

2023-2025 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^{wə}n

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

Mission Objectives

qwechost snepeneq

1. NWIC implements an Indigenous governance system.
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.
5. NWIC fosters student leadership.
6. NWIC supports all students in achieving their educational goals.
7. NWIC prepares students to work for and serve tribal communities.

The 2024-2031 Strategic Plan development is underway. Once the plan is approved, it will be posted here. Please check our website for updates.

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.

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, Vacant

Laurel Ballew, Swinomish

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

Barbara Juarez, Lummi

Ms. Juarez serves as the Executive Director for the Northwest Washington Indian Health Board. A citizen of the Lummi Nation, mother of three, grandmother and great-grandmother. Barbara has spent her entire career working with and for the purpose of improving the lives of Native Americans. She is the co-chair of the Northwest Indian College 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.

LIBC Representative, William Earl Jones Jr., Lummi

William Earl Jones Jr., ancestral name Sal'hal'mes, is the son of the late Willie Jones Sr. and Josie Jones. He is the grandson of the late Earl Jones and Mildred (Ross) Jones and the late Ernest Jefferson and Evelyn (Williams) Jefferson. William has built a beautiful life with his wife Regina. He is a proud father to three daughters and two sons and a proud grandfather to two grandsons and one granddaughter. His family's teaching, values, and beliefs have shaped who he is today, and his family and Lummi people are of the utmost importance to him.

William has been on the tribal council for two years, currently serving as the Lummi Indian Business Council (LIBC) Secretary. He has previously held the positions of LIBC Chairman and LIBC Treasurer. His late father, Willie Jones Sr., dedicated 30+ years to the Lummi people by serving on the Lummi Indian Business Council. His late grandfather Ernest Jefferson also served on the tribal council during William's childhood. Through their teachings, he learned the skills and tools needed to serve the people and the responsibility required to serve as a LIBC council member. He is also a lifelong fisherman proud to call the Salish Sea home and understands the importance of protecting and fighting for our Treaty Rights. His passions include advocating for youth wellness, prevention, and education.

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.

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. Northwest Indian College Foundation's Board of Directors is composed of community leaders who volunteer their time and donate their talents and resources to raise funds for the Northwest Indian College Foundation. The foundation focuses on raising funds for its annual scholarships, endowment, and event sponsorship.

The funds raised through their efforts support Northwest Indian College and students through student scholarships and persistence funds. They are a crucial link between the needs of our Tribal communities and the services offered by the College.

Northwest Indian College Foundation Board of Directors

Henry Cagey (Lummi), President
Julie Johnson (Lummi), 1st Vice President
Jim Thomas (Tlingit), 2nd Vice President
Justin Guillory (Nez Perce), Secretary
Linda Long-Weaver, Treasurer
Laural Ballew (Swinomish)
Joe Finkbonner (Lummi)
Phillip Hillaire (Lummi)
William Jones (Lummi)
RoseMary LaClair (Nooksack)
Candice Wilson (Lummi)
Patricia Whitefoot (Yakama)

Leesa Wright (Puyallup)
Barbara Lewis (Lummi) Executive Director, Northwest Indian College Foundation

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

Northwest Indian College Foundation Address:
2522 KWINA ROAD,
BELLINGHAM,
WA 98226
Phone: (866) 676-2772 EXT. 4305

Academic Calendar

Academic Year 2023-2024

Summer Quarter 2023	Fall Quarter 2023	Winter Quarter 2024	Spring Quarter 2024
Quarter Begins- July 3, 2023	Quarter Begins- September 18, 2023	Quarter Begins- January 3 2024	Quarter Begins-April 8, 2024
Independen ce Day- Observed July 4, 2023	Veteran's Day- November 10, 2023	MLK- January 15, 2024 Trea ty Day- January 22, 2024	Memorial Day-May 27, 2024
Quarter Ends- August 18, 2023	Thanksgivi ng- November 23-24, 2023	President 's Day- February 19, 2024	Quarter Ends- June 21, 2024
	Quarter Ends- December 8, 2023	Billy Frank Jr. Day- March 9, 2024	Commenceme nt-June 21, 2024
		Quarter Ends- March 22, 2024	

ACADEMIC YEAR 2023-2024

	Summer 2023 (2024- 10)	Fall 2023 (2024 -20)	Winter 2024 (2024- 30)	Spring 2024 (2024- 40)
Registration	May 15- June 30	May 15- Sept 15	Nov 6- Jan 2	Feb 20- April 5
Quarter classes begin	July 3	Sept 18	Jan 3	April 8
Late Registration	July 3- July 7	Sept 18-22	Jan 3-5	April 8-12
Permission for Late Registration (Blue Slip)	None	Sept 25-29	Jan 8- 12	April 15-19
Administrative Drop for Prerequisites and Requirements	None	Sept 20	Jan 5	Apr 10
Faculty Discretionary Drops Due	None	Sept 29	Jan 12	April 19
Last day to register for IL/LC or ABE/GED	July 11	Oct 3	Jan 16	April 23
Last day for 100% refund for official drop from courses without "W" on Record (Census Date)	July 13	Oct 5	Jan 18	April 25
Midterm Week	None	Oct 23-27	Feb 5- 9	May 6-10
Midterm Grading	None	Oct 21- Oct 29	Feb 3- 11	May 4-12

Last day to officially withdraw* (No Refund after Census Date)	None	Nov 9	Feb 23	May 24
Last day of the Quarter	Aug 08	Dec 8	March 22	June 21
Final Grading deadline 5:00 pm	Aug 21	Dec 11	March 25	June 24
Graduation Commencement Ceremony				June 21

Academic Year 2024-2025

Summer Quarter 2024	Fall Quarter 2024	Winter Quarter 2025	Spring Quarter 2025
Quarter Begins- July 1, 2024	Quarter Begins- September 16, 2024	Quarter Begins- January 6, 2025	Quarter Begins-April 7, 2025
Independence Day- July 4, 2024	Veteran's Day- November 11, 2024	MLK- January 20, 2025 Treaty Day Observed- January 22, 2025	Memorial Day- May 26, 2025
Quarter Ends- August 16, 2024	Thanksgiving- November 28-29, 2024	President's Day- February 17, 2025	Quarter Ends- June 13, 2025
	Quarter Ends- December 6, 2024	Billy Frank Jr. Day- March 7, 2025	Commencement- June 13, 2025
		Quarter Ends- March 21, 2025	

ACADEMIC YEAR 2024-2025

	Summer 2024 (2025- 10)	Fall 2024 (2025 -20)	Winter 2025 (2025- 30)	Spring 2025 (2025- 40)
Registration	May 13- June 28	May 13- Sept 13	Nov 12-Jan 3	Feb 18- April 4
Quarter classes begin	July 1	Sept 16	Jan 6	April 7
Late Registration	July 1-5	Sept 16-20	Jan 6- 10	April 7-11
Permission for Late Registration (Blue Slip)	None	Sept 23-27	Jan 13- 17	April 14-18
Administrative Drop for Prerequisites and Requirements	None	Sept 18	Jan 8	Apr 9
Faculty Discretionary Drops Due	None	Sept 27	Jan 17	April 18
Last day register for IL/LC or ABE/GED	July 9	Oct 1	Jan 21	April 12
Last day for 100% refund for official drop from courses without "W" on Record (Census Date)	July 11	Oct 3	Jan 23	April 24
Midterm Week	None	Oct 21-25	Feb 10-14	May 5-9
Midterm Grading	None	Oct 19-27	Feb 8- 16	May 3-11
Last day to officially withdraw* (No Refund after Census Date)	None	Nov 8	Feb 21	May 23

Last day of the Quarter	Aug 16	Dec 6	March 21	June 13
Final Grading deadline 5:00 pm	Aug 19	Dec 9	March 24	June 16
Graduation Commencement Ceremony				June 13

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.

Students who do not have an earned diploma or GED may also take the college placement test to determine eligibility for Ability to Benefit from the education or training offered. Student's ability to benefit is demonstrated through the college placement test scores.

Students who have had a lapse of enrollment of one year must reapply for admission.

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. Accommodations are also available for students if proper documentation is provided.

The Testing Center is committed to maintaining the highest compliance with professional testing standards and practices while maintaining confidentiality of student records.

The Testing Center supports student success by enhancing the student learning process through comprehensive testing services, quality course placement and referring students to additional resources.

Once a completed admissions application has been submitted, the next step is to complete a placement test. The placement test is designed to place students in the appropriate level of English and Math courses here at NWIC. There are two options to complete the testing.

1st option: In-person Testing at the NWIC campus testing center, located in the Center for Student Success in building 17 (COVID vaccination and booster is required to enter NWIC buildings).

Note: In-person testing may be available at our extended site locations. Please contact the site manager for more information.

2nd option: Distance Option: Complete the placement test online using a desktop or laptop via Zoom (working web camera and audio is required). Requirements for testing includes: Photo Identification. Testing generally requires 2 hours to complete. Testing times are from 9am-3pm, Monday-Friday.

Email: testing@nwic.edu

Phone: 360-392-4303

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 welcomes transfer students. Students are considered a transfer student if any college credits have been completed after graduating from high school or earning a GED. We encourage students to contact Northwest Indian College prior to admissions to address any questions or receive more information.

Transfer students who earn an Associate in Arts or Associate in Arts and Sciences degree from a Washington state community college that meets the Intercollege Relations Commission guidelines for the Direct Transfer Agreement (DTA) are granted junior standing and are eligible to complete the junior-entry degree pathway of one of our baccalaureate programs. Transfer students who earn a DTA, with a minimum 2.0 GPA, are considered to have their general education requirements fulfilled. However, certain degree programs may require additional prerequisites and courses in addition to their core requirements. Students should meet with their advisor to successfully plan their educational journey.

Transfer students who earn an Associate's degree that is not considered a Direct Transfer Agreement (DTA) are evaluated to determine any remaining requirements that are needed to be eligible for the junior entry option of their intended degree program. Students are notified with the remaining requirements needed and are encouraged to meet with their advisor to plan accordingly.

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 using the Transfer Evaluation Request form available on JICs. Credits will not be automatically evaluated.

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. See Prior Learning Experience (p. 30) for more information.

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 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 an 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 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

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.

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. 22) 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

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

If a student has 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.

For on-campus or online/distance learning classes, progress and attendance can include these examples:

- physically attending classes
- submitting academic assignments
- taking an exam
- participating in online discussions
- on-going contact with a faculty member

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 one quarter, excluding summer term).

The deadline for the instructor to submit an incomplete agreement is the day that grades are due for that quarter.

An Incomplete Agreement Form must accompany an “I” grade or the grade will be assigned as an “*.” 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.

The instructor must submit a grade change at the end of the deadline, with the new grade. The new grade will then reflect the current 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 Incompletes 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.

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 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 complete 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.

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.

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.

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.

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 grievable 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/collegeNavigator>. Type Northwest Indian College in the Name of School search box, choose WA from the state drop-down menu and press the Enter key. The search will provide the following information about NWIC:

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

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@nwic.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 2023-2025

Credits	Resident 2023-2025	Non-Resident 2023-2025
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 ensure 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 Ambassador, NWIC's official book vendor, at <https://nwicbookstore.com>. Students must use their current username and password to log-in to Ambassador. Once a student is registered for classes, an access code must be

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

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

Book Refunds

Course materials must be returned within 21 days of date received or from the start date of class, whichever is later. A copy of the order receipt must be provided with any return. Please follow the guidelines available on the website regarding returns: www.nwicbookstore.com.

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.

NWIC Mountaineers Club - The mission of the NWIC Mountaineers Club is to exercise, connect, and promote recreational activities. Club members enjoy walking, hiking, snow sports, and water sports as well. The NWIC Mountaineers club is open to all students, and we help students to discover and promote activities in their NWIC community school wide. Past club sponsored events included welcome week hike, snow day event, and Orange Shirt day collaboration.

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
- NWIC Mountaineers 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 Learning Management Systems (LMS) and video-

conferencing (VC) platforms to offer online tutoring and academic support services. Student 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 <https://www.nwic.edu/student-life/#student-resources> and scroll to the 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. 32) in the College Policies section for further information.

Student Connections Program

The Student Connections Program at Northwest Indian College is a holistic student support program designed to help students persist, retain, and graduate. NWIC Student Connections staff team is comprised of academic support coach advocates and “Peer Connectors” student interns. Services include academic life coaching, tutoring, resource referral, in-person structured study groups, virtual study jams, a variety of student focused zoom offerings, one-to-one peer mentoring and more. 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
- Financial Literacy
- Cultural Activities
- Course Selection
- Academic Support Coaching and Workshops
- Transfer Assistance
- FAFSA completion assistance
- Scholarship Application support
- Peer Connector led student-based programming via zoom
- Study Jams: weekly via zoom and in-person at the Lummi Campus

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.

**S/U - Satisfactory/Unsatisfactory. Only certain courses are designated S/U grading as determined appropriate by the Curriculum Committee or with exception through the COVID pandemic. This grade does not carry grade point value therefore is not computed into the student's GPA and excluded from the credit count for the purposes of the President and 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 academic year at the end of spring quarter to honor those who have graduated in summer, fall, winter, and expected to graduate in spring quarter. Students must complete an online commencement application. Students must have completed all graduation requirements and had their degree conferred or be currently enrolled in all remaining requirements to be eligible to participate in commencement. Participation in commencement requires a \$25.00 fee. An additional \$25 fee will be applied if the commencement gown is not returned to NWIC.

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 department, Enrollment Office, or your Site Coordinator at no charge when enrolled in at least one undergraduate course for college credit, a GED/ABE course, or a workforce education course. 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. Students enrolled in a Continuing Education Unit (CEU) course are not eligible for a student ID card.

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.

Adult Basic Education for Adults (ABE) 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 ABE program is able to offer pathways to adult diplomas or equivalent through the High School 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.

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 360-392-4293.

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 video-conferencing 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.

Course Distribution Code Definitions

CS- Communication Skills

HT- Humanities Theory

HP- Humanities Performance

NE- Non-transferable Elective

TE- Transferable Elective

NS- Natural Science

NSL- Natural Science Lab

N- Non-Applicable

QS- Quantitative Skills

SS- Social Science

Upper Division (UD) Courses are any course in the 300-400 level. These courses may contribute to program and core requirements. Depending on the program of study, UD courses outside of the program may be considered UD electives. Students should consult with their advisor for information related to course selection and elective choices.

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. Northwest Indian College accepts the Associate in Arts Direct Transfer Agreement (DTA) from Washington state community colleges. 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, Tribal Vocational Rehabilitation Concentration, 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, Tribal Vocational Rehabilitation and Substance Use Disorder in order to proactively engage in the restoration of people, families, and communities.

Freshman Entry Option of TVR: the TVR four-year concentration allows students to complete a Bachelor's degree in human services that focuses on the vocational rehabilitation training needs in American Indian Vocational Rehabilitation Services (AIVRS), or TVR programs while being grounded in the field of human services. This is for students who have not earned an approved Associate's degree. The following describes the coursework required for completion of the four-year option

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	4

Learning

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 (25 Credits)

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

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

Core Program Requirements (85 Credits)

CARE 310	Systems Theories in Human Services	5
CARE 330	Policy and Law in Tribal Human Services	5
CARE 395	Preparation for Field Education	2
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 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
TVRS 301	Tribal Voc Rehab Found: History	3
TVRS 302	Tribal Voc Rehab Found:	3

Communication

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
TVRS 308	Addictions and Tribal Voc Rehab Srv	3
TVRS 309	Tribal Voc Rehab Found: Medical	3
TVRS 310	Tribal Voc Rehab Found: Psyc	3
TVRS 312	Tribal Voc Rehab Found: Adv Techniq	3

Elective Requirements (24 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, Tribal Vocational Rehabilitation Concentration, Junior Entry Option

The Junior Entry Option is for students who have earned an approved Associate's degree. Northwest Indian College accepts the Associate in Arts Direct Transfer Agreement (DTA) from Washington state community colleges. 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 who have earned an approved Associate of Arts and Sciences degree or the equivalent may apply 90 credits toward completion of the program requirements. Students who have completed the Associate of Applied Science Transfer in Early Childhood Education or an Associate of Technical Arts in Chemical Dependency Studies, or other type of Associate's degree at NWIC or another college or university may transfer up to 90 credits toward completion of the program requirements, although they may need to complete additional general education requirements. Students need to consult with an advisor and request a credit evaluation to determine if additional coursework is required to complete the program requirements. The following describes the coursework

required for completion of the transfer option for a student who has completed an Associate of Arts and Sciences degree.

Requirements (90 Credits)

Approved Associate's degree or transfer degree.

Core Program Requirements (90 Credits)

CARE 310	Systems Theories in Human Services	5
CARE 330	Policy and Law in Tribal Human Services	5
CARE 395	Preparation for Field Education	2
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
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
TVRS 308	Addictions and Tribal Voc Rehab Srv	3
TVRS 309	Tribal Voc Rehab Found: Medical	3
TVRS 310	Tribal Vocational Rehab Found: Psyc	3
TVRS 312	Tribal Voc Rehab Found: Adv Techniq	3

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.

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
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. Northwest Indian College accepts the Associate in Arts Direct Transfer Agreement (DTA) from Washington state community colleges. 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
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 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 (25 Credits)

ENGL 101	English Composition I	5
ENGL 102	English Composition II Or	5
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 Communities	5
TGBM 315	Project Management	5
TGBM 330	Grant Management	5
TGBM 350	Marketing	5
TGBM 410	Finance: A Practice for Individuals/Communities	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 Organizational Theory/Development	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. Northwest Indian College accepts the Associate in Arts Direct Transfer Agreement (DTA) from Washington state community colleges. 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 Communities	5
TGBM 315	Project Management	5
TGBM 330	Grant Management	5
TGBM 350	Marketing	5
TGBM 410	Finance: A Practice for Individuals/Communities	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 Organizational Theory/Development	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. Northwest Indian College accepts the Associate in Arts Direct Transfer Agreement (DTA) from Washington state community colleges. 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 Science Capstone	5
POLS 319	From BegTime: 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 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.

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. Northwest Indian College accepts the Associate in Arts Direct Transfer Agreement (DTA) from Washington state community colleges. 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	From BegTime: 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
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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

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
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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 Organizational Theory/Development	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 Applied Science-Transfer Degree in Early Childhood Education

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

Additional information regarding Washington State's Stackable Certificates in Early Childhood 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
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 to Children	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 II: Connecting to Children	5

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 Substance Use Disorder Professional Certification. Students need to consult with their advisor before selecting courses to coordinate coursework and field experience in preparation for certification.

Department of Health Licensing Requirement

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

(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	Pharmacology/Substances of Abuse		3
HUMS 160	Chemical Dependency Case Management		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
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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.

Associate of Technical Arts, Behavioral Health Aide

The Behavioral Health Aide Associates of Technical Arts embodies a holistic competency-based instruction, with emphasis in clinical instruction and skills, awareness of cultural influences, emphasis on a positive learning environment, and respect for the unique needs of the adult

learner while promoting self-directed leadership, communal responsibility, indigenous value, ethics, and responsibility. The Behavioral Health Aide Associates of Technical Arts Degree reflects the nature of enhancing quality Tribal Health Care to create diverse economic opportunities within Tribal Communities.

Northwest Indian College Requirements

Required (11 Credits)

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.

CMST 101	Introduction to Oral Communication	4
CMPS 101	Introduction to Computers	3
HMDV 110	Introduction to Successful Learning	4

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

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 107	Elementary Statistics I	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 (57 Credits)

HUMS 120	Survey of Chemical Dependency	3
HUMS 130	Pharmacology/Substances of	3

	Abuse	
HUMS 156	Stress Management	2
HUMS 160	Chemical Dependency Case Management	3
HUMS 170	Chem Depend Individual Counseling	3
HUMS 187	Airborne/Bloodborne Pathogens	1
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 220	Abnormal Psychology	5
BEHA 100	Behavioral Health General Orientation	3
BEHA 101	Introduction to Behavioral Health	2
BEHA 102	Health and Privacy Documentation	2
BEHA 103	Crisis Intervention	2
BEHA 197	(Internship/Practicum)	4
BEHA 297	(Internship/Practicum)	4

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

- Articulate and Apply Health Insurance and Accountability Act (HIPPA) in diverse tribal clinical settings of Behavioral Health.
- Implement comprehensive understanding of community trust to ensure sustainability of confidentiality, individual margins, and cultural sensitivity.

Assessment & Diagnostics: Demonstrate connection and understanding of change/movement through application of the sun and the moon model. The sun representing the part of a person that is most visible and the moon being the part of the person needing helping and healing.

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

- Provide culturally competent Behavioral Health Services to Native Communities.
- Develop assessment and diagnostic plans that manage health challenges, cultural accommodations, crisis interventions and comprehensive community support that contributes to self-determination.

Associate of Technical Arts, Behavioral Health Aide, Program Outcomes

Self-Directed Leadership: In the Coast Salish way of life, self-directed leadership is an important value in helping to lead one’s people. Leading from a indigenous value-based perspective ensures the health of a communities present and future generations.

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

- Demonstrate values of leadership through connecting Indigenous ethics and morals into being a helper and healer to tribal community.
- Exhibit leadership through understanding and developing self-identity values & beliefs within Tribal Communities.

Communal Responsibility & Ethics: With an understanding of communal knowledge and national standards, students will establish community connections that promote quality of life and sustainable health practices.

Support & Advocacy: Develop and maintain their relationality to their unique identity while developing diverse ways of understanding the needs of behavioral health programs. Students will apply their indigenous knowledge, skills, and values to develop culturally cognizant programming that enhances the health and wellness of tribal communities.

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

- Provide clinical and cultural advocacy in Behavioral Health services.
- Create supportive spaces for Indigenous people with co-occurring mental and substance abuse disorders.
- Promote sense of self by reinforcing ones’ relationality to family, community, and land.

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 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 to Children	3

Initial Early Childhood Education Outcomes

Promoting child development and learning

Students will be able to...

- Demonstrate knowledge and understanding of children's characteristics and needs.
- Create safe, healthy, respectful, challenging, and culturally supportive environments for learning.

Integrity, advocacy, warmth, joy, and attention to children (Commonly referred to as "professionalism")

Students will be able to...

- Identify with and involve selves in the early childhood field, engaging in continuous, collaborative learning.
- Display warmth, joy, and attention with a commitment to relationship-based care and education.

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	3

Warmth to Children

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

Short Early Childhood Education Outcomes

Promoting child development and learning

Students will be able to...

- Demonstrate knowledge and understanding of children’s characteristics and needs.
- Create safe, healthy, respectful, challenging, and culturally supportive environments for learning.

Building family and community relationship

Students will be able to...

- Describe and reflect upon family and community characteristics within Native Communities.
- Support and empower families and communities

Teaching and learning

Students will be able to...

- Use developmentally and culturally effective approaches
- Build meaningful, culturally engaged curriculum

Integrity, advocacy, warmth, joy, and attention to children (Commonly referred to as “professionalism”)

Students will be able to...

- Identify with and involve selves in the early childhood field, engaging in continuous, collaborative learning.
- Display warmth, joy, and attention with a commitment to relationship-based care and education.

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 Casino Management Program Outcomes

Law and Compliance

Students will be able to...

- interpret and formulate opinions regarding business law doctrines as they relate to native enterprises
- describe and retain the core of the Indian Gaming Regulatory Act and Sovereignty
- contrast the laws and standards of compliance agreements at the federal, state, and local levels

Management principles

Students will be able to...

- develop a business vision and process objectives to achieve results
- explain why the casino structure relies on each organizational function to deliver results
- illustrate the cost benefit model and how this impacts profitability

Human Resource

Students will be able to...

- adopt management changes to assimilate a coaching style of supervision
- promote advocacy for all employees and showing an interest in their welfare
- demonstrate and commit to a belief that sound training includes communication at all levels of an organization

Marketing concepts

Students will be able to...

- identify segments of demographic data relevant to target within a marketing plan
- propose a casino promotional plan that drives revenue utilizing thorough analysis of existing player data
- extrapolate data and differentiate top end revenue sources for ongoing profitable operations

Accounting & Metrics

Students will be able to...

- interpret data recorded through the casino financial cash network.
- discriminate variances to normal ratios in operational functions as compared to projections.
- evaluate performance outcomes produced through compiled financial statements.

Assessment and Diagnostics

Students will be able to...

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

- Administer a comprehensive assessment.

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 Museum Studies Outcomes

Explore the ethnical and legal issues related to Native American peoples and the museums that portray their history.

