

DEFINITIONS OF EDUCATIONAL PROGRAMS

Program of Study

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

Degree

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

Bachelor 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 degree is also called a baccalaureate degree.

Bachelor of Arts Degree (BA)

A bachelor 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 degree in the natural or physical sciences.

Associate 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 or (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 students transcript.

EDUCATIONAL PROGRAMS OFFERED AT NWIC

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

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. Major 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 transfer into the bachelor's program. Transfer students must request an evaluation of transfer credits from the Admissions Office for consideration of remaining 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 Degree (AAS)

The Associate of Arts and Sciences (AAS) degree, commonly referred to as the "Direct Transfer Agreement (DTA)," is designed primarily for students intending to transfer to a bachelor's program at NWIC or other college or university. The Associate of Arts and Sciences degree requires completion of a minimum of 90 credits in courses numbered 100 to 299 with specified general education requirements and is accepted as fulfillment of the general liberal arts requirements for transfer to NWIC bachelor's programs and by Washington State four-year institutions. A cumulative GPA of at least 2.00 in courses numbered 100 and above 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 different 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 Degree (AS-T)

The Associate of Science Transfer (AS-T) degree is awarded for completion of programs directed at the professional and technical levels. Students must complete a minimum of 90 credits in courses 100 or above, with a specified number of credits completed in the science core. The AS-T is designed to meet prerequisites for entrance into a four-year college or university science program in Washington State. General education credits are reduced therefore transfer students may need to take general education requirements after transfer. Students are urged to consult with an advisor prior to the selection of courses to ensure that they meet the requirements of the college or university to which they plan to transfer. Early contact with the admissions officer of the transfer institution will help ensure that entrance requirements for specific majors are completed. Many of the courses are prerequisite to or specifically supportive of the technical degree programs. 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 associate degree courses generally accepted in transfer. 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-techni-

cal degrees are not designed for transfer to other colleges or universities, however several four-year colleges and universities have specific bachelor 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. This degree places early concentration on the skills and technical aspects of the student's chosen occupational field. Although the occupational degree program may contain courses transferable to other colleges, transferability of credits remains the sole prerogative of the college or university to which the student transfers. Students must complete a minimum of 90 credits including specified core and related instructional requirements. General education requirements vary, depending on the degree. A cumulative GPA of at least 2.00 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 entry into technical fields of employment. Most certificate programs can be completed in one year. Requirements for completion include a minimum of 45 credits with a minimum GPA of 2.00 in courses numbered 100 to 299.

NWIC also offers Awards of Completion and training programs.

PROGRAMS OF STUDY AND AWARDS OF COMPLETION

BACHELOR OF ARTS

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

BACHELOR OF SCIENCE

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

ASSOCIATE OF ARTS AND SCIENCES

- Business and Entrepreneurship
- General Direct Transfer
- Native Environmental Science
- Public and Tribal Administration

ASSOCIATE OF SCIENCE TRANSFER

- Life Sciences

ASSOCIATE OF APPLIED SCIENCE – TRANSFER

- Early Childhood Education

ASSOCIATE OF TECHNICAL ARTS

- Chemical Dependency Studies
- Individualized Program
- Information Technology

CERTIFICATES

- Computer Repair Technician
- Construction Trades
- Individualized Studies

AWARDS OF COMPLETION

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

NOTE: Not all programs of study and training opportunities are available at all NWIC Instructional Sites. See an Advisor or Instructional Site Manager for more information.

PROGRAMS OF STUDY

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

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

Four Year Option

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

NORTHWEST INDIAN COLLEGE REQUIREMENTS		Credits
CMST 101	Introduction to Oral Communication (CS) OR	4
CMST 210	Interpersonal Communication (CS, HT) OR	
CMST 220	Public Speaking (CS, HT)	
CMPS 101	Introduction to Computers or above (TE)	3
HMDV 110	Introduction to Successful Learning (NE)	4
TOTAL NORTHWEST INDIAN COLLEGE REQUIREMENTS		11
NORTHWEST INDIAN COLLEGE FOUNDATIONAL REQUIREMENTS		Credits
CSOV 101	Introduction to Cultural Sovereignty (HT)	5
CSOV 102	The Language of Our Ancestors (HT) or approved Native language courses ¹	5
CSOV 120	Reclaiming Our History (SS)	5
CSOV 130	Icons of Our Past (HT)	5
ECON 250	Subsistence Economies: Restoring Prosperity (SS)	5
EDUC 202	The Tide Has Changed: Educating Our Own (SS)	5
POLS 225	History of Federal Indian Policy (SS)	5
TOTAL NORTHWEST INDIAN COLLEGE FOUNDATIONAL REQUIREMENTS		35
¹ One or more Native language courses totaling at least 5 credits. Consult with an advisor regarding satisfying general education requirements. Requires approval by the Dean of Academics and Distance Learning.		
GENERAL EDUCATION REQUIREMENTS		Credits
ENGL 101	English Composition I (CS)	5
ENGL 202	Technical Writing or ENGL 102 English Composition II (CS)	5
Quantitative Skills 5 credit requirement- met in Core Requirement		0
Humanities Distribution 15 credit requirement- met in Foundational Requirements		0
Social Science Distribution 15 credit requirement- met in Foundational Requirements		0
Natural Science Distribution 15 credit requirement - Choose courses meeting AAS Natural Science Requirements		15
TOTAL GENERAL EDUCATION REQUIREMENTS		25
CORE PROGRAM REQUIREMENTS		Credits
CARE 150	Introduction to Human Services in Tribal Communities (SS)	3
CARE 310	Systems Theories in Human Services	5
CARE 320	Self-Location in Professional Settings	5
CARE 330	Policy and Law in Tribal Human Services	5
CARE 350	Interviewing and Case Management for Tribal Services	5
CARE 395	Preparation for Field Education	2
CARE 410	Developing and Organizing in Native Communities	5
CARE 450	Planning and Evaluating Tribal Programs	5
CARE 470	Tribal Agency Management and Administration	5
CARE 495A	Supervised Field Education	5
CARE 495B	Supervised Field Education	5

PROGRAMS OF STUDY

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

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

Transfer Option

This option is for students who have earned an approved associate's degree. 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.

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

PROGRAMS OF STUDY

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

PROGRAM OUTCOMES

COMMITMENT TO COMMUNITY

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

Upon successful completion of this program, students will:

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

KNOWLEDGE

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

Upon successful completion of this program, students will:

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

VALUES

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

Upon successful completion of this program, students will:

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

WORLDVIEW

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

Upon successful completion of this program, students will:

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



PROGRAMS OF STUDY

BACHELOR OF ARTS IN NATIVE STUDIES LEADERSHIP

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

Four Year Option

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

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

TOTAL NORTHWEST INDIAN COLLEGE REQUIREMENTS 11

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

TOTAL NORTHWEST INDIAN FOUNDATIONAL REQUIREMENTS 35

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

GENERAL EDUCATION REQUIREMENTS		Credits
ENGL 101	English Composition I (CS)	5
ENGL 102	English Composition II (CS) OR	5
ENGL 202	Technical Writing (CS)	
MATH 102	College Algebra or other course satisfying the quantitative skill requirement.	5
Humanities Distribution 15 credit requirement – met in Core Requirements		0
Social Science Distribution 15 credit requirement – met in Core Requirements		0
Natural Science Distribution (NS or NSL) 15 credit requirement- Choose courses meeting AAS Natural Science Requirement		15

TOTAL GENERAL EDUCATION REQUIREMENTS 30

NATIVE STUDIES LEADERSHIP CORE REQUIREMENTS		Credits
CSOV 301	Indigenous Theory and Methods: We Own Our Knowledge	5
CSOV 302	Indigenous Research: Validating Our Past—Writing Our Future	5
CSOV 320	Impacts of Colonization	5
CSOV 335	Social Justice: In Defense of Our Homelands	5
CSOV 410	Senior Seminar	5
CSOV 490	Honoring Traditional Leadership	5

PROGRAMS OF STUDY

BACHELOR OF ARTS IN NATIVE STUDIES LEADERSHIP

NATIVE STUDIES LEADERSHIP CORE REQUIREMENTS CONTINUED		Credits
CSOV 499	Senior Project: Rebuilding Our Nations	10
NESC 310	Native Science	5
POLS 118	The Rights of Indian Tribes (SS)	3
POLS 350	Native Governments and Politics	5
TOTAL NATIVE STUDIES LEADERSHIP CORE REQUIREMENTS		53
ELECTIVES - 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 DEGREE REQUIREMENTS, FOUR YEAR OPTION		180

Transfer Option

This option is for students who have earned an approved Associate in Arts and Sciences or the equivalent. Students who have completed another type of associate's degree should consult with an advisor about the transfer option. Transfer students may apply 90 credits from an approved transfer degree toward completion of the requirements for completion of the Bachelor of Arts in Native Studies Leadership. The following describes the coursework for the remaining 90 credits required for completion of the program of study.

TRANSFER CREDITS		Credits
Transfer Credits		90
TOTAL TRANSFER CREDITS		90
NATIVE STUDIES LEADERSHIP CORE REQUIREMENTS		Credits
CSOV 300	Cultural Sovereignty Transfer Seminar	5
CSOV 301	Indigenous Theory and Methods: We Own Our Knowledge	5
CSOV 302	Indigenous Research: Validating Our Past—Writing Our Future	5
CSOV 320	Impacts of Colonization	5
CSOV 335	Social Justice: In Defense of Our Homelands	5
CSOV 410	Senior Seminar	5
CSOV 490	Honoring Traditional Leadership	5
CSOV 499	Senior Project: Rebuilding Our Nations	10
NESC 310	Native Science	5
POLS 350	Native Governments and Politics	5
TOTAL NATIVE STUDIES LEADERSHIP CORE REQUIREMENTS		55
ELECTIVES - A maximum of 11 credits numbered 100-299. Choose elective courses in consultation with a faculty advisor.		
TOTAL DEGREE REQUIREMENTS, TRANSFER OPTION		180

PROGRAMS OF STUDY

BACHELOR OF ARTS IN NATIVE STUDIES LEADERSHIP

PROGRAM OUTCOMES

SKILLS OF LEADERSHIP

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

Upon successful completion of this program, students will:

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

VALUES

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

PROGRAMS OF STUDY

BACHELOR OF ARTS IN TRIBAL GOVERNANCE AND BUSINESS MANAGEMENT

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

Four Year Option

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

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

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

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

GENERAL EDUCATION REQUIREMENTS		Credits
ENGL 101	English Composition I (CS)	5
ENGL 102	English Composition II (CS) OR	5
ENGL 202	Technical Writing (CS)	
Humanities Distribution 15 credit requirement – met in Core Requirements		0
Social Science Distribution 15 credit requirement – met in Core Requirements		0
Natural Science Distribution (NS or NSL) 15 credits requirement - Choose courses meeting AAS Natural Science Requirement		15
TOTAL GENERAL EDUCATION REQUIREMENTS		25

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

PROGRAMS OF STUDY

BACHELOR OF ARTS IN TRIBAL GOVERNANCE AND BUSINESS MANAGEMENT

TRIBAL GOVERNANCE AND BUSINESS MANAGEMENT CORE REQUIREMENTS CONTINUED

		Credits
TGBM 410	Finance: A Practice for Individual and Community Asset Building	5
TGBM 420	Citizen Entrepreneurship	5
TGBM 440	Structure and Organization of Tribal Governance	5
TGBM 499A	Capstone Project (To be taken within two quarters of completion)	5
TGBM 499B	Capstone Project (To be taken within two quarters of completion)	5
TOTAL TRIBAL GOVERNANCE AND BUSINESS MANAGEMENT CORE REQUIREMENTS		78

TRIBAL GOVERNANCE AND BUSINESS CONCENTRATION AREAS

Students may choose from the concentration areas listed below to complete elective courses for graduation requirements. Please work with your advisor to determine the appropriate concentration for your area of interest. Students who do not select a concentration area will need to choose at least 31 elective course credits, a minimum of 10 which must be 300-499 level courses.

TRIBAL CASINO MANAGEMENT

		Credits
HRCM 111	Introduction to Casino Management (NE)	5
HRCM 285	Leadership and Financial Management (NE)	3

Choose 23 additional credits of electives, 10 of which must be at the 300-499 level

TRIBAL ENTREPRENEURSHIP

		Credits
BUAD 121	Personal and Small Business Finance (NE)	3
BUAD 135	Small Business Management (NE)	3

Choose 25 additional credits of electives, 10 of which must be at the 300-499 level

PUBLIC AND TRIBAL ADMINISTRATION

		Credits
PTAD 210	Principles of Planning (NE)	3
PTAD 220	Public Policy Process (NE)	3
PTAD 230	Tribal Organizational Theory and Development (NE)	3

Choose 22 additional credits of electives, 10 of which must be at the 300-499 level

TOTAL TRIBAL GOVERNANCE AND BUSINESS MANAGEMENT CONCENTRATION REQUIREMENTS	6-9
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ELECTIVES - Credits earned from additional concentration and elective courses to total at least	31
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TOTAL DEGREE REQUIREMENTS, FOUR YEAR OPTION	180
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PROGRAMS OF STUDY

BACHELOR OF ARTS IN TRIBAL GOVERNANCE AND BUSINESS MANAGEMENT

Transfer Option

This option is for students who have earned an approved Associate in Arts and Sciences or the equivalent. Students who have completed another type of associate's degree should consult with an advisor about the transfer option. Transfer students may apply 90 credits from an approved transfer degree toward completion of the requirements for completion of the Bachelor of Arts in Tribal Governance and Business Management. The following describes the coursework for the remaining 90 credits required for completion of the program of study.

