

2021-2023 Catalog

Vision and Mission Statement

NWIC Mission

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

NWIC Vision

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

NWIC Core Values and Beliefs

The educational philosophy of Northwest Indian College is based upon the acknowledgement that Tribal values and beliefs are the foundation of education and must include a study of Native American culture, language, and history within the Tribal community. The College's extended campus sites participate by identifying the values and beliefs that underlie the educational approach appropriate to their communities' needs.

Səla-lex^w

Our strength comes from the old people. From them we receive our teachings and knowledge and the advice we need for our daily lives.

Schtəngəx^wən

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

Xwləmi-chosən

Our culture is our language. We should strengthen and maintain our language.

Leng-e-sot

We take care of ourselves, watch out for ourselves and love and take care of one another.

Xaalh

Life balance/sacred.

2017-2024 Strategic Plan

Core Theme 1: Engage Indigenous Knowledge

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

Core Theme 2: Commitment to Student Success

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

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

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

Core Theme 4: Advance Place-Based Community Education and

Outreach

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

To see Northwest Indian College's Strategic Plan in its entirety, visit <https://www.nwic.edu/institutional-effectiveness/strategic-plans-other-institutional-plans/>.

About Northwest Indian College

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

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

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

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

In 2007, the college entered candidacy status for accreditation as a bachelor's degree granting institution and began offering the Bachelor of Science in Native Environmental Science. In 2010, NWIC received accreditation as a bachelor's degree granting institution while retaining its accreditation to also offer associate's degrees. It continues to offer the bachelor of science, and now also offers three bachelor of arts degrees in Native

Studies Leadership, Tribal Governance and Business Management, and Community Advocates and Responsive Education (CARE) in Human Services.

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

Vice President's Message

Hello and Hys'que to all my relations that are currently enrolled, thinking about college, or wanting to come forward to higher education that Northwest Indian College offers. I say "come forward" as opposed to "come back" because many American Indian students have had to leave college for various reasons not always of their own choice or doing. I have always believed that higher education is about making informed choices. These choices are things you learn about yourself, your culture, and the environment you live in. Your choice to seek a higher education will lead you onto a path of critical thinking, professional development and a healthy lifestyle to thrive and grow within. Let NWIC help you on your journey to success and graduation.

I have worked at NWIC for three decades and have never witnessed a year like 2020-2021 with 100% online classes and staff working remotely. It has truly been a test of our American Indian survival skills as we all continue to adapt to meet the needs of our Tribal communities and students in higher education.

Dave Oreiro, Vice President of Campus Development and Administration
Supilano (Southwind)
Lummi Nation

Board of Trustees

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

Chair, Kristin Kinley, Chetopia, Lummi

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

Secretary, Jana Finkbonner, Lummi

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

Vice Chair, Larry Campbell, Swinomish

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

cultural, spiritual, and historical issues. He holds a BA in Liberal Arts from Western Washington University.

Laurel Ballew, Swinomish

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

Barbara Juarez, Lummi

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

Rayanne Morris, Lummi

Ms. Morris works (May 1999 – current) for the National Indian Gaming Commission (NIGC). She has dedicated most of her life working in Indian Country. In alignment with her passion for Indigenous rights, Ms. Morris' formal education embodies the importance and respect of tribal culture, traditions, and history. She was the first graduate of the Bachelor of Arts Native Studies Leadership degree at the NWIC. She went on to obtain a Master of Jurisprudence in Indian Law degree from the University of Tulsa College of Law. Ms. Morris served as the Chairman and Vice-Chairman of the Lummi Law & Justice Commission (June 2014 – August 2016). She is currently serving as the Vice-Chairman of the Lummi Commercial Company Board of Directors (May 2018 – current).

LIBC Representative, Kathy Pierre, Lummi

Kathy Pierre is an elected official for Lummi Indian Business Council and serves as the Treasurer. Prior to serving on tribal council Kathy has worked for Lummi Nation in a multitude of areas in workforce and community development that includes grant management since 2001. Her focus areas consist of poverty reduction and job creation. Kathy graduated with honors from Northwest Indian College with an Associates of Arts and Science Degree in 2000, received a Bachelor of Arts and Science degree in American Cultural Studies in 2001 from Western Washington University and is a graduate candidate for a Master of Public and Tribal Administration from Evergreen State College. Kathy resides on the Lummi reservation in Bellingham Washington and is a proud mother of two beautiful children.

Northwest Indian College Foundation

The Foundation supports the mission of the College through fundraising efforts that help support the College's highest priorities and aspirations, from student scholarships and faculty development to new construction and community outreach.

2522 KWINA ROAD,
BELLINGHAM,
WA 98226
Phone: (866) 676-2772 EXT. 4305

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

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

Northwest Indian College Foundation Board of Directors

President, Julie Johnson, Lummi
Vice President, Patricia Whitefoot, Yakama
Vice President, Henry Cagey, Lummi
Treasurer, Linda Long Weaver
Secretary, Justin Guillory, Nez Perce Descendant, NWIC President
LIBC Council Rep Member, Travis Brockie, Lummi
NWIC Board of Trustees Rep Member, Kristin Kinley, Lummi
Member, Phillip Hillaire, Lummi
Member, Joe Finkbonner, Lummi
Member, Candice Wilson, Lummi
Member, Leesa Wright, Puyallup

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

Northwest Indian College Foundation Address:

Academic Calendar

Academic Year 2021-2022

Summer Quarter 2021	Fall Quarter 2021	Winter Quarter 2022	Spring Quarter 2022
Quarter Begins- July 6, 2021	Quarter Begins- September 20, 2021	Quarter Begins- January 6 2022	Quarter Begins-April 6, 2022
Independence Day- Observed July 5, 2021	Veteran's Day- November 11, 2021	MLK/Tre aty Day- January 17, 2022	Memorial Day-May 30, 2022
Quarter Ends- August 20, 2021	Thanksgivi ng- November 25-26, 2021	President' s Day- February 21, 2022	Quarter Ends- June 17, 2022
	Quarter Ends- December 10, 2021	Billy Frank Jr. Day- March 9, 2022	Commencem ent-June 17, 2022
		Quarter Ends- March 25, 2022	

ACADEMIC YEAR 2021-2022

	Summer 2021 (2022-10)	Fall 2021 (2022-20)	Winter 2022 (2022-30)	Spring 2022 (2022-40)
Registration	May 17- July 2	May 17- Sept 17	Nov 8- Jan 5	Feb 21- April 5
Quarter classes begin	July 6	Sept 20	Jan 6	April 6
Late Registration	July 6- July 9	Sept 20-24	Jan 6-7	April 6-8
Permission for Late Registration (Blue Slip)	None	Sept 27- Oct 1	Jan 10- 14	April 11- April 15
Administrative Drop for Prerequisites and Requirements	None	Sept 22	Jan 10	Apr 6
Faculty Discretionary Drops Due	None	Oct 1	Jan 14	April 15
Last day to sign up for S/U grading, Drop without "W" on record, or register for IL/LC or CEU (including ABE, GED)	July 13	Oct 5	Jan 18	April 19
Last day for 100% refund for official withdrawal from courses (Census Date*)	July 15	Oct 7	Jan 20	April 21
Midterm Week	None	Oct 25-29	Feb 7- 11	May 9-13
Midterm Grading	None	Oct 23- Oct 31	Feb 5- 13	May 7-15

Last day to officially withdrawal* (No Refund after Census Date)	None	Nov 12	Feb 25	May 27
Last day of the Quarter	Aug 20	Dec 10	March 25	June 17
Final Grading deadline 5:00 pm	Aug 23	Dec 13	March 28	June 20
Graduation Commencement Ceremony				June 17

Academic Year 2022-2023

Summer Quarter 2022	Fall Quarter 2022	Winter Quarter 2023	Spring Quarter 2023
Quarter Begins- July 5, 2022	Quarter Begins- September 19, 2022	Quarter Begins- January 5, 2023	Quarter Begins-April 5, 2023
Independence Day- July 4, 2022	Veteran's Day- November 11, 2022	MLK/Treaty Day Observed- January 16, 2023	Memorial Day- May 29, 2023
Quarter Ends- August 19, 2022	Thanksgiving- November 24-25, 2022	President's Day- February 20, 2023	Quarter Ends- June 16, 2023
	Quarter Ends- December 9, 2022	Billy Frank Jr. Day- March 9, 2023	Commencement- June 16, 2023
		Quarter Ends- March 24, 2023	

ACADEMIC YEAR 2022-2023

	Summer 2022 (2023-10)	Fall 2022 (2023-20)	Winter 2023 (2023-30)	Spring 2023 (2023-40)
Registration	May 16- July 2	May 16- Sept 16	Nov 7- Jan 4	Feb 21- April 4
Quarter classes begin	July 5	Sept 19	Jan 5	April 5
Late Registration	July 5- July 8	Sept 19-23	Jan 5-6	April 5-7
Permission for Late Registration (Blue Slip)	None	Sept 26- Sept 30	Jan 9- Jan 13	April 10- April 14
Administrative Drop for Prerequisites and Requirements	None	Sept 21	Jan 10	Apr 7
Faculty Discretionary Drops Due	None	Sept 30	Jan 13	April 14
Last day to sign up for S/U grading, Drop without "W" on record, or register for IL/LC or CEU (including ABE, GED)	July 12	Oct 4	Jan 17	April 18
Last day for 100% refund for official withdrawal from courses (Census Date*)	July 14	Oct 6	Jan 19	April 20
Midterm Week	None	Oct 24-28	Feb 6-10	May 8-12
Midterm Grading	None	Oct 22- Oct 30	Feb 4-12	May 6-14

Last day to officially withdrawal* (No Refund after Census Date)	None	Nov 10	Feb 24	May 26
Last day of the Quarter	Aug 19	Dec 9	March 24	June 16
Final Grading deadline 5:00 pm	Aug 22	Dec 12	March 27	June 19
Graduation Commencement Ceremony				June 16

Campus Locations

Lummi Campus

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

Extended Campus Sites

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

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

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

Student support services are provided to extended campus sites by professional staff located at the main Lummi Campus and at various sites. Students may contact the Lummi Campus to request information and assistance with

admissions, financial aid, registration, advisement, career services, and other areas of interest. At the extended campus sites, the college retains staff to offer services as well.

Institutional Outcomes

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

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

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

Native Leadership – To Acquire a Quality Education

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

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

Way of Life - To Give Back

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

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

Inherent Rights – To Apply Indigenous Knowledge

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

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

Community Minded – To Utilize Education Through Work

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

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

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

Accreditation

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

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

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

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

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

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

Affiliations and Memberships

Northwest Indian College is affiliated with the following organizations: American Association for the Advancement of Science; American Association of Community Colleges; American Council on Education; American Indian Higher Education Consortium (AIHEC); American Indian Science and Engineering Society (AISES); American Library Association; Ecological Society of America; National Association of State Universities and Land Grant Colleges; Washington State Intercollege Relations Commission (ICRC); American Indian College Fund (AICF); and Washington Center for Improving the Quality of Undergraduate Education.

Educational Partnerships

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

Admissions and Registration Procedures

New and Returning Students

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

Continuing Students

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

Admissions

Northwest Indian College primarily focuses on recruiting Native American, Alaska Native, and Canadian First Nations students, but follows an 'open door' admissions policy. Anyone who has graduated from high school or the

equivalent may be accepted into Northwest Indian College. Students who are under the age of 18 without a High School Diploma or the equivalent must obtain permission from their parent or legal guardian and the school district before enrolling for college-level courses in the Running Start program. Contact the Office of Admissions for more information on the Running Start Program.

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

General Admission Procedures

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

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

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

- Demonstrated Indian ancestry and live on or near an Indian reservation

- Spouse or dependent of a Resident student
- Permanent full-time employee of Northwest Indian College or Tribal agency within the NWIC service area (must meet NWIC Personnel Policy requirements for Educational Benefits)
- Spouse or dependent of Northwest Indian College or Tribal agency employee within the NWIC service area.

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

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

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

Testing and Placement

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

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

International Students at NWIC

Canadian First Nations students may study at NWIC as regular students under the provisions of the Jay Treaty and do not need to apply for special circumstances provided

they submit their verification of enrollment (verification must indicate or verify at least 50% Canadian First Nations blood) with their Tribe or Band along with their application for admission.

Northwest Indian College is not a SEVP approved school and does not accept other non-immigrant students for regular admission. International students may take classes at NWIC under the following circumstances: They are already enrolled full-time at another SEVP approved school (F-1 or M-1 visa) and are not using NWIC credits to equal full-time enrollment **OR**, they are taking continuing education units (any visa) **OR**, they are visitors (B-visa) engaged in study that is merely avocational or recreational in nature. International students are not eligible for federal or state financial aid. International students are classified as non-residents for tuition paying purposes.

Program of Study Students

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

Non-Program of Study Students

Non-program of study students are those students taking classes for reasons other than completing a college program of study. These students do not need to go through the admissions process and are not eligible for state or federal financial aid. These students do not take regular Undergraduate credits but will instead enroll in Continuing Education (CEU) classes, Workforce Education classes, Pre-College classes, or GED/ABE classes.

Admission as a Running Start Student

The Running Start Program is a partnership between NWIC and Washington state public high schools. The program offers eligible high school juniors and seniors the opportunity to take NWIC classes that satisfy both high school and college credit requirements simultaneously, tuition free. Running Start allows a student to get a head

start on earning college credits, seek a greater academic challenge, or take courses that are not offered in their high school. Students may enroll concurrently in high school and college classes, or solely in college classes. While tuition for college-level classes is paid by the Running Start Programs, the cost of fees, books and supplies is paid by the students.

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

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

Admission as a Transfer Student:

Transferring credits from another institution to NWIC

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

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

Requesting a Credit Transfer Evaluation

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

Students must obtain a Transfer Evaluation Request form from Northwest Indian College, Office of Admissions, or online through JICs, complete the form and return it to the Office of Admissions. The form must indicate the student's program of study; should the student change programs, a new evaluation may be needed since credits may transfer differently depending on the degree program.

Evaluation results will be mailed to the student and usually takes 4-6 weeks. Once the evaluation is received, it is recommended that the student make an appointment with his/her academic advisor to discuss how the transfer credits may apply toward their degree.

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

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

Transferring Credits or Degree from NWIC to Another Institution

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

Registration

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

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

Regular Registration

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

Late Registration and Permission for Late Registration

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

Adding and Dropping Courses

Once registration for courses is complete and a class schedule is produced, the only way to adjust the schedule

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

Withdrawing from Courses

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

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

Class Attendance

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

Attendance is an integral part of the college experience. Attendance is important to a student's ability to participate and be successful. Poor attendance may result in inadequate progress or failing grades. It is the responsibility of the student to arrive on time and be considerate of your instructor and classmates. If late arrival or absence is unavoidable contact the instructor in advance. Be sensitive to the learning of others. All faculty members will define their own grading policies in the written course syllabi, which may include grade penalty or removal of the student from the course for excessive absences. Students involved in scheduled curricular and extracurricular activities must make arrangements with their instructors

for completion of missed assignments prior to the scheduled event. Reasons for absence due to illness and other circumstances must be communicated by the student to the instructor of the course. Any decision to allow make-up work will be made by each instructor in accordance with attendance requirements stated within the course syllabus.

Faculty Discretionary Drop

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

Audit Registration

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

Academic Information

Satisfactory Academic Progress (SAP) Policy

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

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

NWIC has adopted a non-punitive ‘satisfactory progress’ policy under which students with low grade point averages or numerous course withdrawals, drops, or Incompletes are allowed to re-enroll in subsequent quarters. If an unsatisfactory pattern develops in the student’s progress toward program completion, the college employs interventions (counseling, hearings with an academic committee, referral to external helping agencies, etc.) as conditions of re-enrollment. Students with academic achievements below the standards will receive an academic warning. These students will be encouraged to meet with a faculty advisor or academic advisor, and enrollment in the subsequent quarter may be limited to a reasonable amount of credits.

Please note that Financial Aid satisfactory academic progress policies differ from this academic satisfactory academic progress policy. Please see the Financial Aid (p. 47) section for more information.

Grading

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

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

I - Incomplete

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

An Incomplete Agreement Form must accompany an “I” grade or the grade will be assigned as an “*.” The course requirements must be completed by the date agreed upon in the Incomplete Agreement, which can be no later than the end of the following quarter not counting summer. A grade will be recorded on the incomplete form as “I/other letter grade,” where the “other letter grade” is what the student earned on the date the incomplete is submitted.

It is the Instructor’s discretion whether to accept the student’s request. When the instructor submits an incomplete agreement for a student, included should be:

- the grade earned by the student on the date that the incomplete agreement is submitted,
- a detailed list of remaining work to be completed, and

- a deadline for the completion of that work (the deadline is not to extend longer than two consecutive quarters).

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

N - Audit

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

P/NP - Pass/No Pass

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

S/U - Satisfactory/Unsatisfactory

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

W - Official Withdrawal

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

AW - Administrative Withdrawal

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

WIP - Work in Progress

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

Y - Work in Progress

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

Z - Non-completion

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

V - Unofficial Withdrawal

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

* - No Grade Recorded/Invalid Grade/Late Finishing Class

Grade Change Policy

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

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

Grade Point Average

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

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

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

Satisfactory/Unsatisfactory Grading

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

Final Grade Reports

Student grade reports are available online through the student JICS account at www.jics.nwic.edu.

Student Records

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

Student Contact Information

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

Transcripts

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

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

Family Educational Rights and

Privacy Act (FERPA)

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

- The right to inspect and review the student's educational records within 45 days of the day the college receives a request for access.
- The right to request the amendment of the student's educational records that the student believes are inaccurate or misleading.
- The right to consent to disclosures of personally identifiable information contained in the student's educational records, except to the extent that FERPA authorizes disclosure without consent. NWIC's policy is to release only directory information including name, address, phone number, dates of enrollment, field of study, and degrees/certificates earned, honors, participation in officially recognized college activities and sports (including photographs), height and weight of members of athletic teams. If the college does not receive prior written notice from the student, directory information may be released at any time. A student who does not want his or her directory information released may request in writing, non-disclosure of directory information. All other information may be released only upon written consent from the student.
- The right to file a complaint with the US Department of Education concerning alleged failures by Northwest Indian College to comply with the requirements of FERPA.
- The right to file a complaint with the College's Accreditor.
- The right to review documents specific to the accreditation and Tribal charter approval.

Directory Information

Northwest Indian College will release to outside agencies

or persons, upon their request, the following directory information:

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

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

A student who does not want his or her directory information released may by completing a non-disclosure of directory information form. All other information may be released only upon written consent from the student. All students have the right to file a complaint with the US Department of Education concerning alleged failures by Northwest Indian College to comply with the requirement of FERPA.

Students may release their academic information to any individual through a FERPA waiver form available on JICS.

Academic Information other than Directory Information

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

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

Social Security Number

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

Student Identification Number

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

Academic Standards

Credits and Credit Loads

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

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

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

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

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

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

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

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

Course Challenge

All NWIC courses specifically required for a degree are open to course challenge unless the course has been designated an exception by the instructor. Students may challenge Northwest Indian College courses and receive credits if an acceptable level of competence is demonstrated. The following procedures must be followed for a course challenge:

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

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

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

Variable Credit Courses

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

Prior Learning Experience

Prior Learning Experience (PLE) credits may be awarded for life and job experiences that are comparable to NWIC courses. Experiences may include job activities, volunteer work, workshops, seminars, creative writing, cultural activities, travel, artwork and independent research.

Two courses are offered to help a student complete the process. HMDV 120 is an optional class for those who have not yet decided which courses fit their life experiences. During this class the student analyzes his or her life for college-level learning and identifies specific comparable courses. Students already clear about their direction may begin with HMDV 121, a required class for all Prior Learning Credits students. In this course students write a rationale for course credit and work on a portfolio documenting applicable experience. The completed portfolio is given to the appropriate instructors to determine if the credits will be awarded.

Students must register for the credits they are requesting to receive through the prior learning experience. The number of PLE credits a student may obtain is dependent upon the type of degree sought. The maximum PLE credits are 15 for the associate of arts and sciences or bachelor's degree and 22 for the associate of technical arts degrees.

For more information, contact your academic advisor or site manager.

Indigenous Service Learning Course Component

Indigenous Service Learning promotes experiential learning to sustain the connections between people, place, and the natural world. Northwest Indian College strives to embed the values of Indigenous Service Learning across the college curriculum, beginning with First Year Experience courses, all the way through culminating four-year projects. In support of course objectives, students will identify a relevant community need, interact with community partner(s), develop and participate in a project lasting five or more hours, meet the community needs within or outside of designated class time, and prepare a

class presentation which encourages reflective and critical thinking about the impact of the project on students, partners, and the community. Indigenous Service Learning provides students with the opportunities to deepen academic knowledge through practical application, leadership skills, and connection with people and place through reciprocal relationships of care and service. Courses listed in the catalog may include service learning.

Course Numbering System

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

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

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

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

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

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

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

Repeating a Course

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

Definitions

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

Sophomore – A student who has completed at least 45

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

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

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

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

Admitted Student

Being an admitted student means there has been an official acceptance into the college. This is complete once the admissions application and required documentation has been submitted.

Registration

Registration is the process of registering for classes. Once an official acceptance has been made, a student may register for a class.

College Policies

For a Comprehensive collection of college policies, procedures, plans, manuals, and handbooks, please visit: [College Policies](#).

Accommodations for Students with Disabilities Policy

Northwest Indian College complies with Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. Section 794, and the Americans with Disabilities Act, 42 U.S.C. Section 12101, et seq., which require that reasonable academic accommodations be provided to qualified individuals with disabilities.

Northwest Indian College supports individuals with disabilities in undertaking and completing a college placement exam, GED/ABE program, and certificate program or college degree. NWIC recognizes that certain disabilities may make completion of a program more difficult, but that does not restrict a student's ability to meet the standards of a respective certificate or degree. It is therefore committed to providing reasonable academic accommodations and assistance to support successful completion of an educational program in ways that provide students with disabilities an equal opportunity for educational development.

Operating responsibility for the implementation of this policy and procedure lies with the Dean of Students or his/her designee. Upon documentation and determination of necessary and reasonable accommodations, NWIC will begin coordination of services within two weeks prior to the quarter starting. The Dean of Academics and Dean of Students can coordinate accommodations for enrolled students with documented disabilities.

Definitions

A person with a disability is any individual who:

1. has a physical or mental impairment that substantially limits one or more major life activities;
2. has a record of such impairment. A qualified person with a disability is: A person protected by law including those who would be able to meet the academic and technical standards required for participation in, and/or fulfillment of the essential requirements of college programs or activities.

Reasonable Academic Accommodations

Academic accommodations are those accommodations necessary to provide students with disabilities equal opportunity for professional development, and advance their acquisition of an educational certificate or degree. Accommodations will be considered unreasonable to the extent that they:

1. fundamentally alter or substantially modify the nature or mission of education at NWIC;
2. impose undue financial or administrative hardship on NWIC;
3. lower academic or other essential performance standards
4. pose health or safety hazard to the individual or others

Financial Responsibility

Northwest Indian College will not bear the expenses related to the verification of disability. Depending on the accommodation need, NWIC may have to refer a student out to a third party to help financially assist or pay for an accommodation. These resources may include Tribal Health and human Services programs, Tribal Vocational Rehabilitation, State Department of Vocational Rehabilitation, etc.

Confidentiality

When handling medical records of students, NWIC will handle them with the utmost care and concern and will follow appropriate HIPAA requirements when storing these documents.

Drug-Free Policy

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

To ensure the safety and well-being of all employees,

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

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

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

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

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

Board of Trustees Approved 3/29/04

Copyright Guidance

Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act (Title 17 of the United States Code). These rights include the right to reproduce or distribute a copyrighted work. In the file-sharing context, downloading or uploading substantial parts of a copyrighted work without authority constitutes an infringement. Penalties for

copyright infringement include civil and criminal penalties. In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or statutory damages affixed at not less than \$750 and not more than \$30,000 per work infringed. For willful infringement, a court may award up to \$150,000 per work infringed. A court can, in its discretion, also assess costs and attorney fees. For details, see Title 17, United States Code, Sections 504, 505. Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to \$250,000 per offense. For more information, please see the website of the US Copyright Office at www.copyright.gov.

Solomon Amendment

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

Nondiscrimination and Equal Opportunity

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

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.

Academic Freedom and Responsibility

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

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

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

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

Academic Integrity

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

Definition of Academic Dishonesty

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

The following are more specific examples of academic dishonesty:

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

- Obtaining a test from the exam site, completing and submitting it later
- Altering answers on a scored test and submitting it for a re-grade
- Accessing and altering grade records
- Stealing class assignments from other students and submitting them as one's own
- Fabricating data
- Destroying or stealing the work of other students

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

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

Consequences for Academic Dishonesty

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

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

Students who feel they were unfairly accused or punished for academic dishonesty may follow the grievance procedures outlined in the Grievance Procedure and the student rights section of this catalog. Additionally, instructors are encouraged to document and refer academic

dishonesty cases to the Registrar, the Dean for Student Life and/or the Vice President of Instruction and Student Services. The Office of Instruction and Student Services will follow established procedures. If a student is found guilty, possible penalties include a warning, probation, suspension, or expulsion.

Teach-Out Agreement Process

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

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

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

Student Email

There is an expanding reliance on electronic communication at Northwest Indian College. This is motivated by the convenience, speed, cost-effectiveness, and environmental advantages of using email rather than printed communication. Because of this increasing reliance and acceptance of electronic communication, email is considered one of the College's official means of communication within the Northwest Indian College community.

Implementation of this policy ensures that students have access to this critical form of communication. It will ensure that all students can access, and be accessed by e-

mail as the need arises.

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

Expectations

1. College use of e-mail

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

2. E-mail communications expectations

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

3. Educational uses of email

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

4. Appropriate use of email

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

- All use of e-mail will be consistent with local, state, and federal law, including the Family Educational Rights and Privacy Act of 1974 (FERPA). All use of e-mail, including use for sensitive or confidential information, will be consistent with FERPA. To ensure compliance with FERPA regulations, all correspondence which concerns confidential or sensitive information should utilize official Northwest Indian College email addresses. E-mail correspondence from students that requests confidential or sensitive information will not be

answered if the email is not from a Northwest Indian College e-mail address.

- Communications sent to a student's official Northwest Indian College e-mail address may include notification of College-related actions. E-mail shall not be the sole method for notification of any legal action. Official College communications sent by email are subject to the same public information, privacy and records retention requirements and policies as other official College communications.
- A prepared statement of confidentiality is available for students to add to their e-mail messages if desired. The message below may be copied and pasted into the signature line of e-mail messages:
- **CONFIDENTIALITY NOTICE:** This e-mail message, including any attachments, is for the sole use of the intended recipient(s) and may contain confidential and privileged information. Any unauthorized review, use, disclosure or distribution is prohibited. If you are not the intended recipient, please contact the sender by email and destroy all copies of the original message.

5. Abuse of email privileges

A NWIC email account is a privilege, not a right, and can be revoked if used for any unacceptable purpose.

Unacceptable e-mail use includes, but is not limited to:

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

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

Educational Technology Policy

In support of the NWIC mission, access to computing and information resources is provided for students within

institutional priorities, financial capabilities, and software license restrictions. Computing systems are vital instruction, research, and learning tools and should be utilized in this context. All users must respect the rights of other users, the integrity of the facilities and controls, and all copyright, license, and contractual agreements. All students are expected to act with the highest standard of ethics in accordance with these responsibilities. Failure to do so may result in loss of privileges or disciplinary action.

Access to the NWIC computing facilities is a privilege granted to college students. Students must sign on as students and remember to log out when leaving the facility. The college reserves the right to limit or restrict computing privileges to a student if determined that the student is not utilizing the computer for educational purposes.

Laptop computers can be disruptive when not utilized as a learning tool. A laptop can assist your educational experience when used to take and review notes and access assignments. The instructor can limit computer access if it disrupts the learning environment.

Travel Policy

Prior to travel and in accordance with the NWIC drug and alcohol free campus policy students will complete an Acknowledgement of Responsibility agreement. The students will agree to abstain from and not be in the presence of all drugs and alcohol while representing the college. The students will conduct themselves in the utmost respectful manner and will be held to the student conduct during travel. Any student who violates the drug and alcohol policy or Acknowledgment of Responsibility will be sent home immediately while on travel. By signing the Acknowledgments of Responsibility forms, students understand that there are sanctions imposed that are a part of this policy, which the students agree to. The student in violation of this policy is responsible for the cost of any additional travel/per-diem expenses incurred as a result of the policy violation.

In addition, before travel, students will complete an Attendance & Satisfactory Progress Verification form with each of their instructors. By signing this form, the student verifies they are in good academic standing with NWIC, have no outstanding Incomplete grades, have a G.P.A. of 2.0 or better, and are currently passing all courses with a 'C' or better. When leaving for a trip any student who fails to show up on time for the departure will forfeit their travel for that time period and will be responsible for any fees necessary to cancel/change travel arrangements and must return to campus or home. It is also the expectation that the

student return the per-diem monies to the NWIC employee responsible for that trip.

Co-Curricular Activities Policy

Policy Statement

It is the policy of the Board of Trustees of that NWIC is committed to creating high quality educational and co-curricular experiences that prepare students to participate in diverse settings.

