAN INDIAN BUSINESS LEADERS TAKE HOME 1ST PLACE IN TRIBAL COLLEGE CATEGORY

# PROGRAMS OF STUDY

## 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

CMPS 101	Introduction to Computers, or above	3
CMST 101 OR	Introduction to Oral Communications OR	
CMST 210 OR	Interpersonal Communications OR	4
CMST 220	Public Speaking	
HMDV 110	Introduction to Successful Learning	4
TOTAL NORTHWEST INDIAN COLLEGE REQUIREMENTS		11

### NORTHWEST INDIAN COLLEGE FOUNDATIONAL REQUIREMENTS

CSOV 101	Introduction to Cultural Sovereignty	5
CSOV 102	The Language of our Ancestors or approved Native Language courses <sup>1</sup>	5
CSOV 120	Reclaiming our History	5
POLS 225	History of Federal Indian Policy	5
TOTAL NORTHWEST INDIAN COLLEGE FOUNDATIONAL REQUIREMENTS		20

<sup>1</sup>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

ENGL 101	English Composition I	5
ENGL 102 OR	English Composition II OR	5
ENGL 202	Technical Writing	
Quantitative Skills - all 5 credits met in Core		0
Humanities Distribution 10 of 15 credits met in Foundational Requirements. Need 5 credits HT or HP not in CSOV		5
Social Sciences Distribution 10 of 15 credits met in Foundational Requirements. Need 5 credits SS not in CSOV		5
Natural Sciences Distribution all 15 credits met in Core		0
TOTAL GENERAL EDUCATION REQUIREMENTS		20

### CORE NATIVE ENVIRONMENTAL SCIENCE REQUIREMENTS

BIOL 101	Introduction to Biology or BIOL 100, 111, 130, or 201 <sup>2</sup> (NSL)	5
CHEM 111 <sup>2</sup>	Inorganic Chemistry, or CHEM 121 (NSL)	5
GEOL 101 <sup>2</sup>	Introduction to Geology or GEOL 111 (NSL)	5
MATH 102 OR	College Algebra	5
MATH 107	Elementary Statistics I	
TOTAL CORE NATIVE ENVIRONMENTAL SCIENCE REQUIREMENTS		20

<sup>2</sup> Suggested for Environmental Science Option, see Bachelor of Science in Native Environmental Science description for details.

# PROGRAMS OF STUDY

## ASSOCIATE OF ARTS AND SCIENCES IN NATIVE ENVIRONMENTAL SCIENCE

### ELECTIVES

Students wanting to pursue the Environmental Science option in the Bachelor of Science in Native Environmental Science program are encouraged to complete the following courses as part of their 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 102	College Algebra (QS) <sup>3</sup>	5
MATH 107	Elementary Statistics I (QS) <sup>3</sup>	5
BIOL 202	Plant Biology (NSL)	5
BIOL 203	Animal Biology (NSL)	5

### TOTAL ELECTIVE REQUIREMENTS

19

**The Environmental Science Option in the Bachelor of Science in Native Environmental Science requires both Math 102 and Math 103. Complete whichever of the two courses was not used to satisfy the core requirements.**

### TOTAL DEGREE REQUIREMENTS

90

## 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.



# PROGRAMS OF STUDY

## ASSOCIATE OF ARTS AND SCIENCES IN NATIVE ENVIRONMENTAL SCIENCE

### PROGRAM OUTCOMES (CONT.)

#### 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.



# PROGRAMS OF STUDY

## ASSOCIATE OF ARTS AND SCIENCES IN NATIVE OKSALE EDUCATION

This program of study provides core education courses in the context of a Native American Studies curriculum for students interested in pursuing teaching careers. The Native Oksale\* Education program is a direct transfer degree designed for students who are interested in teaching at the K-8 level. 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

HMDV 110	Introduction to Successful Learning	4
CMPS 101	Introduction to Computers, or above	3
CMST 220	Public Speaking	4
TOTAL NORTHWEST INDIAN COLLEGE REQUIREMENTS		11

### NORTHWEST INDIAN COLLEGE FOUNDATIONAL REQUIREMENTS

CSOV 101	Introduction to Cultural Sovereignty	5
CSOV 102	The Language of our Ancestors or approved Native Language courses <sup>1</sup>	5
CSOV 120	Reclaiming our History	5
POLS 225	History of Federal Indian Policy	5

### TOTAL NORTHWEST INDIAN COLLEGE FOUNDATIONAL REQUIREMENTS 20

<sup>1</sup>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

ENGL 101	English Composition I	5
ENGL 102 OR	English Composition II	5
ENGL 202	Technical Writing	
MATH 151	Survey of Mathematics or other course meeting Quantitative Skills requirement	5
Humanities Distribution — all 15 credits met in Core.		0
Social Sciences Distribution — All 15 credits met in Core		0
Natural Sciences Distribution — 15 credits required. See AAS in General Direct Transfer requirements for Natural Sciences		15
TOTAL GENERAL EDUCATION REQUIREMENTS		30

### CORE EDUCATION REQUIREMENTS

CMST 130	Information Literacy and Critical Thinking	5
EDUC 102	Introduction to Teaching	3
HIST 216	American Studies	5
PSYC 101	General Psychology	5
SOCI 110	Introduction to Sociology	5
TOTAL CORE EDUCATION REQUIREMENTS		23

### ELECTIVE REQUIREMENTS

Additional credits chosen in consultation with a faculty advisor		6
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### TOTAL DEGREE REQUIREMENTS 90

\*Oksale is the Lummi word for “Teacher”

# PROGRAMS OF STUDY

## ASSOCIATE OF ARTS AND SCIENCES IN NATIVE OKSALE EDUCATION

### PROGRAM OUTCOMES

#### COMMUNICATION STUDENTS WILL BE ABLE TO:

- Demonstrate ability to read, research, interpret, summarize, and evaluate written material
- Demonstrate ability to write in an organized way using a variety of contexts and formats including computer and digital technology
- Demonstrate ability to speak in a clear, organized way within formal and informal contexts

#### NATIVE CULTURE STUDENTS WILL BE ABLE TO:

- Explain the History of Indian education as it applies to the socialization of Native people in contemporary society
- Describe best learning and teaching practices built on traditional knowledge
- Contrast traditional indigenous learning and teaching practices with current educational practices

#### SOCIAL/BEHAVIORAL STUDENTS WILL BE ABLE TO:

- Describe developmental theory as it applies to educational practices: Piaget, Erikson, and Kohlberg
- Describe the correlation of learning theory to teaching practices: intrinsic and extrinsic motivation, observational, operant and classical conditioning.
- Describe the biological roots of behavior and learning: brain development, perception, memory, consciousness, trauma and drug effects on learning.

#### ETHICAL BEHAVIOR STUDENTS WILL BE ABLE TO:

- Demonstrate prudence and ethical behavior in relationship to adherence to educational, state, and federal laws and guidelines.
- Describe and demonstrate effective interpersonal skills (trust, respect, etc).



# PROGRAMS OF STUDY

## 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

HMDV 110	Introduction to Successful Learning	4
CMPS 101	Introduction to Computers, or above	3
CMST 220	Public Speaking	4
TOTAL NORTHWEST INDIAN COLLEGE REQUIREMENTS		11

### NORTHWEST INDIAN COLLEGE FOUNDATIONAL REQUIREMENTS

CSOV 101	Introduction to Cultural Sovereignty	5
CSOV 102	The Language of our Ancestors or approved Native Language courses <sup>1</sup>	5
CSOV 120	Reclaiming our History	5
POLS 225	History of Federal Indian Policy	5

### TOTAL NORTHWEST INDIAN COLLEGE FOUNDATIONAL REQUIREMENTS 20

<sup>1</sup>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

ENGL 101	English Composition I	5
ENGL 102 OR	English Composition II OR	5
ENGL 202	Technical Writing	
Humanities Distribution – All 15 credits met in Foundational Requirements and Core		0
Social Sciences Distribution – All 15 credits met in Foundational Requirements and Core		0
Natural Sciences Distribution– Choose 15 credits from AAS Natural Science Requirements		15
TOTAL GENERAL EDUCATION REQUIREMENTS		25

### CORE PUBLIC AND TRIBAL ADMINISTRATION REQUIREMENTS

BUAD 202	Business Law	5
BUAD 212	Financial Accounting	5
CMST 130	Information Literacy/Critical Thinking	5
ECON 203	Contemporary Tribal Economics	5
MATH 107	Elementary Statistics I	5
TOTAL CORE PUBLIC AND TRIBAL ADMINISTRATION REQUIREMENTS		25

### ELECTIVES

Students pursuing a degree in Public and Tribal Administration must choose three elective courses from the following list below to complete the 90 credit minimum required for graduation.

# PROGRAMS OF STUDY

## ASSOCIATE OF ARTS AND SCIENCES IN PUBLIC AND TRIBAL ADMINISTRATION

PTAD 200	Budgeting	3
PTAD 210	Principles of Planning	3
PTAD 220	Public Policy Process	3
PTAD 230	Tribal Organization Theory & Development	3
PTAD 240	Leadership and Decision Making	3
TOTAL ELECTIVE REQUIREMENTS		9
TOTAL DEGREE REQUIREMENTS		90

## 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, 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.

# PROGRAMS OF STUDY

## 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

CMPS 101	Introduction to Computers, or above	3
CMST 101 OR	Introduction to Oral Communication	
CMST 210 OR	Interpersonal Communication	4
CMST 220	Public Speaking	
HMDV 110	Introduction to Successful Learning	4
TOTAL NORTHWEST INDIAN COLLEGE REQUIREMENTS		11

### NORTHWEST INDIAN COLLEGE FOUNDATIONAL REQUIREMENTS

CSOV 101	Introduction to Cultural Sovereignty	5
CSOV 102	The Language of our Ancestors or approved Native Language courses <sup>1</sup>	5
CSOV 120	Reclaiming our History	5
POLS 225	History of Federal Indian Policy	5
TOTAL NORTHWEST INDIAN COLLEGE FOUNDATIONAL REQUIREMENTS		20

<sup>1</sup>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

ENGL 101	English Composition I	5
Quantitative Skills- All 10 credits requirements met by MATH 124 and MATH 125 in Core		0
Humanities Distribution- All 15 credits met in Foundational Requirements		0
Social Sciences Distribution- All 15 credits met in Foundational Requirements		0
TOTAL GENERAL EDUCATION REQUIREMENTS		5

### CORE LIFE SCIENCES REQUIREMENTS

BIOL 201	Cell Biology	5
BIOL 202	Plant Biology	5
BIOL 203	Animal Biology	5
CHEM 111	Inorganic Chemistry	5
CHEM 112	Organic Chemistry	5
CHEM 113	Biochemistry	5
MATH 107	Elementary Statistics I	5
MATH 124	Calculus & Analytic Geometry I	5
MATH 125	Calculus & Analytic Geometry II	5
TOTAL CORE LIFE SCIENCES REQUIREMENTS		45

### ELECTIVES

Additional credits in Biology, Chemistry, Physics, Mathematics, Environmental Science, or other sciences chosen in consultation with a faculty advisor.

TOTAL DEGREE REQUIREMENTS		90
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# PROGRAMS OF STUDY

## 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.



2013 SPRING NEW STUDENT ORIENTATION

## PROGRAMS OF STUDY

### 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

CMPS 101	Introduction to Computers, or above	3
CMST 101 OR	Introduction to Oral Communication	
CMST 210 OR	Interpersonal Communication	4
CMST 220	Public Speaking	
HMDV 110	Introduction to Successful Learning	4
TOTAL NORTHWEST INDIAN COLLEGE REQUIREMENTS		11

#### NORTHWEST INDIAN COLLEGE FOUNDATIONAL REQUIREMENTS

CSOV 101	Introduction to Cultural Sovereignty	5
CSOV 102	The Language of our Ancestors or approved Native Language courses <sup>1</sup>	5
CSOV 120	Reclaiming our History	5

#### TOTAL NORTHWEST INDIAN COLLEGE FOUNDATIONAL REQUIREMENTS 15

<sup>1</sup>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

ENGL 101	English Composition I	5
ENGL 102 OR	English Composition II	5
ENGL 202	Technical Writing	
MATH 151	Survey of Math or other course satisfying the AAS Quantitative Skills requirement	5
Humanities Distribution - All 10 credits met in Foundation Requirement and NWIC requirements		0
Social Sciences Distribution - All 10 credits met in Foundational Requirements and Core		0
Natural Sciences Distribution - Choose 5 credits from AAS Natural Science Requirements		5

#### TOTAL GENERAL EDUCATION REQUIREMENTS 20

#### CORE EARLY CHILDHOOD EDUCATION REQUIREMENTS

ECED 101	Intro to Early Childhood Education	5
ECED 106	Guidance in Early Childhood	3
ECED 107	Frameworks for Early Childhood Education	3
ECED 114	Health, Safety, and Nutrition	5
ECED 115	Child Care Basics	3
ECED 160	Infant-Toddler Caregiving	3
ECED 206	Building Relationships: Culture, Family, Community	3
ECED 210	Early Childhood Development	3
ECED 212	Observation, Documentation, and Assessment	3
ECED 213	Preschool Curriculum Development	3
ECED 220	Communication, Language & Literacy	3
ECED 197A	Practicum I: Expressing Warmth to Children	3
ECED 197B	Practicum II: Playing Responsively	3
ECED 297A	Practicum III: Talking Informatively	3
ECED 297B	Practicum IV: Attending to Initiative, Cooperation and Perseverance	3

#### TOTAL CORE EARLY CHILDHOOD EDUCATION REQUIREMENTS 49

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# PROGRAMS OF STUDY

## ASSOCIATE OF APPLIED SCIENCE TRANSFER DEGREE IN EARLY CHILDHOOD EDUCATION

### ELECTIVES

Any course with the ECED subject code	1
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TOTAL DEGREE REQUIREMENTS	96
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## 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.**

# PROGRAMS OF STUDY

## 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

CMPS 101	Introduction to Computers, or above	3
CMST 101 OR	Introduction to Oral Communication	
CMST 210 OR	Interpersonal Communication	4
CMST 220	Public Speaking	
HMDV 110	Introduction to Successful Learning	4
TOTAL NORTHWEST INDIAN COLLEGE REQUIREMENTS		11

### NORTHWEST INDIAN COLLEGE FOUNDATIONAL REQUIREMENTS

CSOV 101	Introduction to Cultural Sovereignty	5
CSOV 102	The Language of our Ancestors or approved Native Language courses <sup>1</sup>	5
CSOV 120	Reclaiming our History	5

### TOTAL NORTHWEST INDIAN COLLEGE FOUNDATIONAL REQUIREMENTS 15

<sup>1</sup>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

ENGL 101	English Composition I	5
MATH 190	Vocational Mathematics or Math 102 or above	5
Humanities Distribution- 5 credits met in Foundational Requirements		0
Social Science Distribution- 5 credits met in Foundational Requirements		0
Natural Science Distribution- 5 credits required. Choose course meeting AAS Natural Science Requirement		5
TOTAL GENERAL EDUCATION REQUIREMENTS		15

### CORE CHEMICAL DEPENDENCY REQUIREMENTS

HUMS 120	Survey of Chemical Dependency	3
HUMS 130	Pharmacology of Substances	3
HUMS 160	Chemical Dependency Case Management	3
HUMS 170	Chemical Dependency Individual Counseling	3
HUMS 180	Youth Chemical Dependency and Counseling	3
HUMS 187	Airborne and Bloodborne Pathogens	1
HUMS 208	Law and Ethics in Chemical Dependency	5
HUMS 210	Group Facilitation	3
HUMS 223	Chemical Dependency Assessment and Treatment	3
HUMS 230	Chemical Dependency and the Family	3
HUMS 240	Multicultural Counseling	3
HUMS 275	Relapse Prevention	3
PSYC 101	General Psychology	5
PSYC 201	Developmental Psychology	5
PSYC 220	Abnormal Psychology	5
SOCI 110	Introduction to Sociology	5

### TOTAL CORE CHEMICAL DEPENDENCY REQUIREMENTS 56

### TOTAL DEGREE REQUIREMENTS 97



# PROGRAMS OF STUDY

## 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.

# PROGRAMS OF STUDY

## 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

CMPS 101	Introduction to Computers, or above	3
CMST 101 OR	Introduction to Oral Communication	
CMST 210 OR	Interpersonal Communication	4
CMST 220	Public Speaking	
HMDV 110	Introduction to Successful Learning	4
TOTAL NORTHWEST INDIAN COLLEGE REQUIREMENTS		11

### NORTHWEST INDIAN COLLEGE FOUNDATIONAL REQUIREMENTS

CSOV 101	Introduction to Cultural Sovereignty	5
CSOV 102	The Language of our Ancestors or approved Native Language courses <sup>1</sup>	5
CSOV 120	Reclaiming our History	5

### TOTAL NORTHWEST INDIAN COLLEGE FOUNDATIONAL REQUIREMENTS 15

<sup>1</sup>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

ENGL 101	English Composition I	5
MATH 190	Vocational Mathematics or Math 102 or above	5
Humanities Distribution- 5 credits met in Foundational Requirements		0
Social Science Distribution- 5 credits met in Foundational Requirements		0
Natural Science Distribution- 5 credits required. Choose course meeting AAS Natural Science Requirement		5

### TOTAL GENERAL EDUCATION REQUIREMENTS 15

### CORE INFORMATION TECHNOLOGY REQUIREMENTS

CMPS 104	Operating Systems I: Installation and Troubleshooting	3
CMPS 105	Software I: Applications for Computer Professionals	3
CMPS 116	Microsoft Office I	3
CMPS 117	Microsoft Office II	3
CMPS 140	Networking I	3
CMPS 160	Assembly, Maintenance and Diagnostics	4
CMPS 170	Web Page Development I	3
CMPS 205	Software II: Advanced Applications for Computer Professionals	3
CMPS 225	Introduction to Programming	4
CMPS 197	Internship/Practicum	6
CMPS 260 OR	Capstone Project OR	5
CMPS 297	Advanced Internship/Practicum	

### TOTAL CORE INFORMATION TECHNOLOGY REQUIREMENTS 40

# PROGRAMS OF STUDY

## ASSOCIATE OF TECHNICAL ARTS IN INFORMATION TECHNOLOGY

### ELECTIVES

CHOOSE ONE OF THE EMPHASIS AREAS (9 CREDITS) LISTED BELOW TO COMPLETE THE 90 CREDIT ATA REQUIREMENTS.

COMPUTER REPAIR AND SUPPORT	NETWORK SUPPORT AND ADMINISTRATION	MICRO-CONTROLLER/ROBOTICS	WEB PAGE DEVELOPMENT
CMPS 204 Operating Systems II 3 Credits	CMPS 144 Networking II 3 Credits	CMPS 106 Introduction to Analog and Digital Electronics 3 credits	CMPS 172 Web Page Development II 3 Credits
CMPS 270 Assembly, Maintenance and Diagnostics II 3 Credits	CMPS 243 Networking II: Networking Administration 3 Credits	CMPS 206 Introduction to Micro-controllers 3 Credits	CMPS 212 Graphic Design: Digital Media and Web Technology 3 Credits
CMPS 271 A+ Exam Preparation 3 Credits	CMPS 244 Networking Infrastructure 3 Credits	CMPS 207 Robot Development 3 Credits	CMPS 216 Web Development: Digital Media and Web Technology 3 Credits

TOTAL ELECTIVE REQUIREMENTS 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.

