

Honoring the past, shaping the future



Northwest Indian College

Xwlemi Elh>Tal>Nexw Squi

2522 Kwina Road
Bellingham, WA 98226

NON-PROFIT
ORGANIZATION
U.S. POSTAGE PAID
PERMIT NO. 316
BELLINGHAM WA



Northwest Indian College

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1998 - 2000 catalog





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1998 - 2000 Catalog

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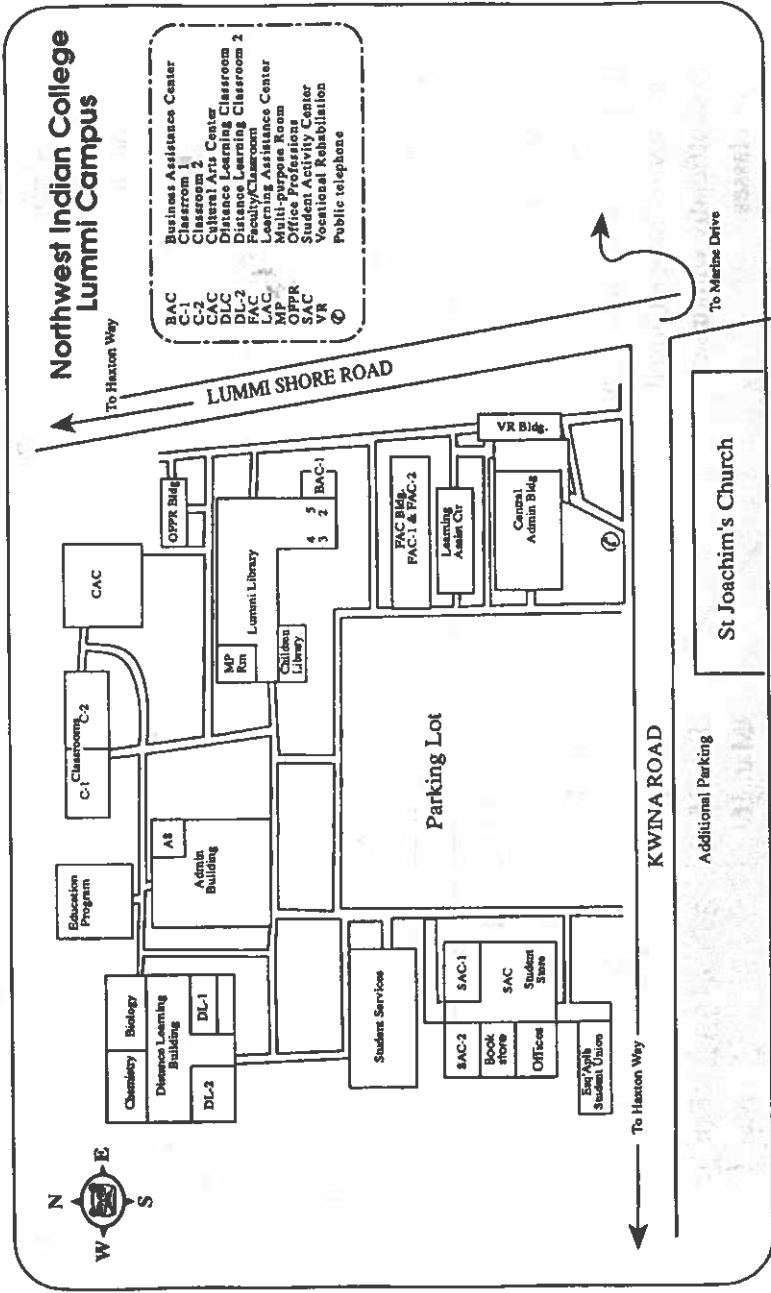
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Costumed dancers on cover by Lee Marmon

College Calendar

FAILL QUARTER	1998	1999
General Registration	Sept. 14-22	Sept. 13-21
Fall quarter Classes begin	Sept. 23	Sept. 22
Late Registration	Sept. 23-29	Sept. 22-28
Veterans Day – College Closed	Nov. 11	Nov. 11
Last day to officially withdraw	Nov. 20	Nov. 19
Thanksgiving Holiday – College Closed	Nov. 26, 27	Nov. 25, 26
Last day of classes	Dec. 8	Dec. 7
Final Exams	Dec. 9-11	Dec. 8-10
Last day of Fall quarter	Dec. 11	Dec. 10
WINTER QUARTER	1999	2000
General Registration	Nov. 30-Dec. 11	Nov. 29-Dec. 10
Winter quarter Classes begin	Jan. 4	Jan. 3
Late Registration	Jan. 4-8	Jan. 3-7
Martin L. King Day – College Closed	Jan. 18	Jan., 17
Presidents Day – College Closed	Feb. 15	Feb. 21
Last day to officially withdraw	Feb. 26	Feb. 25
Last day of classes	Mar. 16	Mar. 14
Final Exams	Mar. 17-19	Mar. 15-17
Last day of Winter quarter	Mar. 19	Mar. 17
SPRING QUARTER	1999	2000
General Registration	Mar. 8-19	Mar. 6-17
Spring quarter classes begin	Mar. 29	Mar. 27
Late Registration	Mar. 29-Apr. 2	Mar. 27-31
Faculty In-service-Classes Cancelled	May 7	May 5
Last day to officially withdraw	May 21	May 19
Memorial Day – College Closed	May 31	May 29
Last day of classes	June 8	June 6
Final Exams	June 9-11	June 7-9
Last day of Spring quarter	June 11	June 9
Commencement	June 11	June 9
SUMMER QUARTER	1999	2000
General Registration	June 7-18	June 5-16
Summer quarter classes begin	June 21	June 19
Late Registration	June 21-23	June 19-21
Independence Day – College Closed	July 5	July 4
Last day to officially withdraw	July 16	July 14
Last day of classes	July 28	July 26
Final Exams	July 29, 30	July 27, 28
Last day of Summer quarter	July 30	July 28

Lummi campus & instructional sites



General Information



Merena Cisnero and daughter Virginia

India Moe



Photos by Lee Marmon

General Information

HISTORY AND BACKGROUND

Northwest Indian College is a tribally controlled institution chartered by the Lummi Indian Business Council. The college is funded through the Bureau of Indian Affairs under Public Law 98-192. Northwest Indian College has applied for and received tax-exempt status with the Internal Revenue Service under Section 501 C (3). The Northwest Indian College Charter provides for a five-member board of trustees as the governing body for the College. Each trustee is a member of a participating Northwest Indian Tribe and appointed by the Lummi Indian Business Council.

Higher education on the Lummi Reservation began in 1971 with the establishment of the Lummi Indian School of Aquaculture, a single-purpose institution designed to provide technicians for employment in Native American owned and operated fish and shellfish hatcheries throughout the United States and Canada.

In the early 1980's the employment demand for fishery technicians declined dramatically and concurrently the Lummi tribal leaders felt a need to focus tribal educational services on the education needs of the Native Americans in Northwest Washington. On April 1, 1983, the Lummi Indian Business Council approved the Charter for Lummi Community College. This charter established a public, non-profit, comprehensive community college for the purpose of providing post-secondary education services to the Native American communities in Northwest Washington. The name was changed to Northwest Indian College in January 1989 to more accurately reflect its mission of serving Indian tribes and urban Indian organizations in Washington, Oregon, Idaho and southeast Alaska. In 1994, Northwest Indian College was granted approval as a Land Grant College by Congress.



PHILOSOPHY

The educational philosophy of Northwest Indian College is based upon the belief that the opportunity of post-secondary education must be provided within the Native American community.

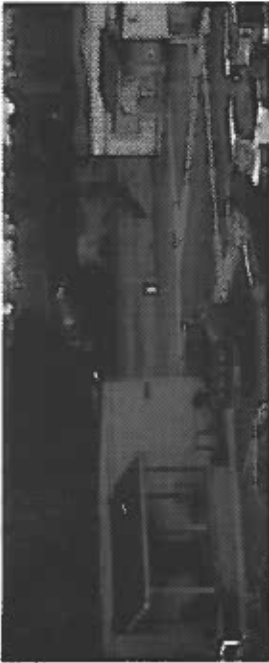
Northwest Indian College is committed to the belief that self-awareness is the foundation necessary to achieve confidence, esteem, and a true sense of pride; to build a career; to create a "self-sufficient" life-style; and to promote life-long learning. It is also committed to the belief that a self-awareness program must include a study of Native American culture, values, and history.

MISSION STATEMENT

The mission of Northwest Indian College is to provide post-secondary educational opportunities for Northwest Indian people. The college curriculum will include academic, vocational, continuing, cultural, community service and adult basic education. Specific courses of study and activities will be offered in accordance with identified needs and interests of the various participating Indian communities. The college will also provide in-service training, planning, research and evaluation services to tribal institutions and departments as needed. The college will provide opportunities for individuals to gain self-sufficiency in a rapidly changing technological world, while recognizing and nurturing their cultural identity.

GOALS

1. To provide educational programs and services at a level of quality comparable to other colleges in the Northwest.
2. To provide adult basic education, continuing education, and community service courses that meet the needs of northwest Native American communities.
3. To foster and encourage the study, teaching, and preservation of Northwest Indian culture.
4. To provide vocational education consistent with tribal economic development plans, the needs of local employers, and the interests of Indian students.
5. To provide appropriate college transfer programs for those students wishing to continue their academic study at another college or university.
6. To provide baccalaureate degree programs consistent with northwest tribal needs for professional level employees.
7. To provide students with personal, academic, and vocational counseling consistent with individual student needs and potential.
8. To provide students with financial aid counseling, and funding opportunities consistent with eligibility.
9. To provide students with opportunities to obtain work experience as well as job placement assistance upon completion of training programs.
10. To provide students opportunities for leadership experience by participation in student government and/or extracurricular activities.
11. To provide in-service training consistent with the needs of the Lummi Nation and other tribal administrations and/or employers.
12. To develop the human resources of the Lummi Nation and other Northwest tribes.
13. To develop and utilize "state-of-the art" communications technology to deliver post-secondary educational services to northwest tribal communities.



ACCREDITATION

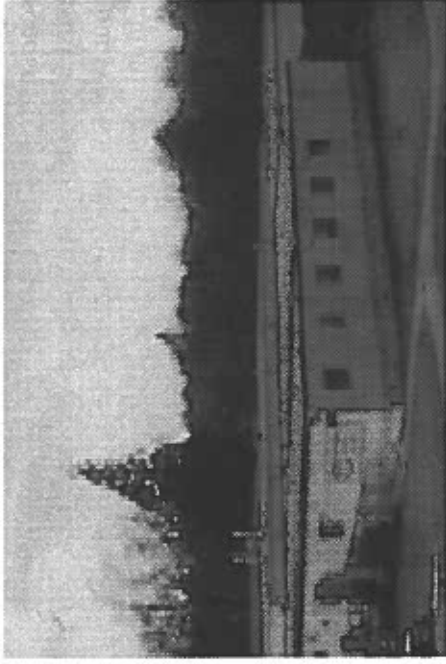
Northwest Indian College (NWiC) was granted full accreditation by the Northwest Association of Schools and Colleges effective September, 1993. The College's educational programs have been approved by the Veterans Administration (VA) and the Washington State Higher Education Coordinating Board for the administration of financial assistance for eligible students. However, the Washington State Higher Education Coordinating Board has determined that Northwest Indian College is exempt from the Washington State Degree Authorization Act.

MEMBERSHIPS

Northwest Indian College is a member of the American Indian Higher Education Consortium (AIHEC), the American Association of Community Colleges, and the American Council on Education.

CATALOG AGREEMENT

If continuous enrollment is maintained, the student may follow either the degree requirements contained in the catalog in effect at the time of initial enrollment or the degree requirements in the most current catalog. Otherwise the student must follow the degree requirements in the most current catalog. If a student interrupts enrollment for more than two consecutive quarters (excluding summer session), he/she is considered not to have maintained continuous enrollment and will be expected to satisfy any new requirements approved since initial enrollment. Various rules, regulations, and policies contained in this catalog may be subject to change without notice by the College President and the Board of Trustees.



TRANSFER OF CREDIT POLICY

Northwest Indian College normally grants transfer credit for courses completed at other accredited institutions of post-secondary education. The amount of credit granted for such courses depends upon the applicability of the transfer courses to a given student's program at NWIC. Regardless of the amount of transfer credit allowed, a student must satisfy the resident-credit requirements of his/her degree program at NWIC.

The AAS and AS degrees are normally earned by students who intend to enter a four-year institution and earn a baccalaureate degree. For this reason, transfer credit may be applied to the AAS and AS programs only if it is appropriate to a baccalaureate degree and has been earned at institutions accredited by one of the six Regional Associations of Schools and Colleges. Credit earned at institutions accredited by other approved agencies may be applied toward ATA and certificate requirements, provided it is appropriate to the program being pursued and the student can demonstrate competence.

NORTHWEST INDIAN COLLEGE FOUNDATION

The Northwest Indian College Foundation's purpose is to bring together interested friends of the college who are dedicated to the advancement of Northwest Indian College and to improving the quality of life on Northwest Indian Reservations. Private and tribal support to the foundation has been steadily growing since December 9, 1987, when it was incorporated as a non-profit organization in Washington State. The Foundation has established an Endowment Fund which has grown to over \$5.5 million through gifts and matching programs. Each year the Foundation gives the college support for operating expenses, equipment, special projects for faculty and staff, and scholarships which assist students to attend Northwest Indian College, as well as continue on to other four year colleges and universities. The Foundation administers donations in the best interests of both the donor and the college. Inquiries regarding gifts, bequests, charitable remainder trusts, and the annual fund or other donations for books and equipment may be addressed to the Dean for Development, NWIC, 2522 Kwina Road, Bellingham, WA 98226.

EQUAL OPPORTUNITY COMPLIANCE

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

The Northwest Indian College Sexual Harassment Policy forbids sexual harassment of students by faculty, staff, or administration. Sexual harassment of employees by other staff, supervisors or students is also prohibited. Handicapped students should be aware that room assignments for classes will be changed and other appropriate accommodations made in order for them to take classes originally scheduled in non-accessible locations. Inquiries or complaints regarding discrimination should be directed to: Human Resources Office, Northwest Indian College, 2522 Kwina Road, Bellingham, WA 98226, (360) 676-2772, ext. 226.



Photo by Lee Marmon



College Locations



College Locations

LUMMI CAMPUS

The Lummi Campus is located on the Lummi Indian Reservation, eight miles northwest of Bellingham, Washington, at the intersection of K wina Road and Lummi Shore Drive. This campus consists of fourteen buildings, on a five-acre site which houses college-wide administrative services and the instructional and student services. The Lummi Campus is further supplemented by the Lummi fisheries department providing access to the tribal fish and oyster hatcheries facilities to support fisheries and marine biology training programs. The well-equipped science building includes a technologically advanced telecommunications center with a distance learning classroom and a digital satellite up-link, which allows one-way video and two-way audio communication with downlink receiver sites located on other Washington Indian reservations, as well as other tribal colleges across the United States.

INSTRUCTIONAL SITES

Northwest Indian College is committed to serving the educational needs of tribal communities throughout the Northwest. This is accomplished by working cooperatively with tribal communities to sponsor classes and programs of particular relevance to them.

Instructional programming encompasses formal associate degree and certificate programs in several areas, including Public and Tribal Administration, Entrepreneurship, and Native American Art. In addition, assorted other classes are offered, such as cultural, vocational, recreational, adult education, inservice seminars, and other special programming. Interest is particularly strong at many Instructional sites in classes focusing on the cultural traditions of the tribal community. A variety of delivery methods are employed to teach classes. Methods of instructional delivery include on-site teaching using local instructors, telecourses via satellite, and independent study via distance learning.

Student support and enrollment services are provided to instructional sites by professional staff located at the main Lummi Campus and at the various sites.

Students may contact the Lummi Campus to request information and assistance with admissions, financial aid, registration, advisement, career services, and other areas of interest. At selected sites, the College retains staff or a contact person for these purposes.

Library Services are available to students attending instructional sites through the main Lummi campus and at selected sites. Students may borrow materials from the main campus or from public or academic libraries connected to WLN (Western Library Network). Library resource materials in the form of multimedia CD-ROM, on-line services, and textual materials are available at sites equipped with satellite downlinks.

Current instructional sites include:

- | | |
|-------------------------------|----------------|
| Jamestown S'Klallam * | Samish |
| Lower Elwha | Sauk Suittale |
| Makah * | Squaxin Island |
| Nisqually * | Skokomish |
| Nooksack * | Stillaguamish |
| Port Gamble Band of S'Klallam | Suquamish |
| Swinomish * | Quileute |
| Tulalip | Quinalt * |
| Upper Skagit * | |

* Sites equipped with satellite downlinks
New instructional sites are added periodically.

LUMMI RESERVATION LIBRARY SYSTEM

The Lummi Reservation Library System (LRLS) provides complete library services for Northwest Indian College faculty, staff, students, and administration at the Lummi Campus in Bellingham. Computer information systems are available at Makah, Nisqually, Nooksack, Quinalt, Swinomish and Upper Skagit. The main library is located on the Lummi Reservation and also serves the community as a public library, providing materials for all age groups. The children's library serves the Tribal School as well as providing additional materials for the Tribal High School.

Current holdings exceed 28,000 volumes (including 2,200 Native American titles), 85 magazine titles (25 are Native American), and 300 videos. The children's library has an additional 3,600 volumes.

The library is a member of Western Library Network (WLN), which provides access to interlibrary loans for participating libraries in the Western United States. The library is currently automating its circulation system and creating a computerized card catalog. The library has four student computers that have access to several CD-ROM products.

DISTANCE LEARNING CENTER

The Distance Learning Center is one of the College's fastest growing programs. The primary focus of the center is the production of telecourses, which is a series of lessons combining video, textual, and graphic materials delivered over satellite.

Featured at the several reservation sites is a satellite-based distance learning program. Northwest Indian College is part of the American Indian Higher Education Consortium (AIHEC) Distance Learning Network, which comprises thirty-one tribal institutions throughout the United States. The AIHEC network delivers interactive telecourses via one-way compressed digital video and two-way audio. The network operates on GALAXY 4 with one C-band transponder to provide up to 12 compressed digital video channels 24 hours a day. The signal is received by member institutions through a satellite downlink antenna equipped with a Wegener Digital Video Receiver (DVR). The AIHEC network launched its programming in September 1995 with an Anatomy and Physiology telecourse produced and delivered by Northwest Indian College.

Northwest Indian College is the first of several planned uplink facilities capable of producing and transmitting telecourses for delivery nationwide. A full schedule of telecourses is currently available.

Another major activity of the Distance Learning Center is the production of videos. The center's video production capability is used to support the production of materi-

als for telecourses and to create stand-alone videos primarily for educational purposes. The center also produces short-term teleconferences on special topics, some of which are offered for credit.

In addition to its participation in the national AIHEC Distance Learning Network, Northwest Indian College is developing a regional telecommunications network consisting of Indian tribes in the Northwest region. Plans call for cooperative agreements to install satellite antennae and supporting electronic equipment capable of receiving programming from a range of sources, including Northwest Indian College and other institutions in the AIHEC Distance Learning Network. The purpose of the regional network is to provide telecommunications-based educational services to tribal governments and communities.

THE LEARNING ASSISTANCE CENTER

The Learning Assistance Center (LAC) on the Lummi campus provides several programs for students who wish to develop their basic academic skills. These programs include High School Completion, General Education Diploma (GED), and Bridge courses. The High School Completion program allows students to complete requirements from local high schools in order to graduate with their class. The GED program is a step-by-step competency based program that prepares students for testing through the GED Testing Center (located on the Lummi campus). Bridge courses are remedial

studies in reading, math and English that prepare college students to pursue 100 level and above college classes. All incoming NWIC students complete an assessment battery that determines their needs, starting points, and the contents of their Individual Education Plan (IEP). Generally, students work independently and at their own pace and level under the supervision of an instructor and assistance of tutors or educational

Photo by Lee Murmon



technicians. There are also small group activities and classes that are organized on a quarterly basis. The success that students experience in the LAC prepares them for college level studies by strengthening positive attitudes about their potential and developing solid basic academic skills.

LUMMI TECHNICAL TRAINING CENTER

The basic goal of the Lummi Technical Training Center (L TTC) is to provide vocational training that meets the needs of the Lummi community and local industry. Classes are designed to meet the immediate needs as well as the long-term needs of the community. Courses and programs are designed to take the students from their present skill and knowledge level and bring them up to a competitive level for the labor force.

Construction Trades students may work in construction and/or they may learn to maintain, repair, and/or rebuild their homes and the homes of family members. They also become better consumers in the understanding of the correct methods and construction processes when they have an outside contractor build or work on their houses.

BUSINESS ASSISTANCE CENTERS

Business Assistance Centers (BAC's) are located on the NWIC campus and at instructional sites equipped with satellite downlinks. The goal of each center is to provide business assistance to small business owners or those interested in establishing a small business. Initially, the center meets with the client to assess needs. A schedule is set up for regular consultations with the client at the center, establishing a time frame for research, loan proposals, referrals, and other needs required for the maintenance or establishment of a small business. When a client needs to apply for a loan, the center assists in finding financing, compiling financial data, and properly completing the forms. Research requirements and resource referrals are available through the center. Clients are kept up to date with information on current business



topics, including access to business software. When needed, coordination with the Small Business Administration, local banks, and tribal economic development departments is arranged. Workshops are also provided on topics relevant to small businesses.

CULTURAL ARTS CENTER

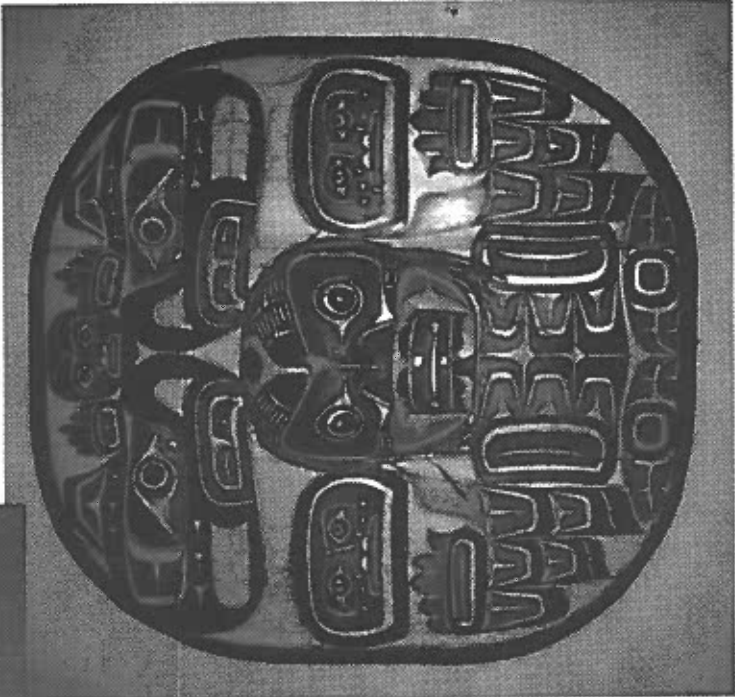
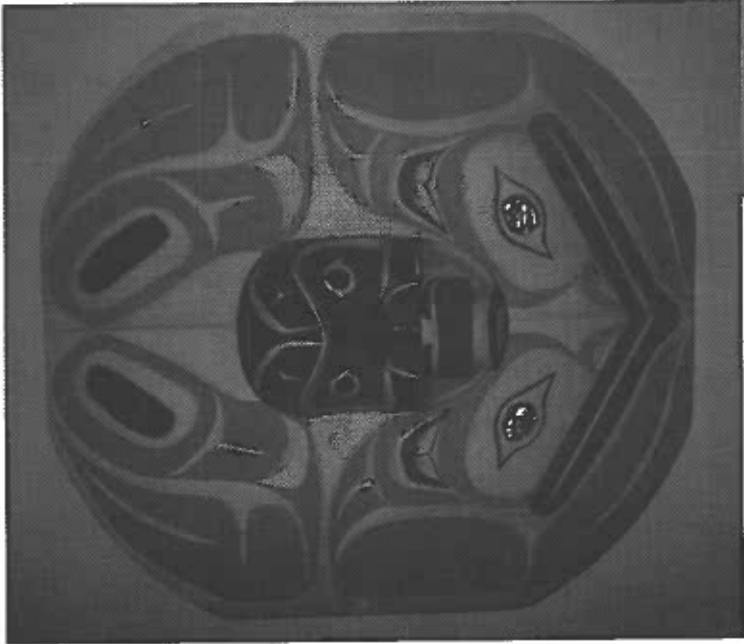
The Cultural Arts Center is a multi-faceted program which is designed to provide continuity for the rich, traditional culture of Native American society, to provide a forum for the transference of knowledge about traditional arts and crafts, and to help Native students prepare for the future. The center helps students become proficient in the fine and commercial arts. Students work toward higher levels of professionalism or upper-division standing. A primary objective of the center is to work closely as a cohesive body in deciding programs and instruction that will best benefit students and the Native American community.

In creating the objectives of the center, a primary goal is to make use of the rich and productive talents of Native American artists who have achieved a significant position in crafts and the performing arts. Many of these artists are NWIC instructors. Many of the curricula objectives are designed to build a pride in Native American social and cultural life and create an understanding of how Native American culture has added a rich dimension to American culture.

The center's emphasis is on Native design and culture; however, limits are not placed on students. The faculty emphasizes the teaching of technical knowledge while leaving the choice of imagery and cultural significance to the student. Whether the interest is in traditional crafts or modern art, the center is prepared to help the students learn.



Financial Information



Financial Information

TUITION AND FEES

The cost of obtaining an education at Northwest Indian College is shared by the Lummi Indian Tribe and other participating Northwest Indian tribes hosting NWIC classes and/or activities as well as the Bureau of Indian Affairs, which provides a per-student subsidy for resident students meeting tribal enrollment criteria. Non-resident students are assessed a higher tuition to offset BIA subsidy provided for resident students. Tuition and all fees are approved by the NWIC Board of Trustees and are subject to change with notice.

Tuition fees, and book costs must be paid at the time of registration, unless special arrangements are approved by the Business or Financial Aid office prior to registration. Unpaid tuition and fees will be deducted from financial aid awards to students.

RESIDENT/NON-RESIDENT TUITION

Resident students are defined as those students who are enrolled as members of a federally recognized tribe or Alaska Native Corporation or who are covered by the Jay Treaty, and who have provided Northwest Indian College with such documentation. 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
- Employee of Northwest Indian College or tribal agency within the NWIC service area
- Spouse or dependent of Northwest Indian College or tribal agency within the NWIC service area

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

QUARTERLY TUITION RATES

Credits	Resident	Non-Resident
1	58.00	156.50
2	116.00	313.00
3	174.00	469.50
4	232.00	626.00
5	290.00	782.50
6	348.00	939.00
7	406.00	1,095.50
8	464.00	1,252.00
9	522.00	1,408.00
10	580.00	1,565.00
11	638.00	1,721.50
12-18	696.00	1,878.00
19+	add 58.00 each credit	add 156.50 each credit

TUITION WAIVERS

Tuition waivers for credit classes are available for students who are considered Residents for tuition paying purposes and who are not eligible for need based or other scholarship assistance and who fall under one of the following categories:

- Students who are fifty five years of age or older or
- Students who enroll in courses that apply to an approved high school diploma or GED program or
- Employees of Northwest Indian College (except work-study)

Waivers may be requested on a quarterly basis, at the time of registration, for the cost of tuition only.

FINANCIAL AID REFUNDS

Federal and State guidelines indicate that students who withdraw during a quarter in which they are receiving a financial aid grant, restore funds to the appropriate account. There is no repayment if withdrawal occurs after the 5th week of the quarter.

BOOK REFUNDS

To be eligible for a book refund, books must be returned in new condition within 20 days after withdrawal. Books, which have been written in, highlighted or damaged, will not be accepted as returnable.

TUITION FREE AND/OR SPECIAL FEES 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. Such courses are generally offered free of charge, although materials or overhead fees may apply in some cases. The courses are offered as 'Continuing Education Units' (CEU's) and can be recognized by a suffix of 'U' at the end of each course number. CEU's do not qualify for college credit.

ADULT BASIC EDUCATION

Several courses are offered for adult students who wish to strengthen their basic academic skills in English, math, reading and social studies. These courses are offered free of charge on the Lummi campus and instructional sites.

REFUNDS

TUITION AND FEE REFUNDS

Students who leave the college without official withdrawal will forfeit all claims to credits in courses and refunds of tuition and fees. Refunds will be made for official withdrawals according to the following schedule:

Fifth instructional day of the quarter	100%
Tenth instructional day of the quarter	75%
Fifteenth instructional day of the quarter	50%
After the fifteenth instructional day of the quarter	No refund

Specific dates can be found in the quarterly class schedule.

Refunds for short courses or seminars less than the full duration of the quarter will be made only for official withdrawals submitted to the Student Records office one day prior to the start of the class or seminar.



Photo by Jeff Hamley

FINANCIAL AID

Northwest Indian College administers a broad range of financial aid and work study programs for students who can demonstrate financial need. The intent of the Financial Aid Program is to assist those students who could not otherwise afford the cost of an education.

The first resource for consideration is that of the student and the student's family. For example, students who qualify as independent students are expected to use their own resources. When these resources are not sufficient, can apply for Financial Aid and the college will assist when possible. Currently, the college can assist with Federal PELL grants, Federal Supplemental Educational Grants, Federal Work Study, Washington State Needs Grants, State Work Study, tuition waivers, Bureau of Indian Affairs and Tribal Higher Education Grants, American Indian College Fund, vocational stipends, student employment and limited scholarships.

How to Apply

Each year students must apply (or re-apply) for any and all types of aid, grants, scholarships available through the college, the tribes, the state and federal governments. The need for financial assistance is based on the students (and parents for dependent students) income and family size for the previous full calendar year.

FEDERAL AID: Students may use the Free Application for Federal Student Aid (FAFSA). Students are encouraged to come in to the Financial Aid Office to have their applications reviewed and electronically submitted. The Financial Aid office should receive an electronic reply (ISIR) within a week. The Student Aid Report (SAR) will be sent directly to each



student by the Department of Education. Please review the information on SAR as soon as possible and notify the Financial Aid office of any changes or additional information that needs to be sent on your behalf.

Students who have questions regarding the FAFSA can call the Department of Education at 1-800-433-3243 or come into the Financial Aid office.

STATE AID: State grants and work study are available to students who have established residency in the Washington State. Evidence of residency generally includes: Residing in Washington for 1 year, both car and driver's licenses issued by Washington State or Washington State Identification for those who do not drive.

NWIC APPLICATIONS: Students also need to complete a NWIC application for financial aid. If students have attended any other college, a financial aid transcript must be obtained from each college and sent to NWIC, Financial Aid Office.

SCHOLARSHIPS: Merit scholarships are awarded for students who have a 3.5 GPA over 3 quarters. Other scholarships are available through the Financial Aid office, each has separate requirements and applications.

PRIORITY PROCESSING: Students who complete all of the applications and have all of their records sent to NWIC Financial Aid office by September 1, are eligible for priority processing for fall quarter. All aid is disbursed on a first come, first served basis. Those meeting the priority deadline are given the first consideration for any type of aid for which they are eligible.

MAINTAINING ELIGIBILITY

SATISFACTORY PROGRESS: All students who receive Financial Aid are required to make satisfactory progress towards the educational program they have selected.

Each quarter, students, who receive financial aid need, to complete a minimum number of credits with a 2.0 GPA (C) towards the completion their degree or program requirements. Merit Scholarship recipients need to maintain a 3.0 GPA quarterly with a 3.5 GPA on an annual basis.

The minimum credits are pro-rated as follows: full-time students- 12 credits, three-fourth time-9 credits, half-time- 6 credits. Yearly requirements are computed by multiplying the quarterly requirements by 3 (Example-3 quarters x 12 credits for full time = 36 credits for the year).

The individual courses taken must also meet the requirement for the program of study or the degree to be completed.

Satisfactory progress policies apply to the following programs a NWIC:

- FSEOG
- Federal Pell Grant
- Federal Work Study
- State Need Grant
- State Work Study
- JTPA
- Vocational Rehabilitation
- Adult Vocational Training
- Veteran's Educational Benefits
- Institutional Stipends
- Institutional Scholarships

MONITORING SATISFACTORY PROGRESS: After each quarter and at year-end, student grade reports are reviewed to ensure that the minimum number of credits and grade point average are consistent with the requirements for each quarter and for the year. Funding is not provided for repeated courses or courses with a grade of 'Incomplete'.

FINANCIAL AID PROBATION: Student who do not complete the minimum number of credits or do not earn the required grade points in a given quarter are placed on Financial Aid probation for the next quarter. During the probation quarter, the student must complete all funded courses for the current quarter with a minimum 2.0 GPA and finish all incompletes earned the previous quarter to be eligible for funding for the next quarter.

Merit Scholarship recipients whose credits and/or quarterly GPA are less than required will be have their scholarship deferred for the next quarter, a second quarter 'lack of progress' would result in the loss of the scholarship.

FINANCIAL AID TERMINATION: Students who do not complete the Probationary Quarter successfully or who fail to complete at least one-half of their funded credit load, in a given quarter will have their financial aid funds terminated for the succeeding quarter. Students who have not made satisfactory progress for the year, (E.g. attending 3 quarters on a full-time basis, who have not completed 36 credit hours) will also be terminated. These students have the right to petition the Director for Financial Aid for reinstatement. Students may be advised to enroll for less than full-time, if their records indicate difficulty in completing 12 credits per quarter. Students will again be eligible for aid after completing one quarter with their own resources.

FINANCIAL AID ADVISORY COMMITTEE: Any student who has been terminated from financial aid who can produce evidence that his/her failure to maintain satisfactory progress was due to illness or death in the immediate family, may petition the Director for Financial Aid for a review of his/her case. The Financial Aid Director may reinstate the student who has documented a clear case of severe illness, death in the immediate family or calamity (e.g., house fire). Other petitions will be reviewed by the Financial Aid Committee, which may reinstate the student on a probationary basis, and may impose credit limitations consistent with the student's history of completion.

The Financial Aid Committee meets during the first month of the quarter. Petitions must be received by the middle of the month for consideration. See the Financial Aid Office for further instructions and assistance.



VETERANS BENEFITS

Northwest Indian College offers degree programs approved by the Washington State Higher Education Coordinating Board for enrolling eligible students under Veteran's Administration (VA) Education Benefit programs. Eligible veterans or dependents who plan to apply must complete the Program Student application process at the Financial Aid Office located in the Student Services Building. New students should contact the Financial Aid officer as early as possible before enrolling.

A certified copy of a registered original or copy #4 of the form DD-214 is required for application. Other requirements may apply depending on what Chapter of benefits the student is eligible for.

Certification for VA benefits will occur upon acceptance to a VA approved degree or certificate program and when all pertinent documents are on file. A student can only be certified for courses applicable to the degree program. VA benefit recipients are required to maintain adequate progress as outlined below and to report any change in degree program, credit load, (marital or family status if applicable).

Monthly progress report forms are issued each quarter and must be submitted to the Dean for Student Ser-

vices Office by stated deadlines. Failure to comply with VA regulations may result in termination from the VA benefit program.

STANDARDS OF PROGRESS

A veteran under VA educational benefits is required to make satisfactory progress towards completion of an approved educational program he/she has selected. To remain in good standing a full-time student must complete a minimum of 12 credits per quarter with a minimum grade point average of 2.00 (C). Credit Completion Standards for students enrolled for less than 12 credits will be based on a prorating of full-time standards.

PROBATION

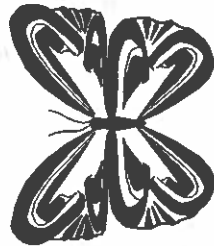
Veterans under VA educational benefits who fail to maintain satisfactory progress as outlined above but who have completed at least one-half of the standard credit load will be placed on probation for the following quarter.

TERMINATION

A veterans benefit recipient who fails to complete at least one-half of their required credit load in any given quarter will be terminated from aid. Students placed on probation for a second quarter in an academic year will have their VA benefits terminated. A student who has been terminated may petition for reinstatement if failure to maintain satisfactory

progress was due to extraordinary circumstances.

Photo by Lee Marmon



Enrollment Services



Photos by Lee Marmon

Enrollment Services

ADMISSIONS

Northwest Indian College primarily focuses on recruiting Native American and First Nations (Canadian) students but follows an 'open door' admissions policy. Anyone who is 18 years of age or older or who has graduated from high school or completed a GED may enroll. Students who are between the ages of 16 and 18 must obtain permission from their school district before enrolling for college or high school level courses. Students 16 years of age and older are eligible to enroll in Continuing Education (CEU) courses. Students who are not prepared to begin college level courses are provided with a wide variety of developmental course work designed to enable them to prepare for more advanced study and to pursue programs suited to their interests and aptitude.