Gain knowledge of the practical issues related to collections management, including those aspects which are tribal specific:

- Tribal language oriented cataloging
- Restrictive access to and/or handling of sacred objects
- Tribal approaches to conservation

Explore best practices as they are related to tribal museums administration and operations.

Gain knowledge in museum interpretive practice, exhibition design and educational programs with an emphasis on tribal institutions and Native ways of knowing.

Develop professional practices appropriate to their educational and professional goals in tribal museums and cultural centers.

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.

Credits earned in TVRS courses may be applied toward the Bachelor of Arts Community Advocates and Responsive Education in Human Services degree with the TVR Concentration.

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

Tribal Vocational Rehabilitation Program Outcomes

Commitment to Community

Tribal Vocational Rehabilitation Counselors 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.

Knowledge

Tribal Vocational Rehabilitation Counselors 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 federal, state and tribal regulations, standards and practices for vocational rehabilitation.
- Provide case management that includes intake, assessment, eligibility determination, IPE development, service provision, referrals, counseling and guidance, case record documentation, job placement and post-employment services.
- Demonstrate an understanding of the different types of disability and the implications for the VR process and employment.

Values

Tribal Vocational Rehabilitation Counselors integrate traditional values with the ethical standards for vocational rehabilitation to provide proactive services at the personal, professional and community levels.

Upon successful completion of this program, students will:

- Engage and integrate both traditional values and ethical standards into the field of tribal vocational rehabilitation.

Leadership

Tribal Vocational Rehabilitation Counselors have a primary role in placing tribal members with disabilities into employment with tribal administration and enterprises.

Upon successful completion of this program, students will:

- Utilize, implement and organize resources and partnerships to meet community and participant needs in creative ways.

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)

Outcomes

Basic theoretical and methodological tools used by archaeologists to understand the human past. The linkages between the environment and social structure on the Northwest Coast, including archaeological explanations for changes in this relationship over time. The relevance of archaeology in the present, including the benefits and challenges of collaboration between archaeologists and tribal.

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)

Outcomes

Collect, press, dry, mount and label herbarium specimens. Identify unknown plant specimens using a dichotomous plant identification key (and/or other culturally appropriate techniques).

List in botanical Latin, English and (if possible and applicable) Native American language terms and classify (in scientific or Native American terms) the names of 25 species of plants (including those comprising each student's specimen collection).

Design a method of communicating scientific and culturally relevant information regarding a minimum of five of the 25 species associated with the student plant list and/or collection along with the justification and rationale for the methodology (e.g., scientific, cultural, linguistic, educational, social, health).

Describe and communicate information regarding historical and/or contemporary cultural roles for a minimum of five of the 25 species associated with the student plant list and/or collection.

ANTH 188 - (Special Topics) (1-5)

Special Topics in Anthropology. (TE)

Outcomes

These course numbers are reserved for courses that are either being piloted for the first time prior to Curriculum Committee approval or are being implemented for a special circumstance, such as a one-time offering by a visiting scholar. As such, these courses do not have predetermined course outcomes. Instead, the outcomes for each instance that the course is taught must be articulated on the the class syllabus. Faculty are to use the course outcomes form and guidelines to identify the outcomes. The syllabus for any special topics course must be submitted to the Dean of Academics for approval.

ANTH 189 - (Individualized Studies) (1-5)

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

Outcomes

These course numbers are reserved for individualized courses. As such, these courses do not have predetermined course outcomes. Instead, the outcomes for each instance that the course is taught must be articulated on the the class syllabus. Faculty are to use the course outcomes form and guidelines to identify the outcomes. The syllabus for any individualized course must be submitted to the Dean of Academics for approval.

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)

Outcomes

These course numbers are reserved for individualized courses. As such, these courses do not have predetermined course outcomes. Instead, the outcomes for each instance that the course is taught must be articulated on the the class syllabus. Faculty are to use the course outcomes form and guidelines to identify the outcomes. The syllabus for any internship/practicum course must be submitted to the Dean of Academics for approval.

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)

Outcomes

Specify, describe & explain human adaptation and variation and how they relate to evolution.

Specify and explain basic principles of mutations, molecular and Mendelian genetics and how they relate to human evolution.

Specify and describe behavior of other primates and relate to human behavior.

Summarize and discuss information on 10 early human species along with three unique or otherwise notable attributes associated with each selection as the rationale for their inclusion.

Summarize and discuss information in response to the question, "Why is physical anthropology of particular significance to Native Americans"?

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)

Outcomes

Specify, describe & explain the subdisciplines and subject matter of anthropology.

Specify and explain basic concepts, theories, methods, and subject matter of cultural anthropology.

Specify and describe what culture is, and how human diversity and cultural history are related to "race" and ethnicity.

Summarize and discuss information on 10 aspects of culture along with three unique or otherwise notable attributes associated with each selection as the rationale for their inclusion.

Summarize and discuss information in response to the question, "Why and how is cultural anthropology of particular significance to Native Americans with reference to the modern world system, colonialism and development, cultural exchange and survival, and over consumption?"

ANTH 288 - (Special Topics) (1-5)

Special Topics in Anthropology. (TE)

Outcomes

These course numbers are reserved for courses that are either being piloted for the first time prior to Curriculum Committee approval or are being implemented for a special circumstance, such as a one-time offering by a visiting scholar. As such, these courses do not have predetermined course outcomes. Instead, the outcomes for each instance that the course is taught must be articulated on the the class syllabus. Faculty are to use the course outcomes form and guidelines to identify the outcomes. The syllabus for any special topics course must be submitted to the Dean of Academics for approval.

ANTH 289 - (Individualized Studies) (1-5)

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

Outcomes

These course numbers are reserved for individualized courses. As such, these courses do not have predetermined course outcomes. Instead, the outcomes for each instance that the course is taught must be articulated on the the class syllabus. Faculty are to use the course outcomes form and guidelines to identify the outcomes. The syllabus for any individualized course must be submitted to the Dean of Academics for approval.

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)

Outcomes

These course numbers are reserved for individualized courses. As such, these courses do not have predetermined course outcomes. Instead, the outcomes for each instance that the course is taught must be articulated on the the class syllabus. Faculty are to use the course outcomes form and guidelines to identify the outcomes. The syllabus for any internship/practicum course must be submitted to the Dean of Academics for approval.

ANTH 388 - (Special Topics) (1-5)

Special Topics in Anthropology.

Outcomes

These course numbers are reserved for courses that are either being piloted for the first time prior to Curriculum Committee approval or are being implemented for a special circumstance, such as a one-time offering by a visiting scholar. As such, these courses do not have predetermined course outcomes. Instead, the outcomes for each instance that the course is taught must be articulated on the the class syllabus. Faculty are to use the course outcomes form and guidelines to identify the outcomes. The syllabus for any special topics course must be submitted to the Dean of Academics for approval.

ANTH 389 - (Individualized Studies) (1-5)

Individualized learning contracts between a student and an instructor.

Outcomes

These course numbers are reserved for individualized courses. As such, these courses do not have predetermined course outcomes. Instead, the outcomes for each instance that the course is taught must be articulated on the the class syllabus. Faculty are to use the course outcomes form and guidelines to identify the outcomes. The syllabus for any individualized course must be submitted to the Dean of Academics for approval.

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.

Outcomes

These course numbers are reserved for individualized courses. As such, these courses do not have predetermined course outcomes. Instead, the outcomes for each instance that the course is taught must be articulated on the the class syllabus. Faculty are to use the course outcomes form and guidelines to identify the outcomes. The syllabus for any internship/practicum course must be submitted to the Dean of Academics for approval.

ANTH 488 - (Special Topics) (1-5)

Special Topics in Anthropology.

Outcomes

These course numbers are reserved for courses that are either being piloted for the first time prior to Curriculum Committee approval or are being implemented for a special circumstance, such as a one-time offering by a visiting scholar. As such, these courses do not have predetermined course outcomes. Instead, the outcomes for each instance that the course is taught must be articulated on the the class syllabus. Faculty are to use the course outcomes form and guidelines to identify the outcomes. The syllabus for any special topics course must be submitted to the Dean of Academics for approval.

ANTH 489 - (Individualized Studies) (1-5)

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

Outcomes

These course numbers are reserved for individualized courses. As such, these courses do not have predetermined course outcomes. Instead, the outcomes for each instance that the course is taught must be articulated on the the class syllabus. Faculty are to use the course outcomes form and guidelines to identify the outcomes. The syllabus for any individualized course must be submitted to the Dean of Academics for approval.

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.

Outcomes

These course numbers are reserved for individualized courses. As such, these courses do not have predetermined course outcomes. Instead, the outcomes for each instance that the course is taught must be articulated on the the class syllabus. Faculty are to use the course outcomes form and guidelines to identify the outcomes. The syllabus for any internship/practicum course must be submitted to the Dean of Academics for approval.

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)

Outcomes

To classify twenty traditional artifacts in five regions of the U.S.A.

To categorize thirty tribes in five regions of the U.S.A.

To re-interpret five short stories.

To express personal opinions about one legend.

- ARTD-105A-E (1 Credit Each)

For each credit students research and write a paper exploring some aspect of Pacific Northwest Coastal Indian art. Topics may include history and cultural significance, styles of representation, interpretation, artifacts, and artistic practices. (HT)

Outcomes

Identify Northwest Coastal art forms.

To apply formline design to art created by the student

To understand the importance of the historical use of formline design and the impact it has had on numerous Tribes from Alaska to Washington State.

To appreciate the perpetuation of this art form in a land where, every man is a painter and sculptor (Holm, 5).

Convey specific information about history, cultural significance, styles of representation, interpretation, artifacts, and artistic practices.

Gain an appreciation and awareness of the importance and cultural significance of Northwest Coast Native art.

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)

Outcomes

Distinguish between approximately 3 northern region and 2 southern region coastal art styles.

Draw, paint and compose a Pacific Northwest Coastal design.

Identify objects and associate with their utilitarian usage.

Determine the real meaning behind the stories in the videos; contrast Eurocentric versus Native cultures; determine their point of view from their past experiences in life; and determine how other stories are similar to what you have heard.

Recognize eight different tribal regions.

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)

Outcomes

Students will demonstrate a sense of place

Students will be able to distinguish between Coast Salish, Northern Coast, and Northwest Interior tribal designs.

Students will practice drawing nine elements of their tribal region.

Students will create an original preliminary sketch.

Students will make a finished color drawing from the previous drawn preliminary sketch

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)

Outcomes**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)

Outcomes

Identify, explain and teach 4 different beading techniques and their origin.

Produce a beginning beading project that represent the various techniques taught in class.

Demonstrate knowledge of how beading is used in their particular tribal community and the value of beading to one's identity formation.

ARTD 147 - PNW Beadwork II (3)

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

Outcomes

Bead larger projects with complex edges
Use peyote stitch.
Use lazy stitch or brick stitch.
Add backing.
Bead Leather.

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)

Outcomes

Make a basket.
Collect and prepare material.

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)

Outcomes

Design and prepare cedar bark baskets.
Perform techniques such as twilling, twining, plaiting, and coiling.

ARTD 153 - PNW Indian Basketry III (3)

Continuation of ARTD 152. (HP)

Outcomes

Design and prepare cedar bark baskets.
Perform techniques such as twilling, twining, plaiting, and coiling.

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)

Outcomes

Construct a traditional Native American flute.
Play songs on the flute they construct.
Describe how the flute produces sound.
Describe the role of the flute in a specific Native American culture.
Discuss the contributions of current Native American flutists In class discussion, video, guest presentation assessment of content in student paper

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)

Outcomes

choose appropriate fabrics for their own quilt, including choosing appropriate designs
coordinate fabric colors and designs for their own quilt.
cut straight lines.
sew straight seams, including using appropriate pressing techniques.
make accurate 45- and 90- degree angle cuts.

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

Outcomes

Describe the history of quilts and their significance that is deeply rooted in Native culture.
Demonstrate the use of a long-arm quilting machine.
Select stitch patterns, colors, and pattern coordination for a quilt.
Assemble and layer three parts of a quilt and stitch them together.
Bind quilt edges.

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)

Outcomes

To learn the basic woodcarving techniques and proper use of tools.

To learn the basic design concept regional style and identifying woods for certain projects.

To become more confident using carving tools.

Identify tools and their uses for the needed application

ARTD 172 - PNW Indian Woodcarving Masks (3-5)

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

Outcomes

To learn the basic woodcarving techniques and proper use of tools.

To learn the basic design concept regional style and identifying woods for certain projects.

To become more confident using carving tools.

Identify tools and their uses for the needed application

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)

Outcomes

To learn the basic woodcarving techniques and proper use of tools.

To learn the basic design concept regional style and identifying woods for certain projects.

To become more confident using carving tools.

Identify tools and their uses for the needed application

ARTD 174 - Indian Woodcarving Small Totems II (3)

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

Outcomes

To learn the basic woodcarving techniques and proper use of tools.

To learn the basic design concept regional style and identifying woods for certain projects.

To become more confident using carving tools.

Identify tools and their uses for the needed application

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)

Outcomes

To learn the basic woodcarving techniques and proper use of tools.

To learn the basic design concept regional style and identifying woods for certain projects.

To become more confident using carving tools.

Identify tools and their uses for the needed application

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)

Outcomes

These course numbers are reserved for individualized courses. As such, these courses do not have predetermined course outcomes. Instead, the outcomes for each instance that the course is taught must be articulated on the the class syllabus. Faculty are to use the course outcomes form and guidelines to identify the outcomes. The syllabus for any internship/practicum course must be submitted to the Dean of Academics for approval.

ARTD 288 - (Special Topics) (1-5)

Special Topics in Art. (TE)

Outcomes

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ARTD 289 - (Individualized Studies) (1-5)

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

Outcomes

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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)

Outcomes

These course numbers are reserved for individualized courses. As such, these courses do not have predetermined course outcomes. Instead, the outcomes for each instance that the course is taught must be articulated on the the class syllabus. Faculty are to use the course outcomes form and guidelines to identify the outcomes. The syllabus for any internship/practicum course must be submitted to the Dean of Academics for approval.

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).

Outcomes

Differentiate science from other approaches to knowledge
Use the internet to research and explore astronomy topics
Use the basic vocabulary of astronomy to communicate and in writing
Describe basic differences in how different cultures view the universe
Describe the historical evolution of astronomy over time
Interpret the diurnal and annual motions of the sun, moon, planets and stars
Describe the function and operation of telescopes
Compare properties and evolution of planets and other constituents of the solar system
Classify stars based on spectral properties and interpret the HR Diagram
Apply the basic physical principles underlying stellar evolution
Classify galaxies based on form

ASTR 188 - (Special Topics) (1-5)

Special Topics in Astronomy. (TE)

Outcomes

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ASTR 189 - (Individualized Studies) (1-5)

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

Outcomes

These course numbers are reserved for individualized courses. As such, these courses do not have predetermined course outcomes. Instead, the outcomes for each instance that the course is taught must be articulated on the the class syllabus. Faculty are to use the course outcomes form and guidelines to identify the outcomes. The syllabus for any individualized course must be submitted to the Dean of Academics for approval.

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)

Outcomes

These course numbers are reserved for individualized courses. As such, these courses do not have predetermined course outcomes. Instead, the outcomes for each instance that the course is taught must be articulated on the the class syllabus. Faculty are to use the course outcomes form and guidelines to identify the outcomes. The syllabus for any internship/practicum course must be submitted to the Dean of Academics for approval.

ASTR 288 - (Special Topics) (1-5)

Special Topics in Astronomy. (TE)

Outcomes

These course numbers are reserved for courses that are either being piloted for the first time prior to Curriculum Committee approval or are being implemented for a special circumstance, such as a one-time offering by a visiting scholar. As such, these courses do not have predetermined course outcomes. Instead, the outcomes for each instance that the course is taught must be articulated on the the class syllabus. Faculty are to use the course outcomes form and guidelines to identify the outcomes. The syllabus for any special topics course must be submitted to the Dean of Academics for approval.

ASTR 289 - (Individualized Studies) (1-5)

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

Outcomes

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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)

Outcomes

These course numbers are reserved for individualized courses. As such, these courses do not have predetermined course outcomes. Instead, the outcomes for each instance that the course is taught must be articulated on the the class syllabus. Faculty are to use the course outcomes form and guidelines to identify the outcomes. The syllabus for any internship/practicum course must be submitted to the Dean of Academics for approval.

BEHA - Behavioral Health

BEHA 100 - Behavioral Health General Orientation (3)

Introduces Federal and State laws and policies, Tribal Health Systems, history of Community Health Aide Program, and methods appropriate for working with Tribal and urban Indian communities. This course will include diverse cultural content by incorporating place-based knowledge, Tribal Health-based practices, related experiences, and specific topics relevant to social pathologies. Prerequisite: ENGL 101. (NE)

Outcomes

Identify historical and legislative developments within the field of Behavioral Health and practices.

Compare and contrast fundamentals of Tribal Health Care Systems on and off reservation in the Federally Recognized Tribes, State Recognized Tribes and Urban Native Populations.

Develop a prototype of Recovery, Health, Balance and Wellness Plan for self-care that includes strength-based professional development that identifies interconnectedness of history, tribal place-based knowledge and community health care.

Explain tribal values, ethics and characteristics are effective in behavioral health care systems for Indigenous trauma care.

Evaluate contemporary issues in Tribal-based behavioral health services with individual regional differences, early intervention and emergency behavioral health response protocols.

Develop portfolio to reflect coursework in Behavioral Health Aide Projects for NWIC/CHAP/NPAIHB.

BEHA 101 - Introduction to Behavioral Health (2)

Introduces core behavioral health topics such as misuse of substances, addictive behaviors, and other environmental, social, and political factors that impact behavioral health. Prerequisite: ENGL 101. (NE)

Outcomes

Articulate behavioral health issues in tribal communities in order to address mental health disorders, treatment options and therapeutic medications.

Identify solutions and connections to indigenous ethics, values, and impacts of worldview within Behavioral Health.

Identify behavioral impacts on mental health, substance misuse, the risk factors, and the impacts on Behavioral Health of tribal people.

Identify and describe historical and intergenerational events that effect and contribute to behavioral health developmental disabilities and Co-occurring disorders.

Develop portfolio to reflect coursework in Behavioral Health Aide Projects for NWIC/CHAP/NPAIHB.

BEHA 102 - Health and Privacy Documentation (2)

Covers federal privacy and security laws within the Health Insurance Portability and Accountability Act of 1996 (HIPAA). The course is designed to address HIPAA Compliance, Health Information Technology of 2009 (HITECH), and address breach notification. This course will also inform students of interplay between federal and state health privacy, state laws, and tribal systems. (NE)

Outcomes

Describe the evolution of privacy and security laws and regulations.

Apply HIPAA in Behavioral Health clinical settings.

Explain HIPAA Compliance and the policies regarding privacy and security of health information.

Explain the increase of electronic crimes, key basic concepts of HIPAA to ensure privacy and security of health information is not breached.

BEHA 103 - Crisis Intervention (2)

Provides tools for helping ourselves, our loved ones and those we serve. It includes practical and effective approaches for managing stress and intense emotions in our own lives, as well as new national care standards for identification, treatment, and prevention of suicidal thoughts. (NE)

Outcomes

Explain foundational practices regarding crisis intervention in families and communities affected by historical and intergenerational trauma.

Identifying prevention methods in Indigenous knowledge systems within Behavioral Health.

Apply dynamics of crisis prevention, common misconceptions and evaluation of risk of families/communities affected by behavioral health issues.

Identify and have immediate response to risk of clients who pose a risk to themselves or others.

Expand portfolio to reflect coursework in Behavioral Health Aide Projects for NWIC/CHAP/NPAIHB.

BEHA 188 - (Special Topics) (1-5)

Special Topics in Behavioral Health. (NE)

Outcomes

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BEHA 189 - (Individualized Studies) (1-5)

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

Outcomes

These course numbers are reserved for individualized courses. As such, these courses do not have predetermined course outcomes. Instead, the outcomes for each instance that the course is taught must be articulated on the the class syllabus. Faculty are to use the course outcomes form and guidelines to identify the outcomes. The syllabus for any individualized course must be submitted to the Dean of Academics for approval.

BEHA 197 - (Internship/Practicum) (4)

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

Outcomes

These course numbers are reserved for individualized courses. As such, these courses do not have predetermined course outcomes. Instead, the outcomes for each instance that the course is taught must be articulated on the the class syllabus. Faculty are to use the course outcomes form and guidelines to identify the outcomes. The syllabus for any internship/practicum course must be submitted to the Dean of Academics for approval.

BEHA 288 - (Special Topics) (1-5)

Special Topics in Behavioral Health. (NE)

Outcomes

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BEHA 289 - (Individualized Studies) (1-5)

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

Outcomes

These course numbers are reserved for individualized courses. As such, these courses do not have predetermined course outcomes. Instead, the outcomes for each instance that the course is taught must be articulated on the the class syllabus. Faculty are to use the course outcomes form and guidelines to identify the outcomes. The syllabus for any individualized course must be submitted to the Dean of Academics for approval.

BEHA 297 - (Internship/Practicum) (4)

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

Outcomes

These course numbers are reserved for individualized courses. As such, these courses do not have predetermined course outcomes. Instead, the outcomes for each instance that the course is taught must be articulated on the the class syllabus. Faculty are to use the course outcomes form and guidelines to identify the outcomes. The syllabus for any internship/practicum course must be submitted to the Dean of Academics for approval.

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)

Outcomes

Demonstrate knowledge through diversity of life
Demonstrate knowledge of basic cell structures and functions

Demonstrate knowledge of basic genetics

Demonstrate foundational knowledge about evolution

Demonstrate knowledge of the biology of their surroundings

Demonstrate knowledge about the biology important to their tribal culture

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)

Outcomes

Explain basic plant and animal cell biology

Describe energy transformations such as photosynthesis, cellular respiration and metabolism

Describe animal and plant adaptations to their environment

Explain how animal behavior relates to human behavior

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)

Outcomes

Identify major ecological and biological concepts through place-based learning

Explain how geological events and meteorological forces shaped the specific study area and ecosystems therein.

Explain the interconnections, and complexities between natural and cultural resources.

Link major biological and ecological themes with essential questions related to the land base, such as importance of salmon, wolf reintroduction, water, cedar, and tribal-sponsored environmental restoration programs.

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)

Outcomes

Describe the diversity of a marine organism

Describe the basic physical and chemical properties of estuaries and sea water

Describe the principle ecological relationship among marine species

Describe the primary marine ecosystem

Describe the primary marine areas and ecosystems where Columbia Basin salmon mature in the Pacific Ocean

BIOL 188 - (Special Topics) (1-5)

Special Topics in Biology. (TE)

Outcomes

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BIOL 189 - (Individualized Studies) (1-5)

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

Outcomes

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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)

Outcomes

These course numbers are reserved for individualized courses. As such, these courses do not have predetermined course outcomes. Instead, the outcomes for each instance that the course is taught must be articulated on the the class syllabus. Faculty are to use the course outcomes form and guidelines to identify the outcomes. The syllabus for any internship/practicum course must be submitted to the Dean of Academics for approval.

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)

Outcomes

List differences between prokaryotic and eukaryotic cells

Summarize the organization of the genome[s]

Describe the flow of information from DNA to protein

Perform complete laboratory protocols.

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)

Outcomes

Describe plant cell biology.
 Describe plant adaptations to environmental stress as a result of this, which plants no longer exist/grow in this area. e.g., Lomatium
 Describe the properties of light.
 Describe photosynthesis ? C4 and CAM plants.
 Describe plant cells and tissues.
 Describe roots, shoots and leaves.
 Describe plant growth regulators and plant responses to the environment.
 Describe plant nutrition and soil, and water transport.
 Describe algae.
 Describe Angiosperm evolution.

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)

Outcomes

Describe basic body plans for invertebrates and vertebrates and invertebrates.
 Describe homeostasis and regulation of cellular environment.
 Describe respiration and nutrition.
 Describe the principles of receptor biology.
 Describe reproduction. Lecture and laboratory exercise
 Multiple choice test, journal
 Describe embryology and development (e.g., based on observation of a shellfish species).
 Describe immunity.
 Describe principles of nerve control and sensory systems and how musculoskeletal systems work.
 Demonstrate the use of classification keys for major invertebrate and vertebrate groups.
 Correlate body structure and function and describe the anatomical basis of physiological events.

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)

Outcomes

Describe the history, approaches and methods of studying animal behavior.
 Explain the interactions of genetics and environment in shaping animal behavior.
 Summarize research about animal communication, learning theories, finding food and shelter, mating systems, social organization, etc.
 Apply the scientific perspective to observing animal behavior.

