

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



# 2019-2021 CATALOG



## NORTHWEST INDIAN COLLEGE

sela-lex<sup>w</sup>

schtengex<sup>w</sup>en

xwlemi-chosen

leng-e-sot

xaalh

WWW.NWIC.EDU



**We are committed to our students, the Tribes we serve, and advancing Tribal sovereignty for the protection and enhancement of our home-lands and future generations.**

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

**Guided by our vision and core beliefs and values, mission fulfillment is when a student has attained the academic and cultural knowledge skills, and values to positively impact Tribal communities.**

## MESSAGE FROM THE PRESIDENT



"Reclaiming one's Tribal identity is a central part of the Tribal College education, and we strive to empower our students to be proud of who they are and where they come from."

Greetings prospective and current NWIC students, friends, and colleagues:

Welcome to Northwest Indian College! Thank you for taking the time to learn more about NWIC and what we have to offer our prospective students. Last year was significant for NWIC for two reasons. First, we graduated our second highest class of students, 146, which is our fourth consecutive year graduating over a 100 students. In fact, since 2010, when we first became a bachelor-granting institution, more than 200 Native students have earned a bachelor's degree! Secondly, we launched our new seven-year Strategic Plan (2017-2024), and one of the main goals is wellness as an indicator of student success. The College's emphasis on wellness—using sources of strength and resiliency drawn from family, community and culture—is a priority for our students as we strive toward mission fulfillment. The College's goal of wellness and healing through a cultural-based education is part of the original intention of NWIC and the Tribal College Movement.

To all prospective students, consider this catalog to be more than an introduction to NWIC and the various degrees and services we offer. Rather, think of it as a pathway that leads to not only where you go, but who you want to be in the future. Reclaiming one's Tribal identity is a central part of a Tribal College education, and we strive to empower our students to be proud of who they are and where they come from. At NWIC, our students are far more than a number—students' become family. We would be humbled and grateful if you would join the NWIC family. We look forward seeing you in the near future.

Qe'ci'yew'yew' (Thank you),

A stylized, handwritten signature of Justin Guillory in black ink.

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



Dave Oreiro, Lummi  
Vice President of Campus Development  
and Administration



Barbara Roberts, Lummi  
Vice President of Institutional  
Effectiveness



Carole Rave,  
Vice President of Instruction and Student  
Services

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# QUICK REFERENCE TELEPHONE, FAX, AND EMAIL DIRECTORY

	Phone	Fax	Email
<b>Center for Student Success</b>			
Admissions	360.392.4269	360.392.4333	Admissions@nwic.edu
Advising - Lummi Campus	360.392.4335	360.392.4333	Advisors@nwic.edu
Financial Aid	360.392.4206	360.392.4333	Finaid@nwic.edu
Enrollment Services	360.392.4245	360.392.4333	EnrollmentServices@nwic.edu
Residence Life Center	360.392.4242	360.392.4333	Housing@nwic.edu
Student Activities	360.392.4213	360.392.4213	ISL@nwic.edu
Student Services	360.392.4335	360.392.4333	CSS@nwic.edu
Testing- Accuplacer and GED	360.392.4303	360.392.4333	Testing@nwic.edu
Official Transcripts	360.392.4245	360.392.4333	EnrollmentServices@nwic.edu
Tribal Verification	360.392.4273	360.392.4333	Admissions@nwic.edu
<b>Extended Campuses</b>			
Muckleshoot	360.255.4433	253.876.2883	
Nez Perce	208.621.4605	208.843.7366	
	208.621.4646		
Nisqually	360.456.5221 ext 1117		
Port Gamble S'Klallam	360.297.6215	360.633.0011	
Swinomish	360.255.4435	360.466.4690	
Tulalip	360.594.4094	360.651.4538	
<b>General Contacts</b>			
Basic Skills and GED	360.392.4286	360.392.4332	
Eagle's Market	360.392.4337	360.752.2418	EaglesMarket@nwic.edu
Center for Health	360.594.4089		CenterForHealth@nwic.edu
Coast Salish Institute	360.392.4313	360.392.4230	CSI@nwic.edu
Cooperative Extension and Training	360.392.4345	360.676.0475	CooperativeExtension@nwic.edu
Early Learning Center	360.392.4260		ELC@nwic.edu
Human Resources	360.392.4230	360.392.4290	HumanResources@nwic.edu
Institutional Review Board	360.392.4224		IRB@nwic.edu
Library	360.392.4214	360.733.3385	Library@nwic.edu
Math and Writing Center	360.392.4235		Tutoring@nwic.edu
Student Accounts	360.392.4222	360.738.0136	Accounting@nwic.edu
Workforce Training	360.255.4412	360.392.4332	Workforce@nwic.edu

\* A complete directory can be found online at <http://www.nwic.edu/about/campus-directory/>

# NORTHWEST INDIAN COLLEGE BOARD OF TRUSTEES

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

## **CHAIR Kristin Kinley, Chetopia, LUMMI**

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

## **VICE CHAIR Larry Campbell, SWINOMISH**

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

## **SECRETARY Jana Finkbonner, LUMMI**

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

## **LIBC REPRESENTATIVE Celina Phair, LUMMI**

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

## **Laurel Ballew, SWINOMISH**

Ses Yehomia and tsi kats but soot, Laural Ballew is a member of the Swinomish Tribe and Executive Director of American Indian/Alaska Native First Nation Relations and Tribal Liaison to the President at Western Washington University. Previous to Western she was the Department Chair for Tribal Governance and Business Management at Northwest Indian College. She holds an AAS degree in Business Management from Northwest Indian College, BA degree in American Cultural Studies from Western Washington University, MPA – Tribal Governance from Evergreen State College and is currently working on a PhD in Indigenous Development and Advancement with Te Whare Wananga o Awanuiarangi.

## **Barbara Juarez, LUMMI**

Ms. Juarez serves as the Executive Director for the Northwest Washington Indian Health Board. A citizen of the Lummi Nation, mother of three, grandmother and great-grandmother. Barbara has spent her entire career working with and for the purpose of improving the lives of Native Americans. She is the co-chair of the Northwest Indian College Institution Review Board. She is an active member of the Whatcom County Public Health Advisory Board as well as the Mt. Baker Foundation. She holds a BA in Medical Management from the University of Washington.



# NORTHWEST INDIAN COLLEGE FOUNDATION

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

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

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

## NORTHWEST INDIAN COLLEGE FOUNDATION BOARD OF DIRECTORS

**PRESIDENT JULIE JOHNSON, LUMMI**

**VICE PRESIDENT PATRICIA WHITEFOOT, YAKAMA**

**VICE PRESIDENT HENRY CAGEY, LUMMI**

**TREASURER LINDA LONG WEAVER**

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

**MEMBER TRAVIS BROCKIE, LUMMI LIBC COUNCIL REP**

**MEMBER KRISTIN KINLEY, LUMMI NWIC BOARD OF TRUSTEES REP**

**MEMBER PHILLIP HILLAIRE, LUMMI**

**MEMBER JOE FINKBONNER, LUMMI**

**MEMBER DEBORA LEKANOFF, TLINGIT**

**MEMBER CANDICE WILSON, LUMMI**

**MEMBER LEESA WRIGHT, PUYALLUP**

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

## NORTHWEST INDIAN COLLEGE FOUNDATION

ADDRESS: 2522 KWINA ROAD, BELLINGHAM, WA 98226

PHONE: (866) 676-2772 EXT. 4305

E-MAIL: [FOUNDATION@NWIC.EDU](mailto:FOUNDATION@NWIC.EDU)

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

# ACADEMIC CALENDAR

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

## ACADEMIC YEAR 2019-2020

Summer Quarter 2019	Fall Quarter 2019	Winter Quarter 2020	Spring Quarter 2020
Quarter Begins-June 24, 2019	Quarter Begins-September 16, 2019	Quarter Begins-January 8, 2020	Quarter Begins-April 6, 2020
Independence Day -July 4, 2019	Veteran's Day-November 11, 2019	MLK/Treaty Day Observed-January 20, 2020	Memorial Day-May 25, 2020
Quarter Ends-August 2, 2019	Thanksgiving-November 21-22, 2019	President's Day-February 17, 2020	Quarter Ends-June 19, 2020
	Quarter Ends-December 6, 2019	Billy Frank Jr. Day-March 9, 2020	Commencement-June 19, 2020
		Quarter Ends-March 27, 2020	

## ACADEMIC YEAR 2020-2021

Summer Quarter 2020	Fall Quarter 2020	Winter Quarter 2021	Spring Quarter 2021
Quarter Begins-June 29, 2020	Quarter Begins-September 21, 2020	Quarter Begins-January 6, 2021	Quarter Begins-April 5, 2021
Independence Day-July 3, 2020	Veteran's Day-November 11, 2020	MLK/Treaty Day Observed-January 21, 2021	Memorial Day-May 31, 2021
Quarter Ends-August 7, 2020	Thanksgiving-November 26-27, 2020	President's Day-February 15, 2021	Quarter Ends-June 18, 2021
	Quarter Ends-December 11, 2020	Billy Frank Jr. Day-March 9, 2021	Commencement-June 18, 2021
		Quarter Ends-March 26, 2021	

## CATALOG DISCLAIMER

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

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

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



# ACADEMIC CALENDAR

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

## ACADEMIC YEAR 2019–2020

	Summer 2019 (2020-10)	Fall 2019 (2020-20)	Winter 2020 (2020-30)	Spring 2020 (2020-40)
Registration	May 15-June 21	May 13-Sept 13	Nov 4-Jan 7	Feb 18-April 3
Quarter classes begin	June 24	Sept 16	Jan 8	April 6
Late Registration	June 24-June 28	Sept 16-20	Jan 8-10	April 6-10
Permission for Late Registration (Blue Slip)	None	Sept 23-Sept 27	Jan 13-Jan 17	April 13-April 17
Administrative Drop for Prerequisites and Requirements	None	Sept 18	Jan 10	Apr 8
Faculty Discretionary Drops Due	None	Sept 27	Jan 17	April 17
Last day to sign up for S/U grading, Drop without “W” on record, or register for IL/LC or CEU (including ABE, GED)	July 2	Oct 1	Jan 21	April 21
Last day for 100% refund for official withdrawal from courses (Census Date*)	July 5	Oct 3	Jan 23	April 23
Midterm Week	None	Oct 21-25	Feb 10-14	May 11-15
Midterm Grading	None	Oct 19 - Oct 27	Feb 8-16	May 9-17
Last day to officially withdraw* (No Refund after Census Date)	None	Nov 8	Feb 28	May 29
Last day of the Quarter	Aug 2	Dec 6	March 27	June 19
Final Grading deadline 5:00 pm	Aug 5	Dec 9	March 30	June 22
Graduation Commencement Ceremony				June 19

## ACADEMIC YEAR 2020–2021

	Summer 2020 (2021-10)	Fall 2020 (2021-20)	Winter 2021 (2021-30)	Spring 2021 (2021-40)
Registration	May 11-June 26	May 11-Sept 18	Nov 9-Jan 5	Feb 23-April 2
Quarter classes begin	June 29	Sept 21	Jan 6	April 5
Late Registration	June 29-July 2	Sept 21-25	Jan 6-8	April 5-9
Permission for Late Registration (Blue Slip)	None	Sept 28-Oct 2	Jan 11-15	April 12-16
Faculty Discretionary Drops Due	None	Oct 2	Jan 15	April 16
Administrative Drop for Prerequisites and Requirements	None	Sept 23	Jan 8	April 7
Last day to sign up for S/U grading, Drop without “W” on record, or register for IL/LC or CEU (including ABE, GED)	July 7	Oct 6	Jan 19	April 20
Last day for 100% refund for official withdrawal from courses (Census Date*)	July 9	Oct 8	Jan 21	April 22
Midterm Week	None	Oct 26-30	Feb 8-12	May 10-14
Midterm Grading	None	Oct 24-Nov 1	Feb 6-14	May 8-16
Last day to officially withdraw* (No Refund after Census Date)	None	Nov 13	Feb 26	May 28
Last day of the Quarter	Aug 7	Dec 11	March 26	June 18
Final Grading deadline 5:00 pm	Aug 10	Dec 14	March 29	June 21
Graduation Commencement Ceremony				June 18

# CAMPUS LOCATIONS

## Lummi Campus

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

*Lummi*  
*Muckleshoot*  
*Nez Perce*  
*Nisqually*  
*Port Gamble*  
*Swinomish*  
*Tulalip*



## Extended Campus Sites

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

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

Interest is particularly strong at many instructional sites in classes focusing on the cultural traditions and Indigenous knowledge of the Tribal communities. A variety of delivery methods are employed to teach classes. Methods of instructional delivery include on-site teaching using local instructors, Learning Contracts (LC), Independent Learning (IL), Video Conferencing (VC), and Online Courses (OL). Classes can also offered in a hybrid modality.

Student support 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 the extended campus sites, the college retains staff to offer services as well.



# HISTORY AND BACKGROUND

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

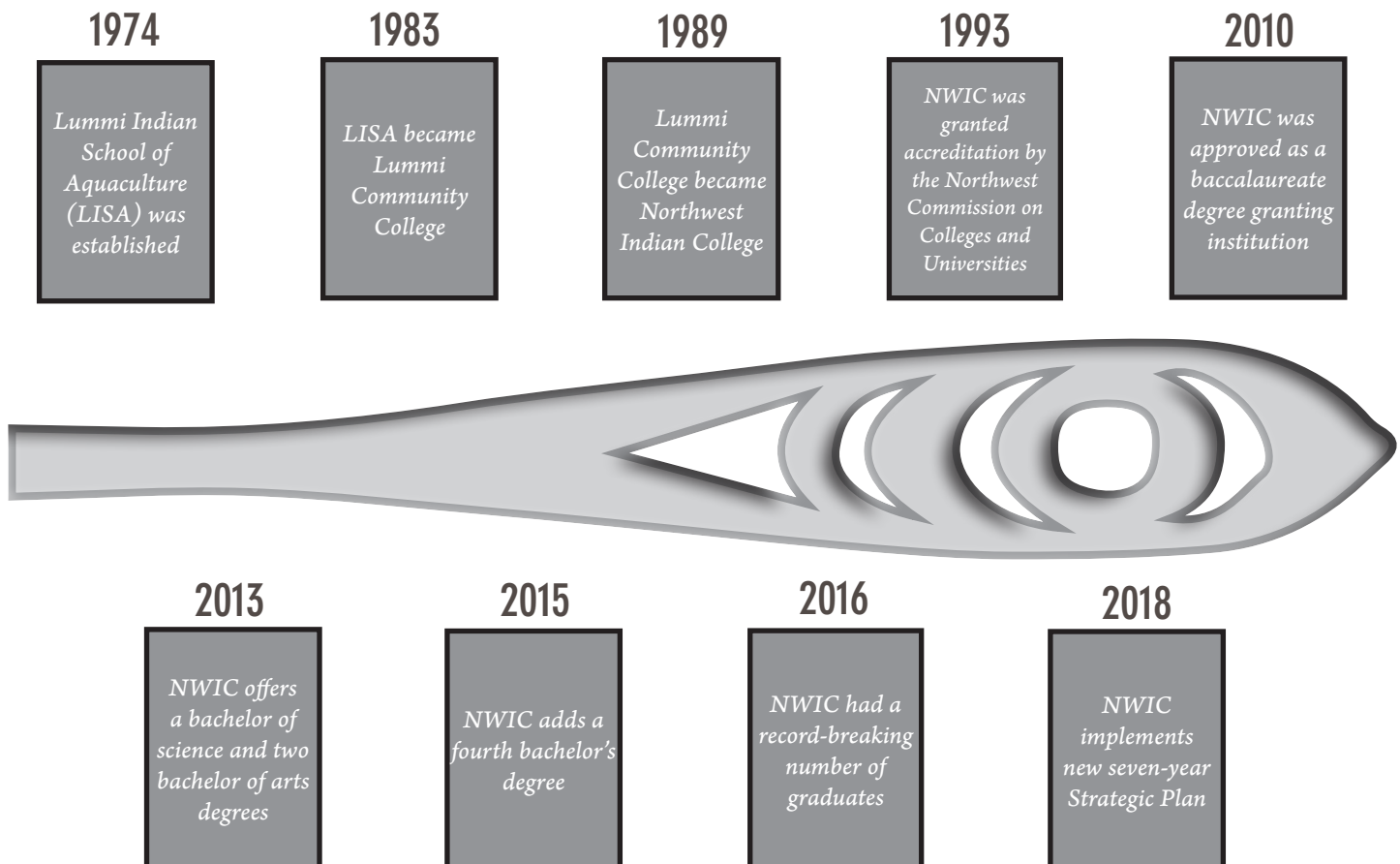
Northwest Indian College evolved from the Lummi Indian School of Aquaculture (LISA). Established in 1974, LISA provided fish and shellfish hatchery training for Native American technicians. Many LISA graduates worked in Tribal hatcheries throughout the United States and Canada. However, in the early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

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

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

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

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



# NWIC STRATEGIC PLAN CORE THEMES

## CORE THEME 1

Engage Indigenous Knowledge

## CORE THEME 2

Commitment to Student Success

## CORE THEME 3

Access to Higher Education Opportunities at All Levels for Tribal Communities

## CORE THEME 4

Advance Place-Based Community Education and Outreach

### 2017–2024 STRATEGIC PLAN

#### Core Theme 1: Engage Indigenous Knowledge

1. NWIC implements an Indigenous governance system.
2. NWIC establishes and sustains an internal organizational climate aligned with NWIC vision and values.
3. NWIC implements an Indigenous research agenda.
4. NWIC faculty and staff build the capacity to engage indigenesness and sovereignty.
5. NWIC incorporated Indigenous knowledge in all areas of instruction.

#### Core Theme 2: Commitment to Student Success

1. NWIC promotes a community of wellness and balance.
2. NWIC fosters student leadership.
3. NWIC supports students in achieving their educational goals.
4. NWIC prepares students to work for and serve tribal communities.

#### Core Theme 3: Access to Higher Education Opportunities at All Levels for Tribal Communities

1. NWIC provides holistic support to ensure student access at all campus locations.
2. NWIC provides students access to a general education (GE) core grounded in NWIC values, beliefs, Indigenesness, and sovereignty.
3. NWIC provides college preparation and support for Native youth for an academic future.

#### Core Theme 4: Advance Place-Based Community Education and Outreach

1. NWIC provides educational opportunities responsive to Tribal community needs and grounded in place-based pedagogy.
2. NWIC performs Indigenous research and builds the research capacity of students and communities.
3. NWIC builds the capacity of Tribal communities through responsive community engagement.
4. NWIC promotes Indigenous wellness programming to restore balanced lifestyles and Tribal prosperity.

# LUMMI BELIEFS

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.

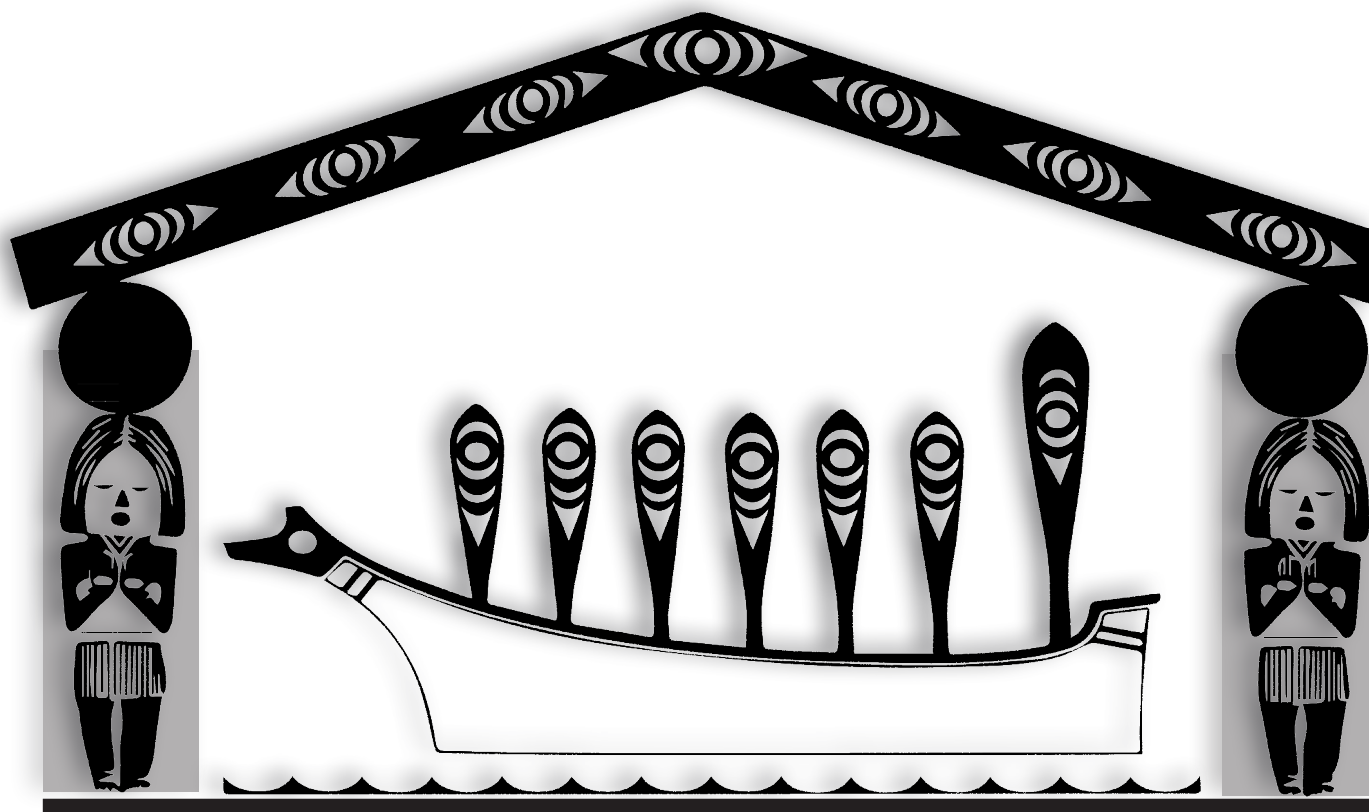
**sela-lex<sup>w</sup>:** Our Strength comes from the old people. From them we receive our teachings and knowledge and the advice we need for our daily lives.

**schtengex<sup>w</sup>en:** 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.

**xaalh:** Life Balance/Sacred.



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

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

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



# INSTITUTIONAL OUTCOMES

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

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

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

## **N**ative Leadership **W**ay of Life **I**nherent Rights **C**ommunity Minded

### **Native Leadership – To Acquire a Quality Education**

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

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

### **Way of Life – To Give Back**

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

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

### **Inherent Rights – To Apply Indigenous Knowledge**

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

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

### **Community Minded – To Utilize Education Through Work**

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

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

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

## ACCREDITATION

Northwest Indian College is accredited by the Northwest Commission on Colleges and Universities (NWCCU).

Accreditation of an institution of higher education by the Northwest Commission on Colleges and Universities indicates that it meets or exceeds criteria for the assessment of institutional quality evaluated through a peer review process. An accredited college or university is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Accreditation by the Northwest Commission on Colleges and Universities is not partial but applies to the institution as a whole. As such, it is not a guarantee of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

Inquiries regarding an institution's accredited status by the Northwest Commission on Colleges and Universities should be directed to the administrative staff of the institution. Individuals may also contact:

**Northwest Commission on Colleges and Universities**  
**8060 165th Avenue N.E., Suite 100**  
**Redmond, WA 98052 (425) 558-4224 [www.nwccu.org](http://www.nwccu.org)**

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

## 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); American Indian College Fund (AICF); and Washington Center for Improving the Quality of Undergraduate Education.

## EDUCATIONAL PARTNERSHIPS

Northwest Indian College educational partners include: National Parks Service; Nooksack Salmon Enhancement; North Cascades Institute; Northwest Fisheries Science Center; Olympic Park Institute; Pacific Northwest National Laboratory; University of Washington; USDA Forest Service; Washington Department of Fish and Wildlife; Washington State Department of Ecology; Washington State University; Western Washington University; Friday Harbor Laboratories; National Science Foundation; Washington Campus Compact; Lummi Nation; Swinomish Tribe; Tulalip Tribe; Port Gamble S'Klallam Tribe; Muckleshoot Tribe; Nisqually Tribe; and the Nez Perce Tribe.



# ADMISSION, REGISTRATION, AND ACADEMIC INFORMATION

## ADMISSIONS AND REGISTRATION PROCEDURES

### NEW AND RETURNING STUDENTS

- 1 ADMISSION:** Submit a completed NWIC Admission Application to the Office of Admissions, a copy of your high school diploma or equivalent, and a copy of your Tribal certification, Tribal enrollment card, or letter of documentation from your federally recognized Tribe (if applicable). Documentation is necessary to determine resident student status to be eligible for the resident student tuition rate. For residency-related questions, please contact Admissions.
- 2 FINANCIAL AID:** Complete and submit the Free Application for Federal Student Aid (FAFSA) online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). For priority deadlines, please refer to the Financial Aid section of the catalog or contact the Financial Aid Office.
- 3 PLACEMENT:** New students and transfer students who have not taken college-level Math and/or English are required to take a placement test. Transfer students who have taken college-level Math and/or English are required to submit official transcripts and need to fill out a Transfer Evaluation Request Form.
- 4 ADVISING:** Meet with your advisor to review placement results and/or transcripts and discuss educational goals to develop an educational plan.
- 5 REGISTRATION:** Register for classes, pay tuition/fees, and purchase textbooks.

### CONTINUING STUDENTS

- 1 FINANCIAL AID:** Complete the FAFSA online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov) EACH ACADEMIC YEAR and review your financial aid status.
- 2 ADVISING:** Meet with your advisor quarterly to review your educational and career goal, confirm your courses of study and check on your progress toward graduation.
- 3 REGISTRATION:** Register for classes, pay tuition/fees, and purchase textbooks.

## ADMISSION INFORMATION

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

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

### GENERAL ADMISSION PROCEDURES

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

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

**NOTICE:** Resident tuition rates apply only to students with Tribal certification on file or non-resident students who meet and can document the following criteria:

- Demonstrated Indian ancestry and live on or near an Indian reservation
- Spouse or dependent of a Resident student
- Permanent full-time employee of Northwest Indian College or Tribal agency within the NWIC service area (must meet NWIC Personnel Policy requirements for Educational Benefits)
- Spouse or dependent of Northwest Indian College or Tribal agency employee within the NWIC service

area.

Students who meet none of these criteria are considered non-resident students for tuition paying purposes.

4. Submit a completed application for Federal Financial Aid (FAFSA). Students must be accepted into the college before being eligible for financial aid.
5. Take college placement test. Placement testing is available at the main Lummi Campus and several off campus Instructional Site locations. Contact the NWIC Testing Center for more information.
6. Submit official transcripts from all previously attended colleges and universities (if applicable) as soon as possible but no later than the end of the first quarter of enrollment at Northwest Indian College (students requesting credit to be transferred must complete a Transfer Evaluation Request Form, available online through JICS, from the Office of Admissions, Enrollment Services, or from any Instructional Site), transfer credit is not automatically awarded. This process may take 6-8 weeks.

