



NORTHWEST INDIAN COLLEGE



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2011—2013 CATALOG

Coast Salish artwork on cover courtesy of Alfred Charles

MISSION STATEMENT

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

President's Message

While serving as President of Northwest Indian College, I have had the pleasure of meeting many students and their families in classes, during events and while visiting our extended campus sites. I hear the dreams and hopes that all of us have for a prosperous life for ourselves and for future generations. It is an honor to work with so many wonderful students, staff and community members to bring those dreams to fruition.

As you prepare for entering college for the first time or if you are using this catalog to continue to plan your educational path, you will see evidence of the many qualities that make NWIC a unique institution. We were founded on the homelands of the Lummi people but have embraced a vision that includes Native people from all over the Pacific Northwest and Alaska. Students come to NWIC from all over Indian Country because we are purposeful in our support of student success, with cultural integration in our classes and with the delivery of Native studies.

We recognize that students like yourself come to us at all levels of academic and college readiness and we are intentional in our efforts to support your success through strategies such as the first year experience and indigenous service learning. Who we are as Native people is the foundation not only of our identity and teachings but is the source of our strength and persistence.

Your education opens the doors of knowledge and helps you gain meaningful employment. You will be able to provide for yourself and your family as you lead your tribes toward an abundant and prosperous quality of life.

Please join us at Northwest Indian College – at our main campus on the Lummi Nation or at one of our extended campus.



Cheryl Crazy Bull

Cheryl Crazy Bull
Northwest Indian College President

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.

Position #1 – Julie Johnson (Lummi) – Term to December 31, 2011 – Julie is President of JJ Inc., and has over 25 years of experience working for Indian Tribes and Organizations in the areas of developing policies and the implementation of direct services. Julie's work experience includes: Social, Health & Education Director; Senior Grants Writer; Planning Department Director; Self-Governance Director; Superintendent of a K-12 School; Acting General Manager for three Tribes and Intergovernmental Relations Director for two tribes. She holds a Bachelor of Arts degree in Education Counseling and Social Services Administration, with a minor in Economic Development.

Position #2 - Jana Finkbonner (Lummi) - Term to December 31, 2011 - Jana is the Director for the North Intertribal Vocational Rehabilitation Program, providing services to six tribes. Her previous experience includes: Assistant Director for Family Services; Employment and Training Center Director; and positions in Student Services at NWIC. She has a Bachelor of Arts degree in Human Services from Western Washington University and an Associate of Arts and Science Transfer Degree from Northwest Indian College.

Position #3 – Levi Jefferson, (Lummi) - Council term expires or re-appointment, by Lummi Indian Business Council (LIBC). Len is a former Board of Trustees Chair, and was recently appointed to the Council in 2009. He is currently working with the Lummi Water and Sewer Company.

Position #4 - Kristin Kinley, Chairperson (Lummi) - Term to December 31, 2012. Kristin has worked for the Lummi Indian Business Council (LIBC) for the past 20 years in various areas, such as Health Care, Finance, Enterprise (for profit) and Administration. She is currently working as the Executive Assistant to the Lummi Education Director. Kristin has a long history of working on a number of community boards and committees, such as the LIBC Budget Committee and Health Commission. She holds an Associate of Technical Arts Degree in Business Management from Northwest Indian College and is currently attending Western Washington University.

Position #5 - Sandy Finkbonner, Secretary/Treasurer - Term to December 31, 2010 - Sandy has worked for the Lummi Tribe secretary/treasurer for the past twenty years. She has worked as a Development and Investment Analyst for the Lummi Housing Authority and was the Financial Director of Northwest Indian College for ten years. She is a graduate of the University of Alabama, Western Washington University and holds an Associate of Arts Degree in Business and Administration from Northwest Indian College. Sandy has a long history of work on a number of Community enhancement boards and committees. Sandy is currently working with the Lummi Housing Authority.

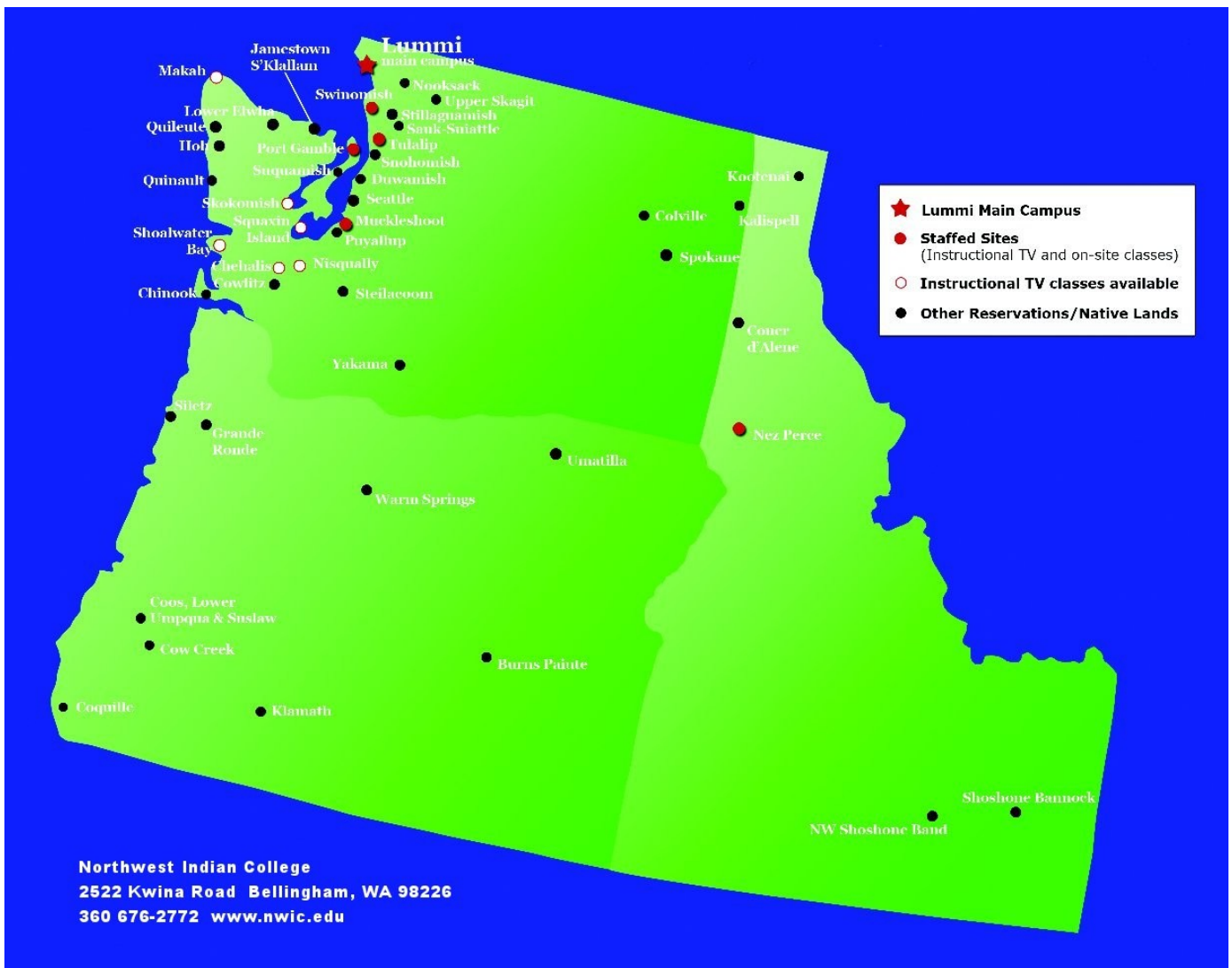
Position #6 – Jennifer Oreiro – Term to December 31, 2011 – Jennifer works for Suquamish Tribe as a Higher Education Program Coordinator. She graduated from Northwest Indian College 2006. She resides in Port Madison (Suquamish) Reservation.

Position #7 – Larry Campbell – Term to December 21, 2012 – Larry is enrolled Swinomish, and currently employed as the Tribal Historic Preservation Officer in the Cultural Resource Office for the Swinomish Tribal Community. He holds a Bachelor of Arts degree in Liberal Arts from Western Washington University, with a concentration in Tribal/Federal Government Relationships.

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Locations



Quick Reference Directory

Admissions	360.392.4269	FAX 360.392.4333
Advising - Lummi Campus	360.392.4335	FAX 360.594.4081
Advising - Off Campus	360.392.4255	FAX 360.594.4081
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	360.392.4259	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
Port Gamble	360.297.6279	FAX 360.633.0011
Swinomish	360.466.4380 x1	FAX 360.466.4690
Tulalip	360.716.4650	FAX 360.651.4538
Financial Aid	360.392.4206	FAX 360.715.0816
Human Resources	360.392.4230	FAX 360.392.4290
Individualized Studies	360.392.4341	FAX 360.752.2464
K-20 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	360.392.4233	FAX 360.594.4081
Student Services	360.392.4335	FAX 360.594.4081
Testing—Compass	360.392.4340	FAX 360.392.4334
Testing—GED	360.392.4303	FAX 360.392.4334
Transcripts	360.392.4245	FAX 360.392.4333
Tribal Verification	360.392.4215	FAX 360.392.4333
WorkFirst	360.392.4301	FAX 360.392.4332

Academic Calendar

Please refer to quarterly schedules for additional detailed, important course information at <http://www.nwic.edu/content/catalogclass-schedule>

ACADEMIC YEAR 2011-12

Summer Quarter 2011

Quarter begins	July 5, 2011
Last day of Quarter	August 12, 2011

Fall Quarter 2011

Quarter begins	September 19, 2011
Veteran's Day*	November 11, 2011
Thanksgiving*	November 24-25, 2011
Last day of Quarter	December 9, 2011

Winter Quarter 2012

Quarter begins	January 9, 2012
ML King/Treaty Day*	January 16, 2012
Presidents' Day*	February 20, 2012
Last day of Quarter	March 26, 2012

Spring Quarter 2012

Quarter begins	April 3, 2012
Memorial Day*	May 28, 2012
Last day of Quarter	June 15, 2012
Commencement	June 15, 2012

*College Closed

ACADEMIC YEAR 2012-2013

Summer Quarter 2012

Quarter begins	July 2, 2012
Independence Day*	July 4, 2012
Last day of Quarter	August 10, 2012

Fall Quarter 2012

Quarter begins	September 17, 2012
Veteran's Day*	November 12, 2012
Thanksgiving*	November 22-23, 2012
Last day of Quarter	December 7, 2012

Winter Quarter 2013

Quarter begins	January 7, 2013
ML King/Treaty Day*	January 21, 2013
President's Day*	February 18, 2013
Last day of Quarter	March 22, 2013

Spring Quarter 2013

Quarter begins	April 2, 2013
Memorial Day*	May 27, 2013
Last day of Quarter	June 14, 2013
Commencement	June 14, 2013

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.

Philosophy

The educational philosophy of Northwest Indian College is based upon the acknowledgement that tribal values and beliefs are the foundation of education and must include a study of Native American culture, language and history within the tribal community. The College's extended campus sites participate by identifying the values and beliefs that underlie the educational approach appropriate to their communities' needs. The following is an example of the values and beliefs identified by the Strategic Planning Committee for Northwest Indian College, Lummi Campus:

LUMMI BELIEFS:

sela-lex^w: Our strength comes from the old people. From them we receive our teachings and knowledge and the advice we need for our daily lives.

schtengex^wen: We are responsible to protect our territory. This means that we take care of our land and the water and everything that is on and in it.

xwlemi-chosen: Our culture is our language. We should strengthen and maintain our language.

leng-e-sot: We take care of ourselves, watch out for ourselves and love and take care of one another.

Core Themes

◇ **Engage indigenous knowledge**

- ◇ 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 scholarships in support of the college's mission and programs.

◇ **Commitment to student success**

- ◇ 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.

◇ **Access to higher education opportunities at all levels for tribal communities**

- ◇ 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 education modalities and site-based services.

◇ **Advance place-based community education and outreach**

- ◇ 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.

See NWIC's complete Strategic Plan at <http://www.nwic.edu>

Accreditation

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

In August 2010, NWIC was granted 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 university in Washington, Oregon and Idaho. In 2010, within the framework of an accredited two-year and four-year institution, the College honored the diverse individual Native cultures, languages and traditions of 100 tribes from throughout North America.

Educational Partnerships

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

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.

Northwest Indian College Foundation



The Northwest Indian College Foundation supports the mission of the College through fund raising efforts to help underwrite 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.

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, 2522 Kwina Road, Bellingham, WA 98226. Phone 1-866-676-2772
Ext. 4305 or e-mail foundation@nwic.edu. Visit us on the Web at www.nwic.edu

History and Background

Northwest Indian College is a 501(c)(3) non-profit educational institution chartered by the Lummi Nation. Its primary goal is to serve the educational and training needs of the Pacific Northwest tribes and their people. Its main branch 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. In the early 1980's the employment demand declined dramatically, however.

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 other reservations and to workshops and conferences focusing on important Native issues.

Lummi Community College became Northwest Indian College in January of 1989. It began serving a variety of 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.

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-granting institution.

A seven-member Board of Trustees governs Northwest Indian College. Currently the board is comprised of trustees from the Lummi Nation. The Lummi Indian Business Council appoints all of the members of the Board of Trustees.



College Locations

Lummi Campus

The Lummi 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 providing access to the tribal fish and oyster hatcheries facilities to support fisheries and marine biology training programs further supplements the Lummi Campus. The well-equipped science buildings include technologically advanced telecommunications centers with four distance learning classrooms and are connected to the Washington State K-20 Network that allows for transmission and reception to other NWIC extended sites and other Washington public schools and colleges.

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.

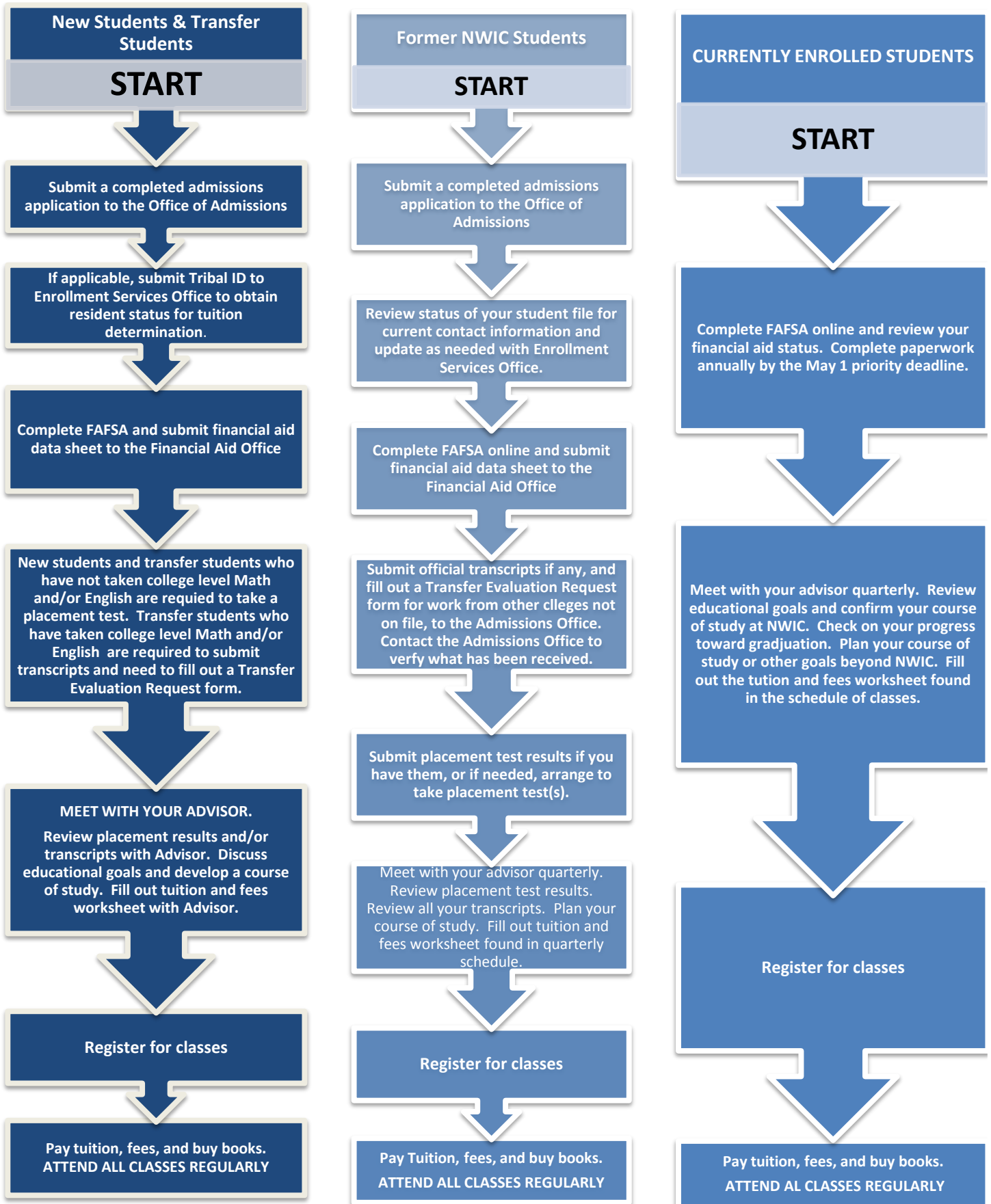
Instructional programming encompasses formal associate degree and certificate programs in several areas. In addition, other classes are offered, such as cultural, vocational, recreational, adult education, in-service seminars and other special programming.

