



Northwest Indian College

Xwlemi Elh>Tal Nexw Squi



2000 - 2002 catalog

Northwest Indian College

Xwlemi Elh>Tal Nexw Squi

2522 Kwina Road
Bellingham, WA 98226
360-676-2772

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Northwest Indian College

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2000 - 2002 Catalog

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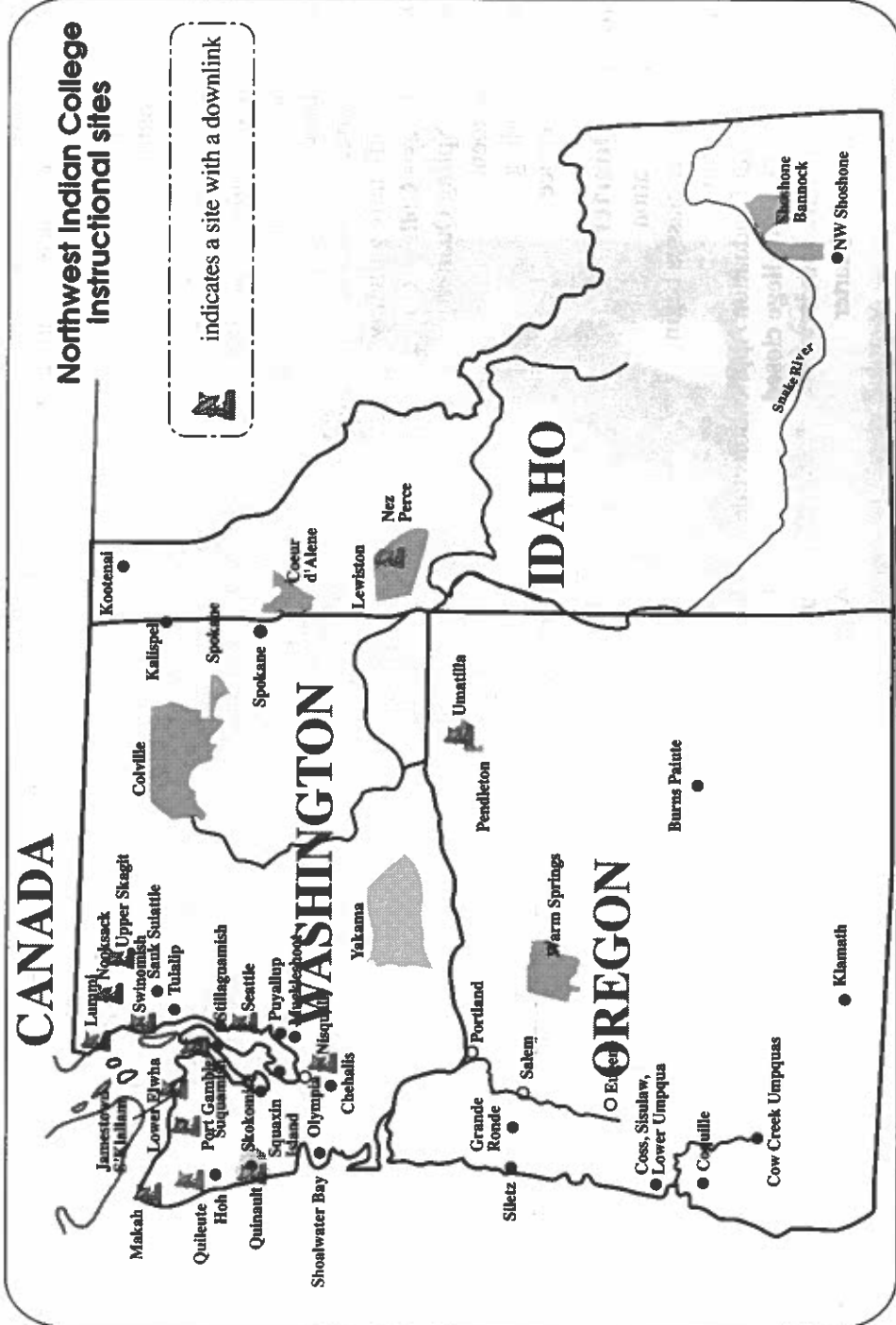
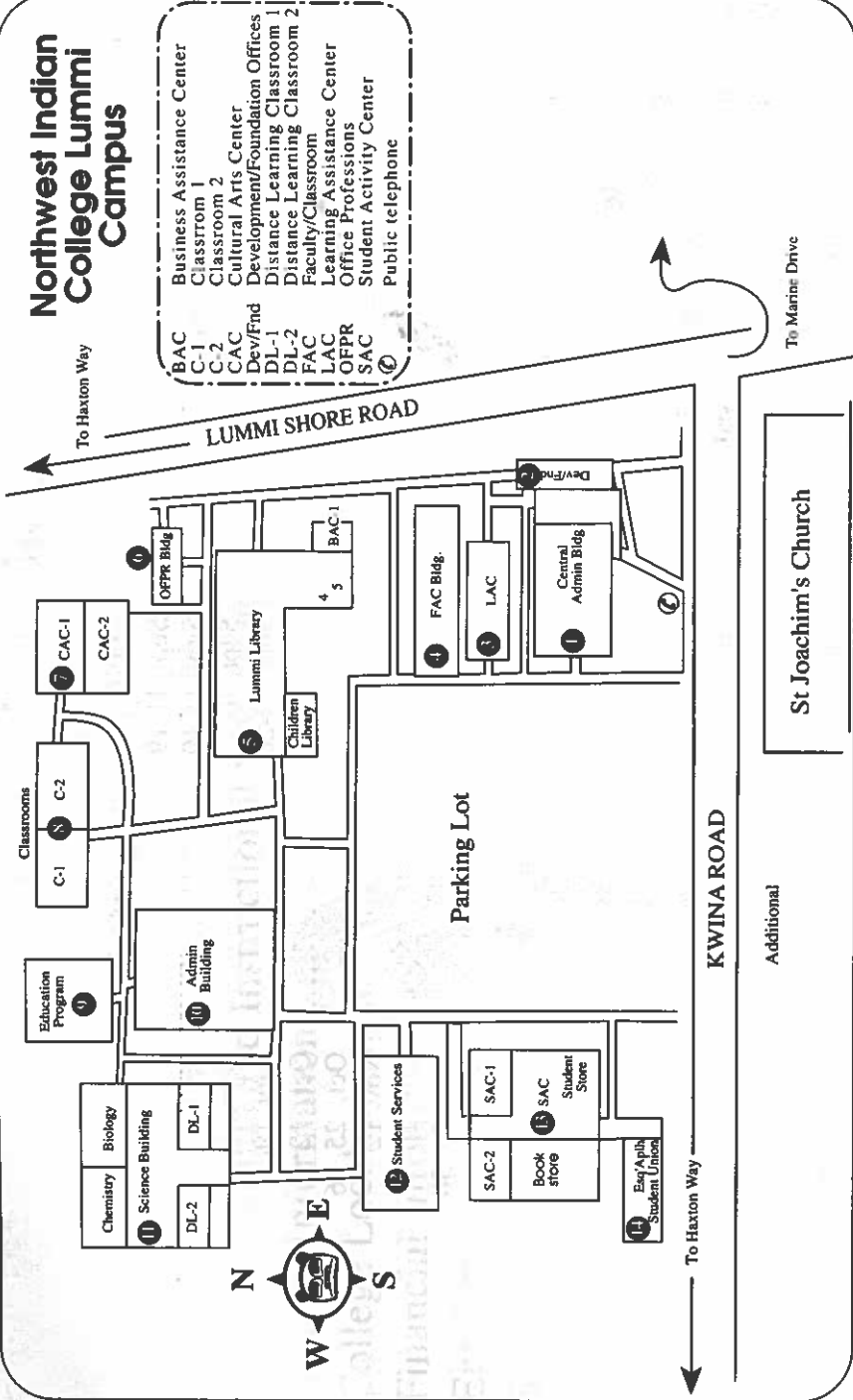
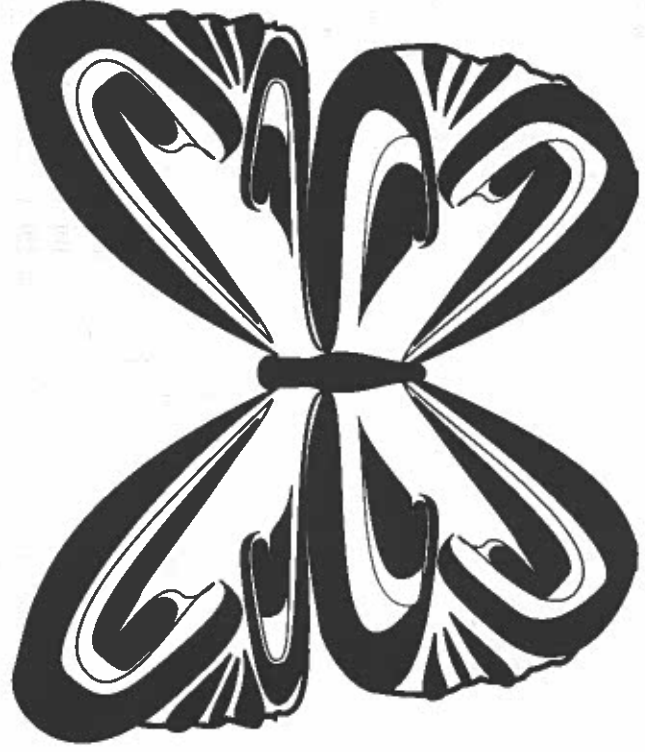


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nd graphics by Candy Solomon unless otherwise stated.

College Calendar

Fall Quarter General Registration Faculty In-service/advising/prep Fall Quarter classes begin Late Registration Fall Quarter Graduation Applications due Faculty In-service - classes cancelled Veterans Day observed - College closed Last day to officially withdraw Thanksgiving Holiday - College closed Last day of Fall Quarter Faculty Grading Faculty Advising for Winter Quarter	2000 Sept. 11-19 Sept. 11-19 Sept. 20 Sept. 20-26 Oct. 13 Oct. 23, 24 Nov. 10 Nov. 17 Nov. 23, 24 Dec. 8 Dec. 11 Jan. 2	2001 Sept. 10-18 Sept. 10-18 Sept. 19 Sept. 19-25 Oct. 12 Oct. 25, 26 Nov. 12 Nov. 16 Nov. 29, 30 Dec. 7 Dec. 10 Dec. 11
Winter Quarter General Registration Christmas Holiday - College closed New Year's Holiday - College closed Winter Quarter classes begin Late Registration Treaty Day - College closed Winter Quarter Graduation Applications due Presidents' Day - College closed Faculty In-service classes cancelled Last day to officially withdraw Last day of Winter Quarter Faculty Grading	2001 Nov. 27-Dec. 8, Jan. 2 Dec. 22, 25 Dec. 29, Jan. 1 Jan. 3 Jan. 3-9 Jan. 22 Jan. 26 Feb. 19 Feb. 28 Mar. 2 Mar. 22 Mar. 23	2002 Nov. 26-28, Dec. 3-11 Dec. 24, 25 Dec. 31, Jan. 1 Jan. 2 Jan. 2-8 Jan. 22 Jan. 25 Feb. 18 Mar. 6 Mar. 1 Mar. 21 Mar. 22
Spring Quarter General Registration Spring Quarter classes begin Late Registration Spring Quarter Graduation Applications due Last day to officially withdraw Memorial Day - College closed Last day of Spring Quarter Commencement Faculty Grading Faculty In-service	2001 Mar. 12-23 Apr. 2 Apr. 2-6 Apr. 20 May 25 May 28 June 15 June 15 June 18 June 19	2002 Mar. 11-22 Apr. 1 Apr. 1-5 Apr. 19 May 24 May 27 June 14 June 14 June 17 June 18
Summer Quarter General Registration Summer Quarter classes begin Late Registration Summer Quarter Graduation Applications due Independence Day - College closed Last day to officially withdraw Last day of Summer Quarter	2001 June 11-22 June 25 June 25-27 July 3 July 4 July 20 Aug. 3	2002 June 10-21 June 24 June 24-26 July 5 July 4 July 19 Aug. 2



General Information

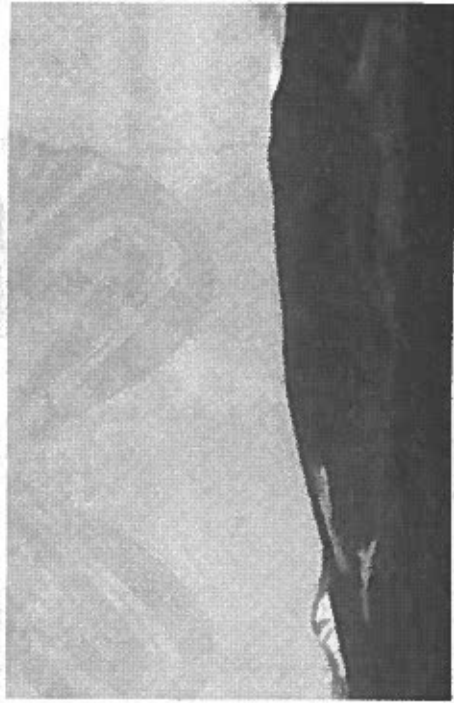
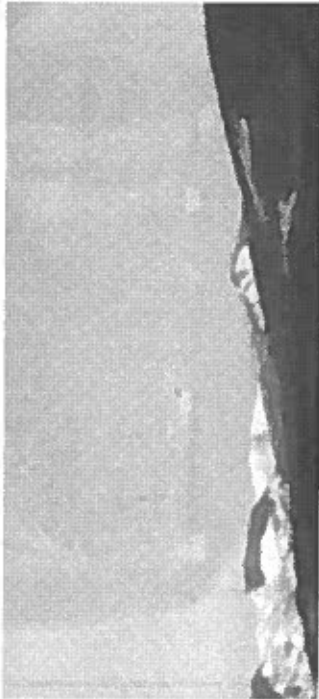
General Information

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 1980s 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.



General Information

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

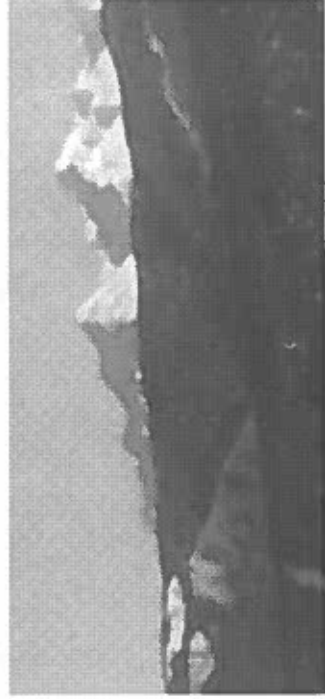
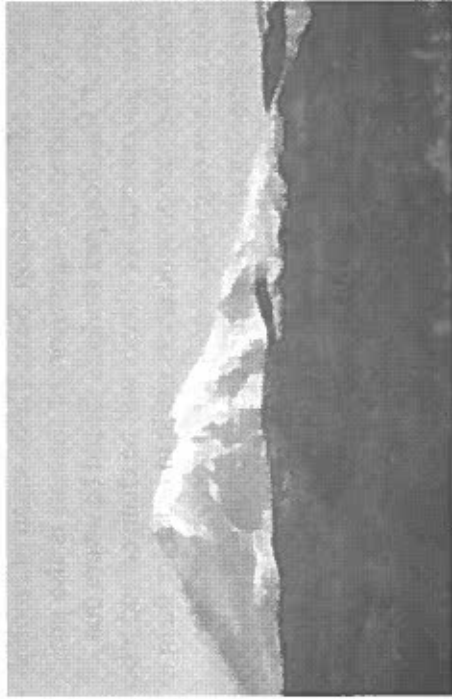
The mission of Northwest Indian College is to provide for student success through post-secondary educational opportunities for Northwest Indian people. The college curriculum will include academic, vocational, continuing, cultural, community service and adult basic education. Specific courses of study 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 excellent educational programs and services in a Native American college environment on reservations throughout the Northwest.
2. To provide developmental and continuing education courses, certificate programs, associate and baccalaureate degrees to meet the academic, vocational and cultural needs of Native American communities.
3. To provide educational programs and services using a variety of technological delivery systems to instructional sites on Native American reservations.
4. To provide support services that assist students in achieving success in their academic, career, cultural and personal goals.
5. To provide learning experiences that respect individual values, promote individual growth, and enhance and preserve the cultural traditions of Native American communities.
6. To engage in research and provide technical support to tribal governments and organizations or employers consistent with available resources and community needs.

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.

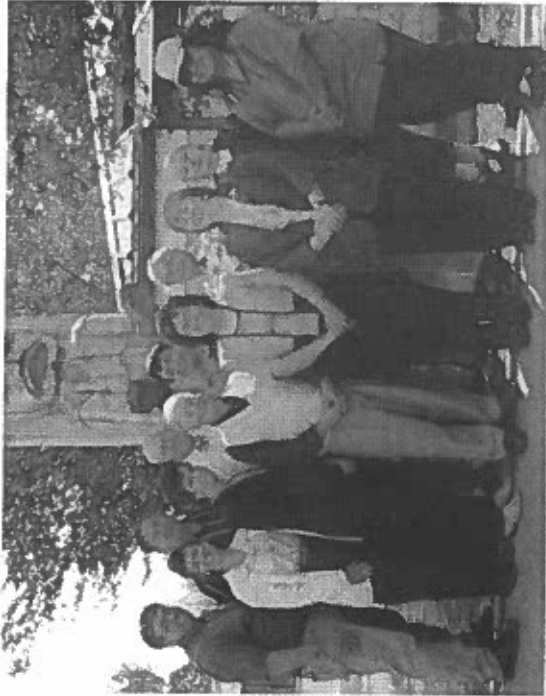
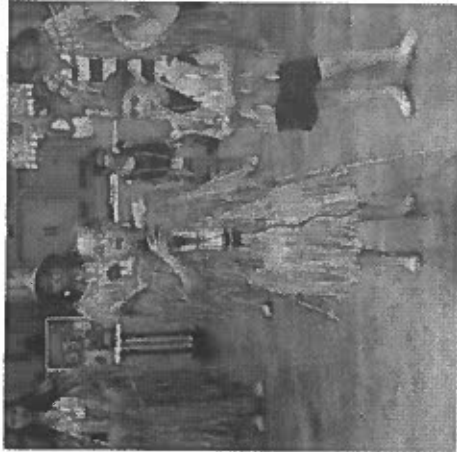
CATALOG AGREEMENT

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.

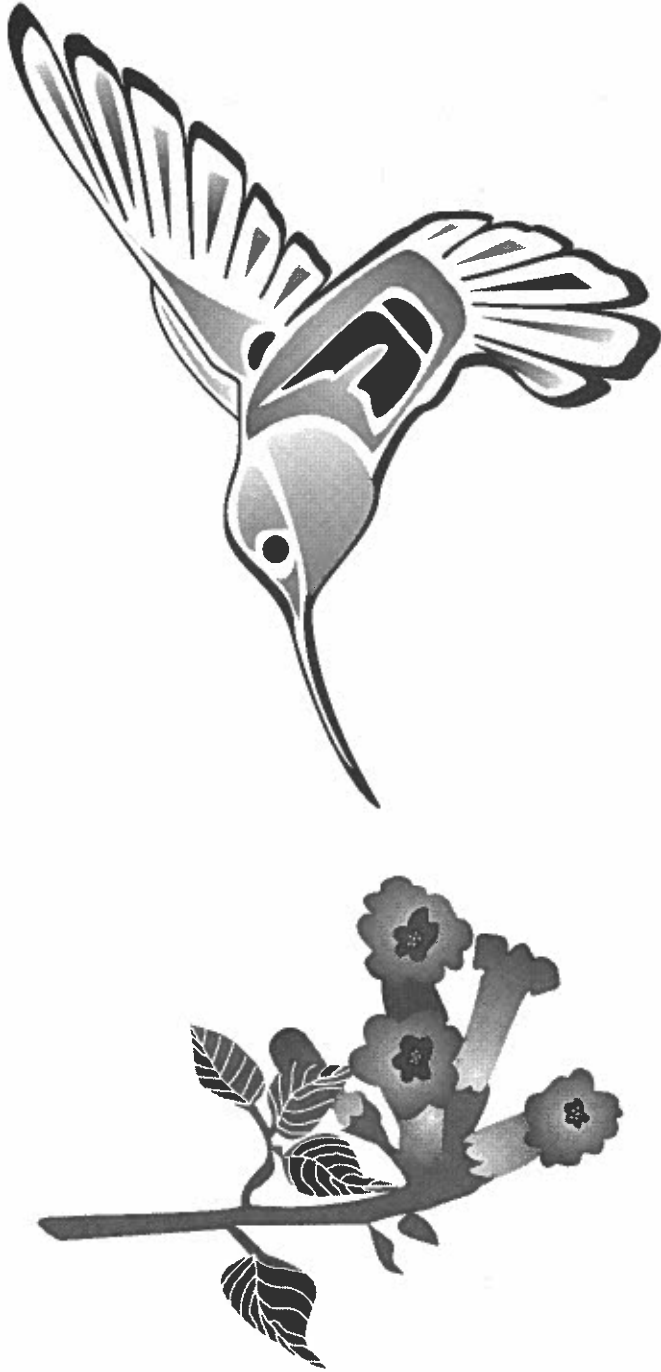
TRANSFER OF CREDIT POLICY

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.



College Locations



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 \$9 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, or foundation@nwic.edu.

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.

College Locations

LUMMI CAMPUS

The Lummi Campus is located on the Lummi Indian Reservation, eight miles northwest of Bellingham, Washington, at the intersection of Kwina Road and Lummi Shore Drive. This campus consists of fourteen buildings, on a five-acre site, which houses college-wide administrative services and the instructional and student services. The Lummi fisheries department providing access to the tribal fish and oyster hatcheries facilities to support fisheries and marine biology training programs further supplements the Lummi Campus. The well-equipped science building includes a technologically advanced telecommunications center with two distance learning classrooms and a digital satellite uplink, which allows one-way video and audio communication with downlink receiver sites located on other Washington Indian reservations, as well as other tribal colleges across the United States. NWIC is connected to the Washington State K-20 Network that allows for transmission and reception to other Washington public schools and colleges.

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, in-service seminars, and other special programming. Interest is particularly strong at many instructional sites in classes focusing on the cultural traditions of the tribal communities. A variety of delivery methods are employed to teach classes. Methods of instructional delivery include on-site teaching using local instructors, telecourses via satellite or the K-20 Network, 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 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:

- | | |
|--------------------------------|----------------------|
| Seattle* | Squaxin Island |
| Skokomish | Stillaguamish |
| Suquamish | Swinomish* |
| Tulalip | Umatilla* |
| Upper Skagit* | Jamestown S'Klallam* |
| Lower Elwha | Makah* |
| Muckleshoot | Nez Perce* |
| Nisqually * | Nooksack* |
| Quileute* | Quinault* |
| Samish | |
| Port Gamble Band of S'Klallam* | |

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

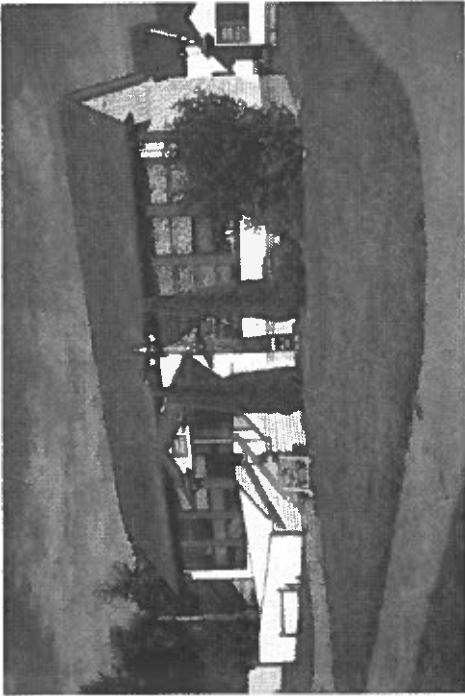


LUMMI RESERVATION LIBRARY SYSTEM

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. The library 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. The LRLS also provides distance library services via its homepage on the Internet, through e-mail, and by phone, fax or regular mail. The library is a member of the Washington Library Network (WLN) which provides access to interlibrary loans for participating libraries in the Western United States.

Current holdings exceed 30,000 volumes (including 2,800 Native American titles), 85 magazine titles (25 are Native American), and over 500 videos. The children's library has an additional 5,000 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 (DLC) 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, text 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 Telstar-5 with one C-band transponder to provide up to 12 compressed digital video channels 24 hours a day. Member institutions through a satellite downlink antenna equipped with a Wegener Digital Video Receiver (DVR) receive the signal. 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 was the first of twelve uplink facilities installed at Tribal colleges. The uplinks are capable of producing and transmitting telecourses and programming for delivery nationwide. A full schedule of telecourses is currently available on request.

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 materials 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 of Indian tribes and urban centers in the Northwest region. Through cooperative agreements with tribes and agencies, the College installs 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 regional network provides telecommunications-based educational services to tribal governments and communities and to urban Indian groups in Washington, Oregon, Idaho and Southeastern Alaska.

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 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 (LTTC) 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.

The Construction Trades program occupies a 3,000 square foot shop, ten minutes from the main campus, at Gooseberry Point. It encompasses a carpentry/woodworking shop with industrial quality stationary and portable electric power tools, pneumatic, and battery powered tools. The classroom and office are self-contained with state-of-the-art computers and office equipment, construction related software, and numerous books, videos and other building related resources.

BUSINESS ASSISTANCE CENTERS

Business Assistance Centers (BACs) 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.

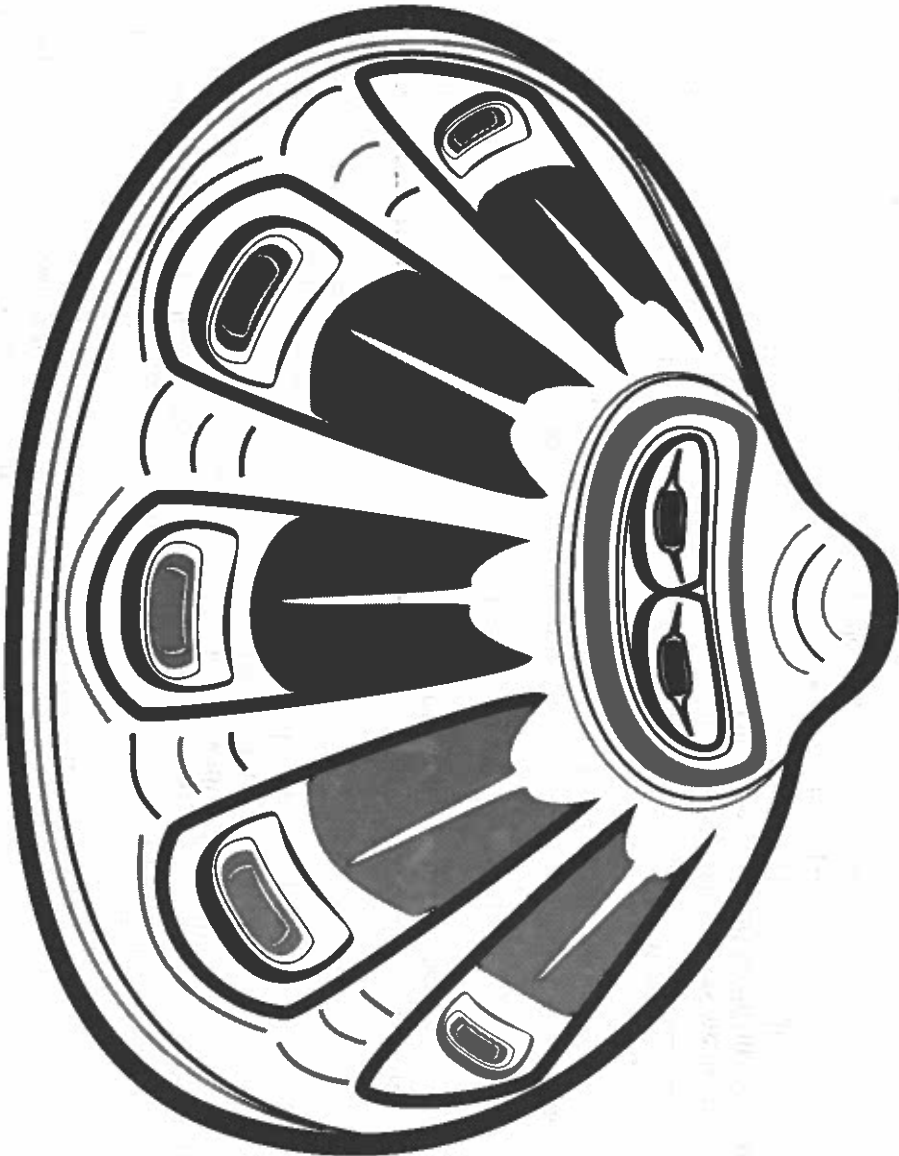
CULTURAL ARTS CENTER

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 the Business or Financial Aid office prior to registration approves special arrangements. Unpaid tuition and fees will be deducted from financial aid awards to students.