## PROGRAMS OF STUDY

### ASSOCIATE OF TECHNICAL ARTS IN INFORMATION TECHNOLOGY

#### 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.



2013 SPRING NEW STUDENT ORIENTATION



# PROGRAMS OF STUDY

## ASSOCIATE OF TECHNICAL ARTS IN INDIVIDUALIZED PROGRAM

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

### NORTHWEST INDIAN COLLEGE REQUIREMENTS

CMPS 101	Introduction to Computers, or above	3
CMST 101 OR	Introduction to Oral Communication	
CMST 210 OR	Interpersonal Communication	4
CMST 220	Public Speaking	
HMDV 110	Introduction to Successful Learning	4
<b>TOTAL NORTHWEST INDIAN COLLEGE REQUIREMENTS</b>		<b>11</b>

### NORTHWEST INDIAN COLLEGE FOUNDATIONAL REQUIREMENTS

CSOV 101	Introduction to Cultural Sovereignty	5
CSOV 102	The Language of our Ancestors or approved Native Language courses <sup>1</sup>	5
CSOV 120	Reclaiming our History	5
<b>TOTAL NORTHWEST INDIAN COLLEGE FOUNDATIONAL REQUIREMENTS</b>		<b>15</b>

<sup>1</sup>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

ENGL 101	English Composition I	5
MATH 190	Vocational Mathematics or Math 102 or above	5
Humanities Distribution- 5 credits met in Foundational Requirements		0
Social Science Distribution- 5 credits met in Foundational Requirements		0
Natural Science Distribution- 5 credits required. Choose course meeting AAS Natural Science Requirement		5
<b>TOTAL GENERAL EDUCATION REQUIREMENTS</b>		<b>15</b>

### CORE INDIVIDUALIZED PROGRAM REQUIREMENTS

HMDV 150	Individualized Degree Planning	3
Courses in Individualized program of study plan		46
<b>TOTAL CORE INDIVIDUALIZED PROGRAM REQUIREMENTS</b>		<b>49</b>

**TOTAL DEGREE REQUIREMENTS** **90**

## 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.

## PROGRAMS OF STUDY

### ASSOCIATE OF TECHNICAL ARTS IN INDIVIDUALIZED PROGRAM

#### PROGRAM OUTCOMES CONTINUED

##### 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.



# PROGRAMS OF STUDY

## CERTIFICATES

Seven Certificate programs are offered: Computer Repair Technician, Construction Trades, Hospitality Management, Individualized Program, Professional Technical Studies, Project Management, and Web Page Development.

### 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

CMPS 101	Introduction to Computers, or above	3
HMDV 110	Introduction to Successful Learning	4

**TOTAL NORTHWEST INDIAN COLLEGE REQUIREMENTS** **7**

#### NORTHWEST INDIAN COLLEGE FOUNDATIONAL REQUIREMENTS

CSOV 101	Introduction to Cultural Sovereignty	5
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**TOTAL NORTHWEST INDIAN COLLEGE FOUNDATIONAL REQUIREMENTS** **5**

#### GENERAL EDUCATION REQUIREMENTS

ENGL 100 OR	Introduction to College Writing	5
BUAD 100	Practical English for the Workplace	
MATH 190	Vocational Mathematics or Math 102 or above	5

**TOTAL GENERAL EDUCATION REQUIREMENTS** **10**

#### CORE COMPUTER REPAIR TECHNICIAN REQUIREMENTS

CMPS 104	Operating Systems I: Installation and Troubleshooting	3
CMPS 105	Software I: Applications for Computer Professionals	3
CMPS 116	Microsoft Office I	3
CMPS 140	Networking I	3
CMPS 144	Networking II	3
CMPS 160	Assembly, Maintenance & Diagnostics	4
CMPS 204	Operating Systems II	3
CMPS 205	Software II: Advanced Applications for Computer Professionals	3
CMPS 197	Internship/Practicum	3

**TOTAL CORE COMPUTER REPAIR TECHNICIAN 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. These courses meet the first year requirements for the two-year Certificate of Training.

#### NORTHWEST INDIAN COLLEGE REQUIREMENTS

CMPS 101	Introduction to Computers, or above	3
HMDV 110	Introduction to Successful Learning	4

**TOTAL NORTHWEST INDIAN COLLEGE REQUIREMENTS** **7**

#### NORTHWEST INDIAN COLLEGE FOUNDATIONAL REQUIREMENTS

CSOV 101	Introduction to Cultural Sovereignty	5
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**TOTAL NORTHWEST INDIAN COLLEGE FOUNDATIONAL REQUIREMENTS** **5**

# PROGRAMS OF STUDY

## CERTIFICATES

### CERTIFICATE IN CONSTRUCTION TRADES CONTINUED

#### GENERAL EDUCATION REQUIREMENTS

BUAD 100 OR	Practical English for the Workplace OR	
ENGL 100	Introduction to College Writing	5
MATH 190	Vocational Mathematics or Math 102 or above	5
TOTAL GENERAL EDUCATION REQUIREMENTS		<b>10</b>

#### CORE CONSTRUCTION TRADES REQUIREMENTS

TECH 151	Blueprint Reading for Building Trades I	3
VOCC 105	Construction Trades I	8
VOCC 106	Construction Trades II	8
VOCC 107	Construction Trades III	8
VOCC 197	Construction Trades Practicum	3
TOTAL CONSTRUCTION TRADES REQUIREMENTS		<b>30</b>

TOTAL CERTIFICATE REQUIREMENTS		<b>52</b>
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### CERTIFICATE IN HOSPITALITY MANAGEMENT

This program of study is designed for students interested in pursuing careers in the field of hospitality management, such as casino management, hotel management, restaurant management, and management in the tourism industry.

#### NORTHWEST INDIAN COLLEGE REQUIREMENTS

CMPS 101	Introduction to Computers, or above	3
HMDV 110	Introduction to Successful Learning	4
TOTAL NORTHWEST INDIAN COLLEGE REQUIREMENTS		<b>7</b>

#### NORTHWEST INDIAN COLLEGE FOUNDATIONAL REQUIREMENTS

CSOV 101	Introduction to Cultural Sovereignty	5
TOTAL NORTHWEST INDIAN COLLEGE FOUNDATIONAL REQUIREMENTS		<b>5</b>

#### GENERAL EDUCATION REQUIREMENTS

ENGL 100 OR	Introduction to College Writing OR	5
BUAD 100	Practical English for the Workplace	
MATH 190	Vocational Math or any Math, 102 or above	5
TOTAL GENERAL EDUCATION REQUIREMENTS		<b>10</b>

#### CORE HOSPITALITY MANAGEMENT REQUIREMENTS

BUAD 108	Principles of Marketing	5
BUAD 128	Supervision: Core Skills I	3
BUAD 216	Principles of Management	5
HRCM 101	Introduction to Hospitality Management	5

#### CHOOSE TWO COURSES FROM THE FOLLOWING:

HRCM 111	Introduction to Casino Management	10
HRCM 112	Casino Cash Cage Operations	
HRCM 135	Security in the Hospitality Industry	



# PROGRAMS OF STUDY

## CERTIFICATES

### CERTIFICATE IN HOSPITALITY MANAGEMENT CONTINUED

#### CORE HOSPITALITY MANAGEMENT REQUIREMENTS CONTINUED

HRCM 150	Introduction to Restaurant Management	
HRCM 160	Introduction to Hotel Management	
TOTAL CORE HOSPITALITY MANAGEMENT REQUIREMENTS		28
TOTAL CERTIFICATE REQUIREMENTS		50

### CERTIFICATE IN INDIVIDUALIZED STUDIES

This program of study allows a student to create a certificate that Northwest Indian College does not otherwise offer. The NWIC Individualized Degree advisor and an expert in the field assist the student in clarifying goals and deciding on the types of learning experiences that will become part of the finished certificate. Students begin work on this certificate by registering for HMDV 150. The certificate plan must have the approval of the NWIC Individualized Degree advisor, the expert consultant, and the Vice President for Instruction. Once the certificate is finalized, the student must successfully complete all courses appearing in the approved plan. Examples of Individualized certificates include Appreciation and Marketing of Native American Art, Business, and Chemical Dependency Studies.

#### NORTHWEST INDIAN COLLEGE REQUIREMENTS

HMDV 110	Introduction to Successful Learning	4
CMPS 101	Introduction to Computers, or above	3
TOTAL NORTHWEST INDIAN COLLEGE REQUIREMENTS		7

#### NORTHWEST INDIAN COLLEGE FOUNDATIONAL REQUIREMENTS

CSOV 101	Introduction to Cultural Sovereignty	5
TOTAL NORTHWEST INDIAN COLLEGE FOUNDATIONAL REQUIREMENTS		5

#### GENERAL EDUCATION REQUIREMENTS

ENGL 100 OR	Introduction to College Writing OR	5
BUAD 100	Practical English for the Workplace	
MATH 190	Vocational Math or any Math, 102 or above	5
TOTAL GENERAL EDUCATION REQUIREMENTS		10

#### CORE INDIVIDUALIZED STUDIES REQUIREMENTS

HMDV 150	Individualized Degree or Certificate Planning	3
Courses in Certificate Emphasis Courses in Certificate Emphasis		20
TOTAL CORE INDIVIDUALIZED STUDIES REQUIREMENTS		23
TOTAL CERTIFICATE REQUIREMENTS		45

# PROGRAMS OF STUDY

## CERTIFICATES

### CERTIFICATE IN OFFICE PROFESSIONS

This program of study prepares students for entry-level positions in office professions.

#### NORTHWEST INDIAN COLLEGE REQUIREMENTS

HMDV 110	Introduction to Successful Learning	4
<b>CMPS 101</b>	<b>Introduction to Computers, or above</b>	<b>3</b>
<b>TOTAL NORTHWEST INDIAN COLLEGE REQUIREMENTS</b>		<b>7</b>

#### **NORTHWEST INDIAN COLLEGE FOUNDATIONAL REQUIREMENTS**

<b>CSOV 101</b>	<b>Introduction to Cultural Sovereignty</b>	<b>5</b>
<b>TOTAL NORTHWEST INDIAN COLLEGE FOUNDATIONAL REQUIREMENTS</b>		<b>5</b>

#### GENERAL EDUCATION REQUIREMENTS

ENGL 100 OR	Introduction to College Writing OR	5
BUAD 100	Practical English for the Workplace	
MATH 190	Vocational Mathematics or MATH 102 or above	5
<b>TOTAL GENERAL EDUCATION REQUIREMENTS</b>		<b>10</b>

#### CORE OFFICE PROFESSIONS REQUIREMENTS

BUAD 101	Introduction to Business	5
BUAD 115	Essentials of Accounting	5
CMPS 116	MS Office I	3
CMPS 117	MS Office II	3
Electives	CMPS, OFPR or BUAD	9
<b>TOTAL OFFICE PROFESSIONS CORE REQUIREMENTS</b>		<b>25</b>

## PROGRAMS OF STUDY

### CERTIFICATES

#### 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.



STUDENT RESEARCHERS EXAMINE ON-CAMPUS RAIN GARDEN

# AWARDS OF COMPLETION

## 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 transferrable to a four year degree program.

### REQUIREMENTS

BUAD 202	Business Law	5
BUAD 212	Financial Accounting	5
HRCM 111	Introduction to Casino Management	5

Choose 9 credits from the following:

HRCM 270	Building Human Capital	3
HRCM 275	The Regulatory Environment	3
HRCM 280	Cultural Diversity and Marketing	3
HRCM 285	Leadership and Financial Management	3
HRCM 290	Building and Protecting Gaming Assets	3
HRCM 295	Organizational Development in the Tribal Gaming Environment	3

<b>TOTAL AWARD OF COMPLETION REQUIREMENTS</b>		<b>24</b>
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## DIGITAL MEDIA AND WEB TECHNOLOGY

The Digital Media and Web Technology Award of Completion is designed to prepare students for entry-level employment as a graphic designer, multimedia artist, or web development technician. Focus is on gaining practical skill using Adobe Creative Suite software and preparing students to take the Adobe Certified Associate examination.

### REQUIREMENTS

CMPS 209	Media Applications: Digital Media & Web Technology	3
CMPS 212	Graphic Design: Digital Media & Web Technology	4
CMPS 214	Desktop Publishing: Digital Media & Web Technology	3
CMPS 216	Web Page Development: Digital Media & Web Technology	3
CMPS 218	Project Management: Digital Media & Web Technology	3
CMPS 220	Career Exploration: Digital Media and Web Technology	2
CMPS 260	Capstone Project: Digital Media & Web Technology	2-4
CMPS 297	Internship	5

<b>TOTAL AWARD OF COMPLETION REQUIREMENTS</b>		<b>25</b>
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# AWARDS OF COMPLETION

## WORKING WITH INFANTS AND TODDLERS

The Award of Completion in Working with Infants and Toddlers is designed to prepare students for entry level work in early learning programs serving the unique needs of infants, toddlers, and their families. In addition, the student will have completed all 120 clock hours of training for the Infant/Toddler CDA Credential and completed 23 credits toward the Associate of Applied Science-Transfer Degree in Early Childhood Education.

### REQUIREMENTS

ECED 101	Introduction to Early Childhood Education	5
ECED 106	Guidance in Early Childhood	3
ECED 107	Frameworks for ECE	3
<b>ECED 114</b>	<b>Health, Safety and Nutrition</b>	<b>5</b>
ECED 160	Infant –Toddler Caregiving	3
ECED 197A	Practicum I: Expressing Warmth to Children	3
ECED 206	Building Relationships: Culture, Family, Community	3
<b>TOTAL AWARD OF COMPLETION REQUIREMENTS</b>		<b>25</b>

## 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 in lieu of the Child Development Associate (CDA) credential. Students should check with their Head Start administration to ensure that this Initial Certificate will meet their individual Tribe's education requirement. 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

<b>ECED 101</b>	<b>Introduction to Early Childhood Education</b>	<b>5</b>
<b>ECED 114</b>	<b>Health, Safety and Nutrition</b>	<b>5</b>
<b>ECED 197A</b>	<b>Practicum I: Expressing Warmth to Children</b>	<b>3</b>
<b>TOTAL AWARD OF COMPLETION REQUIREMENTS</b>		<b>13</b>

## 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.

### REQUIREMENTS

BUAD 121	Personal and Small Business Finance	3
BUAD 135	Small Business Management	3
BUAD 140	Small Business Entrepreneur	3
BUAD 212	Financial Accounting	5
<b>TOTAL AWARD OF COMPLETION REQUIREMENTS</b>		<b>14</b>

# AWARDS OF COMPLETION

## 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

TMSD 201	Introduction to Tribal Museum Studies	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 (5 CR)**

#### **ARCHAEOLOGY: CULTURES PAST & 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. (SS)

### **ANTH 150 (3 CR)**

#### **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. (SS)

### **ANTH 188/288 (1-5 CR)**

#### **TOPICS IN ANTHROPOLOGY**

Taught in a classroom setting. (TE)

### **ANTH 189/289 (1-5 CR)**

#### **INDIVIDUALIZED STUDIES IN ANTHROPOLOGY**

Individualized learning contracts between a student and an instructor. (TE)

### **ANTH 197/297 (1-6 CR)**

#### **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. (NE)

### **ANTH 201 (5 CR)**

#### **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. (NS)

### **ANTH 202 (5 CR)**

#### **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. (SS)

### **ANTH 388/488 (1-5 CR)**

#### **TOPICS IN ANTHROPOLOGY**

Taught in a classroom setting.

### **ANTH 389/489 (1-5 CR)**

#### **INDIVIDUALIZED STUDIES IN ANTHROPOLOGY**

Individualized learning contracts between a student and an instructor.

### **ANTH 397/497 (1-6 CR)**

#### **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.

## **ART**

### **ARTD 103 (5 CR)**

#### **APPRECIATION OF AMERICAN INDIAN ART**

An overview for developing appreciation of American Indian art through traditional and contemporary perspectives. (HT)

### **ARTD 105A-E (1 CREA)**

#### **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. (HT)


### **ARTD 106 (5 CR)**

#### **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. (HT)


### **ARTD 115 (5 CR)**

#### **THEORY OF NORTHWEST COAST NATIVE DESIGN I**

Covers historical and contemporary aspects of design including theoretical principles and social, spiritual, functional, and economic perspectives. (HT) 

### **ARTD 116 (5 CR)**

#### **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. (HT) 

### **ARTD 146 (3 CR)**

#### **PNW BEADWORK I**

Introduction to beading techniques. Presents the different styles of Native American beadwork and the various types of materials used. (HP)

### **ARTD 147 (3 CR)**

#### **PNW BEADWORK II**

Student builds on skills learned in ARTD 146. (HP)

### **ARTD 151 (3 CR)**

#### **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. (HP)

### **ARTD 152 (3 CR)**

#### **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. (HP)

### **ARTD 153 (3 CR)**

#### **PNW INDIAN BASKETRY III**

Continuation of ARTD 152. (HP)

### **ARTD 171 (3-6 CR)**

#### **PNW INDIAN WOODCARVING I**

Introductory course covering concepts of carving with the grain of the wood and Indian graphic design and processes. (HP)

### **ARTD 172 (3-5 CR)**

#### **PNW INDIAN WOODCARVING MASKS**

Covers traditional Indian mask design for creating masks. (HP)

### **ARTD 173 (3 CR)**

#### **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. (HP)

### **ARTD 174 (3 CR)**

#### **INDIAN WOODCARVING SMALL TOTEMS II**

Students build on skills learned in ARTD 173. (HP)



**ARTD 175 (3-5 CR)****TRADITIONAL TOOLMAKING 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. (HP)

**ARTD 185 (3 CR)****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. (HP)

**ARTD 188/288 (1-5 CR)****TOPICS IN ART**

Taught in a classroom setting. (TE)

**ARTD 189/289 (1-5 CR)****INDIVIDUALIZED STUDIES IN ART**

Individualized learning contracts between a student and an instructor. (TE)

**ARTD 197/297 (1-6 CR)****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. (NE)

**ARTD 258 (3 CR)****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. (HT)

**ASTRONOMY****ASTR 101 (5 CR)****ASTRONOMY**

Comprehensive survey of astronomy. Topics include history of astronomy from many cultural perspectives, scientific method, motion of celestial objects, light, gravity and space 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. (NSL)

**ASTR 188/288 (1-5 CR)****TOPICS IN ASTRONOMY**

Taught in a classroom setting. (TE)

**ASTR 189/289 (1-5 CR)****INDIVIDUALIZED STUDIES IN ASTRONOMY**

Individualized learning contract between student and instructor. (TE)

**ASTR 197/297 (1-6 CR)****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. (NE)


**BIOLOGY****BIOL 100 (5 CR)****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. (NS)

**BIOL 101 (5 CR)****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. (NSL)

**BIOL 104 (5 CR)****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. (NSL) 

**BIOL 111 (5 CR)****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 at-

titude toward science while understanding what it means to learn scientific concepts. Lab included. (NSL)

**BIOL 130 (5 CR)****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. (NSL)

**BIOL 140 (3 CR)****ISSUES IN FISHERIES**

Comprehensive introduction to current fisheries issues which primarily affect North American tribes. History, present situation and future of fisheries resources are examined. Topics include political and social implications of user groups' impact on the resource, and laws and regulations designed to protect and enhance fisheries resources. (NS)

**BIOL 188/288 (1-5 CR)****TOPICS IN BIOLOGY**

Taught in a classroom setting. (TE)

**BIOL 189/289 (1-5 CR)****INDIVIDUALIZED STUDIES IN BIOLOGY**

Individualized learning contracts between a student and an instructor. (TE)

**BIOL 197/297 (1-6 CR)****INTERNSHIP/PRACTICUM IN BIOLOGY**

Participation in a project under the direction of a faculty member and in consultation with a professional in the field. (NE)

**BIOL 201 (5 CR)****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. (NSL)

**BIOL 202 (5 CR)****PLANT BIOLOGY: HONORING THE GIFTS OF PLANTS**

Covers the basics of algae, vascular plants and non-vascular plant structure, reproduc-

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

Services Learning Component



tion, nutrient uptake, growth and diversity. Lab included. Prerequisite: BIOL 201. (NSL)

**BIOL 203 (5 CR)****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. (NSL)

**BIOL 205 (5 CR)****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. (NS)

**BIOL 215 (5 CR)****CONSERVATION BIOLOGY**

Explores ecological principles and conservation biology used as management tools to sustain and preserve the biosphere and cultural diversity. Lab included. (NSL)

**BIOL 241 (1 CR)****OSTEOLOGICAL IDENTIFICATION**

Introduction to individual elements of the human skeleton combined with basic understanding of differences between human skeletal remains and non-human remains. Students also work in the field assessing remains and artifacts. Prerequisite: ENGL 100 or permission of instructor. (NSL)

**BIOL 242 (6 CR)****ANATOMY & 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. (NSL)

**BIOL 243 (6 CR)****ANATOMY & 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. (NSL)

**BIOL 245 (5 CR)****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. (NSL)

**BIOL 310 (5CR)****ECOLOGY & WEB OF INTERRELAT-EDNESS**

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. 