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, and online courses.

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.



ADMISSION AND REGISTRATION PROCEDURES FLOWCHART



Admission, Registration & Academic Information

Academic Information

Northwest Indian College primarily focuses on recruiting Native American and Canadian First Nations students, but follows an 'open door' admissions policy. Anyone who has graduated from high school or completed a GED prior to enrollment may be accepted into Northwest Indian College. Students with placement scores indicating ability to benefit (see **Testing and Placement**, p. 13) in the COMPASS assessment may also gain admission to the 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. See p. 13 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:

Step 1

Submit a Northwest Indian College **Application for Admission**. Application packets may be obtained from the Office of Admissions on the Lummi Campus or at any Instructional Site. Applications may also be downloaded from the NWIC Web Site at www.nwic.edu or requested by phone, mail, fax or e-mail admissions@nwic.edu.

Step 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 with the completed Application for Admission.
- If you do not have a copy of your tribal enrollment verification, contact your tribal enrollment office and request verification be mailed to Northwest Indian College or faxed directly to the NWIC Enrollment Services Office at (360) 392-4333.

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. More information is available in the Student Handbook, and from Enrollment Services Office. See p. 33 for resident status criteria.

Step 3

Submit a completed application for Federal Financial Aid (FAFSA) and NWIC Financial Aid Data Sheet. Students must be accepted into the college before being eligible.

Step 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.

Step 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.

Admission, Registration & Academic Information

For priority consideration of financial resources, early application for Financial Aid and Admission to Northwest Indian College is strongly advised. Refer to Financial Aid information on pages 30-31. Please note priority deadlines.

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. If a prospective student has not completed a high school diploma or GED the new student must take the COMPASS in order to determine whether he or she meets the financial aid eligibility requirements for ability to benefit to receive aid (for scores determining ability to benefit, contact the Office of Admissions). Adult Basic Education students working towards their GED, either at NWIC or other institutions can access testing at the Testing Center. Assessments and GED testing are available by appointment and on a drop-in basis on scheduled days, throughout the academic year.

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 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.

Special Students

Special 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. Special students are not admitted as regular students and are not eligible for state or federal financial aid. High school Early College students must complete the admissions application 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, free of charge. 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 waived, the cost of books and supplies is paid by students.

To participate in NWIC's Running Start program, students must take the NWIC placement tests and place at college-level English. 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.**

Admission, Registration & Academic Information

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 Associates 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. Students with non-U.S. transcripts must request an evaluation from an outside professional foreign credit evaluating service.

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.

See page 27 for information about transferring credits or a degree from NWIC to another institution.

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, providing your correct current address to Enrollment Services Office, and completing any other information forms as needed.

The registration calendar has four critical dates:

Early Registration, 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.

Early Registration—Regular Registration

Students must complete a Credit or Continuing Education (CEU) enrollment form via paper or thru 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.

Late Registration—Blue Slip Registration

Registrations are accepted during Late Registration for any regularly scheduled class, space permitting. Registrations received after the close of 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.

Admission, Registration & Academic Information

Adding and Dropping Courses

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

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

Class Attendance

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



Admission, Registration & Academic Information

Academic Information

Standards of Progress

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. 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.

Students who have received two consecutive academic warnings are automatically placed on academic probation and are required to meet with a college counselor to identify the reasons for low academic performance and to develop a plan of action to rectify the situation or circumstances. Students on academic warning or probation will be returned to regular status by earning a quarterly GPA of 2.00 or increasing their cumulative GPA above the minimum established for the number of credits they have accumulated. Full-time students who fail to complete any of their credits for a particular quarter will be required to meet with a faculty advisor or academic advisor to identify reasons for lack of success the previous quarter and to develop a plan for success in the future.

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 is issued to students who have satisfactorily completed **70%** of the coursework, but for an unavoidable reason are unable to complete the course. 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 for late starting courses such as "Fast Track."**

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

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can be no later than the end of the following quarter not counting summer. A grade will be recorded on the incomplete form as "I/other letter grade," where the "other letter grade" is what the student earned 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.

*** 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.

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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

Grade reports are mailed to students at the end of each quarter. Grades are mailed to the student's address of record. **It is very important to make sure the college has a current address and other important contact information.**

Student 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.

Transcripts

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

Official Transcripts are held if a student owes more than \$100.00 to the college. Payment arrangements can be made by contacting the NWIC student accounts office.

FAMILY EDUCATION RIGHTS AND PRIVACY ACT also known as FERPA

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.

Directory Information

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

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

If a student chooses not to have any or all of the directory information released, he/she is required to inform Enrollment Services Office in writing, by submitting a completed and signed *FERPA Restricted* form, available in Enrollment Services Office.

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 Enrollment Services Office.

Summary

In the first case, Directory Information will be released unless written request to the contrary is received from the student.

In the second case, academic records other than Directory Information will not be released unless written request to the contrary is received from the student.

Students may inspect their educational records by appointment with the Registrar.

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ACADEMIC STANDARDS

Credits and Credit Loads

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

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

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

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

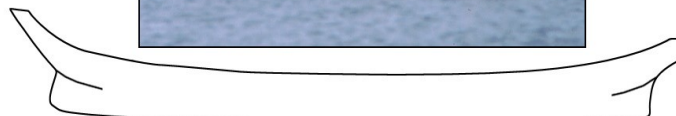
Practicum/Work Experience: Four hours work per week for each one hour of credit.

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.

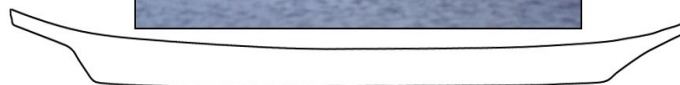
Please note: To complete an associate degree program in two years, a student should average fifteen credits per quarter. Prior to registering for more than 18 credits per quarter, a student must consult with an advisor.



Nuu-chah-nulth or "West Coast" Style Canoe



Yakutat or "Northern" Style Canoe



Coast Salish Style Canoe

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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.

Northwest Indian College Outcomes

NWIC has articulated six competencies in the first phase of its assessment efforts. These competencies are under continual review and updating and other competencies will be articulated as needed. Students who complete a program of study at NWIC will have a solid foundation in Native culture, values, perspectives, and history; written communication; oral communication; quantitative skills; computer skills; and reading skills. Each of these competencies has the following specific outcomes that will be assessed throughout the students' program:

Cultural: Students will demonstrate an understanding of...

- sense of place.
- what it means to be a people.

Written Communication: Students will be able to...

- write standard English.
- write in a variety of text forms using various credible sources.

Oral Communication: Students will be able to...

- apply effective presentation skills.
- apply interpersonal communication skills.

Computer Skills: Students will be able to...

- use word processing software for communication.
- use spreadsheet software for communication, computation and graphic data representation.
- use presentation software for communication.
- use the Internet for research.
- use e-mail for communication.
- use electronic library resources.

Quantitative Skills: Students will be able to...

- propose solutions to and solve real-world problems by applying the correct numerical data.
- use analytical and critical thinking skills to draw and interpret conclusions.

Reading Skills: Students will be able to...

- demonstrate understanding of readings.
- extend their own vocabulary through reading.

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

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course for which college credit has previously been received. A course may be challenged one time only. The grade recorded for successfully challenged courses may be a regular A-F letter grade or an 'S' (Satisfactory) grade if appropriate for 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 (360) 392-4264 or 1-866-676-2772 ext. 4264 or 4341.

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 designed for the third year or junior level courses and **400-499** are courses taken in the senior year of a Bachelor's degree program.

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).

Indigenous Service Learning Course Component

Courses with the Indigenous Service Learning designation may include service learning relating to course objectives and relevant community needs. Service Learning honors the reciprocal relationship between people and the natural world. It's foundation is based on the ecology of serving and caring for one another and place within these relational systems. Learning activities provide students opportunities to deepen their academic knowledge, reflective and critical thinking, servant leadership qualities, civic responsibility, relationships between people and place, and relationships with fellow students involved in service.

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.**

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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: Human Resources Office, Northwest Indian College, 2522 Kwina Road, Bellingham, WA 98226, (360) 676-2772, ext. 4228.

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”. *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. “No-Tolerance” applies to any College employee who works with or serves a minor (under age 18) at any time. *No-tolerance* is defined as: immediate dismissal from employment should the employee’s behavior/symptoms be the direct effect of alcohol and/or other drugs (including those not currently prescribed by a physician).

The College conducts “for-cause” drug testing. *For-Cause* drug testing means “reasonable suspicion” based upon objective criteria in observing the employee’s behavior and work performance.

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

Admission, Registration & Academic Information

Academic Freedom and Responsibility

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

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

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

- Inappropriate use of culturally sensitive information, especially spiritual information;
- Unauthorized commercial or other exploitative use of tribal/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

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

- ◇ Submitting the exact text of someone else without the use of quotation marks and without giving proper credit to the author.
- ◇ Presenting ideas or using the material of someone else even when it is in the student's own words, without giving appropriate acknowledgment
- ◇ Submitting an assignment written by someone else but representing it as the student's own work.

CONSEQUENCES FOR ACADEMIC DISHONESTY

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

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

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

Violation of Copyright Laws

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 U.S. Copyright Office at www.copyright.gov.

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. See section C.7 for a list of unacceptable uses and possible consequences.

Scope

This College e-mail policy provides guidelines regarding the following aspects of e-mail as one of the College's official means of communication:

- College use of e-mail;
- Assignment of e-mail addresses;
- Use and responsibilities associated with assigned e-mail addresses; and
- E-mail communication expectation.

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

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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. Assignment of e-mail addresses

Information Technology Services will assign all students an official College e-mail address. It is to this official address that the College will send e-mail communications. This official address will be the e-mail address listed in College directories and databases. For detailed instructions on how to set up your student e-mail account, go to <http://online.nwic.edu> and click on the help icon.

3. Redirecting e-mail

The College recommends that students use the College's e-mail system; however, students may have e-mail electronically redirected to another e-mail address. If students wish to have an e-mail redirected from their official address to another e-mail address (e.g., @gmail.com, @hotmail.com) they may do so, but at their own risk. The College will not be responsible for the handling of e-mail by outside vendors. Having an e-mail redirected does not absolve a student from the responsibilities associated with communication sent to his or her official e-mail address.

4. 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.

5. 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.

6. 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 should 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.

7. 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
- obscene material or language
- threats
- 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, not including S/U, F or I grades, with a GPA of 4.00, will be included on the President's List of Honored Students.

Dean's List

Students completing 12 or more credits, not including S/U, F or I grades, with a GPA of 3.50 or higher, will be included on the quarterly Dean's List of Honored Students.

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 quarterly grade point average of 3.2 to remain in good standing.



Graduation

Students must complete an application for graduation no later than the first three weeks of the quarter before the student plans to graduate. Degrees are not automatically granted upon completion of requirements. The application must be completed by the student then reviewed and signed by an academic advisor or site manager.

Students must fulfill the following requirements to receive a degree or certificate from Northwest Indian College:

- Apply for graduation, stating the degree intended and the quarter in which it is anticipated.
- Complete, with a passing grade, all course requirements as specified by program.
- Complete NWIC required core courses and HMDV 110 and CMPS 101, or above. HMDV 110 may be waived for students transferring successful completion of 45 college-level credits or more from an accredited institution.
- For Associate degrees, earn a minimum of 25 college level credits (100 and above) at NWIC.
- For Bachelor degrees, earn a minimum of 35 college level credits at NWIC.
- For Bachelor degrees, earn a minimum of 60 upper division credits (300-499).
- Obtain a cumulative grade point average of 2.00 in all college work.
- Meet all NWIC financial obligations to the College.
- Transfer credits must be processed at least one quarter prior to graduation.

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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.

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.

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.

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.

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 application to walk in commencement, located at the bottom of their graduation application. Students must have completed all graduation requirements or be currently enrolled in all remaining requirements to be eligible to participate in commencement.

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.*

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.

Financial Aid and Expenses

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 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 U.S. 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. 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. In addition to a short data sheet, 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 financial aid eligibility because of these excess credits. All students are encouraged to work with an academic advisor to track their progress toward degree. To Receive financial aid through the NWIC Financial Resources office, students must maintain BOTH the quantitative requirement and the qualitative requirement. Satisfactory Academic Progress checks are done quarterly.

Quantitative Requirement

If you are enrolled in:	You must pass:
Full Time (12 or more credits)	9 credits
3/4 Time (9-11 credits)	6 credits
Half Time (6-8 credits)	4 credits
Less than Half Time (5 or fewer credits)	All credits

Qualitative Requirement

If you have earned:	You must maintain:
45 or fewer college credits (including transfer)	1.7 Cumulative GPA*
46 or more college credits	2.0 Cumulative GPA

* Keep in mind that the minimum required GPA to graduate from NWIC is 2.0

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.

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.

Financial Aid and Expenses

Scholarships

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.

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 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, NWIC Financial Aid data sheet submitted, 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.

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.

There is also the ability to compare benefits online at www.gibill.va.gov to help determine which of the programs is best for each individual. Verification of eligibility for VA educational benefits must be determined prior to admittance and enrollment.

Eligible veterans and dependents of veterans must complete the Free Application for Federal Student Aid (FAFSA) online www.fafsa.ed.gov and apply for admission to NWIC. An admissions application can be found at www.nwic.edu or at any NWIC designated site or one can be mailed to you. Documentation verifying educational benefits must be submitted to the Veteran's Certifying Official in the Center for Student Success prior to enrollment. Veterans must also contact the Veteran's advisor when enrolling to determine appropriate program of study and enrollment options.

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

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

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

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

Contact the Center for Student Success to make an appointment with the Veteran's 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 cost of obtaining an education at Northwest Indian College is shared by the Lummi Indian Tribe 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, unless the Business or Financial Aid office, prior to registration, approves special arrangements. Unpaid tuition and fees will be deducted from financial aid awards to students.

Quarterly fees

Laboratory or materials fees: Certain courses carry laboratory or materials fees. All students are required to pay a technology fee and activity fee depending on the number of enrolled credits. (No activity for CEU students.)

1-11 credit hours: technology fee @ \$25 and student activity fee @ 20. Total fees for part-time enrollment = \$45/qtr

12-18 credit hours: technology fee @ \$50 and student activity fee @ \$50. Total fees for full-time enrollment = \$100/qtr



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.

Financial Aid and Expenses

Quarterly Tuition Rates*		
Credits	Resident	Non-Resident
	2011-2012	2011-2012
1	\$95	\$258
2	190	516
3	285	774
4	380	1032
5	475	1290
6	570	1548
7	665	1806
8	760	2064
9	855	2322
10	950	2580
11	1045	2838
12-18	1140	3096
19+ Add	\$95 each credit	\$258 each credit

*Tuition rates are expected to increase in academic year 2012-2013.