GENERAL ADMISSION PROCEDURES

Students who plan to work toward a degree, certificate or award of competency must complete the following admission procedures:

1. Submit a Northwest Indian College Application for Admission form. Application packets may be obtained from the Admissions Office on the Lummi Campus or at any Instructional site.
2. Submit official transcripts from all previously attended colleges and universities as soon as possible but not later than the end of the first quarter of enrollment at Northwest Indian College.
3. Submit proof of enrollment in a federally recognized tribe (if applicable).
 - Send a copy of your tribal certification with the completed Application for Admission.
 - If you do not have documentation, complete a Northwest Indian College Tribal Certification Release form and send it to your tribal certification officer.

Please note: Resident tuition rates apply only to students with tribal certification on file.

Students receiving financial aid or veterans benefits must complete additional paperwork. Since most available aid comes from federal government sources, early application is strongly advised.

INTERNATIONAL STUDENT ADMISSIONS

Northwest Indian College accepts qualified students from foreign countries (non-immigrants) for admission. International students must have the equivalent of high school graduation. Students are required to have a minimum score of 480 on the Test of English as a Second Language (TOEFL) if English is not the native language. In addition, special application materials, official transcripts and financial documentation must be submitted. International students are not eligible for federal or state financial aid. Students accepted for admission are classified as non-resident International students (F-1 or M-1 visa).

PROGRAM OF STUDY STUDENTS

Students intending to complete an associate degree, certificate or award of competency 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 12-18 credits. Program of Study students are assigned faculty advisors who meet with them (usually once a quarter) to recommend classes that fulfill their academic or employment goals.

SPECIAL STUDENTS

Special students are those students taking classes for reasons other than completing a College program such as in-service training or personal enrichment as well as High school students who are supplementing their high school program with college work.

High school students must have written permission and recommendations from their high school counselor or principal prior to enrollment.

Photo by Lee Marmon



REGISTRATION

Students must complete a Credit or Continuing Education (CEU) enrollment form to be officially registered for courses during any given quarter. Registrations are accepted through the last day of the quarterly registration period. All financial obligations must be cleared before a student may register for a subsequent quarter. Program of Study students must consult with an advisor prior to registration.

LATE REGISTRATION

Registrations are accepted during Late Registration for any regularly schedule class, space permitting. Registrations are not accepted for regularly scheduled classes after the close of Registration without written permission from the instructor.

CONTINUOUS ENROLLMENT

Some classes are specified as Continuous Enrollment, such as Learning Assistance Center or Independent Learning courses. Students may enter these classes anytime during the first eight weeks of Fall, Winter and Spring quarters and during the first four weeks of Summer quarter.

VARIABLE CREDIT COURSES

Certain courses are listed for variable credits. Students must indicate the number of credits to be completed on the enrollment form. The number of credits may be changed through the drop/add process during the first three weeks of the quarter.

SATISFACTORY/UNSATISFACTORY GRADING

The College Curriculum Committee may determine that traditional letter grading is inappropriate for a particular credit course. If so, the course will be designated S/U grading and will be so described in the catalog. Students may also select to be graded on the S/U system in a particular course by marking the appropriate box on the registration or add/drop form. This selection must be made no later than the end of the third week of Fall, Winter and Spring quarters and no later than the end of the second week of Summer quarter. After those dates, the grading option in force is final and may not be changed.

AUDIT REGISTRATION

Students may register to audit any class by marking the appropriate box on the registration form. Regular tuition costs and fees apply. Audit courses do not carry credit and are not computed in GPA calculations. Students may change to audit status through the first eight weeks of Fall, Winter and Spring quarters and the fourth week of Summer quarter.

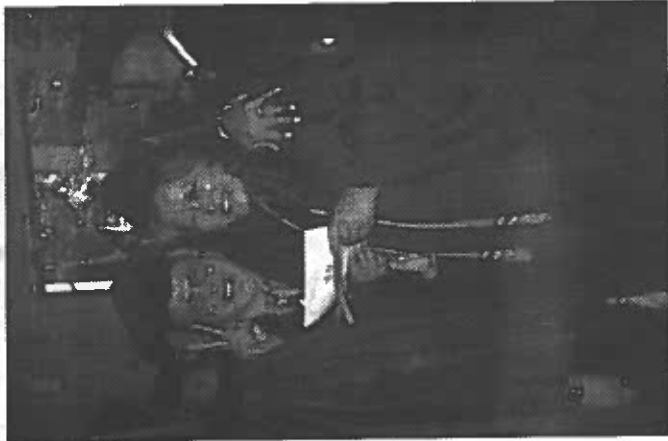
CHANGE OF SCHEDULE

Students may change classes during the official registration period by completing an add/drop form. Program of Study students should consult with an advisor before changing classes to insure consistency with program goals.

COURSE OR COLLEGE WITHDRAWAL

Students who wish to withdraw from college or from one or more classes must complete an add/drop form. Students may officially withdraw from any course through the first eight weeks of Fall, Winter and Spring quarters and the fourth week of Summer quarter.

Official withdrawals occur-ring 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.



Students may select S/U grading only in courses that are 'electives' in their programs. 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 four-year colleges.

STUDENT RECORDS

FINAL GRADE REPORTS

Grade reports are mailed to students at the end of each quarter. The grade report may be withheld if all financial or other obligations are not fulfilled. Grades are mailed to the student's address of record. Change of address, name change, and program of study changes should be reported to the Student Records Office.

TRANSCRIPTS

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

CONFIDENTIALITY OF STUDENT RECORDS

Student records are assured confidentiality under the Family Educational Rights and Privacy Act (FERPA) of 1974. Directory information consisting of Name, address, telephone number, program of study, period of enrollment and degrees, certificates and awards or other honors received may be released to any inquirer, unless the student submits a written request to the Student Records office preventing any or all directory information to be released. All other information regarding the student's permanent record is considered confidential and cannot be released without the student's written permission. Students may inspect their educational records by appointment with the Registrar.



Student Services & Activities



Photo by Lee Marmon

Student Services and Activities

STUDENT SERVICES

Northwest Indian College 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 assisting students to reach their fullest potential. NWIC staff strive to develop experiences that foster student leadership, cultural awareness, responsibility for self and others, and active participation in community activities that increase the quality of the student academic environment.

ACADEMIC ADVISING

Academic advising is provided to students by advisors in Student Services or by a faculty member in the academic field in which the faculty member teaches. The academic advisor will sign the quarterly enrollment form and provide the necessary information to ensure adequate course selection for the student's intended program of study. Advisors offer assistance to students in understanding degree requirements, planning schedules, 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.

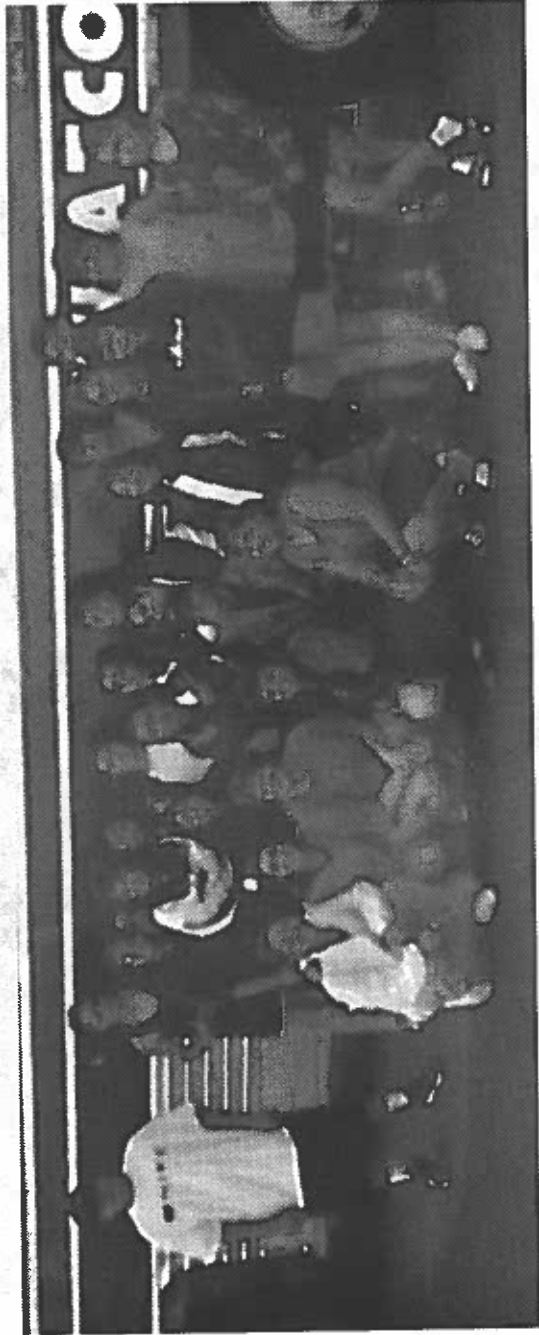
TESTING AND PLACEMENT

All new students attending NWIC are required to complete the Test of Adult Basic Education (TABE) in order to meet the financial aid eligibility requirements for ability to benefit. The results of the TABE also assist student advisors in the selection of courses appropriate to the student's academic ability. The new student is also required to submit a sample paragraph that demonstrates the student's writing proficiency.

Adult Basic Education students working towards their GED diploma, either at NWIC or from other institutions, can also be tested at the Testing Center. Assessments and GED testing are available by appointment, and on a drop-in basis on certain posted days, throughout the school year. The Northwest Indian College Testing Service is located in the Student Services building on the Lummi Campus.

COUNSELING

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



CAREER SERVICES

Career counseling is available for students in the following areas:

- Explore career opportunities
- Learn interviewing and resume' writing skills
- Use of the computerized career resources, books and tapes, and job availability data.

STUDENT OUTREACH AND ACADEMIC RESOURCES (SOAR)

The SOAR Program is funded by the Department of Education to provide Student Support Services for NWIC students meeting any one or more of the following eligibility criteria:

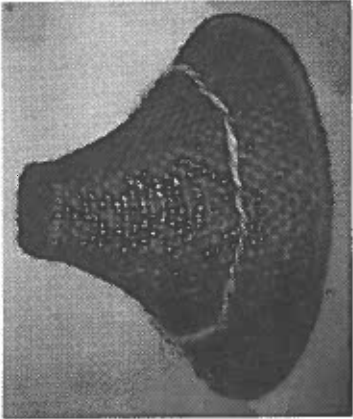
1. Low income
2. First generation
3. Disabled

Students admitted into the SOAR program receive the following services:

- Personal counseling
- Tutoring
- Peer mentor
- Transfer advising
- Visitation trips to four-year institutions
- Cultural events
- Advocacy
- Academic advising
- Special Human Development workshops and classes

CAREER COUNSELING

Students accepted into the program will receive a letter from the SOAR program director and will be assigned an advisor. SOAR students meet with his/her advisor and participate in SOAR activities at least three times per quarter, take the Career Occupational Preference Survey (COPS), and develop an Individual Education Plan (IEP).



STUDENT ACTIVITIES

Northwest Indian College (NWIC) promotes the idea of student activities as an important part of student life. If a group of students has an idea for an athletic team, or special activity club, e.g., chess club, they can apply for funding from the Northwest Indian College Student Council (NWCISC). If the activity is deemed worthy of support then funding may be given if a majority of the elected NWCISC members vote to do so. Forms are available in Student Services to apply for this funding.

STUDENT GOVERNMENT

The Northwest Indian College Student Council (NWCISC) is elected each spring by the Associated Students of NWIC. The officers of the NWCISC consist of a president, vice president, secretary, treasurer and three members-at-large. These offices are elected in the spring of each year. All students of NWIC who pay the service and activities fee, including all students with tuition waivers, shall be members of the Associated Students. The activities of the NWCISC and the Associated Students are governed by a Constitution which is on file in Student Services.

AIHEC STUDENT CONGRESS

The American Indian Higher Education Consortium (AIHEC) has an important auxiliary organization called the AIHEC Student Congress. Traditionally, the president of NWIC Student Council serves as NWIC's representative to the AIHEC Student Congress. If not available the president, with the approval of the NWCISC, nominates a representative

Photo by Lee Marmon



to the AIHEC Student Congress. Duties of this post consist of attending an AIHEC Conference Planning Meeting in the fall of each year and representing NWIC at other meetings of the AIHEC Student Congress. The largest meeting of the AIHEC Student Congress is usually held in the spring of each year at the AIHEC Conference and the NWIC representative should be present at this meeting

AIHEC ANNUAL CONFERENCE

In the spring of each year, hundreds of representatives from tribal colleges, including students, faculty, administrators and community members, meet for AIHEC's Annual Conference. The location of the conference is changed each year. At the conference a number of events and competitions for college teams and individuals take place. NWIC has customarily sent from 20 to 30 students to the conference. If any member of the Associated Students of NWIC would like to attend the AIHEC Conference an application is available in Student Services.

AMERICAN INDIAN BUSINESS LEADERS

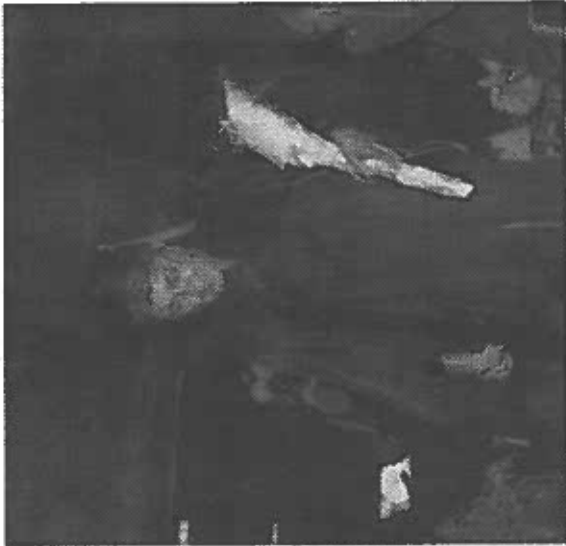
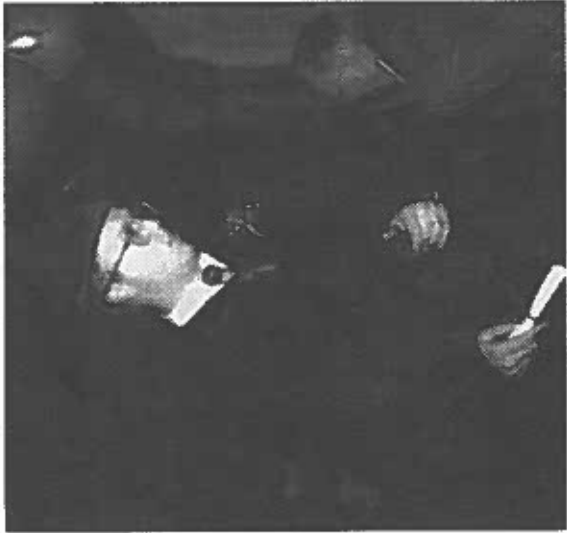
An NWIC student organization, the American Indian Business Leaders (AIBL) was formed in 1996 for NWIC students interested in the field of business. The organization has chapters in many of the tribal colleges across the nation. AIBL elects a president and a vice president/recruiter. AIBL holds an annual conference and other activities. If you would like to be part of this organization, contact the Business Department of NWIC.

AMERICAN INDIAN SCIENCE AND ENGINEERING SOCIETY

The American Indian Science and Engineering Society (AISES) is a national organization dedicated to promoting science, math and engineering interests among American Indians. It has a national office in Boulder, Colorado, and chapters at colleges and universities across the nation. NWIC has an active chapter, elected officers and sends a sizable contingent of NWIC students to the AISES national conference each year. Students who wish to be members of AISES should contact the Biology or Chemistry Department at NWIC. Students from any field are welcome to join AISES.



Academic Information



EDUCATIONAL PROGRAMS

DEGREES, CERTIFICATES AND AWARDS OF COMPLETION

Northwest Indian College offers Associate of Arts & Sciences (AAS) degrees for direct transfer to baccalaureate institutions within Washington State. The College offers Associate of Science degrees for transfer to specific programs and institutions, and Associate in Technical Arts (ATA) degrees, Certificates and Awards of Competency for employment in occupational fields. Descriptions and requirements for these programs may be found in the Programs of Study section of this catalog.

PARTNERSHIP PROGRAM

Northwest Indian College, under the auspices of Washington State University, offers a Native Teacher Preparation program leading to a Bachelor of Arts degree in Elementary Education and K-8 Teacher Certification. The goal of this collaborative program is to increase the number of Native teachers serving Native children and communities. The Native Teacher Preparation program prepares participants to understand the specialized learning needs of Native children and Native communities. It also prepares Native teachers to work in all types of schools serving Native children, including public, tribal, BIA and private schools.

Northwest Indian College is in the process of gaining approval for a program under its own sponsorship. Prior to approval, Washington State University will award the Bachelor of Arts degree. For more information, contact the NWIC Admissions office.



CONTINUING EDUCATION PROGRAM

Northwest Indian College provides non-credit educational opportunities for Native Americans throughout the Northwest. Students receive Continuing Education Units (CEU's) for completion of courses and, in certain cases, certificates of completion. The range of programming includes cultural, vocational, wellness, community service and professional development. Pre-service and in-service worker training is provided in Health Care, Social Services, Education, Law Enforcement and Small Business Management.

Northwest Indian College is approved by the Washington State Board of Education to provide clock hours for in-service education to teachers, and by the Washington Department of Alcohol and Substance Abuse to provide CEU's for certified chemical dependency counselors. These services are offered through the Department of Continuing Education.

Through the efforts of the Continuing Education department, the College sponsors and co-sponsors a variety of conferences and seminars on topics relevant to Native American communities. Examples include an annual conferences on recovery and prevention, the annual Native American Women and Girls conference, an International Salish and Neighboring Language conference and other events focusing on diabetes prevention, eldercare and hazardous materials incident response.

NON-TRADITIONAL PROGRAMS

INDEPENDENT LEARNING PROGRAM

Northwest Indian College recognizes that not all students can attend regularly schedule classes on campus or at instructional sites. The Independent Learning program was created for such students to work toward degrees and certificates by studying individually under the direction of an instructor.

Independent Learning courses are self-paced learning units. Registration takes place by mail, at instructional sites, or on campus. Students are then provided with a textbook, syllabus and other pertinent information for completing the course. Some Independent Learning courses are primarily print-based while others also include on-line discussion groups, weekly teleconferences or videotapes of NWIC telecourses. Students communicate with instructors by phone, fax, mail or e-mail.

Advisors are available to help students select appropriate courses and, in other ways, assist in the process of creating a successful independent learning experience. Students who have access to the campus or instructional sites are encouraged to combine regular classes and telecourses with Independent Learning courses. At remote sites, students may complete an AAS degree with Independent Learning classes. The general education requirements for an ATA degree may also be fulfilled through the Independent Learning program.



Sequest is a program funded by NASA (National Aeronautic and Space Administration) at Northwest Indian College. The primary goal of this program is to increase the number of Native American students who pursue 4-year degree programs in the areas of math, science, engineering and technology. As part of its focus, the Seaquest Program offers Native American students ages 14-19 an intensive summer science program. This program is six weeks in duration, during which students attend classes at the college for 4 hours each morning, Monday through Thursday and go into the field each afternoon and all day Friday, to put their classroom learning into practice.

The Seaquest Program has offered courses in science, math, computers, English, art, geography and study skills. All courses are integrated, emphasizing Marine, Physical and Environmental Sciences, reading comprehension, computers, technical and creative writing. Students are encouraged every step of the way by peer tutors (NWIC students), instructors and other Seaquest staff members.

The Seaquest Program emphasizes active, hands-on learning in accordance with Native American cultural heritage. Students observe work in the field with professionals from Lummi Indian Business Council, the Swinomish Tribal Community and the Nooksack Tribe's Natural Resources Department. They participate in research or conservation projects and discover career opportunities in marine biology and other environmental sciences. The students build their confidence in those fields, and they have a lot of fun!

Like the summer Seaquest Program, the Seaquest Peer Tutoring/Mentoring Program is designed to increase the number of Native American students who pursue careers in math, science, engineering and technology or related fields by creating supportive tutoring and mentoring relationships with Native college students throughout the academic year. This relationship helps the students overcome educational barriers and offers them a close relationship with a positive role model. The tutoring program works in collaboration with the Seaquest students' teachers and parents to enhance the effectiveness of the tutoring process.

LEARNING CONTRACTS

Students have the option of requesting a 'Learning Contract' to take a course in a specific area of interest when it is not offered as a regular course. Students work independently on course materials and are expected to put in a minimum of 30 hours of work for each credit taken.

Students who wish to undertake a Learning Contract course should:

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1. Obtain a Learning Contract form from Student Records office.
2. Discuss the proposed academic work with the appropriate instructor and gain his/her approval.
3. Complete the Learning Contract form, which must be signed by both student and instructor.
4. Submit the form to the appropriate Instructional Dean for approval and assignment of a course number.
5. Complete an enrollment form.

INDIVIDUALIZED DEGREE PROGRAM

The Individualized Degree program allows students to design Associate of Technical Arts degrees or certificates in areas of study that uniquely fit their academic interests and career objectives. Examples of Individualized Degrees completed by NWIC students have included Art Entrepreneurship, Community Health Advocate, Northwest Coastal Indian Studies, Criminal Justice and Wellness Education.

Students begin the degree process by registering for HMDV 150, Individualized Degree or Certificate Planning. During this course, the Individualized Degree Advisor assists each student in clarifying goals and determining the types of learning experiences that will become part of the finished degree program. An expert consultant in the field of major study is selected to assist in planning the degree or certificate content. The completed degree or certificate plan is submitted for approval to the Individualized Degree Advisor, the Expert Consultant and the Dean for Instruction. Once the plan has been accepted, the student must complete all the courses listed in the plan. For more information, contact the Director of the Individualized Study Program on the Lummi campus.

COURSE CHALLENGE

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 Student Records Office.

Review the completed Course Challenge Request form with the appropriate instructor and receive approval.

Submit the form to the Student Records Office and complete an enrollment form. The student must enroll for the course to be challenged during the quarter in which the challenge will take place.

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.

All NWIC courses are open to course challenge unless the course has been designated an exception by the instructor.

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 will be 'S' (Satisfactory).

Unsuccessful challenges will be recorded as 'V' (Unofficial Withdrawal) on the student's transcript.

A maximum of 15 credits of grades achieved by the challenge process may be applied to an AAS degree.

Financial Aid recipients should inform the Financial Aid Office as part of the Course Challenge preparation process.

PRIOR LEARNING EXPERIENCE

Prior Learning Experience (PLE) can be awarded for life and job experiences that are comparable to college classes. Experiences may include job activities, volunteer work, child rearing, homemaking, workshops, seminars, creative writing, cultural activities, travel, and/or independent reading.

ing for more than 18 credits per quarter, a student must consult with an advisor.

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 or above are normally second-year courses. Freshman students with appropriate background or permission of the instructor may enroll in second-year courses.

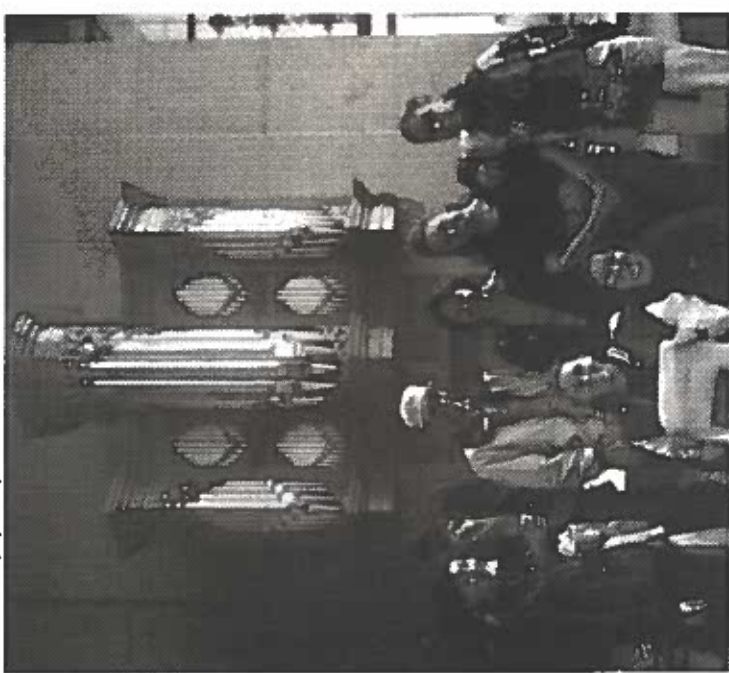
Courses numbered 188 and 288 are reserved for one-time offerings and special projects; courses numbered 189 and 289 are used for individualized studies.

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

REPEATING A COURSE

Students may repeat any course. For graduation purposes, only the grade and credits received on the repeated course are used in computing the student's cumulative credits and grade points earned. Repeated courses do not count for financial aid purposes.

Photo courtesy of Cindy Dodd



Students must enroll in HMDV 120, Beginning the Portfolio Process, to analyze their learning experiences in terms of college credits and begin the documentation process. Enrollment in HMDV 121, Continuing the Portfolio Process, is then required to complete the documentation process and to determine if credits will be awarded.

How many PLE credits a student may obtain is dependent upon the type of degree sought. The maximum PLE credits is 15 for the Associate of Arts and Sciences degrees and 22 for the Associate of Technical Arts degrees.

For further information, contact the Director of the Individualized Studies Program.

ACADEMIC POLICIES

CREDITS AND CREDIT LOAD

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 laboratory, studio, field work, or other scheduled activity; 3) time devoted to reading, studying, problem solving, writing, or preparation. One quarter credit hour is assigned in the following ratio of component hours per week devoted to the course of study:

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

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

Independent Study: Three hours work per week for each one hour of credit.

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

According to this definition, it should be understood that a student carrying a fifteen credit lecture course load should be devoting about forty-five hours per week to class attendance and related work. Twelve credits is considered by the College to be the minimum credit load for a full-time student. To complete a degree program in two years, a student should average fifteen credits per quarter. Prior to register-

GRADING

Grades are recorded on the student's permanent record at the end of each quarter. Northwest Indian College uses the following symbols for grading courses:

Grade	Grade points per credit	Grade	Grade points per credit
A	4.00	A-	3.70
B+	3.30	B	3.00
B-	2.70	C+	2.30
C	2.00	C-	1.70
D+	1.30	D	1.00
D-	0.70	F	0.00
I	Incomplete		

Indicates that a student has been given permission to complete the requirements of a course at a later date. An Incomplete is issued by the instructor to a student who has completed a minimum of 70% of the work but has, for good reason, been delayed in completing the total requirements of the course. Incompletes are made up according to a signed agreement between the instructor and the student. Grades awarded for completed work replace the 'I' grade and are recorded in the initial quarter of enrollment. Incompletes not made up remain permanently on the record or are changed to V, U or F by the instructor if the agreed upon deadline for completion has not been met. Credits are not posted until the Incomplete has been made up.

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 process according to scheduled dates.

P Pass/No Pass

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

S/U Satisfactory/Unsatisfactory

Certain courses are designated S/U grading only. A student may elect to take any other course on an S/U grading basis by signing up through the registration process according to scheduled dates. Students who choose to be graded on an S/U basis should check with their instructor concerning S/U grading criteria.

V Unofficial Withdrawal

Indicates that a student discontinued attendance in a course and did not complete Official Withdrawal procedures.

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.

Y Work in Progress

Indicates that a student has work in progress for coursework that begins and ends outside the regular starting and ending dates of the quarter. Such coursework includes Independent Learning courses, learning contracts and other continuous enrollment or late starting courses. Students must complete the requirements for the course by the end of the following quarter or a grade of 'V' will be automatically recorded.

* No Grade Recorded/Invalid Grade/Late Finishing Class. Grades I, N, P/NP, S/U, V, W do not carry grade point values and are not computed into the student's 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.

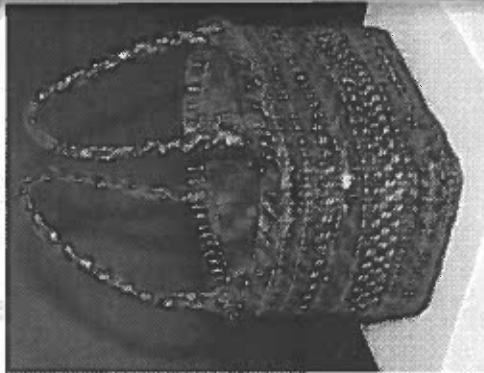
U (Unsatisfactory) and F (Failure) grades are unsatisfactory grades and should be avoided. Both of these grades can cause financial aid to be terminated and negatively affect job attainment and college transfer.

PRESIDENT'S LIST

Students completing 12 or more credits, not including S/U, F or I grades, with a GPA of 4.00, will be included on the President's List of Honored Students.

DEAN'S LIST

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



SATISFACTORY PROGRESS

Students are expected to maintain satisfactory progress toward completion of the educational program they have selected. For full-time students, this is defined as completing 24 credits per year in courses that apply to their certificate or degree program. However, requirements for remaining on financial aid differ and are explained in the financial aid section.

Low grades are a warning to student to improve their educational performance. Students should seek help from instructors and/or counselors in improving study habits, receiving additional academic assistance, or resolving other issues that might be affecting performance.

NWIC has adopted a non-punitive 'satisfactory progress' policy under which students with low grade point averages or numerous course withdrawals, drops, or Incompletes are allowed to re-enroll in subsequent quarters. If an unsatisfactory pattern develops in the student's progress toward program completion, the college requires increasingly stringent interventions (counseling, hearings with an academic standards committee, referral to external helping agencies, etc.) as conditions of re-enrollment. Students with academic achievements below the following standards will receive an academic warning. These students will be encouraged to meet with a faculty advisor or counselor, and enrollment in the subsequent quarter will be limited to a maximum of 12 credits. The following guidelines are observed by the college staff in implementing the 'satisfactory progress' policy:

1. Students who have completed 15 credits but less than 24 credits with a GPA less than 1.50.
2. Students who have completed 24 credits but less than 45 credits with a GPA less than 1.75.
3. Students who have completed 45 credits but less than 75 credits with a GPA less than 1.90.
4. Students who have completed 75 credits but less than 90 credits with a GPA less than 2.00.

Students who have received two consecutive academic warnings are automatically

Photo by Lee Marmon



placed on academic probation and are required to meet with a college counselor to identify the reasons for low academic performance and to develop a plan of action to rectify the situation or circumstances.

Students on academic warning or probation will be returned to regular status by earning a quarterly GPA of 2.00 or increasing their cumulative GPA above the minimum established for the number of credits they have accumulated.

Full-time students who fail to complete any of their credits for a particular quarter will be required to meet with a faculty advisor or counselor to identify reasons for lack of success the previous quarter and to develop a plan for success in the future.

Students who have remained out of college for one quarter or more may be re-enrolled upon the recommendation of the counselor.

POLICY ON 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:

- a. 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.
- b. 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 their profession and their institution by their 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:

- a. Inappropriate use of culturally sensitive information, especially spiritual information;
- b. Unauthorized commercial or other exploitative use of tribal/cultural information;
- c. Unauthorized infringement of individual, family, or group ownership rights for songs, stories, or other information; and
- d. 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).

GRADUATION

GENERAL GRADUATION REQUIREMENTS

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

Complete, with a passing grade, a minimum of 90 credits numbered 100 and above (45 credits for certificates) and all course requirements as specified by program.

Complete required courses, HMDV 110 and CMPS 101, or above. HMDV 110 is waived for students transferring 45 college-level credits or more from an accredited institution.

Complete an application for graduation no later than the third week of the quarter in which the student plans to graduate.

Obtain a cumulative grade point average of 2.00 in all college work.

Meet all financial obligations to the College.

Students have the following responsibilities in successfully completing a degree or certificate:

Knowledge and understanding of College policies.

Ensuring that all necessary course requirements have been met.

- b. Malicious mischief. Intentional or negligent damage to or destruction of any college facility or other public or private real or personal property.

- c. Unauthorized use of college equipment and supplies. Converting of college equipment or supplies for personal gain or use without proper authority.

3. Status Offenses

- a. Cheating and plagiarism. Submitting to a faculty member any work product that the student fraudulently represents to the faculty member as the student's work product for the purpose of fulfilling any assignment or task required by the faculty member as part of the student's program of instruction.
- b. Forgery or alteration of records. Forging or tendering any records or instruments.
- c. Refusal to provide identification in appropriate circumstances. Refusal to provide positive identification (e.g., valid driver's license or tribal identification card) in appropriate circumstances to any college employee in the lawful discharge of said employee's duties.
- d. Illegal entry. Entering any administrative or other employee office or any locked or otherwise closed college facility at any time without permission of the college employee or agent in charge thereof.
- e. Smoking. Smoking is not allowed anywhere on campus except for a designated smoking area (the gazebo on the east side of the library).
- f. Controlled substances. Using, possessing, being demonstrably under the influence of, or selling any narcotic or controlled substance, except when the use or possession of a drug is specifically prescribed as medication by an authorized medical professional.
- g. Alcoholic beverages. Being demonstrably under the influence of any form of alcoholic beverage. Possessing or consuming any form of alcoholic beverage on college property.
- h. Weapons, explosives, and dangerous chemicals. Illegal or unauthorized use or possession of any device or substance which can be used to inflict bodily harm or to damage real or personal property.

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

STUDENT RIGHTS AND RESPONSIBILITIES

STUDENT CONDUCT

Any student shall be subject to disciplinary action as provided for in this section who, either as a principal 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 following personal, property, or status offenses which are hereby prohibited:

1. Personal Offences

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

- e. False complaint. Filing a formal complaint falsely accusing another student or college employee with violating a provision of this section.

- f. False alarms. Falsely setting off or otherwise tampering with any emergency safety equipment, alarm, or other device established for the safety of facilities.

- g. Sexual harassment. Engaging individuals in unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature where such behavior offends the recipient, causes discomfort or humiliation, or interferes with job or school performance.

2. Property Offenses

- a. Theft and robbery. Theft of the property of the college.

STUDENT RIGHTS

Northwest Indian College 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 given below.

The following enumerated rights are guaranteed to each student within the limitations of college policy which are deemed necessary to achieve the educational goals of the college:

1. Academic Freedom
 - a. 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.
 - b. Students are free to pursue appropriate educational objectives from among the college's curricula, programs, and services.
 - c. 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.
 - d. Students have the right to a learning environment which is free from unlawful discrimination, inappropriate and disrespectful conduct, and sexual harassment.
2. Due Process
 - a. The rights of students to be secure in their persons, quarters, papers, and effects against unreasonable searches and seizures is guaranteed.
 - b. No disciplinary sanction may be imposed on any student without notice to the accused of the nature of the charges.
 - c. A student accused of violating this code of student rights and responsibilities is entitled, upon request, to procedural due process as set forth in this chapter.
3. Distribution and Posting
 - a. Students may distribute or post printed or published materials subject to official procedures printed and available in the Dean's office.

Photo by Lee Marmion



STUDENT RESPONSIBILITIES

CATALOG INFORMATION

Each student is responsible for knowing and understanding the information appearing in this catalog. Failure to read the regulations will not be considered an excuse for non-compliance. The college reserves the right to change policies or revise curriculum as appropriate and necessary.

Northwest Indian College places full responsibility upon the student for registering for the proper courses and for fulfilling all requirements for a degree as set forth in this catalog and as amended from time to time. While the college provides academic advisors, no employee or agent of the college has the authority to warrant graduation, the attainment of any type of license, or attainment of any other career goal. The institution does not accept any responsibility for delays in graduation or attainment of career goals resulting from errors in registration, canceled courses, time schedule changes, changes in degree requirements, or similar related changes; or for errors resulting from consultation with and reliance upon any information acquired from any college employee. Advisor's signatures on pre-registration, drop-add, or similar cards or forms do not necessarily indicate agreement with or approval of the student's choice of courses nor may they be construed in any way as a warranty that the student's choice of courses is sufficient for graduation or attainment of any career goal.

The terms and conditions appearing in this catalog are in accordance with information available at the time of publication. However, the college reserves the right to change these conditions as necessary.

Therefore, this document is not intended and should not be considered a contract between the student and the institution. Terms and conditions include fees, course offerings, admissions and graduation requirements, college rules and regulations, college calendar, and other regulations affecting the Northwest Indian College student body.