Purpose

The purpose of co-curricular programs and activities will be to support student needs through continued work based on course and program outcomes. Co-curricular programs are facilitated through service to others, trainings/workshops or other events that align with Northwest Indian College's policies, procedures, strategic plan, and mission.

Scope

This policy includes any program or event that is defined as a co-curricular. Some of these include but are not limited to Student Activities, First Year Experience, TRIO, Continuing Education Units (CEU), non-credit internships, Indigenous Service Learning, the Cooperative Extension, and any other groups and activities that fall under the co-curricular definition.

Guidelines:

- Co-curricular Programs are typically non-credit courses.
- The co-curricular program or event should align with Northwest Indian Colleges procedures, policies and mission statement to be considered a "co-curricular".
- These programs and activities are designed to help further education beyond the classroom setting.
- Community, students, staff and faculty can all be participants of co-curricular activities and programs but certain co-curricular programs are designed for Northwest Indian College students only.
- When a program has an event or activity they may have the participants complete a CEU form. It is the responsibility of the sponsoring department to ensure the forms are completed.

Definitions

Co-curricular Programming and Activities Programming and activities offered to students by NWIC that are not credit courses or academic programs but are designed to complement and coordinate with the academic curriculum.

Extra-curricular Programming and Activities

Programming and activities, whether provided by NWIC or external organizations, that are not part of the academic curriculum and are not designed to directly complement or coordinate with the academic curriculum. Extracurricular programming and activities may contribute to student development but they are different from co-curricular programs and activities in that they are not specifically designed to coordinate with the academic curriculum.

Continuing Education Units (CEU)

Various non-academic courses are developed in accordance with the identified needs and interests of the Native American communities served by NWIC. These include vocational, cultural, community service, wellness and recreational experiences. Materials or overhead fees may vary depending on the course. The courses are offered as Continuing Education Units (CEUs) and can be recognized by a suffix of 'U' at the end of each course number. CEUs do not qualify for regular academic credit and therefore, do not apply to any degree or program of study.

Student Rights and Responsibilities

Policy Statement

It is the policy of the Board of Trustees that students at Northwest Indian College enjoy particular rights, including the right of academic freedom and the right of due process, that are considered important for achieving educational goals. At the same time, NWIC students are required to fulfill certain responsibilities and expectations. Enrollment at the Northwest Indian College (NWIC) carries with it the expectation of being a responsible member of the campus community. Each student must be aware of his/her responsibilities. Upon enrollment at NWIC, students are expected to maintain an atmosphere conducive to education and scholarship by respecting the personal safety and individual rights of all NWIC community members. Student conduct must be in accordance with accepted standards of social behavior and the policies of NWIC.

Code of Conduct

Northwest Indian College has established a student code of conduct, in line with the mission and values of the institution. NWIC maintains the responsibility to hold our students accountable to violations of the code of conduct.

Student Rights

Students have the right to:

- Pursue appropriate educational objectives from among the college's curricula, programs, and services.
- 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.
- A learning environment which is free from unlawful discrimination, inappropriate and disrespectful conduct, and sexual harassment.
- Free speech protections. However, freedom of speech and academic freedom are not limitless and do not protect speech or expressive conduct that violates tribal, federal or state anti-discrimination laws.

Student Responsibilities

Students' responsibilities include, but are not limited to:

- Familiarity with and adherence to the NWIC Policies and procedures
- Contribution to an atmosphere conducive to learning.
- Respect for the diversity of all people and the rights of others in the NWIC community.
- Responsibility to meet their financial obligations, including payment of tuition.
- Conducting research while following the context and framework for Indigenous Research
- Honest reporting of illegal activities or violations of college policies to appropriate staff.
- Informing NWIC of current address and telephone number.
- Attend classes regularly, inform instructors of absences, and follow course attendance policies.

- Checking NWIC email and on-campus mailboxes for NWIC related mail.
- Cooperation with school administration during the investigation of a policy violation.
- Students seeking Financial Aid must annually read and adhere to all policies set forth in the Financial Aid Handbook.

Prohibited Conduct

- Assault, reckless endangerment, intimidation, stalking, interference upon another person, bullying and harassment, cyber stalking, cyber bullying or any other technology-based violence.
- Any form of recording others unknowingly, including voyeurism.
- Hazing or requiring or encouraging hazing. Hazing is defined as the practice or rituals or other activities involving harassment, abuse or humiliation used as a way of initiating a person into a group.
- Disorderly or abusive behavior which interferes with the rights of others or obstructs or disrupts teaching, research, or administrative functions.
- Failure of student to follow instructor, staff, or administrator directions thereby infringing upon the rights and privileges of other students.
- 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.
- Filing a formal complaint falsely accusing another student, college employee or Board member.
- Falsely setting off or otherwise tampering with any emergency safety equipment, alarm, security cameras or other device established for the safety of facilities.
- Engaging individuals in unwelcome sexual advances, sexual assault, 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 his/her job or school performance.
- Failure to inform or report to college officials of a convicted felon record and/or Registration as a Sex

Offender in any jurisdiction. Must report to the VP of Instruction and Distance Learning.

- Slander and defamation of character (in person or any electronic form) of the college, students or staff that causes discomfort to the learning or working environment.
- Theft of property on the college campuses or facilities.
- Malicious mischief, intentional or negligent damage to or destruction of any college facility or other public or private real estate or personal property.
- Unauthorized use or alteration of college equipment and supplies.
- Entering any administrative or other employee office or any locked or otherwise closed college facility or student apartment at any time without permission of the college employee or other appropriate staff member, or apartment tenant.
- Submitting to a faculty member any work product that the student fraudulently represents to the faculty member as the student's work.
- Forging or falsely tendering any records or instruments.
- Refusal to provide identification in appropriate circumstances or providing false identification.
- Smoking beyond designated smoking areas.
- Using, possessing, distributing, or being noticeably under the influence of any narcotic or controlled substance including but not limited to all forms marijuana, behavior altering substances, and the misuse of prescription drugs.
- Being under the influence, possessing, providing, selling or consuming any form of alcoholic beverage on college property.
- Possession or threat of use of firearms, explosives, dangerous chemicals, or other dangerous weapons, instruments, or substances that can be used to inflict bodily harm or to damage real or personal property, except for authorized College purposes or law enforcement officers.
- Violations of any NWIC policy.
- Failing to follow authorized college personnel or

emergency official directions or instructions during an emergency situation.

- Failing to follow health and safety guidelines and procedures.

Academic Dishonesty

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

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

for a re-grade

- Accessing and altering grade records
- Stealing class assignments from other students and submitting them as one's own
- Fabricating data
- Destroying or stealing the work of other students
- Plagiarism is a type of academic dishonesty. Plagiarism occurs when a person falsely presents written course work as his or her own product. This is most likely to occur in the following ways: Submitting the exact text of someone else without the use of quotation marks and without giving proper credit to the author.
- Presenting ideas or using the material of someone else even when it is in the student's own words, without giving appropriate acknowledgment
- Submitting an assignment written by someone else but representing it as the student's own work.

Sanctions

Sanctions, which include but are not limited to the following listed below, may be imposed upon a student found violating the Student Conduct Code. Violation of any NWIC policy, procedure, or rule will result in a sanction by NWIC in a manner which it, in its sole discretion, believes necessary to maintain a healthy and safe environment conducive to learning. More than one sanction may be imposed for any single violation.

1. Verbal Warning: A verbal warning is given for less serious offenses without the initiation of formal procedures.
2. Written Warning: A written warning is given to a student that his/her behavior is unacceptable by NWIC standards and any repeated violations will warrant further sanctions which may include but are not limited to any of the sanctions listed in this section.
3. Compensation: A student whose actions damage, deface, or destroy any NWIC property may be required to restore the property by replacement or by monetary reimbursement. Compensation may be in addition to other sanctions imposed.
4. Referral to Counseling Services: Any NWIC

employee may recommend a student for counseling services through the Dean of Student Affairs.

5. **Community Service:** A student may be required to perform a designated number of hours of community service in addition to other sanctions or as a single penalty for a policy violation. The number of hours will be determined on an individual basis, relative to the type and severity of the infraction.
6. **Suspension:** The Dean of Student Affairs, Dean of Academics and Distance Learning, or VP of Instruction and Student Affairs may require the separation of a student from NWIC for a specified length of time and may require other possible requirements before reconsidering return upon reapplication. Suspension includes restriction from representing the college or attending any NWIC event or meeting. College suspension is generally imposed when a student's misconduct is of a serious nature.
7. **Expulsion:** A student may be permanently separated from the college. A student who has been expelled is not eligible for readmission.

Matters of an academic nature (plagiarism, academic dishonesty, classroom behavior, etc.) will be handled by the Dean of Academics or his/her designee. Violations which rise to a criminal level (such as theft, possession of illegal substances, etc.) will be reported to the proper authorities. NWIC will not serve as a haven or refuge for violators of the law. Per FERPA regulations, directory information may be given to law enforcement officers.

Violations of the NWIC Sexual Harassment Policy must be reported and will be investigated and sanctioned under the provisions of the NWIC Title IX Policy.

Emergency or Immediate Suspension

In the case of reports of incidents involving serious threat or harm to individuals or college or personal property, immediate suspension from NWIC campuses and premise may be imposed. Reports to law enforcement authorities for investigation shall be made as necessary and appropriate.

Northwest Indian College reserves the right to remove any student from the college or college property, reserves the right to remove or restrict any student from NWIC campus housing and reserves the right to prohibit any non-student from campus for any appropriate reason.

A student who feels any sanction was unfair, excessive, or

was not in consideration of other key evidence or factors has the right to file an appeal in accordance with the Student Grievance Policy.

Purpose

The purpose of this policy is to communicate the expectations that Northwest Indian College has of students, and to educate and guide students to understand their responsibility for appropriate behavior and respect for others in the NWIC community. Additionally, this document is to ensure policies and procedures regarding students' rights and responsibilities—including academic honesty, appeals, grievances, and accommodations for persons with disabilities—are clearly stated, readily available, and administered in a fair and consistent manner.

Scope

The student code of conduct covers all campuses of Northwest Indian College. Students attending extended campuses are advised to contact their site manager for further rules pertaining to their location. Any student shall be subject to disciplinary action as provided for in this section who, either as a principle actor, aider, abettor, or accomplice, interferes with the personal rights or privileges of others or the educational process of the college violates any provision of this section, or commits any of the offenses listed herein which are prohibited.

Background

As an accredited institution, Northwest Indian College has established policies and procedures regarding all aspects of students' rights and responsibilities, including academic honesty, appeals, grievances, and accommodations for individuals with disabilities.

Responsibility

The Dean of Student Life is responsible for monitoring all aspects of students' rights and responsibilities to ensure that they are administered fairly and consistently.

Complaints and Grievance Procedure

NWIC will ensure that student grievances are processed and responded to in a timely way and properly tracked through a uniform procedure outlined in this policy. This uniform procedure will be used by NWIC administration, faculty and staff to accept and process student-initiated

grievances.

Purpose

Students at NWIC are guaranteed rights that are outlined under the Student Rights and Responsibilities code. If a student feels that his or her student rights have been compromised or violated, the student has the right to file a formal complaint, known as a grievance, in an effort to resolve the issue.

Scope

This policy applies to students enrolled at Northwest Indian College. It covers issues arising from a student's current or past involvement with the college. The student grievance procedure may not be used to address allegations of discrimination, including sexual harassment, when a student believes that he/she has been discriminated against due to his/her race, creed, religion, color, sex, sexual orientation, gender identity, age, disability, veteran status, or national origin, the College's Discrimination and Harassment Policy is a mechanism for resolution, which can be found in the student handbook.

Definitions

Grievance: A grievance is a formal written complaint signed by a student and received by the appropriate office. The following procedure provides the steps for a student to file a grievance about the conduct of a faculty member, other NWIC employee, student, or matter unrelated to academic decisions.

Not Allowable for Grievance: A student may not use this grievance process to respond to the outcome of disciplinary proceedings described in the Student Rights and Responsibilities code. Federal, local and tribal laws, rules and regulations, in addition to policies, regulations, and procedures adopted by the Lummi Nation shall not be grieve-able matters.

Informal Complaints

Other issues not contained in the Student Rights and Responsibilities code may be addressed through an informal complaint to be submitted by a student on the Informal Complaint Form. Examples may include, but not be limited to, a complaint about food in the residence cafeteria or a procedure followed by the Center for Student Success.

Informal Resolution

When a student has a grievance, the student shall first discuss the matter with the individual toward whom the grievance is directed, unless there are good reasons for not doing so, such as a desire to maintain anonymity with the involved party. If the student feels the matter has not been resolved in this step, he or she may proceed to official grievance procedures.

Step 1: The student shall submit a written grievance statement within five (5) working days of the alleged grievance to the individual's immediate supervisor. See Student Grievance Form and NWIC Organizational Chart. The review of the written statement must take place and a written response delivered to the student within five (5) working days of receipt of the written grievance statement. If the student is not satisfied with the written response, the student may proceed to Step 2.

Step 2: The student shall submit a written grievance statement within five (5) working days to the Dean of Students or the Dean Academics. The student shall meet with the Dean and present evidence related to the grievance. This meeting is to take place and a written decision delivered to the student within five (5) working days of receipt of the written grievance statement. If the student is not satisfied with the written response, the student may proceed to Step 3.

Step 3: The student shall submit an appeal to the Vice President of Instruction and Student Services within five (5) working days of receipt of the Step 2 written response.

1. All applicable records, documents, and letters must be submitted to the Vice President of Instruction and Student Services' Office for review.
2. At his/her discretion, the Vice President may review the appeal documentation and make a final decision.
3. The grievant and respondent will be notified in writing within five (5) days of receiving the appeal. The decision of the Vice President shall be final.

It is a student's obligation to adhere to the timeframe stated above. Failure to adhere to these time frames will result in a delay in resolving the grievance. A student may withdraw his/her grievance or appeal at any step. This process shall be adjusted according to unique circumstances as determined by a Dean.

Record Keeping

If a student complaint is not resolved in the first two steps of the Student Grievance Procedure and reaches either the Dean of Student Life or the Dean of Academics and Distance Learning, that office will keep a single record of the student complaint and all related documentation.

Records related to student grievances are maintained in the student's file in accordance with FERPA guidelines. The Dean of Students shall maintain a log to track and aggregate student complaint information and the disposition of complaints so that NWIC can study patterns of complaints to determine whether improvements may be appropriate. An annual report will be compiled and disseminated at the end of the academic year to the NWIC Leadership Team and Student Executive Board that outlines trends and the analysis of student complaints and grievances.

Student Safety and Security

Emergency Procedures

Northwest Indian College takes the health and safety of students, faculty, staff, and visitors seriously. We intentionally plan for predictable and unpredictable incidents and emergencies. An Emergency Management Team (EMT) is formed whenever there is a significant incident or emergency on campus. However, the EMT cannot respond to the emergency alone. Each and every person on campus is responsible to effectively respond when emergency situations arise.

The following pages provide specific details on actions to be taken for specific types of events. These guidelines are to be used by administrators, faculty, staff and students in the preparation and general understanding of actions that the college's plans for specific types of events. While every reasonable effort will be made to respond to events, resources and/or systems may be overwhelmed. Some events provide little or no warning to implement operational procedures, and all emergency plans are dependent upon tactical execution that may be imperfect. For full information regarding how the college will respond to emergency procedures, refer to the Comprehensive Emergency Management Plan.

Name	Direct	Emergency
Lummi Nation Police Department	(360) 312- 2274	911
Fire Department	(360) 778 - 8400	911
NWIC Security	(360) 927 - 5880	
EMT, VP for Campus Development & Administrative Services	(360) 393 - 7546	
EMT, Human Resources Director	(360) 220- 0585	
EMT, Security Manager	(360) 927- 5880	
EMT, Director of Facilities Maintenance	(360) 815- 4781	

The information contained here may not be applicable to the Extended Campus Sites. The availability of resources and services vary at each campus. Please contact the local Site Manager in your area to request more information about services available at your respective campus site.

Emergency Management Team

The EMT consists of the following designated individuals:

1. Vice President of Campus Development & Administrative Services
2. Human Resources Director
3. Director of Facilities Maintenance
4. Security Manager
5. Dean of Students

In the event that all the EMT are away from campus for more than one day, the President shall designate an alternate team with the advice of the available Executive Team members.

Reporting an Emergency

To report an emergency, contact 911 then contact any one of the following EMT members. The Emergency Preparedness Brochure contains current contact information for the EMT and related responses to various emergency or closure situations. Students are expected to keep an updated copy available.

Upon calling 911, state the following:

- The nature of the emergency
- Name
- Phone number calling from
- Location/building number, South Campus or North Campus location

The college's Lummi Campus address is 2522 Kwina Road. The main campus number is 676-2772. Each NWIC site shall post this address and phone number by each building phone, and building numbers are posted.

Do not hang up until you are sure no further information is required, unless there is an immediate threat to your safety. After notifying emergency personnel, notify the EMT and your building staff. Watch for the arrival of emergency personnel and assist by directing them to the appropriate location.

Notifications

For the purposes of this plan, all disruptive events need to be reported that:

1. Present a real immediate threat to the proper performance of essential Northwest Indian College functions, or;
2. Will likely result in material loss or damage to property, bodily injury, or loss of life if immediate action is not taken, or;
3. Has a likelihood of attracting media attention.

Upon the discovery of a disruptive event, immediate actions to mitigate or stabilize the event will be undertaken to the best of the ability of the person(s) witnessing the disruptive event. This includes, but is not limited to, rendering first aid, contacting 911 and the EMT.

The EMT is responsible for ensuring the emergency is reported directly via voice to the President, administrators, students, faculty and staff of the Northwest Indian College

as soon as practical. Leaving a voicemail does not constitute an acceptable notification.

The EMT must ensure that additional notifications are made in accordance with the NWIC Internal Communication Process:

- RAVE message system activated with appropriate message to staff and students.
- Telephone and speaker phones utilized with appropriate message relayed campus wide.
- Campus email sent with appropriate messages sent to all staff and all students.
- Assigned Building Managers post appropriate messages on main entrances and exits doors or windows in respective buildings if applicable and safe to do so.
- Updated information is provided to staff and students during the emergency as needed.

The EMT must ensure that additional notifications are made in accordance with the NWIC External Communication Process:

- Contact appropriate agencies of the emergency or situation.
- Coordinate with responding agencies requests and directives.
- In turn, the President will contact the Board of Trustees and Tribal officials on the emergency and actions taken and will provide media information when available and appropriate.

Rave Alert System

RAVE Alert is a mass notification system enabling NWIC to quickly and reliably send messages to all employees and students in an emergency situation. All employees and students are automatically added to RAVE Alert. If you have changed your phone number or would like to add a new one please email IS@nwic.edu.

All employees and students have the choice to opt out if you choose.

Safety and Access to Northwest Indian College Campus Facilities

The college's goal is to provide a campus environment that

is as safe and secure as possible. Generally, campus buildings and facilities are accessible to members of the campus community and the public during normal business hours. However, classrooms and office buildings not in use will generally remain locked.

Report of Unsafe Conditions

All members of the campus community are encouraged to report any safety, potential safety, or security hazards. The EMT, Facilities Maintenance Director, Security Manager, and all division/department offices should have Incident Report forms. In the event of unsafe conditions, employees are expected to fill out all the necessary information regarding the hazard and return the form to any member of the EMT, Facilities Maintenance Department, or Security Manager. The EMT and/or Security Manager will initially investigate the hazard. The report and the findings will be forwarded to the appropriate department/division for action. The EMT will intervene when necessary. A supervisor or one of the EMT members can address questions regarding the process or how to fill out the form.

Prevention

Part of prevention is individual safety consciousness and awareness of personal environment. The following crime prevention measures can contribute to the safety and security of the college community:

1. Keep vehicle locked at all times.
2. Keep valuables or purse locked in your office out of site (or locked in a vehicle out of sight).
3. Take and keep office and car keys available and accessible at all times.
4. Keep laptop in a secure area.
5. Do not park in isolated areas.
6. Leave items of high value at home.
7. Do not leave personal property unattended.
8. Do not carry large amounts of cash and do not disclose/advertise valuables.
9. Keep purse, backpack, wallet or briefcase close to the body.
10. Mark personal items, including textbooks, phones, laptops, briefcase, calculators and radios.

11. Have no weapons on/in possession.
12. Weapons on campus are prohibited and subject to disciplinary action.
13. Be alert – do not take unnecessary chances.
14. Avoid dangerous situations whenever possible.
15. Take common sense precautions – the best defense.
16. Report incidents to 911 and Lummi Police.
17. If afraid of going to vehicle or from building to building, call the Security Manager for an escort.
18. If suspicious persons are on campus, call 911 and the Security Manager.
19. If working late, lock the building door and office door, and contact campus security so they may check in or provide an escort out when ready to leave.
20. Exterior campus lighting is essential in creating a safe campus environment. Report any exterior lighting issues to the Security Manager or the Facilities Maintenance Director.

Sexual Misconduct Prevention Program

Northwest Indian College is committed to cultivating a culture of respect in which students can thrive in their educational pursuits. All forms of sexual misconduct are in opposition to the values and standards of the College and are strictly prohibited. Students who commit sexual misconduct, whether on or off campus, are subject to NWIC disciplinary action as well as possible criminal action. Sexual misconduct includes, but is not limited to, sexual assault, domestic violence, dating violence, stalking, sexual exploitation, and sexual harassment.

Awareness and Prevention Programs

As part of our commitment to an educational environment free from sexual misconduct, NWIC coordinates and presents awareness and prevention programming throughout each academic year. Collaborative efforts in Student Services enables NWIC to offer regular programs focused on reducing incidences of sexual misconduct for students, faculty, and staff. Examples of educational outreach and training programs related to sexual misconduct for students, faculty, and staff. Examples of educational outreach and training programs include:

- Sexual misconduct training during New Student Orientation including educational programs and trainings that focus on bystander intervention, survivor support, and healthy relationships.
- Counseling Services provides a variety of related educational programs and literature.
- The Security Department provides escorts on campus after dark.

Severe Weather Notifications

The decision to officially close the college will be made by the President upon the recommendation of the Vice President of Campus Development and Administrative Services or other EMT member. Radio and TV stations will be notified of the closure and the RAVE Alert system activated notifying staff and students of the status of college operations. A list of these radio and TV stations, and website will be published annually in Emergency Preparedness and Response Brochure. When possible, notification will be released to radio and television stations and the RAVE Alert notification system and the NWIC website by 6:00 a.m.; evening closures will be made by no later than 4:00 p.m. Notification will be sent to all campus departments. Supervisors may contact employees using typical phone calls or text messaging or email.

Severe Weather Watch

A watch is an indication of where and when the probabilities are highest that severe weather could occur. A watch is a statement that severe weather conditions are present and could occur. The National Weather Service will issue a watch bulletin to local authorities as well as to the local radio and TV stations. Current or updated information may be communicated to all staff and students using the website, email or phone systems.

Severe Weather Warning

When a severe weather warning occurs, the National Weather Service alerts all weather stations and local authorities. Current or updated information may be communicated to all staff and students using the RAVE Alert system, website, email or phone systems.

Actions to be taken:

- Move quickly in an orderly fashion toward interior walls of lower floors, interior areas such as restrooms or halls.

- Stay away from all windows and exterior doors.
- All individuals have the responsibility to become familiar with the safe areas.
- Do not attempt to leave the building until danger has passed.

Public Disclosure

Student Right to Know

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

- General Information
- Financial Aid
- Admission
- Programs/Majors
- Accreditation
- Estimated Expenses
- Enrollment
- Retention/Graduation
- Athletics
- Campus Security

In accordance with the definitions used in the Uniform Crime Reporting System of the U.S. Department of Justice and FBI, as modified by the Hate Crimes Statistics Act, the college will publish annual crime statistics on the NWIC website and available upon request in the Center for Student Success. These statistics will be accessible electronically to all current students, faculty and staff. Upon request, prospective students, faculty and staff will be informed of the availability of the annual crime

statistics, and provided the opportunity to request a copy of the report.

Published Notice and Annual Report of Crime Statistics and Fire Safety

The Northwest Indian College Annual Security Report includes statistics for the previous three years concerning reported crimes that occurred on campus, in certain off-campus buildings or property owned or controlled by the college, and on public property within, or immediately adjacent to and accessible from, the campus. The report also includes institutional policies concerning alcohol and drug use, crime prevention, the reporting of crimes, sexual assault, and other related matters. You can obtain a copy of this report by contacting the Center for Student Success or by accessing the NWIC Web site: www.nwic.edu.

Notice of Statistics to Prospective Students, Faculty, and Staff

All prospective students, faculty and staff will be provided through printed or electronic publications, a notice that contains a brief description of the college's Campus Safety Policies and Annual Crime Statistics. The notice will announce that the college's annual crime statistics are available on the NWIC website. The notice will contain the exact electronic Web site address, and will state that anyone is entitled to a paper copy of the information upon request. The notice will be provided annually to current students, faculty and staff by October 1 of each year.

All current students, faculty and staff will be provided through printed or electronic publications, shall receive a copy of the campus safety policies. The NWIC annual crime statistics are posted on the NWIC website.

Drug-Free Schools and Communities Act, Amendments of 1989

In accordance with the Drug-Free Schools and Communities Act Amendments of 1989, NWIC endorses a drug and alcohol free campus. Unlawful possession, manufacture, use or distribution of illicit drugs or alcohol by students on NWIC property or as part of college activities is prohibited. Any violation of tribal, local, state, or federal law regarding the unlawful possession, manufacture, use or distribution of illicit drugs or alcohol may result in referral for prosecution and imposition of penalties.

The college will impose sanctions consistent with tribal,

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

Violation of this policy will affect a student's eligibility to participate in extra-curricular activities sponsored by the college.

A student identified as acting in violation of this policy will have one opportunity of rehabilitation to return to good standing.

A drug and alcohol evaluation will be mandatory within 10 days of the infraction, submitted to the Dean of Student Affairs. All recommended treatment must be followed to remain in good standing.

Drug and alcohol issues are not part of the grievance or appeal process.

The Center for Student Success will provide every opportunity for the student to rehabilitate, however, the student must recognize that they are responsible for choices they make. Knowing that every effort has been made to counsel and support the student; the student must recognize his/her alcohol/drug use will impact their health, relationships, spirit, and academics.

Academic Information

Financial Aid

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

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

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

Application Process

Step 1: Complete the Free Application for Federal Student Aid (FAFSA) form. FAFSA information must be submitted each year to the US Department of Education where it is processed to determine financial eligibility. This application will establish eligibility for federal grants and work-study programs. Some state and local programs also use information provided by this application as well. Since some financial aid is offered on a first-come first-served basis, it is important to complete the FAFSA as soon as possible. Students can apply online at <https://studentaid.gov/>. Even if a student does not qualify for federal student aid, the student still must complete a FAFSA to be considered for state and other financial aid programs.

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

Include NWIC school code on your FAFSA application: 021800.

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

assistance at financialaid@nwic.edu or (360) 392-4206.

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

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

Satisfactory Progress Requirements for Financial Aid Recipients'

Progress toward degree completion:

All financial aid recipients are expected to enroll in courses that apply to the requirements of the financial-aid eligible educational program they have selected. Students who enroll in courses that do not apply to degree requirements may lose financial aid eligibility. All students are encouraged to work with an academic advisor to track their progress toward degree completion. Students are notified of their federal and/or state financial aid status at the end of each quarter via their NWIC student email.

Federal Aid

Each quarter, students who receive federal financial aid must complete at least 67% of their cumulative and quarterly attempted credits and maintain a 2.0 cumulative GPA. This applies to Federal Pell Grant, Federal Supplemental Educational Opportunity Grant (FSEOG), and Federal Work Study.

Warning Status: Students who do not meet satisfactory academic progress for federal aid are placed on Warning status for the next quarter. During the warning quarter, eligible students still qualify for aid. A second quarter of unsatisfactory academic progress will result in suspension of aid.

Suspension Status: Students who do not complete the Warning quarter successfully, will have their financial aid funds suspended for the succeeding quarter. Students who

have not made satisfactory progress for the year will be suspended from receiving aid.

State Aid

Each quarter, students who receive state financial aid must maintain a cumulative GPA of 2.0 and complete at least 100% of their credits for which they received state aid. If a student completes less than 100%, but at least 50%, the student is in Warning status. If the student completes less than 50%, they are in Denied status. This applies to Washington State Need Grant, College Bound Scholarship, State Work Study, and Passport to College Scholarship.

Warning Status: Students who complete less than 100% of the credits for which their aid was based on, but more than 50%, are placed in Warning status, and must complete the following quarter in Good Standing.

Denied Status: Students who complete less than 50% of the credits for which their aid was based on, will be placed in Denied status. Students who do not complete a Warning quarter in Good Standing by completing 100% of the credits for which their aid was based on, will also be placed in Denied status.

Appeals

Students may have the right to appeal for reinstatement if the non-satisfactory academic progress was due to a mitigating circumstance, such as the COVID-19 pandemic, medical hardship, family emergency, or etc. Students must provide supporting documentation with their appeal. Students also have the opportunity to earn reinstatement, and may be advised to enroll for less than full-time, if their records indicate difficulty in completing 12 credits per quarter. Students may again be eligible for aid after completing a minimum of 6 credits with their own resources that results in satisfactory academic progress. It may take more than 6 credits to earn reinstatement. Please consult with the Financial Aid office on appealing for or earning reinstatement.