TRANSFER CREDITS		Credits
Transfer Credits		90
TOTAL TRANSFER CREDITS		90
TRIBAL GOVERNANCE AND BUSINESS MANAGEMENT CORE REQUIREMENTS, TRANSFER OPTION		Credits
BUAD 202	Business Law (SS)	5
BUAD 212	Financial Accounting (TE)	5
BUAD 235	Managerial Accounting (TE)	5
CMPS 116	Microsoft Office I (NE)	3
CSOV 300	Cultural Sovereignty Transfer Seminar	5
ECON 203	Contemporary Tribal Economics (SS)	5
MATH 107	Elementary Statistics I (QS)	5
POLS 350	Native Governments and Politics	5
TGBM 310	Human Resources Management in Native Communities	5
TGBM 315	Project Management	5
TGBM 330	Grant Management	5
TGBM 350	Hospitality and Casino Marketing	5
TGBM 410	Finance: A Practice for Individual and Community Asset Building	5
TGBM 420	Citizen Entrepreneurship	5
TGBM 440	Structure and Organization of Tribal Governance	5
TGBM 499A	Capstone Project (To be taken within two quarters of completion)	5
TGBM 499B	Capstone Project (To be taken within two quarters of completion)	5
TRIBAL GOVERNANCE AND BUSINESS MANAGEMENT CORE REQUIREMENTS		83
TRIBAL GOVERNANCE AND BUSINESS CONCENTRATION AREAS		
Students may choose from the concentration areas listed below to complete elective courses for graduation requirements. Please work with your advisor to determine the appropriate concentration for your area of interest. Students who do not select a concentration area will need to choose at least 7 additional elective course credits, 5 of which must be 300-499 level.		
TRIBAL CASINO MANAGEMENT		Credits
HRCM 111	Introduction to Casino Management (NE)	5
HRCM 285	Leadership and Financial Management (NE)	3
Choose 5 credits of additional electives at the 300-499 level		
TRIBAL ENTREPRENEURSHIP		Credits
BUAD 121	Personal and Small Business Finance (NE)	3
BUAD 135	Small Business Management (NE)	3
Choose 5 credits of additional electives at the 300-499 level		
PUBLIC AND TRIBAL ADMINISTRATION		Credits
PTAD 210	Principles of Planning (NE)	3
PTAD 220	Public Policy Process (NE)	3
PTAD 230	Tribal Organizational Theory and Development (NE)	3
Choose 5 credits of additional electives at the 300-499 level		
TOTAL DEGREE REQUIREMENTS, TRANSFER OPTION		180-187

Note: Transfer students who have completed core or concentration requirements as part of their transfer credits must ensure that they have completed a total of at least 180 credits, 60 of which are at the 300-499 level.

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PROGRAMS OF STUDY

BACHELOR OF ARTS IN TRIBAL GOVERNANCE AND BUSINESS MANAGEMENT

PROGRAM OUTCOMES

SOVEREIGNTY

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

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

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

LEADERSHIP

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

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

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

MANAGEMENT AND ADMINISTRATION

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

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

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

ENTREPRENEURSHIP

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

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

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

ECONOMIC DEVELOPMENT

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

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

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

PROGRAMS OF STUDY

BACHELOR OF SCIENCE IN NATIVE ENVIRONMENTAL SCIENCE

The Bachelor of Science in Native Environmental Science is intended to meet the critical need for effective Native American leaders and environmental scientists who are rooted in their culture. This program will emphasize and explore the interrelatedness of Native ways of knowing, traditional ecological knowledge and Western science. Prominent aspects of the program include hands-on learning and the involvement of students in community service, research and internships. The program will prepare graduates to work within Tribal communities in support of environmental stewardship, conservation and revitalization. This program was designed with considerable input from Pacific Northwest Tribal elders, leaders, environmental managers, educators and students. Students may choose between the Environmental Science Option and the Interdisciplinary Concentration Option. Students must complete at least 60 credits at the 300-499 level.

Environmental Science Option

The Environmental Science Option 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.

Four Year Option

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

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

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

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

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

PREREQUISITE REQUIREMENTS		Credits
CHEM 111	Inorganic Chemistry, or CHEM 121 (NSL)	5
CHEM 112	Organic Chemistry (NSL)	5
CHEM 113	Biochemistry (NSL)	5
GEOL 101	Introduction to Geology, or GEOL 111 (NSL)	5

PROGRAMS OF STUDY

BACHELOR OF SCIENCE IN NATIVE ENVIRONMENTAL SCIENCE

PREREQUISITE REQUIREMENTS CONTINUED		Credits
MATH 102	College Algebra ² (QS)	5
MATH 107	Elementary Statistics I (QS)	5
TOTAL PREREQUISITE REQUIREMENTS		30

² The MATH 102 requirement may also be satisfied by the following higher level Math courses: MATH 103, MATH 105, MATH 124, MATH 125, or MATH 126.

CORE PROGRAM REQUIREMENTS		Credits
NESC 310	Native Science	5
NESC 393A-C	Native Environmental Science Seminar III (1 credit per quarter for 3 quarters)	3
NESC 493A-C	Native Environmental Science Seminar IV (1 credit per quarter for 3 quarters)	3
NESC 497	Internship in Native Environmental Science	5
NESC 499A	Native Environmental Science Capstone Project (taken during the junior year)	5
NESC 499B	Native Environmental Science Capstone Project (taken during the senior year)	5
POLS 319	From the Beginning of Time: Native American Fishing Rights	5
TOTAL CORE PROGRAM REQUIREMENTS		31

ENVIRONMENTAL SCIENCE OPTION REQUIRED COURSES		Credits
BIOL 201	Cell Biology (NSL)	5
BIOL 202	Plant Biology (NSL)	5
BIOL 203	Animal Biology (NSL)	5
BIOL 310	Ecology	5
MATH 210	Biostatistics (QS, NS)	5
And a combination of two of the three following courses:		10
ENVS 430	Aquatic Ecology OR	
ENVS 440	Ecology of the Salish Sea OR	
ENVS 481	Ecophysiology	

TOTAL ENVIRONMENTAL SCIENCE OPTION REQUIREMENTS	35
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ELECTIVES	28
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Choose electives in consultation with a faculty advisor. A minimum of 19 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 DEGREE REQUIREMENTS, FOUR YEAR OPTION	180
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PROGRAMS OF STUDY

BACHELOR OF SCIENCE IN NATIVE ENVIRONMENTAL SCIENCE

TRANSFER OPTION

This alternative is for students who have earned an approved Associate in Arts and Sciences or the equivalent. Students who have completed another type of associate's degree should consult with an advisor about the transfer alternative. Transfer students may apply 90 credits from an approved transfer degree toward completion of the requirements for completion of the Bachelor of Science in Native Environmental Science. The following describes the coursework for the remaining 90 credits required for completion of the Environmental Science Option of the Bachelor of Science in Native Environmental Science.

TRANSFER CREDITS		Credits
Transfer credits		90
TOTAL TRANSFER CREDITS		90

PREREQUISITE REQUIREMENTS		Credits
Students are expected to complete the prerequisite courses as preparation for the Native Environmental Science core and required courses.		
CHEM 111	Inorganic Chemistry, or CHEM 121 (NSL)	5
CHEM 112	Organic Chemistry (NSL)	5
CHEM 113	Biochemistry (NSL)	5
GEOL 101	Introduction to Geology, or GEOL 111 (NSL)	5
MATH 102	College Algebra ² (QS)	5
MATH 107	Elementary Statistics I (QS)	5
TOTAL PREREQUISITE COURSE REQUIREMENTS		30

² The MATH 102 requirement may also be satisfied by the following higher level Math courses: MATH 103, MATH 105, MATH 124, MATH 125, or MATH 126.

NATIVE ENVIRONMENTAL SCIENCE CORE REQUIREMENTS – MUST BE TAKEN AT NWIC		Credits
CSOV 300	Cultural Sovereignty Transfer Seminar	5
NESC 310	Native Science	5
NESC 393A-C	Native Environmental Science Seminar III (1 credit per quarter for 3 quarters)	3
NESC 493A-C	Native Environmental Science Seminar IV (1 credit per quarter for 3 quarters)	3
NESC 497	Internship in Native Environmental Science	5
NESC 499A	Native Environmental Science Capstone Project (taken during the junior year)	5
NESC 499B	Native Environmental Science Capstone Project (taken during the senior year)	5
POLS 319	From the Beginning of Time: Native American Fishing Rights	5
TOTAL NATIVE ENVIRONMENTAL SCIENCE CORE REQUIREMENTS		36

ENVIRONMENTAL SCIENCE OPTION REQUIRED COURSES		Credits
BIOL 201	Cell Biology (NSL)	5
BIOL 202	Plant Biology (NSL)	5
BIOL 203	Animal Biology (NSL)	5
BIOL 310	Ecology	5
MATH 210	Biostatistics (QS, NS)	5
And a combination of two of the three following courses:		10
ENVS 430	Aquatic Ecology	(5 each)
ENVS 440	Ecology of the Salish Sea	
ENVS 481	Ecophysiology	
TOTAL ENVIRONMENTAL SCIENCE OPTION REQUIRED COURSES		35

ELECTIVES		UP TO 19
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Choose electives in consultation with a faculty advisor. Prerequisite courses completed following transfer may be included as electives. A minimum of 14 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 DEGREE REQUIREMENTS, TRANSFER OPTION		180
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PROGRAMS OF STUDY

BACHELOR OF SCIENCE IN NATIVE ENVIRONMENTAL SCIENCE

Interdisciplinary Concentration Option

The Interdisciplinary Concentration Option allows students flexibility in designing a program that meets their own academic, professional, and personal goals within the framework of the Native Environmental Science degree. Students design a concentration under the guidance of a concentration committee. The Native Environmental Science Program Handbook provides guidelines for constructing a concentration. This option requires students to take significant responsibility for the concentration's design and development.

Four Year Option

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

NORTHWEST INDIAN COLLEGE REQUIREMENTS

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

NORTHWEST INDIAN COLLEGE FOUNDATIONAL REQUIREMENTS

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

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

GENERAL EDUCATION REQUIREMENTS

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

PREREQUISITE REQUIREMENTS

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

PREREQUISITE REQUIREMENTS		Credits
BIOL 101	Introduction to Biology, or BIOL 100, 111, 130, or 201 (NSL)	5
CHEM 111	Inorganic Chemistry, or CHEM 121 (NSL)	5
GEOL 101	Introduction to Geology, or GEOL 111 (NSL)	5
MATH 107	Elementary Statistics I ³ (QS)	5
TOTAL PREREQUISITE COURSE REQUIREMENTS		20

³ MATH 107 is the recommended course for students who may not plan on pursuing graduate studies where additional precalculus or calculus-based math coursework is required. Consult with a faculty advisor in choosing the best math course for your area of interest. Students may also satisfy this mathematics requirement by taking MATH 102, MATH 103, MATH 105, MATH 124, MATH 125, MATH 126, or MATH 210.

ELECTIVE CREDITS TO TOTAL AAS DEGREE REQUIRED 90 CREDITS		14
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PROGRAMS OF STUDY

BACHELOR OF SCIENCE IN NATIVE ENVIRONMENTAL SCIENCE

NATIVE ENVIRONMENTAL SCIENCE CORE REQUIREMENTS – MUST BE TAKEN AT NWIC		Credits
NESC 310	Native Science	5
NESC 393A-C	Native Environmental Science Seminar III (1 credit per quarter for 3 quarters)	3
NESC 493A-C	Native Environmental Science Seminar IV (1 credit per quarter for 3 quarters)	3
NESC 497	Internship in Native Environmental Science	5
NESC 499A	Native Environmental Science Capstone Project (taken during the junior year)	5
NESC 499B	Native Environmental Science Capstone Project (taken during the senior year)	5
POLS 319	From the Beginning of Time: Native American Fishing Rights	5
TOTAL NATIVE ENVIRONMENTAL SCIENCE CORE REQUIREMENTS		31
INTERDISCIPLINARY CONCENTRATION OPTION REQUIREMENTS (MINIMUM 29 CREDITS MUST BE 300-499)		Credits
NESC 305	Native Environmental Science Concentration Seminar (taken the 1st or 2nd quarter in concentration)	5
Individualized studies courses within concentration ⁴		21
Selected courses taken within concentration as approved in Interdisciplinary Concentration Option proposal		33
⁴ Individualized studies courses focus on key areas of inquiry contained in the concentration, such as: relevant work experience, travel study projects, service learning, field school, and volunteer projects. It is suggested that at least 5 credits of the interdisciplinary concentration coursework contain a service learning component.		
TOTAL INTERDISCIPLINARY CONCENTRATION OPTION REQUIREMENTS		59
TOTAL DEGREE REQUIREMENTS, FOUR YEAR OPTION		180



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PROGRAMS OF STUDY

BACHELOR OF SCIENCE IN NATIVE ENVIRONMENTAL SCIENCE

Transfer Option

This alternative is for students who have earned an approved Associate in Arts and Sciences or the equivalent. Students who have completed another type of associate's degree should consult with an advisor about the transfer alternative. Transfer students may apply 90 credits from an approved transfer degree toward completion of the requirements for completion of the Bachelor of Science in Native Environmental Science. The following describes the coursework for the remaining 90 credits required for completion of the Interdisciplinary Concentration Option of the Bachelor of Science in Native Environmental Science.