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

### TESTING AND PLACEMENT

All new students pursuing a program of study at NWIC are required to complete a standard placement test.

The placement test is available by appointment or drop-in basis throughout the academic year. Directions for making an appointment to take a placement test are available on the NWIC website. The results of the placement test help students and their advisors select math and English courses appropriate to the student's academic ability.

Adult Basic Education students working towards their GED, either at NWIC or other institutions, may take the GED at the NWIC Testing Center on the Lummi Campus. The GED is available throughout the year. It is offered by appointment only; directions for registering to take GED subject tests are available on the testing agency's website: [www.GED.com](http://www.GED.com).

### INTERNATIONAL STUDENTS AT NWIC

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

Northwest Indian College is not a SEVP approved school and does not accept other non-immigrant students for regular admission. International students may take classes at NWIC under the following circumstances: They are already enrolled full-time at another SEVP approved school (F-1 or M-1 visa) and



# ADMISSION, REGISTRATION, AND ACADEMIC INFORMATION

are not using NWIC credits to equal full-time enrollment **OR**, They are taking continuing education units (any visa) **OR**, They are visitors (B-visa) engaged in study that is merely avocational or recreational in nature. International students are not eligible for federal or state financial aid. International students are classified as non-residents for tuition paying purposes.

## **PROGRAM OF STUDY STUDENTS**

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

## **NON-PROGRAM OF STUDY STUDENTS**

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

## **ADMISSION AS A RUNNING START STUDENT**

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

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

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

## **ADMISSION AS A TRANSFER STUDENT:**

### **Transferring credits from another institution to NWIC**

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

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

## **REQUESTING A CREDIT TRANSFER EVALUATION**

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

Students must obtain a Transfer Evaluation Request form from Northwest Indian College, Office of Admissions, or online through JICs, 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 and usually takes 4-6 weeks. Once the evaluation is received, it is recommended that the student make an appointment with his/her academic advisor to discuss how the transfer credits may apply toward their degree.

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

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

## **TRANSFERRING CREDITS/DEGREE FROM NWIC TO ANOTHER INSTITUTION**

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

# ADMISSION, REGISTRATION, AND ACADEMIC INFORMATION

## REGISTRATION

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

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

### REGULAR REGISTRATION

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

### LATE REGISTRATION & PERMISSION FOR LATE REGISTRATION

Registrations are accepted during Late Registration for any regularly scheduled class, space permitting. Registrations received after the close of Late Registration date for regularly scheduled classes require permission from the instructor indicated on the add/drop form. The add/drop form must be signed and submitted to the Enrollment Services Office for processing. Please note: Late registrations incur a \$35.00 late registration fee.

### ADDING AND DROPPING COURSES

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

Students may officially withdraw from any course through the

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

### CLASS ATTENDANCE

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

### FACULTY DISCRETIONARY DROP

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

### AUDIT REGISTRATION

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

### WITHDRAWING FROM NWIC

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

## ACADEMIC INFORMATION

### SATISFACTORY ACADEMIC PROGRESS POLICY

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

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

NWIC has adopted a non-punitive 'satisfactory progress' policy under which students with low grade point averages or numerous course withdrawals, drops, or Incompletes are allowed to re-enroll in subsequent quarters. If an unsatisfactory pattern

# ADMISSION, REGISTRATION, AND ACADEMIC INFORMATION

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

## **FINANCIAL AID SAP POLICY**

Northwest Indian College is committed to facilitating student success. Students who successfully complete at least 67% of enrolled credits quarterly and cumulatively, and have at least a cumulative 2.0 grade point average are considered to be making satisfactory academic progress in their program of study for Federal student aid. Other grants or scholarships may have different satisfactory academic progress requirements.

## **GRADING**

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

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

## **I Incomplete**

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

An Incomplete Agreement Form must accompany an "I" grade or the grade will be assigned as an "\*". The course requirements

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

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

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

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

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

## **N Audit**

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

## **P/NP Pass/No Pass**

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

## **S/U Satisfactory/Unsatisfactory**

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

## **W Official Withdrawal**

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

## **AW Administrative Withdrawal**

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



# ADMISSION, REGISTRATION, AND ACADEMIC INFORMATION

## **WIP Work in Progress**

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

## **Y Work in Progress**

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

## **Z Non-completion**

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

## **V Unofficial Withdrawal**

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

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

## **GRADE CHANGE POLICY**

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

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

## **GRADE POINT AVERAGE**

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

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

I, N, NP, U, W, AW and F grades are indications of non-completions or unsatisfactory progress and may impact financial aid eligibility.

## **SATISFACTORY/UNSATISFACTORY GRADING**

The College Curriculum Committee may determine that tra-

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

## **FINAL GRADE REPORTS**

Student grade reports are available online through the student JICS account at [jics.nwic.edu](http://jics.nwic.edu).

## **STUDENT CONTACT INFORMATION**

Any changes or updates in students' personal information such as change of address, contact information, and name changes must be reported to the Enrollment Services Office to ensure official notifications from the college are received. Students can update their address online through JICS.

## **TRANSCRIPTS**

In compliance with the Family Education Rights and Privacy Act of 1974, a transcript of grades will be sent to a college, university, or other agency only upon the student's written request. Students may request their official transcript through the National Student Clearinghouse, available on our website. Ordering a transcript online is a more convenient option that ensures all information is entered correctly to prevent delays and includes status notifications. There is a \$4.00 fee and a convenience fee of \$2.25 per transaction. Students may also complete and submit a Transcript Request Form to the Enrollment Services Office.

NWIC graduates may request one free copy of their official transcript. Currently enrolled, full-time students will be awarded one transcript per quarter, without charge. All other official transcripts are subject to a \$4 charge. Holds on permanent records resulting from non-payment of tuition, fees, or failure to return College-owned material, must be cleared by the student before transcripts are released. Unofficial transcripts are available free of charge and available to all students.

## **FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

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

- The right to inspect and review the student's educational records within 45 days of the day the college receives a request for access.



# ADMISSION, REGISTRATION, AND ACADEMIC INFORMATION

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

## Directory Information

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

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

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

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

All student have the right to file a complaint with the US

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

## Academic Information other than Directory Information

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

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

## ACADEMIC STANDARDS

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

### CREDITS AND CREDIT LOADS

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

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

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

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

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

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

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

### COURSE CHALLENGE

# ADMISSION, REGISTRATION, AND ACADEMIC INFORMATION

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 Enrollment Services Office
- Review the completed Course Challenge Request form with the appropriate instructor and receive approval
- Submit the form to the Enrollment Services Office
- Enroll for the class during the quarter the challenge will be completed

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

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

## **CONTINUOUS ENROLLMENT COURSES**

Some classes are specified as continuous enrollment, such as adult basic education or continuing education courses. Students should contact the GED/ABE department or the Cooperative Extension Office for registration dates and times.

## **VARIABLE CREDIT COURSES**

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

## **PRIOR LEARNING EXPERIENCE**

Prior Learning Experience (PLE) credits may be awarded for life and job experiences that are comparable to NWIC courses. Experiences may include job activities, volunteer work, workshops, seminars, creative writing, cultural activities, travel, art-work 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 your academic advisor or site manager.

## **ASSESSMENT OF STUDENT LEARNING**

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

## **INDIGENOUS SERVICE LEARNING COURSE COMPONENT**

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

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

## **COURSE NUMBERING SYSTEM**

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

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

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

# ADMISSION, REGISTRATION, AND ACADEMIC INFORMATION

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

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

Courses numbered **388 and 488** are reserved for one-time offerings and special projects. Courses numbered **389 and 489** are used for individualized studies.

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

## **REPEATING A COURSE**

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

## **DEFINITIONS OF STUDENT CLASS STANDING**

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

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

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

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

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

## **COLLEGE POLICIES**

For a Comprehensive collection of college policies, procedures, plans, manuals, and handbooks, please visit: <http://www.nwic.edu/policies-and-procedures/>

## **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 ad-

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

## **DRUG-FREE POLICY**

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

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

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

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

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

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

*Board of Trustees Approved 3/29/04*

## **COPYRIGHT POLICY**



# ADMISSION, REGISTRATION, AND ACADEMIC INFORMATION

Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act (Title 17 of the United States Code). These rights include the right to reproduce or distribute a copyrighted work. In the file-sharing context, downloading or uploading substantial parts of a copyrighted work without authority constitutes an infringement. Penalties for copyright infringement include civil and criminal penalties. In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or statutory damages affixed at not less than \$750 and not more than \$30,000 per work infringed. For willful infringement, a court may award up to \$150,000 per work infringed. A court can, in its discretion, also assess costs and attorney fees. For details, see Title 17, United States Code, Sections 504, 505. Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to \$250,000 per offense. For more information, please see the website of the US Copyright Office at [www.copyright.gov](http://www.copyright.gov).

## **SOLOMON AMENDMENT**

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

## **NONDISCRIMINATION AND EQUAL OPPORTUNITY**

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

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

Northwest Indian College, Main Campus.

## **SOCIAL SECURITY NUMBER**

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

## **STUDENT IDENTIFICATION NUMBER**

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

## **STUDENT RECORDS**

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

## **STUDENT RIGHT TO KNOW**

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

- General Information
- Financial Aid
- Admission
- Programs/Majors
- Accreditation
- Estimated Expenses
- Enrollment



# ADMISSION, REGISTRATION, AND ACADEMIC INFORMATION

- Retention/Graduation
- Athletics
- Campus Security

## **ACADEMIC FREEDOM AND RESPONSIBILITY**

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

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

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

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

## **ACADEMIC INTEGRITY**

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

## **DEFINITION OF ACADEMIC DISHONESTY**

Academic dishonesty in connection with any Northwest Indian

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

The following are more specific examples of academic dishonesty:

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

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

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

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

## **CONSEQUENCES FOR ACADEMIC DISHONESTY**

# ADMISSION, REGISTRATION, AND ACADEMIC INFORMATION

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.

## **TEACH-OUT AGREEMENT PROCESS**

NWIC complies with the Northwest Commission on Colleges and Universities (NWCCU) Teach-Out Plans and Teach-Out Agreements Policy which requires that a teach-out plan be submitted to the NWCCU and implemented in the event that the college ceases to operate or ceases instruction in a degree program.

In such an event, NWIC still submit a plan which will be approved if it:

1. is consistent with applicable standards;
2. provides that the institution will maintain the necessary experience, resources, and support services to provide an educational program that is of acceptable quality and reasonably similar in content, structure, and scheduling to that promised to the students upon enrollment;
3. demonstrates the institution's stability and the ability to carry out its mission and meet all obligations to existing students; and
4. offers the program to students without additional charge over what had been previously in place, when the institution conducts the teach out without involving another entity, or if another entity is involved, provides notification to students of any additional charges.

## **STUDENT EMAIL 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.

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

### **Policy**

#### **1. College use of e-mail**

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

#### **2. E-mail communications expectations**

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

#### **3. Educational uses of e-mail**

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

#### **4. Appropriate use of e-mail**

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

All use of e-mail will be consistent with local, state, and federal law, including the Family Educational Rights and Privacy Act of 1974 (FERPA). All use of e-mail, including use for sensitive or confidential information, will be consistent with FERPA. To ensure compliance with FERPA regulations, all correspondence which concerns confidential or sensitive information should utilize

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official Northwest Indian College e-mail addresses. E-mail correspondence from students that requests confidential or sensitive information will not be answered if the e-mail is not from a Northwest Indian College e-mail address.

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

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

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

## 5. Abuse of e-mail privileges

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

- unsolicited unauthorized mass e-mail (spam)
- offensive language or threats
- obscene material or language
- infringement on others' privacy
- interference with others' work
- copyright infringement
- illegal activity

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

*Approved by the Board of Trustees March 19, 2009*

## HONORS

### PRESIDENT'S LIST

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

### DEAN'S LIST

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

## TRANSFER OF CREDITS

### 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.

## 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 through JICs. A \$10 fee applies.

- 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 in 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 course work.
- Meet all NWIC financial obligations to the College.
- Transfer credits must be processed at least one quarter prior to graduation.

### GRADUATION WITH HONORS

Students completing a bachelor or associate degree with a cumulative GPA between 3.50 and 3.74, with at least 45 credits with letter grades, will graduate with Honors. Students will receive 1 honor cord at commencement.

### GRADUATION WITH HIGH HONORS

Students completing a bachelor or associate degree with a cu-



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mulative GPA between 3.75 and 3.89, with at least 45 credits with letter grades, will graduate with High Honors. Students will receive 2 honor cords at commencement.

## **GRADUATION WITH HIGHEST HONORS**

Students completing a bachelor or associate degree with a cumulative GPA of 3.90 and above, with at least 45 credits with letter grades, will graduate with Highest Honors. Students will receive 3 honor cords at commencement.

## **APPEAL FOR WAIVER OF ACADEMIC REQUIREMENTS**

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

## **COMMENCEMENT- CEREMONY HONORING GRADUATES**

Northwest Indian College holds one ceremony per year at the end of spring quarter to honor those who have

graduated the previous summer, fall, winter, and spring quarters. Students must complete an online commencement application. Students must have completed all graduation requirements or be currently enrolled in all remaining requirements to be eligible to participate in commencement. Participation in commencement requires a \$50.00 fee, half of which is refundable upon return of NWIC property.

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

## **REAPPLICATION FOR GRADUATION**

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





## FINANCIAL AID

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

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

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

### APPLICATION PROCESS

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

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

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

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

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

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

### SATISFACTORY PROGRESS REQUIREMENTS FOR FINANCIAL AID RECIPIENTS' PROGRESS TOWARD DEGREE COMPLETION:

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

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

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

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

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

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

### SCHOLARSHIPS AND OTHER FINANCIAL RESOURCES

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

# FINANCIAL AID AND EXPENSES

## **NWIC FINANCIAL AID DEADLINES**

### **PRIORITY DEADLINES\***

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

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

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

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

## **VETERANS BENEFITS**

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

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

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

- Submit Application for Educational Benefits to VA – CH

33 Certificate of Eligibility

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

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

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

# FINANCIAL AID AND EXPENSES

## TUITION AND FEES

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

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

### 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.*

\*Tuition rates are subject to change upon Board approval.

### QUARTERLY FEES

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

**1-5 credit hours:** \$35 non-refundable enrollment fee, \$50 technology fee. Total fees = \$85/qtr

**6-11 credit hours:** \$35 non-refundable enrollment fee, \$50 technology fee, and a \$20 student activity fee. Total fees for part-time enrollment = \$105/qtr

**12-18 credit hours:** \$35 non-refundable enrollment fee, \$50 technology fee and a \$50 student activity fee. Total fees for full-time enrollment = \$135/qtr

\* An additional \$35 non-refundable late enrollment fee may apply

### 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.

### TUITION WAIVERS

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

- Elder Students who are fifty-five years of age or older or
- 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*.

### SECOND CHANCE PETITION

The second chance petition is intended for students who want to continue or re-enter a program of study at NWIC but have past debt preventing registration. This assistance is offered on a one-time only basis for students who have experienced documented hardship. Students may submit the form along with an educational plan, statement regarding reason for petition and future educational goals, a financial plan and any other supporting documentation. Forms are available in the Center for Student Success or through their extended campus site.

### TUITION AND FEE REFUNDS

Students who leave the College without an official withdrawal will forfeit all claims to credits in courses and refunds of tuition and fees. A 100% refund of tuition and fees (excluding the \$35 non-refundable enrollment fee) will be made for official withdrawals through the third Thursday of the quarter (second Thursday for summer quarter). After that date, no refund will be given. Specific dates can be found online.

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

## 2019-2021 TUITION RATES

Developmental Education Courses (below 100 level)				
Credits	Resident 2019-2020	Resident 2020-2021	Non-Resident 2019-2020	Non-Resident 2020-2021
1	\$61.60	\$67.76	\$169.95	\$186.95
2	\$123.20	\$135.52	\$339.90	\$373.89
3	\$184.80	\$203.28	\$509.85	\$560.84
4	\$246.40	\$271.04	\$679.80	\$747.78
5	\$308.00	\$338.80	\$849.75	\$934.73
6	\$369.60	\$406.56	\$1,019.70	\$1,121.67
7	\$431.20	\$474.32	\$1,189.65	\$1,308.62
8	\$492.80	\$542.08	\$1,359.60	\$1,495.56
9	\$554.40	\$609.84	\$1,529.55	\$1,682.51
10	\$616.00	\$677.60	\$1,699.50	\$1,869.45
11	\$677.60	\$745.36	\$1,869.45	\$2,056.40
12	\$739.20	\$813.12	\$2,039.40	\$2,243.34
13+	\$61.60 per cr.	\$67.76 per cr.	\$169.95 per cr.	\$186.95 per cr.

Lower Division Courses (100-200 level)				
Credits	Resident 2019-2020	Resident 2020-2021	Non-Resident 2019-2020	Non-Resident 2020-2021
1	\$123.20	\$135.52	\$339.90	\$373.89
2	\$246.40	\$271.04	\$679.80	\$747.78
3	\$369.60	\$406.56	\$1,019.70	\$1,121.67
4	\$492.80	\$542.08	\$1,359.60	\$1,495.56
5	\$616.00	\$677.60	\$1,699.50	\$1,869.45
6	\$739.20	\$813.12	\$2,039.40	\$2,243.34
7	\$862.40	\$948.64	\$2,379.30	\$2,617.23
8	\$985.60	\$1,084.16	\$2,719.20	\$2,991.12
9	\$1,108.80	\$1,219.68	\$3,059.10	\$3,365.01
10	\$1,232.00	\$1,355.20	\$3,399.00	\$3,738.90
11	\$1,355.20	\$1,490.72	\$3,738.90	\$4,112.79
12	\$1,478.40	\$1,626.24	\$4,078.80	\$4,486.68
13+	\$123.20 per cr.	\$135.52 per cr.	\$339.90 per cr.	\$373.89 per cr.

Upper Division Courses (300-400 level)				
Credits	Resident 2019-2020	Resident 2020-2021	Non-Resident 2019-2020	Non-Resident 2020-2021
1	\$128.80	\$148.12	\$355.35	\$408.65
2	\$257.6	\$296.24	\$710.70	\$817.31
3	\$386.4	\$444.36	\$1,066.05	\$1,225.96
4	\$515.20	\$592.48	\$1,421.40	\$1,634.61
5	\$644.00	\$740.60	\$1,776.75	\$2,043.26
6	\$772.80	\$888.72	\$2,132.10	\$2,451.92
7	\$901.60	\$1,036.84	\$2,487.45	\$2,860.57
8	\$1,030.40	\$1,184.96	\$2,842.80	\$3,269.22
9	\$1,159.20	\$1,333.08	\$3,198.15	\$3,677.87
10	\$1,288.00	\$1,481.20	\$3,553.50	\$4,086.53
11	\$1,416.80	\$1,629.32	\$3,908.85	\$4,495.18
12	\$1,545.60	\$1,777.44	\$4,264.20	\$4,903.83
13+	\$128.80 per cr.	\$148.12 per cr.	\$355.35 per cr.	\$408.65 per cr.



# FINANCIAL AID AND EXPENSES

## ACCOUNT RECEIVABLES AND TRANSCRIPT HOLDS

The purpose of the Account Receivable (AR) and Transcript (TR) holds is to insure student debt is minimized and maximize payment of tuition and fees. All tuition is due, in full, before early registration opens for the following quarter (by the 7th week of the quarter). Students with a balance of \$500 or more after the due date for tuition has passed will have an AR hold applied to their account. Students with a balance under \$500 will have a TR hold applied to their account. Students with an AR hold will not be able to register for classes. Students with either an AR or TR hold cannot receive their diplomas or receive official transcripts.. For more information, students may contact the Business Office.

## FINANCIAL AID REPAYMENT

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

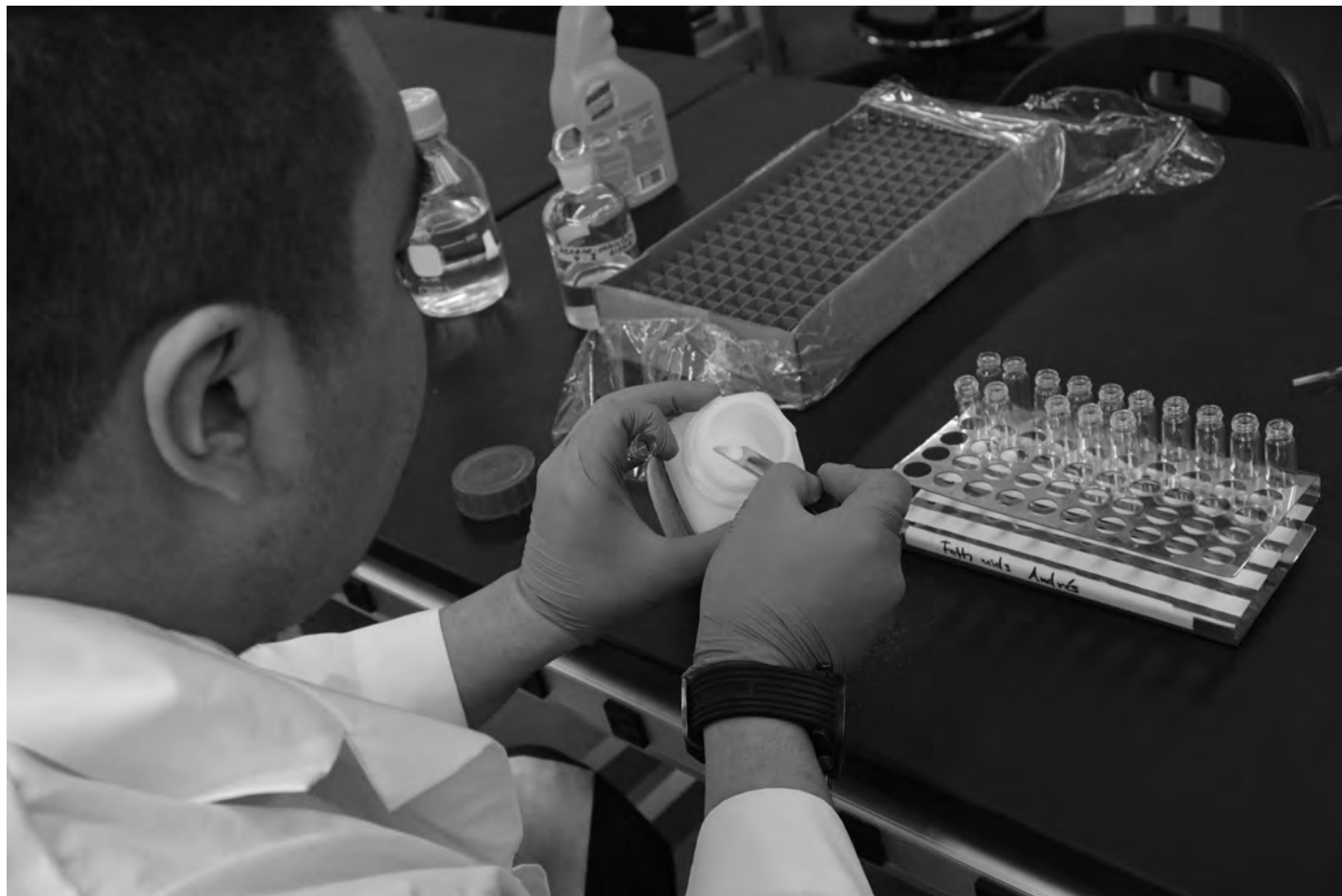
## BOOK ORDER CODES

Northwest Indian College utilizes an online bookstore system. Students may order textbooks online through ECampus, <http://nwic.ecampus.com>. Students must use their current username and password to log-in to ECampus. Once a student is registered for classes, an access code must be requested at <https://books.nwic.edu> to receive a credit (it takes approximately 24-48 hours to receive a code). The code can be used to purchase up to \$300 of books and school-related supplies, which will then be billed to their student accounts.

Students are responsible for paying for their textbooks and supplies. Students may also wish to explore other websites for textbooks.

## BOOK REFUNDS

Students are able to return books to ECampus for a refund within 30 days of the date of order. They can log in through their virtual bookstore account, which is created upon purchase and select the return for a refund section. More Information is available through ECampus. 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. Students may create a Campus Club with a group of students coming together with a collective mission that aligns with the college's mission. Campus Clubs and Organizations include, but are not limited to:

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

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

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

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

**Achieving Scholarship Club** - The Achieving Scholarship Club

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

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

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

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

### NWIC Clubs

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

Clubs include:

- American Indian Business Leaders
- Art Therapy Club
- Craft Club
- Swinomish 13 Moons Gardening Club
- Sla Hal Club
- Nez Perce Indigenous Crafts Club
- NWIC Journey Club
- LGBTQ2S+ Club
- Mod-Hob Club (Modern Hobbies)
- Native Pride Music Club
- Nisqually Student Alliance
- NWIC Pow Wow Alliance
- The Strategy Club

- Students for the Salish Sea
- TRiO Club
- The Port Gamble Breakfast Club

## STUDENT RESOURCES

### FIRST YEAR EXPERIENCE

*Newileng*, welcome students, to First Year Experience, (FYE) at Northwest Indian College (NWIC). First Year Experience provides students under forty-five college credits with opportunities to participate in a uniquely designed Indigenous student success initiative that aligns with institutional mission fulfillment. FYE also helps integrate these students into the academic rigor and cultural community of NWIC.

#### **FYE courses and activities help students to:**

- Transition into college.
- Enhance knowledge and academic skills for college success.
- Develop an educational degree plan.
- Connect with local community holistic and wellness support services.
- Participate in co-curricular activities.
- Establish personalized student support.
- Improve student life skills and personal academic organization.

#### **The First Year Experience Student Objectives:**

- Exhibit Tribal place-based awareness.
- Commitment to Tribal community and civic responsibility.
- Demonstrate college level skills in mathematics, oral communications, reading, and writing.

### LUMMI LIBRARY

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

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

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

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





## **ATHLETIC DEPARTMENT**

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

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

Basketball season is from September through March.

## **RESIDENCE LIFE CENTER AND FAMILY HOUSING**

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

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

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

The NWIC Family Housing at the Kwina Estates is located within walking distance from main campus. There are eight 1-bedroom, nine 2-bedroom, and two 3-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 at the Residence Life Center office or on the NWIC website.**

### **NWIC Residence Life Priority Deadlines**

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

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

## **EARLY LEARNING CENTER**

The NWIC Early Learning Center provides high-quality care and early learning opportunities for the children of students and staff at Northwest Indian College. Our state licensed and Early Achievers rated program offers family-centered care for children ages 1 month to 5 years in our Infant, Toddler and Preschool classrooms.

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

The Early Learning Center staff are highly trained, and offer a nurturing learning environment with excellent child to caregiver ratios. The staff is committed to protecting children's health and safety, and creating an environment that is sensitive to supporting children's home culture, language and values. Our program assists families to reach their academic goals through flexible scheduling, affordable rates and convenient Lummi campus location.