QUARTERLY 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	



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 employee within the NWIC service area

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

LABORATORY OR MATERIALS FEES

Certain courses carry laboratory or materials fees. Such fees are listed in the quarterly Course Schedule.

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.

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' (CEUs) and can be recognized by a suffix of 'U' at the end of each course number. CEUs 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.

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 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%
No refund after the fifteenth instructional day of the quarter	

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.

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

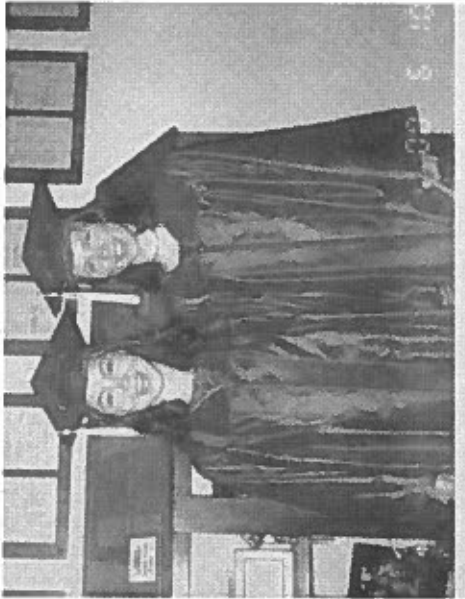
Each year students must apply (or re-apply) for any and all types of aid, grants, scholarships available through the college, the tribes, the state and federal governments. The need for financial assistance is based on the students (and parents for dependent students) income and family size for the previous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



Enrollment Services



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. Applications may also be requested by phone, mail, fax or e-mail.

2. Submit documentation 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 with your completed Application for Admission.

Please note: Resident tuition rates apply only to students with tribal certification on file or non-resident students who meet the following criteria:

- 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 employee within the NWIC service area

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

3. 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.

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 nonresident 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.



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.

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.

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 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.

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

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

EDUCATIONAL TALENT SEARCH PROGRAM

The Northwest Indian College Educational Talent Search Program (NWIC/ETS) is a federally funded grant program. Talent Search encourages low-income students who are the first generation of their family to enter college, to stay in school and successfully advance through graduation. Students who have dropped out of middle school or high school can be assisted in the completion of their high school diploma or GED. Students who have attended college but have stopped out can also be assisted. The ultimate goal of Talent Search is to help students to enter college or a vocational program.

Talent Search applicants should meet the following criteria:

- Meet low-income guidelines as established by the U.S. Department of Education.
- Be a potential first-generation, college bound student, where neither parent has earned a Bachelor's degree.
- Be between 11 and 27 years of age (veterans of all ages are eligible).

UPWARD BOUND PROGRAM

The Northwest Indian College Upward Bound Program is a federally funded grant program designed to motivate high school students and develop their academic potential to pursue post-secondary education and career interests. It assists students through academic counseling and tutoring throughout the school year.

The 6-week Summer program offers academic, cultural, recreational, and social activities that are designed to help students develop confidence toward professionalism and leadership roles in society. The classes are small and taught by instructors whose efforts are devoted exclusively to student development. All classes are conducted on the Northwest Indian College campus.

Upward Bound applicants should meet the following criteria:

- Meet low-income guidelines as established by the U.S. Department of Education.
- Be a potential first-generation, college bound student, where neither parent has earned a Bachelor's degree.
- Be admitted during the 9th or 10th year of high school, which will qualify them through graduation.

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 NWICSC, nominates a representative 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, elects 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



Academic Information

EDUCATIONAL PROGRAMS

DEGREES, CERTIFICATES AND AWARDS OF COMPLETION

Northwest Indian College offers Associate of Arts & Sciences (AAS) and Associate of Science Transfer (AST) degrees for direct transfer to baccalaureate institutions within Washington State. The College also offers 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.

TEACHER PREPARATION 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 Oksale 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.



NON-TRADITIONAL PROGRAMS

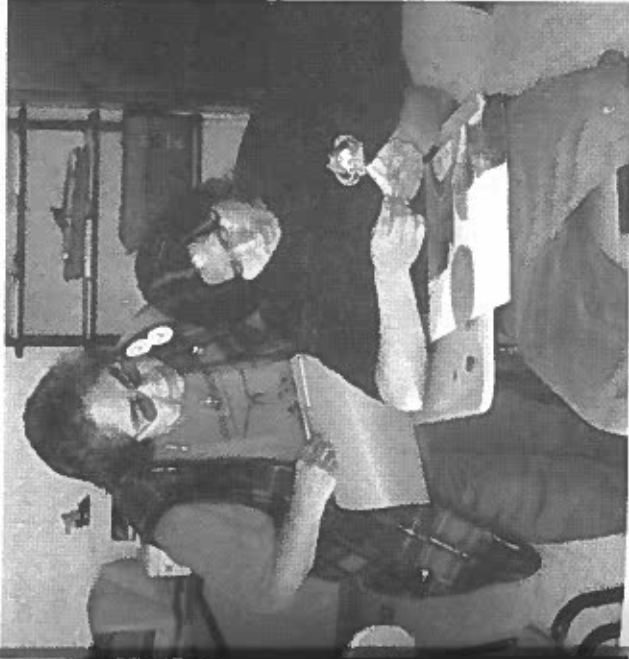
INDEPENDENT LEARNING PROGRAM

Northwest Indian College recognizes that not all students can attend regularly scheduled 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. Some Independent Learning classes are primarily based on written materials while others also include weekly teleconferences or videotapes. Students communicate with instructors by phone, fax or e-mail.

Registration takes place by mail, at instructional sites, on campus. For each course, students are sent a syllabus and any additional materials. A book order form is provided to use for obtaining texts from the WJC Bookstore. Book requests must be made in writing and can be faxed or mailed.

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 AS degree with Independent Learning classes. The general education requirements for an ATA degree may also be fulfilled through the Independent Learning program.



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:

1. Obtain a Learning Contract form from the Academic Advising 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. Complete an enrollment form.
5. Submit the Learning Contract form and the enrollment form to the appropriate instructional Associate Dean for approval and assignment of a course number.



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, Native American Cultural Studies, Audiovisual Communications, Native American Arts and Computer Technology, 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 Vice President for Instruction and Student Services. 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 (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) credits may be awarded for life and job experiences that are comparable to NWIC courses. Experiences may include job activities, volunteer work, child rearing, homemaking, workshops, seminars, creative writing, cultural activities, travel, art work, and independent reading.

Students must take two courses as part of the process for obtaining credit. They must first enroll in HMDV 20, Credit for Life Experiences I. During this class, the student analyzes his or her life for college level learning, identifies specific comparable courses and writes rationales for receiving credit. HMDV 121, Credit for Life Experiences II, is the second required class. Students register for one credit for each three PLE credits they are requesting. They then document the learning they are claiming. The completed portfolio is given to the appropriate instructors to determine if credits will be awarded.

The number of PLE credits a student may obtain is dependent upon the type of degree sought. The maximum PLE credits are 15 for the Associate of Arts and Sciences 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 LOADS

Academic credit is a measure of the total time commitment required of a typical student in a particular course of study. Total time consists of three components: 1) time spent in class; 2) time spent in the laboratory, studio, field work, or other scheduled activity; 3) time devoted to reading, studying, problem solving, writing, or preparation. One 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 registering 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 (CEUs).

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.

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/NP 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 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 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 in 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.

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

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

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:

- Students who have completed 15 credits but less than 24 credits with a GPA less than 1.50.
- Students who have completed 24 credits but less than 45 credits with a GPA less than 1.75.
- Students who have completed 45 credits but less than 75 credits with a GPA less than 1.90.
- 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 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.

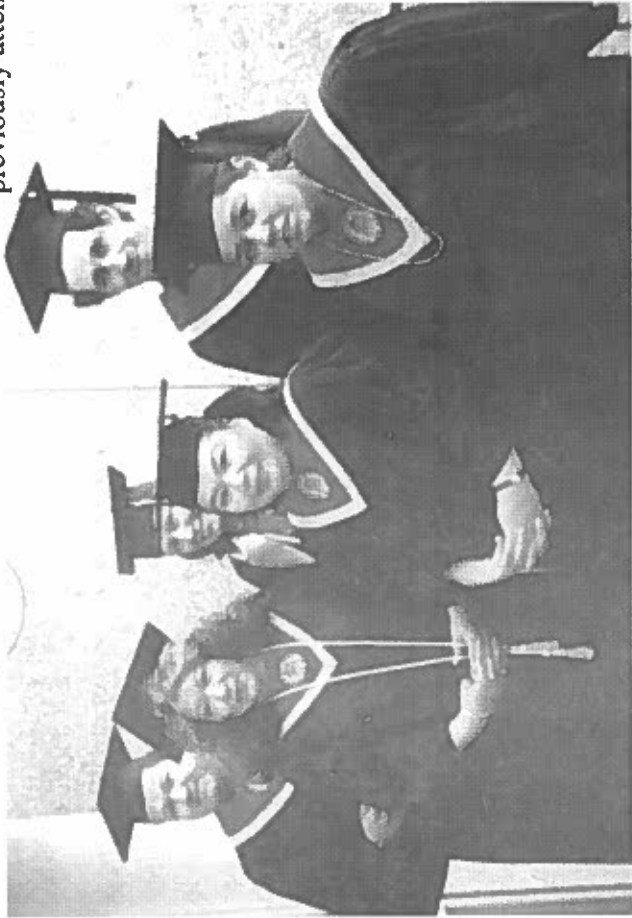
Students who have remained out of college for one quarter or more may be re-enrolled upon the recommendation of the counselor.

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.



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.

Providing official transcripts of coursework from previously attended accredited institutions.

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.
- 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.

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, nontraditional 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.

- 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.

Distribution and Posting. Students may distribute or post printed or published materials subject to official procedures printed and available in the Dean's office.

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 degree, 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 required 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.

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 goal 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.

STUDENT GRIEVANCES

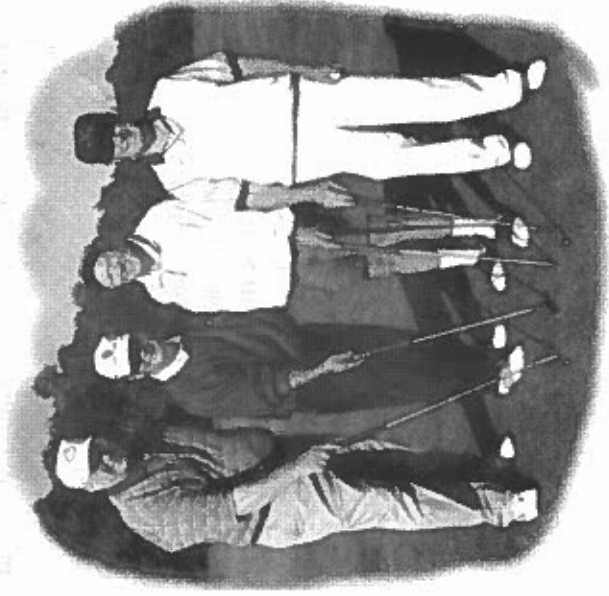
The purpose of the student grievance procedure is to protect each student's freedom of expression in the classroom; to protect each student from improper, arbitrary, or capricious academic evaluation as evidenced by the student's final course grade; and to afford each student reasonable protection against 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



Degree Programs

ASSOCIATE OF ARTS AND SCIENCES

DIRECT TRANSFER AGREEMENT

- General Direct Transfer Degree
 - Allied Health
 - Business Administration
 - Education
 - Fine Art
 - Native American Studies
- Tribal Environmental & Natural Resource Management

ASSOCIATE OF TECHNICAL ARTS

- Chemical Dependency Studies
- Computer Maintenance & Networking
 - Early Childhood Education
 - Entrepreneurship
- Hospitality Management
- Individualized Program
 - Office Professions
- Public & Tribal Administration
- Tribal Environmental & Natural Resource Management

ASSOCIATE OF ARTS AND SCIENCES DEGREES

DIRECT TRANSFER AGREEMENT

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

The General DTA 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 pre-major DTA Programs of Study include: Allied Health, Business Administration, Education, Fine Art, Native American Studies, 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 transfers, and early review of admission requirements, catalog requirements, and contacting specific departmental advisors is highly recommended.

ASSOCIATE OF SCIENCE TRANSFER DEGREE

The Associate of Science Transfer degree (AST) is awarded for completion of programs directed at the professional and technical levels. WIC provides the setting for developing individuals capable of success in the fields of Biology and Health Sciences. The AST degree in Life Sciences is designed for transfer to baccalaureate 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 are reduced. 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 DEGREES

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 SCIENCE TRANSFER

- Life Sciences

Certificate Programs

- | | |
|------------------------------|--------------------------------|
| Computer Repair Technician | Hospitality Management |
| Construction Trades | Individualized Program |
| One-year Construction Trades | Native American Art |
| Two-year Construction Trades | Nutrition Assistant |
| Document Imaging Specialist | Office Assistant |
| Early Childhood Education | Paraeducation |
| Entrepreneurship | Public & Tribal Administration |
| Harvest Diving | Shellfish Management |

Award of Competency

- Computer Repair Technician

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

ASSOCIATE OF ARTS & SCIENCES DEGREE

GENERAL DIRECT TRANSFER AGREEMENT

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, 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 any one department.
 - Interdisciplinary and linked sequences are encouraged.
 - No more than 5 credits in performance/skills courses allowed (HP), including Native 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 *.

ARTD 101*, 102, 103*, 104*, 105*, 106*, 107, 108, 110, 111, 112, 115, 116, 120, 121, 122, 131, 132, 135, 138, 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*, 207, 212*, 215, 216, 222, 223, 232, 233, 242, 243, 245, 254, 257, 258, 271, 290*

DRMA 101, 102, 103, 205*, 207*, 210*
ENGL 148*, 155*, 230*, 235*, 236*, 237*, 275*
HMTS 109*

Language:

KLAL 101, 102, 103, 201*, 202*
LKTA 101
LING 205*
LSHT 101, 102, 103, 201*, 211*
MAKH 101, 102, 103
OJIB 101
QUIL 101, 102
QUIN 101, 102
SPAN 101, 102
TLIN 101, 102
TWAN 101
XWLE 101, 102, 103, 201*, 202*, 203*
MUSC 104*, 108, 109, 120, 153
NASD 101, 102, 103, 115, 116, 118, 119, 125, 126, 137, 138, 203, 204, 205, 240*
PHIL 230*, 235*, 240*

(Associate of Arts & Sciences Degree continued)

- 2. 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.
 - BUAD 202
 - ANTH 202
 - ECON 201, 202, 240
 - EDUC 299
 - ENVS 190
 - HIST 209, 216
 - NASD 131, 132, 202
 - POLS 115, 119, 118, 125, 225, 232, 233, 240
 - PSYC 101, 200, 201, 210, 220, 230, 240
 - SOCI 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*, 130*, 201*, 202*, 203*, 210, 242*, 243*, 245*
CHEM 100*, 111*, 112*, 113*, 121*, 122*, 123*, 231*, 232*
ENVS 105*, 108, 110*, 115*, 205*, 260*, 265*
GEOG 203*
GEOL 101*, 211*
MATH 102, 103, 105, 107, 124, 125, 126, 151, 207, 281
PHYS 100*, 101*, 102*, 103*, 121*, 122*, 123*

Other Requirements

- 1. NATIVE AMERICAN STUDIES (NASD) (6 credits)
 - Courses fulfilling the Native American Studies requirement are counted for credit in Distribution or Electives areas.
 - 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 and Tribal Administration.
- 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 following TE Electives list.
- 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 TE list (may include excess credits completed in Distribution):

ANTH All courses numbered 100 and above
ARTD All courses numbered 100 and above, except 195
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

Electives continued on next page)

(Associate of Arts & Sciences Degree continued)

CMPS	CMPS 101
DRMA	All courses numbered 100 and above
ECED	171
ECON	All courses numbered 100 and above
EDUC	299
ENGL	All courses numbered 101 and above, except 104
ENVS	All courses numbered 100 and above All courses numbered 101 and above
GEOL	All courses numbered 101 and above
HIST	All courses numbered 100 and above
HMTS	All courses numbered 100 and above
HUMS	101
JOUR	All courses numbered 101 and above
Language	All courses numbered 100 and above, except LING 180 & 181
MATH	All courses numbered 102 and above, except 190
MUSC	All courses numbered 100 and above
NASD	All courses numbered 100 and above
PHED	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
SOCI	All courses numbered 100 and above
SPCH	All courses numbered 100 and above



ASSOCIATE OF ARTS AND SCIENCES DEGREE
ALLIED HEALTH

The Associate of Arts and Sciences Degree in Allied Health is designed for students interested in pursuing careers in health. This option offers students a broad overview but limited depth in the basic sciences. This program can be completed in two years. Course work will be dependent upon the career choice the student is pursuing and therefore should plan a course of study with assistance of an advisor. Allied health careers would include pre-nursing, pre-occupational therapy, pre-physical therapy, pre-speech therapy, medical assistant, medical records management, dietetic technician, etc. This option helps prepare students to either transfer to a four-year institution where they can concentrate on any of the above specialized areas in health, or prepare for national examinations to become a certified/registered specialist in a specific field.

Art. & 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
HLTH 105	Basic Nutrition	3
MATH 107	Elementary Statistics I (meets QS requirement)	5
PSYC 101	General Psychology (meets SS requirement)	5
PSYC 201	Developmental Psychology (meets SS requirement)	5
SOCI 110	Introduction to Sociology (meets SS requirement)	5
TOTAL CORE REQUIREMENTS		60
GENERAL EDUCATION REQUIREMENTS - Select from AAS courses listed on pages 42-44		
ENGL 101	English Composition I	5
ENGL 102	English Composition II	5
Speech	Any Speech course 100 and above	4
Quantitative Skills	(met in Core)	0
Humanities		15
Social Sciences	(met in Core)	0
Natural Sciences	(met in Core)	0
Native American Studies	(6 credits required) - May be met through Humanities or Elective courses	3
CMPS 101	Introduction to Computers, or above	4
HMDV 110	Introduction to Successful Learning	36
TOTAL GENERAL EDUCATION REQUIREMENTS		96
TOTAL DEGREE REQUIREMENTS		96



EDUCATION

ASSOCIATE OF ARTS AND SCIENCES DEGREE

Administration is designed for students who are interested in degree in accounting, management, finance, or general business. This program of study is best suited for persons who 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.

EDUCATION

Associate of Arts and Sciences degree program with a major in Education is designed for students who are interested in the teaching profession. This program of study is best suited for persons who 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		
EDUC 299	History of Indian Education	3
HIST 209	Indian History (meets SS and NASD requirement)	5
HIST 216	American Studies (meets SS requirement)	5
Language	Any Native Language course, 101 or above (meets HP and NASD requirement)	5
MATH 281	Math for Elementary School Teachers	5
PSYC 101	General Psychology (meets SS requirement)	5
SPCH 120	Introduction to Public Speaking (meets CS requirement)	4
TOTAL CORE REQUIREMENTS		32
GENERAL EDUCATION REQUIREMENTS - Select from AAS courses listed on pages 42-44		
ENGL 101	English Composition I	5
ENGL 102	English Composition II	5
Speech	(met in Core)	0
Quantitative Skills		5
Humanities (5 credits HP met in Core) - Additional credits must meet HT requirement		10
Social Sciences (met in Core)		0
Natural Sciences - Choose four laboratory (NSL) courses in at least three disciplines		20
Native American Studies (met in Core)		3
CMPS 101	Introduction to Computers, or above	3
HMDV 110	Introduction to Successful Learning	4
Electives	Any course numbered 100 and above	6
TOTAL GENERAL EDUCATION REQUIREMENTS		58
TOTAL DEGREE REQUIREMENTS		90

as listed on pages 42-44

inities, Social Science or Elective courses



ASSOCIATE OF ARTS AND SCIENCES DEGREE
FINE ART

The Associate of Arts and Sciences degree program with a major in Fine Art is designed for students who are interested in transferring to a four-year college or university to complete a bachelor's degree in Art. Students successfully completing this 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		
ARTD 101	Introduction to Visual Arts (meets HT requirement)	3
ARTD 104	Art Appreciation (meets HT requirement)	3
ARTD 111	Drawing I	3
ARTD 115	Design I	3
ARTD 121	Sculpture I	3
ARTD 131	Painting I	3
ARTD 135	Introduction to Non-toxic Printmaking	3
ARTD 201	Art Seminar	3
ARTD 212	20th Century Art History (meets HT requirement)	3
TOTAL CORE REQUIREMENTS		
		24
GENERAL EDUCATION REQUIREMENTS - Select from AAS courses listed on pages 42-44		
ENGL 101	English Composition I	5
ENGL 102	English Composition II	5
Speech	Any Speech course 100 and above	4
Quantitative Skills		5
Humanities (10 credits met in Core)	- Any department other than Art	10
Social Sciences		5
Natural Sciences		5
Native American Studies (6 credits required)	- May be met through Humanities, Social Science or Elective courses	3
CMPS 101	Introduction to Computers, or above	4
HMDV 110	Introduction to Successful Learning	16
TOTAL GENERAL EDUCATION REQUIREMENTS		
		61
TOTAL DEGREE REQUIREMENTS		90



Photo by Tony Jefferson

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 students 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 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	Survey of Native American Literature (meets HT requirement)	5
NASD 202	The Native American Experience (meets SS and NASD requirement)	3
HIST 209	Indian History (meets SS and NASD requirements)	5
POLS 115	American Political System	5
Language	Any Native Language course, 101 or above (meets HP requirement)	5
TOTAL CORE REQUIREMENTS		
		33
GENERAL EDUCATION REQUIREMENTS - Select from AAS courses listed on pages 42-44		
ENGL 101	English Composition I	5
ENGL 102	English Composition II	5
Speech	Any Speech course 100 and above	4
Quantitative Skills		5
Humanities (10 credits met in Core)	- Additional credits must meet HT requirement	5
Social Sciences (met in Core)		0
Natural Sciences (5 credits met in Core)		10
Native American Studies (met in Core)		3
CMPS 101	Introduction to Computers, or above	3
HMDV 110	Introduction to Successful Learning	4
Electives	Must include minimum 5 Transfer Electives (TE) credits	16
TOTAL GENERAL EDUCATION REQUIREMENTS		
		57
TOTAL DEGREE REQUIREMENTS		90



Photo by Tony Jefferson

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	Individualized Studies	5
ENVS 290	Environmental Studies Practicum	5
GEOG 203	Physical Geography	5
GEOL 211	Physical Geology (meets NSL requirement)	5
HIST 209	Indian History (meets SS and NASD requirements)	5
MATH 102	College Algebra (meets QS requirement)	5
MATH 103	Precalculus I	5
MATH 107	Elementary Statistics I	5
POLS 225	History of Federal Indian Policy (meets SS & NASD requirements)	5
TOTAL CORE REQUIREMENTS		

GENERAL EDUCATION REQUIREMENTS

ENGL 101	English Composition I	5
ENGL 102	English Composition II	5
SPCH 120	Introduction to Public Speaking	5
Quantitative Skills (met in Core)		
Humanities - Select from AAS Humanities Distribution courses listed on pages 42-44		
Social Sciences (met in Core)		
Natural Sciences (met in Core)		
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		
TOTAL DEGREE REQUIREMENTS		



LIFE SCIENCES

Associate of Science Transfer degree (AST) is designed for those students interested in pursuing careers in biological and health sciences. The AST degree is designed to meet the prerequisites for entrance into a four-year college or university science program in Washington State. The number of required non-science courses is reduced, therefore transfer students must complete additional General University Requirements (GUR/GER) after transfer. Students completing the AST degree will be given priority status for admission by most Washington State baccalaureate institutions and will be given junior status. Students are urged to consult with their advisor or to the selection of courses to ensure that they meet the requirements of the college or university to which they plan to transfer.

DEPT. & No.	COURSE TITLE	CREDITS
SCIENCE/MATH CORE REQUIREMENTS		
BIOL 201	Cell Biology	5
BIOL 202	Botany	5
BIOL 203	Zoology	5
CHEM 121	General Chemistry I	5
CHEM 122	General Chemistry II	5
CHEM 123	General Chemistry III	5
MATH 102	College Algebra	5
MATH 103	Precalculus I	5
MATH 105	Precalculus II	5
MATH 124	Calculus I	5
MATH 125	Calculus II	5
MATH 126	Calculus III OR	5
MATH 107	Elementary Statistics I	5
Additional Math/Science Courses - Select from AAS Natural Sciences Distribution courses listed on pages 42-44 from disciplines of Biology, Chemistry, Math or Physics (PHYS 101 and CHEM 231 recommended)		
TOTAL SCIENCE/MATH CORE REQUIREMENTS		
GENERAL EDUCATION REQUIREMENTS		
Select from AAS courses listed on pages 42-44		
ENGL 101	English Composition I	5
Humanities/Social Sciences - Minimum 5 credits from each area		
Native American Studies (6 credits required) - May be met through Humanities, Social Science or Elective courses		
CMPS 101	Introduction to Computers, or above	3
HMDV 110	Introduction to Successful Learning	4
TOTAL GENERAL EDUCATION REQUIREMENTS		
TOTAL DEGREE REQUIREMENTS		



CHEMICAL DEPENDENCY STUDIES

The Associate of Technical Arts in Chemical Dependency Studies requires a minimum of 90 credits to be completed in a sequence of courses which specializes in Chemical Dependency Counseling. Successful completion of this program, together with the required hours of supervised internship field experience, will qualify students to apply for Chemical Dependency Counselor Certification I, II or III. Students may also consider the program for their own personal growth and self-enhancement.