**BIOL 350 (5 CR)****ETHNOBIOLOGY: PEOPLE, PLANTS& ANIMALS**

Study of the interrelationships between people and biological organisms in a multi-disciplinary 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.

**BIOL 388/488 (1-5 CR)****TOPICS IN BIOLOGY**

Taught in a classroom setting.

**BIOL 389/489 (1-5 CR)****INDIVIDUALIZED STUDIES IN BIOLOGY**

Individualized learning contracts between a student and an instructor.

**BIOL 397/497 (1-6 CR)****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.

**BIOL 425 (5 CR)****BIOLOGY OF FISHES**

Explores the evolution, biology, and ecol-

ogy 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

**BUSINESS ADMINISTRATION****BUAD 100 (5 CR)****PRACTICAL ENGLISH FOR THE WORKPLACE**

Interdisciplinary approach to literacy and critical thinking, emphasizing processes, terminologies and protocols of real-life work environments. (NE)

**BUAD 101 (5 CR)****INTRODUCTION TO BUSINESS**

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

**BUAD 108 (5 CR)****PRINCIPLES OF MARKETING**

Broad overview of the market structure and its functions showing why marketing is important to business success. Includes the description, analysis, and evaluation of the marketing environment. (NE)

**BUAD 115 (5 CR)****ESSENTIALS OF ACCOUNTING**

Introduction to the accounting cycle for personal-service businesses, including banking and payroll. Prerequisite: MATH 070. (NE)

**BUAD 121 (3 CR)****PERSONAL & SMALL BUSINESS FINANCE**

Applied study of budgeting, buying, borrowing, saving, taxes, insurance, and investments from the individual and the small business point of view. (NE)

**BUAD 128 (3 CR)****SUPERVISION: CORE SKILLS I**

Focuses on concepts in leadership, decision-making and communication for the new supervisor to utilize in the workplace. Topics include management styles, human relations and creativity in the workplace. (NE)

**BUAD 135 (3 CR)****SMALL BUSINESS MANAGEMENT**

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 Services Learning Component



JOHN TRUDELL SPEAKS AT NWIC

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. (NE)

**BUAD 140 (3 CR)****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. (NE)

**BUAD 146 (5 CR)****BUSINESS MATH & 10-KEY**

Introduction to business mathematics, percentages, ratios, markup/markdown and use of tables using ten-key electronic calculator. Develops technique, speed, and accuracy on ten-key calculator. Prerequisite: Math 070. (NE)

**BUAD 163 (2 CR)****CUSTOMER SERVICE I**

Presents concepts in relationship building including impacting customer loyalty, dealing with difficult customers, the art of salesmanship and customer rights. (NE)

**BUAD 180 (5 CR)****INTRODUCTION TO PROJECT MANAGEMENT**

Fundamental skills and knowledge related to managing projects with emphasis on project life cycle, scope, costs and time constraints. Prerequisite: CMPS 101 or equivalent, or permission of instructor. (NE)

**BUAD 181 (5 CR)****INTERMEDIATE PROJECT MANAGEMENT**

Second in a 3 part series leading to a project management certificate, focus is on using PM and architectural software and developing skills needed in practical project development and implementation. Prerequisites: BUAD 180 or equivalent, or permission of instructor. (NE)

**BUAD 182 (5 CR)****ADVANCED PROJECT MANAGEMENT**

Final course for the project management certificate. Prepares the student to become a certified project management professional by providing experience in selecting, planning, developing and completing a project using the skills learned in this and previous courses in the certificate program. Prerequisite: BUAD 181 or equivalent, or permission of instructor. (NE)

**BUAD 188/288 (1-5 CR)****TOPICS IN BUSINESS ADMINISTRATION**

Taught in a classroom setting. (NE)

**BUAD 189/289 (1-5 CR)****INDIVIDUALIZED STUDIES IN BUSINESS ADMINISTRATION**

Individualized learning contracts between a student and an instructor. (NE)

**BUAD 197/297 (1-6 CR)****INTERNSHIP/PRACTICUM IN BUSINESS ADMINISTRATION**

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  
Services Learning Component



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

## **BUAD 202 (5 CR)**

### **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. (SS)

## **BUAD 212 (5 CR)**

### **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. (TE)

## **BUAD 215 (5 CR)**

### **HUMAN RESOURCE MANAGEMENT**

Study of human relationships in personnel management. Covers various management styles and techniques for handling leadership, conflict and stress in managing personnel. (NE)

## **BUAD 216 (5 CR)**

### **PRINCIPLES OF MANAGEMENT**

Introduction to the development of modern management. Topics include the human needs in organizations, managerial leadership, and the development of effective communication networks and styles. (NE)

## **BUAD 231 (3 CR)**

### **GRANT MANAGEMENT**

Covers concepts and methods for providing financial and programmatic accountability of public and private grants. Includes material on evaluation process and outcomes and the methods for reporting to the project manager, the funding sources and to the community. (NE)

## **BUAD 235 (5 CR)**

### **MANAGERIAL ACCOUNTING**

Accounting procedures and techniques used as part of the managerial process of planning, decision-making, and control.

Prerequisite: BUAD 212. (TE)

## **BUAD 315 (5 CR)**

### **PROJECT LEADERSHIP: VISION, ACTION & LEARNING**

Prepares students to manage tribal and non-tribal projects. Emphasis is placed upon knowledge and skills required to manage effective projects that engage the community, revitalize the culture and support healthy and sustainable communities. Visioning, planning, implementation, collaboration and evaluation will be covered. Prerequisites: CMPS 101, CMST 210, ENGL 305.

## **BUAD 388/488 (1-5 CR)**

### **TOPICS IN BUSINESS ADMINISTRATION**

Taught in a classroom setting.

## **BUAD 389/489 (1-5 CR)**

### **INDIVIDUALIZED STUDIES IN BUSINESS ADMINISTRATION**

Individualized learning contracts between a student and an instructor.

## **BUAD 397/497 (1-6 CR)**

### **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.

## **CHEMISTRY**

### **CHEM 100 (5 CR)**

#### **INTRODUCTION TO CHEMISTRY**

Open to students without a previous background in chemistry, or those who do not need chemistry sequence in their program of study. Covers a wide range of topics with emphasis on common household chemicals. Lab included. (NSL)

### **CHEM 111 (5 CR)**

#### **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. (NSL)



### **CHEM 112 (5 CR)**

#### **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. (NSL)

### **CHEM 113 (5 CR)**

#### **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. (NSL)

### **CHEM 121 (5 CR)**

#### **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. (NSL)

### **CHEM 122 (5 CR)**

#### **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. (NSL)

### **CHEM 123 (5 CR)**

#### **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. (NSL)



**CHEM 188/288 (1-5 CR)**  
TOPICS IN CHEMISTRY  
Taught in a classroom setting. (TE)

**CHEM 189/289 (1-5 CR)**  
INDIVIDUALIZED STUDIES IN CHEMISTRY  
Individualized learning contracts between a student and an instructor. (TE)

**CHEM 197/297 (1-6 CR)**  
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. (NE)

**CHEM 231 (5 CR)**  
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. (NSL)

**CHEM 232 (5 CR)**  
ORGANIC CHEMISTRY II  
Further discussion of physical properties and transformations of organic molecules, especially aromatic and carbonyl compounds. Laboratory required: synthesis and reactions of organic compounds, with introduction to practical spectroscopy. Prerequisite: CHEM 231. (NSL)

## COMMUNICATION STUDIES

**CMST 101 (4 CR)**  
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. (CS)

**CMST 130 (5 CR)**  
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. (HT)

**CMST 188/288 (1-5 CR)**  
TOPICS IN COMMUNICATION STUDIES  
Taught in a classroom setting. (TE)

**CMST 189/289 (1-5 CR)**  
INDIVIDUALIZED STUDIES IN COMMUNICATION STUDIES  
Individualized learning contracts between a student and an instructor. (TE)

**CMST 197/297 (1-6 CR)**  
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. (NE)

**CMST 210 (4 CR)**  
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 or permission of instructor. (CS, HT)

**CMST 220 (4 CR)**  
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, or permission of instructor. (CS, HT)



## COMMUNITY ADVOCATES AND RESPONSIVE EDUCATION

**CARE 150 (3 CR)**  
INTRODUCTION TO HUMAN SERVICES IN TRIBAL COMMUNITIES  
Provides foundational concepts of the profession and breadth of the field. Introduces tribal and other workplace settings, re-

quired 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. (SS)

**CARE 188/288 (1-5 CR)**  
TOPICS IN COMMUNITY ADVOCATES AND RESPONSIVE EDUCATION  
Taught in a classroom setting. (TE)

**CARE 189/289 (1-5 CR)**  
INDIVIDUALIZED STUDIES IN TOPICS IN COMMUNITY ADVOCATES AND RESPONSIVE EDUCATION  
Individualized learning contracts between a student and an instructor. (TE)

**CARE 197/297 (1-6 CR)**  
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. (NE)

**CARE 310 (5 CR)**  
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

**CARE 320 (5 CR)**  
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

**CARE 330 (5 CR)**  
POLICY AND LAW IN TRIBAL HU-





**MAN 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

**CARE 350 (5 CR)****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

**CARE 388/488 (1-5 CR)****TOPICS IN COMMUNITY ADVOCATES AND RESPONSIVE EDUCATION**

Taught in a classroom setting.

**CARE 389/489 (1-5 CR)****INDIVIDUALIZED STUDIES IN TOPICS IN COMMUNITY ADVOCATES AND RESPONSIVE EDUCATION**

Individualized learning contracts between a student and an instructor.

**CARE 395 (2 CR)****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

**CARE 397/497 (1-6 CR)****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.

**CARE 410 (5 CR)****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

**CARE 450 (5 CR)****PLANNING AND EVALUATING TRIBAL PROGRAMS**

Engages students in the process of planning and evaluating human services programs that focus on indigeness, 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.

**CARE 470 (5 CR)****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.

**CARE 495A-C (5 CREA)****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

**CARE 499 (5 CR)****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

**COMMUNITY HEALTH****COMH 101 (3 CR)****AMERICAN INDIAN HEALTH CARE-SYSTEMS**

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. (NE, NASD)

**COMH 102 (3 CR)****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. (NE, NASD)

**COMH 121 (3 CR)****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. (NE)



**COMH 122 (3 CR)****ENVIRONMENTAL HEALTH, DISASTERS & 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. (NE, NASD)

**COMH 123 (3 CR)****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. (NE)

**COMH 124 (3 CR)****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. (NE)

**COMH 188/288 (1-5 CR)****TOPICS IN COMMUNITY HEALTH**

Taught in a classroom setting. (NE)

**COMH 189/289 (1-5 CR)****INDIVIDUALIZED STUDIES IN COMMUNITY HEALTH**

Individualized learning contracts between a student and an instructor. (NE)

**COMH 197/297 (1-6 CR)****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. (NE)

**COMH 221 (3 CR)****IDENTIFYING & 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, or permission of instructor. (NE)

**COMH 222 (3 CR)****DEVELOPING & 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, or permission of instructor. (NE)

**COMPUTERS****CMPS 100 (1-2 CR)****COMPUTER BASICS**

Introduction to the basic operation and functional uses of a computer in a Windows environment. (NE)

**CMPS 101 (3 CR)****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 or permission of instructor. (TE)

**CMPS 104 (3 CR)****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 or permission of instructor. (NE)

**CMPS 105 (3 CR)****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 or permission of instructor. (NE)

**CMPS 106 (3 CR)****INTRODUCTION TO ANALOG & DIGITAL ELECTRONICS**

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

**CMPS 110 (3 CR)****DATABASE MANAGEMENT I**

Use of database in creating, manipulating and managing a body of information efficiently. Students will create reports and mailing labels. Prerequisite: CMPS 101. (NE)

**CMPS 116 (3 CR)****MICROSOFT OFFICE I**

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

**CMPS 117 (3 CR)****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. (NE)

**CMPS 140 (3 CR)****NETWORKING I**

Provides an introduction to the operations, managerial and technical aspects of micro-computer 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 or permission of instructor. (NE)

**CMPS 144 (3 CR)****NETWORKING II**

Prepares students to take the Microsoft Certified Systems Engineer exam 70-58: Networking Essentials. Includes comput-

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  
Services Learning Component

er-based training with the text. Lectures are based on the book, exercises and sample exams to prepare for the certification exam. Prerequisite: CMPS 140. (NE)

**CMPS 155 (3 CR)****INTRODUCTION TO COMPUTER APPLICATIONS**

Techniques for effective use of a computer application program. The course is distance learning and hands-on using a self-paced tutorial manual. It requires access to a computer with the appropriate program. Student may choose Microsoft Word or Excel. (NE)

**CMPS 156 (3 CR)****INTERMEDIATE COMPUTER APPLICATIONS**

Intermediate-level use of an application program. Distance- learning and hands-on using a self-paced tutorial manual. It requires access to a computer with the appropriate program. Student may choose Microsoft Word or Excel. Satisfies general education computer requirement. Prerequisite: CMPS 155 or permission of instructor. (NE)

**CMPS 160 (4 CR)****ASSEMBLY, MAINTENANCE & DIAGNOSTICS**

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

**CMPS 170 (3 CR)****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. (NE)

**CMPS 172 (3 CR)****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 monitor-

ing, validation, recursion and shopping cart techniques. Prerequisites: CMPS 110, 170 and 225 or permission of instructor. (NE)

**CMPS 175 (5 CR)****CASINO GAMING SYSTEMS**

Capstone course for casino gaming systems technicians. Focus is on advanced hardware and software features including installation and configuration of vendor-specific gaming devices; identifying, replacing and upgrading components; preventative maintenance; service documentation; slot gaming laws and policies; guest satisfaction. Prerequisites: CMPS 144 and CMPS 160. (NE)

**CMPS 188/288 (1-5 CR)****TOPICS IN COMPUTERS**

Taught in a classroom setting. (NE)

**CMPS 189/289 (1-5 CR)****INDIVIDUALIZED STUDIES IN COMPUTERS**

Individualized learning contracts between a student and an instructor. (NE)

**CMPS 197/297 (1-6 CR)****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. (NE)

**CMPS 204 (3 CR)****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. (NE)

**CMPS 205 (3 CR)****SOFTWARE II: ADVANCED APPLICATIONS FOR COMPUTER PROFESSIONALS**

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

**CMPS 206 (3 CR)****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. (NE)

**CMPS 207 (3 CR)****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. (NE)

**CMPS 209 (3 CR)****MEDIA APPLICATIONS: DIGITAL MEDIA & 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. (NE)

**CMPS 212 (3 CR)****GRAPHIC DESIGN: DIGITAL MEDIA & 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. (NE)

**CMPS 214 (3 CR)****DESKTOP PUBLISHING: DIGITAL MEDIA & WEB TECHNOLOGY**

Focus on using Photoshop, InDesign, Illustrator, Acrobat and Bridge for design and development of web page content, and on effective communication with clients in determining website parameters. Prerequisite: CMPS 101 (NE)

**CMPS 216 (3 CR)****WEB DEVELOPMENT: DIGITAL MEDIA & 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:







HENRIETTA MANN SPEAKS AT NWIC

CMPS 101. (NE)

**CMPS 218 (3 CR)**

**PROJECT MANAGEMENT: DIGITAL MEDIA & WEB TECHNOLOGY**

Project-based approach to design and development, from Planning to evaluation and launch. Focuses on digital media and web technology related to planning, organization, control, client and team interaction, quality and design iteration. Prerequisite: CMPS 101. (NE)

**CMPS 220 (2 CR)**

**CAREERS: DIGITAL MEDIA & WEB TECHNOLOGY**

Explores careers in digital media and web technology. Focuses on identification of career interest areas and the use of Adobe software in different various types of work environments, projects, and careers. Prerequisite: CMPS 101. (NE)

**CMPS 225 (4 CR)**

**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. (NE)

**CMPS 230 (4 CR)**

**PROGRAMMING IN C++ I**

First course in C++ programming language that covers data type, variables, control structures, and basic C++ syntax. (NS)

**CMPS 235 (3 CR)**

**ELECTRONIC SPREADSHEET I**

Use of computer to create a variety of spreadsheets using common spreadsheet commands. Students learn effective ways to set up structures, how to display information through reports and charts and basic file maintenance procedures. Prerequisite: CMPS 101 or permission of instructor. (NE)

**CMPS 236 (3 CR)**

**ELECTRONIC SPREADSHEET II**

Continuation of building a variety of spreadsheets. Emphasis is on terms relevant to business operations and financial analysis. Students learn how to program macros

and to transfer files and data to other programs. Prerequisite: CMPS 235. (NE)

**CMPS 237 (3 CR)**

**ELECTRONIC SPREADSHEET III**

Special topics in spreadsheets. Prerequisite: CMPS 236. (NE)

**CMPS 243 (3 CR)**

**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. (NE)

**CMPS 244 (3 CR)**

**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. (NE)

CS- Communication Skills  
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HP- Humanities Performance  
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QS- Quantitative Skills  
SS- Social Science



- May Include Indigenous  
Services Learning Component



**CMPS 245 (3 CR)****MS EXCHANGE SERVER**

Designed to guide the student to an in-depth understanding of Microsoft Exchange Server and how it is installed, configured and managed in a Microsoft Windows NT networked environment. (NE)

**CMPS 247 (3 CR)****DESKTOP PUBLISHING I**

Techniques of preparation of material for publication. Provides an overview of the field of “in-house” publishing. Students gain experience in the writing and design of signs, resumes, brochures and newsletters. Prerequisite: CMPS 101 or permission of instructor. (NE)

**CMPS 250 (3 CR)****MULTIMEDIA DEVELOPMENT**

Presents a multimedia development language that integrates video, sound and animation into a multimedia project. Prerequisite: CMPS 101 or permission of instructor. (NE)

**CMPS 260 (5 CR)****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. (NE)

**CMPS 270 (3 CR)****ASSEMBLY, MAINTENANCE & 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 recovery and use hardware and software diagnostic tools. Prerequisite: CMPS 160. (NE)

**CMPS 271 (3 CR)****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 & 270. (NE)

**CMPS 272 (5 CR)****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 or permission of instructor. (NE)

**CMPS 388/488 (1-5 CR)****TOPICS IN COMPUTERS**

Taught in a classroom setting.