TRANSFER TO FOUR-YEAR INSTITUTIONS

Students who plan to transfer from Northwest Indian College to a four-year college or university should have no problem in completing the transfer process, providing they follow these procedures:

Obtain and study the catalog of the college you are considering. Know the admission requirements and recommended courses for the first two years in your field of interest or major.

Work closely with your Northwest Indian College advisor when planning your course of study.

Visit with the university admissions representative, if possible.

Two quarters in advance of your planned transfer, apply to the four-year institution with the appropriate admission application and request that Northwest Indian College forward your transcript.

Before transferring, arrange to visit the campus of the four-year school. This allows you to see the facilities and visit with an advisor in your major area. Take a transcript of your grades and a Northwest Indian College Catalog to facilitate the advisory meeting.

If you change your major or choice of four-year institution, meet with your Northwest Indian College advisor immediately to discuss the impact of the change on your course of study.

Acceptance of Northwest Indian College credits, non-traditional credits, credits by examination, and transfer



GPA computation remains a prerogative of the receiving institution. Financial aid at four-year colleges is extremely competitive. A priority date for federal financial aid applications can be as early as February 15th for full quarter enrollment. Apply early at each college you are considering.

STUDENT GRIEVANCES

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

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

GRIEVANCE PROCEDURES

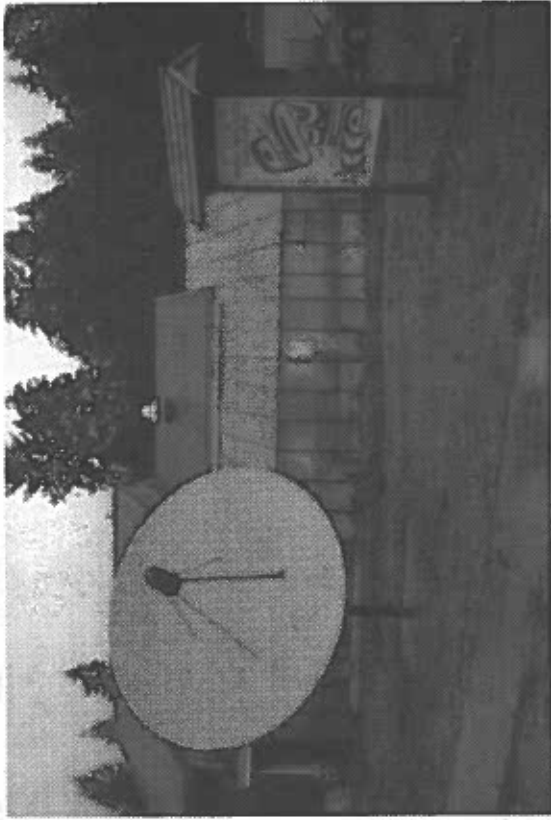
INFORMAL

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

FORMAL

Step 1 If the student feels the matter has not been resolved, then he/she should submit the grievance in writing to the individual to whom the grievance is directed, with a copy to that individual's immediate supervisor. The student should cite the specific policies, procedures, or established practices alleged to have been violated, misinterpreted, or inequitably applied. The written statement shall also contain the action requested to be taken. The written statement should be made within 30 days of the incident which gave rise to the grievance. A meeting shall be established within five (5) working days of receipt of the appeal to discuss and resolve the problem. If the grievance is satisfactorily resolved, the matter shall be considered closed with no need for continuation at a higher level.

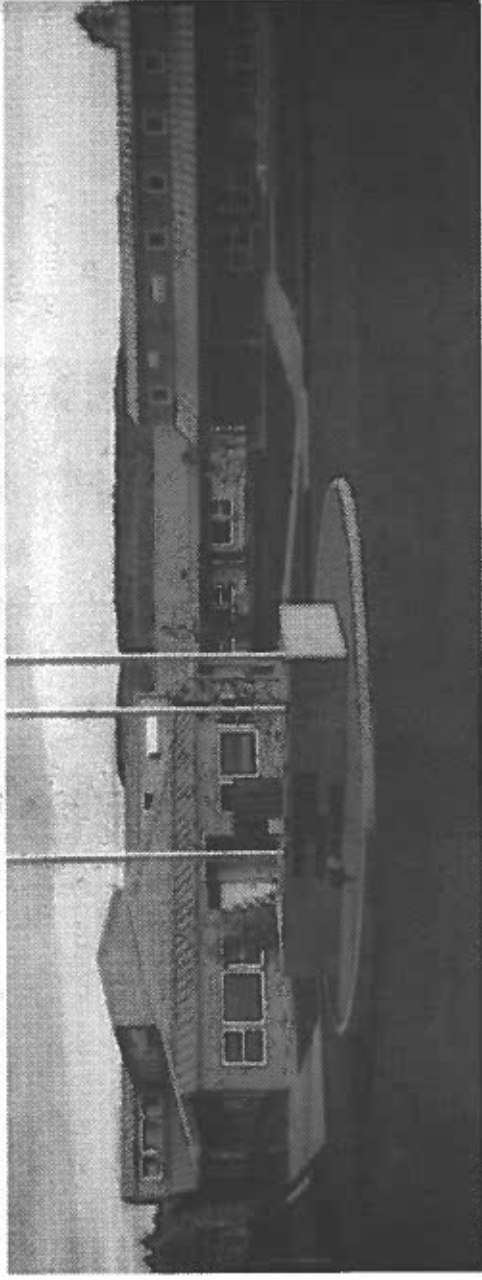
Step 2 If the student is not satisfied with the disposition of his/her grievance at



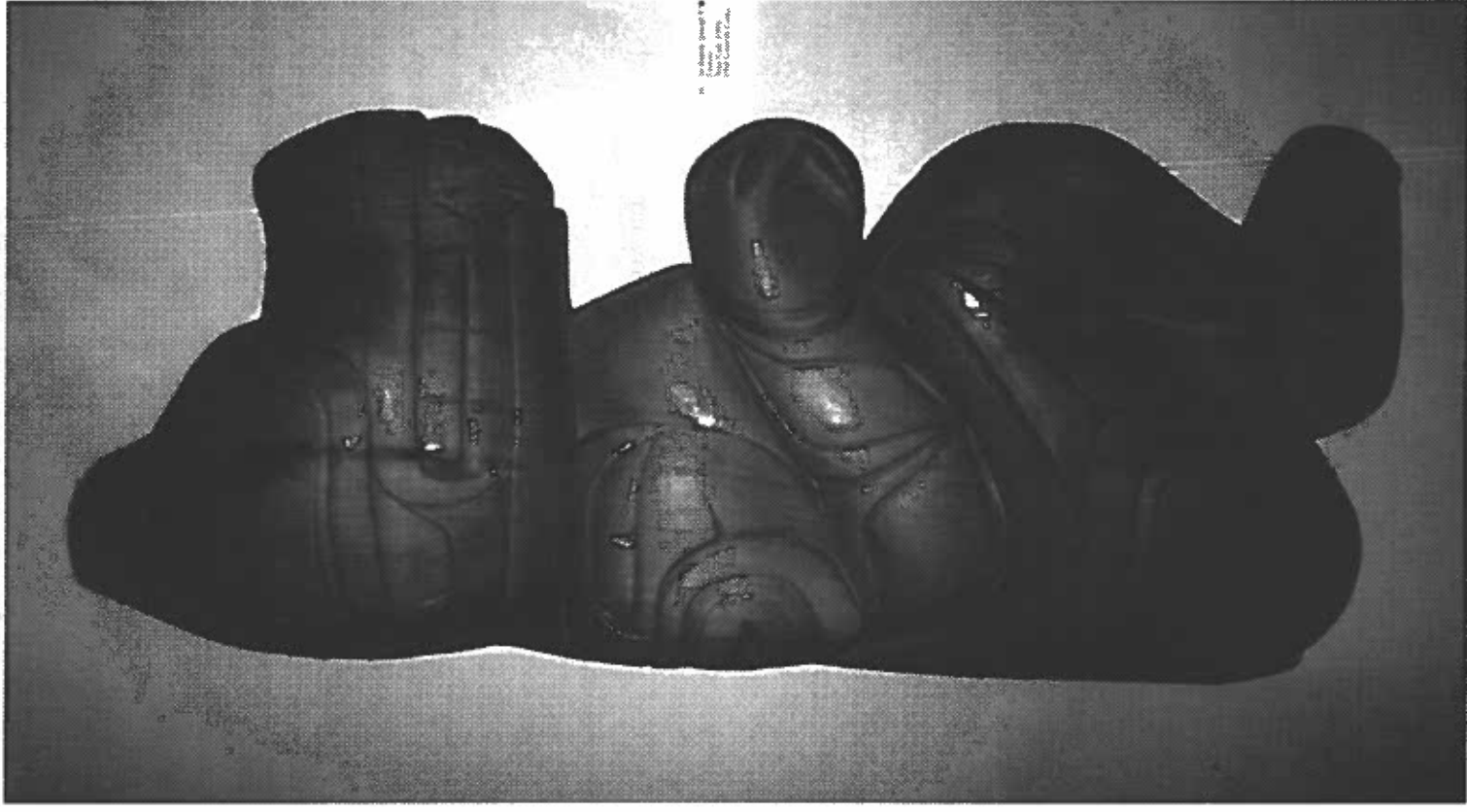
Step 1, then the next step is to submit a written statement within five (5) working days with the respective dean or their designate. The student shall meet with the Dean and present his/her evidence related to his/her grievance. This meeting must take place and a written decision delivered to the student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

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

will be notified in writing within forty-five (45) days of receipt of the appeal. The decision of the President shall be final.



Programs of Study



NORTHWEST INDIAN COLLEGE
PROGRAMS OF STUDY

DEGREE PROGRAMS

ASSOCIATE OF ARTS AND SCIENCES

General Direct Transfer Degree
Allied Health
Art
Business Administration
Chemical Dependency Studies
Education
Native American Studies
Public & Tribal Administration
Tribal Environmental & Natural
Resource Management

ASSOCIATE OF TECHNICAL ARTS

Early Childhood Education
Entrepreneurship
Individualized Program
Northwest Indian Art
Office Professions
Public & Tribal Administration
Tribal Environmental & Natural
Resource Management

ASSOCIATE OF SCIENCE

Biology
Environmental Engineering Technology

CERTIFICATE PROGRAMS

Construction Trades
One Year Construction Trades
Two Year Construction Trades
Early Childhood Education
Entrepreneurship
Environmental Engineering Technology
Individualized Program
Northwest Indian Art
Office Assistant
Paraeducation
Public & Tribal Administration

AWARD OF COMPETENCY

Computer Repair Technician
Retail Trades Associate

Not all programs of study or courses are available at all NWIC sites

ASSOCIATE OF ARTS AND SCIENCES DEGREE

DIRECT TRANSFER DEGREE

The Associate of Arts and Sciences degree, commonly referred to as the "Direct Transfer Agreement," is designed primarily for students intending to transfer to a four-year college or university. The Associate of Arts and Sciences degree requires completion of a minimum of 90 credits in courses numbered 100 and above within specified general distribution requirements and is accepted as fulfillment of the general liberal arts requirements by Washington State four-year institutions. Students intending to transfer should consult with an advisor or transfer specialist, since some colleges may have differences in degree requirements. A cumulative GPA of at least 2.00 is required for completion of the degree.

The General College Transfer degree is designed for students to explore and develop skills in global issues, communication, natural sciences, cultural awareness, social conditions and critical thinking. The degree is designed for college transfer and is intended as an excellent start for those students who have not yet chosen a particular pre-major program of study. The Associate of Arts and Science pre-major programs of study include: Allied Health, Art, Business Administration, Chemical Dependency, Education, Native American Studies, Public and Tribal Administration and Tribal Environmental & Natural Resource Management. The pre-major degrees are designed for college transfer and complete the specific distribution requirements of the Direct Transfer Agreement. Students within a pre-major program of study are given the opportunity to experience courses of direct interest to their specific academic and career goals. Students should consult with an advisor or transfer specialist regarding their chosen pre-major program of study since many four-year institutions may have differing course requirements. The transferability of specific courses is determined solely by the college to which the student transfer and early review of admission requirements, catalog requirements, and contacting specific departmental advisors is highly recommended.

ASSOCIATE OF SCIENCE DEGREE

The Associate of Science (AS) degree is awarded for completion of programs directed at the professional and technical levels. NWIC provides the setting for developing individuals capable of success in the fields of Biology and Environmental Engineering Technology. The degrees are designed for transfer to baccalaureate institutions in these majors to most institutions in Washington state. Students must complete a minimum of 90 credits, with a specified number of credits completed in the science core. Many of the courses are prerequisite to or specifically supportive of the technical degree programs. General Education requirements are similar to those in the AAS degree but because of the significant number of credits required in the science core, Humanities and Social Science course requirements range from 5 to 10 credits. A cumulative GPA of at least 2.00 is required for completion of the degree.

Students should consult with their advisor to carefully complete a program of study that will meet the academic requirements of the intended transfer institution. Early contact with the admissions officer of the transfer institution will help ensure that entrance requirements for specific majors are completed.

ASSOCIATE OF TECHNICAL ARTS

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

CERTIFICATE PROGRAMS

Certificate programs are designed to prepare students for entry into technical fields of employment. Most certificate programs are designed to be completed in one year. Certificate programs emphasize the technical major and may include other related instructional requirements in communication, computers, and human relations skills. Requirements for completion include a minimum of 45 credits with a minimum GPA of at least 2.00.

AWARD OF COMPETENCY PROGRAMS

Award of Competency programs are offered to enable students to gain immediate employment in fast growing vocational and technical fields. Most Award of Competency programs are designed to be completed in two quarters. These programs emphasize technical competency and may include other related instructional requirements. Most programs include an internship (work experience). Students will receive an Award of Competency when they have completed all courses in the program with a minimum grade point average of 2.00.

ASSOCIATE OF ARTS & SCIENCES DEGREE
GENERAL DTA

The Associate of Arts and Sciences Direct Transfer Agreement (DTA) degree is awarded to students who complete the following requirements:

A. Basic Skills Requirements

1. COMMUNICATION SKILLS (CS) ----- 14 credits

- Must include at least two courses in English composition.
- Choose three courses, one from each category:
 - a. ENGL 101
 - b. ENGL 102
 - c. SPCH 105, 120, 220, 224

2. QUANTITATIVE SKILLS (QS) ----- 5 credits

- Courses used to satisfy Quantitative Skills may not also be used to satisfy Natural Science requirements. Choose courses from the following departments:

MATH 102, 103, 105, 107, 124, 125, 126, 151, 155, 156, 157, 207
PHIL 120

B. Distribution Requirements

1. HUMANITIES (HT or HP) ----- 15 credits

- Choose courses from at least two of the following departments with no more than 10 credits from a one department.
- Interdisciplinary and linked sequences are encouraged.
- No more than 5 credits in performance/skills courses allowed (HP), including tribal or foreign language at the 100 level.
- Choose at least 10 credits of courses with emphasis on theory (HT). All theory classes are writing enriched. Designated *

ART 104*, 105*, 106*, 107, 108, 110, 111, 1112, 115, 116, 121, 122, 131, 141, 143, 144, 145, 146, 147, 151, 152, 153, 155, 156, 157, 171, 172, 173, 174, 175, 177, 178, 179, 182, 183, 185, 201, 202*, 204*, 205*, 206*, 207, 212, 215, 216, 222, 223, 232, 233, 242, 243, 245, 254, 257, 258, 271, 290*

DRMA

ENGL

Language:

KLAL 101, 102, 103, 201*, 202*

LKTA 101

LSHT 101, 102, 103, 201*

MAKH 101, 102, 103

OJIB 101

QUIL 101, 102

SPAN 101, 102

TLIN 101, 102

TWAN 101

XWLE 101, 102, 103, 201*, 202*, 203*

104*, 108, 109, 153

115, 116, 118, 119, 125, 126, 240*

235*, 240*

MUSC

NASD

PHIL

Associate in Arts & Sciences Degree continued

SOCIAL SCIENCES (SS) ----- 15 credits

- Choose courses from at least two of the following departments with no more than 10 credits from any one department. All courses are writing enriched.
- Interdisciplinary and linked sequences are encouraged.

ANTH 202
ECON 201, 202, 240
EDUC 299
HIST 209
NASD 131, 132, 202
POLS 115, 118, 125, 225, 232, 233, 240
PSYC 101, 201, 210, 220, 230, 240
SOC 110

3. NATURAL SCIENCES (NS or NSL) ----- 15 credits

- Choose courses from at least two of the following departments with no more than 10 credits from any one department. All courses are writing enriched, except math.
- Interdisciplinary and linked sequences of courses are encouraged.
- Include at least 10 credits in physical or biological sciences.
- Include at least one laboratory class. Designated *

ANTH 201
ASTR 101*
BIOL 101*, 103*, 112*, 132*, 182*, 201*, 202*, 203*, 221*, 230*, 242*, 243*, 245*,
CHEM 100*, 111*, 112*, 113*, 121*, 122*, 123*, 231*, 232*, 233*, 240*, 242*,
ENVS 105*, 110*, 115*, 150*, 205*, 230*, 260*, 265*, 270*
GEOG 203*
GEOL 211*
MATH 102, 103, 105, 107, 124, 125, 126, 151, 155, 156, 157, 207
PHYS 100*, 101*, 102*, 103*, 121*, 122*, 123*

C. Other Requirements

1. NATIVE AMERICAN STUDIES (NASD) ----- 6 credits

- Under advisement, choose courses numbered 100 and above that primarily focus on Native American culture (coded NASD) found in the following departments:
Art, Anthropology, Education, English, History, Language, Native American Studies, Philosophy, Political Science, and Public & Tribal Administration
- Courses fulfilling the Native American Studies requirement are counted for credit in Distribution or Electives areas.

2. STUDENT SUCCESS COURSES ----- 7 credits

- a. HMDV 110 - Introduction to Successful Learning
- b. CMPS 101 or above. Please note: If a computer course coded NE (non-transfer elective) is substituted, 3 additional credits of TE electives must be chosen from the list below.

3. ELECTIVES (TE or NE) ----- 19 credits

- A maximum of 11 credits may be chosen from any course numbered 100 and above.
- A minimum of 8 credits must be chosen in at least two departments from the following list (may include excess credits completed in Distribution):

ANTH	All courses numbered 100 and above
ART	All courses numbered 100 and above
ASTR	All courses numbered 100 and above
BIOL	All courses numbered 100 and above
BUAD	101, 202, 211, 212, 235
CHEM	All courses numbered 100 and above
CMPS	CMPS 101
DRMA	All courses numbered 100 and above
ECE	171
ECON	All courses numbered 100 and above
EDUC	299
ENGR	100
ENGL	All courses numbered 101 and above, except 104
ENVS	All courses numbered 100 and above
GEOG	All courses numbered 101 and above
GEOL	All courses numbered 101 and above
HIST	All courses numbered 100 and above
HUMS	101
JOUR	All courses numbered 101 and above
Language	All courses numbered 100 and above
MATH	All courses numbered 102 and above
MUSC	All courses numbered 100 and above
NASD	All courses numbered 100 and above
PHIL	All courses numbered 100 and above
PHYS	All courses numbered 100 and above
POLS	All courses numbered 115 and above
PSYC	All courses numbered 101 and above, except 106 & 107
SOC	All courses numbered 100 and above
SPCH	All courses numbered 100 and above



ASSOCIATE OF ARTS AND SCIENCES DEGREE
ALLIED HEALTH

DEPT. & No.	COURSE TITLE	CREDITS
CORE REQUIREMENTS		
BIOL 101	Introduction to Biology (meets NSL requirement)	5
BIOL 242	Anatomy & Physiology I	6
BIOL 243	Anatomy & Physiology II	6
BIOL 245	Microbiology (meets NSL requirement)	5
CHEM 111	Inorganic Chemistry (meets NSL requirement)	5
CHEM 112	Organic Chemistry	5
CHEM 113	Biological Chemistry	5
MATH 107	Statistics (meets QS requirement)	5
HLTH 105	Basic Nutrition	3
PSYC 101	Introduction to Psychology (meets SS requirement)	5
PSYC 201	Developmental Psychology (meets SS requirement)	5
SOC 110	Introduction to Sociology (meets SS requirement)	5
TOTAL CORE REQUIREMENTS		60
GENERAL EDUCATION REQUIREMENTS - Select from AAS courses on pages 42-44		
Basic Skills		14
Communication Skills		14
Quantitative Skills (met in core)		0
Humanities		15
Social Science (15 credits met in core)		0
Natural Science (15 credits met in core)		0
Native American Studies (6 credits required) Must be met through Humanities courses or additional electives		3
CMPS 101	Introduction to Computers, or above	3
HMDV 110	Introduction to Successful Learning	4
TOTAL GENERAL EDUCATION REQUIREMENTS		36
TOTAL DEGREE REQUIREMENTS		96



ASSOCIATE OF ARTS AND SCIENCES DEGREE
ART

The Associate of Arts and Sciences degree program with a major in Art is designed for people who are interested in transferring to a four-year college or university to complete a bachelor's degree in Art. Students successfully completing the following program of study are reasonably assured of having completed the prerequisite requirements for entry into most schools of Art, with junior standing. Upon advisement the student should select electives specific to the requirements of the transfer institution.

DEPT. & No.	COURSE TITLE	CREDITS
CORE REQUIREMENTS		
ART 104	Art Appreciation (meets HT requirement)	5
ART 106	Pacific Northwest Coastal Indian Art History (meets NASD and HT requirements)	5
ART 111	Drawing I	3
ART 115	Design I	3
ART 121	Sculpture I	3
ART 131	Painting I	3
ART 141	Serigraphy I	3
ART 201	Art Seminar	3
ART 212	20th Century Art History	5
ART 216	Design III	3
TOTAL CORE REQUIREMENTS		36
GENERAL EDUCATION REQUIREMENTS - Select from AAS courses on pages 42-44		
Basic Skills		19
Communication Skills		14
Quantitative Skills		5
Humanities		Any department other than Art
Social Science		5
Natural Science		15
Native American Studies		15
or Social Sciences courses or additional electives		Must be met through Humanities
CMPS 101		Introduction to Computers, or above
HMDV 110		Introduction to Successful Learning
TOTAL GENERAL EDUCATION REQUIREMENTS		61
TOTAL DEGREE REQUIREMENTS		97



ASSOCIATE OF ARTS AND SCIENCES DEGREE
BUSINESS ADMINISTRATION

The Associate of Arts and Sciences degree program with a major in Business Administration is designed for people who are interested in transferring to a four-year college and university to complete a bachelor's degree in accounting, management, finance, or general business administration. Students successfully completing the following program of study are reasonably assured of having completed the prerequisite requirements for entry into most schools of business administration, with junior standing, at the state universities within the state of Washington. Northwest Indian College has direct transfer agreements with most four-year colleges and universities in Washington which insures the transfer of all credits which are part of the Associate of Arts and Sciences Degree. Nevertheless, students are urged to consult with their advisor prior to the selection of electives or specific distribution requirements. This will allow the advisors to coordinate course selections with the specific requirements at the appropriate transfer institution.

DEPT. & No.	COURSE TITLE	CREDITS
CORE REQUIREMENTS		
BUAD 202	Business Law (meets SS requirement)	5
BUAD 211	Financial Accounting I	5
BUAD 212	Financial Accounting II	5
BUAD 235	Managerial Accounting I	5
ECON 201	Macroeconomics (meets SS requirement)	5
ECON 202	Microeconomics (meets SS requirement)	5
MATH 107	Statistics (meets NS requirement)	5
MATH 103	Pre Calculus I (meets QS requirement) AND	5
MATH 105	Pre Calculus II AND	5
MATH 124	Calculus & Analytic Geometry I	5
OR		
MATH 102	College Algebra (meets QS requirement) AND	5
MATH 155	Algebra with Application to Economics AND	5
MATH 156	Algebra for Business/Economics AND	5
MATH 157	Calculus for Business and Economics	5
TOTAL CORE REQUIREMENTS		50-55
GENERAL EDUCATION REQUIREMENTS - Select from AAS courses on pages 42-44		
Basic Skills		14
Communication Skills		14
Quantitative Skills (met in core)		0
Humanities		15
Social Science (15 credits met in core)		0
Natural Science (5 credits met in core)		10
Native American Studies (6 credits required)		Must be met through Humanities or Social Science
courses or additional electives		
CMPS 101		Introduction to Computers, or above
HMDV 110		Introduction to Successful Learning
TOTAL GENERAL EDUCATION REQUIREMENTS		46
TOTAL DEGREE REQUIREMENTS		96-101

ASSOCIATE OF ARTS AND SCIENCES DEGREE
CHEMICAL DEPENDENCY STUDIES

The Associate of Arts and Sciences degree in Chemical Dependency Studies is designed to prepare the student for employment in the Chemical Dependency Counseling field. Successful completion of this program together with a 2,000 hour supervised internship will qualify students to apply for Chemical Dependency Certification I through either the Northwest Indian Drug and Alcohol Specialist Certification Board or the Certification Board of Washington State. Because of the number of credits required for the degree, students will need to complete two summer quarters. This degree plus Dual Disorders and an additional 6000 hours of full-time counseling qualifies students to apply for Chemical Dependency Certification II. All of the above plus Family System Intervention Techniques, and an additional 16,000 hours of full-time counseling with an AA degree or 10,000 hours of full-time counseling with a BA degree qualifies students to apply for Level III Certification.

DEPT. & NO.	COURSE TITLE	CREDITS
CORE REQUIREMENTS: Chemical Dependency Counselor I		
HUMS 101	Survey of Social Human Services	3
HUMS 120	Introduction to Chemical Dependency	3
HUMS 130	Physiology and Pharmacology of Drug Use	3
HUMS 160	Chemical Dependency Case Management	3
HUMS 170	Chemical Dependency Counseling Skills	3
HUMS 180	Youth Chemical Dependency and Counseling	3
HUMS 187	Airborne and Bloodborne Pathogens	1
HUMS 208	Chemical Dependency and the Law	3
HUMS 210	Group Facilitation	3
HUMS 222	Ethics and Chemical Dependency Treatment	3
HUMS 230	Chemical Dependency and the Family	3
HUMS 240	Cross Cultural Counseling (meets NASD requirement)	3
HUMS 256	Post Traumatic Stress Disorder	2
HUMS 275	Relapse Prevention	3
PSYC 101	Introduction to Psychology (meets SS requirement)	5
PSYC 201	Developmental Psychology (meets SS requirement)	5
SOC 110	Introduction to Sociology (meets SS requirement)	5
CHEMICAL DEPENDENCY COUNSELOR II		
HUMS 260	Dual Disorders	3
CHEMICAL DEPENDENCY COUNSELOR III		
HUMS 231	Family Systems	3
HUMS 242	Intervention Techniques	3
TOTAL CORE REQUIREMENTS		
		54-63
GENERAL EDUCATION REQUIREMENTS-Select from AAS courses on pages 42-44		
Basic Skills		19
Communication Skills		14
Quantitative Skills		5
Humanities		15
Social Science (15 credits met in core)		0
Natural Science		15
Native American Studies (3 credits met in core; 3 additional credits required) Must be met through Humanities, Social Science or elective courses		
CMPS 101	Introduction to Computers, or above	3
HMDV 110	Introduction to Successful Learning	4
Transfer Electives		5
TOTAL GENERAL EDUCATION REQUIREMENTS		61
TOTAL DEGREE REQUIREMENTS		115-124

ASSOCIATE OF ARTS AND SCIENCES DEGREE
EDUCATION

The Associate of Arts and Sciences degree program with a major in Education is designed for people who are interested in transferring to a four-year college or university to complete a bachelor's degree and enter the teaching profession. This program of study is best suited for persons considering teaching at the elementary level with a major in social science or humanities. Individuals planning to teach math or science should select a program of study designed for science majors. Students successfully completing the following program of study are reasonably assured of having completed the prerequisite requirements for entry into most of the colleges or universities in the State of Washington with junior standing.

DEPT. & NO.	COURSE TITLE	CREDITS
CORE REQUIREMENTS		
ART 290	Elementary School Art Education (meets HT requirement)	3
EDUC 299	History of Indian Education (meets SS requirement)	3
HIST 209	Indian History (meets SS and NASD requirement)	5
MATH 281	Math for Elementary School Teachers (meets NS requirement)	5
MUSC 153	Music Style in Composition (meets HT requirement)	5
PSYC 101	Introduction to Psychology (meets SS requirement)	5
PSYC 201	Developmental Psychology (meets SS requirement)	5
PSYC 210	Child Development Theory	5
SPCH 120	Intro to Public Speaking	4
TOTAL CORE REQUIREMENTS		
		40
GENERAL EDUCATION REQUIREMENTS-Select from AAS courses listed on pages 42-44		
Communication Skills:		
ENGL 101	English Composition	5
ENGL 102	English Composition II	5
Speech requirement met in core		0
MATH 102	College Algebra, or above	5
Humanities (8 credits HT met in core)		7
Social Science (15 credits met in core)		0
Natural Science (5 credits met in core)		10
Native American Studies (6 credits met in core)		
CMPS 101	Intro to Computers or above	3
HMDV 110	Introduction to Successful Learning	4
Electives		11
TOTAL GENERAL EDUCATION REQUIREMENTS		50
TOTAL DEGREE REQUIREMENTS		90

Photo by Lee Marmon



ASSOCIATE OF ARTS AND SCIENCES DEGREE
NATIVE AMERICAN STUDIES

The Associate of Arts and Sciences degree program with a major in Native American Studies is designed for people who are interested in transferring to a four-year college or university to complete a bachelor's degree. This program is designed to complement Western Washington University's degree in American Cultural Studies and will take advantage of the rich cultural and curricular offerings of the Northwest Indian College.

DEPT. & NO.	COURSE TITLE	CREDITS
CORE REQUIREMENTS		
ANTH 201	Physical Anthropology (meets NS requirement)	5
ANTH 202	Cultural Anthropology (meets SS requirement)	5
ENGL 236	Native American Literature (meets HT requirement)	4
NASD 202	The Native American Experience (meets NASD requirement)	3
HIST 209	Indian History (meets SS and NASD requirements)	5
POLS 115	American Political System (meets SS requirement)	5
Language	Any tribal language 101 or above (5 credits meets HP requirement)	5-6
TOTAL CORE REQUIREMENTS		32-33
GENERAL EDUCATION REQUIREMENTS - Select from AAS courses on pages 42-44		
Basic Skills		
Communication Skills		14
Quantitative Skills		5
Humanities (9 credits met in core)		6
Social Science (15 credits met in core)		0
Natural Science (5 credits met in core)		10
Native American Studies (6 credits met in core)		
CMPS 101, or above		3
HMDV 110	Introduction to Successful Learning	4
Electives	Must include minimum 5 Transfer Electives (TE) credits	15-16
TOTAL GENERAL EDUCATION REQUIREMENTS		57-58
TOTAL DEGREE REQUIREMENTS		90

Photo by Lee Marmon



ASSOCIATE OF ARTS AND SCIENCES DEGREE
PUBLIC AND TRIBAL ADMINISTRATION

The Associate of Arts and Sciences in Tribal and Public Administration is designed for people interested in pursuing careers in public and tribal administration. The program of study is designed to allow the student to transfer to a four year program of study. Core courses focus on management fundamentals pertinent to areas in public and tribal administration.

DEPT. & NO.	COURSE TITLE	CREDITS
CORE REQUIREMENTS		
BUAD 202	Business Law (meets SS requirement)	5
BUAD 211	Financial Accounting I	5
BUAD 215	Human Resource Management	5
BUAD 216	Principles of Management	5
Choose three (3) courses from the following - Meets NASD requirement		
PTAD 200	Budgeting	3
PTAD 210	Principles of Planning	3
PTAD 220	Public Policy Process	3
PTAD 230	Organizational Theory & Development	3
PTAD 240	Leadership and Decision Making	3
TOTAL CORE REQUIREMENTS		29
GENERAL EDUCATION REQUIREMENTS - Select from AAS courses listed on pages 42-44		
Communication Skills:		
ENGL 101	English Composition	5
ENGL 102	English Composition II	5
Choose one of the following:		
SPCH 105 Introduction to Interpersonal Communication		
SPCH 120	Introduction to Public Speaking	4
MATH 102	College Algebra or above	5
Humanities		15
Social Science (5 credits met in core)		10
Natural Science		15
Native American Studies (6 credits met in core)		
CMPS 101	Introduction to Computers, or above	3
HMDV 110	Introduction to Successful	4
Transfer Electives		3
TOTAL GENERAL EDUCATION REQUIREMENTS		69
TOTAL DEGREE REQUIREMENTS		98

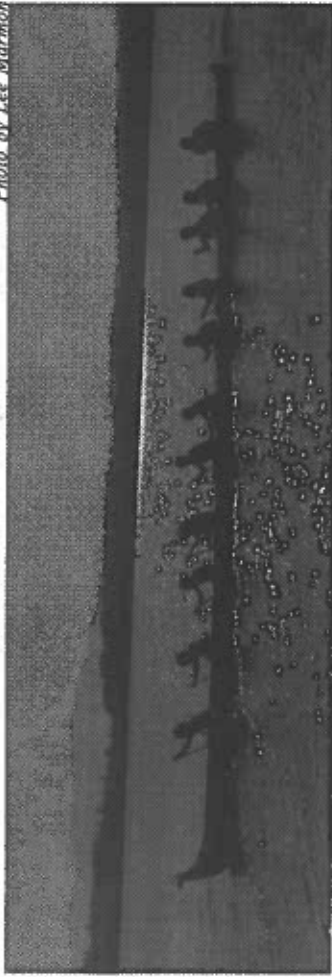


ASSOCIATE OF ARTS AND SCIENCES DEGREE
TRIBAL ENVIRONMENTAL AND
NATURAL RESOURCE MANAGEMENT

The Associate of Arts & Sciences degree in Tribal Environmental and Resource Management is a special program developed with the assistance of Pacific Northwest tribes that integrates environmental science, economics and political science with tribal history and culture. A cohort of students proceeds together through two years of study at the Lummi campus. It is designed for students who plan to pursue a baccalaureate degree in the areas of natural resource management, planning, tribal administration, pre-law and environmental studies. Students completing this program meet the prerequisite requirements for entry into those majors, with junior standing.

DEPT. & No.	COURSE TITLE	CREDITS
CORE REQUIREMENTS		
BIOL 101	Introduction to Biology (meets NSL requirement)	5
CHEM 111	Inorganic Chemistry (meets NSL requirement)	5
ECON 240	Environmental Economics (meets SS requirement)	5
ENVS 289	Independent Study in Environmental Science	2
ENVS 290	Environmental Studies Practicum	11
GEOG 203	Physical Geography	4
GEOL 211	Introduction to Geology (meets NSL requirement)	5
HIST 209	Indian History (meets SS and NASD requirements)	5
MATH 102	College Algebra	5
MATH 103	Precalculus I (meets QS requirement)	5
MATH 107	Statistics	3
POLS 225	History of Federal Indian Policy (meets SS & NASD requirements)	5
TOTAL CORE REQUIREMENTS		60
GENERAL EDUCATION REQUIREMENTS		
Communication Skills:		
ENGL 101	English Composition	5
ENGL 102	English Composition II	5
SPCH 120	Introduction to Public Speaking	4
Quantitative Skills (5 credits met in core)		0
Humanities - Select courses from Humanities distribution, page 42		15
Social Science (15 credits met in core)		0
Natural Science (15 credits met in core)		0
Native American Studies (6 credits met in core)		3
CMPS 101	Introduction to Computers	4
HMDV 110	Introduction to Successful Learning	4
TOTAL GENERAL EDUCATION REQUIREMENTS		36
TOTAL DEGREE REQUIREMENTS		96

Photo by Lee Marmon



ASSOCIATE OF SCIENCE DEGREE
BIOLOGY

The Associate of Science degree program with a major in Biology is designed for those interested in pursuing careers in biology, biochemistry, environmental sciences, fisheries, or health sciences. This program of study is designed to meet all the prerequisites for entrance to a four-year college or university in Washington and ensures the transfer of all credits which are part of the Associate of Arts and Sciences Degree. Students are urged to consult with their advisor prior to the selection of courses to ensure that they meet the requirements of the college or university they plan to attend.