DEPT. & No.	COURSE TITLE	CREDITS
CORE REQUIREMENTS: Chemical Dependency Counselor I		
HUMS 120	Survey of Chemical Dependency	5
HUMS 130	Physiological Actions of Alcohol & Drugs	3
HUMS 160	Chemical Dependency Case Management	3
HUMS 170	Chemical Dependency Counseling Techniques	3
HUMS 180	Youth Chemical Dependency and Counseling	3
HUMS 187	Airborne and Bloodborne Pathogens	3
HUMS 208	Chemical Dependency and the Law	4
HUMS 210	Group Facilitation	4
HUMS 222	Ethics and Chemical Dependency Treatment	4
HUMS 230	Chemical Dependency and the Family	3
HUMS 240	Cultural Diversity	4
HUMS 275	Relapse Prevention	4
PSYC 101	General Psychology (meets SS requirement)	3
SOCI 110	Introduction to Sociology	3
TOTAL CORE REQUIREMENTS		46

GENERAL EDUCATION REQUIREMENTS - Select from AAS courses listed on pages 42-44

ENGL 100 or 101	Basic Writing or English Composition I OR	
BUAD 100	Practical English for the Workplace	5
SPCH 105	Introduction to Interpersonal Communications OR	
SPCH 120	Introduction to Public Speaking	4
Humanities		5
Social Sciences (met in Core)		5
Natural Sciences		5
Native American Studies (6 credits required) - May be met through Humanities, Social Science or Elective courses		5
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 numbered 100 and above	3
TOTAL GENERAL EDUCATION REQUIREMENTS		36

RELATED INSTRUCTION REQUIREMENTS

Chemical Dependency Electives approved by Chemical Dependency advisors		1
TOTAL RELATED INSTRUCTION REQUIREMENTS		1
TOTAL DEGREE REQUIREMENTS		82

COMPUTER MAINTENANCE AND NETWORKING

The Associate of Technical Arts in Computer Maintenance and Networking is designed to prepare students for entry-level and intermediate-level employment as computer repair and support technicians as well as network support and administration technicians in tribal, government, business and corporate environments. Students completing this degree program can also expect to work toward and complete some of the industry certifications demanded by employers in this competitive job market.

DEPT. & No.	COURSE TITLE	CREDITS
CORE REQUIREMENTS		
BUAD 101	Introduction to Business	5
CMPS 104	Operating Systems I: Installation and Troubleshooting	3
CMPS 105	Software I: Installation, Configuration and Troubleshooting	3
CMPS 116	Survey of Microsoft Office I	3
CMPS 140	Networking I	3
CMPS 144	Networking II: Networking Essentials	4
CMPS 160	Hardware I: Assembly, Maintenance and Diagnostics	4
CMPS 204	Operating Systems II	4
CMPS 205	Software II: Advanced Setup	3
CMPS 224	Windows NT 4.0	4
CMPS 225	Introduction to Visual Basic Programming	4
CMPS 243	Networking III: Windows NT Network Administration	3
CMPS 270	Hardware II: Assembly, Maintenance and Diagnostics	3
TOTAL CORE REQUIREMENTS		46

GENERAL EDUCATION REQUIREMENTS - Select from AAS courses listed on pages 42-44

ENGL 100 or 101	Basic Writing or English Composition I OR	
BUAD 100	Practical English for the Workplace	5
SPCH 105	Introduction to Interpersonal Communications OR	
SPCH 120	Introduction to Public Speaking	4
Humanities		5
Social Sciences		5
Natural Sciences		5
Native American Studies (6 credits required) - May be met through Humanities, Social Science or Elective courses		5
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 INSTRUCTION REQUIREMENTS

Choose two of the following courses:		1
CMPS 244	TCP/IP Networking	4
CMPS 245	MS Exchange Server	4
CMPS 246	MS Internet Information Server	4
TOTAL RELATED INSTRUCTION REQUIREMENTS		8

INTERNSHIP/CAPSTONE REQUIREMENTS

CMPS 190	Work Experience	3
CMPS 260	Capstone Project OR	
CMPS 290	Advanced Work Experience	3
TOTAL INTERNSHIP/CAPSTONE REQUIREMENTS		6

TOTAL DEGREE REQUIREMENTS

TOTAL DEGREE REQUIREMENTS		96
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ASSOCIATE OF TECHNICAL ARTS DEGREE

EARLY CHILDHOOD EDUCATION

Technical Arts degree with a major in Early Childhood Education is designed for students pursuing careers in the early childhood field. Students are prepared to become assistant and lead teachers in Head Start, Early Head Start, childcare, ECE, and home childcare. Completion of the core ECE courses prepares the student to take the Child Development Credential exam. Students wishing to pursue a bachelor's degree should choose the Associate of Arts and Sciences degree in Early Childhood Education.

COURSE TITLE	CREDITS
GENERAL EDUCATION REQUIREMENTS	
ENGL 101 English Composition I OR ENGL 104 Business Communications OR BUAD 100 Practical English for the Workplace	5
SPCH 105 Introduction to Interpersonal Communications OR SPCH 120 Introduction to Public Speaking	4
Humanities	5
Social Sciences	5
Natural Sciences	5
Native American Studies (6 credits required) - May be met through Humanities, Social Science or Elective courses	
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 INSTRUCTION REQUIREMENTS	
Choose a minimum of 16 credits from the following:	
BUAD 121 Personal & Small Business Finance	3
BUAD 190 Business Practicum	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
DFPR 151 Word Processing I	4
TOTAL RELATED INSTRUCTION REQUIREMENTS	16
ADDITIONAL REQUIREMENTS	
Students chosen under advisement	
INSTRUCTION REQUIREMENTS	
REQUIREMENTS	

ASSOCIATE OF TECHNICAL ARTS DEGREE

ENTREPRENEURSHIP

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, and computer applications. Courses are adapted to the particular needs of the small business owner.

PT. & No.	COURSE TITLE	CREDITS
GENERAL EDUCATION REQUIREMENTS		
BUAD 101 Introduction to Business		5
BUAD 108 Principles of Marketing		5
BUAD 115 Essentials of Accounting OR 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		
ENGL 100 Basic Writing OR ENGL 101 English Composition I OR ENGL 104 Business Communications OR BUAD 100 Practical English for the Workplace		5
SPCH 105 Introduction to Interpersonal Communications OR SPCH 120 Introduction to Public Speaking		4
Humanities		5
Social Sciences		5
Natural Sciences		5
Native American Studies (6 credits required) - May be met through Humanities, Social Science or Elective courses		
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 INSTRUCTION REQUIREMENTS		
Choose a minimum of 16 credits from the following:		
BUAD 121 Personal & Small Business Finance		3
BUAD 190 Business Practicum		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
DFPR 151 Word Processing I		4
TOTAL RELATED INSTRUCTION REQUIREMENTS		16
TOTAL DEGREE REQUIREMENTS		90

ASSOCIATE OF TECHNICAL ARTS DEGREE
HOSPITALITY MANAGEMENT

This degree is designed for students interested in pursuing careers in the field of hospitality management, such as casino management, hotel management, restaurant management, and management in the tourism industry. Students take core courses that focus on basic business fundamentals pertinent to all areas of hospitality management and then select electives that focus on their specialty interests.

DEPT. & NO.	COURSE TITLE	CREDITS
CORE REQUIREMENTS		
BUAD 108	Principles of Marketing	3
BUAD 128	Supervision: Core Skills I	3
BUAD 202	Business Law	3
BUAD 211	Financial Accounting I	3
BUAD 215	Human Resource Management	3
BUAD 216	Principles of Management	3
HRCM 101	Introduction to Hospitality Management	3
TOTAL CORE REQUIREMENTS		

GENERAL EDUCATION REQUIREMENTS - Select from AAS courses listed on pages 42-44

ENGL 100	Basic Writing OR	3
ENGL 101	English Composition I OR	3
ENGL 104	Business Communications OR	3
BUAD 100	Practical English for the Workplace	3
SPCH 105	Introduction to Interpersonal Communications OR	3
SPCH 120	Introduction to Public Speaking	3
Humanities		
Social Sciences		
Natural Sciences		
Native American Studies (6 credits required) - May be met through Humanities, Social Science or Elective courses		
CMPS 101	Introduction to Computers, or above	3
HMDV 110	Introduction to Successful Learning	3
MATH 190	Vocational Math or any Math, 102 or above	3
TOTAL GENERAL EDUCATION REQUIREMENTS		

RELATED INSTRUCTION REQUIREMENTS

Choose 22 credits from the of the following (two courses labeled * required):

BUAD 121	Personal and Business Finance	3
BUAD 146	Business Math and 10-Key	3
HRCM 102	Casino Gaming Courses	3
*HRCM 111	Introduction to Casino Management	3
*HRCM 112	Casino Cash Cage Operations	3
*HRCM 135	Security in the Hospitality Industry	3
*HRCM 136	Casino Security	3
*HRCM 150	Introduction to Restaurant Management	3
*HRCM 160	Introduction to Hotel Management	3
HRCM 195	Internship in Hospitality Management	3
POLS 225	History of Federal Indian Policy	3
TOTAL RELATED INSTRUCTION REQUIREMENTS		

TOTAL DEGREE REQUIREMENTS

ASSOCIATE OF TECHNICAL ARTS DEGREE
INDIVIDUALIZED PROGRAM

This program allows a student to create a degree that Northwest Indian College does not otherwise offer. The NWIC Individualized degree advisor and an expert in the field assist the student in clarifying goals and deciding on the types of learning experiences that will become part of the finished degree. Students begin work on this degree by registering for HMDV 150.

The degree plan must have the approval of the NWIC Individualized Degree advisor, the expert consultant, and the Vice President for Instruction and Student Services. Once the degree is finalized, the student must successfully complete all courses appearing in the approved plan.

Examples of individualized degrees have included Art Entrepreneurship, Community Health Advocate, Native American Cultural Studies, Native American Arts and Computer Technology, and Wellness Education.

DEPT. & NO.	COURSE TITLE	CREDITS
CORE REQUIREMENTS		
HMDV 150	Individualized Degree Planning	3
Courses chosen under advisement based on degree emphasis		
TOTAL CORE REQUIREMENTS		

GENERAL EDUCATION REQUIREMENTS - Select from AAS courses listed on pages 42-44

ENGL 100 or 101	Basic Writing or English Composition I OR	3
BUAD 100	Practical English for the Workplace	3
Speech	Any Speech course 100 and above	4
Humanities		
Social Science		
Natural Science		
Native American Studies (6 credits required) - May be met through Humanities, Social Science or Elective courses		
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		

TOTAL DEGREE REQUIREMENTS



ASSOCIATE OF TECHNICAL ARTS DEGREE
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 application, records management, business mathematics 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 15	Essentials of Accounting OR	
BUAD 211	Financial Accounting I	
BUAD 146	Business Math and 10-Key	
CMPS 101	Introduction to Computers, or above	
ENGL 104	Business Communications	
OFPR 101	Keyboarding/Formatting I	
OFPR 141	Office Procedures	
OFPR 145	Records Management	
OFPR 149	Machine Transcription I	
OFPR 151	Word Processing I	
OFPR 152	Word Processing II	
OFPR 190	Work Experience I	
OFPR 201	Keyboarding for Speed & Accuracy	
TOTAL CORE REQUIREMENTS		
GENERAL EDUCATION REQUIREMENTS - Select from AAS courses listed on pages 42-44		
ENGL 101	English Composition I	
SPCH 105	Introduction to Interpersonal Communications OR	
SPCH 120	Introduction to Public Speaking	
Humanities		
Social Sciences		
Natural Sciences		
Native American Studies (6 credits required) - May be met through Humanities, Social Science or Elective courses		
HMDV 110	Introduction to Successful Learning	
TOTAL GENERAL EDUCATION REQUIREMENTS		
RELATED INSTRUCTION REQUIREMENTS		
CMPS 110	Data Base Management I OR	
CMPS 235	Electronic Spreadsheet I	
Choose 14 credits from the following:		
BUAD 101	Introduction to Business	
BUAD 212	Financial Accounting II	
BUAD 215	Human Resource Management	
CMPS 247	Desktop Publishing I	
OFPR 124	Alphabetic Shorthand	
Other business, computer, or office courses as approved by program advisor		
TOTAL RELATED INSTRUCTION REQUIREMENTS		
TOTAL DEGREE REQUIREMENTS		

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	
PTAD 240	Leadership and Decision Making	
BUAD 202	Business Law (SS)	
BUAD 211	Financial Accounting I	
BUAD 215	Human Resource Management	
BUAD 216	Principles of Management	
BUAD 231	Grant Management	
PTAD 200	Budgeting	
PTAD 210	Principles of Planning	
PTAD 220	Public Policy Process	
PTAD 230	Organizational Theory & Development	
TOTAL CORE REQUIREMENTS		
GENERAL EDUCATION REQUIREMENTS - Select from AAS courses listed on pages 42-44		
ENGL 101	English Composition I OR	
ENGL 104	Business Communications	
SPCH 105	Introduction to Interpersonal Communications OR	
SPCH 120	Introduction to Public Speaking	
MATH 102	College Algebra	
MATH 107	Elementary Statistics I	
Humanities		
Native American Studies (met in Core)		
CMPS 101	Introduction to Computers, or above	
HMDV 110	Introduction to Successful Learning	
TOTAL GENERAL EDUCATION REQUIREMENTS		
RELATED INSTRUCTION REQUIREMENTS		
Choose 20 credits from the following:		
BUAD 101	Introduction to Business	
BUAD 212	Financial Accounting II	
ECON 201	Principles of Macroeconomics	
ECON 202	Principles of Microeconomics	
POLS 15	American Political System	
PSYC 101	General Psychology	
SOCI 110	Introduction to Sociology	
TOTAL RELATED INSTRUCTION REQUIREMENTS		
TOTAL DEGREE REQUIREMENTS		

TECHNICAL ARTS DEGREE
ENVIRONMENTAL AND
RESOURCE MANAGEMENT

and Natural Resource Management is a special program developed in environmental science, economics and political science with tribal history as a focus of study at the Lummi campus. It is designed for students interested in environmental science, forestry and agriculture. Students wishing to pursue a bachelor's degree in this program.

CERTIFICATE

COMPUTER REPAIR TECHNICIAN

The Computer Repair Technician certificate program is designed to prepare students for employment as computer repair and support technicians in tribal, government, small business and corporate environments.

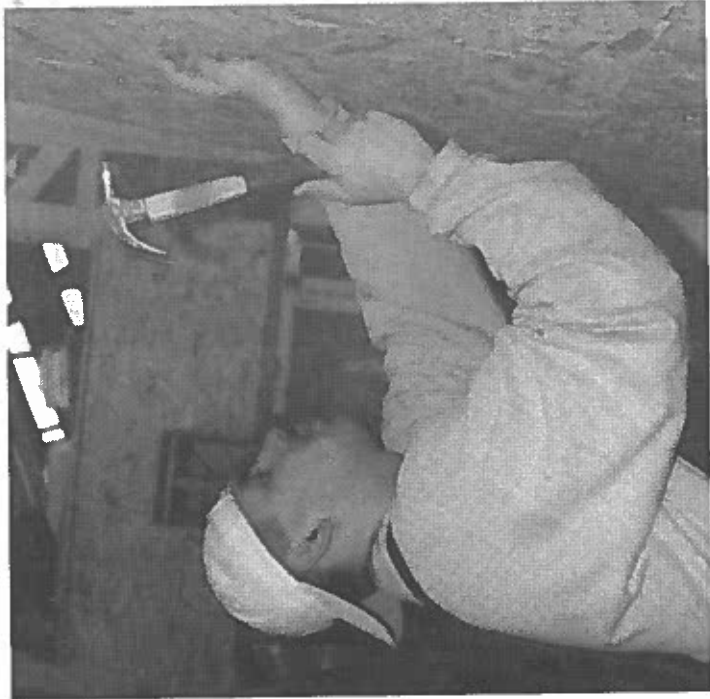
COURSE TITLE	CREDITS
GENERAL REQUIREMENTS	
BUAD 101 Introduction to Business	5
CMPS 104 Operating Systems I: Installation and Troubleshooting	3
CMPS 105 Software I: Installation, Configuration and Troubleshooting	3
CMPS 116 Survey of Microsoft Office I	3
CMPS 140 Networking I	3
CMPS 144 Networking II: Networking Essentials	4
CMPS 160 Hardware I: Assembly, Maintenance and Diagnostics	4
CMPS 190 Work Experience	3
TOTAL CORE REQUIREMENTS	28
GENERAL EDUCATION REQUIREMENTS - Select from AAS courses listed on pages 42-44	
ENGL 100 or 101 Basic Writing or English Composition I OR	
BUAD 100 Practical English for the Workplace	5
SPCH 105 Introduction to Interpersonal Communications OR	
SPCH 120 Introduction to Public Speaking	4
CMPS 101 Introduction to Computers, or above	3
HMDSV 110 Introduction to Successful Learning	4
MATH 190 Vocational Math or any Math 102 or above	5
Native American Studies - Any course 100 and above coded NASD	3
TOTAL GENERAL EDUCATION REQUIREMENTS	24
TOTAL CERTIFICATE REQUIREMENTS	52



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 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 for Building Trades	3
VOCC 105	Construction Trades I	3
VOCC 106	Construction Trades II	3
VOCC 107	Construction Trades III	3
VOCC 194	Construction Trades Laboratory	3
TOTAL CORE REQUIREMENTS		
GENERAL EDUCATION REQUIREMENTS		
ENGL 100 or 101	Basic Writing or English Composition I OR	
BUAD 100	Practical English for the Workplace	3
HMDV 110	Introduction to Successful Learning	3
MATH 190	Vocational Math or any Math, 102 and above	3
Native American Studies Any course 100 and above coded NASD		
TOTAL GENERAL EDUCATION REQUIREMENTS		
TOTAL CERTIFICATE REQUIREMENTS		



TWO-YEAR CERTIFICATE
CONSTRUCTION TRADES

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, print reading and work skills.

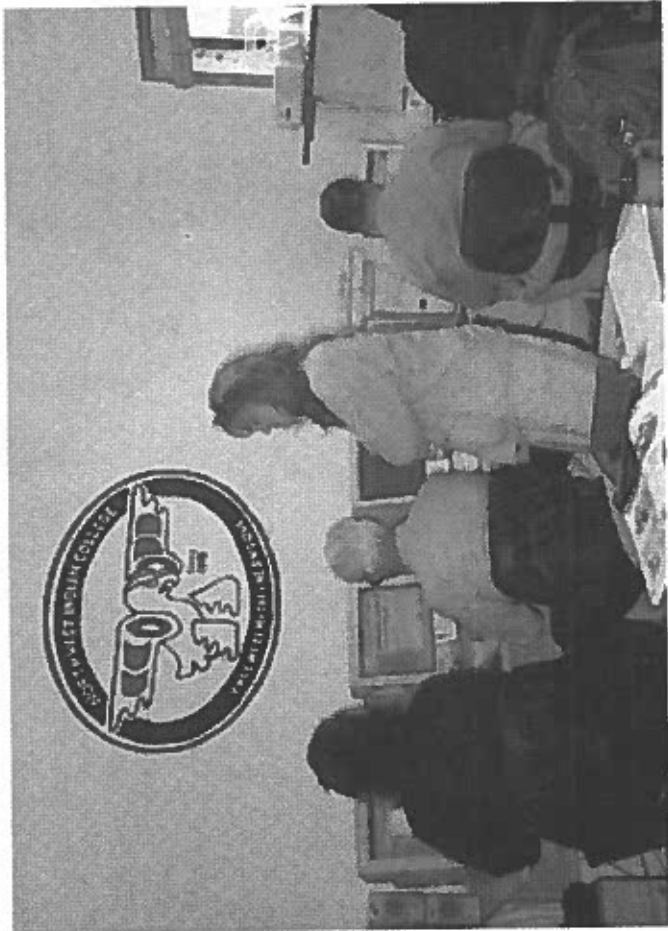
DEPT. & No.	COURSE TITLE	CREDITS
CORE REQUIREMENTS		
TECH 151	Blueprint Reading for Building Trades	3
TECH 154	Native American Architecture (meets NASD requirement)	3
TECH 160	Uniform Codes and Standards	3
VOCC 105	Construction Trades I	3
VOCC 106	Construction Trades II	3
VOCC 107	Construction Trades III	3
VOCC 191	Construction Trades Practicum	3
VOCC 194	Construction Trades Laboratory	3
VOCC 205	Advanced Construction Trades I	3
VOCC 206	Advanced Construction Trades II	3
TOTAL CORE REQUIREMENTS		
GENERAL EDUCATION REQUIREMENTS		
ENGL 100 or 101	Basic Writing or English Composition I OR	
BUAD 100	Practical English for the Workplace	3
CMPS 101	Introduction to Computers, or above	3
HMDV 110	Introduction to Successful Learning	3
MATH 190	Vocational Math or any Math, 102 and above	3
Humanities/Social Science/Natural Science - Any course 100 and above from AAS distribution, pages 42-44		
Native American Studies (3 credits met in Core) 3 additional credits required - May be met through Humanities, Social Science or Elective courses		
Electives Any course 100 and above		
TOTAL GENERAL EDUCATION REQUIREMENTS		
TOTAL CERTIFICATE REQUIREMENTS		



CERTIFICATE
DOCUMENT IMAGING SPECIALIST

The Certificate for the Document Imaging Specialist Certificate (DISC) Program is a three quarter program designed to qualify students to work on back-file conversion projects for hi-tech companies, such as CIR21, on the Lummi Reservation, or elsewhere. The 45 credit program is designed to enable students who are unemployed or underemployed to gain immediate employment in a fast growing career field.

DEPT. & No.	COURSE TITLE	CREDITS
CORE REQUIREMENTS		
CMPS 101	Introduction to Computers, or above	
CMPS 103	Introduction to Windows	
CMPS 190	Work Experience (Laboratory)	
CMPS 290	Advanced Work Experience (On-the-job-training)	
HMDV 177	Workplace Ethics Communication	
OPPR 145	Records Management	
TOTAL CORE REQUIREMENTS		
GENERAL EDUCATION REQUIREMENTS		
ENGL 100 or 101	Basic Writing or English Composition I OR	
BUAD 100	Practical English for the Workplace	
HMDV 110	Introduction to Successful Learning	
MATH 190	Vocational Math or any Math, 102 and above	
Native American Studies Any course 100 and above coded NASD		
TOTAL GENERAL EDUCATION REQUIREMENTS		
TOTAL CERTIFICATE REQUIREMENTS		



CERTIFICATE
EARLY CHILDHOOD EDUCATION

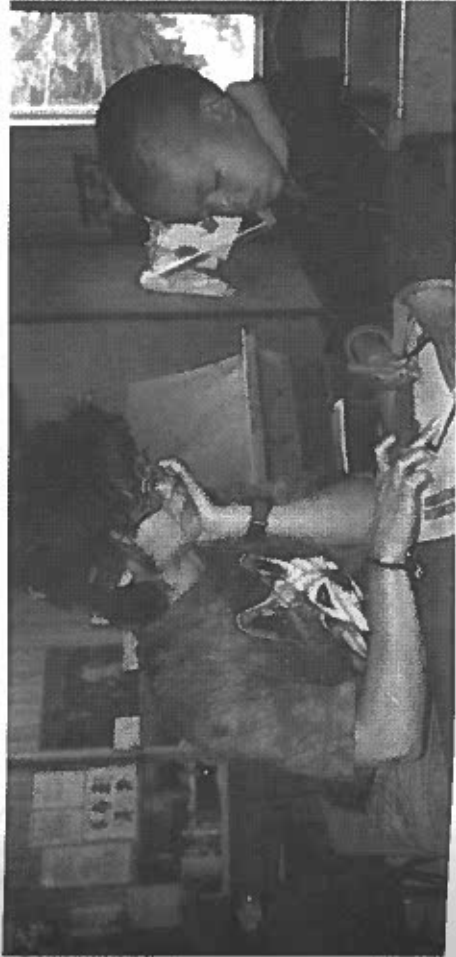
Young children are very special people. The people into whose care they are entrusted need to be well-trained individuals who understand not only what and how children learn but also the best practices for teaching and leading them. Therefore, our program provides the right student with a wide variety 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 interactive 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		
ECED 171	Introduction to Early Childhood Education OR	
ECED 141	Introduction to Home Visiting	3
ECED 172	Environments to Nurture Development OR	
ECED 142	Environments for Home Visitors	3
ECED 173	Curriculum and Families	3
ECED 200	Early Childhood Seminar I	3
ECED 205	Early Childhood Seminar II	3
ECED 208	Early Childhood Seminar III	3
ECED 209	Early Childhood Classroom Management	3
ECED 210	Early Childhood Development (3) OR	
PSYC 210	Child Development Theory (5)	3-5
TOTAL CORE REQUIREMENTS		

GENERAL EDUCATION REQUIREMENTS		
ENGL 100 or 101	Basic Writing or English Composition I OR	
BUAD 100	Practical English for the Workplace	5
CMPS 101	Introduction to Computers, or above	3
HMDV 110	Introduction to Successful Learning	4
MATH 190	Vocational Math or any Math, 102 and above	5
Native American Studies Any course numbered 100 and above coded NASD		
TOTAL GENERAL EDUCATION REQUIREMENTS		

RELATED INSTRUCTION REQUIREMENTS		
HUMS 107	Introduction to Re-evaluation Counseling OR	
ECED 107	Re-evaluation Counseling for Early Childhood	3
TOTAL RELATED INSTRUCTION REQUIREMENTS		
TOTAL CERTIFICATE REQUIREMENTS		



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.

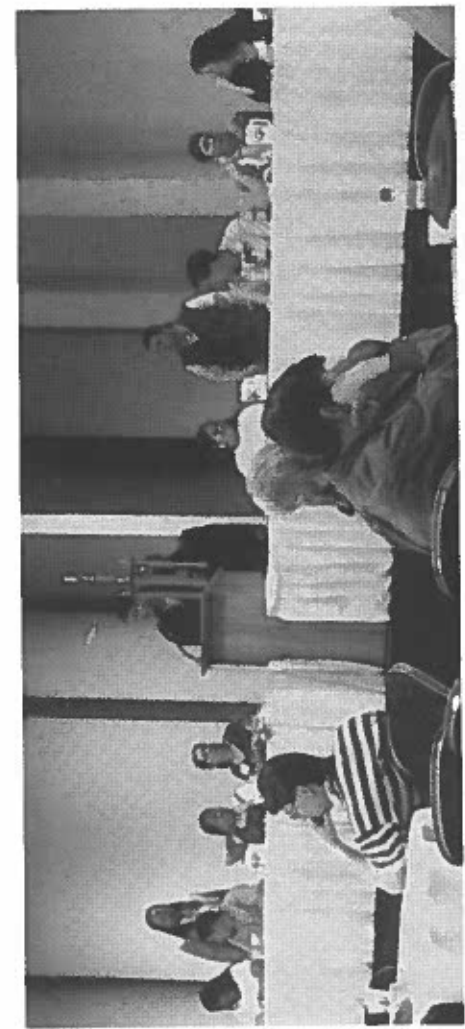
DEPT. & No.	COURSE TITLE	CREDITS
CORE REQUIREMENTS		
BUAD 101	Introduction to Business	3
BUAD 108	Principles of Marketing	3
BUAD 146	Business Math & 10-Key	3
BUAD 115	Essentials of Accounting I	3
BUAD 211	Financial Accounting I	3
BUAD 216	Principles of Management	3
TOTAL CORE REQUIREMENTS		
GENERAL EDUCATION REQUIREMENTS		
ENGL 100	Basic Writing OR	3
ENGL 101	English Composition I OR	3
ENGL 104	Business Communications OR	3
BUAD 100	Practical English for the Workplace	3
CMPS 101	Introduction to Computers, or above	3
HMDV 110	Introduction to Successful Learning	3
MATH 190	Vocational Math or any Math, 102 or above	3
Native American Studies - Any course 100 & above coded NASD		
TOTAL GENERAL EDUCATION REQUIREMENTS		
RELATED INSTRUCTION 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	Business Practicum	3
BUAD 202	Business Law	3
BUAD 212	Financial Accounting II	3
BUAD 215	Human Resource Management	3
BUAD 235	Managerial Accounting	3
CMPS 110	Database Management I	3
CMPS 235	Electronic Spreadsheet I	3
OFPR 151	Word Processing I	3
TOTAL RELATED INSTRUCTION REQUIREMENTS		
TOTAL CERTIFICATE REQUIREMENTS		

CERTIFICATE
HARVEST DIVING

This certificate is designed to provide fundamental skills required for harvest diving and to qualify students to operate in surface-supplied harvest diver positions such as diver, tender, dive-con, and safety diver. The program includes laboratories and actual harvest diving under controlled supervision.