**CMPS 389/489 (1-5 CR)****INDIVIDUALIZED STUDIES IN COMPUTERS**

Individualized learning contracts between a student and an instructor.

**CMPS 397/497 (1-6 CR)****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.

**CULTURAL SOVEREIGNTY****CSOV 101 (5 CR)****INTRODUCTION TO CULTURAL SOVEREIGNTY**

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

**CSOV 102 (5 CR)****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. (HT)

**CSOV 120 (5 CR)****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. (SS)

**CSOV 130 (5 CR)****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. (HT)

**CSOV 188/288 (1-5 CR)****TOPICS IN CULTURAL SOVEREIGNTY**

Taught in a classroom setting. (NE)

**CSOV 189/289 (1-5 CR)****INDIVIDUALIZED STUDIES IN CULTURAL SOVEREIGNTY**

Individualized learning contracts between a student and an instructor. (NE)

**CSOV 197/297 (1-6 CR)****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. (NE)

**CSOV 300 (5 CR)****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.

**CSOV 301 (5 CR)****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

**CSOV 302 (5 CR)****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.

**CSOV 320 (5 CR)****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.

**CSOV 335 (5 CR)****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.

**CSOV 388/488 (1-5 CR)****TOPICS IN CULTURAL SOVEREIGNTY**

Taught in a classroom setting.

**CSOV 389/489 (1-5 CR)****INDIVIDUALIZED STUDIES IN CULTURAL SOVEREIGNTY**

Individualized learning contracts between a student and an instructor.

**CSOV 397/497 (1-6 CR)****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.

**CSOV 410 (5 CR)****SENIOR SEMINAR**

The Senior Seminar is designed for students in the Native Studies Bachelors degree program to prepare for their final year at Northwest Indian College. Topics vary, but will emphasize leadership, indigeness, and sovereignty. Requirement: By Permission of Instructor.

**CSOV 490 (5 CR)****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.

**CSOV 499 (10 CR)****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.

**DRAMA****DRMA 101 (3 CR)****ACTING I**


Exploration of acting fundamentals in experimental manner. Some theory, analysis, and practice in a supportive group environment. (HP)

**DRMA 102 (3 CR)****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. (HP) 

**DRMA 103 (3 CR)****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. (HP) 

**DRMA 188/288 (1-5 CR)****TOPICS IN DRAMA**

Taught in a classroom setting. (TE)

**DRMA 189/289 (1-5 CR)****INDIVIDUALIZED STUDIES IN DRAMA**

Individualized learning contracts between a student and an instructor. (TE)

**DRMA 197/297 (1-6 CR)****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. (NE)

**DRMA 207 (4 CR)****NATIVE AMERICAN THEATER THEORY**

Explores theater performed by Native Americans in the USA. Includes readings of Native American dramas, improvisation and storytelling. (HT)

**DRMA 210 (3 CR)****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. (HT)

**EARLY CHILDHOOD EDUCATION****ECED 101 (5 CR)****INTRODUCTION TO EARLY CHILDHOOD EDUCATION**

Explores the foundations of early childhood education. Examines theories defining the field, issues and trends, best

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SS- Social Science



- May Include Indigenous Services Learning Component





practices and program models. Requires observation of children, professionals and programs in action. (SS)

#### **ECED 106 (3 CR)**

##### **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. (NE)

#### **ECED 107 (3 CR)**

##### **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. (NE)

#### **ECED 108 (3 CR)**

##### **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. (NE)

#### **ECED 114 (5 CR)**

##### **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. (NE)

#### **ECED 115 (3 CR)**

##### **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. (NE)

#### **ECED 116 A-F (1 CREA)**

##### **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. Pre-**



requisite: ECED 107 for each credit. (NE)

### ECED 160 (3 CR)

#### 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. (NE)

### ECED 188/288 (1-5 CR)

#### TOPICS IN EARLY CHILDHOOD EDUCATION

Taught in a classroom setting. (NE)

### ECED 189/289 (1-5 CR)

#### INDIVIDUALIZED STUDIES IN EARLY CHILDHOOD EDUCATION

Individualized learning contracts between a student and an instructor. (NE)

### ECED 197A (3 CR)

#### 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. (NE)

### ECED 197B (3 CR)

#### 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. (NE)

### ECED 206 (3 CR)

#### 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 op-

portunities for advocacy that promote continued growth and development of systems of support. Prerequisite: ECED 101 (NE)

### ECED 210 (3 CR)

#### 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. (TE)


### ECED 212 (3 CR)

#### OBSERVATION, DOCUMENTATION & 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. (NE)

### ECED 213 (3 CR)


#### 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 or permission of instructor. (NE) 

### ECED 220 (3 CR)

#### COMMUNICATION, LANGUAGE & 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. (NE) 

### ECED 297A (3 CR)

#### 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. (NE)

### ECED 297B (3 CR)

#### 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. (NE)

## ECONOMICS

### ECON 188/288 (1-5 CR)

#### TOPICS IN ECONOMICS

Taught in a classroom setting. (TE)

### ECON 189/289 (1-5 CR)

#### INDIVIDUALIZED STUDIES IN ECONOMICS

Individualized learning contracts between a student and an instructor. (TE)

### ECON 197/297 (1-6 CR)

#### 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. (NE)

### ECON 201 (5 CR)

#### PRINCIPLES OF MACROECONOMICS

Introduction to macroeconomics; elementary analysis of the determination of income, including the level of income, fluctuations in income, and growth of income; the role of monetary and fiscal policy, inflation, unemployment; recession, and depressions. Prerequisites: ENGL 100 and MATH 099. (SS)

### ECON 202 (5 CR)

#### PRINCIPLES OF MICROECONOMICS

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- May Include Indigenous Services Learning Component



This course focuses on the basic principles of economics that apply to individual decision-makers, firms and organizational structure within Tribal and other communities. Among the topics emphasized are supply, demand and resource allocation; various market and industry structures; social costs and benefits; international trade; and comparative systems. Prerequisites: ENGL 100 and MATH 099. (SS)

**ECON 203 (5 CR)****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: ENGL 102 or 202. (SS, NASD)

**ECON 250 (5 CR)****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. (SS)

**EDUCATION****EDUC 102 (3 CR)****INTRODUCTION TO TEACHING**

An examination of the field and foundations of education and the teaching profession. Four Themes will be explored: schools and students, the ethical and legal issues around teaching, the body of thought and experience that surrounds the practice of education, and the teaching profession. (TE)

**EDUC 110 (3 CR)****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. (SS)

**EDUC 151 (3 CR)****NATIVE LANGUAGE CERTIFICATION I**

First of four courses designed to prepare Native Language Teachers for certification according to the procedures set out by the Tribe or Tribal Language Committee designated by the Tribe to certify teachers to teach their language. Students are introduced to the writing system and the structure of the language. Students are expected to master the writing system, to learn how to write the words presented in class and to become completely familiar with grammatical features presented. Prerequisite: Acceptance into language program by designated Language Committee. (NE)

**EDUC 152 (3 CR)****NATIVE LANGUAGE CERTIFICATION II**

Second course in Native Language Certification preparation. Prerequisite: EDUC 151. (NE)

**EDUC 153 (3 CR)****NATIVE LANGUAGE CERTIFICATION III**

Third course in Native Language Certification preparation. Prerequisite: EDUC 152. (NE)

**EDUC 154 (3 CR)****NATIVE LANGUAGE CERTIFICATION IV**

Fourth course in Native Language certification preparation. Prerequisite: EDUC 153. (NE, NASD)

**EDUC 161 (2 CR)****INTRODUCTION TO PARAEDUCATION**

Introduction to the duties, responsibilities, and importance of paraeducators in schools. Covers roles of the para-educator, child development, safety and health, computer introduction, and cultural awareness, specifically in working with children and families. (NE)

**EDUC 162 (2 CR)****PARAEDUCATOR AS LEARNING ASSISTANT**

Explores learning styles and multiple intelligence, a variety of instructional strategies, special needs and special programs for children, providing instructional support, and job search strategies. (NE)

**EDUC 163 (2 CR)****PARAEDUCATOR: STRENGTHENING EDUCATION**

Provides additional strategies, applications, and information to better prepare the paraeducator for a variety of responsibilities in tribal and public schools and ECE programs. Topics include culture, equity, health and safety, assessment, library, research and writing, capable learners, computer assisted instruction, job search skills and observing and participating in classrooms. (NE)

**EDUC 188/288 (1-5 CR)****TOPICS IN EDUCATION**

Taught in a classroom setting. (NE)

**EDUC 189/289 (1-5 CR)****INDIVIDUALIZED STUDIES IN EDUCATION**

Individualized learning contracts between a student and an instructor. (NE)

**EDUC 197/297 (1-6 CR)****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. (NE)

**EDUC 202 (5 CR)****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. (SS)

**EDUC 203 (3 CR)****ISSUES IN EDUCATION**

Study of issues and relevant principles in education; responsibilities of government, parents, pupils and teachers. Race, class,



culture and sexuality as issues in education. Includes principles for developing philosophy of education. (NE)

**EDUC 220 (3 CR)****INTRODUCTION TO EXCEPTIONAL CHILDREN**

Introduction to special instructional needs of gifted and handicapped children with a focus on the issues and perspectives of American Indian communities. (NE)

**EDUC 260 (5 CR)****STRATEGY INSTRUCTION FOR SPECIAL EDUCATION**

Focuses on rationale of strategy instruction for special education students while comparing it to more traditional methods of instruction. Compares strengths and weakness of alternative methods for instruction such as basic skills remediation, study skills instruction, tutorial methods, content equivalent approach and strategy instruction. (NE)

**EDUC 262 (3 CR)****LEGAL ISSUES IN SPECIAL EDUCATION**

Explores the procedural and legal issues governing special education that educators are legally responsible for implementing in their professional roles. Covers history of Special Education Law that has served to define IDEA, current federal statutes, Washington State rules and regulations and introduction to developing legally correct IEPs. (NE)

**EDUC 275 (3 CR)****DESIGN & FACILITATION FOR LIVING**

Required for Chemical Dependency Counselor Certification II. Focuses on how to design and facilitate short workshops for clients or groups. Emphasis on blending good educational and counseling practices. (NE)

**EDUC 281 (5 CR)****TEACHING IN INCLUSIVE CLASSROOMS**

Methods course for teaching students with disabilities in general education classrooms. (NE)

**EDUC 295 (5 CR)****CROSS-CULTURAL ASSESSMENT IN****SPECIAL EDUCATION**

Presents emerging principles of culturally inclusive assessment concepts and new measures of evaluating special needs children in multicultural education settings. Prerequisite: EDUC 220. (NE)

**EDUC 388/488 (1-5 CR)****TOPICS IN EDUCATION**

Taught in a classroom setting.

**EDUC 389/489 (1-5 CR)****INDIVIDUALIZED STUDIES IN EDUCATION**

Individualized learning contracts between a student and an instructor.

**EDUC 397/497 (1-6 CR)****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.

**ENGLISH****ENGL 095 (5 CR)****GRAMMAR AND PUNCTUATION**

Designed to give students a review of basic English grammar and punctuation through organized workbook activities closely monitored by instructors. Includes writing assignments interwoven throughout computer and textbook activities. (N)

**ENGL 098 (5 CR)****CONSTRUCTING THE PARAGRAPH**

Designed to give students practice at writing paragraphs and essays in order to understand the structure and composition of the paragraph. Creative writing and analysis of reading are combined with individualized skill development. Prerequisite: ENGL 095 or Placement Test. (N)

**ENGL 100 (5 CR)****INTRODUCTION TO COLLEGE WRITING**

Focuses on an essay and summary writing portfolio as well as basic grammar. Students create portfolio containing two essays and one summary. Prerequisite: ENGL 098 or placement test. (NE)

**ENGL 101 (5 CR)****ENGLISH COMPOSITION I**

Focuses on improving writing by developing creative and analytical skills and by

writing well developed, organized, significant and grammatically correct expositions as well as summaries of readings and other short assignments. Students prepare a portfolio containing essays and a summary. Prerequisite: ENGL 100 or placement test. (CS)

**ENGL 102 (5 CR)****ENGLISH COMPOSITION II**

Students develop personal writing voice while also creating a research paper. Short papers also required. Emphasis on paraphrasing, summarizing, citing, quoting, organization, development, and improved style in sentences, paragraphs, and total essay. Prerequisite: ENGL 101 (CS)

**ENGL 104 (5 CR)****BUSINESS COMMUNICATIONS**

Designed to develop listening, speaking, and writing skills in preparation for the business setting. Special emphasis placed on writing various types of business letters and memorandums, using acceptable tone and voice, proper punctuation and spelling. Prerequisite: ENGL 100. (NE)

**ENGL 111 (1-5 CR)****PORTFOLIO WORKSHOP**

Designed to meet the individual needs of students developing portfolios for ENGL 100, 101 and 102. At the discretion of the instructor, students will be assigned reading, research, and technical skills assignments. Credit is awarded according to student hours and portfolio product. (TE)

**ENGL 148 (3 CR)****INTRODUCTION TO INDIAN LEGENDS**

Designed for students to become familiar with a wide range of Pacific Northwest Indian legends and to develop story telling and listening skills as well as to gain an overall appreciation and understanding of Indian philosophy by recognizing common themes. (HT)

**ENGL 155 (3 CR)****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. (HT)

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- May Include Indigenous Services Learning Component

**ENGL 156 (3 CR)****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. (HT)

**ENGL 188/288 (1-5 CR)****TOPICS IN ENGLISH**

Taught in a classroom setting. (TE)

**ENGL 189/289 (1-5 CR)****INDIVIDUALIZED STUDIES IN ENGLISH**

Individualized learning contracts between a student and an instructor. (TE)

**ENGL 197/297 (1-6 CR)****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. (NE)


**ENGL 202 (5 CR)****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. (CS)

**ENGL 236 (5 CR)****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, NASD 110 or permission of instructor. (HT)

**ENGL 237A-E (1 CREA)****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. (HT) 

**ENGL 305 (5 CR)****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.

**ENGL 388/488 (1-5 CR)****TOPICS IN ENGLISH**

Taught in a classroom setting.

**ENGL 389/489 (1-5 CR)****INDIVIDUALIZED STUDIES IN ENGLISH**

Individualized learning contracts between a student and an instructor.


**ENGL 397/497 (1-6 CR)****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.

**ENVIRONMENTAL SCIENCE****ENVS 105 (5 CR)****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. (NSL)

**ENVS 108 (5 CR)****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. (NS) 

**ENVS 188/288 (1-5 CR)****TOPICS IN ENVIRONMENTAL SCIENCE**

Taught in a classroom setting. (TE)


**ENVS 189/289 (1-5 CR)****INDIVIDUALIZED STUDIES IN ENVIRONMENTAL SCIENCE**

Individualized learning contracts between a student and an instructor. (TE)

**ENVS 197/297 (1-6 CR)****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. (NE)

**ENVS 201 (5 CR)****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. (NSL) 

**ENVS 210 (5 CR)****WATERSHED ECOLOGY**

Basic biological, chemical and physical characteristics of the hydrologic cycle of groundwater and surface waters, including stream water quality parameters and effects of human land use on water quality and availability. Lab included. (NSL)

**ENVS 211 (5 CR)****SOIL SCIENCE**

Covers important physical, chemical, and biological properties of soils. Includes soil morphogenesis, soil taxonomy, nutrient dynamics in soils, soil chemical properties, the behavior of water in soil, and the relationships between soil properties and plant growth. Lab included. Prerequisite: Introductory chemistry or permission of instructor. (NSL)

**ENVS 212 (5 CR)****WILDLAND FIELD ECOLOGY**

Examines the threads of life that form the tapestries of the natural world. Topics include change, stability, patterns, structure, diversity, interactions, and cycling in ecosystems. Field-based labs included. Prerequisite: ENVS 201 or permission of instructor. (NSL)

**ENVS 225 (5 CR)****WATER QUALITY**

Introduces basic water chemistry, water pollution, water treatment, water sampling and analysis, and nutrient cycles. Lab in-





cluded. Prerequisite: CHEM 111 or 121 or concurrent enrollment. (NSL)

**ENVS 226 (5 CR)****WATER RESOURCES & MANAGEMENT**

Presents the basics of physical, chemical, and socioeconomic aspects of the management of water resources. Lab included. Prerequisite: BIOL 101 or ENVS 105 or permission of instructor. (NSL)

**ENVS 240 (5 CR)****INTRODUCTION TO AIR QUALITY**

Focuses on natural and manmade air pollution sources, chemistry and effects, including basic meteorological and pollution interactions. Collect, analyze and interpret current real time air quality data. The course examines federal and tribal air quality regulations. Prerequisites: CMPS 101 or permission of instructor, MATH 098, BIOL 101 or 201, CHEM 111, and ENGL 101. (NSL)

**ENVS 265 (3 CR)****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. (NSL)

**ENVS 280 (3 CR)****ENVIRONMENTAL STUDIES PROJECT**

This capstone project integrates student work across different areas of study, including English, Political Science, Environmental Sciences and Resource Management. The project supports students in preparing the success in further college coursework in environmental studies or in employment with Tribal or other environmental organizations. Prerequisites: MATH 107, ENGL 201. (TE)

**ENVS 310 (5 CR)****SHELLFISH ECOLOGY**

Focuses on the ecology and biology of invertebrate shellfish species and their importance to tribal people of the Pacific Northwest. Course includes a field component. Prerequisite: BIOL 203.

**ENVS 330 (4 CR)****HYDROLOGY: SACRED WATERS**

Presents the hydrologic cycle and impacts

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.

**ENVS 340 (5 CR)****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, MATH 210.

**ENVS 370 (3 CR)****FIELD STUDY METHODS FOR ECOLOGY: WAYS OF KNOWING, GATHERING INFORMATION & 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.

**ENVS 375 (4 CR)****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.

**ENVS 388/488 (1-5 CR)****TOPICS IN ENVIRONMENTAL STUDIES**

Taught in a classroom setting.