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 need based or other scholarship assistance 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 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 15th instructional day of the quarter (9th instructional day 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 Student Records 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 restore funds to the appropriate account. There is no repayment if withdrawal occurs after 60% of the quarter has elapsed.

Book Refunds

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

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:

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

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

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

Language and Culture Club – The purpose of the organization is to promote and renew interest in the cultural heritage of American Indians. This organization will provide students with the opportunity to partake in cultural and traditional activities like the Stick Game, Hand and Round Drumming, Powwow, and Native Dance.

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.

Drama – Depending on student interest and availability a campus production of a full-length play will be performed during the winter and spring quarters. NWIC students are encouraged to be involved in an existing club or organize a group of friends to form a new club.

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.

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 Spring 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.

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. It may be possible to either purchase or borrow from other libraries materials that the library does not own.

Facilities include a computer lab with internet access and Office software, wireless access, photocopying and scanning, study space, and video playback. Library instruction is available individually and to classes. Distance learning students and faculty are encouraged to use library resources, and to contact the library for details.

Athletic Department

It is the mission of the Athletic Department to create and foster an environment that provides opportunities to student-athletes that enrich their collegiate experience through participation in competitive and cooperative athletics. In conjunction with the mission of NWIC, the Athletic Department is dedicated to providing opportunities that promote healthy living, enhance the intellectual, physical, social and cultural development of the student while conducting all activities with honesty and integrity. The Athletic Department values gender and ethnic diversity and is committed to providing equitable opportunities for all students.

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.

Residency is required for all students 18-24 years of age and ALL student athletes on Lummi campus. This means regular, matriculated students MUST live on campus for their first year at NWIC. Exceptions may be made for the following reasons with the submission of a petition. 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. NWIC is now offering single student family housing for students with 1 school age child (1st grade & older). There is an additional quarterly charge of \$300 for the child to reside on campus.

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 Residential Life Priority Deadlines

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

Housing applications will be accepted continuously. All applications must be complete. Complete applications will be placed on a waiting list in the order they are received. For more information please contact the office of Residence Life directly at 1-360-392-4242, toll free at 1-866-676-2772, and FAX 1-360-392-4283.

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.

ELC Program

- Quality care for children ages 1 month to 3 years
- Serving children of NWIC students, staff, and community members
- Highly trained staff
- Nurturing learning environment
- Full-time or part-time care available
- State licensed with excellent child to caregiver ratios
- State of the art facility with top quality children's furnishings

The Early Learning Center 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
- Helping children form a positive self-image
- Providing a responsive and loving atmosphere where children can grow at their own pace
- Encouraging children's spontaneity and imagination
- 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 360-392-4260 or at elc@nwic.edu



STUDENT RIGHTS AND RESPONSIBILITIES

Northwest Indian College is a learning-centered college. NWIC students have particular rights that are considered important for achieving educational goals. Admission to NWIC provides these rights to students with the expectation that students will conduct themselves as responsible members of the College community. These rights and responsibilities are outlined below.

Student Responsibilities

Enrollment at Northwest Indian College carries with it the obligation to be a responsible member of the campus community and to treat others with respect and dignity. Each student is expected to abide by college policies and regulations and tribal/local, state, and federal laws. The student conduct code is implemented to support and assist in the protection of the rights and freedoms of all members of the College community. Students committing offenses are subject to consequences including removal from a class and/or suspension from school. Any student suspended due to infractions may request a hearing to contest the violations and be considered for reinstatement. A full description of the conduct code and procedures are published annually in the Student Handbook.

Catalog Information

Student responsibility includes knowing and understanding the information appearing in this catalog. Northwest Indian College students are responsible for registering for the proper courses and for fulfilling all requirements for a degree as set forth in this catalog and as amended from time to time. While the College provides academic advisors, the attainment of any type of license, or attainment of any degree or other career goal is the sole responsibility of the student. Advisors' signatures on pre-registration, add-drop, or similar cards or forms do not necessarily indicate agreement with or approval of the student's choice of courses nor may they be construed in any way as a warranty that the student's choice of courses is sufficient for graduation or attainment of any career goal.

The terms and conditions appearing in this catalog are in accordance with information available at the time of publication. However, the College reserves the right to change these conditions as necessary. Therefore, this document is not intended and should not be considered a contract between the student and the institution. Terms

and conditions include fees, course offerings, admissions and graduation requirements, college rules and regulations, college calendar, and other regulations affecting the Northwest Indian College student body. Students may refer to the NWIC Web Site at www.nwic.edu for the most current catalog and policies.

Student Conduct

Northwest Indian College is dedicated to promoting a high standard of honor and good citizenship for the health and wellbeing of the entire campus community. Students and college personnel share the responsibility of contributing to a safe and supportive learning environment. While students are within campus facilities or participating in college sponsored activities they are expected to conduct themselves in a responsible manner. Any student who interferes with the personal rights or privileges of others or the educational process of the college, violates any provision of this section, commits any of the following personal, property, or status offenses which are prohibited shall be subject to disciplinary action. The following are some of the identified misconduct subject to disciplinary action:

1. Personal Offenses

- ◇ Assault, reckless endangerment, intimidation, or interference upon another person.
- ◇ Disorderly, abusive, or bothersome conduct. Disorderly or abusive behavior which interferes with the rights of others or which obstructs or disrupts teaching, research, or administrative functions.
- ◇ Failure to follow instructions. Inattentiveness, inability, or failure of student to follow instructor's directives, thereby infringing upon the rights and privileges of other students.
- ◇ Illegal assembly, obstruction, or disruption. Any assembly or other act which materially and substantially interferes with vehicular or pedestrian traffic, classes, hearings, meetings, the educational and administrative functions of the college, or the private rights and privileges of others.
- ◇ False complaint. Filing a formal complaint falsely accusing another student or college employee with violating a provision of this section.

- ◇ False alarms. Falsely setting off or otherwise tampering with any emergency safety equipment, alarm, or other device established for the safety of facilities.
- ◇ Sexual harassment. Engaging individuals in unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature where such behavior offends the recipient, causes discomfort or humiliation, or interferes with job or school performance.

2. Property Offenses

- ◇ Theft and robbery. Theft of the property of the College.
- ◇ Malicious mischief, intentional or negligent damage to or destruction of any college facility or other public or private real or personal property.
- ◇ Unauthorized use of college equipment and supplies. Converting of college equipment or supplies for personal gain or use without proper authority.

3. Status Offenses

- ◇ Cheating and plagiarism. Submitting to a faculty member any work product that the student fraudulently represents to the faculty member as the student's work product for the purpose of fulfilling any assignment or task required by the faculty member as part of the student's program of instruction.
- ◇ Forgery or alteration of records. Forging or tendering any records or instruments.
- ◇ Refusal to provide identification in appropriate circumstances. Refusal to provide positive identification (e.g., valid driver's license or tribal identification card) in appropriate circumstances to any college employee in the lawful discharge of said employee's duties.
- ◇ Illegal entry. Entering any administrative or other employee office or any locked or otherwise closed college facility at any time without permission of the college employee or agent in charge thereof.
- ◇ Smoking. Smoking is not allowed anywhere on campus except for a designated smoking area (the gazebo on the east side of the library).
- ◇ Controlled substances. Using, possessing, being demonstrably under the influence of, or selling any narcotic or controlled substance, except when the use or possession of a drug is specifically prescribed as medication by an authorized medical professional.

- ◇ Alcoholic beverages. Being demonstrably under the influence of any form of alcoholic beverage. Possessing or consuming any form of alcoholic beverage on college property.
- ◇ Weapons, explosives, and dangerous chemicals. Illegal or unauthorized use or possession of any device or substance which can be used to inflict bodily harm or to damage real or personal property.

Students committing offenses are subject to consequences including removal from a class and/or suspension from school. Any student suspended due to infractions may request a hearing to contest the violations and be considered for reinstatement.

Student Grievances

The purpose of the student grievance procedure is to protect each student's freedom of expression in the classroom; to protect each student from improper, arbitrary, or capricious academic evaluation as evidenced by the student's final course grade; and to afford each student reasonable protection against arbitrary or capricious actions taken outside the classroom by other members of the College community, with the following limitations:

- A student may not use the provisions of these sections as the basis for filing a grievance based on the outcome of summary or other disciplinary proceedings described in earlier sections of this student rights and responsibilities code.
- Federal and local laws, rules and regulations, in addition to policies, regulations, and procedures adopted by the Lummi Nation shall not be grievable matters.

Procedures - Informal

If a student believes that an administrator, faculty, or staff member of the College unfairly treated him/her, the student shall first discuss the matter with the individual toward whom the grievance is directed. This is determined to be the best and usual way for resolving problems, and it is expected that the student fully utilize such opportunities.

Procedures—Informal

Step 1: If the student feels the matter has not been resolved, then he/she should submit the grievance in writing to the individual to whom the grievance is directed, with a copy to that individual's immediate supervisor. The student should cite the specific policies, procedures, or established practices alleged to have been violated, misinterpreted, or inequitably applied. The written statement shall also contain the requested action to be taken. The written statement should be made within 30 days of the incident that gave rise to the grievance.

A meeting shall be established within five (5) working days of receipt of the appeal to discuss and resolve the problem. If the grievance is satisfactorily resolved, the matter shall be considered closed with no need for continuation at a higher level.

Step 2: If the student is not satisfied with the disposition of his/her grievance at Step 1, then the next step is to submit a written statement within five (5) working days with the respective dean or his/her designate. The student shall meet with the Dean and present his/her evidence related to his/her grievance. This meeting must take place and a written decision delivered to the student within fifteen (15) working days of receipt of the written grievance. If either party is not satisfied with the results of the meeting, he/she may proceed to Step 3.

Step 3: An appeal can be made to the President. The written appeal must be submitted within five (5) working days. All records, documents, memoranda, letters, and testimony constituting the hearing record shall be submitted to the Office of the President for review. At his/her discretion, the President may hear the appeal and render a final binding resolution. The grievant and respondent will be notified in writing within forty-five (45) days of receipt of the appeal. The decision of the President shall be final.



Student Rights

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 U.S. Department of Education concerning alleged failures by Northwest Indian College to comply with the requirements of FERPA.

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.

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.

Solomon Amendment

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

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 U.S. 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	◇ Estimated Expenses
◇ Financial Aid	◇ Enrollment
◇ Admission	◇ Retention/ Graduation
◇ Programs/Majors	◇ Athletics
◇ Accreditation	◇ Campus Security

THE CENTER FOR STUDENT SUCCESS

Student Services

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

Educational Planning and Advising

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.

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.

First Year Experience

Philosophy statement: As a tribal college, we recognize our responsibility to prepare first year students academically and to be leaders in their communities. First year experience programming promotes Native leadership through exploration of self-identity, tribal identity, connection to place, and civic responsibility to enhance self determination.

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

The goals of the FYE are:

- ◇ Build a community of learners that increases student success and support
- ◇ Aid students in completing pre-college math, English, and successful learning skills

- ◇ Develop students ability to think contextually and integrate content
- ◇ Increase student' self-awareness and connections to their past and their identity
- ◇ Promote student commitment to community and engagement in tribal leadership

Programs of Study

Bachelor of Science Degree

- ◇ Native Environmental Science 45

Associate of Arts and Sciences Degree

- ◇ Native American Studies 48
- ◇ Native Environmental Science..... 49
- ◇ Native Oksale Education..... 51
- ◇ General Direct Transfer..... 52
- ◇ Business and Entrepreneurship 55

Associate of Science—Transfer Degree

- ◇ Life Sciences..... 54

Associate of Applied Science—Transfer Degree

- ◇ Early Childhood Education..... 57

Associate of Technical Arts Degree

- ◇ Chemical Dependency Studies..... 59
- ◇ Information Technology..... 60
- ◇ Individualized Program..... 62

Certificate

- ◇ Computer Repair Technician 63
- ◇ Construction Trades (1 Yr) 63
- ◇ Hospitality Management 64
- ◇ Individualized Studies 65
- ◇ Native American Studies 65
- ◇ Professional Technical Studies 68
 - Casino Gaming Technician
 - Native Art
 - Office Professions
 - Project Management
- ◇ Web Page Development 68

Awards of Completion

- ◇ **Tribal Casino Management** 69
- ◇ **Digital Media and Web Technology**..... 69
- ◇ **Working With Infants and Toddlers** 69

See page 44 for general program descriptions and page numbers listed above for course information.

Educational Planning and Advising

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
- Individual 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.

Counseling

Personal counseling is available to students who are experiencing difficulties that may impede their academic progress. Short term counseling emphasis is on providing support, handling difficult situations, and accessing community resources. Small group workshops are offered for a variety of concerns that students encounter such as college transition, career planning, success strategies, and crisis management.

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 (360) 392-4235 or toll free at 866-676-2772 ext. 4235.



Cooperative Extension

The NWIC Cooperative Extension Office offers a wide variety of community education programs, workshops, conferences, and more throughout the Pacific Northwest. To date, NWIC Extension programs have been hosted by 26 of Washington's 29 tribes.

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

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

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

Among the programs currently offered are these:

◇ 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.

- ◇ 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.

Activities are offered that fortify traditions within tribal and family groups, by promoting intergenerational communication, and by providing healing opportunities for people who need a hopeful perspective on their futures.

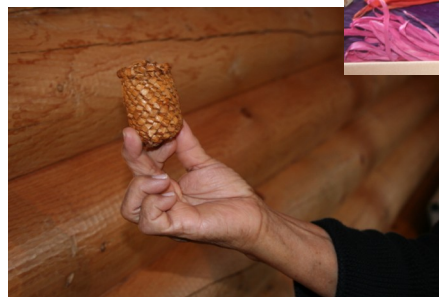
For more information, call 360-392-4248 or e-mail CooperativeExtension@nwic.edu.

COAST SALISH INSTITUTE

Northwest Indian College enhances the living values of our tribal communities and embraces bringing traditional ways into living contact with contemporary society.

The Center for Coast Salish Studies is a model for tribal teaching, research and development. The Center oversees programs that introduce students to Tribal language, culture and history and the Center staff serves as the advisors for students who choose the Native Studies Degree Program.

Educational Planning
&
Advising



Programs of Study Offered at NWIC

Bachelor of Science Degree

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

Associate of Arts and Sciences Degree

- Native American Studies
- Native Environmental Science
- Native Oksale* Education
- General Direct Transfer
- Business and Entrepreneurship

Associate of Science Transfer Degree

- Life Sciences

Associate of Applied Science—Transfer Degree

- Early Childhood Education

Associate of Technical Arts Degree

- Chemical Dependency Studies
- Information Technology
- Individualized Program

Certificate

- Computer Repair Technician
- Construction Trades
- Hospitality Management
- Individualized Program
- Native American Studies
- Professional Technical Studies
- ◇ Casino Gaming Technician
- ◇ Native Art
- ◇ Office Professions
- ◇ Project Management
- Web Page Development

*Oksale is the Lummi word for “Teacher”

Awards of Completion offered at NWIC

Award of Completion

- Tribal Casino Management
- Digital Media and Web Technology
- Working With Infants and Toddlers

NOTE: Not all programs of study and training opportunities are available at all NWIC Instructional Sites. See an Advisor or Instructional Site Manager for more information. Program of Study Advising sheets are available on the NWIC web site at www.nwic.edu.

Programs of Study Offered at NWIC

Bachelor of Science Degree (BS)

The Bachelor of Science degree requires a minimum of 180 credits within the appropriate distribution areas and with specified courses in the Native Environmental Science core. An internship is also a required part of the Bachelor of Science degree program. Major declaration and prerequisites are required for most junior and senior-level courses. Students can enter the BS program at the beginning of their college studies or transfer into the program. Students who have completed associate degrees at NWIC or other colleges are encouraged to transfer into the BS 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 the BS 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 four-year college or university. The Associate of Arts and Sciences degree requires completion of a minimum of 90 credits in courses numbered 100 and above within specified general distribution requirements and is accepted as fulfillment of the general liberal arts requirements by Washington State four-year institutions. Students intending to transfer should consult with an advisor or transfer specialist, since some colleges may have differences in degree requirements. A cumulative GPA of at least 2.00 in courses numbered 100 to 299 is required for completion of the AAS degree. Early contact with the admissions officer of the transfer institution will help ensure that entrance requirements for specific majors are completed.