TRANSFER CREDITS		Credits
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Transfer credits	90
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TOTAL TRANSFER CREDITS	90
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PREREQUISITE REQUIREMENTS		Credits
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Students are expected to complete the prerequisite courses as preparation for the Native Environmental Science core and Interdisciplinary Concentration Option requirements.

BIOL 101	Introduction to Biology, or BIOL 100, 111, 130, or 201 (NSL)	5
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CHEM 111	Inorganic Chemistry, or CHEM 121 (NSL)	5
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GEOL 101	Introduction to Geology, or GEOL 111 (NSL)	5
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MATH 107	Elementary Statistics I ³	5
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TOTAL PREREQUISITE COURSE REQUIREMENTS	20
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³ MATH 107 is the recommended course for students who may not plan on pursuing graduate studies where additional precalculus or calculus-based math coursework is required. Consult with a faculty advisor in choosing the best math course for your area of interest. Students may also satisfy this mathematics requirement by taking MATH 102, MATH 103, MATH 105, MATH 124, MATH 125, MATH 126, or MATH 210.

NATIVE ENVIRONMENTAL SCIENCE CORE REQUIREMENTS – MUST BE TAKEN AT NWIC		Credit
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CSOV 300	Cultural Sovereignty Transfer Seminar	5
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NESC 310	Native Science	5
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NESC 393A-C	Native Environmental Science Seminar III (1 credit per quarter for 3 quarters)	3
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NESC 493A-C	Native Environmental Science Seminar IV (1 credit per quarter for 3 quarters)	3
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NESC 497	Internship in Native Environmental Science	5
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NESC 499A	Native Environmental Science Capstone Project (taken during the junior year)	5
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NESC 499B	Native Environmental Science Capstone Project (taken during the senior year)	5
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POLS 319	From the Beginning of Time: Native American Fishing Rights	5
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TOTAL NATIVE ENVIRONMENTAL SCIENCE CORE REQUIREMENTS	36
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INTERDISCIPLINARY CONCENTRATION OPTION REQUIREMENTS (MINIMUM 24 CREDITS MUST BE 300-499)		Credits
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NESC 305	Native Environmental Science Concentration Seminar (taken the 1st or 2nd quarter in concentration)	5
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Individualized studies courses within concentration ⁴	21
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Selected courses taken within concentration as approved in Interdisciplinary Concentration Option proposal ⁵	28
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⁴ Individualized studies courses focus on key areas of inquiry contained in the concentration, such as: relevant work experience, travel study

⁵ A total of 28 credits of selected courses within the concentration are required. Some of these credits may also be used to satisfy prerequisite requirements. Choose selected courses in consultation with the concentration committee as part of the Interdisciplinary Concentration Option proposal.

TOTAL INTERDISCIPLINARY CONCENTRATION OPTION REQUIREMENTS	54
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TOTAL DEGREE REQUIREMENTS, TRANSFER OPTION	180
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PROGRAMS OF STUDY

BACHELOR OF SCIENCE IN NATIVE ENVIRONMENTAL SCIENCE

PROGRAM OUTCOMES

COMMUNICATION STUDENTS WILL BE ABLE TO:

- Explain the purpose of communication.
- Communicate effectively.
- Analyze the audience and modify the communication to suit that audience.
- Recognize and utilize appropriate information in communication.
- Evaluate the effectiveness of the communication and make adjustments if and where necessary.
- Use exposition, negotiation, persuasion, and argumentation.

“WAYS OF FINDING OUT” STUDENTS WILL BE ABLE TO:

- Selectively use a broad range of scientific approaches to data collection and analysis tools and methodologies for problem solving.
- Use appropriate data collection and analysis tools and methodologies within their limitations.
- View the environment from a past, present, and future perspective.

BODIES OF KNOWLEDGE STUDENTS WILL BE ABLE TO:

- Demonstrate competence in bodies of knowledge associated with environmental science (e.g., chemistry, biology, ecology, etc.)

TECHNOLOGY STUDENTS WILL BE ABLE TO:

- Use technologies useful in the environmental sciences and be proficient in selected technology use.
- Match the intended purpose/intent with the appropriate technology.

PROBLEM SOLVING STUDENTS WILL BE ABLE TO:

- Identify issues, concerns, and/or problems that need corrective and restorative action.
- Research and gather appropriate information from appropriate resources to propose possible solutions, taking into account impacts on stakeholders.
- Write an action plan that implements the proposed solution taking into consideration the possibility of reassessing the original proposal.
- Implement the action plan.

LEADERSHIP AND EFFECTIVENESS STUDENTS WILL BE ABLE TO:

- Articulate the diversity in spirituality, culture, and language.
- Articulate their own identity in terms of a sense of place and their people.
- Demonstrate knowledge of Native American and other models of leadership.
- Demonstrate effective leadership skills.



PROGRAMS OF STUDY

ASSOCIATE OF ARTS AND SCIENCES IN BUSINESS AND ENTREPRENEURSHIP

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

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

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

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

GENERAL EDUCATION REQUIREMENTS		Credits
ENGL 101	English Composition I (CS)	5
ENGL 102	English Composition II (CS) OR	5
ENGL 202	Technical Writing (CS)	

Quantitative Skills 5 credit requirement- met in Core Requirements	0
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Humanities Distribution 15 credit requirement- met in Foundational Requirements and Core Requirements	0
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Social Science Distribution 15 credit requirement- met in Foundational Requirements and Core Requirements	0
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Natural Science Distribution 15 credit requirement- Choose courses meeting AAS Natural Science Requirement	15
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TOTAL GENERAL EDUCATION REQUIREMENTS	25
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CORE PROGRAM REQUIREMENTS		Credits
BUAD 202	Business Law (SS)	5
BUAD 235	Financial Accounting (TE)	5
CMST 130	Information Literacy and Critical Thinking (HT)	5
ECON 203	Contemporary Tribal Economics (SS)	5
MATH 107	Elementary Statistics I (QS)	5

TOTAL CORE PROGRAM REQUIREMENTS	25
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PROGRAMS OF STUDY

ASSOCIATE OF ARTS AND SCIENCES IN BUSINESS AND ENTREPRENEURSHIP

BUSINESS AND ENTREPRENEURSHIP CONCENTRATION AREAS

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

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



PROGRAMS OF STUDY

ASSOCIATE OF ARTS AND SCIENCES IN BUSINESS AND ENTREPRENEURSHIP

PROGRAM OUTCOMES

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

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

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

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

NATIONAL AND INTERNATIONAL ECONOMIES STUDENTS WILL BE ABLE TO:

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

QUANTITATIVE ANALYSIS STUDENTS WILL BE ABLE TO:

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

COMMUNICATION STUDENTS WILL BE ABLE TO:

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

ETHICS STUDENTS WILL BE ABLE TO:

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

PROGRAMS OF STUDY

ASSOCIATE OF ARTS AND SCIENCES IN GENERAL DIRECT TRANSFER

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

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

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

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

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

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

PROGRAMS OF STUDY

ASSOCIATE OF ARTS AND SCIENCES IN GENERAL DIRECT TRANSFER

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



PROGRAMS OF STUDY

ASSOCIATE OF ARTS AND SCIENCES IN GENERAL DIRECT TRANSFER

PROGRAM OUTCOMES

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

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

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

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

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

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

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

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

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

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



PROGRAMS OF STUDY

ASSOCIATE OF ARTS AND SCIENCES IN NATIVE ENVIRONMENTAL SCIENCE

This program of study provides a foundation in the sciences, Native American studies, and general education courses as preparation for continuing toward the Bachelor of Science in Native Environmental Science program. 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 completing the Associate of Arts and Sciences in Native Environmental Science will be prepared to continue in the Bachelor of Science in Native Environmental Science degree program at the junior level with all prerequisites met.

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

NORTHWEST INDIAN COLLEGE FOUNDATIONAL REQUIREMENTS		Credits
CSOV 101	Introduction to Cultural Sovereignty (HT)	5
CSOV 102	The Language of Our Ancestors (HT) or approved Native language courses ¹	5
CSOV 120	Reclaiming Our History (SS)	5
POLS 225	History of Federal Indian Policy (SS)	5
TOTAL NORTHWEST INDIAN COLLEGE FOUNDATIONAL REQUIREMENTS		20

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

GENERAL EDUCATION REQUIREMENTS		Credits
ENGL 101	English Composition I (CS)	5
ENGL 202	Technical Writing or ENGL 102 English Composition II (CS)	5
Quantitative Skills 5 credit requirement- met in Core Requirements		0
Humanities Distribution 15 credit requirement- 10 met in Foundational Requirements. Choose 5 credits from AAS Humanities Requirements		5
Social Science Distribution 15 credit requirement- 10 met in Foundational Requirements. Choose 5 credits from AAS Social Science Requirements		5
Natural Science Distribution 15 credit requirement- met in Core Requirement		0
TOTAL GENERAL EDUCATION REQUIREMENTS		20

CORE PROGRAM REQUIREMENTS		Credits
BIOL 101	Introduction to Biology or BIOL 100, 111, 130, or 201 ² (NSL)	5
CHEM 112	Inorganic Chemistry, or CHEM 121 (NSL)	5
GEOL 101	Introduction to Geology, or GEOL 111 (NSL)	5
MATH 102	College Algebra or higher (MATH 103, 105, or 124) (QS) OR	
MATH 107	Elementary Statistics (QS)	5
TOTAL CORE PROGRAM REQUIREMENTS		20

²Suggested for Environmental Science Option in the Bachelor of Science in Native Environmental Science

PROGRAMS OF STUDY

ASSOCIATE OF ARTS AND SCIENCES IN NATIVE ENVIRONMENTAL SCIENCE

ELECTIVES	19
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Students wanting to pursue the Environmental Science Option in the Bachelor of Science in Native Environmental Science program are encouraged to also complete the following courses as part of the elective choices. Completion of these courses will require that the student earn more than the 90 credits necessary for the AAS in Native Environmental Science degree.

CHEM 112	Organic Chemistry (NSL)	5
CHEM 113	Biochemistry (NSL)	5
MATH 107	Elementary Statistics I and MATH 102 College Algebra (QS) ³	5
BIOL 202	Plant Biology (NSL)	5
BIOL 203	Animal Biology (NSL)	5

³ The Environmental Science Option in the Bachelor of Science in Native Environmental Science requires both Math 102 and Math 107. Complete whichever of the two courses was not used to satisfy the core requirement.

TOTAL DEGREE REQUIREMENTS	90
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PROGRAMS OF STUDY

ASSOCIATE OF ARTS AND SCIENCES IN NATIVE ENVIRONMENTAL SCIENCE

PROGRAM OUTCOMES

WRITTEN COMMUNICATION STUDENTS WILL BE ABLE TO:

- Express themselves effectively using a variety of writing styles.
- Write a research paper.

QUANTITATIVE REASONING STUDENTS WILL BE ABLE TO:

- Collect, organize, analyze, and synthesize data.
- Graph and understand equations.
- Use mathematics to depict relationships and to solve problems.

ORAL COMMUNICATION STUDENTS WILL BE ABLE TO:

- Communicate effectively.
- Analyze the audience and modify the communication to suit that audience.
- Evaluate the effectiveness of the communication and make adjustments if and where necessary.
- Use exposition, negotiation, persuasion, and argumentation.

BODIES OF KNOWLEDGE STUDENTS WILL BE ABLE TO:

- Demonstrate competence in chemistry, biology, and other foundational bodies of knowledge that support scientific understanding.
- Demonstrate familiarity with local ecosystems.

“WAYS OF FINDING OUT” STUDENTS WILL BE ABLE TO:

- 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.

TECHNOLOGY STUDENTS WILL BE ABLE TO:

- Use a spreadsheet program to enter and analyze data.
- Use presentation software.
- Discuss the limitations of technology.

LEADERSHIP AND EFFECTIVENESS STUDENTS WILL BE ABLE TO:

- Articulate the diversity in spirituality, culture and language.
- Articulate their own identity in terms of a sense of place and their people.
- Demonstrate knowledge of Native American and other models of leadership.
- Demonstrate effective leadership skills.