DEPT. & No.	COURSE TITLE	CREDITS
CORE REQUIREMENTS		
BIOL 201	Biology and Cellular Processes I	5
BIOL 202	Vascular and Non-Vascular Plants	5
BIOL 203	Zoology (meets NSL requirement)	5
CHEM 121	General Chemistry I (meets NSL requirement)	5
CHEM 122	General Chemistry II	5
CHEM 123	General Chemistry III	5
MATH 103	Precalculus I (meets QS requirements)	5
MATH 107	Statistics	5
PHYS 101	General Physics I with Lab (meets NSL requirement)	5
PHYS 102	General Physics II with Lab	5
TOTAL CORE REQUIREMENTS		50
GENERAL EDUCATION REQUIREMENTS - Select from AAS courses listed on pages 42-44		
Basic Skills		
Communication Skills		14
Quantitative Skills (met in core)		0
Humanities		
Social Science		10
Native American Studies (6 credits required) Must be met through Humanities or Social Science courses or additional electives		10
CMPS 101	Introduction to Computers, or above	3
HMDV 110	Introduction to Successful Learning	4
TOTAL GENERAL EDUCATION REQUIREMENTS		41
TOTAL DEGREE REQUIREMENTS		91



ASSOCIATE OF SCIENCE DEGREE
ENVIRONMENTAL ENGINEERING TECHNOLOGY

The Associate of Science degree in Environmental Engineering Technology is designed for students interested in the technical aspects of environmental science, biology and engineering. Graduates may seek employment in entry-level positions as Environmental Engineering Aide/Technician or Water Quality Technician. Consult with an academic advisor for selection of electives and transferability of degree requirements.

DEPT. & No.	COURSE TITLE	CREDITS
CORE REQUIREMENTS		
BIOL 101	Introduction to Biology (meets NSL requirement)	5
BIOL 103	Introduction to Plant and Animal Groups (meets NSL requirement)	5
Choose one of the following:		
CHEM 100 Introduction to Chemistry		
CHEM 121 General Chemistry I		
CVET 101	Surveying I	5
ENGR 100	Introduction to Engineering	6
ENGR 101	Engineering Graphics I	5
ENVS 105	Environmental Science	5
ENVS 110	Water Quality Practicum	5
MATH 103	Precalculus I (meets QS requirement)	5
MATH 105	Precalculus II	5
PHYS 101	General Physics I	5
Electives	Engineering or Biology Electives	5
TOTAL CORE REQUIREMENTS		61
GENERAL EDUCATION REQUIREMENT - Select from AAS courses listed on pages 42-44		
Basic Skills		
Communication Skills		14
Quantitative Skills (met in core)		0
Humanities		5
Social Science		5
Native American Studies (6 credits required) must be met through Humanities and Social Science courses or additional electives		
Natural Science (met in core)		0
CMPS 101	Introduction to Computers, or above	3
HMDV 110	Introduction to Successful Learning	4
TOTAL GENERAL EDUCATION REQUIREMENTS		31
TOTAL REQUIRED CREDITS		92



Photo by Lee Marmion

ASSOCIATE OF TECHNICAL ARTS DEGREE
EARLY CHILDHOOD EDUCATION

The Associate of Technical Arts degree with a major in Early Childhood Education requires a minimum of 90 credits and focuses on developing a useful theoretical framework and practical abilities for work with young children. Completion of the non-elective core requirements prepares the student to apply for the nationally recognized Child Development Associate (CDA) credential. This includes self-paced learning, conferences with a mentor, cultural relevance, practical experience with young children, interactive classes, and opportunities for creativity, playfulness, and constructing one's own knowledge.

DEPT. & No.	COURSE TITLE	CREDITS
CORE REQUIREMENTS		
ECE 105	Child Growth & Development (3) OR	
PSYC 210	Child Development Theory (5)	3-5
ECE 171	Introduction to Early Childhood Education	3
ECE 172	Environment to Nurture Development	3
ECE 173	Curriculum Development and Family Involvement	3
ECE 200	Early Childhood Seminar I	3
ECE 205	Early Childhood Seminar II	3
ECE 208	Early Childhood Seminar III	3
ECE 209	Early Childhood Program Management	3
EDUC 299	History of Indian Education (meets NASD requirement)	3
HUMS 107	Introduction to Re-evaluation Counseling	3
HUMS 120	Introduction to Chemical Dependency	3
PSYC 101	Introduction to Psychology (meets SS requirement)	5
XWLE 101	Lummi Language I or other tribal language (meets HP and NASD requirements)	3
TOTAL CORE REQUIREMENTS		41-43
GENERAL EDUCATION REQUIREMENTS - Select from AAS courses listed on pages 42-44		
Communication Skills:		
ENGL 100 or 101	Basic Writing or English Composition	5
SPCH 105	Introduction to Interpersonal Communication OR	
SPCH 120	Introduction to Public Speaking	4
Humanities	(3 credits met in core)	2
Social Science	(5 credits met in core)	0
Natural Science		5
Native American Studies (met in core)		
CMPS 101	Introduction to Computers, or above	3
HMDV 110	Introduction to Successful Learning	4
MATH 190	Vocational Math or any Math, 102 and above	5
Electives	Any course 100 and above	7-9
TOTAL GENERAL EDUCATION REQUIREMENTS		35-37
RELATED INSTRUCTIONAL REQUIREMENTS		
ECE Electives	Courses chosen under advisement	12
TOTAL RELATED INSTRUCTIONAL REQUIREMENTS		12
TOTAL DEGREE REQUIREMENTS		90

ASSOCIATE OF TECHNICAL ARTS DEGREE
ENTREPRENEURSHIP

The Associate of Technical Arts degree with a major in Entrepreneurship is designed for people interested in starting their own business. The program provides extensive training in business functions, such as marketing, merchandising, accounting, computer applications. Courses are adapted to the particular needs of the small business owner.

DEPT. & No.	COURSE TITLE	CREDITS
CORE REQUIREMENTS		
BUAD 101	Introduction to Business	5
BUAD 108	Principles of Marketing	5
Choose one of the following:		
BUAD 115	Essentials of Accounting	5
BUAD 211	Financial Accounting I	5
BUAD 135	Small Business Management	3
BUAD 146	Business Math & 10-Key	5
BUAD 202	Business Law	5
BUAD 215	Human Resources Management	5
BUAD 216	Principles of Management	5
TOTAL CORE REQUIREMENTS		38
GENERAL EDUCATION REQUIREMENTS - Select from AAS courses listed on pages 42-44		
Communication Skills:		
ENGL 100 or 101	Basic Writing or English Composition	5
SPCH 105	Introduction to Interpersonal Communication OR	
SPCH 120	Introduction to Public Speaking	4
Humanities		5
Social Science		5
Natural Science		5
Native American Studies (6 credits required) Must be met through Humanities or Social Science courses or additional electives		
CMPS 101	Introduction to Computers, or above	3
HMDV 110	Introduction to Successful Learning	4
MATH 190	Vocational Math or any Math, 102 and above	5
TOTAL GENERAL EDUCATION REQUIREMENTS		36
RELATED INSTRUCTIONAL REQUIREMENTS		
Choose a minimum of 17 credits from the following:		
BUAD 121	Personal & Small Business Finance	3
BUAD 190	Small Business Practice	2-6
BUAD 212	Financial Accounting II	5
BUAD 235	Managerial Accounting	5
CMPS 110	Database Management I	3
CMPS 235	Electronic Spreadsheet I	3
OPPR 151	Word Processing I	4
TOTAL RELATED INSTRUCTIONAL REQUIREMENTS		17
TOTAL DEGREE REQUIREMENTS		91

ASSOCIATE OF TECHNICAL ARTS DEGREE
INDIVIDUALIZED PROGRAM

This program allows a student to create a degree that uniquely fits his or her interests and career goals. The college individualized degree advisor assists the student in clarifying goals and deciding on the types of learning experiences that will become part of the finished degree. The career counselor and a mentor in the field of major interest will help create the details of the degree. Students begin work on this degree by registering for HMDV 150.

The degree plan must have the approval of the Northwest Indian College Individualized Degree Advisor and the Dean of the College. The student must successfully complete all courses appearing in the approved degree plan.

Examples of individual degrees have included Art, Entrepreneurship, Community Health Advocate, Northwest Coastal Indian Studies, and Wellness Education.

DEPT. & No.	COURSE TITLE	CREDITS
CORE REQUIREMENTS		
HMDV 150	Individualized Degree Planning	3
Courses chosen under advisement based on degree emphasis		51
TOTAL CORE REQUIREMENTS		54
GENERAL EDUCATION REQUIREMENTS - Select from AAS courses listed on pages 42-44		
Communication Skills:		
ENGL 100 or 101	Basic Writing or English Composition	5
SPCH 105	Introduction to Interpersonal Communication OR	
SPCH 120	Introduction to Public Speaking	4
Humanities		5
Social Science		5
Natural Science		5
Native American Studies (6 credits required) Must be met through Humanities or Social Science courses or additional electives		
HMDV 110	Introduction to Successful Learning	4
CMPS 101	Introduction to Computers, or above	3
MATH 190	Vocational Math or any MATH, 102 or above	5
TOTAL GENERAL EDUCATION REQUIREMENTS		36
TOTAL DEGREE REQUIREMENTS		90



ASSOCIATE OF TECHNICAL ARTS DEGREE
NORTHWEST INDIAN ART

The Associate of Technical Arts degree in Northwest Indian Art is designed for the student who wishes to become proficient in the arts and gain the ability to craft and create works of art in either the fine, the cultural, or the commercial area. The student enrolls in this program will quickly become adept in the use of tools and equipment used for creative activities and learn how to develop and produce fine and commercial art in a professional and accomplished manner. In the second year of study, students should plan to specialize in one art form.

DEPT. & No.	COURSE TITLE	CREDITS
CORE REQUIREMENTS		
ART 104	Art Appreciation (meets Humanities requirement)	5
ART 111	Drawing I	3
ART 115	Design I	3
ART 131	Painting I	3
ART 141	Serigraphy I	3
ART 201	Art Seminar	3
Choose two courses from the following:		
ART 106	Pacific NW Coastal Art History	5
ART 204	Historical Survey of Art Process I	3
ART 205	Historical Survey of Art Process II	3
ART 206	Historical Survey of Art Process III	3
ART 212	Twentieth Century Art History	5
Choose two courses from the following		
ART 116	Design II	3
ART 151	PNW Indian Basketry I	3
ART 171	NW Indian Woodcarving I	3
TOTAL CORE REQUIREMENTS		32-36
GENERAL EDUCATION REQUIREMENTS - Select from AAS courses listed on pages 42-44		
Communication Skills		
ENGL 100 or 101	Basic Writing or English Composition	5
SPCH 105	Introduction to Interpersonal Communication OR	
SPCH 120	Introduction to Public Speaking	4
Humanities & Native American Studies requirement met in core and related instruction		0
Social Science		5
Natural Science		5
HMDV 110	Introduction to Successful Learning	4
CMPS 101	Introduction to Computers, or above	3
MATH 190	Vocational Math or any Math, 102 and above	5
TOTAL GENERAL EDUCATION REQUIREMENTS		31
RELATED INSTRUCTIONAL REQUIREMENTS		
BUAD 108	Principles of Marketing	5
ENGL 236	Survey of Native American Literature	4
ART Electives	Courses chosen from no more than three specialty areas	14-18
TOTAL RELATED INSTRUCTIONAL REQUIREMENTS		23-27
TOTAL DEGREE REQUIREMENTS		90

ASSOCIATE OF TECHNICAL ARTS
OFFICE PROFESSIONS

The ATA in Office Professions program prepares students for a wide variety of office positions. Each student receives training in all aspects of office work: accounting, keyboarding and formatting, computer software applications, records management, business math and electronic calculator, human relations, business communication, machine transcription, and a variety of other office procedures. In addition, a supervised work experience provides the opportunity to bridge the gap between the classroom and the world of work.

DEPT. & No.	COURSE TITLE	CREDITS
CORE REQUIREMENTS		
BUAD 115	Essentials of Accounting OR	
BUAD 211	Financial Accounting I	5
BUAD 146	Business Math and 10-Key	5
CMPS 101	Introduction to Computers, or above	3
ENGL 104	Business Communications	5
OFPR 101	Keyboarding/Formatting I	3
OFPR 141	Office Procedures	5
OFPR 145	Records Management	3
OFPR 149	Machine Transcription I	3
OFPR 151	Word Processing I	4
OFPR 152	Word Processing II	4
OFPR 190	Work Experience I	3
OFPR 201	Keyboarding for Speed/Accuracy	2
TOTAL CORE REQUIREMENTS		45
GENERAL EDUCATION REQUIREMENTS - Select from AAS courses listed on pages 42-44		
Communication Skills		
ENGL 101	English Composition	5
SPCH 105	Introduction to Interpersonal Communication OR	
SPCH 120	Introduction to Public Speaking	4
Humanities		5
Social Science		5
Natural Science		5
Native American Studies (6 credits)	Must be met through Humanities, Social Science or Elective credits	
HMDV 110	Introduction to Successful Learning	4
CMPS 101	Introduction to Computers (met in Core requirement)	0
TOTAL GENERAL EDUCATION REQUIREMENTS		28
RELATED INSTRUCTIONAL REQUIREMENTS		
Choose 17 credits from the following:		
BUAD 101	Introduction to Business	5
BUAD 212	Financial Accounting II	5
BUAD 215	Human Resource Management	5
CMPS 110	Data Base Management I	3
CMPS 235	Electronic Spreadsheet I	3
(Either CMPS 110 or 235 must be selected)		
CMPS 247	Desktop Publishing I	3
OFPR 124	Alphabetic Shorthand	3
Other business, computer, or office courses as approved by program advisor		
TOTAL RELATED INSTRUCTIONAL REQUIREMENTS		17
TOTAL DEGREE REQUIREMENTS		90

ASSOCIATE OF TECHNICAL ARTS DEGREE
PUBLIC AND TRIBAL ADMINISTRATION

The ATA in Public and Tribal Administration is designed for people pursuing careers in public and tribal administration. The program of study is designed for immediate application within an occupational field.

DEPT. & No.	COURSE TITLE	CREDITS
CORE REQUIREMENTS		
BUAD 128	Supervision: Core Skills I OR	3
PTAD 240	Leadership and Decision Making	3
BUAD 202	Business Law (SS)	5
BUAD 211	Financial Accounting I	5
BUAD 215	Human Resource Management	5
BUAD 216	Principles of Management	5
BUAD 231	Grant Management	3
PTAD 200	Budgeting	3
PTAD 210	Principles of Planning	3
PTAD 220	Public Policy Process	3
PTAD 230	Organizational Theory & Development	3
TOTAL CORE REQUIREMENTS		38
GENERAL EDUCATION REQUIREMENTS - Select from AAS courses listed on pages 42-44		
Communication Skills:		
ENGL 101	English Composition	5
SPCH 105	Introduction to Interpersonal Communication OR	5
SPCH 120	Introduction to Public Speaking	4
MATH 102	College Algebra	5
MATH 107	Statistics	5
Humanities		6
Native American Studies (met in core)		
CMPS 101	Introduction to Computers, or above	3
HMDV 110	Introduction to Successful Learning	4
TOTAL GENERAL EDUCATION REQUIREMENTS		32
RELATED INSTRUCTIONAL REQUIREMENTS		
Choose 20 credits from the following:		
BUAD 101	Introduction to Business	5
BUAD 212	Financial Accounting II	5
ECON 201	Principles of Macroeconomics	5
ECON 202	Principles of Microeconomics	5
POLS 115	American Political System	5
PSYC 101	Introduction to Psychology	5
SOC 110	Introduction to Sociology	5
TOTAL RELATED INSTRUCTIONAL REQUIREMENTS		20
TOTAL DEGREE REQUIREMENTS		90

ASSOCIATE OF TECHNICAL ARTS
TRIBAL ENVIRONMENTAL &
NATURAL RESOURCE MANAGEMENT

The Associate of Technical Arts degree in Tribal Environmental and Natural Resource Management is a special program developed with the assistance of Pacific Northwest tribes that integrates environmental science, economics and political science with tribal history and culture. A cohort of students proceeds together through two years of study at the Lummi campus. It is designed for students interested in working in the field of natural resources, which includes fisheries, forestry and agriculture. Students wishing to pursue a bachelor's degree should choose the Associate of Arts & Sciences track of this program.

DEPT. & No.	COURSE TITLE	CREDITS
CORE REQUIREMENTS		
BIOL 101	Introduction to Biology	5
CHEM 111	Inorganic Chemistry	5
ECON 240	Environmental Economics	5
ENVS 289	Independent Studies in Environmental Science	2
ENVS 290	Environmental Studies Practicum	11
GEOG 203	Physical Geography	4
GEOL 211	Physical Geology	5
HIST 209	Indian History	5
MATH 102	College Algebra	5
MATH 103	Precalculus I	5
MATH 107	Statistics	3
POLS 225	History of Federal Indian Policy	5
TOTAL CORE REQUIREMENTS		60
GENERAL EDUCATION REQUIREMENTS		
Communication Skills:		
ENGL 101	English Composition	5
SPCH 120	Introduction to Public Speaking	4
Humanities	Any course 100 and above coded HT or HP	5
Social Science (15 credits met in core)		0
Natural Science (15 credits met in core)		0
Native American Studies (6 credits met in core)		
CMPS 101	Introduction to Computers	3
HMDV 110	Introduction to Successful Learning	4
TOTAL GENERAL EDUCATION REQUIREMENTS		21
RELATED INSTRUCTIONAL REQUIREMENTS		
Choose 15 credits from the following:		
CMPS	Any course 103 and above	
CVET	101, 102, 111, 112, 113	
ENCR	Any course 100 and above	
ENVS	110, 230, 260, 265, 270	
FISH	Any course 100 and above	
TOTAL RELATED INSTRUCTIONAL REQUIREMENTS		15
TOTAL DEGREE REQUIREMENTS		96

ONE-YEAR CERTIFICATE
CONSTRUCTION TRADES

The Construction Trades program offers a one-year Certificate of Training, preparing the student for entry-level positions in the construction field. The program provides the student with training opportunities in a wide range of trades skills, e.g., blueprint reading, rough and finish carpentry, safety, drywall, electrical and plumbing. Students will also learn the academic and work related skills needed to be a successful tradesperson. These courses meet the first year requirements for the two-year Certificate of Training.

DEPT. & No.	COURSE TITLE	CREDITS
CORE REQUIREMENTS		
TECH 151	Blueprint Reading	3
VOCC 105	Construction Trades I	8
VOCC 106	Construction Trades II	8
VOCC 107	Construction Trades III	8
VOCC 194	Construction Trades Lab	3
TOTAL CORE REQUIREMENTS		30
GENERAL EDUCATION REQUIREMENTS		
ENGL 100 or 101	Basic Writing or English Composition	5
HMDV 110	Introduction to Successful Learning	4
MATH 190	Vocational Math or any Math, 102 and above	5
Native American Studies	- Any course 100 and above coded NASD	3
TOTAL GENERAL EDUCATION REQUIREMENTS		17
TOTAL CERTIFICATE REQUIREMENTS		47



TWO-YEAR CERTIFICATE
CONSTRUCTION TRADES

The Construction Trades program offers a two-year Certificate of Training preparing the student for advanced entry-level positions in the construction field. The program provides in-depth training in tool usage, building materials and construction methods, safety standards, blueprint reading and work skills.

DEPT. & No.	COURSE TITLE	CREDITS
CORE REQUIREMENTS		
TECH 151	Blueprint Reading	3
TECH 154	Architecture	3
TECH 160	Building Codes	3
VOCC 105	Construction Trades I	8
VOCC 106	Construction Trades II	8
VOCC 107	Construction Trades III	8
VOCC 191	Construction Trades Work Experience	5
VOCC 194	Construction Trades Lab	3
VOCC 205	Construction Trades V	8
VOCC 206	Construction Trades VI	8
TOTAL CORE REQUIREMENTS		57
GENERAL EDUCATION REQUIREMENTS		
ENGL 100 or 101	Basic Writing or English Composition	5
CMPS 101	Introduction to Computers	3
HMDV 110	Introduction to Successful Learning	4
MATH 190	Vocational Math or any Math 102 and above	5
Humanities/Social Science/Natural Science	- any course 100 and above	5
Native American Studies	(6 credits required) Must be met through Humanities, Social Science or Elective courses	11
Electives	Any course 100 and above	11
TOTAL GENERAL EDUCATION REQUIREMENTS		33
TOTAL CERTIFICATE REQUIREMENTS		90

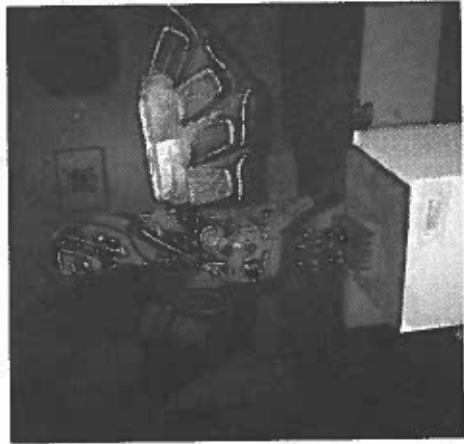


CERTIFICATE
EARLY CHILDHOOD EDUCATION

Young children are very special people. The people into whose care they are entrusted need to be well-trained individuals who understand not only what and how children learn but also the best practices for teaching and leading them. Therefore, our program provides the adult student with a wide variety of learning experiences suiting a variety of learning styles. This includes self-paced learning, choice making, and conferencing with a mentor. Cultural relevance, practical experience with young children, and intensive classes provide opportunities for thoughtfulness, creativity, playfulness, and constructing one's own knowledge.

The Early Childhood Education Certificate Program focuses on developing a useful theoretical framework and practical skills for working with young children. Completing the core requirements will prepare the student to apply for the nationally recognized Child Development Associate (CDA) credential.

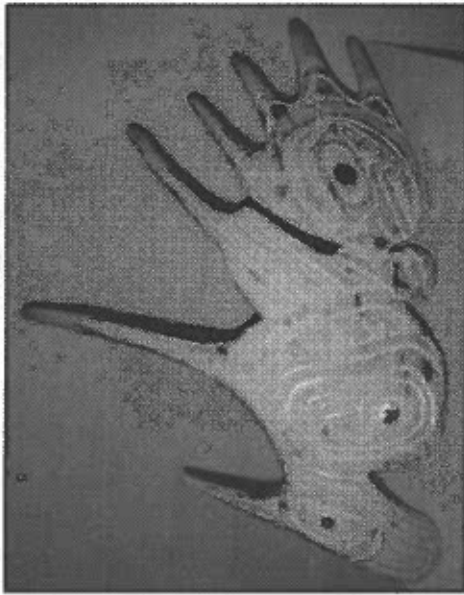
DEPT. & No.	COURSE TITLE	CREDITS
CORE REQUIREMENTS		
ECE 171	Introduction to Early Childhood Education OR	3
ECE 141	Introduction to Home Visiting	3
ECE 172	Environment to Nurture Development	3
ECE 173	Curriculum and Families	3
ECE 200	Early Childhood Seminar I	3
ECE 205	Early Childhood Seminar II	3
ECE 208	Early Childhood Seminar III	3
ECE 209	Early Childhood Program Management	3
ECE 105	Child Growth and Development (3) OR	3-5
PSYC 210	Child Development (5)	5
TOTAL CORE REQUIREMENTS		24-26
GENERAL EDUCATION REQUIREMENTS		
ENGL 100 or 101	Basic Writing or English Composition	5
MATH 190	Vocational Math or any Math 102 and above	5
CMPS 101	Introduction to Computers	3
HMDV 110	Intro to Successful Learning	4
Native American Studies - Any course numbered 100 and above coded NASD		3
TOTAL GENERAL EDUCATION REQUIREMENTS		20
RELATED INSTRUCTIONAL REQUIREMENTS		
HUMS 107	Introduction to Re-evaluation Counseling OR	3
ECE 107	RC for Early Childhood	3
TOTAL RELATED INSTRUCTIONAL REQUIREMENTS		3
TOTAL CERTIFICATE REQUIREMENTS		47-49



CERTIFICATE
ENTREPRENEURSHIP

This Certificate is designed for students who own or are interested in owning their own business or in working in a small business. It includes basic business fundamentals, particularly as they relate to the small business owner.

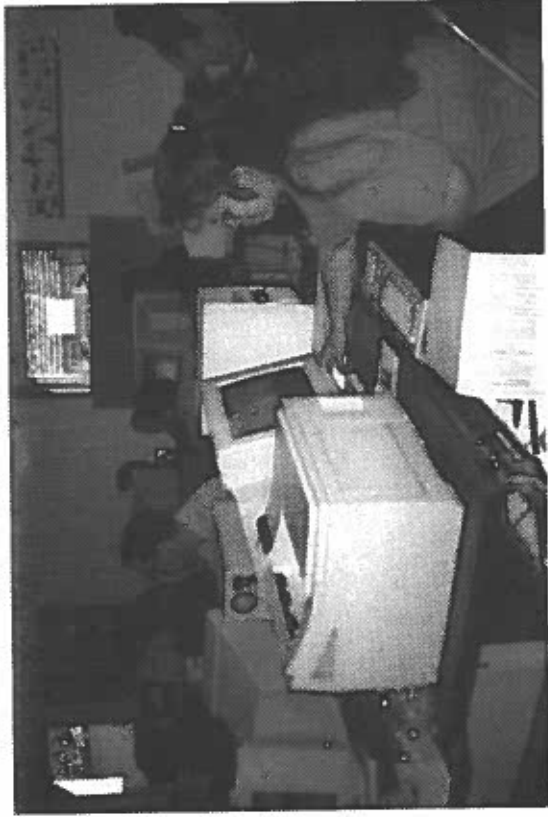
DEPT. & No.	COURSE TITLE	CREDITS
CORE REQUIREMENTS		
BUAD 101	Introduction to Business	5
BUAD 108	Principles of Marketing	5
BUAD 146	Business Math & 10-Key	5
BUAD 211	Financial Accounting I	5
BUAD 216	Principles of Management	5
TOTAL CORE REQUIREMENTS		25
GENERAL EDUCATION REQUIREMENTS		
ENGL 101	English Composition OR	5
ENGL 104	Business Communications	5
MATH 102	College Algebra	5
HMDV 110	Introduction to Successful Learning	4
Native American Studies - Any course 100 & above coded NASD		3
TOTAL GENERAL EDUCATION REQUIREMENTS		17
RELATED INSTRUCTIONAL REQUIREMENTS		
Choose a minimum of 7 credits from the following		
BUAD 121	Personal & Small Business Finance	3
BUAD 135	Small Business Management	3
BUAD 190	Small Business Practicum	2-6
BUAD 202	Business Law	5
BUAD 212	Financial Accounting II	5
BUAD 215	Human Resource Management	5
BUAD 235	Managerial Accounting	5
CMPS 110	Database Management I	3
CMPS 235	Electronic Spreadsheet I	3
OFPR 151	Word Processing I	4
TOTAL RELATED INSTRUCTIONAL REQUIREMENTS		7
TOTAL CERTIFICATE REQUIREMENTS		49



CERTIFICATE
ENVIRONMENTAL ENGINEERING TECHNOLOGY

The Certificate in Environmental Engineering Technology is a one year program designed for students interested in learning the fundamentals of engineering and environmental science. The program prepares students for employment as an Environmental Engineering Aide. Upon completion of this program a student may continue for a second year of studies toward an Associate Science degree in Environmental Engineering Technology.

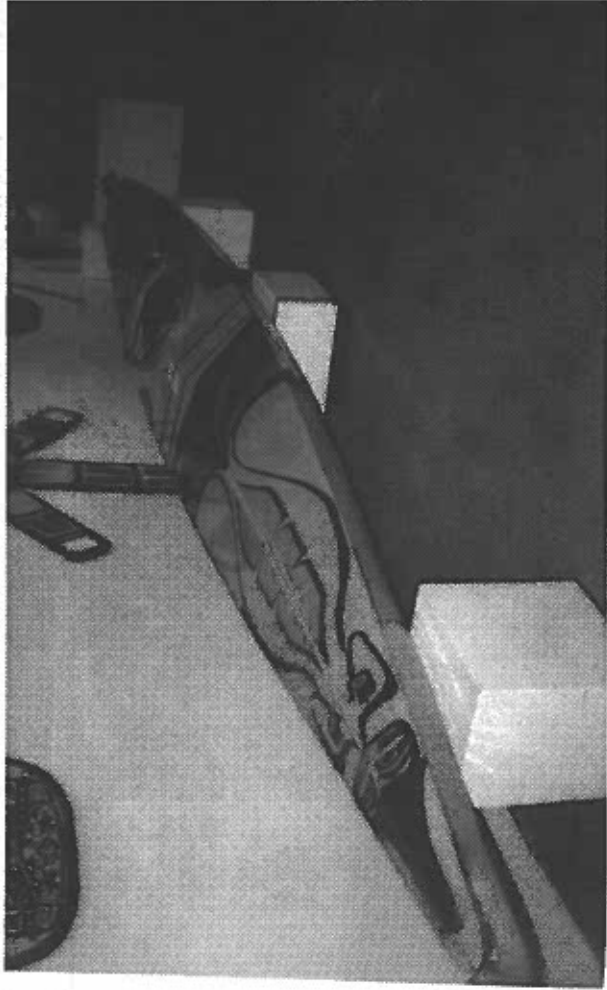
DEPT. & No.	COURSE TITLE	CREDITS
CORE REQUIREMENTS		
BIOL 101	Introduction to Biology	5
CHEM 100	Introduction to Chemistry	5
CVET 101	Surveying I	6
ENGR 101	Engineering Graphics I	5
ENVS 105	Introduction to Environmental Science	5
MATH 102	College Algebra OR	
MATH 103	Precalculus I	5
TOTAL CORE REQUIREMENTS		31
GENERAL EDUCATION REQUIREMENTS		
ENGL 100 or 101	Basic Writing or English Composition	5
CMPS 101	Introduction to Computers, or above	3
HMDV 110	Introduction to Successful Learning	4
Native American Studies - Any course 100 or above coded NASD		3
TOTAL GENERAL EDUCATION REQUIREMENTS		15
RELATED INSTRUCTIONAL REQUIREMENTS		
Choose one of the following:		
BIOL 103	Plant and Animal Groups	5
CVET 102	Surveying II	6
ENGR 102	Engineering Graphics II	5
ENVS 110	Water Quality	5
TOTAL RELATED INSTRUCTIONAL REQUIREMENTS		5-6
TOTAL CERTIFICATE REQUIREMENTS		51-52



ONE YEAR CERTIFICATE
INDIVIDUALIZED PROGRAM

This program has been developed to allow you to create a certificate that uniquely fits you and to develop the skills and understandings necessary for success in your chosen field. Individualized certificate plans may be completed in any area in which we do not offer one at present. This certificate takes approximately one year to complete.

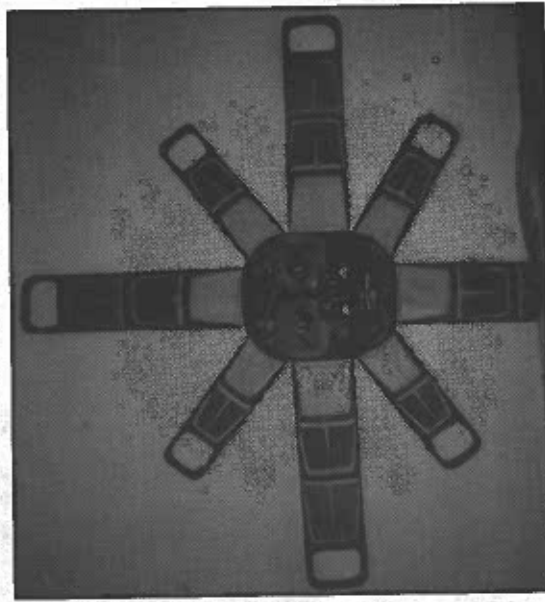
DEPT. & No.	COURSE TITLE	CREDITS
CORE REQUIREMENTS:		
HMDV 150	Individualized Certificate Planning	3
Courses chosen under advisement based on certificate emphasis		20
TOTAL CORE REQUIREMENTS		23
GENERAL EDUCATION REQUIREMENTS		
ENGL 100	Basic Writing or	
ENGL 101	English Composition	5
Humanities or Social Science courses		5
HMDV 110	Intro to Successful Learning	4
CMPS 101	Introduction to Computers, or above	3
Native American Studies (3 credits) Must be met through Humanities or Social Science courses or additional electives		
MATH 190	Vocational Math or any Math 102 and above	5
TOTAL GENERAL EDUCATION REQUIREMENTS		22
TOTAL CERTIFICATE REQUIREMENTS		45



CERTIFICATE
NORTHWEST INDIAN ART

The Certificate in Northwest Indian Art is designed to prepare the student for entry level work in various areas of art production in support. Classes in such disciplines as drawing, design, and silk-screening will acquaint the student with the basic tenets of art production, while others will prepare the student to work in such support areas as gallery operations, exhibition support, graphic design, and other support activities in the arts.

DEPT. & No.	COURSE TITLE	CREDITS
CORE REQUIREMENTS		
ART 104	Art Appreciation	5
Choose 6-8 credits from the following:		
ART 106	Pacific NW Indian Art History	5
ART 204	Historical Survey/Art Process I	3
ART 205	Historical Survey/Art Process II	3
ART 212	Twentieth Century Art History	5
Choose 6 credits from the following:		
ART 111	Drawing I	3
ART 115	Design I	3
ART 141	Serigraphy I	3
Choose 18 credits from no more than two major areas:		
Drawing		
Design		
Basketry		
Painting		
Sculpture		
NW Indian Woodcarving		18
TOTAL CORE REQUIREMENTS		35-37
GENERAL EDUCATION REQUIREMENTS		
ENGL 101	English Composition	5
MATH 190	Vocational Math or any Math, 102 and above	5
CMPS 101	Introduction to Computers, or above	3
HMDV 110	Introduction to Successful Learning	4
TOTAL GENERAL EDUCATION REQUIREMENTS		17
TOTAL CERTIFICATE REQUIREMENTS		52-54



CERTIFICATE
OFFICE ASSISTANT

The Office Assistant Certificate program prepares students for entry-level office positions. Each student receives training in keyboarding and formatting, computer software applications, records management, business math and electronic calculator, human relations, and a variety of other office procedures. In addition, a supervised work experience provides the opportunity to bridge the gap between the classroom and the world of work.

DEPT. & No.	COURSE TITLE	CREDITS
CORE REQUIREMENTS		
BUAD 146	Business Math and 10-Key	5
CMPS 101	Introduction to Computers, or above	3
OFPR 101	Keyboarding/Formatting I (substitute additional RIR elective if course is waived)	3
OFPR 141	Office Procedures	5
OFPR 145	Records Management	3
OFPR 151	Word Processing I	4
OFPR 190	Work Experience I	3
OFPR 201	Keyboarding for Speed and Accuracy	2
TOTAL CORE REQUIREMENTS		28
GENERAL EDUCATION REQUIREMENTS		
ENGL 100	Basic Writing (ENGL 101 recommended)	5
HMDV 110	Introduction to Successful Learning	4
	Native American Studies - Any course 100 and above coded NASD	3
TOTAL GENERAL EDUCATION REQUIREMENTS		12
RELATED INSTRUCTIONAL REQUIREMENTS		
Select at least 7 credits from the following:		
BUAD 115	Essentials of Accounting	5
CMPS 110	Data Base Management I	3
CMPS 235	Electronic Spreadsheet I	3
CMPS 247	Desktop Publishing I	3
ENGL 104	Business Communication	5
OFPR 124	Alphabetic Shorthand	3
OFPR 149	Machine Transcription	3
OFPR 152	Word Processing II	4
	Other business, computer, or office course as approved by program advisor	
TOTAL RELATED INSTRUCTIONAL REQUIREMENTS		7
TOTAL CERTIFICATE REQUIREMENTS		47



CERTIFICATE
PARAEDUCATION

The one-year certificate program is designed to prepare student to work as a team member in the elementary or early childhood classroom with a focus on the Native American student.