Due to laboratory expenses, this program is offered only in conjunction with a tribally supported grant.

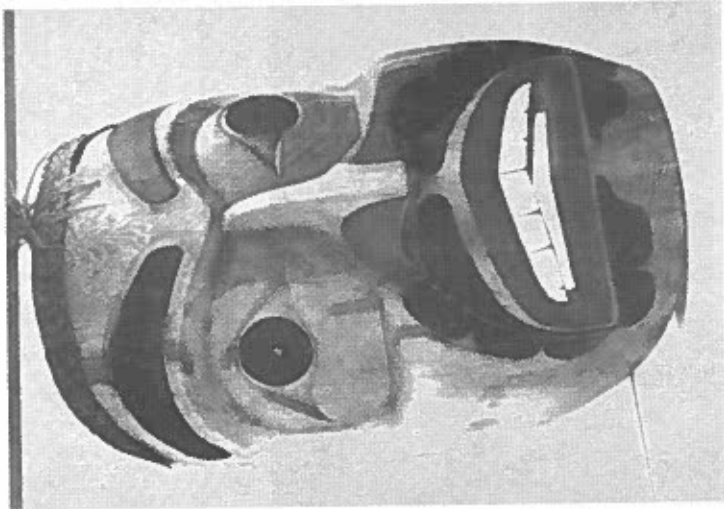
DEPT. & No.	COURSE TITLE	CREDITS
CORE REQUIREMENTS		
BIOL 210	Shellfish Biology	3
FISH 121	Basic Scuba	3
FISH 122	Advanced Scuba	3
FISH 125	Surface-Supplied Air Systems I	4
FISH 127	Harvest Diving Safety	5
FISH 130	Harvest Diving Techniques	4
FISH 135	Diving Equipment Maintenance	2
FISH 192	Shellfish Marketing	3
FISH 193	Shellfish Processing and Food Safety	3
POLS 119	Native American Fisheries Treaty Rights	3
TOTAL CORE REQUIREMENTS		
GENERAL EDUCATION REQUIREMENTS		
ENGL 100 or 101	Basic Writing or English Composition I OR	3
BUAD 100	Practical English for the Workplace	3
CMPS 101	Introduction to Computers, or above OR	3
FISH 105	Computer Applications in Aquaculture	3
HMDV 110	Introduction to Successful Learning	4
MATH 190	Vocational Math or any Math, 102 and above	5
Native American Studies (met in Core)		
TOTAL GENERAL EDUCATION REQUIREMENTS		
TOTAL CERTIFICATE REQUIREMENTS		



CERTIFICATE
HOSPITALITY MANAGEMENT

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

DEPT. & No.	COURSE TITLE	CREDITS
CORE REQUIREMENTS		
BUAD 108	Principles of Marketing	3
BUAD 128	Supervision: Core Skills I	3
BUAD 216	Principles of Management	3
HRCM 101	Introduction to Hospitality Management	3
TOTAL CORE REQUIREMENTS		
GENERAL EDUCATION REQUIREMENTS		
ENGL 100	Basic Writing OR	3
ENGL 101	English Composition I OR	3
ENGL 104	Business Communications OR	3
BUAD 100	Practical English for the Workplace	3
CMPS 101	Introduction to Computers, or above	3
HMDV 110	Introduction to Successful Learning	3
MATH 190	Vocational Math or any Math, 102 or above	3
Native American Studies - Any course 100 & above coded NASD		
TOTAL GENERAL EDUCATION REQUIREMENTS		
RELATED INSTRUCTION REQUIREMENTS		
Choose two courses from the following:		
HRCM 111	Introduction to Casino Management	3
HRCM 112	Casino Cash Cage Operations	3
HRCM 135	Security in the Hospitality Industry	3
HRCM 150	Introduction to Restaurant Management	3
HRCM 160	Introduction to Hotel Management	3
TOTAL RELATED INSTRUCTION REQUIREMENTS		
TOTAL CERTIFICATE REQUIREMENTS		



ONE-YEAR CERTIFICATE
INDIVIDUALIZED PROGRAM

This program allows a student to create a certificate that Northwest Indian College does not otherwise offer. The NWIC Individualized Degree advisor and an expert in the field assist the student in clarifying goals and deciding on the types of learning experiences that will become part of the finished certificate. Students begin work on this certificate by registering for HMDV 150.

The certificate plan must have the approval of the NWIC Individualized Degree advisor, the expert consultant, and the Vice President for Instruction and Student Services. Once the certificate is finalized, the student must successfully complete all courses appearing in the approved plan.

DEPT. & No.	COURSE TITLE	CREDITS
CORE REQUIREMENTS:		
HMDV 150	Individualized Certificate Planning	3
Courses chosen under advisement based on certificate emphasis		
TOTAL CORE REQUIREMENTS		
GENERAL EDUCATION REQUIREMENTS		
ENGL 100 or 101	Basic Writing or English Composition I OR	3
BUAD 100	Practical English for the Workplace	3
Humanities or Social Science courses (Any course coded HP, HT or SS)		
Native American Studies (3 credits required) - May be met through Humanities, Social Science or Elective courses		
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		
TOTAL CERTIFICATE REQUIREMENTS		



CERTIFICATE
NATIVE AMERICAN ART

The Certificate in Native American Art is designed to prepare the student for entry level work in various areas of art production and to provide an introduction to gallery operations, exhibition and marketing.

DEPT. & No.	COURSE TITLE	CREDITS
CORE REQUIREMENTS		
ARTD 101	Introduction to Visual Arts	3
ARTD 110	Northwest Coast Native Design I OR	3
ARTD 115	Design I	3
ARTD 195	Artist Survival	3
ARTD 202	Principles of Native American Display and Exhibition	3
BUAD 108	Principles of Marketing	3
Upon advisement, choose 12 credits from the traditional Native American Arts disciplines such as basketry, beading, carving, regalia, etc.		
TOTAL CORE REQUIREMENTS		24
GENERAL EDUCATION REQUIREMENTS		
ENGL 100 or 101	Basic Writing or English Composition I OR	5
BUAD 100	Practical English for the Workplace	3
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
Native American Studies (met in Core)		
TOTAL GENERAL EDUCATION REQUIREMENTS		17
TOTAL CERTIFICATE REQUIREMENTS		41



CERTIFICATE
NUTRITION ASSISTANT

The Nutrition Assistant Certificate program is designed to provide interested American Indian communities access to nutrition education. The Nutrition Assistant is competent in basic nutrition knowledge and skills, extending nutritional assistance services available within his or her community. In addition, the Nutrition Assistant demonstrates competency in assisting individuals, families or community groups with basic physical activity recommendations and providing support for health education activities within their communities. The responsibilities assigned to the Nutrition Assistant will vary according to tribal needs. The Nutrition Assistant practices under the guidance of a licensed health care professional, preferably a registered dietitian.

DEPT. & No.	COURSE TITLE	CREDITS
CORE REQUIREMENTS		
HLTH 130	Honor the Gift of Food I	3
HLTH 131	Honor the Gift of Food II	3
HLTH 132	Introduction to Foods	3
HLTH 170	Nutrition Analysis Software	1
HLTH 190	Field Experience I	3
HLTH 191	Field Experience II	3
HLTH 192	Field Experience III	3
PSYC 101	General Psychology	5
PUBH 101	American Indian Health Care Systems (meets NASD requirement)	3
SPCH 105	Interpersonal Communications	4
TOTAL CORE REQUIREMENTS		31
GENERAL EDUCATION REQUIREMENTS		
ENGL 100 or 101	Basic Writing or English Composition I OR	5
BUAD 100	Practical English for the Workplace	3
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
Native American Studies (met in Core)		
TOTAL GENERAL EDUCATION REQUIREMENTS		17
TOTAL CERTIFICATE REQUIREMENTS		48



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	2
CMPS 101	Introduction to Computers, or above	2
OFPR 101	Keyboarding/Formatting I (substitute additional RIR elective if course is waived)	3
OFPR 141	Office Procedures	3
OFPR 145	Records Management	3
OFPR 151	Word Processing I	3
OFPR 190	Work Experience I	3
OFPR 201	Keyboarding for Speed and Accuracy	3
TOTAL CORE REQUIREMENTS		
GENERAL EDUCATION REQUIREMENTS		
ENGL 100 or 101 Basic Writing or English Composition I OR		
BUAD 100	Practical English for the Workplace	5
HMDV 110	Introduction to Successful Learning	3
Native American Studies - Any course 100 and above coded NASD		
TOTAL GENERAL EDUCATION REQUIREMENTS		
RELATED INSTRUCTION REQUIREMENTS		
Select at least 7 credits from the following:		
BUAD 115	Essentials of Accounting	2
CMPS 110	Data Base Management I	1
CMPS 235	Electronic Spreadsheet I	3
CMPS 247	Desktop Publishing I	6
ENGL 104	Business Communications	45
OFPR 124	Alphabetic Shorthand	
OFPR 149	Machine Transcription	
OFPR 152	Word Processing II	
Other business, computer, or office course as approved by program advisor		
TOTAL RELATED INSTRUCTION REQUIREMENTS		
TOTAL CERTIFICATE REQUIREMENTS		



CERTIFICATE
PARAEDUCATION

This one-year certificate program is designed to prepare students 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	Introduction to Paraeducation	2
EDUC 162	Paraeducator as Learning Assistant	2
EDUC 163	Paraeducator Strengthening Education	2
EDUC 220	Introduction to Exceptional Children	3
EDUC 299	History of Indian Education	3
NASD 101	Conversational Native Language I (meets NASD requirement)	3
TOTAL CORE REQUIREMENTS		
GENERAL EDUCATION REQUIREMENTS		
ENGL 100 or 101 Basic Writing or English Composition I OR		
BUAD 100	Practical English for the Workplace	5
CMPS 101	Introduction to Computers, or above	3
HMDV 110	Introduction to Successful Learning	4
MATH 190	Vocational Math or any Math, 102 and above	5
Native American Studies (met in Core)		
Electives (To be selected on advisement)		
TOTAL GENERAL EDUCATION REQUIREMENTS		
RELATED INSTRUCTION REQUIREMENTS		
HLTH 110	Basic First Aid	2
HLTH 112	Adult CPR	1
HUMS 107	Introduction to Re-evaluation Counseling	3
TOTAL RELATED INSTRUCTION REQUIREMENTS		
TOTAL CERTIFICATE REQUIREMENTS		



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 advanced studies in Public and Tribal Administration

DEPT. & NO.	COURSE TITLE	CREDITS
CORE REQUIREMENTS		
BUAD 101	Introduction to Business	5
BUAD 202	Business Law	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 I OR	5
ENGL 104	Business Communications	5
CMPS 101	Introduction to Computers, or above	3
HMDV 110	Introduction to Successful Learning	4
MATH 190	Vocational Math or any Math, 102 & above	5
TOTAL GENERAL EDUCATION REQUIREMENTS		17
TOTAL CERTIFICATE REQUIREMENTS		51



Photo by Tony Jefferson

CERTIFICATE
SHELLFISH MANAGEMENT

This certificate is designed to provide a fundamental background in shellfish, biology, resource management, chemistry and computers. Students will participate in practicums and laboratories, giving them opportunities to apply the principles learned in the classroom.

DEPT. & NO.	COURSE TITLE	CREDITS
CORE REQUIREMENTS		
BIOL 210	Shellfish Biology	3
CHEM 100	Introduction to Chemistry	5
FISH 101	Introduction to Fisheries Science	3
FISH 102	Introduction to Shellfish Culture	3
FISH 151	Shellfish Hatchery Practicum	2
FISH 192	Shellfish Marketing	3
FISH 193	Shellfish Processing and Food Safety	3
FISH 230	Shellfish Harvest Management	5
POLS 119	Native American Fisheries Treaty Rights	3
TOTAL CORE REQUIREMENTS		30
GENERAL EDUCATION REQUIREMENTS		
ENGL 100 or 101	Basic Writing or English Composition I OR	5
BUAD 100	Practical English for the Workplace	5
CMPS 101	Introduction to Computers, or above OR	3
FISH 105	Computer Applications in Aquaculture	4
HMDV 110	Introduction to Successful Learning	5
MATH 190	Vocational Math or any Math, 102 and above	5
Native American Studies (met in Core)		17
TOTAL GENERAL EDUCATION REQUIREMENTS		47
TOTAL CERTIFICATE REQUIREMENTS		87



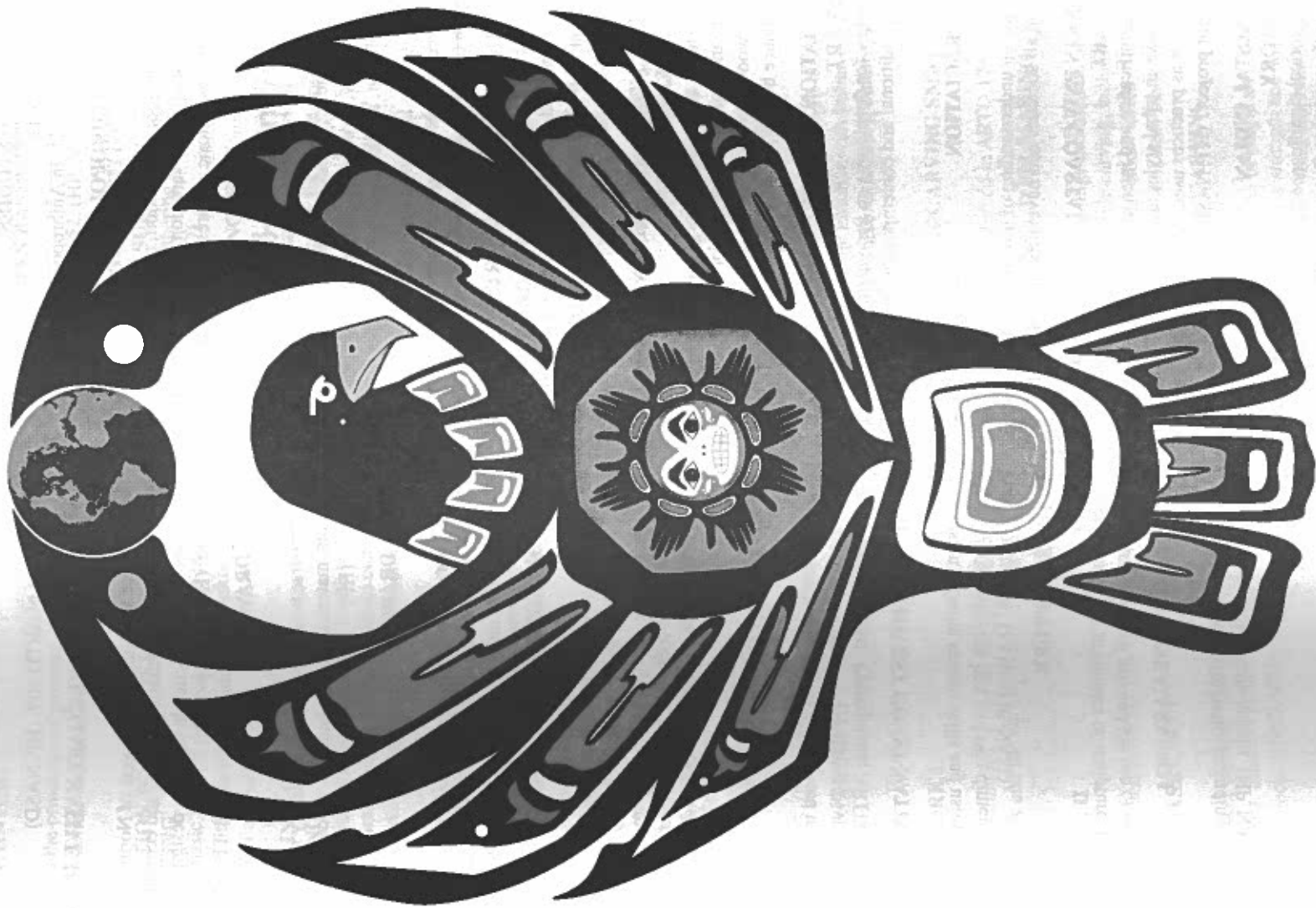
AWARD OF COMPETENCY
COMPUTER REPAIR TECHNICIAN

The Computer Repair Technician Award of Competency program is a two-quarter program designed to prepare students for entry-level employment as computer repair and support technicians in tribal, government, small business and corporate environments.

DEPT. & NO.	COURSE TITLE	CREDITS
REQUIREMENTS		
BUAD 101	Introduction to Business OR	
MATH 190	Vocational Math or any Math 102 or above	5
CMPS 101	Introduction to Computers, or above	3
CMPS 104	Operating Systems I: Installation and Troubleshooting	3
CMPS 105	Software I: Installation, Configuration and Troubleshooting	3
CMPS 116	Survey of Microsoft Office I	3
CMPS 140	Networking I	3
CMPS 160	Hardware I: Assembly, Maintenance and Diagnostics	4
CMPS 190	Work Experience	3
ENGL 100 or 101	Basic Writing or English Composition I OR	
BUAD 100	Practical English for the Workplace	5
SPCH 105	Introduction to Interpersonal Communications OR	
SPCH 120	Introduction to Public Speaking	4
TOTAL REQUIREMENTS		36



Course Descriptions



ANTHROPOLOGY	
ANTH SPECIAL TOPICS 188/288 Special topics in Anthropology. (TE)	1-5 CR
ANTH INDIVIDUALIZED STUDIES 189/289 Individualized learning contracts in Anthropology. (TE)	1-5 CR
ANTH PHYSICAL ANTHROPOLOGY 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)	5 CR
ANTH CULTURAL ANTHROPOLOGY 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)	5 CR
ART	
ARTD INTRODUCTION TO VISUAL ARTS 101 Overview of fundamental art disciplines. Covers various concepts, materials and tools used in the creation of two- and three-dimensional art. (HT)	3 CR
ARTD INTRODUCTION TO TRADITIONAL NATIVE AMERICAN ARTS 102 Introduction to historical and contemporary Northwest Native arts using contemporary methods and materials for a variety of projects such as quill work, wood carving, basketry, beadwork, regalia button robes, and dance bustles. (HP)	2 CR
ARTD APPRECIATION OF AMERICAN INDIAN ART 103 Provides an overview for developing an appreciation of American Indian art through traditional and contemporary perspectives. (HP, NASD)	5 CR
ARTD ART APPRECIATION 104 Designed to provide an understanding of how the arts have played a significant role in all societies and have affected history. (HT)	5 CR
ARTD STUDIES IN PNW COASTAL 105A-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)	1 CR EA
ARTD PNW COASTAL INDIAN ART HISTORY 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)	5 CR

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HP - Humanities Performance	NS - Natural Science	NE - Non Transferable Elective	TE - Transferable Elective
HT - Humanities Theory	NSL - Natural Science Lab	QS Quantitative Skills	TE - Transferable Elective

ARTD PNW INDIAN TOOLMAKING I 107 Covers instruction in making tools, designs and symbols for carving plaques. (HP, NASD)	3 CR
ARTD PNW INDIAN TOOLMAKING II 108 Continuation of ARTD 107. (HP, NASD)	3 CR
ARTD NORTHWEST COAST NATIVE DESIGN I 110 Historical and contemporary aspects of Northwest Coast design including social, spiritual, functional and economic aspects. Covers theory and practice in drawing, designing and painting in this genre. (HP, NASD)	3 CR
ARTD DRAWING I 111 Studio course which presents introductory instruction in drawing concepts, materials, and techniques. Student must register for 3 or 5 credits. (HP)	3-5 CR
ARTD DRAWING II 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)	3-5 CR
ARTD DESIGN I 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)	3-5 CR
ARTD DESIGN II 116 Principles learned in ARTD 115 applied to solving design problems. Covers advanced design concepts and aesthetics of Northwest Indian Art. Prerequisite: ARTD 115. (HP)	3-5 CR
ARTD NORTHWEST COAST NATIVE DESIGN II 120 Focuses on refining design skills and using them in various applications including box and two-dimensional relief designs. Prerequisite: ARTD 110. (HP, NASD)	3 CR
ARTD SCULPTURE 121 Introduction to the principles of sculpture, the creation of three-dimensional works of art, and the use of sculptural tools. (HP)	3 CR
ARTD SOAPSTONE CARVING I 122 Covers soapstone carving basics including use of tools and creating Northwest Indian designs. (HP, NASD)	3 CR

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ARTD PAINTING I 131 Introductory course in the principles of painting. Includes the selection and use of materials and tools used and the vocabulary of painting. (HP)	3 CR	ARTD PNW INDIAN BASKETRY II 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 coiling. (HP, NASD)	3 CR
ARTD ACRYLIC PAINTING 132 Introductory course in the principles of painting. Includes the selection and use of materials and tools used and the vocabulary of painting. (HP)	3 CR	ARTD PNW INDIAN BASKETRY III 153 Continuation of ARTD 152. (HP, NASD)	3 CR
ARTD INTRODUCTION TO NON-TOXIC PRINTMAKING 135 Overview of the four basic areas of printmaking: Relief printing, serigraphy, intaglio and lithography. Includes printmaking methodologies for health and safety. (HP)	3 CR	ARTD GATHERING TRADITIONAL BASKETRY SUPPLIES 155 Covers instruction in gathering traditional materials for basketry at various sites. (HP, NASD)	1-3 CR
ARTD NON-TOXIC INTAGLIO PRINTMAKING I 138 Covers non-toxic printmaking methodologies for health and safety. Includes creative uses of image on Intaglio film, photo etching and digital imaging. Prior drawing/painting experience recommended. (HP)	3 CR	ARTD PAPERMAKING WITH PLANT FIBER 156 Covers basics of papermaking and working with various plant fibers to make paper suitable for screen printing or painting. (HP)	3 CR
ARTD SERIGRAPHY (SILKSCREEN) 141 The study and application of silkscreen printing processes. Emphasis on stencil design, methods and applications, materials and printing procedures, and work safety. (HP)	3 CR	ARTD CEDAR HAT MAKING 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. (HP, NASD)	3 CR
ARTD CEDAR DOLL MAKING I 143 Introduction to traditional craft of making male and female dolls from cedar, raffa, and other related natural and commercial twining materials. (HP, NASD)	3 CR	ARTD PNW INDIAN WOODCARVING I 171 Introductory course covering concepts of carving with the grain of the wood, and Indian graphic design and processes. (HP, NASD)	3-6 CR
ARTD CEDAR DOLL MAKING II 144 Continuation of ARTD 143. (HP, NASD)	3 CR	ARTD PNW INDIAN WOODCARVING MASKS 172 Covers traditional Indian mask design for creating masks. (HP, NASD)	3-5 CR
ARTD PNW BEAD WORK I 146 Introduction to beading techniques. Presents the different styles of Native American beadwork and the various types of materials used. (HP, NASD)	3 CR	ARTD INDIAN WOODCARVING SMALL TOTEMS II 174 Students build on skills learned in ARTD 173. (HP, NASD)	3 CR
ARTD PNW BEADING II 147 Student builds on skills learned in ARTD 146. (HP, NASD)	3 CR	ARTD TRADITIONAL TOOL MAKING 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)	3-5 CR
ARTD PNW INDIAN BASKETRY I 151 Introductory course in basket weaving techniques and collection and preparation of materials. Students gather and cure their own materials and complete projects. (HP, NASD)	3 CR	ARTD SINGLE CANOE CARVING 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)	3 CR

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ARTD SMALL BENTWOOD BOXES 178	3 CR	ARTD TWENTIETH CENTURY ART 212	3 CR
Covers traditional methods of making bent corner storage boxes of western red cedar, including embellishment of the boxes with carved or painted designs. (HP, NASD)		Covers 20th Century art. 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)	
ARTD LARGE BENTWOOD BOXES 179	3 CR	ARTD DRAWING III 215	3-5 CR
Covers traditional methods of making large bent corner storage boxes of western red cedar, including carving and painting box surfaces. (HP, NASD)		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: ARTD 112. (HP)	
ARTD CRADLEBOARD MAKING I 182	3 CR	ARTD DESIGN III 216	3 CR
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)		Introduction to three-dimensional design principles. Includes the exploration and application of various materials used in the creation of three-dimensional forms. Prerequisite: ARTD 116. (HP)	
ARTD CRADLEBOARD MAKING II 183	3 CR	ARTD SCULPTURE II 222	3 CR
Continuation of ARTD 182 including use of more difficult materials than those used in Cradleboard Making I. (HP, NASD)		Explores the use of different materials and the individual properties of those materials. Prerequisite: ARTD 121. (HP)	
ARTD DRUM MAKING 185	2 CR	ARTD SCULPTURE III 223	3 CR
Introduction to the purposes, symbols and songs associated with the drum. Covers contemporary and traditional techniques used in creating hand-drums along with professional presentation. (HP, NASD)		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: ARTD 222. (HP)	
ARTD SPECIAL TOPICS 188/288	1-5 CR	ARTD PAINTING II 232	3 CR
Special topics in Art. (TE)		Emphasis placed on canvas stretching, canvas preparation, color mixing, and advanced applications of painting techniques and principles. Prerequisite: ARTD 131. (HP)	
ARTD INDIVIDUALIZED STUDIES 189/289	1-5 CR	ARTD PAINTING III 233	3 CR
Individualized learning contracts in Art. (TE)		Students apply skills and knowledge learned in previous painting classes. Prerequisite: ARTD 232. (HP)	
ARTD ARTIST SURVIVAL 195	3 CR	ARTD SERIGRAPHY (SILKSCREEN) II 242	3 CR
The art of selling art: Between production and livelihood. Includes goal setting, motivational skills, strategies for selling art, business laws, and taxes that affect artists. (NE)		Continuation of the knowledge learned in Silkscreen I. Newer state-of-the-art emulsion techniques covered. Prerequisite: ARTD 141. (HP)	
ARTD ART SEMINAR 201	3 CR	ARTD SERIGRAPHY (SILKSCREEN) III 243	3 CR
Directed work in a major discipline of art and preparing pieces for a portfolio of projects or slides. (HP)		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: ARTD 242. (HP)	
ARTD PRINCIPLES OF NATIVE AMERICAN DISPLAY AND EXHIBITION 202	3 CR	ARTD CEDAR DOLL MAKING IV 245	3 CR
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)		Continuation of ARTD 145. (HP, NASD)	
ARTD PNW INDIAN WOODCARVING TOOLMAKING III 207	3 CR		
Continuation of ARTD 108. (HP)			

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HT - Humanities Theory	NSL - Natural Science Lab	QS Quantitative Skills	