Other Aid

Please note other financial aid or scholarships may have separate satisfactory academic progress guidelines.

Scholarships and Other Financial Resources

Northwest Indian College, the Northwest Indian College Foundation and numerous friends of the college, such as

Sam and Rosalie Long and WECU, have cooperated to develop and offer several scholarships with tuition awards that range from \$100 to full tuition. They are available to students who demonstrate outstanding academic achievement, athletic skills, personal growth, or contributions to fellow students or the college. Emergency aid programs are also available. More information is available at the Financial Aid Office and on the NWIC website at <https://www.nwic.edu/life-on-campus/student-financial-aid/>.

NWIC Financial Aid Deadlines

Priority Deadlines*

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

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

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

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

Veterans Benefits

NWIC offers degree programs approved by the Washington State Approving Agency for the enrollment of those students eligible under Veteran Administration Education Benefit programs. Veterans or eligible dependents of Veterans wanting to attend NWIC should contact the local Veterans Affairs (VA) Office to apply for education benefits or online at www.gibill.va.gov. There is also the ability to compare benefits online at www.gibill.va.gov to help determine which of the programs is best for each individual. Verification of eligibility for VA educational benefits must be determined prior to admittance and enrollment. Eligible veterans and

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

All veteran's benefits recipients are required to report program changes, quarterly credit changes, and changes to marital and family status to the Veteran's Certifying Official. In addition, recipients are required to maintain satisfactory academic progress according to the college's policy in order to maintain student status at NWIC. The Veterans Programs policy at NWIC aligns with the Satisfactory Progress Requirements for Financial Aid Recipients found in this catalog. Students may follow the appeal process to be considered for reinstatement according to the federal financial aid guidelines found here in the [handbook](#). Failure to comply with VA regulations may result in termination of VA benefits.

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

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

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

Contact the Center for Student Success to make an appointment with the Veteran's Certifying Official at 360.676-2772, ext. 4215 or email enrollmentservices@nwic.edu. Other important numbers

include: Admissions at ext. 4269, Financial Aid at ext. 4206. The local Veterans Affairs office for the main campus is at 1333 Lincoln Street, Bellingham WA 98229, phone number (360) 733-9226.

Tuition and fees

The costs to educate students of Northwest Indian College are shared by the Lummi Nation and other participating North-west 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 the BIA subsidy provided for resident students. Tuition and all fees are approved by the NWIC Board of Trustees and are subject to change with notice.

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

Resident/Non-Resident Tuition

Resident students are defined as those students who (1) are enrolled as members of a federally recognized Tribe or Alaska Native Corporation, or (2) a biological child of a federally registered Tribal member-living or deceased, or (3) are covered by the Jay Treaty. All must provide Northwest Indian College with documentation of proof.

Non-Resident students meeting one of the following criteria will also be considered Resident students for tuition paying purposes once documentation has been provided to the College:

- Demonstrated Indian ancestry and live on or near an Indian reservation
- Spouse or dependent of a Resident student
- Permanent full-time employee of Northwest Indian College or Tribal agency within the NWIC service area
- Spouse or dependent of Northwest Indian College or Tribal agency employee within the NWIC service area

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

Quarterly fees

Laboratory or materials fees: Certain courses carry laboratory or materials fees. All students are required to pay an enrollment fee and technology fee, and activity fee

depending on the number of enrolled credits.

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

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

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

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

Special Fee and Tuition Free Courses

Continuing Education: Various non-academic courses are developed in accordance with the identified needs and interests of the Native American communities served by NWIC. These include vocational, cultural, community service, wellness and recreational experiences. Materials or overhead fees may vary depending on the course. The courses are offered as Continuing Education Units (CEUs) and can be recognized by a suffix of 'U' at the end of each course number. CEUs do not qualify for regular academic credit and therefore, do not apply to any degree or program of study.

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

Tuition Waivers

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

- Elder Students who are fifty-five years of age or older or
- Permanent Employees of Northwest Indian College eligible for benefits (not including work-study)

Waivers must be requested on a quarterly basis, at the time of registration, and are **for the cost of tuition only**. You

may request a Tuition Waiver Forms by emailing enrollmentservices@nwc.edu.

Tuition and Fee Refunds

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

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

Tuition Rates

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

Tuition Rates 2021-2023

Credits	Resident 2021-2023	Non-Resident 2021-2023
1	\$99.00	\$198.00
2	\$198.00	\$396.00
3	\$297.00	\$594.00
4	\$396.00	\$792.00
5	\$495.00	\$990.00
6	\$594.00	\$1188.00
7	\$693.00	\$1386.00
8	\$792.00	\$1584.00
9	\$891.00	\$1782.00
10	\$990.00	\$1980.00
11	\$1086.00	\$2178.00
12	\$1188.00	\$2376.00
13+	\$99.00 per cr.	\$198.00 per cr.

Account Receivables and Transcript Holds

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

Financial Aid Repayment

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

Book Order Codes

Northwest Indian College utilizes an online bookstore system. Students may order textbooks online through ECampus, <http://nwc.ecampus.com>. Students must use their current username and password to log-in to ECampus. Once a student is registered for classes, an access code must be requested at <https://books.nwc.edu> to receive a

credit (it takes approximately 24-48 hours to receive a code). The code can be used to purchase up to \$300 of books and school-related supplies, which will then be billed to their student accounts.

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

Book Refunds

Students are able to return books to ECampus for a refund within 30 days of the date of order. They can log in through their virtual bookstore account, which is created upon purchase and select the return for a refund section. More Information is available through ECampus. Students may also consult with an NWIC bookstore representative for information and assistance on returning textbooks.

Student Clubs and Organizations

Campus clubs and organizations exist for a variety of reasons. Clubs allow students to develop a community of people with similar interests. Clubs often provide a door into the non-academic world through professional contacts with business and Tribal leaders. Clubs and organizations provide students a way for involvement in the larger community. Clubs and organizations add value to a student's collegiate experience. Students may create a Campus Club with a group of students coming together with a collective mission that aligns with the college's mission. Campus Clubs and Organizations include, but are not limited to:

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

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

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

American Indians and Alaska Natives as they seek to become self-reliant and self-determined members of society.

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

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

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

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

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

NWIC Clubs

NWIC students are encouraged to be involved in an

existing club or organize a group of students to form a new club.

Clubs include:

- American Indian Business Leaders
- Craft Club
- Swinomish 13 Moons Gardening Club
- Sla Hal Club
- NWIC Journey Club
- LGBTQ2S+ Club
- Native Pride Music Club
- Nisqually Student Alliance
- NWIC Pow Wow Alliance
- The Strategy Club
- Students for the Salish Sea
- The Port Gamble Breakfast Club
- Writing Club
- Snowboarding Club
- Bookclub

Student Resources

First Year Experience

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

FYE courses and activities help students to:

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

The First Year Experience Student Objectives:

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

Lummi Library

The mission of the library is to support the Northwest Indian College, including students, faculty, and staff in all locations and using all modalities, and the Lummi community with research, informational, tribal, cultural, and recreational resources that enhance life-long learning.

The collections include more than 30,000 titles in print, ebook, audio, and video formats and focus on curricular support and Native American topics while including general interest and children's materials. Subscriptions

provide access to a number of electronic databases. The library also holds the personal collection of Native scholar Vine Deloria, Jr. The library catalog and other information about library services is available through the website at <https://library.nwic.edu/>. Purchasing or borrowing materials from other libraries are options.

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

Library instruction is available individually and to classes, in person and remotely. Self-paced library instruction is available through the website. Distance learning students and faculty are encouraged to use library resources, and to contact the library for details.

Athletic Department

It is the mission of the Athletic Department to create and foster an environment which provides opportunities to Student-Athletes to enrich their collegiate experience through participation in competitive intercollegiate sports. 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.

NWIC Athletics Department offers Men's and Women's Basketball which begins in the Fall Quarter and ends in the Winter. Both teams compete in the American Indian Higher Consortium (AIHEC) National Basketball tournament hosted annually in March. The team travels all over the country while maintaining academic standards that prepare students for life beyond college. We are also committed to offering Club Sports events such as Golf, Archery and more to create an opportunity for students to build physical and mental wellness capacity.

Residence Life Center and Family Housing

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

The mission of the RLC is to build a sustainable community through promotion of healthy living, leadership

development, and embracing traditional ways of its residents and the community. Programming will enhance and strengthen individual access to culturally relevant education and personal growth.

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

The NWIC Family Housing at the Kwina Estates is located within walking distance from the main campus. There are eight 1-bedroom, ten 2-bedroom, and two 3-bedroom apartments available. These units are not furnished. Residents of these units can purchase a quarterly meal plan but it is not required. **This option requires an application obtained at the Residence Life Center office or on the NWIC website.**

NWIC Residence Life Priority Deadlines

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

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

NWIC Math and Writing Center

The Math and Writing Center offers face-to-face and online tutoring in a variety of subjects including math, statistics, science, computer skills and English. The center is staffed with students who have excelled in the courses they tutor and have a passion to help their fellow students as well as professional tutors who hold bachelor's and master's degrees in their subject areas.

The Math and Writing Center at Lummi Campus provides space for individual and group studies and is equipped with computers and printers which are available to students at no charge. In addition, the Math and Writing Center uses Canvas and video-conferencing platforms to offer online

tutoring and academic support services. Students are invited to visit the Canvas page of the center to learn more about tutors and how to schedule an online tutoring session.

For further information about the Math and Writing Center such as the location and the tutoring hours, students are encouraged to visit www.nwic.edu/life-on-campus/math-and-writing-center or contact the Math and Writing Center by email at tutoring@nwic.edu or by phone at (360) 392 4235.

The Center for Student Success

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

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

Academic Advising

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

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

Advisors offer assistance to students in understanding degree requirements, planning schedules, and monitoring satisfactory academic progress. Students should schedule appointments with their advisor to verify that courses they have selected apply to their degree program prior to quarterly registration. While appointments are not

mandatory, they are strongly recommended, especially during busy registration times before the start of each quarter. Drop-in advising is always available to students on a first come, first serve basis.

Career Services

Our career services are an emerging support service that integrates advising, work-based experiences, and career driven curriculum. We are currently piloting a career readiness model that is place-based and responsive to the unique needs, circumstances, and journey of individual students. Our pilot career readiness model was created by the American Indian College Fund and readapted to fit NWIC's unique needs and context. This pilot project engages career preparation through career driven personal reflective practice to identify, develop, and foster personal and professional skills, knowledge, and abilities.

Students engage in developing professional portfolios to market the career experiences and skills they have gained through their educational journey. Our career readiness model also fosters opportunities to engage work-based experiential activities through research, internships, and course curriculum. Our unique career readiness model holistically emerges from four cyclical elements:

1. Ways of Being – Career exploration through strengths and centering self in place.
2. Ways of Knowing - Curriculum and coursework shaped by career and employer needs.
3. Relationality – Engaging employers and community through work-based experiences inside and outside the classroom.
4. Storytelling – Learning to be a self-advocate and empowering students to share their educational stories.

Counseling Services

Northwest Indian College has partnered with Health Promotion Northwest to provide the Student Counseling Program. To schedule appointments, call the number listed above. Virtual and phone sessions are available. If you are experiencing challenges with stress, anxiety, depression, substance abuse, relationship problems, family concerns, grief or loss, anger, domestic violence, financial or legal issues, gambling, or career planning, the Student Counseling Program is here to help. The services are free and confidential. For more information, call 360-788-6565.

Disability Services

NWIC supports individuals with disabilities in undertaking and completing a college degree or program. The college is therefore committed to providing reasonable academic accommodations and assistance to encourage successful completion of an educational program in ways that provide students with disabilities an equal opportunity for educational development. Please refer to the Policy for Accommodations for Students with Disabilities (p. 30) in the College Policies section for further information.

Student Connections Program

The Student Connections Program offers a holistic approach to student development through Academic Coach Advocacy, Student Connectors Peer Mentors, facilitated workshops, educational method development, and student activities.

The mission of the Student Connections Program is to increase the persistence, retention, and graduation rates of low-income, first-generation, and students with disabilities, and facilitate their transition from one level of postsecondary education to the next.

Through a three-tiered approach to student excellence, the Northwest Indian College Student Connections Program seeks to improve student retention, success, and graduation through holistic advising, academic success training, and writing mentorship. With service through the NWIC extended campuses, we work with students, staff, faculty – and most importantly with the community – to identify learning strategies based on place and culture, while also serving to prepare students to identify their own version of success.

Student Connection Program Services

- Resource Referral
- Holistic Advising
- Resource Referral
- Financial Literacy
- Cultural Activities
- Course Selection
- Academic Support Coaching and Workshops
- Transfer Assistance
- FAFSA completion assistance

- Scholarship Application support
- Study Jams

Please contact StudentConnections@nwic.edu if you have questions or call 360-392-4331.

Honors

President's List

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

Dean's List

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

Transfer of Credits

Transferring Credits or a Degree from NWIC to Another Institution

The AAS degrees earned by students of Northwest Indian College are intended to meet the Washington State Direct Transfer Agreement in accordance with Intercollege Relations Commission (ICRC) guidelines. This means a student completing an AAS degree with Northwest Indian College can potentially transfer to another Washington State Higher Education Institution and transfer up to 90 credit hours toward a bachelor's degree.

In the event a student transfers outside of Washington State, or before completing a degree program, each credit earned will be evaluated individually for transferability by the admitting institution in that state.

Graduation

Students must complete an application for graduation no later than the first three weeks of the quarter before the student plans to graduate. Degrees are not automatically granted upon completion of requirements. The application must be completed through JICs. A \$10 fee applies.

- Apply for graduation, stating the degree intended and the quarter in which it is anticipated.
- Complete, with a passing grade, all course requirements as specified by program.
- Complete NWIC required core courses and HMDV 110 and CMPS 101 or above. HMDV 110 may be waived for students transferring in 45 college-level

credits or more from an accredited institution.

- For Associate degrees, earn a minimum of 25 college level credits (100 and above) at NWIC.
- For Bachelor degrees, earn a minimum of 35 college level credits at NWIC.
- For Bachelor degrees, earn a minimum of 60 upper division credits (300-499).
- Obtain a cumulative grade point average of 2.00 in all college course work.
- Meet all NWIC financial obligations to the College.
- Transfer credits must be processed at least one quarter prior to graduation.

Graduation with Honors

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

Graduation with High Honors

Students completing a bachelor or associate degree with a cumulative GPA between 3.75 and 3.89, with at least 45 credits with letter grades, will graduate with High Honors. Students will receive 2 honor cords at commencement.

Graduation with Highest Honors

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

Appeal for Waiver of Academic Requirements

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

Commencement- Ceremony Honoring Graduates

Northwest Indian College holds one ceremony per year at the end of spring quarter to honor those who have graduated the previous summer, fall, winter, and spring quarters. Students must complete an online commencement application. Students must have completed all graduation requirements or be currently enrolled in all remaining requirements to be eligible to participate in commencement. Participation in commencement requires a \$50.00 fee, half of which is refundable upon return of NWIC property.

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

Reapplication for Graduation

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

Information Services and Media Center (Computer Assistance)

JICS

JICS (Jenzabar Internet Campus Solution) is a service provided to Northwest Indian College students, faculty, and staff to access their information from any device with internet capabilities. JICS allows students to print and view schedules, unofficial transcripts, student account information, as well as mid-term & final grades. Students can also view financial aid information and advising worksheets for their program of study, as well as find certain institutional scholarship applications.

To access your JICS:

1. Go to <http://jics.nwic.edu/ics>

2. Login using your universal login username and password (same as your email)

Student Email

New Student Online Account Set-up

1. Go to <https://accounts.nwic.edu/create>
2. You will need to have your: Student ID# and Date of Birth (DOB)
3. Select your desired username
4. Create a password (minimum of 5 characters; mixed case, numbers or symbols, cannot contain your first or last name)

Canvas

Canvas by Instructure is the learning management system used by NWIC for class content. Canvas can be used to hold virtual discussions, complete assignments, check grades, and launch Zoom meetings, among others. Face-to-face and videoconference classes at NWIC use Canvas to supplement work in the classroom; online-only classes use Canvas for all curriculum.

To access NWIC Canvas:

1. Go to <http://canvas.nwic.edu>
2. Login using your universal login username and password (same as your email)

Student Identification Cards

NWIC Student ID cards are mandatory and can be obtained through the Admissions, Enrollment Office, or your Site Coordinator at no charge when enrolled in six (6) or more credit hours. They are valid through the spring quarter of the academic year in which they were issued. You will need to renew your ID each academic year.

Your student ID card includes your student number and can be used for access to the library, sporting events, and other campus functions. It may also entitle students to receive some community and retail discounts.

The Coast Salish Institute

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

Native Studies Leadership Vision:

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

The NWIC Cooperative Extension Office

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

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

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

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

The Traditional Plants and Foods Program

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

related to traditional plants and foods, with the goal of eventually providing job skills trainings

The Financial Literacy Training Program

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

The Cultural Arts Programs

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

Rather than bring in outside experts to serve as educators at our family wellness conferences and youth leadership developmental programs, we use local Tribal members. Some are elders. Others work as mother/daughter or father/son pairs. Not only is our approach empowering, but it tells participants that mentors and role models are available all year long, because they live just around the corner.

The Tribal Museum Studies Program

The museum studies program teaches Tribal members about the ideas and issues involved in the museum profession – from the practical, day-to-day skills needed to operate a museum to theories on the many roles of Tribal museums.

For more information, contact the Cooperative Extension Department 360-392-4345 or cooperativeextension@nwic.edu

Workforce Education Department

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

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

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

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

Fast-track certifications are NWIC Workforce Education’s response to industry demands. These are short-term training opportunities intended to provide credentials and certifications in demand in local and regional industries. Certifications may include flagging, forklift operation, aerial lift operation, CPR/First Aid certification and a

myriad of other in demand, short-term trainings focused on increasing the employability of participants and meeting the workforce needs of area employers.

For more information, contact the workforce education department at 36-392-4293.

Definitions

Academic Definitions

Program of Study

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

Degree

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

Bachelor's Degree

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

Bachelor of Arts Degree (BA)

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

Bachelor of Science Degree (BS)

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

Associate's Degree

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

Certificate

This is the title given for the completion of a program of

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

Award of Completion

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

Training Program

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

Definitions of Delivery Methods

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

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

An Asynchronous Class may be self-paced, individually or intermittently collaborative, requires that the content of the class be delivered using methods that do not rely on

structured meeting times, and that no regularly scheduled contact times are listed in the quarterly class schedule.

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

Definitions of Class Types

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

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

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

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

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

A Telecourse Class (section code TC or TCH if hybrid) is a class in which students participate synchronously via ITV and not in-person (Modality no longer in-use).

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

Degree Definitions

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

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

Associate of Arts and Sciences (AAS) Degree

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

Associate of Science Transfer (AS-T) Degree

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

Early contact with the admissions officer at the transfer institution will help ensure that entrance requirements for specific majors are completed. A cumulative GPA of at least 2.00 in courses numbered 100 to 299 is required for completion of the AS-T degree.

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

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

Associate of Technical Arts Degree (ATA)

The Associate of Technical Arts (ATA) degree represents a program of study designed for immediate application within an occupational field. ATA programs concentrate on the skills and technical aspects of the student's chosen occupational field. Although the ATA program may contain courses transferable to other colleges, transferability of credits remains the sole prerogative of the college or university to which the student transfers. Students interested in continuing on to a bachelor's program at NWIC need to consult with an advisor to determine which additional credits are required for junior entry. Students must complete a minimum of 90 credits, including specified core and elective courses. A cumulative GPA of at least 2.00 in courses numbered 100 to 299 is required for completion of the ATA degree.

Certificate

Certificate programs are designed to prepare students in general studies or for entry into technical fields of employment. Certificate programs are designed so that they can be completed within one year of full-time enrollment. Requirements for completion include a minimum of 45 credits with a minimum GPA of 2.00 in courses numbered 100 to 299.

NWIC also offers Awards of Completion and training programs.

Catalog Disclaimer

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

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

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

Programs of Study

Bachelor of Arts Community Advocates and Responsive Education in Human Services, Freshman Entry Option

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

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

Northwest Indian College Requirements

Required (11 Credits)

CMST 101	Introduction to Oral Communication	4
	Or	
CMST 210	Interpersonal Communication	4
	Or	
CMST 220	Public Speaking	4
CMPS 101	Introduction to Computers	3
HMDV 110	Introduction to Successful Learning	4

NOTE: CMPS 101 or above; If a computer course coded NE (Non-transfer Elective) is substituted then 3 additional credits of Transfer Electives (coded TE) must be chosen.

Northwest Indian College Foundational Requirements (35 Credits)

CISOV 101	Introduction to Cultural Sovereignty	5
CISOV 102	The Languages of Our Ancestors	5
CISOV 120	Reclaiming our History	5
CISOV 130	Icons of Our Past	5
ECON 250	Subsistence Economies	5
EDUC 202	Tide has Changed: Educating our Own	5
POLS 225	History of Federal Indian Policy	5

CISOV 102: One or more Native language courses totaling at least 5 credits. Consult with an advisor regarding satisfying general education requirements. Requires

approval by the Dean of Academics.

General Education Requirements (25 Credits)

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

Natural Science (15 Credits), choose courses meeting AAS Natural Science Requirements

Core Program Requirements (80 Credits)

CARE 150	Introduction to Human Services in Tribal Communities	3
CARE 310	Systems Theories in Human Services	5
CARE 320	Self-location in Professional Settings	5
CARE 330	Policy and Law in Tribal Human Services	5
CARE 350	Interviewing and Case Management for Tribal Services	5
CARE 395	Preparation for Field Education	2
CARE 410	Developing and Organizing in Native Communities	5
CARE 450	Planning and Evaluating Tribal Programs	5
CARE 470	Tribal Agency Management and Administration	5
CARE 495A	Supervised Field Education	5
CARE 495B	Supervised Field Education	5
CARE 495C	Supervised Field Education	5
CARE 499	Capstone in CARE	5
CISOV 301	Indigenous Theory and Methods	5
CISOV 302	Indigenous Research	5
CISOV 335	Social Justice: Defense of Our Homelands	5
MATH 107	Elementary Statistics I	5

Elective Requirements (29 Credits)

Choose elective courses in consultation with a faculty advisor.

Total Credit Hours: 180

Bachelor of Arts Community Advocates and Responsive Education in Human Services, Junior Entry Option

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

Requirements (90 Credits)

Approved Associate's degree or transfer degree.

Core Program Requirements (85 Credits)

CARE 150	Introduction to Human Services in Tribal Communities	3
CARE 310	Systems Theories in Human Services	5
CARE 320	Self-location in Professional Settings	5
CARE 330	Policy and Law in Tribal Human Services	5
CARE 350	Interviewing and Case Management for Tribal Services	5
CARE 395	Preparation for Field Education	2
CARE 410	Developing and Organizing in Native Communities	5
CARE 450	Planning and Evaluating Tribal Programs	5
CARE 470	Tribal Agency Management and Administration	5
CARE 495A	Supervised Field Education	5
CARE 495B	Supervised Field Education	5
CARE 495C	Supervised Field Education	5
CARE 499	Capstone in CARE	5
CSOV 300	Cultural Sovereignty Transfer Seminar	5
CSOV 301	Indigenous Theory and Methods	5
CSOV 302	Indigenous Research	5
CSOV 335	Social Justice: Defense of Our Homelands	5

MATH 107 Elementary Statistics I 5

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

Elective Requirements (5 Credits)

Choose elective courses in consultation with a faculty advisor.

Total Credit Hours: 180

Bachelor of Arts, Community Advocates and Responsive Education in Human Services Program Outcomes

Commitment to Community

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

Upon successful completion of this program, students will:

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

Knowledge

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

Upon successful completion of this program, students will:

- Demonstrate cultural cognition during community interactions and interview processes while adhering to National Standards of Human Services.
- Provide case management that includes intake, assessment, intervention strategies, referrals, consultation, discharge, and documentation.

- Articulate processes for agency and program management at the administrative level that include grant writing, fundraising, budget development and oversight, supervision, recruitment, liability, and retention.

Values

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

Upon successful completion of this program, students will:

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

Worldview

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

Upon successful completion of this program, students will:

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

Bachelor of Arts, Native Studies Leadership, Freshman-Entry Option

This program of study is the journey to self-determination and reclaiming our Cultural Sovereignty. Traditional knowledge is our canoe. It moves us away from the Western genre that has shaped and determined a false sense of “who we are” and towards our original identity -

an identity that is formed by sacred histories, language, origin stories, and the heroes who continue to defend our families and our homelands. This option is for students who have not earned an approved Associate in Arts and Sciences or the equivalent.

Northwest Indian College Requirements

Required (11 Credits)

CMST 101	Introduction to Oral Communication	4
	Or	
CMST 210	Interpersonal Communication	4
	Or	
CMST 220	Public Speaking	4
CMPS 101	Introduction to Computers	3
HMDV 110	Introduction to Successful Learning	4

NOTE: CMPS 101 or above; If a computer course coded NE (Non-transfer Elective) is substituted then 3 additional credits of Transfer Electives (coded TE) must be chosen.

Northwest Indian College Foundational Requirements (35 Credits)

CSOV 101	Introduction to Cultural Sovereignty	5
CSOV 102	The Languages of Our Ancestors	5
CSOV 120	Reclaiming our History	5
CSOV 130	Icons of Our Past	5
ECON 250	Subsistence Economies	5
EDUC 202	Tide has Changed: Educating our Own	5
POLS 225	History of Federal Indian Policy	5

CSOV 102: One or more Native language courses totaling at least 5 credits. Consult with an advisor regarding satisfying general education requirements. Requires approval by the Dean of Academics.

General Education Requirements (30 Credits)

ENGL 101	English Composition I	5
ENGL 102	English Composition II	5
	Or	
ENGL 202	Technical Writing	5
MATH 102	College Algebra	5

NOTE: MATH 102 or course satisfying the quantitative skills requirement

Humanities Distribution 15 credit requirement - met in Core Requirements

Social Science Distribution 15 credit requirement - met in Core Requirements

Natural Science Distribution 15 credit requirement - choose courses meeting AAS Natural Science Requirements

Native Studies Leadership Core Requirements (53 credits)

CSOV 301	Indigenous Theory and Methods	5
CSOV 302	Indigenous Research	5
CSOV 320	Impacts of Colonization	5
CSOV 335	Social Justice: Defense of Our Homelands	5
CSOV 410	Senior Seminar	5
CSOV 490	Honoring Traditional Leadership	5
CSOV 499A	Senior Project: Rebuilding our Nations	5
CSOV 499B	Senior Project: Rebuilding our Nations	5
NESC 310	Native Science	5
POLS 118	Rights of Indian Tribes	3
POLS 350	Native Governments and Politics	5

Electives (51 credits)

A maximum of 11 credits can be numbered 100-299. There must be at least 40 elective credits to be numbered 300-499. Choose elective courses in consultation with a faculty advisor.

Total Credit Hours: 180

Bachelor of Arts, Native Studies Leadership, Junior-Entry Option

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

Prior Credits (90 Credits)

Approved Associate's degree or transfer degree.

Native Studies Leadership Core Requirements (55 credits)

CSOV 300	Cultural Sovereignty Transfer Seminar	5
CSOV 301	Indigenous Theory and Methods	5
CSOV 302	Indigenous Research	5
CSOV 320	Impacts of Colonization	5
CSOV 335	Social Justice: Defense of Our Homelands	5
CSOV 410	Senior Seminar	5
CSOV 490	Honoring Traditional Leadership	5
CSOV 499A	Senior Project: Rebuilding our Nations	5
CSOV 499B	Senior Project: Rebuilding our Nations	5
NESC 310	Native Science	5
POLS 350	Native Governments and Politics	5

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

Electives (35 credits)

A maximum of 11 credits numbered 100-299. Choose elective courses in consultation with a faculty advisor.

Total Credit Hours: 180

Bachelor of Arts, Native Studies Leadership Program Outcomes

Skills of Leadership

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

Upon successful completion of this program, students will:

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

Values

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

Upon successful completion of this program, students will:

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

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

- Endurance
- Humility

Knowledge

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

Upon successful completion of this program, students will:

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

World View

Traditional Coast Salish leaders made great sacrifices to

defend their inherent sovereignty. Through the language and teachings of their elders, these leaders developed skills, values, and knowledge that ensured the survival of our inherent rights.

Upon successful completion of this program, students will:

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

Bachelor of Arts, Tribal Governance and Business Management, Freshman-Entry Option

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

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

Northwest Indian College Requirements

Required (11 Credits)

CMST 101	Introduction to Oral Communication	4
	Or	
CMST 210	Interpersonal Communication	4
	Or	
CMST 220	Public Speaking	4
CMPS 101	Introduction to Computers	3
HMDV 110	Introduction to Successful Learning	4

NOTE: CMPS 101 or above; If a computer course coded NE (Non-transfer Elective) is substituted then 3 additional credits of Transfer Electives (coded TE) must be chosen.