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)

Outcomes

Identify and define the major structural components of each anatomical systems presented in the course.
 Identify and define the major functional components of each physiological system presented in the course.
 Describe how those major anatomic and physiologic functional components work and interact.
 Make linkages across systems among major anatomic and physiologic functional components within each system presented in the course.
 Explain how each system contributes to homeostasis of human beings in their environment, as understood by both conventional science and each student's own personal and Indigenous knowledge.
 Apply acquired knowledge of anatomy and physiology to oneself and/or family and/or community, as desired by the student.
 Describe the relationships between Native ways of knowing and the conventional science of anatomy and physiology.

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)

Outcomes

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)

Outcomes

BIOL 288 - (Special Topics) (1-5)

Special Topics in Biology. (TE)

Outcomes

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BIOL 289 - (Individualized Studies) (1-5)

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

Outcomes

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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)

Outcomes

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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)

Outcomes

Assess factors of abiotic environments that control ecosystem productivity.
Make linkages between the physiology of organisms and their life history strategies.
Identify the influences of regional- and global-level climate cycles on local ecosystems.
Quantify the capture of energy by ecosystems, and its flow through local ecosystem food webs.
Describe the dynamics of species distribution and abundance in local ecosystems.
Characterize predation, mutualism, competition, cooperation, succession, disturbance, and other interactions between species.

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

Outcomes

Recognize and be able to sketch the basic structural elements of genetics (chromosomes, genes, and alleles), and summarize how these elements are related to one another.

List and describe the basic modes of Mendelian inheritance: dominance/recessiveness, incomplete dominance, sex-linkage, and epistasis; calculate allelic probabilities; and discern these modes from distributions of phenotypes resulting from crosses and from pedigrees. Recognize the sources of genetic variation: gene flow and mutation.

Describe, in detail, the basic principles and ideas underlying evolutionary theory and its history.

Recall the broad outline of major evolutionary events in the history of life and summarize how they have shaped the biota; summarize broadly what species are and how they form.

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.

Outcomes

Identify, distinguish and describe the various aspects of ethnobiology as cultural and academic concerns (e.g., cultural priorities and protocols; history of the named discipline, subject matter, methods, etc.).

Compare and contrast different cultural approaches to the examination of ethnobiological topics.

Read, analyze and discuss the various aspects of ethnobiological research reports.

Produce an ethnobiological research project proposal.

Identify 25 species of ethnobiological significance.

BIOL 388 - (Special Topics) (1-5)

Special Topics in Biology.

Outcomes

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BIOL 389 - (Individualized Studies) (1-5)

Individualized learning contracts between a student and an instructor.

Outcomes

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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.

Outcomes

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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.

Outcomes

Describe basic fish anatomy and physiology.
Discuss important cultural connections between Salish people and fishes.
Identify common marine and freshwater fishes of the Pacific Northwest, especially those with cultural connections.
Describe the relationship between fish structure and function.
Describe the behavior and ecology of Pacific Northwest salmon.
Describe major threats to current and future populations of fishes in the Pacific Northwest.
Summarize basic taxonomic classification and evolution of fishes.
Demonstrate information literacy skills through gathering and synthesizing information from a variety of resources and databases.
Demonstrate knowledge of conservation techniques by participating in a salmon habitat restoration activity.

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 fungi. Prerequisites: ENGL 102 and ENVS 201

Outcomes

Describe in biological terms the primary characteristics of fungi and associated organisms, which reflect their unique attributes and relationships to each other and to non-fungal organisms.
Indicate how local fungi may be identified based on their biological and ecological characteristics.
Collect and identify local fungi in accordance with established mycological characteristics.
Discuss examples of traditional cultural significance of fungi among Indigenous mycological methods.
Discuss the significance of fungi as related to aspects of contemporary environmental and human affairs with emphasis on Indigenous People of the Pacific Northwest.

BIOL 488 - (Special Topics) (1-5)

Special Topics in Biology.

Outcomes

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BIOL 489 - (Individualized Studies) (1-5)

Individualized learning contracts between a student and an instructor.

Outcomes

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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.

Outcomes

These course numbers are reserved for individualized courses. As such, these courses do not have predetermined course outcomes. Instead, the outcomes for each instance that the course is taught must be articulated on the the class syllabus. Faculty are to use the course outcomes form and guidelines to identify the outcomes. The syllabus for any internship/practicum course must be submitted to the Dean of Academics for approval.

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)

Outcomes

Describe the history, approaches and methods of studying contemporary business.

Explain the interactions of managing and organizing a business, its operations, and quality improvement.

Summarize research about people in organizations, motivation, leadership, human resources, labor relations, etc.

Explain the principles of marketing, customer behavior, pricing, promotion, products, and placement.

Explain the interactions of money, banking, securities, and investments on business operations.

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)

Outcomes

Articulate the relationship between risk and reward for a number of different investments.

Interpret and make decisions based upon financial measures, industry data, or specialist's recommendations.

Utilize calculations to determine borrowing versus saving costs and benefits.

Recommend insurance types based upon asset class risk levels.

Calculate the time of value and money.

Summarize the present or future impacts of current events on a financial investment portfolio.

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)

Outcomes

Organize a small business.

Operate a small business.

Complete financial statements.

Research various financial options for business funding.

Demonstrate employee management skills.

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)

Outcomes

Define entrepreneurship.

Describe the traits needed by entrepreneurs.

Conduct a feasibility analysis of potential business ideas.

Compare and contrast taxation on Tribal and non-tribal lands.

List various financing options for new business.

Create a basic business plan.

Compare and Contrast Taxation on Tribal and non-Tribal lands

BUAD 188 - (Special Topics) (1-5)

Special Topics in Business Administration. (NE)

Outcomes

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BUAD 189 - (Individualized Studies) (1-5)

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

Outcomes

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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)

Outcomes

These course numbers are reserved for individualized courses. As such, these courses do not have predetermined course outcomes. Instead, the outcomes for each instance that the course is taught must be articulated on the the class syllabus. Faculty are to use the course outcomes form and guidelines to identify the outcomes. The syllabus for any internship/practicum course must be submitted to the Dean of Academics for approval.

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)

Outcomes

Describe the essential differences between contract law and the provisions of Article Two of the Uniform Commercial Law dealing with sales of goods.
 Explain the common elements of a valid contract, and the common contract defenses.
 Explain the contract remedies and torts associated with contracts.
 Summarize the types of agency relationships and corresponding duties and liabilities in each type of relationship.
 Describe the formation and termination of partnerships and corporations.
 Describe the situations in which the corporate form of business is most advantageous and the steps in the process of formation and dissolution of a corporation.
 Explain the rights, duties, and liabilities of corporate directors, stockholders, and officers.
 Explain the difference between real and personal property and the corresponding rules of possession, transfer, and ownership.
 Explain the legal elements and requirements applying to estates and trusts.

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)

Outcomes

Prepare and interpret basic financial statements, and to articulate the effects of economic events on the statements. Describe the role that accounting plays in society, the value of financial accounting information to investors and creditors, and the limitations of that information. Apply the vocabulary of accounting and use the language of business in conversations. Demonstrate familiarity with the technology of accounting systems and accrual concepts. Appreciate the differences in accounting practices within an international context. Group discussions, group problem solving. Demonstrate basic research skills, library resources, and financial databases

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)

Outcomes

Review and analyze multiple financial statements to interpret business performance. Explain the difference between financial and managerial accounting. Differentiate and use job-order, process, and activity based costing methods Utilize Cost-Volume -Process analysis to determine contribution margin and net income Explain the purposes of flexible budgets, performance analysis, and the Balanced

BUAD 288 - (Special Topics) (1-5)

Special Topics in Business Administration. (NE)

Outcomes

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BUAD 289 - (Individualized Studies) (1-5)

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

Outcomes

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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)

Outcomes

These course numbers are reserved for individualized courses. As such, these courses do not have predetermined course outcomes. Instead, the outcomes for each instance that the course is taught must be articulated on the the class syllabus. Faculty are to use the course outcomes form and guidelines to identify the outcomes. The syllabus for any internship/practicum course must be submitted to the Dean of Academics for approval.

BUAD 388 - (Special Topics) (1-5)

Special Topics in Business Administration.

Outcomes

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BUAD 389 - (Individualized Studies) (1-5)

Individualized learning contracts between a student and an instructor.

Outcomes

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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.

Outcomes

These course numbers are reserved for individualized courses. As such, these courses do not have predetermined course outcomes. Instead, the outcomes for each instance that the course is taught must be articulated on the the class syllabus. Faculty are to use the course outcomes form and guidelines to identify the outcomes. The syllabus for any internship/practicum course must be submitted to the Dean of Academics for approval.

BUAD 488 - (Special Topics) (1-5)

Special Topics in Business Administration.

Outcomes

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BUAD 489 - (Individualized Studies) (1-5)

Individualized learning contracts between a student and an instructor.

Outcomes

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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)

Outcomes

Explain human services as a study and profession including philosophical and theoretical foundations. Describe the breadth of human service settings and professional skills required. Differentiate roles of personal values, policy, professional ethics, and law. Articulate potential for community leadership by human services professionals.

CARE 188 - (Special Topics) (1-5)

Special Topics in Community Advocates in Responsive Education in Human Services. (NE)

Outcomes

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CARE 189 - (Individualized Studies) (1-5)

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

Outcomes

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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)

Outcomes

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CARE 288 - (Special Topics) (1-5)

Special Topics in Community Advocates in Responsive Education in Human Services. (NE)

Outcomes

These course numbers are reserved for courses that are either being piloted for the first time prior to Curriculum Committee approval or are being implemented for a special circumstance, such as a one-time offering by a visiting scholar. As such, these courses do not have predetermined course outcomes. Instead, the outcomes for each instance that the course is taught must be articulated on the the class syllabus. Faculty are to use the course outcomes form and guidelines to identify the outcomes. The syllabus for any special topics course must be submitted to the Dean of Academics for approval.

CARE 289 - (Individualized Studies) (1-5)

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

Outcomes

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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)

Outcomes

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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

Outcomes

Identify and define properties of systems.
Analyze a scenario of an individual's situation in the context of multiple levels of systems and human development.
Indigenous world views with those of the dominant culture, specifically in relationship to sustainable change to systems.
Develop a conceptual framework that connects indigenous roots, person, place, and community and becomes the foundation for study and development of a professional self and reflective practice.

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

Outcomes

Develop a personal statement that includes a professional philosophy of helping, articulation of a personal understanding of self, what it means to help, and why she or he wants to enter a helping field.
Reflect on self as a system in the context of families, tribes, and communities.
Evaluate potential leadership skills incorporating leadership theories, Myers-Briggs personality type, conflict resolution style, and locus of control.
Develop a personal plan for self-care based on an understanding of the ethical obligation.

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

Outcomes

Identify uses of specific types of power including personal (charisma), legitimate (position), expert (knowledge), referent (character, ethics), reward, persuasive, coercive and political capital to influence policy and law.

Demonstrate the skills required to research and influence policy at local, state, and federal levels.

Compare and contrast tribal and community policy and law with that of the dominant culture.

Assess your ability as a tribal leader and scholar practitioner to use various types of power to influence outcomes.

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

Outcomes

Structure, conduct, and assess interviews of clients demonstrating appropriate use of active listening and basic counseling skills.

Design strategies that demonstrate an understanding of strengths-based helping, problem solving, and behavior management that differentiate them from counseling and therapy.

Identify, describe, perform and assess ability to perform steps in the case management process: Intake, assessment, outcomes, action plan, discharge, and file documentation. Articulate effects of the Indian Child Welfare Act of 1978 on Tribal and other services.

CARE 388 - (Special Topics) (1-5)

Special Topics in Business Administration.

Outcomes

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CARE 389 - (Individualized Studies) (1-5)

Individualized learning contracts between a student and an instructor.

Outcomes

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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

Outcomes

Define field education and differentiate field education from volunteering and service learning. Lecture, readings, shadowing professionals, writing learning outcomes, develop resume, speakers, class activities. Attendance, professional resume, quiz, essay, field education contract. Develop criteria for a successful field education appropriate to individual learning goals, and use the criteria to evaluate specific field education possibilities. Lecture, readings, shadowing professionals, writing learning outcomes, develop resume, speakers, class activities. Attendance, professional resume, quiz, essay, field education contract. Demonstrate understanding of the field education manual, specific paperwork requirements, appropriate professional behavior, and the expectations of the placement agency and the Tribal Human Services Program of Northwest Indian College. Lecture, readings, shadowing professionals, writing learning outcomes, develop resume, speakers, class activities. Attendance, professional resume, quiz, essay, field education contract. Submit appropriate paperwork for first quarter of field education (CARE 495). Lecture, readings, shadowing professionals, writing learning outcomes, develop resume, speakers, class activities. Attendance, professional resume, quiz, essay, field education contract.

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.

Outcomes

These course numbers are reserved for individualized courses. As such, these courses do not have predetermined course outcomes. Instead, the outcomes for each instance that the course is taught must be articulated on the the class syllabus. Faculty are to use the course outcomes form and guidelines to identify the outcomes. The syllabus for any internship/practicum course must be submitted to the Dean of Academics for approval.

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

Outcomes

Develop and initiate specific strategies to rebuild and revitalize sovereign communities based on principles of self-determination. Identify and map community assets and resources. Analyze community issues or problems and match assets and resources with needs including strategies for developing community resources. Articulate the multiple relationships between human services, clients, tribal communities, and communities as clients.

CARE 450 - Planning and Evaluating Tribal Programs (5)

Engages students in the process of planning and evaluating human services programs that focus on indigenouness, 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.

Outcomes

Design and evaluate programs appropriate to tribal settings. Develop and evaluate outcomes. Develop program budgets. Design and perform needs assessments and locate community resources (asset mapping).

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.

Outcomes

Direct an agency or program. Manage both direct and indirect services and staff. Recruit, manage, and retain volunteers. Analyses of BIA vs. Indigenous Governance Models

CARE 488 - (Special Topics) (1-5)

Special Topics in Business Administration.

Outcomes

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CARE 489 - (Individualized Studies) (1-5)

Individualized learning contracts between a student and an instructor.

Outcomes

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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.

Outcomes

Exhibit appropriate professional behaviors while serving 120 hours of professional field experience and submit required paperwork.
Design and assess appropriate and measurable learning outcomes for yourself and the internship setting.
Articulate meaningful relationships between coursework, current research, and field experience through dialogue and reflective writing.
Develop a professional portfolio.

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.

Outcomes

Exhibit appropriate professional behaviors while serving 120 hours of professional field experience and submit required paperwork.
Design and assess appropriate and measurable learning outcomes for yourself and the internship setting.
Articulate meaningful relationships between coursework, current research, and field experience through dialogue and reflective writing.
Develop a professional portfolio.

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.

Outcomes

Exhibit appropriate professional behaviors while serving 120 hours of professional field experience and submit required paperwork.
Design and assess appropriate and measurable learning outcomes for yourself and the internship setting.
Articulate meaningful relationships between coursework, current research, and field experience through dialogue and reflective writing.
Develop a professional portfolio.

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.

Outcomes

These course numbers are reserved for individualized courses. As such, these courses do not have predetermined course outcomes. Instead, the outcomes for each instance that the course is taught must be articulated on the the class syllabus. Faculty are to use the course outcomes form and guidelines to identify the outcomes. The syllabus for any internship/practicum course must be submitted to the Dean of Academics for approval.

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

Outcomes

Design and execute a capstone project that demonstrates readiness to enter the human services profession or a graduate program, reflects professional direction and capability, and contributes to the local community.

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)

Outcomes

Students will be able to describe how periodic properties and trends affect electronic configurations and intermolecular forces.

Students will be able to state how intermolecular forces relate to all phases of matter.

Students will be able to do complex calculations based on stoichiometry and the MOLE concept.

Students will be able to describe chemical bonding and how this produces chemical formula relationship and reactions.

Students will be introduced to various lab techniques.

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)

Outcomes

Identify characteristics of saturated and unsaturated hydrocarbons. Memorize structures and names of hydrocarbons using IUPAC nomenclature. Physical and chemical properties of saturated hydrocarbons. Identify structural characteristics and nomenclature of Alcohols, Phenols, and Ethers. Memorize structures, names, and reaction mechanisms. Identify structural characteristics, nomenclature and reactions of Aldehydes and Ketones. Identify structural characteristics, nomenclature and reactions of Carboxylic acids, Esters and acid derivatives. Identify nomenclature and reactions of Amines and Amides. Perform various lab techniques.

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)

Outcomes

Classify carbohydrates, memorize structures of monosaccharides, and describe how monosaccharides react.

Describe structural polysaccharides. 1. Presentation of lecture based on text 2. Use of Internet-based learning activities.

Describe lipid formation.

Describe formation and characteristics of proteins.

Perform various lab techniques.

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)

Outcomes

Collect, analyze, and report scientific data.
Work safely in a chemistry laboratory.
Use quantitative reasoning to scale and convert chemical quantities.
Interpret and use the periodic table.
Interpret chemical nomenclature.
Relate the properties of elements to their atomic structures.
Interpret and balance chemical equations.
Describe theories of molecular bonding and structure.

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)

Outcomes

Collect, analyze, and report scientific data.
Develop quantitative reasoning ability.
Master techniques of environmental chemistry that are widely used to study natural environments.
Work with and analyze aqueous solutions.
Balance reduction-oxidation reactions.
Predict the behavior of gases.
Analyze the thermodynamics of chemical systems.
Analyze reaction mechanisms and factors that effect reaction rates.
Calculate energy changes during chemical reactions.

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)

Outcomes

Collect, analyze, and report scientific data.
Develop quantitative reasoning ability.
Master techniques of environmental chemistry that are widely used to study natural environments.
Analyze the dynamics of chemical systems.
Work with buffers, the pH of natural waters, and other applications of acid-base equilibria.
Analyze the chemistry of marine systems.
Describe corrosion, batteries, and other applications of electrochemistry.
Explain radioactivity, half-lives of radioactive isotopes, stable isotope ratios, and other applications of nuclear chemistry relevant to tribes.

CHEM 188 - (Special Topics) (1-5)

Special Topics in Chemistry. (TE)

Outcomes

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CHEM 189 - (Individualized Studies) (1-5)

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

Outcomes

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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)

Outcomes

These course numbers are reserved for individualized courses. As such, these courses do not have predetermined course outcomes. Instead, the outcomes for each instance that the course is taught must be articulated on the the class syllabus. Faculty are to use the course outcomes form and guidelines to identify the outcomes. The syllabus for any internship/practicum course must be submitted to the Dean of Academics for approval.

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)

Outcomes

Collect, analyze, and report scientific data.

Predict chemical bonding results of reactions.

Use advanced laboratory techniques safely in a laboratory setting.

Develop research questions.

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)

Outcomes**CHEM 288 - (Special Topics) (1-5)**

Special Topics in Chemistry. (TE)

Outcomes

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CHEM 289 - (Individualized Studies) (1-5)

Individualized learning contracts between a student and an

instructor. (TE)

Outcomes

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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)

Outcomes

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CHEM 389 - (Individualized Studies) (1-5)

Individualized learning contracts between a student and an instructor.

Outcomes

These course numbers are reserved for individualized courses. As such, these courses do not have predetermined course outcomes. Instead, the outcomes for each instance that the course is taught must be articulated on the the class syllabus. Faculty are to use the course outcomes form and guidelines to identify the outcomes. The syllabus for any individualized course must be submitted to the Dean of Academics for approval.

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)

Outcomes

Use MS Windows
Use a web browser to access information on the internet.
Use any email program (Yahoo, MSN, etc.) to communicate on the internet.
Use MS Word for communication.
Demonstrate knowledge of the hardware components of computers.
Demonstrate knowledge of the types of uses of software.

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)

Outcomes

Utilize Microsoft Word to format documents in APA style.
Use spreadsheet and information design principles to communicate data (Excel/Canva).
Create a digital presentation using a presentation program (PowerPoint/Canva/Prezi).
Demonstrate critical thinking and research methodologies to search for and assess information on the internet.
Understand technological/digital issues and professional opportunities in Native communities.
Under the concept of and how to use a cloud platform (Office 365/Google Drive).
Demonstrate awareness of current technology issues related to concepts such as data security, clouds, and online privacy.

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)

Outcomes

Demonstrate basic knowledge of each program's menus and toolbars.
Integrate and share information between programs.
Format elements in each program.

CMPS 188 - (Special Topics) (1-5)

Special Topics in Computers. (NE)

Outcomes

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CMPS 189 - (Individualized Studies) (1-5)

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

Outcomes

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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)

Outcomes

These course numbers are reserved for individualized courses. As such, these courses do not have predetermined course outcomes. Instead, the outcomes for each instance that the course is taught must be articulated on the the class syllabus. Faculty are to use the course outcomes form and guidelines to identify the outcomes. The syllabus for any internship/practicum course must be submitted to the Dean of Academics for approval.

CMPS 288 - (Special Topics) (1-5)

Special Topics in Computers. (NE)

Outcomes

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CMPS 289 - (Individualized Studies) (1-5)

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

Outcomes

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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)

Outcomes

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CMPS 388 - (Special Topics) (1-5)

Special Topics in Computers.

Outcomes

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CMPS 389 - (Individualized Studies) (1-5)

Individualized learning contracts between a student and an instructor.

Outcomes

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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.

Outcomes

These course numbers are reserved for individualized courses. As such, these courses do not have predetermined course outcomes. Instead, the outcomes for each instance that the course is taught must be articulated on the the class syllabus. Faculty are to use the course outcomes form and guidelines to identify the outcomes. The syllabus for any internship/practicum course must be submitted to the Dean of Academics for approval.

CMPS 488 - (Special Topics) (1-5)

Special Topics in Computers.

Outcomes

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CMPS 489 - (individualized Studies) (1-5)

Individualized learning contracts between a student and an instructor.

Outcomes

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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.

Outcomes

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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)

Outcomes

Explain the relationships between interpersonal communication and self-concept, perception, and the symbolic nature of language.
Describe cultural aspects of interpersonal and public communication as they relate to personal experiences.
Organize and present an oral address.
Describe the processes involved in oral communication by defining and characterizing its major models.
Clearly communicate ideas and information orally both interpersonally and in a public address.
Utilize oral organizational skills in other situations, including using the Internet, electronic library databases, or other online material for research.
Define nonverbal communication and identify types.

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)

Outcomes

Discriminate between fact, opinion and theory when receiving information.
Create a timeline that distinguishes significant ideas and events in how people obtain and share information.
Analyze the components necessary for sources and information to be considered credible.
Distinguish between credible and questionable sources of information.
Describe traditional native systems of storing and sharing information.
Illustrate the issues involved in information literacy by examining a current controversial issue, such as a case study.
Discuss the power of social networking as an agent of social change.
Describe the powerful impact of information sharing on society.

CMST 188 - (Special Topics) (1-5)

Special Topics in Communication Studies. (TE)

Outcomes

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CMST 189 - (Individualized Studies) (1-5)

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

Outcomes

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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)

Outcomes

These course numbers are reserved for individualized courses. As such, these courses do not have predetermined course outcomes. Instead, the outcomes for each instance that the course is taught must be articulated on the the class syllabus. Faculty are to use the course outcomes form and guidelines to identify the outcomes. The syllabus for any internship/practicum course must be submitted to the Dean of Academics for approval.

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)

Outcomes**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)

Outcomes**CMST 288 - (Special Topics) (1-5)**

Special Topics in Communication Studies. (TE)

Outcomes

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CMST 289 - (Individualized Studies) (1-5)

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

Outcomes

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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)

Outcomes

These course numbers are reserved for individualized courses. As such, these courses do not have predetermined course outcomes. Instead, the outcomes for each instance that the course is taught must be articulated on the the class syllabus. Faculty are to use the course outcomes form and guidelines to identify the outcomes. The syllabus for any internship/practicum course must be submitted to the Dean of Academics for approval.

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)

Outcomes

Students will be able to practice listening skills by carefully paying attention to elders/speakers and summarizing the main points, using appropriate listening strategies.

Students will be able to identify and describe traditional values still present in their respective communities. Students will be able to identify and give examples of their inherent rights found in the origin stories of their ancestors. Student will present a five page paper of their findings. Students will describe what language means to understanding cultural sovereignty.

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)

Outcomes

Nepeteng Leadership Skills. Students will listen and observe attentively, and write reflections based on experiences. Snepeneq Leadership Knowledge. Describe the importance of inherent rights to the Salish people. Describe the difference between language preservation and revitalization.

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)

Outcomes

Knowledge of Leadership snepeneq. Identify examples of inherent rights contained in Origin Stories. Identify examples of acquired rights. Describe traditional fishing methods. Describe how Aquaculture project emerged from traditional values as a demonstration of Cultural Sovereignty and Self Determination.