**ENVS 389/489 (1-5 CR)****INDIVIDUALIZED STUDIES IN ENVIRONMENTAL SCIENCE**

Individualized learning contract between student and instructor.

**ENVS 397/497 (1-6 CR)****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.

**ENVS 430 (5 CR)****AQUATIC ECOLOGY: WATER WEBS & 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.

**ENVS 440 (5 CR)****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.

**ENVS 481 (5 CR)****ECOPHYSIOLOGY: EARTH WEBS & 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 (NSL)

**GEOGRAPHY****GEOG 188/288 (1-5 CR)****TOPICS IN GEOGRAPHY**

Taught in a classroom setting. (TE)

**GEOG 189/289 (1-5 CR)****INDIVIDUALIZED STUDIES IN GEOGRAPHY**

Individualized learning contracts between a student and an instructor. (TE)

**GEOG 197/297 (1-6 CR)****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. (NE)

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SS- Social Science



- May Include Indigenous Services Learning Component

## GEOG 203 (5 CR)

### 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 or permission of instructor. (NSL)

## GEOG 340 (5 CR)

### 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)

## GEOG 388/488 (1-5 CR)

### TOPICS IN GEOGRAPHY

Taught in a classroom setting.

## GEOG 389/489 (1-5 CR)

### INDIVIDUALIZED STUDIES IN GEOGRAPHY

Individualized learning contracts between a student and an instructor.

## GEOG 397/497 (1-6 CR)


### 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.

## GEOLOGY

## GEOLOGY 101 (5 CR)

### 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. (NSL) 

## GEOLOGY 111 (5 CR)

### 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. (NSL)

## GEOLOGY 188/288 (1-5 CR)

### TOPICS IN GEOLOGY

Taught in a classroom setting. (TE)

## GEOLOGY 189/289 (1-5 CR)

### INDIVIDUALIZED STUDIES IN GEOLOGY

Individualized learning contracts between a student and an instructor. (TE)

## GEOLOGY 197/297 (1-6 CR)

### 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. (NE)

## GEOLOGY 211 (5 CR)

### 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 or permission of instructor. (NSL)

## HEALTH

## HEALTH 105 (3 CR)

### BASIC NUTRITION

Provides basic knowledge of nutrition and assists student in improving his/her own health through changes in eating habits. Also assists the student in weight control and provides guidance and instruction for staying healthy with recipes using commodity foods. (NE)

## HEALTH 110 (1 CR)

### 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. (NE)

## HEALTH 111 (1 CR)

## HEALTH 112 (1 CR)

### ADULT CPR

Life saving skills to help infants and children. Early signals of breathing emergencies and first aid until advanced medical care arrives. How to give CPR to an infant or a child whose heart has stopped. Focuses on how to reduce the risk of injury to infants and children. (NE)

## HEALTH 130 (3 CR)

### 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. (NE)

## HEALTH 160 A & B (8 CR)

### 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). (NE)

## HEALTH 188/288 (1-5 CR)

### TOPICS IN HEALTH

Taught in a classroom setting. (NE)

## HEALTH 189/289 (1-5 CR)

### INDIVIDUALIZED STUDIES IN HEALTH

Individualized learning contracts between a student and an instructor. (NE)

## HEALTH 197/297 (1-6 CR)

### 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. (NE)



## HISTORY

### **HIST 111 (2 CR)**

#### **PRE-CONTACT NATIVE AMERICAN HISTORY**

Study of Native American History focusing on themes from oral narratives and other historical accounts. Course will study other expressions of history and identity such as totemic art, dance, song, and potlatch. Includes sections on classic indigenous cultures of the period from 1 to 1400 AD and the century before first sustained European contact (1400s). Prerequisite: NASD 110. (SS)

### **HIST 112 (3 CR)**

#### **POST-CONTACT NATIVE AMERICAN HISTORY**

Continues the study of Indian History beginning with the era of European Invasions and expansion into Native lands. Focuses on the Twentieth Century with topics such as the Meriam Report, Indian New Deal, reorganization, termination, Native American resistance, and founding of notable and prominent Native organizations and programs. Prerequisite: HIST 111. (SS)

### **HIST 120 (5 CR)**

#### **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 or permission of instructor. (SS)

### **HIST 188/288 (1-5 CR)**

#### **TOPICS IN HISTORY**

Taught in a classroom setting. (TE)

### **HIST 189/289 (1-5 CR)**

#### **INDIVIDUALIZED STUDIES IN HISTORY**

Individualized learning contracts between a student and an instructor. (TE)

### **HIST 197/297 (1-6 CR)**

#### **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. (NE)

### **HIST 215 (5 CR)**

#### **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. (SS)

### **HIST 216 (5 CR)**

#### **AMERICAN STUDIES**

Examination of the peoples of the United States from the beginning of the colonial era to the present. Focuses on civics, economics, and geography within the historical context of an evolving country as well as the evolving indigenous nations' relationships within the United States in the areas of civics, economics and geography. (SS)

### **HIST 388/488 (1-5 CR)**

#### **TOPICS IN HISTORY**

Taught in a classroom setting.

### **HIST 389/489 (1-5 CR)**

#### **INDIVIDUALIZED STUDIES IN HISTORY**

Individualized learning contract between student and instructor.

### **HIST 397/497 (1-6 CR)**

#### **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.

## HOSPITALITY MANAGEMENT

### **HRCM 101 (5 CR)**

#### **INTRODUCTION TO HOSPITALITY MANAGEMENT**

Introduces students to the broad world of hospitality and tourism and prepares them for managerial careers in these fields. Covers historical foundations of the hospitality industry, food and beverage operations, lodging operations, travel and tourism operations, casino operations, and business fundamentals. (NE)

### **HRCM 102 (5 CR)**

#### **INTRODUCTION TO THE GAMING INDUSTRY**

Presents students with an overview of the complexities and growth of the casino gaming industry. Current day structure, trends, objectives, jurisdictions, and regulatory

issues are introduced that provide the student with a complete understanding of the modern day casino industry. (NE)

### **HRCM 110 (1 CR)**

#### **HOSPITALITY TRAINING**

Covers expeditious procedures of serving the customer, successful ways to view the customer with respect in order to decrease the incidence of poor customer relations, cultural differences influencing interaction between customers and wait persons, and helpful suggestions to increase tips. (NE)

### **HRCM 111 (5 CR)**

#### **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. (NE)

### **HRCM 112 (5 CR)**

#### **CASINO CASH CAGE OPERATIONS**

Stresses the functions and responsibilities of the casino cage in its role as custodian of the casino bankroll. Students interested in furthering a career within the accounting function of casino operations become familiar with the organization, supervision, and detailed operation of the cash cage. (NE)

### **HRCM 135 (5 CR)**

#### **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. (NE)

### **HRCM 136 (5 CR)**

#### **CASINO SECURITY**

Structured to provide a technical foundation in security principles and procedures. Topics include: terminology, documentation formats, surveillance equipment and lab, patrol techniques, data collection & investigative techniques and defensive tactics, powers of arrest, interrogation, detainment, and search & seizure. (NE)





**HRCM 150 (5 CR)****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. (NE)

**HRCM 160 (5 CR)****INTRODUCTION TO HOTEL MANAGEMENT**

Examines the fundamentals of hotel management or hospitality management benefits from all aspects of the hotel industry. (NE)

**HRCM 188/288 (1-5 CR)****TOPICS IN HOSPITALITY MANAGEMENT**

Taught in a classroom setting. (NE)

**HRCM 189/289 (1-5 CR)****INDIVIDUALIZED STUDIES IN HOSPITALITY MANAGEMENT**

Individualized learning contracts between a student and an instructor. (NE)

**HRCM 197/297 (1-6 CR)****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. (NE)

**HRCM 270 (3 CR)****BUILDING HUMAN CAPITAL**

Explores the role, purpose and functions of Human Resources management in tribal gaming and hospitality operations with an emphasis on employee development and customer services. (NE)

**HRCM 275 (3 CR)****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. (NE)

**HRCM 280 (3 CR)****CULTURAL DIVERSITY & MARKETING**

Focus is on responsiveness to customer & market trends, long range planning and development for tribal casinos and related hospitality enterprises. Culturally and geographically specific approaches to marketing, services and reporting are emphasized. (NE)

**HRCM 285 (3 CR)****LEADERSHIP & 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. (NE)

**HRCM 290 (3 CR)****BUILDING & PROTECTING GAMING ASSETS**

Focus is on building and protecting gaming assets as the foundation of success of tribal gaming operations. (NE)

**HRCM 295 (3 CR)****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. (NE)

**HUMAN DEVELOPMENT****HMDV 100 (1 CR)****CONQUERING MATH ANXIETY WORKSHOP**

Designed to help students overcome fear of math. New understanding and confidence encouraged through reading and journal exercises. (NE)

**HMDV 101 (1 CR)****RETURNING TO LEARNING**

Designed for students who want to pursue a degree or certificate program but are not sure how to begin. Assists students in exploring ways to achieve their academic goals. (NE)


**HMDV 102 (1 CR)****CONQUERING WRITING ANXIETY WORKSHOP**

Designed to help students overcome fear of writing. New understanding and confidence encouraged through reading, discussion, audiotape and journal exercises. (NE)

**HMDV 103 (3 CR)****TRANSFER SEMINAR**

Participation in an internship/practicum project under the direction of a faculty member in consultation with a professional in the field. Intended for any student transferring to a four-year college or university. Students prepare applications for admission and for financial aid. Students explore specific program requirements. Visit colleges and universities to explore campus culture. (NE)

**HMDV 110 (4 CR)****INTRODUCTION TO SUCCESSFUL LEARNING**

Orientation class for new students. Designed to engender student success in and beyond college by fostering connection to cultural identity and the development of knowledge and skills in critical thinking, study methods, time management, computer literacy, and career and life planning. Required for all degree and certificate seeking students. Recommended to be taken in the first quarter. (NE) 

**HMDV 112 (1 CR)****PEER MENTORING PROGRAM**

A peer-mentoring program designed to train students to be effective peer advocates for new students. Training includes understanding advocacy, leadership, personal growth, and gained awareness of limitations through lecture, video, group discussion, role-playing, and literature. Equips peer mentors to advocate, support, and refer with faculty/staff guidance. (NE)

**HMDV 114 (1 CR)****TUTOR TRAINING PROGRAM**

Designed to train students to be effective group and peer tutors. Training will include lectures, discussions, video, and role-playing designed to help students acquire tutoring skills and understand the parameters of their roles as tutors. Includes applied tutorial experience. (NE)



**HMDV 120 (1 CR)****EXPLORING CREDIT FOR PRIOR LEARNING**

Student examines personal experiences in order to identify those that could equate to college level learning. S/U grading. (NE)

**HMDV 121 (1-22 CR)****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 or permission of instructor. S/U grading. (NE)

**HMDV 127 (3 CR)****CAREER/LIFE PLANNING**

Exploration of life and career choices for Native Americans including assessment of

interests, values, abilities, personality, skills and other career related issues. Includes career information resources, tribal employment, employment trends, labor market information and career decision-making. (NE)

**HMDV 150 (3 CR)****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. (NE)

**HMDV 177 (2 CR)****WORKPLACE ETHICS COMMUNICATION**

Total professional imagery, telephone technique, communication and confidentiality. (NE)

**HMDV 179 (1 CR)****RESUME WRITING**

Covers basic skills needed to begin the job search process. Focuses on resume preparation, cover letter writing, making employer contacts, and networking to find unadvertised jobs. (NE)

**HMDV 188/288 (1-5 CR)****TOPICS IN HUMAN DEVELOPMENT**

Taught in a classroom setting. (NE)

**HMDV 189/289 (1-5 CR)****INDIVIDUALIZED STUDIES IN HUMAN DEVELOPMENT**

Individualized learning contracts between a student and an instructor. (NE)

**HMDV 190 (1-5 CR)****STUDENT LEADERSHIP PRACTICE**

Student leadership practice through organized NWIC student clubs and organizations. (NE)

**HMDV 191 (1 CR)****JOURNEY OF LEADERSHIP: TO PREPARE**

Presents aspects of leadership development, including goal-setting, self-reflection,



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SS- Social Science




- May Include Indigenous  
Services Learning Component




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. (NE) 

**HMDV 192 (1 CR)****JOURNEY OF LEADERSHIP: TO RE-LATE**

Expands on activities in HMDV 191. Emphasizes group dynamics, developing relationships with the community, and planning for a service-learning project. Prerequisites: HMDV 191 or permission of instructor. (NE) 

**HMDV 193 (1 CR)****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. (NE) 

**HMDV 197/297 (1-6 CR)****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. (NE)

**HMDV 199 (1 CR)****IMPROVING INTERVIEWING SKILLS**

Designed to familiarize the job seeker with basic questions and information requested by employers. Awareness of body language, appropriate interview attire, and other interviewing techniques addressed. Also practices role-playing of interviews. S/U grading. (NE)

**HMDV 210 (3 CR)****SELF-IMAGERY: TACTICS FOR CHANGE**

Assists in developing skills which can empower participants to optimize their possibilities for creative change, including crisis intervention, grieving, parenting, anger, holistic health, stress management, self-esteem enhancement, decision making, and effective coping. (NE)

**HUMANITIES****HMTS 109 A-E (1 CREA)****ENCOUNTERS IN HUMANITIES**

Five major areas in the humanities studied: Literature, theater, philosophy, art, and music. A one credit introductory study in each area broadens humanities perspectives and enables students to pursue more in-depth studies. Prerequisite: ENGL 100. (HT)

**HMTS 110 A-E (1 CREA)****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. (HT)

**HMTS 188/288 (1-5 CR)****TOPICS IN HUMANITIES**

Taught in a classroom setting. (TE)

**HMTS 189/289 (1-5 CR)****INDIVIDUALIZED STUDIES IN HUMANITIES**

Individualized learning contracts between a student and an instructor. (TE)

**HMTS 197/297 (1-6 CR)****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. (NE)

**HMTS 201 (3 CR)****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. (HT, NASD)

**HUMAN SERVICES****HUMS 107 (3 CR)****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. (NE)

**HUMS 108 (3 CR)****RE-EVALUATION COUNSELING THEORY & 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. (NE)

**HUMS 109 (3 CR)****RE-EVALUATION COUNSELING THEORY & 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. (NE)

**HUMS 115 (3 CR)****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. (NE)

**HUMS 120 (3 CR)****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. (NE)

**HUMS 130 (3 CR)****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. (NE)

**HUMS 135 (3 CR)****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. (NE)





## HUMS 151 (3 CR)

### DYNAMICS OF GRIEF

Explores loss and resultant grief. The knowledge of these issues in the therapeutic setting establishes continuation of recovery. (NE)

## HUMS 156 (2 CR)

### STRESS MANAGEMENT

Focuses on ways of coping with stressful factors in the work world and in the home environment. (NE)

## HUMS 160 (3 CR)

### 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. (NE)

## HUMS 170 (3 CR)

### 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. (NE)

## HUMS 180 (3 CR)

### 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. (NE)

## HUMS 187 (1 CR)

### AIRBORNE & 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. (NE, NASD)

## HUMS 188/288 (1-5 CR)

### TOPICS IN HUMAN SERVICES

Taught in a classroom setting. (NE)

## HUMS 189/289 (1-5 CR)

### INDIVIDUALIZED STUDIES IN HUMAN SERVICES

Individualized learning contracts between a student and an instructor. (NE)

## HUMS 197/297 (1-6 CR)

### 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. (NE)

## HUMS 208 (5 CR)

### 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. (NE)

## HUMS 210 (3 CR)

### 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 facilitative skills that can be applied in sexual abuse counseling. Prerequisite: HUMS 170. (NE)

## HUMS 220 (3 CR)

### CRISIS INTERVENTION

Identification of primary areas of dysfunction contributing to the precipitation of personal and family crisis. (NE)

## HUMS 223 (3 CR)

### CHEMICAL DEPENDENCY ASSESSMENT & TREATMENT

Designed to provide students with a basic understanding of chemical dependency assessment and treatment. Prerequisite: HUMS 170. (NE)

## HUMS 230 (3 CR)

## CHEMICAL DEPENDENCY & 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. (NE)

## HUMS 231 (3 CR)

### ADVANCED FAMILY SYSTEMS

Examines the family as a system, utilizing family systems theory approaches for recovery. Helps develop an understanding of the progression of systems and presents methods to initiate change within the family system. (NE)

## HUMS 240 (3 CR)

### 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. (NE)

## HUMS 241 (6 CR)

### TRAINING OF TRAINERS FOR NATIVE AMERICAN COMMUNITIES

Designed to assist participants through a process of experiential learning that provides skill-building activities in developing, designing, facilitating and evaluating training processes resulting in new or strengthened skills, perspectives and knowledge that can be applied in a variety of training/teaching situations. (NE)

## HUMS 242 (3 CR)

### CHEMICAL DEPENDENCY INTERVENTION TECHNIQUES

Designed to assist participants to expand their skills in the area of chemical dependency intervention. (NE)

## HUMS 251 (3 CR)

### ANGER MANAGEMENT

Introduces students to a wide range of topics regarding anger and anger management such as anger within the family, alcohol/drug abuse and anger, breaking the cycle of anger, and appropriate communication of anger to others. (NE)

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- May Include Indigenous Services Learning Component

**HUMS 252 (4 CR)****PARENTING AS PREVENTION I**

The intensive program utilizes an interactive lecture format to train students in the processes of developing an effective Parenting as Prevention Program. Students are taught the training model, with an “I”, “We”, “You” process which allows the student to internalize the model as the first step before starting core group co-training as the second step and program facilitation as the third step. The model builds training group bonding and group strengths into a functional model for an effective team approach to providing prevention programs. (NE)

**HUMS 253 (4 CR)****PARENTING AS PREVENTION II**

Continuation of HUMS 252. Includes both classroom and hands on activities. The classroom component has direct parenting materials, processes and information and a group process for sharing the results of the work they have done. The practical portion consists of meeting with their group plus completing assignments made during the initial session for projects in resources gathering, matrix building, personal outreach, and other program development, implementation, and facilitation components. (NE)

**HUMS 255 (3 CR)****ANGER MANAGEMENT FOR COUNSELORS**

Designed to give students a full range of anger issues, which they may incorporate into developing an anger management class. Information focuses on classroom techniques including the use of peer pressure and self-esteem. (NE)

**HUMS 256 (2 CR)****POST TRAUMATIC STRESS DISORDER**

Designed to help students recognize and assess posttraumatic stress disorder symptomatology and to understand its relationship to drug and alcoholic abuse and/or dependence. (NE)

**HUMS 260 (3 CR)****DUAL DISORDERS/CHEMICAL DEPENDENCY & MENTAL ILLNESS**

Designed to assist students in developing an adequate understanding and response to clients who have dual disorders, chemical

dependency, and mental illness. (NE)

**HUMS 275 (3 CR)****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. (NE)

**JOURNALISM****JOUR 101 (5 CR)****WRITING AND REPORTING FOR THE MEDIA**

Covers basics of writing for publication in a newsletter, including how to gather and present news, the structure and style of a story, how to write features and conduct interviews, and the basics of desktop publishing, in terms of design and layout. (TE)