ARTD PNW INDIAN BASKETRY IV 254	3 CR	BIOL INTRODUCTION TO MARINE BIOLOGY 130	5 CR
Emphasis on design and preparation of cedar bark baskets. Course includes basic construction of cedar bark food storage baskets using various techniques. Prerequisite: ARTD 153. (HP, NASD)		Introduction to the biological and physical properties of marine environments with particular emphasis in coastal marine environments and intertidal ecology. Specific attention devoted to the Puget Sound Marine System and to the communities that live there. Laboratory and field experiences included. (NSL)	
ARTD CEDAR HAT MAKING II 257	3 CR	BIOL SPECIAL TOPICS 188/288	1-5 CR
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 ARTD 157. (HP)		Special topics in Biology. (TE)	
ARTD HISTORY OF COASTAL SALISH WEAVING 258	3 CR	BIOL INDIVIDUALIZED STUDIES 189/199	1-5 CR
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)		Individualized learning contracts in Biology. (TE)	
ARTD PNW INDIAN WOODCARVING II 271	3 CR	BIOL CELL BIOLOGY 201	5 CR
Students design, transfer, block out, and carve masks, miniature totems or other works. (HP, NASD)		Basic biology class designed for students intending to go further in the life sciences. First course in series of Biology 201/202/203. Covers cell evolution, basic biochemistry, and cellular structure and function. Lab included. Prerequisite: CHEM 111 or 121, or concurrent enrollment. (NSL)	
ARTD ELEMENTARY SCHOOL ART EDUCATION 290	3 CR	BIOL BOTANY 202	5 CR
Theory and methods for the study and making of art using art media for creative expression. (HT)		Covers the basics of algae, vascular plants and non-vascular plant structure, reproduction, nutrient uptake, growth and diversity. Lab included. Prerequisite: BIOL 201 and CHEM 111 or 121, or concurrent enrollment. (NSL)	
ASTRONOMY		BIOL ZOOLOGY 203	5 CR
ASTR ASTRONOMY 101	5 CR	Covers animal adaptation in terms of form and function. Invertebrate and vertebrate reproduction, development, nutrition, locomotion and ecology. Lab included. Prerequisite: BIOL 201. (NSL)	
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).		BIOL SHELLFISH BIOLOGY 210	3 CR
ASTR SPECIAL TOPICS 188/288	1-5 CR	Commercially important mollusks, crustacea, and other harvested invertebrates highlighted with respect to systematics, anatomy, reproductive strategies, feeding and growth. (NS)	
Special topics in Astronomy. (TE)		BIOL ANATOMY & PHYSIOLOGY I 242	5 CR
ASTR INDIVIDUALIZED STUDIES 189/289	1-5 CR	Designed for students interested in pursuing a career in the health field, or anyone interested in how the human body is organized and works. Topics include the structure and function of the human body with an emphasis on introductory cytology and histology, and the anatomy and physiology of the integumentary, skeletal, muscular and nervous systems. Lab included. Prerequisite: BIOL 101 and/or CHEM 113 or 123. (NSL)	
BIOLOGY		BIOL ANATOMY & PHYSIOLOGY II 243	5 CR
BIOL INTRODUCTION TO BIOLOGY 101	5 CR	Continued study of the human body structure and function with emphasis circulatory, respiratory, digestive, urinary, endocrine, and reproductive systems. Lab included. Prerequisite: BIOL 242. (NSL)	
Introduction to fundamental biological principles and concepts. Application of biological knowledge to animal and human physiology. Survey of biochemistry, cell biology and metabolism. Lab included. (NSL)			

CS - Communication Skills	NASD - Native American Studies	N - Non Applicable	SS - Social Science
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HT - Humanities Theory	NSL - Natural Science Lab	QS Quantitative Skills	

BIOL MICROBIOLOGY
245 5 CR
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 243. (NSL)

BUSINESS ADMINISTRATION

BUAD PRACTICAL ENGLISH FOR THE
100 WORKPLACE 5 CR
Interdisciplinary approach to literacy and critical thinking, emphasizing processes, terminologies, and protocols of real-life work environments. (NE)

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

BUAD PRINCIPLES OF MARKETING
108 5 CR
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 ESSENTIALS OF ACCOUNTING
115 5 CR
Introduction to the accounting cycle for personal-service businesses, including banking and payroll. Prerequisite: MATH 070. (NE)

BUAD PERSONAL & SMALL BUSINESS
121 FINANCE 3 CR
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
128 3 CR
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
135 3 CR
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
140 6 CR
Assists Native American people owning their own business through their first year of operations. (NE)

BUAD BUSINESS MATH & 10-KEY
146 5 CR
Introduction to business mathematics, percentages, ratios, markup/markdown, and use of tables using ten-key electronic calculator. Develops technique, speed, and accuracy on ten-key calculator. Prerequisite: Math 070. (NE)

BUAD SPECIAL TOPICS
188/288 1-5 CR
Special topics in Business. (NE)

BUAD INDIVIDUALIZED STUDIES
189/289 1-5 CR
Individualized learning contracts in Business. (NE)

BUAD BUSINESS PRACTICUM
190 1-6 CR
Work experience in a business setting. (NE)

BUAD BUSINESS LAW
202 5 CR
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
211 5 CR
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
212 5 CR
Theory and practice of accounting for partnerships and corporations, including such topics as receivables, inventories, and plant and equipment. Prerequisite: BUAD 211. (TE)

BUAD HUMAN RESOURCE MANAGEMENT
215 5 CR
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
216 5 CR
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 GRANT MANAGEMENT
231 3 CR
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
235 5 CR
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
100 5 CR
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. Lab included. (NSL)

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

CHEM BIOLOGICAL CHEMISTRY
113 5 CR
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
121 5 CR
Designed for students interested in programs requiring a strong background in chemistry. Topics include chemistry principles and problem solving techniques; the structure of matter; introduction to quantitative relationships (the MOLE concept) as well as chemical reactions and reaction types. Lab included. Prerequisite: MATH 098. (NSL)

CHEM GENERAL CHEMISTRY II
122 5 CR
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
123 5 CR
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
188/288 1-5 CR
Special topics in Chemistry. (TE)

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

CHEM ORGANIC CHEMISTRY I
231 5 CR

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

CHEM ORGANIC CHEMISTRY II
232 5 CR
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)

CIVIL ENGINEERING

CVET SURVEYING I
101 4 CR
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. Prerequisite: MATH 098 recommended. (NE)

COMPUTERS

CMPS COMPUTER BASICS
100 1 CR
Introduction to the basic operation and functional uses of a computer in a Windows environment. (NE)

CMPS INTRODUCTION TO COMPUTERS
101 3 CR
Basics of computer components, disk handling, keyboard operation, formatting, copying files, introductory word processing, electronic spreadsheet and Internet browser operation. (TE)

CMPS INTRODUCTION TO WINDOWS
103 3 CR
Introduction to the function and use of windows. Prerequisite: CMPS 101. (NE)

CHEM GENERAL CHEMISTRY III
123 5 CR
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
188/288 1-5 CR
Special topics in Chemistry. (TE)

CHEM INDIVIDUALIZED STUDIES
189/289 1-5 CR
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CS - Communication Skills	NASD - Native American Studies	N - Non Applicable	SS - Social Science
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CMPS OPERATING SYSTEMS I: 3 CR
104 INSTALLATION AND TROUBLESHOOTING
Hands-on introduction to installing, troubleshooting and operating DOS, Windows 3.x, Windows 95, Windows NT and the Macintosh operating system on a variety of equipment brands. Covers basic operating systems, operating system maintenance and recovery, memory and device management, and operating system requirements. Prerequisite: CMPS 101 or permission of instructor. (NE)

CMPS SOFTWARE I: INSTALLATION, 3 CR
105 CONFIGURATION, TROUBLESHOOTING
Hands-on course covering the process of installing and troubleshooting software on Windows 95, Windows NT and Macintosh computers. Installation via floppy disk, CD-ROM, Internet and network. Also covers installing software, drivers, and updates downloaded from the Internet. Prerequisite: CMPS 101 or permission of instructor. (NE)

CMPS INTERNET RESEARCH 3 CR
108
Basics of using the Internet for electronic mail, browsing and searching the World Wide Web (WWW), Usenet, downloading files and publishing information on the Internet. Particular focus placed on using the Internet to perform research for academic information. Prerequisite: CMPS 101 or permission of instructor. (NE)

CMPS DATABASE MANAGEMENT I 3 CR
110
Use of database in creating, manipulating and managing a body of information efficiently. Students will create reports and mailing labels. Prerequisite: CMPS 101. (NE)

CMPS SURVEY OF MICROSOFT OFFICE I 3 CR
116
Survey of the use of Microsoft Office applications including Word, Excel and Access. Prerequisite: CMPS 101 or permission of instructor. (NE)

CMPS INTRODUCTION TO APPLICATIONS 5 CR
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)

CMPS NETWORKING I 3 CR
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)

CMPS NETWORKING II: NETWORKING 4 CR
144 ESSENTIALS
Prepares students to take the Microsoft Certified Systems Engineer exam 70-58: Networking Essentials. Includes computer-based training with the text. Instructor lectures based on the book, exercises, and sample exams to prepare for the certification exam. Prerequisite: CMPS 140 or permission of instructor. (NE)

CMPS INTRODUCTION TO COMPUTER 3 CR
155 APPLICATIONS
Techniques for effective use of a computer application program. The course is distance learning and hands-on using a self-paced tutorial manual. It requires access to a computer with the appropriate program. Student may choose from Microsoft Word, Microsoft Excel, PageMaker, and Windows. Satisfies general education computer requirement. (NE)

CMPS INTERMEDIATE COMPUTER 3 CR
156 APPLICATIONS
Intermediate-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 choose from Microsoft Word or Excel. Satisfied general education computer requirement. Prerequisite: CMPS 155 or permission of instructor. (NE)

CMPS ASSEMBLY, MAINTENANCE & 4 CR
160 DIAGNOSTICS
Hands-on course focusing on assembly, installation, maintenance, troubleshooting and diagnostics of personal computer systems. Prerequisite: CMPS 101 or permission of instructor. (NE)

CMPS SPECIAL TOPICS 1-5 CR
188/288
Special topics in computers. (NE)
CMPS INDIVIDUALIZED STUDIES 1-5 CR
189/289
Individualized learning contracts in computers. (NE)

CMPS WORK EXPERIENCE 2-6 CR
190
Broad-based work experience program that provides students with opportunity to transfer classroom learning to the workplace. (NE)
CMPS OPERATING SYSTEMS II 4 CR
204
Covers installing, upgrading, and configuring Windows operating systems on a variety of computers, as well as configuring networking, sound, video, printing and other functions. Prerequisite: CMPS 104. (NE)

CMPS SOFTWARE II: ADVANCED SETUP 3 CR
205
Covers work requirements and customized software installation to meet those requirements. Uses macros, Visual Basic for Applications and other basic automation tools to customize applications and application suites to streamline and simplify complex work processes. Prerequisite: CMPS 105. (NE)

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HT - Humanities Theory

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N - Non Applicable
NE - Non Transferable Elective
QS Quantitative Skills

SS- Social Science
TE - Transferable Elective

CMPS WINDOWS NT 4.0 4 CR
224
Designed to guide the student to an in-depth understanding of Windows NT 4.0 station and server operating systems and NT networking in the corporate enterprise. Prerequisite: CMPS 144. (NE)

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

CMPS ELECTRONIC SPREADSHEET I 3 CR
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)

CMPS ELECTRONIC SPREADSHEET II 3 CR
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)

CMPS ELECTRONIC SPREADSHEET III 3 CR
237
Special topics in spreadsheets. Prerequisite: CMPS 236. (NE)

CMPS NETWORKING III: WINDOWS NT 3 CR
243 NETWORK ADMINISTRATION
Focuses on creating and administering a Windows NT network user and group accounts, as well as auditing, monitoring and administering network resources. Prerequisite: CMPS 144. (NE)

CMPS TCP/IP NETWORKING 4 CR
244
Designed to guide the student to an in-depth understanding of TCP/IP networking in a Microsoft Windows NT environment. Prerequisite: CMPS 224. (NE)

CMPS MS EXCHANGE SERVER 4 CR
245
Designed to guide the student to an in-depth understanding of Microsoft Exchange Server, and how it is installed, configured and managed in a Microsoft Windows NT networked environment. Prerequisite: CMPS 224. (NE)

CMPS MS INTERNET INFORMATION SERVER 4 CR
246
Designed to guide the student to an in-depth understanding of Microsoft Internet Information Server. Prerequisite: CMPS 224. (NE)

CMPS DESKTOP PUBLISHING I 3 CR
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)

CMPS MULTIMEDIA DEVELOPMENT 3 CR
250
Presents a multimedia development language that integrates video, sound, and animation into a multimedia project. Prerequisite: CMPS 101 or permission of instructor. (NE)

CMPS CAPSTONE PROJECT 3 CR
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)

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

CMPS ADVANCED WORK EXPERIENCE 3 CR
290
Provides advanced practical experience in a real-world working environment including hands-on experience working with computers, operating systems, and hardware/software applications. Prerequisite: CMPS 204, 224, 225, 243, 270. (NE)

DRAMA

DRMA ACTING I 3 CR
101
Exploration of acting fundamentals in experimental manner. Some theory, analysis, and practice in a supportive group environment. (HP)

DRMA ACTING II 3 CR
102
Application of acting fundamentals in a formal theatrical production. Students will work within a cast and crew to prepare and present a minor production for viewing. (HP)

DRMA PLAY PRODUCTION 3 CR
103
Focuses on aspects of theater that support the performance such as stage makeup, set construction, lighting, publicity and promotion, and general theater management. The student will be introduced to each of these elements and shall assume responsibility for one or more in an actual production. (HP)

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HP - Humanities Performance
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NS - Natural Science
NSL - Natural Science Lab

N - Non Applicable
NE - Non Transferable Elective
QS Quantitative Skills

SS- Social Science
TE - Transferable Elective

DRMA SPECIAL TOPICS 188/288	1-5 CR	ECED BASIC STARS TRAINING 120	2 CR
Special topics in Drama. (TE)			
DRMA INDIVIDUALIZED STUDIES 189/289	1-5 CR	Provides basic caregiver training in the areas of child development, child guidance, health and safety. Fulfills the twenty-hour training requirement for the Washington State Training and Registry System (STARS) for childcare workers and home care providers. (NE)	
DRMA APPRECIATING THEATER 205	3 CR	ECED OPENING A CHILDCARE HOME 121	2 CR
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)			
DRMA NATIVE AMERICAN THEATER 207	4 CR	Focuses on the importance of quality standards in childcare, necessary considerations and steps for setting up a childcare business, and managing the day to day operation. Operating or volunteering in a childcare home required. (NE)	
Explores theater performed by Native Americans in the USA. Includes readings of Native American dramas, improvisation and storytelling. (HT, NASD)			
DRMA INTRODUCTION TO CINEMA 210	3 CR	ECED INTRODUCTION TO HOME VISITING 141	3 CR
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)			
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)			

EARLY CHILDHOOD EDUCATION

ECED ORIENTATION TO CHILDCARE 102	1 CR	ECED INTRODUCTION TO EARLY CHILDHOOD EDUCATION 171	3 CR
Explores the rewards, challenges, influences and legal requirements of the childcare profession as well as avenues for accessing the necessary training and resources. (NE)			
ECED RE-EVALUATION COUNSELING FOR 107	3 CR	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. (TE)	
ECED RE-EVALUATION 108	3 CR	ECED ENVIRONMENTS TO NURTURE DEVELOPMENT 172	3 CR
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: ECED 107 or HUMS 107. (NE)			
ECED HOME VISITING II 110	3 CR	ECED CURRICULUM AND FAMILIES 173	3 CR
Introduction to materials, methods and practices relevant to assisting parents in creating safe, healthy home environments conducive to early learning and to children's social and emotional growth and guidance. Participation with a home based ECE program and consultation with a field advisor required. Prerequisite: ECED 142 or 171. (NE)			

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ECED SPECIAL TOPICS 188/288	1-5 CR	ECED MATH FOR YOUNG CHILDREN 235	3 CR
Special topics in Early Childhood Education. (NE)			
ECED INDIVIDUALIZED STUDIES 189/289	1-5 CR	ECED SCIENCE EXPLORATION 240	3 CR
Individualized learning contracts in Early Childhood Education. (NE)			
ECED EARLY CHILDHOOD EDUCATION 200 SEMINAR I	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)	
ECED EARLY CHILDHOOD EDUCATION 205 SEMINAR II	3 CR	ECON PRINCIPLES OF MACROECONOMICS 201	5 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: ECED 172. (NE)			
ECED EARLY CHILDHOOD EDUCATION 208 SEMINAR III	3 CR	ECON PRINCIPLES OF MICROECONOMICS 202	5 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: ECED 173. (NE)			
ECED EARLY CHILDHOOD CLASSROOM 209 MANAGEMENT	3 CR	ECON ENVIRONMENTAL ECONOMICS 240	5 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)			
ECED EARLY CHILDHOOD DEVELOPMENT 210	3 CR		
EDUCATION			
ECED EARLY CHILDHOOD DEVELOPMENT 210	3 CR	EDUC INTRODUCTION TO PARAEDUCATION 161	2 CR
Builds knowledge of principles of child development, birth to age eight. Includes the universal stages of development that each unique child progresses through within his/her own cultural, ethnic, class, and other contexts. Opportunities included for observing and recording young children's behaviors. Prerequisite: ENGL 100 or permission of instructor. (NE)			
ECED HEALTH, SAFETY AND LEGAL 221 ISSUES	3 CR	EDUC PARAEDUCATOR AS LEARNING 162 ASSISTANT	2 CR
Examines health and safety issues in early childhood group settings with an emphasis on teamwork with Native families and prevention. Provides instruction on teaching health and safety concepts in developmentally appropriate ways to young children. Includes examination of legal responsibilities concerning abuse and neglect and children with special needs. (NE)			

EDUCATION

EDUC INTRODUCTION TO PARAEUCATION 161	2 CR	EDUC PARAEUCATOR AS LEARNING 162	2 CR
Introduction to the duties, responsibilities, and importance of paraeducators in schools. Covers roles of the paraeducator, child development, safety and health, computer introduction, and cultural awareness, specifically in working with children and families. (NE)			
Explores learning styles and multiple intelligence, a variety of instructional strategies, special needs and special programs for children, providing instructional support, and job search strategies. (NE)			

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EDUC PARAEDUCATOR: STRENGTHENING 2 CR
163 EDUCATION
Provides additional strategies, applications, and information to better prepare the paraeducator for a variety of responsibilities in tribal and public schools and ECE programs. Topics include culture, equity, health and safety, assessment, library, research and writing, capable learners, computer assisted instruction, job search skills and observing and participating in classrooms. (NE)

EDUC SPECIAL TOPICS 1-5 CR
188/288
Special topics in Education. (NE)

EDUC INDIVIDUALIZED STUDIES 1-5 CR
189/289
Individualized learning contracts in Education. (NE)

EDUC ISSUES IN EDUCATION 3 CR
203
Study of issues and relevant principles in education; responsibilities of government, parents, pupils and teachers. Race, class, culture and sexuality as issues in education. Includes principles for developing philosophy of education. (NE)

EDUC INTRODUCTION TO EXCEPTIONAL 3 CR
220 CHILDREN
Introduction to special instructional needs of gifted and handicapped children with a focus on the issues and perspectives of American Indian communities. (NE)

EDUC STRATEGY INSTRUCTION 5 CR
260 FOR SPECIAL EDUCATION
Focuses on rationale of strategy instruction for special education students while comparing it to more traditional methods of instruction. Compares strengths and weakness of alternative methods for instruction, such as basic skills remediation, study skills instruction, tutorial methods, content equivalent approach and strategy instruction. (NE)

EDUC LEGAL ISSUES IN 3 CR
262 SPECIAL EDUCATION
Explores the procedural and legal issues governing special education that educators are legally responsible for implementing in their professional roles. Covers history of Special Education Law that has served to define IDEA, current federal statutes, Washington State rules and regulations and introduction to developing legally correct IEP's. (NE)

EDUC DESIGN & FACILITATION 3 CR
275 FOR LIVING
Designed to provide students with skill building activities in designing, facilitating, and evaluating learning activities through a process of experiential learning that the chemical dependency counselor can apply in leading learning activities for adults. (NE)

EDUC TEACHING IN INCLUSIVE 5 CR
281 CLASSROOMS
Methods course for teaching students with disabilities in general education classrooms. (NE)

EDUC CROSS-CULTURAL ASSESSMENT 5 CR
295 IN SPECIAL EDUCATION
Presents emerging principles of culturally-inclusive assessment concepts and new measures of evaluating special needs children in multicultural education settings. Prerequisite: EDUC 220. (NE)

EDUC HISTORY OF INDIAN EDUCATION 3 CR
299
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)

ENGINEERING

ENGR COMPUTER AIDED DRAFTING I 3 CR
105
Basic principles of computer-aided drafting and use of technique to create, edit, and plot beginning drawings. Prerequisite: Basic computer and drawing skills recommended. (NE)

ENGR COMPUTER AIDED DRAFTING II 3 CR
106
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 COMPUTER AIDED DRAFTING III 3 CR
107
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)

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
053

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
054

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
055

Individualized basic writing skills course focuses on capitalization and spelling and the five-paragraph essay format. S/U grading. (N)

ENGL GRAMMAR AND PUNCTUATION 5 CR
095

Designed to give students a review of basic English grammar and punctuation through organized workbook activities closely monitored by instructors. Includes writing assignments interwoven throughout computer and textbook activities. May be offered as ENGL 095A, 3 credits and ENGL 095B, 2 credits. S/U grading. (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. May be offered as ENGL 098A, 3 credits and ENGL 098B, 2 credits. S/U grading. Prerequisite ENGL 095. (N)

ENGL BASIC WRITING 5 CR
099

Focuses on improving writing by developing creative and analytical skills. Covers basic sentence structure and paragraph development. Students create a portfolio containing two essays and one summary. S/U grading. Prerequisite ENGL 098. (N).

ENGL BASIC WRITING 5 CR
100

Focuses on an essay and summary writing portfolio as well as basic grammar. Students create portfolio containing two essays and one summary. Student must register for ENGL 099; the instructor grants ENGL 100 credit. S/U grading. Prerequisite ENGL 098. (NE).

ENGL ENGLISH COMPOSITION I 5 CR
101

Focuses on improving writing by developing creative and analytical skills and by writing well developed, organized, significant and grammatically correct expositions as well as summaries of readings and other short assignments. Students prepare a portfolio containing essays and a summary. Prerequisite ENGL 100 or Placement test. (CS)

ENGL 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. Students create a final portfolio. 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 PORTFOLIO WORKSHOP 1-5 CR
111

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

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ENGL INTRODUCTION TO INDIAN
148 LEGENDS 3 CR

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
155 CREATIVE WRITING 3 CR

Designed for students to read, discuss and interpret contemporary poems, stories and short plays to inspire their own writing. Covers exploration of various writing techniques. Prerequisite: ENGL 100. (HT)

ENGL SPECIAL TOPICS
188/288 1-5 CR

Special topics in English. (TE)

ENGL INDIVIDUALIZED STUDIES
189/289 1-5 CR

Individualized learning contracts in English. (TE)

ENGL INTRODUCTION TO AMERICAN
230 LITERATURE 4 CR

Survey of American Literature from the earliest, American Indian legends, to more contemporary works, including works by American Indian authors. Prerequisite: ENGL 100. (HT)

ENGL SURVEY OF WORLD LITERATURE
235 4 CR

Focuses on learning to appreciate fiction, poetry and plays from around the world by reading and discussing the key literary elements of various selections. Prerequisite: ENGL 100. (HT)

ENGL SURVEY OF NATIVE AMERICAN
236 LITERATURE 4-5 CR

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
237A-E LITERATURE 1 CR EA

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. Prerequisite: ENGL 100. (HT)

ENGL LITERATURE INTO FILM
275 4 CR

Study of literary works that have inspired films, including Native American films and novels. Comparison and contrast of the two mediums. Prerequisite: ENGL 100. (HT)

ENVIRONMENTAL SCIENCE

ENVS INTRODUCTION TO
105 ENVIRONMENTAL SCIENCE 5 CR

Introduction to environmental concepts and dynamics. Ecosystems, biomes, management and human impact discussed. Parallel world views of the environment presented. Problems and solutions on different environmental issues considered. Lab included. (NSL)

ENVS FUNDAMENTALS OF ENVIRONMENTAL
108 SCIENCE 5 CR

Focuses on ecological principles and environmental issues such as population, natural resources, land use planning and problems of pollution and waste management. Information is included about tribal environmental concerns. (NS)

ENVS WATER QUALITY
110 5 CR

Introduces basic water chemistry, water pollution, water treatment, water sampling and analysis, and nutrient cycles. Lab included. Prerequisite: CHEM 111 or 121 or concurrent enrollment. (NSL)

ENVS WATER RESOURCES
115 AND MANAGEMENT 5 CR

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

ENVS SPECIAL TOPICS
188/288 1-5 CR

Special topics in Environmental Science. (TE)

ENVS INDIVIDUALIZED STUDIES
189/289 1-5 CR

Individualized learning contracts in Environmental Science. (TE)

ENVS WATER LAW AND POLICY
190 3 CR

Examination of Indian water law and policy, specifically dealing with water rights as related to treaties, federal and states' rights, Supreme Court cases, and case studies of settlements between tribes and states and federal agencies. Also covers the role of Congress and state/federal agencies in water rights and negotiations. Prerequisite: ENGL 101. (SS, NASD)

ENVS ENVIRONMENTAL POLLUTION
205 5 CR

Investigates the impact of systems on local ecosystems, particularly freshwater and marine environments. Lectures address physiochemical as well as biological aspects of pollution and contamination. Laboratory focuses on environmental monitoring technology. Prerequisite: CHEM 111 or 121, ENVS 105 or concurrent enrollment. (NSL)

ENVS MAPPING
260 3 CR

Introduces basics of topographic maps, geological maps, stability maps, nautical charts, air photos, satellite imagery, and GIS/GPS. Lab included. (NSL)

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

ENVS GIS AND REMOTE SENSING
265 3 CR

Introduces use and operation of GIS software as well as the integration of air photos and satellite images into GIS systems. Lab included. Prerequisite: ENVS 260. (NSL)

ENVS ENVIRONMENTAL STUDIES
290 PRACTICUM 1-12 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 report and make a presentation. Prerequisite: Permission of instructor. (TE)

FISHERIES

FISH INTRODUCTION TO FISHERIES
101 SCIENCE 3 CR

Introduction to the art and science of rearing fishes in salt and fresh water. Emphasis on salmon hatchery culture techniques. (NE)

FISH INTRODUCTION TO SHELLFISH
102 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 COMPUTER APPLICATIONS
105 IN AQUACULTURE 3 CR

Covers use of spreadsheets, statistical programs and/or specialized aquaculture programs to tract and project fish and/or shellfish biological performance. (NE)

FISH AQUACULTURE
110 & FISH PRODUCTION 3 CR

Designed to acquaint the student with the latest trends in aquaculture management research. (NE)

FISH BASIC SCUBA *
121 3 CR

Entry level training in providing fundamental knowledge and skills of scuba diving. *Due to laboratory expenses, this course is offered only in conjunction with a tribally supported grant. (NE)

FISH ADVANCED SCUBA *
122 3 CR

Students perform complex diving related tasks. Adds to the fundamental knowledge and skills gained in FISH 121. Prerequisite: FISH 121 or PADI open water diver certificate. *Due to laboratory expenses, this course is offered only in conjunction with a tribally supported grant. (NE)

FISH SURFACE-SUPPLIED AIR
125 SYSTEMS I* 4 CR

Covers skills and knowledge needed to safely engage in shallow, surface-supplied diving techniques with lightweight equipment utilizing air as the principal breathing gas. Prerequisite: FISH 121 or PADI open water diver certificate. *Due to laboratory expenses, this course is offered only in conjunction with a tribally supported grant. (NE)

FISH HARVEST DIVING SAFETY*
127 5 CR

Covers training in four areas of specialization: Diving accident management and rescue training; diving oxygen administration training; dive vessel operations and safety; decompression chamber operations training. Prerequisite: FISH 121 or PADI open water diver certificate. *Due to laboratory expenses, this course is offered only in conjunction with a tribally supported grant. (NE)

FISH HARVEST DIVING TECHNIQUES*
130 4 CR

Prepares experienced divers in the equipment and techniques needed to harvest undersea seafood. Prerequisite: FISH 121 or PADI open water diver certificate. *Due to laboratory expenses, this course is offered only in conjunction with a tribally supported grant. (NE)

FISH DIVING EQUIPMENT
135 MAINTENANCE* 2 CR

Acquaints students with services and requirements of maintaining diving equipment and preparing for integrated search and rescue procedures. Prerequisite: FISH 121 or PADI open water diver certificate. *Due to laboratory expenses, this course is offered only in conjunction with a tribally supported grant. (NE)

FISH OYSTER HATCHERY PRACTICUM
151 2-3 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 FISH HATCHERY PRACTICUM
152 2-3 CR