Classrooms enroll each quarter, and families are accepted on a space-available basis. For more information on current rates or enrollment please contact our office at 360-392-4260 or [elc@nwic.edu](mailto:elc@nwic.edu). To enroll in the online waiting list, please visit <http://daycare.nwic.edu>.

## **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. Support is provided in subjects such as mathematics; including algebra, calculus and statistics, English; such as writing, grammar, editing, and science; with emphasis in chemistry and biological studies. Access to computers and printing services is also available. Although the Math and Writing Center is located at the Lummi campus, online tutoring is also available for all students, regardless of location. Online tutoring can be accessed by emailing [tutoring@nwic.edu](mailto:tutoring@nwic.edu). For questions or special tutoring arrangements contact the Math and Writing Center, building 3, at the NWIC Lummi Campus. The Math and Writing Center is typically open from 9-5pm Monday-Thursday and 10-4pm Friday with extended hours during finals week. For more information, please call 360-392-4235.



## STUDENT RIGHTS AND RESPONSIBILITIES

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

### Right of Academic Freedom

- Students are guaranteed the rights of free inquiry, expression, and assembly upon and within college facilities that are generally open and available to the public.
- Students are free to pursue appropriate educational objectives from among the college's curricula, programs, and services.
- Students shall be protected from academic evaluation which is arbitrary, prejudiced, or capricious, but are responsible for meeting the standards of academic performance established by each of their instructors.
- Students have the right to a safe learning environment which is free from unlawful discrimination, inappropriate and disrespectful conduct, and sexual harassment.

### Right to Due Process

- The rights of students to be secure in their persons, quarters, papers, and effects against unreasonable searches and seizures is guaranteed.
- No disciplinary sanction may be imposed on any student without notice to the accused of the nature of the charges.
- A student accused of violating the student Code of Conduct is entitled, upon request, to procedural due process as set forth in this section.

### Responsibilities

Students' responsibilities include, but are not limited to:

- Familiarity with and adherence to the Student Handbook.
- Contribution to an atmosphere conducive to learning.
- Respect for the diversity of all people and the rights of others in the NWIC community.
- Honest reporting of financial needs and capacities when seeking financial aid. All students have the responsibility to meet their financial obligations, including payment of tuition.
- Honest reporting of illegal activities or violations of college policies to appropriate staff.
- Informing NWIC of current address and telephone number.
- Checking NWIC email and on-campus mailboxes for NWIC related mail.
- Cooperation with school administration during the investigation of a policy violation.
- Students seeking Financial Aid must annually read and adhere to all policies set forth in the Financial Aid Handbook.

## STUDENT CODE OF CONDUCT

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

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

## THE CENTER FOR STUDENT SUCCESS

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

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

### ACADEMIC ADVISING

**Advising Mission Statement:** Northwest Indian College Advisors offer holistic and student-centered guidance, empowering students with practical knowledge and skills to support cultural identity, academic success, self-determination, and personal growth.

The NWIC Advising Team in the Center for Student Success academically advises all students in coordination with Faculty Advisors within all programs of study and Site Managers at all extended campus sites. The Advising Team addresses the unique needs of students through the work of a First-Year Experience Advisor, a Bachelor of Science Native Environmental Science Advisor (BSNES) and provides additional support to independent and distance learners as well as general academic advising. Though the college provides specialized advising services, all advisors will work with students to enroll for courses and provide the necessary information to ensure adequate course selection for the student's intended program of study.

## STUDENT LIFE

Advisors offer assistance to students in understanding degree requirements, planning schedules, 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. While appointments are not mandatory, they are strongly recommended, especially during busy registration times before the start of each quarter. Drop-in advising is always available to students on a first come, first serve basis.

### TRIO STUDENT SUPPORT SERVICES

TRiO Student Support Services offer a holistic approach to student development through Academic Coach Advocacy, facilitated workshops, educational method development, and student activities.

The mission of TRiO-SSS is to increase the knowledge, retention, and graduation rates of low-income, first-generation, and students with disabilities, and facilitate their transition from one level of post-secondary education to the next.

Through a three-tiered approach to student excellence, the Northwest Indian College TRiO-SSS program seeks to improve student retention, success, and graduation through holistic advising, academic success training, and writing mentorship. With service through the NWIC extended campuses,

we work with students, staff, faculty – and most importantly with the community – to identify learning strategies based on place and culture, while also serving to prepare students to identify their own version of success.

### TRIO ELIGIBILITY CRITERIA

1. US Citizen
2. Have an Academic Need
3. Must be low-income, first generation and/or have a documented disability.

### TRIO SERVICES

- Financial Planning
- Holistic Advising
- Course Selection
- Academic Workshops
- Transfer Assistance
- Cultural Activities

Please contact [trio@nwic.edu](mailto:trio@nwic.edu) if you have questions or call 360-392-4219.



# COAST SALISH INSTITUTE

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

## **NATIVE STUDIES LEADERSHIP VISION:**

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







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

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

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

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

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



## COOPERATIVE EXTENSION

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

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

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

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



# WORKFORCE EDUCATION

**THE NWIC WORKFORCE EDUCATION DEPARTMENT** proudly offers fast-track, short, and long term training opportunities with a focus on meeting the workforce needs of tribal communities and surrounding areas. The goal of the Workforce Education department is to provide credentials, industry recognized certifications, training and knowledge to increase the employability and career advancement of tribal people in technical and industrial disciplines.

**BASIC EDUCATION FOR ADULTS (BEDA)** is one of the longest running programs at Northwest Indian College, dedicated to helping adult students acquire a high school credential or equivalent. Through partnerships with area technical and community colleges our BEDA program is able to offer pathways to adult diplomas or equivalent through the High School 21+ program or traditional GED testing.

**CONSTRUCTION TRADES** offers industry recognized certifications in the field of carpentry through the National Center for Construction Education & Research (NCCER). This one year program moves students from an introduction to construction trades with CORE Curriculum through to fine carpentry skills with Cabinetry. Using a “Practice for Employment” model, students receive training in an environment that closely mirrors employment with an expectancy of accountability, dependability and responsibility all leading to an expectation of employability.

**INFORMATION TECHNOLOGY** offers industry recognized certifications in various aspects of IT support services through CompTIA. This variety of course offerings is intended to prepare trainees in disciplines associated with the IT needs of business and tribal organizations from IT fundamentals to cyber security. Using a “Practice for Employment” model, students receive training in an environment that closely mirrors employment with an expectancy of accountability, dependability and responsibility all leading to an expectation of employability.

**FAST-TRACK CERTIFICATIONS** are NWIC Workforce Education’s response to industry demands. These are short-term training opportunities intended to provide credentials and certifications in demand in local and regional industries. Certifications may include flagging, forklift operation, aerial lift operation, CPR/First Aid certification and a myriad of other in demand, short-term trainings focused on increasing the employability of participants and meeting the workforce needs of area employers.



# DEFINITIONS OF EDUCATIONAL PROGRAMS

## Program of Study

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

## Degree

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

## Bachelor's Degree

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

## Bachelor of Arts Degree (BA)

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

## Bachelor of Science Degree (BS)

A bachelor's degree in the natural or physical sciences.

## Associate's Degree

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

## Certificate

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

## Award of Completion

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

## Training Program

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

# DEFINITIONS OF DELIVERY MODALITIES

## Definitions of Delivery Methods

An **In-person Class** is where students are in the same physical location as the instructor.

A **Synchronous Class** focuses on concurrent, collective, and collaborative learning amongst students, requires regularly scheduled contact times between instructor and students, may be in-person or at a distance, and is listed in the quarterly class schedule.

An **Asynchronous Class** may be self-paced, individually or intermittently collaborative, requires that the content of the class be delivered using methods that do not rely on structured meeting times, and that no regularly scheduled contact times are listed in the quarterly class schedule.

A **Hybrid Class** is a class in which part of the contact time of a synchronous class is replaced by a required asynchronous component, thus reducing the amount of required scheduled contact time. Hybrid classes are typically 50% synchronous and the remainder is asynchronous although they may be more or less than 50% and the remainder of the content delivered asynchronously.

## Definitions of Class Types

An **Independent Learning Class** (section code IL) is a class in which students study asynchronously and individually under the direction of an instructor.

An **Online Learning Class** (section code OL) is a class in which students study asynchronously using an online learning management system.

A **Learning Contract Class** (section code LC) is a class in which one student studies asynchronously and individually under the direction of an instructor according to a learning contract developed together by the student and instructor.

An **On-Campus Class** is a class in which students participate synchronously and in-person at the Lummi or one of the extended campus sites. Section codes for the Lummi campus are A, B, ..., or N if class starts 5 pm or later, and section codes for on-campus classes at the extended Campus sites are MS, NP, NI, PG, SW, or TU, as appropriate for the particular site. An H is appended to the section code if the class is hybrid, for example, AH or PGH.

A **Workforce Education Class** is a synchronous class for a workforce education course. Workforce education courses are not normally listed in the college catalog or quarterly class schedule.

A **Telecourse Class** (section code TC or TCH if hybrid) is a class in which students participate synchronously via ITV and not in-person.

A **Videoconferencing Class** (section code VC or VCH if hybrid) is a class in which students participate synchronously via videoconferencing other than ITV and not in-person.





# EDUCATIONAL PROGRAMS OFFERED AT NWIC

## **Bachelor of Arts (BA) and Bachelor of Science (BS) Degrees**

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

## **Associate of Arts and Sciences (AAS) Degree**

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

## **Associate of Science Transfer (AS-T) Degree**

The Associate of Science Transfer (AS-T) degree is awarded for completion of a program of study within specific scientific and technical disciplines. Students must complete a minimum of 90 credits in courses numbered 100 or above, with specified credits completed in the core. The AS-T is designed to meet prerequisites for entrance into a four-year college or university science or technical program in Washington State. The general education requirements are less than for the AAS and, as such, AS-T students may need to take general education requirements after transfer. Students are urged to consult with an advisor to select appropriate courses that meet the requirements of the college or university to which they plan to transfer. Early contact with the admissions officer at the transfer institution will help ensure

that entrance requirements for specific majors are completed. A cumulative GPA of at least 2.00 in courses numbered 100 to 299 is required for completion of the AS-T degree.

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

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

## **Associate of Technical Arts Degree (ATA)**

The Associate of Technical Arts (ATA) degree represents a program of study designed for immediate application within an occupational field. ATA programs concentrate on the skills and technical aspects of the student's chosen occupational field. Although the ATA 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 interested in continuing on to a bachelor's program at NWIC need to consult with an advisor to determine which additional credits are required for junior entry. Students must complete a minimum of 90 credits, including specified core and elective courses. 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 for entry into technical fields of employment. Certificate programs are designed so that they can be completed within one year of full-time enrollment. Requirements for completion include a minimum of 45 credits with a minimum GPA of 2.00 in courses numbered 100 to 299.

*NWIC also offers Awards of Completion and training programs.*

# PROGRAMS OF STUDY AND AWARDS OF COMPLETION

## BACHELOR OF ARTS

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

## BACHELOR OF SCIENCE

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

## ASSOCIATE OF ARTS AND SCIENCES

- Business and Entrepreneurship
- General Direct Transfer
- Public and Tribal Administration

## ASSOCIATE OF SCIENCE TRANSFER

- Life Sciences

## ASSOCIATE OF APPLIED SCIENCE – TRANSFER

- Early Childhood Education

## ASSOCIATE OF TECHNICAL ARTS

- Chemical Dependency Studies
- Individualized Program

## AWARDS OF COMPLETION

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

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



## PROGRAMS OF STUDY

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

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

#### Freshman-Entry Option

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

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

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

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

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

CORE PROGRAM REQUIREMENTS		Credits
CARE 150	Introduction to Human Services in Tribal Communities (SS)	3
CARE 310	Systems Theories in Human Services	5
CARE 320	Self-Location in Professional Settings	5
CARE 330	Policy and Law in Tribal Human Services	5
CARE 350	Interviewing and Case Management for Tribal Services	5
CARE 395	Preparation for Field Education	2
CARE 410	Developing and Organizing in Native Communities	5
CARE 450	Planning and Evaluating Tribal Programs	5
CARE 470	Tribal Agency Management and Administration	5
CARE 495A	Supervised Field Education	5
CARE 495B	Supervised Field Education	5

CONTINUED ON FOLLOWING PAGE

## PROGRAMS OF STUDY

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

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

#### Junior-Entry Option

This option is for students entering at the junior level after earning an approved Associate in Arts and Sciences or the equivalent from NWIC or another institution. Students who have completed another type of associate's degree should consult with an advisor because additional coursework may be necessary to complete program requirements. Students transferring from another college may apply up to 90 credits toward completion of the program. Students must complete at least 180 credits, 60 of which are at the 300-499 level, in order to graduate.

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



# PROGRAMS OF STUDY

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

### PROGRAM OUTCOMES

#### COMMITMENT TO COMMUNITY

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

**Upon successful completion of this program, students will:**

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

#### KNOWLEDGE

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

**Upon successful completion of this program, students will:**

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

#### VALUES

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

**Upon successful completion of this program, students will:**

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

#### WORLDVIEW

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

**Upon successful completion of this program, students will:**

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

# PROGRAMS OF STUDY

## BACHELOR OF ARTS IN NATIVE STUDIES LEADERSHIP

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

### Freshman-Entry Option

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

NORTHWEST INDIAN COLLEGE REQUIREMENTS		Credits
CMST 101	Introduction to Oral Communication (CS) OR	4
CMST 210	Interpersonal Communication (CS, HT) OR	
CMST 220	Public Speaking (CS, HT)	
CMPS 101	Introduction to Computers or above (TE)	3
HMDV 110	Introduction to Successful Learning (NE)	4
<b>TOTAL NORTHWEST INDIAN COLLEGE REQUIREMENTS</b>		<b>11</b>
NORTHWEST INDIAN COLLEGE FOUNDATIONAL REQUIREMENTS		Credits
CSOV 101	Introduction to Cultural Sovereignty (HT)	5
CSOV 102	The Language of Our Ancestors (HT) or approved Native language courses <sup>1</sup>	5
CSOV 120	Reclaiming Our History (SS)	5
CSOV 130	Icons of Our Past (HT)	5
ECON 250	Subsistence Economies: Restoring Prosperity (SS)	5
EDUC 202	The Tide Has Changed: Educating Our Own (SS)	5
POLS 225	History of Federal Indian Policy (SS)	5
<b>TOTAL NORTHWEST INDIAN FOUNDATIONAL REQUIREMENTS</b>		<b>35</b>
<sup>1</sup> One or more Native language courses totaling at least 5 credits. Consult with an advisor regarding general education requirements. Requires approval by the Dean of Academics and Distance Learning.		
GENERAL EDUCATION REQUIREMENTS		Credits
ENGL 101	English Composition I (CS)	5
ENGL 102	English Composition II (CS) OR	5
ENGL 202	Technical Writing (CS)	
MATH 102	College Algebra or other course satisfying the quantitative skills requirement	5
Humanities Distribution 15 credit requirement - met in Core Requirements		0
Social Science Distribution 15 credit requirement - met in Core Requirements		0
Natural Science Distribution 15 credit requirement - choose courses meeting AAS Natural Science Requirements		15
<b>TOTAL GENERAL EDUCATION REQUIREMENTS</b>		<b>30</b>
NATIVE STUDIES LEADERSHIP CORE REQUIREMENTS		Credits
CSOV 301	Indigenous Theory and Methods: We Own Our Knowledge	5
CSOV 302	Indigenous Research: Validating Our Past—Writing Our Future	5
CSOV 320	Impacts of Colonization	5
CSOV 335	Social Justice: In Defense of Our Homelands	5
CSOV 410	Senior Seminar	5
CSOV 490	Honoring Traditional Leadership	5
CSOV 499	Senior Project: Rebuilding Our Nations	10
NESC 310	Native Science	5
POLS 118	The Rights of Indian Tribes (SS)	3
POLS 350	Native Governments and Politics	5
<b>TOTAL NATIVE STUDIES LEADERSHIP CORE REQUIREMENTS</b>		<b>53</b>

# PROGRAMS OF STUDY

## BACHELOR OF ARTS IN NATIVE STUDIES LEADERSHIP

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

### Junior-Entry Option

This option is for students entering at the junior level after earning an approved Associate in Arts and Sciences or the equivalent from NWIC or another institution. Students who have completed another type of associate's degree should consult with an advisor because additional coursework may be necessary to complete program requirements. Students transferring from another college may apply up to 90 credits toward completion of the program. Students must complete at least 180 credits, 60 of which are at the 300-499 level, in order to graduate.

PRIOR CREDITS	Credits
Prior Credits from an NWIC associate's degree or a transfer degree	90
<b>TOTAL PRIOR CREDITS</b>	<b>90</b>
NATIVE STUDIES LEADERSHIP CORE REQUIREMENTS	Credits
CSOV 300 Cultural Sovereignty Transfer Seminar <sup>2</sup>	5
CSOV 301 Indigenous Theory and Methods: We Own Our Knowledge	5
CSOV 302 Indigenous Research: Validating Our Past—Writing Our Future	5
CSOV 320 Impacts of Colonization	5
CSOV 335 Social Justice: In Defense of Our Homelands	5
CSOV 410 Senior Seminar	5
CSOV 490 Honoring Traditional Leadership	5
CSOV 499 Senior Project: Rebuilding Our Nations	10
NESC 310 Native Science	5
POLS 350 Native Governments and Politics	5
<b>TOTAL NATIVE STUDIES LEADERSHIP CORE REQUIREMENTS</b>	<b>55</b>

<sup>2</sup>Students who have completed CSOV 101 or the equivalent at NWIC or another institution need to enroll in 5 credits of upper-division coursework in place of CSOV 300.

ELECTIVES	Credits
A maximum of 11 credits numbered 100-299. Choose elective courses in consultation with a faculty advisor.	35
<b>TOTAL ELECTIVE REQUIREMENTS</b>	<b>35</b>
<b>TOTAL DEGREE REQUIREMENTS, JUNIOR-ENTRY OPTION</b>	<b>180</b>

# PROGRAMS OF STUDY

## BACHELOR OF ARTS IN NATIVE STUDIES LEADERSHIP

### PROGRAM OUTCOMES

#### SKILLS OF LEADERSHIP

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

**Upon successful completion of this program, students will:**

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

#### VALUES

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

**Upon successful completion of this program, students will:**

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

- Honor and integrity
- Respect

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

- Endurance
- Humility

#### KNOWLEDGE

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

**Upon successful completion of this program, students will:**

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

#### WORLD VIEW

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

**Upon successful completion of this program, students will:**

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



# PROGRAMS OF STUDY

## BACHELOR OF ARTS IN TRIBAL GOVERNANCE AND BUSINESS MANAGEMENT

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

### Freshman-Entry Option

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

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

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

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

GENERAL EDUCATION REQUIREMENTS		Credits
ENGL 101	English Composition I (CS)	5
ENGL 102	English Composition II (CS) OR	5
ENGL 202	Technical Writing (CS)	
Humanities Distribution 15 credit requirement - met in Core Requirements		0
Social Science Distribution 15 credit requirement- met in Core Requirements		0
Natural Science Distribution 15 credits requirement - choose courses meeting AAS Natural Science Requirements		15
<b>TOTAL GENERAL EDUCATION REQUIREMENTS</b>		<b>25</b>

TRIBAL GOVERNANCE AND BUSINESS MANAGEMENT CORE REQUIREMENTS		Credits
BUAD 202	Business Law (SS)	5
BUAD 212	Financial Accounting (TE)	5
BUAD 235	Managerial Accounting (TE)	5
CMPS 116	Microsoft Office I (NE)	3
ECON 203	Contemporary Tribal Economics (SS)	5
ENGL 305	Technical Writing for Tribal Leaders	5
MATH 107	Elementary Statistics I (QS)	5
POLS 350	Native Governments and Politics	5
TGBM 310	Human Resources Management in Native Communities	5
TGBM 315	Project Management	5
TGBM 330	Grant Management	5
TGBM 350	Marketing	5

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# PROGRAMS OF STUDY

## BACHELOR OF ARTS IN TRIBAL GOVERNANCE AND BUSINESS MANAGEMENT

TRIBAL GOVERNANCE AND BUSINESS MANAGEMENT CORE REQUIREMENTS CONTINUED		Credits
TGBM 410	Finance: A Practice for Individual and Community Asset Building	5
TGBM 420	Citizen Entrepreneurship	5
TGBM 440	Structure and Organization of Tribal Governance	5
TGBM 499A	Capstone Project (To be taken within two quarters of completion)	5
TGBM 499B	Capstone Project (To be taken within two quarters of completion)	5
<b>TOTAL TRIBAL GOVERNANCE AND BUSINESS MANAGEMENT CORE REQUIREMENTS</b>		<b>83</b>
TRIBAL GOVERNANCE AND BUSINESS CONCENTRATION AREAS		
Students may choose from the concentration areas listed below to complete elective courses for graduation requirements. Please work with your advisor to determine the appropriate concentration for your area of interest. Students who do not select a concentration area will need to choose at least 26 elective course credits, a minimum of 5 which must be 300-499 level courses.		
TRIBAL CASINO MANAGEMENT		Credits
HRCM 111	Introduction to Casino Management (NE)	5
HRCM 285	Leadership and Financial Management (NE)	3
Choose 18 additional credits of electives, 5 of which must be at the 300-499 level		18
TRIBAL ENTREPRENEURSHIP		Credits
BUAD 121	Personal and Small Business Finance (NE)	3
BUAD 135	Small Business Management (NE)	3
Choose 20 additional credits of electives, 5 of which must be at the 300-499 level		20
PUBLIC AND TRIBAL ADMINISTRATION		Credits
PTAD 210	Principles of Planning (NE)	3
PTAD 220	Public Policy Process (NE)	3
PTAD 230	Tribal Organizational Theory and Development (NE)	3
Choose 17 additional credits of electives, 5 of which must be at the 300-499 level		17
<b>TOTAL TRIBAL GOVERNANCE AND BUSINESS MANAGEMENT CONCENTRATION REQUIREMENTS</b>		<b>6-9</b>
ELECTIVES - Credits earned from additional concentration and elective courses to total 31.		26
<b>TOTAL DEGREE REQUIREMENTS, FRESHMAN-ENTRY OPTION</b>		<b>180</b>



# PROGRAMS OF STUDY

## BACHELOR OF ARTS IN TRIBAL GOVERNANCE AND BUSINESS MANAGEMENT

### Junior-Entry Option

This option is for students entering at the junior level after earning an approved Associate in Arts and Sciences or the equivalent from NWIC or another institution. Students who have completed another type of associate's degree should consult with an advisor because additional coursework may be necessary to complete program requirements. Students transferring from another college may apply up to 90 credits toward completion of the program. Students must complete at least 180 credits, 60 of which are at the 300-499 level, in order to graduate.

PRIOR CREDITS		Credits
Prior Credits	from an NWIC associate's degree or a transfer degree	90
<b>TOTAL PRIOR CREDITS</b>		<b>90</b>

TRIBAL GOVERNANCE AND BUSINESS MANAGEMENT CORE REQUIREMENTS, JUNIOR-ENTRY OPTION		Credits
BUAD 202	Business Law (SS)	5
BUAD 212	Financial Accounting (TE)	5
BUAD 235	Managerial Accounting (TE)	5
CMPS 116	Microsoft Office I (NE)	3
CSOV 300	Cultural Sovereignty Transfer Seminar <sup>1</sup>	5
ECON 203	Contemporary Tribal Economics (SS)	5
ENGL 305	Technical Writing for Tribal Leaders	5
MATH 107	Elementary Statistics I (QS)	5
POLS 350	Native Governments and Politics	5
TGBM 310	Human Resources Management in Native Communities	5
TGBM 315	Project Management	5
TGBM 330	Grant Management	5
TGBM 350	Marketing	5
TGBM 410	Finance: A Practice for Individual and Community Asset Building	5
TGBM 420	Citizen Entrepreneurship	5
TGBM 440	Structure and Organization of Tribal Governance	5
TGBM 499A	Capstone Project (To be taken within two quarters of completion)	5
TGBM 499B	Capstone Project (To be taken within two quarters of completion)	5
<b>TOTAL TRIBAL GOVERNANCE AND BUSINESS MANAGEMENT CORE REQUIREMENTS</b>		<b>88</b>

<sup>1</sup> Students who have completed CSOV 101 or the equivalent at NWIC or another institution need to enroll in 5 credits of upper-division coursework in place of CSOV 300.

### TRIBAL GOVERNANCE AND BUSINESS CONCENTRATION AREAS

Students may choose from the concentration areas listed below to complete elective courses for graduation requirements. Please work with your advisor to determine the appropriate concentration for your area of interest. Students who do not select a concentration area will need to choose at least 2 additional elective course credits.

TRIBAL CASINO MANAGEMENT		Credits
HRCM 111	Introduction to Casino Management (NE)	5
HRCM 285	Leadership and Financial Management (NE)	3
TRIBAL ENTREPRENEURSHIP		Credits
BUAD 121	Personal and Small Business Finance (NE)	3
BUAD 135	Small Business Management (NE)	3
PUBLIC AND TRIBAL ADMINISTRATION		Credits
PTAD 210	Principles of Planning (NE)	3
PTAD 220	Public Policy Process (NE)	3
PTAD 230	Tribal Organizational Theory and Development (NE)	3
<b>TOTAL DEGREE REQUIREMENTS, JUNIOR-ENTRY OPTION</b>		<b>180-187</b>

# PROGRAMS OF STUDY

## BACHELOR OF ARTS IN TRIBAL GOVERNANCE AND BUSINESS MANAGEMENT

### PROGRAM OUTCOMES

#### SOVEREIGNTY

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

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

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

#### LEADERSHIP

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

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

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

#### MANAGEMENT AND ADMINISTRATION

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

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

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

#### ENTREPRENEURSHIP

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

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

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

#### ECONOMIC DEVELOPMENT

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

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

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



# PROGRAMS OF STUDY

## BACHELOR OF SCIENCE IN NATIVE ENVIRONMENTAL SCIENCE

The program of study prepares students to grow as community leaders and scholars in Native Environmental Science. The program is designed to develop skills to uphold treaty and inherent rights, through the protection of the natural world. The place based, experiential, and culturally grounded curriculum, provides a holistic training in Native Environmental Science, both through Indigenous Research and content knowledge. The program engages with multiple ways of knowing, is grounded in Indigenous Knowledge systems and traditional practice in parallel with new technology and tools for inquiry. Students may choose between the Environmental Science Option and the Interdisciplinary Concentration Option..

### Environmental Science Option

The Environmental Science Option (ESO) 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.

### Freshman-Entry Alternative

This alternative is for students who enter the program at the freshman level and continue through all four years of the program.

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

<sup>1</sup> Students may request waivers for these classes in consultation with their academic and faculty advisors.