Northwest Indian College Foundational Requirements (35 Credits)

CSOV 101	Introduction to Cultural Sovereignty	5
CSOV 102	The Languages of Our	5

	Ancestors	
CSOV 120	Reclaiming our History	5
CSOV 130	Icons of Our Past	5
ECON 250	Subsistence Economies	5
EDUC 202	Tide has Changed: Educating our Own	5
POLS 225	History of Federal Indian Policy	5

CSOV 102: One or more Native language courses totaling at least 5 credits. Consult with an advisor regarding satisfying general education requirements. Requires approval by the Dean of Academics.

General Education Requirements (25 Credits)

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

Humanities Distribution 15 credit requirement - met in Core Requirements

Social Science Distribution 15 credit requirement - met in Core Requirements

Natural Science Distribution 15 credit requirement - choose courses meeting AAS Natural Science Requirements

Tribal Governance and Business Management Core Requirements (83 credits)

BUAD 202	Business Law	5
BUAD 212	Financial Accounting	5
BUAD 235	Managerial Accounting	5
CMPS 116	Microsoft Office I	3
ECON 203	Contemporary Tribal Economics	5
ENGL 305	Technical Writing for Tribal Leaders	5
MATH 107	Elementary Statistics I	5
POLS 350	Native Governments and Politics	5
TGBM 310	Human Resources in Native Commun	5
TGBM 315	Project Management	5
TGBM 330	Grant Management	5
TGBM 350	Marketing	5
TGBM 410	Finance: A Practice for Indiv/Comm	5
TGBM 420	Citizen Entrepreneurship	5
TGBM 440	Structure & Organization Tribal Gov	5
TGBM 499A	Capstone Project	5

TGBM 499B	Capstone Project	5
-----------	------------------	---

TGBM 499A and TGBM 499B: To be taken within two quarters of completion

Tribal Governance and Business Management Concentration Areas (26 credits)

Students may choose from the concentration areas listed below to complete elective courses for graduation requirements. Please work with your advisor to determine the appropriate concentration for your area of interest. Students who do not select a concentration area will need to choose at least 26 elective course credits, a minimum of 5 which must be 300-499 level courses.

Tribal Casino Management (26 credits)

HRCM 111	Intro to Casino Management	5
HRCM 285	Leadership and Financial Mgt	3

Choose 18 additional credits of electives 5, of which must be at the 300-499 level

Tribal Entrepreneurship (26 credits)

BUAD 121	Personal and Small Business Finance	3
BUAD 135	Small Business Management	3

Choose 20 additional credits of electives, 5 of which must be at the 300-499 level

Public and Tribal Administration (26 credits)

PTAD 210	Principles of Planning	3
PTAD 220	Public Policy Process	3
PTAD 230	Tribal Org Theory/Dvlpmt	3

Choose 17 additional credits of electives 5, of which must be at the 300-499 level

Total Credit Hours: 180

Bachelor of Arts, Tribal Governance and Business Management, Junior-Entry Option

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

program. Students must complete at least 180 credits, 60 of which are at the 300-499 level, in order to graduate.

Requirements

Prior Credits (90 credits)

Approved Associate’s degree or transfer degree.

Tribal Governance and Business Management Core Requirements, Junior-Entry Option (88 Credits)

BUAD 202	Business Law	5
BUAD 212	Financial Accounting	5
BUAD 235	Managerial Accounting	5
CMPS 116	Microsoft Office I	3
CSOV 300	Cultural Sovereignty Transfer Seminar	5
ECON 203	Contemporary Tribal Economics	5
ENGL 305	Technical Writing for Tribal Leaders	5
MATH 107	Elementary Statistics I	5
POLS 350	Native Governments and Politics	5
TGBM 310	Human Resources in Native Commun	5
TGBM 315	Project Management	5
TGBM 330	Grant Management	5
TGBM 350	Marketing	5
TGBM 410	Finance: A Practice for Indiv/Comm	5
TGBM 420	Citizen Entrepreneurship	5
TGBM 440	Structure & Organization Tribal Gov	5
TGBM 499A	Capstone Project	5
TGBM 499B	Capstone Project	5

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

TGBM 499A and TGBM 499B: To be taken within two quarters of completion

Tribal Governance and Business Management Core Requirements Concentration Areas (2-9 credits)

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

Tribal Casino Management (8 credits)

HRCM 111	Intro to Casino Management	5
HRCM 285	Leadership and Financial Mgt	3

Tribal Entrepreneurship (6 credits)

BUAD 121	Personal and Small Business Finance	3
BUAD 135	Small Business Management	3

Public and Tribal Administration (9 credits)

PTAD 210	Principles of Planning	3
PTAD 220	Public Policy Process	3
PTAD 230	Tribal Org Theory/Dvlpmt	3

Total Credit Hours: 180-187

Bachelor of Arts, Tribal Governance and Business Management Program Outcomes

Sovereignty

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

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

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

Leadership

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

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

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

Management and Administration

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

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

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

Entrepreneurship

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

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

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

Economic Development

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

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

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

Bachelor of Science, Native Environmental Science, Environmental Science Option, Fresh-Entry Alternative

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

The Environmental Science Option (ESO) is intended for students interested in pursuing careers in the fields of biology or environmental science using the tools of Western science. Students completing this option may also be interested in pursuing graduate studies in environmental science.

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

Northwest Indian College Requirements

Required (11 Credits)

CMST 101 Introduction to Oral

	Communication	
	Or	
CMST 210	Interpersonal Communication	4
	Or	
CMST 220	Public Speaking	4
CMPS 101	Introduction to Computers	3
HMDV 110	Introduction to Successful Learning	4

NOTE: CMPS 101 or above; If a computer course coded NE (Non-transfer Elective) is substituted then 3 additional credits of Transfer Electives (coded TE) must be chosen. Students may request waivers for these classes in consultation with their academic and faculty advisors

HMDV 110: Students may request waivers for these classes in consultation with their academic and faculty advisors.

Northwest Indian College Foundational Requirements (35 Credits)

CSOV 101	Introduction to Cultural Sovereignty	5
CSOV 102	The Languages of Our Ancestors	5
CSOV 120	Reclaiming our History	5
CSOV 130	Icons of Our Past	5
ECON 250	Subsistence Economies	5
EDUC 202	Tide has Changed: Educating our Own	5
POLS 225	History of Federal Indian Policy	5

CSOV 102: One or more Native language courses totaling at least 5 credits. Consult with an advisor regarding satisfying general education requirements. Requires approval by the Dean of Academics.

General Education Requirements (10 Credits)

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

Quantitative Skills 5 credit requirement - met in Core Requirements

Humanities Distribution 15 credit requirement - met in Foundational Requirements

Social Science Distribution 15 credit requirement - met

in Foundational Requirements

Natural Science Distribution 15 credit requirement - choose courses meeting Prerequisite Requirements

Native Environmental Science Core Requirements (31 Credits)

CSOV 301	Indigenous Theory and Methods	5
CSOV 302	Indigenous Research	5
MATH 210	Biostatistics	5
NESC 110	Intro to Native Environmental Scien	1
NESC 310	Native Science	5
NESC 499	Native Environmental Science Capstone	5
POLS 319	FromBegTime: NA Fishing Rights	5

NESC 499: 5 credits of NESC 499 are required, up to 10 credits are allowed through variable credits, which count towards electives.

Environmental Science Option Required Courses (45 Credits)

BIOL 201	Cell Biology: Creation, Energy and the Gift of Life	5
BIOL 202	Plant Biology: Honoring the Gifts of Plants	5
BIOL 203	Animal Biology: Our Relatives	5
BIOL 310	Ecology & Web of Interrelatedness	5
CHEM 121	General Chemistry I	5
CHEM 122	General Chemistry II	5
CHEM 123	General Chemistry III	5
GEOL 101	Introduction to Geology	5
	Or	
GEOL 111	Finding Things Out/Earth Science	5
MATH 102	College Algebra	5

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

Electives (48 Credits)

Choose electives in consultation with a faculty advisor. A minimum of 30 elective credits must be at the 300-499 level. A maximum of 10 elective credits may be taken through individualized studies coursework (courses

numbered 189, 289, 389, or 489) following the Native Environmental Science individualized studies course guidelines.

Total Credit Hours: 180

Bachelor of Science, Native Environmental Science, Environmental Science Option, Junior-Entry Alternative

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

Prerequisite Requirements

Required (21 Credits)

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

CHEM 121	General Chemistry I	5
CHEM 122	General Chemistry II	5
CHEM 123	General Chemistry III	5
GEOL 101	Introduction to Geology	5
	Or	
GEOL 111	Finding Things Out/Earth Science	5
NESC 110	Intro to Native Environmental Science	1

Prior Credits (90 Credits)

Approved Associate's degree or transfer degree.

Native Environmental Science Core Requirements (35 Credits)

CSOV 300	Cultural Sovereignty Transfer Seminar	5
CSOV 301	Indigenous Theory and Methods	5
CSOV 302	Indigenous Research	5
MATH 210	Biostatistics	5
NESC 310	Native Science	5
NESC 499	Native Environmental	5

POLS 319	Science Capstone FromBegTime: NA Fishing Rights	5
----------	---	---

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

NESC 499: 5 credits of NESC 499 are required, up to 10 credits are allowed through variable credits, which count towards electives.

Environmental Science Option Required Courses (25 Credits)

BIOL 201	Cell Biology: Creation, Energy and the Gift of Life	5
BIOL 202	Plant Biology: Honoring the Gifts of Plants	5
BIOL 203	Animal Biology: Our Relatives	5
BIOL 310	Ecology & Web of Interrelatedness	5
MATH 102	College Algebra	5

NOTE: The MATH 102 requirement may also be satisfied by the following higher-level math courses: MATH 103, MATH 104, MATH 105, MATH 124, MATH 125, or MATH 126.

Electives (30 Credits)

Choose electives in consultation with a faculty advisor. A minimum of 25 elective science credits must be at the 300-499 level. A maximum of 10 elective credits may be taken through individualized studies coursework (courses numbered 189, 289, 389, or 489) following the Native Environmental Sciences individualized studies course guidelines.

Total Credit Hours: 180

Bachelor of Science, Native Environmental Science, Interdisciplinary Concentration Option, Freshman-Entry Alternative

This program of study prepares students to grow as community leaders and scholars in Native Environmental Science. The program is designed to develop skills to uphold treaty and inherent rights, through the protection of the natural world. The place based, experiential, and culturally grounded curriculum, provides a holistic training in Native Environmental Science, both through Indigenous Research and content knowledge. The program engages

with multiple ways of knowing, is grounded in Indigenous Knowledge systems and traditional practice in parallel with new technology and tools for inquiry. Students may choose between the Environmental Science Option and the Interdisciplinary Concentration Option.

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

Northwest Indian College Requirements

Required (11 Credits)

CMST 101	Introduction to Oral Communication	4
	Or	
CMST 210	Interpersonal Communication	4
	Or	
CMST 220	Public Speaking	4
CMPS 101	Introduction to Computers	3
HMDV 110	Introduction to Successful Learning	4

NOTE: CMPS 101 or above; If a computer course coded NE (Non-transfer Elective) is substituted then 3 additional credits of Transfer Electives (coded TE) must be chosen. Students may request waivers for these classes in consultation with their academic and faculty advisors
HMDV 110: Students may request waivers for these classes in consultation with their academic and faculty advisors.

Northwest Indian College Foundational Requirements (35 Credits)

CSOV 101	Introduction to Cultural Sovereignty	5
CSOV 102	The Languages of Our Ancestors	5
CSOV 120	Reclaiming our History	5
CSOV 130	Icons of Our Past	5
ECON 250	Subsistence Economies	5
EDUC 202	Tide has Changed: Educating our Own	5
POLS 225	History of Federal Indian Policy	5

CSOV 102: One or more Native language courses totaling at least 5 credits. Consult with an advisor regarding satisfying general education requirements. Requires approval by the Dean of Academics.

General Education Requirements (10 Credits)

ENGL 101	English Composition I	5
----------	-----------------------	---

ENGL 102	English Composition II	5
	Or	
ENGL 202	Technical Writing	5

Quantitative Skills 5 credit requirement - met in ICO Requirements

Humanities Distribution 15 credit requirement - met in Foundational Requirements

Social Sciences Distribution 15 credit requirement - met in Foundational Requirements

Natural Sciences Distribution 15 credit requirement - met in ICO Requirements

Native Environmental Science Core Requirements (31 Credits)

CSOV 301	Indigenous Theory and Methods	5
CSOV 302	Indigenous Research	5
MATH 210	Biostatistics	5
NESC 110	Intro to Native Environmental Science	1
NESC 310	Native Science	5
NESC 499	Native Environmental Science Capstone	5
POLS 319	FromBegTime: NA Fishing Rights	5

NESC 499: 5 credits of NESC 499 are required, up to 10 credits are allowed through variable credits, which count towards electives.

Interdisciplinary Concentration Option Requirements (75 Credits, Minimum 30 credits must be 300-499)

BIOL 201	Cell Biology: Creation, Energy and the Gift of Life	5
CHEM 121	General Chemistry I	5
GEOL 101	Introduction to Geology	5
MATH 102	College Algebra	5
NESC 305	NES Concentration Seminar	5

Note: The MATH 102 requirement may also be satisfied by the following higher-level math courses: MATH 103, MATH 104, MATH 105, MATH 124, MATH 125, or MATH 126.

NESC 305: taken the 1st or 2nd quarter in concentration

Individualized Studies Courses within Concentration (10 credits)

Individualized Studies courses focus on key areas of inquiry contained in the concentration. They should focus on building coursework related to the main topic of

inquiry. They could also include fieldwork, volunteer projects, service learning, and travel study projects. Minimum of 10 Individualized Courses should be included in ICO. Maximum amount of individualized credits is 20, which would count towards electives.

Selected courses taken within concentration as approved in Interdisciplinary Concentration Option proposal (40 credits)

A minimum of 40 credits selected elective courses with the concentration are required, 30 of these should be at the 300-400 level. Choose selected courses in consultation with the concentration committee as part of the Interdisciplinary Concentration Option proposal.

Electives (18 Credits)

Total Credit Hours: 180

Bachelor of Science, Native Environmental Science, Interdisciplinary Concentration Option, Junior-Entry Alternative

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

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

Prerequisite Requirements

Required (21 Credits)

Students are expected to complete the prerequisite courses as preparation for the Native Environmental Science core and Interdisciplinary Concentration Option requirements.

BIOL 201	Cell Biology: Creation, Energy and the Gift of Life	5
CHEM 121	General Chemistry I	5
GEOL 101	Introduction to Geology	5
MATH 102	College Algebra	5
NESC 110	Intro to Native Environmental Scien	1

NOTE: The MATH 102 requirement may also be satisfied

by the following higher level math courses: MATH 103, MATH 104, MATH 105, MATH 124, MATH 125, or MATH 126.

Prior Credits (90 Credits)

Approved Associate's degree or transfer degree.

Native Environmental Science Core Requirements (35 Credits)

CSOV 300	Cultural Sovereignty Transfer Seminar	5
CSOV 301	Indigenous Theory and Methods	5
CSOV 302	Indigenous Research	5
MATH 210	Biostatistics	5
NESC 310	Native Science	5
NESC 499	Native Environmental Science Capstone	5
POLS 319	FromBegTime: NA Fishing Rights	5

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

NESC 499: 5 credits of NESC 499 are required, up to 10 credits are allowed through variable credits, which count towards electives.

Interdisciplinary Concentration Option Requirements (55 Credits, 30 credits must be 300-400 level)

NESC 305	NES Concentration Seminar	5
----------	---------------------------	---

NESC 305: taken the 1st or 2nd quarter in concentration

Individualized studies courses within concentration (10 Credits)

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

Selected courses taken within concentration as approved in Interdisciplinary Concentration Option proposal (40 Credits)

Choose electives in consultation with a faculty advisor. Prerequisite courses completed following transfer may be included as electives. A minimum of 30 elective credits must be at the 300-499 level. A maximum of 10 elective

credits may be taken through individualized studies coursework (courses numbered 189, 289, 389, or 489) following the Native Environmental Sciences individualized studies course guidelines.

Total Credit Hours: 180

Bachelor of Science, Native Environmental Science, Program Outcomes

Sense of Place

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

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

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

Relationality

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

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

- Demonstrate self-location within inquiry-based research.
- Value relationality in the practice of Native Environmental Science.
- Evaluate and interpret environmental laws, policies, and acquired rights, and advocate for inherent rights.

Inquiry

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

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

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

Communication

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

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

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

Associate of Arts and Sciences, Business and Entrepreneurship

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

Northwest Indian College Requirements

Required (11 Credits)

CMST 220	Public Speaking	4
CMPS 101	Introduction to Computers	3
HMDV 110	Introduction to Successful Learning	4

NOTE: CMPS 101 or above; If a computer course coded NE (Non-transfer Elective) is substituted then 3 additional credits of Transfer Electives (coded TE) must be chosen.

Northwest Indian College Foundational Requirements (20 Credits)

CSOV 101	Introduction to Cultural Sovereignty	5
CSOV 102	The Languages of Our Ancestors	5
CSOV 120	Reclaiming our History	5
POLS 225	History of Federal Indian Policy	5

CSOV 102: One or more Native language courses totaling at least 5 credits. Consult with an advisor regarding satisfying general education requirements. Requires approval by the Dean of Academics.

General Education Requirements (25 Credits)

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

Quantitative Skills 5 credit requirement - met in Core

Requirements

Humanities Distribution 15 credit requirement - met in Foundational Requirements and Core Requirements

Social Science Distribution 15 credit requirement - met in Foundational Requirements and Core Requirements

Natural Science Distribution 15 credit requirement - choose courses meeting AAS Natural Science Requirements

Core Program Requirements (25 Credits)

BUAD 202	Business Law	5
BUAD 212	Financial Accounting	5
CMST 130	Information Literacy/Critical Thinking	5
ECON 203	Contemporary Tribal Economics	5
MATH 107	Elementary Statistics I	5

Business and Entrepreneurship Concentration Areas (9-11 Credits)

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

Tribal Casino Management (11 Credits)

HRCM 111	Intro to Casino Management	5
----------	----------------------------	---

Choose 2

HRCM 275	The Regulatory Environment	3
HRCM 290	Building Protecting Gaming Assets	3
HRCM 295	Org Dev Tribal Gaming Environment	3

Tribal Entrepreneurship (9 Credits)

BUAD 121	Personal and Small Business Finance	3
BUAD 135	Small Business Management	3
BUAD 140	Small Business Entrepreneur	3

Tribal Business Administration (10 Credits)

BUAD 235	Managerial Accounting	5
MATH 124	Calculus & Analytic Geometry I	5

No Concentration (9 Credits)

Choose at least 9 elective credits

Total Credit Hours: 90-92

Associate of Arts and Sciences, Business and Entrepreneurship Program Outcomes

Entrepreneurial Thinking and Process in a Tribal Environment

Students will be able to:

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

General Principles of Business Operations and Management

Students will be able to:

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

National and International Economies

Students will be able to:

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

Quantitative Analysis

Students will be able to:

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

Communication

Students will be able to:

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

Ethics

Students will be able to:

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

Associate of Arts and Sciences, General Direct Transfer

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

Northwest Indian College Requirements

Required (11 Credits)

CMST 101 Introduction to Oral

4

	Communication	
	Or	
CMST 210	Interpersonal Communication	4
	Or	
CMST 220	Public Speaking	4
CMPS 101	Introduction to Computers	3
HMDV 110	Introduction to Successful Learning	4

NOTE: CMPS 101 or above; If a computer course coded NE (Non-transfer Elective) is substituted then 3 additional credits of Transfer Electives (coded TE) must be chosen.

Northwest Indian College Foundational Requirements (20 Credits)

CSOV 101	Introduction to Cultural Sovereignty	5
CSOV 102	The Languages of Our Ancestors	5
CSOV 120	Reclaiming our History	5
POLS 225	History of Federal Indian Policy	5

CSOV 102: One or more Native language courses totaling at least 5 credits. Consult with an advisor regarding satisfying general education requirements. Requires approval by the Dean of Academics.

General Education Requirements (40 Credits)

Communication Skills (CS)- 10 English composition credit requirement

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

Quantitative Skills (QS)- 5 Credit Requirement

Choose courses from the following:

MATH 102	College Algebra	5
MATH 103	Precalculus I	5
MATH 105	Precalculus II	5
MATH 107	Elementary Statistics I	5
MATH 124	Calculus & Analytic Geometry I	5
MATH 125	Calculus & Analytic Geometry II	5
MATH 126	Intro to Multivariable Calculus	5
MATH 151	Survey of Mathematics	5
MATH 207	Elementary Statistics II	5

MATH 210	Biostatistics	5
----------	---------------	---

NOTE: Student must have completed MATH 99 or the equivalent with a grade of C or better. Courses used to satisfy quantitative skills cannot also be used to satisfy natural science requirements.

Humanities (HT or HP)- 15 credit requirement, 10 met in Foundational Requirements

Choose 5 additional humanities credits.

No more than 10 of the 15 credits of humanities from any one subject.

No more than 5 of the 15 credits designated humanities performance (HP).

Social Sciences (SS)- 15 credit requirement, 10 met in Foundational Requirements

Choose 5 additional credits designated SS from any subject.

Natural Sciences (NS or NSL) - 15 credit requirement

Choose courses from at least two subjects with no more than 10 credits from any one subject.

Include at least 10 credits in physical or biological sciences.

Include at least one laboratory class designated NSL.

Electives (19 credits)

A minimum of 8 credits of courses coded CS, HP, HT, NS, NSL, QS, SS, or TE from at least two subjects.

A maximum of 3 credits of Physical Education (PHED) may be used as TE electives.

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

Total Credit Hours: 90

Associate of Arts and Sciences, General Direct Transfer, Program Outcomes

To Acquire a Quality Education

Upon successful completion of the program, a student will be able to:

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

To Give Back

Upon successful completion of the program, a student will be able to:

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

To Apply Indigenous Knowledge

Upon successful completion of the program, a student will be able to:

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

To Utilize Education Through Work

Upon successful completion of the program, a student will be able to:

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

To Organize

Upon successful completion of the program, a student will be able to:

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

Associate of Arts and Sciences, Public and Tribal Administration

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

consult with an NWIC advisor before selecting courses to ensure that they meet the requirements for those programs.

Northwest Indian College Requirements

Required (11 Credits)

CMST 220	Public Speaking	4
CMPS 101	Introduction to Computers	3
HMDV 110	Introduction to Successful Learning	4

NOTE: CMPS 101 or above; If a computer course coded NE (Non-transfer Elective) is substituted then 3 additional credits of Transfer Electives (coded TE) must be chosen.

Northwest Indian College Foundational Requirements (20 Credits)

CSOV 101	Introduction to Cultural Sovereignty	5
CSOV 102	The Languages of Our Ancestors	5
CSOV 120	Reclaiming our History	5
POLS 225	History of Federal Indian Policy	5

CSOV 102: One or more Native language courses totaling at least 5 credits. Consult with an advisor regarding satisfying general education requirements. Requires approval by the Dean of Academics.

General Education Requirements (25 Credits)

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

Quantitative Skills 5 credit requirement - met in Core Requirements

Humanities Distribution 15 credit requirement - met in Foundational Requirements and Core Requirements

Social Science Distribution 15 credit requirement - met in Foundational Requirements and Core Requirements

Natural Science Distribution 15 credit requirement - choose courses meeting AAS Natural Science Requirements

Core Program Requirements (25 Credits)

BUAD 202	Business Law	5
BUAD 212	Financial Accounting	5
CMST 130	Information Literacy/Critical Thinking	5
ECON 203	Contemporary Tribal	5

	Economics	
MATH 107	Elementary Statistics I	5

Electives (9 Credits)

Students must choose three of the five elective courses from the following list.

PTAD 200	Budgeting	3
PTAD 210	Principles of Planning	3
PTAD 220	Public Policy Process	3
PTAD 230	Tribal Org Theory/Dvlpmt	3
PTAD 240	Leadership & Decision Making	3

Total Credit Hours: 90

Associate of Arts and Sciences, Public and Tribal Administration, Program Outcomes

Sovereignty

Upon successful completion of the program, a student will be able to:

- Explain the history and cultural foundation for the fundamental rights and responsibilities of Tribal governments.
- Identify Indigenous knowledge as the basis for foundational principles respecting the cultural and traditional knowledge within Tribal communities.
- General Principles of Public and Tribal Administration
- Upon successful completion of the program, a student will be able to:
- Examine the fundamental process for administration within public and Tribal government.
- Analyze the interaction between Tribal, federal, state, and regional governments with regard to political issues in Tribal governance.
- Examine the process of public and Tribal administration within the historical contexts of politics, economics, and the educational field.

Operations and Management

Upon successful completion of the program, a student will be able to:

- Analyze the responsibilities of Tribal government to

deliver social services to Tribal members, regulate commerce, manage land, and natural resources, develop and implement fiscal policy.

- Explain the development of business management within an organization structure.
- Summarize important principles and impacts of business law related to Tribal enterprises.
- Analyze the fiscal responsibility for budgeting, accounting, human resources, and marketing with regard to the management process for public and Tribal administrations.

Communication

Upon successful completion of the program, a student will be able to:

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

Tribal Leadership

Upon successful completion of the program, a student will be able to:

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

Associate of Science Transfer, Life Sciences

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

Northwest Indian College Requirements

Required (11 Credits)

CMST 101	Introduction to Oral Communication	4
	Or	
CMST 210	Interpersonal Communication	4
	Or	
CMST 220	Public Speaking	4
CMPS 101	Introduction to Computers	3
HMDV 110	Introduction to Successful Learning	4

NOTE: CMPS 101 or above; If a computer course coded NE (Non-transfer Elective) is substituted then 3 additional credits of Transfer Electives (coded TE) must be chosen.

Northwest Indian College Foundational Requirements (20 Credits)

CISOV 101	Introduction to Cultural Sovereignty	5
CISOV 102	The Languages of Our Ancestors	5
CISOV 120	Reclaiming our History	5
POLS 225	History of Federal Indian Policy	5

CISOV 102: One or more Native language courses totaling at least 5 credits. Consult with an advisor regarding satisfying general education requirements. Requires approval by the Dean of Academics.

General Education Requirements (5 Credits)

ENGL 101	English Composition I	5
----------	-----------------------	---

Quantitative Skills 10 credit requirement - met in Core Requirements

Humanities and Social Sciences Distribution 15 credit requirement - met in Foundational Requirements

Core Program Requirements (45 credits)

BIOL 201	Cell Biology: Creation, Energy and the Gift of Life	5
BIOL 202	Plant Biology: Honoring the Gifts of Plants	5
BIOL 203	Animal Biology: Our Relatives	5
CHEM 121	General Chemistry I	5
CHEM 122	General Chemistry II	5
CHEM 123	General Chemistry III	5
MATH 107	Elementary Statistics I	5
MATH 124	Calculus & Analytic Geometry I	5
MATH 125	Calculus & Analytic Geometry II	5

Electives (9 Credits)

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

Total Credit Hours: 90

Associate of Science-Transfer, Life Sciences, Program Outcomes

Bodies of Knowledge

Upon successful completion of the program, a student will be able to:

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

world.

- Articulate the importance of ethics and values in the practice of science, including Native American cultural values.

Communication Skills

Upon successful completion of the program, a student will be able to:

- Communicate scientific concepts orally and in writing, using scientific terminology.
- Present scientific data with written reports, tables and figures, and oral presentations.
- Technical Skills
- Upon successful completion of the program, a student will be able to:
- Perform biological laboratory techniques.
- Utilize library, Internet, and other resources to research scientific topics.

Quantitative Skills

Upon successful completion of the program, a student will be able to:

- Collect, organize, and interpret data.
- Calculate answers to problems using algebra and calculus.
- Apply methods of mathematics to analyze, understand, and explore life sciences problems.
- Reading Skills
- Upon successful completion of the program, a student will be able to:
- Demonstrate comprehension of literature in the life sciences.
- Extend knowledge of scientific concepts and vocabulary through readings in the life sciences.

Associate of Applied Science-Transfer Degree in Early Childhood Education

This program of study is designed for people pursuing careers in the early care and education field. With a strong emphasis in early child-hood, students are prepared for

positions as lead teachers and for a variety of other employment opportunities in Head Start, child-care, and other birth-to-eight programs. The student is also prepared to transfer to specific four-year degree programs. Students interested in transferring should consult with an NWIC advisor before selecting courses to ensure that they meet the requirements of the college or university of their choice. Students who have completed the Award of Completion: Initial ECE Certificate have already completed three courses toward their AAS-T-ECE degree. Students who have completed the Award of Completion: Short ECE Certificate of Specialization have already completed five courses toward their AAS-T ECE degree.

Northwest Indian College Requirements

Required (11 Credits)

CMST 101	Introduction to Oral Communication	4
	Or	
CMST 210	Interpersonal Communication	4
	Or	
CMST 220	Public Speaking	4
CMST 220	Public Speaking	4
CMPS 101	Introduction to Computers	3
HMDV 110	Introduction to Successful Learning	4

NOTE: CMPS 101 or above; If a computer course coded NE (Non-transfer Elective) is substituted then 3 additional credits of Transfer Electives (coded TE) must be chosen.