Emphasis on salmon culture through practical experience in artificial spawning, egg, alevin, fry handling and culture techniques. (NE)

FISH WATER QUALITY PRACTICUM
153 2-3 CR

Designed to teach water quality test procedures both in the lab and in the field. (NE)

FISH SEAFOOD PROCESSING
191 PRACTICUM 4 CR

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 SHELLFISH MARKETING
192 3 CR

Explores the domestic and international markets and marketing related to shellfish, concentrating on those harvested or grown in the Pacific Northwest. Fundamental marketing principles are also introduced. Prerequisite: FISH 121 or PADI open water diver certificate. (NE)

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FISH SHELLFISH PROCESSING AND FOOD SAFETY		3 CR
Covers methods and management of shellfish processing, including shellfish regulation by the Food and Drug Administration and the role of the Interstate Shellfish Sanitation Commission. Students receive training and preparation for certification in Hazard Analysis Critical Control Point Planning (HACCP) and Sanitation Standard Operating Procedure (SSOP) preparation. Prerequisite: FISH 121 or PADI open water diver certificate. (NE)		
FISH ICHTHYOLOGY	201	5 CR
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 SHELLFISH HARVEST	230	5 CR
Focuses on multidisciplinary aspects of shellfish harvest management with emphasis on integration of biological, socioeconomic, and institutional aspects of shellfish management. (NE)		
FISH FISH AND SHELLFISH DISEASE	240	3 CR
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)		
FISH AQUACULTURE	270	3 CR
Presentation of fish and shellfish species involved in commercial and enhancement aquaculture. History and current world production levels are examined. Emphasis on design and operation of aquaculture facilities, water quality, reproduction, nutrition, behavior, management, breeding, physiology, health harvesting, processing, marketing, economics, governing laws and regulations, and environmental impact. (NE)		
GEOGRAPHY		
GEOG SPECIAL TOPICS	188/288	1-5 CR
Special topics in Geography. (TE)		
GEOG INDIVIDUALIZED STUDIES	189/289	1-5 CR
Individualized learning contracts in Geography. (TE)		
GEOG PHYSICAL GEOGRAPHY	203	4 CR
Principles and techniques in analysis of aerial distributions in the natural environment; landforms, water, climate, soils, vegetation. Lab work included. Prerequisite: At least one introductory science course of permission of instructor. (NSL)		
GEOLOGY		
GEOG INTRODUCTION TO GEOLOGY	101	5 CR
Covers basic geologic processes and earth cycles. Topics include minerals and rocks, earth history, structures and plate tectonics plus consideration of environmental geology such as rivers and floods, landslides, earthquakes, mining and hydrology. Lab work included. (NSL)		
GEOG SPECIAL TOPICS	188/288	1-5 CR
Special topics in Geology. (TE)		
GEOG INDIVIDUALIZED STUDIES	189/289	1-5 CR
Individualized learning contracts in Geology. (TE)		
GEOG PHYSICAL GEOLOGY	211	5 CR
Origin, composition and structure of earth. Advanced identification of rocks and minerals; the evolution of the surface features of continents and interpretation of landforms from maps. Lab work included. Prerequisite: GEOL 101 or permission of instructor. (NSL)		
HEALTH		
HLTH BASIC NUTRITION	105	3 CR
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 NUTRITION ASSISTANT	106	1 CR
Honor the Gift of Food – Community education, selected families and individuals work with local nutrition assistant to review and learn food, nutrition and cooking knowledge and skill. (NE)		
HLTH BASIC FIRST AID	110	1 CR
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	111	1 CR
Life saving skills to help infants and children. Early signals of breathing emergencies and first aid until advanced medical care arrives. How to give CPR to an infant or a child whose heart has stopped. Focuses on how to reduce the risk of injury to infants and children. (NE)		
GEOLOGY		
GEOG INTRODUCTION TO GEOLOGY	101	5 CR
Covers basic geologic processes and earth cycles. Topics include minerals and rocks, earth history, structures and plate tectonics plus consideration of environmental geology such as rivers and floods, landslides, earthquakes, mining and hydrology. Lab work included. (NSL)		
GEOG SPECIAL TOPICS	188/288	1-5 CR
Special topics in Geology. (TE)		
GEOG INDIVIDUALIZED STUDIES	189/289	1-5 CR
Individualized learning contracts in Geology. (TE)		
GEOG PHYSICAL GEOGRAPHY	203	4 CR
Principles and techniques in analysis of aerial distributions in the natural environment; landforms, water, climate, soils, vegetation. Lab work included. Prerequisite: At least one introductory science course of permission of instructor. (NSL)		

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HLTH ADULT CPR		1 CR
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	115	5 CR
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	116	5 CR
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 food and values and beliefs affecting nutrition. (NE)		
HLTH HONOR THE GIFT OF FOOD	130	3 CR
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	131	3 CR
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. Prerequisite: HLTH 130. (NE)		
HLTH INTRODUCTION TO FOODS	132	3 CR
Introduction to food preparation and basic food properties. Emphasis on how to effectively transfer food preparation techniques. Continued integration of individual, family and community food preparation concepts. Appropriate for the student without chemistry background. Prerequisite: HLTH 131. (NE)		
HLTH NUTRITION ANALYSIS SOFTWARE	170	1 CR
Focuses on the use of nutrition analysis computer software in working with individuals and families in menu planning. (NE)		
HLTH SPECIAL TOPICS	188/288	1-5 CR
Special topics in Health. (NE)		
HLTH INDIVIDUALIZED STUDIES	189/289	1-5 CR
Individualized learning contracts in Health. (NE)		
HISTORY		
HIST WORLD HISTORY	050	3-5 CR
Provides an overview of world history, focusing on China, India, Latin America, the Middle East, the Commonwealth of Independent States, Sub-Saharan Africa, and Europe. S/U grading. (N)		
HIST US HISTORY I	051	3-5 CR
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)		
HLTH FIELD EXPERIENCE I		
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. Prerequisite: HLTH 130 or concurrent enrollment. (NE)		
HLTH FIELD EXPERIENCE II		
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. Prerequisite: HLTH 190; HLTH 131 or concurrent enrollment. (NE)		
HLTH FIELD EXPERIENCE III		
Continuation of basic nutrition principles and concepts. Practical application of nutrition information in American Indian communities. Expands role and competencies of nutrition assistants. Special emphasis on the social interactions involving food acquisition, preparation and consumption. Prerequisite: HLTH 191 and 131.		
HLTH NUTRITION ASSISTANT		
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	215	5 CR
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)		
HLTH FIELD EXPERIENCE I		
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. Prerequisite: HLTH 130 or concurrent enrollment. (NE)		
HLTH FIELD EXPERIENCE II		
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. Prerequisite: HLTH 190; HLTH 131 or concurrent enrollment. (NE)		
HLTH FIELD EXPERIENCE III		
Continuation of basic nutrition principles and concepts. Practical application of nutrition information in American Indian communities. Expands role and competencies of nutrition assistants. Special emphasis on the social interactions involving food acquisition, preparation and consumption. Prerequisite: HLTH 191 and 131.		
HLTH NUTRITION ASSISTANT		
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	214	5 CR
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)		

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HIST US HISTORY II			HOTEL/RESTAURANT/CASINO MANAGEMENT
052	3-5 CR		HRCM INTRODUCTION TO HOSPITALITY MANAGEMENT 101 Introduces students to the broad world of hospitality and tourism and prepares them for managerial careers in these fields. Covers historical foundations of the hospitality industry, food and beverage operations, lodging operations, travel and tourism operations, casino operations, and business fundamentals. (NE)
053	3-5 CR		HRCM INTRODUCTION TO THE GAMING INDUSTRY 102 Presents students with an overview of the complexities and growth of the casino gaming industry. Current day structure, trends, objectives, jurisdictions, and regulatory issues are introduced that provide the student with a complete understanding of the modern day casino industry. (NE)
			HRCM HOSPITALITY TRAINING 110 Covers expeditious procedures of serving the customer, successful ways to view the customer with respect in order to decrease the incidence of poor customer relations, cultural differences influencing interaction between customers and wait persons, and helpful suggestions to increase tips. (NE)
			HRCM INTRODUCTION TO CASINO MANAGEMENT 111 Designed for students interested in a career in casino management or a career in general hospitality management. Students gain an overview of management skills required in casino operations, including planning, casino cage operations, soft count procedures, casino accounting, slot management, slot operations, surveillance, and management strategies. (NE)
			HRCM CASINO CASH CAGE OPERATIONS 112 Stresses the functions and responsibilities of the casino cage in its role as custodian of the casino bankroll. Students interested in furthering a career within the accounting function of casino operations become familiar with the organization, supervision, and detailed operation of the cash cage. (NE)
			HRCM TECHNIQUES OF CASINO GAMES 119 BLACKJACK Fundamentals of dealing Blackjack with an emphasis on card totaling, chip handling, shuffling, multiple deck delivery, the shoe, procedures, accuracy, readability and game speed. Attention is also given to the management aspects of Blackjack. (NE)
			HRCM TECHNIQUES OF CASINO GAMES 121 CASINO CRAPS Course designed to provide fundamental proficiency to facilitate dealing Casino Craps. Course will provide extensive training in each area of the game in addition to computation of pays, game speed, gaming regulations, and internal controls. Additionally, customer services techniques are incorporated into this class. (NE)

HIST US HISTORY II
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
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
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
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
188/288 Special topics in History. (TE)

HIST INDIVIDUALIZED STUDIES
189/289 Individualized learning contracts in history. (TE)

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

HIST INDIANS IN THE 20TH CENTURY
215 Extended study of American Indians in the 20th century. Rigorous analysis of early-to-mid 20th century government policy paralleled by oral interviews with American Indian elders representing diverse geographic regions and tribal traditions. (SS, NASD)

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

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HRCM TECHNIQUES OF CASINO GAMES			HRCM GAME PROTECTION SERIES
122	5 CR		142 ROULETTE Course designed to provide fundamental proficiency to facilitate dealing Casino Roulette. Course will provide extensive training in each area of the game in addition to computation of pays, game speed, gaming regulations, and internal controls. Additionally, customer services techniques are incorporated into this class. (NE)
			HRCM TECHNIQUES OF CASINO GAMES 123 BACCARAT/MINI BACCARAT Courses are designed to provide fundamental and supervisory proficiency to facilitate dealing/supervising Casino Baccarat, and Mini Baccarat. Courses will provide extensive training in each area of the game in addition to; language of the game, third card rule, banker bets, commissions, stick, 2nd and 3rd base dealer and customer services techniques are incorporated into this class. (NE).
			HRCM TECHNIQUES OF CASINO GAMES 124 POKER Fundamentals of dealing poker with an emphasis on accurate and quick mental computations, card handling, the rake, side pots, brushing, shilling, proposition players, procedures, game speed, and the various forms of poker. Special attention given to the managerial aspects of poker. (NE)
			HRCM TECHNIQUES OF CASINO GAMES 126 PAI-GOW POKER Covers Pai Gow terms, dealer conduct, card room procedures, shuffling, "cutting" chips, and betting strategy of the game of Pai Gow poker. (NE)
			HRCM SECURITY IN THE HOSPITALITY INDUSTRY 135 Introduces the day-to-day operations of casino security. Includes surveillance; use of video equipment; learning and maintaining key, crowd, access, and traffic controls; and the use of security forms, terminology, and report writing. (NE)
			HRCM CASINO SECURITY 136 Course is structured to provide a technical foundation in security principles and procedures. Topics include: Terminology, Documentation Formats, Surveillance Equipment & Lab, Patrol Techniques, Data Collection & Investigative Techniques, and Defensive Tactics, "Powers of Arrest, Interrogation, Detainment, and Search & Seizure. (NE)
			HRCM GAME PROTECTION SERIES 140 BLACKJACK This course is designed to train personnel in the field of video surveillance of the casino floor operations. Course includes training in blackjack, pai gow poker. Enables the students to understand those aspects of the game which lend themselves to cheating. (NE)
			HRCM INTERNSHIP IN HOSPITALITY 195 MANAGEMENT Students apply classroom knowledge to an actual business environment. Placements made in actual hospitality industry. Students work directly with department managers on special projects which allow them to apply management skills. (NE)
			HRCM INTRODUCTION TO HOTEL MANAGEMENT 160 Students examine the fundamentals of hotel management or hospitality management benefits from examining all aspects of the hotel industry. (NE)
			HRCM INTRODUCTION TO RESTAURANT MANAGEMENT 150 Designed for students interested in a career in restaurant management or a career in general hospitality management. Presents an overview of management skills required in restaurant operations, including menu development and pricing, beverage management, purchasing, employee staffing, and marketing. (NE)
			HRCM INTRODUCTION TO HOTEL MANAGEMENT 160 Students examine the fundamentals of hotel management or hospitality management benefits from examining all aspects of the hotel industry. (NE)
			HRCM INTERNSHIP IN HOSPITALITY 195 MANAGEMENT Students apply classroom knowledge to an actual business environment. Placements made in actual hospitality industry. Students work directly with department managers on special projects which allow them to apply management skills. (NE)
			HUMAN DEVELOPMENT
			HMDV MATH ANXIETY WORKSHOP 100 Designed to help students overcome fear of math. New understanding and confidence encouraged through reading and journal exercises. (NE)
			HMDV RETURNING TO LEARNING 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)

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HMDV WRITING ANXIETY WORKSHOP 102	1 CR	HMDV CAREER MENTORING 113	1-3 CR
Designed to help students overcome fear of writing. New understanding and confidence encouraged through reading, discussion, audio tape and journal exercises. (NE)		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 TRANSFER SEMINAR 103	3 CR	HMDV TUTOR TRAINING PROGRAM 114	1 CR
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)		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 DISCOVERIES IN SELF 105 AWARENESS	3 CR	HMDV FILM, LANGUAGE AND 116 CRITICAL THINKING	5 CR
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)		Covers multi-media, reading and writing process from a logical, historical and geographical point of view. Examines elements of human communication through enrichment and exposure intended to enhance the learning experience. (NE)	
HMDV ASSERTIVENESS SUPPORT 107 GROUP I	2 CR	HMDV CREDIT FOR LIFE EXPERIENCE I 120	3 CR
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)		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 ASSERTIVENESS SUPPORT 108 GROUP II	2 CR	HMDV CREDIT FOR LIFE 121 EXPERIENCE II	1-6 CR
Continuation of HMDV 107. Prerequisite: HMDV 107. (NE)		Student completes portfolio that was begun in EDUC 120. Advisor assists in setting up a faculty group that approves student's portfolio and determines any other requirements for receiving prior learning credit. (NE)	
HMDV INTRODUCTION TO 110 SUCCESSFUL LEARNING	4 CR	HMDV CAREER/LIFE PLANNING 127	3 CR
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)		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 STUDY SKILLS 111	3 CR	HMDV INTERNSHIP SKILLS 139 DEVELOPMENT	3 CR
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)		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 PEER MENTORING PROGRAM 112	1 CR		
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 INDIVIDUALIZED DEGREE 150 OR CERTIFICATE PLANNING	3 CR	HUMAN SERVICES	
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)		HUMS SURVEY OF SOCIAL 101 HUMAN SERVICES	3 CR
		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)	
HMDV WORKPLACE ETHICS 177 COMMUNICATION	2 CR	HUMS PRINCIPLES OF INTERVIEWING 106	3 CR
Total professional imagery, professional telephone technique, and communication with the customer and confidentiality. (NE)		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)	
HMDV RESUME WRITING 179	1 CR	HUMS INTRODUCTION TO 107 RE-EVALUATION COUNSELING	3 CR
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)		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)	
HMDV SPECIAL TOPICS 188/288	1-5 CR	HUMS RE-EVALUATION COUNSELING 108 THEORY & PRACTICE	3 CR
Special topics in Human Development. (NE)		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)	
HMDV IMPROVING INTERVIEWING 199 SKILLS	1 CR	HUMS RE-EVALUATION COUNSELING 109 THEORY & PRACTICE II	3 CR
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)		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)	
HMDV SELF-IMAGERY: TACTICS 210 FOR CHANGE	3 CR	HUMANITIES	
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)		HMTS ENCOUNTERS IN HUMANITIES 109	5 CR
		Five major areas in the humanities studied, including art, literature, music theater, and philosophy. Introductory study in each area broadens humanities perspectives and enables students to pursue more in-depth studies. (HT)	
		HMTS SPECIAL TOPICS 188/288	1-5 CR
		Special topics in Humanities. (TE)	
		HMTS INDIVIDUALIZED STUDIES 189/289	1-5 CR
		Individualized learning contracts in Humanities. (TE)	

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HUMS SURVEY OF CHEMICAL DEPENDENCY 120	3 CR	HUMS DOMESTIC VIOLENCE 135	3 CR
Provides overview of impact of alcohol and drugs on society historically, currently, and futuristically. Cultural differences in chemical dependency with emphasis on Native American culture. (NE)			
HUMS CLINICAL CURRICULUM 121 DEVELOPMENT	3 CR	HUMS CONTINUUM OF CARE 140	3 CR
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 122	3 CR	HUMS CLIENT CARE & PROGRAM 141 ENHANCEMENT	3 CR
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 123	3 CR	HUMS FAS & FAE 147	1-3 CR
Covers concepts for employing clear, concise and accurate documentation skills. (NE)			
HUMS PHYSIOLOGICAL ACTIONS OF 130 ALCOHOL AND DRUGS	3 CR	HUMS INTERVIEWING AND DIAGNOSTIC 150 SKILLS	3 CR
Designed to assist students 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 131	2 CR	HUMS DYNAMICS OF GRIEF 151	3 CR
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 132	2 CR	HUMS STRESS MANAGEMENT 156	2 CR
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 133 TRAINING	2 CR	HUMS CHEMICAL DEPENDENCY 160 CASE MANAGEMENT	3 CR
Assists 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)			

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HUMS COURT APPOINTED SPECIAL 162 ADVOCATE TRAINING	3 CR	HUMS PERSONAL & PROFESSIONAL 205 DEVELOPMENT	3 CR
Covers the skills needed to qualify and become a certified court appointed special advocate (guardian ad litem). Covers Washington State and tribal law, procedures and special issues of the dependent child. Completion of the course will certify the student with the Washington State CASA Association. (NE)			
HUMS CHEMICAL DEPENDENCY 170 COUNSELING TECHNIQUES	3 CR	HUMS CHEMICAL DEPENDENCY 208 & THE LAW	3 CR
Presents special skills and knowledge of techniques required to be an effective Chemical Dependency counselor. Emphasis placed on methods of counselor's professional guidance and support in the client/patient effort to achieve and maintain fullest possible recovery from chemical dependency. (NE)			
HUMS YOUTH CHEMICAL DEPENDENCY 180 COUNSELING	3 CR	HUMS GROUP FACILITATION 210	3 CR
Assists participants in understanding the effects of alcoholism and chemical dependency related problems on the adolescent including the issues of developmental skills, self-esteem, family systems, children of alcoholics, and impact of change. Explores ways to develop strategies to optimize possibilities for creative transition. (NE)			
HUMS LEADERSHIP MANAGEMENT 185	3 CR	HUMS CRISIS INTERVENTION 220	3 CR
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)			
HUMS AIRBORNE & BLOODBORNE 187 PATHOGENS	1 CR	HUMS ETHICS AND CHEMICAL 222 DEPENDENCY TREATMENT	3 CR
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. (NE)			
HUMS SPECIAL TOPICS 188/288	1-5 CR	HUMS CHEMICAL DEPENDENCY 230 AND THE FAMILY	3 CR
Special topics in Human Services. (NE)			
HUMS INDIVIDUALIZED STUDIES 189/289	1-5 CR	HUMS ADVANCED FAMILY 231 SYSTEMS	3 CR
Individualized learning contracts in Human Services. (NE)			
HUMS HUMAN SERVICES PRACTICUM 191	1-6 CR	HUMS ADVANCED INDIAN CHILD 232 WELFARE ACT TRAINING	2 CR
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. Students, agency, supervisor, and faculty member agree upon specific skill objective and evaluation procedures. (NE)			

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HUMS CULTURAL DIVERSITY 3 CR
240
Designed to provide students with knowledge and skills in the identification and exploration of the cultural ramifications in a helping relationship and to provide an opportunity for students to enhance their effectiveness as helpers by confronting systematic and personal issues of working in a culturally diverse atmosphere. (NE)

HUMS CHEMICAL DEPENDENCY 3 CR
242 INTERVENTION TECHNIQUES
Designed to assist participants to expand their skills in the area of chemical dependency intervention. (NE)

HUMS ANGER MANAGEMENT 3 CR
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)

HUMS PARENTING AS PREVENTION I 4 CR
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)

HUMS PARENTING AS PREVENTION II 4 CR
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)

HUMS ANGER MANAGEMENT 3 CR
255 FOR COUNSELORS
Designed to give students a full range of anger issues, which they may incorporate into developing an anger management class. Information focuses on classroom techniques including the use of peer pressure and self esteem. (NE)

HUMS POST TRAUMATIC 2 CR
256 STRESS DISORDER
Designed to help students recognize and assess post traumatic stress disorder symptomatology and to understand its relationship to drug and alcoholic abuse and/or dependence. (NE)

HUMS DUAL DISORDERS/CHEMICAL 3 CR
260 DEPENDENCY & MENTAL ILLNESS
Designed to assist students in developing an adequate understanding and response to clients who have dual disorders, chemical dependency, and mental illness. (NE)

HUMS RELAPSE PREVENTION 3 CR
275
Designed to assist students in understanding the recovery process, identify warning signs of relapse, and develop effective relapse prevention planning with the client. (NE)

JOURNALISM

JOUR WRITING/REPORTING FOR MEDIA 5 CR
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)

JOUR NEWSWRITING 3 CR
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)

JOUR REPORTING 5 CR
112
Focuses on gathering and writing materials for public events. Includes public affairs reporting, investigative techniques, applying public relations styles, journalistic ethics and developing news of health, work and cultural activities. (TE)

JOUR FEATURE WRITING 3 CR
113
Covers descriptive writing including content, focus, form and use of dialogue. Also explores magazine markets for publishing possibilities. (TE)

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

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

JOUR MAGAZINE PRODUCTION 3 CR
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)

MAKH MAKAH LANGUAGE I 101
101
Fundamentals of speaking, reading, and writing the language. Includes cultural studies. (HP, NASD)

MAKH MAKAH LANGUAGE II 3 CR
102
Continuation of MAKH 101. Prerequisite MAKH 101. (HP, NASD)

MAKH MAKAH LANGUAGE III 3 CR
103
Continuation of MAKH 102. Prerequisite MAKH 102. (HP, NASD)

OJIB BEGINNING OJIBWE 5 CR
101
Fundamentals of speaking, reading, and writing the language. Includes cultural studies. (HP, NASD)

QUIL QUILEUTE LANGUAGE I 3 CR
101
Fundamentals of speaking, reading, and writing the language. Includes cultural studies. (HP, NASD)

QUIL QUILEUTE LANGUAGE II 3 CR
102
Continuation of QUIL 101. Prerequisite QUIL 101. (HP, NASD)

QUIN BASIC KWINAII 3 CR
101
Fundamentals of speaking, reading, and writing the language. Includes cultural studies. (HP, NASD)

QUIN KWINAII (QUINAULT) LANGUAGE II 3 CR
102
Continuation of QUIN 101. Prerequisite QUIN 101. (HP, NASD)

SPAN CONVERSATIONAL SPANISH I 3 CR
100
Introduction of basic topics and vocabulary of conversational Spanish including money, time, travel, work, food, clothing, family, and greetings. Much emphasis on cross cultural awareness. (TE)

SPAN SPANISH I 5 CR
101
Fundamentals of speaking, reading, and writing the language. Includes cultural studies. (HP)

SPAN SPANISH II 5 CR
102
Continuation of Spanish 101. Prerequisite SPAN 101. (HP)

TLIN TLINGIT I 5 CR
101
Fundamentals of speaking, reading, and writing the language. Includes cultural studies. (HP, NASD)

TLIN TLINGIT II 5 CR
102
Continuation of TLIN 101. Prerequisite TLIN 101. (HP, NASD)

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TWAN TWANA LANGUAGE I		MATHEMATICS	
101	Fundamentals of speaking, reading, and writing the language. Includes cultural studies. (HP, NASD)	MATH QUANTITATIVE STUDIES I 041	3 CR
XWLE XWLEMI LANGUAGE I 101	Fundamentals of speaking, reading, and writing the language. Includes cultural studies. (HP, NASD)	Basic levels of whole number addition, subtraction, multiplication, and division covered. Credit dependent on post-test results. S/U grading. (N)	
XWLE XWLEMI LANGUAGE II 102	Continuation of XWLE 101. Prerequisite XWLE 101. (HP, NASD)	MATH QUANTITATIVE STUDIES II 042	3 CR
XWLE XWLEMI LANGUAGE III 103	Continuation of XWLE 102. Prerequisite XWLE 102. (HP, NASD)	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 operation on fractions covered. Credit dependent on post-test results. S/U grading. (N)	
XWLE XWLEMI LANGUAGE IV 201	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 201. (HT, NASD)	MATH QUANTITATIVE STUDIES III 043	3 CR
XWLE XWLEMI LANGUAGE V 202	Continuation of XWLE 201. Prerequisite: XWLE 201. (HT, NASD)	Continuation of MATH 042. Basic levels of problems involving percents are covered. Credit dependent on post-test results. S/U grading. (N)	
XWLE XWLEMI LANGUAGE VI 203	Continuation of XWLE 202. Prerequisite: XWLE 202. (HT, NASD)	MATH QUANTITATIVE STUDIES IV 044	3 CR
		Continuation of MATH 043. Basic levels of operations of problems involving percents are covered. Credit dependent on post-test results. S/U grading. (N)	
		MATH QUANTITATIVE STUDIES V 045	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)	
		MATH NUMERACY I 051	3 CR
		Intermediate levels of operations on whole numbers, decimals, and fractions covered. Credit dependent on post-test results. S/U grading. (N)	
		MATH NUMERACY II 052	3 CR
		Continuation of MATH 051. Basic levels of probability, ratio, and proportion covered. Credit dependent on post-test results. S/U grading. (N)	
		MATH NUMERACY III 053	3 CR
		Continuation of MATH 052. Intermediate levels of percents, basic level imperial measurements, metric measurements, graphs, and tables covered. Credit dependent on post-test results. S/U grading. (N)	
		MATH NUMERACY IV 054	3 CR
		Continuation of MATH 053. Basic level of algebra covered using algebra to solve word problems. Credit dependent on post-test results. S/U grading. (N)	
LINGUISTICS			
LING CURRICULUM DEVELOPMENT 180	3 CR		
Covers fundamentals of curriculum development including major approaches to language teaching, organizing principles and development of thematic webs in planning curriculum. (NE)			
LING TEACHING METHODS 181	3 CR		
Further identifies major approaches to language teaching and teaching techniques associated with them. Focuses on creating lesson plans by utilizing various teaching techniques. Prerequisite: LING 180. (NE)			
LING LANGUAGE ACQUISITION THEORY 205	3 CR		
Investigates the basic theories of first and second language acquisition. Students expected to have a working knowledge of the data and argumentation for each major theory and be able to apply it to a language. (HT)			