PROGRAMS OF STUDY

ASSOCIATE OF ARTS AND SCIENCES IN PUBLIC AND TRIBAL ADMINISTRATION

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

NORTHWEST INDIAN COLLEGE REQUIREMENTS Credits

CMST 220	Public Speaking (CS, HT)	4
CMPS 101	Introduction to Computers or above (TE)	3
HMDV 110	Introduction to Successful Learning (NE)	4
TOTAL NORTHWEST INDIAN COLLEGE REQUIREMENTS		11

NORTHWEST INDIAN COLLEGE FOUNDATIONAL REQUIREMENTS Credits

CSOV 101	Introduction to Cultural Sovereignty (HT)	5
CSOV 102	The Language of Our Ancestors (HT) or approved Native language courses ¹	5
CSOV 120	Reclaiming Our History (SS)	5
POLS 225	History of Federal Indian Policy (SS)	5
TOTAL NORTHWEST INDIAN COLLEGE FOUNDATIONAL REQUIREMENTS		20

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

GENERAL EDUCATION REQUIREMENTS Credits

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

CORE PROGRAM REQUIREMENTS Credit

BUAD 202	Business Law (SS)	5
BUAD 235	Financial Accounting (TE)	5
CMST 130	Information Literacy and Critical Thinking (HT)	5
ECON 203	Contemporary Tribal Economics (SS)	5
MATH 107	Elementary Statistics I (QS)	5
TOTAL CORE PROGRAM REQUIREMENTS		25

ELECTIVES Credits

Students must choose three of the five elective courses from the following list.		9 (3 each)
PTAD 200	Budgeting (NE)	
PTAD 210	Principles of Planning (NE)	
PTAD 220	Public Policy Process (NE)	
PTAD 230	Tribal Organizational Theory and Development (NE)	
PTAD 240	Leadership and Decision Making (NE)	
TOTAL ELECTIVES		9

TOTAL DEGREE REQUIREMENTS 90



AAS in Public and Tribal Administration

PROGRAMS OF STUDY

ASSOCIATE OF ARTS AND SCIENCES IN PUBLIC AND TRIBAL ADMINISTRATION

PROGRAM OUTCOMES

SOVEREIGNTY STUDENTS WILL BE ABLE TO:

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

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

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

OPERATIONS AND MANAGEMENT STUDENTS WILL BE ABLE TO:

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

COMMUNICATION STUDENTS WILL BE ABLE TO:

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

TRIBAL LEADERSHIP STUDENTS WILL BE ABLE TO:

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

PROGRAMS OF STUDY

ASSOCIATE OF SCIENCE TRANSFER DEGREE IN LIFE SCIENCES

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

NORTHWEST INDIAN COLLEGE REQUIREMENTS		Credits
CMST 101	Introduction to Oral Communication (CS) OR	4
CMST 210	Interpersonal Communication (CS, HT) OR	
CMST 220	Public Speaking (CS, HT)	
CMPS 101	Introduction to Computers or above (TE)	3
HMDV 110	Introduction to Successful Learning (NE)	4
TOTAL NORTHWEST INDIAN COLLEGE REQUIREMENTS		11
NORTHWEST INDIAN COLLEGE FOUNDATIONAL REQUIREMENTS		Credits
CISOV 101	Introduction to Cultural Sovereignty (HT)	5
CISOV 102	The Language of Our Ancestors (HT) or approved Native language courses ¹	5
CISOV 120	Reclaiming Our History (SS)	5
POLS 225	History of Federal Indian Policy (SS)	5
TOTAL NORTHWEST INDIAN COLLEGE FOUNDATIONAL REQUIREMENTS		20
¹ One or more Native language courses totaling at least 5 credits. Consult with an advisor regarding satisfying general education requirements. Requires approval by the Dean of Academics and Distance Learning.		
GENERAL EDUCATION REQUIREMENTS		Credits
ENGL 101	English Composition I (CS)	5
Quantitative Skills 10 credits required- met in Core Requirements		0
Humanities and Social Sciences Distribution 15 credit requirement- met in Foundational Requirements		0
TOTAL GENERAL EDUCATION REQUIREMENTS		5
CORE PROGRAM REQUIREMENTS		Credits
BIOL 201	Cell Biology (NSL)	5
BIOL 202	Plant Biology (NSL)	5
BIOL 203	Animal Biology (NSL)	5
CHEM 111	Inorganic Chemistry (NSL)	5
CHEM 112	Organic Chemistry (NSL)	5
CHEM 113	Biochemistry (NSL)	5
MATH 107	Elementary Statistics I (QS)	5
MATH 124	Calculus and Analytic Geometry I (QS)	5
MATH 125	Calculus and Analytic Geometry II (QS)	5
TOTAL CORE PROGRAM REQUIREMENTS		45
ELECTIVES		Credits
Additional credits in Biology, Chemistry, Physics, Mathematics, Environmental Science, or other sciences chosen in consultation with a faculty advisor		9
TOTAL DEGREE REQUIREMENTS		90

PROGRAMS OF STUDY

ASSOCIATE OF SCIENCE TRANSFER DEGREE IN LIFE SCIENCES

PROGRAM OUTCOMES

BODIES OF KNOWLEDGE STUDENTS WILL BE ABLE TO:

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

COMMUNICATION SKILLS STUDENTS WILL BE ABLE TO:

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

TECHNICAL SKILLS STUDENTS WILL BE ABLE TO:

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

QUANTITATIVE SKILLS STUDENTS WILL BE ABLE TO:

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

READING SKILLS STUDENTS WILL BE ABLE TO:

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

PROGRAMS OF STUDY

ASSOCIATE OF APPLIED SCIENCE-TRANSFER DEGREE IN EARLY CHILDHOOD EDUCATION

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

NORTHWEST INDIAN COLLEGE REQUIREMENTS		Credits
CMST 101	Introduction to Oral Communication (CS) OR	4
CMST 210	Interpersonal Communication (CS, HT) OR	
CMST 220	Public Speaking (CS, HT)	
CMPS 101	Introduction to Computers or above (TE)	3
HMDV 110	Introduction to Successful Learning (NE)	4
TOTAL NORTHWEST INDIAN COLLEGE REQUIREMENTS		11
NORTHWEST INDIAN COLLEGE FOUNDATIONAL REQUIREMENTS		Credits
CISOV 101	Introduction to Cultural Sovereignty (HT)	5
CISOV 102	The Language of Our Ancestors (HT) or approved Native language courses ¹	5
CISOV 120	Reclaiming Our History (SS)	5
TOTAL NORTHWEST INDIAN COLLEGE FOUNDATIONAL REQUIREMENTS		15
¹ One or more Native language courses totaling at least 5 credits. Consult with an advisor regarding satisfying general education requirements. Requires approval by the Dean of Academics and Distance Learning.		
GENERAL EDUCATION REQUIREMENTS		Credits
ENGL 101	English Composition I (CS)	5
ENGL 102	English Composition II (CS) OR	5
ENGL 202	Technical Writing (CS)	
MATH 151	Survey of Mathematics or other course that meets AAS QS requirement	5
Humanities Distribution 10 credit requirement- met in Foundational Requirements and NWIC Requirements		0
Social Science Distribution 10 credit requirement- met in Foundational Requirements and Core Requirements		0
Natural Science Distribution 5 credit requirement- Choose course meeting AAS Natural Science Requirement		5
TOTAL GENERAL EDUCATION REQUIREMENTS		20
CORE PROGRAM REQUIREMENTS		Credits
ECED 101	Introduction to Early Childhood Education (SS)	5
ECED 106	Guidance in Early Childhood (NE)	3
ECED 107	Frameworks for Early Childhood Education (NE)	3
ECED 114	Health, Safety, and Nutrition (NE)	5
ECED 115	Child Care Basics (NE)	3
ECED 160	Infant-Toddler Caregiving (NE)	3
ECED 206	Building Relationships: Culture, Family, Community (NE)	3
ECED 210	Early Childhood Development (NE)	3
ECED 212	Observation, Documentation, and Assessment (NE)	3
ECED 213	Preschool Curriculum Development (NE)	3
ECED 220	Communication, Language, and Literacy (NE)	3
ECED 197A	Practicum I: Expressing Warmth to Children (NE)	3
ECED 197B	Practicum II: Playing Responsively (NE)	3
ECED 297A	Practicum III: Talking Informatively (NE)	3
ECED 297B	Practicum IV: Attending to Initiative, Cooperation, and Perseverance (NE)	3
TOTAL CORE PROGRAM REQUIREMENTS		49
ELECTIVES - Any Course with ECED subject code		1
TOTAL DEGREE REQUIREMENTS		96

PROGRAMS OF STUDY

ASSOCIATE OF APPLIED SCIENCE TRANSFER DEGREE IN EARLY CHILDHOOD EDUCATION

PROGRAM OUTCOMES

PROMOTING CHILD DEVELOPMENT AND LEARNING STUDENTS WILL BE ABLE TO:

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

BUILDING FAMILY AND COMMUNITY RELATIONSHIPS STUDENTS WILL BE ABLE TO:

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

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

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

TEACHING AND LEARNING STUDENTS WILL BE ABLE TO:

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

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

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

PROGRAMS OF STUDY

ASSOCIATE OF TECHNICAL ARTS IN CHEMICAL DEPENDENCY STUDIES

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

NORTHWEST INDIAN COLLEGE REQUIREMENTS		Credits
CMST 101	Introduction to Oral Communication (CS) OR	4
CMST 210	Interpersonal Communication (CS, HT) OR	
CMST 220	Public Speaking (CS, HT)	
CMPS 101	Introduction to Computers or above (TE)	3
HMDV 110	Introduction to Successful Learning (NE)	4
TOTAL NORTHWEST INDIAN COLLEGE REQUIREMENTS		11
NORTHWEST INDIAN COLLEGE FOUNDATIONAL REQUIREMENTS		Credits
CSOV 101	Introduction to Cultural Sovereignty (HT)	5
CSOV 102	The Language of Our Ancestors (HT) or approved Native language courses ¹	5
CSOV 120	Reclaiming Our History (SS)	5
TOTAL NORTHWEST INDIAN COLLEGE FOUNDATIONAL REQUIREMENTS		15
¹ One or more Native language courses totaling at least 5 credits. Consult with an advisor regarding satisfying general education requirements. Requires approval by the Dean of Academics and Distance Learning.		
GENERAL EDUCATION REQUIREMENTS		Credits
ENGL 101	English Composition I (CS)	5
MATH 190	Vocational Mathematics (NE) or course meeting AAS QS requirement	5
Humanities Distribution 5 credit requirement- met in Foundational Requirements		0
Social Science Distribution 5 credit requirement- met in Foundational Requirements		0
Natural Science Distribution 5 credit requirement- Choose course meeting AAS Natural Science Requirement		5
TOTAL GENERAL EDUCATION REQUIREMENTS		15
CORE PROGRAM REQUIREMENTS		Credits
HUMS 120	Survey of Chemical Dependency (NE)	3
HUMS 130	Pharmacology of Substances (NE)	3
HUMS 160	Chemical Dependency Case Management (NE)	3
HUMS 170	Chemical Dependency Individual Counseling (NE)	3
HUMS 180	Youth Chemical Dependency and Counseling (NE)	3
HUMS 187	Airborne and Bloodborne Pathogens (NE)	1
HUMS 208	Law and Ethics in Chemical Dependency (NE)	5
HUMS 210	Group Facilitation (NE)	3
HUMS 223	Chemical Dependency Assessment and Treatment (NE)	3
HUMS 230	Chemical Dependency and the Family (NE)	3
HUMS 240	Multicultural Counseling (NE)	3
HUMS 275	Relapse Prevention (NE)	3
PSYC 101	General Psychology (NE)	5
PSYC 201	Developmental Psychology (NE)	5
PSYC 220	Abnormal Psychology (NE)	5
SOCI 110	Introduction to Sociology (NE)	5
TOTAL CORE PROGRAM REQUIREMENTS		56
TOTAL DEGREE REQUIREMENTS		97

PROGRAMS OF STUDY

ASSOCIATE OF TECHNICAL ARTS IN CHEMICAL DEPENDENCY STUDIES

PROGRAM OUTCOMES

ASSESSMENT AND DIAGNOSTICS STUDENTS WILL BE ABLE TO:

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

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

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

TREATMENT PHILOSOPHY AND MODELS STUDENTS WILL BE ABLE TO:

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

TREATMENT METHODS STUDENTS WILL BE ABLE TO:

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

PROFESSIONAL AND ETHICAL RESPONSIBILITIES STUDENTS WILL BE ABLE TO:

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

PROGRAMS OF STUDY

ASSOCIATE OF TECHNICAL ARTS IN INDIVIDUALIZED PROGRAM

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

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

PROGRAMS OF STUDY

ASSOCIATE OF TECHNICAL ARTS IN INDIVIDUALIZED PROGRAM

PROGRAM OUTCOMES

COMMUNICATION SKILLS STUDENTS WILL BE ABLE TO:

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

CRITICAL AND ANALYTICAL THINKING STUDENTS WILL BE ABLE TO:

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

INTELLECTUAL AND RESEARCH SKILLS STUDENTS WILL BE ABLE TO:

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

LEADERSHIP STUDENTS WILL BE ABLE TO:

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



PROGRAMS OF STUDY

ASSOCIATE OF TECHNICAL ARTS IN INFORMATION TECHNOLOGY

This program of study is designed to prepare students for entry-level and intermediate-level employment in several information technology fields. Students can focus their attention beyond the core IT classes to an emphasis in computer repair and support, network support and administration, micro-controller/robotics or web page development. Classes are oriented toward training technicians for Tribal, government, business and corporate environments. Students completing this degree program can also expect to work toward and complete some of the industry certifications demanded by employers in this competitive job market. Recipients of this degree can transfer directly into Evergreen State College's BA program in Computer Information Systems.