**JOUR 111 (3 CR)****NEWSWRITING**

Writing for news media focusing on accuracy, clarity, fairness and developing news judgment. Also covers interviewing skills for covering meetings and public talks as well as public relations work. Prerequisite: ENGL 101 or permission of instructor. (TE)

**JOUR 112 (5 CR)****REPORTING**

Focuses on gathering and writing materials for public events. Includes public affairs reporting, investigative techniques, applying public relations styles, journalistic ethics and developing news of health, work and cultural activities. (TE)

**JOUR 113 (3 CR)****FEATURE WRITING**

Covers descriptive writing including content, focus, form and use of dialogue. Also explores magazine markets for publishing possibilities. (TE)

**JOUR 188/288 (1-5 CR)****TOPICS IN JOURNALISM**

Taught in a classroom setting. (TE)

**JOUR 189/289 (1-5 CR)****INDIVIDUALIZED STUDIES IN JOURNALISM**

Individualized learning contracts between a student and an instructor. (TE)

**JOUR 197/297 (1-6 CR)****INTERNSHIP/PRACTICUM IN JOUR-****NALISM**

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

**JOUR 205 (3 CR)****MAGAZINE PRODUCTION**

Collecting, selecting, reviewing and editing written and artistic material for the college campus-wide magazine. Review of literary and artistic theory and mechanics skills. Creative layout techniques, design and computer skills. (TE)

**LEGAL STUDIES****LGST 101 (3 CR)****INTRODUCTION TO LEGAL STUDIES I**

Provides a broad overview of the most important issues involved in tribal legal studies including tribal government, constitutions and codes, treaties, tribal court system, and common law. (NE, NASD)

**LGST 102 (3 CR)****INTRODUCTION TO LEGAL STUDIES II**

Continued introduction to legal studies providing a broad overview of important issues involved in tribal legal studies including tribal government, court systems and legal structure of tribal governments. Also includes an overview of specific areas of law applicable to tribes. Prerequisite: LGST 101. (NE, NASD)

**LGST 188/288 (1-5 CR)****TOPICS IN LEGAL STUDIES**

Taught in a classroom setting. (NE)

**LGST 189/289 (1-5 CR)****INDIVIDUALIZED STUDIES IN LEGAL STUDIES**

Individualized learning contracts between a student and an instructor. (NE)

**LGST 197/297 (1-6 CR)****INTERNSHIP/PRACTICUM IN LEGAL STUDIES**

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

**LINGUISTICS****LING 120 (3 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  
Services Learning Component

**PRACTICAL PHONETICS**

Designed for teachers and learners of Coast Salish and other Native American languages of the Northwest. Focuses on the articulation and production of speech sounds, familiarizing students with the pronunciation of sounds that do not exist in the English language, and with their graphic representation throughout time. (HP, NASD)

**LING 160 (5 CR)****STRUCTURE OF A NORTHWEST NATIVE LANGUAGE**

Overview of the structure and documentation of a Northwest Native language. Includes sounds and sentence structure and comparing them to the structures of other Northwest Coast languages. Also includes an introduction to historical linguistics. (NE, NASD)

**LING 180 (3 CR)****CURRICULUM DEVELOPMENT FOR LANGUAGE**

Covers fundamentals of curriculum development including major approaches to language teaching, organizing principles, and development of thematic webs in planning curriculum. (NE)

**LING 181 (3 CR)****TEACHING METHODS**

Further identifies major approaches to language teaching and teaching techniques associated with them. Focuses on creating lesson plans by utilizing various teaching techniques. Prerequisite: LING 180. (NE)

**LING 182 (3 CR)****CLASSROOM MANAGEMENT**

Designed to prepare students in classroom management as First People's Language instructors. Includes how teachers physically structure classrooms; how to design lessons and present materials; and how to envision and assess the academic, social and emotional outcomes of students. Emphasis: Washington State Essential Academic Learning Requirements as a guideline in developing student outcomes assessment. Prerequisite: LING 181 or permission of instructor. (NE)

**LING 188/288 (1-5 CR)****TOPICS IN LINGUISTICS**

Taught in a classroom setting. (NE)

**LING 189/289 (1-5 CR)****INDIVIDUALIZED STUDIES IN LINGUISTICS**

Individualized learning contracts between a student and an instructor. (NE)

**LING 197/297 (1-6 CR)****INTERNSHIP/PRACTICUM IN LINGUISTICS**

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

**LING 205 (3 CR)****LANGUAGE ACQUISITION THEORY**

Investigates the basic theories of first and second language acquisition. Students expected to have a working knowledge of the data and argumentation for each major theory and be able to apply it to a language. (HT)

**MATHEMATICS****MATH 070 (5 CR)****BASIC MATHEMATICS**

Designed to give the student a review of basic arithmetic through organized workbook activities, closely monitored by instructors. Covers whole numbers, primes and multiples, fractions and mixed numbers, decimals, ratio and proportion, percent, measurement, and signed numbers. (N)

**MATH 085 (3 CR)****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. (N)

**MATH 090 (3-5 CR)****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. (N)

**MATH 098 (5 CR)****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. (N)

**MATH 099 (5 CR)****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. (N)

**MATH 102 (5 CR)****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. (NS, QS).**

**MATH 103 (5 CR)****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. (QS, NS)

**MATH 105 (5 CR)****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. (QS, NS)

**MATH 107 (5 CR)**

CS- Communication Skills

HT- Humanities Theory

HP- Humanities Performance

NE- Non-Transferable Elective

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NS- Natural Science

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## 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.** (QS, NS)

## MATH 124 (5 CR)

**CALCULUS & ANALYTIC GEOMETRY**  
Covers derivatives, computing derivatives, curve sketching, optimization, and problem solving. **Prerequisite: C or better in MATH 105, Placement test, or Permission of Instructor.** (QS, NS)

## MATH 125 (5 CR)

**CALCULUS & ANALYTIC GEOMETRY II**  
Covers the definite integral, techniques

of integration, area and volume, growth and decay, and introduction to differential equations. **Prerequisite: MATH 124 or Placement test.** (QS, NS)

## MATH 126 (5 CR)

**CALCULUS & ANALYTIC GEOMETRY III**  
Definite and indefinite integrals; the differentiation and integration of transcendental functions. Methods of interpolation. **Prerequisite: MATH 125 or Placement test.** (QS, NS)

## MATH 151 (5 CR)

**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 collabo-

orative learning environment. **Prerequisite: C or better in MATH 099 or test above Intermediate Algebra.** (QS, NS)

## MATH 188/288 (1-5 CR)

**TOPICS IN MATHEMATICS**  
Taught in a classroom setting. (TE)

## MATH 189/289 (1-5 CR)

**INDIVIDUALIZED STUDIES IN MATHEMATICS**  
Individualized learning contracts between a student and an instructor. (TE)

## MATH 190 (5 CR)

**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:**



2013 SPRING NEW STUDENT ORIENTATION

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- May Include Indigenous  
Services Learning Component

MATH 070. (NE)

**MATH 197/297 (1-6 CR)**

**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. (NE)

**MATH 207 (5 CR)**

**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. (QS, NS)

**MATH 210 (5 CR)**

**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 & any college-level science course. (QS, NS)

**MATH 281 (5 CR)**

**MATH FOR ELEMENTARY SCHOOL TEACHERS**

Historical development of our number system: Critical thinking; sets; whole numbers; number theory; integers and fractions; rational and decimal numbers; real numbers; ratios and percent. Prerequisite: MATH 099 or test above Intermediate Algebra. (QS, NS)

**NATIVE AMERICAN STUDIES**

**NASD 101 (3 CR)**

**CONVERSATIONAL NATIVE AMERICAN LANGUAGE I**

Fundamentals of speaking, reading, and writing a specific Native American language. Includes cultural studies. (HP)

**NASD 102 (3 CR)**

**CONVERSATIONAL NATIVE AMERICAN LANGUAGE II**

Continuation of NASD 101. Prerequisite NASD 101. (HP)

**NASD 103 (3 CR)**

**CONVERSATIONAL NATIVE AMERICAN LANGUAGE III**

Continuation of NASD 102. Prerequisite NASD 103. (HP)

**NASD 105A-C (1 CR EA)**

**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. (NE)

**NASD 108 (3-5 CR)**

**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. (TE)

**NASD 109 (3-5 CR)**

**GENEALOGY II**

Continuation of NASD 108. Additional detailed information added to family history chart. (TE)

**NASD 110 (3 CR)**

**INTRODUCTION TO NATIVE AMERICAN STUDIES**

Designed to present an indigenous perspective using a multidisciplinary scope to explore the contemporary and historical issues facing Native American peoples. (SS)



**NASD 115 (3 CR)**

**INDIAN SONG & 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. (HP)

**NASD 116 (3 CR)**

**INDIAN SONG & DANCE II**

Continuation of Indian Song and Dance I. Prerequisite: NASD 115. (HP)

**NASD 118 (3 CR)**

**NORTHWEST COAST INDIAN SONG & 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. (HP)

**NASD 119 (3 CR)**

**NORTHWEST COAST INDIAN SONG & 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. (HP)

**NASD 125 (2-4 CR)**

**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. (HP)

**NASD 126 (3 CR)**

**BONE GAME DRUM & 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 or permission of instructor. (HP)

**NASD 131 (3 CR)**

**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. (SS)

**NASD 132 (3 CR)**

**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. (SS)

**NASD 137 (3 CR)**

**REGALIA MAKING I**

Design, identification and preparation of materials in making costumes for display

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- May Include Indigenous

Services Learning Component



and use in Indian Ceremonial song and dance. (HP)

**NASD 138 (3 CR)****REGALIA MAKING II**

Continuation of NASD 137. Prerequisite NASD 137. (HP)

**NASD 188/288 (1-5 CR)****TOPICS IN NATIVE AMERICAN STUDIES**

Taught in a classroom setting. (TE)

**NASD 189/289 (1-5 CR)****INDIVIDUALIZED STUDIES IN NATIVE AMERICAN STUDIES**

Individualized learning contracts between a student and an instructor. (TE)

**NASD 197/297 (1-6 CR)****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. (NE)

**NASD 202 (3 CR)****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. (SS)

**NASD 203 (3 CR)****CONVERSATIONAL NATIVE AMERICAN LANGUAGE IV**

Continuation of NASD 103. (HP)

**NASD 204 (3 CR)****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. (HP)

**NASD 205 (3 CR)****CONVERSATIONAL NATIVE AMERICAN LANGUAGE VI**

Continuation of NASD 204. Continues to build vocabulary, understand sentence structure. Practice speaking writing and listening skills. (HP)

**NASD 208 (3 CR)****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. (TE)


**NASD 240 (5 CR)****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. (HT)

**NATIVE ENVIRONMENTAL SCIENCE****NESC 215 (5 CR)****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. (NSL)

**NESC 293A-C (1 CREA)****NESC SEMINAR II**

Integrative seminar for students pursuing the Native Environmental Science program of study. Students enroll in one credit per quarter. (TE) 

**NESC 188/288(1-5 CR)****TOPICS IN NATIVE ENVIRONMENTAL SCIENCE**

Taught in a classroom setting. (TE)

**NESC 189/289 (1-5 CR)****INDIVIDUALIZED STUDIES IN NATIVE NATIVE ENVIRONMENTAL SCIENCE**

Individualized learning contracts between a student and an instructor. (TE)

**NESC 197/297 (1-6 CR)****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. (NE)

**NESC 301 (3CR)****ECOLOGY OF THE FIRST PEOPLE**

This course is a reflective journey focusing on oral traditions, indigenous technology, and ceremonies as examples of Coast Salish People's underlying philosophy of Native science. It seeks to inspire students to renew their own sense of connection to the land and to each other.

**NESC 303 (3 CR)****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.

**NESC 305 (5 CR)****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.

**NESC 310 (5 CR)****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.

**NESC 315 (3 CR)****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.





**NESC 340 (5 CR)****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 pr NESC 310.

**NESC 360 (5 CR)****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)

**NESC 388 /488 (1-5 CR)****TOPICS IN NATIVE ENVIRONMENTAL SCIENCE**

Taught in a classroom setting.


**NESC 389 /489 (1-5 CR)****INDIVIDUALIZED STUDIES IN NATIVE ENVIRONMENTAL SCIENCE**

Individualized learning contracts between a student and an instructor.

**NESC 393A-C (1 CREA)****NESC SEMINAR III**

Integrative seminar for students pursuing the Native Environmental Science program of study. Students enroll in one credit per quarter.

**NESC 397/497 (1-6 CR)****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. 

**NESC 410 (5 CR)****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.

**NESC 425 (5 CR)****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, or POLS 225, or POLS 240, or instructor's approval.

**NESC 445 (5 CR)****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 or permission of instructor.

**NESC 493A-C (1 CREA)****NESC SEMINAR IV**

Integrative seminar for students pursuing the Native Environmental Science program of study. Students enroll in one credit per quarter.

**NESC 499A & B (5 CREA)****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.

**OFFICE PROFESSIONS****OFPR 100 (2 CR)****BASIC KEYBOARDING**

Covers keyboard mastery, correct keyboarding techniques, and speed and accuracy development; designed for the student who is not an office professions major. (NE)

**OFPR 101 (3 CR)****KEYBOARDING AND FORMATTING I**

Covers keyboard mastery; correct keyboarding techniques; speed and accuracy development and formatting of basic documents using word processing functions. (NE)

**OFPR 141 (5 CR)****OFFICE PROCEDURES**

Designed to acquaint students with current office practices. Includes human relations skills and terminology and techniques for a variety of office procedures. (NE)

**OFPR 145 (3 CR)****RECORDS MANAGEMENT**

Introduction to records management, including filing systems, equipment, and procedures terminology for various records management functions. (NE)

**OFPR 188/288 (1-5 CR)****TOPICS IN OFFICE PROFESSIONS**

Taught in a classroom setting. (NE)

**OFPR 189/289 (1-5 CR)****INDIVIDUALIZED STUDIES IN OFFICE PROFESSIONS**

Individualized learning contracts between a student and an instructor. (NE)

**OFPR 197/297 (1-6 CR)****INTERNSHIP/PRACTICUM IN OFFICE PROFESSIONS**

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

**OFPR 201 (2 CR)****KEYBOARDING FOR SPEED & ACCURACY**

A drill course designed specifically for developing a level of keyboarding skills necessary to meet employment requirements. Consists of drills and analysis to improve both speed and accuracy. Prerequisite: OFPR 101. (NE)

**PARENT EDUCATION****PRED 104 (2 CR)****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. (NE)

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**PRED 107 (1-5 CR)****INTRO TO INDIAN PARENTING**

Designed to improve parenting and communicating skills. Focus of the course is to enable key learning for tribal Headstart parents. (NE)

**PRED 108 (1 CR)****PARENTING PLUS**

Parents are people with varied interest and responsibilities, among them nutrition, budgeting, cooperation, and creative problem solving. This course builds parent skill and confidence areas. Prerequisite: PRED 107. (NE)

**PRED 115 (3 CR)****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. (NE)

**PRED 117 (2 CR)****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. (NE)

**PRED 121 (2 CR)****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. (NE)

**PRED 122 (2 CR)****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. (NE)

**PRED 123 (2 CR)****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. (NE)

**PRED 127 (2 CR)****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. (NE)

**PRED 128 (2 CR)****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. (NE)

**PRED 129 (2 CR)****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. (NE)

## **PRED 137 (2 CR)**

### **BUILDING EMOTIONAL UNDERSTANDING**

Offers adult family members six listening tools that build emotional understanding and assist in creating the life wanted with their children. Contradicting the generations of separateness caused by colonization in indigenous communities, these tools help parents to create the connections that build closeness, confidence and competence. (NE)

## **PRED 188/288 (1-5 CR)**

### **TOPICS IN OFFICE PARENT EDUCATION**

Taught in a classroom setting.

## **PRED 189/289 (1-5 CR)**

### **INDIVIDUALIZED STUDIES IN PARENT EDUCATION**

Individualized learning contracts between a student and an instructor.

## **PRED 190 (1-5 CR)**

### **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. (NE)

## **PRED197/297 (1-6 CR)**

### **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. (NE)

## **PHILOSOPHY**

### **PHIL 101 (5 CR)**

#### **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. (HT)

### **PHIL 140 (5 CR)**

#### **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. (HT)

### **PHIL 188/288 (1-5 CR)**

#### **TOPICS IN PHILOSOPHY**

Taught in a classroom setting. (TE)

### **PHIL 189/289 (1-5 CR)**

#### **INDIVIDUALIZED STUDIES IN PHILOSOPHY**

Individualized learning contracts between a student and an instructor. (TE)

### **PHIL 197/297 (1-6 CR)**

#### **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. (NE)

### **PHIL 235 (5 CR)**

#### **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. (HT)

### **PHIL 388/488 (1-5 CR)**

#### **TOPICS IN PHILOSOPHY**

Taught in a classroom setting.

### **PHIL 389/489 (1-6 CR)**

#### **INDIVIDUALIZED STUDIES IN PHILOSOPHY**

Individualized learning contract between student and instructor.

### **PHIL 397/497 (1-5 CR)**

#### **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.

## **PHYSICAL EDUCATION**

### **PHED 107 (1-2 CR)**

#### **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. (TE)

### **PHED 109 (3 CR)**

#### **CHAIR AEROBICS**

Students participate in an aerobics class using chairs. Participants develop their own exercise program with the assistance of the instructor. (TE)

### **PHED 112 (1 CR)**

#### **LACROSSE**

Introduction to lacrosse, basic safety, skills, equipment, rules, regulations, and history. (TE)

### **PHED 115 (1 CR)**

#### **VOLLEYBALL**

Techniques and basic skills, including rules, scoring, and strategy. (TE)

### **PHED 116 (1 CR)**

#### **INTERMEDIATE VOLLEYBALL**

Continuation of beginning volleyball. Emphasis on improvement of skills and strategy through drills and games. (TE)

### **PHED 122 (2 CR)**

#### **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. (TE)

### **PHED 124 (1-2 CR)**

#### **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. (TE)

### **PHED 125 (3 CR)**

#### **SOFTBALL**

Designed for developing fundamental skill levels in hitting, throwing, base running, and catching. Team organization, team play, rules, and strategy included. (TE)

### **PHED 126 (2 CR)**

#### **STRETCH AND TONE**

Combination of stretching and body movement performed to music. Designed for flexibility, coordination, and suppleness of the body musculature system. (TE)

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 Services Learning Component



# COURSE DESCRIPTIONS

# PHYS - POLS

## PHED 127 (1-2 CR)

### AEROBIC EXERCISE

Combination of strength, stretching, and aerobic exercises for total heart and body conditioning performed to music. (TE)

## PHED 128 (1-2 CR)

### 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. (TE)

## PHED 131 (2 CR)

### ARCHERY

Covers archery skills and fundamentals, basic equipment and competition standards, safety, and bow hunting techniques. (TE)

## PHED 137 (3-5 CR)

### 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. (TE)

## PHED 138 (3-5 CR)

### 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. (TE)

## PHED 140 (3 CR)

### 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. (TE)

## PHED 141 (3 CR)

### INTERMEDIATE GOLF FUNDAMENTALS

Designed for participants who have some experience in playing golf or who have completed a basic introduction to golf. Review of the basic grip with special emphasis on alignment of the body. Full swing fundamentals and cures for common problems addressed with special emphasis on the short game. Includes strategy of golf play.