Northwest Indian College Foundational Requirements (15 Credits)

CSOV 101	Introduction to Cultural Sovereignty	5
CSOV 102	The Languages of Our Ancestors	5
CSOV 120	Reclaiming our History	5

CSOV 102: One or more Native language courses totaling at least 5 credits. Consult with an advisor regarding satisfying general education requirements. Requires approval by the Dean of Academics.

General Education Requirements (20 Credits)

ENGL 101	English Composition I	5
ENGL 102	English Composition II	5
	Or	
ENGL 202	Technical Writing	5
MATH 107	Elementary Statistics I	5

Or
other course that meets AAS
QS Requirements

Humanities Distribution 10 credit requirement - met in Foundational Requirements and NWIC Requirements

Social Science Distribution 10 credit requirement - met in Foundational Requirements and Core Requirements

Natural Science Distribution 5 credit requirement - choose course meeting AAS Natural Science Requirements

Core Program Requirements (50 Credits)

ECED 101	Introduction to Early Childhood Education	5
ECED 106	Guidance in Early Childhood	4
ECED 114	Health, Safety, and Nutrition	5
ECED 160	Infant-Toddler Caregiving	4
ECED 197	Practicum I: Expressing Warmth Chld	3
ECED 206	Building Relationships: Culture, Family, and Community	4
ECED 210	Child Development	5
ECED 212	Observation, Documentation, and Assessment	5
ECED 213	Preschool Curriculum Development	5
ECED 220	Communication, Language, and Literacy	5
ECED 297	Practicum IV: Attending to Initiative, Cooperation, and Perseverance	1-6

Total Credit Hours: 96

Associate of Applied Science Transfer Degree in Early Childhood Education, Program Outcomes

Promoting Child Development and Learning

Upon successful completion of the program, a student will be able to:

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

culturally supportive environments for learning.

Building Family and Community Relationships

Upon successful completion of the program, a student will be able to:

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

Observing, Documenting, and Assessing

Upon successful completion of the program, a student will be able to:

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

Teaching and Learning

Upon successful completion of the program, a student will be able to:

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

Integrity, Advocacy, Warmth, Joy, and Attention to Children (commonly referred to as “Professionalism”)

Upon successful completion of the program, a student will be able to:

- Identify with and involve selves in the early childhood field, engaging in continuous, collaborative learning.

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

Associate of Technical Arts, Chemical Dependency Studies

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

Northwest Indian College Requirements

Required (11 Credits)

CMST 101	Introduction to Oral Communication	4
	Or	
CMST 210	Interpersonal Communication	4
	Or	
CMST 220	Public Speaking	4
CMST 220	Public Speaking	4
CMPS 101	Introduction to Computers	3
HMDV 110	Introduction to Successful Learning	4

NOTE: CMPS 101 or above; If a computer course coded NE (Non-transfer Elective) is substituted then 3 additional credits of Transfer Electives (coded TE) must be chosen.

Northwest Indian College Foundational Requirements (15 Credits)

CSOV 101	Introduction to Cultural Sovereignty	5
CSOV 102	The Languages of Our Ancestors	5
CSOV 120	Reclaiming our History	5

CSOV 102: One or more Native language courses totaling at least 5 credits. Consult with an advisor regarding

satisfying general education requirements. Requires approval by the Dean of Academics.

General Education Requirements (15 Credits)

ENGL 101	English Composition I	5
MATH 190	Vocational Math	5
	Or	
	course meeting AAS QS requirements	

Humanities Distribution 5 credit requirement - met in Foundational Requirements

Social Science Distribution 5 credit requirement - met in Foundational Requirements

Natural Science Distribution 5 credit requirement - choose course meeting AAS Natural Science Requirements

Core Program Requirements (56 Credits)

HUMS 120	Survey of Chemical Dependency	3
HUMS 130	Pharmacol/Substances of Abuse	3
HUMS 160	Chem Dependency Case Mgmt	3
HUMS 170	Chem Depend Individual Counseling	3
HUMS 180	Youth Chem Depend/Counseling	3
HUMS 187	Airborne/Bloodborne Pathogens	1
HUMS 208	Law & Ethics In Chem Dependency	5
HUMS 210	Group Facilitation	3
HUMS 223	Chem Dep Assessment & Treatment	3
HUMS 230	Chemical Dependency & Family	3
HUMS 240	Multicultural Counseling	3
HUMS 275	Relapse Prevention	3
PSYC 101	General Psychology	5
PSYC 201	Developmental Psychology	5
PSYC 220	Abnormal Psychology	5
SOCI 110	Introduction to Sociology	5

Total Credit Hours: 97

Associate of Technical Arts, Chemical Dependency Studies, Program Outcomes

Assessment and Diagnostics

Upon successful completion of the program, a student will

be able to:

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

Documentation: Maintain Records in Accordance with AAPS Licensing Requirements and Demonstrate Professional Use of Accepted Diagnostic Criteria for Evaluation, Placement, and Treatment of Clients)

Upon successful completion of the program, a student will be able to:

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

Treatment Philosophy and Models

Upon successful completion of the program, a student will be able to:

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

Treatment Methods

Upon successful completion of the program, a student will be able to:

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

Professional and Ethical Responsibilities

Upon successful completion of the program, a student will be able to:

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

Associate of Technical Arts, Individualized Studies

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

Northwest Indian College Requirements

Required (11 Credits)

CMST 101	Introduction to Oral Communication	4
	Or	
CMST 210	Interpersonal Communication	4
	Or	
CMST 220	Public Speaking	4
CMST 220	Public Speaking	4
CMPS 101	Introduction to Computers	3
HMDV 110	Introduction to Successful Learning	4

NOTE: CMPS 101 or above; If a computer course coded NE (Non-transfer Elective) is substituted then 3 additional credits of Transfer Electives (coded TE) must be chosen.

Northwest Indian College Foundational Requirements

(15 Credits)

CSOV 101	Introduction to Cultural Sovereignty	5
CSOV 102	The Languages of Our Ancestors	5
CSOV 120	Reclaiming our History	5

CSOV 102: One or more Native language courses totaling at least 5 credits. Consult with an advisor regarding satisfying general education requirements. Requires approval by the Dean of Academics.

General Education Requirements (15 Credits)

ENGL 101	English Composition I	5
MATH 190	Vocational Math	5
	Or	
	course meeting AAS QS requirements	

Humanities Distribution 5 credit requirement - met in Foundational Requirements

Social Science Distribution 5 credit requirement - met in Foundational Requirements

Natural Science Distribution 5 credit requirement - choose course meeting AAS Natural Science Requirements

Core Program Requirements (49 Credits)

HMDV 150	Individual Degree/Cert Planning	3
----------	---------------------------------	---

Courses in individualized program of study plan totaling 46 credits

Total Credit Hours: 90

Associate of Technical Arts, Individualized Studies, Program Outcomes

Communication Skills

Upon successful completion of the program, a student will be able to:

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

Critical and Analytical Thinking

Upon successful completion of the program, a student will be able to:

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

Intellectual and Research Skills

Upon successful completion of the program, a student will be able to:

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

Leadership

Upon successful completion of the program, a student will be able to:

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

Awards of Completion

Entrepreneurship, Award of Completion

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

Requirements

Required (14 Credits)

BUAD 121	Personal and Small Business Finance	3
BUAD 135	Small Business Management	3
BUAD 140	Small Business Entrepreneur	3
BUAD 212	Financial Accounting	5

Initial Early Childhood Education Certificate of Specialization, Award of Completion

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

Requirements

Required (13 Credits)

ECED 101	Introduction to Early Childhood Education	5
ECED 114	Health, Safety, and Nutrition	5
ECED 197	Practicum I: Expressing Warmth Chld	3

Short Early Childhood Education Certificate of Specialization, Award of Completion

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

Requirements

Required (13 Credits)

ECED 101	Introduction to Early Childhood Education	5
ECED 114	Health, Safety, and Nutrition	5
ECED 197	Practicum I: Expressing Warmth Chld	3

Requirements, Choose Between Two Short Early Childhood Education Options (9 Credits)

ECED 106	Guidance in Early Childhood	4
ECED 210	Child Development	5
ECED 160	Infant-Toddler Caregiving	4
ECED 210	Child Development	5

Total Credit Hours: 22

Tribal Casino Management, Award of Completion

The Award of Completion in Tribal Casino Management is designed to provide students with the skills and knowledge to meet the needs of the business of gaming in the five critical content areas of law, finance and accounting, management, marketing and human resources. The

program is designed for current supervisors or managers working in hospitality, Tribal gaming commissioners, and for students interested in gaming or hospitality. Students completing this award may apply the courses toward the Associate of Arts and Sciences in Business and Entrepreneurship degree. Courses may also be transferable to a four-year degree program.

Requirements

Required (15 Credits)

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

Choose 9 credits from the following (9 Credits)

HRCM 270	Building Human Capital	3
HRCM 275	The Regulatory Environment	3
HRCM 285	Leadership and Financial Mgt	3
HRCM 290	Building Protecting Gaming Assets	3
HRCM 295	Org Dev Tribal Gaming Environment	3

Total Credit Hours: 24

Tribal Museum Studies

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

Requirements

Required (19 Credits)

TMSD 201	Intro to Tribal Museum Studies	4
TMSD 360	Collections Management-Tribal Mus	5
TMSD 362	Admin and Operations-Tribal Museum	5
TMSD 364	Exhibits & Education-Tribal Museums	5

Tribal Vocational Rehabilitation Studies

The Tribal Vocational Rehabilitation Studies Award of Completion is designed to provide students with the

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

Requirements

Required (21 Credits)

TVRS 301	Tribal Voc Rehab Found: History	3
TVRS 302	Tribal Voc Rehab Found: Communication	3
TVRS 303	Tribal Voc Rehab Found: Assess/Elig	3
TVRS 304	Tribal Voc Rehab Found: IPE Develop	3
TVRS 305	Tribal Voc Rehab Found: Case Manage	3
TVRS 306	Tribal Voc Rehab Found: Job Search	3
TVRS 307	Tribal Voc Rehab Found: Resource Mg	3

Courses

ANTH - Anthropology

ANTH 103 - Archaeology: Cultures Past/Present (5)

Examines the nature of social and cultural patterns found within and outside our country. Study of people and how human behavior is influenced by one's cultural, social and physical environments. Examines the various similarities and differences that exist in societies throughout the world and attempts to determine how these circumstances shape people's lives. Introduction to the anthropological perspective and in-depth discussion of culture and society. (SS)

ANTH 150 - Pacific Northwest Ethnobotany (3)

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

ANTH 188 - (Special Topics) (1-5)

Special Topics in Anthropology. (TE)

ANTH 189 - (Individualized Studies) (1-5)

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

ANTH 197 - (Internship/Practicum) (1-6)

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

ANTH 201 - Physical Anthropology (5)

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

ANTH 202 - Cultural Anthropology (5)

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)

ANTH 288 - (Special Topics) (1-5)

Special Topics in Anthropology. (TE)

ANTH 289 - (Individualized Studies) (1-5)

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

ANTH 297 - (Internship/Practicum) (1-6)

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

ANTH 388 - (Special Topics) (1-5)

Special Topics in Anthropology.

ANTH 389 - (Individualized Studies) (1-5)

Individualized learning contracts between a student and an instructor.

ANTH 397 - (Internship/Practicum) (1-6)

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

ANTH 488 - (Special Topics) (1-5)

Special Topics in Anthropology.

ANTH 489 - (Individualized Studies) (1-5)

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

ANTH 497 - (Internship/Practicum) (1-6)

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

ARTD - Art

ARTD 103 - Appreciation of American Indian Art (5)

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

ARTD 106 - Indian Art History of Place (5)

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)

ARTD 115 - Theory of NW Coast Native Design I (5)

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

ARTD 116 - Theory of NW Coast Native Design II (5)

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

ARTD 146 - PNW Beadwork I (3)

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

ARTD 147 - PNW Beadwork II (3)

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

ARTD 151 - PNW Indian Basketry I (3)

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

ARTD 152 - PNW Indian Basketry II (3)

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

ARTD 153 - PNW Indian Basketry III (3)

Continuation of ARTD 152. (HP)

ARTD 161 - Flute Making (3)

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

ARTD 165 - Quilting I (5)

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

ARTD 166 - Quilting II (5)

Focuses on the application of long-arm quilting techniques. Emphasizes stitch patterns, colors and pattern coordination, and the use of technology to complete the

quilting aspect of making a quilt. Techniques are demonstrated and practiced through the completion of student quilts. Prerequisite: ARTD 165 Quilting I

ARTD 171 - PNW Indian Woodcarving I (3-6)

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

ARTD 172 - PNW Indian Woodcarving Masks (3-5)

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

ARTD 173 - Indian Woodcarving Small Totems I (3)

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

ARTD 174 - Indian Woodcarving Small Totems II (3)

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

ARTD 175 - Traditional Toolmaking (3-5)

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)

ARTD 185 - Native American Drum Making (3)

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)

ARTD 188 - (Special Topics) (1-5)

Special Topics in Art. (TE)

ARTD 189 - (Individualized Studies) (1-5)

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

ARTD 197 - (Internship/Practicum) (1-6)

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

ARTD 288 - (Special Topics) (1-5)

Special Topics in Art. (TE)

ARTD 289 - (Individualized Studies) (1-5)

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

ARTD 297 - (Internship/Practicum) (1-6)

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

ASTR - Astronomy

ASTR 101 - Astronomy (5)

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).

ASTR 188 - (Special Topics) (1-5)

Special Topics in Astronomy. (TE)

ASTR 189 - (Individualized Studies) (1-5)

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

ASTR 197 - (Internship/Practicum) (1-6)

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

ASTR 288 - (Special Topics) (1-5)

Special Topics in Astronomy. (TE)

ASTR 289 - (Individualized Studies) (1-5)

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

ASTR 297 - (Internship/Practicum) (1-6)

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

BIOL - Biology

BIOL 100 - Basic Biology (5)

Basic biology for students not in the sciences, intended to

help students make informed choices about issues involving biology. Topics include: the diversity of life, basic cell structure and function, basic genetics, and evolution. (NS)

BIOL 101 - Introduction to Biology (5)

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

BIOL 104 - Biology/Natural History of Place (5)

Exploration of local ecosystems viewed from the perspective of a natural resource with cultural significance. Themes may include salmon, water or cedar. Students will view the complex nature of environmental problems from disciplines such as marine and terrestrial biology, forest ecology, water, geology, economics and policy. (NSL)

BIOL 130 - Introduction to Marine Biology (5)

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)

BIOL 188 - (Special Topics) (1-5)

Special Topics in Biology. (TE)

BIOL 189 - (Individualized Studies) (1-5)

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

BIOL 197 - (Internship/Practicum) (1-6)

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

BIOL 201 - Cell Biology: Creation, Energy and the Gift of Life (5)

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)

BIOL 202 - Plant Biology: Honoring the Gifts of Plants (5)

Covers the basics of algae, vascular plants and non-

vascular plant structure, reproduction, nutrient uptake, growth and diversity. Lab included. Prerequisite: BIOL 201 (NSL)

BIOL 203 - Animal Biology: Our Relatives (5)

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

BIOL 205 - Animal Behavior (5)

Focuses on various aspects of the study of animal behavior. Includes methods, behavior genetics and evolution, biological mechanisms of behavior, finding food and shelter, social organization, and mating systems. Prerequisite: ENGL 100. (NS)

BIOL 242 - Anatomy and Physiology I (6)

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)

BIOL 243 - Anatomy and Physiology II (6)

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)

BIOL 245 - Microbiology (5)

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)

BIOL 288 - (Special Topics) (1-5)

Special Topics in Biology. (TE)

BIOL 289 - (Individualized Studies) (1-5)

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

BIOL 297 - (Internship/Practicum) (1-6)

Participation in an internship/practicum project under the

direction of a faculty member in consultation with a professional in the field. (NE)

BIOL 310 - Ecology & Web of Interrelatedness (5)

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

BIOL 344 - Genetics and Evolution (5)

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

BIOL 350 - Ethnobiology: People/Plants/Animals (5)

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

BIOL 388 - (Special Topics) (1-5)

Special Topics in Biology.

BIOL 389 - (Individualized Studies) (1-5)

Individualized learning contracts between a student and an instructor.

BIOL 397 - (Internship/Practicum) (1-6)

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

BIOL 425 - Biology of Fishes (5)

Explores the evolution, biology and ecology of freshwater and marine fishes with a focus on local species. Particular attention will be paid to salmonids in reference to their socio-economic and traditional importance to native peoples of the Pacific Northwest.

BIOL 450 - Mycology (5)

Overview of Mycology and the relationship of fungi to

environmental and human affairs with primary emphasis on Indigenous Peoples and the Pacific Northwest. Topics include cultural significance of fungi among Indigenous Peoples; biology, diversity, nomenclature and taxonomy of fungi; ecological significance of fungi; and collection and identification of local funga. Prerequisites: ENGL 102 and ENV 201

BIOL 488 - (Special Topics) (1-5)

Special Topics in Biology.

BIOL 489 - (Individualized Studies) (1-5)

Individualized learning contracts between a student and an instructor.

BIOL 497 - (Internship/Practicum) (1-6)

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

BUAD - Business Administration

BUAD 101 - Introduction to Business (5)

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

BUAD 121 - Personal and Small Business Finance (3)

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

BUAD 135 - Small Business Management (3)

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

BUAD 140 - Small Business Entrepreneur (3)

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

BUAD 188 - (Special Topics) (1-5)

Special Topics in Business Administration. (NE)

BUAD 189 - (Individualized Studies) (1-5)

Individualized learning contracts between a student and an

instructor. (NE)

BUAD 197 - (Internship/Practicum) (1-6)

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

BUAD 202 - Business Law (5)

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

BUAD 212 - Financial Accounting (5)

Introduction to theory and practice of accounting and financial reporting for partnerships and corporations, including financial statement preparation, the accounting cycle, inventories and accounting for assets, liabilities, equities, revenues and expenses. Prerequisite: Math 070 or assessment by instructor. (TE)

BUAD 235 - Managerial Accounting (5)

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

BUAD 288 - (Special Topics) (1-5)

Special Topics in Business Administration. (NE)

BUAD 289 - (Individualized Studies) (1-5)

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

BUAD 297 - (Internship/Practicum) (1-6)

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

BUAD 388 - (Special Topics) (1-5)

Special Topics in Business Administration.

BUAD 389 - (Individualized Studies) (1-5)

Individualized learning contracts between a student and an instructor.

BUAD 397 - (Internship/Practicum) (1-6)

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

BUAD 488 - (Special Topics) (1-5)

Special Topics in Business Administration.

BUAD 489 - (Individualized Studies) (1-5)

Individualized learning contracts between a student and an instructor.

BUAD 497 - (Internship/Practicum) (1-6)

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

CARE - Comm Advcts in Resp Ed in HS

CARE 150 - Introduction to Human Services in Tribal Communities (3)

Provides foundational concepts of the profession and breadth of the field. Introduces tribal and other workplace settings, required skills, philosophical and theoretical foundations, and history of the field. Differentiates the role of the personal values, policy, professional ethics, and law. Emphasizes Human Services professionals as community leaders. (SS)

CARE 188 - (Special Topics) (1-5)

Special Topics in Community Advocates in Responsive Education in Human Services. (NE)

CARE 189 - (Individualized Studies) (1-5)

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

CARE 197 - (Internship/Practicum) (1-6)

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

CARE 288 - (Special Topics) (1-5)

Special Topics in Community Advocates in Responsive Education in Human Services. (NE)

CARE 289 - (Individualized Studies) (1-5)

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

CARE 297 - (Internship/Practicum) (1-6)

Participation in an internship/practicum project under the direction of a faculty member in consultation with a

professional in the field. (NE)

CARE 310 - Systems Theories in Human Services (5)

Introduces concepts from indigenous, ecological and other models of systems theory. Opportunities for individual development of a personal conceptual framework that serves as a cultural lens for professional work as a scholar practitioner, tied to indigenous roots, person, place, and community. Introduces plan for writing across discipline. Prerequisite: ENGL 102 or 202, or permission of instructor

CARE 320 - Self-location in Professional Settings (5)

Examines self as a system in the context of families, tribes, and communities. Compares personal, tribal and professional values to Professional Code of Ethics. Introduces interpersonal systems, professional relationships, self as leader, self-care as ethical obligation, and role of reflective writing for scholar practitioners. Prerequisite: CARE 310

CARE 330 - Policy and Law in Tribal Human Services (5)

Examination of power, political position, ideologies and their impact on decision making. Emphasis on tribal to local, state, and governmental relations and how policies impact tribal communities. Includes research and analysis of policies and the process for proposing policy changes. Prerequisite: CARE 320

CARE 350 - Interviewing and Case Management for Tribal Services (5)

Introduces active listening, basic interviewing and counseling skills, case management and intervention models focused on strengths based services. Skill practice through a lab experience of case management process (intake, assessment, outcomes, action plan, referrals, discharge, appropriate file documentation). Introduces the Indian Child Welfare Act of 1978 and other laws affecting services. Prerequisite: ENGL 102 or 202, or permission of instructor

CARE 388 - (Special Topics) (1-5)

Special Topics in Business Administration.

CARE 389 - (Individualized Studies) (1-5)

Individualized learning contracts between a student and an instructor.

CARE 395 - Preparation for Field Education (2)

Prepares students to find and complete a field education plan by examining what constitutes an appropriate field

education project, criteria for a learning experience that develops professional skills and awareness. Requirements for supervised field education are reviewed including expectations and paperwork. Students shadow professionals in two or more settings. Prerequisites: CARE 150 and C or better in CARE 350

CARE 397 - (Internship/Practicum) (1-6)

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

CARE 410 - Developing and Organizing in Native Communities (5)

Provides knowledge, theory, and skills for rebuilding and revitalizing sovereign communities through the development of community resources and community problem solving. Introduces concepts of communities as clients, strength-based organizing, connections between individual and community resiliency, and revitalizing sovereign communities. Prerequisite: CARE 330

CARE 450 - Planning and Evaluating Tribal Programs (5)

Engages students in the process of planning and evaluating human services programs that focus on indigeneness, individual and community well-being and resilience, and promotion of social and economic abundance. Introduces asset mapping and needs assessment. Addresses development of outcomes for program evaluation at planning stage. Prerequisite: Permission of Instructor.

CARE 470 - Tribal Agency Management and Administration (5)

Prepares students to manage agencies including: supervision of staff, recruitment and retention of volunteers, preparation and execution of budgets, human resources issues, and risk management. Analyzes Bureau of Indian Affairs vs. Indigenous organizational structures and compares Indigenous leadership to bureaucratic management.

CARE 488 - (Special Topics) (1-5)

Special Topics in Business Administration.

CARE 489 - (Individualized Studies) (1-5)

Individualized learning contracts between a student and an instructor.

CARE 495A - Supervised Field Education (5)

120 hours per quarter of supervised field education in tribal

or Human Services setting. 20 hours of weekly seminar to develop and synthesize learning from coursework and experience through examination of research, reflective writing, and professional portfolio development documenting knowledge, theory, and skills as scholar practitioners. Prerequisite: CARE 395 passed with a grade of C or higher.

CARE 495B - Supervised Field Education (5)

120 hours per quarter of supervised field education in tribal or Human Services setting. 20 hours of weekly seminar to develop and synthesize learning from coursework and experience through examination of research, reflective writing, and professional portfolio development documenting knowledge, theory, and skills as scholar practitioners. Prerequisite: CARE 395 passed with a grade of C or higher.

CARE 495C - Supervised Field Education (5)

120 hours per quarter of supervised field education in tribal or Human Services setting. 20 hours of weekly seminar to develop and synthesize learning from coursework and experience through examination of research, reflective writing, and professional portfolio development documenting knowledge, theory, and skills as scholar practitioners. Prerequisite: CARE 395 passed with a grade of C or higher.

CARE 497 - (Internship/Practicum) (1-6)

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

CARE 499 - Capstone in CARE (5)

Allows students to demonstrate readiness to enter the profession through a capstone experience done under advisement with an instructor. Students design a project that reflects professional direction and capability and contributes to the local community. Project to be completed the last quarter of the program. Prerequisite: C or better in CARE 395

CHEM - Chemistry

CHEM 111 - Inorganic Chemistry (5)

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 112 - Organic Chemistry (5)

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

CHEM 113 - Biological Chemistry (5)

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

CHEM 121 - General Chemistry I (5)

Designed for students interested in programs requiring a strong background in chemistry. Topics include chemistry principles and problem solving techniques, the structure of matter, introduction to quantitative relationships (the MOLE concept), and chemical reactions and reaction types. Lab included. Prerequisite: C or better in MATH 098 or placement test. (NSL)

CHEM 122 - General Chemistry II (5)

Continuation of CHEM 121. Topics include nuclear chemistry, atomic and molecular theory, electron configurations and periodicity, states of matter, gas laws, solution chemistry including colligative properties. Extensive problem-solving and laboratory work included. Prerequisite: CHEM 121 (NSL)

CHEM 123 - General Chemistry III (5)

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 188 - (Special Topics) (1-5)

Special Topics in Chemistry. (TE)

CHEM 189 - (Individualized Studies) (1-5)

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

CHEM 197 - (Internship/Practicum) (1-6)

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

CHEM 231 - Organic Chemistry I (5)

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

CHEM 232 - Organic Chemistry II (5)

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

CHEM 288 - (Special Topics) (1-5)

Special Topics in Chemistry. (TE)

CHEM 289 - (Individualized Studies) (1-5)

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

CHEM 297 - (Internship/Practicum) (1-6)

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

CHEM 389 - (Individualized Studies) (1-5)

Individualized learning contracts between a student and an instructor.

CHEM 489 - (Special Topics) (1-5)

Individualized learning contracts between a student and an instructor.

CMPS - Computers

CMPS 100 - Computer Basics (1-2)

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

CMPS 101 - Introduction to Computers (3)

Provides an introduction to the skills and knowledge necessary to use computers. Focuses on beginning-level word-processing, spreadsheet and presentation software

skill development, critical thinking and information literacy skills, basic computer hardware and software functions, and the application of data security. (TE)

CMPS 116 - Microsoft Office I (3)

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

CMPS 188 - (Special Topics) (1-5)

Special Topics in Computers. (NE)

CMPS 189 - (Individualized Studies) (1-5)

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

CMPS 197 - (Internship/Practicum) (1-6)

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

CMPS 288 - (Special Topics) (1-5)

Special Topics in Computers. (NE)

CMPS 289 - (Individualized Studies) (1-5)

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

CMPS 297 - (Internship/Practicum) (1-6)

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

CMPS 388 - (Special Topics) (1-5)

Special Topics in Computers.

CMPS 389 - (Individualized Studies) (1-5)

Individualized learning contracts between a student and an instructor.

CMPS 397 - (Internship/Practicum) (1-6)

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

CMPS 488 - (Special Topics) (1-5)

Special Topics in Computers.

CMPS 489 - (Individualized Studies) (1-5)

Individualized learning contracts between a student and an

instructor.

CMPS 497 - (Internship/Practicum) (1-6)

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

CMST - Communication Studies

CMST 101 - Introduction to Oral Communication (4)

Fundamental course in oral communication. Students will apply their knowledge and acquired competencies in a variety of settings, including interpersonal, public speaking, and small group communication. Prerequisite: ENGL 100. (CS, TE)

CMST 130 - Information Literacy/Critical Thinking (5)

Presents skills that enable students to function as information-literate individuals capable of using and applying current information technology. Includes an introduction to online information and reference sources, and development of research skills for effective use of information resources. Students also study the implications of living in a digital society. (HT, TE)

CMST 188 - (Special Topics) (1-5)

Special Topics in Communication Studies. (TE)

CMST 189 - (Individualized Studies) (1-5)

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

CMST 197 - (Internship/Practicum) (1-6)

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

CMST 210 - Interpersonal Communication (4)

Focuses on acquiring competency in maintaining interpersonal relationships. Includes verbal and non-verbal communication, giving and receiving appropriate feedback, how group dynamics affect human communication, the role of self-esteem in the communication process, and the Native experience and its relationship to the process. Media research required. Prerequisites: ENGL100 and CMST 130 (CS, HT, TE)

CMST 220 - Public Speaking (4)

Focuses on students acquiring competency in public speaking. Emphasis is on information research,

organization, audience analysis, oral styles, use of visual aids, the Native experience and its relationship to the process. Competencies in public presentations of various types of speeches are developed. Prerequisites: ENGL 100 and CMST 130 (CS, HT, TE)

CMST 288 - (Special Topics) (1-5)

Special Topics in Communication Studies. (TE)

CMST 289 - (Individualized Studies) (1-5)

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

CMST 297 - (Internship/Practicum) (1-6)

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

CSOV - Cultural Sovereignty

CSOV 101 - Introduction to Cultural Sovereignty (5)

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

CSOV 102 - The Languages of Our Ancestors (5)

The Languages of our Ancestors is intended to focus on the Salish Language family and the people who spoke these languages. This course reviews each cultural area to get a holistic view of the people, the languages and their relationships to each other. Prerequisite: CSOV 101 (HT)

CSOV 120 - Reclaiming our History (5)

Reclaiming Our History is a course that focuses on historical events in tribal history. This course is place specific, depending on where it is taught. The course will focus on inherent and acquired rights in tribal history that shaped the people and place we see today. Prerequisite: CSOV 101 (SS)

CSOV 130 - Icons of Our Past (5)

Icons of our Past is a variable topic course, the topic of the class may vary depending on the instructor. The course will focus on traditional icons of Native people. After the colonialism era, Native people had forgotten who their heroes were and today the people don't recognize their own traditional symbols. This class focuses on the

traditional icons and Native people reclaiming knowledge that was once lost. Requirement: CSOV 101 (HT)

CSOV 188 - (Special Topics) (1-5)

Special Topics in Cultural Sovereignty. (NE)

CSOV 189 - (Individualized Studies) (1-5)

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

CSOV 197 - (Internship/Practicum) (1-6)

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

CSOV 288 - (Special Topics) (1-5)

Special Topics in Cultural Sovereignty. (NE)

CSOV 289 - (Individualized Studies) (1-5)

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

CSOV 297 - (Internship/Practicum) (1-6)

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

CSOV 300 - Cultural Sovereignty Transfer Seminar (5)

Overview of the foundational skills and knowledge in years one and two of the Bachelor of Arts in Native Studies Leadership Program. It will also serve as the transfer seminar for all baccalaureate programs of study. Requirement: By Permission of Instructor.