NORTHWEST INDIAN COLLEGE REQUIREMENTS		Credits
CMST 101	Introduction to Oral Communication (CS) OR	4
CMST 210	Interpersonal Communication (CS, HT) OR	
CMST 220	Public Speaking (CS, HT)	
CMPS 101	Introduction to Computers or above (TE)	3
HMDV 110	Introduction to Successful Learning (NE)	4
TOTAL NORTHWEST INDIAN COLLEGE REQUIREMENTS		11
NORTHWEST INDIAN COLLEGE FOUNDATIONAL REQUIREMENTS		Credits
CSOV 101	Introduction to Cultural Sovereignty (HT)	5
CSOV 102	The Language of Our Ancestors (HT) or approved Native language courses ¹	5
CSOV 120	Reclaiming Our History (SS)	5
TOTAL NORTHWEST INDIAN COLLEGE FOUNDATIONAL REQUIREMENTS		15
1 One or more Native language courses totaling at least 5 credits. Consult with an advisor regarding satisfying general education requirements. Requires approval by the Dean of Academics and Distance Learning.		
GENERAL EDUCATION REQUIREMENTS		Credits
ENGL 101	English Composition I (CS)	5
MATH 190	Vocational Mathematics (NE) or course meeting AAS QS requirement	5
Humanities Distribution 5 credit requirement- met in Foundational Requirements		0
Social Science Distribution 5 credit requirement- met in Foundational Requirements		0
Natural Science Distribution 5 credit requirement- Choose course meeting AAS Natural Science Requirement		5
TOTAL GENERAL EDUCATION REQUIREMENTS		15
CORE PROGRAM REQUIREMENTS		Credit
CMPS 104	Operating Systems I: Installation and Troubleshooting (NE)	3
CMPS 105	Software I: Applications for Computer Professionals (NE)	3
CMPS 116	Microsoft Office I (NE)	3
CMPS 117	Microsoft Office II (NE)	3
CMPS 140	Networking I (NE)	3
CMPS 160	Assembly, Maintenance and Diagnostics (NE)	4
CMPS 170	Web Page Development I (NE)	3
CMPS 205	Software II: Adv Applications for Computer Professionals (NE)	3
CMPS 225	Introduction to Programming (NE)	4
CMPS 197	Internship/Practicum (NE)	6
CMPS 260	Capstone Project (NE) OR	5
CMPS 297	Advanced Internship/Practicum (NE)	
TOTAL CORE PROGRAM REQUIREMENTS		40

PROGRAMS OF STUDY

ASSOCIATE OF TECHNICAL ARTS IN INFORMATION TECHNOLOGY

ELECTIVES : INFORMATION TECHNOLOGY CONCENTRATION AREAS

COMPUTER MAINTENANCE AND REPAIR		Credits
CMPS 204	Operating Systems II (NE)	3
CMPS 270	Assembly, Maintenance and Diagnostics II (NE)	3
CMPS 271	A+ Exam Preparation (NE)	3
NETWORK ADMINISTRATION		Credits
CMPS 144	Networking II (NE)	3
CMPS 243	Networking III: Network Administration (NE)	3
CMPS 244	Networking Infrastructure (NE)	3
ELECTRONICS/ROBOTICS		Credits
CMPS 106	Introduction to Analog and Digital Electronics (NE)	3
CMPS 206	Introduction to Micro-controllers (NE)	3
CMPS 207	Robot Development (NE)	3
WEB DESIGN		Credits
CMPS 172	Web Page Development II (NE)	3
CMPS 212	Graphic Design: Digital Media and Web Technology (NE)	3
CMPS 216	Web Development: Digital Media and Web Technology (NE)	3
TOTAL ELECTIVES		9
TOTAL DEGREE REQUIREMENTS		90

PROGRAM OUTCOMES

OPERATING SYSTEMS STUDENTS WILL BE ABLE TO:

- Install various operating systems.
- Diagnose operating system errors.
- Identify and repair malicious software problems.

SOFTWARE APPLICATIONS STUDENTS WILL BE ABLE TO:

- Demonstrate basic operations with an office suite composed of a word processor, a spreadsheet, a database, and presentation software.
- Demonstrate proficiency with software utilized by computer professionals.
- Install and use software and hardware appropriate to a given situation.

PROGRAMMING SKILLS STUDENTS WILL BE ABLE TO:

- Design and implement a computer program.
- Use variables, objects, and event-driven concepts in a computer program.
- Use program structures in a computer program.

COMPUTER REPAIR AND SUPPORT STUDENTS WILL BE ABLE TO:

- Disassemble and assemble a computer.
- Diagnose and repair common hardware problems.
- Pass the COMP TIA A+ practice exam.

CONTINUED ON FOLLOWING PAGE

PROGRAMS OF STUDY

ASSOCIATE OF TECHNICAL ARTS IN INFORMATION TECHNOLOGY

PROGRAM OUTCOMES CONTINUED

NETWORK SUPPORT AND ADMINISTRATION STUDENTS WILL BE ABLE TO:

- Install a server and workstation computers on a star network.
- Setup network security.
- Use and manage Active Directory.

MICRO CONTROLLERS AND ROBOTICS STUDENTS WILL BE ABLE TO:

- Program a micro controller to accomplish a specified task.
- Integrate sensors into a micro controller/robotic operation.
- Demonstrate robot construction techniques.

"HUMAN THINGS" STUDENTS WILL BE ABLE TO:

- Demonstrate various aspects of customer relations.
- Demonstrate creativity.



PROGRAMS OF STUDY

CERTIFICATES

Three Certificate programs are offered: Computer Repair Technician, Construction Trades, and Individualized Program.

CERTIFICATE IN COMPUTER REPAIR TECHNICIAN

This program of study is designed to prepare students for employment as computer repair and support technicians in Tribal, government, small business, and corporate environments.

NORTHWEST INDIAN COLLEGE REQUIREMENTS		Credits
CMPS 101	Introduction to Computers or above (TE)	3
HMDV 110	Introduction to Successful Learning (NE)	4
TOTAL NORTHWEST INDIAN COLLEGE REQUIREMENTS		7
NORTHWEST INDIAN COLLEGE FOUNDATIONAL REQUIREMENTS		Credits
CSOV 101	Introduction to Cultural Sovereignty (HT)	5
TOTAL NORTHWEST INDIAN COLLEGE FOUNDATIONAL REQUIREMENTS		5
GENERAL EDUCATION REQUIREMENTS		Credits
ENGL 100	Introduction to College Writing (NE) OR	5
BUAD 100	Practical English for the Workplace (NE)	
MATH 190	Vocational Mathematics (NE) or course meeting AAS QS requirement	5
TOTAL GENERAL EDUCATION REQUIREMENTS		10
CORE PROGRAM REQUIREMENTS		Credit
CMPS 104	Operating Systems I: Installation and Troubleshooting (NE)	3
CMPS 105	Software I: Applications for Computer Professionals (NE)	3
CMPS 116	Microsoft Office I (NE)	3
CMPS 140	Networking I (NE)	3
CMPS 144	Networking II (NE)	3
CMPS 160	Assembly, Maintenance and Diagnostics (NE)	4
CMPS 197	Internship/Practicum in Computers (NE)	3
CMPS 204	Operating Systems II (NE)	3
CMPS 205	Software II: Advanced Applications for Computer Professionals (NE)	3
TOTAL CORE PROGRAM REQUIREMENTS		28
TOTAL CERTIFICATE REQUIREMENTS		50

CERTIFICATE IN CONSTRUCTION TRADES

This program of study offers a one-year Certificate of Training preparing the student for entry-level positions in the construction field. The program provides training opportunities in a wide range of trades skills, including blueprint reading, rough and finish carpentry, safety, drywall, electrical and plumbing, with emphasis on the use of energy efficient building techniques and materials. This program includes an emphasis on new technologies for sustainable housing, including low environmental impact and energy requirements. Students will also learn the academic and work related skills needed to be a successful tradesperson.

NORTHWEST INDIAN COLLEGE REQUIREMENTS		Credits
CMPS 101	Introduction to Computers or above (TE)	3
HMDV 110	Introduction to Successful Learning (NE)	4
TOTAL NORTHWEST INDIAN COLLEGE REQUIREMENTS		7
NORTHWEST INDIAN COLLEGE FOUNDATIONAL REQUIREMENTS		Credits
CSOV 101	Introduction to Cultural Sovereignty (HT)	5
TOTAL NORTHWEST INDIAN COLLEGE FOUNDATIONAL REQUIREMENTS		5
GENERAL EDUCATION REQUIREMENTS		Credits
BUAD 100	Practical English for the Workplace (NE) OR	5
ENGL 100	Introduction to College Writing (NE)	

PROGRAMS OF STUDY

CERTIFICATES

CERTIFICATE IN CONSTRUCTION TRADES CONTINUED

MATH 190	Vocational Mathematics (NE) or course meeting AAS QS requirement	5
TOTAL GENERAL EDUCATION REQUIREMENTS		10
CORE PROGRAM REQUIREMENTS		Credits
TECH 151	Blueprint Reading for Building Trades I (NE)	3
VOCC 105	Construction Trades I (NE)	8
VOCC 106	Construction Trades II (NE)	8
VOCC 107	Construction Trades III (NE)	8
VOCC 197	Construction Trades Practicum (NE)	3
TOTAL CORE PROGRAM REQUIREMENTS		30
TOTAL CERTIFICATE REQUIREMENTS		52

CERTIFICATE IN INDIVIDUALIZED STUDIES

This program of study allows a student to earn a certificate in a area that Northwest Indian College does not otherwise offer. The NWIC Individualized Studies advisor and an expert in the field of interest assist the student in clarifying goals and deciding on the types of learning experiences that will be part of the program of study. Students begin work on this program by registering for HMDV 150. The program of study is approved by the Individualized Studies advisor, the expert in the field of interest, and the Vice President for Instruction and Student Services. Once the program of study is finalized, the student must successfully complete all courses appearing in the approved plan. Examples of individualized studies certificates include Northwest Art Marketing.

NORTHWEST INDIAN COLLEGE REQUIREMENTS		Credits
CMPS 101	Introduction to Computers or above (TE)	3
HMDV 110	Introduction to Successful Learning (NE)	4
TOTAL NORTHWEST INDIAN COLLEGE REQUIREMENTS		7
NORTHWEST INDIAN COLLEGE FOUNDATIONAL REQUIREMENTS		Credits
CSOV 101	Introduction to Cultural Sovereignty (HT)	5
TOTAL NORTHWEST INDIAN COLLEGE FOUNDATIONAL REQUIREMENTS		5
GENERAL EDUCATION REQUIREMENTS		Credits
BUAD 100	Practical English for the Workplace (NE)	5
ENGL 100	Introduction to College Writing (NE)	
MATH 190	Vocational Mathematics (NE) or course meeting AAS QS requirement	5
TOTAL GENERAL EDUCATION REQUIREMENTS		10
CORE PROGRAM REQUIREMENTS		Credits
HMDV 150	Individualized Degree or Certificate Planning (NE)	3
Courses in Individualized Program of Study Plan		20
TOTAL CERTIFICATE REQUIREMENTS		45

PROGRAM OUTCOMES FOR ALL CERTIFICATES

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

- Practice listening skills by accurately reflecting speakers' words and intent.

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

- Use technology tools at an appropriate level of competency relevant to the certificate.

AWARDS OF COMPLETION

ENTREPRENEURSHIP

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

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

INITIAL EARLY CHILDHOOD EDUCATION CERTIFICATE

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

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

SHORT EARLY CHILDHOOD EDUCATION CERTIFICATE OF SPECIALIZATION

This award is recognized on the Education Matrix of Washington State's Department of Early Learning (DEL) as meeting the requirement for the State-awarded Short ECE Certificate of Specialization for (a) Infant / Toddler Care or (b) Early Childhood Education (General). 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		Credits
ECED 101	Introduction to Early Childhood Education (SS)	5
ECED 114	Health, Safety, and Nutrition (NE)	5
ECED 197A	Practicum I: Expressing Warmth to Children (NE)	3
TOTAL REQUIREMENTS		13

CHOOSE BETWEEN TWO SHORT EARLY CHILDHOOD EDUCATION CERTIFICATES OF SPECIALIZATION

Early Childhood Education Option

ECED 106	Guidance in Early Childhood Education (NE)	3
ECED 107	Frameworks for Early Childhood Education (NE)	3
ECED 210	Early Childhood Development (TE)	3

AWARDS OF COMPLETION

SHORT EARLY CHILDHOOD EDUCATION CERTIFICATE OF SPECIALIZATION CONTINUED

Early Childhood Education Option		Credits
ECED 107	Frameworks for Early Childhood Education (NE)	3
ECED 160	Infant-Toddler Caregiving (NE)	3
ECED 210	Early Childhood Development (TE)	3
TOTAL SPECIALIZATION REQUIREMENTS		9
TOTAL AWARD OF COMPLETION REQUIREMENTS		35

TRIBAL CASINO MANAGEMENT

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 transferrable to a four year degree program.