Associate of Science Transfer Degree (AST)

The Associate of Science Transfer (AST) 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 AST 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 AST 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 (AAS-T) 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 (AAS-T) 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.

Awards of Completion offered at NWIC

Awards of Completion are academic training programs consisting of a cluster or sequence of credit courses that focus on a particular area of study, usually for professional technical training purposes. Awards of Completion consist of fewer than 45 credits and do not contain a general education component. Awards of Completion are not eligible for Financial Aid.

Programs of Study Offered at NWIC

BACHELOR OF SCIENCE DEGREE NATIVE ENVIRONMENTAL SCIENCE

The Native Environmental Science Bachelor Degree 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. 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. The Environmental Science option consists of 56 credits, 35 credits of which are required courses and 21 elective credits.

PREREQUISITE REQUIREMENTS

Students are expected to complete the AAS in Native Environmental Science degree or a program satisfying the Direct Transfer Agreement (DTA) requirements at NWIC or another college or university totaling 90 credits with the following courses or their equivalents as the foundation for junior standing in Native Environmental Science:

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	5
MATH 107	Elementary Statistics I	5
POLS 225	History of Federal Indian Policy	5

TOTAL PREREQUISITE COURSE REQUIREMENTS 35

TOTAL PREREQUISITE REQUIREMENTS (Including other DTA requirements) 90

NATIVE ENVIRONMENTAL SCIENCE CORE REQUIREMENTS – Must be taken at NWIC

NESC 301	The Ecology of the First People	3
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 34

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 ENVS 440 OR ENVS 481	Aquatic Ecology, OR Ecology of the Salish Sea, OR Ecophysiology	5 each
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TOTAL ENVIRONMENTAL SCIENCE OPTION REQUIRED COURSES 35

Continued on next page

Programs of Study Offered at NWIC

BACHELOR OF SCIENCE DEGREE NATIVE ENVIRONMENTAL SCIENCE—continued

ELECTIVES **26**

Choose electives from BIOL, BUAD, CHEM, CMPS, COMH, ECON, ENVS, GEOG, GEOL, MATH, NASD, NESC, PHYS or POLS departments. A minimum of 11 credits must be at the 300-499 level. A maximum of 10 elective credits may be taken through individualized learning coursework (courses numbered 189, 289, 389, or 489) following the Native Environmental Sciences individualized course guidelines.

TOTAL ENVIRONMENTAL SCIENCE OPTION REQUIREMENTS **56**

TOTAL NATIVE ENVIRONMENTAL SCIENCE CORE REQUIREMENTS **90**

TOTAL DEGREE REQUIREMENTS **180**

INTERDISCIPLINARY CONCENTRATION OPTION

The Interdisciplinary Concentration 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. The Interdisciplinary Concentration consists of 56 credits, 5 credits of which are required courses, 30 credits of courses that already exist at NWIC or approved upper division courses at Western Washington University or another college or university, plus 21 credits of individualized courses developed within the student's concentration following the Native Environmental Sciences individualized learning course guidelines. At least 26 credits of the concentration courses, which include NESC 305, must be at the 300-499 level.

PREREQUISITE REQUIREMENTS

Students are expected to complete the AAS in Native Environmental Science degree or a program satisfying the Direct Transfer Agreement (DTA) requirements at NWIC or another college or university totaling 90 credits with the following courses or their equivalents as the foundation for junior standing in Native Environmental Science:

BIOL 101	Introduction to Biology, or BIOL 100, 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 102	College Algebra, or Math 107	5
POLS 225	History of Federal Indian Policy	5

TOTAL PREREQUISITE COURSE REQUIREMENTS **25**

TOTAL PREREQUISITE REQUIREMENTS (Including other DTA requirements) **90**

NATIVE ENVIRONMENTAL SCIENCE CORE REQUIREMENTS – Must be Taken at NWIC

NESC 301	The Ecology of the First People	3
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 **34**

INTERDISCIPLINARY CONCENTRATION REQUIREMENTS (Minimum 26 credits must be 300-499)

NESC 305	Native Environmental Science Concentration Seminar (taken 1st or 2nd quarter in concentration; prerequisite: NESC 303)	5
Existing courses taken within concentration		30
Individualized learning courses within concentration		21

Individualized learning 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. At least 5 credits will be service learning project.

TOTAL INTERDISCIPLINARY CONCENTRATION REQUIREMENTS **56**

TOTAL NATIVE ENVIRONMENTAL SCIENCE CORE REQUIREMENTS **90**

Continued on next page

Programs of Study Offered at NWIC

BACHELOR OF SCIENCE DEGREE NATIVE ENVIRONMENTAL SCIENCE - continued

Program Outcomes for the Bachelor of Science in Native Environmental Science:

Communications: 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 Offered at NWIC

ASSOCIATE OF ARTS AND SCIENCES DEGREE NATIVE AMERICAN STUDIES

The Associate of Arts and Sciences degree in Native American Studies provides core courses that introduce students to Native culture, history, language and values while increasing understanding of the unique political status, rights, and responsibilities of tribal nations. The emphasis is on providing students with a broad and realistic understanding of issues that impact Native communities and people. The Native American Studies degree program is a direct transfer degree designed for students who are interested in transferring to a four-year college or university to complete a bachelor's degree. Students should consult with their advisor to determine the appropriate courses for their area of interest and to ensure that they meet the requirements of the college or university to which they plan to transfer.

NORTHWEST INDIAN COLLEGE REQUIREMENTS

BIOL 104	Biology and Natural History of Place (meets NSL requirement)	5
CMPS 101	Introduction to Computers, or above	3
EDUC 110	History of Native American Education (meets SS requirement)	3
ENGL 236	Survey of Native American Literature (meets HT requirement)	5
HIST 111	Pre-contact Native American History (meets SS requirement)	2
HIST 112	Post-contact Native American History (meets SS requirement)	3
HMDV 110	Introduction to Successful Learning	4
NASD 105A-C	Northwest Indian College Seminar (1 credit per quarter for 3 quarters)	3
NASD 110	Introduction to Native American Studies (meets SS requirement)	3
POLS 225	History of Federal Indian Policy (meets SS requirement)	5

TOTAL NORTHWEST INDIAN COLLEGE REQUIREMENTS **36**

GENERAL EDUCATION REQUIREMENTS – Refer to pages 66-99 for AAS Distribution Codes and Courses

ENGL 101	English Composition I	5
ENGL 102 OR ENGL 202	English Composition II OR Technical Writing	5
CMST 101 OR CMST 210 OR CMST 220	Introduction to Oral Communication OR Interpersonal Communication OR Public Speaking	4
MATH 102	College Algebra or higher (meets Quantitative Skills requirement)	5
Humanities Distribution – Courses from at least two disciplines coded HP (max 5 credits) or HT		10
Social Sciences Distribution (All credits met in Northwest Indian College Requirements)		0
Natural Sciences Distribution – 5 credits in a physical science; one course other than Biology		10
Native American Studies (All credits met in Northwest Indian College Requirements)		0
Electives – AAS Distribution courses coded CS, QS, HT, HP, SS, NS, NSL or TE		7
Electives – Any course numbered 100 to 299		8

TOTAL GENERAL EDUCATION REQUIREMENTS **54**

TOTAL DEGREE REQUIREMENTS **90**

Students who declare the Native American Studies degree as their program of study may choose to focus on a specific area of interest such as tribal law and government, tribal environmental studies, tribal culture and society or tribal language. Courses should be chosen in consultation with their Advisor.

Program Outcomes for the AAS in Native American Studies:

Place: Students will be able to:

- Express the importance of place in creation stories
- Explain the historical and cultural importance of the land in defining tribal life.
- Demonstrate an understanding of the interconnectedness of life and their role.

Identity: Students will be able to:

- Outline those important characteristics – such as language, culture and spirituality – that combine to create a tribal identity.
- Explain their responsibilities as a member of their family, and to the broader tribal community.
- Illustrate the various ways in which tribal identity is expressed in contemporary society.

Sovereignty: Students will be able to:

- Explain the historical and cultural based concept of inherent tribal sovereignty.
- Outline the development of federal Indian policy.
- List the major components of tribal sovereignty as it exists today.

Culture: Students will be able to:

- Explain the traditional body of law and knowledge that form the foundation of tribal life.
- Articulate elements of Tribal spirituality
- Interpret the important components of spirituality as expressed on tribal prayer and ceremonialism.

Programs of Study Offered at NWIC

ASSOCIATE OF ARTS AND SCIENCES DEGREE NATIVE ENVIRONMENTAL SCIENCE

The Associate of Arts and Sciences degree in Native Environmental Science 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 Associate of Arts and Sciences in Native Environmental Science satisfies the direct transfer degree requirements and may be used to transfer to a bachelor program at another 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
HMDV 110	Introduction to Successful Learning	4
NASD 105 A-C	Northwest Indian College Seminar (1 credit per quarter for 3 quarters)	3

TOTAL NORTHWEST INDIAN COLLEGE REQUIREMENT **10**

GENERAL EDUCATION REQUIREMENTS – Refer to pages 70-102 for AAS Distribution Codes and Courses

ENGL 101	English Composition I (meets Communication Skills requirement)	5
ENGL 102 OR ENGL 202	English Composition II (meets Communication Skills requirement) OR Technical Writing	5
CMST 101 OR CMST 210 OR CMST 220	Introduction to Oral Communication, OR Interpersonal Communication OR Public Speaking	4
MATH 102	College Algebra, or Math 107 (meets Quantitative Skills requirement)	5
Natural Science NASD Requirement: BIOL 104 or ENVS 201 or ENVS 240 (NS,NASD)		5
Humanities Distribution (At least 5 credits must be coded NASD)		15
Social Sciences Distribution (5 credits met in core)		10
Natural Sciences Distribution (all credits met in core)		0
Native American Studies (20 credits met in requirements)		0
Electives— Any course numbered 100 to 299		8

TOTAL GENERAL EDUCATION REQUIREMENTS **57**

CORE NATIVE ENVIRONMENTAL SCIENCE REQUIREMENTS

BIOL 101	Introduction to Biology or BIOL 100, 111, 130, or 201* (NSL)	5
CHEM 111*	Inorganic Chemistry, or CHEM 121 (NSL)	5
GEOL 101*	Introduction to Geology or GEOL 111 (NSL)	5
NESC 293A-C	Native Environmental Science Seminar II (1 credit per quarter for 3 quarters)	3
POLS 225	History of Federal Indian Policy (SS, NASD)	5

TOTAL CORE NATIVE ENVIRONMENTAL SCIENCE REQUIREMENTS **23**

*Suggested for Environmental Science Option, see Bachelor of Science description (page 45) for details.

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:

CHEM 112	Organic Chemistry (NSL)	5
CHEM 113	Biochemistry (NSL)	5
Both MATH 107 Elementary Statistics I and MATH 102 College Algebra (QS)		5
BIOL 202	Plant Biology (NSL)	5
BIOL 203	Animal Biology (NSL)	5

TOTAL DEGREE REQUIREMENTS **90**

Program Outcomes for the AAS in Native Environmental Science:

- 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.

Continued on next page

Programs of Study
&
Awards of Completion

Programs of Study Offered at NWIC

ASSOCIATE OF ARTS AND SCIENCES DEGREE NATIVE ENVIRONMENTAL SCIENCE—continued

PROGRAM OUTCOMES continued

Oral communication: Students will be able to...

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

Bodies of Knowledge: Students will be able to...

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

“Ways of Finding Out”: Students will be able to...

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

Technology: Students will be able to...

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

Leadership and Effectiveness: Students will be able to...

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

Programs of Study Offered at NWIC

ASSOCIATE OF ARTS AND SCIENCES DEGREE NATIVE OKSALE* EDUCATION

The AAS in Native Oksale* Education 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 and transferring to a four-year college or university to complete a bachelor's degree. 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

BIOL 104	Biology and Natural History of Place (meets NSL requirement)	5
CMPS 101	Introduction to Computers, or above	3
EDUC 110	History of Native American Education (meets SS requirement)	3
ENGL 236	Survey of Native American Literature (meets HT requirement)	5
HIST 111	Pre-contact Native American History (meets SS requirement)	2
HIST 112	Post-contact Native American History (meets SS requirement)	3
HMDV 110	Introduction to Successful Learning	4
NASD 105A-C	Northwest Indian College Seminar (1 credit per quarter for 3 quarters)	3
NASD 110	Introduction to Native American Studies (meets SS requirement)	3
POLS 225	History of Federal Indian Policy (meets SS requirement)	5

TOTAL NORTHWEST INDIAN COLLEGE REQUIREMENT **36**

GENERAL EDUCATION REQUIREMENTS – Refer to pages 66-99 for AAS Distribution Codes and Courses

ENGL 101	English Composition I	5
ENGL 102 OR ENGL 202	English Composition II OR Technical Writing	5
CMST 220	Public Speaking	4
MATH 102	College Algebra or higher (meets Quantitative Skills requirement)	5
HIST 216	American Studies	5
NASD 101	Conversational Native American Language I	3
NASD 102	Conversational Native American Language II	3
PSYC 101	General Psychology	5
SOCI 101	Introduction to Sociology	5
Humanities Distribution – 5 credits coded HT		5
Social Sciences Distribution (All credits met in Northwest Indian College Requirements)		0
Natural Sciences Distribution – 5 credits in a physical science course; one course other than Biology		10
Native American Studies (All credits met in Northwest Indian College Requirements)		0

TOTAL GENERAL EDUCATION REQUIREMENTS **55**

CORE EDUCATION REQUIREMENTS

EDUC 102	Introduction to Teaching	3
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TOTAL CORE EDUCATION REQUIREMENTS **3**

TOTAL DEGREE REQUIREMENTS **94**

*Oksale is the Lummi word for “Teacher”

Programs of Study Offered at NWIC

ASSOCIATE OF ARTS AND SCIENCES DEGREE GENERAL DIRECT TRANSFER

The Associate of Arts and Sciences General Transfer Degree is designed for students to explore and develop skills in global issues, communication, natural sciences, cultural awareness, social conditions and critical thinking. The degree is designed for students who are interested in transferring to a four-year college or university to complete a bachelor's degree. Students should consult with their advisor to ensure that courses selected meet the requirements of the college or university to which they plan to transfer.

A. Basic Skills Requirements

1	COMMUNICATION SKILLS (CS)	14 Credits
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- Must include at least two courses in English Composition.
- Choose three courses, one from each category:
 - a. ENGL 101
 - b. ENGL 102 or 202
 - c. CMST 101, 210, or 220

2	QUANTITATIVE SKILLS (QS)	5 Credits
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- 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
PHIL 120

B. Distribution Requirements

1	HUMANITIES (HT or HP)	15 Credits
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- Choose courses from at least two of the following departments with no more than 10 credits from any one department.
- No more than 5 credits in performance/skills courses allowed (HP).
- Choose at least 10 credits of courses with emphasis on theory (HT). All theory classes are writing enriched. Designated *.
- Include at least 5 credits of courses coded HT or HP that are also coded NASD, designated ^.

ARTD 103*^, 105*^, 106*^, 115*^, 116*^, 146^, 147^, 151^, 152^, 153^, 171^, 172^, 173^, 174^, 175^ 185^, 258*^
 CMST 130*, 210*, 220*
 DRMA 101, 102, 103, 207*^, 210*
 ENGL 148*^, 155*, 156*, 236*^, 237*^
 HMTS 109*, 110*, 201*^
 LING 120^, 205*
 NASD 101^, 102^, 103^, 115^, 116^, 118^, 119^, 125^, 126^, 137^, 138^, 203^, 204^, 205^, 240*^
 PHIL 101*^, 140*^, 235*^

2	SOCIAL SCIENCES (SS)	15 Credits
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- Choose courses from at least two of the following departments with no more than 10 credits from any one department. All courses are writing enriched.
- Include at least 5 credits of courses coded SS that are also coded NASD, designated ^.