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)

Outcomes

Students will listen and observe leaders in the classroom, then write reflections about their experiences. Students will identify and describe traditional values that demonstrate their appreciation of resiliency of Native people in contemporary times.

CSOV 188 - (Special Topics) (1-5)

Special Topics in Cultural Sovereignty. (NE)

Outcomes

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CSOV 189 - (Individualized Studies) (1-5)

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

Outcomes

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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)

Outcomes

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CSOV 288 - (Special Topics) (1-5)

Special Topics in Cultural Sovereignty. (NE)

Outcomes

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CSOV 289 - (Individualized Studies) (1-5)

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

Outcomes

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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)

Outcomes

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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.

Outcomes

Practice listening skills.
Identify and describe traditional values still present in their respective communities.
Identify and give examples of their inherent rights found in the origin stories of their ancestors.
Describe what language means to understanding cultural sovereignty.

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.

Outcomes

Advocate for inherent rights.

Describes the differences between Indigenous and western knowledge.

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

Outcomes

nepeteng- Leadership Skills. Students will apply critical and creative thinking through analyzing research data and conducting engaging class discussions. Students will demonstrate effective communication both verbally and non-verbally through class presentations.

Determine which research proposals would be considered appropriate for Native Communities.

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

Outcomes

netse-mot-i-shqwelowen Leadership Values. Compare and contrast traditional Native values and contemporary understandings of how tribes utilize policy and law to defend their rights.

schelengen- World View. Examine characteristics of colonialism and dependency and how tribes are impacted by these issues.

Discuss the different strategies tribes are using in defending their homelands.

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

Outcomes

Develop a presentation for the process of instituting social change.

Defend Traditional values.

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.

Outcomes

CSOV 351 - Indigenous Self-Determination in Food Sovereignty (5)

Indigenous Self-Determination in Food Sovereignty connects food sovereignty with students' relational accountability to protect their traditional homelands and the traditional ways of life that sustain their people. This course presents how food sovereignty is crucial to enacting the guiding principles of Indigenousness and sovereignty. It presents examples of food sovereignty from the past and explores how it is essential for present and future survival.

Prerequisite: CSOV 301.

Outcomes

Worldview: demonstrate their own relational accountability through food sovereignty of their people.

Skills: demonstrate how to use specific traditional foods to support food sovereignty of their people.

Values: illustrate how they value food sovereignty as central to Indigenous self-determination and inherent sovereignty.

Knowledge: describe specific ways in which food sovereignty is crucial to the past, present, and future survival and inherent sovereignty of their people.

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

Outcomes**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

Outcomes**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

Outcomes**CSOV 388 - (Special Topics) (1-5)**

Special Topics in Cultural Sovereignty.

Outcomes

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CSOV 389 - (Individualized Studies) (1-5)

Individualized learning contracts between a student and an instructor.

Outcomes

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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.

Outcomes

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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, indigenoussness, and sovereignty. Requirements: By permission of instructor

Outcomes

nepeteng - Leadership Skills. Demonstrate effective communication both verbally and non-verbally during class discussions and class presentations.
snepeneq - Leadership knowledge. Advocate for their inherent rights by analyzing specific policies, such as NHPA Section 106 and NAGPRA and describe how they could potentially protect sacred sites.
Describe the function and operation of SHPO and THPO offices.

CSOV 488 - (Special Topics) (1-5)

Special Topics in Cultural Sovereignty.

Outcomes

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CSOV 489 - (Individualized Studies) (1-5)

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

Outcomes

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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

Outcomes

Identify a specific case where tribal values influenced a major decision Interview elders Write a biographical sketch on a tribal leader(s) involved Research Written report Reflections throughout the quarter Demonstrate a clearly understood knowledge of tribal sovereignty as it pertains to the US government and tribal relationships that govern the trust responsibility Lectures in class. Class discussions Listening to elder panels Readings Create a Portfolio of traditional knowledge about leadership values including key words in your native language Weekly reflections Final oral presentation vetted by a panel of faculty and elders

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.

Outcomes

These course numbers are reserved for individualized courses. As such, these courses do not have predetermined course outcomes. Instead, the outcomes for each instance that the course is taught must be articulated on the the class syllabus. Faculty are to use the course outcomes form and guidelines to identify the outcomes. The syllabus for any internship/practicum course must be submitted to the Dean of Academics for approval.

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.

Outcomes

Demonstrate knowledge of tribal departments function and make decisions. Students will decide if this is similar or different to traditional Coast Salish decision making. Collaborate with community members on tribal issues and the development of solutions. Effectively communicate in various settings in oral and written form. Examine acquired rights and analyze how treaties, policies and laws have led to many issues facing tribal communities.

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.

Outcomes

Demonstrate knowledge of tribal departments function and make decisions. Students will decide if this is similar or different to traditional Coast Salish decision making.

Collaborate with community members on tribal issues and the development of solutions.

Effectively communicate in various settings in oral and written form.

Examine acquired rights and analyze how treaties, policies and laws have led to many issues facing tribal communities.

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)

Outcomes

Develop an understanding of theatrical roles.

Assume a role in a class presentation either as an actor or technician.

Utilize presentation skills in other situations and classes.

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)

Outcomes

Develop an understanding of theatrical roles.

Assume a role in a class presentation.

Utilize presentation skills in other situations and classes.

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)

Outcomes

Demonstrate knowledge of roles in theater production, including stage make up, set construction, lighting, publicity and promotion, and general theater management Demonstrate the ability to perform at least three of these roles: Stage Make up, Set Construction, Lighting, Publicity & Promotion, General Theater Management.

DRMA 188 - (Special Topics) (1-5)

Special Topics in Drama. (TE)

Outcomes

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DRMA 189 - (Individualized Studies) (1-5)

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

Outcomes

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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)

Outcomes

These course numbers are reserved for individualized courses. As such, these courses do not have predetermined course outcomes. Instead, the outcomes for each instance that the course is taught must be articulated on the the class syllabus. Faculty are to use the course outcomes form and guidelines to identify the outcomes. The syllabus for any internship/practicum course must be submitted to the Dean of Academics for approval.

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)

Outcomes

Identify the various major periods, personalities and films in the film history.

Identify the progressive technical and narrative achievements and characteristics in major periods, personalities and films.

Use appropriate technical vocabulary in identifying the various technical manipulations made possible by visual and audio equipment.

Analyze the specific use and effects of technical manipulations.

Analyze the contributions of acting, script, set, music and lights to the film narrative.

Apply discerning, informed criteria in evaluating films.

DRMA 288 - (Special Topics) (1-5)

Special Topics in Drama. (TE)

Outcomes

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DRMA 289 - (Individualized Studies) (1-5)

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

Outcomes

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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)

Outcomes

These course numbers are reserved for individualized courses. As such, these courses do not have predetermined course outcomes. Instead, the outcomes for each instance that the course is taught must be articulated on the the class syllabus. Faculty are to use the course outcomes form and guidelines to identify the outcomes. The syllabus for any internship/practicum course must be submitted to the Dean of Academics for approval.

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)

Outcomes

Explain current theories and ongoing research in early care and education as it applies to children, families, and early childhood programs, particularly in Indian Country.

Describe how children learn and develop through play and the role of play in early childhood programs.

Observe an early childhood environment and identify examples of best practice.

Compare at least five early learning program models.

Explain the importance of building partnerships with families and strategies for working effectively with families from a variety of cultural, linguistic, ethnic, and socioeconomic backgrounds.

Identify appropriate guidance and discipline techniques used in family and early learning settings.

Apply the professional code of ethics for early care and education to resolve a dilemma.

Describe current research on an aspect of Native early childhood education important to your tribal community.

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)

Outcomes

Demonstrate the ability to use guidance to respond to challenging behavior.

Demonstrate a commitment to adult-child connection and attachment as the foundation for guidance in early childhood.

Demonstrate a commitment to developing environments for early childhood programs that provide significant guidance and support to children.

Demonstrate a commitment to developing place-based environments that reflect cultural values, identity, and sense of belonging.

Formulate a personal philosophy of guidance in early childhood.

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)

Outcomes

Describe appropriate policies to prevent illness in childcare settings, schools, and other programs.

Describe appropriate safety policies that prevent and minimize accidents for both indoor and outdoor environments.

Demonstrate skills in emergency first aid, food service, routine health and safety practices, and mandated reporting.

Describe the role of nutrition as it relates to development, licensing regulations for childcare, and government food programs.

Create developmentally appropriate health, safety, and nutrition education materials and activities.

Identify common indicators of illnesses/ infectious diseases and state appropriate steps to be followed.

Develop strategies for working with families in accessing and utilizing health, nutritional, and dental services.

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)

Outcomes

Recognize families as central to tribal early learning programs and identify resources to support them.
Recognize child development (birth to age 8) as a continuum that informs caregivers about children's needs.
Identify techniques for collecting child development information to use in planning.
Plan for learning through play and active involvement for children in care programs.
Demonstrate techniques for keeping children healthy and safe in preparing food, hand washing, diapering/toileting, cleaning, managing medication, preventing accidents, and identifying incidences of child abuse and neglect.
Identify and describe wellness, nutrition, and fitness practices in tribal early learning programs.
Identify interaction and guidance strategies that build connection and support children's self-management.
Relate how legal requirements (tribal, state, and/or federal) govern child care programs and support staff in caring for children.
List examples of professional practice in Early Childhood Education.

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)

Outcomes

Name at least one attribute of each of the seven characteristics of quality care for infants and toddlers.
Identify at least 3 infant/toddler cues and appropriate caregiver responses to them.
Describe the caregiver's role in supporting secure attachment in early care settings.
Discuss and plan or modify an infant/toddler learning environment that is responsive, relationship-based and fosters optimal social/emotional, physical, and cognitive development.
Articulate a strategy for providing culturally responsive and competent care and honoring family diversity.

ECED 188 - (Special Topics) (1-5)

Special Topics in Early Childhood Education. (NE)

Outcomes

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ECED 189 - (Individualized Studies) (1-5)

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

Outcomes

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ECED 197 - Practicum I: Expressing Warmth to Children (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)

Outcomes

Recognize, describe, and categorize at least 5 actions and/or attributes of young children that you value and relate them to your own indigenous cultural values.

Recognize, describe, and categorize adult responses to children as “approval” or “disapproval” and write a declaration of the ideal person you want to bring to children when you are with them.

Assess the extent to which negativity may be a habit and set one goal for change.

Express approval using only non-verbal signals and vocal sounds and point out at least one result on another adult, one result on a child or group of children, and one result on yourself.

Use factual description rather than praise, describing at least 6 specific behaviors in a factual, positive, responsive way.

Keep a record of and analyze your non-verbal, vocal, and descriptive expressions of warmth to children.

Demonstrate your understanding, use of, and results of expressing warmth to children, relating your understanding to your cultural values and identity.

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)

Outcomes

Compose one written summary or case study of the ways in which biology, culture, socioeconomic status and environmental influences contribute to the shaping of the strengths and needs of the family and of a specific child in the family.

Identify three main parenting styles and at least two influences parenting styles have on a child’s development, when examining case studies.

Identify how parenting styles exist in a classroom, and may or may not be in harmony with a child’s parenting experiences at home.

Identify and describe, at least three historical factors that have affected and continue to affect Native Americans.

Research and identify two or more cultural traditions and values regarding child rearing and family interactions and roles within one’s own community.

Identify at least three factors that support resilience in children, and a strategy that can be used in the home, school and community to support the development of resilience.

Based upon a case study, develop an intervention with a resource and referral plan for a child and family that utilizes strengths-based and solutions-oriented practices, needs assessment, eco-map development, and client-centered practice.

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)

Outcomes

Differentiate between the tenets of at least four of the major theories of child development.

Apply at least two theories of child development in the direct observation of a child.

Critique the applicability of a theory to the individual child.

Identify at least three integrated contexts for child development.

Recognize personal latent knowledge and beliefs of child development.

Justify the integration of formal theories with their personal beliefs of child development.

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)

Outcomes

Demonstrate awareness of individual children and commitment to learning from them by observation.

Recognize and use at least five observation/assessment tools.

Apply at least five observation/assessment tools in the direct observation of a child.

Use and select an appropriate observation/assessment technique to collect data on a Child's development.

Identify at least three environmental factors that can influence the assessment process.

Recognize and value the impact of personal bias on the assessment process and its results.

Create at least one observation/assessment tool.

Identify three uses and three possible misuses of standardized tests.

Apply observation results in the curriculum decision making process.

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)

Outcomes

Create an environment that promotes child-initiated, play-based, constructivist learning and incorporates indirect guidance strategies.

Develop a one-month curriculum incorporating Native culture, language development, literacy, math, science, social studies, and the arts for children ages 3, 4, and 5.

Provide for elements in at least three areas of the curriculum they develop that build on culture, family composition and emergent interests of the children.

Demonstrate planning for learning for weekly, monthly and yearly planning that incorporates children's interests and needs.

Reflect upon and assess outcomes of teaching strategies, suggesting at least two changes indicated.

Implement scaffolding for individualization for one child and replenish at least two areas of the environment for increased learner engagement in constructivist learning.

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)

Outcomes

Demonstrate at least one (1) example each of these Indigenous traditions of communication: non-verbal and storytelling.

Articulate the role of children's literature in skill development by sharing at least five (5) skills that can be positively influenced by the use of children's literature.

Plan at least one (1) effective program-to-home connection event that supports indigenous communications, indigenous and English language development, and literacy development.

Identify at least seven (7) characteristics of effective learning environments that promote literacy and language development.

Apply language acquisition theories by planning at least three (3) strategies to promote receptive and expressive language development in both the indigenous language of your area and English.

ECED 288 - (Special Topics) (1-5)

Special Topics in Early Childhood Education. (NE)

Outcomes

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ECED 289 - (Individualized Studies) (1-5)

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

Outcomes

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ECED 297 - Practicum II: Connecting to Children (5)

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)

Outcomes

Work with classmates to construct collective understanding of responsive play, informative talk, initiative, cooperation and perseverance.
Differentiate between responding to a child's play and initiating play oneself, and respond to at least one child who does not often initiate play.
Distinguish between teacher statements that make demands on children and teacher statements that give information to children.
Identify examples of initiative, cooperation, and perseverance that ultimately result in children accomplishing one or more goals.
Develop a project that demonstrates your understanding of connecting with children, relating your understanding to your cultural values and identity.

ECON - Economics**ECON 188 - (Special Topics) (1-5)**

Special Topics in Economics. (TE)

Outcomes

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ECON 189 - (Individualized Studies) (1-5)

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

Outcomes

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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)

Outcomes

These course numbers are reserved for individualized courses. As such, these courses do not have predetermined course outcomes. Instead, the outcomes for each instance that the course is taught must be articulated on the the class syllabus. Faculty are to use the course outcomes form and guidelines to identify the outcomes. The syllabus for any internship/practicum course must be submitted to the Dean of Academics for approval.

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)

Outcomes

Differentiate between the study of microeconomics and macroeconomics.
Utilize microeconomic and macroeconomic performance indicators to evaluate the success of tribal economic development projects.
Analyze supply and demand curves in the context of a small business.
Describe the connections between tribal economic development and community well being.

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)

Outcomes

Describe the purpose and the meaning of the potlatch.
Compare and contrast traditional values and contemporary understanding.

ECON 288 - (Special Topics) (1-5)

Special Topics in Economics. (TE)

Outcomes

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ECON 289 - (Individualized Studies) (1-5)

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

Outcomes

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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)

Outcomes

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ECON 388 - (Special Topics) (1-5)

Special Topics in Economics.

Outcomes

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ECON 488 - (Special topics) (1-5)

Special Topics in Economics.

EDUC - Education**EDUC 188 - (Special Topics) (1-5)**

Special Topics in Education. (NE)

Outcomes

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EDUC 189 - (Individualized Studies) (1-5)

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

Outcomes

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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)

Outcomes

These course numbers are reserved for individualized courses. As such, these courses do not have predetermined course outcomes. Instead, the outcomes for each instance that the course is taught must be articulated on the the class syllabus. Faculty are to use the course outcomes form and guidelines to identify the outcomes. The syllabus for any internship/practicum course must be submitted to the Dean of Academics for approval.

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)

Outcomes

Through class participation and presentations student will apply critical, creative thinking and problem solving skills. Students will study boarding schools and describe their generational impacts.

EDUC 288 - (Special Topics) (1-5)

Special Topics in Education. (NE)

Outcomes

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EDUC 289 - (Individualized Studies) (1-5)

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

Outcomes

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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)

Outcomes

These course numbers are reserved for individualized courses. As such, these courses do not have predetermined course outcomes. Instead, the outcomes for each instance that the course is taught must be articulated on the the class syllabus. Faculty are to use the course outcomes form and guidelines to identify the outcomes. The syllabus for any internship/practicum course must be submitted to the Dean of Academics for approval.

EDUC 388 - (Special Topics) (1-5)

Special Topics in Education.

Outcomes

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EDUC 389 - (Individualized Studies) (1-5)

Individualized learning contracts between a student and an instructor.

Outcomes

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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.

Outcomes

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EDUC 488 - (Special Topics) (1-5)

Special Topics in Education.

Outcomes

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EDUC 489 - (Individualized Studies) (1-5)

Individualized learning contracts between a student and an instructor.

Outcomes

These course numbers are reserved for individualized courses. As such, these courses do not have predetermined course outcomes. Instead, the outcomes for each instance that the course is taught must be articulated on the the class syllabus. Faculty are to use the course outcomes form and guidelines to identify the outcomes. The syllabus for any individualized course must be submitted to the Dean of Academics for approval.

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.

Outcomes

These course numbers are reserved for individualized courses. As such, these courses do not have predetermined course outcomes. Instead, the outcomes for each instance that the course is taught must be articulated on the the class syllabus. Faculty are to use the course outcomes form and guidelines to identify the outcomes. The syllabus for any internship/practicum course must be submitted to the Dean of Academics for approval.

ENGL - English**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)

Outcomes

Identify basic parts of speech.
Write a variety of complex sentences with proper punctuation, spelling, and capitalization
Identify audience, purpose, and voice and academic voice
Lecture, practice writing to different audiences on same topic.
Utilize close-reading techniques and paraphrase culturally relevant content while building vocabulary and spelling skills.
Compose organized narrative paragraphs containing five to seven sentences and self edit
Use a template to compose an organized five paragraph essay with all basic academic components.
Use MLA format and understand the concept of intellectual property and citation.
Articulate the connection between community and identity in an oral presentation appropriate to audience.

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)

Outcomes

Read a range of types of material, with an emphasis on informational texts and articulate that close and critical reading/analysis allows writers to understand how and why texts create meaning.
Demonstrate that writing is a practice which involves a multi-stage, recursive and social process.
Demonstrate Standard English in several modes of writing, expository/ descriptive, summaries, five paragraph essays, and research paper.
Articulate that writing is shaped by audience, purpose, and context, and show awareness in writings of how social systems operate, how they are studied, how history is studied, and some of the major trends and cultural organizers used to describe history.
Demonstrate basic research skills and practices, MLA citation, and the role of information literacy in the practice of writing.
Demonstrate understanding of the ethical dimensions of writing (citation, ethical/viable research, plagiarism, etc.).

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)

Outcomes

Use academic voice to write papers using Standard English.

Read a range of types of material, with an emphasis on informational and historical texts and understand that close and critical reading/analysis allows writers to understand how and why texts create meaning.

Student articulates a thesis, uses transitions, and states a conclusion and organizes ideas in academic style.

When confronted with a recognizable problem or issue from a certain discipline, student can articulate what a reasonable solution might be and describe a process for reaching that solution.

Student organizes and identifies premises and conclusions in their own thinking, conducts inquiry/formulates questions, and makes claims based on external evidence (something beyond the student's own memories).

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)

Outcomes

Demonstrate Standard English mechanics and grammar in creating texts.

Demonstrate academic research skills.

Show evidence of critical reading, thinking, and writing through the application of social discourse concepts and persuasive writing.

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)

Outcomes

Demonstrate Standard English mechanics and grammar in creating texts.

Demonstrate academic research skills.

Show evidence of critical reading, thinking, and writing through the application of social discourse concepts and persuasive writing.

Organize ideas in an academic style.

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)

Outcomes

Write standard English.

Analyze and understand audience.

Perform before an audience.

Express and summarize stories.

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)

Outcomes

Become familiar with the genres of fiction, non-fiction and poetry, and read widely in each genre.

Produce writing in each genre. This writing must demonstrate an awareness of form and convention, and a willingness to creatively manipulate the conventions.

Demonstrate a willingness and capacity to engage with peer work in workshop and in writing. Provide appropriate engaged feedback to peers

Complete a final project of your own writing.

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)

Outcomes

Demonstrate comprehension of contemporary poetry and short plays

Write poetry and short plays

Demonstrate familiarity with at least three writing techniques

ENGL 188 - (Special Topics) (1-5)

Special Topics in English. (TE)

Outcomes

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ENGL 189 - (Individualized Studies) (1-5)

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

Outcomes

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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)

Outcomes

These course numbers are reserved for individualized courses. As such, these courses do not have predetermined course outcomes. Instead, the outcomes for each instance that the course is taught must be articulated on the the class syllabus. Faculty are to use the course outcomes form and guidelines to identify the outcomes. The syllabus for any internship/practicum course must be submitted to the Dean of Academics for approval.

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)

Outcomes

Write appropriately for a targeted audience.

Demonstrate college-level writing, formatting, and citation skills.

Perform library and Internet research on various technical topics.

Describe the key components of technical literature.

Incorporate source material into effective technical writing.

Differentiate credible sources from non-credible sources.

Use guidelines for formatting and citing sources as appropriate for technical communication.

Write an effective technical paper using appropriate guidelines for the specific type of technical document.

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)

Outcomes

Demonstrate analytical thinking about text material through writing responses.
Gain academic citation skills.
Build college-level writing skills.
Compare oral and written knowledge/literature.
Graph a timeline of Native American literature and events.

- ENGL-237

Outcomes

Demonstrate familiarity of contemporary Native American literature.
Demonstrate knowledge of at least three NA legends.
Write in-depth reflections on contemporary Native American literature.

ENGL 288 - (Special Topics) (1-5)

Special Topics in English. (TE)

Outcomes

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ENGL 289 - (Individualized Studies) (1-5)

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

Outcomes

These course numbers are reserved for individualized courses. As such, these courses do not have predetermined course outcomes. Instead, the outcomes for each instance that the course is taught must be articulated on the the class syllabus. Faculty are to use the course outcomes form and guidelines to identify the outcomes. The syllabus for any individualized course must be submitted to the Dean of Academics for approval.

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)

Outcomes

These course numbers are reserved for individualized courses. As such, these courses do not have predetermined course outcomes. Instead, the outcomes for each instance that the course is taught must be articulated on the the class syllabus. Faculty are to use the course outcomes form and guidelines to identify the outcomes. The syllabus for any internship/practicum course must be submitted to the Dean of Academics for approval.

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

Outcomes

Write clear, audience-friendly professional and technical documents.
Analyze an audience and effectively plan for the writing process.
Write in a variety of professional text formats, such as reports, letters, proposals, memos, and emails.
Discern and integrate various worldviews with the goal of writing effective and unifying documents.
Write persuasively.
Apply research techniques to the presentation of written material.
Collaborate with others in a professional writing venue.
Prepare and deliver effective professional oral presentations.
Use online sources (e.g., portals) to share and collaboratively prepare information.

ENGL 388 - (Special Topics) (1-5)

Special Topics in English.

Outcomes

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ENGL 389 - (Individualized Studies) (1-5)

Individualized learning contracts between a student and an instructor.

Outcomes

These course numbers are reserved for individualized courses. As such, these courses do not have predetermined course outcomes. Instead, the outcomes for each instance that the course is taught must be articulated on the the class syllabus. Faculty are to use the course outcomes form and guidelines to identify the outcomes. The syllabus for any individualized course must be submitted to the Dean of Academics for approval.

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.

Outcomes

These course numbers are reserved for individualized courses. As such, these courses do not have predetermined course outcomes. Instead, the outcomes for each instance that the course is taught must be articulated on the the class syllabus. Faculty are to use the course outcomes form and guidelines to identify the outcomes. The syllabus for any internship/practicum course must be submitted to the Dean of Academics for approval.

ENGL 488 - (Special Topics) (1-5)

Special Topics in English.

Outcomes

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ENGL 489 - (Individualized Studies) (1-5)

Individualized learning contracts between a student and an instructor.