REQUIREMENTS		Credits
BUAD 202	Business Law (SS)	5
BUAD 212	Financial Accounting (TE)	5
HRCM 111	Introduction to Casino Management (NE)	5
TOTAL REQUIREMENTS		15
Choose 9 credits from the following:		9
HRCM 270	Building Human Capital (NE)	(3 each)
HRCM 275	The Regulatory Environment (NE)	
HRCM 280	Cultural Diversity and Marketing (NE)	
HRCM 285	Leadership and Financial Management (NE)	
HRCM 290	Building and Protecting Gaming Assets (NE)	
HRCM 295	Organizational Development in the Tribal Gaming Environment (NE)	
TOTAL AWARD OF COMPLETION REQUIREMENTS		24

TRIBAL MUSEUM STUDIES

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

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

ANTHROPOLOGY

ANTH 103 ARCHAEOLOGY: CULTURES PAST AND PRESENT

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

ANTH 150 PACIFIC NORTHWEST ETHNOBOTANY

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

ANTH 188/288 TOPICS IN ANTHROPOLOGY

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

ANTH 189/289 INDIVIDUALIZED STUDIES IN ANTHROPOLOGY

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

ANTH 197/297 INTERNSHIP/PRACTICUM IN ANTHROPOLOGY

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

ANTH 201 PHYSICAL ANTHROPOLOGY

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

ANTH 202 CULTURAL ANTHROPOLOGY

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

ANTH 388/488 TOPICS IN ANTHROPOLOGY

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

ANTH 389/489 INDIVIDUALIZED STUDIES IN ANTHROPOLOGY

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

ANTH 397/497 INTERNSHIP/PRACTICUM IN ANTHROPOLOGY

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

ART

ARTD 103 APPRECIATION OF AMERICAN INDIAN ART

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

ARTD 105A-E STUDIES IN NORTHWEST NATIVE ART


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

tion, artifacts and artistic practices. (1 CREA) (HT)

ARTD 106 INDIAN ART HISTORY OF PLACE

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

ARTD 115 THEORY OF NORTHWEST COAST NATIVE DESIGN I

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

ARTD 116 THEORY OF NORTHWEST COAST NATIVE DESIGN II

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

ARTD 146 PNW BEADWORK I

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

ARTD 147 PNW BEADWORK II

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

ARTD 151 PNW INDIAN BASKETRY I

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

ARTD 152 PNW INDIAN BASKETRY II

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

ARTD 153 PNW INDIAN BASKETRY III

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

ARTD 171 PNW INDIAN WOODCARVING I

Introductory course covering concepts of carving with the grain of the wood and Indian graphic design and processes. (3-6 CR) (HP)

ARTD 172 PNW INDIAN WOODCARVING MASKS

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

ARTD 173 INDIAN WOODCARVING SMALL TOTEMS I

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

ARTD 174 INDIAN WOODCARVING SMALL TOTEMS II

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

ARTD 175 TRADITIONAL TOOLMAKING I

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

CS- Communication Skills

HT- Humanities Theory

HP- Humanities Performance

NE- Non-Transferable Elective

TE- Transferable Elective

NS- Natural Science

NSL- Natural Science Lab

N- Non-Applicable

QS- Quantitative Skills

SS- Social Science



- May Include Indigenous

Services Learning Component

ARTD 185 NATIVE AMERICAN DRUM MAKING

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

ARTD 188/288 TOPICS IN ART

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

ARTD 189/289 INDIVIDUALIZED STUDIES IN ART

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

ARTD 197/297 INTERNSHIP/PRACTICUM IN ART

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

ARTD 258 HISTORY OF COASTAL SALISH WEAVING

Examines the traditional Salish weaving leading into the western/European influence on contemporary weaving. Special emphasis is given to traditional methods and materials of the old Salish weavers through the study of museum collections. (3 CR) (HT)

ASTRONOMY

ASTR 101 ASTRONOMY

Comprehensive survey of astronomy. Topics include history of astronomy from many cultural perspectives, scientific method, motion of celestial objects, light, gravity and space travel, telescopes and astronomical instrumentation, structure and evolution of planets, stars, galaxies, the universe, and the search for extraterrestrial life. Includes lab and planetarium/observing field trips. (5 CR) (NSL)

ASTR 188/288 TOPICS IN ASTRONOMY

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

ASTR 189/289 INDIVIDUALIZED STUDIES IN ASTRONOMY

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

ASTR 197/297 INTERNSHIP/PRACTICUM IN ASTRONOMY

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

BIOLOGY

BIOL 100 BASIC BIOLOGY

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

BIOL 101 INTRODUCTION TO BIOLOGY

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

BIOL 104 BIOLOGY AND NATURAL HISTORY OF PLACE

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

BIOL 111 FINDING THINGS OUT IN LIFE SCIENCE

Designed for learning through hands-on inquiry the nature of biological systems and how matter and energy work in living systems, aimed at developing a positive attitude toward science while understanding what it means to learn scientific concepts. Lab included. (5 CR) (NSL)

BIOL 130 INTRODUCTION TO MARINE BIOLOGY

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

BIOL 188/288 TOPICS IN BIOLOGY

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

BIOL 189/289 INDIVIDUALIZED STUDIES IN BIOLOGY

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

BIOL 197/297 INTERNSHIP/PRACTICUM IN BIOLOGY

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

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

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

BIOL 202 PLANT BIOLOGY: HONORING THE GIFTS OF PLANTS

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

BIOL 203 ANIMAL BIOLOGY: OUR RELATIVES

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

BIOL 205 ANIMAL BEHAVIOR

Focuses on various aspects of the study of animal behavior. Includes methods, behavior genetics and evolution, biological mechanisms of behavior, finding food and shelter, social organization and mating systems. Prerequisite: ENGL 100 (5 CR) (NS)

BIOL 242 ANATOMY AND PHYSIOLOGY I

Designed for students interested in a career in the field of health, or anyone interested in how the human body is organized and works. Topics include structure and function of the human body. Emphasis is on introductory cytology and histology and anatomy and physiol-

CS- Communication Skills

HT- Humanities Theory

HP- Humanities Performance

NE- Non-Transferable Elective

TE- Transferable Elective

NS- Natural Science

NSL- Natural Science Lab

N- Non-Applicable

QS- Quantitative Skills

SS- Social Science



- May Include Indigenous Services Learning Component

ogy of integumentary, skeletal, muscular and nervous systems. Lab included. Prerequisite: BIOL 101 and/or CHEM 113 or 123. (6 CR) (NSL)

BIOL 243 ANATOMY AND PHYSIOLOGY II

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

BIOL 245 MICROBIOLOGY

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

BIOL 310 ECOLOGY AND WEB OF INTERRELATEDNESS

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

BIOL 350 ETHNOBIOLOGY: PEOPLE, PLANTS AND ANIMALS

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

BIOL 388/488 TOPICS IN BIOLOGY

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

BIOL 389/489 INDIVIDUALIZED STUDIES IN BIOLOGY

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

BIOL 397/497 INTERNSHIP/PRACTICUM IN BIOLOGY

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

BIOL 425 BIOLOGY OF FISHES

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

BUSINESS ADMINISTRATION

BUAD 100 PRACTICAL ENGLISH FOR THE WORKPLACE

Interdisciplinary approach to literacy and critical thinking, emphasizing processes, terminologies and protocols of real-life work environments. (5 CR) (NE)

BUAD 101 INTRODUCTION TO BUSINESS

Introduction to the various aspects of business ownership, organiza-

tion, administration, decision-making, legal and regulatory environment, finances, and personnel. (5 CR) (TE)

BUAD 121 PERSONAL AND SMALL BUSINESS FINANCE

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

BUAD 135 SMALL BUSINESS MANAGEMENT

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

BUAD 140 SMALL BUSINESS ENTREPRENEUR

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

BUAD 188/288 TOPICS IN BUSINESS ADMINISTRATION

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

BUAD 189/289 INDIVIDUALIZED STUDIES IN BUSINESS ADMINISTRATION

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

BUAD 197/297 INTERNSHIP/PRACTICUM IN BUSINESS ADMINISTRATION

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

BUAD 202 BUSINESS LAW

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

BUAD 212 FINANCIAL ACCOUNTING

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

BUAD 235 MANAGERIAL ACCOUNTING

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

BUAD 388/488 TOPICS IN BUSINESS ADMINISTRATION

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

BUAD 389/489 INDIVIDUALIZED STUDIES IN BUSINESS ADMINISTRATION

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

CS- Communication Skills

HT- Humanities Theory

HP- Humanities Performance

NE- Non-Transferable Elective

TE- Transferable Elective

NS- Natural Science

NSL- Natural Science Lab

N- Non-Applicable

QS- Quantitative Skills

SS- Social Science




- May Include Indigenous Services Learning Component

BUAD 397/497 INTERNSHIP/PRACTICUM IN BUSINESS ADMINISTRATION

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

CHEMISTRY

CHEM 111 INORGANIC CHEMISTRY

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

CHEM 112 ORGANIC CHEMISTRY

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

CHEM 113 BIOLOGICAL CHEMISTRY

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

CHEM 121 GENERAL CHEMISTRY I

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

CHEM 122 GENERAL CHEMISTRY II

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

CHEM 123 GENERAL CHEMISTRY III

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

CHEM 188/288 TOPICS IN CHEMISTRY

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

CHEM 189/289 INDIVIDUALIZED STUDIES IN CHEMISTRY

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

CHEM 197/297 INTERNSHIP/PRACTICUM IN CHEMISTRY

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

CHEM 231 ORGANIC CHEMISTRY I

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

COMMUNICATION STUDIES

CMST 101 INTRODUCTION TO ORAL COMMUNICATION

Fundamental course in oral communication. Students will apply their knowledge and acquired competencies in a variety of settings, including interpersonal, public speaking, and small group communication. Prerequisite: ENGL 100 (4 CR) (CS)

CMST 130 INFORMATION LITERACY/CRITICAL THINKING

Presents skills that enable students to function as information-literate individuals capable of using and applying current information technology. Includes an introduction to online information and reference sources, and development of research skills for effective use of information resources. Students also study the implications of living in a digital society. (5 CR) (HT)

CMST 188/288 TOPICS IN COMMUNICATION STUDIES

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

CMST 189/289 INDIVIDUALIZED STUDIES IN COMMUNICATION STUDIES

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


CMST 197/297 INTERNSHIP/PRACTICUM IN COMMUNICATION STUDIES

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

CMST 210 INTERPERSONAL COMMUNICATION

Focuses on acquiring competency in maintaining interpersonal relationships. Includes verbal and non-verbal communication, giving and receiving appropriate feedback, how group dynamics affect human communication, the role of self-esteem the communication process, and the Native experience and its relationship to the process. Media research required. Prerequisite: ENGL 100 and CMST 130 (4 CR) (CS, HT)

CMST 220 PUBLIC SPEAKING

Focuses on acquiring competency in public speaking. Emphasis is on information research, organization audience analysis, oral styles, use of visual aids, and the Native experience and its relationship to the process. Competencies in public presentations of various types of speeches are developed. Prerequisite: ENGL 100 and CMST 130 (4 CR) (CS, HT) 

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- May Include Indigenous Services Learning Component

COMMUNITY ADVOCATES AND RESPONSIVE EDUCATION IN HUMAN SERVICES

CARE 150 INTRODUCTION TO HUMAN SERVICES IN TRIBAL COMMUNITIES

Provides foundational concepts of the profession and breadth of the field. Introduces Tribal and other workplace settings, required skills, philosophical and theoretical foundations, and history of the field. Differentiates the role of personal values, policy, professional ethics, and law. Emphasizes Human Services professionals as community leaders. (3 CR) (SS)

CARE 188/288 TOPICS IN COMMUNITY ADVOCATES AND RESPONSIVE EDUCATION

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

CARE 189/289 INDIVIDUALIZED STUDIES IN TOPICS IN COMMUNITY ADVOCATES AND RESPONSIVE EDUCATION

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

CARE 197/297 INTERNSHIP/PRACTICUM IN TOPICS IN COMMUNITY ADVOCATES AND RESPONSIVE EDUCATION

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

CARE 310 SYSTEMS THEORIES IN HUMAN SERVICES

Introduces concepts from Indigenous, ecological and other models of systems theory. Opportunities for individual development of a personal conceptual framework that serves as a cultural lens for professional work as a scholar practitioner, tied to Indigenous roots, person, place, and community. Introduces plan for writing across discipline. Prerequisite: ENGL 102 or 202 (5 CR)

CARE 320 SELF-LOCATION IN PROFESSIONAL SETTINGS

Examines self as a system in the context of families, tribes, and communities. Compares personal, Tribal and professional values to Professional Code of Ethics. Introduces interpersonal systems, professional relationships, self as leader, self-care as ethical obligation, and role of reflective writing for scholar practitioners. Prerequisite: CARE 310 (5 CR)

CARE 330 POLICY AND LAW IN TRIBAL HUMAN SERVICES

Examination of power, political position, ideologies and their impact on decision making. Emphasis on Tribal to local, state, and governmental relations and how policies impact Tribal communities. Includes research and analysis of policies and the process for proposing policy changes. Prerequisite: CARE 320 (5 CR)

CARE 350 INTERVIEWING AND CASE MANAGEMENT FOR TRIBAL SERVICES

Introduces active listening, basic interviewing and counseling skills, case management and intervention models focused on strengths based services. Skill practice through a lab experience of case management process (intake, assessment, outcomes, action plan, referrals, discharge, appropriate file documentation). Introduces the Indian Child Welfare Act of 1978 and other laws affecting services. Prerequisite: ENGL 102 or 202 (5 CR)

CARE 388/488 TOPICS IN COMMUNITY ADVOCATES AND RESPONSIVE EDUCATION

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

CARE 389/489 INDIVIDUALIZED STUDIES IN TOPICS IN COMMUNITY ADVOCATES AND RESPONSIVE EDUCATION

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

CARE 395 PREPARATION FOR FIELD EDUCATION

Prepares students to find and complete a field education plan by examining what constitutes an appropriate field education project, criteria for a learning experience that develops professional skills and awareness. Requirements for supervised field education are reviewed including expectations and paperwork. Students shadow professionals in two or more settings. Prerequisite: CARE 150 and C or better in CARE 350 (2 CR)

CARE 397/497 INTERNSHIP/PRACTICUM IN TOPICS IN COMMUNITY ADVOCATES AND RESPONSIVE EDUCATION

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

CARE 410 DEVELOPING AND ORGANIZING IN NATIVE COMMUNITIES

Provides knowledge, theory, and skills for rebuilding and revitalizing sovereign communities through the development of community resources and community problem solving. Introduces concepts of communities as clients, strength-based organizing, connections between individual and community resiliency, and revitalizing sovereign communities. Prerequisite: CARE 330 (5 CR)

CARE 450 PLANNING AND EVALUATING TRIBAL PROGRAMS

Engages students in the process of planning and evaluating human services programs that focus on Indigenousness, individual and community well-being and resilience, and promotion of social and economic abundance. Introduces asset mapping and needs assessment. Addresses development of outcomes for program evaluation at planning stage. Prerequisite: Permission of Instructor (5 CR)