ANTH 103, 150^, 202^	HIST 111^, 112^, 120^, 215^, 216^
BUAD 202	NASD 110^, 131^, 132^, 202^
ECED 101	POLS 115, 118^, 119^, 125^, 225^, 240^
ECON 201, 202	PSYC 101, 201, 210, 220
EDUC 110^	SOCI 110

Programs of Study Offered at NWIC

ASSOCIATE OF ARTS AND SCIENCES DEGREE GENERAL DIRECT TRANSFER—continued

3.	NATURAL SCIENCES (NS or NSL)	15 Credits
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- Choose courses from at least two of the following departments with no more than 10 credits from any one department. All courses are writing enriched, except math.
- Include at least 10 credits in physical or biological sciences.
- Include at least one laboratory class. Designated *
- Include at least 5 credits of courses coded NS or NSL that are also coded NASD, designated ^.

ANTH 201
 ASTR 101*
 BIOL 100, 101*, 104*^, 111*, 130*, 140^, 201*, 202*, 203*, 205, 210, 215*, 241*, 242*, 243*, 245*
 CHEM 100*, 111*, 112*, 113*, 121*, 122*, 123*, 231*, 232*
 ENVS 105*, 108, 201*^ 210*, 211*, 212*, 213*, 225*, 226*, 240^, 265*
 GEOG 203*
 GEOL 101*, 111*, 211*
 MATH 102, 103, 105, 107, 124, 125, 126, 151, 207, 210, 281
 PHYS 101*, 102*, 103*, 111*
 SCIE 101*

C. Other Requirements

1.	NATIVE AMERICAN STUDIES (NASD)	20 Credits
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- Courses fulfilling the Native American Studies requirement focus primarily on Native American culture and are found throughout the curriculum (coded NASD).
- Courses fulfilling the Native American Studies requirement are counted for credit in Distribution or Electives areas.
- Choose a minimum of 5 credits each in the Humanities, Social Sciences, and Natural Sciences distribution areas. The Additional 5 credits may be chosen from distribution courses or electives.

2.	STUDENT SUCCESS COURSES	7 Credits
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- HMDV 110 – Introduction to Successful Learning
- CMPS 101, or above. Please note: If a computer course coded NE (Non-transfer Elective) is substituted, 3 additional credits of Transfer Electives (coded TE) must be chosen.

3.	ELECTIVES (TE or NE)	19 Credits
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- A minimum of 8 credits must be chosen in at least two departments 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 CREDITS

Program Outcomes for the AAS in General Direct Transfer:

Organize: Students will be able to ...

- Prioritize effectively to accomplish goals.
- Prepare for, engage in, and complete tasks, projects, and procedures.
- Apply logic and organizational skills essential to a successful life experience.

Analyze and Synthesize: Students will be able to ...

- Use information, logical reasoning processes, and analysis to solve problems in a variety of contexts.
- Formulate and apply critical thinking in a variety of situations and content disciplines.
- Effectively assess the legitimacy of information sources.
- Demonstrate an awareness of the inter-relationships of various disciplines.

Value: Students will be able to ...

- Identify, internalize, and exemplify their own personal and cultural values.
- Receive, accept, and respond to a diverse range of ideas, cultures, and worldviews.
- Define what it means to value and respect a culturally diverse environment.

Know: Students will be able to ...

- Demonstrate a solid knowledge base in all DTA content areas.
- Construct a foundation of Indigenous Knowledge.

Apply: Students will be able to ...

- Engage in civic responsibility.
- Provide leadership.
- Create.

Programs of Study Offered at NWIC

ASSOCIATE OF SCIENCE TRANSFER DEGREE LIFE SCIENCES

The Associate of Science Transfer degree in Life Sciences 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

BIOL 104	Biology and Natural History of Place (meets NSL requirement)	5
CMPS 101	Introduction to Computers, or above	3
ENGL 236	Survey of Native American Literature (meets HT requirement)	5
HIST 111	Pre-contact Native American History (meets SS requirement)	2
HIST 112	Post-contact Native American History (meets SS requirement)	3
HMDV 110	Introduction to Successful Learning	4
NASD 105A-C	105A-C Northwest Indian College Seminar (1 credit per quarter for 3 quarters)	3
NASD 110	Introduction to Native American Studies (meets SS requirement)	3
POLS 225	History of Federal Indian Policy (meets SS requirement)	5

TOTAL NORTHWEST INDIAN COLLEGE REQUIREMENTS 33

GENERAL EDUCATION REQUIREMENTS

ENGL 101	English Composition I	5
Humanities (All credits met in Northwest Indian College Requirements)		0
Social Sciences (All credits met in Northwest Indian College Requirements)		0
Natural Sciences (All credits met in Northwest Indian College Requirements)		0
Native American Studies (All credits met in Northwest Indian College Requirements)		0

TOTAL GENERAL EDUCATION REQUIREMENTS 5

CORE LIFE SCIENCES REQUIREMENTS

TOTAL CORE LIFE SCIENCES REQUIREMENTS 55

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
Additional credits in Biology, Chemistry, Physics, Mathematics, Environmental and other Sciences chosen in consultation with faculty advisor		10

TOTAL DEGREE REQUIREMENTS 93

Programs of Study Offered at NWIC

ASSOCIATE OF ARTS AND SCIENCES DEGREE BUSINESS AND ENTREPRENEURSHIP

The Associate of Arts and Sciences degree in Business and Entrepreneurship 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

BIOL 104	Biology and Natural History of Place	5
CMPS 101	Introduction to Computers, or above	3
HIST 111	Pre-contact Native American History	2
HIST 112	Post-contact Native American History	3
HMDV 110	Introduction to Successful Learning	4
NASD 110	Introduction to Native American Studies	3

TOTAL NORTHWEST INDIAN COLLEGE REQUIREMENTS **20**

GENERAL EDUCATION REQUIREMENTS

ENGL 101	English Composition I	5
ENGL 102 OR ENGL 202	English Composition II OR Technical Writing	5
ENGL 236	Survey of Native American Literature	5
CMST 101 OR CMST 210 OR CMST 220	Introduction to Oral Communication OR Interpersonal Communication OR Public Speaking	4
MATH 107	Elementary Statistics I	5

Humanities (HT or HP—a maximum of 5 credits can be HP)	10
Social Sciences (SS—All 15 credits met in NWIC and Core Business Administration Requirements)	0
Natural Sciences (NS or NSL—5 credits met in NWIC Requirements)	10
<small>(Note: 2 credits designated NASD are required, which may be included in the above courses.)</small>	

TOTAL GENERAL EDUCATION REQUIREMENTS **44**

CORE BUSINESS AND ENTREPRENEURSHIP REQUIREMENTS

BUAD 202	Business Law	5
BUAD 212	Financial Accounting	5
ECON 201	Principles of Macroeconomics	5
ECON 202	Principles of Microeconomics	5

TOTAL CORE BUSINESS AND ENTREPRENEURSHIP REQUIREMENTS **20**

BUSINESS CONCENTRATION REQUIREMENTS

Students may choose from the concentration areas listed below to complete graduation or transfer requirements. These courses may satisfy general education requirements and may also lead toward a concentration area. 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 six elective credits to complete the 90 credit minimum required for graduation.

Tribal Casino Management	Tribal Entrepreneurship	Tribal Business Administration	General Business (No concentration selected)
HRCM 111 Introduction to Casino Management 5 credits	BUAD 121 Personal & Small Business Finance 3 credits	MATH 124 Calculus & Analytic Geometry 5 credits	Choose at least 6 elective credits
HRCM 270 Building Human Capital 3 credits	BUAD 135 Small Business Management 3 credits	BUAD 235 Managerial Accounting 5 credits	
HRCM 280 Cultural Diversity & Marketing 3 credits	BUAD 140 Small Business Entrepreneur 6 credits		

TOTAL CONCENTRATION REQUIREMENTS **6-12**

MINIMUM DEGREE REQUIREMENTS **90-96**

Continued on next page

Programs of Study Offered at NWIC

ASSOCIATE OF ARTS AND SCIENCES DEGREE BUSINESS AND ENTREPRENEURSHIP —continued

Program Outcomes for the AAS in Business and Entrepreneurship Program:

General Principles of Business Operations and Management

Students will be able to...

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

National and International Economies

Students will be able to...

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

Quantitative Analysis

Students will be able to...

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

Communication

Students will be able to...

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

Ethics

Students will be able to...

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



Programs of Study Offered at NWIC

ASSOCIATE OF APPLIED SCIENCE - TRANSFER DEGREE EARLY CHILDHOOD EDUCATION

The Associate of Arts and Sciences-Transfer degree in Early Childhood Education 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, childcare, 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

BIOL 104	Biology and Natural History of Place (meets NSL requirement)	5
CMPS 101	Introduction to Computers, or above	3
HIST 111	Pre-contact Native American History (meets SS requirement)	2
HIST 112	Post-contact Native American History (meets SS requirement)	3
HMDV 110	Introduction to Successful Learning	4
NASD 110	Introduction to Native American Studies (meets SS requirement)	3

TOTAL NORTHWEST INDIAN COLLEGE REQUIREMENTS 20

GENERAL EDUCATION REQUIREMENTS – Refer to pages 66-99 for AAS Distribution Codes and Courses

ENGL 101	English Composition I	5
ENGL 102 OR ENGL 202	English Composition II OR Technical Writing	5
CMST 101 OR CMST 210 OR CMST 220	Introduction to Oral Communication OR Interpersonal Communication OR Public Speaking	4
MATH 102	College Algebra or higher (meets Quantitative Skills requirement)	5
NASD 101	Conversational Native American Language I	3
Humanities Distribution – 3 credits		3
Social Sciences Distribution (All credits met in Northwest Indian College Requirements)		0
Natural Sciences Distribution (All credits met in Northwest Indian College Requirements)		0
Native American Studies (All credits met in Northwest Indian College Requirements)		0

TOTAL GENERAL EDUCATION REQUIREMENTS 25

ECED 100	Early Educators & Young Learners	3
ECED 101	Intro to Early Childhood Education (meets SS requirement)	5
ECED 103	Practices and Plans to Support Development	3
ECED 104	Early Childhood Program Management	3
ECED 106 OR ECED 106 A,B,C	Guidance in Early Childhood OR A. Building Relationships & Understanding Behavior B. The Encouraging Classroom C. Positive Guidance 1 credit each	3
ECED 107	Frameworks for Early Childhood Education	3
ECED 206	Building Relationships: Culture, Family, Community	3
ECED 210	Early Childhood Development	3
ECED 212	Observation, Documentation, and Assessment	3
ECED 213 OR ECED 160	Preschool Curriculum Development OR Infant-Toddler Caregiving	3
ECED 220	Language and Literacy Development	3
ECED 221	Health, Safety and Legal Issues	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 50

RECOMMENDED NWIC SEMINAR COURSES

NASD 105A-C	Northwest Indian College Seminar (1 credit per quarter for 3 quarters)	3
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TOTAL DEGREE REQUIREMENTS 95

Continued on next page

Programs of Study Offered at NWIC

ASSOCIATE OF APPLIED SCIENCE - TRANSFER DEGREE EARLY CHILDHOOD EDUCATION - continued

Program Outcomes for the AAS-T in Early Childhood Education:

Building Family and Community Relationships: Students will be able to...

- Describe and reflect upon family and community characteristics.
- Support and empower families and communities through respectful and reciprocal relationships.
- Involve 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 responsible uses of assessment.
- Use observation, documentation, and other appropriate assessment tools and approaches.
- Articulate uses of assessment in partnership with families and other professionals.

Teaching and Learning: Students will be able to...

- Analyze the importance of and demonstrate their ability to connect with children.
- Use developmentally effective approaches.
- Understand content knowledge in early education.
- Build meaningful 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.
- Engage in informed advocacy for children, families, early learning programs, and themselves as early childhood educators.
- Integrate knowledgeable, reflective, and critical perspectives on early education.

Programs of Study Offered at NWIC

ASSOCIATE OF TECHNICAL ARTS DEGREE CHEMICAL DEPENDENCY STUDIES

The Associate of Technical Arts in Chemical Dependency Studies 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

BIOL 104	Biology and Natural History of Place	5
CMPS 101	Introduction to Computers, or above	3
ENGL 236	Survey of Native American Literature	5
HIST 111	Pre-contact Native American History	2
HIST 112	Post-contact Native American History	3
HMDV 110	Introduction to Successful Learning	4
NASD 105A-C	Northwest Indian College Seminar (1 credit per quarter for 3 quarters)	3
NASD 110	Introduction to Native American Studies	3

TOTAL NORTHWEST INDIAN COLLEGE REQUIREMENTS **28**

GENERAL EDUCATION REQUIREMENTS

ENGL 101	English Composition I	5
CMST 101 OR CMST 210 OR CMST 220	Introduction to Oral Communication OR Interpersonal Communication OR Public Speaking	4
MATH 190	Vocational Mathematics or Math 102 or above	5

TOTAL GENERAL EDUCATION REQUIREMENTS **14**

CORE CHEMICAL DEPENDENCY STUDIES 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 STUDIES REQUIREMENTS **56**

TOTAL DEGREE REQUIREMENTS **98**

Program Outcomes for the ATA in Chemical Dependency Studies:

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 Offered at NWIC

ASSOCIATE OF TECHNICAL ARTS DEGREE INFORMATION TECHNOLOGY

The Associate of Technical Arts in Information Technology 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

BIOL 104	Biology and Natural History of Place	5
CMPS 101	Introduction to Computers, or above	3
ENGL 236	Survey of Native American Literature	5
HIST 111	Pre-contact Native American History	2
HIST 112	Post-contact Native American History	3
HMDV 110	Introduction to Successful Learning	4
NASD 105A-C	Northwest Indian College Seminar (1 credit per quarter for 3 quarters)	3
NASD 110	Introduction to Native American Studies	3

TOTAL NORTHWEST INDIAN COLLEGE REQUIREMENTS **28**

GENERAL EDUCATION REQUIREMENTS

ENGL 101	English Composition I	5
CMST 101 OR	Introduction to Oral Communication OR	4
CMST 210 OR	Interpersonal Communication OR	
CMST 220	Public Speaking	
MATH 190	Vocational Mathematics or Math 102 or above	5

TOTAL GENERAL EDUCATION REQUIREMENTS **14**

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	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	4
CMPS 297	Advanced Internship/Practicum	

TOTAL CORE INFORMATION TECHNOLOGY REQUIREMENTS **39**

Choose **ONE** of the emphasis areas (9 credits) listed below to complete the 90 credit ATA requirements.

EMPHASIS IN COMPUTER REPAIR AND SUPPORT REQUIREMENTS

CMPS 204	Operating Systems II	3
CMPS 270	Assembly, Maintenance and Diagnostics II	3
CMPS 271	A+ Exam Preparation	3

EMPHASIS IN NETWORK SUPPORT AND ADMINISTRATION REQUIREMENTS

CMPS 144	Networking II	3
CMPS 243	Networking III: Network Administration	3
CMPS 244	Networking Infrastructure	3

EMPHASIS IN MICRO-CONTROLLER/ROBOTICS REQUIREMENTS

CMPS 106	Introduction to Analog and Digital Electronics	3
CMPS 206	Introduction to Micro-controllers	3
CMPS 207	Robot Development	3

EMPHASIS IN WEB PAGE DEVELOPMENT REQUIREMENTS

CMPS 172	Web Page Development II	3
CMPS 212	Graphic Design: Digital Media and Web Technology	3
CMPS 216	Web Development: Digital Media and Web Technology	3

TOTAL EMPHASIS REQUIREMENTS **9**

TOTAL DEGREE REQUIREMENTS **90**

Continued on next page

Programs of Study Offered at NWIC

ASSOCIATE OF TECHNICAL ARTS DEGREE INFORMATION TECHNOLOGY - continued

Program Outcomes for the ATA in Information Technology:

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.

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.