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MATH NUMERACY V	MATH PRECALCULUS I
055	103
Continuation of MATH 054. Introduces basic level of geometry including common geometric figures, powers, roots, circumference, areas of a circle, volumes, angles, similarity, congruence, and the Pythagorean Relationship. Credit dependent on post-test results. S/U grading. (N)	Covers data analysis, functions as mathematical models, linear functions and their graphs, quadratic functions and their graphs, cubic functions and their graphs, inverse functions and their graphs, exponential and logarithmic functions and their graphs. Prerequisite: MATH 102. (NS, QS)
MATH BASIC MATHEMATICS 070	MATH PRECALCULUS II 105
Designed to give the student a review of basic arithmetic through organized workbook activities, closely monitored by instructors. Covers whole numbers, primes and multiples, fractions and mixed numbers, decimals, ratio and proportion, percent, measurement, and signed numbers. May be offered as MATH 070A, 3 credits and MATH 070B, 2 credits. (N)	Covers data analysis, modeling, trigonometry, trigonometric functions and their inverses, vectors and limits. Prerequisite: MATH 103. (NS, QS)
MATH PRE-ALGEBRA 085	MATH ELEMENTARY STATISTICS I 107
Rigorous algebra preparatory course covering concepts such as absolute value, operations with signed numbers, orders of operations, inequality, fractions, mixed numbers, percents, exponents and scientific notation, properties of exponents, square roots, like terms, factoring, algebraic expressions and word problems. (N)	Explains concepts of samples, populations, descriptive versus inferential statistics, quantitative versus qualitative data, continuous versus discrete numerical data, mean, median, mode, range, and standard deviation. Emphasizes skill in constructing bar graphs, histograms, and using the binomial table and the normal curve to find probabilities of data occurrence. Prerequisite: MATH 099. (NS, QS)
MATH CONSUMER MATHEMATICS 090	MATH CALCULUS & ANALYTIC GEOMETRY 124
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)	Covers derivatives, computing derivatives, curve sketching, optionalization, and problem solving. Prerequisite: MATH 105. (NS, QS)
MATH ELEMENTARY ALGEBRA 098	MATH CALCULUS & ANALYTIC GEOMETRY II 125
Review of arithmetic, order of operations, exponents, absolute values, linear equations and inequalities, monomials, polynomials, factoring polynomials, combining polynomials, and fractions of algebra. May be offered as MATH 098A, 3 credits and MATH 098B, 2 credits. Prerequisite MATH 070. (N)	Covers the definite integral, techniques of integration, area and volume, growth and decay, and introduction- to differential equations. Prerequisite: MATH 124. (NS, QS)
MATH INTERMEDIATE ALGEBRA 099	MATH CALCULUS & ANALYTIC GEOMETRY III 126
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)	Definite and indefinite integrals; the differentiation and integration of transcendental functions. Methods of interpolation. Prerequisite: MATH 125. (NS, QS)
MATH COLLEGE ALGEBRA 102	MATH SURVEY OF MATHEMATICS 151
Simplifying, multiplying, dividing, adding, subtracting, graphing, and solving rational expressions. Working with exponents, scientific notation, rational exponents, radicals, and complex numbers. Also, completing the square, the quadratic formula, and the discriminant. Prerequisite: MATH 099. (NS, QS)	Topics chosen from logic, sets, geometry, counting methods, probability, statistics, and problem solving in general. Prerequisite: MATH 099. (NS, QS)
	MATH MATH LAB 187
	Laboratory environment providing an informal, student-centered or group tutorial approach to improving problem solving skills. Students progress at their own pace. Prerequisite: MATH 070. (NE)

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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)

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)

MATH MATH FOR ELEMENTARY SCHOOL TEACHERS
281
Historical development of our number system: Critical thinking; sets; whole numbers; number theory; integers and fractions; rational and decimal numbers; real numbers; ratios and percent. Prerequisite: MATH 099. (NS)

MUSIC

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)

MUSC CONTEMPORARY POP MUSIC-GUITAR
108
Basic music theory, chord development, tone production and right hand embellishment for beginning guitar. (HP)

MUSC FOLK GUITAR, INTERMEDIATE
109
Continuation of Music 108. (HP)

MUSC WORLD MUSIC
120
Survey course designed for students with little or no formal music background. Explores music from a variety of cultures, including Native American, African and Asian. (HT)

MUSC MUSIC STYLE IN COMPOSITION
153
Introduction to musical style in composition, history and analysis including theory fundamentals, history survey and beginning composition. (HT)

MUSC SPECIAL TOPICS
188/288
Special topics in music. (TE)

MUSC INDIVIDUALIZED STUDIES
189/289
Individualized learning contracts in music. (TE)

CS - Communication Skills
HP - Humanities Performance
HT - Humanities Theory

NASD - Native American Studies
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NSL - Natural Science Lab

N - Non Applicable
NE - Non Transferable Elective
QS Quantitative Skills

SS- Social Science
TE - Transferable Elective

NATIVE AMERICAN STUDIES
NASD CONVERSATIONAL NATIVE AMERICAN LANGUAGE I
101
Fundamentals of speaking, reading, and writing a specific Native American language. Includes cultural studies. (HP, NASD)

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

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

NASD GENEALOGY I
108
Provides instruction for individualizing a family history chart using such research as self knowledge, BIA documents, Lummi Tribal Archives documents, or other local agency documents. (NASD, TE)

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

NASD INDIAN SONG & DANCE I
115
Covers 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)

NASD INDIAN SONG & DANCE II
116
Continuation of NASD 115 with an increased curriculum studying 2 C the interpretation and protocol of plains style pow wows. (HP, NASD)

NASD NORTHWEST COAST INDIAN SONG & DANCE I
118
Designed to provide a means by which Indian people may enter or reenter the Indian culture of the Pacific Northwest through traditional Northwest Coast song and dance. In addition, this class is designed to provide another look at the environment through out ancestor's eyes through these ancient songs of celebration. (HP, NASD)

NASD NORTHWEST COAST INDIAN SONG & DANCE II
119
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)

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NASD INTRODUCTION TO COAST SALISH BONE GAME TECHNIQUES
125
Covers history of the Coast Salish Bone Game and the basics of the Bone Game rules and techniques. (HP, NASD)

NASD BONE GAME DRUM AND SONG
126
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)

NASD XWLEMI HISTORY I
131
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)

NASD XWLEMI HISTORY II
132
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)

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

NASD NORTHWEST COASTAL REGALIA MAKING II
138
Continuation of NASD 137. Prerequisite NASD 137. (HP, NASD)

NASD SPECIAL TOPICS
188/288
Special topics in Native American Studies. (NASD, TE)

NASD INDIVIDUALIZED STUDIES
189/289
Individualized learning contracts in Native American Studies. (NASD, TE)

NASD THE NATIVE AMERICAN EXPERIENCE
202
The social and cultural evolution of the first peoples of the Americas. Focus on such aspects as education, self-determination, health issues and urbanization as they impact native indigenous populations. (SS, NASD)

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

NASD CONVERSATIONAL NATIVE AMERICAN LANGUAGE V
204
Continuation of NASD 103. Students and instructor speak advanced language. Students write sentences and short stories. Speech making is also a part of the class. (HP, NASD)

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OFPR WORD PROCESSING I
151
Fundamentals of word processing for students who already have keyboarding skill, including both formatting and proofreading. Prerequisites: CMPS 101, OFPR 101. (NE)

OFPR WORD PROCESSING II
152
Continuation of Word Processing I. Covers additional word processing functions. Prerequisite: OFPR 151. (NE)

OFPR SPECIAL TOPICS
188/288
Special topics in Office Professions. (NE)

OFPR INDIVIDUALIZED STUDIES
189/289
Individualized learning contracts in Office Professions. (NE)

OFPR WORK EXPERIENCE I
190
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)

OFPR OFFICE INTERNSHIP
195
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)

OFPR KEYBOARDING FOR
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: OFPR 101. (NE)

PARENT EDUCATION

PRED INTRODUCTION TO INDIAN
107
PARENTING
Designed to improve parenting and communicating skills. Focus of the course is to enable key learning for tribal Headstart parents. (NE)

PRED PARENTING PLUS
108
Parents are people with varied interest and responsibilities, among them nutrition, budgeting, cooperation, and creative problem solving. This course builds parent skill and confidence areas. Prerequisite: PRED 107. (NE)

PRED INDIAN PARENTING SKILLS I
115
Combines Parent Effectiveness Training (PET) with Positive Indian Parenting Training in a framework incorporating various parenting techniques and models. This class is experiential in nature with students exploring their own parent models and roles and making choices about the skills they pursue which are appropriate to personal philosophy. (NE)

PRED POSITIVE INDIAN PARENTING
117
Continuation of the Positive Indian Parenting curriculum and an expansion of parenting techniques to the educational foundation of children. Parent/child classroom and field trip experiences combine with the addition of nutrition planning and meal preparation training. (NE)

PRED LISTENING TO CHILDREN:
121
SPECIAL TIME
Through lecture, discussion, and practice with each other, parents learn the skill of setting aside short periods of time for special listening to their child, the tools of letting the child know s/he is deeply cared about, and the skill of assisting others to increase their self-assurance. (NE)

PRED LISTENING TO CHILDREN:
122
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)

PRED LISTENING TO CHILDREN
123
Helps parents understand what to do when their child begins to cry, the usefulness of crying as a natural recovery process, and guidelines for listening to children. Parents develop skills at listening, setting limits, and building support with one another. Prerequisite PRED 122. (NE)

PRED SETTING LIMITS WITH CHILDREN
127
Parents and other caregivers learn to pay attention to where limits need setting with children, set those limits, and then listen in some specific ways to help the child to get her/his behavior back on track. The class functions as a support group for parents learning and practicing these skills. (NE)

PRED LISTENING PARTNERSHIPS I
128
Designed to teach parents to be helpful to each other by exchanging and listening. With skills developed in the class, parents help each other meet the needs that every parent has for support. (NE)

PRED LISTENING PARTNERSHIP II
129
Designed to help parents increase effectiveness as a supportive listener. Further skills developed for assisting parents to release the emotional tensions that can cause difficulty in relationships with our children. (NE)

PRED SPECIAL TOPICS
188/288
Special topics in Parent Education. (NE)

PRED INDIVIDUALIZED STUDIES
189/289
Individualized learning contracts in Parent Education. (NE)

PRED PARENT RESOURCE SEMINAR
190
Parents are a vital resource to society and can be a strong resource to each other in their demanding role as parents. This class provides information for creating the close, thoughtful relationships parents want with their children. Parent-to- parent support needed for the intensive learning and growing job of parenting is developed in the class. (NE)

PHILOSOPHY

PHIL INTRODUCTION TO LOGIC
120
Basic principles of inductive and deductive logic. Methods by which theories and laws are applied. Prerequisite: MATH 099. (QS)

PHIL SPECIAL TOPICS
188/288
Special Topics in Philosophy. (TE)

PHIL INDIVIDUALIZED STUDIES
189/289
Individualized learning contracts in Philosophy. (TE)

PHIL WOMEN'S PHILOSOPHIES
230
Explores women's philosophies through major writers of the 20th century. Focuses on women's thoughts and teachings from early in U.S. history through early Feminism to the most recent women's spirituality movement. (HT)

PHIL SURVEY OF WORLD RELIGIONS
235
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
240
PERSPECTIVES ON THE ENVIRONMENT
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
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
Students participate in an aerobics class using chairs. Participants 115 develop their own exercise program with the assistance of the instructor. (TE)

PHED VOLLEYBALL
115
Techniques and basic skills, including rules, scoring, and strategy. (TE)

PHED INTERMEDIATE VOLLEYBALL
116
Continuation of beginning volleyball. Emphasis on improvement of skills and strategy through drills and games. (TE)

PHED CONTEMPORARY DANCE
122
Energy exercise class for those who want to learn how to dance and have an aerobics like workout. Includes latest dance steps with emphasis on hip hop dancing. (TE)

PHED BENCH STEP AEROBICS
124
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
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
Combination of strength, stretching, and aerobic exercises for total heart and body conditioning performed to music. (TE)

PHED STRENGTH TRAINING I
137
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)

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PHED STRENGTH TRAINING II
138
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
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
141
Designed for participants who have some experience in playing golf or who have completed a basic introduction to golf. Review of the basic grip with special emphasis on alignment of the body. Full swing fundamentals and cures for common problems addressed with special emphasis on the short game. Includes strategy of golf play. Prerequisite: PHED 140. (TE)

PHED ADVANCED GOLF
142
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 INTRODUCTION TO INDIAN
145
CANOE RACING
Comprises of a series of experiential activities around the central theme of traditional Indian war canoe racing. Physical conditioning is intensive in preparation for the competitive events. (TE, NASD)

PHED CANOE RACING
151
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
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
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
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
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 SPECIAL TOPICS
188/288
Special topics in Physical Education. (TE)

PHED ADVANCED VOLLEYBALL
215
Covers basic skills, drills, game strategies, officiating, and coaching techniques. Prerequisite: PHED 115. (TE)

PHED ADVANCED PICKLEBALL
270
Covers coaching of basic skills, drills, game strategies, officiating, and coaching techniques. (TE)

PHYSICAL SCIENCE

PHYS CONCEPTUAL PHYSICS
100
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
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 2 CR lab. Prerequisite: MATH 099 or equivalent. (NSL)

PHYS GENERAL PHYSICS II WITH LAB
102
Continuing topics in physics including kinematics theory, heat and thermodynamics, principles of electricity and magnetism. Includes lab. Prerequisite: PHYS 101. (NSL)

PHYS GENERAL PHYSICS LAB III WITH LAB
103
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
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
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
Continuing topics in calculus-based physics including electromagnetic, optics and waves in matter. Includes lab. Prerequisite: PHYS 122. (NSL)

PHYS SPECIAL TOPICS
188/288
Special topics in Physical Science. (TE)

PHYS INDIVIDUALIZED STUDIES
189/289
Individualized learning contracts in Physical Science. (TE)

POLITICAL SCIENCE

POLS LEADERSHIP AND GROUP PROCESS
110
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 AMERICAN POLITICAL SYSTEM
115
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 RIGHTS OF INDIAN TRIBES
118
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 NATIVE AMERICAN FISHERIES
119
TREATY RIGHTS
Examines the primary treaties between Native Americans and the United States, The Boldt I and II decisions, and the role of Native American tribes in international treaties between the United States and Canada. (SS, NASD)

POLS INDIVIDUAL RIGHTS
125
JUSTICE SYSTEM

Designed to acquaint Indian community members with Federal, State and Tribal criminal justice systems and their individual rights within these systems. Also covers individual rights that are safeguarded by the US Constitution, Bill of Rights, and the US Supreme Court. (SS, NASD)

POLS SPECIAL TOPICS
188/288
Special topics in Political Science. (TE)

POLS INDIVIDUALIZED STUDIES
189/289
Individualized learning contracts in Political Science. (TE)

POLS HISTORY OF FEDERAL
225
INDIAN POLICY
Covers the governmental policies that have shaped Indian law since 1532. (SS, NASD)

POLS 500+ YEARS:
232
STATE OF INDIAN NATIONS
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 STATE OF INDIAN
233
NATIONS FIELD TRIP
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)

POLS INDIAN POLICY & TRIBAL
240
SELF GOVERNANCE
Historical overview of United States Indian policy and its impact on Native American communities. State, federal, and tribal relationship examined as well as the effects of Indian self-determination and reservation economic development. Emphasis on Tribal Self-Governance. (SS, NASD)

PSYCHOLOGY

PSYC PSYCHOLOGY
051
Survey of the psychology of human development and applied psychology. Includes issues of human growth and learning, love and relationships, values, death and loss, and meaning and purpose. S/U grading. (N)

PSYC GENERAL PSYCHOLOGY
101
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)

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PSYC COLLEGE & CAREER 3 CR

106 EXPLORATION

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 SPECIAL TOPICS 1-5 CR

188/288

Special topics in Psychology. (TE)

PSYC INDIVIDUALIZED STUDIES 1-5 CR

189/289

Individualized learning contracts in Psychology. (TE)

PSYC HUMAN GROWTH & DEVELOPMENT 3 CR

200

Covers basic theories of human growth and development, including youth, elder and gender issues. Examines the connections between theory and factors that appear to manifest human growth and development. (SS)

PSYC DEVELOPMENTAL PSYCHOLOGY 5 CR

201

In-depth study analyzing the direction and causes of physical social, emotional, moral and intellectual development through infancy, childhood, adolescence, young adulthood, middle age and old age. Special emphasis placed on cultural factors, relationship issues and personality formation. Prerequisite: PSYC 101 or permission of instructor. (SS)

PSYC CHILD DEVELOPMENT THEORY 5 CR

210

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 ABNORMAL PSYCHOLOGY 5 CR

220

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 SEX ROLES IN SOCIETY 4 CR

230

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 THEORIES OF PERSONALITY 3 CR

240

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 EFFECTIVE COMMUNICATION & CREATIVE PROBLEM SOLVING 3 CR

110

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 NEGOTIATION SKILLS & COMMUNITY ORGANIZING 3 CR

111

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 role plays. (NASD, NE)

PTAD MEDIATION & PEACE MAKER SKILLS 3 CR

112

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 ADVANCED MEDIATION & PEACEMAKER SKILLS 3 CR

113

Review of effective communication and interest-based negotiation skills. Emphasis on practicing mediation skills through participation in lively and culturally relevant role plays. Co-mediation and panel mediation processes introduced. (NASD, NE)

PTAD BUDGETING 3 CR

200

Introduces the student to the theories and principles of budgeting, the budgetary process, budgeting as a management process, formulation and administration of public and tribal budgets, approaches to budget formulation and analysis, role of budgeting in policy development, revenue forecasting, allotment control, cost accounting and negotiations. (NASD, NE)

PTAD PRINCIPLES OF PLANNING 3 CR

210

Introduces the student to the broad field of American planning and adapting it for application to the tribal context. General planning and techniques reviewed within planning's theoretical traditions and critical evaluation of the problems in adapting western planning approaches to the tribal setting. (NASD, NE)

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PTAD PUBLIC POLICY PROCESS 3 CR

220

Introduces the student to theoretical literature from the field of public administration and the traditional and contemporary requirements of the tribal community. Examines policy development changes, and outcomes as well as the interaction of tribal, federal, state, regional and local jurisdictions and current political issues. (NASD, NE)

PTAD ORGANIZATIONAL THEORY AND DEVELOPMENT 3 CR

230

Overviews models for organizational development, nature and status of tribal jurisdiction in areas of tribal governance building. Covers legislation at the tribal level, the role of the council, quasi-legislative bodies, administration and other interests in organizational development. (NASD, NE)

PTAD LEADERSHIP AND DECISION MAKING 3 CR

240

Covers the executive life, style, behaviors, decision making, relationship to community/constituencies and ethics in public and tribal government. Presents leadership skills, models for decision making, role of a leader, public relations, stress management, conflict resolution at the executive level and role modeling. (NASD, NE)

PUBLIC HEALTH

PUBH AMERICAN INDIAN HEALTH CARE SYSTEMS 3 CR

101

Overview of the health status of American Indians and Alaska Natives including history of Indian health; American Indian health and federal legislation; current health indicators; Indian health care delivery stems, tribal health administration and management; health career opportunities. (NASD, NE)

READING

READ BASIC READING I 3 CR

041

Designed to introduce students to recognizing main ideas, supporting details, reasons and examples, restatements, and summarization. Credit dependent on post-test results. S/U grading. (N)

READ BASIC READING II 3 CR

042

Designed to introduce students to the following concepts: cause and effect, comparison and contrast, and sequence. Credit dependent on post-test results. S/U grading. (N)

READ BASIC READING III 3 CR

043

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 3 CR

044

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 3 CR

045

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 READINGS: SOCIAL STUDIES I 3 CR

051

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 READINGS: SOCIAL STUDIES II 3 CR

052

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 READINGS: SOCIAL STUDIES III 3 CR

053

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 READINGS: SOCIAL STUDIES W 3 CR

054

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 READINGS: SOCIAL STUDIES V 3 CR

055

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)

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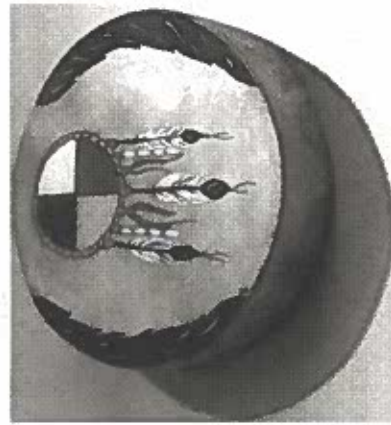
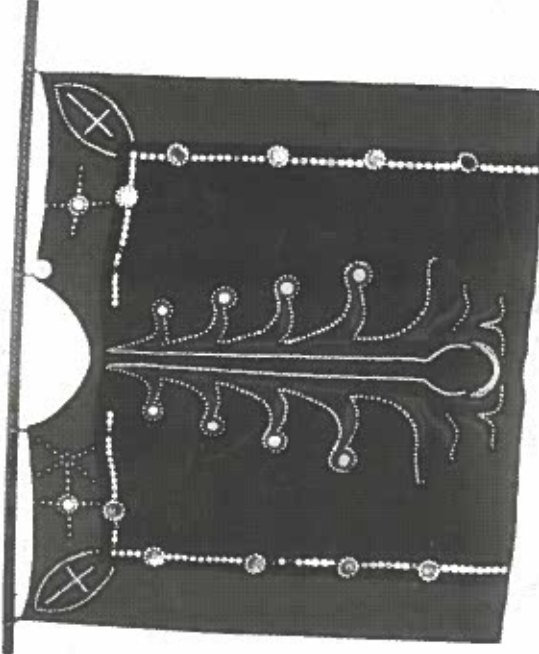
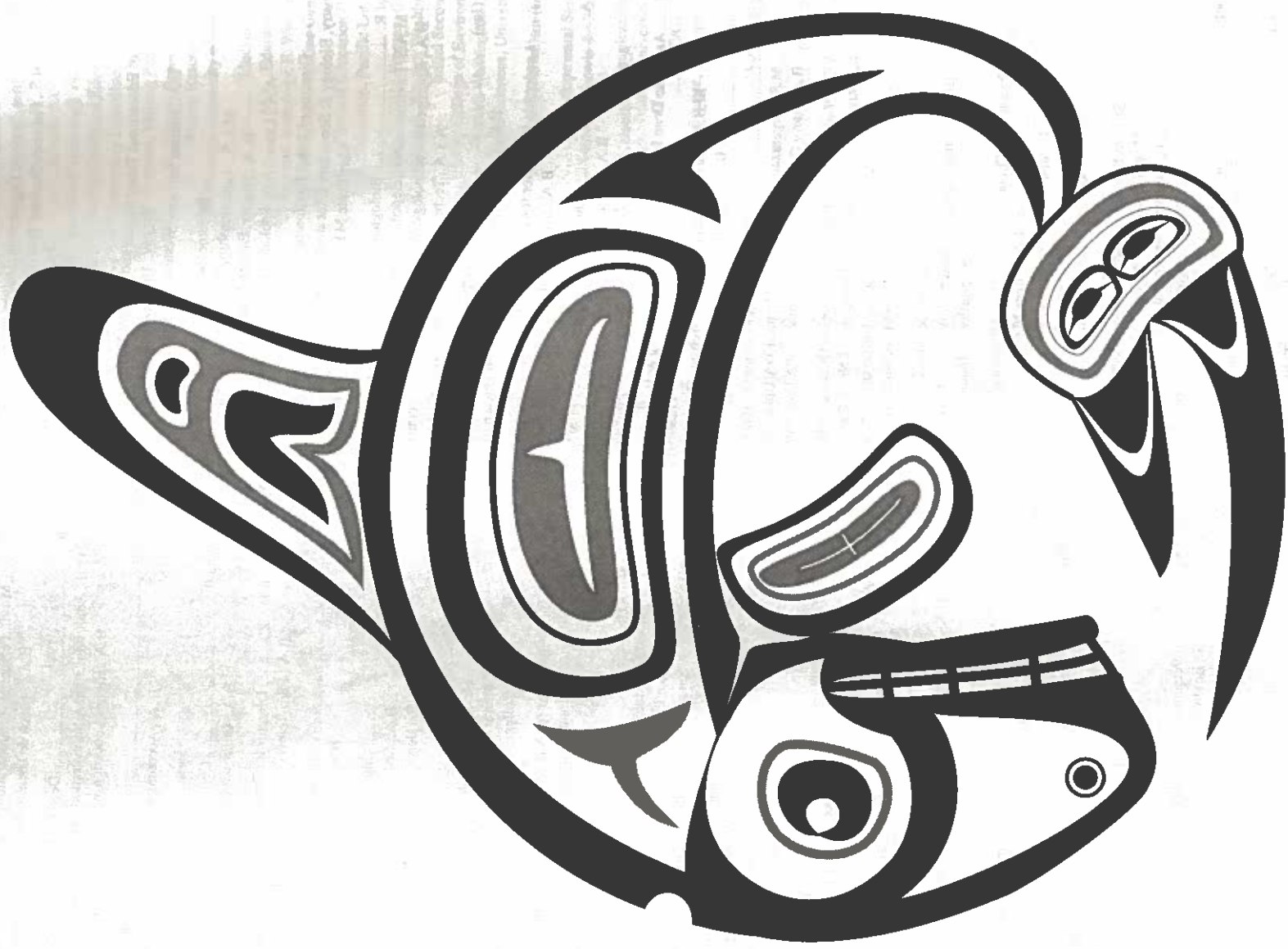
READ CONTENT READING: SCIENCE I 061	3 CR	READ CONTENT READING: LITERATURE IV 074	3 CR
Designed to help students comprehend, analyze, apply, and evaluate written material on plant and animal biology. Specific units focus on characteristics of living things, growth of living things, and communities of living things. Credit dependent on post-test results. S/U grading. (N)			
READ CONTENT READING: SCIENCE II 062	3 CR	READ CONTENT READING: LITERATURE V 075	3 CR
Designed to help students comprehend, analyze, apply, and evaluate written material on human biology. Specific units focus on the human brain, systems of the human body, and taking care of your body. Credit dependent on post-test results. S/U grading. (N)			
READ CONTENT READING: SCIENCE III 063	3 CR	READ LITERATURE: THE SHORT STORY 076	3-5 CR
Designed to help students comprehend, analyze, apply, and evaluate written material on earth science. Specific units focus on earth in space and the structure of the earth. Credit dependent on post-test results. S/U grading. (N)			
READ CONTENT READING: SCIENCE IV 064	3 CR	SCIENCE	
Designed to help students comprehend, analyze, apply, and evaluate written material on chemistry. Specific units focus on structure of matter, the behavior of matter, and the chemistry of life. Credit dependent on post-test results. S/U grading. (N)			
READ CONTENT READING: SCIENCE V 065	3 CR	SCIE LIFE AND HEALTH SCIENCES 051	3-5 CR
Designed to help students comprehend, analyze, apply, and evaluate written material on physics. Specific units focus on properties of motion, properties of waves, electricity and magnetism, nuclear physics, and our energy future. Credit dependent on post-test results. S/ U grading. (N)			
READ CONTENT READING: LITERATURE I 071	3 CR	SOCIOLOGY	
Designed to help students gain a literal and inferential understanding of the style and structure of nonfiction prose. Specific units focus on reading skills for understanding non-fiction prose, the world of work, sports and entertainment, and social issues. Credit dependent on post-test results. S/U grading. (N)			
READ CONTENT READING: LITERATURE II 072	3 CR	SOCI INTRODUCTION TO SOCIOLOGY 110	5 CR
Designed to help students gain a literal and inferential understanding of the style and structure of prose fiction. Specific units focus on setting, plot, point of view, characterization, figurative language, and theme. Credit dependent on post-test results. S/U grading. (N)			
READ CONTENT READING: LITERATURE III 073	3 CR	SOCI SPECIAL TOPICS 188/288	1-5 CR
Designed to help students gain a literal and inferential understanding of the style and structure of poetry. Specific units focus on characteristics of poetry, suggestions for reading poetry, understanding the language of poetry, and the subjects of poetry. Credit dependent on post-test results. S/U grading. (N)			
		SOCI INDIVIDUALIZED STUDIES 189/289	1-5 CR
		Individualized learning contracts in Sociology. (TE)	
		SOCI COMMUNITY DEVELOPMENT AND SOCIAL CHANGE 270	3 CR
		Covers processes and techniques used in creating social change within the community, emphasizing the role of change agents. (TE)	