CARE 470 TRIBAL AGENCY MANAGEMENT AND ADMINISTRATION

Prepares students to manage agencies including: supervision of staff, recruitment and retention of volunteers, preparation and execution of budgets, human resources issues, and risk management. Analyzes Bureau of Indian Affairs vs. Indigenous organizational structures and compares Indigenous leadership to bureaucratic management. (5 CR)

CARE 495A-C SUPERVISED FIELD EDUCATION

120 hours per quarter of supervised field education in Tribal or Human Services setting. 20 hours of weekly seminar to develop and synthesize learning from coursework and experience through examination of research, reflective writing, and professional portfolio development documenting knowledge, theory, and skills as scholar practitioners. Prerequisite: C or better in CARE 395 (5 CR EA)

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- May Include Indigenous Services Learning Component

CARE 499 CAPSTONE IN CARE

Allows students to demonstrate readiness to enter the profession through a capstone experience done under advisement with an instructor. Students design a project that reflects professional direction and capability and contributes to the local community. Project to be completed the last quarter of the program. Prerequisite: C or better in CARE 395 (5 CR)

COMMUNITY HEALTH

COMH 101 AMERICAN INDIAN HEALTH CARE SYSTEMS

Overview of the health status of American Indians and Alaska Natives including history of Indian health; American Indian health and federal legislation; current health indicators; Indian health care delivery systems, Tribal health administration and management; health career opportunities. (3 CR) (NE, NASD)

COMH 102 DIABETES IN NATIVE COMMUNITIES

Uses experiential learning to examine Type 2 diabetes in Native communities: the epidemic of diabetes, the biology of blood sugar, genetics, causes, prevention, complications, treatment, how community members prevent and deal with diabetes and community efforts. Discusses “best practices” for individuals, families and the community. Designed for health workers, teachers and general public. (3 CR) (NE, NASD)

COMH 121 HEALTH CARE FOR AMERICAN INDIANS

Examines several basic programs of health care such as maternal-child health, dental, emergency services, diabetes, heart disease, alcoholism and substance abuse, mental health, and cancer. Discusses possible “best practices” for each program. Explores both the extent and limits of each program’s effects on improving the health of individuals and Tribal communities. Prerequisite: COMH 101 or 102 (3 CR) (NE)

COMH 122 ENVIRONMENTAL HEALTH, DISASTERS AND TRIBES

Explores balance in Tribal environmental health including maintaining safe air, food and water; managing waste; preventing injuries and violence; addressing biological-chemical-nuclear safety; promoting psychological and spiritual resiliency. Students examine how public disasters threaten those balances and develop an emergency preparedness plan for their tribe. (3 CR) (NE, NASD)

COMH 123 PUBLIC HEALTH FOR AMERICAN INDIANS

Examines several basic public health programs and disciplines such as health services, epidemiology, health education, environmental health, genetics in community health and the role of community in public health. Explores both the extent and limits of each program’s effects on improving the health of individuals and Tribal communities. Prerequisite: COMH 101 or 102 (3 CR) (NE)

COMH 124 ADDICTION IN NATIVE COMMUNITIES

Examines addiction in Native communities: types of addictive substances; biology; genetics; physical complications; historical current social causes; prevention and treatment; emotional, psychological and spiritual aspects; law enforcement; “best practices” for individuals, families and communities. (3 CR) (NE)

COMH 188/288 TOPICS IN COMMUNITY HEALTH

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

COMH 189/289 INDIVIDUALIZED STUDIES IN COMMUNITY HEALTH

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

COMH 197/297 INTERNSHIP/PRACTICUM IN COMMUNITY HEALTH

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

COMH 221 IDENTIFYING AND SOLVING HEALTH PROBLEMS

Focuses on how to identify and fully understand health problems and strengths and/or identify and fully understand effective health solutions in Tribal communities. Each student will choose which health problem-strength-solution to identify and work on. Prerequisites: COMH 101 or 102 and COMH 121, 122, or 123 (3 CR) (NE)

COMH 222 DEVELOPING AND EVALUATING HEALTH PROGRAMS

Focuses on how to develop or strengthen programs in Tribal communities to address health problems or to improve health solutions and how to evaluate the effectiveness of such programs. Each student will choose a health problem-solution-program to develop a plan for. Prerequisite: COMH 101 or 102 and COMH 121, 122, or 123 (3 CR) (NE)

COMPUTERS

CMPS 100 COMPUTER BASICS

Introduction to the basic operation and functional uses of a computer in a Windows environment. (1-2 CR) (NE)

CMPS 101 INTRODUCTION TO COMPUTERS

Computer lab course providing an introduction to MS Windows, MS Word (word processing application), MS Excel (spreadsheet application), the internet and e-mail. Review of basics computer components, disk handling, keyboard operation and copying files. Prerequisite: CMPS 100 (3 CR) (TE)

CMPS 104 OPERATING SYSTEMS I: INSTALLATION AND TROUBLESHOOTING

Hands-on course will expose students to the nature and basis of various operating systems software and management of various types of associated peripheral hardware. Includes installation, maintenance, troubleshooting, recovery, memory and device management, and operating system requirements. Prerequisite: CMPS 101 (3 CR) (NE)

CMPS 105 SOFTWARE I: APPLICATIONS FOR COMPUTER PROFESSIONALS

Hands-on course covering the fundamental operations of applications that computer professionals utilize in day-to-day work. Microsoft Visio and website building software are emphasized. Prerequisite: CMPS 101 (3 CR) (NE)



CMPS 106 INTRODUCTION TO ANALOG AND DIGITAL ELECTRONICS

Introduction to the field of electronics based on practical projects. Students will build a line following robot as a culminating activity. (3 CR) (NE)

CMPS 116 MICROSOFT OFFICE I

In-depth study of Microsoft Word and Excel in preparation for the Microsoft Office Users Specialist certification exam. Prerequisite: CMPS 101 (3 CR) (NE)

CMPS 117 MICROSOFT OFFICE II

In-depth study of Microsoft Access and database management in preparation for the Microsoft Office Users Specialist certification exam. Prerequisite: CMPS 116 (3 CR) (NE)

CMPS 140 NETWORKING I

Provides an introduction to the operations, managerial and technical aspects of microcomputer communications and local area networks. Hardware and software, as well as use of telecommunication methods such as facsimile, on-line databases, and electronic bulletin boards are integrated throughout the course. Prerequisite: CMPS 101 (3 CR) (NE)

CMPS 144 NETWORKING II

Prepares students to take the Microsoft Certified Systems Engineer exam 70-58: Networking Essentials. Includes computer-based training with the text. Lectures are based on the book, exercises and sample exams to prepare for the certification exam. Prerequisite: CMPS 140 (3 CR) (NE)

CMPS 160 ASSEMBLY, MAINTENANCE AND DIAGNOSTICS

Hands-on course focusing on assembly, installation, maintenance, troubleshooting and diagnostics of personal computer systems. Prerequisite: CMPS 101 (4 CR) (NE)

CMPS 170 WEB PAGE DEVELOPMENT I

Beginning course in web page construction using a markup or document oriented language. Students introduced to basic web programming such as HTML and XML languages. Topics may include creating and using cookies, rollovers, browser monitoring, validation, recursion and shopping cart techniques. Prerequisite: CMPS 101 or equivalent (3 CR) (NE)

CMPS 172 WEB PAGE DEVELOPMENT II

Continuation of CMPS 170 with emphasis on developing advanced skills using the HTML programming language, web development languages and other programming languages. Topics may include creating and using cookies, rollovers, browser monitoring, validation, recursion and shopping cart techniques. Prerequisites: CMPS 110, 170 and 225 (3 CR) (NE)

CMPS 188/288 TOPICS IN COMPUTERS

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

CMPS 189/289 INDIVIDUALIZED STUDIES IN COMPUTERS

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

CMPS 197/297 INTERNSHIP/PRACTICUM IN COMPUTERS

Participation in an internship/practicum project under the direc-

tion of a faculty member in consultation with a professional in the field. (1-6 CR) (NE)

CMPS 204 OPERATING SYSTEMS II

Covers installing, upgrading and configuring advanced versions of Windows operating systems as well as an introduction to the Linux operation system. Prerequisite: CMPS 104 (3 CR) (NE)

CMPS 205 SOFTWARE II: ADVANCED APPLICATIONS FOR COMPUTER PROFESSIONALS

Covers 3-D graphics programs to aid in workspace layout and presentation graphics. Prerequisite: CMPS 105 (3 CR) (NE)

CMPS 206 INTRODUCTION TO MICRO-CONTROLLERS

Micro-controllers are the "brains" of robots, consumer electronics and industrial robotics. Activities will incorporate a variety of experiments using motion, light, sound and tactile feedback to introduce new concepts as well as introduce a variety of basic principles in the fields of computer programming, electricity and electronics, mathematics and physics. (3 CR) (NE)

CMPS 207 ROBOT DEVELOPMENT

Focuses on building and programming a robot using a combination of mechanics, electronics and problem solving. The mechanical principles, example program listings and circuits used will be similar to or the same as industrial applications developed by engineers. Prerequisites: CMPS 106 and 206 (3 CR) (NE)

CMPS 209 MEDIA APPLICATIONS: DIGITAL MEDIA AND WEB TECHNOLOGY

Survey of eight interrelated Adobe products: InDesign, Flash, Photoshop, Acrobat, Bridge, Illustrator, Fireworks and Dreamweaver. Introduction to basic functionality and relationships between products and how to choose the right program(s) to accomplish a particular task. Prerequisite: CMPS 101 (3 CR) (NE)

CMPS 212 GRAPHIC DESIGN: DIGITAL MEDIA AND WEB TECHNOLOGY

Immersion using Adobe PhotoShop CS4 graphics editing program for commercial bitmap and image manipulation. Students gain knowledge necessary to become a Certified Adobe Associate. Prerequisite: CMPS 101 (3 CR) (NE)

CMPS 216 WEB DEVELOPMENT: DIGITAL MEDIA AND WEB TECHNOLOGY

Immersion using Adobe Dreamweaver web page development editor. Preview and management of web sites. Creation of multiple pages with similar structures. Students gain knowledge necessary to become a Certified Adobe Associate. Prerequisite: CMPS 101 (3 CR) (NE)

CMPS 225 INTRODUCTION TO PROGRAMMING

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

CMPS 230 PROGRAMMING IN C++ I

First course in C++ programming language that covers data type, variables, control structures, and basic C++ syntax. (4 CR) (NS)

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- May Include Indigenous Services Learning Component

CMPS 243 NETWORKING III: NETWORK ADMINISTRATION

Focuses on installing, configuring and administering a Windows based server. Covers various file systems and disk management functions as well as administering the operating system and Active Director services. Also covers monitoring and optimizing a Windows server system. Prerequisite: CMPS 144 (3 CR) (NE)

CMPS 244 NETWORKING INFRASTRUCTURE

Covers issues such as network protocol and services based on the requirements of an organization. Focuses on utilizing, and configuring TCP/IP protocol, using features such as NetBIOS, WINS, DHCP and DNS. Prerequisite: CMPS 243 (3 CR) (NE)

CMPS 250 MULTIMEDIA DEVELOPMENT

Presents a multimedia development language that integrates video, sound and animation into a multimedia project. Prerequisite: CMPS 101 (3 CR) (NE)

CMPS 260 CAPSTONE PROJECT

Provides the vehicle for students to show overall competency in applied computer technology and the specialties, which have been a part of their particular degree program. Under supervision of a faculty advisor, the student selects an appropriate subject, performs the necessary research and presents the results. Prerequisite: Permission of instructor (5 CR) (NE)

CMPS 270 ASSEMBLY, MAINTENANCE AND DIAGNOSTICS II

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

CMPS 271 A+ EXAM PREPARATION

Focuses on the skills and information necessary to take the Computing Technology Industry Association (CompTIA) A+ exam. Builds on prerequisite courses by having students take many practice exams. Prerequisite: CMPS 160 and 270 (3 CR) (NE)

CMPS 272 WEB PAGE DEVELOPMENT III

Integrates concepts from previous courses in database, HTML, web development software and other programming languages. Students will use SQL querying commands to access a database and deal with a web server. Emphasis on the use of data types, variables, arrays, collection of data and control structures. Prerequisite: CMPS 172 (5 CR) (NE)

CMPS 388/488 TOPICS IN COMPUTERS

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

CMPS 389/489 INDIVIDUALIZED STUDIES IN COMPUTERS

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

CMPS 397/497 INTERNSHIP/PRACTICUM IN COMPUTERS

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

CULTURAL SOVEREIGNTY

CSOV 101 INTRODUCTION TO CULTURAL SOVEREIGNTY

This is an introductory course that covers a broad range of knowledge using the guiding principles of Indigenoussness 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 (5 CR) (HT)

CSOV 102 THE LANGUAGES OF OUR ANCESTORS

The Languages of our Ancestors is intended to focus on the Salish Language family and the people who spoke these languages. This course reviews each cultural area to get a holistic view of the people, the languages, and their relationship to each other. Requirement: CSOV 101 (5 CR) (HT)

CSOV 120 RECLAIMING OUR HISTORY

Reclaiming Our History is a course that focuses on historical events in Tribal history. This course is place specific, depending on where it is taught. The course will focus on inherent and acquired rights in Tribal history that shaped the people and place we see today. Requirement: CSOV 101 (5 CR) (SS)

CSOV 130 ICONS OF OUR PAST

Icons of Our Past is a variable topic course, the topic of the class may vary depending on the instructor. The course will focus on traditional icons of Native people. After the colonialism era, Native people had forgotten who their heroes were and today the people don't recognize their own traditional symbols. This course focuses on the traditional icons and Native people reclaiming knowledge that was once lost. Requirement: CSOV 101 (5 CR) (HT)