Programs of Study Offered at NWIC

ASSOCIATE OF TECHNICAL ARTS DEGREE INDIVIDUALIZED PROGRAM

This program 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

BIOL 104	Biology and Natural History of Place	5
CMPS 101	Introduction to Computers, or above	3
ENGL 236	Survey of Native American Literature	5
HIST 111	Pre-contact Native American History	2
HIST 112	Post-contact Native American History	3
HMDV 110	Introduction to Successful Learning	4
NASD 105A-C	Northwest Indian College Seminar (1 credit per quarter for 3 quarters)	3
NASD 110	Introduction to Native American Studies	3

TOTAL NORTHWEST INDIAN COLLEGE REQUIREMENTS

28

GENERAL EDUCATION REQUIREMENTS

ENGL 101	English Composition I	5
CMST 101 OR	Introduction to Oral Communication OR	4
CMST 210 OR	Interpersonal Communication OR	
CMST 220	Public Speaking	
MATH 190	Vocational Mathematics or Math 102 or above	5

TOTAL GENERAL EDUCATION REQUIREMENTS

14

CORE INDIVIDUALIZED PROGRAM REQUIREMENTS

HMDV 150	Individualized Degree Planning	3
Courses in Degree Emphasis		45

TOTAL CORE INDIVIDUALIZED PROGRAM REQUIREMENTS

48

TOTAL DEGREE REQUIREMENTS

90

Program Outcomes for the ATA in Individualized Program:

Communication skills: Students will be able to:

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

Critical and analytical thinking: Students will be able to:

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

Intellectual and research skills: Students will be able to:

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

Leadership: Students will be able to:

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

Programs of Study Offered at NWIC

CERTIFICATES

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

CERTIFICATE - COMPUTER REPAIR TECHNICIAN

The Computer Repair Technician certificate program 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
NASD 105A-C	Northwest Indian College Seminar (1 credit per quarter for 3 quarters)	3
NASD 110	Introduction to Native American Studies	3

TOTAL NORTHWEST INDIAN COLLEGE REQUIREMENTS 13

GENERAL EDUCATION REQUIREMENTS

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

TOTAL GENERAL EDUCATION REQUIREMENTS 10

CORE COMPUTER MAINTENANCE AND NETWORKING REQUIREMENTS

CMPS 103	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 51

CERTIFICATE - CONSTRUCTION TRADES

The Construction Trades program 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.

CORE 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 CORE REQUIREMENTS 30

Continued on next page

Programs of Study Offered at NWIC

CERTIFICATES—continued

CONSTRUCTION TRADES continued:

GENERAL EDUCATION REQUIREMENTS

ENGL 100 OR ENGL 101 OR BUAD 100	Introduction to College Writing OR English English Composition I OR Practical English for the Workplace	5
HMDV 110	Introduction to Successful Learning	4
MATH 190	Vocational Math or any Math, 102 and above	5
Hum/SocSci/NatSci	Any course 100 and above from AAS distribution, pages 51-52	3

TOTAL GENERAL EDUCATION REQUIREMENTS 17

TOTAL CERTIFICATE REQUIREMENTS 47

CERTIFICATE - HOSPITALITY MANAGEMENT

This certificate 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.

CORE 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

TOTAL CORE REQUIREMENTS 18

GENERAL EDUCATION REQUIREMENTS

ENGL 100 OR ENGL 101 OR ENGL 104 OR BUAD 100	Introduction to College Writing OR English Composition I OR Business Communications OR Practical English for the Workplace	5
CMPS 101	Introduction to Computers, or above	3
HMDV 110	Introduction to Successful Learning	4
MATH 190	Vocational Math or any Math, 102 or above	5
Native American Studies -	Any course 100 & above coded NASD	3

TOTAL GENERAL EDUCATION REQUIREMENTS 20

RELATED INSTRUCTION REQUIREMENTS

Choose two courses from the following:

HRCM 111	Introduction to Casino Management	5
HRCM 112	Casino Cash Cage Operations	5
HRCM 135	Security in the Hospitality Industry	5
HRCM 150	Introduction to Restaurant Management	5
HRCM 160	Introduction to Hotel Management	5

TOTAL RELATED INSTRUCTION REQUIREMENTS 10

TOTAL CERTIFICATE REQUIREMENTS 48

Programs of Study Offered at NWIC

CERTIFICATES—Individualized Studies

The Individualized Certificate program 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

CMPS 101	Introduction to Computers, or above	3
HMDV 110	Introduction to Successful Learning	4
NASD 105A-C	Northwest Indian College Seminar (1 credit per quarter for 3 quarters)	3
NASD 110	Introduction to Native American Studies	3

TOTAL NORTHWEST INDIAN COLLEGE REQUIREMENTS 13

GENERAL EDUCATION REQUIREMENTS

ENGL 100 OR BUAD 100	Introduction to College Writing OR Practical English for the Workplace	5
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TOTAL GENERAL EDUCATION REQUIREMENTS 5

CORE INDIVIDUALIZED PROGRAM REQUIREMENTS

HMDV 150	Individualized Degree Planning	3
Courses in Certificate Emphasis		25

TOTAL CORE INDIVIDUALIZED PROGRAM REQUIREMENTS 28

TOTAL CERTIFICATE REQUIREMENTS 46

The Certificate in Native American Studies provides core courses that introduce students to Native culture, history, language and values while increasing understanding of the unique political status, rights, and responsibilities of tribal nations. The emphasis is on providing students with a broad and realistic understanding of issues that impact native communities and people. The Native American Studies certificate program may be completed in one year provided that the student is registered full time in required courses and is ready for college level course work. Students who are interested in continuing their education will meet most of the Northwest Indian College requirements and some of the general education requirements for the two-year associate degree programs at NWIC.

NORTHWEST INDIAN COLLEGE REQUIREMENTS

CERTIFICATE - NATIVE AMERICAN STUDIES

BIOL 104	Biology and Natural History of Place	5
CMPS 101	Introduction to Computers, or above	3
EDUC 110	History of Native American Education	3
ENGL 236	Survey of Native American Literature	5
HIST 111	Pre-contact Native American History	2
HIST 112	Post-contact Native American History	3
HMDV 110	Introduction to Successful Learning	4
NASD 105A-C	Northwest Indian College Seminar (1 credit per quarter for 3 quarters)	3
NASD 110	Introduction to Native American Studies	3

TOTAL NORTHWEST INDIAN COLLEGE REQUIREMENTS 31

GENERAL EDUCATION REQUIREMENTS

ENGL 101	English Composition I	5
CMST 101 OR CMST 210 OR CMST 220	Introduction to Oral Communication OR Interpersonal Communication OR Public Speaking	4
MATH 102	College Algebra or higher (meets Quantitative Skills requirement)	5

TOTAL GENERAL EDUCATION REQUIREMENTS 14

TOTAL CERTIFICATE REQUIREMENTS 45

Programs of Study Offered at NWIC

CERTIFICATES—Professional Technical Studies

The Professional-Technical Studies certificates focus on particular professional-technical disciplines and prepare students for entry-level employment in that discipline. Students must consult with an advisor to determine the specific core requirements for their particular professional-technical studies certificate program. Not all programs will be available at all educational sites. Currently offered Professional-Technical certificates are: Casino Gaming Technician, Native Art, Office Professions, and Project Management.

NORTHWEST INDIAN COLLEGE REQUIREMENTS

HMDV 110 OR CMST 101	Introduction to Successful Learning OR Introduction to Oral Communication	4
NASD 110	Introduction to Native American Studies	3

TOTAL NORTHWEST INDIAN COLLEGE REQUIREMENTS **7**

GENERAL EDUCATION REQUIREMENTS

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

TOTAL GENERAL EDUCATION REQUIREMENTS **10**

CORE PROFESSIONAL-TECHNICAL STUDIES REQUIREMENTS IN EMPHASIS (see individual areas below): **28**

TOTAL CORE PROFESSIONAL-TECHNICAL STUDIES CERTIFICATE REQUIREMENTS **45**

EMPHASIS REQUIREMENTS AS FOLLOWS:

CERTIFICATE IN CASINO GAMING TECHNICIAN — CORE PROGRAM REQUIREMENTS

CMPS 101	Introduction to Computers	3
CMPS 140	Networking I	3
CMPS 144	Networking II	3
CMPS 104	Operating Systems I: Installation & Troubleshooting	3
CMPS 160	Assembly, Maintenance & Diagnostics	4
CMPS 175	Casino Gaming Systems	5
CMPS 197	Internship	6
HRCM 110	Customer Service & Hospitality	1

TOTAL CASINO GAMING TECHNICIAN CORE **28**

CERTIFICATE IN NATIVE ART — CORE PROGRAM REQUIREMENTS

CMPS 101	Introduction to Computers	3
ART Courses chosen in consultation with an advisor such that they support the student's deepening understanding and expression of Native Art of a particular tribe and place		25

TOTAL NATIVE ART CORE **28**

Programs of Study Offered at NWIC

CERTIFICATES—Professional Technical Studies continued

CERTIFICATE IN OFFICE PROFESSIONS — CORE PROGRAM REQUIREMENTS

BUAD 101	Introduction to Business	5
BUAD 115	Essentials of Accounting	5
CMPS 101	Introduction to Computers	3
CMPS 116	MS Office I	3
CMPS 117	MS Office II	3
CMPS, OFPR or BUAD	Electives	9

TOTAL OFFICE PROFESSIONS CORE

28

CERTIFICATE IN PROJECT MANAGEMENT — CORE PROGRAM REQUIREMENTS

BUAD 180	Introduction to Project Management	5
BUAD 181	Intermediate Project Management	5
BUAD 182	Advanced Project Management	5
BUAD 216	Principles of Management	5
CMPS 101	Introduction to Computers (or above)	3
BUAD 197	Practicum in Project Management	3
CMST 220	Public Speaking	4

TOTAL PROJECT MANAGEMENT CORE

30

Programs of Study Offered at NWIC

CERTIFICATES—Web Page Development

The Web Page Development Certificate program is designed to provide students with the skills needed to create a dynamic web site. The courses required to attain the certificate will allow the web developer to grab the internet user's attention and present alluring graphics and quick-loading text based links to tables and contents.

NORTHWEST INDIAN COLLEGE REQUIREMENTS

CMPS 101	Introduction to Computers, or above	3
HMDV 110 OR CMST 101	Introduction to Successful Learning OR Introduction to Oral Communication	4
NASD 110	Introduction to Native American Studies	3

TOTAL NORTHWEST INDIAN COLLEGE REQUIREMENTS

10

GENERAL EDUCATION REQUIREMENTS

ENGL 100 OR BUAD 100	Introduction to College Writing OR Practical English for the Workplace	5
MATH 190 OR BUAD 146	Vocational Math OR Business Math & 10-Key	5

TOTAL GENERAL EDUCATION REQUIREMENTS

10

CORE COMPUTER WEB PAGE DEVELOPMENT REQUIREMENTS

CMPS 105	Software I: Applications for Computer Professionals	3
CMPS 110	Database Management I	3
CMPS 170	Web Page Development I	3
CMPS 172	Web Page Development II	5
CMPS 205	Software II: Advanced Applications for Computer Professionals	3
CMPS 225	Introduction to Programming	4
CMPS 272	Web Page Development III	5
CMPS 197	Internship/Practicum	3
CMPS 260	Capstone Project	4

TOTAL CORE WEB PAGE DEVELOPMENT REQUIREMENTS

33

TOTAL CERTIFICATE REQUIREMENTS

53

Awards of Completion Offered at NWIC

AWARD 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
HRCM 197	Tribal and Gaming Law Practicum (taken with BUAD 202)	1
BUAD 212	Financial Accounting	5
HRCM 197	Casino Accounting Practicum (taken with BUAD 212)	1
HRCM 111	Introduction to Casino Management	5
HRCM 197	Casino Management Practicum (taken with HRCM 111)	1
HRCM 270	Building Human Capital	3
HRCM 280	Cultural Diversity & Marketing	3

TOTAL AWARD OF COMPLETION REQUIREMENTS

24

DIGITAL MEDIA AND WEB TECHNOLOGY

The Digital Media & 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

TOTAL AWARD OF COMPLETION REQUIREMENTS

25

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 ECE.

REQUIREMENTS

ECED 101	Introduction to Early Childhood Education	5
ECED 106	Guidance in Early Childhood	3
ECED 107	Frameworks for ECE	3
ECED 160	Infant –Toddler Caregiving	3
ECED 197A	Practicum I: Expressing Warmth to Children	3
ECED 206	Building Relationships: Culture, Family, Community	3
ECED 221	Health, Safety, and Legal Issues	3

TOTAL AWARD OF COMPLETION REQUIREMENTS

23

Courses

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, NASD)

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

ANTHROPOLOGY

study of technology, economics, family, social groups, political systems, religion, art, language, values and the individual. (SS, NASD)

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, NASD)

ARTD 105A-E (1 CR EA) 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, NASD)

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, NASD)

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, NASD)

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, NASD)

ARTD 146 (3 CR) PNW BEADWORK I

Introduction to beading techniques. Presents the different styles of Native

ART

ARTD 147 (3 CR) PNW BEADWORK II

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

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, NASD)

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, NASD)

ARTD 153 (3 CR) PNW INDIAN BASKETRY III

Continuation of ARTD 152. (HP, NASD)

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, NASD)

ARTD 172 (3-5 CR) PNW INDIAN WOODCARVING MASKS

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

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, NASD)

ARTD 174 (3 CR) INDIAN WOODCARVING SMALL TOTEMS II

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

CS – Communication Skills

NASD– Native American Studies

NS-Natural Science

QS-Quantitative Skills

HT – Humanities Theory

NE-Non Transferable Elective

NSL-Natural Science Lab

SS-Social Science

HP – Humanities Performance

TE-Transferable Elective

N-Non-Applicable



May include Indigenous Service Learning Component

Courses

ART

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, NASD)

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, NASD)

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, NASD)



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)

BIOLOGY

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, NASD) 

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 attitude 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, NASD)

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

Taught in a classroom setting. (TE)

CS – Communication Skills

NASD– Native American Studies

NS-Natural Science

QS-Quantitative Skills

HT – Humanities Theory

NE-Non Transferable Elective

NSL-Natural Science Lab

SS-Social Science

HP – Humanities Performance

TE-Transferable Elective

N-Non-Applicable



May include Indigenous Service Learning Component

Courses

BIOLOGY

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

BIOL 197/297 (11-6 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, reproduction, 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)

BIOLOGY

BIOL 210 (3 CR)
SHELLFISH BIOLOGY
 Commercially important mollusks, crustacea and other harvested invertebrates highlighted with respect to systematics, anatomy, reproductive strategies, feeding and growth. (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)



BIOLOGY

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

BIOL 350 (4 CR)
ETHNOBIOLOGY: PEOPLE, PLANTS & ANIMALS
 Study of the interrelationships between people and biological organisms in a multidisciplinary field of inquiry where the subject matter and approaches to subjects may vary greatly. Focuses on topics and concerns of relevance to Native Americans with special emphasis on the Pacific Northwest. Prerequisites: BIOL 202 and 203.

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.

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 May include Indigenous Service Learning Component

Courses

BUSINESS ADMINISTRATION

BUAD 100 (5 CR)
PRACTICAL ENGLISH FOR THE WORK-PLACE
 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)



BUSINESS ADMINISTRATION

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

BUAD 140 (6 CR)
SMALL BUSINESS ENTREPRENEUR
 Assists Native American people owning their own business through their first year of operations. (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)

BUSINESS ADMINISTRATION

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)

BUAD197/297 (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. (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)

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BUSINESS ADMINISTRATION

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 MGT: 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.