Outcomes

These course numbers are reserved for individualized courses. As such, these courses do not have predetermined course outcomes. Instead, the outcomes for each instance that the course is taught must be articulated on the the class syllabus. Faculty are to use the course outcomes form and guidelines to identify the outcomes. The syllabus for any individualized course must be submitted to the Dean of Academics for approval.

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.

Outcomes

These course numbers are reserved for individualized courses. As such, these courses do not have predetermined course outcomes. Instead, the outcomes for each instance that the course is taught must be articulated on the the class syllabus. Faculty are to use the course outcomes form and guidelines to identify the outcomes. The syllabus for any internship/practicum course must be submitted to the Dean of Academics for approval.

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)

Outcomes

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)

Outcomes

Investigate relationships between physical quantities by applying dimensional and unit analysis.

Manipulate mathematical models to analyze sensitivity of a system to changes in one or more variables.

Use estimation to make order to magnitude calculations in the absence of data.

Properly apply the rules for handling significant figures in arithmetic.

Prepare and interpret graphs following accepted standards in engineering and science.

Demonstrate application of engineering problem solving processes.

Describe elements of the engineering design process.

Participate in functional project teams.

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)

Outcomes

Create simple macros.

Use a range of strategies to build surfaces.

Create 3-D models from 2-D drawing and scanned images.

Create surfaces and features using custom construction planes.

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)

Outcomes

Create simple macros.

Use a range of strategies to build surfaces.

Create 3-D models from 2-D drawing and scanned images.

Create surfaces and features using custom construction planes.

ENGR 188 - (Special Topics) (1-5)

Special Topics in Engineering. (NE)

Outcomes

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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)

Outcomes

Apply circuit analysis techniques including Kirchoff's laws, equivalent resistance, superposition, Thevenin and Norton equivalents, Node-voltage method, and Mesh-current method.

Solve first- and second-order linear differential equations associated with basic circuit forms.

Analyze single-phase and three-phase sinusoidal steady state circuits

Build, and trouble shoot electrical instrumentation and control systems as specified in a circuit schematic.

Perform basic circuit analysis using computer-based tools such as PSPICE, TINA, LTSPICE, or MultiSim.

Analyze the transient step and natural response of first and second order linear direct current (DC) circuits containing resistors, capacitors, and/or inductors.

Analyze the steady-state response of sinusoidal circuits including frequency-selective circuits by applying the concepts of phasor transforms and impedance.

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)

Outcomes

Create simple macros.

Use a range of strategies to build surfaces.

Create 3-D models from 2-D drawings and scanned images.

Create surfaces and features using custom construction planes.

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)

Outcomes

Create simple macros.

Use a range of strategies to build surfaces.

Create 3-D models from 2-D drawings and scanned images.

Create surfaces and features using custom construction planes.

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)

Outcomes

Draw complete free body diagrams (FBDs) and write appropriate equilibrium equations for FBDs, including support reactions.

Apply the concepts of equilibrium to structures.

Calculate moments, centers of mass, and forces for particular structures.

Apply vector algebra principles to solving statics problems.

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)

Outcomes

Apply Newton's Laws of Motion to particles, systems of particles and rigid bodies.

Apply kinematics to systems of particles and rigid bodies.

Apply the principle of work and energy and the principle of impulse and momentum to mechanical systems.

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)

Outcomes

Apply statics, properties of materials, and basic mathematics to analyze the stress-strain behavior of structural members.

Apply various static loading conditions of simple structures and formulate progressive solutions to quantify their stress-strain behavior.

Work individually and function as part of a team to apply engineering principles.

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)

Outcomes

Write and document MATLAB code with logical and iterative flow control and file input and output. Utilize vector/matrix paradigm in MATLAB to write commands to manipulate data and implement numerical solution algorithms. Produce plots of numerical data using MATLAB's various data visualization functions. Describe the consequences of finite precision and the inherent limits of the numerical methods. Select and apply appropriate numerical methods to problems in engineering using algorithms, accuracy requirements, and available computational resources.

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)

Outcomes

Specify, describe & explain the interrelationships between organisms and ecosystems. Specify and explain the structure and function of biomes (desert, grassland, savanna, tropical rainforest, temperate deciduous forest, taiga and tundra). Analyze the effects of abiotic and biotic (including human) influences on ecosystems. Specify and explain the fundamental concepts, terms, and trends related to populations of organisms, including humans. Compare and contrast the basic tenets of western environmental science with the traditional environmental knowledge of traditional, especially Native American societies. Analyze the effects of humans as the dominant element of ecosystems with reference to historical, regional, political and economic factors.

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)

Outcomes

Describe ecological principles. Identify environmental issues and problems. Describe and assess possible solutions to environmental problems. Develop personal plan to support environmental health. Describe tribal actions in protecting the environment.

ENVS 188 - (Special Topics) (1-5)

Special Topics in Environmental Science. (TE)

Outcomes

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ENVS 189 - (Individualized Studies) (1-5)

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

Outcomes

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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)

Outcomes

These course numbers are reserved for individualized courses. As such, these courses do not have predetermined course outcomes. Instead, the outcomes for each instance that the course is taught must be articulated on the the class syllabus. Faculty are to use the course outcomes form and guidelines to identify the outcomes. The syllabus for any internship/practicum course must be submitted to the Dean of Academics for approval.

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)

Outcomes

Identify vascular plant vegetative organs (stems, roots and leaves), reproductive organs (flowers, cones, and comparable structures in spore-bearing plants), and their main parts.

Identify unknown plant specimens using a dichotomous plant identification key.

Determine the status of a floral specimen with reference to the following floral characters: fusion (vs. parts separate), ovary position, reduction (vs. parts numerous), and symmetry.

Identify the main parts of a dissecting stereo scope and demonstrate its proper use.

Collect, press, dry, mount and label herbarium specimens.

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 & Remote Sensing (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)

Outcomes

Create shape files and themes.

Develop appropriate projection.

Incorporate Excel spreadsheet files and demonstrate data query techniques.

Develop coverages.

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)

Outcomes

Expand and refine GIS concepts, applications and analysis beyond the introductory course.

Analyze the spatial distribution of phenomena and provide meaningful analysis of spatial attributes.

Complete research-based, place-based analysis utilizing main-stream GIS technology to address a scientific topic of tribal concern.

Understand ArcGIS PRO 2.x software framework to be able to perform GIS services in a work environment.

Apply advanced graphics and data visualization concepts to design quality prints and online maps.

ENVS 288 - (Special Topics) (1-5)

Special Topics in Environmental Science. (TE)

Outcomes

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ENVS 289 - (Individualized Studies) (1-5)

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

Outcomes

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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)

Outcomes

These course numbers are reserved for individualized courses. As such, these courses do not have predetermined course outcomes. Instead, the outcomes for each instance that the course is taught must be articulated on the the class syllabus. Faculty are to use the course outcomes form and guidelines to identify the outcomes. The syllabus for any internship/practicum course must be submitted to the Dean of Academics for approval.

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

Outcomes

Identify locally important shellfish to the species level.
Analyze species-limiting environmental factors.
Describe anatomical features of variety of locally important shellfish species.
Demonstrate knowledge of historical and modern methods used by coastal peoples to harvest various species.
Describe the linkage between habitat quality and shellfish abundance.

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

Outcomes

Demonstrate knowledge of the fundamental principles in environmental toxicology, such as bioaccumulation, biomagnification, and biotransformation of toxicants. Demonstrate knowledge of the relationship between environmental toxicology and humans, including how environmental toxicants impact humans.

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.

Outcomes

Delineate the hydrologic processes, the magnitude of the various processes, and how they function in Northwestern Washington.
Use previously collected data in order to analyze and project hydrological processes and water resources for Northwestern Washington and Whatcom County.
Produce text and graphics which illustrate atmospheric, surface and ground water movements.

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.

Outcomes

Characterize marine waters in terms of: tidal flows, ecological functions of estuaries, salinity regimes, dissolved oxygen, nutrient sources and sinks, and fate of pollutants.
Articulate the importance of primary consumers as critical links in the productivity of marine food webs.
Identify local marine flora, and fauna, and describe their life histories.
Describe nutrient cycling, and the interplay between inorganic nutrients and primary production in the marine environment.

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.

Outcomes

Describe in biological terms the characteristics of pteridophytes, gymnosperms, and angiosperms, which reflect their unique attributes and relationship to each other.

Indicate how local native plants may be identified based on characters observable in winter.

Collect and identify local plants in accordance with established identification methods based on characters observed in winter.

Discuss examples of traditional cultural significance of plants among Indigenous Peoples at the Pacific Northwest. Discuss the significance of plants as related to aspects of contemporary environmental and human affairs with emphasis on Indigenous People of the Pacific Northwest.

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.

Outcomes

Design a study that describes the distribution and abundance of plants or animals in the field.

Collect and analyze field data. Weekly field labs Lecture.

Prepare a field study report that is supported by statistically significant data.

Quantify the distribution and abundance of plants.

Quantify the distribution and abundance of animals.

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

Outcomes

Sharpen research report writing skills.

Accumulate external data, and then integrate this data using Geography, Graphical Information Systems, Remote Sensing, and Cartography to interpret, and formulate a plan or a conclusion.

Use vocabulary in the areas of Geography, Graphical Information Systems, Remote Sensing, and Cartography to communicate and understand concepts in this area.

Think spatially and determine how it pertains to Tribal and Cultural needs.

Examine the Electromagnetic Spectrum and how it can reveal information about the earth's surface using different bands in the Spectrum from satellite and other sources.

Use ArcView and other software to evaluate and display data.

ENVS 388 - (Special Topics) (1-5)

Special Topics in Environmental Science.

Outcomes

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ENVS 389 - (Individualized Studies) (1-5)

Individualized learning contracts between a student and an instructor.

Outcomes

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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.

Outcomes

These course numbers are reserved for individualized courses. As such, these courses do not have predetermined course outcomes. Instead, the outcomes for each instance that the course is taught must be articulated on the the class syllabus. Faculty are to use the course outcomes form and guidelines to identify the outcomes. The syllabus for any internship/practicum course must be submitted to the Dean of Academics for approval.

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.

Outcomes

Summarize information regarding seasonal physical and chemical cycles in lakes, including different types of thermal stratification and their expected vertical profiles of light, heat and materials.

Describe the ecological role and function of common freshwater aquatic biota.

Identify impacts of anthropogenic disturbances, such as nutrient loading, on aquatic systems.

Explain the importance of physical factors in determining biological community composition in streams and rivers

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.

Outcomes

Identify the main marine issues of concern for the Salish Sea and propose recovery strategies.

Design and carry out a limited marine research project with scientific paper.

Characterize marine waters of the Salish Sea: tidal flows, effects of estuaries, areas of higher/lower salinity, dissolved oxygen, nutrient and pollutant concentrations. Participate in an ongoing intertidal marine species survey and calculate results.

Identify common Salish Sea phytoplankton and algae with their bloom seasons and their habitat types.

Correlate the variety, abundance and ecological importance of common Salish Sea zooplankton with nutrient and phytoplankton levels.

Identify common Salish Sea marine invertebrates with their life histories.

Identify common Salish Sea fishes and marine mammals with their habitat requirements.

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. Prerequisites: ENGL 102 and ENVS 201

Outcomes

Describe phenology in terms of plant or animal species.

Provide examples of Traditional Phenological Knowledge among Native Americans of the Pacific Northwest.

Observe and record phenological observations of local plant or animal species.

Discuss the significance of phenology as related to aspects of climate change and biology.

Discuss the relationship between phenology and current and future climate change impacts on Native Americans of the Pacific Northwest.

ENVS 470 - Ecological Restoration (3)

Presents the process of developing, implementing, and assessing an ecosystem restoration project. Prerequisite: BIOL 310

Outcomes

Develop a comprehensive restoration plan.
 Assess the condition of the existing ecosystem that requires restoration, including soils, wildlife, plants and connectivity with other systems.
 Collect and synthesize ecological knowledge, environmental data and other types of information about historical and existing reference ecosystems to set goals for a restoration project.
 Create a project budget and timeline.
 Design a restoration project monitoring system.
 Devise strategies for the control of invasive species.
 Produce, handle, and plant bare root seedlings, stakes, and container seedlings.

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.

Outcomes

Describe the interconnections between plants and features of their physical environment: soil, water, light, temperature and atmosphere.
 Collect and analyze physiological data.
 Explain how adaptations of plant species are related to their roles in ecological communities.
 Scale processes from individual leaves, to plants, to whole ecosystems.
 Integrate concepts of math, meteorology, and plant biology to develop a dynamic model of water use by a native plant.

ENVS 488 - (Special Topics) (1-5)

Special Topics in Environmental Science.

Outcomes

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ENVS 489 - (Individualized Studies) (1-5)

Individualized learning contracts between a student and an instructor.

Outcomes

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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.

Outcomes

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GEOG - Geography**GEOG 188 - (Special Topics) (1-5)**

Special Topics in Geography. (TE)

Outcomes

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GEOG 189 - (Individualized Studies) (1-5)

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

Outcomes

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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)

Outcomes

These course numbers are reserved for individualized courses. As such, these courses do not have predetermined course outcomes. Instead, the outcomes for each instance that the course is taught must be articulated on the the class syllabus. Faculty are to use the course outcomes form and guidelines to identify the outcomes. The syllabus for any internship/practicum course must be submitted to the Dean of Academics for approval.

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)

Outcomes

GEOG 288 - (Special Topics) (1-5)

Special Topics in Geography. (TE)

Outcomes

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GEOG 289 - (Individualized Studies) (1-5)

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

Outcomes

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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)

Outcomes

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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.

Outcomes

1. Students will be able to list the scientific and cultural considerations in this natural resource and endangered species issue.
2. Students will be able to explain the dilemmas and opportunities that First Nations and tribal communities often face while working with cultural and natural resource issues.
3. Students will be able to list at least three examples of divergent worldviews found within this case.
4. Students will be able to explain how divergent and multiple worldviews impact governance and inter-organizational and inter-governmental decision-making.
5. Students will demonstrate an understanding of the importance of place.
6. Students will be able to describe the importance of prior consultation with First Nations / tribal communities in natural resource decision making.

GEOG 388 - (Special Topics) (1-5)

Special Topics in Geography.

Outcomes

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GEOG 389 - (IndividualizedStudies) (1-5)

Individualized learning contracts between a student and an instructor.

Outcomes

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

Outcomes

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GEOG 488 - (Special Topics) (1-5)

Special Topics in Geography.

Outcomes

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GEOG 489 - (Individualized Studies) (1-5)

Individualized learning contracts between a student and an instructor.

Outcomes

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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.

Outcomes

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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)

Outcomes

Explain and interpret the geologic processes involved in forming and changing the landscapes in the Pacific Northwest and the world.

Describe global plate tectonics and interpret tectonic processes taking place by observing various global patterns, such as distribution of earthquakes, volcanoes, topographic relief.

Identify and explain the meaning and origin of igneous, sedimentary, and metamorphic rocks that are common to our area. Students will construct the rock cycle and explain how rocks can be transformed given the appropriate geologic process.

Characterize and explain the nature of geologic events that could affect our lives in the Pacific Northwest, such as earthquakes, tsunamis, volcanic eruptions, floods, landslides.

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)

Outcomes

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GEOL 189 - (Individualized Studies) (1-5)

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

Outcomes

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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)

Outcomes

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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)

Outcomes

Use the scientific method and principles of the Earth to:
 Observe, Form hypotheses, Make predictions, Test hypotheses
 Develop the ability to be resourceful, to think about and solve land-related problems
 Think wholly and think critically
 Collect and evaluate data and sources of information
 Ask critical questions
 Discern between multiple explanations
 Support an argument with evidence
 Transfer your knowledge from this course to answer questions or solve problems in other situations, or your personal life
 See the world in a new way, through "earth-tinted" glasses to be able to recognize the shape and lay of the land and say something about how it formed.
 Recognize that "like a poem, the whole of which is greater than the sum of its parts" see how geology and conservation ecology go hand-in-hand
 Recognize geologically hazardous areas and be able to make general assessments
 Know the interrelation of Earth Systems and natural resources
 Know that every rock tells a story and learn what some of those stories are (Western Science version and Traditional version)
 Record field observations in field books

GEOL 288 - (Special Topics) (1-5)

Special Topics in Geology. (TE)

Outcomes

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GEOL 289 - (Individualized Studies) (1-5)

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

Outcomes

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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)

Outcomes

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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)

Outcomes

Affirm their inherent beliefs.
Identify their self-efficacy beliefs.
Pursue self-efficacious beliefs.
Maintain self-efficacious beliefs.

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)

Outcomes

Demonstrate effective time management skills.
Describe methods of recalling information.
Set educational goals and plan a program of study and document plans for researching these topics.
List the elements of critical thinking in their own words.
Identify the elements of critical thinking.
Describe various note taking techniques.
Discuss personal responsibilities in learning.
Identify successful stress management techniques.

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)

Outcomes

Identify the personal experiences that may equate to college level learning.
Identify NWIC courses that are equivalent to personal life experiences.
Decide whether to continue on to apply for life experience credits.

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)

Outcomes

Describe college-level learning experiences.
Analyze learning experiences.
Equate college-level learning to NWIC courses Discussion.
Document college-level learning experiences

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)

Outcomes

State career goals.
Create a plan for a degree or certificate.

HMDV 188 - (Special Topics) (1-5)

Special Topics in Human Development. (NE)

Outcomes

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HMDV 189 - (Individualized Studies) (1-5)

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

Outcomes

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HMDV 190 - Student Leadership Practice (1-5)

Student leadership practice through organized NWIC student clubs and organizations. (NE)

Outcomes

Describe the basic principles of how student organizations are structured and operate
Demonstrate through participation in a student club how student organizations function
Lead some aspect of a student club or organization

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)

Outcomes

Describe the importance of self-reflection and goal-setting as an aspect of leadership development.
Articulate Indigenous Leadership philosophy and style through examining own leadership skills and practice.

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)

Outcomes

Establish and maintain mutually rewarding relationships with community entities.
Work cooperatively with others and apply group dynamic skills.
Apply knowledge and skills of emotional intelligence into daily practice.

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)

Outcomes

Facilitate a service-learning project in their community as a practice of indigenous leadership.
Assess the impact of their community project, including leadership skills, tools needed, benefits, and partnerships.

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)

Outcomes

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HMDV 288 - (Special Topics) (1-5)

Special Topics in Human Development. (NE)

Outcomes

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HMDV 289 - (Individualized Studies) (1-5)

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

Outcomes

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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)

Outcomes

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HMTS - Humanities

109 - Encounters in Humanities (1-5)

Five major areas in the humanities studied: Literature, theater, philosophy, art, and music. One credit, Introductory study in each area broadens humanities perspectives and enables students to pursue more in-depth studies. (HT)

Distribution: Humanities Theory (HT). Prerequisite:

ENGL 100.

Outcomes

Identify a major literary figure and work, such as Reservation Blues by Sherman Alexie.
Know the origins of philosophy and the history of selected greats. i.e. Ptah-Hotep and Socrates.
Experience drama by first learning its history, then studying the form of the written play, and finally by viewing a live production.
Identify a major artist and his work, such as Diego and his dog. And create their own work of acrylic on canvas.
Identify music of a specific time period and what instruments are implemented in its creation.

110 - Encounters in Humanities II (1-5)

Five major areas in the Humanities covered: Poetry, film religion, art history, and world music. One credit, introductory study in each area will prepare the student for more in-depth study in one or more of these five areas. (HT)

Distribution: Humanities Theory (HT). Prerequisite: ENGL 100.

Outcomes

Demonstrate an intermediate knowledge of the scope of five interrelated humanities disciplines.
Demonstrate critical thinking skills in the five interrelated humanities disciplines through written projects and oral communication activities.
Demonstrate knowledge of personal and tribal humanities influences and relate these to other tribal, immigrant, and European influences at the intermediate level.
Identify and utilize local and regional humanities resources and events.

HMTS 188 - (Special Topics) (1-5)

Special Topics in Humanities. (TE)

Outcomes

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HMTS 189 - (Individualized Studies) (1-5)

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

Outcomes

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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)

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HMTS 201 - Oral Interpret/Literature-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)

Outcomes

Demonstrate appreciation for Native American Literature
Read literature analytically
Improve oral, written, communication skills
Demonstrate knowledge of culture diversity.

HMTS 288 - (Special Topics) (1-5)

Special Topics in Humanities. (TE)

Outcomes

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HMTS 289 - (Individualized Studies) (1-5)

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

Outcomes

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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)

Outcomes

These course numbers are reserved for individualized courses. As such, these courses do not have predetermined course outcomes. Instead, the outcomes for each instance that the course is taught must be articulated on the the class syllabus. Faculty are to use the course outcomes form and guidelines to identify the outcomes. The syllabus for any internship/practicum course must be submitted to the Dean of Academics for approval.

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)

Outcomes

Produce an organization chart of the typical revenue producing casino.

Demonstrate employee management skills that produce positive results.

Complete an MICS checklist I.E. from the National Indian Gaming Commission.

Discuss trends and operational processes that have emerged in the last decade in hospitality Internet (research NIGC, PRNewswire, DOI, AGA, WSGC, Industry articles. Describe at least two diverse management styles.

Discuss impacts of diversification and development of a Tribal Casino Enterprise.

HRCM 188 - (Special Topics) (1-5)

Special Topics in Hospitality Management. (NE)

Outcomes

These course numbers are reserved for courses that are either being piloted for the first time prior to Curriculum Committee approval or are being implemented for a special circumstance, such as a one-time offering by a visiting scholar. As such, these courses do not have predetermined course outcomes. Instead, the outcomes for each instance that the course is taught must be articulated on the the class syllabus. Faculty are to use the course outcomes form and guidelines to identify the outcomes. The syllabus for any special topics course must be submitted to the Dean of Academics for approval.

HRCM 189 - (Individualized Studies) (1-5)

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

Outcomes

These course numbers are reserved for individualized courses. As such, these courses do not have predetermined course outcomes. Instead, the outcomes for each instance that the course is taught must be articulated on the the class syllabus. Faculty are to use the course outcomes form and guidelines to identify the outcomes. The syllabus for any individualized course must be submitted to the Dean of Academics for approval.

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)

Outcomes

These course numbers are reserved for individualized courses. As such, these courses do not have predetermined course outcomes. Instead, the outcomes for each instance that the course is taught must be articulated on the the class syllabus. Faculty are to use the course outcomes form and guidelines to identify the outcomes. The syllabus for any internship/practicum course must be submitted to the Dean of Academics for approval.

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)

Outcomes

Demonstrate familiarity with the Indian Gaming Regulatory Acts and its local (tribal) and state implications.

Describe the state laws and environments that frame the tribal-state relationship from which gaming compacts arise.

Explain the complexities of gaming regulation and its implications for reporting at all levels of regulatory supervision and within the context of disclosure of proprietary and public information.

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)

Outcomes

Describe the role of leadership and tribal leadership practice in organizational success.

Describe at least two leadership theories associated with Indian gaming.

Demonstrate the use of gaming operations financial statements as a tool for decision making and quality control in the organization.

HRCM 288 - (Special Topics) (1-5)

Special Topics in Hospitality Management. (NE)

Outcomes

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HRCM 289 - (Individualized Studies) (1-5)

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

Outcomes

These course numbers are reserved for individualized courses. As such, these courses do not have predetermined course outcomes. Instead, the outcomes for each instance that the course is taught must be articulated on the the class syllabus. Faculty are to use the course outcomes form and guidelines to identify the outcomes. The syllabus for any individualized course must be submitted to the Dean of Academics for approval.

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)

Outcomes**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)

Outcomes

Describe common organizational development theory and practice. Readings, scenarios, panel discussion. Reflective writings, presentation. Analyze and evaluate organizational practices to ensure success of gaming operations. Readings, panel discussion, personal interpretation, guest lecturers. Reflective writings, tribal organizational theory paper

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)

Outcomes

These course numbers are reserved for individualized courses. As such, these courses do not have predetermined course outcomes. Instead, the outcomes for each instance that the course is taught must be articulated on the the class syllabus. Faculty are to use the course outcomes form and guidelines to identify the outcomes. The syllabus for any internship/practicum course must be submitted to the Dean of Academics for approval.

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)

Outcomes

Recognize and define chemical dependency as a primary disease, its history, as well as, respect and acknowledge a variety of other theoretical concepts and approaches to treatment.

Demonstrate the impact of addiction on Native Americans and how it contrasts with other peoples.

Identify licit and illicit substances according to their classifications.

Describe physiological, emotional, cognitive, and behavioral adaptations/impacts on the user.

List the socio-familial-economic effects on the community as a whole.