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

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SPEECH	
SPCH INTRODUCTION TO 105 INTERPERSONAL COMMUNICATIONS Focuses on assisting students to better communicate interpersonally. Topics include verbal and non-verbal communication, giving and receiving feedback, developing self esteem and assertiveness, conflict resolution, group dynamics, and the affect of community and tribal relationships on the communication process. (CS)	4 CR
SPCH INTRODUCTION TO 120 PUBLIC SPEAKING Introduction to communication theory and public speaking emphasizing organization, audience analysis, oral styles, and use of visual aids. Includes presentation of various types of public speeches and analysis of contemporary speeches. (CS)	4 CR
SPCH ADVANCED PUBLIC SPEAKING 220 Students study in detail the theories of public speaking. A speech is prepared and performed for the community. (CS)	4 CR
SPCH SMALL GROUP PROCESSES 224 Exploration of the dynamics of human interaction in small group settings. Group tasks include the development of problem solving skills, utilizing topics of current interest. (CS)	4 CR
TECHNOLOGY	
TECH NATIVE AMERICAN ARCHITECTURE 154 Reviews traditional Native American Architecture: simple homes, natural materials, and human resourcefulness. Also reviews patterns and principles passed on from generation to generation, such as the way buildings were grouped, the materials used and the skills developed by Indian builders who adapted to various climates, social organizations and religious beliefs. Includes readings and discussions regarding alternative forms of dwellings, shelters and housing clusters. (NASD, NE)	3 CR
TECH UNIFORM CODES AND STANDARDS 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)	3 CR
VOCATIONAL - CONSTRUCTION TRADES	
VOCC BASIC WOODSHOP 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)	2-4 CR
VOCC CONSTRUCTION TRADES I 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)	1-10 CR
VOCC CONSTRUCTION TRADES II 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. Prerequisite: VOCC 105. (NE)	1-10 CR
VOCC CONSTRUCTION TRADES III 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. Prerequisite: VOCC 106. (NE)	1-10 CR
VOCC SPECIAL TOPICS 188/288 Special topics in Construction Trades. (NE)	1-5 CR
VOCC CONSTRUCTION TRADES 191 PRACTICUM Broad-based work experience program that provides students with opportunity for hands-on application in all areas of the building trades. Designed for students who want to be employed in construction related jobs and wish to prepare themselves for transition to full-time employment. (NE)	1-12 CR
VOCC CONSTRUCTION TRADES 194 LABORATORY Laboratory course for Construction Trades students to use and apply their skills in practice with the tools of the trade. (NE)	1-12 CR
VOCC CONSTRUCTION TRADES 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)	2-4 CR
VOCC ADVANCED CONSTRUCTION TRADES I 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 sub floors and floors, framing walls, framing roofing, windows and doors, exterior finish. Students tools required. Prerequisite: Successful completion of Basic Construction Trades Program. (NE)	1-10 CR
VOCC ADVANCED CONSTRUCTION TRADES II 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. Also includes additional field time and on the job experience for the student. Student tools required. Prerequisite: VOCC 205. (NE)	1-10 CR

College Personnel



COLLEGE PERSONNEL

FULL-TIME AND PRO-RATA FACULTY/ADMINISTRATION

Bledsoe, Gtelyn	Director for Research and Extension Services (1999) 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
Boyd, Beth	Director of Educational Talent Search and Upward Bound (1999) M.S.W., University of Washington B.A., Human Services, Western Washington University
Carroll, Nancy L.	Director for Library Services (1993) M.L.S., Librarianship, University of Washington B.A., History, Eastern Washington University A.A., Liberal Arts, Spokane Falls Community College
Chase, Vanette	Director of Tribal Environmental Health Programs (2000) B.S., Chemistry, Biology & Secondary Education, University of Puget Sound Certificate MT (ASCP) Medical Technology
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
Cox, Thomas	Leadership Counselor for Educational Talent Search (2000) B.A., Social Studies, Huntington College
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.	Associate Dean for Business, Distance Learning & Vocational Education (1996) M.B.A., Business Administration, Webster University B.S., Marketing, San Diego State University
Davidson, Malinda C.	Personal/Career Counselor (2000) M.S., Organization Development, Central WA University B.A., Early Childhood Education, Central WA University
Delgado, Vivian	Native Teacher Preparation Program Director (2000) Ph.D., Native American Education, University of North Dakota M.Ed., Administration, University of Mary B.S., Elementary Education, University of South Dakota
Dodd, Cindy	Retention/Transfer Specialist (1997) B.A., Human Services, Western Washington University A.A.S., Northwest Indian College
Duran, Phillip	Director for TENRM Program (Tribal Environmental and Natural Resources Management) (2000) M.S., Computer Science, Washington State University M.S., Physics, University of Texas B.S., Mathematics, University of Texas-El Paso
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
Fitzgibbon, Carmen	Early Childhood Instructor (1999) B.A., Education, Central Washington University
Frey, John F.	Learning Assistance Center Instructor (1987) M.Ed., Remedial Reading, Western Washington University B.S., Secondary Education/Social Studies, 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
Hayes, Jan	Dean for Enrollment Services (1997) M.Ed., Adult Education Administration, Western Washington University B.A., Higher Education Administration, Antioch University
Jacobsen, James	Comptroller (1999) B.A., Accounting, Western Washington University A.A.S., Olympic College
Jefferson, Anna R.	Cultural Arts/Basketry Instructor (1990) B.A. Anthropology, Western Washington University
Jimenez, Stephen J.	Director for Broadcast & Media Production (1997) B.A., Film-Television-Studio Art, University of California
Johnson, Elizabeth	Program Development Specialist (1997) B.A., Marketing/Sales, University of Akron
Keeghan, Leah	Upward Bound Academic Advisor (1999) B.A., Sociology, Western Washington University A.S., Paralegal Studies, Whatcom Community College
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
Lewis, Lorna	Advisor/Instructor for Native Teacher Preparation Program (2000) M.A., Bilingual/Multicultural Education, Northern Arizona University B.S., Education, Northern Arizona University
Lewis, Jr., Tommy H.	President (2000) Ed.D., Educational Leadership, Northern Arizona University M.A., Educational Administration, Northern Arizona University B.S., Police Science and Administration, Northern Arizona University
Lorence, Robert J.	Planning & Development Consultant (1983) Ph.D., 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
Lutz, Ed	DISC Program/LTTC Instructor (1999) Vocational Experience
Macy, Michelle S. (Shelley)	Even Start Program & Early Childhood Education Instructor (1988) Child Development Associate Credential M.A., Human Development, Pacific Coast College B.A., Equivalent Human Development, Pacific Coast College
Murillo, Ramon	Art Instructor (1999) M.Fine Art-Printmaking, University of Oregon B.A. Fine Art, Idaho State University B.A., Art Education, Idaho State University
Oreiro, David W. C.	Dean for Student Services (1989) M.Ed., Student Personnel Administration, Western Washington University B.S., Environmental Planning, Western Washington University
Perry, Barbara M.	Humanities/Communications Instructor (1985) M.A., English Literature, Western Washington University B.A., English/Theater, Western Washington University
Racine-Myers, Caitlin	AIHEC Distance Learning Network Manager (1998) M.A., Native American Studies, D-Q University, California B.A., Linguistics, University of California, Berkeley

PART-TIME FACULTY

Rich, Joseph A.	Vice President for Instruction/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.	Associate Dean for Art, Education, Humanities, Health and Social Sciences (1990) M.P.H., Public Health Education, University of Hawaii B.A., Home Economics, Walla Walla College B.S., Health Education, Walla Walla College
Rogers, Bonnie	Director for Financial Aid (2000) MA., Education, The University of Texas at Austin B.A., English/Social Work, Southwest Texas State University A.A., General Studies, Southwest Texas State Junior College
Rombold, John	Science - Forestry Faculty (2000) M.F.S., Forest Science, Yale University B.S., Forest Management, University of California at Berkeley
Roosa, Tiffany	Off-Campus Academic Advisor/ Admissions Recruiter (2000) B.A., Sociology, Western Washington University
Santana, Lisa	Director for Admissions, Student Recruitment, and Housing (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
Solem, Edward A.	Director for Developmental Studies (1991) M.A., Education Administration, Western Washington University B.A., Art Education, Western Washington University
Stuart, Tim	Assistant Director for Native Teacher Preparation Program (1999) M.Education, College of New Jersey B.A., Physical Education, Wheaton College
Super, Jan	Advisor/Recruiter for Native Teacher Preparation Program (2000) B.A., Special Education, Western Washington University
Swan-Waite, Renee	Director for Student Activities/Assistant Director of SOAR (1999) M.Ed., Curriculum and Instruction, Seattle University B.A., Religious Studies, Gonzaga University
Swenson, Nancy	Leadership Team Counselor - Talent Search, Chief Leschi Site (2000) B.A., Speech, Luther College
Ward, Linda	Researcher/Science Instructor (1999) M.S., Biology, University of Guam B.A., English, Seattle Pacific 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
Wolfe, 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
Yurovchak, Lynne M.	Office Professions Instructor (1989) M.Ed., Education, Western Washington University B.A., Education, Western Washington University

Ancheta, Melonie	Traditional Arts (Lummi Campus) B.A., Interdisciplinary Studies, Eastern Washington University
Antonellis-Lapp, Jeff	Computers (Muckleshoot) M.Ed., Science Education, University of Washington B.S., Environmental Education, Western Washington University
Bailey, A.	Physical Education (Swinomish)
Banks, Susan	Education (Visiting Professor from WSU) Ph.D., Special Education/Psychology Pennsylvania State University M.Ed., Special Education/early Childhood Education, Gonzaga University B.A., Special Education/Elementary Education, E. Washington University
Berard, Gigi	TENRM Program, Visiting Professor (Lummi Campus) Ph.D., Natural Resources, Cornell University M.S., Natural Resources, Cornell University B.A. Biology, University of California, San Diego
Bergland, Sharie	Education (Lummi Campus) M.A., Education, City University B.A., Speech Pathology and Audiology, E. Washington University A.A.S., Psychology, Highline Community College
Besette, Alan	Physical Education (Lummi Campus) B.A., Education, Pacific Lutheran University
Borgesen, Wendy	English TENRM Program (Lummi Campus) M.A., English, Western Washington University B.S., Huxley College of Environmental Studies, Western Washington University, 1980
Boroughs, Lori Lynn	B.A., Political & Social Sciences, University of Missouri
Brager, Susan	Journalism (Lummi Campus) B.S., Elementary Education, Lewis & Clark State College
Brisson, Phyllis	Communications (Skokomish) B.A., Drama, University of Washington
Brooking, Barbie	ABE/GED (Port Gamble) B.A., Far Eastern Studies, University of Washington
Cable, Ralena	Health (Lower Elwha) A.A.S., Peninsula College
Chinook, Roxanne	Fine Arts Instructor (Lummi Campus) B.A., Fine Arts, Boise State University A.A.S., General Art, Central Oregon Community College
Clark, Nicole	Philosophy Instructor (Lummi Campus) M.A., Philosophy & Religion, California Institute of Integral Studies B.A., Philosophy & Religion, Central Washington University B.A., History, Central Washington University
Clippard, James	English & Computer Supervision (Lummi Campus) B.S., Wildlife/Fisheries Science, University of Tennessee
Commers, Kenneth	Computers (Muckleshoot) B.A., Business Education, University of Montana
Cooke, Elizabeth	M Ed., Special Education, Arizona State University B.S., Education/Special Education, University of Nebraska
Cooper, Donald	Health (Lower Elwha) Doctor of Naturopathic Medicine, National College of Naturopathic Medicine B.S., Criminal Justice, Salve Regina College
Cooper, Kathryn	Health (Lower Elwha) B.S., Professional Studies, Eastern Oregon State College
Cox, June	Physical Education (Lummi Campus) B.S., Physical Education, Michigan State University
Dahl, C. Shawn	Speech, ABE/GED (Nooksack) M.A., Adult Education, Western Washington University B.A., History, Western Washington University

Darling, James	Education (Lummi Campus) M.S., Auburn University, 1996 B.S., Nursing, Florida State University	ABE/GED (LITC) B.A., Human Services, Western Washington University	Humphreys, Kathy
Davidson, Matthew	Computer Science (Makah) M.A., Linguistics, State University of New York B.A., Linguistics/Classics, State University of New York	Psychology (Lummi Campus) M.A., Psychology, Antioch University	Jefferson, Madeline
Denny, Leonard	Developmental Studies (Makah) B.A., Business Administration, University of Puget Sound	Human Services-Administration, Western Washington University Business (Makah) B.A., Human Services Administration & Academic Counseling, Antioch University	Johnson, Julie
Diefenderfer, Heide	English (Makah) M.A., English, Western Washington University B.A., Native American Studies, Evergreen State College B.A., Biology, Red College	Native American Language (Nisqually) B.S., Education, St. Martin College A.A.S., Pierce College Reading (Lummi Campus) Ph.D., Ohio State University	Kalama-Hobbs, Misty
Dunn, Frank	ABE/GED (Swinomish) B.A., Psychology, Western Washington University	Nutrition Instructor (Nez Perce) Registered Dietician	Kasoff, Betty
Dunavant, Amber	Physical Education (Lummi Campus)	Cultural Studies – Lushootseed (Tulalip Site) Ph.D., English M.A., English, University of Washington A.B., Bryn Mawr College	Keller, Julie
Eblin, Ann	Speech, Visiting Western Washington University Professor Ph.D., M.A., West Florida University B.A., Duke University	Math (Lummi Campus) B.A., Education, Western Washington University Initial Teaching Certificate Math 4-12 and K-8	Lampshire, Luanne
Edge, Lynette	Anthropology (Lummi Campus) M.A., Anthropology, Western Washington University B.A., Human Services, Western Washington University A.A.S., Skagit Valley College	Music (Lummi Campus) M.A., Humanities, California State University B.A., Sociology, Western Washington University	Langen, Toby
Eichhorn, Carol	Psychology (Lummi Campus) B.S., Psychology, University of Washington	Business (Muckleshoot) B.A., Education, Washington State University B.S., Washington State University	Leslie, Deanne
Engler, Ravina	English, Native Studies (Lummi Campus) M.A., Adult Education, Western Washington University B.A., English, Western Washington University	Physical Education (Lummi Campus)	Lipke, Robert G.
Englesburg, Paul	Native Teacher Preparation Program (Lummi Campus) Ed.D., Education, University of Massachusetts M.A., Eastern Asian Studies, Yale University M.A.T., Secondary Education, University of New Hampshire B.A., History, University of California	Physical Education (Lummi Campus)	Lofdahl, John
Fearon, Gerry	Business (LITC) M.B.A., George Washington University B.A., Arts, Psychology, University of Virginia	Spanish (Lummi Campus) B.A., Early Childhood Education, Seattle Central Community College	Logicki, Don
Feingold, David	Music (Lummi Campus) B.A., Education, Sarah Lawrence College	Drama, Speech (Lummi Campus) M.F.A., University of Iowa M.A., Theatre, Humboldt State University B.A., California State University	Lombardi, Lee
Fitzpatrick, Gerald	Health (Lower Elwha)	Cultural Studies (Nisqually) B.A., Native American Studies	MacDonald, Lindsay
Gonzalez-Plaza	Political Science, Science, Spanish (Lummi Campus) Ph.D., Molecular & Cellular Biology, P. Universidad Catolica De Chile M.A., Biology, Brandeis University, Waltham, Mass. B.A., Biology, Brandeis University, Waltham, Mass.	Early Childhood Education, NWIC Writing Tutor/vocational English (Lummi Campus) B.A., English, California State College	Mannino, Anthony
Gobert, Gaylene	Computers (Swinomish) A.A.S., Transfer, Northwest Indian College	Physical Education (Lummi Campus) Physical Education Certification	McCloud, Joyce
Gray, Peter	Native Teacher Preparation Program, Math (Lummi Campus) M.S., Bio-Mathematics, University of Washington M.S., Mathematics, Western Washington University B.A., San Francisco State College	Computers (Lummi Campus) Vocational Experience	McDonald, Mary
Hibbard, Bradley	Astronomy (Nisqually) B.S., Physics, University of Washington	Political Science, Spanish (Lummi Campus) M.A., Political Science, Western Washington University B.A., Political Science, Utah State University B.A., French (Spanish minor), Utah State University Certificate International Relations, Utah State University	Mehrs, Trent
Hillaire, Pauline	Cultural Studies – Indian Song & Dance (Lummi Campus) B.A., Education, Evergreen State College A.A., Business, Seattle Central Community College	Chemical Dependency, Language (Nisqually) Chemical Dependency certification	Minharo, Joara
Hillaire, Penny Carol	Physical Education (Lummi Campus) B.A., Eastern Washington University	Human Services (Distance Learning) M.Ed., Western Washington University B.A., Western Washington University	Moore, Luz
Hinkson, Mercedes	Linguistics, Spanish (Lummi Campus) Ph.D., Linguistics, Simon Fraser University M.A., Linguistics University of California B.A., Linguistics University of California		Mullane, Nancy

Oakley, Janet Lynn	Elementary & Middle School Social Studies (Lummi Campus) M.A., Education, Western Washington University B.A., Kalamazoo University B.F.A., University of Hawaii	English (Lummi Campus) M.A., English, Western Washington University B.A., English, Western Washington University A.A., Whatcom Community College	Rushing, Donna
O'Connell, Sharon	Chemical Dependency (Lummi Campus) M.A., Psychology, Antioch University B.A., Theatre, Dramatic Literature, Western Washington University B.A., Philosophy & Interdisciplinary Art, Western Washington University	Human Development (Lummi Campus) Ph.D Public Administration, Social Policy, University of Illinois M.B.A., City University of Seattle M.S.W., Washington State University B.A., Psychology/Chemistry, Milliken University, Decatur Illinois	Seamon, John
Oreiro, Laverne	Cultural Studies (Lummi Campus) B.A., Humanities, Seattle University	Cultural studies – Lushootseed (Swinomish) M.B.A., Management, Oregon State University B.A., Management, Oregon State University	Shore, Carmen
Oreiro, Mac	Cultural Studies – Art Button Blanket (Lummi Campus) B.A., Indian Studies, University of Washington A.A., Seattle Central Community College Provision K-12 Certification	Physical Education (Lummi Campus)	Shumacher, Leia
Osenbach, Russ	Psychology (Upper Skagit) M.A., Human Services, University of Great Falls B.S., Education, Penn State University	Physical Education (Lummi Campus) B.S., Holistic Health Nutrition, American Holistic College of Nutrition	Sisco, Leane
Page, Alexandra	Special Education – Legal Issues (Lummi Campus) M.S., Education, Southern Illinois University B.S., Special Education & Elementary Education, SIU	Business Administration, Fort Lewis College B.A., Business Administration, Fort Lewis College	Steet-Lah, Starr
Parris, Ed	Drama (Upper Skagit) M.A., Fine Arts, Eastern Washington University B.A., English/Psychology, University of Hawaii A.A., Liberal Arts, Windward Community College	ABE/GED (Nisqually)	Stevens, Ryan
Parrish, Joan	ABE/GED (Upper Skagit) B.A., English, University of Washington 4-year Initial Certificate (Elementary English)	ABE Instructor (Lower Elwha) B.A., English Education, & Psychology, Whitworth College A.A.S., Big Bend Community College	Sweeney, Christine
Pascua, Maria	Makah Language (Makah) B.A., Liberal Arts, Antioch University B.A., Liberal Arts, Evergreen State College Teaching Certificate, University of Puget Sound	Nutrition (Distance Learning) M.S., Nutrition Science, Central Washington University B.S., Dietetics and Nutrition, Central Washington University B.A., Sociology, Western Washington University	Teper, Bruce
Paul, Patrick	Chemical Dependency Studies (Distance Learning) M.A., Psychology, Antioch University B.A., Native American Studies, Evergreen State College	Computers (Lummi Campus) B.A., Social Services, Western Washington University Tribal Administration (Lummi Campus) B.A., Human Services, Western Washington University	Vendiola, Shelley
Pouley, Theresa	Political Science Instructor (Lummi Campus) Juris Doctorate, Wayne State University B.A., Political Science and speech, Gonzaga University	ABE/GED (Skokomish) B.S., Biology, St. Martin's College	Verhey, Heather
Pullen, Michelle	ABE/GED (Quileute) B.A., Elementary Education, Eastern Washington University Liberal Arts, Spokane Falls Community College	English (Nisqually) M.A., English, Western Washington University B.A., English, Western Washington University A.A., Spokane Falls Community College	Weir, Ronda
Renker, Ann M.	Psychology (Makah) Ph.D., Anthropology, American University B.A., Anthropology, Fordham University Certificate ECE, Maryland State	Physical Education (Lummi Campus)	White, Colleen
Revey, Barbara	Physical Education (Lummi Campus)	Chemical Dependency Instructor (Distance Learning) Chemical Dependency Certification	Whiteford, Leo
Richins, Philip	Human Development (Lummi Campus) M.A., Education, Boston University B.A., Psychology, Brigham Young University	Physical Education (Lower Elwha) Physical Education Certification	Wilcox, Julia
Robbins, Lynn	Visiting Professor, Western Washington University Ph.D., Anthropology, University of Oregon M.A., Anthropology, University of Oregon B.A., Anthropology, University of Utah	English (Distance Learning) M.A., English, Western Washington University B.A., English, University of California, Santa Barbara	Woods, Wayne
Rose, Margaret	B.A. General Studies, Western Washington University A.A.S., Kendall College	Public Health (Lummi Campus) M.D., McGill University, Montreal, Quebec, Canada M.P.H., Health Planning, Johns Hopkins University	Yake, Kolleen
Russo, Kurt	Political Science (Lummi Campus) M.A., Forestry, University of Washington B.S., Forestry, University of Montana B.A., Creative Writing, The Evergreen State College		Ziegler, Henry

CULTURAL SPECIALIST INSTRUCTORS

Antioqui, Serena Cultural Studies (Lower Elwha)
Boone, Lisa Cultural Studies (Upper Skagit)
Butts, David Cultural Studies – Art Carving (Upper Skagit)
Cutch, Peter Native Studies (Quinault)
Edwards, Dale Cultural Studies – Bone Game & Drum Song (Lummi Campus)
Edwards, Janice Cultural Studies – Salish Bone Game (Lummi Campus)
Humphreys, Althea Cultural Studies – Art Beading (Lummi Campus)
James, Jewell Social Science/Traditional Art (Lummi Campus)
James, Veronica Cultural Studies – Native American Language (Quinault)
Joe, Laurie Native Studies (Lummi Campus)
John, William Cultural Studies – Lummi Language Instructor (Lummi Campus)
Jones, Lelani Cultural Studies – Art Weaving (Quinault)
Jones, Rob Cultural Studies – Art (Swinomish)
Julius, Rod Cultural Studies – Art (Lummi Campus)
Kenney, Joe Traditional Arts (Lower Elwha)
Lanner, Gaylen Cultural Studies – Art Beading (Upper Skagit)
Markisium, Rita Cultural Studies (Makah)
McCloud, Deannah Cultural Studies (Nisqually)
McCloud, Don Cultural Studies (Quinault)
McCloud, Hanford Cultural Studies – Art (Nisqually)
McManis, Stephanie Cultural Studies – Art (Tulalip)
Morganroth, Chris Cultural Studies – Art Carving (Quileute)
Nelson, Frank Cultural Studies (Lower Elwha)
Noriega, Malinda Cultural Studies – Art (Lummi Campus)
Obi, Ervina Cultural Studies – Art Beading (Quinault)
Obi, Irvin Cultural Studies – Art Beading (Quinault)
Parker, Theresa Cultural Studies (Makah)
Pennington, Lora Native Language (Swinomish)
Phillips, M Cultural Studies – Art Beading (Swinomish)
Porter, Nola Cultural Studies – Art Beading (Swinomish)
Price, George Cultural Studies – Art Carving (Lummi Campus)
Sam, Darlene Cultural Studies – Art Drum Making (Swinomish)
Schumack, Marian Cultural Studies – Art Basketry (Quileute)
Smith, Daniel Cultural Studies – Art Bentwood Boxes (Quileute)
Starr, Gary Cultural Studies – Art Carving (Lummi Campus)
Valdez, Jamie Cultural Studies, Language (Lower Elwha)
Waite, Lois Cultural Studies – Art (Lummi Campus)
Warbus, Ethel Cultural Studies – Art (Makah)
Waynick, Lornuie Cultural Studies – Art Ceramics (Swinomish)
Weichman, Linda Traditional Arts (Lower Elwha)
Williams, Nathan Cultural Studies (Swinomish)
Young, Clarissa Cultural Studies – Art Beading (Lummi Campus)

CLASSIFIED STAFF

Accounting/Business Office

Hien, Vo Fiscal Technician I (2000)
Jefferson, Jacqueline Accounts Payable/Fiscal Technician (1993)
Scully, Kevin Grants, Contracts & General Ledger Coordinator (2000)
Solomon, Carmen Fiscal Technician (2000)

Business/Technology Division Office

Dahl, Christopher Nooksack Site Coordinator (1997)
Gobert, Gaylene Swinomish Site Coordinator (1999)
Lane, Marcy Program Assistant II (1996)
McCurry, Maggie Makah Site Coordinator (1999)
McCloud, Barbara Nisqually Site Coordinator (1999)
Ramon, Mark Quinault Site Coordinator (1999)
Rodriguez, Tonya Upper Skagit Site Coordinator (1999)

Computer Services Office

Myers, Trent Computer & Networking Services Tech I (1997)
Phair, Floyd Computer Support Technician I (2000)

Continuing Education Office

Solomon, Angel Program Assistant II

Development office

Lane, Ina Program Assistant II (1999)
Palmbiad, Debra Donor Program Coordinator (1991)
Solomon, Candy Graphic Design Specialist (1992)

Distance Learning Center

Jefferson, Alma Individualized Studies (2000)
Julius, Karen Broadcast Video Technician II (1997)

Early Childhood Education Office

Ballew, Jackie Program Assistant II (1999)

Enrollment Services Office

Bock, Marie Program Assistant I (2000)
Moe, India Program Assistant II (1999)
Norcross, Carol Program Assistant I (1999)
Roberts, Cindy Program Assistant I (1999)
Williams, Debbi Administrative Assistant (1999)

Financial Aid Office

Jefferson, Angela Program Manager (1991)
Benson, Janice Program Specialist (1997)
Jefferson, Denice Program Assistant I (2000)

Humanities/Social Science Division Office

Julius, Tami Program Assistant II (1998)

Learning Assistance Center

Joseph, Ken Instructional Tutor (1998)

Lummi Library

Davis, Joy Library Assistant I/Circulation Manager (1995)
Dennis, Lorraine Library Technician I (1994)
Hillaire, Pam Library Technician III (1989)

Maintenance Office

Davis, Jon Custodian/Supervisor (1997)
Charles, Gordon Maintenance/Custodial Services (1998)

Native American Teacher Preparation Program Office

Jimmy, Nadeen Administrative Assistant

Purchasing Office

Roberts, Charlie Bookstore Manager (1999)

Research Office

Charlie, Kim Instructional Technician (1999)
Jefferson, Rita Program Assistant II (1999)
Scott, Charlie Research Technician (1998)

Science Division Office

Finkbonner, Julie Program Assistant II (1998)

Switchboard/Copy Center

Hoskin, Patty Office Assistant I (1995)
Petrovich, Olivia Office Assistant I (1999)

Student Support Services Office

Cooper, Virginia Program Assistant II (1998)
Solomon, Kelly Program Assistant II (1993)
Solomon, Ruth Program Assistant II (1992)

Vice President For Instruction and Student Services Office

Jefferson, Julie Assistant to Vice President For Instruction And Student Services (1987)

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Levi Jefferson, NWIC Chair
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