CAREER ENHANCEMENT

COMMUNICATIONS

COMM 062 (1-3 CR) COMMUNICATIONS II

Develop strategies for reading using context and structure to determine the meaning; produce notes and letters and be able to edit and revise them for clearer meaning including using forms, correct grammar, spelling and punctuation. (N)

COMM 063 (1-3 CR) COMMUNICATIONS III

Refine strategies for reading by identifying context clues, structure, writing style and purpose to clarify meaning; create essays and edit and revise them; understand the use and application of grammar. (N)

COMM 064 (1-3 CR) COMMUNICATIONS IV

Apply written information to our roles as a family member, Native American community member and as an employee. Learn to request feedback and incorporate that feedback into written material. Increase listening comprehension. (N)

DECISION MAKING

DECM 062 (1-3 CR) DECISION MAKING II

Learn to organize activities for a day, week or month; learn to set and prioritize personal and career goals; understand and use numbers and symbols including math operations with whole numbers. (N)

DECM 063 (1-3 CR) DECISION MAKING III

Analyze written material for the point of view and bias; correctly identify and solve real life problems from the Native American experience; correctly set up and perform math operations with whole and partial numbers. (N)

CAREER ENHANCEMENT

DECM 064 (1-3 CR) DECISION MAKING IV

Analyze usefulness of information and make decisions based on that information; set up and solve quantitative problems using math operations as well as estimation and number theory. (N)

INTERPERSONAL SKILLS

INTS 062 (1-3 CR) INTERPERSONAL SKILLS II

Gain awareness of self as members of a Native American family and Community. Demonstrate effective teamwork including clear communications and the expression of empathy in relationships. (N)

INTS 063 (1-3 CR) INTERPERSONAL SKILLS III

Analyze personal attitudes and actions and express those actions in speaking and writing; choose appropriate action for different situations and understand how to create win/win solutions. (N)

INTS 064 (1-3 CR) INTERPERSONAL SKILLS IV

Demonstrate clear communication in speech and writing while considering the point of view of others; give and receive feedback in a positive manner. (N)



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CAREER ENHANCEMENT

LIFE LONG LEARNING

LERN 062 (1-3 CR) **LIFELONG LEARNING II**

Identify personal and community strengths and weaknesses as well as organize, evaluate and record this information in personal and work plans. (N)

LERN 063 (1-3 CR) **LIFELONG LEARNING III**

Identify and demonstrate different learning styles; make judgment based on information presented in varied formats; use multiple sources for gathering and evaluating information. (N)

LERN 064 (1-3 CR) **LIFELONG LEARNING IV**

Demonstrate personal change through learning; apply classroom learning to roles as family member, Native American and employee; perform service-learning activities; communicate in multiple formats. (N)

TECHNOLOGY

TECH 062 (1-3 CR) **TECHNOLOGY II**

Acquire keyboarding skills to 10 WPM; use a computer to create simple documents and save those documents to three locations; set up and use a public e-mail account. (N)

TECH 063 (1-3 CR) **TECHNOLOGY III**

Log on to a networked computer, conduct career and education research and save the results of those searches; send and receive e-mail with attachments. (N)

TECH 064 (1-3 CR) **TECHNOLOGY IV**


Create an electronic resume and post it on the Work Source job finding site as well as send it to possible employers. (N)

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)



CHEMISTRY

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)

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Courses

CHEMISTRY

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 210 (4 CR) INTERPERSONAL COMMUNICATION

Focuses on acquiring competency in maintaining interpersonal relationships.

COMMUNICATION STUDIES

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 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,

COMMUNITY HEALTH

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, NASD)

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, NASD,

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, NASD)

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)

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COMMUNITY HEALTH

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, NASD)

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, NASD)

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

COMPUTERS

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)

COMPUTERS

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 microcomputer communications and local area networks. Hardware and software, as well as use of telecommunication methods such as facsimile, on-line databases, and electronic bulletin boards are integrated throughout the course. Prerequisite: CMPS 101 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 computer-based training with the text. Lectures are based on the book, exercises and sample exams to prepare for the certification exam. Prerequisite: CMPS 140. (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)

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COMPUTERS

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 monitoring, 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)



COMPUTERS

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 APPLICA- TIONS 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)

COMPUTERS

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: CMPS 101. (NE)

CMPS 218 (3 CR) PROJECT MANAGEMENT: DIGITAL ME- DIA & 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 TECH- NOLOGY

Explores careers in digital media and web technology. Focuses on identification

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COMPUTERS

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 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 Directory 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

COMPUTERS

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)

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 (2-3 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)

COMPUTERS

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)

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)

CS – Communication Skills

NASD– Native American Studies

NS-Natural Science

QS-Quantitative Skills

HT – Humanities Theory

NE-Non Transferable Elective

NSL-Natural Science Lab

SS-Social Science

HP – Humanities Performance

TE-Transferable Elective

N-Non-Applicable



Courses

DRAMA

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, NASD)

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 100 (3 CR)

EARLY EDUCATORS AND YOUNG LEARNERS

Introduction to early childhood development and education focusing on professionalism in the field, observation and documentation of child behavior, the importance of safety and health, and the relationships between play, learning, and the environment. Practicum hours required. (NE)

ECED 101 (5 CR)

INTRODUCTION TO EARLY CHILDHOOD EDUCATION

Survey course presenting historical and philosophical foundations of early childhood education as well as providing a broad overview of current educational models, research, issues and trends. (SS)

ECED 103 (3 CR)

PRACTICES AND PLANS TO SUPPORT DEVELOPMENT

Introduces methods for supporting young children's emotional strength, social interactions, physical competence, and intellectual growth in early childhood settings. Positive child guidance and family partnerships emphasized. Practicum hours required. Prerequisite: ECED 100. (NE)

EARLY CHILDHOOD EDUCATION

ECED 104 (3 CR)

EARLY CHILDHOOD PROGRAM MANAGEMENT

Integrates concepts and practices from previous courses for managing all aspects of the early childhood classroom. Organizing space, time, and materials, building good working relationships, planning curriculum, keeping accurate records, making appropriate decisions for quality programming, pursuing professional development, and advocacy are addressed. Practicum hours required. Prerequisite: ECED 103 (NE)

ECED 106 (3 CR)

GUIDANCE IN EARLY CHILDHOOD

Covers how to provide relationship-based direct and indirect guidance for young children, encouraging their full participation in the early learning setting, their family and their tribal community. May be offered as three 1 credit courses: ECED 106A, Building Relationships & Understanding Behavior; ECED 106B, The Encouraging Classroom; ECED 106C, Positive Guidance. (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

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 120 (2 CR)

STARS BASICS FOR CHILD CARE

Provides basic caregiver training in the areas of child growth and development, child guidance, health and safety. Fulfills

EARLY CHILDHOOD EDUCATION

the twenty-hour training requirement for the Washington State Training and Registry System (STARS) for childcare workers and home care providers. S/U Grading. (NE)

ECED 160 (3 CR)

INFANT-TODDLER CAREGIVING

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. May be offered as three one-credit courses. ECED 160A: Supporting Healthy Social and Emotional Development. ECED 160B: Encouraging Healthy Physical Development. ECED 160C: Responsive Learning Environments. (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)

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Courses

EARLY CHILDHOOD EDUCATION

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

Focuses on family, school, and community systems as they relate to and support children's development. Beginning case management and communication skills are examined. Community support systems for families and children and opportunities for advocacy that promote continued growth and development of systems of support are investigated. Prerequisite: ECED 101. (NE)



EARLY CHILDHOOD EDUCATION

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. (NE)

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 & LITERATURE

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 or 104. (NE) 

EARLY CHILDHOOD EDUCATION

ECED 221 (3 CR)

HEALTH, SAFETY AND LEGAL ISSUES

Examines health and safety issues in early childhood group settings with an emphasis on teamwork with Native families and prevention. Provides instruction on teaching health and safety concepts in developmentally appropriate ways to young children. Includes examination of legal responsibilities concerning abuse and neglect and children with special needs. Prerequisite: ECED 101 or 104. (NE)

ECED 297A (3 CR)

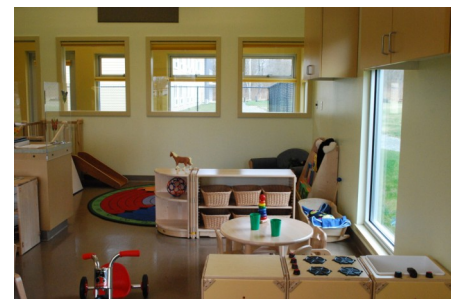
PRACTICUM III: TALKING INFORMATIVELY

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, PERSEVERANCE AND COOPERATION

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)



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Courses

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

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)



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, NASD)

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, NASD)

EDUC 152 (3 CR) NATIVE LANGUAGE CERTIFICATION II

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

EDUC 153 (3 CR) NATIVE LANGUAGE CERTIFICATION III

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

EDUCATION

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 paraeducator, 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)

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Courses

EDUCATION

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)

EDUCATION

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)

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)

ENGLISH

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)



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May include Indigenous Service Learning Component

Courses

ENGLISH

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, NASD)

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)

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)

ENGLISH


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, NASD)

ENGL 237A-E (1 CR EA)

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, NASD) 

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.



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, NASD) 

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)

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Courses

ENVIRONMENTAL SCIENCE

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 included. 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 man made 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, NASD)

ENVIRONMENTAL SCIENCE

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 330 (4 CR) HYDROLOGY: SACRED WATERS

Presents the hydrologic cycle and imparts an understanding of its components and their interactions with human activities. Emphasizes the various interdependent hydrologic processes of the Pacific Northwest, the relationship of those processes to the habitat for salmonids, and the importance to tribes. Prerequisites: GEOL 101 or 211 and MATH 102 or 107.

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.

ENVIRONMENTAL SCIENCE

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 (1-5 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.



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Courses

ENVIRONMENTAL SCIENCE

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)


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)



GEOLOGY

GEOL 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) 

GEOL 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)

GEOL 188/288 (1-5 CR) TOPICS IN GEOLOGY

Taught in a classroom setting. (TE)

GEOL 189/289 (1-5 CR) INDIVIDUALIZED STUDIES IN GEOLOGY

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

GEOL 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)

GEOL 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

HLTH 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)

HLTH 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)

HLTH 111 (1 CR) INFANT 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)

HLTH 112 (1 CR) ADULT CPR

Lifesaving skills to help adults experiencing a breathing or cardiac emergency. How to deal with an emergency and how to give first aid to adults until advanced emergency care arrives. (NE)

HLTH 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.

CS – Communication Skills

NASD– Native American Studies

NS-Natural Science

QS-Quantitative Skills

HT – Humanities Theory

NE-Non Transferable Elective

NSL-Natural Science Lab

SS-Social Science

HP – Humanities Performance

TE-Transferable Elective

N-Non-Applicable



May include Indigenous Service Learning Component

Courses

HEALTH

HLTH 188/288 (1-5 CR)

TOPICS IN HEALTH

Taught in a classroom setting. (NE)

HLTH 189/289 (1-5 CR)

INDIVIDUALIZED STUDIES IN HEALTH

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

HLTH 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 050 (3-5 CR)

WORLD HISTORY

Provides an overview of world history, focusing on China, India, Latin America, the Middle East, the Commonwealth of Independent States, Sub-Saharan Africa, and Europe. S/U grading. (N)

HIST 051 (3-5 CR)

US HISTORY I

Focuses on the study of pre-colonial America, colonial America, and the growth of the United States to 1865. Emphasis placed on the development of political, social, and economic patterns. S/U grading. (N)

HIST 052 (3-5 CR)

US HISTORY II

Covers basic US historical movements and concepts from the Reconstruction (Post-Civil War) to the present. Units are linked to current US news. S/U grading. (N)

HIST 053 (3-5 CR)

WASHINGTON STATE HISTORY

Covers the history of Washington State during the pre-contact period, the European exploration period, the settlement period, the territorial period, and the period of growth of political and social institutions from the viewpoint of the Native American as well as from the viewpoint of the non-Indian. S/U grading. (N)

HIST 054 (3-5 CR)

CONTEMPORARY WORLD PROBLEMS

Designed to provide the student with a view of the US as one country in a system of global interdependence and to develop an individual awareness of world problems and prospects for the future. S/U grading. (N)

HIST 055 (3-5 CR)

GOVERNMENT AND LAW

Survey of the organization and functions of the US Government, along with the realities of lobby and pressure groups. Individual responsibilities and opportunities of a US citizen are also covered. S/U grading. (N)

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, NASD)

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, NASD)

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, NASD)

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)

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Courses

HISTORY

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, NASD)

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)

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)

HOSPITALITY MANAGEMENT

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

HOSPITALITY MANAGEMENT

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)

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Courses

HOSPITALITY MANAGEMENT

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
 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)

HUMAN DEVELOPMENT

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)

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Courses

HUMAN DEVELOPMENT

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)

HUMAN DEVELOPMENT

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 CR EA) 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 CR EA) 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)

HUMANITIES

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)

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Courses

HUMAN SERVICES

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)

HUMAN SERVICES

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)

HUMAN SERVICES

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)



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Courses

HUMAN SERVICES

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 facultative 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 222 (3 CR) ETHICS AND CHEMICAL DEPENDENCY TREATMENT

Designed to provide students with a basic understanding of ethics in the chemical dependency treatment profession. (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)

HUMAN SERVICES

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)

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)

HUMAN SERVICES

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)

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Courses

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)



JOURNALISM

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 JOURNALISM
 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
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
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)

LEGAL STUDIES

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)
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)

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May include Indigenous Service Learning Component

Courses

LINGUISTICS

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

Review of arithmetic, order of operations, exponents, absolute values, linear equations and inequalities, monomials, polynomials, factoring polynomials, combining polynomials, and fractions of algebra. Prerequisite MATH 070 or Placement test. (N)

MATH 099 (5 CR) INTERMEDIATE ALGEBRA

Operations with polynomials, factoring trinomials, solving linear and quadratic equations, graphing and the rectangular coordinate system, function notation, inequalities, systems of linear equations, rational expressions, radicals and complex numbers, completing the square and the quadratic formula. Prerequisite: MATH 098 or Placement test. (N)

MATHEMATICS

MATH 102 (5 CR) COLLEGE ALGEBRA

Simplifying, multiplying, dividing, adding, subtracting, graphing, and solving rational expressions. Working with exponents, scientific notation, rational exponents, radicals, and complex numbers. Also, completing the square, the quadratic formula, and the discriminant. Prerequisite: MATH 099 or Placement test. (QS, NS)

MATH 103 (5 CR) PRECALCULUS I

Covers data analysis, functions as mathematical models, linear functions and their graphs, quadratic functions and their graphs, cubic functions and their graphs, inverse functions and their graphs, exponential and logarithmic functions and their graphs. Prerequisite: MATH 102 or Placement test. (QS, NS)

MATH 105 (5 CR) PRECALCULUS II

Covers data analysis, modeling, trigonometry, trigonometric functions and their inverses, vectors and limits. Prerequisite: MATH 103 or Placement test. (QS, NS)

MATH 107 (5 CR) ELEMENTARY STATISTICS I

Explains concepts of samples, populations, descriptive versus inferential statistics, quantitative versus qualitative data, continuous versus discrete numerical data, mean, median, mode, range, and standard deviation. Emphasizes skill in constructing bar graphs, histograms, and using the binomial table and the normal curve to find probabilities of data occurrence. Prerequisite: 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: MATH 105 or Placement test. (QS, NS)

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Courses

MATHEMATICS

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 collaborative learning environment. Prerequisite: 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)



MATHEMATICS

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: 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. (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)


NASD 102 (3 CR)
CONVERSATIONAL NATIVE AMERICAN LANGUAGE II
 Continuation of NASD 101. Prerequisite NASD 101. (HP, NASD)

NASD 103 (3 CR)
CONVERSATIONAL NATIVE AMERICAN LANGUAGE III
 Continuation of NASD 102. Prerequisite NASD 103. (HP, NASD)

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)

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)

NASD 109 (3-5 CR)
GENEALOGY II
 Continuation of NASD 108. Additional detailed information added to family history chart. (TE, NASD)

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) 

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Courses

NATIVE AMERICAN STUDIES

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)

NASD 116 (3 CR)
INDIAN SONG & DANCE II
 Continuation of Indian Song and Dance I. Prerequisite: NASD 115. (HP, NASD)

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)

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)

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)

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)

NATIVE AMERICAN STUDIES

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)

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)

NASD 137 (3 CR)
REGALIA MAKING I
 Design, identification and preparation of materials in making costumes for display and use in Indian Ceremonial song and dance. (HP, NASD)

NASD 138 (3 CR)
REGALIA MAKING II
 Continuation of NASD 137. Prerequisite NASD 137. (HP, NASD)

NASD 188/288 (1-5 CR)
TOPICS IN NATIVE AMERICAN STUDIES
 Taught in a classroom setting. (TE, NASD)

NASD 189/289 (1-5 CR)
INDIVIDUALIZED STUDIES IN NATIVE AMERICAN STUDIES
 Individualized learning contracts between a student and an instructor. (TE, NASD)

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)

NATIVE AMERICAN STUDIES

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)

NASD 203 (3 CR)
CONVERSATIONAL NATIVE AMERICAN LANGUAGE IV
 Continuation of NASD 103. (HP, NASD)

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)

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)

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)


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, NASD)

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Courses

NATIVE ENVIRONMENTAL SCIENCE

NESC 293A-C (1 CR EA)

NESC SEMINAR II

Integrative seminar for students pursuing the Native Environmental Science program of study. Students enroll in one credit per quarter. (TE, NASD) 

NESC 301 (3 CR)

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,

NATIVE ENVIRONMENTAL SCIENCE

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 388 (1-5 CR)

TOPICS IN NATIVE ENVIRONMENTAL SCIENCE

Taught in a classroom setting.