Discuss substance use which mimics mental health disorders, such as paranoia, depression, etc. (This is known as a differential diagnosis and is listed in the DSM-IV TR.)

HUMS 130 - Pharmacology/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)

Outcomes

1. Identify the classifications, the kinds of substances within the classification, its effects, and an awareness of adjusting counseling and therapy styles according to substance effect impact on the emotional, cognitive, and behavioral components. (Included is the aspect of half-life).
2. Define tolerance, dependence, cross tolerance and cross dependency
3. Understand and discuss the reward effect of substances in the mechanism of action within the brain's survival domain of drive and reinforcement and how it relates to Substance Use Disorder as a primary disease.
4. Identify the route of administration methods of substance use.
5. Differentiate between psychiatric medications, (benzodiazepines, and like anxiolytics are the exception), and the substances of abuse, as well as understanding the importance of these drugs in treating dual disordered patients. (Identify the basic kinds, and the mental disease being treated is also included).

HUMS 156 - Stress Management (2)

Focuses on ways of coping with stressful factors in the work world and in the home environment. (NE)

Outcomes

Describe key theories related to domestic violence.

Describe practical methods for managing stress in the work world and the home.

Describe practical methods for managing stress in the students own life.

HUMS 160 - Chemical Dependency Case Management (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)

Outcomes

Documentation: (Maintain records in accordance with AAPS licensing requirements and demonstrate professional use of accepted diagnostic criteria for evaluation, placement and treatment of clients). Students will be able to... a. Write a DSM-V multi-axial and screening analysis. b. Write a comprehensive treatment plan. c. Write clinical progress notes, clinical reports and discharge summaries.

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)

Outcomes

Identify a variety of counseling styles and difference between psychotherapy and counseling.
 Characterize the basics of a variety of techniques and demonstrate applications in substance abuse counseling as defined in TAP 21 Competencies
 Identify different counseling approaches best fitted to a client's needs: Individualizing
 Identify and demonstrate basic helping skills pf empathy, attentive listening, attending, reflecting, and processing of individual counseling

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)

Outcomes

Identify the serious risks of adolescent addiction with written examples.
 Describe the overall characteristics of a treatment program for adolescents.
 Define the special needs to be addressed in treatment for diverse populations, especially Native Americans.
 List anchor points of the severity continuum of adolescent substance use disorder and the factors affecting placement in treatment.
 Illustrate the general features of adolescent development, early and late examples of patient placement criteria. Also explain how the continuum care is utilized.
 Explain your understanding of treatment programs in general and specific kinds of programs including how family therapy fit in.
 Demonstrate the foundations importance in preventing relapse in adolescent chemical dependency.

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)

Outcomes

Articulate a general understanding of the nature of airborne and blood borne pathogens.
 Gain a specific understanding of various blood borne pathogens and their transmission, prevention, and treatment.
 Gain an understanding of brief interventions for the chemically dependent patient .

HUMS 188 - (Special Topics) (1-5)

Special Topics in Human Services. (NE)

Outcomes

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HUMS 189 - (Individualized Studies) (1-5)

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

Outcomes

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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)

Outcomes

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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)

Outcomes

Express the rationale and purpose for chemical dependency laws.

Describe the origins of ethical codes of conduct.

State the differences and similarities in ethical behaviors between Chemical Dependency Professionals and other helping professionals.

Express the importance of laws governing substances and substance use related behaviors.

Solve a variety of ethical dilemmas by using team approaches, clinical supervision and administration.

Explain the laws regarding impaired professionals, and conduct, governing professional practice, including treatment agencies.

Describe methods of solving ethical dilemmas using the elements of ethical standards, including when a law and an ethic are in conflict.

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 facilitative skills that can be applied in sexual abuse counseling. Prerequisite: HUMS 170. (NE)

Outcomes

Define the distinguishing characteristic common to groups. Explain the role of the facilitator in group work.

Demonstrate the ability to make process comments as well as content observations.

Describe how groups help heal and empower individuals.

Describe the different stages of group growth.

Explore and describe different types of group leadership styles.

Describe effective methods of group intervention techniques.

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)

Outcomes

Using standard English and appropriate medical abbreviations to document face to-face interviews with patients/clients demonstrating a summary statement of needs.

Demonstrate use of ASAM Criteria in standard forms for intake, transfer, and discharge .

Accurately identify, describe, and apply the requirements of chemical dependency assessments.

Identify and define the requirements for treatment, including level of care, continuing care, transfer referrals, and discharge planning, according to ASAM and WAC criteria.

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)

Outcomes

Understand the characteristics and dynamics of families, couples, and significant others affected by substance abuse. Be familiar with and appropriately use models of diagnosis and intervention for families, couples, and significant others, including extended, kinship, or tribal family. Facilitate the engagement of selected members of the family or significant others in the treatment and recovery process.

Assist families, couples, and significant others in understanding the interaction between the family system and substance use behaviors.

Assist families, couples, and significant others in adopting strategies and behaviors which sustain recovery and maintain healthy relationships.

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)

Outcomes

Define and describe multi-cultural counseling and developing its competency

Identify racism, bias issues in counseling, testing and assessment.

Characterize cultural transition and cultural identity development

Demonstrate the comprehension of different approaches in counseling: Native Americans, African Americans, Latinos & Latinas, Asian & Pacific Islanders, European Americans, Women, Men, Gay & Lesbian Persons, Seniors, Disabled Individuals.

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)

Outcomes

1. Explain the chronicity and the cravings of the disease of addiction, by recognition of specific symptoms in both written and oral reporting.

2. Use examples, the respective symptoms, the disease as primary, chronic, and progressive.

3. Describe how sobriety or recovery is a global and progressive process which is also chronic.

4. Identify The Progressive Stages of Recovery from the text, and the role these have had in preventing relapse.

5. Describe examples of the warning signs of relapse as expressed behaviorally.

6. Describe methods of early intervention, when signs are presented, to prevent relapse.

HUMS 288 - (Special Topics) (1-5)

Special Topics in Human Services. (NE)

Outcomes

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HUMS 289 - (Individualized Studies) (1-5)

Individualized learning contracts between a student and an

instructor. (NE)

Outcomes

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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)

Outcomes

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LSHT - Lushootseed Language

LSHT 101 - Lushootseed I (5)

Fundamentals of speaking, reading, and writing the language. Includes cultural studies. (HP, NASD)

Outcomes

LSHT 102 - Lushootseed II (5)

Continuation of LSHT 101. Prerequisite LSHT 101. (HP, NASD)

Outcomes

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)

Outcomes

LSHT 188 - (Special Topics) (1-5)

Special Topics in Lushootseed Language. (TE)

Outcomes

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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)

Outcomes

LSHT 202 - Lushootseed V (5)

Continuation of LSHT 201. Prerequisite: LSHT 201. (HT, NASD)

Outcomes

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)

Outcomes

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)

Outcomes**LSHT 288 - (Special Topics) (1-5)**

Special Topics in Lushootseed Language. (TE)

Outcomes

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MATH - Mathematics**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)

Outcomes

Demonstrate independence, persistence and flexibility in problem-solving.

Construct arguments to justify answers or processes.

Construct, interpret and apply models for the rational numbers.

Apply concepts in geometry including area and perimeter.

Use multiple algorithms for the arithmetic operations on the rational numbers.

Reason proportionally

Demonstrate the habit of making reasonable estimates of the numerical quantities involved in a situation.

Use online resources relevant to being a student, such as email, and does so on a regular basis.

Construct a personal budget.

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)

Outcomes

Make mathematical conclusions based on pertinent information and interpret them in context.

Use multiple representations (graphical, algebraic, geometric, contextual) of expressions and equations consistently and fluently.

Define, identify, and give examples of equivalent linear and quadratic expressions.

Factor the greatest common factor from an expression; factor trinomials.

Define and demonstrate what it means for a number to be a solution to linear and quadratic equations, inequalities, and systems of equations.

Solve systems of linear equations algebraically and graphically.

Solve quadratic equations graphically.

Convert among the various representations of quadratic change (graphs, formulas, tables, context-based).

Model geometric situations that involve irrational numbers defined by square roots.

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)

Outcomes

Make mathematical conclusions based on pertinent information and interpret them in context.
 Use multiple representations (graphical, algebraic, geometric, contextual) of expressions, equations, and inequalities.
 Carry out operations with positive and negative numbers.
 Solve linear equations and inequalities; define and demonstrate what it means for a number to be a solution to a linear equation or inequality.
 Define, identify, and give examples of equivalent expressions.
 Simplify, add, subtract and multiply polynomials.
 Evaluate expressions, formulas, equations and inequalities using the order of operations.
 Apply the rules of integer exponents.
 Plot points on a rectangular coordinate plane, and estimate the coordinates of given points.
 Convert among the various representations of linear change (graphs, formulas, tables, context-based)

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)

Outcomes

Define, identify, and give examples of equivalent expressions
 Solve quadratic equations by factoring and using the Quadratic Formula
 Convert among the various representations of quadratic change (graphs, formulas, tables, context-based)
 Define and demonstrate what it means for a number to be a solution to an equation/inequality/system of equations
 Use multiple representations (graphical, algebraic, contextual) of expressions, equations and inequalities
 Make mathematical conclusions based on pertinent information and interpret them in context.
 Solve systems of linear equations
 Apply the rules of integer exponents
 Simplify, add, subtract and multiply polynomials
 Factor the greatest common factor from an expression; factor trinomials.
 Reduce, multiply and divide rational expressions.
 Reduce, add and multiply expressions involving square roots

MATH 100 - Elements of Data Literacy (2)

Data literacy as the ability to read, write and communicate data in context. In this course, students will have an opportunity to develop these skills through individual projects and group discussions with their peers and the instructor. In addition, students will learn a variety of foundational technical skills required for the successful completion of a statistics course. (NE)

Prerequisite: Math 98 or Placement Test.

Outcomes

construct dotplots;
 describe features of dotplots and histograms, including an informal discussion of measures of center and spread;
 describe features of scatterplots, including an informal discussion of correlation;
 develop proficiency with percentages;
 interpret the scaling of an axis;
 describe features of a linear trend;
 formulate a testable hypothesis about a given dataset;
 use foundational aspects of spreadsheet software;

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)

Outcomes

Define, recognize, and evaluate functions.
 Define the domain of a function, and find the domain of linear, quadratic, and radical functions.
 Represent linear and quadratic functions as formulas, graphs, and tables of values; use them to model real-world applications.
 Make mathematical conclusions based on pertinent information and interpret them in context.
 Solve linear equations, and systems of linear equations .
 Solve quadratic equations.
 Define radicals with index greater than two, and explain their connection to rational exponents.

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)

Outcomes

Define, compose and evaluate functions in their multiple representations (equations, tables and graphs).
 Use functions to create mathematical models for realistic situations, identify a reasonable domain for the situation.
 Use algebraic methods or a calculator to find the extrema of a function used in a model.
 Make and interpret conclusions about a situation based on the functions being used as models.
 Define and apply logarithms and their properties.
 Solve equations involving linear, quadratic, rational, radical, literal, exponential, and logarithmic functions as well as functions defined by a table or graph.
 Describe and apply the characteristics of the domain and graph of polynomial, rational, radical, exponential, and logarithmic functions as well as functions defined by graphs, tables, compositions, or inverses, including functions that are defined piece-wise.
 Use the properties of $f(x)$ to describe or sketch the graph of $y = a \cdot f(b(x + c)) + d$.
 Determine and compose the inverses of functions defined by equations, graphs, tables, or words.
 Use exponential functions to model compound interest.

MATH 104 - Combined Precalculus for Life Sciences (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

Outcomes

Define, Compose and evaluate functions in their representations (equations, tables and graphs).
 Use functions to create appropriate mathematical models for realistic situations: identify a reasonable domain and range for the situation.
 Determine the characteristics (formula, graph, table, domain, range, etc.) of inverses of functions defined by equations, graphs, tables or words.
 Interpret the practical meaning of the parameters of linear, exponential and sinusoidal models.
 Use algebraic methods or a calculator to find the extrema of a function used in a model.
 Use the properties of $f(x)$ to describe or sketch the graph the graph of $y = a f(b(x+c))+d$
 Describe and apply the characteristics (including domain, range, intercepts, and asymptotes) of graphs of polynomial, rational, radical, exponential and sinusoidal functions.
 Define and apply the characteristics of compositions and inverses of functions.
 Translate between the graph and the formula of functions that are defined piece-wise.
 Find the equations of a sinusoidal function given its graph, or estimate the equations if the exact equation cannot be determined.

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)

Outcomes

Define and recognize functions in their multiple representations (equations, tables, graphs), compose and evaluate them

Use functions to create a mathematical model for a realistic situation, state a reasonable domain for the situation

Recognize characteristics (including domain, range, intercepts, and asymptotes) of the graphs of trigonometric, inverse trigonometric, polynomial, and rational functions.

Use knowledge of $f(x)$ to describe or sketch the graph of $y = a \cdot f(b(x + c)) + d$

Represent, describe, and apply fundamental trigonometric relationships on the unit circle, in a right triangle, and as functions

Develop strategies to solve trigonometric equations and inequalities using trigonometric identities

Find or estimate the equation of a trigonometric, polynomial, or rational function given its graph

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)

Outcomes

Explain the concept of sample and populations.

Explain the difference between qualitative and quantitative data, and between continuous and discrete types of data.

Calculate the mean, mode, median and standard deviation of a sample or population.

Predict probabilities from a normal curve.

Construct simple graphics based on the data, such as bar graphs and histograms.

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)

Outcomes

Define, calculate (or estimate) and give a geometric interpretation of the limit of a function at a point.

Define continuity and differentiability, and give examples of functions that are discontinuous and/or not differentiable.

Interpret the derivative of a function at a point BOTH as the instantaneous rate of change in the quantity modeled AND as the slope of the tangent line to the graph.

Sketch the graph of the derivative and the antiderivative from the graph of a given function.

Compute (or estimate) the value of the derivative at a point using the limit definition.

Compute the expression for the derivative of some elementary functions from the limit definition, and using "rules" of differentiation (including the power rule, product rule, quotient rule and chain rule).

Interpret the value of the first and second derivative as measures of increase and concavity of functions.

Apply basic optimization techniques to selected problems arising in various fields such as physical modeling, economics and population dynamics.

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)

Outcomes

Precisely define the definite integral as a limit of Riemann sums estimate definite integrals using a variety of methods.

Describe under what conditions a technique for estimating an integral results in an overestimate or an underestimate.

Find antiderivatives graphically.

Use the Fundamental Theorem of Calculus to evaluate definite integrals and to represent a particular antiderivative.

Compute antiderivatives and definite integrals using substitution, integration by parts, partial fractions or trigonometric substitution.

Determine whether an improper integral converges, and compute improper integrals.

Apply techniques of integration to compute a variety of quantities such as area, volume, density, center of mass, work, fluid pressure or arc length.

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)

Outcomes

Evaluate functions of two or more variables describe by a table, equation, or graph.

Use various coordinate system (e.g. rectangular, polar cylindrical) and convert among them.

Create and interpret pictorial representation of functions of two variables, such as graphs, contour diagrams and cross-sections by hand and using a graphing utility.

Find formulas for linear functions with given properties, create and interpret their graphical representations and use linear approximation

Apply and interpret the operation of vector algebra, including addition, scalar multiplication, dot and cross product.

Use and interpret the geometric definitions of partial and directional derivatives, the gradient, tangent planes (and their equations) as they relate to graphs and surfaces; explain the connection between these derivatives and the graph, contour diagram and cross-section of a function. Interpret the various derivatives multivariable function as rates of change.

Use and interpret the geometric definition of the integral as a limit of Riemann sums.

Apply the geometric understanding of multiple integrals to practical situations, such as computing average values, areas, volumes and total amount from a density.

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)

Outcomes

Use inductive reasoning and other strategies for solving problems.

Interpret basic concepts of set theory.

Evaluate statements and quantifiers using introductory logic.

Identify and use various numeration and mathematical systems.

Apply number theory to solve problems.

Use real numbers and their representations to solve problems.

Apply the basic concepts of algebra to solve problems.

Graph functions and systems of equations and inequalities.

MATH 188 - (Special Topics) (1-5)

Special Topics in Mathematics. (TE)

Outcomes

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MATH 189 - (Individualized Studies) (1-5)

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

Outcomes

These course numbers are reserved for individualized courses. As such, these courses do not have predetermined course outcomes. Instead, the outcomes for each instance that the course is taught must be articulated on the the class syllabus. Faculty are to use the course outcomes form and guidelines to identify the outcomes. The syllabus for any individualized course must be submitted to the Dean of Academics for approval.

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)

Outcomes

Apply arithmetic to trades using whole numbers.
Apply arithmetic to trades using fractions.
Apply arithmetic to vocations using decimals.
Apply the concepts of ratios, proportion, and percent to vocations.
Use measurement concepts in trade applications.
Use prealgebra concepts including signed numbers, exponents and square roots in vocational context.
Use basic algebra in vocational context.
Use practical and plane geometry in vocational applications.

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)

Outcomes

These course numbers are reserved for individualized courses. As such, these courses do not have predetermined course outcomes. Instead, the outcomes for each instance that the course is taught must be articulated on the the class syllabus. Faculty are to use the course outcomes form and guidelines to identify the outcomes. The syllabus for any internship/practicum course must be submitted to the Dean of Academics for approval.

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)

Outcomes

Describe the principles of inferential statistics.
Apply confidence intervals, hypothesis testing of one and two population means as well as population proportions.
Apply chi-square procedures.
Apply regression analysis and determining of correlation.

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)

Outcomes

Identify and classify types of variables used in biostatistics use biostatistics operations in Excel.
Describe basic probability principals as applied to biostatistics.
Use transformations to satisfy the assumptions of the tests.
Describe and be able to apply 1-and 2-sample hypotheses.
Describe and be able to apply ANOVA.
Apply t-tests.
Describe and be able to apply correlation and simple regression in biostatistics.
Describe and be able to apply chi-square test.
Decide on the appropriate statistical analysis for a given situation.

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)

Outcomes

Perform matrix operations, calculate determinants, find inverses for matrices (where possible), and find the transpose of a matrix.

Use elementary row operations to solve systems of linear equations using Gaussian Elimination and Gauss-Jordan reduction methods.

Apply LU decomposition methods to factorize a matrix.

Identify a system of linear equations as independent, inconsistent, or dependent.

Identify properties of Euclidean vector spaces and the effects of linear transformations.

Perform vector operations; use properties of vector operations; and determine vector subspaces, spanning sets, and bases of vector spaces.

Determine whether a set of vectors forms the basis for a set and find the dimension of a subspace.

Find inner products and a basis for a given inner product space.

Use matrices to perform transformations between vector spaces.

Find the kernel, range, rank, and nullity of a linear transformation.

Use Gram-Schmidt orthogonalization to find orthonormal vectors.

Apply QR decomposition methods to factorize a matrix.

Find real eigenvalues and eigenvectors of a square matrix.

Diagonalize symmetric matrices.

Apply matrix algebra to data fitting and least squares analysis.

Communicate mathematical ideas.

Use appropriate technology strategically.

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)

Outcomes

Write differential equations using mathematical notations, symbols and graphs.

Classify differential equations by order, linearity and homogeneity.

Classify differential equations by order, linearity and homogeneity.

Solve first- and second-order linear differential equations using appropriate techniques.

Solve linear differential equations that have constant coefficients.

Determine whether a system of functions is linearly independent using the Wronskian.

Communicate mathematical ideas.

Use appropriate technology strategically.

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' Theorem, and the Divergence Theorem. Real world applications are emphasized. (QS)

Distribution: Quantitative Skills (QS). Prerequisite: MATH 126.

Outcomes

Find the domain and range of a multivariable function, and sketch its typical level curve or level surface.

Identify key features of multivariable functions.

Find both first-order and second-order partial derivatives of a multivariable function.

Compute the gradient and apply it to finding equations of tangent lines and planes, as well as to computing directional derivatives of multivariable functions.

Evaluate double and triple integrals; apply these multiple integration principles to solving area, volume, and average-value applications.

Compute line and surface integrals, and use them to solve relevant applications.

Use alternative coordinate systems to simplify multiple integration problems.

Compute gradient, curl, and divergence. Use vector and scalar fields appropriately.

Apply Green's Theorem, Stokes' Theorem, and the Divergence Theorem.

Solve first-order differential equations, including initial value problems.

Communicate mathematical ideas.

Use appropriate technology strategically.

MATH 288 - (Special Topics) (1-5)

Special Topics in Mathematics. (TE)

Outcomes

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MATH 289 - (Individualized Studies) (1-5)

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

Outcomes

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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)

Outcomes

These course numbers are reserved for individualized courses. As such, these courses do not have predetermined course outcomes. Instead, the outcomes for each instance that the course is taught must be articulated on the the class syllabus. Faculty are to use the course outcomes form and guidelines to identify the outcomes. The syllabus for any internship/practicum course must be submitted to the Dean of Academics for approval.

MATH 389 - (Individualized Studies) (1-5)

Individualized learning contracts between a student and an instructor.

Outcomes

These course numbers are reserved for individualized courses. As such, these courses do not have predetermined course outcomes. Instead, the outcomes for each instance that the course is taught must be articulated on the the class syllabus. Faculty are to use the course outcomes form and guidelines to identify the outcomes. The syllabus for any individualized course must be submitted to the Dean of Academics for approval.

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)

Outcomes

Vocabulary: pronounce 300 words
 Vocabulary: write 300 words
 Vocabulary: read 300 words
 Grammar: say a short phrase
 Grammar: write a short phrase
 Grammar: read a short phrase
 Phonetics: pronounce all vowel and consonant sounds
 Phonetics: write all vowel and consonant sounds
 Phonetics: read all vowel and consonant sounds

NASD 102 - Conversational Native Amer Lang II (3)

Continuation of NASD 101. Prerequisite NASD 101. (HP)

Outcomes

Vocabulary: pronounce 300 words beyond NASD 101 level
 Vocabulary: write 300 words beyond NASD 101 level
 Vocabulary: read 300 words beyond NASD 101 level
 Grammar: say a short phrase beyond NASD 101 level
 Grammar: write a short phrase beyond NASD 101 level
 Grammar: read a short phrase beyond NASD 101 level
 Phonetics: pronounce all vowel and consonant sounds beyond NASD 101 level
 Phonetics: write all vowel and consonant sounds beyond NASD 101 level
 Phonetics: read all vowel and consonant sounds beyond NASD 101 level

NASD 103 - Conversational Native Amer Lang III (3)

Continuation of NASD 102. Prerequisite NASD 102. (HP)

Outcomes

Vocabulary: pronounce 300 words beyond NASD 102 level
 Vocabulary: write 300 words beyond NASD 102 level
 Vocabulary: read 300 words beyond NASD 102 level
 Grammar: say a short phrase beyond NASD 102 level
 Grammar: write a short phrase beyond NASD 102 level
 Grammar: read a short phrase beyond NASD 102 level
 Phonetics: pronounce all vowel and consonant sounds beyond NASD 102 level
 Phonetics: write all vowel and consonant sounds beyond NASD 102 level
 Phonetics: read all vowel and consonant sounds beyond NASD 102 level

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)

Outcomes

Recite various Northwest Coast Native songs with the correct pronunciation
 Perform various Northwest Coast Native dances
 Show rhythmic understanding when drumming or rattling
 Identify where the songs are used according to ceremony, protocol, etc.
 Express how the songs relate to how our ancestors saw our environment

NASD 116 - Indian Song and Dance II (3)

Continuation of Indian Song and Dance I. Prerequisite: NASD 115. (HP)

Outcomes**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)

Outcomes

Recite various Northwest Coast Native songs with the correct pronunciation.
 Perform various Northwest Coast Native dances.
 Show rhythmic understanding when drumming or rattling.
 Identify where the songs come from and what they are about.
 Explain when the songs are used according to ceremony, protocol, etc.
 Express how the songs relate to how our ancestors saw the environment.

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)

Outcomes

Describe the significance and variance of Northwest Coast Songs and Dances

Describe the historic song and dances specific to tribe and west coast styles.

Describe traditional uses, practices and influences upon Coastal Songs and Dances.

Make and use a musical instrument in class.

Apply a sense of place and identify to song and dance.

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)

Outcomes

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)

Outcomes

Describe the rules and techniques of bone gaming.

Describe relationship of NW coast drumming and signing to the Coast Salish bone games.

Demonstrate basic skills to carry out a traditional gambling function with minimal supervision.

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)

Outcomes

Describe the original territory for the people (where the course is being taught).

Identify the names and villages of the territory.

Discuss the primary methods of subsistence and the daily activities for the people.

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.