DEPT. & No.	COURSE TITLE	CREDITS
CORE REQUIREMENTS		
EDUC 161	Paraeducator I: The Basics	2
EDUC 162	Paraeducator II: Instructional Strategies	2
EDUC 163	Paraeducator III: Strengthening Education	2
EDUC 299	History of Indian Education	3
EDUC 220	Introduction to Exceptional Children	3
XWLE 101	Xwilemi Language I (or other tribal language)	3
TOTAL CORE REQUIREMENTS		15
GENERAL EDUCATION REQUIREMENTS		
ENGL 100 or 101	Basic Writing or English Composition	5
MATH 190	Vocational Math or any Math, 102 & above	5
CMPS 101	Introduction to Computers, or above	3
HMDV 110	Introduction to Successful Learning	4
TOTAL GENERAL EDUCATION REQUIREMENTS		17
RELATED INSTRUCTIONAL REQUIREMENTS		
NASD 131	Lummi History I (or other tribal history)	3
HLTH 110	Basic First Aid	2
HLTH 112	CPR	1
HUMS 107	Introduction to Re-evaluation Counseling (3) OR	3-4
SPCH 105	Interpersonal Communication (4)	5
Social Science		5
TOTAL RELATED INSTRUCTIONAL REQUIREMENTS		14-15
TOTAL CERTIFICATE REQUIREMENTS		46-47



CERTIFICATE
PUBLIC AND TRIBAL ADMINISTRATION

The Certificate in Public and Tribal Administration is designed for immediate application on the job for people working in public and tribal administration. The Certificate program may serve as a foundation for advance studies in Public and Tribal Administration

DEPT. & No.	COURSE TITLE	CREDITS
CORE REQUIREMENTS		
BUAD 101	Introduction to Business	5
BUAD 202	Business Law (meets SS requirement)	5
BUAD 211	Financial Accounting I	5
BUAD 215	Human Resource Management	5
BUAD 216	Principles of Management	5
Choose three (3) courses from the following:		
PTAD 200	Budgeting	3
PTAD 210	Principles of Planning	3
PTAD 220	Public Policy Process	3
PTAD 230	Organizational Theory and Development	3
PTAD 240	Leadership and Decision Making	3
TOTAL CORE REQUIREMENTS		34
GENERAL EDUCATION REQUIREMENTS		
ENGL 101	English Composition	5
MATH 190	Vocational Math or any Math, 102 & above	5
CMPS 101	Introduction to Computers, or above	3
HMDV 110	Introduction to Successful Learning	4
TOTAL GENERAL EDUCATION REQUIREMENTS		17
TOTAL CERTIFICATE REQUIREMENTS		51





Course Descriptions



AWARD OF COMPETENCY

COMPUTER REPAIR TECHNICIAN

The Award of Competency in the Computer Repair Technician Program is a two-quarter program designed to prepare students entry level positions in the computer repair field. Course offerings include: core requirements in Computer Science and Business Administration, related studies in English and Speech, and an internship (work experience). The 36 credit, short term, program designed to enable students to gain immediate employment in this fast growing career field.

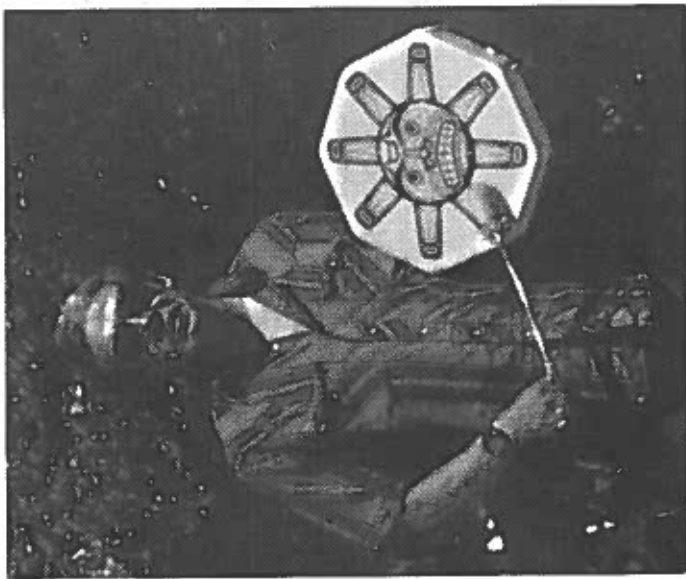
DEPT. & No.	COURSE TITLE	CREDITS
CORE REQUIREMENTS		
BUAD 101	Introduction to Business	5
CMPS 101	Introduction to Computers, or above	3
CMPS 104	Operating System, Installation & Troubleshooting	3
CMPS 105	Software I: Installation Configuration Troubleshooting	3
CMPS 116	Survey of MS Office I	3
CMPS 140	Networking I	3
CMPS 160	Assembly, Maintenance, Diagnostic	4
CMPS 190	Work Experience	3
RELATED STUDIES		
ENGL 100	Basic Writing	5
SPCH 105	Introduction to Interpersonal Communication	4
TOTAL REQUIREMENTS		36

AWARD OF COMPETENCY

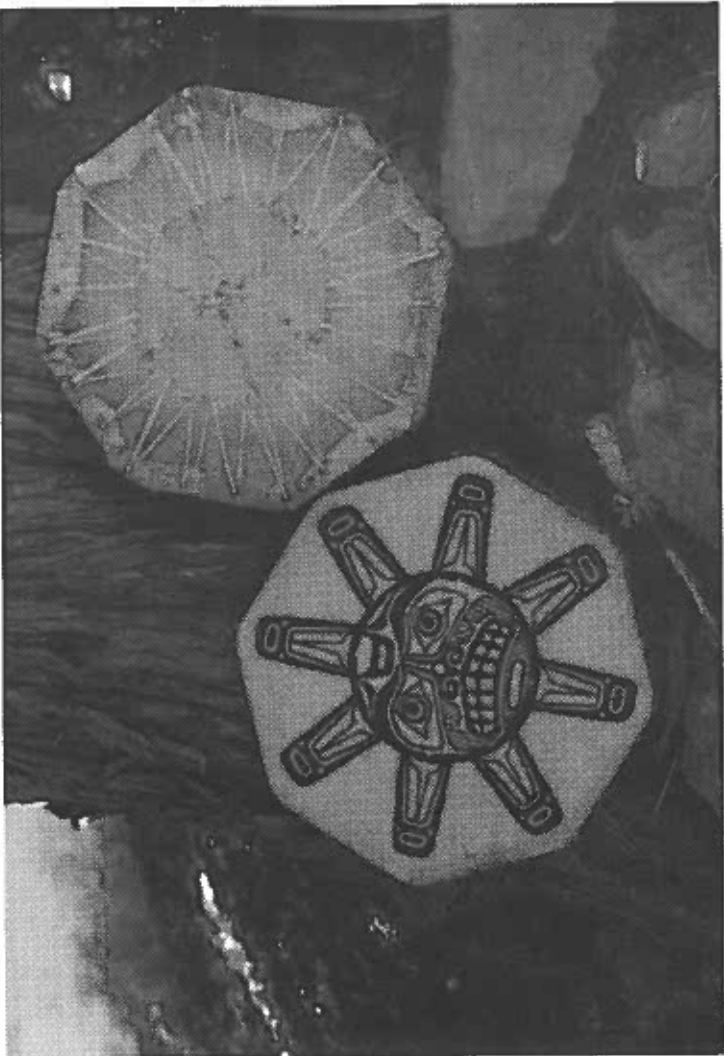
RETAIL TRADES ASSOCIATE

The Award of Competency in Retail Trades Associate program is a two or three quarter program designed to prepare students entry level positions in a retail setting. Course offerings include intern placements in local businesses.

DEPT. & No.	COURSE TITLE	CREDITS
REQUIREMENTS		
BUAD 108	Principles of Marketing	5
BUAD 161	Fundamentals of Retailing I	5
BUAD 162	Retail Math OR	3-5
BUAD 146	Business Math and Ten-key	2
BUAD 163	Customer Service I	3-5
BUAD 190	Business Practicum	5
BUAD 223	Merchandising I	3
CMPS 101	Introduction to Computers	4
HMDV 110	Introduction to Successful Learning	5
Choose one of the following courses:		
BUAD 115	Essentials of Accounting	5
BUAD 215	Human Resource Management	4
SPCH 105	Introduction to Interpersonal Communications	4
TOTAL REQUIREMENTS		36



Photos courtesy of Ann Osborn



ANTHROPOLOGY		ART	NORTHERN NW INDIAN DESIGN	3 CR	ART	CEDAR DOLL MAKING II	3 CR	ART	INDIAN WOODCARVING	3 CR	
ANTH	SPECIAL TOPICS	1-5 CR	110	Introduction to northern northwest Indian design elements. Includes abstract concepts as applied to shape and form of traditional Indian motifs. (HP, NASD)	144	Continuation of ART 143 (HP, NASD)		173	SMALL TOTEMS I		
188/288	Special topics in Anthropology. (TE)						3 CR		Advanced carving students learn how to fit their designs onto a small totem to carve. Students also become familiar with Indian archetypal characters and their significance in Indian history, culture, and lore. (HP, NASD)		
ANTH	INDIVIDUALIZED STUDIES	1-5 CR	ART	DRAWING I	3-5 CR	Continuation of ART 144 (HP, NASD)		ART	INDIAN WOODCARVING SMALL TOTEMS II	3 CR	
189/289	Individualized learning contracts in Anthropology. (TE)		111	Studio course which presents introductory instruction in drawing concepts, materials, and techniques. Student must register for 3 or 5 credits. (HP)			3 CR	174	Students build on skills learned in ART 173. (HP, NASD)		
ANTH	PHYSICAL ANTHROPOLOGY	5 CR	ART	DRAWING II	3-5 CR	Students learn methods and styles of beading for individual projects. (HP, NASD)		ART	TRADITIONAL TOOL MAKING	3-5 CR	
201	Presents principles of biological evolution, primate behavior, human genetics, adaptability, and variation. Also includes study of early fossil records and prehistoric cultures. Prerequisite: ENGL 100 (NS)		112	Studio course which builds on the skills learned in Drawing I and adds instruction to the use of color and various types of pencils and effects. Students must register for 3 or 5 credits. (HP)				175	Focuses on making, sharpening, and maintaining carving tools used in Northwest Coast style carving, including straight knives, crooked knives, D-adzes, and elbow adzes. Also covers bending, hardening, and tempering of tool steel blades. (HP, NASD)		
ANTH	CULTURAL ANTHROPOLOGY	5 CR	ART	DESIGN I	3-5 CR	ART	PNW INDIAN BASKETRY I	3 CR	ART	SINGLE CANOE CARVING	3 CR
202	Study of culture and society. A cross-cultural perspective is given to the study of technology, economics, family, social groups, political systems, religion, art, language, values, and the individual. (SS)		115	Introduction to two-dimensional design. Presents the fundamental elements of design theory and color theory as they relate to drawing, painting, design, and Native American graphic arts. Teaches the use of tools relevant to design and the production of art and how to select design elements and tools for particular applications. (HP)		151	Introductory course in basket weaving techniques and collection and preparation of materials. Students gather and cure their own materials and complete projects. Students must pay a supply fee. (HP, NASD)	177	Review of strength and design of single and double canoes. Analysis of various woods for strength and speed factors, review of fiberglass applications and wood lamination, and participation in design and carving of a single or double paddle. (HP, NASD)		
ART		ART	SEAQUEST ART	3 CR	ART	PNW INDIAN BASKETRY II	3 CR	ART	SMALL BENTWOOD BOXES	3 CR	
094	Exposes the students to native art and artists through time with emphasis particularly on contemporary native artists and on Northwest Coastal artists and art. Limited to students enrolled in Seaquest. (N)		116	Principles learned in ART 115 applied to solving design problems. Covers advanced design concepts and aesthetics of Northwest Indian Art. Prerequisite: ART 115. (HP)		152	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 coilings. Students must pay a supply fee. (HP, NASD)	178	Covers traditional methods of making bent corner storage boxes of Western Red Cedar, including learning to embellish the boxes with carved or painted designs. (HP, NASD)		
ART	ART APPRECIATION	5 CR	ART	SCULPTURE	3 CR	ART	PNW INDIAN BASKETRY III	3 CR	ART	LARGE BENTWOOD BOXES	3 CR
104	Designed to provide an understanding of how the arts have played a significant role in all societies and have affected history. (HT)		121	Introduction to the principles of sculpture, the creation of three-dimensional works of art, and the use of sculptural tools. (HP)		153	Continuation of ART 152. (HP, NASD)	179	Covers traditional methods of making large bent corner storage boxes of Western Red Cedar, including carving and painting box surfaces. (HP, NASD)		
ART	STUDIES IN PNW COASTAL	1 CR EA	ART	SOAPSTONE CARVING I	3 CR	ART	GATHERING TRADITIONAL BASKETRY SUPPLIES	1-3 CR	ART	CRADLEBOARD MAKING I	3 CR
105 A-E INDIAN ART	Covers historical significance and interpretation and art forms, recognizing differences in tribal styles and character representations as well as practices used of artifacts. Each letter represents a different project. (HT, NASD)		122	Covers soapstone carving basics including use of tools and creating Northwest Indian designs. (HP, NASD)		155	Covers instruction in gathering traditional materials for basketry at various sites. (HP, NASD)	182	Covers design and construction of traditional Puget Sound area Native American cradleboards. Also includes specific parenting practices as well as traditions and taboos that surround use. (HP, NASD)		
ART	PNW COASTAL INDIAN ART HISTORY	5 CR	ART	PAINTING I	3 CR	ART	PAPERMAKING WITH PLANT FIBER	3 CR	ART	CRADLEBOARD MAKING II	3 CR
106	Concentrates on historical significance and interpretation of art forms, recognizes differences in tribal styles, and character representations, as well as practical uses of artifacts. (HT, NASD)		131	Introductory course in the principles of painting. Includes the selection and use of materials and tools used and the vocabulary of painting. (HP)		156	Covers basics of papermaking and working with various plant fibers to make paper suitable for screen printing or painting. Students must pay a supply fee. (HP)	183	Continuation of ART 182 including use of more difficult materials than those used in Cradleboard Making I. (HP, NASD)		
ART	PNW INDIAN WOODCARVING/ TOOLMAKING	3 CR	ART	SERIGRAPHY (SILKSCREEN)	1-3 CR	ART	CEDAR HAT MAKING	3 CR	ART	DRUM MAKING	2 CR
107	Covers instruction in making tools, designs and symbols for carving plaques. (HP, NASD)		141	The study and application of silkscreen printing processes. Emphasis on stencil design, methods and applications, materials and printing procedures, and work safety. (HP)		157	Covers concepts in making a traditional cedar hat, including gathering, curing and preparing the cedar. Students will weave hats using models of traditional cedar hats provided by the instructor. By permission of instructor. (HP, NASD)	185	Introduction to drum making; including instruction in the preparation of hides and hoops. (HP, NASD)		
ART	PNW INDIAN WOODCARVING	3 CR	ART	CEDAR DOLL MAKING I	3 CR	ART	PNW INDIAN WOODCARVING	3-6 CR	ART	SPECIAL TOPICS	1-5 CR
108	TOOLMAKING		143	Introduction to traditional craft of making male and female dolls from cedar, raffa, and other related natural and commercial twinning materials. (HP, NASD)		171	Introductory course covering concepts of carving with the grain of the wood, and Indian graphic design and processes. (HP, NASD)	188/288	Special topics in ART. (TE)		
	Continuation of ART 107. (HP, NASD)					172	Covers traditional Indian mask design for creating masks. (HP, NASD)				

CS - Communication Skills	NS - Natural Science	QS - Quantitative Skills
HP - Humanities Performance	NSL - Natural Science Lab	SS - Social Science
HT - Humanities Theory	N - Non Applicable	TE - Transferable Elective
NASD - Native American Studies	NE - Non Transferable Elective	

ART 189/289 Individualized learning contracts in Art. (TE)	ART 216 Introduction to three-dimensional design principles. Course includes the exploration and application of various materials used in the creation of three-dimensional forms. Prerequisite: ART 116 (HP)	ART 216 Introduction to three-dimensional design principles. Course includes the exploration and application of various materials used in the creation of three-dimensional forms. Prerequisite: ART 116 (HP)	DESIGN III	3-5 CR
ART 201 Seminar for advanced students who have completed the core requirements. Consists of professional practices and helps the student in major area of study. Each member of class pursues a course of study or develops a body of work selected between the student and the instructor and makes a presentation at end of course. (HP)	ART 222 Explores the use of different materials and the individual properties of those materials. Prerequisite: ART 121 (HP)	ART 222 Explores the use of different materials and the individual properties of those materials. Prerequisite: ART 121 (HP)	SCULPTURE II	3 CR
ART 202 Covers principles designed to help the student understand the psychology and theory of preparing thematic presentations for Native American works of art and crafts. Includes techniques used for lighting, labeling, graphic enhancement, color coordination, hanging and static display. (HT, NASD)	ART 223 Advanced course which uses the knowledge learned in Sculpture I and II to create a body of work which shows the application of advanced techniques and skills available to the advanced student. Prerequisite: ART 222 (HP)	ART 223 Advanced course which uses the knowledge learned in Sculpture I and II to create a body of work which shows the application of advanced techniques and skills available to the advanced student. Prerequisite: ART 222 (HP)	SCULPTURE III	3 CR
ART 204 Historical overview of artistic concepts, including materials, and tools used in the creation and production of two- and three-dimensional art. Familiarizes the student with the studio environment, the workplace, and with the application of various media and their requirements in handling and use. (HT)	ART 232 Emphasis placed on canvas stretching, canvas preparation, color mixing, and advanced applications of painting techniques and principles. Prerequisite: ART 131 (HP)	ART 232 Emphasis placed on canvas stretching, canvas preparation, color mixing, and advanced applications of painting techniques and principles. Prerequisite: ART 131 (HP)	PAINTING II	3 CR
ART 205 Historical survey of art process I Continuation of ART 204. (HT)	ART 233 Students apply skills and knowledge learned in previous painting classes. (HP)	ART 233 Students apply skills and knowledge learned in previous painting classes. (HP)	PAINTING III	3 CR
ART 206 Historical survey of art process II Continuation of ART 205. (HT)	ART 242 A continuation of the knowledge learned in Silkscreen I. Newer state-of-the-art emulsion techniques covered. (HP)	ART 242 A continuation of the knowledge learned in Silkscreen I. Newer state-of-the-art emulsion techniques covered. (HP)	SERIGRAPHY (SILKSCREEN) II	3 CR
ART 207 PNW Indian Woodcarving Toolmaking III Continuation of ART 108. (HP)	ART 243 Advances the student's skills through the application of silk screening principles primarily in the area of textiles, printing on wood, and creating and producing a body of limited editions. Prerequisite: ART 141 or permission of instructor. (HP)	ART 243 Advances the student's skills through the application of silk screening principles primarily in the area of textiles, printing on wood, and creating and producing a body of limited editions. Prerequisite: ART 141 or permission of instructor. (HP)	SERIGRAPHY (SILKSCREEN) III	3 CR
ART 212 A look at Twentieth Century art. Course investigates how contemporary art is affected by the art of various cultures. Includes the effect of African, American, Asian, European, and Native American cultures on contemporary society. (HT)	ART 245 Continuation of ART 145. (HP, NASD)	ART 245 Continuation of ART 145. (HP, NASD)	CEDAR DOLL MAKING IV	3 CR
ART 215 Advanced course which makes use of the principles, styles, and techniques learned in Drawing I and II to aid the student in creating a cohesive body of work with the assuredness and knowledge. Students must register for 3 or 5 credits. Prerequisite: ART 112 (HP)	ART 254 Emphasis on design and preparation of cedar bark baskets. Course includes basic construction of cedar bark food storage baskets using various techniques. Prerequisite: ART 153 (HP, NASD)	ART 254 Emphasis on design and preparation of cedar bark baskets. Course includes basic construction of cedar bark food storage baskets using various techniques. Prerequisite: ART 153 (HP, NASD)	PNW INDIAN BASKETRY IV	3 CR
	ART 257 Student will make at least 1 hat utilizing techniques learned in ART 151, 152, 153 or 157. Student will explore the use of an assortment of plant fibers to make a hat on a mold. This class is a continuation of ART 157. (HP)	ART 257 Student will make at least 1 hat utilizing techniques learned in ART 151, 152, 153 or 157. Student will explore the use of an assortment of plant fibers to make a hat on a mold. This class is a continuation of ART 157. (HP)	CEDAR HAT MAKING II	3 CR

CS - Communication Skills HP - Humanities Performance HT - Humanities Theory NASD - Native American Studies	NS - Natural Science NSL - Natural Science Lab N - Non Applicable NE - Non Transferable Elective	QS - Quantitative Skills SS - Social Science TE - Transferable Elective
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ART 258 Examines the traditional Salish weaving leading into the western/European influence on contemporary weaving. Special emphasis is given to traditional methods and materials of the old Salish weavers through the study of museum collections. (HT, NASD)	ART 271 Students design, transfer, block out, and carve masks, miniature totems or other works. (HP, NASD)	ART 271 Students design, transfer, block out, and carve masks, miniature totems or other works. (HP, NASD)	HISTORICAL OVERVIEW COASTAL SALISH WEAVING	3 CR	AVCM 122 Focuses on video production from the idea to the finished product. Includes production techniques of sequence, lighting and sound, and the organization of technical flow, filming sequences, and computer overlay techniques. Students film and produce their own video production. (NE)	VIDEO PRODUCTION AND EDITING	5 CR
ART 290 Theory and methods for the study and making of art using art media for creative expression. (HT)	ART 297 Employs an activity-based approach in teaching students about such topics as: the phases of the moon, star finding, planet finding, sun gazing and others. Field experience included. Limited to students enrolled in Seaquest. (N)	ART 297 Employs an activity-based approach in teaching students about such topics as: the phases of the moon, star finding, planet finding, sun gazing and others. Field experience included. Limited to students enrolled in Seaquest. (N)	ELEMENTARY SCHOOL ART EDUCATION	3 CR	AVCM 125 Covers basic techniques of assemble and insert editing, adding music and sound effects, pacing and flow, and graphics and titles. (NE)	INTRO. TO VIDEO EDITING	3 CR
			ASTRONOMY		AVCM 130 Introduction to radio programming, transmission technology, and basic audio editing. Includes hands-on production air time, and FCC licensing. (NE)	RADIO AS A NATIVE MEDIA	2 CR
			ASTR STARQUEST	3 CR			
			ASTR 097 Employs an activity-based approach in teaching students about such topics as: the phases of the moon, star finding, planet finding, sun gazing and others. Field experience included. Limited to students enrolled in Seaquest. (N)				
			ASTR 101 A comprehensive survey of the science of astronomy. Topics include: history of astronomy as seen from many cultural perspectives, scientific method, motion of celestial objects, light, gravity and space travel, telescopes and astronomical instrumentation, the structure and evolution of planets, stars, galaxies, the universe, and the search for extraterrestrial life. Includes lab and planetarium/observing field trips. (NSL)	5 CR			
			ASTR 188/288 Special topics in Astronomy. (TE)	1-5 CR			
			ASTR 189/289 Individualized learning contracts in Astronomy. (TE)	1-5 CR			
			AUDIO/VISUAL/COMMUNICATION				
			AVCM 120 Acquaints students with effective, basic camcorder techniques and tape editing. Basics of script writing, production planning, lighting, and audio are covered. Emphasis on practical experience. (NE)	3 CR			
			BIOL 101 Introduction to biological principles and concepts and the application of biological knowledge to animal and human physiology. Includes a general survey of chemistry, biochemistry, cell biology, and metabolism. Lab included. (NSL)	5 CR			
			BIOL 103 Introduces the student to the different plant and animal groups. Investigates evolution of form and function as well as population and ecosystem dynamics. Lab included. (NSL)	5 CR			
			BIOL 112 Biological, physical, and chemical features of lakes and other inland waters. Laboratory includes field collection trips and the identification of aquatic invertebrates and plants. (NSL)	5 CR			

CS - Communication Skills HP - Humanities Performance HT - Humanities Theory NASD - Native American Studies	NS - Natural Science NSL - Natural Science Lab N - Non Applicable NE - Non Transferable Elective	QS - Quantitative Skills SS - Social Science TE - Transferable Elective
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BIOL STREAM ECOLOGY 5 CR
132 AND RESTORATION
Covers basics of physical processes, chemical parameters and biological dynamics in streams. Human impacts on streams and restoration investigated. Laboratory covers water quality analysis, biological identification and stream restoration techniques. (NSL)

BIOL INTERTIDAL ECOLOGY 3 CR
182
Designed to introduce the student to the physical and biological processes that impact the intertidal community. Basics of physical oceanography, intertidal zonation, and energy dynamics covered. Surveys sources and impacts of marine pollution. Lab included. (NSL)

BIOL SPECIAL TOPICS 1-5 CR
188/288
Special topics in Biology. (TE)

BIOL INDIVIDUALIZED STUDIES 1-5 CR
189/289
Individualized learning contracts in Biology. (TE)

BIOL BIOLOGY CELLULAR PROCESSES I 5 CR
201
Basic biology class designed for students intending to go further in the life sciences. First course in series of Biology 201/202/203. Covers the evolution of the cell, basic biochemistry, and cellular structure and function. Lab included. Prerequisite: CHEM 112, 113 (NSL)

BIOL VASCULAR AND NON-VASCULAR PLANTS 5 CR
202
Biology course designed for students intending to go further in the life sciences. Second course of the Biology 201/202/203 series (cells, plants, animals). Covers the basics of algae, vascular plant and non-vascular plant structure, reproduction, nutrient uptake, growth and diversity. Lab included. Prerequisite: CHEM 113 and BIOL 201. (NSL)

BIOL ZOOLOGY 5 CR
203
Stresses animal adaptation in terms of form and function to the environment. Invertebrate and vertebrate reproduction, development, nutrition, locomotion and ecology presented. Lab included. Prerequisite: CHEM 113 and BIOL 201. (NSL)

BIOL AQUATIC INSECTS 5 CR
221
Covers the morphology, ecology, and life cycles of aquatic insects. Biological, chemical, and physical habitat variables, and bioassessment investigated. Laboratory covers identification and habitat variable analysis. Prerequisite: BIOL 101 or ENVS 105 or permission of instructor. (NSL)

BIOL MARINE BIOLOGY 5 CR
230
Discussion of biological and physical properties of the marine environment. Coastal marine environment is stressed, including intertidal habitats, invertebrates, and algae. Both laboratory and field work included. (NSL)

BIOL ANATOMY AND PHYSIOLOGY I 6 CR
242
Human body structure and function with emphasis on introductory cytology and history; the skeletal, muscular, and nervous systems; and the sense organs. Prerequisite: BIOL 101 or CHEM 111. (NSL)

BIOL ANATOMY AND PHYSIOLOGY II 6 CR
243
Continued study of the human body structure and function with emphasis on circulatory, respiratory, digestive, urinary, endocrine, and reproductive systems. Prerequisite BIOL 242. (NSL)

BIOL MICROBIOLOGY 5 CR
245
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; and principles of epidemiology. Lab included. Prerequisite: BIOL 201 or BIOL 243 (NSL)

BUSINESS ADMINISTRATION

BUAD SMALL BUSINESS CONSULTATION 1-6 CR
087
Designed for individuals currently operating or contemplating the establishment of a small business. Emphasis on planning, establishment, and analysis of business records, and business problem identification and solution, including assistance with obtaining financing. Includes individual consultations and on-site analysis. (N)

BUAD SMALL BUSINESS CONSULTATION 6-12 CR
088
Designed for individuals currently operating or contemplating the establishment of a small business. Emphasis on planning establishment and analysis of business records, and business problem identification and solution. Includes class sessions and on-site analysis. (N)

BUAD PRACTICUM IN BUSINESS 1-3 CR
092
Through practical application of sound business principles, students will be involved both in the day-to-day operations of a college store and cafe, as well as in management planning and decision making. (N)

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

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BUAD PRINCIPLES OF MARKETING 5 CR
108
Broad overview of the market structure and its functions showing why marketing is important to business success. Includes the description, analysis, and evaluation of the marketing environment. (NE)

BUAD ORGANIZATIONAL EFFECTIVENESS 2 CR
110
Designed to provide employees with the tools of improving the responsiveness and effectiveness of the organizations for which they work. (NE)

BUAD VOLUNTEER INCOME 3 CR
111 TAX ASSISTANCE (VITA) I
Covers instruction in preparation of individual income tax returns. This class will train volunteers who will assist tribal members at various on reservation locations. (NE)

BUAD VOLUNTEER INCOME 3 CR
112 TAX ASSISTANCE (VITA) II
Covers the current tax laws to assist in preparation of income tax returns. Continuation of BUAD 111 (NE)

BUAD ESSENTIALS OF ACCOUNTING 5 CR
115
Introduction to the accounting cycle for personal-service businesses, including banking and payroll. Prerequisite: MATH 070. (NE)

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

BUAD SUPERVISION: CORE SKILLS I 3 CR
128
Focuses on concepts in leadership, decision making, and communication for the new supervisor to utilize in the workplace. Topics include management styles, human relations and creativity in the workplace. (NE)

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

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

BUAD BUSINESS MATH 10-KEY 5 CR
146
Introduction to business mathematics, percentages, ratios, markup/markdown, and use of tables using ten-key electronic calculator. Develops technique, speed, and accuracy on ten-key calculator. Prerequisite: Math 70 (NE)

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BUAD INTRO TO LEGAL AND MEDICAL TERMINOLOGY 3 CR
148
Focuses on general medical terminology, dental terminology, business law, real estate and insurance. (NE)

BUAD MANAGEMENT ECONOMICS 5 CR
160
Quantitative techniques for small business managerial decision making for those in business or intending a small business career. Includes techniques for tracking and forecasting the business cycle, demand estimating and influencing, profit maximizing subject to cost constraints, inventory order quantity models, government fiscal and monetary policies. (NE)

BUAD FUNDAMENTALS OF RETAILING I 5 CR
161
Covers the scope of retail operations including professional selling, promotional set up, basic inventory management, merchandising and retail professionalism. (NE)

BUAD RETAIL MATH 3 CR
162
Covers math skills for the retail trades such as purchasing, pricing and inventory control. Also covers basic 10-key calculator operation. (NE)

BUAD CUSTOMER SERVICE I 2 CR
163
Presents concepts in relationship building including impacting customer loyalty, dealing with difficult customers, the art of salesmanship and customer rights. (NE)

BUAD BUSINESS PRACTICUM 2-6 CR
190
Work experience in a business setting. (NE)

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

BUAD FINANCIAL ACCOUNTING I 5 CR
211
Introduction to the theory and practice of accounting for sole proprietorship, including personal service and merchandising types of businesses. Prerequisite: MATH 070 (TE)

BUAD FINANCIAL ACCOUNTING II 5 CR
212
Theory and practice of accounting for partnerships and corporations, including such topics as receivable, inventories, and plant and equipment. Prerequisite: BUAD 211 (TE)

BUAD HUMAN RESOURCE MANAGEMENT 5 CR
215
Study of human relationships in personnel management. Covers various management styles and techniques for handling leadership, conflict, and stress in managing personnel. (NE)

BUAD PRINCIPLES OF MANAGEMENT 5 CR
216
Introduction to the development of modern management. Topics include the human needs in organizations, managerial leadership, and the development of effective communication networks and styles. (NE)

BUAD MERCHANDISING I 5 CR
223
Designed to share the benefits of "Story Telling" through effective creative merchandising. Includes discussion of plannagrams, lighting and fixtures. (NE)

BUAD SUPERVISION: CORE SKILLS II 3 CR
228
Designed to enhance and strengthen supervision skills introduced in BUAD 128. Covers concepts and principles of motivation, stress management, conflict resolution, employee training programs, employee appraisals, and new workplace challenges relative to supervisory skills required for today's managers. Prerequisite: BUAD 128 (NE)

BUAD FUNDING SOURCES 2 CR
230
Covers federal, state, corporate and foundation funding sources for tribal governments and programs including review of the vehicles of grant seeking, issuance of bonds, investments and taxation. Students will develop concepts about which approach is optimum based on tribal needs, capabilities and goals. (NE)

BUAD GRANT MANAGEMENT 3 CR
231
Covers concepts and methods for providing financial and programmatic accountability of public and private grants. Includes material on evaluation process and outcomes and the methods for reporting to the project manager, the funding sources and to the community. (NE)

BUAD MANAGERIAL ACCOUNTING 5 CR
235
Accounting procedures and techniques used as part of the managerial process of planning, decision making, and control. Prerequisite: BUAD 212. (TE)

CHEMISTRY

CHEM INTRODUCTION TO CHEMISTRY 5 CR
100
Introductory course open to students without a previous background in chemistry, or those who do not need a chemistry sequence in their program of study. Covers a wide range of topics with emphasis on common household chemicals. (NSL)

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

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

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

CHEM GENERAL CHEMISTRY I 5 CR
121
First of a three-course sequence designed for students who intend to transfer to a four-year institution and pursue a degree in biology, chemistry or pre-med, and need a full-year of General Inorganic Chemistry. Topics include: problem solving techniques; classification of matter; periodic table; atomic structure; chemical bonding and nomenclature; quantitative relationships; chemical reactions; and thermochemistry. Extensive problem solving and laboratory work included. Prerequisite: MATH 98 or equivalent or taken concurrently. (NSL)

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

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

CHEM SPECIAL TOPICS 1-5 CR
188/288
Special topics in Chemistry. (TE)

CHEM INDIVIDUALIZED STUDIES 1-5 CR
189/289
Individualized learning contracts in Chemistry. (TE)

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

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

CHEM ORGANIC CHEMISTRY III 5 CR
233
Study of poly-functional compounds and natural products, lipids, carbohydrates, amino acids, protein and nuclear acids. Laboratory required. Prerequisite: CHEM 232. (NSL)

CHEM ENVIRONMENTAL CHEMISTRY 3 CR
240
Designed to give students an introduction to chemical processes that are important in environmental sciences. Topics include pH, redox, thermodynamics, chemical equilibrium, organic chemistry, and biochemical cycling. Prerequisite: CHEM 121 (NSL)

CHEM ENVIRONMENTAL TOXICOLOGY 3 CR
242
Introduction to the effects of common pollutants upon living organism in the environments. Prerequisite: CHEM 121, CHEM 240. (NSL)

CIVIL ENGINEERING

CVET SURVEYING I 6 CR
101
Covers basics of surveying, including practical exercises in set-up and use of surveying instruments such as levels, transits, and theodolites. Also covers distance measurement, vertical and horizontal measurement, triangulation, prevention, and correction of errors and mistakes. (NE)

CVET SURVEYING II 6 CR
102
Covers basics of traverse and topographic surveying, including set up and operation of Electronic Distance Measuring (EDM) instrument, construction surveying, and survey drafting. Prerequisite CVET 101. (NE)

CVET TOPOGRAPHIC SURVEYING 2 CR
111
Field and Office techniques used to produce a topographic map. (NE)

CVET LAND SURVEYING 2 CR
112
Covers US Public Land Survey System as it relates to current deeds Restoration of lost and obliterated corners and sub-division of sections. (NE)

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CMPS DATABASE MANAGEMENT I 110 Use of database to learn how to create, manipulate, and manage a body of information efficiently. Students will create reports and mailing labels. Prerequisite: CMPS 101. (NE)	3 CR	requires access to a computer with the appropriate program. Student may chose from Microsoft Word (A) and WordPerfect (B), Lotus 1-2-3 (C), Excel (D). Satisfies general education computer requirement. Prerequisite: CMPS 155 or permission of instructor. (NE)
CMPS DATABASE MANAGEMENT II 111 Continuation of work with databases to create data entry screens, more complex reports, and to extract more complex data from the database. Prerequisite: CMPS 110. (NE)	3 CR	
CMPS DATABASE MANAGEMENT III 115 Special topics in database management with emphasis on learning basic database programming skills. Prerequisite: CMPS 111. (NE)	3 CR	
CMPS SURVEY OF MICROSOFT OFFICE I 116 Survey of the use of Microsoft Office applications including Word, Excel and Access. Prerequisite: CMPS 101 or permission of instructor. (NE)	3 CR	
CMPS INTRODUCTION TO APPLICATIONS 125 PROGRAMMING Introduction to the process of problem solving as it relates to program design and development. Includes design techniques, file creation, data structures, and report generation. Prerequisite: CMPS 101 or permission of instructor. (NE)	5 CR	
CMPS NETWORKING I 140 Provides an introduction to the operations, managerial, and technical aspects of microcomputer communications and local area networks. Hardware and software, as well as use of telecommunication methods such as facsimile, on-line databases, and electronic bulletin boards, are integrated throughout the course. Prerequisite: CMPS 101 or permission of instructor. (NE)	3 CR	
CMPS NETWORKING II 141 Continuation of CMPS 140. Telecommunications and Networking to extend and expand the working knowledge of different networking systems and networking management. Prerequisite: CMPS 140 or permission of instructor. (NE)	3 CR	
CMPS INTRODUCTION TO COMPUTER 155A-H APPLICATIONS Techniques for effective use of a computer application program. The course is distance learning and hands-on using a self-paced tutorial manual. It requires access to a computer with the appropriate program. Student may chose from Microsoft Word (A), WordPerfect (B), Lotus 123 (C), Microsoft Excel (D), Windows 3.1 (E), PageMaker (F), and Windows 95 (G), Database Management (H). Satisfies general education computer requirement. (NE)	3 CR	
CMPS INTERMEDIATE COMPUTER 156A-D APPLICATIONS Intermediate-level use of a computer application program. The course is distance learning and hands-on using a self-paced tutorial manual. It	3 CR	
CMPS ADVANCED COMPUTER 157A-D APPLICATIONS Advanced-level use of a computer application program. The course is distance learning and hands-on using a self-paced tutorial manual. It requires access to a computer with the appropriate program. Student may chose from Microsoft Word (A), WordPerfect (B), Lotus 123 (C), and Microsoft Excel (D). Satisfies general education computer requirement. Prerequisite: CMPS 155, 156 or permission of instructor. (NE)	3 CR	
CMPS ASSEMBLY, MAINTENANCE & DIAGNOSTICS 160 Hands-on treatment and techniques of personal computer assembly, installation, maintenance, and diagnostics. (NE)	4 CR	
CMPS SPECIAL TOPICS 168/288 Special topics in computers. (NE)	1-5CR	
CMPS INDIVIDUALIZED STUDIES 189/289 Individualized learning contracts in computers. (TE)	1-5 CR	
CMPS WORK EXPERIENCE 190 Broad-based work experience program that provides students with opportunity to transfer classroom learning to the workplace, either on or off campus. (NE)	2-6 CR	
CMPS COMPUTER ACCOUNTING I 210 Basic principles of accounting using a computer to record transactions. Prerequisites: CMPS 101 or permission of instructor, BUAD 212. (NE)	5 CR	
CMPS COMPUTER ACCOUNTING II 211 Emphasis is on accounting applications for small business performed on a microcomputer. Includes accounts payable, accounts receivable, general ledger, chart of accounts, and preparation of financial statements. Prerequisite: CMPS 210. (NE)	5 CR	
CMPS ELECTRONIC SPREADSHEET I 235 Use of computer to create a variety of spreadsheets using common spreadsheet commands. Students learn effective ways to set up structures, how to display information through reports and charts, and basic file maintenance procedures. Prerequisite: CMPS 101 or permission of instructor. (NE)	3 CR	
CMPS ELECTRONIC SPREADSHEET II 236 Continuation of building a variety of spreadsheets. Emphasis is on terms relevant to business operations and financial analysis. Students learn how to program macros and to transfer files and data to other programs. Prerequisite: CMPS 235. (NE)	3 CR	