CSOV 301 - Indigenous Theory and Methods (5)

Indigenous theory and methods explores traditional knowledge and intellectual property from an Indigenous perspective; and contrasts how Native theory and methods are distinguished from western theory and knowledge. Requirement: By Permission of Instructor.

CSOV 302 - Indigenous Research (5)

This course will focus on designing a research project based on Indigenous theory and methodology, which will be beneficial to Native communities. The course will give students the opportunity to study examples of research projects from Native scholars who show the benefits of framing projects utilizing Native concepts and protocols. Requirements: By permission of instructor

CSOV 320 - Impacts of Colonization (5)

This class is intended to describe and analyze the impact and legacy of colonialism as a historical process that has lingering effects on Native peoples to the present. This course focuses on a specific location and engages in discussions about the strategies Native peoples have employed to compact the impact of colonialism.

Requirements: By permission of instructor

CSOV 335 - Social Justice: Defense of Our Homelands (5)

Native Americans continue to encounter many obstacles in the form of policies, laws, attitudes and socioeconomic problems. These structural and attitudinal barriers sometimes prevent Native people from securing the justices and stability that were promised in the early treaties. Social Justice examines these challenges and discusses the kinds of policies, procedures and processes necessary to institute social change. Requirement: By permission of instructor

CSOV 350 - History of Coast Salish Art (4)

Builds upon the foundation of the Native Studies Leadership program by presenting how art is used to model and retain the intergenerational transference of Coast Salish skills, values, and knowledge. Prerequisite: CSOV 101 or CSOV 300. Requirement: Declared in BANSL program.

CSOV 352 - Coast Salish Design I (4)

Presents the fundamentals of pre-contact Coast Salish Art and provides students with opportunities to apply Coast Salish skills, values, and knowledge to compose form, and design artworks in various mediums. Prerequisite: CSOV 350

CSOV 354 - Coast Salish Design II (4)

Builds upon Coast Salish Design I by providing students with additional opportunities to apply Coast Salish skills, values, and knowledge to compose form, and design artworks in various mediums. Prerequisite: CSOV 352

CSOV 356 - Coast Salish Art and Sovereignty (4)

Provides students with opportunities to bring the values of their ancestors forward into the future through Coast Salish Art. This course is the fourth and final course in the Coast Salish Art concentration in Native Studies Leadership. Prerequisite: CSOV 354

CSOV 388 - (Special Topics) (1-5)

Special Topics in Cultural Sovereignty.

CSOV 389 - (Individualized Studies) (1-5)

Individualized learning contracts between a student and an instructor.

CSOV 397 - (Internship/Practicum) (1-6)

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

CSOV 410 - Senior Seminar (5)

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

CSOV 488 - (Special Topics) (1-5)

Special Topics in Cultural Sovereignty.

CSOV 489 - (Individualized Studies) (1-5)

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

CSOV 490 - Honoring Traditional Leadership (5)

Becoming a leader in our respective tribal communities is a process rather than a destination. Traditional tribal leadership roles require self sacrifice for the survival of our people. And understanding of self and the dedication necessary to facilitate the social advancement of our representative communities is a pivotal point in reclaiming traditional tribal leadership. Requirements: By permission of instructor

CSOV 497 - (Internship/Practicum) (1-6)

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

CSOV 499A - Senior Project: Rebuilding our Nations (5)

This is a two part course that includes research, service learning and a presentation component. This course allows students to exercise the qualities, skills, knowledge and ideology that is necessary to lead people into the future. Requirements: By permission of instructor.

CSOV 499B - Senior Project: Rebuilding our Nations (5)

This is a two part course that includes research, service learning and a presentation component. This course allows students to exercise the qualities, skills, knowledge and ideology that is necessary to lead people into the future. Requirements: By permission of instructor.

DRMA - Drama**DRMA 101 - Acting I (3)**

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

DRMA 102 - Acting II (3)

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

DRMA 103 - Play Production (3)

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

DRMA 188 - (Special Topics) (1-5)

Special Topics in Drama. (TE)

DRMA 189 - (Individualized Studies) (1-5)

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

DRMA 197 - (Internship/Practicum) (1-6)

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

DRMA 210 - Introduction to Cinema (3)

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)

DRMA 288 - (Special Topics) (1-5)

Special Topics in Drama. (TE)

DRMA 289 - (Individualized Studies) (1-5)

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

DRMA 297 - (Internship/Practicum) (1-6)

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

ECED - Early Childhood Education**ECED 101 - Introduction to Early Childhood Education (5)**

Explores the foundations of early childhood education. Examines theories defining the field, issues and trends, best practices, and program models. Requires observation of children, professionals, and programs in action. (SS)

ECED 106 - Guidance in Early Childhood (4)

Identify interactions and practices that build secure relationships. Examine theories and practices that provide positive direct and indirect guidance for young children. Develop skills to reach children, support or restore their ability to think well, and promote social competence. (NE)

ECED 114 - Health, Safety, and Nutrition (5)

Develop Knowledge and skills to ensure good health, nutrition, and safety of children in group care and education programs. Recognize the signs of abuse and neglect, responsibilities for mandated reporting, and available community resources. (NE)

ECED 115 - Child Care Basics (3)

Designed to meet licensing requirements for early learning lead teachers, teacher aides, and family home child care providers, STARS 30-hour basics course recognized in the MERIT system and as CDA professional development. Topics: child growth/development, cultural competency, community resources, guidance, family partnerships, health/safety/nutrition, and professional practice. (NE)

ECED 160 - Infant-Toddler Caregiving (4)

Designed for caregivers working with children in the first three years of life. Provides exploration of the importance of attachment, culturally consistent and responsive caregiving, and relationships among staff, children and families. Creation of safe, nurturing, predictable and culturally responsive environments to support social, emotional, physical and intellectual development is emphasized. (NE)

ECED 188 - (Special Topics) (1-5)

Special Topics in Early Childhood Education. (NE)

ECED 189 - (Individualized Studies) (1-5)

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

ECED 197 - Practicum I: Expressing Warmth Chld (3)

Offers the student a series of tasks coupled with a weekly seminar to investigate their own actions, articulate their fundamental values to others, deeply enhance their ability to connect with young children in their care, and improve their effectiveness as teachers (NE)

ECED 206 - Building Relationships: Culture, Family, and Community (4)

Investigates family, school, and community systems as they relate to and support Native children's development in particular and all children's development in general. Emphasizes communication skills and introduces case management skills. Investigates opportunities for advocacy that promote continued growth and development of systems of support. Prerequisite: ECED 101. (NE)

ECED 210 - Child Development (5)

Provides an introduction to childhood development theories and philosophies. Designed to give the student a survey of the factors that impact the development of a child from birth through age eight. Explores the interlocking components of biology, social structure, environment, and individual personality. Prerequisite: ECED 101. (TE)

ECED 212 - Observation, Documentation, and Assessment (5)

Provides an introduction to formal and informal observation and assessment tools used in classrooms for children from birth to age eight. Designed to give the student a means of understanding the role of documentation in the development of curriculum and assessment that is responsive to a child's social, physical, emotional, and cognitive development. Prerequisite: ECED 101. (NE)

ECED 213 - Preschool Curriculum Development (5)

Integrates understanding of relationships, the learning process, and developmentally effective approaches to teaching and learning, with knowledge of content areas to design, implement, and evaluate positive learning experiences for preschool-aged Native children.

Curriculum areas include: language and literacy, math and science, social studies and humanities. Service learning or practicum hours required. Prerequisite: ECED 101 (NE)

ECED 220 - Communication, Language, and Literacy (5)

Introduction to research on language and literacy development and to strategies that support both. Emphasis on the observation of children and the development of non-verbal, verbal, and written language, including Native language and English. Service learning recommended. Prerequisite: ECED 101 (NE)

ECED 288 - (Special Topics) (1-5)

Special Topics in Early Childhood Education. (NE)

ECED 289 - (Individualized Studies) (1-5)

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

ECED 297 - Practicum IV: Attending to Initiative, Cooperation, and Perseverance

Offers a series of tasks coupled with a weekly seminar to investigate how children learn through play, enhance their social responsibility through transformative communication, take initiative, cooperate with peers, and persevere in difficult tasks. Students attend to these essential abilities and develop skills to promote them within their daily interactions. (NE)

ECON - Economics

ECON 188 - (Special Topics) (1-5)

Special Topics in Economics. (TE)

ECON 189 - (Individualized Studies) (1-5)

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

ECON 197 - (Internship/Practicum) (1-6)

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

ECON 203 - Contemporary Tribal Economics (5)

The study of how individuals, groups, and societies choose to use scarce resources that they possess. This course will provide the foundations of microeconomic and macroeconomic principles in the context of various tribal communities. Case studies of tribal economic

development activities will be used to reveal how these concepts operate in the real world. Prerequisite: MATH 099 and ENGL 102 or 202. (SS)

ECON 250 - Subsistence Economies (5)

Subsistent economies will discuss the pre-contact economic systems of Indigenous people. This course examines the trade industry and how the introduction of the dollar altered our world view on economies. It will also reinforce the traditional value of generosity while explaining how economic development and sustainability are tools to achieve tribal sovereignty. Requirement: CSOV 130 (SS)

ECON 288 - (Special Topics) (1-5)

Special Topics in Economics. (TE)

ECON 289 - (Individualized Studies) (1-5)

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

ECON 297 - (Internship/Practicum) (1-6)

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

ECON 388 - (Special Topics) (1-5)

Special Topics in Economics.

ECON 488 - (Special topics) (1-5)

Special Topics in Economics.

EDUC - Education

EDUC 188 - (Special Topics) (1-5)

Special Topics in Education. (NE)

EDUC 189 - (Individualized Studies) (1-5)

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

EDUC 197 - (Internship/Practicum) (1-6)

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

EDUC 202 - Tide has Changed: Educating our Own (5)

Beginning with the early treaties, the United States took several measures to remove children from their traditional educational setting as a tool for assimilation. This course

details the process the tribes used to regain and retain control over their children's education. Requirement: CSOV 130 (SS)

EDUC 288 - (Special Topics) (1-5)

Special Topics in Education. (NE)

EDUC 289 - (Individualized Studies) (1-5)

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

EDUC 297 - (Internship/Practicum) (1-6)

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

EDUC 388 - (Special Topics) (1-5)

Special Topics in Education.

EDUC 389 - (Individualized Studies) (1-5)

Individualized learning contracts between a student and an instructor.

EDUC 397 - (Internship/Practicum) (1-6)

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

EDUC 488 - (Special Topics) (1-5)

Special Topics in Education.

EDUC 489 - (Individualized Studies) (1-5)

Individualized learning contracts between a student and an instructor.

EDUC 497 - (Internship/Practicum) (1-6)

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

ENGL - English

ENGL 100 - Foundations of Composition (5)

Prepares students for Composition I. Focuses on written language proficiency required to learn effectively in academic programs and includes a variety of formal-language skills--such as vocabulary, grammar, syntax, discipline-specific terminology, or rhetorical conventions. Includes a variety of essays, summaries, research, and citation. Prerequisite: ENGL 098 and READ 091 or

placement test. (NE)

ENGL 101 - English Composition I (5)

Introduces and develops evidence-based, college-level writing skills. Designed to improve critical thinking, reading, and writing proficiencies through the use of strategies for turning personal experience, observations, and analyses into evidence appropriate for academic writing. Emphasizes composition of short, focused, concretely-developed academic papers. Prerequisite: ENGL 100 or placement test. (CS)

ENGL 102 - English Composition II (5)

Builds upon the critical thinking, reading, and writing capabilities developed in ENGL 101. Emphasizes selection, evaluation, close reading, annotation, and incorporation of primary and secondary research sources into well-organized expository and argumentative essays of short and moderate lengths. Prerequisite: ENGL 101 (CS)

ENGL 148 - Introduction to Indian Legends (3)

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

ENGL 155 - Introduction to Creative Writing (3)

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

ENGL 156 - Introduction to Poetry Writing (3)

Students read models of poetry, discuss the key literary elements of various selections, record activities in a journal, and write poems. Prerequisite: ENGL 100. (HT)

ENGL 188 - (Special Topics) (1-5)

Special Topics in English. (TE)

ENGL 189 - (Individualized Studies) (1-5)

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

ENGL 197 - (Internship/Practicum) (1-6)

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

ENGL 202 - Technical Writing (5)

Introduction to effective technical writing. Emphasis placed on audience analysis, library and Internet research, components of technical literature, evaluation of sources, use of appropriate style guidelines, and writing an effective technical paper. Prerequisites: ENGL 101 (CS)

ENGL 236 - Survey of Native American Literature (5)

General survey of legends, early Native American bibliographies and short contemporary literary works. Focuses on developing literary analysis, writing, and discussions skills. For fifth credit student must read and report on an approved novel. Prerequisite: ENGL 101 (HT)

ENGL 288 - (Special Topics) (1-5)

Special Topics in English. (TE)

ENGL 289 - (Individualized Studies) (1-5)

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

ENGL 297 - (Internship/Practicum) (1-6)

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

ENGL 305 - Technical Writing for Tribal Leaders (5)

Writing for upper-division students; literature review, capstone proposals, and other student-generated work is the content for learning. American Psychological Association style is explored in depth. The coursework focuses on creating clear, concise, complete, and correct written communication. Prerequisite: ENGL 102

ENGL 388 - (Special Topics) (1-5)

Special Topics in English.

ENGL 389 - (Individualized Studies) (1-5)

Individualized learning contracts between a student and an instructor.

ENGL 397 - (Internship/Practicum) (1-6)

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

ENGL 488 - (Special Topics) (1-5)

Special Topics in English.

ENGL 489 - (Individualized Studies) (1-5)

Individualized learning contracts between a student and an instructor.

ENGL 497 - (Internship/Practicum) (1-6)

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

ENGL 95 - Foundations of Academic Writing I (5)

Emphasis on writing complete, correct sentences, unified and coherent paragraphs, and short essays. Workbook exercises reinforce Standard English. Close reading skills practiced. Builds writing skills through use of templates, drafting, revising, editing, and developing analytical habits of mind. (N)

ENGL 98 - Foundations of Academic Writing II (5)

Builds on foundations of college English skills: Standard English usage, highlighting and annotating, close reading for main ideas, paragraphing, academic paper structure and thesis statement, MLA citation and basic research. Prerequisite: ENGL 095 and READ 091 or placement test (N)

ENGR - Engineering**ENGR 100 - Fundamentals of Engineering (5)**

Project based introduction to the engineering field. Topics include career opportunities, academic success strategies, analytical problem solving, and applications of mathematics and physics in engineering. Project introduce engineering software and skills such as computer-aided design (CAD), 3-D printing, and laser cutting. Prerequisite: MATH 098 (TE)

ENGR 105 - Computer Aided Drafting I (3)

Basic principles of computer-aided drafting and use of technique to create, edit, and plot beginning drawings. Prerequisite: CMPS 101 (NE)

ENGR 106 - Computer Aided Drafting II (3)

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 110 - Intro to Engineering: Model/Analysis (5)

Students will complete a series of hands-on projects designed to emphasize a systematic, analytical problem-

solving approach and explore the engineering disciplines at a technical level. Topics include: introductory engineering concepts, engineering for sustainability, teamwork skills, the application of mathematics, physics, and chemistry in engineering. Prerequisites: ENGR 100, CMPS 101 (NE)

ENGR 188 - (Special Topics) (1-5)

Special Topics in Engineering. (NE)

ENGR 204 - Electrical Circuits (6)

Solve basic circuit systems with resistors and sources. Apply first-and second-order linear differential equations to analyze circuits with capacitors and inductors. Research the impacts of engineering on tribal land. Discuss historical contexts related to electrical engineering as well as the future of engineering in tribal communities. Prerequisites PHYS123, MATH 238 (co-requisite) and NESC 110. (TE)

ENGR 205 - Computer Aided Drafting III (5)

Continuation of basic CAD principles of computer-aided drafting and use of technique to create and edit 3D CAD drawings. Prerequisite: ENGR 106 (NE)

ENGR 206 - CAD/CAM (5)

Covers the fundamental operations of 3D Computer Aided Drafting (CAD) software that creates rapid prototype designs suitable for fabrication. Students translate 3D CAD drawings into Computer Assisted Machine (CAM) gcode for interaction with Computer Numeric Control (CNC) tools. Prerequisite: ENGR 205 (NE)

ENGR 214 - Statics (5)

Apply vector math and free body diagrams to solve problems in engineering statics using Newton's Laws. Use vectors to describe the action of forces and moments acting on particles and rigid bodies, which are fixed in space or undergoing uniform motion. Prerequisites: ENGR 110, PHYS 121, NESC 110. (TE)

ENGR 215 - Dynamics (5)

Apply vector kinematics and kinetics to particles in rectilinear and curvilinear motion and analyze rigid bodies in general plane motion. Apply Newton's Second Law, work and energy, impulse and momentum, and conservation of energy to interactions of bodies and force systems. Prerequisite: C or better in ENGR 214. (NS)

ENGR 225 - Mechanics of Materials (5)

Explores the fundamental principles used in the study of the engineering behavior of structures with a focus on material properties and failure mechanisms. Projects and

lab work will enable students to apply knowledge through an Indigenous framework including the exploration of Coast Salish structural designs. Prerequisite: C or better in ENGR 214. (NS)

ENGR 240 - Applied Numerical Methods (5)

Solve numerical solutions to problems in engineering and science using modern scientific computing tools. Develop mathematical judgment in selecting and applying computational algorithms and communicate results. Use MATLAB programming for applied numerical computation. Prerequisites: C or Better in ENGR 110, C or Better in MATH 125 (NS)

ENVS - Environmental Science

ENVS 105 - Introduction to Environmental Science (5)

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 108 - Fundamentals of Environmental Science (5)

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

ENVS 188 - (Special Topics) (1-5)

Special Topics in Environmental Science. (TE)

ENVS 189 - (Individualized Studies) (1-5)

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

ENVS 197 - (Internship/Practicum) (1-6)

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

ENVS 201 - Northwest Plants (5)

Field-based course designed to acquaint students with the flora of the Northwest. Covers identification, ecology, and traditional uses of regional flora. Lab included (NSL)

ENVS 211 - Soil Science (5)

Covers important physical, chemical, and biological

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

ENVS 265 - GIS I: Intro to GIS & RemoteSensing (3)

Provides an overview of the science, technology and applications of geographic information principles and concepts. It introduces the use of Geography, Cartography, Geographic Information Systems (GIS), Remote Sensing and other visual disciplines as tools to acquire data then evaluate, plan, and manage tribal, cultural, and natural resources. Prerequisites: CMPS 100 or CMPS 101, MATH 102 or 107. (NSL)

ENVS 267 - GIS II: Advanced GIS Concepts & Tec (2)

Directed at developing more advanced GIS skills for analysis and modeling of spatial data and processes. GIS visualization techniques, web mapping, geoprocessing tools, and the use of models to automate geoprocessing tasks will all be introduced. Prerequisite: ENVS 265. (NSL)

ENVS 288 - (Special Topics) (1-5)

Special Topics in Environmental Science. (TE)

ENVS 289 - (Individualized Studies) (1-5)

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

ENVS 297 - (Internship/Practicum) (1-6)

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

ENVS 310 - Shellfish Ecology (5)

Focuses on the ecology and biology of invertebrate shellfish species and their importance to tribal peoples of the Pacific Northwest. Course includes a field component. Prerequisites: BIOL 203, MATH 107

ENVS 320 - Environmental Toxicology and Impacts on Humans (3)

Focuses on place-based environmental toxicology and the impacts of toxicants on the environment and humans within the homelands of Indigenous Peoples of the Pacific Northwest. Topics include environmental toxicology; transport, adsorption, and biotransformation of toxicants in the environment; hazardous air pollutants; and

anthropogenic eutrophication. Prerequisites: CHEM 111 or CHEM 121

ENVS 330 - Hydrology: Sacred Waters (4)

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

ENVS 340 - Oceanography (5)

Explores the physical, chemical, and biological dynamics of the world's oceans, with emphasis on the interplay of ocean circulation, climate, and factors affecting the at-sea survival of salmonids. Students will spend significant time in the field, developing understanding of scientific methods, situating their learning within the tribal context. Prerequisites: BIOL 201 and MATH 210.

ENVS 350 - Winter Plants (5)

Study of native plants based on their winter characteristics. Focus on trees, shrubs, and vines and their environmental and cultural significance to Indigenous Peoples of the Pacific Northwest. Topics include traditional Indigenous considerations; biology, diversity, nomenclature and taxonomy; ecological significance; and collection and identification of local woody and non-woody plants.

ENVS 370 - Field Study Methods for Ecology: Ways of Knowing, Gathering Information, and Building Knowledge (3)

Lab-intensive course that teaches field methods for the wildland biologist with an emphasis on tribal lands and territories. Course includes experimental design; data acquisition and analysis; field methods used to study plants, animals, and water; and the preparation of field study reports. Prerequisites: MATH 210; BIOL 202 or 203.

ENVS 375 - Exploring Places Through Imaging (4)

Provides an opportunity for students to develop a solid understanding of advanced theories and analytical methods in Geographic Information Science. It will build on the techniques learned in the Introduction to GIS Remote Sensing class (ENVS 265) by exposing the student to more advanced methods in developing and utilizing GIS data. Prerequisite: ENVS 265

ENVS 388 - (Special Topics) (1-5)

Special Topics in Environmental Science.

ENVS 389 - (Individualized Studies) (1-5)

Individualized learning contracts between a student and an instructor.

ENVS 397 - (Internship/Practicum) (1-6)

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

ENVS 430 - Aquatic Ecology: Water Webs/Cycles (5)

Provides a tribal and global understanding of aquatic ecosystems with an emphasis on tribal stewardship of lakes, rivers and wetlands. Prerequisites: BIOL 202, 203 and 310.

ENVS 440 - Ecology of the Salish Sea (5)

Explores the dynamics of marine environments focusing on traditional Native perspectives on the Salish Sea and scientific inquiry of the marine environment through laboratory exploration. Prerequisites: BIOL 203 and MATH 210.

ENVS 450 - Phenology (5)

Overview of phenology and its relationship and its relationship to Native Americans and their interactions with the environment. Topics include Native American Traditional Phenological Knowledge and the cultural significance of associated organisms: impacts of climate change on phenology, species, and humans; and making phenological observations and records.

ENVS 470 - Ecological Restoration (3)

Presents the process of developing, implementing, and assessing an ecosystem restoration project. Prerequisite: BIOL 310

ENVS 481 - Ecophysiology: Earth Webs & Cycles (5)

Uses concepts of math, meteorology, physics, plant physiology and ecology to study the plant-environment interface. The dynamic understanding created in this course helps to explain the role of variables that influence the structure and function of ecosystems, and in turn, shape human communities that depend upon these ecosystems. Prerequisites: BIOL 310 and MATH 102.

ENVS 488 - (Special Topics) (1-5)

Special Topics in Environmental Science.

ENVS 489 - (Individualized Studies) (1-5)

Individualized learning contracts between a student and an instructor.

ENVS 497 - (Internship/Practicum) (1-6)

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

GEOG - Geography

GEOG 188 - (Special Topics) (1-5)

Special Topics in Geography. (TE)

GEOG 189 - (Individualized Studies) (1-5)

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

GEOG 197 - (Internship/Practicum) (1-6)

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

GEOG 203 - Physical Geography (5)

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 (NSL)

GEOG 288 - (Special Topics) (1-5)

Special Topics in Geography. (TE)

GEOG 289 - (Individualized Studies) (1-5)

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

GEOG 297 - (Internship/Practicum) (1-6)

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

GEOG 340 - Political and Cultural Ecology: A Case Study (5)

This course employs a case study approach to engage with issues related to environmental, political and cultural boundaries, social construction of modern conceptions of nature and environmental management. Recommended for students interested in natural resource management and tribal governance.

GEOG 388 - (Special Topics) (1-5)

Special Topics in Geography.

GEOG 389 - (Individualized Studies) (1-5)

Individualized learning contracts between a student and an instructor.

GEOG 397 - (Internship/Practicum) (1-6)

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

GEOG 488 - (Special Topics) (1-5)

Special Topics in Geography.

GEOG 489 - (Individualized Studies) (1-5)

Individualized learning contracts between a student and an instructor.