Distribution: Social Science (SS). Prerequisite: NASD 131.

Outcomes

Describe events that took place in local areas during the early contact period, 1852-1880.

Explain articles I thru XV of point Elliot Treaty.

Identify the roles and duties of tribal council and the general council of the local tribal nation.

Describe how Aquaculture is a demonstration of self determination.

NASD 137 - Regalia Making I (3)

Design, identification and preparation of materials in making regalia. (HP)

Outcomes

Design, identify and prepare materials at the basis level for making regalia (not costumes) for display and use in ceremonial song and dance

Describe strategies and ways to sew and make patterns at the basic level

Produce regalia for their own usage at the basic level

Explain aspects of contemporary Pow-Wow culture at the basic level

NASD 138 - Regalia Making II (3)

Continuation of NASD 137. Prerequisite NASD 137. (HP)

Outcomes

Design, identify and prepare materials at the basis level for making regalia (not costumes) for display and use in ceremonial song and dance

Describe strategies and ways to sew and make patterns at the intermediate level

Produce regalia for their own usage at the intermediate level

Explain aspects of contemporary Pow-Wow culture at the intermediate level

NASD 188 - (Special Topics) (1-5)

Special Topics in Native Studies. (TE)

Outcomes

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NASD 189 - (Individualized Studies) (1-5)

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

Outcomes

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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)

Outcomes

These course numbers are reserved for individualized courses. As such, these courses do not have predetermined course outcomes. Instead, the outcomes for each instance that the course is taught must be articulated on the the class syllabus. Faculty are to use the course outcomes form and guidelines to identify the outcomes. The syllabus for any internship/practicum course must be submitted to the Dean of Academics for approval.

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)

Outcomes

Recognize how social, political, cultural and historical factors shape the Native American experience.
Articulate how colonization has impacted Native Americans.
Analyze film and literature critically.
Write clearly and in a grammatically correct manner.
Synthesize, analyze and reason logically for discovery and problem solving.

NASD 203 - Conversational Native Lang IV (3)

Continuation of NASD 103. (HP)

Outcomes

Vocabulary: pronounce 300 words beyond NASD 103 level
Vocabulary: write 300 words beyond NASD 103 level
Vocabulary: read 300 words beyond NASD 103 level
Grammar: say a long phrase beyond NASD 103 level
Grammar: write a long phrase beyond NASD 103 level
Grammar: read a long phrase beyond NASD 103 level
Phonetics: pronounce all vowel and consonant sounds at advanced level beyond NASD 103 level
Phonetics: write all vowel and consonant sounds at the advanced level beyond NASD 103 level
Phonetics: read all vowel and consonant sounds at the advanced level beyond NASD 103 level

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)

Outcomes**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)

Outcomes**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)

Outcomes

Connect with their family stories important to them
Make their family stories come to life through writing
Through photos and memorabilia, family stories will visually come alive
Through materials provided in class, and through the library, describe themes in their families
Demonstrate a sense of identity and the historical importance of their families and communities

NASD 240 - Native American 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.

Distribution: Humanities Theory (HT).

Outcomes

1. Describe female leadership roles in Native American communities for gaining insight into the lives of Native Women Leaders.
2. Describe how female native leaders define success and well-being.
3. Describe how education, music, art, literature, land rights, anthropology, medicine, science and traditional values relate to Native Female Leadership

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)

Outcomes

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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)

Outcomes

Describe sense of place and be able to self-locate.
Define Native Science.
Demonstrate an understanding of multiple ways of knowing and the rationality between people, place, and tribal application of knowledge.
Evaluate current environmental issues in relation to the needs of tribal communities.

NESC 188 - (Special Topics) (1-5)

Special Topics in Native Environmental Science. (TE)

Outcomes

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NESC 189 - (Individualized Studies) (1-5)

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

Outcomes

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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)

Outcomes

These course numbers are reserved for individualized courses. As such, these courses do not have predetermined course outcomes. Instead, the outcomes for each instance that the course is taught must be articulated on the the class syllabus. Faculty are to use the course outcomes form and guidelines to identify the outcomes. The syllabus for any internship/practicum course must be submitted to the Dean of Academics for approval.

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)

Outcomes

Apply basic concepts of meteorology, climatology, and traditional ecological knowledge to explain and understand their local climate and environment.

Summarize how Earth's climate system works, and understand the physical processes and dynamic interactions of the atmosphere, oceans, ice, and land surface.

Describe changes in climate through time, and be able to distinguish between long-term geologic-scale climate change and recent human-caused climate change.

Discuss current impacts of climate change on humans and ecosystems with emphasis on impacts to Coast Salish Tribes and other Native Peoples.

Illustrate specific examples of climate change impacts on plants, animals, land, or water resources, in your tribal community.

Discuss peoples unique adaptations to their place and demonstrate examples of how traditional ecological knowledge and intergenerational knowledge of the natural world can assist in solving environmental issues.

Describe various approaches to collecting and analyzing data, including field data collection, visual data analysis, and using data to understand trends or discover underlying issues.

Apply scientific and traditional ecological knowledge toward positive solutions to the impacts of climate change while respecting tribal values and strengthening community ties.

Describe the global carbon cycle and the role of CO₂ in creating a greenhouse effect including the recent (100 year) changes in the composition of the atmosphere and its role in global warming.

NESC 288 - (Special Topics) (1-5)

Special Topics in Native Environmental Science. (TE)

Outcomes

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NESC 289 - (Individualized Studies) (1-5)

Individualized learning contracts between a student and an

instructor. (TE)

Outcomes

These course numbers are reserved for individualized courses. As such, these courses do not have predetermined course outcomes. Instead, the outcomes for each instance that the course is taught must be articulated on the the class syllabus. Faculty are to use the course outcomes form and guidelines to identify the outcomes. The syllabus for any individualized course must be submitted to the Dean of Academics for approval.

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Outcomes

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)

Outcomes

These course numbers are reserved for individualized courses. As such, these courses do not have predetermined course outcomes. Instead, the outcomes for each instance that the course is taught must be articulated on the the class syllabus. Faculty are to use the course outcomes form and guidelines to identify the outcomes. The syllabus for any internship/practicum course must be submitted to the Dean of Academics for approval.

NESC 303 - Native Environmental Science Interdisciplinary Seminar (3)

Introduction to self-designed interdisciplinary studies with emphasis on developing writing and individualized study skills. Seminar topics vary by instructor.

Outcomes

Identify the components of a reflective paper
 Write a reflective paper on selected topic
 Identify the components of an individualized course.
 Describe components of an interdisciplinary course

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: NESC 303 or permission of instructor and NES Advisor.

Outcomes

Create independent learning courses with their committee members.
 Write a thorough literature review for their ICO proposal.
 Create a thorough draft proposal to be edited by the Science Writing Mentor and Committee Chair.
 Complete ICO proposal with full committee signature.

NESC 310 - Native Science (5)

Explores the interconnectedness of Indigenous knowledge systems and the intimate relationship with the natural world. Goes beyond objective measurement to understand the wide range of processes, such as observation, experimentation, storytelling, and participation with the natural world, to honor the importance of direct experience and relationality. Prerequisites: NESC 110 (or permission by instructor) and ENGL 102.

Prerequisite: Students should take NESC 110 Introduction to Native Environmental Science and ENGL 102 English Composition II (or ENGL 202) prior to taking NESC 310 Native Science.

Outcomes

Identify guiding principles of Native Science
 Explain the importance of relationality in fostering place-based worldviews and identities.
 Describe the major steps that constitute the process and practice of Native scientific methodology with respect to knowledge, ways of knowing, and protocols.
 Articulate the links between Native Science, self-determination, governance, and current environmental issues
 Demonstrate a sense of place through self-location

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

Outcomes

Explain how Native American tribes acquired and transmitted Traditional Ecological Knowledge (TEK)
Provide three examples of TEK among tribes of the Pacific Northwest.

Explain how TEK can be applied to address the issue of declining salmon populations in the Pacific Northwest.

Name and describe three strategies by which TEK can be preserved, passed on, and implemented by contemporary tribal societies.

Explain the role of TEK in defining identity and a sense of place among Native American tribal people.

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.

Outcomes

Examine and interpret the main tenets of Indigenous cognitive ethology (ICE).

Identify three definitive characteristics of ICE and explain how they differ from mainstream cognitive ethology.

Analyze three Native American philosophers and explain how their ideas have contributed to Indigenous cognitive ethological thought.

Compare and contrast three viewpoints of mainstream cognitive ethology with corresponding viewpoints of ICE, and suggest how each contributes to an understanding of animal behavior.

Recommend three ways in which ICE can be used to help improve the philosophical and ethical foundations that govern wildlife research and management.

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

Outcomes

Define food sovereignty.

Identify elements of local, regional, and global food systems .

Identify local and global food resources, with an emphasis on traditional foods, food culture and sustainable agriculture.

Demonstrate familiarity with applied sciences in food systems.

Relate environmental and social justice issues to food sovereignty.

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.

Outcomes

Students will be able to describe the role of potential and existing partners or agencies that engage co-management of shared resources at various jurisdictional scales.

Articulate the links between self-governance, natural resource management and self-determination.

Describe how the tragedy of the commons theory applies to natural resources in their region.

NESC 388 - (Special Topics) (1-5)

Special Topics in Native Environmental Science.

Outcomes

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NESC 389 - (Individualized Studies) (1-5)

Individualized learning contracts between a student and an instructor.

Outcomes

These course numbers are reserved for individualized courses. As such, these courses do not have predetermined course outcomes. Instead, the outcomes for each instance that the course is taught must be articulated on the the class syllabus. Faculty are to use the course outcomes form and guidelines to identify the outcomes. The syllabus for any individualized course must be submitted to the Dean of Academics for approval.

- NESC-393

Outcomes

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.

Outcomes

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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.

Outcomes

Describe the importance of Native environmental ethics as a means to perpetuate their own tribal culture.

Describe the importance of native environmental ethics as a means of maintaining reciprocal relationships with the natural world.

Describe the Indigenous philosophical background to Native environmental ethics using a model such as Vine Deloria, Jr's Power + Place = Personality.

Explain the role of Native environmental ethics as a foundation to current trends in the mainstream environmental movement.

Explain the desirability of Native American environmental ethics as a foundation for modern tribal 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.

Prerequisite: POLS 118, or POLS 225, or POLS 240.

Outcomes

Examine the nature of the social contract and how it has impacted upon legal decisions regarding tribal management of land, water, and natural resources.

Analyze the major court decisions that have upheld the reserved rights doctrine as it applies to hunting and fishing, and other natural resource uses; and explore its application to broadening existing tribal management of land, water, and natural resources.

Critique the federal trust doctrine as it applies to the management and use of tribal land, water, and natural resources.

Interpret key pieces of federal legislation, such as the National Environmental Protection Act (NEPA), Endangered Species Act (ESA) and Magnusson Stevens Act, and determine their impacts upon tribal land use and resource management.

Evaluate the historical origins and implications of the American Indian Religious Freedoms Act (AIRFA), and other legislation, as these laws apply to the access, use, and protection of sacred lands, and traditional and customary use areas.

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

Outcomes

Identify three Native and/or non-Native intellectual scholars who influenced Deloria's thinking on matters of science.

Evaluate the impact of Deloria's contributions to the development of Native Science.

Analyze three beliefs that Deloria viewed as being foundational to the concept of Native Science.

Evaluate three criticisms of western science as identified by Deloria and examine the validity of each.

Evaluate three specific areas Deloria saw as being western scientific dogma and examine the validity of each.

Analyze three areas Deloria viewed as being common ground shared between Indigenous and western scientific knowledge.

NESC 488 - (Special Topics) (1-5)

Special Topics in Native Environmental Science.

Outcomes

These course numbers are reserved for courses that are either being piloted for the first time prior to Curriculum Committee approval or are being implemented for a special circumstance, such as a one-time offering by a visiting scholar. As such, these courses do not have predetermined course outcomes. Instead, the outcomes for each instance that the course is taught must be articulated on the the class syllabus. Faculty are to use the course outcomes form and guidelines to identify the outcomes. The syllabus for any special topics course must be submitted to the Dean of Academics for approval.

NESC 489 - (Individualized Studies) (1-5)

Individualized learning contracts between a student and an instructor.

Outcomes

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- NESC-493

Outcomes

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.

Outcomes

These course numbers are reserved for individualized courses. As such, these courses do not have predetermined course outcomes. Instead, the outcomes for each instance that the course is taught must be articulated on the the class syllabus. Faculty are to use the course outcomes form and guidelines to identify the outcomes. The syllabus for any internship/practicum course must be submitted to the Dean of Academics for approval.

NESC 499 - Native Environmental Science Capstone (5)

The capstone is the culminating project of the BSNES degree. With the final capstone projects students will demonstrate meeting the accomplished level of the BSNES 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.

Outcomes

Demonstrate knowledge of Tribal department function and make decisions. Students will decide if this is similar or different to traditional Coast Salish decision making. Collaborate with community members on Tribal issues and the development of solutions. Effectively communicate in various settings in oral and written form. Examine acquired rights and analyze how treaties, policies, and law have led to many issues facing Tribal communities.

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)

Outcomes

Describe the importance of personal wellness and physical fitness in their lives,
Demonstrate knowledge of and show competence in fundamental and advanced motor skills that allow the student to enjoy regular physical activity,
Describe fundamental training principles that apply to cardiovascular fitness, flexibility, and strength.

PHED 115 - Volleyball (1)

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

Outcomes

Describe the importance of personal wellness and physical fitness in their lives.
Demonstrate knowledge of and show competence in fundamental and advanced motor skills that allow the student to enjoy regular physical activity,
Describe fundamental training principles that apply to cardiovascular fitness, flexibility, and strength.

PHED 116 - Intermediate Volleyball (1)

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

Outcomes

Describe the importance of personal wellness and physical fitness in their lives.
Demonstrate knowledge of and show competence in fundamental and advanced motor skills that allow the student to enjoy regular physical activity.
Describe fundamental training principles that apply to cardiovascular fitness, flexibility, and strength.

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)

Outcomes

Describe the importance of personal wellness and physical fitness in their lives,
Demonstrate knowledge of and show competence in fundamental and advanced motor skills that allow the student to enjoy regular physical activity,
Describe fundamental training principles that apply to cardiovascular fitness, flexibility, and strength.

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)

Outcomes

Describe the importance of personal wellness and physical fitness in their lives,
Demonstrate knowledge of and show competence in fundamental and advanced motor skills that allow the student to enjoy regular physical activity,
Describe fundamental training principles that apply to cardiovascular fitness, flexibility, and strength.

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)

Outcomes

Describe the importance of personal wellness and physical fitness in their lives,

Demonstrate knowledge of and show competence in fundamental and advanced motor skills that allow the student to enjoy regular physical activity,

Describe fundamental training principles that apply to cardiovascular fitness, flexibility, and strength.

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)

Outcomes

Describe the importance of personal wellness and physical fitness in their lives,

Demonstrate knowledge of and show competence in fundamental and advanced motor skills that allow the student to enjoy regular physical activity,

Describe fundamental training principles that apply to cardiovascular fitness, flexibility, and strength.

PHED 127 - Aerobic Exercise (1-2)

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

Outcomes

Describe the importance of personal wellness and physical fitness in their lives,

Demonstrate knowledge of and show competence in fundamental and advanced motor skills that allow the student to enjoy regular physical activity,

Describe fundamental training principles that apply to cardiovascular fitness, flexibility, and strength.

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)

Outcomes

Describe the importance of personal wellness and physical fitness in their lives,

Demonstrate knowledge of and show competence in fundamental and advanced motor skills that allow the student to enjoy regular physical activity,

Describe fundamental training principles that apply to cardiovascular fitness, flexibility, and strength.

PHED 131 - Archery (2)

Covers archery skills and fundamentals, basic equipment and competition standards, safety, and bow hunting techniques. (TE)

Outcomes

Describe the importance of personal wellness and physical fitness in their lives,

Demonstrate knowledge of and show competence in fundamental and advanced motor skills that allow the student to enjoy regular physical activity,

Describe fundamental training principles that apply to cardiovascular fitness, flexibility, and strength.

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)

Outcomes

Describe the importance of personal wellness and physical fitness in their lives,

Demonstrate knowledge of and show competence in fundamental and advanced motor skills that allow the student to enjoy regular physical activity,

Describe fundamental training principles that apply to cardiovascular fitness, flexibility, and strength.

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)

Outcomes

Describe the importance of personal wellness and physical fitness in their lives,

Demonstrate knowledge of and show competence in fundamental and advanced motor skills that allow the student to enjoy regular physical activity,

Describe fundamental training principles that apply to cardiovascular fitness, flexibility, and strength.

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)

Outcomes

Describe the importance of personal wellness and physical fitness in their lives,

Demonstrate knowledge of and show competence in fundamental and advanced motor skills that allow the student to enjoy regular physical activity,

Describe fundamental training principles that apply to cardiovascular fitness, flexibility, and strength.

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)

Outcomes

Describe the importance of personal wellness and physical fitness in their lives,

Demonstrate knowledge of and show competence in fundamental and advanced motor skills that allow the student to enjoy regular physical activity,

Describe fundamental training principles that apply to cardiovascular fitness, flexibility, and strength.

- PHED-146

Outcomes

Describe the importance of personal wellness and physical fitness in their lives,

Demonstrate knowledge of and show competence in fundamental and advanced motor skills that allow the student to enjoy regular physical activity,

Describe fundamental training principles that apply to cardiovascular fitness, flexibility, and strength.

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)

Outcomes

Describe the importance of personal wellness and physical fitness in their lives,

Demonstrate knowledge of and show competence in fundamental and advanced motor skills that allow the student to enjoy regular physical activity,

Describe fundamental training principles that apply to cardiovascular fitness, flexibility, and strength.

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)

Outcomes

Describe the importance of personal wellness and physical fitness in their lives,

Demonstrate knowledge of and show competence in fundamental and advanced motor skills that allow the student to enjoy regular physical activity,

Describe fundamental training principles that apply to cardiovascular fitness, flexibility, and strength.

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)

Outcomes

Describe the importance of personal wellness and physical fitness in their lives,

Demonstrate knowledge of and show competence in fundamental and advanced motor skills that allow the student to enjoy regular physical activity,

Describe fundamental training principles that apply to cardiovascular fitness, flexibility, and strength.

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)

Outcomes

Describe the importance of personal wellness and physical fitness in their lives,

Demonstrate knowledge of and show competence in fundamental and advanced motor skills that allow the student to enjoy regular physical activity,

Describe fundamental training principles that apply to cardiovascular fitness, flexibility, and strength.

PHED 188 - (Special Topics) (1-5)

Special Topics in Physical Education. (TE)

Outcomes

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PHED 189 - (Individualized Studies) (1-5)

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

Outcomes

These course numbers are reserved for individualized courses. As such, these courses do not have predetermined course outcomes. Instead, the outcomes for each instance that the course is taught must be articulated on the the class syllabus. Faculty are to use the course outcomes form and guidelines to identify the outcomes. The syllabus for any individualized course must be submitted to the Dean of Academics for approval.

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)

Outcomes

These course numbers are reserved for individualized courses. As such, these courses do not have predetermined course outcomes. Instead, the outcomes for each instance that the course is taught must be articulated on the the class syllabus. Faculty are to use the course outcomes form and guidelines to identify the outcomes. The syllabus for any internship/practicum course must be submitted to the Dean of Academics for approval.

PHED 215 - Advanced Volleyball (1-2)

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

Outcomes

Describe the importance of personal wellness and physical fitness in their lives,

Demonstrate knowledge of and show competence in fundamental and advanced motor skills that allow the student to enjoy regular physical activity,

Describe fundamental training principles that apply to cardiovascular fitness, flexibility, and strength.

PHED 288 - (Special Topics) (1-5)

Special Topics in Physical Education. (TE)

Outcomes

These course numbers are reserved for courses that are either being piloted for the first time prior to Curriculum Committee approval or are being implemented for a special circumstance, such as a one-time offering by a visiting scholar. As such, these courses do not have predetermined course outcomes. Instead, the outcomes for each instance that the course is taught must be articulated on the the class syllabus. Faculty are to use the course outcomes form and guidelines to identify the outcomes. The syllabus for any special topics course must be submitted to the Dean of Academics for approval.

PHED 289 - (Individualized Studies) (1-5)

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

Outcomes

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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)

Outcomes

These course numbers are reserved for individualized courses. As such, these courses do not have predetermined course outcomes. Instead, the outcomes for each instance that the course is taught must be articulated on the the class syllabus. Faculty are to use the course outcomes form and guidelines to identify the outcomes. The syllabus for any internship/practicum course must be submitted to the Dean of Academics for approval.

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)

Outcomes

Recognize key philosophical figures from a variety of cultural backgrounds and traditions.

Identify the world's major developments and the resulting concepts that gave rise to the modern understanding of ethics.

Compare and contrast the issues of those past time periods with the ethical/moral issues of the current era.

Apply cause and effect analysis techniques, tools, interrogatories, and advanced valuation formulas to help them understand how ideas and values come to have a place in morals, ethics, and the law in society.

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)

Outcomes

Describe in writing the meaning of Worldview.

Differentiate between European/English-based and Indigenous/American Indian Systems of Knowledge.

Critically analyze the question of Parallel Systems of Knowledge & Production of Knowledge.

Illustrate how different Worldviews impact approaches to the natural world.

Examine connections between Land/ Place and Native Knowledge.

Self-reflection on own worldview compared to others: student demonstrate through class activities, discussion, etc. that they are conscious of differing world Views and can give examples of how it manifests in their behavior. Self-reflection on own worldview: student is able to identify at least two aspects of their worldview that they are now conscious of at the end of the quarter that they were not conscious of at the beginning of the quarter and give an example of how each is affecting how they relate to the world.

PHIL 188 - (Special Topics) (1-5)

Special Topics in Philosophy. (TE)

Outcomes

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PHIL 189 - (Individualized Studies) (1-5)

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

Outcomes

These course numbers are reserved for individualized courses. As such, these courses do not have predetermined course outcomes. Instead, the outcomes for each instance that the course is taught must be articulated on the the class syllabus. Faculty are to use the course outcomes form and guidelines to identify the outcomes. The syllabus for any individualized course must be submitted to the Dean of Academics for approval.

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)

Outcomes

These course numbers are reserved for individualized courses. As such, these courses do not have predetermined course outcomes. Instead, the outcomes for each instance that the course is taught must be articulated on the the class syllabus. Faculty are to use the course outcomes form and guidelines to identify the outcomes. The syllabus for any internship/practicum course must be submitted to the Dean of Academics for approval.

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)

Outcomes**PHIL 288 - (Special Topics) (1-5)**

Special Topics in Philosophy. (TE)

Outcomes

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PHIL 289 - (Individualized Studies) (1-5)

Individualized learning contracts between a student and an

instructor. (TE)

Outcomes

These course numbers are reserved for individualized courses. As such, these courses do not have predetermined course outcomes. Instead, the outcomes for each instance that the course is taught must be articulated on the the class syllabus. Faculty are to use the course outcomes form and guidelines to identify the outcomes. The syllabus for any individualized course must be submitted to the Dean of Academics for approval.

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)

Outcomes

These course numbers are reserved for individualized courses. As such, these courses do not have predetermined course outcomes. Instead, the outcomes for each instance that the course is taught must be articulated on the the class syllabus. Faculty are to use the course outcomes form and guidelines to identify the outcomes. The syllabus for any internship/practicum course must be submitted to the Dean of Academics for approval.

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)

Outcomes**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)

Outcomes

Apply Newton's laws of motion
Apply principles of potential energy, kinetic energy, and conservation of mechanical energy
List three pre/early contact pieces of evidence of the systematic study of physics
Apply principles of waves and sound
Demonstrate how to use control of variables
Write an operational definition
Work collaboratively
Keep a scientific journal
Make estimations and check results for reasonability
Draw conclusions based on experimental data
Convert between different units of measurement

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)

Outcomes

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)

Outcomes

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)

Outcomes

PHYS 121 - Physics for Science & Engineering 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.

Distribution: Natural Science Lab (NSL). Prerequisite: MATH 102 or taken concurrently. (NSL).

Outcomes

PHYS 122 - Physics for Science & Engineering II (5)

Continuing topics in calculus-based physics including waves, kinematics theory, heat and thermodynamics, oscillations. Includes lab.

Distribution: Natural Science Lab (NSL). Prerequisite: PHYS 121.