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CMPS ELECTRONIC SPREADSHEET III 237 Special topics in spreadsheets. Prerequisite: CMPS 236. (NE)	3 CR	EARLY CHILDHOOD EDUCATION
CMPS DESKTOP PUBLISHING I 247 Techniques of preparation of material for publication. Provides an overview of the field of "in-house" publishing. Students gain experience in the writing and design of signs, resumes, brochures, and newsletters. Prerequisite: CMPS 101 or permission of instructor. (NE)	3 CR	ECE CHILD GROWTH & DEVELOPMENT 105 Builds knowledge of principles of child development for children from birth to age eight, including universal stages of development through which each unique child progresses within her/his particular ethnic, cultural, class and other contexts. (NE)
CMPS DESKTOP PUBLISHING II 248 Basic techniques of publishing "in-house" documents using draw and paint programs and files import/export. Emphasis is more on design of graphics and other illustrations. Prerequisite: CMPS 247 (NE)	3 CR	ECE RE-EVALUATION COUNSELING FOR EARLY CHILDHOOD 107 Introduces the educator of young children to the basic tools of Re-evaluation Counseling for use in handling stress, building alliances, and thinking clearly. Practice co-counseling sessions outside of class with another class member required. (NE)
CMPS MULTIMEDIA DEVELOPMENT 250 Presents a multimedia development language that integrates video, sound, and animation into a multimedia project. Prerequisite: CMPS 101 or permission of instructor. (NE)	3 CR	ECE RE-EVALUATION COUNSELING TOOLS 108 Builds on emphasis placed on skills for counseling on internalized oppression, building alliances with families, supporting children's growth and development, and assisting children with emotional discharge. Students are expected to exchange co-counseling sessions outside of class with another class member. Prerequisite: ECE 107 or HUMS 107. (NE)
CMPS CAPSTONE PROJECT 260 Provides the vehicle for students to show overall competency in applied computer technology and the specialties which have been a part of their particular degree program. Under supervision of a faculty advisor, the student selects on appropriate subject, performs the necessary research, and presents the results. Prerequisite: permission of instructor. (NE)	3 CR	ECE INTRODUCTION TO HOME VISITING 141 Provides introduction to the field of Early Childhood Education, to the role of the Home Visitor in ECE, and to the study of young children's growth and development. Participation in an approved Home Visiting Program and consultation with an approved advisor required. (NE)
DRMA ACTING I 101 Exploration of acting fundamentals in experimental manner. Some theory, analysis, and practice in a supportive group environment. (HP)	3 CR	ECE INTRO TO EARLY CHILDHOOD EDUCATION 171 Provides an introduction to the field of Early Childhood Education including the role of the teacher, career opportunities, legal requirements, ethical expectations, and the study of young children's growth and development. Participation in an approved early childhood setting and consultation with an approved advisor required. (NE)
DRMA APPRECIATING THEATER 205 Students read and analyze a survey of plays from different cultures and time periods and attend a selection of plays being currently produced in the area. (HT)	3 CR	ECE ENVIRONMENT TO NURTURE DEVELOPMENT 172 This course introduces materials, methods, and practices relevant to creating safe, healthy environments that are conducive to young children's learning and to their social and emotional growth. Participation in an approved early childhood setting and consultation with a field advisor required. Prerequisite: ECE 171 (NE)
DRMA NATIVE AMERICAN THEATRE THEORY 207 Explores theatre performed by Native Americans in the USA. Includes readings of Native American dramas, improvisation and storytelling. (HT, NASD)	4 CR	ECE CURRICULUM DEVELOPMENT AND FAMILY INVOLVEMENT 173 Builds knowledge and skills for developing a curriculum that advances the physical and intellectual competence of young children and for establishing positive and productive relationships with families. Includes field work and regular consultation with a field advisor. Prerequisite: ECE 172 (NE)
DRMA INTRODUCTION TO CINEMA 210 Appreciating and analyzing film, includes historical survey and Native American films. Students learn film vocabulary, discuss ideas in class, and write analysis papers. Some discussion concerning the image of the American Indian in films. (HT)	3 CR	ECE EARLY CHILDHOOD EDUCATION SEMINAR I 200 Seminar for students who have completed ECE 171. Topics include the field of early childhood and child development. Fulfills 40 clock hours of formal training for the CDA Direct Assessment or 15 credits in ECE or a CDA credential. Prerequisite ECE 171. (NE)

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ECE 205 EARLY CHILDHOOD SEMINAR II 3 CR Focuses on learning environments, safety, health, social development, guidance, and emotional well-being. Experience in sharing, group discussion, experiential learning, and critical thinking is fostered. Fulfills 40 clock hours of formal training for the CDA Assessment. Prerequisite: ECE 172. (NE)	ECON 240 ENVIRONMENTAL ECONOMICS 5 CR Introduces the basic concepts of economics within the context of human impacts on the environment. Emphasizes the economic impacts of natural resource utilization, land use and pollution on tribal communities. (SS)
EDUCATION	
ECE 208 EARLY CHILDHOOD SEMINAR III 3 CR Students interact via discussions, experience sharing, and activity participation to develop critical thinking skills and skills for continued learning in the areas of curriculum development and work with families. Fulfills 40 hours of formal training for the CDA Direct Assessment. Prerequisite: ECE 173. (NE)	EDUC 161 PARAEDUCATOR I: THE BASICS 2 CR Overview of the duties of the paraprofessional, child development, playground supervision computer introduction, cultural awareness, and strategies for job search. (NE)
ECE 209 PROGRAM MANAGEMENT 3 CR Instructs the early childhood caregiver/teacher in successful management of time, resources and personnel in the ECE classroom. Includes participation and leadership in an approved ECE setting as well as consultation with a qualified Field Advisor. (NE)	EDUC 162 PARAEDUCATOR II: INSTRUCTIONAL STRATEGIES 2 CR Focuses on such topics as: instructional strategies; understanding and awareness of children with special needs and of special programs; learning styles; providing instructional support; and job search strategies. (NE)
ECE 228 CDA FINAL ASSESSMENT 1 CR Working closely with Field Advisor, the student gains skills and experience in pulling together all necessary resources to complete her/his Child Development Associate (CDA) assessment. (NE)	EDUC 163 PARAEDUCATOR III: STRENGTHENING EDUCATION 2 CR Provides additional strategies, applications, and information to better prepare the paraeducator for a variety of responsibilities in tribal and public schools and ECE programs. Topics include culture, equity, health and safety, assessment, library, research and writing, capable learners, computer assisted instruction, job search skills and observing and participating in classrooms. (NE)
ECE 235 TEACHING YOUNG CHILDREN 3 CR Examines the development of math concepts in young children. Covers planning and implementing appropriate curriculum including materials and activities. Prerequisite: ECE 171. (NE)	EDUC 203 ISSUES IN EDUCATION 3 CR Study of issues and relevant principles in education; responsibilities of government, parents, pupils and teachers. Race, class, culture and sexuality as issues in education. Includes principles for developing philosophy of education. (NE)
ECE 240 SCIENCE EXPLORATION 3 CR Traditional Native teachings of interconnection and respect are the basis for an examination of scientific concepts which may be introduced to young children. Covers development and use of materials and activities appropriate to building those concepts. (NE)	EDUC 220 INTRO TO EXCEPTIONAL CHILDREN 3 CR An introduction to special instructional needs of gifted and handicapped children with a focus on the issues and perspectives of American Indian communities. (NE)
ECONOMICS	
ECON 201 PRINCIPLES OF MACROECONOMICS 5 CR Introduction to macroeconomics; elementary analysis of the determination of income, including the level of income, fluctuations in income, and growth of income; the role of monetary and fiscal policy, inflation, unemployment; recession, and depressions. (SS)	EDUC 260 STRATEGY INSTRUCTION FOR SPECIAL EDUCATION 5 CR Focuses on rationale of strategy instruction for special education students while comparing it to more traditional methods of instruction. Compares strengths and weakness of alternative methods for instruction, such as basic skills remediation, study skills instruction, tutorial methods, content equivalent approach and strategy instruction. (NE)
ECON 202 PRINCIPLES OF MICROECONOMICS 5 CR Topics include organization and operation of the American economy, the basic problems of economics, the role of business, labor and government; theory of price and income distribution with particular application to the structure of American industry. (SS)	EDUC 262 LEGAL ISSUES IN SPECIAL EDUCATION 3 CR Explores the procedural and legal issues governing special education that educators are legally responsible for implementing in their professional roles. Covers history of Special Education Law that has served to define IDEA, current federal statutes, Washington State rules and regulations and introduction to developing legally correct IEP's. (NE)

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EDUC 281 TEACHING IN INCLUSIVE CLASSROOMS 5 CR Methods course for teaching students with disabilities in general education classrooms. (NE)	ENGR 107 COMPUTER AIDED DRAFTING III 3 CR Production of a complete set of technical drawings for an architectural, civil, mechanical, manufacturing, or electrical engineering project. Offered in combination with the drafting specialty option. Prerequisite: ENGR 106. (NE)
EDUC 295 CROSS-CULTURAL ASSESSMENT IN SPECIAL EDUCATION 5 CR Presents emerging principles of culturally-inclusive assessment concepts and new measures of evaluating special needs children in multicultural education settings. Prerequisite: EDUC 220. (NE)	ENGR 108 COMPUTER AIDED DRAFTING IV 3 CR Production of a complete set of engineering drawings for a major engineering project involving architectural, civil, mechanical, manufacturing, electrical, or other disciplines. Prerequisite: ENGR 107. (NE)
EDUC 299 HISTORY OF INDIAN EDUCATION 3 CR Traditional educational practices; survey of missionary and early federal efforts; major legislation and its implementation; federal, state, and local school district control of Indian education; tribal schools; development of the Indian education movement; contemporary theories and realities; relevant research. (NASD, SS)	ENGR 109 COMPUTER AIDED DRAFTING V 3 CR Continuation of ENGR 108. Prerequisite: ENGR 108. (NE)
ENGINEERING	
ENGR 100 INTRODUCTION TO ENGINEERING 5 CR Overview of the engineering and technology fields. Topics include: engineering as a profession, group building, and strategies for success in engineering education. (TE)	ENGR 150 INTRODUCTION TO ENVIRONMENTAL ENGINEERING 3 CR Students learn basics of water pollution and water treatment, air pollution and abatement, solid waste, solids and environmental impact assessment. Legal, social cultural, and economics of impacts of engineering to the environment are discussed. (NE)
ENGR 101 ENGINEERING GRAPHICS I 5 CR Fundamental drafting concepts and 3-dimensional object visualization. Topics include: freehand sketching, lettering scales, use of instruments, layout drawings, orthographic projections, descriptive geometry, pictorials, basic dimensions and communication of basic technical engineering information, and introduction to computer-aided drafting (CAD). Satisfies general education computer requirement. Prerequisite: MATH 98. (NE)	ENGR 160 PROJECT BUDGETING 3 CR Covers aspects of project budgeting form determining funding sources, to record keeping, to cost control. Also includes estimating, purchase requests, receiving, and basic bookkeeping for project managers and supervisors. (NE)
ENGR 102 ENGINEERING GRAPHICS II 5 CR Use of computer-aided drafting (CAD) to explore engineering tolerance specifications, working drawings, assemblies, piping, welding, bills of material, print interpretation and reproduction. Prerequisite: ENGR 101. (NE)	ENGR 165 PROJECT SCHEDULING 3 CR Covers project scheduling from goal setting to project completion and beyond; Critical Path Methods, GANTT chart and PERT charts; different phases of a project, including design, construction, completion, and follow-up. (NE)
ENGR 105 COMPUTER AIDED DRAFTING I 3 CR Basic principles of computer-aided drafting and use of technique to create, edit, and plot beginning drawings. (NE)	ENGR 250 QUALITY MANAGEMENT 4 CR Designed primarily for engineering or business students or those who will work in groups, teams, or projects. Covers principles of Total Quality Management and project management, team building, group dynamics problem solving, decision making, and project management techniques. (NE)
ENGR 106 COMPUTER AIDED DRAFTING II 3 CR Progressive advancement with the use of computer-aided drafting technique using AutoCAD software to create, edit, and plot working engineering drawings. Prerequisite: ENGR 105. (NE)	ENGR 255 PROJECT MANAGEMENT 4 CR Covers general aspects of project management for any project using a system perspective from planning through completion. Includes differences between construction, renovation, repair and maintenance, and the differences between project management and traditional management. (NE)

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ENGR ENGINEERING CONTRACTS 3 CR
260
Study of the different types of contracts used in engineering, such as construction contracts, maintenance contract repair contracts, and design contracts. Covers the requirements for a contract, responsibilities, and a general overview of engineering contract administration. (NE)

ENGLISH

ENGL BASIC ENGLISH I 3 CR
041
Individualized basic writing skills course focuses on writing complete and simple sentences. This course introduces or reintroduces the concept of journal writing to the student. Specific grammar skills learned are subject and verb recognition, pronouns, and possessive nouns. S/U grading. (N)

ENGL BASIC ENGLISH II 3 CR
042
Individualized basic writing skills course focuses on combining simple sentences into complex sentences. Journal writing is required, and verb tenses and subject-verb agreement are grammar skills covered. S/U grading. (N)

ENGL BASIC ENGLISH III 3 CR
043
Individualized basic writing skills course focuses on the writing of complex sentences and simple paragraphs using the journal writing form. Grammar skills focus on adjectives, adverbs, conjunctions, connectors, and dependent conjunctions. S/U grading. (N)

ENGL BASIC ENGLISH IV 3 CR
044
Individualized basic writing skills course focuses on paragraph writing and the specific grammar skills of comma in a series, types of sentences, and subordinating conjunctions. S/U grading. (N)

ENGL BASIC ENGLISH V 3 CR
045
Individualized basic writing skills course focuses on paragraph writing and the three-paragraph essay. Specific grammar skills covered are direct address, quotation marks, contractions, conjunctions, and renaming phrases. S/U grading. (N)

ENGL INTERMEDIATE ENGLISH I 3 CR
051
Individualized basic writing skills course focuses on a review of the complete sentence, parts of a simple sentence, and compounding simple sentences. How to plan and organize the five-paragraph essay also is covered in this course. S/U grading. (N)

ENGL INTERMEDIATE ENGLISH II 3 CR
052
Individualized basic writing skills course focuses on a review of paragraph writing, parts of a paragraph, subject-verb agreement, and irregular verb forms. Writing practice in the form of the five-paragraph essay is a major focus. S/U grading. (N)

ENGL INTERMEDIATE ENGLISH III 3 CR
063
Individualized basic writing skill course focuses on the concepts of compare and contrast, sequence of tenses, modifiers, parallel structure, and pronoun reference. These concepts are taught separately as well as with practical writing practice through the five-paragraph essay format. S/U grading. (N)

ENGL INTERMEDIATE ENGLISH IV 3 CR
064
Individualized basic writing skills course focuses on punctuation (comma, apostrophe, quotation marks, end marks) and the five-paragraph essay format. S/U grading. (N)

ENGL INTERMEDIATE ENGLISH V 3 CR
065
Individualized basic writing skills course focuses on capitalization and spelling and the five-paragraph essay format. S/U grading. (N)

ENGL CLEAR WRITING SPECIAL TOPICS 3-5 CR
060
Writing course individualized for each student's interests and/or needs. Students may work on such items as reports, grants, business letters, essays, research papers, or book responses. S/U grading. (N)

ENGL SEQUEST ENGLISH 3 CR
075
Covers reading discussion and analysis of literature about the sea, including logs, journals, and Native American legends. Students write papers to complement class discussions. Some review of spelling and grammar. Limited to students enrolled in Sequest. (N)

ENGL SEQUEST ENGLISH II 3 CR
076
Track II of Sequest English is a course integrated with Track I Sequest Science. The units support and extend the science curriculum. Covers reading, discussion and analysis of literature including discovery and exploration over sea routes, naturalist methods and romanticism, laboratory narratives and the nature of science as a process of inquiry. Limited to students enrolled in Sequest. (N)

ENGL GRAMMAR AND PUNCTUATION 5 CR
095
Grammar and punctuation skills practice combined with a variety of writing opportunities. Designed to prepare students for ENGL 098 and ENGL 099/100. S/U grading. (N)

ENGL GRAMMAR AND PUNCTUATION 3 CR
095A
Designed to give the student a review of basic grammar and punctuation through organized workbook activities, closely monitored by instructors. Writing assignments interwoven throughout computer and textbook activities. (N)

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ENGL GRAMMAR AND PUNCTUATION 2 CR
096B
Designed to give the student a review of basic grammar and punctuation through organized workbook activities, closely monitored by instructors. Prerequisite: ENGL 095A. (N)

ENGL CONSTRUCTING THE PARAGRAPH 5 CR
098
Designed to give students practice at writing paragraphs and essays in order to understand the structure and composition of the paragraph. Creative writing and analysis of reading are combined with individualized skill development. Prerequisite ENGL 095 or 095B. (N)

ENGL CONSTRUCTING THE PARAGRAPH 3 CR
098A
Designed to give students practice at writing paragraphs and essays in order to understand the structure and composition of the paragraph. Includes creative writing and analysis of reading. (N)

ENGL CONSTRUCTING THE PARAGRAPH 2 CR
098B
Focuses on individualized skill development along with practice in writing paragraphs. (N)

ENGL BASIC WRITING 5 CR
099
Focuses on improving writing by developing creative and analytical skills. Covers basic sentence structure and paragraph development. S/U grading. Prerequisite ENGL 098. (N)

ENGL BASIC WRITING 5 CR
100
Focuses on improving writing by developing creative and analytical skills. Covers basic sentence structure and paragraph development. S/U grading. Prerequisite ENGL 098. (NE)

ENGL ENGLISH COMPOSITION 5 CR
101
Emphasis on organizing, developing, and writing exposition essays. Students presented with many reading samples. Some review of mechanics. Short research paper required. Prerequisite ENGL 100 or Placement test. (CS)

ENGL ENGLISH COMPOSITION II 5 CR
102
Intermediate exposition writing with emphasis on structure, development, and improved style in sentences, paragraphs, and total essay. Representative modes used for analysis and examples. A research paper will be a major component. Prerequisite: ENGL 101. (CS)

ENGL BUSINESS COMMUNICATIONS 5 CR
104
Designed to develop listening, speaking, and writing skills in preparation for the business setting. Special emphasis placed on writing various types of business letters and memorandums, using acceptable tone and voice, proper punctuation and spelling. Prerequisite: ENGL 100. (NE)

ENGL COMPOSING AND THE COMPUTER 1-5 CR
111
This course is designed to meet the individual needs of students. All students should be concurrently enrolled in another course or courses or have a personal project requiring composition skills. Instructor available for consultation. At the discretion of the instructor, students will be assigned reading, research, and technical skills assignments. Credit is awarded according to the amount of finished writing completed. (TE)

ENGL INTRODUCTION TO INDIAN LEGENDS 3 CR
148
Designed for students to become familiar with a wide range of Pacific Northwest Indian legends and to develop story telling and listening skills as well as to gain an overall appreciation and understanding of Indian philosophy by recognizing common themes. (HT, NASD)

ENGL INTRODUCTION TO CREATIVE WRITING 3 CR
155
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. (HT)

ENGL SPECIAL TOPICS 1-5 CR
188/288
Special topics in English. (TE)

ENGL INDIVIDUALIZED STUDIES 1-5 CR
189/289
Individualized learning contracts in English. (TE)

ENGL INTRO TO AMERICAN LITERATURE 4 CR
230
Survey of American literary works from legends of different tribes to Hawthorne, Melville, Zita, Laza, Harjo and others. Prerequisite: ENGL 100. (HT)

ENGL SURVEY OF WORLD LITERATURE 4 CR
235
Focuses on learning to appreciate fiction, poetry and plays from around the world by reading and discussing the key literary elements of various selections. (HT)

ENGL SURVEY OF NATIVE AMERICAN LITERATURE 4-5 CR
236
General survey of legends, early Native American bibliographies and short contemporary literary works. Students develop literary analysis, writing, and discussions skills. For fifth credit student must read and report on an approved novel. Prerequisite: ENGL 100 or permission of instructor. (HT)

ENGL PROJECTS IN NATIVE AMERICAN LITERATURE 1 CR EA.
237A-E
A study of legends, nineteenth century, and contemporary literature by Native Americans. Each project is designed as one credit and is writing enriched. Each letter represents a different project. (HT)

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ENVIRONMENTAL SCIENCE		
ENVS 096	SEAQUEST ENVIRONMENTAL SCIENCE	6 CR
Provides a scientific framework to address environmental issues relevant to the people of this region with special emphasis given to cultural and historical facets. Students will conduct field and research work with tribal employees and other professionals that complement and further strengthen their studies. Limited to students enrolled in Seaquest. (N)		
ENVS 097	SEAQUEST WATERSHED ECOLOGY AND ALTERNATIVE ENERGY RESOURCES	6 CR
Study of watersheds through interdisciplinary approach, covering aspects of geology, geography, terrestrial ecology, aquatic ecology, economics and social studies. Also explores alternative energy resources. Limited to students enrolled in Seaquest. (N)		
ENVS 105	INTRODUCTION TO ENVIRONMENTAL SCIENCE	5 CR
Offers a view of environmental dynamics covering the concepts of ecosystems, environmental quality and management of water, air and land. Problems and potential solutions in human population growth, food production and energy utilization considered. Lab included. (NSL)		
ENVS 110	WATER QUALITY	5 CR
Introduces basic water chemistry, nutrient cycles, water pollution, water treatment, water quality sampling, and water quality analysis. Lab included. (NSL)		
ENVS 115	WATER RESOURCES AND MANAGEMENT.	5 CR
General introduction to the physical, chemical, biological and social aspects concerning water. Lab included. (NSL)		
ENVS 150	ENVIRONMENTAL STUDIES PRACTICUM	5 CR
Under the direction of a faculty member or environmental professional, the student will participate in an environmental project. Students will be required to produce a final practicum report. (TE)		
ENVS 188/288	SPECIAL TOPICS	1-5 CR
Special topics in Environmental Science. (TE)		
ENVS 189/289	INDIVIDUALIZED STUDIES	1-5 CR

Individualized learning contracts in Environmental Science. (TE)

ENVS 190	WATER LAW AND POLICY	3 CR
Addresses case studies of water on Indian Reservations. Includes the history of the current proposed policies. Includes an overview of Indian water rights, Clean Water Act, Safe Drinking Water Act and the role EPA. (SS, NASD)		

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ENVS 205	ENVIRONMENTAL POLLUTION	5 CR
Investigates the impact of humans on local ecosystems with concentration on both fresh water and marine environments. The lectures cover the physical, chemical, and biological aspects of pollution. The laboratory centers on environmental monitoring techniques. Prerequisite BIOL 101 or ENVS 105. (NSL)		
ENVS 210	WATERSHED MANAGEMENT	4 CR
Basic principles of hydrology, irrigating, hydropower, navigation, flood control, water supply, water quality and drainage as they relate to planning, design construction and maintenance and operation of water resource projects. Prerequisite ENVS 115. (E)		
ENVS 230	HYDROLOGY	4 CR
Principles of stream flow; irrigation canal and dam operations, hydrological cycle, climate, precipitation, evaporation, transpiration, stream-flow, soil physics, groundwater, rainfall, and runoff. Prerequisite ENVS 115. (NSL)		
ENVS 260	MAPPING	3 CR
Introduces basics of topographic maps, geological maps, stability maps, nautical charts, airphotos, satellite imagery and GIS/GPS. Lab included. (NSL)		
ENVS 265	GIS AND REMOTE SENSING	3 CR
Introduces use and operation of GIS software, GPS equipment, as well as the integration of airphotos and satellite images into GIS systems. Lab included. Prerequisite: ENVS 260. (NSL)		
ENVS 270	ENVIRONMENTAL FIELD TECHNIQUES	3 CR
Designed to give students a solid foundation in techniques required of environmental science professionals and technicians. Sampling design, data collection, equipment calibration, and data analysis will be emphasized. Students working in teams will complete a field project. Lab included. (NSL)		
ENVS 290	ENVIRONMENTAL STUDIES PRACTICUM	1-12
Under the direction of a faculty member or environmental professional, the student will participate in an environmental project. Students will be required to produce a final practicum report. (TE)		

FISHERIES

FISH 101	INTRO TO FISHERIES SCIENCE	3 CR
Introduction to the art and science of rearing fishes in salt and fresh water. Emphasis on salmon hatchery culture techniques. (NE)		

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GEOGRAPHY		
FISH 102	INTRO TO SHELLFISH CULTURE	3 CR
Introduction to the art and science of invertebrate culture in fresh and salt water. Emphasis on oyster hatchery and oyster culture procedures. (NE)		
FISH 105	COMPUTER APPLICATION IN AQUACULTURE	3 CR
Students learn to use spreadsheets, statistical programs and/or specialized aquaculture programs to tract and project fish and/or shellfish biological performance. (NE)		
FISH 110	AQUACULTURE & FISH PRODUCTION	3 CR
A course designed to acquaint the student with the latest trends in aquaculture management research. (NE)		
FISH 151	OYSTER HATCHERY PRACTICUM	3 CR
Spawning of clams and oysters, microscopic techniques, feeding, rearing, setting, and planting. Maintenance and growth of algae cultures for local food is included. (NE)		
FISH 152	FISH HATCHERY PRACTICUM	3 CR
Emphasis on salmon culture through practical experience in artificial spawning, egg, alevin, fry handling and culture techniques. (NE)		
FISH 153	WATER QUALITY PRACTICUM	3 CR
A course designed to teach water quality test procedures both in the lab and in the field. (NE)		
FISH 190	FISH HATCHERY PRACTICUM	3-6 CR
Emphasis on salmon culture through practical experience in artificial spawning, egg, alevin, fry handling and culture techniques. (NE)		
FISH 191	SEAFOOD PROCESSING PRACTICUM	4 CR
Course prepares students for commercial fresh seafood processing techniques and teamwork processes through advanced on-the-job training. Practicum as either Dockhands/Floor-workers or Seafood Processing Technicians. (NE)		
FISH 201	ICHTHYOLOGY	5 CR
An introduction to the science of fish biology, the evolution, ecology, distribution, anatomy, and physiology of fishes. Emphasis is placed on fishery-related topics such as fish nutrition, feeding, and population dynamics. Lab included. (NE)		
FISH 240	FISH AND SHELLFISH DISEASE	3 CR
A survey of the most common bacterial, protozoan, and viral diseases of salmonoids, oysters, and clams in Pacific Northwest waters. Parasite life cycles, current disease treatment methods, and shellfish sanitation are included. (NE)		

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HISTORY

HIST 050	WORLD HISTORY	3-5 CR
Provides an overview of world history, focusing on China, India, Latin America, the Middle East, the former Soviet Union, and Sub-Saharan Africa. S/U grading. (N)		

HIST US HISTORY I 3-5 CR
051
Focuses on the study of pre-colonial America, colonial America, and the growth of the United States to 1865. Emphasis placed on the development of political, social, and economic patterns. S/U grading. (N)

HIST US HISTORY II 3-5 CR
052
Covers basic US historical movements and concepts from the Reconstruction (Post-Civil War) to the present. Units are linked to current US news. S/U grading. (N)

HIST WASHINGTON STATE HISTORY 3-5 CR
053
Covers the history of Washington State during the pre-contact period, the European exploration period, the settlement period, the territorial period, and the period of growth of political and social institutions from the viewpoint of the Native American as well as from the viewpoint of the non-Indian. S/U grading. (N)

HIST CONTEMPORARY WORLD PROBLEMS 3-5 CR
054
Designed to provide the student with a view of the US as one country in a system of global interdependence and to develop an individual awareness of world problems and prospects for the future. S/U grading. (N)

HIST GOVERNMENT AND LAW 3-5 CR
055
Survey of the organization and functions of the US Government, along with the realities of lobby and pressure groups. Individual responsibilities and opportunities of a US citizen are also covered. S/U grading. (N)

HIST SPECIAL TOPICS 1-5 CR
188/288
Special topics in History. (TE)

HIST INDIVIDUALIZED STUDIES 1-5 CR
189/289
Individualized learning contracts in history. (TE)

HIST INDIAN HISTORY 5 CR
209
Histories and life styles of North American Indian groups from the time of European contact and post-conquest period. (SS, NASD)

HEALTH

HLTH BASIC NUTRITION 3 CR
105
Provides basic knowledge of nutrition and assists student in improving his/her own health through changes in eating habits. Also assists the student in weight control and provides guidance and instruction for staying healthy with recipes using commodity foods. (NE)

HLTH BASIC FIRST AID 2 CR
110
Offers instruction to prepare a person to give emergency first aid to someone suffering from such conditions as fractures, poisoning, burns, bleeding, drug overdose, convulsions, hypothermia. Includes practice in bandaging, splinting, and treatment of choking. Successful completion of the course earns a standard American Red Cross First Aid card. (NE)

HLTH INFANT CPR 1 CR
111
Lifesaving skills to help infants and children. Early signals of breathing emergencies and first aid until advanced medical care arrives. How to give CPR to an infant or a child whose heart has stopped. Focuses on how to reduce the risk of injury to infants and children. (NE)

HLTH ADULT CPR 1 CR
112
Lifesaving skills to help adults experiencing a breathing or cardiac emergency. How to deal with an emergency and how to give first aid to adults until advanced emergency care arrives. (NE)

HLTH NUTRITION ASSISTANT COUNSELING I 5 CR
115
First of a series of four courses designed to train students to be Nutrition Assistants to provide nutrition education and outreach services to families in the tribal community. Provides Nutrition Education training to prepare the students to pass the Nutrition competencies. (NE)

HLTH NUTRITION ASSISTANT COUNSELING II 5 CR
116
Second of a series of four courses designed to train students to be Nutrition Assistants. Students collect recipes from homemakers and adapt them into training materials to include cultural components focusing on cultural relevancy, readability, and local food practices. Considers ritual and/or social uses of food and values and beliefs affecting nutrition. (NE)

HLTH HONOR THE GIFT OF FOOD 3 CR
130
Introduction to basic nutrition principles and concepts. Special emphasis on nutritional issues in American Indian communities and how to effectively transfer nutrition information into practice. Integration of American Indian tradition, customs and beliefs which influence choice. (NE)

HLTH HONOR THE GIFT OF FOOD II 3 CR
131
Continuation of basic nutrition principles and concepts. Special emphasis on how to effectively transfer nutrition information into practice within tribal communities. Integration of American Indian tradition, customs and beliefs which influence nutrition choices. Introduction to diabetes and heart healthy nutrition. (NE)

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HLTH FIELD EXPERIENCE I 3 CR
190
Introduction to the nutrition assistant role and nutritional issues in selected American Indian communities under guidance of Tribal Nutritionist or Registered Dietician. Knowledge and skill development in nutritional assessment, counseling and education for individuals, families and community. (NE)

HLTH FIELD EXPERIENCE II 3 CR
191
Continuation of basic nutrition principles and concepts. Practical application of nutrition information in American Indian communities. Expands the role and competencies of nutrition assistants. Special emphasis of the social interactions involving food acquisitions, preparation and consumption. (NE)

HLTH NUTRITION ASSISTANT COUNSELING III 5 CR
214
Third of a series of four courses designed to train students to be nutrition assistants. Students analysis recipes for nutritional value and modify to be low-fat, low-cholesterol, and low-sugar, high nutritional value. (NE)

HLTH NUTRITION ASSISTANT COUNSELING IV 5 CR
215
Fourth of a series of four courses designed to train students to be Nutrition Assistants. Students participate in the review of program structure, process, training materials, role, responsibilities, networking issues, and modify materials based on pilot test results. (NE)

HUMAN DEVELOPMENT

HMDV SEAQUEST STUDY SKILLS 3 CR
096
Offers students time, assistance, and access to resources toward successful completion of Seaquest core course assignments. Provides an opportunity for students to receive encouragement and guidance in their studies from the teacher, classroom assistant, and peers. (N)

HMDV MATH ANXIETY WORKSHOP 1 CR
100
Designed to help students overcome fear of math. New understanding and confidence encouraged through reading and journal exercises. (NE)

HMDV RETURNING TO LEARNING 1 CR
101
Designed for students who want to pursue a degree or certificate program but are not sure how to begin. Assists students in exploring ways to achieve their academic goals. (NE)

HMDV WRITING ANXIETY WORKSHOP 1 CR
102
Designed to help students overcome fear of writing. New understanding and confidence encouraged through reading, discussion, audio tape and journal exercises. (NE)

HMDV TRANSFER SEMINAR 3 CR
103
Intended for any student transferring to a four- year college or university. Students prepare applications for admission and for financial aid. Also, students explore specific program requirements, including personal major. Visits to other colleges and universities to meet with personnel and students and to explore the campus culture included. (NE)

HMDV DISCOVERIES IN SELF AWARENESS 3 CR
105
Assists students in developing and maintaining positive attitudes toward themselves and others through structured exercises. Participants encouraged to find the good things in their lives and identify behaviors which will enhance their self esteem. (NE)

HMDV ASSERTIVENESS SUPPORT GROUP 2 CR
107
Designed to empower individuals to positively and effectively assert themselves. Students learn through group experience and gain new understanding of individual attitudes, actions, behaviors, and effective ways of communicating. (NE)

HMDV ASSERTIVENESS SUPPORT GROUP 2 CR
108
Continuation of HMDV 107. Prerequisite: HMDV 107. (NE)

HMDV ASSERTIVENESS SUPPORT GROUP 2 CR
109
Continuation of HMDV 108. Prerequisite: HMDV 108. (NE)

HMDV INTRO TO SUCCESSFUL LEARNING 4 CR
110
Orientation class for new students. Includes weekly support group sessions. Offers students the skills and understandings that can help them succeed in college. Required for all degree and certificate seeking students. (NE)

HMDV STUDY SKILLS 3 CR
111
Designed to increase students' success in college. Focuses on assisting students in developing practical study skills techniques to enhance academic success in college. Topics include time planning, test taking, communication skills, study techniques, and personal issues that face many college students. (NE)

HMDV PEER MENTORING PROGRAM 1 CR
112
A peer mentoring program designed to train students to be effective peer advocates for new students. Training includes understanding advocacy, leadership, personal growth, and gained awareness of limitations through lecture, video, group discussion, role playing, and literature. Equips peer mentors to advocate, support, and refer with faculty/staff guidance. (NE)

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HMDV CAREER MENTORING **1-3 CR**
113
Designed to give students work experience through an off-campus supervised job site situation. Employed community members serve as mentors to students in a one-to-one relationship. Students' skills and interests are matched with the needs of local employers. Students attend two orientation classes and spend a minimum of two hours per week at the job site of their choice. Repeatable. (NE)

HMDV TUTOR TRAINING PROGRAM **1 CR**
114
Designed to train students to be effective group and peer tutors. Training will include lectures, discussions, video, and role-playing designed to help students acquire tutoring skills and understand the parameters of their roles as tutors. Includes applied tutorial experience. (NE)

HMDV BEGINNING THE PORTFOLIO PROCESS **3 CR**
120
Enables a student to investigate how college courses differ from and compare with his/her life experiences. Student begins a portfolio that contains an autobiography, resume, personal educational goals statement, and research paper focusing on college level learning. (NE)

HMDV CONTINUING THE PORTFOLIO PROCESS **1-6 CR**
121
Student completes portfolio that was begun in Education 120. Advisor assists in setting up a faculty group that approves student's portfolio and determines any other requirements for receiving prior-learning credit.