Prerequisite: PHED 140. (TE)

## PHED 142 (2-3 CR)

### ADVANCED GOLF

Combines experience through play on a golf course with instruction by a professional. Includes comments on shot selection and technique, rules of the game, swing technique, etc. Team competition used to enhance individual performance with scores posted. Handicaps given for play in a league format. Prerequisite: PHED 141. (TE)

## PHED 145 (5 CR)

### 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. (TE)

## PHED 151 (3 CR)

### CANOE RACING

Co-educational course emphasizing physical conditioning, nutrition for athletic competition and canoe pulling techniques for racing in standard and 11-man "War Canoes". (TE)

## PHED 157 (3 CR)

### Cross Country Skiing I

Covers cross country skills and fundamentals as well as basic equipment and competition standards. (TE)

## PHED 158 (3 CR)

### CROSS COUNTRY SKIING II

Continuation of Cross Country Skiing I. Prerequisite: PHED 157. (TE)

## PHED 170 (1-2 CR)

### PICKLEBALL I

Pickleball is played on a badminton court, using wiffle balls and oversized ping-pong paddles. Course is for beginners and covers the basic skills, techniques, etiquette, and rules of pickleball. (TE)

## PHED 171 (1-2 CR)

### PICKLEBALL II

Continuation of beginning pickleball with emphasis on singles and doubles game strategy, drills designed to improve basic skills, and experience in singles and doubles competition. Prerequisite: PHED 170. (TE)

## PHED 172 (2 CR)

### 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. (TE)

## PHED 174 (1-3 CR)

### 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. (TE)

## PHED 175 (2 CR)

### 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. (TE)

## PHED 188/288 (1-5 CR)

### TOPICS IN PHYSICAL EDUCATION

Taught in a classroom setting. (TE)

## PHED 189/289 (1-5 CR)

### INDIVIDUALIZED STUDIES IN PHYSICAL EDUCATION

Individualized learning contracts between a student and an instructor. (TE)

## PHED 197/297 (1-6 CR)

### 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. (NE)

## PHED 215 (2 CR)

### ADVANCED VOLLEYBALL

Covers basic skills, drills, game strategies, officiating, and coaching techniques. Prerequisite: PHED 115. (TE)

## PHED 270 (2 CR)

### ADVANCED PICKLEBALL

Covers coaching of basic skills, drills, game strategies, officiating, and coaching tech-

CS- Communication Skills

HT- Humanities Theory

HP- Humanities Performance

NE- Non-Transferable Elective

TE- Transferable Elective

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- May Include Indigenous Services Learning Component

# COURSE DESCRIPTIONS

# POLS – PTAD

niques. (TE)

## **PHYSICAL SCIENCE**

### **PHYS 100 (5 CR)**

#### **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. (NSL)

### **PHYS 101 (5 CR)**

#### **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. (NSL)

### **PHYS 102 (5 CR)**

#### **GENERAL PHYSICS II**

Continuing topics in physics including kinematics theory, heat and thermodynamics, principles of electricity and magnetism. Includes lab. Prerequisite: PHYS 101. (NSL)

### **PHYS 103 (5 CR)**

#### **GENERAL PHYSICS III**

Continuing topics in physics including geometrical and wave optics, relativity, atomic and nuclear physics. Includes lab. Prerequisite: PHYS 102. (NSL)

### **PHYS 111 (5 CR)**

#### **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. (NSL)

### **PHYS 121 (5 CR)**

#### **PHYSICS FOR SCIENTISTS & 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. (NSL)

### **PHYS 122 (5 CR)**

#### **PHYSICS FOR SCIENTISTS & ENGINEERS II**

Continuing topics in calculus-based physics including waves, kinematics theory, heat and thermodynamics, oscillations. Includes lab. Prerequisite: PHYS 121. (NSL)

### **PHYS 123 (5 CR)**

#### **PHYSICS FOR SCIENTISTS & ENGINEERS III**

Continuing topics in calculus-based physics including electromagnetic, optics and waves in matter. Includes lab. Prerequisite: PHYS 122. (NSL)

### **PHYS 188/288 (1-5 CR)**

#### **TOPICS IN PHYSICAL SCIENCE**

Taught in a classroom setting. (TE)

### **PHYS 189/289 (1-5 CR)**

#### **INDIVIDUALIZED STUDIES IN PHYSICAL SCIENCE**

Individualized learning contracts between a student and an instructor. (TE)

### **PHYS 197/297 (1-6 CR)**

#### **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. (NE)

## **POLITICAL SCIENCE**

### **POLS 110 (3 CR)**

#### **LEADERSHIP AND GROUP PROCESS**

Emphasis on the development of leadership skills through an introduction of human motivating factors and the qualities of effective leadership. Additionally, students develop an understanding of functional methods of group decision-making and behavior. Involves developing an understanding of parliamentary procedure for an effective group process. (NE)

### **POLS 112 (1-3 CR)**

#### **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. (NE)

### **POLS 115 (5 CR)**

#### **AMERICAN POLITICAL SYSTEM**

Outlines the main structure and function of American government. Also deals with politics in theory and in practice emphasizing political concepts, protest and reform movement. (SS)

### **POLS 118 (3 CR)**

#### **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. (SS)

### **POLS 119 (3 CR)**

#### **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. (SS)

### **POLS 125 (3 CR)**

#### **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. (SS, NASD)

### **POLS 188/288 (1-5 CR)**

#### **TOPICS IN POLITICAL SCIENCE**

Taught in a classroom setting. (TE)

### **POLS 189/289 (1-5 CR)**

#### **INDIVIDUALIZED STUDIES IN POLITICAL SCIENCE**

Individualized learning contracts between a student and an instructor. (TE)

### **POLS 197/297 (1-6 CR)**

#### **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. (NE)

### **POLS 225 (5 CR)**

#### **HISTORY OF FEDERAL INDIAN POLICY**

Covers the governmental policies that have shaped Indian law since 1532. Prerequisites: **CSOV 101 and ENGL 101**. (SS)

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- May Include Indigenous

Services Learning Component

## **POLS 240 (3 CR)**

### **INDIAN POLICY & 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. (SS)

## **POLS 319 (5 CR)**

### **FROM THE BEGINNING OF TIME: NATIVE AMERICAN FISHING RIGHTS**

Focus is on the cultural knowledge that became the foundation for the Boldt Decision.

## **POLS 350 (5 CR)**

### **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.

## **POLS 388/488 (1-5 CR)**

### **TOPICS IN POLITICAL SCIENCE**

Taught in a classroom setting.

## **POLS 389/489 (1-5 CR)**

### **INDIVIDUALIZED STUDIES IN POLITICAL SCIENCE**

Individualized learning contracts between a student and an instructor.

## **POLS 397/497 (1-6 CR)**

### **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.

## **PSYCHOLOGY**

## **PSYC 101 (5 CR)**

### **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 or equivalent. (SS)

## **PSYC 188/288 (1-5 CR)**

### **TOPICS IN PSYCHOLOGY**

Taught in a classroom setting. (TE)

## **PSYC 189/289 (1-5 CR)**

### **INDIVIDUALIZED STUDIES IN PSYCHOLOGY**

Individualized learning contracts between a student and an instructor. (TE)


## **PSYC 197/297 (1-6 CR)**

### **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. (NE)

## **PSYC 201 (5 CR)**

### **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 or permission of instructor. (SS) 

## **PSYC 210 (5 CR)**

### **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. (SS)

## **PSYC 220 (5 CR)**

### **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. (SS)

## **PUBLIC AND TRIBAL ADMINISTRATION**

## **PTAD 188/288 (1-5 CR)**

### **TOPICS IN PUBLIC AND TRIBAL ADMINISTRATION**

Taught in a classroom setting. (TE)

## **PTAD 189/289 (1-5 CR)**

### **INDIVIDUALIZED STUDIES IN PUBLIC AND TRIBAL ADMINISTRATION**

Individualized learning contracts between a student and an instructor. (TE)

## **PTAD 197/297 (1-6 CR)**

### **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. (NE)

## **PTAD 200 (3 CR)**

### **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. (NE)

## **PTAD 210 (3 CR)**

### **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. (NE)

## **PTAD 220 (3 CR)**

### **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. (NE)

## **PTAD 230 (3 CR)**

### **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,



# COURSE DESCRIPTIONS

# TGBM – TMSD

administration and other interests in organizational development. (NE)

## PTAD 240 (3 CR)

### 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. (NE)

## READING

### READ 090 (4 CR)

#### 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. (N)

### READ 091 (4 CR)

#### 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. (N)

## SCIENCE

### SCIE 101 A-E (1 CREA)

#### 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. (NSL)

### SCIE 188/288 (1-5 CR)

#### TOPICS IN SCIENCE

Taught in a classroom setting. (TE)

### SCIE 189/289 (1-5 CR)

#### INDIVIDUALIZED STUDIES IN SCIENCE

Individualized learning contracts between a student and an instructor. (TE)

### SCIE 197/297 (1-6 CR)

#### 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. (NE)

### SCIE 388/488 (1-5 CR)

#### TOPICS IN SCIENCE

Taught in a classroom setting.

### SCIE 389/489 (1-5 CR)

#### INDIVIDUALIZED STUDIES IN SCIENCE

Individualized learning contracts between a student and an instructor.

### SCIE 397/497 (1-6 CR)

#### 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.

## SOCIOLOGY

### SOCI 110 (5 CR)

#### 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. (SS)



### SOCI 188/288 (1-5 CR)

#### TOPICS IN SOCIOLOGY

Taught in a classroom setting. (TE)

### SOCI 189/289 (1-5 CR)

#### INDIVIDUALIZED STUDIES IN SOCIOLOGY

Individualized learning contracts between a student and an instructor. (TE)

### SOCI 197/297 (1-6 CR)

#### 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. (NE)

## TECHNOLOGY

### TECH 151 (3 CR)

#### 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. (NE)

### TECH 188/288 (1-5 CR)

#### TOPICS IN TECHNOLOGY

Taught in a classroom setting.

### TECH 189/289 (1-5 CR)

#### INDIVIDUALIZED STUDIES IN TECHNOLOGY

Individualized learning contracts between a student and an instructor.

### TECH 197/297 (1-6 CR)

#### 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.

## TRIBAL GOVERNANCE AND BUSINESS MANAGEMENT

### TGBM 188/288 (1-5 CR)

#### TOPICS IN TRIBAL GOVERNANCE AND BUSINESS MANAGEMENT

Taught in a classroom setting. (NE)

### TGBM 189/289 (1-5 CR)

#### INDIVIDUALIZED STUDIES IN TRIBAL GOVERNANCE AND BUSINESS MANAGEMENT

Individualized learning contracts between a student and an instructor. (NE)

### TGBM 197/297 (1-6 CR)

#### 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. (NE)

### TGBM 310 (5 CR)

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- May Include Indigenous

Services Learning Component

# COURSE DESCRIPTIONS

# TMSD - VOCC

## 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

### TGBM 315 (5 CR)

#### 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

### TGBM 330 (5 CR)

#### 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

### TGBM 350 (5 CR)

#### HOSPITALITY AND CASINO MARKETING

Hospitality and Casino Marketing provides comprehensive content and information for marketing from both long and short-term perspectives. This course will include actual components of an overall strategic marketing model. The course is also complemented with a text that's an "easy read" with a hands-on approach that simplifies complex material and allows students to recognize and grasp difficult concepts quickly and

completely. The course explores marketing and themes unique to hospitality, casino and tourism with a focus on the practical applications of marketing rather than marketing theory. Case Studies will be utilized and presented by students to enhance "real world" expectations. Prerequisites: HRCM 111, HRCM 285, or by permission of instructor

### TGBM 388/488 (1-5 CR)

#### TOPICS IN TRIBAL GOVERNANCE AND BUSINESS MANAGEMENT

Taught in a classroom setting.

### TGBM 389/489 (1-5 CR)

#### INDIVIDUALIZED STUDIES IN TRIBAL GOVERNANCE AND BUSINESS MANAGEMENT

Individualized learning contracts between a student and an instructor.

### TGBM 397/497 (1-6 CR)

#### 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.

### TGBM 410 (5 CR)

#### 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, BUAD 235

### TGBM 420 (5 CR)

#### 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, TGBM 410

### TGBM 440 (5 CR)

#### STRUCTURE & 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

### TGBM 499 A & B (5 CR)

#### 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

## TRIBAL MUSEUM STUDIES

### TMSD 188/288 (1-5 CR)

#### TOPICS IN TRIBAL MUSEUM STUDIES

Taught in a classroom setting. (TE)

### TMSD 189/289 (1-5 CR)

#### INDIVIDUALIZED STUDIES IN TRIBAL MUSEUM STUDIES

Individualized learning contracts between a student and an instructor. (TE)

### TMSD197/297 (1-6 CR)

#### 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. (NE)

### TMSD 201 (4 CR)

#### 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 main-



# COURSE DESCRIPTIONS

stream museums and community-driven tribal museums and the skills needed for careers in museums and as Native artists. Prerequisite: ENGL 101 or permission of instructor. (NE)

## **TMSD 360 (5 CR)**

### **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 202, or Permission of Instructor.

## **TMSD 362 (5 CR)**

### **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: Engl 102 or 202 or Permission of Instructor.

## **TMSD 364 (5 CR)**

### **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: Engl 102 or 202 or Permission of Instructor.

## **TMSD 388/488 (1-5 CR)**

### **TOPICS IN TRIBAL MUSEUM STUDIES**

Taught in a classroom setting.

## **TMSD 389/489 (1-5 CR)**

### **INDIVIDUALIZED STUDIES IN TRIBAL MUSEUM STUDIES**

Individualized learning contracts between a student and an instructor.

## **TMSD 397/497 (1-6 CR)**

### **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.

## **TRIBAL VOCATIONAL REHABILITATION SERVICES**

### **TVRS 188/288 (1-5 CR)**

TOPICS IN TRIBAL VOCATIONAL REHABILITATION SERVICES Taught in a classroom setting. (TE)

### **TVRS 189/289 (1-5 CR)**

INDIVIDUALIZED STUDIES IN TRIBAL VOCATIONAL REHABILITATION SERVICES

Individualized learning contracts between a student and an instructor. (TE)

### **TVRS 197/297 (1-6 CR)**

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. (NE)

### **TVRS 301 (3 CR)**

TRIBAL VOCATIONAL REHABILITATION FOUNDATIONS I

Introduces the foundations of the tribal vocational rehabilitation (TVR) process of assisting American Indians with disabilities to prepare for and successfully engage in employment. Focuses on the program history, outreach, assessment, eligibility determination, rehabilitation plan design, service delivery, and closure process. Prerequisite: ENGL 102 or ENGL 202 or permission of instructor

### **TVRS 302 (3 CR)**

TRIBAL VOCATIONAL REHABILITATION FOUNDATIONS II

Presents and demonstrates implementation strategies within the TVR process. Focuses on relating documented processes to the Rehabilitation Services Administration's (RSA) reporting requirements, developing program partnerships, streamlining documentation to essentials, alternative assessment strategies, designing plans that contain management strategies, optional methods of delivering VR services, and determining time for case closure. Prerequisite: TVRS 301 or permission of instructor.

### **TVRS 303 (3 CR)**

TRIBAL VOCATIONAL REHABILITATION FOUNDATIONS III

# TMSD - VOCC

Builds upon Tribal Vocational Rehabilitation (TVR) Foundations I, the vocational rehabilitation process, and TVR Foundations 2, implementation strategies. Focuses on effective efficiencies for administering TVR programs. Addresses methods for TVR agencies to improve outreach, strengthen community and resources development, and achieve performance goals in the context of grant funding. Prerequisite: TVRS 302 or permission of instructor.

### **TVRS 388/488 (1-5 CR)**

TOPICS IN TRIBAL VOCATIONAL REHABILITATION SERVICES Taught in a classroom setting.

### **TVRS 389/489 (1-5 CR)**

INDIVIDUALIZED STUDIES IN TRIBAL VOCATIONAL REHABILITATION SERVICES

Individualized learning contracts between a student and an instructor.

### **TVRS 397/497 (1-6 CR)**

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.