Outcomes

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)

Outcomes

PHYS 188 - (Special Topics) (1-5)

Special Topics in Physical Science. (TE)

Outcomes

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PHYS 189 - (Individualized Studies) (1-5)

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

Outcomes

These course numbers are reserved for individualized courses. As such, these courses do not have predetermined course outcomes. Instead, the outcomes for each instance that the course is taught must be articulated on the the class syllabus. Faculty are to use the course outcomes form and guidelines to identify the outcomes. The syllabus for any individualized course must be submitted to the Dean of Academics for approval.

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)

Outcomes

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PHYS 288 - (Special Topics) (1-5)

Special Topics in Physical Science. (TE)

Outcomes

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PHYS 289 - (Individualized Studies) (1-5)

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

Outcomes

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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)

Outcomes

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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)

Outcomes**POLS 119 - Native American 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.

Distribution: Social Science (SS).

Outcomes**POLS 188 - (Special Topics) (1-5)**

Special Topics in Political Science. (TE)

Outcomes

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POLS 189 - (Individualized Studies) (1-5)

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

Outcomes

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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)

Outcomes

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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)

Outcomes

Evaluate how the concept of "discovery" and "conquest"- as articulated in Johnson V. McIntosh- served to influence the development of Federal Indian American policy and law.

Critique how the concept of "paternalism" shaped the formation of early federal Indian policy in the United States.

Evaluate two periods in federal Indian policy that were designed to destroy tribalism and advance the idea of assimilation.

Describe how early Indian policy contributed- both intentionally and unintentionally- toward a dependency by the tribes on the United States federal government.

List several socio-economic and political trends that have served to influence federal court decisions and shape the evolution of federal Indian policy.

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)

Outcomes

POLS 288 - (Special Topics) (1-5)

Special Topics in Political Science. (TE)

Outcomes

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POLS 289 - (Individualized Studies) (1-5)

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

Outcomes

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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)

Outcomes

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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 Isaac Stevens in 1855, they came prepared to reserve" their rights for time immemorial."

Outcomes**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

Outcomes

Knowledge of Leadership – snepeneq
Examine acquired rights through the study of treaties and the function of tribal government.
World View of Traditional Leadership – schelengen
Demonstrate knowledge reflecting traditional ideology.

POLS 388 - (Special Topics) (1-5)

Special Topics in Political Science.

Outcomes

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POLS 389 - (Individualized Studies) (1-5)

Individualized learning contracts between a student and an instructor.

Outcomes

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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.

Outcomes

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POLS 488 - (Special Topics) (1-5)

Special Topics in Political Science.

Outcomes

These course numbers are reserved for courses that are either being piloted for the first time prior to Curriculum Committee approval or are being implemented for a special circumstance, such as a one-time offering by a visiting scholar. As such, these courses do not have predetermined course outcomes. Instead, the outcomes for each instance that the course is taught must be articulated on the the class syllabus. Faculty are to use the course outcomes form and guidelines to identify the outcomes. The syllabus for any special topics course must be submitted to the Dean of Academics for approval.

POLS 489 - (Individualized Studies) (1-5)

Individualized learning contracts between a student and an instructor.

Outcomes

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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.

Outcomes

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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)

Outcomes

Identify the theorists and theories that have influenced the study of psychology.

Describe the relationship between human biology and behavior.

Apply major psychological theories and perspectives to a case study or other examples.

Research a current issue in psychology relating to theory or practice.

PSYC 188 - (Special Topics) (1-5)

Special Topics in Psychology. (TE)

Outcomes

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PSYC 189 - (Individualized Studies) (1-5)

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

Outcomes

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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)

Outcomes

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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)

Outcomes

Identify these 4 research methods; systematic observation, self reports, case study and ethnography and apply one to a case study.

Examine and apply the “lifespan perspective” from four integrative viewpoints: lifelong, multidimensional and multidirectional, plastic, embedded in multiple contexts. From a personal level, examine the 8 stages of developmental sequence described by Erikson and apply to your life.

Compare and contrast indigenous tribal rites of passage to contemporary life milestones.

Apply the concepts learned in developmental theory to his or her life.

Apply developmental concepts in book review.

Apply developmental concepts in movie review.

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)

Outcomes

Explain the specific physical concepts and theories in child development.

Describe the principles of cognitive, social, language, and personality development in child development theory.

Explain the principles of developmental delays frequently seen, with special education.

Describe approaches to enhance learning for children with developmental delay.

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)

Outcomes

Identify, explain and apply the biopsychosocial perspective to assess abnormal behavior.

Apply the criteria from the DSM-IV TR to the assessment and diagnosis of a mental disorder.

Debate the ethical issues of definition, assessment and treatment of abnormal behavior.

Apply research to the diagnosis, therapeutic approach and prognosis of a disorder.

Compare and contrast indigenous assessment and healing with Western approaches.

PSYC 288 - (Special Topics) (1-5)

Special Topics in Psychology. (TE)

Outcomes

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PSYC 289 - (Individualized Studies) (1-5)

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

Outcomes

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PSYC 297 - (Internship/Practicum) (1-6)

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Outcomes

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PTAD-Public-Tribal-Administration

PTAD 188 - (Special Topics) (1-5)

Special Topics in Public and Tribal Administration. (NE)

Outcomes

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PTAD 189 - (Individualized Studies) (1-5)

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

Outcomes

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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)

Outcomes

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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)

Outcomes

Analyze the fiscal responsibility of the budgeting process. Identify, describe and explain existing theories and principles of budgeting as a management process. Evaluate the preparation and management of specific public and tribal budgets. Analyze the methods to budget formulation and assessment. Interpret the responsibility of budgeting in policy development. Examine revenue forecasting, allotment control, cost accounting and negotiation.

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)

Outcomes

Examine the basic theory of planning and adapting the methodology for tribal governments.

Recognize the basic concepts of planning guided by community participation.

Research tribal planning and evaluate the challenges of adopting the western planning methodology.

Interpret the use of planning techniques as a tool for economic development.

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)

Outcomes

Describe how policies are structured and developed. Identify and evaluate policies using a policymaking model. Examine policy development, modifications, and outcomes.

Evaluate the nature and place of Tribal governance building with regard to contemporary political issues.

PTAD 230 - Tribal Organizational Theory/Development (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.

Distribution: Non-Transferrable Elective (NE).

Outcomes

Examine the basic models of organizational development. Identify Tribal jurisdiction in the field of Tribal governance building.

Examine the role of administration, tribal council, and other interests in organizational development.

Examine basic levels of public organizational structure and the relationships impacting tribal government.

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)

Outcomes

Interpret traditional Native American leadership characteristics, roles and ethics in public and tribal government.

Identify leadership skills and the role of a public leader.

Identify women in leadership roles as political decision makers and community contributors.

Examine stress management and conflict resolution at the executive level.

PTAD 288 - (Special Topics) (1-5)

Special Topics in Public and Tribal Administration. (NE)

Outcomes

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PTAD 289 - (Individualized Studies) (1-5)

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Outcomes

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PTAD 297 - (Internship/Practicum) (1-6)

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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.

Outcomes

Differentiate important information from details, identify most of the main point, and differentiate facts from opinions.
Summarize material accurately.
Infer meanings of unknown words from contexts, roots, prefixes, and suffixes and find definitions, pronunciations, synonyms and antonyms using a dictionary and thesaurus.
Establish and adjust purposes for reading (e.g., to understand, interpret, enjoy, solve problems, predict outcomes, answer a specific question, form an opinion, skim for facts, identify models for own writing) and adjust reading rate according to purpose for reading.
Recognize organizational structure of different writing forms/genres and effectively use a variety of before, during, and after reading strategies to monitor comprehension.
Follow logic of compound/complex sentence structures and use knowledge of punctuation to assist in comprehension.

SCIE - Science

- SCIE-101

Outcomes

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

SCIE 188 - (Special Topics) (1-5)

Special Topics in Science. (TE)

Outcomes

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SCIE 189 - (Individualized Studies) (1-5)

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

Outcomes

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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)

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SCIE 288 - (Special Topics) (1-5)

Special Topics in Science. (TE)

Outcomes

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SCIE 388 - (Special Topics) (1-5)

Special Topics in Science.

Outcomes

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SCIE 389 - (Individualized Studies) (1-5)

Individualized learning contracts between a student and an instructor.

Outcomes

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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.

Outcomes

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SCIE 488 - (Special Topics) (1-5)

Special Topics in Science.

Outcomes

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SCIE 489 - (Individualized Studies) (1-5)

Individualized learning contracts between a student and an instructor.

Outcomes

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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.

Outcomes

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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)

Outcomes

Examine, at a personal level, how social groups social institutions and social movements impact individual life and human behavior.
Identify the historical founders of sociology and match them with their theoretical perspectives.
Research a social issue, gather data and interpret findings.

SOCI 188 - (Special Topics) (1-5)

Special Topics in Sociology. (TE)

Outcomes

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SOCI 189 - (Individualized Studies) (1-5)

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

Outcomes

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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)

Outcomes

These course numbers are reserved for individualized courses. As such, these courses do not have predetermined course outcomes. Instead, the outcomes for each instance that the course is taught must be articulated on the the class syllabus. Faculty are to use the course outcomes form and guidelines to identify the outcomes. The syllabus for any internship/practicum course must be submitted to the Dean of Academics for approval.

SOCI 288 - (Special Topics) (1-5)

Special Topics in Sociology. (TE)

Outcomes

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SOCI 289 - (Individualized Studies) (1-5)

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

Outcomes

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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)

Outcomes

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TGBM - Tribal Governance Business Management

TGBM 101 - Introduction to Native Nation Building (1)

Introduction to rebuilding Native Nation model and concepts as applied to public administration, entrepreneurship, and business leadership in the casino and hospitality industry. Provides an initial exploration into the economic and cultural landscape of Native Nation(s) governance and business environments. Prepares students

interested in the Tribal Governance and Business management area of study. (NE)

Outcomes

Develop an understanding of the importance of cultural values in leadership
Identify place-based leadership strengths and approaches to support career development and goals.
Identify existing community needs and resources.
Describe organizational and business practices that are in alignment with place-based cultural values.

TGBM 188 - (Special Topics) (1-5)

Special Topics in Tribal Governance and Business Management. (NE)

Outcomes

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TGBM 189 - (Individualized Studies) (1-5)

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

Outcomes

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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)

Outcomes

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TGBM 288 - (Special Topics) (1-5)

Special Topics in Tribal Governance and Business Management. (NE)

Outcomes

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TGBM 289 - (Individualized Studies) (1-5)

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

Outcomes

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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)

Outcomes

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TGBM 310 - Human Resources in Native Communities (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.

Prerequisite: BUAD 202 and either ENGL 102 or 202.

Outcomes

Distinguish employment law practices depending on jurisdiction. Compare and contrast tribal employment dispute resolution procedures.
Identify best practices in human resources.
Compare and contrast tribal employment dispute resolution procedures.
Evaluate the impact of gaming enterprises on tribal employment practices.

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.

Outcomes

Develop project goals, objectives, timelines, and resources needs Evaluate the progress of a project and make suggestions for improvement.
Apply a community-based project.
Evaluate the progress of a project and make suggestions for improvement.
Explain strategies and methods for development and implementation of projects within Tribal communities.

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.

Outcomes

Examine the process for grant writing procedures.
Evaluate the management of the grant process and procedures.
Learn to formulate and monitor grant budgets.

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

Outcomes

Discriminate, construct and propose branded strategies that align with tribal long term strategic marketing goals and objectives.
Compare and contrast demographic trends to understand customer preferences and diversity.
Conduct research with industry-based vendors for collecting data to assess their enterprises position with competing properties in their region and market.
Explain methods for marketing and promoting tribal business enterprises to a multinational market.

TGBM 388 - (Special Topics) (1-5)

Special Topics in Tribal Governance and Business Management.

Outcomes

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TGBM 389 - (Individualized Studies) (1-5)

Individualized learning contracts between a student and an instructor.

Outcomes

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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.

Outcomes

These course numbers are reserved for individualized courses. As such, these courses do not have predetermined course outcomes. Instead, the outcomes for each instance that the course is taught must be articulated on the the class syllabus. Faculty are to use the course outcomes form and guidelines to identify the outcomes. The syllabus for any internship/practicum course must be submitted to the Dean of Academics for approval.

TGBM 410 - Finance: A Practice for Individuals/Communities (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.

Prerequisite: CMPS 116 and MATH 107 and BUAD 235.

Outcomes

Analyze the role of finance in private and public organizations.
Compare and contrast various types of investments.
Evaluate financial performance based upon financial statement analysis.
Assess individual stock performance and shareholder value.

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.

Outcomes

Develop and analyze a new business idea.
List and evaluate various options for financing.
Compare and contrast marketing techniques for a particular business concept.
Create a business plan.

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.

Outcomes

Examine the essential organizational structures on which Native nations are built.
Analyze effective tribal administrative systems.
Review the functions of managing business and politics

TGBM 488 - (Special Topics) (1-5)

Special Topics in Tribal Governance and Business Management.

Outcomes

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TGBM 489 - (Individualized Studies) (1-5)

Individualized learning contracts between a student and an instructor.

Outcomes

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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.

Outcomes

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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

Outcomes

Research and conduct a feasibility analysis for an organizational concept.
Analyze and use marketing strategies and tactics tailored to an organizational concept.
Research, develop, present, and potentially implement a project focusing on entrepreneurship, casino management, tribal governance, or public administration.
Evaluate and select the optimal financing method for an organizational concept.

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

Outcomes

Research and conduct a feasibility analysis for an organizational concept.
Analyze and use marketing strategies and tactics tailored to an organizational concept.
Research, develop, present, and potentially implement a project focusing on entrepreneurship, casino management, tribal governance, or public administration.
Evaluate and select the optimal financing method for an organizational concept.

TMSD - Tribal Museum Studies**TMSD 188 - (Special Topics) (1-5)**

Special Topics in Tribal Museum Studies. (NE)

Outcomes

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TMSD 189 - (Individualized Studies) (1-5)

Individualized learning contracts between a student and an

instructor. (NE)

Outcomes

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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)

Outcomes

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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)

Outcomes

Describe the components of employment within the museum system.
Demonstrate an informed and critical perspective in visiting and evaluating museums.
Confidently discuss the museum system representation of Native people.
Describe their intention and desire for the future of the representation of their culture in the museum system.
Describe new and improved opportunities for themselves to facilitate the changes they value in the museum system as a facility to serve Native people.

TMSD 288 - (Special Topics) (1-5)

Special Topics in Tribal Museum Studies. (NE)

Outcomes

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TMSD 289 - (Individualized Studies) (1-5)

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

Outcomes

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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)

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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.

Outcomes

List appropriate environmental storage conditions for Native American museum objects.
 Identify proper storage materials.
 Complete object condition reports and catalog records.
 Describe accessioning/deaccessioning processes and their implementation.
 List and describe tenets of effective collections management policy.
 Arrange for either outgoing or incoming loans.
 Identify legal issues relating to acquisition and management of collections.

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

Outcomes

Outline museum history and philosophy, including the development and current status of tribal museums.
 Describe tribal museums as legal institutions, both within and outside of tribal law.
 Provide an overview and examples of primary aspects of museum operations, including collections, security, insurance, access, education and exhibition, and community outreach.
 Provide an overview and examples of primary aspects of museum administration, including different types of museums and their basic organizational structures, trustees and other forms of community involvement and relationships, staffing, funding, financial planning, and facility issues.

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

Outcomes

Justify personal philosophy in relation to the contexts, ethics and issues informing tribal museum interpretation.
 Demonstrate interpretive design and programming theory and strategies.
 Apply interpretive theory and strategies to tribal museum exhibitions and/or education.

TMSD 388 - (Special Topics) (1-5)

Special Topics in Tribal Museum Studies.

Outcomes

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TMSD 389 - (Individualized Studies) (1-5)

Individualized learning contracts between a student and an instructor.

Outcomes

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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.

Outcomes

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TMSD 488 - (Special Topics) (1-5)

Special Topics in Tribal Museum Studies.

Outcomes

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TMSD 489 - (Individualized Studies) (1-5)

Individualized learning contracts between a student and an instructor.

Outcomes

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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.

Outcomes

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TVRS - Tribal Vocational Rehabilitation Services

TVRS 188 - (Special Topics) (1-5)

Special Topics in Tribal Vocational Rehabilitation. (NE)

Outcomes

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TVRS 189 - (Individualized Studies) (1-5)

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

Outcomes

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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)

Outcomes

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TVRS 288 - (Special Topics) (1-5)

Special Topics in Tribal Vocational Rehabilitation. (NE)

Outcomes

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TVRS 289 - (Individualized Studies) (1-5)

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

Outcomes

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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)

Outcomes

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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

Outcomes

Describe three (3) concepts required in a written agreement between State and Tribal VR.

Analyze differences between a qualified VR counselor and an essential VR counselor.

Describe the sole authorities of the TVR counselor.

List characteristics used to determine whether a VR applicant/client meets the definition of having a significant disability.

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

Outcomes

Describe or characterize motivational interviewing and its use within the VR process.
Identify the points in the VR process when a client should be notified of their rights and responsibilities.
Define the purpose and value of informed choice in the VR process.
Describe the effectiveness and practice of confidentiality policies in your TVR agency.

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

Outcomes

Describe how to verify where a person lives for the residency requirement.
Describe three (3) types of disability impairments and the licensed medical/psychological/ treatment provider needed to assess reported impairments.
Describe the methods to use to determine if the impairments provide substantial impediments to employment.
Identify the factors and issues to consider when determining if a client can benefit from VR services in terms of achieving an employment outcome.

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

Outcomes

Describe how to determine the need and purpose for up-front assistive services.
Describe the types of services that a VRC could not provide with agency funds before fully considering the availability of comparable services and benefits.
Identify the six (6) exempt services that do not require full consideration for comparable services and benefits.
Describe the procedure for providing traditional healing or other culturally-appropriate services

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

Outcomes

Describe the follow-up on a case that closed due to severity of disability.
List the criteria required to close a case where an employment outcome is successfully achieved.
Describe why it is important to have a single case record format for a TVR agency.
Describe your agency's strategy for ensuring that case records meet agency and legal standards, including confidentiality.

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

Outcomes

Describe the purposes of a trial work plan for an individual with a significant disability.

Describe the expectations of an employer when using real work settings.

Describe the situation when it is necessary to discuss reasonable accommodations and assistive technology with an employer.

Identify when it is necessary to consider supporting a client interested in self-employment.

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

Outcomes

Describe the management system used by your TVR agency that tracks and reports grant expenditures, draw downs, match and indirect costs.

Describe a TVR agency management system essential to provide and maintain case records.

Identify the contents of a TVR cuff account (refer in part to ED524A&B).

Describe the gathering of TVR annual performance data required for RSA reporting.

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.

Outcomes

Identify the possible effects (emotional, physical, behavioral) of use/abuse/addiction to alcohol and other classes of drugs.

Identify factors that may contribute to Substance Use Disorder (SUD).

Describe strength and limitations of treatment models available to participants reporting addictions or chemical dependency.

Describe how use/abuse/addiction impacts eligibility determination, plan development and service provision.

Demonstrate the skills required to initiate the skills required to initiate and develop relationships with both tribal and mainstream treatment programs.

Define a process for identifying assessing and deferring participants with SUD for appropriate tribal or mainstream treatment.

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.

Outcomes

Define common medical terminology, culturally-relevant services, medical treatments, and procedures.

Explain medical information related to chronic illness, injury, and other physical, sensory, and cognitive conditions.

Relate medical information to the resultant functional implications for persons with physical, sensory, and cognitive disabilities.

Relate medical information to TVR planning.

Describe the role of various health care professionals and the process of interdisciplinary health and rehabilitation teamwork.

Identify the potential benefits of medical treatments, services, and approaches to reduce or accommodate for the functional limitations imposed by physical, sensory, and cognitive health conditions.

Identify the vocational, social, and independent living implications of various physical, sensory, and cognitive disabilities.

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.

Outcomes

Define common medical terminology, culturally-relevant services, medical treatments, and procedures.
Explain medical information related to chronic illness, injury, and other physical sensory, and cognitive conditions.
Relate medical information to the result functional implications for persons with physical, sensory, and cognitive disabilities.
Relate medical information to TVR planning.
Describe the roles of various health care professional and the process of interdisciplinary health and rehabilitation teamwork.
Identify the potential benefits of medical treatments, services, and approaches to reduce or accommodate for the functional limitation imposed by physical.

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.

Outcomes

Identify information and resources necessary for building new, and operating existing agencies.
Identify the framework for essential structural components for TVR agencies.
Explain the regulatory considerations and reporting requirements that require a data management system.
Describe a financial management system.
Explain established guidelines and regulations for fiscal management as well as policies and protocols implemented at a tribal and/or program level.
Describe how to monitor TVR cases and services.
Describe how to empower staff to manage their caseloads.
Explain information related to hiring and supervising TVR 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.

Outcomes

Demonstrate familiarity with motivational interviewing and its use within the TVR process.
Describe elements of a therapeutic relationship using key concepts of informed choice, self-determination, collaboration, goal setting, and shared decision-making.
Demonstrate core interviewing skills including questioning, active listening, reflection, and summarizing.
Explain the concept of ambivalence and the stages of change.
Demonstrate awareness of how to communicate and counsel in a culturally-relevant manner, including the use of metaphor and storytelling.
Describe contemporary issues related to participant identity, including loss and grief, competing cultural values, discrimination and stereotypes.
Demonstrate familiarity with mindfulness and its use within the TVR process.

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.

Outcomes

Define and differentiate personal values, policies, law, funding requirements (e.g., grant assurances), and professional ethics.
Describe how ethics affect each part of the TVR process: outreach, application, communication, assessment and eligibility, IPE development, case management, job search process, and resource management.
Use and evaluate models for making ethical decisions.
Develop and discuss strategies for continually updating knowledge regarding Federal, State, Tribal, and agency laws, policies, and funding requirements that affect the ethical delivery of TVR services.
Describe ethical issues related to professional use of technology and social media.

TVRS 388 - (Special Topics) (1-5)

Special Topics in Tribal Vocational Rehabilitation Services.

Outcomes

These course numbers are reserved for courses that are either being piloted for the first time prior to Curriculum Committee approval or are being implemented for a special circumstance, such as a one-time offering by a visiting scholar. As such, these courses do not have predetermined course outcomes. Instead, the outcomes for each instance that the course is taught must be articulated on the the class syllabus. Faculty are to use the course outcomes form and guidelines to identify the outcomes. The syllabus for any special topics course must be submitted to the Dean of Academics for approval.

TVRS 389 - (Individualized Studies) (1-5)

Individualized learning contracts between a student and an instructor.

Outcomes

These course numbers are reserved for individualized courses. As such, these courses do not have predetermined course outcomes. Instead, the outcomes for each instance that the course is taught must be articulated on the the class syllabus. Faculty are to use the course outcomes form and guidelines to identify the outcomes. The syllabus for any individualized course must be submitted to the Dean of Academics for approval.

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.

Outcomes

These course numbers are reserved for individualized courses. As such, these courses do not have predetermined course outcomes. Instead, the outcomes for each instance that the course is taught must be articulated on the the class syllabus. Faculty are to use the course outcomes form and guidelines to identify the outcomes. The syllabus for any internship/practicum course must be submitted to the Dean of Academics for approval.

TVRS 488 - (Special Topics) (1-5)

Special Topics in Tribal Vocational Rehabilitation Services.

Outcomes

These course numbers are reserved for courses that are either being piloted for the first time prior to Curriculum Committee approval or are being implemented for a special circumstance, such as a one-time offering by a visiting scholar. As such, these courses do not have predetermined course outcomes. Instead, the outcomes for each instance that the course is taught must be articulated on the the class syllabus. Faculty are to use the course outcomes form and guidelines to identify the outcomes. The syllabus for any special topics course must be submitted to the Dean of Academics for approval.

TVRS 489 - (Individualized Studies) (1-5)

Individualized learning contracts between a student and an instructor.

Outcomes

These course numbers are reserved for individualized courses. As such, these courses do not have predetermined course outcomes. Instead, the outcomes for each instance that the course is taught must be articulated on the the class syllabus. Faculty are to use the course outcomes form and guidelines to identify the outcomes. The syllabus for any individualized course must be submitted to the Dean of Academics for approval.

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.

Outcomes

These course numbers are reserved for individualized courses. As such, these courses do not have predetermined course outcomes. Instead, the outcomes for each instance that the course is taught must be articulated on the the class syllabus. Faculty are to use the course outcomes form and guidelines to identify the outcomes. The syllabus for any internship/practicum course must be submitted to the Dean of Academics for approval.

Directory

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*An updated and comprehensive searchable Personnel Directory can be found here: <http://www.nwic.edu/about/campus-directory/>