HMDV CAREER/LIFE PLANNING **3 CR**
127
Exploration of life and career choices for Native Americans including assessment of interests, values, abilities, personality, skills and other career related issues. Includes career information resources, tribal employment, employment trends, labor market information and career decision making. (NE)

HMDV INTERNSHIP SKILLS DEVELOPMENT **3 CR**
139
Designed to assess intern opportunities, establish mentoring relationships, resolve personal issues and impacts and develop coping skills, understand benefits of internships, learn effective application procedures, resume and cover letter preparation, improved interviewing skills, and how to deal with results of application. (NE)

HMDV INDIVIDUAL DEGREE OR CERTIFICATE PLANNING **3 CR**
150
Required for Individualized Degree or Certificate programs. Students work individually with a degree advisor to plan a degree, including goal clarification, career exploration, writing specific degree goals, exploring course options, credits, and mode of learning. S/U grading. Prerequisite: Admission to Individualized Degree Programs or Certificate Programs. (NE)

HMDV WORKPLACE ETHICS COMMUNICATION **2 CR**
177
Total professional imagery, professional telephone technique, communication with the customer and confidentiality. (NE)

HMDV RESUME WRITING **1 CR**
179
Covers basic skills needed to begin the job search process. Focuses on resume preparation, cover letter writing, making employer contacts, and networking to find unadvertised jobs. (NE)

HMDV IMPROVING INTERVIEWING SKILLS **1 CR**
199
Designed to familiarize the job seeker with the basic questions and information asked for by employers. Awareness of body language, appropriate interview attire, and other interviewing techniques addressed. Also practices role playing of interviews. S/U grading. (NE)

HMDV SELF-IMAGERY: TACTICS FOR CHANGE **3 CR**
210
Assists in developing skills which can empower participants to optimize their possibilities for creative change, including crisis intervention, grieving, parenting, anger, holistic health, stress management, self-esteem enhancement, decision making, and effective coping. (NE)

HUMAN SERVICES

HUMS SURVEY OF SOCIAL HUMAN SERVICES **3 CR**
101
Examines attitudes, values, and skills as practiced in human services institutions and provides an overview of employment opportunities in the human services field. Emphasizes Indian and non-Indian cultural similarities and the cross-cultural conflict in the provision of human services within the current frameworks. (TE)

HUMS PRINCIPLES OF INTERVIEWING **3 CR**
106
Introduction of interviewing including purpose, structure, techniques of observation and recording, and ethical and legal responses by the interviewer. Emphasizes development of effective interviewing techniques and skills, utilizing role-playing and demonstration for class critique and discussion. (NE)

HUMS INTRODUCTION TO RE-EVALUATION COUNSELING **3 CR**
107
Introduces process whereby people of all ages and backgrounds can learn to exchange effective help with others in order to free themselves from the effects of past distress experiences and assist others to do the same. Covers theory and practice of re-evaluation counseling through lectures, demonstration of co-counseling and selected readings. Students expected to exchange co-counseling sessions outside of class with another class member. (NE)

HUMS RE-EVALUATION COUNSELING THEORY & PRACTICE **3 CR**
108
Focuses on further understanding of re-evaluation counseling theory as it applies to areas such as oppression, addictions, and leadership. Students expected to exchange co-counseling sessions between classes with another class member. (NE)

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HUMS RE-EVALUATION COUNSELING THEORY & PRACTICE II **3 CR**
109
Focuses on further development of skills in re-evaluation counseling. Includes contradicting distress, counseling on internalized oppression, and assisting the clients in taking charge of their lives. Co-counseling sessions outside of class required. (NE)

HUMS VOLUNTEERS IN ACTION PHASE I **3 CR**
111
Student volunteers gain experience by working in a place they select from businesses both on and off-campus. Classroom interaction provides support, problem-solving, and fundraising ideas on how to make a career out of a successful volunteer job. (NE)

HUMS INTRODUCTION TO GRANT WRITING **3 CR**
115
Basic elements of writing a grant and researching private, state and federal funding sources are covered. Students learn how to develop a concept into a complete proposal. (NE)

HUMS INTRODUCTION TO CHEMICAL DEPENDENCY **3 CR**
120
Survey of alcoholism/chemical dependency. Understanding of alcohol/drugs and their effects on the total person, disease concept of alcoholism, chemical dependency, symptoms, patterns of progression, and family aspects, the recovery process and the continuum of care of the addicted and the family, and Intervention and prevention strategies. (NE)

HUMS CLINICAL CURRICULUM DEVELOPMENT **3 CR**
121
Presents concepts for acquiring knowledge about individual learning styles and to apply multiple instructional strategies to enhance interest, participation and skill transfer among participants in group educational activities in order to promote acquisition, retention and application of new information in a clinical environment. (NE)

HUMS MILIEU MANAGEMENT **3 CR**
122
Defines and identifies milieu management strategies appropriate for use in a residential environment and which are consistent with agency policies and procedures. (NE)

HUMS CLINICAL WRITING SKILLS **3 CR**
123
Covers concepts for employing clear, concise and accurate documentation skills. (NE)

HUMS PHYSIOLOGY/PHARMACOLOGY OF DRUG USE **3 CR**
130
Designed to assist participants in developing an adequate understanding of the physiology and pharmacology of drug action. Covers effects and interaction of drugs on the physical, psychological, and sociocultural aspects of the total person. Includes diagnosis of drug-abusing clients. (NE)

HUMS INDIAN WELFARE ACT TRAINING **2 CR**
131
The Indian Child Welfare Act training is presented through a historical overview of the act. The application of the act is discussed as well as recent issues under ICWA after the Holyfield decision rendered by the U.S. Supreme Court. The course provides explanations, fact patterns, and sample forms for the ICWA practitioner. (NE)

HUMS CHILD ABUSE AND NEGLECT **2 CR**
132
This three-day course is designed to provide the necessary knowledge to identify neglected and abused children; to use proper procedures in investigation and report writing; to process cases in civil and criminal court; and to assist the victim and victim's family. (NE)

HUMS ADVANCED CHILD ABUSE TRAINING **2 CR**
133
This training seminar is to assist persons working with abused children to enhance their understanding of their role in judicial process. An effort has been made to de-mystify and provide educational material which is understandable to non-attorneys and attorneys. (NE)

HUMS DOMESTIC VIOLENCE **3 CR**
135
Assists participants in understanding the survivors of domestic violence. The focus relates to the significant other of the abuser but also addresses the healing process with children. (NE)

HUMS CONTINUUM OF CARE (RECOVERY PROCESS) **3 CR**
140
This course provides information, knowledge, and understanding of the physical, psychological, social, and spiritual recovery process, motivation, personality reconstruction, and social adjustments in the recovering alcoholic and family. This course also includes the identification of each element of the continuum of care in the community, the content and philosophy of each element, and the client tracking procedures. (NE)

HUMS CLIENT CARE & PROGRAM ENHANCES **3 CR**
141
This will assist participants in examining a wide variety of perspectives as they relate to chemical dependency program operations. Emphasis is on providing information and sharing skillbuilding activities in the areas of program development, ethical obligations, effective counseling, facilitation, and education strategies. (NE)

HUMS FAS & FAE **1-3 CR**
147
This special learning program brings together many of the foremost experts in the field of Fetal Alcohol Syndrome and FAE to examine the impacts of FAS/FAE on Native American communities, parents, afflicted children, and social service delivery systems. Special attention is given to diagnostic methodologies, prevention, and intervention processes. The healing process is an integral part of this experience and deals with inter-generational healing of FAS/FAE with a variety of approaches. (NE)

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HUMS LOSS SEPARATION TRAUMA/ 151 DEATH & DYING This course explores loss and resultant grief. The knowledge of these issues in the therapeutic setting establishes continuation of recovery. (NE)	3 CR	HUMS PERSONAL & PROFESSIONAL 205 DEVELOPMENT Designed to enhance the participant's ability to explore, recognize, and address burnout and professional issues and to re-enter the helping environment feeling empowered. Examines how "change" manifests in our lives. Processes for facilitating change are discussed. (NE)	3 CR
HUMS STRESS MANAGEMENT 156 Focuses on ways of coping with stressful factors in the work world and in the home environment. (NE)	2 CR	HUMS CHEMICAL DEPENDENCY & THE LAW 208 Designed to provide participants with a basic understanding of the laws as they relate to the Chemical Dependency profession. Includes deferred prosecution law and other Federal, State and local statutes.	3 CR
HUMS ALCOHOL/CHEMICAL DEPENDENCY 160 CASE MANAGEMENT Designed to assist participants in the ability to manage client caseloads through the understanding of the disease concept, continuum of care, diagnostic assessments, maintenance of client files, treatment planning, and aftercare follow-up. (NE)	3 CR	HUMS ETHICS IN CHEMICAL DEPENDENCY 232 TREATMENT Designed to provide the participants with a basic understanding of Ethics in the chemical dependency treatment profession. (NE)	3 CR
HUMS CHEMICAL DEPENDENCY 170 COUNSELING SKILLS Includes the counseling process, the helping relationship, communication skills, intake and intervention vs. long-range therapy, and methods of directive and chemical dependency related problems on the adolescent including the issues of development skills, self-esteem, and families. (NE)	3 CR	HUMS ALCOHOL/CHEMICAL 230 DEPENDENCY & FAMILY Designed to assist participants 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. (NE)	3 CR
HUMS ADOLESCENT ALCOHOL/ 180 CHEMICAL DEPENDENCY Assists participants in understanding the effects of alcoholism and other chemical dependency related problems on the adolescent including the issues of developmental skills, self-esteem, family systems, children of alcoholics, and change. (NE)	3 CR	HUMS ADVANCED FAMILY SYSTEMS 231 Examines the family as a system, utilizing family systems theory approaches for recovery. Helps develop an understanding of the progression of systems and presents methods to initiate change within the family system. (NE)	3 CR
HUMS LEADERSHIP MANAGEMENT 185 Designed to provide students with knowledge and skills in management and supervision in the area of chemical dependency and to facilitate large and small group interactions. (NE)	3CR	HUMS ADVANCED INDIAN CHILD 232 WELFARE ACT TRAINING Covers preparation and presentation of individual Supreme Court cases within a mock court setting, and provides a focus on practical skill development and demonstration of learned skills by the participants. (NE)	2 CR
HUMS AIRBORNE & BLOOD. 187 BORN PATHOGENS Designed for individuals who are either in training to be substance abuse counselors or are already certified chemical dependency counselors. Covers presentation, transmission and impact of HIV/AIDS, TB, Hepatitis and other pathogens.	1 CR	HUMS CROSS CULTURAL COUNSELING 240 Offers students an understanding of 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. (NE)	3 CR
HUMS HUMAN SERVICES PRACTICUM 191 Supervised field experience in a recognized Human Service agency. The student receives orientation to the policies, procedures, philosophy, and goals of the agency, applicable state regulations, and the sequence of service offered. The student is given duties within the agency conducive to a significant learning experience. Specific skill objective and evaluation procedures are agreed upon by students, agency, supervisor, and faculty member. (NE)	4-6 CR	HUMS CHEMICAL DEPENDENCY 242 INTERVENTION TECHNIQUES Designed to assist participants to expand their skills in the area of chemical dependency intervention. (NE)	3 CR

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HUMS INTRO TO ANGER MANAGEMENT 249 Designed to assist participants in developing the concepts and nature of anger and violence. Also includes how to facilitate learning, support, and designing anger management programs. (NE)	3 CR	HUMS RELAPSE PREVENTION 275 Designed to assist participants in understanding the recovery process, identify warning signs of relapse, and develop effective relapse prevention planning with the client. (NE)	3 CR
HUMS ANGER MANAGEMENT 251 Introduces students to a wide range of topics regarding anger and anger management such as anger within the family, alcohol/drug abuse and anger, breaking the cycle of anger, and appropriate communication of anger to others. (NE)	3 CR	JOUR WRITING/REPORTING FOR MEDIA 101 Covers basics of writing for publication in a newsletter, including how to gather and present news, the structure and style of a story, how to write features and conduct interviews, and the basics of desktop publishing, in terms of design and layout. (TE)	5 CR
HUMS PARENTING AS PREVENTION I 252 The intensive program utilizes an interactive lecture format to train students in the processes of developing an effective Parenting as Prevention Program. Students are taught the training model, with an "I", "We", "You" process which allows the student to internalize the model as the first step before starting core group co-training as the second step and program facilitation as the third step. The model builds training group bonding and group strengths into a functional model for an effective team approach to providing prevention programs. (NE)	4 CR	JOUR NEWSWRITING 111 Writing for news media focusing on accuracy, clarity, fairness and developing news judgment. Also covers interviewing skills for covering meetings and public talks as well as public relations work. Prerequisite: ENGL 101 or permission of instructor. (TE)	3 CR
HUMS PARENTING AS PREVENTION II 253 Continuation of HUMS 252. Includes both classroom and hands on activities. The classroom component has direct parenting materials, processes and information and a group process for sharing the results of the work they have done. The practical portion consists of meeting with their group plus completing assignments made during the initial session for projects in resources gathering, matrix building, personal outreach, and other program development, implementation, and facilitation components. (NE)	4 CR	JOUR FEATURE WRITING 113 Covers descriptive writing including content, focus, form and use of dialogue. Also explores magazine markets for publishing possibilities. (TE)	3 CR
HUMS ANGER MANAGEMENT 255 FOR COUNSELORS Designed to give participants a full range of anger issues which they may incorporate into developing an anger management class. Information focuses on classroom techniques including the use of peer pressure and self esteem. (NE)	3 CR	JOUR SPECIAL TOPICS 188/288 Special topics in Journalism. (TE)	1-5 CR
HUMS POST TRAUMATIC STRESS DISORDER 256 Designed to help participants recognize and assess post traumatic stress disorder symptomatology and to understand its relationship to drug and alcoholic abuse and/or dependence. (NE)	2 CR	JOUR INDIVIDUALIZED STUDIES 189/289 Individualized learning contracts in Journalism. (TE)	1-5 CR
HUMS DUAL DISORDERS/CHEMICAL 260 DEPENDENCY & MENTAL ILLNESS Designed to assist participants in developing an adequate understanding and response to clients who have dual disorders, chemical dependency, and mental illness. (NE)	3 CR	JOUR MAGAZINE PRODUCTION 205 Collecting, selecting, reviewing and editing written and artistic material for the college campus-wide magazine. Review of literary and artistic theory and mechanics skills. Creative layout techniques, design and computer skills. (TE)	3 CR
		LANGUAGE (FOREIGN & TRIBAL)	
		KLAL KLALLAM LANGUAGE I 101 Fundamentals of speaking, reading and writing the language. Includes cultural studies. (HP, NASD)	3 CR

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KLAL KLALLAM LANGUAGE II 102	3 CR	OJIB BEGINNING OJBWE 101	5 CR
Continuation of KLAL 101. Prerequisite KLAL 101 (HP, NASD)			
KLAL KLALLAM LANGUAGE III 103	3 CR	QUIL QUILTEUTE LANGUAGE I 101	3 CR
Continuation of KLAL 102. Prerequisite KLAL 102. (HP, NASD)			
KLAL KLALLAM LANGUAGE IV 201	3 CR	QUIL QUILTEUTE LANGUAGE II 102	3 CR
Continues study of Klallam language. Reviews Klallam alphabet and useful phrases. Learn 30 Klallam signs. Study twelve Klallam village sites. (HT, NASD)			
KLAL KLALLAM LANGUAGE V 202	3 CR	QUIN BASIC KWINAI 101	3 CR
Covers syntax, sentence structure, writing and reading Klallam language. Archival and audio tapes used as learning devices. Students taught phonetic sounds of the language and use materials developed in the Klallam apprenticeship program. Prerequisite: KLAL 201. (HT, NASD)			
LKTA LAKOTA LANGUAGE 101	3 CR	SPAN CONVERSATIONAL SPANISH I 100	3 CR
Fundamentals of speaking, reading, and writing the language. Includes cultural studies. (HP, NASD)			
LSHT LUSHOOTSEED I 101	5 CR	SPAN SPANISH I 101	5 CR
Fundamentals of speaking, reading, and writing the language. Includes cultural studies. (HP, NASD)			
LSHT LUSHOOTSEED II 102	5 CR	SPAN SPANISH II 102	5 CR
Continuation of LSHT 101. Prerequisite LSHT 101. (HP, NASD)			
LSHT LUSHOOTSEED III 103	5 CR	TLIN TLINGIT I 101	5 CR
Continuation of LSHT 102. Prerequisite LSHT 102. (HP, NASD)			
LSHT LUSHOOTSEED IV 201	5 CR	TLIN TLINGIT II 102	5 CR
Review and continuation of grammar and storytelling skills learned in the first year. Designed to increase ability to produce spoken Language extemporaneously. Prerequisite: LSHT 103 (HT, NASD)			
MAKH MAKAH LANGUAGE I 101	3 CR	TWAN TWANA LANGUAGE I 101	3 CR
Fundamentals of speaking, reading, and writing the language. Includes cultural studies. (HP, NASD)			
MAKH MAKAH LANGUAGE II 102	3 CR	XWLE XWLEMI LANGUAGE I 101	3 CR
Continuation of MAKH 101. Prerequisite MAKH 101. (HP, NASD)			
MAKH MAKAH LANGUAGE III 103	3 CR		
Continuation of MAKH 102. Prerequisite MAKH 102. (HP, NASD)			

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XWLE XWLEMI LANGUAGE II 102	3 CR	MATH NUMERACY I 051	3 CR
Continuation of XWLE 101. Prerequisite XWLE 101. (HP, NASD)			
XWLE XWLEMI LANGUAGE III 103	3 CR	MATH NUMERACY II 052	3 CR
Continuation of XWLE 102. Prerequisite XWLE 102. (HP, NASD)			
XWLE XWLEMI LANGUAGE IV 201	3 CR		
Review of fundamentals, reading, and grammar. Continuation of skill development begun in beginning Xwlemi chosen with additional work in grammar, vocabulary acquisition, and aural comprehension. Prerequisite XWLE 103. (HT, NASD)			
XWLE XWLEMI LANGUAGE V 202	3-5 CR	MATH NUMERACY III 053	3 CR
Continuation of XWLE 201. Prerequisite XWLE 201 (HT, NASD)			
XWLE XWLEMI LANGUAGE VI 203	3-5 CR	MATH NUMERACY IV 054	3 CR
Continuation of XWLE 202. (HT, NASD)			
MATHEMATICS			
MATH QUANTITATIVE STUDIES I 041	3 CR	MATH NUMERACY V 055	3 CR
Basic levels of whole number addition, subtraction, multiplication, and division covered. Credit dependent on post-test results. S/U grading. (N)			
MATH QUANTITATIVE STUDIES II 042	3 CR	MATH BASIC MATHEMATICS 070	5 CR
Continuation of MATH 041. Students are shown how mathematics is used in their daily lives and how to make decisions regarding which operations to use in practical problems. Basic levels of operations on fractions covered. Credit dependent on post-test results. S/U grading. (N)			
MATH QUANTITATIVE STUDIES III 043	3 CR	MATH BASIC MATHEMATICS 070A	3 CR
Continuation of MATH 042. Basic levels of problems involving percents are covered. Credit dependent on post-test results. S/U grading. (N)			
MATH QUANTITATIVE STUDIES IV 044	3 CR	MATH BASIC MATHEMATICS 070B	2 CR
Continuation of MATH 043. Basic levels of operations of problems involving percents covered. Credit dependent on post-test results. S/U grading. (N)			
MATH QUANTITATIVE STUDIES V 045	3 CR	MATH PRE-ALGEBRA 085	3 CR
Continuation of MATH 044. Basic levels of problems involving length, perimeter, and area covered. Credit dependent on post-test results. S/U grading. (N)			

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MATH CONSUMER MATHEMATICS 090 Consumer-oriented application of basic mathematics skills. Topics include buying and maintaining a car, banking and investing, paying taxes, budgeting money, shopping for food and clothes, and managing a household. (N)	3-5 CR	MATH PRECALCULUS I 103 Covers data analysis, functions as mathematical models, functions and their graphs. Prerequisite: Must test above MATH 099 Intermediate Algebra. (NS, QS)	5 CR
MATH SEAQUEST MATH 096 Covers applied concepts of geometry and trigonometry including triangulation, similarity and congruence, and the Pythagorean theorem. Designed to build skills in compass reading, marine navigation, flow calculations on streams, calculations used in fish hatcheries and introduces students to mathematical concepts related to marine navigation and safety, marine excursion planning, and computer applications of mathematics as used in boat building. (N)	3 CR	MATH PRECALCULUS II 105 Covers data analysis, modeling, trigonometry, and inverse functions. Prerequisite: MATH 103 (NS, QS)	5 CR
MATH ELEMENTARY ALGEBRA 098 Review of arithmetic, order of operations, exponents, absolute values, linear equations and inequalities, monomials, polynomials, factoring polynomials, combining polynomials, and fractions of algebra. Prerequisite: MATH 070. (N)	5 CR	MATH STATISTICS 107 Explains concepts of samples, populations, and descriptive versus interrelated statistics. Emphasizes skill in constructing bar graphs, histograms, concepts of mean, median, mode and range of grouped and ungrouped data. Includes discussion of standard deviation and use of the normal curve to find probabilities of data occurrence. Included are z and t tests for use in probability and confidence intervals. Prerequisite: MATH 099 (NS, QS)	3-5 CR
MATH ELEMENTARY ALGEBRA 098A Designed to give the student a review of basic algebra through workbook activities. Covers functions of positive rational numbers, percents, the language of algebra and signed numbers, linear equations, inequalities, and exponents, algebra of polynomials, factoring polynomials, and fractions of algebra. (N)	3 CR	MATH CALCULUS & ANALYTIC GEOMETRY I 124 Covers derivatives, computing derivatives, curve sketching, optionalization, and anti-derivatives. Prerequisite: MATH 105 (NS, QS)	5 CR
MATH ELEMENTARY ALGEBRA 098B Designed to give the student a review of basic algebra through organized workbook activities. Covers factoring polynomials and fractions of algebra. Prerequisite: MATH 098A (N)	2 CR	MATH CALCULUS & ANALYTIC GEOMETRY II 125 Student learns the definite integral, techniques of integration, area and volume, growth and decay, and introduction- to differential equations. Prerequisite: MATH 124 (NS, QS)	5 CR
MATH INTERMEDIATE ALGEBRA 099 Operations with polynomials, factoring trinomials, solving linear and quadratic equations, graphing and the rectangular coordinate system, function notation, inequalities, systems of linear equations, rational expressions, radicals and complex numbers, completing the square and the quadratic formula. Prerequisite: MATH 098 or equivalent. (N)	1-5 CR	MATH SURVEY OF MATHEMATICS 151 Topics chosen from logic, sets, geometry, counting methods, probability, statistics, and problem solving in general. Prerequisite: MATH 099. (NS, QS)	5 CR
MATH COLLEGE ALGEBRA 102 Simplifying, multiplying, dividing, adding, subtracting, graphing, and solving rational expressions. Working with exponents, scientific notation, rational exponents, radicals, and complex numbers. Also, completing the square, the quadratic formula, and the discussions. Prerequisite: Must test above MATH 099 Intermediate Algebra. (NS, QS)	5 CR	MATH BUSINESS AND ALGEBRA WITH APPLICATION TO ECONOMICS 155 Systems of linear equations and systems of linear inequalities; matrix notation for linear systems; logarithms, geometric series, and mathematics of finance. Prerequisite: MATH 102. (NS, QS)	5 CR
		MATH ALGEBRA FOR BUSINESS AND ECONOMICS 156 Covers equations and inequalities, graphs and functions, exponential and logarithmic functions, mathematics of finance, linear equations and matrices, and linear inequalities. Prerequisite: MATH 155. (NS, QS)	5 CR

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MATH CALCULUS FOR BUSINESS 157 Covers limits, rate of change, differentiation, graphing, and optimization, integration, business applications, and partial differentiation. Prerequisite: MATH 156. (NS, QS)	5 CR	MUSC INDIVIDUALIZED STUDIES 189/289 Individualized learning contracts in music. (TE)	1-5 CR
MATH VOCATIONAL MATH 190 Designed to present fundamental mathematics concepts including: fractions, decimals, ratios, proportions, percents, geometry, statistics and probability; Also introduces the student to various problem-solving strategies using "real-life workplace situations, including: accounting, business, carpentry, construction, computers, economics, taxes and finance, forestry, and manufacturing. Prerequisite: MATH 070 (NE)	5 CR	NATIVE AMERICAN STUDIES	
MATH ELEMENTARY STATISTICS II 207 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. (NS, QS)	5 CR	NASD XWLEMI CHOSEN 096 Introductory course concentrating on basic vowel sounds of Xwlemi chosen, the Lummi Language. Emphasis placed on learning the basic skills needed to read and write the language along with the development of conversation skills. Limited to students enrolled in Seaquest. (N)	3 CR
MATH MATH FOR ELEMENTARY 281 Designed to provide elementary education majors with knowledge and skills related to the basic introduction of mathematics and algebra skills for teaching grades K-6. Since elementary majors must be generalists with regard to academic instruction, this course is designed to give an overview of mathematics concepts which are introduced at the above stated grade levels. Prerequisite: MATH 099 (NS)	5 CR	NASD CONVERSATIONAL 101 Fundamentals of speaking, reading, and writing the language. Includes cultural studies. (NASD, TE)	3 CR
		NASD CONVERSATIONAL 102 Continuation of NASD 101. Prerequisite NASD 101. (NASD, TE)	3 CR
		NASD CONVERSATION XWLEMI 103 Continuation of NASD 102. Prerequisite NASD 103. (NASD, TE)	3 CR
		NASD GENEALOGY I 108 Provides instructor to an individualized family history chart using such research as self knowledge, BIA documents, Lummi Tribal Archives documents, or other local agency documents. (NASD, TE)	3-5 CR
		NASD GENEALOGY II 109 Continuation of NASD 108. Additional detailed information added to family history chart. (NASD, TE)	3-5 CR
		NASD INDIAN SONG & DANCE I 115 Participants learn historical meaning and contemporary protocol of plains style pow wows. The course forms a basis to understand basic meanings and to gain respect for the communities involved with the pow wow. Interested participants will begin to study and create pow wow regalia for community and exhibition dancing. (HP, NASD)	3 CR
		NASD INDIAN SONG & DANCE II 116 A continuation of NASD 115 with an increased curriculum studying the interpretation and protocol of plains style pow wows. (HP, NASD)	3 CR
		NASD NW COAST INDIAN SONG & DANCE 118 Designed to provide a means by which Indian people may enter or re-enter 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 out ancestor's eyes through these ancient songs of celebration. (HP, NASD)	3 CR
MUSC MUSIC APPRECIATION 104 A non-technical survey of Western and non-Western musical styles, forms, and cultures. Intention is to create informed listeners. (HT)	3 CR		
MUSC CONTEMPORARY POP 108 Basic music theory, chord development, tone production and right hand embellishment for beginning guitar. (HP)	1-10 CR		
MUSC FOLK GUITAR, INTERMEDIATE 109 Continuation of Music 108. (HP)	2 CR		
MUSC MUSIC STYLE IN COMPOSITION 153 Introduction to musical style in composition, history and analysis including theory fundamentals, history survey and beginning composition. (HT)	5 CR		
MUSC SPECIAL TOPICS 188/288 Special topics in music. (TE)	1-5 CR		

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NASD 119 NORTHWEST COAST INDIAN SONG & DANCE II Designed for advanced students of Northwest Coast Indian Song and Dance. The purpose of this class is to prepare advanced students for their own public and/or solo performances and/or teach their own dance groups for the purpose of public performances. (HP, NASD)	3 CR	NASD 205 LUMMI LANGUAGE VI Continuation of NASD 204. Continues to build vocabulary, understand sentence structure. Practice speaking writing and listening skills. (TE, NASD)	3 CR
NASD 125 INTRO TO COAST SALISH BONE GAME TECHNIQUES Covers history of the Coast Salish Bone Game and the basics of the Bone Game rules and techniques. (HP,NASD)	2-4 CR	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. (HT, NASD)	4 CR
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 or permission of instructor. (HP, NASD)	3 CR	OFFICE PROFESSIONS	
NASD 131 XWLEMI HISTORY I An introduction to the history of the Lummi Nation, with emphasis on the development of Lummi society from the origin story of the people through allotment (1928). (SS, NASD)	3 CR	OFFPR 100 BASIC KEYBOARDING Covers keyboard mastery, correct keyboarding techniques, and speed and accuracy development; designed for the student who is not an office professions major. (NE)	2 CR
NASD 132 XWLEMI HISTORY II The history and achievements of the Lummi Nation from assimilation and allotment to present times with an emphasis on the de-socialization of Indian Children. (SS, NASD)	3 CR	OFFPR 101 KEYBOARDING/FORMATTING I Covers keyboard mastery; correct keyboarding techniques; speed and accuracy development and formatting of basic documents using word processing functions. (NE)	3 CR
NASD 137 NORTHWEST COASTAL COSTUME MAKING Design, identification and preparation of materials in making costumes for display and use in Indian Ceremonial song and dance. (HP, NASD)	3 CR	OFFPR 124 ALPHABETIC SHORTHAND Presentation of an alphabetic writing system based primarily on longhand that is designed for students to at least double their longhand writing speed for use in note taking, office-style dictation, or for personal use. (NE)	3 CR
NASD 138 NORTHWEST COASTAL COSTUME MAKING Continuation of NASD 137. Prerequisite NASD 137. (HP, NASD)	3 CR	OFFPR 141 OFFICE PROCEDURES Designed to acquaint students with current office practices. Includes human relations skills and terminology and techniques for a variety of office procedures. (NE)	5 CR
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. (SS, NASD)	3 CR	OFFPR 145 RECORDS MANAGEMENT Introduction to records management, including filing systems, equipment, and procedures/ terminology for various records management functions. (NE)	3 CR
NASD 203 CONVERSATIONAL XWLEMI LANGUAGE IV Continuation of NASD 103. (NASD, TE)	3 CR	OFFPR 149 MACHINE TRANSCRIPTION I Designed to assist the student in transcribing taped material using a machine transcriber and word processing. Contains a review of punctuation, spelling, vocabulary building, document formatting, proofreading, and grammar. Prerequisite: OFFPR 201, ENGL 100 (NE)	3 CR
NASD 204 LUMMI LANGUAGE V Students and instructor speak advanced Xwlemichosen. Students write sentences and short stories. The Xwlemichosen dictionary is use almost daily. Speech making is also a part of the class. (TE, NASD)	3 CR	OFFPR 151 WORD PROCESSING I Fundamentals of word processing for students who already have keyboarding skill, including both formatting and proofreading. Prerequisites: CMPS 101, OFFPR 101. (NE)	4 CR

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OFFPR 152 WORD PROCESSING II Continuation of Word Processing I. Covers additional word processing functions. Prerequisite: OFFPR 151. (NE)	4 CR	PRED 121 LISTENING TO CHILDREN: SPECIAL TIME Through lecture, discussion, and practice with each other, parents learn the skill of setting aside short periods of time for special listening to their child, the tools of letting the child know s/he is deeply cared about, and the skill of assisting others to increase their self-assurance. (NE)	2 CR
OFFPR 190 WORK EXPERIENCE I Broad-based work experience program that provides students with on-campus opportunity for hands-on application in all areas of office organization. Prerequisite: Permission of instructor. (NE)	2-6 CR	PRED 122 LISTENING TO CHILDREN: PLAY LISTENING Through participation in lecture, discussion, role play, and listening circles with each other, parents develop skills at taking the less powerful role in play, playfully setting limits, being active and enthusiastic in play, helping children heal specific tensions through play, and building support with one another. Prerequisite PRED 121. (NE)	2 CR
OFFPR 195 OFFICE INTERNSHIP Designed to assist students in transition into the work world by placement in a variety of office settings. Course supervised by college instructor in cooperation with supervisors of offices in which students are placed. Prerequisite: Approval of instructor (NE)	3-6 CR	PRED 123 LISTENING TO CHILDREN Helps parents understand what to do when their child begins to cry, the usefulness of crying as a natural recovery process, and guidelines for listening to children. Parents develop skills at listening, setting limits, and building support with one another. Prerequisite PRED 122. (NE)	2 CR
OFFPR 201 SPEED & ACCURACY A drill course designed specifically for developing a level of keyboarding skills necessary to meet employment requirements. Consists of drills and analysis to improve both speed and accuracy. Prerequisite: OFFPR 101 (NE)	2 CR	PRED 127 SETTING LIMITS WITH CHILDREN Parents and other caregivers learn to pay attention to where limits need setting with children, set those limits, and then listen in some specific ways to help the child to get her/his behavior back on track. The class functions as a support group for parents learning and practicing these skills. (NE)	2 CR
PARENT EDUCATION			
PRED 107 INTRO TO INDIAN PARENTING Designed to improve parenting and communicating skills. Focus of the course is to enable key learning for tribal Headstart parents. (NE)	1-2 CR	PRED 128 LISTENING PARTNERSHIPS I Designed to teach parents to be helpful to each other by exchanging listening with skills developed in the class, parents help each other meet the need that every parent has for support. (NE)	2 CR
PRED 108 PARENTING PLUS Parents are people with varied interest and responsibilities, among them nutrition, budgeting, cooperation, and creative problem solving. This course builds parent skill and confidence areas. Prerequisite: PRED 107. (NE)	1 CR	PRED 129 LISTENING PARTNERSHIP II Designed to help parents increase effectiveness as a supportive listener. Further skills developed for assisting parents to release the emotional tensions that can cause difficulty in relationships with our children. (NE)	2 CR
PRED 115 INDIAN PARENTING SKILLS I Combines Parent Effectiveness Training (PET) with Positive Indian Parenting Training in a framework incorporating various parenting techniques and models. This class is experiential in nature with students exploring their own parent models and roles and making choices about the skills they pursue which are appropriate to personal philosophy. (NE)	3 CR	PRED 190 PARENT RESOURCE SEMINAR Parents are a vital resource to society and can be a strong resource to each other in their demanding role as parents. This class provides information for creating the close, thoughtful relationships parents want with their child(ren). Parent-to- parent support needed for the intensive learning and growing job of parenting is developed in the class. (NE)	1-2 CR
PRED 117 POSITIVE INDIAN PARENTING Continuation of the Positive Indian Parenting curriculum and an expansion of parenting techniques to the educational foundation of children. Parent/child classroom and field trip experiences combine with the addition of nutrition planning and meal preparation training. (NE)	2 CR		

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PHILOSOPHY		
PHIL INTRODUCTION TO LOGIC 120	5 CR	
Basic principles of inductive and deductive logic. Methods by which theories and laws are applied. Prerequisite: MATH 099 (QS)		
PHIL SPECIAL TOPICS 188/288	1-5 CR	
Special Topics in Philosophy. (TE)		
PHIL INDIVIDUALIZED STUDIES 189/289	1-5 CR	
Individualized learning contracts in Philosophy. (TE)		
PHIL SURVEY OF WORLD RELIGIONS 235	5 CR	
Introduction to Judaism, Christianity, Islam, Hinduism, Buddhism, and Taoism. Also study of religious life, including oral traditions and tribal people. Emphasis on cultural diversity represented by world religions. (HT)		
PHIL NATIVE AMERICAN/EUROPEAN PERSPECTIVES ON THE ENVIRONMENT 240	5 CR	
Compares and contrasts the European and Native American perspectives on the environment and investigates the role of religion and spirituality. (HT, NASD)		
PHYSICAL EDUCATION		
PHED PHYSICAL CONDITIONING 107	1-2 CR	
A body conditioning program using aerobic training methods combined with weight training. Emphasis on developing an individual exercise routine to increase general endurance of the respiratory, circulatory, and muscular system. (TE)		
PHED CHAIR AEROBICS 109	3 CR	
Students participate in an aerobics class using chairs. Participants develop their own exercise program with the assistance of the instructor. (TE)		
PHED VOLLEYBALL 115	1 CR	
Techniques and basic skills, including rules, scoring, and strategy. (TE)		
PHED INTERMEDIATE VOLLEYBALL 116	1 CR	
Continuation of beginning volleyball. Emphasis on improvement of skills and strategy through drills and games. (TE)		
PHED CONTEMPORARY DANCE 122	2 CR	
Energy exercise class for those who want to learn how to dance and have an aerobics like workout. Includes latest dance steps with emphasis on hip hop dancing (TE)		