NORTHWEST INDIAN COLLEGE FOUNDATIONAL REQUIREMENTS		Credits
CSOV 101	Introduction to Cultural Sovereignty (HT)	5
CSOV 102	The Language of Our Ancestors (HT) or approved Native language courses <sup>2</sup>	5
CSOV 120	Reclaiming Our History (SS)	5
CSOV 130	Icons of Our Past (HT)	5
ECON 250	Subsistence Economies: Restoring Prosperity (SS)	5
EDUC 202	The Tide Has Changed: Educating Our Own (SS)	5
POLS 225	History of Federal Indian Policy (SS)	5
<b>TOTAL NORTHWEST INDIAN COLLEGE FOUNDATIONAL REQUIREMENTS</b>		<b>35</b>

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

GENERAL EDUCATION REQUIREMENTS		Credits
ENGL 101	English Composition I (CS)	5
ENGL 202	Technical Writing or ENGL 102 English Composition II (CS)	5
Quantitative Skills 5 credit requirement - met in Core Requirements		0
Humanities Distribution 15 credit requirement - met in Foundational Requirements		0
Social Science Distribution 15 credit requirement - met in Foundational Requirements		0
Natural Science Distribution 15 credit requirement - choose courses meeting Prerequisite Requirements		0
<b>TOTAL GENERAL EDUCATION REQUIREMENTS</b>		<b>10</b>

NATIVE ENVIRONMENTAL SCIENCE CORE PROGRAM REQUIREMENTS		Credits
CSOV 301	Indigenous Theory and Methods: We Own Our Knowledge	5
CSOV 302	Indigenous Research: Validating Our Past—Writing Our Future	5
MATH 210	Biostatistics (QS)	5
NESC 110	Introduction to Native Environmental Science	1
NESC 310	Native Science	5
NESC 499	Native Environmental Science Capstone Project <sup>3</sup>	5
POLS 319	From the Beginning of Time: Native American Fishing Rights	5

# PROGRAMS OF STUDY

## BACHELOR OF SCIENCE IN NATIVE ENVIRONMENTAL SCIENCE

<b>TOTAL NATIVE ENVIRONMENTAL SCIENCE CORE PROGRAM REQUIREMENTS</b>	<b>31</b>
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<sup>3</sup> 5 credits of NESC 499 are required, up to 10 credits are allowed through variable credits, which count towards electives.

ENVIRONMENTAL SCIENCE OPTION REQUIRED COURSES		Credits
BIOL 201	Cell Biology (NSL)	5
BIOL 202	Plant Biology (NSL)	5
BIOL 203	Animal Biology (NSL)	5
BIOL 310	Ecology	5
CHEM 121	General Chemistry I (NSL)	5
CHEM 122	General Chemistry II (NSL)	5
CHEM 123	General Chemistry III (NSL)	5
GEOL 101	Introduction to Geology or GEOL 111 (NSL)	5
MATH 102	College Algebra (QS) <sup>4</sup>	5
<b>TOTAL ENVIRONMENTAL SCIENCE OPTION REQUIREMENTS</b>		<b>45</b>

<sup>4</sup> The MATH 102 requirement may also be satisfied by the following higher level math courses: MATH 103, MATH 104, MATH 105, MATH 124, MATH 125, or MATH 126.

ELECTIVES		Credits
Choose electives in consultation with a faculty advisor. A minimum of 30 elective credits must be at the 300-499 level. A maximum of 10 elective credits may be taken through individualized studies coursework (courses numbered 189, 289, 389, or 489) following the Native Environmental Science individualized studies course guidelines.		48
<b>TOTAL ELECTIVE REQUIREMENTS</b>		<b>48</b>
<b>TOTAL DEGREE REQUIREMENTS, ESO, FRESHMAN-ENTRY</b>		<b>180</b>



# PROGRAMS OF STUDY

## BACHELOR OF SCIENCE IN NATIVE ENVIRONMENTAL SCIENCE

### Junior-Entry Alternative

This alternative is for students entering at the junior level after earning an approved Associate in Arts and Sciences or the equivalent from NWIC or another institution. Students who have completed another type of associate's degree should consult with an advisor because additional coursework may be necessary to complete program requirements. Students transferring from another college may apply up to 90 credits toward completion of the program. Students must complete at least 180 credits, 60 of which are at the 300-499 level, in order to graduate.

PREREQUISITE REQUIREMENTS		Credits
Students are expected to complete the prerequisite courses as preparation for the Native Environmental Science core and required courses.		
CHEM 121	General Chemistry I (NSL)	5
CHEM 122	General Chemistry II (NSL)	5
CHEM 123	General Chemistry III (NSL)	5
GEOL 101	Introduction to Geology (NSL)	5
NESC 110	Introduction to Native Environmental Science (NS)	1
<b>TOTAL PREREQUISITE REQUIREMENTS</b>		<b>21</b>
Prior Credits	from an NWIC associate's degree or a transfer degree	90
<b>TOTAL PREREQUISITE REQUIREMENTS</b>		<b>90</b>

NATIVE ENVIRONMENTAL SCIENCE CORE REQUIREMENTS		Credits
CSOV 300	Cultural Sovereignty Transfer Seminar <sup>1</sup>	5
CSOV 301	Indigenous Theory and Methods: We Own Our Knowledge	5
CSOV 302	Indigenous Research: Validating Our Past—Writing Our Future	5
MATH 210	Biostatistics (QS)	5
NESC 310	Native Science	5
NESC 499	Native Environmental Science Capstone Project <sup>2</sup>	5
POLS 319	From the Beginning of Time: Native American Fishing Rights	5
<b>TOTAL NATIVE ENVIRONMENTAL SCIENCE CORE REQUIREMENTS</b>		<b>35</b>

<sup>1</sup> Students who have completed CSOV 101 or the equivalent at NWIC or another institution need to enroll in 5 credits of upper-division coursework in place of CSOV 300.

<sup>2</sup> 5 credits of NESC 499 are required, up to 10 credits are allowed through variable credits, which count towards electives

ENVIRONMENTAL SCIENCE OPTION REQUIRED COURSES		Credits
BIOL 201	Cell Biology (NSL)	5
BIOL 202	Plant Biology (NSL)	5
BIOL 203	Animal Biology (NSL)	5
BIOL 310	Ecology	5
MATH 102	College Algebra (QS) <sup>3</sup>	5
<b>TOTAL ENVIRONMENTAL SCIENCE OPTION REQUIRED COURSES</b>		<b>25</b>

<sup>3</sup> The MATH 102 requirement may also be satisfied by the following higher level math courses: MATH 103, MATH 104, MATH 105, MATH 124, MATH 125, or MATH 126.

ELECTIVES		Credits
Choose electives in consultation with a faculty advisor. A minimum of 25 elective science credits must be at the 300-499 level. A maximum of 10 elective credits may be taken through individualized studies coursework (courses numbered 189, 289, 389, or 489) following the Native Environmental Sciences individualized studies course guidelines.		30
<b>TOTAL ELECTIVE REQUIREMENTS</b>		<b>30</b>
<b>TOTAL DEGREE REQUIREMENTS, ESO, JUNIOR-ENTRY</b>		<b>180</b>

# PROGRAMS OF STUDY

## BACHELOR OF SCIENCE IN NATIVE ENVIRONMENTAL SCIENCE

### Interdisciplinary Concentration Option

This program of study prepares students to grow as community leaders and scholars in Native Environmental Science. The program is designed to develop skills to uphold treaty and inherent rights, through the protection of the natural world. The place based, experiential, and culturally grounded curriculum, provides a holistic training in Native Environmental Science, both through Indigenous Research and content knowledge. The program engages with multiple ways of knowing, is grounded in Indigenous Knowledge systems and traditional practice in parallel with new technology and tools for inquiry. Students may choose between the Environmental Science Option and the Interdisciplinary Concentration Option.

### Freshman-Entry Alternative

This alternative is for students who enter the program at the freshman level and continue through all four years of the program.

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

<sup>1</sup> Students may request waivers for these classes in consultation with their academic and faculty advisors.

NORTHWEST INDIAN COLLEGE FOUNDATIONAL REQUIREMENTS		Credits
CSOV 101	Introduction to Cultural Sovereignty (HT)	5
CSOV 102	The Language of Our Ancestors (HT) or approved Native language courses <sup>2</sup>	5
CSOV 120	Reclaiming Our History (SS)	5
CSOV 130	Icons of Our Past (HT)	5
ECON 250	Subsistence Economies: Restoring Prosperity (SS)	5
EDUC 202	The Tide Has Changed: Educating Our Own (SS)	5
POLS 225	History of Federal Indian Policy (SS)	5
<b>TOTAL NORTHWEST INDIAN FOUNDATIONAL REQUIREMENTS</b>		<b>35</b>

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

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

NATIVE ENVIRONMENTAL SCIENCE CORE REQUIREMENTS		Credits
CSOV 301	Indigenous Theory and Methods: We Own Our Knowledge	5
CSOV 302	Indigenous Research: Validating Our Past—Writing Our Future	5
MATH 210	Biostatistics (QS)	5
NESC 110	Introduction to Native Environmental Science (NS)	1
NESC 310	Native Science	5
NESC 499	Native Environmental Science Capstone Project <sup>3</sup>	5
POLS 319	From the Beginning of Time: Native American Fishing Rights	5



# PROGRAMS OF STUDY

## BACHELOR OF SCIENCE IN NATIVE ENVIRONMENTAL SCIENCE

<b>TOTAL NATIVE ENVIRONMENTAL SCIENCE CORE REQUIREMENTS</b>		<b>31</b>
<sup>3</sup> 5 credits of NESC 499 are required, up to 10 credits are allowed through variable credits, which count towards electives.		
<b>INTERDISCIPLINARY CONCENTRATION OPTION REQUIREMENTS</b>		<b>Credits</b>
Minimum 30 credits must be 300-499		
BIOL 201	Cell Biology (NSL)	5
CHEM 121	General Chemistry I (NSL)	5
GEOL 101	Introduction to Geology (NSL)	5
MATH 102	College Algebra (QS) <sup>4</sup>	5
NESC 305	Native Environmental Science Concentration Seminar (taken the 1st or 2nd quarter in concentration)	5
Individualized studies courses within concentration <sup>5</sup>		10
Selected courses taken within concentration as approved in Interdisciplinary Concentration Option proposal <sup>6</sup>		40
<b>TOTAL INTERDISCIPLINARY CONCENTRATION OPTION REQUIREMENTS</b>		<b>75</b>
<sup>4</sup> The MATH 102 requirement may also be satisfied by the following higher level math courses: MATH 103, MATH 104, MATH 105, MATH 124, MATH 125, or MATH 126.		
<sup>5</sup> Individualized Studies courses focus on key areas of inquiry contained in the concentration. They should focus on building coursework related to the main topic of inquiry. They could also include fieldwork, volunteer projects, service learning, and travel study projects. Minimum of 10 Individualized Courses should be included in ICO. Maximum amount of individualized credits is 20, which would count towards electives.		
<sup>6</sup> A minimum of 40 credits selected elective courses with the concentration are required, 30 of these should be at the 300-400 level. Choose selected courses in consultation with the concentration committee as part of the Interdisciplinary Concentration Option proposal.		
<b>OTHER ELECTIVES</b>		<b>Credits</b>
Electives		18
<b>TOTAL OTHER ELECTIVES</b>		<b>18</b>
<b>TOTAL DEGREE REQUIREMENTS, ICO, FRESHMAN-ENTRY</b>		<b>180</b>



# PROGRAMS OF STUDY

## BACHELOR OF SCIENCE IN NATIVE ENVIRONMENTAL SCIENCE

### Junior-Entry Alternative

This alternative is for students entering at the junior level after earning an approved Associate in Arts and Sciences or the equivalent from NWIC or another institution.

Students who have completed another type of associate's degree should consult with an advisor because additional coursework may be necessary to complete program requirements. Student transferring from another college may apply up to 90 credits from an approved transfer degree toward completion of the program. Students must complete at least 180 credits, 60 of which are at the 300-499 level, in order to graduate. Please note that early declaration in this degree program is highly recommended.

PREREQUISITE REQUIREMENTS		Credits
Students are expected to complete the prerequisite courses as preparation for the Native Environmental Science core and Interdisciplinary Concentration Option requirements.		
BIOL 201	Cell Biology (NSL)	5
CHEM 121	General Chemistry (NSL)	5
GEOL 101	Introduction to Geology (NSL)	5
MATH 102	College Algebra (QS) <sup>1</sup>	5
NESC 110	Introduction to Native Environmental Science (NS)	1
<b>TOTAL PREREQUISITE REQUIREMENTS</b>		<b>21</b>

<sup>1</sup> The MATH 102 requirement may also be satisfied by the following higher level math courses: MATH 103, MATH 104, MATH 105, MATH 124, MATH 125, or MATH 126.

Prior Credits	from an NWIC associate's degree or a transfer degree	90
<b>TOTAL PREREQUISITE REQUIREMENTS</b>		<b>90</b>

NATIVE ENVIRONMENTAL SCIENCE CORE REQUIREMENTS		Credit
CSOV 300	Cultural Sovereignty Transfer Seminar <sup>2</sup>	5
CSOV 301	Indigenous Theory and Methods: We Own Our Knowledge	5
CSOV 302	Indigenous Research: Validating Our Past—Writing Our Future	5
MATH 210	Biostatistics (QS)	5
NESC 310	Native Science	5
NESC 499	Native Environmental Science Capstone Project <sup>3</sup>	5
POLS 319	From the Beginning of Time: Native American Fishing Rights	5
<b>TOTAL NATIVE ENVIRONMENTAL SCIENCE CORE REQUIREMENTS</b>		<b>35</b>

<sup>2</sup> Students who have completed CSOV 101 or the equivalent at NWIC or another institution need to enroll in 5 credits of upper-division coursework in place of CSOV 300.

<sup>3</sup> 5 credits of NESC 499 are required, up to 10 credits are allowed through variable credits, which count towards electives.

INTERDISCIPLINARY CONCENTRATION OPTION REQUIREMENTS (MINIMUM 24 CREDITS MUST BE 300-499)		Credits
NESC 305	Native Environmental Science Concentration Seminar (taken the 1st or 2nd quarter in concentration)	5
Individualized studies courses within concentration <sup>4</sup>		10
Selected courses taken within concentration as approved in Interdisciplinary Concentration Option proposal <sup>5</sup>		40

<sup>4</sup> Individualized Studies courses focus on key areas of inquiry contained in the concentration. They should focus on building coursework related to the main topic of inquiry. They could also include fieldwork, volunteer projects, service learning, and travel study projects. Minimum of 10 Individualized Courses should be included in ICO. Maximum amount of individualized credits is 20, which would count towards electives.

<sup>5</sup> Choose electives in consultation with a faculty advisor. Prerequisite courses completed following transfer may be included as electives. A minimum of 30 elective credits must be at the 300-499 level. A maximum of 10 elective credits may be taken through individualized studies coursework (courses numbered 189, 289, 389, or 489) following the Native Environmental Sciences individualized studies course guidelines.

<b>TOTAL INTERDISCIPLINARY CONCENTRATION OPTION REQUIREMENTS</b>		<b>55</b>
<b>TOTAL DEGREE REQUIREMENTS, ICO, JUNIOR-ENTRY</b>		<b>180</b>

# PROGRAMS OF STUDY

## BACHELOR OF SCIENCE IN NATIVE ENVIRONMENTAL SCIENCE

### PROGRAM OUTCOMES

#### SENSE OF PLACE

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

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

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

#### RELATIONALITY

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

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

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

#### INQUIRY

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

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

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

#### COMMUNICATION

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

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

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

# PROGRAMS OF STUDY

## ASSOCIATE OF ARTS AND SCIENCES IN BUSINESS AND ENTREPRENEURSHIP

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

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

<b>TOTAL NORTHWEST INDIAN COLLEGE REQUIREMENTS</b>	<b>11</b>
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NORTHWEST INDIAN COLLEGE FOUNDATIONAL REQUIREMENTS		Credits
CSOV 101	Introduction to Cultural Sovereignty (HT)	5
CSOV 102	The Language of Our Ancestors (HT) or approved Native language courses <sup>1</sup>	5
CSOV 120	Reclaiming Our History (SS)	5
POLS 225	History of Federal Indian Policy (SS)	5

<b>TOTAL NORTHWEST INDIAN COLLEGE FOUNDATIONAL REQUIREMENTS</b>	<b>20</b>
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<sup>1</sup>One or more Native language courses totaling at least 5 credits. Consult with an advisor regarding satisfying general education requirements. Requires approval by the Dean of Academics and Distance Learning.

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

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

<b>TOTAL CORE PROGRAM REQUIREMENTS</b>	<b>25</b>
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# PROGRAMS OF STUDY

## ASSOCIATE OF ARTS AND SCIENCES IN BUSINESS AND ENTREPRENEURSHIP

### BUSINESS AND ENTREPRENEURSHIP CONCENTRATION AREAS

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

TRIBAL CASINO MANAGEMENT		Credits
HRCM 111	Introduction to Casino Management (NE)	5
Two courses totaling 6 credits chosen from HRCM 275, 290, or 295 (NE)		6
TRIBAL ENTREPRENEURSHIP		Credits
BUAD 121	Personal and Small Business Finance (NE)	3
BUAD 135	Small Business Management (NE)	3
BUAD 140	Small Business Entrepreneur (NE)	3
TRIBAL BUSINESS ADMINISTRATION		Credits
BUAD 235	Managerial Accounting (TE)	5
MATH 124	Calculus and Analytic Geometry (QS)	5
GENERAL BUSINESS (NO CONCENTRATION)		Credits
Choose at least 9 elective credits		9
<b>TOTAL CONCENTRATION AND ELECTIVE CREDITS</b>		<b>9-11</b>
<b>TOTAL DEGREE REQUIREMENTS</b>		<b>90-92</b>



CONTINUED ON FOLLOWING PAGE

# PROGRAMS OF STUDY

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## ASSOCIATE OF ARTS AND SCIENCES IN BUSINESS AND ENTREPRENEURSHIP

### PROGRAM OUTCOMES

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

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

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

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

#### **NATIONAL AND INTERNATIONAL ECONOMIES** STUDENTS WILL BE ABLE TO:

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

#### **QUANTITATIVE ANALYSIS** STUDENTS WILL BE ABLE TO:

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

#### **COMMUNICATION** STUDENTS WILL BE ABLE TO:

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

#### **ETHICS** STUDENTS WILL BE ABLE TO:

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

# PROGRAMS OF STUDY

## ASSOCIATE OF ARTS AND SCIENCES IN GENERAL DIRECT TRANSFER

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

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

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

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

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

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

# PROGRAMS OF STUDY

## ASSOCIATE OF ARTS AND SCIENCES IN GENERAL DIRECT TRANSFER

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





# PROGRAMS OF STUDY

## ASSOCIATE OF ARTS AND SCIENCES IN GENERAL DIRECT TRANSFER

### PROGRAM OUTCOMES

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

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

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

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

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

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

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

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

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

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



# PROGRAMS OF STUDY

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

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

NORTHWEST INDIAN COLLEGE REQUIREMENTS		Credits
CMST 220	Public Speaking (CS, HT)	4
CMPS 101	Introduction to Computers or above (TE)	3
HMDV 110	Introduction to Successful Learning (NE)	4
<b>TOTAL NORTHWEST INDIAN COLLEGE REQUIREMENTS</b>		<b>11</b>
NORTHWEST INDIAN COLLEGE FOUNDATIONAL REQUIREMENTS		Credits
CSOV 101	Introduction to Cultural Sovereignty (HT)	5
CSOV 102	The Language of Our Ancestors (HT) or approved Native language courses <sup>1</sup>	5
CSOV 120	Reclaiming Our History (SS)	5
POLS 225	History of Federal Indian Policy (SS)	5
<b>TOTAL NORTHWEST INDIAN COLLEGE FOUNDATIONAL REQUIREMENTS</b>		<b>20</b>
<sup>1</sup> One or more Native language courses totaling at least 5 credits. Consult with an advisor regarding satisfying general education requirements. Requires approval by the Dean of Academics and Distance Learning.		
GENERAL EDUCATION REQUIREMENTS		Credits
ENGL 101	English Composition I (CS)	5
ENGL 102	English Composition II (CS) OR	5
ENGL 202	Technical Writing (CS)	
Quantitative Skills 5 credit requirement - met in Core Requirements		0
Humanities Distribution 15 credit requirement - met in Foundational Requirements and Core Requirements		0
Social Science Distribution 15 credit requirement - met in Foundational Requirements and Core Requirements		0
Natural Science Distribution 15 credit requirement - choose courses meeting AAS Natural Science Requirements		15
<b>TOTAL GENERAL EDUCATION REQUIREMENTS</b>		<b>25</b>
CORE PROGRAM REQUIREMENTS		Credits
BUAD 202	Business Law (SS)	5
BUAD 212	Financial Accounting (TE)	5
CMST 130	Information Literacy and Critical Thinking (HT)	5
ECON 203	Contemporary Tribal Economics (SS)	5
MATH 107	Elementary Statistics I (QS)	5
<b>TOTAL CORE PROGRAM REQUIREMENTS</b>		<b>25</b>
ELECTIVES		Credits
Students must choose three of the five elective courses from the following list.		9 (3 each)
PTAD 200	Budgeting (NE)	
PTAD 210	Principles of Planning (NE)	
PTAD 220	Public Policy Process (NE)	
PTAD 230	Tribal Organizational Theory and Development (NE)	
PTAD 240	Leadership and Decision-Making (NE)	
<b>TOTAL ELECTIVES</b>		<b>9</b>
<b>TOTAL DEGREE REQUIREMENTS</b>		<b>90</b>

# PROGRAMS OF STUDY

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

### PROGRAM OUTCOMES

#### **SOVEREIGNTY** STUDENTS WILL BE ABLE TO:

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

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

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

#### **OPERATIONS AND MANAGEMENT** STUDENTS WILL BE ABLE TO:

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

#### **COMMUNICATION** STUDENTS WILL BE ABLE TO:

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

#### **TRIBAL LEADERSHIP** STUDENTS WILL BE ABLE TO:

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

# PROGRAMS OF STUDY

## ASSOCIATE OF SCIENCE TRANSFER DEGREE IN LIFE SCIENCES

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

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

<b>TOTAL NORTHWEST INDIAN COLLEGE REQUIREMENTS</b>	<b>11</b>
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<b>NORTHWEST INDIAN COLLEGE FOUNDATIONAL REQUIREMENTS</b>	<b>Credits</b>
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CSOV 101	Introduction to Cultural Sovereignty (HT)	5
CSOV 102	The Language of Our Ancestors (HT) or approved Native language courses <sup>1</sup>	5
CSOV 120	Reclaiming Our History (SS)	5
POLS 225	History of Federal Indian Policy (SS)	5

<b>TOTAL NORTHWEST INDIAN COLLEGE FOUNDATIONAL REQUIREMENTS</b>	<b>20</b>
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<sup>1</sup> One or more Native language courses totaling at least 5 credits. Consult with an advisor regarding satisfying general education requirements. Requires approval by the Dean of Academics and Distance Learning.

<b>GENERAL EDUCATION REQUIREMENTS</b>	<b>Credits</b>
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ENGL 101	English Composition I (CS)	5
	Quantitative Skills 10 credit requirement - met in Core Requirements	0
	Humanities and Social Sciences Distribution 15 credit requirement - met in Foundational Requirements	0

<b>TOTAL GENERAL EDUCATION REQUIREMENTS</b>	<b>5</b>
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<b>CORE PROGRAM REQUIREMENTS</b>	<b>Credits</b>
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BIOL 201	Cell Biology (NSL)	5
BIOL 202	Plant Biology (NSL)	5
BIOL 203	Animal Biology (NSL)	5
CHEM 111	Inorganic Chemistry (NSL)	5
CHEM 112	Organic Chemistry (NSL)	5
CHEM 113	Biochemistry (NSL)	5
MATH 107	Elementary Statistics I (QS)	5
MATH 124	Calculus and Analytic Geometry I (QS)	5
MATH 125	Calculus and Analytic Geometry II (QS)	5

<b>TOTAL CORE PROGRAM REQUIREMENTS</b>	<b>45</b>
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<b>ELECTIVES</b>	<b>Credits</b>
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	Additional credits in Biology, Chemistry, Physics, Mathematics, Environmental Science, or other sciences chosen in consultation with a faculty advisor	9
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<b>TOTAL DEGREE REQUIREMENTS</b>	<b>90</b>
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# PROGRAMS OF STUDY

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## ASSOCIATE OF SCIENCE TRANSFER DEGREE IN LIFE SCIENCES

### PROGRAM OUTCOMES

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

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

#### **COMMUNICATION SKILLS** STUDENTS WILL BE ABLE TO:

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

#### **TECHNICAL SKILLS** STUDENTS WILL BE ABLE TO:

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

#### **QUANTITATIVE SKILLS** STUDENTS WILL BE ABLE TO:

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

#### **READING SKILLS** STUDENTS WILL BE ABLE TO:

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

# PROGRAMS OF STUDY

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

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

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

<b>TOTAL NORTHWEST INDIAN COLLEGE REQUIREMENTS</b>	<b>11</b>
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NORTHWEST INDIAN COLLEGE FOUNDATIONAL REQUIREMENTS		Credits
CSOV 101	Introduction to Cultural Sovereignty (HT)	5
CSOV 102	The Language of Our Ancestors (HT) or approved Native language courses <sup>1</sup>	5
CSOV 120	Reclaiming Our History (SS)	5

<b>TOTAL NORTHWEST INDIAN COLLEGE FOUNDATIONAL REQUIREMENTS</b>	<b>15</b>
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<sup>1</sup>One or more Native language courses totaling at least 5 credits. Consult with an advisor regarding satisfying general education requirements. Requires approval by the Dean of Academics and Distance Learning.