## **VOCATIONAL-CONSTRUCTION TRADES**

### **VOCC 105 (1-10 CR)**

CONSTRUCTION TRADES I

Introduction to occupational and work skills of the construction trades industry. Basic safety and methods of use are stressed. (NE)

### **VOCC 106 (1-10 CR)**

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. (NE)

### **VOCC 107 (1-10 CR)**

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. (NE)

### **VOCC 188/288 (1-5 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 Services Learning Component



## TOPICS IN CONSTRUCTION TRADES

Taught in a classroom setting. (NE)

## VOCC 197/297 (1-6 CR)

### INTERNSHIP/PRACTICUM IN CON- STRUCTION TRADES

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

# PERSONNEL DIRECTORY

## PRESIDENT

### **Guillory, Justin**, President

Ph.D., Higher Education Administration, Washington State University

M.Ed., Educational Administration, Washington State University

B.A., Recreational Sports Management, Eastern Washington University

## VICE PRESIDENTS

### **Oreiro, David**, Vice President of Campus Development/ NICMERE Supervisor

M.Ed., Student Personnel Administration, Western Washington University

B.A., Environmental Planning, Western Washington State College

### **Rave, Carole**, Vice President of Instruction and Student Services

M.Ed., Education Administration, South Dakota State University

B.A., Human Services, Ft. Lewis College

### **Roberts, Barbara M.**, Vice President of Research and Sponsored Programs

M.P.H., Public Health Education, University of Hawaii

B.A., Home Economics, Walla Walla College

B.S., Health Education, Walla Walla College

## DEANS AND ASSOCIATE DEANS

### **Kinley, Sharon R.**, Dean of Indigenous Education

M.A., Anthropology, Western Washington University

B.A., Bi-Cultural Competence, Western Washington University

A.A.S., Northwest Indian College

### **Portervint, Bernice**, Dean of Academics and Distance Learning

J.D., Law, New College of California

M.S., Educational Administration, Pace University

B.A., English, Long Island University

### **Retasket, Victoria**, Dean of Student Life

M.Ed., Student Affairs Administration, Western Washington University

B.A., American Cultural Studies, Western Washington University

## FULL TIME AND PRO RATA FACULTY AND ADMINISTRATION

### **Allen, Phill**, Extended Campus Manager/Faculty/Advisor - Nez Perce Site

M.A., History, University of Idaho

B.S., History, University of Idaho

### **Ballew, Laural**, Tribal Governance and Business Management Department Chair

M.P.A., Tribal Governance, Evergreen State College

B.A., American Cultural Studies, Western Washington University

### **Berrett, Judy Ane**, Director of Service Learning

M.A., Psychology, Antioch University

B.S., Education/Family Relationships, Child Development,  
Brigham Young University

Licensed Mental Health Counselor, Washington State

### **Bland, Carmen**, Director of Institutional Research & Assessment

M.A., Organizational Leadership, Gonzaga University

B.A., Interdisciplinary Studies, Western Washington University

A.A.S., Northwest Indian College

### **Brandt, Gary**, Computer Repair and Networking Faculty

M.Ed., Adult Education, Western Washington University

B.S., Geology, University of California at Los Angeles

### **Raymond Burns**, Financial Aid/Admissions Director

M.S., Science, Capella University

B.A., Liberal Arts, Dartmouth College

### **Campbell, S. Jeff**, Wildlife and Fisheries Biology Faculty

M.S., Environmental Science, Western Washington University

B.S., Environmental Science, Western Washington University

### **Conway, John (Jay)**, New Campus Manager

B.S., 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

Ph.D., Botany, University of British Columbia

M.S., Botany, Eastern Illinois University

B.S., Botany, Eastern Illinois University

### **Cook, Cassandra**, Math and Writing Center Coordinator/ Mathematics Faculty

B.S., Physics, Western Washington University

# PERSONNEL DIRECTORY

**Cueva, Patricia**, Registrar  
M.Ed., Counseling Psychology, Washington State University  
B.S., Psychology, Washington State University

**Davis, Corby**, Executive Assistant to the President  
B.A., Accounting, Friends University

**duChene, Mique**, Human Services Faculty  
M.S., Science, Walden University  
B.A., Social Services, Washington State University

**Freeman, William**, Director of Health Programs, Center for Health  
M.P.H., Health Services Research, University of Washington  
M.D., Family Medicine, University of Washington  
B.A., English Literature, Amherst College

**Gigot, Jessica**, Service Learning and Science Faculty - Swinomish Site  
Ph.D., Horticulture, Washington State University  
M.S., Plant Pathology, Washington State University  
B.A., Biology, Middlebury College

**Gobert, Gaylene**, Extended Campus Site Manager/Faculty – Swinomish Site  
B.A., Human Services, Western Washington University  
A.A.S., Northwest Indian College

**Hatch, Marco**, NICMERE Director  
Ph. D., Biological Oceanography, University of California San Diego  
M.S., Marine Biology, University of California San Diego  
B.S., Aquatic and Fisheries Sciences, University of Washington

**Humphreys-Shaffer, Kathy**, ABE/GED Faculty – Lummi Site  
M.A., Adult Education, Western Washington University  
B.A., Human Services, Western Washington University  
A.A.S., Northwest Indian College

**James, Jeffrey**, Native Studies Leadership Faculty  
B.S., Native Environmental Science, Northwest Indian College

**James, Michael**, Director of Information Systems  
A.A., History, Rancho Santiago Community College

**James-Pino, Tammy**, Tribal Governance and Business Management Faculty  
B.A., Business Administration, University of New Mexico  
A.A.S., Northwest Indian College

**Lewis, Barbara**, English Faculty  
B.A., English, Eastern Washington University

**Macy, Michelle S. (Shelley)**, Early Childhood Education Faculty  
M.A., Human Development, Pacific Oaks College  
B.A., Equivalent Human Development, Pacific Oaks College

**Mahle, Greg**, Human Services Department Chair  
M.S., Human Services, Walden University  
B.A., History, Western Washington University  
A.A.S., Northwest Indian College

**Mahle, Krista**, Director of Athletics/Physical Education Faculty  
B.A., Human Services, Western Washington University  
A.A.S., Northwest Indian College

**Masten, Greg**, Director of Development  
M.Ed., American Indian Education, Humboldt State University  
B.A., Native American Studies, Humboldt State University

**McBeth, Valerie M.**, Library Director  
M.L.I.S., Library and Information Science, University of Washington  
M.A., Germanic Languages and Literature, University of Washington  
B.A., Comparative Literature, University of Washington

**McBride, MarCia**, First Year Experience Faculty  
M.A., Marriage and Family Therapy, University of Louisiana  
B.A., French, University of Louisiana

**McCluskey Sr., Donald**, Developmental Education Coordinator  
B.A., English, Western Washington University

**Norman, Emma**, Science Department Chair  
Ph.D., Geography, University of British Columbia  
M.S., Geography, Western Washington University  
B.A., International Studies, Colby College

**Parsons, Nahrin**, Early Childhood Education Faculty  
M.A., Education, University of Washington  
B.A., Political Science, University of California at Berkeley

**Picard, Angela**, Extended Campus Site Manager/Faculty - Nez Perce Site  
M.P.A., Education and Social Policy, University of Washington  
B.A., Political Science, University of Washington

**Rombold, John**, Natural Resources, Soil Sciences, and Mathematics Faculty  
Ph.D., Ecosystem Analysis, University of Washington  
M.F.S., Forest Science, Yale University  
B.S., Forest Management, University of California at Berkeley



# PERSONNEL DIRECTORY

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**Saxton, Rebecca**, English Faculty  
M.F.A., Creative Writing, Pacific Lutheran University  
M.A., English, Western Washington University  
B.A., Humanities, Washington State University

**Stuart-Stevenson, Kathy**, English Faculty  
M.Ed., Adult Education, Western Washington University  
B.A., English, Western Washington University

**Tamburini, Matteo**, Mathematics Faculty  
M.S., Mathematics, Western Washington University  
B.S., Mathematics, University of Washington  
B.A., International Studies, University of Washington

**Tom, Lexie**, Native Studies Leadership Department Chair  
M.P. A., Evergreen State College  
B.A., Anthropology, Western Washington University  
A.A.S., Northwest Indian College

**Tso, Sam**, Teaching Assistant Indigenous Leadership

**Vega, Tania**, Director of Workforce Development  
M.A., Sociology, Northwestern University  
B.A., Sociology, University of California, Davis

**Vendiola, Michelle (Shelly)**, Native Studies Leadership Faculty  
M.Ed, Adult and Higher Education, Western Washington University  
B.A., Liberal Arts, San Francisco State University

**Williams, Theodore (Ted)**, Academic Program Developer  
M.A., Applied Behavioral Science, Systems Counseling, Leadership Institute of Seattle, Bastyr University  
M.S., Astronomy, University of Arizona  
B.S., Astronomy, University of Michigan

**Wilson, Michelle**, Tribal Governance and Business Management, Faculty  
M.B.A. and M.S. in Leadership, Grand Canyon University  
B.A., Sociology, Dartmouth College

**Woods, Wayne**, Communication Studies and Theater Faculty  
M.A.T., Speech Education, Lewis and Clark College  
B.S., Speech and Theater, Portland State University

**Zawoysky, Steve**, Chief Financial Officer  
M.B.A., Entrepreneurship and Hospitality Mgt., Washington State University  
B.A., Psychology, University of Washington

**Williams, Jessica**, Site Manager – Tulalip Site  
B.A., Liberal Arts, Evergreen State College

## Exempt and Classified Staff

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**Baker, Colleen**, Coordinator of Donor Advancement and Foundation Relations  
A.A., Skagit Valley College

**Ballew, Alexis**, Assistant Teacher, Early Learning Center

**Ballew, Alissa**, Assistant Teacher, Early Learning Center

**Ballew, Jessica**, Lead Teacher, Early Learning Center

**Berg, Colleen S.**, Project Coordinator, Center for Health  
B.S., Environmental Education, Western Washington University

**Charles, Claire**, Custodian

**Charlie, Stephanie**, Administrative Assistant, Instruction

**Clausing, Charlotte**, Science Researcher  
B.S., Biology, Western Washington University

**Chock, Tami**, Community Outreach Program Coordinator  
B.S., Environmental Studies, South Texas University

**Connor, Bill**, Research Coordinator for Tribal Health  
Ph.D., Counseling Psychology, University of Missouri  
M.Ed., Counseling, University of Delaware  
B.S., Physical Health Education, State University of New York

**Cook, Chester**, Custodian

**Cooper, Vanessa**, Traditional Plants and Foods Program Coordinator  
B.A., Human Services, Western Washington University  
A.A.S., Northwest Indian College

**Davis, Nathanael P.**, Science Outreach Coordinator  
M.E.S., Environmental Studies, Taylor University  
B.A., Biology, Cedarville University

**Davis, Jon**, Maintenance and Facilities Manager  
A.A.S., Northwest Indian College

**Dodd, Mariah**, Administrative Assistant – Development Office

**Floyd, Daryl**, Network Administrator  
M.Div., Missions, The Southern Baptist Theological Seminary  
B.S., Occupational Education, Wayland Baptist University  
A.A., Music and Theater Arts, Merced College

# PERSONNEL DIRECTORY

CompTIA A+, Network+, Security+ Certified  
Microsoft Office 2007 Master Level Certified

**Goodman, Rachel**, Assistant Teacher, Early Learning Center  
B.A., English, Western Washington University

**Goold, Justin**, Database Administrator  
B.S., Computer Science, University of Washington

**Greene, Ethel**, Cultural Studies Coordinator –Nez Perce Site  
B.A., American Indian Studies, University of Washington  
Award of Completion, Tribal Casino Management, Northwest Indian College

**Guillory, Sunny**, Financial Literacy Coordinator  
B.S., Business Management, University of Mary  
A.A., Business Administration, Sitting Bull College

**Heaton, Luke**, Site Based Student Success Coordinator  
A.A.S., Northwest Indian College

**Hillaire, Pam**, Program Assistant II, Coast Salish Institute

**Jackson, Leslie**, Program Coordinator-Title III Programs  
B.A., Cultural Anthropology, Western Washington University

**Jefferson, Alma**, Individualized Studies Coordinator

**Jefferson, Angel**, Extended Campuses Coordinator/Advisor  
A.A.S., Northwest Indian College

**Jefferson, Edna**, Financial Literacy Trainer  
A.A.S., Northwest Indian College

**Jefferson, Stacie**, Title III Administrative Assistant

**James, Nancy**, Library Technician

**Jimmy Jr., Marty**, Library Technician

**Johnny, Victor**, Administrative Assistant to the Vice President  
for Instruction and Student Services  
A.A.S., Northwest Indian College

**Julius, Holli**, Financial Aid Specialist  
A.A.S., Northwest Indian College

**Kamkoff, Tina**, Program Specialist, Enrollment Services

**Koos, Kyle**, Web Developer

**Lane, Adam**, Admissions Recruiter

**Lane, Doreen**, Head Cook

**Lawrence, Sean**, Financial Aid Program Assistant  
A.A.S., Northwest Indian College

**Lindgren, David**, Student Accounts Support Specialist  
B.A., Accounting, Washington State University  
A.A., Nursing, Whatcom Community College

**Martin, Josephine**, Custodian

**Maudsley, Laura**, BFET Coordinator  
M.Ed., Adult Education Administration, Western Washington University  
B.A., Psychology, Washington University

**Melemai, Debbi**, Research and Sponsored Programs  
Coordinator  
A.A.S., Northwest Indian College Certificate,  
Entrepreneurship, Northwest Indian College

**Pedlow, Megg**, Program Assistant, Science Department

**Perronteau, Josephine**, Financial Aid Specialist I  
B.A., General Studies, Western Washington University  
A.A.S., Northwest Indian College

**Phair, Johanna**, Program Coordinator, Early Learning Center

**Revard, Cameron**, Computer Maintenance Technician  
A.A., Computer Network, Bellingham Technical College

**Roberts, Charlie**, Purchasing Manager

**Roberts, Cindy**, Program Assistant II, Enrollment Services

**Roberts, Paul**, Receiving and Inventory

**Salhus, Clarissa**, Accounts Receivable

**Sewell, Wyatt**, First Year Experience Advisor  
B.A., Native Studies, Evergreen State College  
A.A.S., Northwest Indian College

**Sleveland, Glori**, Lead Teacher II, Early Learning Center

**Smith, Malori**, Administrative Assistant to the Dean for  
Student Life

**Solomon, Ruth**, Conference Coordinator

**Swedelius, Wendy**, Grant Coordinator

**Tom, Karen**, Accounts Payable  
Certificate, Office Professions, Northwest Indian College

# PERSONNEL DIRECTORY

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**Thomas, Randall**, Library Technician I

**Thomas, Scott**, Bookstore Manager

**Vo, Hien**, Payroll Specialist  
A.A.S., Northwest Indian College

**Wagner, Debra**, Campus Cashier

**Wall, Melissa**, WorkForce Education - Program Specialist  
A.T.A., Northwest Indian College

**Willup, Linda**, Instructional Technician – Swinomish Site  
B.S., Native Environmental Science, Northwest Indian College  
A.A.S., Northwest Indian College

**Wilson-Johnny, Regina**, Switchboard Operator

**Woodenlegs-Boling, Stormy**, Program Assistant II, Admissions



# 2013-2015 Catalog Addenda

## Program Revisions

Bachelor of Arts	
Native Studies Leadership	Approved May 27, 2014
Tribal Governance & Business Management	Approved November 22, 2013
Bachelor of Science	
Native Environmental Science	Approved June 10, 2014
Associate of Arts and Sciences	
General Direct Transfer	Approved May 27, 2014
Business and Entrepreneurship	Approved May 27, 2014
Native Environmental Science	Approved May 27, 2014
Native Oksale Education	Approved May 27, 2014
	Approved June 10, 2014
Public and Tribal Administration	Approved May 27, 2014
Associate of Science - Transfer	
Life Sciences	Approved May 27, 2014
Associate of Applied Science- Transfer	
Early Childhood Education	Approved May 27, 2014
Associate of Technical Arts	
Chemical Dependency	Approved May 27, 2014
Information Technology	Approved May 27, 2014
Individualized Program	Approved May 27, 2014
Certificates	
Computer Repair Technician	Approved May 27, 2014
Construction Trades	Approved May 27, 2014
Hospitality Management	Approved May 27, 2014
Individualized Studies	Approved May 27, 2014
Office Professions	Approved May 27, 2014
Awards of Completion	
Working With Infants & Toddlers	Approved March 25, 2014

## Program Additions

Awards of Completion	
Tribal Museum Studies	Approved April 7, 2014
Initial Early Childhood Education Certificate	Approved November 19, 2014

## Program Cancellations

Certificates	
Web Page Development	Approved June 3, 2014
Casino Gaming Technician	Approved June 3, 2014
Native Art	Approved June 3, 2014
Project Management	Approved June 3, 2014

## Program Outcomes

Associate of Arts and Science, General Direct Transfer, outcomes revised	Approved March 18, 2014
Associate of Arts and Science, Native Oksale Education, outcomes created	Approved May 27, 2014
Certificates, outcomes created	Approved May 27, 2014

## Course Additions

Community Advocates and Responsive Education in Human Services	Approved August 28, 2014
CARE 150	Introduction to Human Services in Tribal Communities
CARE 310	Systems Theories in Human Services
CARE 320	Self-Location in Professional Settings
CARE 330	Policy and Law in Tribal Human Services
CARE 350	Interviewing and Case Management for Tribal Services
CARE 395	Preparation for Field Education

## 2013-2015 Catalog Addenda

CARE 410	Developing and Organizing in Native Communities
CARE 450	Planning and Evaluating Tribal Programs
CARE 470	Tribal Agency Management and Administration
CARE 495A	Supervised Field Education
CARE 495B	Supervised Field Education
CARE 495C	Supervised Field Education
CARE 499	Capstone in CARE

### Early Childhood Education

ECED 116 A-F	Teaching by Connection Support Group	Approved February 12, 2014
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### Environmental Science

ENVS 310	Shellfish Ecology	Approved March 26, 2014
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### Tribal Museum Studies

TMSD 360	Collections Management in Tribal Museums	Approved October 22, 2013
TMSD 362	Administration & Operations in Tribal Museums	Approved October 22, 2013
TMSD 364	Exhibits & Education in Tribal Museums	Approved October 22, 2013

### Tribal Vocational Rehabilitation Services

TVRS 301	Tribal Vocational Rehabilitations Foundations I	Approved March 25, 2014
TVRS 302	Tribal Vocational Rehabilitations Foundations II	Approved March 25, 2014
TVRS 303	Tribal Vocational Rehabilitations Foundations III	Approved May 27, 2015
TVRS 188, 288, 388, 488	Special Topics	Approved March 25, 2014
TVRS 189, 289, 389, 489	Individualized Studies	Approved March 25, 2014
TVRS 197, 297, 397, 497	Internship/Practicum	Approved March 25, 2014

## Course Revisions

### All Courses

Remove of NASD (Native American Studies) coding from all courses	Approved June 10, 2014
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### Computers

CMPS 260	Capstone Project	Approved June 3, 2014
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### Mathematics

MATH 124	Calculus & Analytics Geometry I	Approved February 12, 2014
MATH 102	College Algebra	Approved June 3, 2014
MATH 107	Elementary Statistics I	Approved June 10, 2014
MATH 151	Survey of Mathematics	Approved June 10, 2014

### Political Science

POLS 225	History of Federal Indian Policy	Approved June 10, 2014
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## Course Deactivations

### Biology

BIOL 210	Shellfish Biology	Approved March 26, 2014
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### Philosophy

PHIL 120	Introduction to Logic	Approved June 10, 2014
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### Public and Tribal Administration

PTAD 211	Tribal Accounting	Approved June 3, 2014
PTAD 250	Advanced American Indian Leadership	Approved June 3, 2014

### Tribal Museum Studies

TMSD 260	Tribal Museum Collections Management	Approved October 22, 2013
TMSD 262	Tribal Museum Administration & Operations	Approved October 22, 2013
TMSD 264	Tribal Museum Exhibits & Education	Approved October 22, 2013

## Catalog Corrections

- NESC 215 Course Type corrected & changed to NSL, pre-requisite fixed.
- Program of Study description for Certificate in Computer Repair Technician; Corrected Core Requirements to CMPS 104 from CMPS 103.

# 2013-2015 Catalog Addenda

## Catalog Corrections Continued

- Inserted Graduation with Honors, Graduation with High Honors, Graduation with Highest Honors, Appeal for Waiver of Academic Requirements, Reapplication for Graduation, and Transferring credits or a degree from NWIC to another institution.
- Program of Study description for Certificate in Web Page Development, Inserted “OR” after MATH 190 in General Education Requirements.
- Program of Study description for Certificate in Construction Trades, Removed Duplicate MATH 190 in General Education Requirements.
- MATH 102 Course Description corrected.
- ECED 220 Course title corrected on Program of Study.
- CSOV 302
- BIOL 350
- Program Outcomes, AAS-T Early Childhood Education outcome corrected
- BSNES Elective Requirement corrected
- PTAD upper division courses removed
- ECED 297B Course Title corrected
- NESC 188/288, 189/289, 197/297 added
- PHIL 389/489 Credits corrected
- MATH 281, “QS” added
- AAS-T Early Childhood Education Outcomes
- ECED 160 course title corrected
- ECED 206 course description corrected
- TGBM 188/288, 189/289, 197/297 added
- TMSD 388/488, 389/489, 397/497 added
- Accreditation Statement Corrected

## Policy Revisions

- Satisfactory Academic Progress Policy

Approved April 09, 2014



# NORTHWEST INDIAN COLLEGE

*X w l e m i E l h > T a l > N e x w S q u l*



*Through education, Northwest Indian College promotes indigenous self-determination and knowledge.*

ACCREDITED BACHELOR AND ASSOCIATE DEGREES THAT ARE ROOTED IN CULTURAL KNOWLEDGE

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