GEOG 497 - (Internship/Practicum) (1-6)

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

GEOL - Geology

GEOL 101 - Introduction to Geology (5)

Covers basic geologic processes and earth cycles. Topics include minerals and rocks, earth history, structures and plate tectonics plus consideration of environmental geology such as rivers and floods, landslides, earthquakes, mining and hydrology. Lab work included. (NSL)

GEOL 111 - Finding Things Out/Earth Science (5)

Designed for students to learn, through hands-on inquiry, the nature of earth systems and how matter and energy work in the interior and exterior of the earth. Students are helped to develop a positive attitude towards science while understanding what it means to learn scientific concepts. Lab included. (NSL)

GEOL 188 - (Special Topics) (1-5)

Special Topics in Geology. (TE)

GEOL 189 - (Individualized Studies) (1-5)

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

GEOL 197 - (Internship/Practicum) (1-6)

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

GEOL 211 - Physical Geology (5)

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 (NSL)

GEOL 288 - (Special Topics) (1-5)

Special Topics in Geology. (TE)

GEOL 289 - (Individualized Studies) (1-5)

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

GEOL 297 - (Internship/Practicum) (1-6)

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

HMDV - Human Development**HMDV 104 - Developing Self-Efficacy (3)**

Focuses on developing a self-efficacious framework that supports educational success by having each student work closely with faculty, peers, and student mentors to create a framework, which includes identifying, pursuing, and maintaining self-efficacious beliefs. (NE)

HMDV 110 - Introduction to Successful Learning (4)

Orientation class for new students designed to prepare students for success in college and in life. Focus is on development of solid academic skills, fostering resilience and effective life skills, clarifying personal identity, and developing a connection to the college community. (NE)

HMDV 120 - Exploring Credit for Prior Lrng Exp (1)

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

HMDV 121 - Credit/Prior Learning Experience (1-22)

Student analyzes college level learning experiences then equates it to NWIC classes. Knowledge must be documented and approved before credit is granted. Student registers for the number of credits equivalent for

which PLE credit is requested. After expert approves credits, those courses replace HMDV 121 on the student's transcript and are designated as PLE credits. S/U grading. Prerequisite: HMDV120 (NE)

HMDV 150 - Individual Degree/Cert Planning (3)

Required for Individualized Degree or Certificate programs. With the help of an advisor and an expert in the field, the student creates a degree or certificate plan. Includes a clarification of career goals. S/U grading. (NE)

HMDV 188 - (Special Topics) (1-5)

Special Topics in Human Development. (NE)

HMDV 189 - (Individualized Studies) (1-5)

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

HMDV 190 - Student Leadership Practice (1-5)

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

HMDV 191 - Journey of Leadership: To Prepare (1)

Presents aspects of leadership development, including goal-setting, self-reflection, and team building, in order to build a cohort of learners focused on civic engagement. Students are expected to participate in National Days of Service. (NE)

HMDV 192 - Journey of Leadership: To Relate (1)

Expands on activities in HMDV 191. Emphasizes group dynamics, developing relationships with community, and planning for a services-learning project. Prerequisite: HMDV 191 (NE)

HMDV 193 - Journey Leader: Change & Reflect (1)

Expands on activities experienced in HMDV 191 and 192. Service learning projects are implemented allowing students to assess the impact of the project on self and community. Prerequisite: HMDV 192. (NE)

HMDV 197 - (Internship/Practicum) (1-6)

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

HMDV 288 - (Special Topics) (1-5)

Special Topics in Human Development. (NE)

HMDV 289 - (Individualized Studies) (1-5)

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

HMDV 297 - (Internship/Practicum) (1-6)

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

HMTS - Humanities

HMTS 188 - (Special Topics) (1-5)

Special Topics in Humanities. (TE)

HMTS 189 - (Individualized Studies) (1-5)

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

HMTS 197 - (Internship/Practicum) (1-6)

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

HMTS 201 - Oral Interpret/Literat-Storytelling (3)

Focus is on basic theory and techniques of effective oral presentation of poetry, prose and dramatic text with specific emphasis on Native American writings. Student will analyze specific literary works and communicate understanding through performance. Prerequisite: ENGL 101. (HT)

HMTS 288 - (Special Topics) (1-5)

Special Topics in Humanities. (TE)

HMTS 289 - (Individualized Studies) (1-5)

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

HMTS 297 - (Internship/Practicum) (1-6)

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

HRCM - Hotel Restaurant Casino Mgt

HRCM 111 - Intro to Casino Management (5)

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 135 - Security in the Hospitality Industry (5)

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 150 - Intro to Restaurant Management (5)

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 188 - (Special Topics) (1-5)

Special Topics in Hospitality Management. (NE)

HRCM 189 - (Individualized Studies) (1-5)

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

HRCM 197 - (Internship/Practicum) (1-6)

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

HRCM 270 - Building Human Capital (3)

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

HRCM 275 - The Regulatory Environment (3)

This course provides an overview of the complex multi-layered regulatory environment unique to tribal gaming operations. The course emphasizes tribal sovereignty as the foundation of gaming strategies and the role of the federal government in regulation (Indian Gaming Regulatory Act) along with the development and implementation of tribal-state compacts. (NE)

HRCM 285 - Leadership and Financial Mgt (3)

Explores essential leadership practice and theory as it applies to tribal for-profit gaming and hospitality

operations. In addition, the course focuses on overall financial management skills such as the ability to interpret financial statements including profit and loss statements, cash flow and audits. (NE)

HRCM 288 - (Special Topics) (1-5)

Special Topics in Hospitality Management. (NE)

HRCM 289 - (Individualized Studies) (1-5)

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

HRCM 290 - Building Protecting Gaming Assets (3)

This course focuses on building and protecting gaming assets as the foundation of the success of tribal gaming operations. (NE)

HRCM 295 - Org Dev Tribal Gaming Environment (3)

Examines organizational development theory and practice as a broad knowledge base from which to approach decision making and leadership. Specifically, students will explore tribal organizational practices and their applicability in gaming environments. (NE)

HRCM 297 - (Internship/Practicum) (1-6)

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

HUMS - Human Services

HUMS 120 - Survey of Chemical Dependency (3)

Provides an understanding of addiction as a primary disease along with theoretical models. An overview of the impacts alcohol and other substances have on society historically and currently. Cultural differences with an emphasis on Native American responses to this disease are provided. (NE)

HUMS 130 - Pharmacol/Substances of Abuse (3)

Broad overview of the substances of abuse, the mechanism of action, tolerance, dependence, detoxification, and biological impacts. Emotional, cognitive, and behavioral adaptation for all of the substance classifications. (NE)

HUMS 156 - Stress Management (2)

Focuses on ways of coping with stressful factors in the work world and in the home environment. (NE)

HUMS 160 - Chem Dependency Case Mgmt (3)

Designed to assist students in the ability to manage client caseloads through the understanding of the disease, continuum of care, diagnostic assessments, maintenance of client files, treatment planning, and aftercare follow-up. Prerequisite: HUMS-120. (NE)

HUMS 170 - Chem Depend Individual Counseling (3)

Presents special skills and knowledge of techniques required to be an effective Chemical Dependency counselor. Emphasis placed on methods of counselor's professional guidance and support in the client/patient effort to achieve and maintain fullest possible recovery from chemical dependency. Prerequisite: HUMS 120. (NE)

HUMS 180 - Youth Chem Depend/Counseling (3)

Assists participants in understanding the effects of alcoholism and chemical dependency related problems on the adolescent including the issues of developmental skills, self-esteem, family systems, children of alcoholics, and impact of change. Explores ways to develop strategies to optimize possibilities for creative transition. Prerequisite: HUMS-170. (NE)

HUMS 187 - Airborne/Bloodborne Pathogens (1)

Studies the transmission of major infections spread by air or blood found more commonly in chemically dependent people, including HIV/AIDS, viral hepatitis and TB. Focuses on Native American communities and chemically dependent individuals. For students who are already, or training to become, certified chemical dependency counselors. For students who are already, or training to become, certified chemical dependency counselors, this course includes HIV/AIDS brief interventions for the chemically dependent patient. (NE)

HUMS 188 - (Special Topics) (1-5)

Special Topics in Human Services. (NE)

HUMS 189 - (Individualized Studies) (1-5)

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

HUMS 197 - (Internship/Practicum) (1-6)

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

HUMS 208 - Law & Ethics In Chem Dependency (5)

State and federal laws governing controlled substances and related statutes for the chemical dependency professional are covered, as are ethics for the helping professions, with special focus on ethical dilemmas unique to chemical dependency. Prerequisite: HUMS 170. (NE)

HUMS 210 - Group Facilitation (3)

Designed to assist students through a process of experiential learning that provides skill building activities in group dynamics resulting in new or strengthened group facultative skills that can be applied in sexual abuse counseling. Prerequisite: HUMS 170. (NE)

HUMS 223 - Chem Dep Assessment & Treatment (3)

Designed to provide students with a basic understanding of chemical dependency assessment and treatment. Prerequisite: HUMS-170. (NE)

HUMS 230 - Chemical Dependency & Family (3)

Designed to assist students in understanding the effects of alcoholism and other chemical dependency related problems on the Native American family, including youth and family issues, co-dependence, children of alcoholics, adult children of alcoholics, developing support groups, and family focused prevention activities. Prerequisite: HUMS-170. (NE)

HUMS 240 - Multicultural Counseling (3)

Issues of cultural diversity including serving people with disability and the implications for treatment. Also covers the relationships between agencies, staff and serving diverse client populations. Prerequisite: HUMS-170. (NE)

HUMS 275 - Relapse Prevention (3)

Designed to assist students in understanding the recovery process, identify warning signs of relapse, and develop effective relapse prevention planning with the client. Prerequisite: HUMS-170. (NE)

HUMS 288 - (Special Topics) (1-5)

Special Topics in Human Services. (NE)

HUMS 289 - (Individualized Studies) (1-5)

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

HUMS 297 - (Internship/Practicum) (1-6)

Participation in an internship/practicum project under the

direction of a faculty member in consultation with a professional in the field. (NE)

LSHT - Lushootseed Language

LSHT 101 - Lushootseed I (5)

Fundamentals of speaking, reading, and writing the language. Includes cultural studies. (HP, NASD)

LSHT 102 - Lushootseed II (5)

Continuation of LSHT 101. Prerequisite LSHT 101. (HP, NASD)

LSHT 103 - Lushootseed III (5)

Continues to build students' Lushootseed skills through participation in oral and written projects. Historical narrative and traditional storytelling studied in the context of past and present performance and reception. Prerequisite LSHT 102. (HP, NASD)

LSHT 188 - (Special Topics) (1-5)

Special Topics in Lushootseed Language. (TE)

LSHT 201 - Lushootseed IV (5)

Review and continuation of grammar and storytelling skills learned in the first year. Designed to increase ability to produce spoken Language extemporaneously. Prerequisite: LSHT 103. (HT, NASD)

LSHT 202 - Lushootseed V (5)

Continuation of LSHT 201. Prerequisite: LSHT 201. (HT, NASD)

LSHT 211 - Lushootseed Stories (5)

Transcriptions of Lushootseed stories from tape that are told in either Lushootseed or English; retelling part of a story in Lushootseed; conversing about a story in Lushootseed; discussion and written assignments to develop further avenues of inquiry. Prerequisite: LSHT 103. (HT, NASD)

LSHT 212 - Lushootseed Language History (5)

Presents an opportunity for students to improve their skills in methods of linguistic and narrative analysis using historical and comparative data. Prerequisite: LSHT 201. (HT, NASD)

LSHT 288 - (Special Topics) (1-5)

Special Topics in Lushootseed Language. (TE)

MATH - Mathematics

MATH 102 - College Algebra (5)

Revisits and expands concepts of linear and quadratic equations and graphs from the point of view of the concept of functions and their domain. Emphasizes multiple representations of functions and their use as models for applications. Includes, but is not limited to, systems of equations, radical expressions and rational exponents. Prerequisite: C or better in MATH 099 or test above Intermediate Algebra. (NS, QS)

MATH 103 - Precalculus I (5)

Presents linear, quadratic, cubic, reciprocal, exponential and logarithmic functions in their multiple representations and their use as models for concrete applications. Explores the concept and application of transformations, compositions and inverse of a function. Prerequisite: C or better in MATH 102 or placement test. (NS, QS)

MATH 104 - Combined Precalculus for Life Scien (7)

Presents linear, quadratic, cubic, reciprocal, exponential and sinusoidal functions in their multiple representations with a focus on their use as models for concrete applications. Explores the concept and application of transformations, compositions and inverse of a function. Recommended for students with an interest in the life sciences. Prerequisites, if any: C or better in Math 102 or placement test

MATH 105 - Precalculus II (5)

Presents trigonometric, polynomial and rational functions in their multiple representations and their use as models for concrete applications. Deepens the exploration and application of transformations, compositions and inverse of a function begun in MATH 103. Prerequisite: C or better in MATH 103 or placement test. (NS, QS)

MATH 107 - Elementary Statistics I (5)

Develops the tools to describe and interpret the main features of a collection of quantitative data: histograms, boxplots and scatterplots; the median, mean, standard deviation and correlation of a dataset; and the normal approximation. Introduces the concepts of sampling and experiments. Relates these concepts to current issues confronting tribes. Prerequisite: C or better in MATH 099 or test above Intermediate Algebra. (NS, QS)

MATH 124 - Calculus & Analytic Geometry I (5)

Covers derivatives, computing derivatives, curve sketching, optionalization, and problem solving.

Prerequisite: C or better in MATH 105 or placement test (NS, QS)

MATH 125 - Calculus & Analytic Geometry II (5)

Covers the definite and indefinite integrals, techniques of integration, and their applications to concepts including area, volume, growth, and decay. Prerequisite: C or better in MATH 124 (NS, QS)

MATH 126 - Intro to Multivariable Calculus (5)

Covers multiple-dimensional coordinate systems, vector geometry in three dimensions, functions of multiple variables and their multiple representations, partial derivatives, and their applications including optimization and motion. Includes an introduction to multivariable integral calculus. Prerequisite: C or better in MATH 125 (NS, QS)

MATH 151 - Survey of Mathematics (5)

Integrated concept-based mathematics course that promotes quantitative literacy. College algebra concepts are taught contextually as the language and symbolism of mathematics. Real systems are modeled to develop topics chosen from logic, sets, counting methods, problem solving, statistics, and probability. Experiential activities consolidate core concepts within a collaborative learning environment. Prerequisite: C or better in MATH 099 or test above Intermediate Algebra. (NS, QS)

MATH 188 - (Special Topics) (1-5)

Special Topics in Mathematics. (TE)

MATH 189 - (Individualized Studies) (1-5)

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

MATH 190 - Vocational Math (5)

Designed to present fundamental mathematics concepts including: fractions, decimals, ratios, proportions, percent's, 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 197 - (Internship/Practicum) (1-6)

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

MATH 207 - Elementary Statistics II (5)

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 210 - Biostatistics (5)

Focuses on the use of statistics in the life sciences, including experimental design, data collection and presentation, descriptive statistics, statistical tests, including one and two sample hypothesis testing, analysis of variance (ANOVA), correlation, regression, and chisquared tests. Conditions of each test and the of statistics in scientific papers are examined. Prerequisites: MATH 102, 107 and any college-level science course. (QS, NS)

MATH 220 - Linear Algebra (5)

Introduces matrix theory. Topics covered include: systems of equations, Gaussian elimination, LU decomposition, Euclidean vector spaces and subspaces, linear transformations, basis sets and dimensions, span of a vector space, Gram-Schmidt orthogonalization, least squares methods, eigenvalues, eigenvectors, and matrix diagonalization. Focuses on key vocabulary and conceptual understanding of Linear Algebra. Real world applications are emphasized. Prerequisite: MATH 126 (QS)

MATH 238 - Differential Equations (5)

Involves studies of first and second order differential equations. Topics covered include techniques for solving differential equations, series solutions, Laplace transforms, numerical approaches, and matrix methods to solve systems of linear differential equations. Real life modeling, applications, and data visualization using appropriate technology are emphasized. Prerequisites: C or Better in MATH 126 (NS)

MATH 254 - Multivariable Calculus (5)

Presents multivariable calculus with emphasis on the calculus of vector-valued functions and space curves. Topics include partial derivatives, double and triple integrals, directional derivatives, gradient vectors, vector fields, Green's Theorem, Stokes's Theorem, and the Divergence Theorem. Real world applications are emphasized. Prerequisite: MATH 126 (QS)

MATH 288 - (Special Topics) (1-5)

Special Topics in Mathematics. (TE)

MATH 289 - (Individualized Studies) (1-5)

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

MATH 297 - (Internship/Practicum) (1-6)

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

MATH 389 - (Individualized Studies) (1-5)

Individualized learning contracts between a student and an instructor.

MATH 70 - Intro to Quantitative Literacy (5)

Introduces and builds skills for flexible numerical thinking: develops various algorithms for the four arithmetic operations on the rational numbers, emphasizing sense-making over procedure. Includes abstract and practical applications such as various models for fractions, area, perimeter, and proportional reasoning. Presents skills and resources for college readiness. (N)

MATH 91 - Concepts & Skills Numeracy Algebra (1-4)

Strengthens concepts and skills in numeracy and algebra necessary to resolve an incomplete grade received in MATH 070 through MATH 099 or to prepare for a mathematics placement examination. Requires that a learning contract be developed between the student and instructor. (N)

MATH 98 - Foundations of Algebra (5)

Foundations of algebra, including: generalizing patterns; multiple representations of algebraic objects (formulas, graphs, tables, and contextual descriptions); negative numbers; linear equations, inequalities and their graphs. Emphasis is on conceptual understanding, algebra applied to geometry, and communication. Patterns are drawn from a variety of sources, including cultural practices: beading, weaving, etc. Prerequisite MATH 070 or placement test. (N)

MATH 99 - Intermediate Algebra (5)

Extends the foundations of algebra: generalizing linear and quadratic relationships, solving linear and quadratic equations, developing a geometric understanding and multiple representations for multiplying and factoring polynomials; the square roots concept. Emphasis is on

conceptual understanding, connections between algebra and geometry, and communication. Prerequisite: MATH 098 or placement test (N)

- Choose 17 additional credits of electives 5, of which must be at the 300-499 level
- Choose 18 additional credits of electives 5, of which must be at the 300-499 level
- Choose 20 additional credits of electives, 5 of which must be at the 300-499 level
- course meeting AAS QS requirements
- Or
- other course that meets AAS QS Requirements

NASD - Native American Studies

NASD 101 - Conversational (Native Amer) Lang I (3)

Fundamentals of speaking, reading, and writing a specific Native American language. Includes cultural studies. (HP)

NASD 102 - Conversational Native Amer Lang II (3)

Continuation of NASD 101. Prerequisite NASD 101. (HP)

NASD 103 - Conversational Native Amer Lang III (3)

Continuation of NASD 102. Prerequisite NASD 102. (HP)

NASD 115 - Indian Song & Dance I (3)

Covers historical meaning and contemporary protocol of Indian song and dance. Forms a basis to understand basic meanings and to gain respect for the communities involved. Interested participants will begin to study and create regalia for community and exhibition dancing. (HP)

NASD 116 - Indian Song and Dance II (3)

Continuation of Indian Song and Dance I. Prerequisite: NASD 115. (HP)

NASD 118 - NW Coast Indian Song & Dance (3)

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 119 - NW Coast Indian Song & Dance II (3)

Designed for advanced students of Northwest Coast Indian Song and Dance. The purpose of this class is to prepare advanced students for their own public and/or solo performances and/or teach their own dance groups for the

purpose of public performances. (HP)

NASD 125 - Intro Coast Salish Bone Game Tech (2-4)

Covers history of the Coast Salish Bone Game and the basics of the Bone Game rules and techniques. (HP)

NASD 126 - Bone Game Drum and Song (3)

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 (HP)

NASD 131 - Tribal History I (3)

Introduction to the history of the tribe and community where the course is taught, from the origin stories of the people and the development of that community's society through Allotment. Course is place specific and focuses on the specific historical events that influence the current status of that community. (SS)

NASD 132 - Tribal History II (3)

Continuation of Tribal History I specific to the tribe and community where the course is taught, from Allotment to the present. Course is place specific and focuses on the specific historical events that influence the current status of that community. Prerequisite: NASD 131. (SS)

NASD 137 - Regalia Making I (3)

Design, identification and preparation of materials in making regalia. (HP)

NASD 138 - Regalia Making II (3)

Continuation of NASD 137. Prerequisite NASD 137. (HP)

NASD 188 - (Special Topics) (1-5)

Special Topics in Native Studies. (TE)

NASD 189 - (Individualized Studies) (1-5)

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

NASD 197 - (Internship/Practicum) (1-6)

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

NASD 202 - The Native American Experience (3)

The social and cultural evolution of the first peoples of the Americas. Focus on such aspects as education, self-determination, health issues and urbanization as they

impact native indigenous populations. (SS)

NASD 203 - Conversational Native Lang IV (3)

Continuation of NASD 103. (HP)

NASD 204 - Conversational Native Lang V (3)

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 205 - Conversational Native Lang VI (3)

Continuation of NASD 204. Continues to build vocabulary, understand sentence structure. Practice speaking writing and listening skills. (HP)

NASD 208 - Writing Family History (3)

Exposes students to writing a biography, autobiography, or memoir through researching both family and tribal history, as well as organizing their research, develop their writing and editing skills, and design a family history book. (TE)

NASD 240 - Native Amer Women's Studies (5)

Examines female leadership roles in Native American communities for gaining insight into the lives of Native women leaders and how they define success and well being. Topics include education, music, art, literature, land rights, anthropology, medicine, science and traditional values. (HT)

NASD 288 - (Special Topics) (1-5)

Special Topics in Native Studies. (TE)

NASD 289 - (Individualized Studies) (1-5)

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

NASD 297 - (Internship/Practicum) (1-6)

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

NESC - Native Environmental Science

NESC 110 - Intro to Native Environmental Scien (1)

Introduction to fundamental Native science principles and concepts. Provides an initial understanding of the intimate relationship between Native people and the natural world. Designed for students interested in a career in the field of environmental science and newly declared Native

environmental science students. (NS)

NESC 188 - (Special Topics) (1-5)

Special Topics in Native Environmental Science. (TE)

NESC 189 - (Individualized Studies) (1-5)

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

NESC 197 - (Internship/Practicum) (1-6)

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

NESC 215 - Climate Change in Native Lands (5)

Exploration of how climate has changed in the past, how it is changing now, and the contemporary causes of climate change with an emphasis on understanding the interconnectedness of biotic and physical systems. Climate change topics focus on the ecological impacts and consequences for tribal lands and Native communities. Prerequisites: ENGL 100, BIOL 104. (NSL)

NESC 288 - (Special Topics) (1-5)

Special Topics in Native Environmental Science. (TE)

NESC 289 - (Individualized Studies) (1-5)

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

NESC 297 - (Internship/Practicum) (1-6)

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

NESC 303 - Native Env Sci Interdisc Seminar (3)

Introduction to self-designed interdisciplinary studies with emphasis on developing writing and individualized study skills. Seminar topics vary by instructor.

NESC 305 - NES Concentration Seminar (5)

Designed to assist students develop and write an interdisciplinary self-designed concentration proposal, which is required for all students pursuing the interdisciplinary concentration option of the Bachelor of Science in Native Environmental Science program. The concentration proposal must be completed and filed at least three quarters before graduation. Prerequisites: Junior standing in BS-NES.

NESC 310 - Native Science (5)

Study of the intimate relationship between Native people and the natural world. Emphasis on how Native people honor and respect the natural world, and on gaining an understanding and appreciation of indigenous knowledge. Prerequisites: BIOL 104 and PHIL 140.

NESC 315 - Traditional Ecological Knowledge (3)

Examines how tribes acquire and transmit traditional ecological knowledge across generations. Emphasis on the practices, beliefs and relationships inherent in TEK, and the sustainability of resources and the perpetuation of cultures in the Pacific Northwest. Prerequisites: BIOL 104 and PHIL 140

NESC 340 - Native Views on Animal Behavior (5)

Combines Native American traditional knowledge with Western science in a comparative study of thought processes, consciousness, beliefs and rationality which result in individual nonhuman animal behavior. Topics include animal intelligence, emotion, behavior, and communication with emphasis on Indigenous cognitive ethology as a foundation for tribal wildlife research and management. Prerequisites: PHIL 140 or NESC 310.

NESC 350 - Food Sovereignty (3)

Examines the complex topics of food sovereignty through traditional food and uses, sustainable agriculture, applied science, food justice, and environmental ethics. Includes an exploration of food systems, food culture, and food security from both regional and global perspectives. Prerequisites: ENGL 102 or 202; BIOL 104 or ENV 201

NESC 360 - Shared Resource Governance (5)

Analyzes different models and theories of governance that address environmental issues of shared concern, are holistic in scope and integrate ecosystem and human health as well as cultural, economic, and social well-being. Recommended for students interested in natural resource management and tribal governance. Prerequisite ENGL 102 or 202; BIOL 104 or equivalent.

NESC 388 - (Special Topics) (1-5)

Special Topics in Native Environmental Science.

NESC 389 - (Individualized Studies) (1-5)

Individualized learning contracts between a student and an instructor.

NESC 397 - (Internship/Practicum) (1-6)

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

NESC 410 - Native Environmental Ethics (5)

Study of the moral philosophy that is inherent in the traditional relationship between Native people and the natural world. Examines how the foundation of traditional tribal values influences land use and serves as the foundation for cultural and natural resource management.

NESC 425 - Native American Environmental Law (5)

Philosophical background and case law pertaining to Native American management of land, water and natural resources. Emphasis on the nature of the federal-tribal trust relationship and doctrine of reserved rights. Includes an analysis of federal environmental law as applied to the access, use and protection of sacred lands and sites. Prerequisites: POLS 118, or POLS 225, or POLS 240, or permission of the instructor

NESC 445 - Vine Deloria Jr. Native Sci Seminar (5)

Discusses ideas and influence of Vine Deloria Jr. in the field of Native Science. Includes Deloria's critique of Western science, advocacy for Indigenous knowledge, and views on selected topics such as the Bering Strait Theory, the Pleistocene over-Kill Hypothesis, the Kennewick Man controversy, and the Theory of Evolution. Prerequisites: NESC 310

NESC 488 - (Special Topics) (1-5)

Special Topics in Native Environmental Science.

NESC 489 - (Individualized Studies) (1-5)

Individualized learning contracts between a student and an instructor.

NESC 497 - (Internship/Practicum) (1-6)

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

NESC 499 - Native Environmental Science Capstone (5)

The capstone is the culminating project of the BSNE degree. With the final capstone projects students will demonstrate meeting the accomplished level of the BSNE four program outcomes. The project may take many forms, but the final product includes a written product and a public, oral presentation. 1-10 Credits.

PHED - Physical Education

PHED 107 - Physical Conditioning (1-2)

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 115 - Volleyball (1)

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

PHED 116 - Intermediate Volleyball (1)

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

PHED 122 - Contemporary Dance (2)

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

PHED 124 - Bench Step Aerobics (1-2)

Exercise program that involves stepping up and down from a platform to the accompaniment of music. Includes a wide variety of stepping patterns and upper body strength. Has high intensity and low impact balanced to complete workout for all ages and fitness levels. (TE)

PHED 125 - Softball (3)

Designed for developing fundamental skill levels in hitting, throwing, base running, and catching. Team organization, team play, rules, and strategy included. (TE)

PHED 126 - Stretch and Tone (2)

Combination of stretching and body movement performed to music. Designed for flexibility, coordination, and suppleness of the body musculature system. (TE)

PHED 127 - Aerobic Exercise (1-2)

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

PHED 128 - Low Impact Aerobics (1-2)

Exercise program that combines strength, stretching and body movement for total heart and body conditioning performed to music. Similar to aerobic exercise but designed to put less stress on joints and body musculature.

(TE)

PHED 131 - Archery (2)

Covers archery skills and fundamentals, basic equipment and competition standards, safety, and bow hunting techniques. (TE)

PHED 137 - Strength Training I (3-5)

Designed to give the student the theory behind beginning and implementing a safe strength and conditioning program. Each student develops a paper on one aspect of strength training safety. (TE)

PHED 138 - Strength Training II (3-5)

For those interested in employing resistive exercise for improving health, strength, fitness, and appearance. Includes a personal exercise schedule and a study of the different phases of weight training, nutrition and diet, motivation, and safety. A special program for women is included. (TE)

PHED 140 - Fundamentals of Golf (3)

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 145 - Intro to Indian Canoe Racing (5)

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 151 - Canoe Racing

Co-educational course emphasizing physical conditioning, nutrition for athletic competition and canoe pulling techniques for racing in standard and 11-man War Canoes. (TE)

PHED 172 - Horsemanship I (2)

Covers basic horsemanship skills with an emphasis on safety, proper technique, appropriate equipment use, and becoming comfortable in controlling and cooperating with the horse. Includes familiarity with the place of the horse in regional native history from its introduction to the present day. (TE)

PHED 174 - Walking for Fitness (1-3)

Students develop a personal walking goal with the help of instructor. Reading assignments about nutrition, exercise and other fitness issues support the goal. Field experience

includes experiential learning opportunities with a focus on developing and implementing an individual walking program. (TE)

PHED 175 - Adult Fitness for Life (2)

Focuses upon developing a basic understanding of the components of holistic health patterning. Emphasis on nutrition, exercise physiology, muscular endurance, weight control, and life-style factors which promote good health. Students develop and maintain an individualized fitness program. (TE)

PHED 188 - (Special Topics) (1-5)

Special Topics in Physical Education. (TE)

PHED 189 - (Individualized Studies) (1-5)

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

PHED 197 - (Internship/Practicum) (1-6)

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

PHED 215 - Advanced Volleyball (1-2)

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

PHED 288 - (Special Topics) (1-5)

Special Topics in Physical Education. (TE)

PHED 289 - (Individualized Studies) (1-5)

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

PHED 297 - (Internship/Practicum) (1-6)

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

PHIL - Philosophy

PHIL 101 - Introduction to Philosophy (5)

Covers basic questions of philosophy and their effects on thought processes and the ability to reason. Explores key philosophical figures from a variety of cultural backgrounds and traditions. Prerequisite: ENGL 100. (HT)

PHIL 140 - Philosophies of the Natural World (5)

Compares and contrasts the European and Native

American perspectives on the environment and investigates the role of religion and spirituality. Writing lab required if available. (HT, NASD)

PHIL 188 - (Special Topics) (1-5)

Special Topics in Philosophy. (TE)

PHIL 189 - (Individualized Studies) (1-5)

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

PHIL 197 - (Internship/Practicum) (1-6)

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

PHIL 235 - Survey of World Religions (5)

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 288 - (Special Topics) (1-5)

Special Topics in Philosophy. (TE)

PHIL 289 - (Individualized Studies) (1-5)

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

PHIL 297 - (Internship/Practicum) (1-6)

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

PHYS - Physical Science

PHYS 100 - Conceptual Physics (5)

Basic concepts of physics including motion, velocity, acceleration, energy, waves, sound, and heat. Presentation focuses on understanding of concepts rather than mathematical calculations. Appropriate for science and non-science students. Includes lab. (NSL)

PHYS 101 - General Physics I (5)

Introduction to mechanics, kinematics, dynamics, Newton's law, energy, momentum, rotation, waves and sound. Recommended for students in science fields not requiring calculus-based physics. Includes lab. Prerequisite: MATH 099 or equivalent. (NSL)

PHYS 102 - General Physics II (5)

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

PHYS 103 - General Physics III (5)

Continuing topics in physics including geometrical and wave optics, relativity, atomic and nuclear physics. Includes lab. Prerequisite: PHYS 102. (NSL)

PHYS 111 - Finding Things Out/Physics (5)

Designed for students to learn, through hands-on inquiry, the nature of physical systems and how matter and energy work in the physical world. Students are helped to develop a positive attitude towards science while understanding what it means to learn scientific concepts. Lab included. (NSL)

PHYS 121 - Physics for Scien & Engr I (5)

Physics for students interested in studying physics or engineering at a university, kinematics, dynamics, Newton's laws, work and energy, momentum, rotational kinematics and dynamics. Includes lab. Prerequisite: MATH 102 or taken concurrently. (NSL)

PHYS 122 - Physics for Scien & Engr II (5)

Continuing topics in calculus-based physics including waves, kinematics theory, heat and thermodynamics, oscillations. Includes lab. Prerequisite: PHYS 121. (NSL)

PHYS 123 - Physics for Scientist & Engr III (5)

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

PHYS 188 - (Special Topics) (1-5)

Special Topics in Physical Science. (TE)

PHYS 189 - (Individualized Studies) (1-5)

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

PHYS 197 - (Internship/Practicum) (1-6)

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

PHYS 288 - (Special Topics) (1-5)

Special Topics in Physical Science. (TE)

PHYS 289 - (Individualized Studies) (1-5)

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

PHYS 297 - (Internship/Practicum) (1-6)

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

POLS - Political Science

POLS 118 - Rights of Indian Tribes (3)

Overview of United States Indian policy and its impact on the rights of Indian tribes and people. Problem of federal and state laws and the manner in which courts have interpreted the law examined. (SS)

POLS 119 - NA Fisheries Treaty Rights (3)

Examines the primary treaties between Native Americans and the United States, The Boldt I and II decisions, and the role of Native American tribes in international treaties between the United States and Canada. (SS)

POLS 188 - (Special Topics) (1-5)

Special Topics in Political Science. (TE)

POLS 189 - (Individualized Studies) (1-5)

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

POLS 197 - (Internship/Practicum) (1-6)

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

- Test

POLS 225 - History of Federal Indian Policy (5)

Covers the governmental policies that have shaped Indian law since 1532. Prerequisite: CSOV 101 and ENGL 101. (SS)

POLS 240 - Indian Policy/Tribal Self Govern (3)

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

POLS 288 - (Special Topics) (1-5)

Special Topics in Political Science. (TE)

POLS 289 - (Individualized Studies) (1-5)

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

POLS 297 - (Internship/Practicum) (1-6)

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

POLS 319 - FromBegTime: NA Fishing Rights (5)

Focus is on the cultural knowledge that became the foundation for the Boldt Decision. From the beginning of time the Coast Salish have fished and protected the inherent territory given to them by the 'Xa'els.' The 'cultural laws' that guided them to sustain a viable ecosystem predated the formation of the United States and was not negotiable. When Coast Salish leaders came to the table with Issac Stevens in 1855, they came prepared to reserve" their rights for time immemorial."