GENERAL EDUCATION REQUIREMENTS		Credits
ENGL 101	English Composition I (CS)	5
ENGL 102	English Composition II (CS) OR	5
ENGL 202	Technical Writing (CS)	
MATH 151	Survey of Mathematics or other course that meets AAS QS requirements	5
Humanities Distribution 10 credit requirement - met in Foundational Requirements and NWIC Requirements		0
Social Science Distribution 10 credit requirement - met in Foundational Requirements and Core Requirements		0
Natural Science Distribution 5 credit requirement - choose course meeting AAS Natural Science Requirements		5

<b>TOTAL GENERAL EDUCATION REQUIREMENTS</b>	<b>20</b>
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CORE PROGRAM REQUIREMENTS		Credits
ECED 101	Introduction to Early Childhood Education (SS)	5
ECED 106	Guidance in Early Childhood (NE)	3
ECED 114	Health, Safety, and Nutrition (NE)	5
ECED 160	Infant-Toddler Caregiving (NE)	3
ECED 197A	Practicum I: Expressing Warmth to Children (NE)	3
ECED 197B	Practicum II: Playing Responsively (NE)	3
ECED 206	Building Relationships: Culture, Family, Community (NE)	3
ECED 210	Child Development (TE)	5
ECED 212	Observation, Documentation, and Assessment (NE)	4
ECED 213	Preschool Curriculum Development (NE)	5
ECED 220	Communication, Language, and Literacy (NE)	5
ECED 297A	Practicum III: Talking Informatively (NE)	3
ECED 297B	Practicum IV: Attending to Initiative, Cooperation, and Perseverance (NE)	3

<b>TOTAL CORE PROGRAM REQUIREMENTS</b>	<b>50</b>
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<b>TOTAL DEGREE REQUIREMENTS</b>	<b>96</b>
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# PROGRAMS OF STUDY

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

### PROGRAM OUTCOMES

#### PROMOTING CHILD DEVELOPMENT AND LEARNING STUDENTS WILL BE ABLE TO:

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

#### BUILDING FAMILY AND COMMUNITY RELATIONSHIPS STUDENTS WILL BE ABLE TO:

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

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

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

#### TEACHING AND LEARNING STUDENTS WILL BE ABLE TO:

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

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

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



# PROGRAMS OF STUDY

## ASSOCIATE OF TECHNICAL ARTS IN CHEMICAL DEPENDENCY STUDIES

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

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

<b>TOTAL NORTHWEST INDIAN COLLEGE REQUIREMENTS</b>	<b>11</b>
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NORTHWEST INDIAN COLLEGE FOUNDATIONAL REQUIREMENTS		Credits
CSOV 101	Introduction to Cultural Sovereignty (HT)	5
CSOV 102	The Language of Our Ancestors (HT) or approved Native language courses <sup>1</sup>	5
CSOV 120	Reclaiming Our History (SS)	5

<b>TOTAL NORTHWEST INDIAN COLLEGE FOUNDATIONAL REQUIREMENTS</b>	<b>15</b>
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<sup>1</sup> One or more Native language courses totaling at least 5 credits. Consult with an advisor regarding satisfying general education requirements. Requires approval by the Dean of Academics and Distance Learning.

GENERAL EDUCATION REQUIREMENTS		Credits
ENGL 101	English Composition I (CS)	5
MATH 190	Vocational Mathematics (NE) or course meeting AAS QS requirements	5
Humanities Distribution 5 credit requirement - met in Foundational Requirements		0
Social Science Distribution 5 credit requirement - met in Foundational Requirements		0
Natural Science Distribution 5 credit requirement - choose course meeting AAS Natural Science Requirements		5

<b>TOTAL GENERAL EDUCATION REQUIREMENTS</b>	<b>15</b>
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CORE PROGRAM REQUIREMENTS		Credits
HUMS 120	Survey of Chemical Dependency (NE)	3
HUMS 130	Pharmacology of Substances (NE)	3
HUMS 160	Chemical Dependency Case Management (NE)	3
HUMS 170	Chemical Dependency Individual Counseling (NE)	3
HUMS 180	Youth Chemical Dependency and Counseling (NE)	3
HUMS 187	Airborne and Bloodborne Pathogens (NE)	1
HUMS 208	Law and Ethics in Chemical Dependency (NE)	5
HUMS 210	Group Facilitation (NE)	3
HUMS 223	Chemical Dependency Assessment and Treatment (NE)	3
HUMS 230	Chemical Dependency and the Family (NE)	3
HUMS 240	Multicultural Counseling (NE)	3
HUMS 275	Relapse Prevention (NE)	3
PSYC 101	General Psychology (SS)	5
PSYC 201	Developmental Psychology (SS)	5
PSYC 220	Abnormal Psychology (SS)	5
SOCI 110	Introduction to Sociology (SS)	5

<b>TOTAL CORE PROGRAM REQUIREMENTS</b>	<b>56</b>
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<b>TOTAL DEGREE REQUIREMENTS</b>	<b>97</b>
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# PROGRAMS OF STUDY

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## ASSOCIATE OF TECHNICAL ARTS IN CHEMICAL DEPENDENCY STUDIES

### PROGRAM OUTCOMES

#### **ASSESSMENT AND DIAGNOSTICS** STUDENTS WILL BE ABLE TO:

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

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

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

#### **TREATMENT PHILOSOPHY AND MODELS** STUDENTS WILL BE ABLE TO:

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

#### **TREATMENT METHODS** STUDENTS WILL BE ABLE TO:

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

#### **PROFESSIONAL AND ETHICAL RESPONSIBILITIES** STUDENTS WILL BE ABLE TO:

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

# PROGRAMS OF STUDY

## ASSOCIATE OF TECHNICAL ARTS IN INDIVIDUALIZED PROGRAM

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

NORTHWEST INDIAN COLLEGE REQUIREMENTS		Credits
CMST 101	Introduction to Oral Communication (CS) OR	4
CMST 210	Interpersonal Communication (CS, HT) OR	
CMST 220	Public Speaking (CS, HT)	
CMPS 101	Introduction to Computers or above (TE)	3
HMDV 110	Introduction to Successful Learning (NE)	4
<b>TOTAL NORTHWEST INDIAN COLLEGE REQUIREMENTS</b>		<b>11</b>
NORTHWEST INDIAN COLLEGE FOUNDATIONAL REQUIREMENTS		Credits
CSOV 101	Introduction to Cultural Sovereignty (HT)	5
CSOV 102	The Language of Our Ancestors (HT) or approved Native language courses <sup>1</sup>	5
CSOV 120	Reclaiming Our History (SS)	5
<b>TOTAL NORTHWEST INDIAN COLLEGE FOUNDATIONAL REQUIREMENTS</b>		<b>15</b>
<sup>1</sup> One or more Native language courses totaling at least 5 credits. Consult with an advisor regarding satisfying general education requirements. Requires approval by the Dean of Academics and Distance Learning.		
GENERAL EDUCATION REQUIREMENTS		Credits
ENGL 101	English Composition I (CS)	5
MATH 190	Vocational Mathematics (NE) or course meeting AAS QS requirements	5
Humanities Distribution 5 credit requirement - met in Foundational Requirements		0
Social Science Distribution 5 credit requirement - met in Foundational Requirements		0
Natural Science Distribution 5 credit requirement - choose course meeting AAS Natural Science Requirements		5
<b>TOTAL GENERAL EDUCATION REQUIREMENTS</b>		<b>15</b>
CORE PROGRAM REQUIREMENTS		Credits
HMDV 150	Individualized Degree or Certificate Planning (NE)	3
Courses in individualized program of study plan		46
<b>TOTAL CORE PROGRAM REQUIREMENTS</b>		<b>49</b>
<b>TOTAL DEGREE REQUIREMENTS</b>		<b>90</b>

# PROGRAMS OF STUDY

## ASSOCIATE OF TECHNICAL ARTS IN INDIVIDUALIZED PROGRAM

### PROGRAM OUTCOMES

#### COMMUNICATION SKILLS STUDENTS WILL BE ABLE TO:

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

#### CRITICAL AND ANALYTICAL THINKING STUDENTS WILL BE ABLE TO:

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

#### INTELLECTUAL AND RESEARCH SKILLS STUDENTS WILL BE ABLE TO:

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

#### LEADERSHIP STUDENTS WILL BE ABLE TO:

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



# AWARDS OF COMPLETION

## ENTREPRENEURSHIP

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

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

## INITIAL EARLY CHILDHOOD EDUCATION CERTIFICATE

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

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

## SHORT EARLY CHILDHOOD EDUCATION CERTIFICATE OF SPECIALIZATION

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

INITIAL EARLY CHILDHOOD EDUCATION CERTIFICATE REQUIREMENTS		Credits
ECED 101	Introduction to Early Childhood Education (SS)	5
ECED 114	Health, Safety, and Nutrition (NE)	5
ECED 197A	Practicum I: Expressing Warmth to Children (NE)	3
<b>TOTAL INITIAL EARLY CHILDHOOD EDUCATION CERTIFICATE REQUIREMENTS</b>		<b>13</b>
CHOOSE BETWEEN TWO SHORT EARLY CHILDHOOD EDUCATION OPTIONS		
REQUIREMENTS FOR EARLY CHILDHOOD EDUCATION OPTION		CREDITS
ECED 106	Guidance in Early Childhood Education (NE)	3
ECED 210	Child Development (TE)	5
INFANT/TODDLER CARE OPTION		CREDITS
ECED 160	Infant-Toddler Caregiving (NE)	3
ECED 210	Child Development (TE)	5
<b>TOTAL OPTION REQUIREMENTS</b>		<b>8</b>
<b>TOTAL AWARD OF COMPLETION REQUIREMENTS</b>		<b>21</b>



## AWARDS OF COMPLETION

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

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

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

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

# AWARDS OF COMPLETION

## TRIBAL VOCATIONAL REHABILITATION STUDIES

The Tribal Vocational Rehabilitation Studies Award of Completion is designed to provide students with the knowledge and skills needed to provide appropriate, effective, and culturally relevant vocational rehabilitation (VR) services to assist American Indians with disabilities to prepare for, and engage in, gainful employment consistent with their informed choice. The program introduces students to the field of Tribal VR and then covers the specific points of the VR process, including employment placement and resource management.

REQUIREMENTS		Credits
TVRS 301	Tribal Vocational Rehabilitation Foundations: Orientation	3
TVRS 302	Tribal Vocational Rehabilitation Foundations: Communication	3
TVRS 303	Tribal Vocational Rehabilitation Foundations: Assessment and Eligibility	3
TVRS 304	Tribal Vocational Rehabilitation Foundations: IPE Development	3
TVRS 305	Tribal Vocational Rehabilitation Foundations: Case Record and Management	3
TVRS 306	Tribal Vocational Rehabilitation Foundations: Job Search and Employment	3
TVRS 307	Tribal Vocational Rehabilitation Foundations: Resource Management	3
<b>TOTAL AWARD OF COMPLETION REQUIREMENTS</b>		<b>21</b>



**ANTHROPOLOGY****ANTH 103 ARCHAEOLOGY: CULTURES PAST AND PRESENT**

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

**ANTH 150 PACIFIC NORTHWEST ETHNOBOTANY**

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

**ANTH 188/288 TOPICS IN ANTHROPOLOGY**

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

**ANTH 189/289 INDIVIDUALIZED STUDIES IN ANTHROPOLOGY**

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

**ANTH 197/297 INTERNSHIP/PRACTICUM IN ANTHROPOLOGY**

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

**ANTH 201 PHYSICAL ANTHROPOLOGY**

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

**ANTH 202 CULTURAL ANTHROPOLOGY**

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

**ANTH 388/488 TOPICS IN ANTHROPOLOGY**

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

**ANTH 389/489 INDIVIDUALIZED STUDIES IN ANTHROPOLOGY**

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

**ANTH 397/497 INTERNSHIP/PRACTICUM IN ANTHROPOLOGY**

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

**ART****ARTD 103 APPRECIATION OF AMERICAN INDIAN ART**

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

**ARTD 105A-E STUDIES IN NORTHWEST NATIVE ART**


For each credit students research and write a paper exploring some aspect of Pacific Northwest Coastal Indian art. Topics may include history and cultural significance, styles of representation, interpreta-

tion, artifacts and artistic practices. (1 CR EA) (HT)

**ARTD 106 INDIAN ART HISTORY OF PLACE**

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

**ARTD 115 THEORY OF NORTHWEST COAST NATIVE DESIGN I**

Covers historical and contemporary aspects of design including theoretical principles and social, spiritual, functional, and economic perspectives. (5 CR) (HT) 

**ARTD 116 THEORY OF NORTHWEST COAST NATIVE DESIGN II**

Continuation of ARTD 115. Covers advanced design concepts and aesthetics of Northwest Coastal Indian art. Prerequisite: ARTD 115 (5 CR) (HT) 

**ARTD 146 PNW BEADWORK I**

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

**ARTD 147 PNW BEADWORK II**

Student builds on skills learned in ARTD 146. (3 CR) (HP)

**ARTD 151 PNW INDIAN BASKETRY I**

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

**ARTD 152 PNW INDIAN BASKETRY II**

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

**ARTD 153 PNW INDIAN BASKETRY III**

Continuation of ARTD 152. (3 CR) (HP)

**ARTD 161 FLUTE MAKING**

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

**ARTD 165 QUILTING I**

Focuses on the application of quilting techniques. Emphasizes choosing fabrics, colors and pattern coordinator, cutting straight lines, sewing straight seams, and cutting 45- and 90-degree angles. Techniques are demonstrated and practiced through the creation of student quilts. (5 CR) (HP)

**ARTD 166 QUILTING II**

Focuses on the application of quilting techniques. Emphasizes focuses on the application of long-arm quilting techniques. Emphasizes stitch patterns, colors and pattern coordination, and the use of technology to complete the quilting aspect of making a quilt. Techniques are demonstrated and practiced through the completion of student quilts. Prerequisite: ARTD 165. (5 CR) (HP)

**ARTD 171 PNW INDIAN WOODCARVING I**

Introductory course covering concepts of carving with the grain of

CS- Communication Skills

HT- Humanities Theory

HP- Humanities Performance

NE- Non-Transferable Elective

TE- Transferable Elective

NS- Natural Science

NSL- Natural Science Lab

N- Non-Applicable

QS- Quantitative Skills

SS- Social Science



- May Include Indigenous

Service Learning Component

the wood and Indian graphic design and processes. (3-6 CR) (HP)

#### **ARTD 172 PNW INDIAN WOODCARVING MASKS**

Covers traditional Indian mask design for creating masks. (3-5 CR) (HP)

#### **ARTD 173 INDIAN WOODCARVING SMALL TOTEMS I**

Covers advanced carving techniques to fit designs onto a small totem. Students become familiar with Indian archetypal characters and their significance in Indian history, culture and lore. (3 CR) (HP)

#### **ARTD 174 INDIAN WOODCARVING SMALL TOTEMS II**

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

#### **ARTD 175 TRADITIONAL TOOL-MAKING I**

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

#### **ARTD 185 NATIVE AMERICAN DRUM-MAKING**

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

#### **ARTD 188/288 TOPICS IN ART**

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

#### **ARTD 189/289 INDIVIDUALIZED STUDIES IN ART**

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

#### **ARTD 197/297 INTERNSHIP/PRACTICUM IN ART**

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

### **ASTRONOMY**

#### **ASTR 101 ASTRONOMY**

Comprehensive survey of astronomy. Topics include history of astronomy from many cultural perspectives, scientific method, motion of celestial objects, light, gravity and 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. (5 CR) (NSL)

#### **ASTR 188/288 TOPICS IN ASTRONOMY**

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

#### **ASTR 189/289 INDIVIDUALIZED STUDIES IN ASTRONOMY**

Individualized learning contract between student and instructor. (1-5 CR) (TE)

#### **ASTR 197/297 INTERNSHIP/PRACTICUM IN ASTRONOMY**

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

### **BIOLOGY**

#### **BIOL 100 BASIC BIOLOGY**

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

#### **BIOL 101 INTRODUCTION TO BIOLOGY**

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

#### **BIOL 104 BIOLOGY AND NATURAL HISTORY OF PLACE**

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

#### **BIOL 130 INTRODUCTION TO MARINE BIOLOGY**

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

#### **BIOL 188/288 TOPICS IN BIOLOGY**

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

#### **BIOL 189/289 INDIVIDUALIZED STUDIES IN BIOLOGY**

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

#### **BIOL 197/297 INTERNSHIP/PRACTICUM IN BIOLOGY**

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

#### **BIOL 201 CELL BIOLOGY: CREATION, ENERGY AND THE GIFT OF LIFE**

Basic biology class designed for students who intend to go further in the life sciences. Covers cell evolution, basic biochemistry and cellular structure and function. Lab included. Prerequisite: CHEM 111 or 121, or concurrent enrollment. (5 CR) (NSL)

#### **BIOL 202 PLANT BIOLOGY: HONORING THE GIFTS OF PLANTS**

Covers the basics of algae, vascular plants and non-vascular plant structure, reproduction, nutrient uptake, growth and diversity. Lab included. Prerequisite: BIOL 201 (5 CR) (NSL)

#### **BIOL 203 ANIMAL BIOLOGY: OUR RELATIVES**

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

#### **BIOL 205 ANIMAL BEHAVIOR**

Focuses on various aspects of the study of animal behavior. Includes methods, behavior genetics and evolution, biological mechanisms of behavior, finding food and shelter, social organization and mating





systems. Prerequisite: ENGL 100 (5 CR) (NS)

### **BIOL 242 ANATOMY AND PHYSIOLOGY I**

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

### **BIOL 243 ANATOMY AND PHYSIOLOGY II**

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

### **BIOL 245 MICROBIOLOGY**

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

### **BIOL 310 ECOLOGY AND WEB OF INTERRELATEDNESS**

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

### **BIOL 344 GENETICS AND EVOLUTION**

An intensive introduction to the field of molecular biology, stressing concepts and theories that underlie our understanding of diversity and evolution. Topics include Mendelian inheritance, structure of DNA and RNA, DNA replication, origins of diversity, evolutionary change, and conservative genetics. Quantitative evaluation of genetic variation is emphasized. Prerequisites: CHEM 111 or 121, BIOL 201, and MATH 102 (5 CR)

### **BIOL 350 ETHNOBIOLOGY: PEOPLE, PLANTS AND ANIMALS**

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

### **BIOL 388/488 TOPICS IN BIOLOGY**

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

### **BIOL 389/489 INDIVIDUALIZED STUDIES IN BIOLOGY**

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

### **BIOL 397/497 INTERNSHIP/PRACTICUM IN BIOLOGY**

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

### **BIOL 425 BIOLOGY OF FISHES**

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

### **BIOL 450 MYCOLOGY**

Overview of Mycology and the relationship of fungi to environmental and human affairs with primary emphasis on Indigenous Peoples and the Pacific Northwest. Topics include cultural significance of fungi among Indigenous Peoples; biology, diversity, nomenclature and taxonomy of fungi; ecological significance of fungi; and collection and identification of local fungi. Prerequisites: ENGL 102 and ENVS 201 (5 CR)

## **BUSINESS ADMINISTRATION**

### **BUAD 101 INTRODUCTION TO BUSINESS**

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

### **BUAD 121 PERSONAL AND SMALL BUSINESS FINANCE**

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

### **BUAD 135 SMALL BUSINESS MANAGEMENT**

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

### **BUAD 140 SMALL BUSINESS ENTREPRENEUR**

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

### **BUAD 188/288 TOPICS IN BUSINESS ADMINISTRATION**

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

### **BUAD 189/289 INDIVIDUALIZED STUDIES IN BUSINESS ADMINISTRATION**

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

### **BUAD 197/297 INTERNSHIP/PRACTICUM IN BUSINESS ADMINISTRATION**

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

### **BUAD 202 BUSINESS LAW**

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

CS- Communication Skills

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HP- Humanities Performance

NE- Non-Transferable Elective

TE- Transferable Elective

NS- Natural Science

NSL- Natural Science Lab

N- Non-Applicable

QS- Quantitative Skills

SS- Social Science



- May Include Indigenous Service Learning Component

**BUAD 212 FINANCIAL ACCOUNTING**

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

**BUAD 235 MANAGERIAL ACCOUNTING**

Accounting procedures and techniques used as part of the managerial process of planning, decision-making, and control. Prerequisite: BUAD 212 (5 CR) (TE)

**BUAD 388/488 TOPICS IN BUSINESS ADMINISTRATION**

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


**BUAD 389/489 INDIVIDUALIZED STUDIES IN BUSINESS ADMINISTRATION**

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

**BUAD 397/497 INTERNSHIP/PRACTICUM IN BUSINESS ADMINISTRATION**

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

**CHEMISTRY****CHEM 111 INORGANIC CHEMISTRY**

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

**CHEM 112 ORGANIC CHEMISTRY**

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

**CHEM 113 BIOLOGICAL CHEMISTRY**

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

**CHEM 121 GENERAL CHEMISTRY I**

Designed for students interested in programs requiring a strong background in chemistry. Topics include chemistry principles and problem solving techniques, the structure of matter, introduction to quantitative relationships (the MOLE concept), and chemical reactions and reaction types. Lab included. Prerequisite: C or better in MATH 098 or placement test (5 CR) (NSL)

**CHEM 122 GENERAL CHEMISTRY II**

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

**CHEM 123 GENERAL CHEMISTRY III**

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

**CHEM 188/288 TOPICS IN CHEMISTRY**

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

**CHEM 189/289 INDIVIDUALIZED STUDIES IN CHEMISTRY**

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

**CHEM 197/297 INTERNSHIP/PRACTICUM IN CHEMISTRY**

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

**CHEM 231 ORGANIC CHEMISTRY I**

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

**COMMUNICATION STUDIES****CMST 101 INTRODUCTION TO ORAL COMMUNICATION**

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

**CMST 130 INFORMATION LITERACY/CRITICAL THINKING**

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

**CMST 188/288 TOPICS IN COMMUNICATION STUDIES**

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

**CMST 189/289 INDIVIDUALIZED STUDIES IN COMMUNICATION STUDIES**

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

**CMST 197/297 INTERNSHIP/PRACTICUM IN COMMUNICATION STUDIES**

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

CS- Communication Skills

HT- Humanities Theory

HP- Humanities Performance

NE- Non-Transferable Elective

TE- Transferable Elective

NS- Natural Science

NSL- Natural Science Lab

N- Non-Applicable

QS- Quantitative Skills

SS- Social Science




- May Include Indigenous Service Learning Component

## CMST 210 INTERPERSONAL COMMUNICATION

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

## CMST 220 PUBLIC SPEAKING

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

## COMMUNITY ADVOCATES AND RESPONSIVE EDUCATION IN HUMAN SERVICES

### CARE 150 INTRODUCTION TO HUMAN SERVICES IN TRIBAL COMMUNITIES

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

### CARE 188/288 TOPICS IN COMMUNITY ADVOCATES AND RESPONSIVE EDUCATION

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

### CARE 189/289 INDIVIDUALIZED STUDIES IN TOPICS IN COMMUNITY ADVOCATES AND RESPONSIVE EDUCATION

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

### CARE 197/297 INTERNSHIP/PRACTICUM IN TOPICS IN COMMUNITY ADVOCATES AND RESPONSIVE EDUCATION

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

### CARE 310 SYSTEMS THEORIES IN HUMAN SERVICES

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

### CARE 320 SELF-LOCATION IN PROFESSIONAL SETTINGS

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

## CARE 330 POLICY AND LAW IN TRIBAL HUMAN SERVICES

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

## CARE 350 INTERVIEWING AND CASE MANAGEMENT FOR TRIBAL SERVICES

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

## CARE 388/488 TOPICS IN COMMUNITY ADVOCATES AND RESPONSIVE EDUCATION

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

## CARE 389/489 INDIVIDUALIZED STUDIES IN TOPICS IN COMMUNITY ADVOCATES AND RESPONSIVE EDUCATION

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

## CARE 395 PREPARATION FOR FIELD EDUCATION

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

## CARE 397/497 INTERNSHIP/PRACTICUM IN TOPICS IN COMMUNITY ADVOCATES AND RESPONSIVE EDUCATION

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

## CARE 410 DEVELOPING AND ORGANIZING IN NATIVE COMMUNITIES

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

## CARE 450 PLANNING AND EVALUATING TRIBAL PROGRAMS

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





**CARE 470 TRIBAL AGENCY MANAGEMENT AND ADMINISTRATION**

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

**CARE 495A-C SUPERVISED FIELD EDUCATION**

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

**CARE 499 CAPSTONE IN CARE**

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

**COMPUTERS****CMPS 100 COMPUTER BASICS**

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

**CMPS 101 INTRODUCTION TO COMPUTERS**

Provides an introduction to the skills and knowledge necessary to use computers. Focuses on beginning-level word-processing, spreadsheet and presentation software skill development, critical thinking and information literacy skills, basic computer hardware and software functions, and the application of data security. (3 CR) (TE)

**CMPS 116 MICROSOFT OFFICE I**

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

**CMPS 188/288 TOPICS IN COMPUTERS**

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

**CMPS 189/289 INDIVIDUALIZED STUDIES IN COMPUTERS**

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

**CMPS 197/297 INTERNSHIP/PRACTICUM IN COMPUTERS**

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

**CMPS 388/488 TOPICS IN COMPUTERS**

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

**CMPS 389/489 INDIVIDUALIZED STUDIES IN COMPUTERS**

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

tor. (1-5 CR)

**CMPS 397/497 INTERNSHIP/PRACTICUM IN COMPUTERS**

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

**CULTURAL SOVEREIGNTY****CSOV 101 INTRODUCTION TO CULTURAL SOVEREIGNTY**

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

**CSOV 102 THE LANGUAGES OF OUR ANCESTORS**

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

**CSOV 120 RECLAIMING OUR HISTORY**

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

**CSOV 130 ICONS OF OUR PAST**

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

**CSOV 188/288 TOPICS IN CULTURAL SOVEREIGNTY**

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

**CSOV 189/289 INDIVIDUALIZED STUDIES IN CULTURAL SOVEREIGNTY**

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

**CSOV 197/297 INTERNSHIP/PRACTICUM IN CULTURAL SOVEREIGNTY**

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

**CSOV 300 CULTURAL SOVEREIGNTY TRANSFER SEMINAR**

Overview of the foundational skills and knowledge in years one and two of the Bachelor of Arts in Native Studies Leadership program. It will also serve as the transfer seminar for all baccalaureate programs of study. Requirement: By Permission of Instructor (5 CR)





**CSOV 301 INDIGENOUS THEORY AND METHODS: WE OWN OUR KNOWLEDGE**

Indigenous theory and methods explores traditional knowledge and intellectual property from an Indigenous perspective; and contrasts how Native theory and methods are distinguished from western theory and knowledge. Requirement: By Permission of Instructor (5 CR)

**CSOV 302 INDIGENOUS RESEARCH: VALIDATING OUR PAST -WRITING OUR FUTURE**

This course will focus on designing a research project based on Indigenous theory and methodology, which will be beneficial to Native communities. The course will give students the opportunity to study examples of research projects from Native scholars who show the benefits of framing projects utilizing Native concepts and protocols. Requirement: By Permission of Instructor (5 CR)

**CSOV 320 IMPACTS OF COLONIZATION**

This class is intended to describe and analyze the impact and legacy of colonialism as a historical process that has lingering effects on Native peoples to the present. This course focuses on a specific location and engages in discussions about the strategies Native peoples have employed to combat the impact of colonialism. Requirement: By Permission of Instructor (5 CR)

**CSOV 335 SOCIAL JUSTICE: IN DEFENSE OF OUR HOMELANDS**

Native Americans continue to encounter many obstacles in the form of policies, laws, attitudes, and socioeconomic problems. These structural and attitudinal barriers sometimes prevent Native people from securing the justices and stability that were promised in the early treaties. Social Justice examines these challenges and discusses the kinds of policies, procedures, and processes necessary to institute social change. Requirement: By Permission of Instructor (5 CR)

**CSOV 350 HISTORY OF COAST SALISH ART**

Builds upon the foundation of the Native Studies Leadership program by presenting how art is used to model and retain the intergenerational transference of Coast Salish skills, values, and knowledge. Prerequisite: CSOV 101 or CSOV 300. Requirement: Declared in BANSI Program (4 CR)

**CSOV 352 COAST SALISH DESIGN I**

Presents the fundamentals of pre-contact Coast Salish Art and provides students with opportunities to apply Coast Salish skills, values, and knowledge to compose form, and design artworks in various mediums. Prerequisite: CSOV 350 (4 CR)

**CSOV 354 COAST SALISH DESIGN II**

Builds upon Coast Salish Design I by providing students with additional opportunities to apply Coast Salish skills, values, and knowledge to compose form, and design artworks in various mediums. Prerequisite: CSOV 352 (4 CR)

**CSOV 356 COAST SALISH ART AND SOVEREIGNTY**

Provides students with opportunities to bring the values of their ancestors forward into the future through Coast Salish Art. This course is the fourth and final course in the Coast Salish Art concentration in Native Studies Leadership. Prerequisite: CSOV 354 (4 CR)

**CSOV 388/488 TOPICS IN CULTURAL SOVEREIGNTY**

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

**CSOV 389/489 INDIVIDUALIZED STUDIES IN CULTURAL SOVEREIGNTY**

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

**CSOV 397/497 INTERNSHIP/PRACTICUM IN CULTURAL SOVEREIGNTY**

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

**CSOV 410 SENIOR SEMINAR**

The Senior Seminar is designed for students in the Native Studies Bachelor's degree program to prepare for their final year at Northwest Indian College. Topics vary, but will emphasize leadership, Indigenousness, and sovereignty. Requirement: By Permission of Instructor (5 CR)

**CSOV 490 HONORING TRADITIONAL LEADERSHIP**

Becoming a leader in our respective Tribal communities is a process rather than a destination. Traditional Tribal leadership roles require self-sacrifice for the survival of our people. And understanding of self and the dedication necessary to facilitate the social advancement of our respective communities is a pivotal point in reclaiming traditional Tribal leadership. Requirement: By Permission of Instructor (5 CR)


**CSOV 499 SENIOR PROJECT: REBUILDING OUR NATIONS**

This is a two part course that includes research, service learning, and a presentation component. This course allows students to exercise the qualities, skills, knowledge, and ideology that is necessary to lead their people into the future. Requirement: By Permission of Instructor (10 CR)


**DRAMA****DRMA 101 ACTING I**

Exploration of acting fundamentals in experimental manner. Some theory, analysis, and practice in a supportive group environment. (3 CR) (HP)

**DRMA 102 ACTING II**

Application of acting fundamentals in a formal theatrical production. Students will work within a cast and crew to prepare and present a minor production for viewing. (3 CR) (HP) 

**DRMA 103 PLAY PRODUCTION**

Focuses on aspects of theater that support the performance such as stage makeup, set construction, lighting, publicity and promotion, and general theater management. The student will be introduced to each of these elements and shall assume responsibility for one or more in an actual production. (3 CR) (HP) 

**DRMA 188/288 TOPICS IN DRAMA**

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

**DRMA 189/289 INDIVIDUALIZED STUDIES IN DRAMA**

Individualized learning contracts between a student and an instructor.