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PHED BENCH STEP AEROBICS 124	1-2 CR	
Exercise program that involves stepping up and down from a platform to the accompaniment of music. Includes a wide variety of stepping patterns and upper body strength. Has high intensity and low impact balanced to complete workout for all ages and fitness levels. (TE)		
PHED STRETCH AND TONE 126	2 CR	
Combination of stretching and body movement performed to music. Designed for flexibility, coordination, and suppleness of the body musculature system. (TE)		
PHED AEROBIC EXERCISE 127	1-2 CR	
Combination of strength, stretching, and aerobic exercises for total heart and body conditioning performed to music. (TE)		
PHED STRENGTH TRAINING I 137	3-5 CR	
Designed to give the student the theory behind beginning and implementing a safe strength and conditioning program. Each student develops a paper on one aspect of strength training safety. (TE)		
PHED STRENGTH TRAINING II 138	3-5 CR	
For those interested in employing resistive exercise for improving health, strength, fitness, and appearance. Includes a personal exercise schedule and a study of the different phases of weight training, nutrition and diet, motivation, and safety. A special program for women is included. (TE)		
PHED FUNDAMENTALS OF GOLF 140	3 CR	
Covers the fundamentals of golf swing, rules, and etiquette of the game and applying these principles through playing and recording individual scores. Focus is on proper grip and use of each club. (TE)		
PHED INTERMEDIATE GOLF FUNDAMENTALS 141	3 CR	
Designed for participants who have some experience in playing golf or who have completed a basic introduction to golf. Review of the basic grip with special emphasis on alignment of the body. Full swing fundamentals and cues for common problems addressed with special emphasis on the short game. Includes strategy of golf play. Prerequisite: PHED 140. (TE)		
PHED ADVANCED GOLF 142	2-3 CR	
Combines experience through play on a golf course with instruction by a professional. Includes comments on shot selection and technique, rules of the game, swing technique, etc. Team competition used to enhance individual performance with scores posted. Handicaps given for play in a league format. Prerequisite: PHED 141. (TE)		
PHED INTRO TO INDIAN CANOE RACING 145	5 CR	
Comprises of a series of experiential activities around the central theme of traditional Indian war canoe racing. Physical conditioning is intensive in preparation for the competitive events. (TE, NASD)		

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PHED CANOE RACING 151	3 CR	
Co-educational course emphasizing physical conditioning, nutrition for athletic competition and canoe pulling techniques for racing in standard and 11-man "War Canoes". (TE, NASD)		
PHED PICKLEBALL I 170	2 CR	
Pickleball is played on a badminton court, using wiffle balls and oversized ping-pong paddles. Course is for beginners and covers the basic skills, techniques, etiquette, and rules of pickleball. (TE)		
PHED PICKLEBALL II 171	2 CR	
Continuation of beginning pickleball with emphasis on singles and doubles game strategy, drills designed to improve basic skills, and experience in singles and doubles competition. Prerequisite: PHED 170. (TE)		
PHED WALKING FOR FITNESS 174	1-3 CR	
Students develop a personal walking goal with the help of instructor. Reading assignments about nutrition, exercise and other fitness issues support the goal. Field experience includes experiential learning opportunities with a focus on developing and implementing an individual walking program. (TE)		
PHED ADULT FITNESS FOR LIFE 175	2 CR	
Focuses upon developing a basic understanding of the components of holistic health patterning. Emphasis on nutrition, exercise physiology, muscular endurance, weight control, and life-style factors which promote good health. Students develop and maintain an individualized fitness program. (TE)		
PHED ADVANCED VOLLEYBALL 215	2 CR	
Covers basic skills, drills, game strategies, officiating, and coaching techniques. Prerequisite: PHED 115. (TE)		
PHED ADVANCED PICKLEBALL 270	2 CR	
Covers coaching of basic skills, drills, game strategies, officiating, and coaching techniques. (TE)		

PHYSICAL SCIENCE

PHYS SEAQUEST PHYSICAL SCIENCE 075	5 CR	
Introductory course in physical science. Designed to help students understand some of the basic principles of physical science and to acquire useful laboratory skills. Also offers insight into some of the means by which scientific knowledge is acquired and encourages the use of reasoning skills. Limited to students enrolled in Seaquest. (N)		

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PHYS CONCEPTUAL PHYSICS 100	5 CR	
Basic concepts of physics including motion, velocity, acceleration, energy, waves, sound, and heat. Presentation focuses on understanding of concepts rather than mathematical calculations. Appropriate for science and non-science students. Includes lab. (NSL)		
PHYS GENERAL PHYSICS I WITH LAB 101	5 CR	
Introduction to mechanics, kinematics, dynamics, Newton's laws, energy, momentum, rotation, waves and sound. Recommended for students in science fields not requiring calculus-based physics. Includes lab. Prerequisite: MATH 099 or equivalent. (NSL)		
PHYS GENERAL PHYSICS II WITH LAB 102	5 CR	
Continuing topics in physics including kinematics theory, heat and thermodynamics, principles of electricity and magnetism. Includes lab. Prerequisite: PHYS 101. (NSL)		
PHYS GENERAL PHYSICS III WITH LAB 103	5 CR	
Continuing topics in physics including geometrical and wave optics, relativity, atomic and nuclear physics. Includes lab. Prerequisite: PHYS 102. (NSL)		
PHYS PHYSICS FOR SCIENTISTS 121 & ENGINEERING I	5 CR	
Physics for students interested in studying physics or engineering at a university, kinematics, dynamics, Newton's laws, work and energy, momentum, rotational kinematics and dynamics. Includes lab. Prerequisite: MATH 102 or taken concurrently. (NSL)		
PHYS PHYSICS FOR SCIENTISTS 122 & ENGINEERING II	5 CR	
Continuing topics in calculus-based physics including waves, kinematics theory, heat and thermodynamics, oscillations. Includes lab. Prerequisite: PHYS 121. (NSL)		
PHYS PHYSICS FOR SCIENTISTS 123 & ENGINEERING III	5 CR	
Continuing topics in calculus-based physics including electromagnetic, optics and waves in matter. Includes lab. Prerequisite: PHYS 122. (NSL)		
PHYS SPECIAL TOPICS 188/288	1-5 CR	
Special topics in Physical Science. (TE)		
PHYS INDIVIDUALIZED STUDIES 189/289	1-5 CR	
Individualized learning contracts in Physical Science. (TE)		

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POLITICAL SCIENCE		
POLS 110 LEADERSHIP AND GROUP PROCESS	3 CR	
Emphasis on the development of leadership skills through an introduction of human motivating factors and the qualities of effective leadership. Additionally, students develop an understanding of functional methods of group decision-making and behavior. Involves developing an understanding of parliamentary procedure for an effective group process. (NE)		
POLS 115 AMERICAN POLITICAL SYSTEM	5 CR	
Outlines the main structure and function of American government. Also deals with politics in theory and in practice emphasizing political concepts, protest and reform movement. (SS)		
POLS 118 RIGHTS OF INDIAN TRIBES	3 CR	
Overview of United States Indian policy and its impact on the rights of Indian tribes and people. Problem of federal and state laws and the manner in which courts have interpreted the law examined. (SS, NASD)		
POLS 125 INDIVIDUAL RIGHTS JUSTICE SYSTEM	3 CR	
Designed to acquaint Indian community members with Federal, State and Tribal criminal justice systems and their individual rights within these systems. Also covers individual rights that are safeguarded by the US Constitution, Bill of Rights, and the US Supreme Court. (SS, NASD)		
POLS 188/288 SPECIAL TOPICS	1-5 CR	
Special topics in Political Science. (TE)		
POLS 189/289 INDIVIDUALIZED STUDIES	1-5 CR	
Individualized learning contracts in Political Science. (TE)		
POLS 225 HISTORY OF FEDERAL INDIAN POLICY	5 CR	
Covers the governmental policies that have shaped Indian law since 1532. (SS, NASD)		
POLS 232 500+YEARS: STATE OF INDIAN NATIONS	3 CR	
Covers issues now facing indigenous communities in the countries of Peru, Bolivia, Ecuador, Chile, Guatemala, and Mexico. Special attention given to Guatemala and how the Maya communities are working to preserve their culture and protect the environment. (SS, NASD)		
POLS 233 STATE OF INDIAN NATIONS FIELD TRIP	3 CR	
Field trip to Guatemala. Designed to provide first-hand experience and knowledge of the Maya Itza of the Peten and develop an understanding of their culture, environment, and range of issues now facing the Itza communities. (SS, NASD)		

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POLS 240 INDIAN POLICY & TRIBAL SELF GOVERNANCE	3 CR	
Historical overview of United States Indian policy and its impact on Native American communities. State, federal, and tribal relationship examined as well as the effects of Indian self-determination and reservation economic development. Emphasis on Tribal Self-Governance. (SS, NASD)		
PSYCHOLOGY		
PSYC 051 PSYCHOLOGY	3-5 CR	
Survey of the psychology of human development and applied psychology. Includes issues of human growth and learning, love and relationships, values, vocation, death and loss, and meaning and purpose. S/U grading. (N)		
PSYC 101 GENERAL PSYCHOLOGY	5 CR	
General overview of the scientific study of psychology. Includes following topics: human learning, personality formation, emotion, motivation, language and reasoning, developmental issues, the brain and nervous system, and intelligence. Prerequisite: ENGL 100 or above or equivalent. (SS)		
PSYC 106 COLLEGE & CAREER EXPLORATION	3 CR	
Students assess their own interests, aptitudes, and values through a sequence of computerized career testing. Includes analysis of what environments are best for them and a look at the risks and decisions involved in a career choice. Students learn how to match what they learn about themselves with a range of options which may include college exploration as well as job possibilities. (NE)		
PSYC 107 INTERVIEWING/JOB DEVELOPMENT SKILLS	3 CR	
Practical training in skills and understanding that aid in getting a job. Covers resumes, interviewing, cover letter, applications, job finding, positive attitudes and human relations skills. (NE)		
PSYC 188/288 SPECIAL TOPICS	1-5 CR	
Special topics in Psychology. (TE)		
PSYC 189/289 INDIVIDUALIZED STUDIES	1-5 CR	
Individualized learning contracts in Psychology. (TE)		
PSYC 201 DEVELOPMENTAL PSYCHOLOGY	5 CR	
In-depth study analyzing the direction and causes of physical, emotional, moral and intellectual development through infancy, childhood, adolescence, young adulthood, middle age and old age. Special emphasis placed on cultural factors, relationship issues and personality formation. Prerequisite: PSYC 101 or permission of instructor. (SS)		

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PSYC 210 CHILD DEVELOPMENT THEORY	5 CR	
Study of the theories and concepts in child development and specific concepts in physical, cognitive, social, language, and personality development. Overview of developmental delays frequently seen, with special education approaches to enhance learning. (SS)		
PSYC 220 ABNORMAL PSYCHOLOGY	5 CR	
Study of the approaches to and varieties of abnormal physiological, emotional and mental antecedents to abnormality: conduct disorders, sexual and gender disorders; mood disorders, and therapeutic approaches to healing these disorders. (SS)		
PSYC 230 SEX ROLES IN SOCIETY	4 CR	
Review of modern and historical sex roles in society. Group discussions include issues such as sex differences, sex role stereotypes, and changes in society which have affected both sex roles. Special focus on the male role changes post women's liberation movement. (SS)		
PSYC 240 THEORIES OF PERSONALITY	3 CR	
Designed to develop an understanding of the ways in which human personality is conceptualized from the four major theoretical perspectives (psychodynamic, behavioral, humanistic, and transpersonal) and to provide an opportunity to explore the treatment modes that follow from these four perspectives. (SS)		
PUBLIC AND TRIBAL ADMINISTRATION		
PTAD 110 EFFECTIVE COMMUNICATION & CREATIVE PROBLEM SOLVING	3 CR	
Introduces basic communication and creative problem-solving skills to effectively deal with difficult people and issues. Participants learn about their own communication styles and strategies to deal with stereotypes, gossip and assumptions. Creative problem-solving techniques and group decision-making also introduced. (NASD, NE)		
PTAD 111 NEGOTIATION SKILLS & COMMUNITY ORGANIZING	3 CR	
Introduces consensus-building as a group problem-solving process. A range of dispute resolution models of conflict resolution will be illustrated. Interest-based negotiation skills and how "values" affect the negotiation process will be highlighted. Basic community organizing strategies will be introduced and participants will engage in lively interactive negotiation roleplays. (NASD, NE)		
PTAD 112 MEDIATION & PEACE MAKER SKILLS	3 CR	
Focuses on solving conflicts through the mediation process. Emphasis on learning how to facilitate dialogue between two or more parties. Effective communication skills including paraphrasing, reframing, validating, and summarizing introduced. (NASD, NE)		
PTAD 113 ADVANCED MEDIATION & PEACEMAKER SKILLS	3 CR	
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Introduces consensus-building as a group problem-solving process. A range of dispute resolution models of conflict resolution will be illustrated. Interest-based negotiation skills and how "values" affect the negotiation process will be highlighted. Basic community organizing strategies will be introduced and participants will engage in lively interactive negotiation roleplays. (NASD, NE)		
PTAD 112 MEDIATION & PEACE MAKER SKILLS	3 CR	
Focuses on solving conflicts through the mediation process. Emphasis on learning how to facilitate dialogue between two or more parties. Effective communication skills including paraphrasing, reframing, validating, and summarizing introduced. (NASD, NE)		
PTAD 113 ADVANCED MEDIATION & PEACEMAKER SKILLS	3 CR	
Review of effective communication and interest-based negotiation skills. Emphasis on practicing mediation skills through participation in lively		
PSYC 210 CHILD DEVELOPMENT THEORY	5 CR	
Study of the theories and concepts in child development and specific concepts in physical, cognitive, social, language, and personality development. Overview of developmental delays frequently seen, with special education approaches to enhance learning. (SS)		
PSYC 220 ABNORMAL PSYCHOLOGY	5 CR	
Study of the approaches to and varieties of abnormal physiological, emotional and mental antecedents to abnormality: conduct disorders, sexual and gender disorders; mood disorders, and therapeutic approaches to healing these disorders. (SS)		
PSYC 230 SEX ROLES IN SOCIETY	4 CR	
Review of modern and historical sex roles in society. Group discussions include issues such as sex differences, sex role stereotypes, and changes in society which have affected both sex roles. Special focus on the male role changes post women's liberation movement. (SS)		
PSYC 240 THEORIES OF PERSONALITY	3 CR	
Designed to develop an understanding of the ways in which human personality is conceptualized from the four major theoretical perspectives (psychodynamic, behavioral, humanistic, and transpersonal) and to provide an opportunity to explore the treatment modes that follow from these four perspectives. (SS)		
PUBLIC AND TRIBAL ADMINISTRATION		
PTAD 110 EFFECTIVE COMMUNICATION & CREATIVE PROBLEM SOLVING	3 CR	
Introduces basic communication and creative problem-solving skills to effectively deal with difficult people and issues. Participants learn about their own communication styles and strategies to deal with stereotypes, gossip and assumptions. Creative problem-solving techniques and group decision-making also introduced. (NASD, NE)		
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PUBLIC AND TRIBAL ADMINISTRATION		
PTAD 110 EFFECTIVE COMMUNICATION & CREATIVE PROBLEM SOLVING	3 CR	</

READ BASIC READING III 043	3 CR	READ	CONTENT READING: SCIENCE I 061	3 CR
Designed to introduce students to finding deeper meanings and the following concepts: inference and predicting outcomes. Credit dependent on post-test results. S/U grading. (N)				
READ BASIC READING IV 044	3 CR	READ	CONTENT READING: SCIENCE II 062	3 CR
Designed to introduce students to reading literature and the following concepts: character and setting, tone and mood, conflict, climax, conclusion, and recognizing symbols. Credit dependent on post-test results. S/U grading. (N)				
READ BASIC READING V 045	3 CR	READ	CONTENT READING: SCIENCE III 063	3 CR
Designed to introduce students to critical thinking/reading and to the following concepts: connotations, facts, opinions, generalizations, and persuasive techniques. Credit dependent on post-test results. S/U grading. (N)				
READ CONTENT READING: SOCIAL STUDIES I 051	3 CR	READ	CONTENT READING: SCIENCE IV 064	3 CR
Designed to help students comprehend, analyze, apply, and evaluate written material on United States history. Individual units focus on exploration and colonial beginning, domestic and foreign policy, internal strife, industrialization, U. S. as a world power, roaring twenties, thirties and forties, atomic age, and closing the twentieth century. Credit dependent on post-test results. S/U grading. (N)				
READ CONTENT READING: SOCIAL STUDIES II 052	3 CR	READ	CONTENT READING: SCIENCE V 065	3 CR
Designed to help students comprehend, analyze, apply, and evaluate written material on political science. Individual units focus on types of government, the US Constitution, the US political system, and state and local governments. Credit dependent on post-test results. S/U grading. (N)				
READ CONTENT READING: SOCIAL STUDIES III 053	3 CR	READ	CONTENT READING: LITERATURE I 071	3 CR
Designed to help students comprehend, analyze, apply, and evaluate written material on behavioral science. Individual units focus on the scientific method, anthropology, sociology, and psychology. Credit dependent on post-test results. S/U grading. (N)				
READ CONTENT READING: SOCIAL STUDIES IV 054	3 CR	READ	CONTENT READING: LITERATURE II 072	3 CR
Designed to help students comprehend, analyze, apply, and evaluate written material on geography. Individual units focus on geographer tools, latitude and longitude, climate, population distribution and migration, resources, and world trade. Credit dependent on post-test results. S/U grading. (N)				
READ CONTENT READING: SOCIAL STUDIES V 055	3 CR	READ	CONTENT READING: LITERATURE III 073	3 CR
Designed to help students comprehend, analyze, apply, and evaluate written material on economics. Specific units focus on economic systems, supply and demand, money and monetary policy, and measures of economic activity. Credit dependent upon post-test results. S/U grading. (N)				

CS - Communication Skills
HP - Humanities Performance
HT - Humanities Theory
NASD - Native American Studies

NS - Natural Science
NSL - Natural Science Lab
N - Non Applicable
NE - Non Transferable Elective

QS - Quantitative Skills
SS - Social Science
TE - Transferable Elective

READ CONTENT READING: LITERATURE IV 074	3 CR	SOC	INDIVIDUALIZED STUDIES 189/289	1-5 CR
Designed to help students gain a literal and inferential understanding of the style and structure of drama. Specific units focused on are comparing drama and prose, format of scripts, story elements of drama, characters of drama, and reading a complete scene. Credit dependent on post-test results. S/U grading. (N)				
READ CONTENT READING: LITERATURE V 075	3 CR	SPCH	INTRODUCTION TO INTERPERSONAL COMMUNICATIONS 120	4 CR
Designed to help students gain a literal and inferential understanding of the style and structure of commentaries on the arts. Specific units focused on are facts and opinions, descriptive language, and additional suggestions. Credit dependent on post-test results. S/U grading. (N)				
READ LITERATURE: THE SHORT STORY 076	3-5 CR	SPCH	INTRODUCTION TO PUBLIC SPEAKING 220	4 CR
Elements of the short story studied. Works of contemporary authors emphasized and analyzed. S/U grading. (N)				
READ READING IMPROVEMENT 082	3-5 CR	SPCH	ADVANCED PUBLIC SPEAKING 224	4 CR
Designed for the student who is reading at the pre-college level. Covers the following: predicting and previewing, organizing and building vocabulary, using context, analyzing structure, finding stated and implied ideas, reading critically, drawing conclusions, adjusting speed to purpose, figurative language, reading graphics, reading math and logic word problems, and how to succeed with tests. S/U grading. (N)				
SCIENCE				
SCI LIFE AND HEALTH 051	3-5 CR	TECH	BLUEPRINT READING FOR BUILDING TRADE 151	3 CR
Covers the major health issues of the late twentieth century, including: AIDS, drugs, alcohol, tobacco, stress, human sexuality, reproduction and birth control, marriage and parenthood. S/U grading. (N)				
SCI SCIENCE AWARENESS 105	3 CR	TECH	ARCHITECTURAL DRAFTING 154	2-3 CR
Designed for non-science majors. Focuses on raising scientific literacy in science. Covers basic vocabulary and alphabet plus other basic concepts. (NE)				
SOCIOLOGY				
SOC INTRODUCTION TO SOCIOLOGY 110	5 CR	TECH	PROJECT BUDGETING 155	3 CR
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. (SS)				
SOC SPECIAL TOPICS 188/288	1-5 CR	Covers aspects of project budgeting form determining funding sources, to record keeping, to cost control. Also covers estimating, purchase requests, receiving, and basic bookkeeping for project managers and supervisors. (NE)		
Special topics in Sociology (TE)				

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NSL - Natural Science Lab
N - Not Applicable
NE - Non Transferable Elective

QS - Quantitative Skills
SS - Social Science
TE - Transferable Elective

TECH UNIFORM CODES AND STANDARDS 3 CR
160
Designed to familiarize the student with dwelling construction under the uniform building code (UBC). Covers the most common and critical codes used in dwelling construction, the agencies involved in implementing and enforcing building codes, and permitting and zoning requirement. (NE)

TECH PROJECT SCHEDULING 3 CR
165
Covers project scheduling from goal setting to project completion and beyond; Critical Path Methods, GANTT chart and PERT charts; different phases of a project, including design, construction, completion, and follow-up. (NE)

TECH QUALITY MANAGEMENT 4 CR
250
Designed primarily for engineering or business students or those who will work in groups, teams, or projects. Covers principles of Total Quality Management (TQM) and project management, team building, group dynamics problem solving, decision making, and project management techniques. (NE)

TECH PROJECT MANAGEMENT 4 CR
255
Covers general aspects of project management for any project using a system perspective from planning through completion. Includes differences between construction, renovation, repair and maintenance, and the differences between project management and traditional management. (NE)

TECH ENGINEERING CONTRACTS 3 CR
260
Study of the different types of contracts used in engineering, such as construction contracts, maintenance contract repair contracts, and design contracts. Covers the requirements for a contract, responsibilities, and a general overview of engineering contract administration. (NE)

VOCATIONAL - CONSTRUCTION TRADES
VOCC BASIC WOODSHOP 2-4 CR
100 SKILL & PRACTICE
Basic woodworking class using hand tools and power tools. Provides basic instruction in wood materials and how to shape, nail, glue, or screw wood into a useful implement. Safety is stressed in the use of hand tools and power tools. (NE)

VOCC CONSTRUCTION TRADES I 1-10 CR
105
Introduction to the occupational and work skills of the construction trades industry. Basic safety and methods of use are stressed in the use. (NE)

VOCC CONSTRUCTION TRADES II 1-10 CR
106
Continued studies and work in the occupational and work skills of the construction trades industry. Course will include additional field time and on the job experience for the student. (NE)

VOCC CONSTRUCTION TRADES III 1-10 CR
107
Continued studies and work in the occupational and work skills of the construction trades industry. In particular framing and wall construction skills. This course will include additional field time and on the job experience for the student. (NE)

VOCC CONSTRUCTION TRADES IV 1-10 CR
108
Continued studies and work in the occupational and work skills of the construction trades industry. In particular additional development of framing and wall construction skills. Planning and foundation layouts will also be covered. This course will include additional field time and on the job experience for the students. (NE)

VOCC CONSTRUCTION TRADES 1-12 CR
191 PRACTICUM
Work experience in a construction trades setting. (NE)

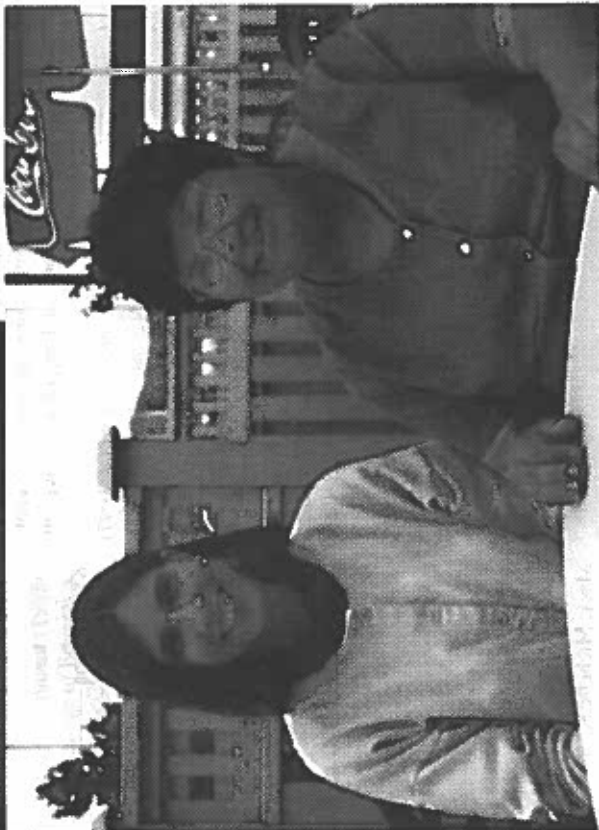
VOCC CONSTRUCTION TRADES 1-12 CR
194 LABORATORY
This is a laboratory course for Construction Trades students to use and apply their skills in practice with the tools of the trade. (NE)

VOCC CONSTRUCTION TRADES 2-4 CR
195 SPECIAL PROJECTS
By arrangement with an instructor, students contract to gain skills and knowledge in specific construction trades projects, technical practices, and/or woodworking processes. (NE)

VOCC ADV CONSTRUCTION TRADES I 1-10 CR
205
Covers intermediate to advanced levels of skills in all of the units taught in the first courses: employability skills, health and safety, hand tool safety, power tool safety, measurement and mathematics, blueprint reading, energy materials, insulation, site selection, foundations and forming, framing subfloors and floors, framing walls, framing roofing, windows and doors, exterior finish. Students tools required. Prerequisite: Successful completion of Basic Construction Trades Program. (NE)

VOCC ADV CONSTRUCTION TRADES II 1-10 CR
206
This course trains the student toward having all of the skills required to build a simple structure. Including site preparation, foundation, exterior and interior walls, basic roof structures, window and door framing. This course will include additional field time and on the job experience for the student. Student tools required. Prerequisite: VOCC 205. (NE)

Personnel



CS - Communication Skills	NS - Natural Science	QS - Quantitative Skills
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HT - Humanities Theory	N - Non Applicable	TE - Transferable Elective
NASD - Native American Studies	NE - Non Transferable Elective	

COLLEGE PERSONNEL
FULL-TIME AND PRO-RATA FACULTY/ADMINISTRATION

Bledsoe, Gleyln E ----- Chairman Science Department (1997)
Ph.D. Fisheries, Seafood Engineering, University of Washington
M.S. Fisheries/Seafood Tech, University of Washington
M.B.A., University of Idaho
B.A., Logging Engineering
Certified Public Accountant

Burns, Daniel ----- Biology Instructor (1991)
B.S. Biology, University of Victoria
B.S. Psychology, Florida State University

Carroll, Nancy ----- Director of Library Services (1993)
M.L.S. Librarianship, University of Washington
B.A. History, Eastern Washington University
A.A. Liberal Arts, Spokane Falls Community College

Cochrane, Michael R. ----- Biological Researcher/Instructor (1997)
M.A.S. Environmental Science, Western Washington University
B.A. Appropriate Technology, Western Washington University
A.T.A. Technology Arts, Skagit Valley College

Conway, John L. (Jay) ----- Building Trades Instructor (1991)
B.S. Technology, Western Washington University

Crismond, Carol A. ----- Director of Human Resources (1997)
B.A. Business Management, Nova University
A.A. Business, Florida Community College of Jacksonville

Crow, Michael J. ----- Business Division Chairman (1996)
M.B.A. Business Administration, Webster University
B.S. Marketing, San Diego State University

Dodd, Cindy ----- Retention Transfer Specialist (1997)
B.A. Human Services, Western Washington University
A.A.S., Northwest Indian College

Eck, Thomas H. ----- Student Support Services
Personal Counselor (1995)
M.A. Counseling, Western Michigan University
M.D., Ministry, Evangelical Theological Seminary
B.A. Religion, North Central College

Edwards, Michael ----- Dean for Administrative Services (1996)
B.A. Business Administration, Whitworth College

Falta, Elizabeth ----- Associate Dean for Computer
& Networking Services (1996)
M.S. Computer Science, University of Alabama
B.S. Computer Engineering, Auburn University

Finkbonner, Sandra L. ----- Comptroller (1998)
A.A.S., College Transfer Degree, Northwest Indian College

Frey, John F. ----- Learning Assistance Center Instructor (1987)
M.Ed. Remedial Reading, Western Washington University
B.S. Secondary Education/Social Service
NW Missouri State University

Given-Seymour, Susan E. ----- Associate Dean for
Continuing Education (1989)
M.Ed. Personnel Administration, Western Washington University
B.A. Speech & Theater, Northeastern Illinois University

Hagan, Jan ----- Dean for Enrollment Services (1997)
M.Ed., Adult Education Administration,
Western Washington University
B.A. Higher Education Administration, Antioch University

James, William Tsi'li'xw ----- Lummi Language/Cultural
Art Instructor (1984)
Weaving Institute of American Indian Art
25 years of Culture/Language Studies with Tribal Elders
Professional Weaver/Basket Maker

Jefferson, Anna ----- Cultural Arts/Basketry Instructor (1990)
B.A. Anthropology, Western Washington University

Jimenez, Stephen J. ----- Media/Video Production Specialist (1997)
B.A. Film-Television-Studio Art, University of California

Johnson, Elizabeth ----- Retail Trades Instructor (1997)
B.A. Marketing/Sales, University of Akron

Kale, Dianna ----- Director of Talent Search Program (1996)
M.S. Art Education, University of Oregon
B.A.E. Art Education, Wichita State University

Kinley, Sharon R. ----- Social Science/Native Studies Instructor (1988)
M.A. Anthropology, Western Washington University
B.A. Bi-Cultural Competence, Western Washington University
A.A.S. College Transfer Degree, Northwest Indian College

Lorence, Robert J. ----- President (1983)
PhD. Organic Chemistry, State University of New York
B.A. Chemistry, Whitman College
A.S. Science, Columbia Basin College

Lutsch, Sharin Joy ----- Math Instructor (1996)
M.S. Statistics, University of Idaho
B/S Math, Central Michigan University

Macy, Michelle S. (Shelley) ----- Early Childhood Instructor (1988)
Child Development Associate Credential
M.A. Human Development, Pacific Coast College

Simmonds, Cesarita ----- Administrative Assistant
to the President (1990)
A.A.S. College Transfer Degree, Northwest Indian College

Solem, Edward A. ----- Director for Developmental Studies (1991)
M.A. Education Administration, Western Washington University
B.A. Art Education, Western Washington University

Szymanski, Susan H. ----- Arts Coordinator & Instructor (1988)
M.F.A. Fine Arts, California State University
B.A. Printmaking, California State University

Wester, Lowell D. ----- Chemistry Instructor (1993)
Doctor of Chiropractic, Palmer College of Chiropractic
B.S. Chemistry, Trinity College

Williams, Theodore H. ----- Physics/Engineering/Computer
Instructor (1996)
M.S. Astronomy, University of Arizona
B.S. Astronomy, University of Michigan

Wolf, Earl H. (Chip) ----- Library Children's & Youth
Services Coordinator (1996)
M.L.S. Library Science, University of Washington
B.S. Education, University of Wisconsin
B.A. Journalism, University of Wisconsin

Wood-Trost, Lucille M. ----- Director for Individualized
Studies (1984)
PhD. Human Behavior, Union Graduate School
M.S. Biology, University of Florida
B.S. Zoology, Pennsylvania State University

Yurovehak, Lynne M. ----- Office Professions Instructor (1989)
M.Ed. Education, Western Washington University
B.A. Education, Western Washington University

B.A. Equivalent Human Development, Pacific Oaks College

Oreiro, David W.C. ----- Dean for Student Services (1989)
M.Ed. Student Personnel Administration,
Western Washington University
B.S. Environmental Planning, Western Washington State College

Perry, Barbara M. - Humanities/Communications Instructor (1985)
M.A. English Literature, Western Washington University
B.A. English/Theater, Western Washington University

Rich, Joseph A. ----- Vice President for Instruction and
Student Services (1997)
Ph.D. Community College Education, Oregon State University
M.A. Speech Arts, California State University, Sacramento
B.S. Business Administration, California
State University, Sacramento

Roberts, Barbara M. ----- Dean for Instruction (1990)
M.P.H. Public Health Education, University of Hawaii
B.A. Home Economics, Walla Walla College
B.S. Health Education, Walla Walla College

Santana, Lisa ----- Director of Admissions & Recruitment (1997)
B.A. Multicultural Social Services Administration, Western
Washington University
A.A. Social Services, Yakima Valley Community College

Shafer, Carla ----- Dean for Development (1988)
M.S. Ed. Administration, Bank Street College of Education
B.S. English/Education, Lewis & Clark College

Shone, Carmen L. ----- Director for Financial Aid (1998)
M.B.A. Management, Oregon State University
B.A. Management, Oregon State University
Undergraduate Studies, University of Washington

CLASSIFIED STAFF

ACCOUNTING DEPARTMENT

Ballew, Laurel ----- Staff Accountant (1994)
Floyd, Inez ----- Accounting Coordinator (1997)
Jefferson, Jacqueline -- Accounts Payable, Fiscal Technician (1993)

LEARNING ASSISTANCE CENTER

Cox, Tom ----- Instructional Technician (1995)

BUSINESS SERVICES

McNeill, Marcy ----- Program Assistant II (1996)

COMPUTER SERVICES

Cline, Tom ----- Computer & Networking Services Tech I (1997)

CONTINUING EDUCATION

Jefferson, Sally ----- Program Assistant II (1995)

DEAN FOR INSTRUCTION

Jefferson, Julie ----- Assistant to Dean for Instruction (1987)

DEVELOPMENT OFFICE

Fallis-Ware, Janice ----- Program Assistant II (1997)
Palmblad, Debra ----- Donor Program Coordinator (1991)
Solomon, Candy ----- Graphic Design Specialist (1992)

DISTANCE LEARNING CENTER

Julius, Karen ----- Broadcast Video Technician II (1997)
Lawrence, Chrystal ----- Program Assistant I (1997)

FINANCIAL AID DEPARTMENT

Cagey, Mona ----- Program Assistant II (1995)

INSTRUCTIONAL SITES

Dahl, Christopher (Shawn) ----- Nooksack Site Coordinator (1997)
Laronal, Martha ----- Nisqually Site Coordinator (1997)
McGimpsey, Julie ----- Makah Site Coordinator (1996)
Pfluger, Ruth ----- Upper Skagit Site Coordinator (1997)
Warbus, Cecile ----- Nisqually Office Assistant (1997)

LUMMI LIBRARY

Davis, Joy ----- Library Assistant I/Circulation Manager (1995)
Fitzgerald-Engler, Ravina ----- Library Technician I (1994)
Hillaire, Pam ----- Library Technician III (1989)
Parker, Vivian ----- Library Technician II/Video Specialist

MAINTENANCE

Davis, Jon ----- Custodian/Supervisor (1997)
Tommy, Floyd ----- Maintenance/Custodial Services (1992)

PURCHASING

Wyse, Wyletta ----- Materials Program Assistant II (1997)

SWITCHBOARD/COPY CENTER

Alvarado, Marian ----- Office Assistant I (1992)
Hoskin, Patty ----- Office Assistant I (1995)

STUDENT RECORDS

Bura, Sandra ----- Program Assistant I (1992)
Edwards, Donia ----- Enrollment Certification Officer/
Program Assistant III (1984)
Finkbonner, Julie ----- Program Assistant I (1998)
Solomon, Ruth ----- Program Assistant II (1992)

STUDENT SUPPORT SERVICES

Solomon, Kelly ----- Program Assistant II (1993)

VICE PRESIDENT FOR INSTRUCTION &
STUDENT SERVICES

Jefferson, Janice ----- Program Assistant II (1997)
Julius, Tami ----- Program Assistant II (1998)

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