NESC 389 (1-5 CR)

INDIVIDUALIZED STUDIES IN NATIVE ENVIRONMENTAL SCIENCE

Individualized learning contracts between a student and an instructor.


NESC 393A-C (1 CR EA)

NESC SEMINAR III

Integrative seminar for students pursuing the Native Environmental Science program of study. Students enroll in one credit per quarter.

NESC 397 (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.

NATIVE ENVIRONMENTAL SCIENCE

NESC 445 (3 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 488 (1-5 CR)

TOPICS IN NATIVE ENVIRONMENTAL SCIENCE

Taught in a classroom setting.

NESC 489 (1-5 CR)

INDIVIDUALIZED STUDIES IN NATIVE ENVIRONMENTAL SCIENCE

Individualized learning contracts between a student and an instructor.


NESC 493A-C (1 CR EA)

NESC SEMINAR IV

Integrative seminar for students pursuing the Native Environmental Science program of study. Students enroll in one credit per quarter.

NESC 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 499A & B (5 CR each)

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.

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Courses

OFFICE PROFESSIONS

OFPR 100 (2 CR)
BASIC KEYBOARDING
 Covers keyboard mastery, correct key-boarding 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 key-boarding 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)

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 120 (5 CR)
INTRODUCTION TO LOGIC
 Basic principles of inductive and deductive logic. Covers methods by which theories and laws are applied. Prerequisite: MATH 099 or test above Intermediate Algebra. (QS)

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, NASD)

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)

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)

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Courses

PHYSICAL EDUCATION

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)

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)

PHYSICAL EDUCATION

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 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, NASD)

PHYSICAL EDUCATION

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, NASD)

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)

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Courses

PHYSICAL EDUCATION

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 techniques. (TE)

PHYSICAL SCIENCE

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 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)



CS – Communication Skills

NASD– Native American Studies

NS-Natural Science

QS-Quantitative Skills

HT – Humanities Theory

NE-Non Transferable Elective

NSL-Natural Science Lab

SS-Social Science

HP – Humanities Performance

TE-Transferable Elective

N-Non-Applicable



May include Indigenous Service Learning Component

Courses

POLITICAL SCIENCE

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, NASD)

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, NASD)

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: HIST 112, ENGL 101 or permission of instructor. (SS, NASD)

POLITICAL SCIENCE

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, NASD)

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 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)

PSYCHOLOGY

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)

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Courses

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 CR EA) 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)

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)

TRIBAL MUSEUM STUDIES

TMSD 260 (5 CR) TRIBAL MUSEUM COLLECTIONS MANAGEMENT

Lectures, readings, field trips and projects designed to prepare students for careers in tribal collections management. Focuses on practical issues including basics of artifact storage, preventive conservation, cataloging, accessioning/de-accessioning, loans, and related legal/ethical issues. Prerequisite: ENGL 101 or permission of instructor. (NE, NASD)

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) TOPICS IN CONSTRUCTION TRADES

Taught in a classroom setting. (NE)

VOCC 197/297 (1-5 CR) INTERNSHIP/PRACTICUM IN CONSTRUCTION TRADES

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

VOCC 197/297 (1-5 CR) INTERNSHIP/PRACTICUM IN CONSTRUCTION TRADES

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

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N-Non-Applicable



May include Indigenous Service Learning Component

Personnel Directory

President

Crazy Bull, Cheryl, President
M.Ed., Educational Leadership, South Dakota State University
B.S., Business Administration, University of South Dakota

Deans

Guillory, Justin, Dean of Academics and Distance Learning
Ph.D., Higher Education Adm., Washington State University
M. Ed., Educational Adm., Washington State University
B.A., Recreational Sports Management, Eastern Washington University

Bagby, Crystal, Associate Dean of Student Services
M.Ed., Student Personnel Administration, Western Washington University
B.A., Linguistics, Minor in Japanese/Eastern Asian Studies, Western Washington University
Certification, Teaching English as a Second Language

Portervint, Bernice, Associate 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

Full-time & Pro Rata Faculty & Administration

Allen, Phill, Extended Campus Manager/Faculty/Advisor Nez Perce Site
M.A., History, University of Idaho
B.S., History, University of Idaho

Baker, Nicole, Director of Residence Life
B.A., Anthropology, Western Washington University
A.A.S., Northwest Indian College

Ballew, Laurel, Public & Tribal Adm. Program Coordinator/Faculty
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
Licensed Mental Health Counselor, Washington State

Bill, Nadine, Director of Institutional Research
B.S., Business Administration, Central Washington University
Administrative Fellowship Program, Harvard University

Blancher, Harmony, Extended Campus Manager-Muckleshoot
B.A., Liberal Arts, Antioch University
A.A., Grays Harbor Community College

Brandt, Gary, Computer Repair and Networking Faculty
M.Ed., Adult Education, Western Washington University
B.S., Geology, UCLA

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

Conway, John "Jay", New Campus Manager
B.S., Technology Education, Western Washington University
Construction Management, University of Washington
Sustainable Builders Advisor, Seattle Central Community College
LEED Accredited Professional

Vice-Presidents

Jefferson, Karyl, Vice President of Administration and Finance/ Director,
Center for Health
M.P.A., Public Administration, Seattle University
B.A., English, Western Washington University

Oreiro, David, Vice President of Campus Development/NICMERE Director
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

Crim, Ryan N., Biology/Wildlife Faculty
M.Sc., Zoology, University of British Columbia
B.S., Environmental Science, Western Washington University
A.A.S., Whatcom Community College

Cultee Cindy, Director of Assessment
M.Ed., Student Personnel Administration, Western Washington University
B.A., Human Services, Western Washington University
A.A.S., Northwest Indian College

Davis, Wendy, Director of Work First and Basic Skills
M.Ed., Education, Western Washington University
B.A., Human Development, Western Washington University

Dodson, Frances "Fran", Director of Workforce Education
B.A., English, Western Washington University
A.A., Peninsula College

Flack, Chris M., Registrar
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A.A.S., Whatcom Community College

Freeman, William, Director of Tribal and Community Health Program
M.P.H., Health Services Research, University of Washington
M.D., Family Medicine, University of Washington School of Medicine,
B.A., English Literature, Amherst College

Frey, John F., Director of Developmental Education
M.Ed., Remedial Reading, Western Washington University
B.S., Secondary Ed/Social Studies, Northwest Missouri State University

Frescobaldi-Grimaldi, Zacchoreli, ABE/GED, English Faculty
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B.A., English, Western Washington University

Personnel Directory

Full-time & Pro Rata Faculty & Administration cont

Garcia, Raquel L., Science Faculty

M.S., Environmental Science, Western Washington University
B.S., Biology, University of Texas at El Paso

Gigot, Jessica, Service Learning Faculty

Ph.D., Horticulture, Washington State University
M.S., Plant Pathology, Washington State University
B.A., Biology, Middlebury College

Given-Seymour, Susan, Director of Outreach and Community Education

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B.A., Speech and Performing Arts, Northeastern Illinois University

Green, Joel A., Science Director

Ph.D., Natural Resources, University of Idaho
M.S., Biological Sciences, Northern Illinois University
B.A., Biology, University of California at Santa Cruz

Gobert, Gaylene, Extended Campus Manager/Faculty – Swinomish Site

B.A., Human Services, Western Washington University
A.A.S., General Direct Transfer Degree, Northwest Indian College

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B.A., Evergreen State College

Humphreys-Shaffer, Kathy, ABE/GED Faculty – Lummi Site

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A.A.S., Northwest Indian College

James, Michael, Director of Information Systems Services

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Jones, William Sr., Indigenous Leadership Faculty

Julius, Tami, Executive Assistant to the President

A.A.S., Direct Transfer Degree, Northwest Indian College
A.T.A., Office Professions, Northwest Indian College

Kinley, Sharon R., Director of the Coast Salish Institute

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B.A., Bi-Cultural Competence, Western 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
B.A., English, Pacific Oaks College

Mahle, Krista, Director of Athletics/Physical Education Faculty

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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

McCluskey Sr., Donald, English Faculty

B.A., English, Western Washington University

Meehan, Barry, Finance Director

M.S., Resource Management, Central Washington University
B.S., Biology, Western Washington University
B.S., Accounting, Central Washington University

Moss, Mark, Compass Testing Coordinator/Science Faculty

B.A., GIS and Computer Science, Western Washington University

Norman, Emma Spenner, Environmental Studies Faculty

Ph.D., Geography, University of British Columbia
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B.A., International Studies, Colby College

Pavlik, Steve, Native Studies and Native Science Faculty

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M.Ed., History/Education, University of Arizona
B.S. Ed., Social Studies, Lock Haven State University

Picard, Bill, Extended Campus Manager/Faculty - Nez Perce

B.S., Social Science, Lewis-Clark State College
A.A.S., Liberal Arts, Lewis-Clark State College
A.A.S., Applied Science, Lewis-Clark State College

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M.S., Geology, Western Washington University
B.S., Earth Science, University of California, Santa Cruz
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Polin, Mark B., S.P.H.R., Assistant Human Resources Manager

B.A., Psychology, University of Miami

Priest, Rena, English Faculty

M.F.A., Writing, Sarah Lawrence College
B.A., English, Western Washington University
A.A.S., Northwest Indian College

Prue, Alex, Tribal Leadership Faculty

B.A., Physical Education and Health, Huron University

Roman Nose, Renée, Outreach Coordinator/English Faculty

B.S., Anthropology, Eastern Oregon University
A.A., Seminole Community College

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

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M.A., Human Development, St. Mary’s University
B.S., Education, University of Minnesota
Certificate, Chemical Dependency Counseling, University of Minnesota
Licensed Independent Clinical Social Worker, Minnesota
Washington State Chemical Dependency Professional
National Master Addiction Counselor, NAADAC

Santana, Lisa, Director of Development Office

M.Ed., Student Personnel Administration, Western Washington University
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Personnel Directory

Full-time & Pro Rata Faculty & Administration cont.

Stuart-Stevenson, Kathy, English Faculty
M.Ed., Adult Education, Western Washington University
B.A., English, Western Washington University

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M.S., Mathematics, Western Washington University
B.S., Mathematics, Western Washington University
B.A., International Studies, Western Washington University

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B.S., Biology, Bloomsburg University of Pennsylvania

Waite-Keller, Brooke, Extended Campus Manager/Faculty - Tulalip
M.A.Ed., Antioch University
B.A., Fairhaven College, Western Washington University

Williams, 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

Woods, Wayne, Communication Studies and Theater Faculty
M.A.T., Speech Education, Lewis and Clark College
B.S., Speech and Theater Portland State University

Yniguez, Romaka, Linguistic Faculty
B.A., Linguistics, Western Washington University

Zawoysky, Steve, Business and Entrepreneurship Faculty
M.B.A., Entrepreneurship and Hospitality Mgt. Washington State University
B.A., Psychology, University of Washington

Exempt and Classified Staff

Ballew, DeShonna, Switchboard/Receptionist

Bennett, Josie, Distance Learning Instruction Technician

Berg, Colleen S., Project Coordinator, Center for Health
B.S., Environmental Education, Western Washington University

Bland, Carmen, Admissions Recruiter
B.A., Interdisciplinary Studies, Western Washington University
A.A.S., Northwest Indian College

Charles, Claire, Custodian

Chock, Tami, Community Outreach Program Coordinator
B.S., Environmental Studies, South Texas University
B.A., Elementary Ed, Western Washington University/NWIC

Clausing, Charlotte, Research Technologist I

Cook, Casandra, Math and Writing Center

Cook, Chester, Custodian

Cooper, Vanessa, Traditional Plants and Foods Program Coordinator
B.A., Human Services, Western Washington University
A.A.S., Northwest Indian College

Cueva, Patricia, Transfer Advisor
M.E., Counseling Psychology, Washington State University
B.S., Psychology, Washington State University
Certification, School Counselor

Davis, Jon, Maintenance & Facilities Manager

Davis, Corby, Administrative Assistant
B.A., Accounting Friends University
A.A.S., Whatcom Community College

Davis, Nathanael P., Science Outreach Coordinator
M.E.S., Environmental Studies, Taylor University
B.A., Environmental Biology, Cedarville University

Dykstra, Leslie, Interim Academic/Career Advisor
B.A., Human Services, Western Washington University

Gladstone, Michelle, GED Testing
B.A., Sociology, Dartmouth College

Finkbonner, Tony, Information Systems Tech

Goold, Justin, IT Help Desk
B.S., Computer Science, University of Washington

Guillory, Sunny, Financial Literacy Trainer
B.S., Business Administration, University of Mary
A.A., Business Administration, Sitting Bull College

Heaton, Luke, Admissions Program Assistant II

Hillaire, Pam, Program Assistant II, Coast Salish Institute

Jackson, Leslie, Program Coordinator-Title III Programs
B.A., Cultural Anthropology, Western Washington University

Personnel Directory

Exempt and Classified Staff cont.

James, Nancy, Library Technician

Jefferson, Alma, Individualized Studies Coordinator

Jefferson, Angel, Extended Campuses Coordinator

Jefferson, Tina, Program Assistant II, Enrollment Services

Jimmy Jr., Mary, Library Technician

Julius, Karen, Distance Learning Support Specialist
A.A.S., Northwest Indian College
A.T.A., Office Professions, Northwest Indian College
Certificate, Office Professions, Northwest Indian College

Julius, Shelli, Traditional Plants Program Assistant

Lane, Doreen, Head Cook

Mahle, Greg, Cultural Curriculum Developer
A.A.S., Northwest Indian College

Martin, Josephine, Custodian

Melemai, Debbi, Office Manager, Enrollment Services
A.A.S., Northwest Indian College
Certificate, Entrepreneurship, Northwest Indian College

Nouveau, Emilie, Web System Developer

Orloff, Maria, FYE/1st Generation Advisor
B.A. Human Services, Western Washington University
A.A.S., Northwest Indian College

Ortvez, Melissa, Admissions Administrative Assistant

Paul, Kashia, Program Assistant II, Center for Health

Pedlow, Megg, Program Assistant

Perroneteau, Doug, Custodian

Perroneteau, Josephine, Financial Aid Specialist I
B.A. General Studies, Western Washington University
A.A.S., Northwest Indian College

Phair, Josh, Program Assistant, Sponsored Programs

Potter, Robert, Computer and Networking Maintenance Technician II

Roberts, Charlie, Purchasing Manager

Roberts, Cindy, Program Assistant II, Enrollment Services

Roberts, Paul, Receiving and Inventory

Exempt and Classified Staff cont.

Rosenberry, Susan, Public Information Officer
B.A., Journalism, Western Washington University

Ross, Chelsea D., GONASF Program Coordinator, NWC Center for Health
B.A., Interdisciplinary Concentration, Western Washington University
A.A.S., Northwest Indian College

Schumacher, Richard, Financial Literacy Trainer
Licensed Real Estate Broker, NAR

Salhus, Clarissa, Accounting Receptionist

Sepp, Stoo, E-Learning Coordinator

Smith, Jeramie, Instructional Site Technician at Muckleshoot

Smock, Ashia, Early Learning Center Manager
B.A., Early Childhood Education, Western Washington University

Solomon, Ruth, Conference Coordinator

Swedelius, Wendy, Grant Coordinator

Thomas, Randall, Library Technician I

Thomas, Scott, Bookstore Manager

Toby, Jerome, Student Leadership and Activities Coordinator

Tom, Karen, Accounts Payable
Certificate, Office Professions, Northwest Indian College

Tom, Lexie, Cultural Curriculum Developer

Urbanic, Jessica L., Science Department
B.S., Native Environmental Science, Northwest Indian College
A.A.S., Northwest Indian College

Vo, Hien, Payroll Specialist
A.A.S., Northwest Indian College

Washington, Autumn, Financial Aid Specialist II

Washington, Lucas, Language Curriculum Developer

Wolfblack, Alsie, Financial Aid Program Assistant III

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