CS- Communication Skills

HT- Humanities Theory

HP- Humanities Performance

NE- Non-Transferable Elective

TE- Transferable Elective

NS- Natural Science

NSL- Natural Science Lab

N- Non-Applicable

QS- Quantitative Skills

SS- Social Science



- May Include Indigenous Service Learning Component

tor. (1-5 CR) (TE)

#### **DRMA 197/297 INTERNSHIP/PRACTICUM IN DRAMA**

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

#### **DRMA 207 NATIVE AMERICAN THEATER THEORY**

Explores theater performed by Native Americans in the USA. Includes readings of Native American dramas, improvisation and storytelling. (4 CR) (HT)

#### **DRMA 210 INTRODUCTION TO CINEMA**

Appreciating and analyzing film; historical survey and Native American films. Students learn film vocabulary, discuss ideas in class, and write analysis papers. Discussion concerning the image of the American Indian in films. Prerequisite: ENGL 101 (3 CR) (HT)

### **EARLY CHILDHOOD EDUCATION**

#### **ECED 101 INTRODUCTION TO EARLY CHILDHOOD EDUCATION**

Explores the foundations of early childhood education. Examines theories defining the field, issues and trends, best practices and program models. Requires observation of children, professionals and programs in action. (5 CR) (SS)

#### **ECED 106 GUIDANCE IN EARLY CHILDHOOD**

Identify interactions and practices that build secure relationships. Examine theories and practices that provide positive direct and indirect guidance for young children. Develop skills to reach children, support or restore their ability to think well and promote social competence. (3 CR) (NE)

#### **ECED 114 HEALTH, SAFETY, AND NUTRITION**

Develop knowledge and skills to ensure good health, nutrition, and safety of children in group care and education programs. Recognize the signs of abuse and neglect, responsibilities for mandated reporting, and available community resources. (5 CR) (NE)

#### **ECED 115 CHILD CARE BASICS**

Designed to meet licensing requirements for early learning lead teachers, teacher aides, and family home child care providers. STARS 30-hour basics course recognized in the MERIT system and as CDA professional development. Topics: child growth/development, cultural competency, community resources, guidance, family partnerships, health/safety/nutrition, and professional practice. (3 CR) (NE)

#### **ECED 160 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. (3 CR) (NE)

#### **ECED 188/288 TOPICS IN EARLY CHILDHOOD EDUCATION**

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

#### **ECED 189/289 INDIVIDUALIZED STUDIES IN EARLY CHILDHOOD EDUCATION**

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

#### **ECED 197A PRACTICUM I: EXPRESSING WARMTH TO CHILDREN**

Offers a series of tasks coupled with a weekly seminar to investigate the student's own actions, articulate their fundamental values to others, deeply enhance their ability to connect with young children in their care, and improve their effectiveness as teachers. (3 CR) (NE)

#### **ECED 197B PRACTICUM II: PLAYING RESPONSIVELY**

Offers a series of tasks to complete in an ECE setting, coupled with a weekly seminar to understand young children's play, learn to play responsively, and be able to support a child's development and full flourishing as a human being within their culture and community. Prerequisite: ECED 197A (3 CR) (NE)

#### **ECED 206 BUILDING RELATIONSHIPS: CULTURE, FAMILY, AND COMMUNITY**

Investigates family, school, and community systems as they relate to and support Native children's development in particular and all children's development in general. Emphasizes communication skills and introduces case management skills. Investigates opportunities for advocacy that promote continued growth and development of systems of support. Prerequisite: ECED 101 (3 CR) (NE)


#### **ECED 210 CHILD 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: ECED 101. (5 CR) (TE)


#### **ECED 212 OBSERVATION, DOCUMENTATION, AND ASSESSMENT**

Provides an introduction to formal and informal observation and assessment tools used in classrooms for children from birth to age eight. Designed to give the student a means of understanding the role of documentation in the development of curriculum and assessment that is responsive to a child's social, physical, emotional, and cognitive development. Prerequisite: ECED 101 (4 CR) (NE)

#### **ECED 213 PRESCHOOL CURRICULUM DEVELOPMENT**

Integrates understanding of relationships, the learning process, and developmentally effective approaches to teaching and learning, with knowledge of content areas to design, implement, and evaluate positive learning experiences for pre-school-aged Native children. Curriculum areas include: language and literacy, math and science, and social studies and humanities. Service learning or practicum hours required. Prerequisite: ECED 101 (5 CR) (NE) 

#### **ECED 220 COMMUNICATION, LANGUAGE AND LITERACY**

Introduction to research on language and literacy development and to strategies that support both. Emphasis on the observation of children and the development of non-verbal, verbal, and written language, including Native language and English. Service learning recommended. Prerequisite: ECED 101 (5 CR) (NE) 

#### **ECED 297A PRACTICUM III: TALKING INFORMATIVELY**

Offers a series of tasks coupled with a weekly seminar to investigate



and transform adult communications from directive to informative, promoting children's social responsibility and connection with others, and enriching their vocabularies. Prerequisite: ECED 197B (3 CR) (NE)

**ECED 297B PRACTICUM IV: ATTENDING TO INITIATIVE, CO-OPERATION, AND PERSEVERANCE**

Offers a series of tasks coupled with a weekly seminar to investigate how children take initiative, cooperate with one another, and persevere in difficult tasks. Students attend to these essential abilities and develop skills to promote them within their daily interactions. Prerequisite: ECED 297A (3 CR) (NE)

## **ECONOMICS**

**ECON 188/288 TOPICS IN ECONOMICS**

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

**ECON 189/289 INDIVIDUALIZED STUDIES IN ECONOMICS**

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

**ECON 197/297 INTERNSHIP/PRACTICUM IN ECONOMICS**

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

**ECON 203 CONTEMPORARY TRIBAL ECONOMICS**

Contemporary Tribal Economics is the study of how individuals, groups, and societies choose to use scarce resources that they possess. This course will provide the foundations of microeconomic and macroeconomic principles in the context of various Tribal communities. Case studies of Tribal economic development activities will be used to reveal how these concepts operate in the real world. Prerequisites: MATH 099 and ENGL 102 or 202. (5 CR) (SS)

**ECON 250 SUBSISTENCE ECONOMIES: RESTORING PROSPERITY**

Subsistent economies will discuss the pre-contact economic systems of Indigenous people. This course examines the trade industry and how the introduction of the dollar altered our world view on economies. It will also reinforce the traditional value of generosity while explaining how economic development and sustainability is a tool to achieve Tribal Sovereignty. Requirement: CSOV 130 (5 CR) (SS)

## **EDUCATION**

**EDUC 188/288 TOPICS IN EDUCATION**

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

**EDUC 189/289 INDIVIDUALIZED STUDIES IN EDUCATION**

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

**EDUC 197/297 INTERNSHIP/PRACTICUM IN EDUCATION**

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

**EDUC 202 THE TIDE HAS CHANGED: EDUCATING OUR OWN**

Beginning with the early treaties, the United States took several measures to remove children from their traditional educational setting as a tool for assimilation. This course details the process the Tribes used to regain and retain control over their children's education. Requirement: CSOV 130 (5 CR) (SS)

**EDUC 388/488 TOPICS IN EDUCATION**

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

**EDUC 389/489 INDIVIDUALIZED STUDIES IN EDUCATION**

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

**EDUC 397/497 INTERNSHIP/PRACTICUM IN EDUCATION**

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

## **ENGINEERING**

**ENGR 100 FUNDAMENTALS OF ENGINEERING**

Project based introduction to the engineering field. Topics include career opportunities, academic success strategies, analytical problem solving, and applications of mathematics and physics in engineering. Projects introduce engineering software and skills such as computer-aided design (CAD), 3D printing, and laser cutting. Prerequisite: MATH 098 (5 CR) (TE)

**ENGR 105 COMPUTER AIDED DRAFTING I**

Basic principles of computer-aided drafting and use of technique to create, edit, and plot beginning drawings. Prerequisite: CMPS 101 (5 CR) (NE)

**ENGR 106 COMPUTER AIDED DRAFTING II**

Progressive advancement with the use of computer-aided drafting technique using AutoCAD software to create, edit, and plot working engineering drawings. Prerequisite: ENGR 105 (5 CR) (NE)

**ENGR 110 INTRODUCTION TO ENGINEERING: MODELING AND ANALYSIS**

Students will complete a series of hands-on projects designed to emphasize a systematic, analytical problem solving approach and explore the engineering disciplines at a technical level. Topics include: introductory engineering concepts, engineering for sustainability, teamwork skills, the application of mathematics, physics, and chemistry in engineering. Prerequisites: ENGR 100 and CMPS 101(5 CR) (TE)

**ENGR 205 COMPUTER AIDED DRAFTING III**

Continuation of basic CAD principles of computer-aided drafting and use of technique to create, and edit 3D CAD drawings. Prerequisite: ENGR 106 (5 CR) (NE)

**ENGR 206 COMPUTER AIDED DRAFTING AND MANUFACTURING**

Covers the fundamental operations of 3D Computer Aided Drafting (CAD) software that creates rapid prototype designs suitable for fabrication. Students translate 3D CAD drawings into Computer Assisted Machine (CAM) gcode for interaction with Computer Numeric Control (CNC) tools. Prerequisite: ENGR 205 (5 CR) (NE)





**ENGLISH****ENGL 095 FOUNDATIONS OF ACADEMIC WRITING I**

Emphasis on writing complete, correct sentences, unified and coherent paragraphs, and short essays. Workbook exercises reinforce Standard English. Close reading skills practiced. Builds writing skills through use of templates, drafting, revising, editing, and developing analytical habits of mind. (5 CR) (N)

**ENGL 098 FOUNDATIONS OF ACADEMIC WRITING II**

Builds on foundations of college English skills: Standard English usage, highlighting and annotating, close reading for main ideas, paragraphing, academic paper structure and thesis statement, MLA citation and basic research. Prerequisite: ENGL 095 and READ 091 or placement test (5 CR) (N)

**ENGL 100 FOUNDATIONS OF COMPOSITION**

Prepares students for Composition I. Focuses on written language proficiency required to learn effectively in academic programs and includes a variety of formal-language skills--such as vocabulary, grammar, syntax, discipline-specific terminology, or rhetorical conventions. Includes a variety of essays, summaries, research, and citation. Prerequisite: ENGL 098 and READ 091 or placement test (5 CR) (NE)

**ENGL 101 ENGLISH COMPOSITION I**

Introduces and develops evidence-based, college-level writing skills. Designed to improve critical thinking, reading, and writing proficiencies through the use of strategies for turning personal experience, observations, and analyses into evidence appropriate for academic writing. Emphasizes composition of short, focused, concretely-developed academic papers. Prerequisite: ENGL 100 or placement test (5 CR) (CS)

**ENGL 102 ENGLISH COMPOSITION II**

Builds upon the critical thinking, reading, and writing capabilities developed in ENGL 101. Emphasizes selection, evaluation, close reading, annotation, and incorporation of primary and secondary research sources into well-organized expository and argumentative essays of short and moderate lengths. Prerequisite: ENGL 101 (5 CR) (CS)

**ENGL 148 INTRODUCTION TO INDIAN LEGENDS**

Designed for students to become familiar with a wide range of Pacific Northwest Indian legends and to develop storytelling and listening skills as well as to gain an overall appreciation and understanding of Indian philosophy by recognizing common themes. (3 CR) (HT)

**ENGL 155 INTRODUCTION TO CREATIVE WRITING**

Designed for students to read, discuss and interpret contemporary poems, stories and short plays to inspire their own writing. Covers exploration of various writing techniques. Prerequisite: ENGL 100 (3 CR) (HT)

**ENGL 156 INTRODUCTION TO POETRY WRITING**

Students read models of poetry, discuss key literary elements of various selections, record activities in a journal, and write poems. Prerequisite: ENGL 100 (3 CR) (HT)

**ENGL 188/288 TOPICS IN ENGLISH**

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

**ENGL 189/289 INDIVIDUALIZED STUDIES IN ENGLISH**

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

**ENGL 197/297 INTERNSHIP/PRACTICUM IN ENGLISH**

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


**ENGL 202 TECHNICAL WRITING**

Introduction to effective technical writing. Emphasis placed on audience analysis, library and Internet research, components of technical literature, evaluation of sources, use of appropriate style guidelines, and writing an effective technical paper. Prerequisite: ENGL 101 (5 CR) (CS)

**ENGL 236 SURVEY OF NATIVE AMERICAN LITERATURE**

General survey of legends, early Native American bibliographies and short contemporary literary works. Focuses on developing literary analysis, writing, and discussions skills. For fifth credit student must read and report on an approved novel. Prerequisite: ENGL 101 (5 CR) (HT)

**ENGL 237A-E PROJECTS IN NATIVE AMERICAN LITERATURE**

A study of legends, nineteenth century, and contemporary literature by Native Americans. Each letter is an independent, one credit, writing enriched project. Intended as a more in-depth follow up to Survey of Native American Literature. Prerequisite: ENGL 236 (1 CREA) (HT) 

**ENGL 305 TECHNICAL WRITING FOR TRIBAL LEADERS**

Writing for technical and professional purposes using multiple text formats in printed and electronic media. Provides the skills necessary to communicate in scientific, cultural, business and political arenas based on how Native American perspectives can influence decision-making. Prerequisite: ENGL 102 (5 CR)

**ENGL 388/488 TOPICS IN ENGLISH**

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

**ENGL 389/489 INDIVIDUALIZED STUDIES IN ENGLISH**

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

**ENGL 397/497 INTERNSHIP/PRACTICUM IN ENGLISH**

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

**ENVIRONMENTAL SCIENCE****ENVS 105 INTRODUCTION TO ENVIRONMENTAL SCIENCE**


Introduction to environmental concepts and dynamics. Ecosystems, biomes, management and human impact discussed. Parallel worldviews of the environment presented. Problems and solutions on different environmental issues considered. Lab included. (5 CR) (NSL)

**ENVS 108 FUNDAMENTALS OF ENVIRONMENTAL SCIENCE**

Focuses on ecological principles and environmental issues such as





population, natural resources, land use planning and problems of pollution and waste management. Information is included about Tribal environmental concerns. (5 CR) (NS) 

#### **ENVS 188/288 TOPICS IN ENVIRONMENTAL SCIENCE**

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


#### **ENVS 189/289 INDIVIDUALIZED STUDIES IN ENVIRONMENTAL SCIENCE**

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

#### **ENVS 197/297 INTERNSHIP/PRACTICUM IN ENVIRONMENTAL SCIENCE**

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

#### **ENVS 201 NORTHWEST PLANTS**

Field-based course designed to acquaint students with the flora of the Northwest. Covers identification, ecology, and traditional uses of regional flora. Lab included. (5 CR) (NSL) 

#### **ENVS 265 GIS AND REMOTE SENSING**

Introduces use and operation of GIS software as well as the integration of air photos and satellite images into GIS systems. Lab included. (3 CR) (NSL)

#### **ENVS 310 SHELLFISH ECOLOGY**

Focuses on the ecology and biology of invertebrate shellfish species and their important to Tribal people of the Pacific Northwest. Course includes a field component. Prerequisite: BIOL 203 (5 CR)

#### **ENVS 320 ENVIRONMENTAL TOXICOLOGY AND IMPACTS ON HUMANS**

Focuses on place-based environmental toxicology and the impacts of toxicants on the environment and humans within the homelands of Indigenous Peoples of the Pacific Northwest. Topics include environmental toxicology; transport, adsorption, and biotransformation of toxicants in the environment; hazardous air pollutants; and anthropogenic eutrophication. Prerequisites: CHEM 111 or 121 (3 CR)

#### **ENVS 330 HYDROLOGY: SACRED WATERS**

Presents the hydrologic cycle and imparts an understanding of its components and their interactions with human activities. Emphasizes the various interdependent hydrologic processes of the Pacific Northwest, the relationship of those processes to the habitat for salmonids, and the importance to Tribes. Prerequisites: GEOL 101 or 211 and MATH 102 or 107 (4 CR)

#### **ENVS 340 OCEANOGRAPHY**

Explores the physical, chemical, and biological dynamics of the world's oceans, with emphasis on the interplay of ocean circulation, climate, and factors affecting at-sea survival of salmonids. Students will spend significant time in the field, developing understanding of scientific methods, situating their learning within the Tribal context. Prerequisites: BIOL 201 and MATH 210 (5 CR)

#### **ENVS 350 WINTER PLANTS**

Study of native plants based on their winter characteristics. Focus

on trees, shrubs, and vines and their environmental and cultural significance to Indigenous Peoples of the Pacific Northwest. Topics include traditional Indigenous considerations; biology, diversity, nomenclature and taxonomy; ecological significance; and collection and identification of local woody and non-woody plants. (5 CR)

#### **ENVS 370 FIELD STUDY METHODS FOR ECOLOGY: WAYS OF KNOWING, GATHERING INFORMATION AND BUILDING KNOWLEDGE**

Lab-intensive course that teaches field methods for the wildland biologist with an emphasis on Tribal lands and territories. Course includes experimental design; data acquisition and analysis; field methods used to study plants, animals, and water; and the preparation of field study reports. Prerequisite: MATH 210, BIOL 202 or 203 (3 CR)

#### **ENVS 375 EXPLORING PLACE THROUGH IMAGING**

Focuses on the use of cartography, Geographic Information Systems, remote sensing and other visual tools in the evaluation, planning, and management of cultural and natural resources. Prerequisites: CMPS 101, GEOL 101 or 211, and MATH 102 or 107. (4 CR)

#### **ENVS 388/488 TOPICS IN ENVIRONMENTAL STUDIES**

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

#### **ENVS 389/489 INDIVIDUALIZED STUDIES IN ENVIRONMENTAL SCIENCE**

Individualized learning contract between student and instructor. (1-5 CR)

#### **ENVS 397/497 INTERNSHIP/PRACTICUM IN ENVIRONMENTAL SCIENCE**

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

#### **ENVS 430 AQUATIC ECOLOGY: WATER WEBS AND CYCLES**

This course provides a Tribal and global understanding of aquatic ecosystems with an emphasis on Tribal stewardship of lakes, rivers and wetlands. Prerequisites: BIOL 202, 203 and 310 (5 CR)

#### **ENVS 440 ECOLOGY OF THE SALISH SEA**

Explores the dynamics of marine environments focusing on traditional Native perspectives on the Salish Sea and scientific inquiry of the marine environment through laboratory exploration. Prerequisites: BIOL 203 and MATH 210 (5 CR)

#### **ENVS 450 PHENOLOGY**

Overview of phenology and its relationship to Native Americans and their interactions with the environment. Topics include Native American Traditional Phenological Knowledge and the cultural significance of associated organisms; impacts of climate change on phenology, species, and humans; and making phenological observations and records. Prerequisites: ENGL 102 and ENVS 201 (5 CR)

#### **ENVS 470 ECOLOGICAL RESTORATION**

Presents the process of developing, implementing, and assessing an ecosystem restoration project. Prerequisite: BIOL 310 (3 CR)



**ENVS 481 ECOPHYSIOLOGY: EARTH WEBS AND CYCLES**

Uses concepts of math, meteorology, physics, plant physiology and ecology to study the plant-environment interface. The dynamic understanding created in this course helps to explain the role of variables that influence the structure and function of ecosystems, and in turn, shape human communities that depend upon these ecosystems. Prerequisites: BIOL 310 and MATH 102 (5 CR) (NSL)

**GEOGRAPHY****GEOG 188/288 TOPICS IN GEOGRAPHY**

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

**GEOG 189/289 INDIVIDUALIZED STUDIES IN GEOGRAPHY**

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

**GEOG 197/297 INTERNSHIP/PRACTICUM IN GEOGRAPHY**

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

**GEOG 203 PHYSICAL GEOGRAPHY**

Principles and techniques in analysis of aerial distributions in the natural environment; landforms, water, climate, soils, vegetation. Lab work included. Prerequisite: At least one introductory science course (5 CR) (NSL)

**GEOG 340 POLITICAL AND CULTURAL ECOLOGY: A CASE STUDY**

This course employs a case study approach to engage with issues related to environmental, political, and cultural boundaries, social construction of modern conceptions of natural resource management. Recommended for students interested in natural resource management and Tribal governance. Prerequisite: ENGL 102 or 202; BIOL 104 (or equivalent) (5 CR)

**GEOG 388/488 TOPICS IN GEOGRAPHY**

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


**GEOG 389/489 INDIVIDUALIZED STUDIES IN GEOGRAPHY**

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

**GEOG 397/497 INTERNSHIP/PRACTICUM IN GEOGRAPHY**

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

**GEOLOGY****GEOL 101 INTRODUCTION TO GEOLOGY**

Covers basic geologic processes and earth cycles. Topics include minerals and rocks, earth history, structures and plate tectonics plus consideration of environmental geology such as rivers and floods, landslides, earthquakes, mining and hydrology. Lab work included. (5 CR) (NSL) 

**GEOL 188/288 TOPICS IN GEOLOGY**

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

**GEOL 189/289 INDIVIDUALIZED STUDIES IN GEOLOGY**

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

**GEOL 197/297 INTERNSHIP/PRACTICUM IN GEOLOGY**

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

**GEOL 211 PHYSICAL GEOLOGY**

Origin, composition, and structure of earth. Advanced identification of rocks and minerals; the evolution of the surface features of continents and interpretation of landforms from maps. Lab work included. Prerequisite: GEOL 101 (5 CR) (NSL)

**HOSPITALITY MANAGEMENT****HRCM 111 INTRODUCTION TO CASINO MANAGEMENT**

Designed for students interested in a career in casino management or a career in general hospitality management. Students gain an overview of management skills required in casino operations, including planning, casino cage operations, soft count procedures, casino accounting, slot management, slot operations, surveillance, and management strategies. (5 CR) (NE)

**HRCM 135 SECURITY IN THE HOSPITALITY INDUSTRY**

Introduces the day-to-day operations of casino security. Includes surveillance; use of video equipment; learning and maintaining key, crowd, access, and traffic controls; and the use of security forms, terminology, and report writing. (5 CR) (NE)

**HRCM 150 INTRODUCTION TO RESTAURANT MANAGEMENT**

Designed for students interested in a career in restaurant management or a career in general hospitality management. Presents an overview of management skills required in restaurant operations, including menu development and pricing, beverage management, purchasing, employee staffing, and marketing. (5 CR) (NE)

**HRCM 188/288 TOPICS IN HOSPITALITY MANAGEMENT**

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

**HRCM 189/289 INDIVIDUALIZED STUDIES IN HOSPITALITY MANAGEMENT**

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

**HRCM 197/297 INTERNSHIP/PRACTICUM IN HOSPITALITY MANAGEMENT**

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

**HRCM 275 THE REGULATORY ENVIRONMENT**

Provides an overview of the complex multi-layered regulatory environment unique to Tribal gaming operations. Emphasis is on Tribal sovereignty as the foundation of gaming strategies and the role of the federal government in regulation (Indian Gaming Regulatory Act) along with the development and implementation of Tribal-state compacts. (3 CR) (NE)

**HRCM 285 LEADERSHIP AND FINANCIAL MANAGEMENT**

Explores essential leadership practice and theory as it applies to

CS- Communication Skills

HT- Humanities Theory

HP- Humanities Performance

NE- Non-Transferable Elective

TE- Transferable Elective

NS- Natural Science

NSL- Natural Science Lab

N- Non-Applicable

QS- Quantitative Skills

SS- Social Science



- May Include Indigenous Service Learning Component

Tribal for-profit gaming and hospitality operations. Also focuses on overall financial management skills such interpretation of financial statements, including profit and loss statements, cash flow, and audits. (3 CR) (NE)

#### **HRCM 290 BUILDING AND PROTECTING GAMING ASSETS**

Focus is on building and protecting gaming assets as the foundation of success of Tribal gaming operations. (3 CR) (NE)

#### **HRCM 295 ORGANIZATIONAL DEVELOPMENT IN THE TRIBAL GAMING ENVIRONMENT**


Examines organizational development theory and practice as a broad knowledge base from which to approach decision-making and leadership. Specifically, students will explore Tribal organizational practices and their applicability in gaming environments. (3 CR) (NE)