POLS 350 - Native Governments and Politics (5)

This course examines the unique structures and functions of Native governments from pre-contact times to the present day. Tribal governments are the original and most senior sovereigns. They serve as political entities, business entities, and cultural entities as well. This course focuses on how Native peoples manage their lands, resources, judicial systems, and educational systems. Requirements: By permission of instructor

POLS 388 - (Special Topics) (1-5)

Special Topics in Political Science.

POLS 389 - (Individualized Studies) (1-5)

Individualized learning contracts between a student and an instructor.

POLS 397 - (Internship/Practicum) (1-6)

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

POLS 488 - (Special Topics) (1-5)

Special Topics in Political Science.

POLS 489 - (Individualized Studies) (1-5)

Individualized learning contracts between a student and an

instructor.

POLS 497 - (Internship/Practicum) (1-6)

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

PSYC - Psychology**PSYC 101 - General Psychology (5)**

General overview of the scientific study of psychology. Includes following topics: human learning, personality formation, emotion, motivation, language and reasoning, developmental issues, the brain and nervous system, and intelligence. Prerequisite: ENGL 100 or above or equivalent. (SS)

PSYC 188 - (Special Topics) (1-5)

Special Topics in Psychology. (TE)

PSYC 189 - (Individualized Studies) (1-5)

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

PSYC 197 - (Internship/Practicum) (1-6)

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

PSYC 201 - Developmental Psychology (5)

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 (SS)

PSYC 210 - Child Development Theory (5)

Study of the theories and concepts in child development and specific concepts in physical, cognitive, social, language, and personality development. Overview of developmental delays frequently seen, with special education approaches to enhance learning. (SS)

PSYC 220 - Abnormal Psychology (5)

Overview of multiple perspectives of psychological conditions commonly labeled by contemporary culture as abnormal, including antecedents, assessment, and therapeutic approaches. Prerequisites: ENGL-101 and PSYC-101. (SS)

PSYC 288 - (Special Topics) (1-5)

Special Topics in Psychology. (TE)

PSYC 289 - (Individualized Studies) (1-5)

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

PSYC 297 - (Internship/Practicum) (1-6)

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

PTAD-Public-Tribal-Administration

PTAD 188 - (Special Topics) (1-5)

Special Topics in Public and Tribal Administration. (NE)

PTAD 189 - (Individualized Studies) (1-5)

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

PTAD 197 - (Internship/Practicum) (1-6)

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

PTAD 200 - Budgeting (3)

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

PTAD 210 - Principles of Planning (3)

Tribal community planning principles of tribal planning authority of regulatory, public works and utility, public facilities and services, environmental protection, resource management and planning, water resources appropriation, economy, housing, cultural programs, real property management, self governance, and inter-governmental relations. (NE)

PTAD 220 - Public Policy Process (3)

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. (NE)

PTAD 230 - Tribal Org Theory/Dvlpmt (3)

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. (NE)

PTAD 240 - Leadership & Decision Making (3)

Covers traditional Native American leadership characteristics, roles, community involvement, 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. Also includes women's leadership roles in political decision making, community decisions, and native women's status. Prerequisite: ENGL 100 or permission of instructor. (NE)

PTAD 288 - (Special Topics) (1-5)

Special Topics in Public and Tribal Administration. (NE)

PTAD 289 - (Individualized Studies) (1-5)

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

PTAD 297 - (Internship/Practicum) (1-6)

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

READ - Reading

READ 91 - Academic Reading Strategies (4)

Supports development of thinking and reading skills essential for learning college content. Supports development of awareness of and provides practice with structures and processes central to reading and writing. Addresses improving reading and contextual work with academic vocabulary.

SCIE - Science

SCIE 188 - (Special Topics) (1-5)

Special Topics in Science. (TE)

SCIE 189 - (Individualized Studies) (1-5)

Individualized learning contracts between a student and an

instructor. (TE)

SCIE 197 - (Internship/Practicum) (1-6)

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

SCIE 288 - (Special Topics) (1-5)

Special Topics in Science. (TE)

SCIE 289 - (Individualized Studies) (1-5)

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

SCIE 297 - (Internship/Practicum) (1-6)

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

SCIE 388 - (Special Topics) (1-5)

Special Topics in Science.

SCIE 389 - (Individualized Studies) (1-5)

Individualized learning contracts between a student and an instructor.

SCIE 397 - (Internship/Practicum) (1-6)

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

SCIE 488 - (Special Topics) (1-5)

Special Topics in Science.

SCIE 489 - (Individualized Studies) (1-5)

Individualized learning contracts between a student and an instructor.

SCIE 497 - (Internship/Practicum) (1-6)

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

SOCI - Sociology

SOCI 110 - Introduction to Sociology (5)

Focuses on social relationships and society. Includes social research and the scientific theory behind it, social groups, social organizations, socialization, deviance and social control, social differentiation and stratification, minority

groups, social institutions of various types, human ecology, and social change. Prerequisite: ENGL 100. (SS)

SOCI 188 - (Special Topics) (1-5)

Special Topics in Sociology. (TE)

SOCI 189 - (Individualized Studies) (1-5)

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

SOCI 197 - (Internship/Practicum) (1-6)

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

SOCI 288 - (Special Topics) (1-5)

Special Topics in Sociology. (TE)

SOCI 289 - (Individualized Studies) (1-5)

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

SOCI 297 - (Internship/Practicum) (1-6)

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

TGBM - Tribal Governance Busin Mgmt

TGBM 188 - (Special Topics) (1-5)

Special Topics in Tribal Governance and Business Management. (NE)

TGBM 189 - (Individualized Studies) (1-5)

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

TGBM 197 - (Internship/Practicum) (1-6)

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

TGBM 288 - (Special Topics) (1-5)

Special Topics in Tribal Governance and Business Management. (NE)

TGBM 289 - (Individualized Studies) (1-5)

Individualized learning contracts between a student and an

instructor. (NE)

TGBM 297 - (Internship/Practicum) (1-6)

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

TGBM 310 - Human Resources in Native Commun (5)

Covers the principles of the Human Resources function in tribal businesses, community organizations, and governments. Studies the interaction of federal, state, and tribal employment law and how it is applied in specific situations. Also examines the dispute resolution process between employers and employees under tribal jurisdiction. Prerequisites: BUAD 202 and either ENGL 102 or 202.

TGBM 315 - Project Management (5)

This course is designed to build and prepare students' foundation of knowledge, tools and techniques needed to efficiently manage project resources, time, money and capacity. Emphasis will be placed upon the knowledge and skills required to lead effective projects that engage tribal community members, revitalize tribal culture and support healthy and sustainable tribal communities. Visioning, initiating, planning, and execution of project management will be covered in-depth in this course. Prerequisites: CMPS 116 and either ENGL 102 or 202.

TGBM 330 - Grant Management (5)

Covers concepts and methods for providing financial and program accountability of public and private funds. This course will incorporate the research and application to funding sources, information on the evaluation process along with the outcomes and the methods used for reporting to the project manager, the funding sources, and to the community. Includes the management of grants, grant budgets and program reporting. Prerequisites: CMPS 116 and either ENGL 102 or 202.

TGBM 350 - Marketing (5)

Provides comprehensive content and information that inform marketing practices. Presents components of an overall strategic marketing model. Explores marketing and themes unique to Native-owned businesses operating in Indian Country, including, but not limited to, marketing for hospitality, casinos, and tourism. Prerequisite: ECON 203

TGBM 388 - (Special Topics) (1-5)

Special Topics in Tribal Governance and Business Management.

TGBM 389 - (Individualized Studies) (1-5)

Individualized learning contracts between a student and an instructor.

TGBM 397 - (Internship/Practicum) (1-6)

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

TGBM 410 - Finance: A Practice for Indiv/Comm (5)

Introduces students to the principles and applications of financial decision making in non-profit and profit oriented organizations. Topics include a summary of financial markets and institutions, calculation and analysis of financial performance using various financial tools, and evaluation of the use of financing in various business scenarios. Prerequisites: CMPS 116 and MATH 107 and BUAD 235

TGBM 420 - Citizen Entrepreneurship (5)

Focuses on building the skills and knowledge necessary to create, develop, and successfully operate a business in Indian Country. Students will learn and practice idea generation, feasibility analysis, financing, operational management, customer segmentation, marketing, and business plan development in addition to other relevant topics. Prerequisites: TGBM 350 and TGBM 410.

TGBM 440 - Structure & Organization Tribal Gov (5)

This course will not only emphasize the wide range of functions and tasks that tribal governments regularly engage and participate in but will also focus on the organizational structure and administrative functions and duties of tribal governments. Students will be given an opportunity to analyze the responsibilities of tribal governments to provide social services to their tribal members, as well as develop and implement fiscal policy, regulate commerce and manage the lands and natural resources contained within a respective tribe's traditional homeland. Prerequisite: TGBM 315.

TGBM 488 - (Special Topics) (1-5)

Special Topics in Tribal Governance and Business Management.

TGBM 489 - (Individualized Studies) (1-5)

Individualized learning contracts between a student and an instructor.

TGBM 497 - (Internship/Practicum) (1-6)

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

TGBM 499A - Capstone Project (5)

The capstone project is taken during the last two quarters of a student's program of study. Students will learn research methodology, conduct research, conduct due diligence, and fully develop a business plan for a commercial business, casino management operational plan, or a public non-profit community based organization.

Prerequisite: TGBM 420. Corequisite: ENGL 305

TGBM 499B - Capstone Project (5)

The capstone project is taken during the last two quarters of a student's program of study. Students will learn research methodology, conduct research, conduct due diligence, and fully develop a business plan for a commercial business, casino management operational plan, or a public non-profit community based organization.

Prerequisite: TGBM 420. Corequisite: ENGL 305

TMSD - Tribal Museum Studies**TMSD 188 - (Special Topics) (1-5)**

Special Topics in Tribal Museum Studies. (NE)

TMSD 189 - (Individualized Studies) (1-5)

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

TMSD 197 - (Internship/Practicum) (1-6)

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

TMSD 201 - Intro to Tribal Museum Studies (4)

Presents an overview of museums with an emphasis on tribal museums and cultural centers. Explores the ethical and legal issues related to Native people and the museums that portray their histories. Contrasts mainstream museums and community-driven tribal museums and the skills needed for careers in museums and as Native artists.

Prerequisite: ENGL 101 (NE)

TMSD 288 - (Special Topics) (1-5)

Special Topics in Tribal Museum Studies. (NE)

TMSD 289 - (Individualized Studies) (1-5)

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

TMSD 297 - (Internship/Practicum) (1-6)

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

TMSD 360 - Collections Management-Tribal Mus (5)

Focuses on the skills and knowledge needed for careers in tribal museum collections management. Emphasizes the practical issues related to collections management including: artifact handling, artifact storage, preventive conservation, cataloging, as well as accessioning, deaccessioning, loans, and legal/ethical issues.

Prerequisite: Engl 102 or 202, or Permission of Instructor.

TMSD 362 - Admin and Operations-Tribal Museum (5)

Focuses on the skills and knowledge needed for tribal museum administration. Presents professional museum best practices for each aspect of museum administration in the context of tribal museum operations. Prerequisite: Engl 102 or 202

TMSD 364 - Exhibits & Education-Tribal Museums (5)

Focuses on the skills and knowledge needed for tribal museum interpretive practice. Presents principles of exhibition design and educational programs that foregrounds the two-way communication process between museums and their communities, emphasizing working with tribal institutions. Prerequisite: Engl 102 or 202

TMSD 388 - (Special Topics) (1-5)

Special Topics in Tribal Museum Studies.

TMSD 389 - (Individualized Studies) (1-5)

Individualized learning contracts between a student and an instructor.

TMSD 397 - (Internship/Practicum) (1-6)

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

TMSD 488 - (Special Topics) (1-5)

Special Topics in Tribal Museum Studies.

TMSD 489 - (Individualized Studies) (1-5)

Individualized learning contracts between a student and an

instructor.

TMSD 497 - (Internship/Practicum) (1-6)

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

TVRS - Tribal Voc Rehab Services

TVRS 188 - (Special Topics) (1-5)

Special Topics in Tribal Vocational Rehabilitation. (NE)

TVRS 189 - (Individualized Studies) (1-5)

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

TVRS 197 - (Internship/Practicum) (1-6)

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

TVRS 288 - (Special Topics) (1-5)

Special Topics in Tribal Vocational Rehabilitation. (NE)

TVRS 289 - (Individualized Studies) (1-5)

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

TVRS 297 - (Internship/Practicum) (1-6)

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

TVRS 301 - Tribal Voc Rehab Found: History (3)

Provides an overview of Tribal Vocational Rehabilitation (TVR), including the history, the relationship between state vocational rehabilitation agencies and TVR agencies, and the role of TVR counselors in partnering with and serving individuals with disabilities. Introduces various types of disabilities and methods for testing functionalities related to independence and levels of employability. Prerequisite: ENGL 102 or ENGL 202

TVRS 302 - Tribal Voc Rehab Found: Communication (3)

Introduces the vocational rehabilitation program as an investment in people and how Tribal Vocational Rehabilitation (TVR) staff must communicate in ways that show respect at all points in the process, including communicating applicant and client rights, eligibility

determination, informed choice, and confidentiality. Includes an overview of strategies for communicating with the TVR agency's governing body. Prerequisite: TVRS 301

TVRS 303 - Tribal Voc Rehab Found: Assess/Elig (3)

Provides an overview of the process of gathering essential information to determine Tribal Vocational Rehabilitation (TVR) eligibility, including confidentiality guidelines, factors used in determining eligibility, the six essential eligibility criteria, the closure procedures for those not meeting eligibility, and the transition between eligibility and the Individualized Plan for Employment (IPE). Prerequisite: TVRS 301

TVRS 304 - Tribal Voc Rehab Found: IPE Develop (3)

Presents the process for the qualified individual to develop an Individualized Plan for Employment (IPE), including informed choice, methods for establishing the targeted employment outcome, and using amendments. Introduces strategies for case management, including a grid for planning and tracking services and a database for information for annual reporting. Prerequisite: TVRS 301

TVRS 305 - Tribal Voc Rehab Found: Case Manage (3)

Presents the requirements for case record documentation, case records retention, and effective ways to organize case records. Introduces the concept and importance of the team approach in agencies to ensure that client needs are addressed and that case organization and team management produces higher-quality client employment outcomes. Prerequisite: TVRS 301

TVRS 306 - Tribal Voc Rehab Found: Job Search (3)

Presents the definition of employment used in vocational rehabilitation. Introduces concepts such as trial work experiences, the role of employers, the use of Community Rehabilitation Programs in work-related assessments and focused training, and post-employment services. Provides an overview of approaches and techniques for job-seeking skills, including using online employment resources. Prerequisite: TVRS 301

TVRS 307 - Tribal Voc Rehab Found: Resource Mg (3)

Presents the Tribal Vocational Rehabilitation (TVR) agency management system from a counselor perspective, including planning and using a budget, collecting caseload data, and performance reporting. Also covers building partnerships with other Tribal departments, local agencies, and employers to provide holistic services and to diversify client service funding sources. Prerequisite: TVRS 301

TVRS 308 - Addictions and Tribal Voc Rehab Srv (3)

Provides an overview of the effects of substance use and other types of addiction. Identifies different types of treatment, both tribally-based and mainstream. Reviews implications and best practices for counselors providing TVR services for participants reporting addictions including eligibility determination, plan development, and service provision.

TVRS 309 - Tribal Voc Rehab Found: Medical (3)

Provides an overview of the etiology, prognosis, treatment, and vocational implications of major disabling conditions, with an emphasis on physical, sensory, and cognitive impairments. Includes an introduction to culturally-relevant services, therapeutic services, restorative techniques, medical terminology, and assistive technology.

TVRS 310 - Tribal Vocational Rehab Found: Psyc (3)

Provides an overview of the major psychiatric disorders, including diagnosis, assessment, and treatment and explores behavioral health and culturally-relevant services. Examines the role of the TVR counselor as an integral part of the treatment team.

TVRS 311 - Tribal Voc Rhb Found: Financial Mng (2)

Provides an overview of financial management of TVR Programs, with a focus on the responsibilities of directors. Topics include building and managing new and existing TVR agencies; regulatory considerations; managing program grant funds; monitoring cases and services; management of staff, caseloads, and services; and hiring and supervising staff.

TVRS 312 - Tribal Voc Rehab Found: Adv Techniq (3)

Provides continued development and refinement of communication and counseling skills in a Tribal Vocational Rehabilitation setting, including motivational interviewing and mindfulness. Includes an emphasis on using techniques in a culturally-relevant manner and understanding participant behavior from their cultural perspective.

TVRS 313 - Tribal Voc. Rehab. Foundations: Ethics in TVR Services (2)

Overview of professional responsibility, confidentiality, privacy, participant rights, and grievance processes in the context of ethical TVR professional practice. Decision-making models for resolving ethical dilemmas are examined as are codes of professional ethics with a focus on ethical considerations in Tribal communities.

TVRS 388 - (Special Topics) (1-5)

Special Topics in Tribal Vocational Rehabilitation Services.

TVRS 389 - (Individualized Studies) (1-5)

Individualized learning contracts between a student and an instructor.

TVRS 397 - (Internship/Practicum) (1-6)

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

TVRS 488 - (Special Topics) (1-5)

Special Topics in Tribal Vocational Rehabilitation Services.

TVRS 489 - (Individualized Studies) (1-5)

Individualized learning contracts between a student and an instructor.

TVRS 497 - (Internship/Practicum) (1-6)

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

Directory

President

Guillory, Justin, President

PhD, Higher Education Administration, Washington State University
MEd, Educational Administration, Washington State University
BA, Recreation and Sports Management, Eastern Washington University

Vice President

Oreiro, David, Vice President of Campus Development/and Administrative Services

MEd, Student Personnel Administration, Western Washington University
BS, Environmental Planning, Western Washington State College

Deans

Petroske, Destiny, Dean of Academics

MPA, Tribal Governance, The Evergreen State College
BA, Anthropology, Western Washington University
BA, Native Studies Leadership, Northwest Indian College

Retasket, Victoria, Dean of Student Life

MEd, Student Affairs Administration, Western Washington University
BA, American Cultural Studies, Western Washington University

Vendiola, Rudy, Associate Dean of Two Year Programs of Study

MEd, Education, Western Washington University
BA, Communication, Western Washington University
AA, Business, Skagit Valley College

Full Time and Pro Rata Faculty and Administration

Almojuela, Colleen, Native Studies Leadership Faculty/Advisor - Port Gamble S'Klallam Site

MA, Human Development, Pacific Oaks College

BA, Education, Evergreen State College

Arques, Sylvie, Native Environmental Science Faculty

PhD, Physical Geography, Institute Alpine for Geography, Joseph Fourier University (Grenoble, France)
MS, Physical Geography, Institute Alpine for Geography, Joseph Fourier University (Grenoble, France)
BA, Geography, Institute Alpine for Geography, Joseph Fourier University (Grenoble, France)

Aziz, Nahrin, Early Childhood Education Faculty

MEd, Education, University of Washington
BA, Political Science, University of California at Berkeley

Ballew, Timothy Sr., Native Environmental Science Faculty

Bland, Carmen, Director of Institutional Effectiveness

MA, Organizational Leadership, Gonzaga University
BA, Interdisciplinary Studies, Western Washington University
AAS, General Direct Transfer, Northwest Indian College

Bob, Darcilynn, Human Resources Director

BA, Native Studies Leadership, Northwest Indian College
AAS, General Direct Transfer, Northwest Indian College

Bostwick, Stephanie, Physics/Engineering Faculty

MS, Aeronautical/Astronautical Engineering, University of Washington
BS, Nuclear Engineering Technology, Thomas Edison State University
BS, Aeronautical/Astronautical Engineering, University of Washington

Caughman, Liliana, Native Environmental Science Faculty, Nisqually Site

BA, Physics, University of California, Berkeley
AA, Science and Math, Santa Barbara City College

Cleveland, Marcus, Tribal Governance and Business Management Faculty

PhD, Political Science, Northern Arizona University
MCRP, Community and Regional Planning, University of New Mexico
MPA, Public Administration, University of New

Mexico

BA, Criminology, University of New Mexico

Conway, John (Jay), Construction Manager

BS, Technology Education, Western Washington University
 Construction Management Certification, University of Washington
 Sustainable Builders Advisor, Seattle Central Community College
 LEED Accredited Professional

Cueva, Patricia, Registrar

MEd, Counseling Psychology, Washington State University
 BS, Psychology, Washington State University

Dallmann, Jason, Human Services Faculty

MA, Whole Systems Design, Antioch University
 BA, Human Services, Western Washington University

DeCoteau, Robert, Workforce Director

MS, Management and Leadership, Western Governors University
 AA, Business Management, Whatcom Community College

Elgin, Phil, Workforce Faculty

BS, Environmental Studies, Western Washington University

Evans, Randy, Human Services Faculty

BA, Human Services, Northwest Indian College
 AA, General Direct Transfer, Northwest Indian College

Freeman, William, Director of Health Programs, Center for Health

MD, Family Medicine, University of Washington
 MPH, Health Services, University of Washington
 BA, English Literature, Amherst College

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

BA, Human Services, Western Washington University
 AAS, General Direct Transfer, Northwest Indian College

Gorman, Nathaniel, Native Studies Leadership Faculty

BA, Native Studies Leadership, Northwest Indian College
 AAS, General Direct Transfer, Northwest Indian College

Gorman, Yakaiyastai, Native Environmental Science**Faculty, Swinomish Site**

BS, Native Environmental Science, Northwest Indian College
 AAS, Native Environmental Science, Northwest Indian College

Grendon, Christina, Native Studies Leadership Faculty

BA, Native Studies Leadership, Northwest Indian College

Greene, Ciarra, Native Environmental Science Faculty, Nez Perce

BS, Chemistry, Northern Arizona University

Hayes, Estabon, Tribal Governance and Business Management Faculty/Academic Advisor

BA, Tribal Governance and Business Management
 AAS, General Direct Transfer, Northwest Indian College

Humphreys-Shaffer, Kathy, ABE/GED Faculty

MEd, Adult Education, Western Washington University
 BA, Human Services, Western Washington University
 AAS, General Direct Transfer, Northwest Indian College
 ATA, Chemical Dependency Studies, Northwest Indian College

Ignacio, Leilani, Human Services Faculty

MS, Psychology, Western Washington University
 BA, Psychology, Whitman College

Jamshedi, Adib, Tribal Governance and Business Management Faculty

MS, Agronomy, Kansas State University
 BS, Agronomy, Kansas State University

Jefferson, Angel, Director of Extended Sites

AAS, General Direct Transfer, Northwest Indian College

Keith, Colette, Extended Campus Site Manager, Tulalip Site

BS, Communications, University of North Dakota

Kinley, Billie, Chief Financial Officer

MS, Accountancy, University of Phoenix
 BS, Business Management, University of Phoenix

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

MA, Anthropology, Western Washington University
 BA, Bi-Cultural Competence, Western Washington University

AAS, General Direct Transfer, Northwest Indian College

Koohbour, Sina, Math and Writing Center Coordinator/Mathematics Faculty

MS, Mathematics, University of Bonn
BS, Mathematics, Baha'i Institute for Higher Education

Lewis, Barbara, Public Information Officer

BA, English, Central Washington University

Lopez, Cassandra, English Faculty

MFA, English, University of New Mexico
MA, Educational Counseling, University of Redlands
BA, American Indian Studies, Cornell University

Mahle, Greg, Human Services Department Chair

MS, Human Services, Walden University
AAS, General Direct Transfer, Northwest Indian College

Maudsley, Laura, Tribal Vocational Rehabilitation Institute Director

MEd, Adult Education Administration, Western Washington University
BA, Psychology, Washington University

McBeth, Valerie M., Library Director

MLIS, Library and Information Science, University of Washington
MA, Germanic Languages and Literature, University of Washington
MA, Comparative Literature, University of Washington
BA, Germanic Languages and Literature, University of Washington

McBride-McGee, MarCia, First Year Experience Faculty

MA, Marriage and Family Therapy, University of Louisiana
BA, French, University of Louisiana

McCluskey Sr., Donald, Native Studies Leadership Faculty

BA, English, Western Washington University
AAS, General Direct Transfer, Northwest Indian College

Morris, Brandon, Tribal Governance and Business Management Department Chair

MPA, Public Administration, Evergreen State College
BA, Native Studies Leadership, Northwest Indian College
AAS, General Direct Transfer, Northwest Indian College

Morris, Philip, Native Studies Leadership Faculty, Swinomish Site

BA, Native Studies Leadership, Northwest Indian College

Nishiyama, Shayna, Financial Aid and Admissions Director

BA, English, Western Washington University

Norman, Emma, Science Department Chair

PhD, Geography, University of British Columbia
MS, Geography, Western Washington University
BA, International Studies, Colby College

Peacock, Melissa (Misty), Director of the Salish Sea Research Center

PhD, Ocean Sciences, University of California Santa Cruz
BS, Marine Biology, University of California Santa Cruz

Picard, Angela, Extended Campus Site Manager/Faculty, Nez Perce Site

MPA, Education and Social Policy, University of Washington
BA, Political Science, University of Washington

Picard, Maggie, Native Environmental Science Faculty, Nez Perce

MS, Natural Resources and Environmental Science, University of Idaho
BS, Native Environmental Science, Northwest Indian College
AAS, General Direct Transfer, Northwest Indian College

Revard, Cameron, Information Systems Director

AS, Computer Networking, Bellingham Technical College

Rombold, John, Native Environmental Science/Mathematics Faculty

PhD, Ecosystem Analysis, University of Washington
MFS, Forest Science, Yale University
BS, Forest Management, University of California at Berkeley

Salazar, Gabriela, Speech Communications Faculty

MA, Elementary Education, Walla Walla University
BA, French, Whitman College
AA, Honors, Walla Walla Community College

Sellers, Frances, Executive Assistant to the President

Schjang, Michael, Director of Athletics

BA, Native Studies Leadership, Northwest Indian College

Serpa, Jenny, Extended Campus Site Manager, Nisqually Site

MPA, Public Administration, Evergreen State College
BA, Anthropology, University of Washington

Stuart-Stevenson, Kathy, English Faculty

MEd, Adult Education, Western Washington University
BA, English, Western Washington University

Swedelius, Wendy, Senior Accountant/Grant and Contracts Manager

Swift, Francine, Extended Campus Site Manager- Port Gamble S'Klallam Site

MA, Communication, University of Washington
BA, Communication, The Evergreen State College

Tageant, Carmen, Human Services Faculty

BA, Human Services, Northwest Indian College
MPA, Tribal Governance, The Evergreen State College

Tamburini, Matteo, Mathematics Faculty

MS, Mathematics, Western Washington University
BS, Mathematics, University of Washington
BA, International Studies, University of Washington

Tom, Keith, Director of Residence Life

Walsey, Victoria, Native Environmental Science Faculty

PhD, Geography, University of Kansas
MA, Indigenous Studies, University of Kansas
BS, Environmental Studies, University of Kansas
AAS, General Direct Transfer, Northwest Indian College

Wyena, Edna, Extended Campus Site Manager, Muckleshoot Site

MPA, Public Administration, Evans School of Public Policy and Governance
BA, Tribal Governance and Business Management
AAS, General Direct Transfer, Northwest Indian College

Yazzie, Aissa, Native Environmental Science Faculty/Student Research Coordinator

MS, Natural Resource and Environmental Management, University of Hawaii
BS, Native Environmental Science, Northwest Indian College

*An updated and comprehensive searchable Personnel Directory can be found here:
<http://www.nwic.edu/about/campus-directory/>

Printable 2021-2023 Catalog

2021-2023-Catalog

Index