### **HUMAN DEVELOPMENT**

#### **HMDV 104 DEVELOPING SELF-EFFICACY**

Focuses on developing a self-efficacious framework that supports educational success by having each student work closely with faculty, peers, and student mentors to create a framework, which includes identifying, pursuing, and maintaining self-efficacious beliefs. (3CR) (NE)

#### **HMDV 110 INTRODUCTION TO SUCCESSFUL LEARNING**

Orientation class for new students designed to prepare students for success in college and in life. Focus is on development of solid academic skills, fostering resilience and effective life skills, clarifying personal identity, and developing a connection to the college community. (4 CR) (NE) 

#### **HMDV 120 EXPLORING CREDIT FOR PRIOR LEARNING**

Student examines personal experiences in order to identify those that could equate to college-level learning. S/U grading. (1 CR) (NE)

#### **HMDV 121 CREDIT FOR LIFE EXPERIENCE**

Student analyzes college-level learning in personal experiences then equates it to NWIC classes. Knowledge must be documented and approved before credit is granted. Student registers for the number of credits equivalent for which PLE credit is requested. After expert approves credits, those courses replace HMDV 121 on the student's transcript and are designated as PLE credits. Prerequisites: HMDV 120 S/U grading. (1-22 CR) (NE)

#### **HMDV 150 INDIVIDUALIZED DEGREE OR CERTIFICATE PLANNING**

Required for Individualized Degree or Certificate programs. With the help of an advisor and an expert in the field, the student creates a degree or certificate plan. Includes a clarification of career goals. S/U grading. (3 CR) (NE)

#### **HMDV 188/288 TOPICS IN HUMAN DEVELOPMENT**

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

#### **HMDV 189/289 INDIVIDUALIZED STUDIES IN HUMAN DEVELOPMENT**


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

tor. (1-5 CR) (NE)


#### **HMDV 190 STUDENT LEADERSHIP PRACTICE**

Student leadership practice through organized NWIC student clubs and organizations. (1-5 CR) (NE)


#### **HMDV 191 JOURNEY OF LEADERSHIP: TO PREPARE**

Presents aspects of leadership development, including goal-setting, self-reflection, and team building, in order to build a cohort of learners focused on civic engagement. Students are expected to participate in National Days of Service. (1 CR) (NE) 

#### **HMDV 192 JOURNEY OF LEADERSHIP: TO RELATE**

Expands on activities in HMDV 191. Emphasizes group dynamics, developing relationships with the community, and planning for a service-learning project. Prerequisite: HMDV 191 (1 CR) (NE) 

#### **HMDV 193 JOURNEY OF LEADERSHIP: TO MAKE CHANGE AND REFLECT**

Expands on activities experienced in HMDV 191 and 192. Service learning projects are implemented allowing students to assess the impact of the project on self and community. Prerequisite: HMDV 192 (1 CR) (NE) 

#### **HMDV 197/297 INTERNSHIP/PRACTICUM IN HUMAN DEVELOPMENT**

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

### **HUMANITIES**

#### **HMTS 109 A-E ENCOUNTERS IN HUMANITIES**

Five major areas in the humanities studied: Literature, theater, philosophy, art, and music. A one credit introductory study in each area broadens humanities perspectives and enables students to pursue more in-depth studies. Prerequisite: ENGL 100 (1 CREA) (HT)

#### **HMTS 110 A-E ENCOUNTERS IN HUMANITIES II**

Five major areas in the Humanities covered: Poetry, film, religion, art history, and world music. One credit, introductory study in each area will prepare the student for more in-depth study in one or more of these five areas. Prerequisite: ENGL 100 (1 CREA) (HT)

#### **HMTS 188/288 TOPICS IN HUMANITIES**

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

#### **HMTS 189/289 INDIVIDUALIZED STUDIES IN HUMANITIES**

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

#### **HMTS 197/297 INTERNSHIP/PRACTICUM IN HUMANITIES**

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

#### **HMTS 201 ORAL INTERPRETATION OF LITERATURE: STORY-TELLING**

Focuses on basic theory and techniques of effective oral presentation of poetry, prose and dramatic text with specific emphasis on Na-





tive American writings. Student will analyze specific literary works and communicate understanding through performance. Prerequisite: ENGL 101 (3 CR) (HT)

## **HUMAN SERVICES**

### **HUMS 120 SURVEY OF CHEMICAL DEPENDENCY**

Provides an understanding of addiction as a primary disease along with theoretical models. An overview of the impacts alcohol and drugs have on society historically, and currently. Cultural differences with emphasis on Native American responses to this disease are provided. (3 CR) (NE)

### **HUMS 130 PHARMACOLOGY OF SUBSTANCES**

Broad overview of the substances of abuse, the mechanism of action, tolerance, dependence, detoxification, and biological impacts. These topics include emotional, cognitive and behavioral adaptations for all of the substance classifications. Prerequisite: HUMS 120 (3 CR) (NE)

### **HUMS 156 STRESS MANAGEMENT**

Focuses on ways of coping with stressful factors in the work world and in the home environment. (2 CR) (NE)

### **HUMS 160 CHEMICAL DEPENDENCY CASE MANAGEMENT**

Designed to assist students in the ability to manage client caseloads through the understanding of the disease, continuum of care, diagnostic assessments, maintenance of client files, treatment planning, and aftercare follow-up. Prerequisite: HUMS 120 (3 CR) (NE)

### **HUMS 170 CHEMICAL DEPENDENCY INDIVIDUAL COUNSELING**

Presents special skills and knowledge of techniques required to be an effective Chemical Dependency counselor. Emphasis placed on methods of counselor's professional guidance and support in the client/patient effort to achieve and maintain fullest possible recovery from chemical dependency. Prerequisite: HUMS 120 (3 CR) (NE)

### **HUMS 180 YOUTH CHEMICAL DEPENDENCY COUNSELING**

Assists participants in understanding the effects of alcoholism and chemical dependency related problems on the adolescent including the issues of developmental skills, self-esteem, family systems, children of alcoholics, and impact of change. Explores ways to develop strategies to optimize possibilities for creative transition. Prerequisite: HUMS 170 (3 CR) (NE)

### **HUMS 187 AIRBORNE AND BLOODBORNE PATHOGENS**

Studies transmission of major infections spread by air or blood found more commonly in chemically dependent people. Includes HIV/AIDS brief interventions for the chemically dependent patient with focus on Native American communities and chemically dependent individuals. For students who are already, or training to become, certified chemical dependency counselors. (This course includes HIV/AIDS brief interventions for the chemically dependent patient. (1 CR) (NE)

### **HUMS 188/288 TOPICS IN HUMAN SERVICES**

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


### **HUMS 189/289 INDIVIDUALIZED STUDIES IN HUMAN SERVICES**

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

### **HUMS 197/297 INTERNSHIP/PRACTICUM IN HUMAN SERVICES**

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

### **HUMS 208 LAW AND ETHICS IN CHEMICAL DEPENDENCY**

State and federal laws governing controlled substances and related statutes for the chemical dependency professional are covered, as are ethics for the helping professions, with special focus on ethical dilemmas unique to chemical dependency. Prerequisite: HUMS 170. (5 CR) (NE) 

### **HUMS 210 GROUP FACILITATION**

Designed to assist students through a process of experiential learning that provides skill building activities in group dynamics resulting in new or strengthened group facultative skills that can be applied in sexual abuse counseling. Prerequisite: HUMS 170 (3 CR) (NE)

### **HUMS 223 CHEMICAL DEPENDENCY ASSESSMENT AND TREATMENT**

Designed to provide students with a basic understanding of chemical dependency assessment and treatment. Prerequisite: HUMS 170 (3 CR) (NE)

### **HUMS 230 CHEMICAL DEPENDENCY AND THE FAMILY**

Designed to assist students in understanding the effects of alcoholism and other chemical dependency related problems on the Native American family, including youth and family issues, co-dependence, children of alcoholics, adult children of alcoholics, developing support groups, and family focused prevention activities. Prerequisite: HUMS 170 (3 CR) (NE)

### **HUMS 240 MULTICULTURAL COUNSELING**

Issues of cultural diversity including serving people with disabilities and the implications for treatment. Also covers the relationships between agencies, staff and serving diverse client populations. Prerequisite: HUMS 170 (3 CR) (NE)

### **HUMS 275 RELAPSE PREVENTION**

Designed to assist students in understanding the recovery process, identify warning signs of relapse, and develop effective relapse prevention planning with the client. Prerequisite: HUMS 170 (3 CR) (NE)

## **MATHEMATICS**

### **MATH 070 INTRODUCTION TO QUANTITATIVE LITERACY**

Introduces and builds skills for flexible numerical thinking: develops various algorithms for the four arithmetic operations on the rational numbers, emphasizing sense-making over procedure. Includes abstract and practical applications such as various models for fractions, area, perimeter, and proportional reasoning. Presents skills and resources for college readiness. (5 CR) (N)





**MATH 098 ELEMENTARY ALGEBRA**

Fundamentals of algebra including multiple representations of algebraic objects (formulas, graphs, tables, and contextual descriptions); negative numbers; linear equations and graphs; linear inequalities; integer exponents; and operations on polynomials. Emphasis is on the concepts of equivalent expressions and solutions. Prerequisite: MATH 070 or placement test (5 CR) (N)

**MATH 099 INTERMEDIATE ALGEBRA**

Extends the fundamentals of algebra including systems of linear equations; factoring polynomials; square roots; and solutions and graphs of quadratic equations. Emphasis is on multiple representations of algebraic objects and the connections between algebra and geometry. Prerequisite: MATH 098 or placement test (5 CR) (N)

**MATH 102 COLLEGE ALGEBRA**

Revisits and expands concepts of linear and quadratic equations and graphs from the point of view of the concept of functions and their domain. Emphasizes multiple representations of functions and their use as models for applications. Includes, but is not limited to, systems of equations, radical expressions and rational exponents. Prerequisite: C or better in MATH 099 or test above Intermediate Algebra. (5 CR) (QS, NS)

**MATH 103 PRECALCULUS I**

Presents linear, quadratic, cubic, reciprocal, exponential and logarithmic functions in their multiple representations and their use as models for concrete applications. Explores the concept and application of transformations, compositions and inverse of a function. Prerequisite: C or better in MATH 102 or placement test (5 CR) (QS, NS)

**MATH 104 COMBINED PRECALCULUS**

Presents linear, quadratic, cubic, reciprocal, exponential, and sinusoidal functions in their multiple representations with a focus on their use as models for concrete applications. Explores the concept and application of transformations, compositions, and inverse of a function. Recommended for students with an interest in the life sciences. Prerequisite: C or better in MATH 102 or placement test (7 CR) (QS, NS)

**MATH 105 PRECALCULUS II**

Presents trigonometric, polynomial and rational functions in their multiple representations and their use as models for concrete applications. Deepens the exploration and application of transformations, compositions and inverse of a function begun in MATH 103. Prerequisite: C or better in MATH 103 or placement test (5 CR) (QS, NS)

**MATH 107 ELEMENTARY STATISTICS I**

Develops the tools to describe and interpret the main features of a collection of quantitative data: histograms, boxplots and scatterplots; the median, mean, standard deviation and correlation of a dataset; and the normal approximation. Introduces the concepts of sampling and experiments. Relates these concepts to current issues confronting Tribes. Prerequisite: C or better in MATH 099 or test above Intermediate Algebra (5 CR) (QS, NS)

**MATH 124 CALCULUS AND ANALYTIC GEOMETRY I**

Covers derivatives, computing derivatives, curve sketching, optimization, and problem solving. Prerequisite: C or better in MATH 105 or placement test (5 CR) (QS, NS)

**MATH 125 CALCULUS AND ANALYTIC GEOMETRY II**

Covers the definite and indefinite integrals, techniques of integration, and their applications to concepts including area, volume, growth, and decay. Prerequisite: C or better in MATH 124 (5 CR) (NS, QS)

**MATH 126 INTRODUCTION TO MULTIVARIABLE CALCULUS**

Covers multiple-dimensional coordinate systems, vector geometry in three dimensions, functions of multiple variables and their multiple representations, partial derivatives, and their applications including optimization and motion. Includes an introduction to multivariable integral calculus. Prerequisite: C or better in MATH 125 (NS, QS)

**MATH 151 SURVEY OF MATHEMATICS**

Integrated concept-based mathematics course that promotes quantitative literacy. College algebra concepts are taught contextually as the language and symbolism of mathematics. Real systems are modeled to develop topics chosen from logic, sets, counting methods, problem solving, statistics, and probability. Experiential activities consolidate core concepts within a collaborative learning environment. Prerequisite: C or better in MATH 099 or test above Intermediate Algebra (5 CR) (QS, NS)

**MATH 188/288 TOPICS IN MATHEMATICS**

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

**MATH 189/289 INDIVIDUALIZED STUDIES IN MATHEMATICS**

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

**MATH 190 VOCATIONAL MATH**

Presents mathematical concepts useful in the everyday workplace including: fractions, ratios, percents, proportions, unit conversions, basic algebra and geometry. Emphasis on problem solving for applications in Tribal business, construction and natural resource management settings. May be offered as MATH 190A (3 CR) and MATH 190B (2 CR). Prerequisite: MATH 070 (5 CR) (NE)

**MATH 197/297 INTERNSHIP/PRACTICUM IN MATHEMATICS**

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

**MATH 207 ELEMENTARY STATISTICS II**

Rigorous study of inferential statistics including confidence intervals, hypothesis testing of one and two population means as well as population proportions, chi-square procedures, and methods of regression and correlation. Prerequisite: MATH 107 (5 CR) (QS, NS)

**MATH 210 BIostatISTICS**

Focuses on the use of statistics in the life sciences, including experimental design, data collection and presentation, descriptive statistics, statistical tests, including one-and two- sample hypothesis testing, analysis of variance (ANOVA), correlation, regression, and



chi-squared tests. Conditions of each test and use of statistics in scientific papers are examined. Prerequisites: MATH 102, MATH 107 and any college-level science course (5 CR) (QS, NS)

### **NATIVE AMERICAN STUDIES**

#### **NASD 101 CONVERSATIONAL NATIVE AMERICAN LANGUAGE I**

Fundamentals of speaking, reading, and writing a specific Native American language. Includes cultural studies. (3 CR) (HP)

#### **NASD 102 CONVERSATIONAL NATIVE AMERICAN LANGUAGE II**

Continuation of NASD 101. Prerequisite NASD 101 (3 CR) (HP)

#### **NASD 103 CONVERSATIONAL NATIVE AMERICAN LANGUAGE III**

Continuation of NASD 102. Prerequisite: NASD 103 (3 CR) (HP)

#### **NASD 115 INDIAN SONG AND DANCE I**

Covers historical meaning and contemporary protocol of Indian song and dance. Forms a basis to understand basic meanings and to gain respect for the communities involved. Interested participants will begin to study and create regalia for community and exhibition dancing. (3 CR) (HP)

#### **NASD 116 INDIAN SONG AND DANCE II**

Continuation of Indian Song and Dance I. Prerequisite: NASD 115. (3 CR) (HP)

#### **NASD 118 NORTHWEST COAST INDIAN SONG AND DANCE I**

Designed to provide a means by which Indian people may enter or reenter the Indian culture of the Pacific Northwest through traditional Northwest Coast song and dance. In addition, this class is designed to provide another look at the environment through our ancestor's eyes through these ancient songs of celebration. (3 CR) (HP)

#### **NASD 119 NORTHWEST COAST INDIAN SONG AND DANCE II**

Designed for advanced students of Northwest Coast Indian Song and Dance. The purpose of this class is to prepare advanced students for their own public and/or solo performances and/or teach their own dance groups for the purpose of public performances. (3 CR) (HP)

#### **NASD 125 INTRODUCTION TO COAST SALISH BONE GAME TECHNIQUES**

Covers history of the Coast Salish Bone Game and the basics of the Bone Game rules and techniques. (2-4 CR) (HP)

#### **NASD 126 BONE GAME DRUM AND SONG**

Students learn the dynamics of NW coast drumming and singing to accompany the Coast Salish bone games. Students will already be familiar with the basic rules and techniques of bone gaming. Prerequisite: NASD 125 (3 CR) (HP)

#### **NASD 131 TRIBAL HISTORY I**

Introduction to the history of the Tribe and community where the course is taught, from the origin stories of the people and the development of that community's society through Allotment. Course is place specific and focuses on the specific historical events that influence the current status of that community. (3 CR) (SS)

#### **NASD 132 TRIBAL HISTORY II**

Continuation of Tribal History I specific to the Tribe and community where the course is taught, from Allotment to the present. Course is place specific and focuses on the specific historical events that influence the current status of that community. Prerequisite: NASD 131 (3 CR) (SS)

#### **NASD 137 REGALIA MAKING I**

Design, identification and preparation of materials in making Tribal regalia. (3 CR) (HP)

#### **NASD 138 REGALIA MAKING II**

Continuation of NASD 137. Prerequisite NASD 137 (3 CR) (HP)

#### **NASD 188/288 TOPICS IN NATIVE AMERICAN STUDIES**

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

#### **NASD 189/289 INDIVIDUALIZED STUDIES IN NATIVE AMERICAN STUDIES**

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

#### **NASD 197/297 INTERNSHIP/PRACTICUM IN NATIVE AMERICAN STUDIES**

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

#### **NASD 202 THE NATIVE AMERICAN EXPERIENCE**

The social and cultural evolution of the first peoples of the Americas. Focus on such aspects as education, self-determination, health issues and urbanization as they impact Native Indigenous populations. (3 CR) (SS)

#### **NASD 203 CONVERSATIONAL NATIVE AMERICAN LANGUAGE IV**

Continuation of NASD 103. (3 CR) (HP)

#### **NASD 204 CONVERSATIONAL NATIVE AMERICAN LANGUAGE V**

Continuation of NASD 203. Students and instructor speak advanced language. Students write sentences and short stories. Speech making is also a part of the class. (3 CR) (HP)

#### **NASD 205 CONVERSATIONAL NATIVE AMERICAN LANGUAGE VI**

Continuation of NASD 204. Continues to build vocabulary, understand sentence structure. Practice speaking writing and listening skills. (3 CR) (HP)

#### **NASD 208 WRITING FAMILY HISTORY**

Exposes students to writing a biography, autobiography, or memoir through researching both family and Tribal history, as well as organizing their research, develop their writing and editing skills, and design a family history book. (3 CR) (TE)

#### **NASD 240 NATIVE AMERICAN WOMEN'S STUDIES**

Examines female leadership roles in Native American communities for gaining insight into the lives of Native women leaders and how they define success and well-being. Topics include education, music, art, literature, land rights, anthropology, medicine, science and traditional values. (5 CR) (HT)



**NATIVE ENVIRONMENTAL SCIENCE****NESC 110 INTRODUCTION TO NATIVE ENVIRONMENTAL SCIENCE**

Introduction to fundamental Native science principles and concepts. Provides an initial understanding of the intimate relationship between Native people and the natural world. Designed for students interested in a career in the field of environmental science and newly declared Native Environmental Science students. (1 CR) (NS)

**NESC 215 CLIMATE CHANGE IN NATIVE LANDS**

Exploration of how climate has changed in the past, how it is changing now, and the contemporary causes of climate change with an emphasis on understanding the interconnectedness of biotic and physical systems. Climate change topics focus on the ecological impacts and consequences for Tribal lands and Native communities. Prerequisites: ENGL 100 and BIOL 104 (5 CR) (NSL)

**NESC 188/288 TOPICS IN NATIVE ENVIRONMENTAL SCIENCE**

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

**NESC 189/289 INDIVIDUALIZED STUDIES IN NATIVE ENVIRONMENTAL SCIENCE**

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

**NESC 197/297 INTERNSHIP/PRACTICUM IN NATIVE ENVIRONMENTAL SCIENCE**

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

**NESC 303 NATIVE ENVIRONMENTAL SCIENCE INTERDISCIPLINARY SEMINAR**

Introduction to self-designed interdisciplinary studies with emphasis on developing writing and individualized study skills. Seminar topics vary by instructor. (3 CR)

**NESC 305 NATIVE ENVIRONMENTAL SCIENCE CONCENTRATION SEMINAR**

Designed to assist students develop and write an interdisciplinary self-designed concentration proposal, which is required for all students pursuing the interdisciplinary concentration option of the Bachelor of Science in Native Environmental Science program. The concentration proposal must be completed and filed at least three quarters before graduation. Prerequisite: NESC 303 or permission of instructor and NES Advisor (5 CR)

**NESC 310 NATIVE SCIENCE**

Study of the intimate relationship between Native people and the natural world. Emphasis on how Native people honor and respect the natural world, and on gaining an understanding and appreciation of Indigenous knowledge. Prerequisites: BIOL 104 and PHIL 140 (5 CR)

**NESC 315 TRADITIONAL ECOLOGICAL KNOWLEDGE**

Examines how Tribes acquire and transmit traditional ecological knowledge across generations. Emphasis on the practices, beliefs and relationships inherent in TEK, and the sustainability of resources and the perpetuation of cultures in the Pacific Northwest. Prereq-

uisites: BIOL 104 and PHIL 140 (3 CR)

**NESC 340 NATIVE VIEWS ON ANIMAL BEHAVIOR**

Combines Native American traditional knowledge with Western science in a comparative study of thought processes, consciousness, beliefs, and rationality which result in individual non-human animal behavior. Topics include animal intelligence, emotion, behavior, and communication with emphasis on Indigenous cognitive ethology as a foundation for Tribal wildlife research and management. Prerequisites: PHIL 140 or NESC 310 (5 CR)

**NESC 350 FOOD SOVEREIGNTY**

Examines the complex topics of food sovereignty through traditional food and uses, sustainable agriculture, applied science, food justice, and environmental ethics. Includes an exploration of food systems, food culture, and food security from both regional and global perspectives. Prerequisites: ENGL 102 or 202; BIOL 104 or ENV 201 (5 CR)

**NESC 360 ENVIRONMENTAL GOVERNANCE OF SHARED RESOURCES**

Analyzes different models and theories of governance that address environmental issues of shared concern, holistic in scope and integrate ecosystem and human health as well as cultural, economic, and social well-being. Recommended for students interested in natural resource management and Tribal governance. Prerequisites: ENGL 102 or 202; BIOL 104 (or equivalent) (5 CR)

**NESC 388 /488 TOPICS IN NATIVE ENVIRONMENTAL SCIENCE**

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


**NESC 389 /489 INDIVIDUALIZED STUDIES IN NATIVE ENVIRONMENTAL SCIENCE**

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

**NESC 393A-C NESC SEMINAR III**

Integrative seminar for students pursuing the Native Environmental Science program of study. Students enroll in one credit per quarter. (1 CR EA)

**NESC 397/497 INTERNSHIP/PRACTICUM IN NATIVE ENVIRONMENTAL SCIENCE**

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

**NESC 410 NATIVE ENVIRONMENTAL ETHICS**

Study of the moral philosophy that is inherent in the traditional relationship between Native people and the natural world. Examines how the foundation of traditional Tribal values influences land use and serves as the foundation for cultural and natural resource management. (5 CR)

**NESC 425 NATIVE AMERICAN ENVIRONMENTAL LAW**

Philosophical background and case law pertaining to Native American management of land, water, and natural resources. Emphasis on the nature of federal-Tribal trust relationship and doctrine of reserved rights. Includes an analysis of federal environmental law as





applied to the access, use and protection of sacred lands and sites. Prerequisites: POLS 118, POLS 225, or POLS 240 (5 CR)

#### **NESC 445 VINE DELORIA JR. NATIVE SEMINAR**

Discusses ideas and influence of Vine Deloria, Jr. in the field of Native Science, including Deloria's critique of Western science, advocacy for Indigenous knowledge, and views on selected topics such as the Bering Strait Theory, the Pleistocene Over-Kill Hypothesis, the Kennewick Man controversy, and the Theory of Evolution. Prerequisite: NESC 310 (5 CR)

#### **NESC 493A-C NESC SEMINAR IV**

Integrative seminar for students pursuing the Native Environmental Science program of study. Students enroll in one credit per quarter. (1 CR EA)

#### **NESC 499A AND B NATIVE ENVIRONMENTAL SCIENCE CAPSTONE PROJECT**

The capstone is the culminating project of the BSNE degree. With the final capstone projects students will demonstrate meeting the accomplished level of the BSNE four program outcomes. The project may take many forms, but the final product includes a written product and public, oral presentation. (1-10 CR)

### **PHILOSOPHY**

#### **PHIL 101 INTRODUCTION TO PHILOSOPHY**

Covers basic questions of philosophy and their effects on thought processes and the ability to reason. Explores key philosophical figures from a variety of cultural backgrounds and traditions. Prerequisite: ENGL 100 (5 CR) (HT)

#### **PHIL 140 PHILOSOPHIES OF THE NATURAL WORLD**

Compares and contrasts the European and Native American perspectives on the environment and investigates the role of religion and spirituality. Writing lab required if available. (5 CR) (HT)

#### **PHIL 188/288 TOPICS IN PHILOSOPHY**

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

#### **PHIL 189/289 INDIVIDUALIZED STUDIES IN PHILOSOPHY**

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

#### **PHIL 197/297 INTERNSHIP/PRACTICUM IN PHILOSOPHY**

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

#### **PHIL 235 SURVEY OF WORLD RELIGIONS**

Introduction to Judaism, Christianity, Islam, Hinduism, Buddhism, and Taoism. Also study of religious life, including oral traditions and Tribal people. Emphasis on cultural diversity represented by world religions. (5 CR) (HT)

### **PHYSICAL EDUCATION**

#### **PHED 107 PHYSICAL CONDITIONING**

A body conditioning program using aerobic training methods combined with weight training. Emphasis on developing an individual exercise routine to increase general endurance of the respiratory, circulatory, and muscular system. (1-2 CR) (TE)

#### **PHED 115 VOLLEYBALL**

Techniques and basic skills, including rules, scoring, and strategy. (1 CR) (TE)

#### **PHED 116 INTERMEDIATE VOLLEYBALL**

Continuation of beginning volleyball. Emphasis on improvement of skills and strategy through drills and games. (1 CR) (TE)

#### **PHED 122 CONTEMPORARY DANCE**

Energy exercise class for those who want to learn how to dance and have an aerobics like workout. Includes latest dance steps with emphasis on hip-hop dancing. (2 CR) (TE)

#### **PHED 124 BENCH STEP AEROBICS**

Exercise program that involves stepping up and down from a platform to the accompaniment of music. Includes a wide variety of stepping patterns and upper body strength. Has high intensity and low impact balanced to complete workout for all ages and fitness levels. (1-2 CR) (TE)

#### **PHED 125 SOFTBALL**

Designed for developing fundamental skill levels in hitting, throwing, base running, and catching. Team organization, team play, rules, and strategy included. (3 CR) (TE)

#### **PHED 126 STRETCH AND TONE**

Combination of stretching and body movement performed to music. Designed for flexibility, coordination, and suppleness of the body musculature system. (2 CR) (TE)

#### **PHED 127 AEROBIC EXERCISE**

Combination of strength, stretching, and aerobic exercises for total heart and body conditioning performed to music. (1-2 CR) (TE)

#### **PHED 128 LOW IMPACT AEROBICS**

Exercise program that combines strength, stretching and body movement for total heart and body conditioning performed to music. Similar to aerobic exercise but designed to put less stress on joints and body musculature. (1-2 CR) (TE)

#### **PHED 131 ARCHERY**

Covers archery skills and fundamentals, basic equipment and competition standards, safety, and bow hunting techniques. (2 CR) (TE)

#### **PHED 137 STRENGTH TRAINING I**

Designed to give the student the theory behind beginning and implementing a safe strength and conditioning program. Each student develops a paper on one aspect of strength training safety. (3-5 CR) (TE)

#### **PHED 138 STRENGTH TRAINING II**

For those interested in employing resistive exercise for improving health, strength, fitness, and appearance. Includes a personal exercise schedule and a study of the different phases of weight training, nutrition and diet, motivation, and safety. A special program for women is included. (3-5 CR) (TE)

#### **PHED 140 FUNDAMENTALS OF GOLF**

Covers the fundamentals of golf swing, rules, and etiquette of the game and applying these principles through playing and recording





individual scores. Focus is on proper grip and use of each club. (3 CR) (TE)

#### **PHED 145 INTRODUCTION TO INDIAN CANOE RACING**

Comprises of a series of experiential activities around the central theme of traditional Indian war canoe racing. Physical conditioning is intensive in preparation for the competitive events. (5 CR) (TE)

#### **PHED 151 CANOE RACING**

Co-educational course emphasizing physical conditioning, nutrition for athletic competition and canoe pulling techniques for racing in standard and eleven-man "War Canoes". (3 CR) (TE)

#### **PHED 172 HORSEMANSHIP I**

Covers basic horsemanship skills with an emphasis on safety, proper technique, appropriate equipment use, and becoming comfortable in controlling and cooperating with the horse. Includes familiarity with the place of the horse in regional native history from its introduction to the present day. (2 CR) (TE)

#### **PHED 174 WALKING FOR FITNESS**

Students develop a personal walking goal with the help of instructor. Reading assignments about nutrition, exercise and other fitness issues support the goal. Field experience includes experiential learning opportunities with a focus on developing and implementing an individual walking program. (1-3 CR) (TE)

#### **PHED 175 ADULT FITNESS FOR LIFE**

Focuses upon developing a basic understanding of the components of holistic health patterning. Emphasis on nutrition, exercise physiology, muscular endurance, weight control, and life style factors, which promote good health. Students develop and maintain an individualized fitness program. (2 CR) (TE)

#### **PHED 188/288 TOPICS IN PHYSICAL EDUCATION**

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

#### **PHED 189/289 INDIVIDUALIZED STUDIES IN PHYSICAL EDUCATION**

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

#### **PHED 197/297 INTERNSHIP/PRACTICUM IN PHYSICAL EDUCATION**

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

#### **PHED 215 ADVANCED VOLLEYBALL**

Covers basic skills, drills, game strategies, officiating, and coaching techniques. Prerequisite: PHED 115 (2 CR) (TE)

### **PHYSICAL SCIENCE**

#### **PHYS 100 CONCEPTUAL PHYSICS**

Basic concepts of physics including motion, velocity, acceleration, energy, waves, sound, and heat. Presentation focuses on understanding of concepts rather than mathematical calculations. Appropriate for science and non-science students. Includes lab. (5 CR) (NSL)

#### **PHYS 101 GENERAL PHYSICS I**

Introduction to mechanics, kinematics, dynamics, Newton's laws,

energy, momentum, rotation, waves and sound. Recommended for students in science fields not requiring calculus-based physics. Includes lab. Prerequisite: MATH 099 or equivalent (5 CR) (NSL)

#### **PHYS 102 GENERAL PHYSICS II**

Continuing topics in physics including kinematics theory, heat and thermodynamics, principles of electricity and magnetism. Includes lab. Prerequisite: PHYS 101 (5 CR) (NSL)

#### **PHYS 103 GENERAL PHYSICS III**

Continuing topics in physics including geometrical and wave optics, relativity, atomic and nuclear physics. Includes lab. Prerequisite: PHYS 102 (5 CR) (NSL)

#### **PHYS 111 FINDING THINGS OUT IN PHYSICS**

Designed for students to learn, through hands-on inquiry, the nature of physical systems and how matter and energy work in the physical world. Students are helped to develop a positive attitude towards science while understanding what it means to learn scientific concepts. Lab included. (5 CR) (NSL)

#### **PHYS 121 PHYSICS FOR SCIENTISTS AND ENGINEERS I**

Physics for students interested in studying physics or engineering at a university, kinematics, dynamics, Newton's laws, work and energy, momentum, rotational kinematics and dynamics. Includes lab. Prerequisite: MATH 102 or taken concurrently (5 CR) (NSL)

#### **PHYS 122 PHYSICS FOR SCIENTISTS AND ENGINEERS II**

Continuing topics in calculus-based physics including waves, kinematics theory, heat and thermodynamics, oscillations. Includes lab. Prerequisite: PHYS 121 (5 CR) (NSL)

#### **PHYS 123 PHYSICS FOR SCIENTISTS AND ENGINEERS III**

Continuing topics in calculus-based physics including electromagnetic, optics and waves in matter. Includes lab. Prerequisite: PHYS 122 (5 CR) (NSL)

#### **PHYS 188/288 TOPICS IN PHYSICAL SCIENCE**

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

#### **PHYS 189/289 INDIVIDUALIZED STUDIES IN PHYSICAL SCIENCE**

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

#### **PHYS 197/297 INTERNSHIP/PRACTICUM IN PHYSICAL SCIENCE**

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

### **POLITICAL SCIENCE**

#### **POLS 118 RIGHTS OF INDIAN TRIBES**

Overview of United States Indian policy and its impact on the rights of Indian Tribes and people. Problem of federal and state laws and the manner in which courts have interpreted the law examined. (3 CR) (SS)

#### **POLS 119 NATIVE AMERICAN FISHERIES TREATY RIGHTS**

Examines the primary treaties between Native Americans and the United States, The Boldt I and II decisions, and the role of Native

CS- Communication Skills

HT- Humanities Theory

HP- Humanities Performance

NE- Non-Transferable Elective

TE- Transferable Elective

NS- Natural Science

NSL- Natural Science Lab

N- Non-Applicable

QS- Quantitative Skills

SS- Social Science



- May Include Indigenous Service Learning Component

American Tribes in international treaties between the United States and Canada. (3 CR) (SS)

#### **POLS 188/288 TOPICS IN POLITICAL SCIENCE**

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

#### **POLS 189/289 INDIVIDUALIZED STUDIES IN POLITICAL SCIENCE**

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

#### **POLS 197/297 INTERNSHIP/PRACTICUM IN POLITICAL SCIENCE**

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

#### **POLS 225 HISTORY OF FEDERAL INDIAN POLICY**

Covers the governmental policies that have shaped Indian law since 1532. Prerequisites: CSOV 101 and ENGL 101 (5 CR) (SS)

#### **POLS 240 INDIAN POLICY AND TRIBAL SELF-GOVERNANCE**

Historical overview of United States Indian policy and its impact on Native American communities. State, federal, and Tribal relationship examined as well as the effects of Indian self-determination and reservation economic development. Emphasis on Tribal Self-Governance. (3 CR) (SS)

#### **POLS 319 FROM THE BEGINNING OF TIME: NATIVE AMERICAN FISHING RIGHTS**

Focus is on the cultural knowledge that became the foundation for the Boldt Decision. (5 CR)

#### **POLS 350 NATIVE GOVERNMENTS AND POLITICS**

This course examines the unique structures and functions of Native governments from pre-contact times to the present day. Tribal governments are the original and most senior sovereigns. They serve as political entities, business entities, and cultural entities as well. This course focuses on how Native peoples manage their lands, resources, judicial systems, and educational systems. Requirement: By Permission of Instructor. (5 CR)

#### **POLS 388/488 TOPICS IN POLITICAL SCIENCE**

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

#### **POLS 389/489 INDIVIDUALIZED STUDIES IN POLITICAL SCIENCE**

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

#### **POLS 397/497 INTERNSHIP/PRACTICUM IN POLITICAL SCIENCE**

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

### **PSYCHOLOGY**

#### **PSYC 101 GENERAL PSYCHOLOGY**

General overview of the scientific study of psychology. Includes following topics: human learning, personality formation, emotion, motivation, language and reasoning, developmental issues, the brain

and nervous system, and intelligence. Prerequisite: ENGL 100 or above (5 CR) (SS)

#### **PSYC 188/288 TOPICS IN PSYCHOLOGY**

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


#### **PSYC 189/289 INDIVIDUALIZED STUDIES IN PSYCHOLOGY**

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

#### **PSYC 197/297 INTERNSHIP/PRACTICUM IN PSYCHOLOGY**

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

#### **PSYC 201 DEVELOPMENTAL PSYCHOLOGY**

In-depth study analyzing the direction and causes of physical social, emotional, moral and intellectual development through infancy, childhood, adolescence, young adulthood, middle age and old age. Special emphasis placed on cultural factors, relationship issues and personality formation. Prerequisite: PSYC 101 (5 CR) (SS) 

#### **PSYC 210 CHILD DEVELOPMENT THEORY**

Study of the theories and concepts in child development and specific concepts in physical, cognitive, social, language, and personality development. Overview of developmental delays frequently seen, with special education approaches to enhance learning. (5 CR) (SS)

#### **PSYC 220 ABNORMAL PSYCHOLOGY**

Overview of multiple perspectives of psychological conditions commonly labeled in contemporary literature as abnormal. Includes antecedents, assessment, society, and therapeutic approaches. Prerequisites: ENGL 101 and PSYC 101 (5 CR) (SS)

### **PUBLIC AND TRIBAL ADMINISTRATION**

#### **PTAD 188/288 TOPICS IN PUBLIC AND TRIBAL ADMINISTRATION**

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

#### **PTAD 189/289 INDIVIDUALIZED STUDIES IN PUBLIC AND TRIBAL ADMINISTRATION**

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

#### **PTAD 197/297 INTERNSHIP/PRACTICUM IN PUBLIC AND TRIBAL ADMINISTRATION**

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

#### **PTAD 200 BUDGETING**

Introduces the student to the theories and principles of budgeting, the budgetary process, budgeting as a management process, formulation and administration of public and Tribal budgets, approaches to budget formulation and analysis, role of budgeting in policy development, revenue forecasting, allotment control, cost accounting and negotiations. (3 CR) (NE)

#### **PTAD 210 PRINCIPLES OF PLANNING**

Introduces the student to the broad field of American planning and adapting it for application to the Tribal context. General planning

CS- Communication Skills

HT- Humanities Theory

HP- Humanities Performance

NE- Non-Transferable Elective

TE- Transferable Elective

NS- Natural Science

NSL- Natural Science Lab

N- Non-Applicable

QS- Quantitative Skills

SS- Social Science



- May Include Indigenous Service Learning Component

and techniques reviewed within planning's theoretical traditions and critical evaluation of the problems in adapting western planning approaches to the Tribal setting. (3 CR) (NE)

#### **PTAD 220 PUBLIC POLICY PROCESS**

Introduces the student to theoretical literature from the field of public administration and the traditional and contemporary requirements of the Tribal community. Examines policy development changes, and outcomes as well as the interaction of Tribal, federal, state, regional and local jurisdiction and current political issues. (3 CR) (NE)

#### **PTAD 230 ORGANIZATIONAL THEORY AND DEVELOPMENT**

Overviews models for organizational development, nature and status of Tribal jurisdiction in areas of Tribal governance building. Covers legislation at the Tribal level, the role of the council, quasi-legislative bodies, administration and other interests in organizational development. (3 CR) (NE)

#### **PTAD 240 LEADERSHIP AND DECISION-MAKING**

Covers the executive life, style, behaviors, decision-making, relationship to community/constituencies and ethics in public and Tribal government. Presents leadership skills, models for decision-making, role of a leader, public relations, stress management, conflict resolution at the executive level and role modeling. Prerequisite: ENGL 100 or above (3 CR) (NE)

### **READING**

#### **READ 091 ACADEMIC READING STRATEGIES**

Supports development of thinking and reading skills essential for learning college content. Supports development of awareness of and provides practice with structures and processes central to reading and writing. Addresses improving reading and contextual work with academic vocabulary. (4 CR) (N)

### **SCIENCE**

#### **SCIE 101A-E ENCOUNTERS IN THE SCIENCES**

Survey of physical and life sciences, integrating biology, chemistry, physics, geography and cosmology, threaded with scientific history. Lecture and experiential activities, including seminars and field trips, weaving core concepts into a tapestry of scientific understanding and literacy. Specific topics embrace student interests, cultural relevancy, and traditional knowledge. (1 CR EA) (NSL)

#### **SCIE 188/288 TOPICS IN SCIENCE**

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

#### **SCIE 189/289 INDIVIDUALIZED STUDIES IN SCIENCE**

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

#### **SCIE 197/297 INTERNSHIP/PRACTICUM IN SCIENCE**

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

#### **SCIE 388/488 TOPICS IN SCIENCE**

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

#### **SCIE 389/489 INDIVIDUALIZED STUDIES IN SCIENCE**


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

#### **SCIE 397/497 INTERNSHIP/PRACTICUM IN SCIENCE**

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

### **SOCIOLOGY**

#### **SOCI 110 INTRODUCTION TO SOCIOLOGY**

Focuses on social relationships and society. Includes social research and the scientific theory behind it, social groups, social organizations, socialization, deviance and social control, social differentiation and stratification, minority groups, social institutions of various types, human ecology, and social change. Prerequisite: ENGL 100 (5 CR) (SS) 

#### **SOCI 188/288 TOPICS IN SOCIOLOGY**

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

#### **SOCI 189/289 INDIVIDUALIZED STUDIES IN SOCIOLOGY**

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

#### **SOCI 197/297 INTERNSHIP/PRACTICUM IN SOCIAL SCIENCE**

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

### **TRIBAL GOVERNANCE AND BUSINESS MANAGEMENT**

#### **TGBM 188/288 TOPICS IN TRIBAL GOVERNANCE AND BUSINESS MANAGEMENT**

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

#### **TGBM 189/289 INDIVIDUALIZED STUDIES IN TRIBAL GOVERNANCE AND BUSINESS MANAGEMENT**

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

#### **TGBM 197/297 INTERNSHIP/PRACTICUM IN TRIBAL GOVERNANCE AND BUSINESS MANAGEMENT**

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

#### **TGBM 310 HUMAN RESOURCES IN NATIVE COMMUNITIES**

Covers the principles of the Human Resources function in Tribal businesses, community organizations, and governments. Studies the interaction of federal, state, and Tribal employment law and how it is applied in specific situations. Also examines the dispute resolution process between employers and employees under Tribal jurisdiction. Prerequisites: BUAD 202, ENGL 102 or 202 (5 CR)

#### **TGBM 315 PROJECT MANAGEMENT**

This course is designed to build and prepare students' foundation of knowledge, tools and techniques needed to efficiently manage project resources, time, money, and capacity. Emphasis will be placed upon the knowledge and skills required to lead effective projects



that engage Tribal community members, revitalize Tribal culture and support healthy and sustainable Tribal communities. Visioning, initiating, planning, and execution of project management will be covered in-depth in this course. Prerequisites: CMPS 116, ENGL 102 or 202 (5 CR)

#### **TGBM 330 GRANT MANAGEMENT**

This course covers concepts and methods for providing financial and program accountability of public and private funds. This course will incorporate the research and application to funding sources, information on the evaluation process along with the outcomes and the methods used for reporting to the project manager, the funding sources and to the community. This will include the management of grants, grant budgets and program reporting. Prerequisites: CMPS 116, ENGL 102 or 202 (5 CR)

#### **TGBM 350 MARKETING**

Provides comprehensive content and information that inform marketing practices. Presents components of an overall strategic marketing model. Explores marketing and themes unique to Native-owned businesses operating in Indian Country, including, but not limited to, marketing for hospitality, casinos and tourism. Prerequisite: ECON 203 (5 CR)

#### **TGBM 388/488 TOPICS IN TRIBAL GOVERNANCE AND BUSINESS MANAGEMENT**

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

#### **TGBM 389/489 INDIVIDUALIZED STUDIES IN TRIBAL GOVERNANCE AND BUSINESS MANAGEMENT**

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

#### **TGBM 397/497 INTERNSHIP/PRACTICUM IN TRIBAL GOVERNANCE AND BUSINESS MANAGEMENT**

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

#### **TGBM 410 FINANCE: A PRACTICE FOR INDIVIDUAL AND COMMUNITY ASSET BUILDING**

This course introduces students to the principles and applications of financial decision-making in non-profit and profit oriented organizations. Topics include a summary of financial markets and institutions, calculation and analysis of financial performance using various financial tools, and evaluation of the use of financing in various business scenarios. Prerequisites: CMPS 116, MATH 107, and BUAD 235 (5 CR)

#### **TGBM 420 CITIZEN ENTREPRENEURSHIP**

This course focuses on building the skills and knowledge necessary to create, develop, and successfully operate a business in Indian Country. Students will learn and practice idea generation, feasibility analysis, financing, operational management, customer segmentation, marketing, and business plan development in addition to other relevant topics. Prerequisites: TGBM 350 and TGBM 410 (5 CR)

#### **TGBM 440 STRUCTURE AND ORGANIZATION OF TRIBAL GOVERNMENTS**

This course will not only emphasize the wide range of functions and tasks that Tribal governments regularly engage and participate in but will also focus on the organizational structure and administrative functions and duties of Tribal governments. Students will be given an opportunity to analyze the responsibilities of Tribal governments to provide social services to their Tribal members, as well as develop and implement fiscal policy, regulate commerce and manage the lands and natural resources contained within a respective Tribe's traditional homeland. Prerequisite: TGBM 315 (5 CR)

#### **TGBM 499 A AND B CAPSTONE PROJECT**

The capstone project is taken during the last two quarters of a student's program of study. Students will learn research methodology, conduct research, conduct due diligence, and fully develop a business plan for a commercial business, casino management, operational plan, or a public non-profit community based organization. Prerequisite: TGBM 420. Corequisite: ENGL 305 (5 CR)

### **TRIBAL MUSEUM STUDIES**

#### **TMSD 188/288 TOPICS IN TRIBAL MUSEUM STUDIES**

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

#### **TMSD 189/289 INDIVIDUALIZED STUDIES IN TRIBAL MUSEUM STUDIES**

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

#### **TMSD 197/297 INTERNSHIP/PRACTICUM IN TRIBAL MUSEUM STUDIES**

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

#### **TMSD 201 INTRODUCTION TO TRIBAL MUSEUM STUDIES**

Presents an overview of museums with an emphasis on Tribal museums and cultural centers. Explores the ethical and legal issues related to Native people and the museums that portray their histories. Contrasts mainstream museums and community-driven Tribal museums and the skills needed for careers in museums and as Native artists. Prerequisite: ENGL 101 (4 CR) (NE)

#### **TMSD 360 COLLECTIONS MANAGEMENT - TRIBAL MUSEUM**

Focuses on the skills and knowledge needed for careers in Tribal museum collections management. Emphasizes the practical issues related to collections management including: artifact handling, artifact storage, preventive conservation, cataloging, as well as accessioning, deaccessioning, loans, and legal/ethical issues. Prerequisite: ENGL 102 or ENGL 202 (5 CR)

#### **TMSD 362 ADMINISTRATION AND OPERATIONS IN TRIBAL MUSEUMS**

Focuses on the skills and knowledge needed for Tribal museum administration. Presents professional museum best practices for each aspect of museum administration in the context of Tribal museum operations. Prerequisite: ENGL102 or ENGL 202 (5 CR)

#### **TMSD 364 EXHIBITS AND EDUCATION - TRIBAL MUSEUMS**

Focuses on the skills and knowledge needed for Tribal museum in-





terpretive practice. Presents principles of exhibition design and educational programs that foregrounds the two-way communication process between museums and their communities, emphasizing working with Tribal institutions. Prerequisite: ENGL102 or ENGL 202 (5 CR)

#### **TMSD 388/488 TOPICS IN TRIBAL MUSEUM STUDIES**

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

#### **TMSD 389/489 INDIVIDUALIZED STUDIES IN TRIBAL MUSEUM STUDIES**

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

#### **TMSD 397/497 INTERNSHIP/PRACTICUM IN TRIBAL MUSEUM STUDIES**

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

### **TRIBAL VOCATIONAL REHABILITATION SERVICES**

#### **TVRS 188/288 TOPICS IN TRIBAL VOCATIONAL REHABILITATION SERVICES**

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

#### **TVRS 189/289 INDIVIDUALIZED STUDIES IN TRIBAL VOCATIONAL REHABILITATION SERVICES**

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

#### **TVRS 197/297 INTERNSHIP/PRACTICUM IN TRIBAL VOCATIONAL REHABILITATION SERVICES**

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

#### **TVRS 301 TRIBAL VOCATIONAL REHABILITATION FOUNDATIONS: HISTORY**

Provides an overview of Tribal Vocational Rehabilitation (TVR), including the history, the relationship between state vocational rehabilitation agencies and TVR agencies, and the role of TVR counselors in partnering with and serving individuals with disabilities. Introduces various types of disabilities and methods for testing functionalities related to independence and levels of employability. Prerequisite: ENGL 102 or ENGL 202 (3 CR)

#### **TVRS 302 TRIBAL VOCATIONAL REHABILITATION FOUNDATIONS: COMMUNICATION**

Introduces the vocational rehabilitation program as an investment in people and how Tribal Vocational Rehabilitation (TVR) staff must communicate in ways that show respect at all points in the process, including communicating applicant and client rights, eligibility determination, informed choice, and confidentiality. Includes an overview of strategies for communicating with the TVR agency's governing body. Prerequisite: TVRS 301 (3 CR)

#### **TVRS 303 TRIBAL VOCATIONAL REHABILITATION FOUNDATIONS: ASSESSMENT AND ELIGIBILITY**

Provides an overview of the process of gathering essential information to determine Tribal Vocational Rehabilitation (TVR) eligibility, including confidentiality guidelines, factors used in determining eligibility, the six essential eligibility criteria, the closure procedures for those not meeting eligibility, and the transition between eligibility and the Individualized Plan for Employment (IPE). Prerequisite: TVRS 301 (3 CR)

#### **TVRS 304 TRIBAL VOCATIONAL REHABILITATION FOUNDATIONS: IPE DEVELOPMENT**

Presents the process for the qualified individual to develop an Individualized Plan for Employment (IPE), including informed choice, methods for establishing the targeted employment outcome, and using amendments. Introduces strategies for case management, including a grid for planning and tracking services and a database for information for annual reporting. Prerequisite: TVRS 301 (3 CR)

#### **TVRS 305 TRIBAL VOCATIONAL REHABILITATION FOUNDATIONS: CASE RECORD AND MANAGEMENT**

Presents the requirements for case record documentation, case records retention, and effective ways to organize case records. Introduces the concept and importance of the team approach in agencies to ensure that client needs are addressed and that case organization and team management produces higher-quality client employment outcomes. Prerequisite: TVRS 301 (3 CR)

#### **TVRS 306 TRIBAL VOCATIONAL REHABILITATION FOUNDATIONS: JOB SEARCH AND EMPLOYMENT**

Presents the definition of employment used in vocational rehabilitation. Introduces concepts such as trial work experiences, the role of employers, the use of Community Rehabilitation Programs in work-related assessments and focused training, and post-employment services. Provides an overview of approaches and techniques for job-seeking skills, including using online employment resources. Prerequisite: TVRS 301 (3 CR)

#### **TVRS 307 TRIBAL VOCATIONAL REHABILITATION FOUNDATIONS: RESOURCE MANAGEMENT**

Presents the Tribal Vocational Rehabilitation (TVR) agency management system from a counselor perspective, including planning and using a budget, collecting caseload data, and performance reporting. Also covers building partnerships with other Tribal departments, local agencies, and employers to provide holistic services and to diversify client service funding sources. Prerequisite: TVRS 301 (3 CR)

#### **TVRS 308 ADDICTIONS AND TRIBAL VOCATIONAL REHABILITATION SERVICES**

Provides an overview of the effects of substance use and other types of addiction. Identifies different types of treatment, both tribally-based and mainstream. Reviews implications and best practices for counselors providing TVR services for participants reporting addictions including eligibility determination, plan development, and service provision. (3 CR)

#### **TVRS 309 TRIBAL VOCATIONAL REHABILITATION FOUNDATIONS: MEDICAL ASPECTS**

Provides an overview of the etiology, prognosis, treatment, and



vocational implications of major disabling conditions, with an emphasis on physical, sensory, and cognitive impairments. Includes an introduction to culturally-relevant services, therapeutic services, restorative techniques, medical terminology, and assistive technology. (3 CR)

**TVRS 310 TRIBAL VOCATIONAL REHABILITATION FOUNDATIONS: PSYCHIATRIC DISABILITIES**

Provides an overview of the major psychiatric disorders, including diagnosis, assessment, and treatment and explores behavioral health and culturally-relevant services. Examines the role of the TVR counselor as an integral part of the treatment team. (3 CR)

**TVRS 311 TRIBAL VOCATIONAL REHABILITATION FOUNDATIONS: FINANCIAL MANAGEMENT**

Provides an overview of financial management of TVR Programs, with a focus on the responsibilities of directors. Topics include building and managing new and existing TVR agencies; regulatory considerations; managing program grant funds; monitoring cases and services; management of staff, caseloads, and services; and hiring and supervising staff. (2 CR)

**TVRS 312 TRIBAL VOCATIONAL REHABILITATION FOUNDATIONS: ADVANCED TECHNIQUES**

Provides continued development and refinement of communication and counseling skills in a Tribal Vocational Rehabilitation setting, including motivational interviewing and mindfulness. Includes an emphasis on using techniques in a culturally-relevant manner and understanding participant behavior from their cultural perspective. Prerequisite: TVRS 302 (3 CR)

**TVRS 388/488 TOPICS IN TRIBAL VOCATIONAL REHABILITATION SERVICES**

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

**TVRS 389/489 INDIVIDUALIZED STUDIES IN TRIBAL VOCATIONAL REHABILITATION SERVICES**

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

**TVRS 397/497 INTERNSHIP/PRACTICUM IN TRIBAL VOCATIONAL REHABILITATION SERVICES**

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



# PERSONNEL DIRECTORY

## PRESIDENT

### **Guillory, Justin, President**

PhD, Higher Education Administration, Washington State University  
MEd, Educational Administration, Washington State University  
BA, Recreational Sports Management, Eastern Washington University

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### **Kinley, Sharon R., Dean of Indigenous Education**

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# PERSONNEL DIRECTORY

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\*An updated and comprehensive searchable Personnel Directory  
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