CSOV 188/288 TOPICS IN CULTURAL SOVEREIGNTY

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

CSOV 189/289 INDIVIDUALIZED STUDIES IN CULTURAL SOVEREIGNTY

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

CSOV 197/297 INTERNSHIP/PRACTICUM IN CULTURAL SOVEREIGNTY

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

CSOV 300 CULTURAL SOVEREIGNTY TRANSFER SEMINAR

Overview of the foundational skills and knowledge in years one and two of the Bachelor of Arts in Native Studies Leadership program. It will also serve as the transfer seminar for all baccalaureate programs of study. Requirement: By Permission of Instructor (5 CR)

CSOV 301 INDIGENOUS THEORY AND METHODS: WE OWN OUR KNOWLEDGE

Indigenous theory and methods explores traditional knowledge and intellectual property from an Indigenous perspective; and contrasts how Native theory and methods are distinguished from western theory and knowledge. Requirement: By Permission of Instructor (5 CR)

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- May Include Indigenous Services Learning Component

CSOV 302 INDIGENOUS RESEARCH: VALIDATING OUR PAST - WRITING OUR FUTURE

This course will focus on designing a research project based on Indigenous theory and methodology, which will be beneficial to native communities. The course will give students the opportunity to study examples of research projects from Native scholars who show the benefits of framing projects utilizing Native concepts and protocols. Requirement: By Permission of Instructor (5 CR)

CSOV 320 IMPACTS OF COLONIZATION

This class is intended to describe and analyze the impact and legacy of colonialism as a historical process that has lingering effects on Native peoples to the present. This course focuses on a specific location and engages in discussions about the strategies Native peoples have employed to combat the impact of colonialism. Requirement: By Permission of Instructor (5 CR)

CSOV 335 SOCIAL JUSTICE: IN DEFENSE OF OUR HOMELANDS

Native Americans continue to encounter many obstacles in the form of policies, laws, attitudes, and socioeconomic problems. These structural and attitudinal barriers sometimes prevent Native people from securing the justices and stability that were promised in the early treaties. Social Justice examines these challenges and discusses the kinds of policies, procedures, and processes necessary to institute social change. Requirement: By Permission of Instructor (5 CR)

CSOV 388/488 TOPICS IN CULTURAL SOVEREIGNTY

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

CSOV 389/489 INDIVIDUALIZED STUDIES IN CULTURAL SOVEREIGNTY

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

CSOV 397/497 INTERNSHIP/PRACTICUM IN CULTURAL SOVEREIGNTY

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

CSOV 410 SENIOR SEMINAR

The Senior Seminar is designed for students in the Native Studies Bachelor's degree program to prepare for their final year at Northwest Indian College. Topics vary, but will emphasize leadership, Indigenusness, and sovereignty. Requirement: By Permission of Instructor (5 CR)

CSOV 490 HONORING TRADITIONAL LEADERSHIP

Becoming a leader in our respective Tribal communities is a process rather than a destination. Traditional Tribal leadership roles require self-sacrifice for the survival of our people. And understanding of self and the dedication necessary to facilitate the social advancement of our respective communities is a pivotal point in reclaiming traditional Tribal leadership. Requirement: By Permission of Instructor (5 CR)

CSOV 499 SENIOR PROJECT: REBUILDING OUR NATIONS

This is a two part course that includes research, service learning, and a presentation component. This course allows students to exercise


the qualities, skills, knowledge, and ideology that is necessary to lead their people into the future. Requirement: By Permission of Instructor (10 CR)

DRAMA


DRMA 101 ACTING I

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

DRMA 102 ACTING II

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

DRMA 103 PLAY PRODUCTION

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

DRMA 188/288 TOPICS IN DRAMA

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

DRMA 189/289 INDIVIDUALIZED STUDIES IN DRAMA

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

DRMA 197/297 INTERNSHIP/PRACTICUM IN DRAMA

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

DRMA 207 NATIVE AMERICAN THEATER THEORY

Explores theater performed by Native Americans in the USA. Includes readings of Native American dramas, improvisation and storytelling. (4 CR) (HT)

DRMA 210 INTRODUCTION TO CINEMA

Appreciating and analyzing film; historical survey and Native American films. Students learn film vocabulary, discuss ideas in class, and write analysis papers. Discussion concerning the image of the American Indian in films. Prerequisite: ENGL 101 (3 CR) (HT)

EARLY CHILDHOOD EDUCATION

ECED 101 INTRODUCTION TO EARLY CHILDHOOD EDUCATION

Explores the foundations of early childhood education. Examines theories defining the field, issues and trends, best practices and program models. Requires observation of children, professionals and programs in action. (5 CR) (SS)

ECED 106 GUIDANCE IN EARLY CHILDHOOD

Identify interactions and practices that build secure relationships. Examine theories and practices that provide positive direct and indirect guidance for young children. Develop skills to reach children, support or restore their ability to think well and promote social competence. (3 CR) (NE)



ECED 107 FRAMEWORKS FOR EARLY CHILDHOOD EDUCATION

Using peer counseling theory and practice, students are offered frameworks for understanding a variety of complex issues in ECE from children's emotions and learning to social and political contexts. Emphasis is on the importance of human connection and support for both young children and adults amidst these complexities. (3 CR) (NE)

ECED 108 RE-EVALUATION COUNSELING: TOOLS OF THE TRADE

Offers the opportunity to acquire additional co-counseling skills, to increase the ability to use and support the emotional discharge process, to apply theory to practice in early learning settings, and to develop leadership skills. Co-counseling sessions among members of the class are required between class meetings. Prerequisite: ECED 107 or HUMS 107. S/U grading (3 CR) (NE)

ECED 114 HEALTH, SAFETY, AND NUTRITION

Develop knowledge and skills to ensure good health, nutrition, and safety of children in group care and education programs. Recognize the signs of abuse and neglect, responsibilities for mandated reporting, and available community resources. (5 CR) (NE)

ECED 115 CHILD CARE BASICS

Designed to meet licensing requirements for early learning lead teachers, teacher aides, and family home child care providers. STARS 30-hour basics course recognized in the MERIT system and as CDA professional development. Topics: child growth/development, cultural competency, community resources, guidance, family partnerships, health/safety/nutrition, and professional practice. (3 CR) (NE)

ECED 116 A-F TEACHING BY CONNECTION SUPPORT GROUP

Develops early childhood professionals' abilities to use adult-to-adult listening tools for mutual benefit and the benefit of children and families. Builds linkages among listening, emotional release, goal setting, and leadership. Supports increasingly positive functioning for quality care, Indigenous self-determination, and social change. Prerequisite: ECED 107 for each credit (1 CREA) (NE)

ECED 160 CARING FOR INFANTS AND TODDLERS

Designed for caregivers working with children in the first 3 years of life. Explores importance of attachment, culturally consistent and responsive care giving, and relationships among staff, children and families. Creation of safe, nurturing, predictable and culturally responsive environments to support social, emotional, physical, and intellectual development is emphasized. (3 CR) (NE)

ECED 188/288 TOPICS IN EARLY CHILDHOOD EDUCATION

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

ECED 189/289 INDIVIDUALIZED STUDIES IN EARLY CHILDHOOD EDUCATION

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

ECED 197A PRACTICUM I: EXPRESSING WARMTH TO CHILDREN

Offers a series of tasks coupled with a weekly seminar to investigate the student's own actions, articulate their fundamental values to oth-

ers, deeply enhance their ability to connect with young children in their care, and improve their effectiveness as teachers. (3 CR) (NE)

ECED 197B PRACTICUM II: PLAYING RESPONSIVELY

Offers a series of tasks to complete in an ECE setting, coupled with a weekly seminar to understand young children's play, learn to play responsively, and be able to support a child's development and full flourishing as a human being within their culture and community. Prerequisite: ECED 197A (3 CR) (NE)

ECED 206 BUILDING RELATIONSHIPS: CULTURE, FAMILY, COMMUNITY

Investigates family, school, and community systems as they relate to and support Native children's development in particular and all children's development in general. Emphasizes communication skills and introduces case management skills. Investigates opportunities for advocacy that promote continued growth and development of systems of support. Prerequisite: ECED 101 (3 CR) (NE)


ECED 210 EARLY CHILDHOOD DEVELOPMENT

Provides an introduction to childhood development theories and philosophies. Designed to give the student a survey of the factors that impact the development of a child from birth through age eight. Explores the interlocking components of biology, social structure, environment, and individual personality. Prerequisite: ENGL 101. (3 CR) (TE)


ECED 212 OBSERVATION, DOCUMENTATION AND ASSESSMENT

Provides an introduction to formal and informal observation and assessment tools used in classrooms for children from birth to age eight. Designed to give the student a means of understanding the role of documentation in the development of curriculum and assessment that is responsive to a child's social, physical, emotional, and cognitive development. Prerequisite: ECED 101 (3 CR) (NE)

ECED 213 PRESCHOOL CURRICULUM DEVELOPMENT

Integrates understanding of relationships, the learning process, and developmentally effective approaches to teaching and learning, with knowledge of content areas to design, implement, and evaluate positive learning experiences for pre-school-aged Native children. Curriculum areas include: language and literacy, math and science, and social studies and humanities. Service learning or practicum hours required. Prerequisites: ECED 101 or ECED 104 (3 CR) (NE) 

ECED 220 COMMUNICATION, LANGUAGE AND LITERACY

Introduction to research on language and literacy development and to strategies that support both. Emphasis on the observation of children and the development of non-verbal, verbal, and written language, including Native language and English. Service learning recommended. Prerequisite: ECED 101 (3 CR) (NE) 

ECED 297A PRACTICUM III: TALKING INFORMATIVELY

Offers a series of tasks coupled with a weekly seminar to investigate and transform adult communications from directive to informative, promoting children's social responsibility and connection with others, and enriching their vocabularies. Prerequisite: ECED 197B (3 CR) (NE)

CS- Communication Skills

HT- Humanities Theory

HP- Humanities Performance

NE- Non-Transferable Elective

TE- Transferable Elective

NS- Natural Science

NSL- Natural Science Lab

N- Non-Applicable

QS- Quantitative Skills

SS- Social Science



- May Include Indigenous Services Learning Component

ECED 297B PRACTICUM IV: ATTENDING TO INITIATIVE, CO-OPERATION, AND PERSEVERANCE

Offers a series of tasks coupled with a weekly seminar to investigate how children take initiative, cooperate with one another, and persevere in difficult tasks. Students attend to these essential abilities and develop skills to promote them within their daily interactions. Prerequisite: ECED 297A (3 CR) (NE)

ECONOMICS

ECON 188/288 TOPICS IN ECONOMICS

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

ECON 189/289 INDIVIDUALIZED STUDIES IN ECONOMICS

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

ECON 197/297 INTERNSHIP/PRACTICUM IN ECONOMICS

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

ECON 203 CONTEMPORARY TRIBAL ECONOMICS

Contemporary Tribal Economics is the study of how individuals, groups, and societies choose to use scarce resources that they possess. This course will provide the foundations of microeconomic and macroeconomic principles in the context of various Tribal communities. Case studies of Tribal economic development activities will be used to reveal how these concepts operate in the real world. Prerequisites: ENGL 102 or 202. (5 CR) (SS, NASD)

ECON 250 SUBSISTENCE ECONOMIES: RESTORING PROSPERITY

Subsistent economies will discuss the pre-contact economic systems of Indigenous people. This course examines the trade industry and how the introduction of the dollar altered our world view on economies. It will also reinforce the traditional value of generosity while explaining how economic development and sustainability is a tool to achieve Tribal Sovereignty. Requirement: CSOV 130 (5 CR) (SS)

EDUCATION

EDUC 110 INTRODUCTION TO INDIAN EDUCATION

Traditional educational practices; survey of missionary and early federal efforts; major legislation and its implementation; federal, state, and local school district control of Indian education; Tribal schools; development of the Indian education movement; contemporary theories and realities; relevant research. (3 CR) (SS)

EDUC 188/288 TOPICS IN EDUCATION

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

EDUC 189/289 INDIVIDUALIZED STUDIES IN EDUCATION

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

EDUC 197/297 INTERNSHIP/PRACTICUM IN EDUCATION

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

EDUC 202 THE TIDE HAS CHANGED: EDUCATING OUR OWN

Beginning with the early treaties, the United States took several measures to remove children from their traditional educational setting as a tool for assimilation. This course details the process the tribes used to regain and retain control over their children's education. Requirement: CSOV 130 (5 CR) (SS)

EDUC 388/488 TOPICS IN EDUCATION

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

EDUC 389/489 INDIVIDUALIZED STUDIES IN EDUCATION

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

EDUC 397/497 INTERNSHIP/PRACTICUM IN EDUCATION

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

ENGLISH

ENGL 095 GRAMMAR AND PUNCTUATION

Designed to give students a review of basic English grammar and punctuation through organized workbook activities closely monitored by instructors. Includes writing assignments interwoven throughout computer and textbook activities. (5 CR) (N)

ENGL 098 CONSTRUCTING THE PARAGRAPH

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

ENGL 100 INTRODUCTION TO COLLEGE WRITING

Focuses on an essay and summary writing portfolio as well as basic grammar. Students create portfolio containing two essays and one summary. Prerequisite: ENGL 098 or placement test (5 CR) (NE)

ENGL 101 ENGLISH COMPOSITION I

Focuses on improving writing by developing creative and analytical skills and by writing well developed, organized, significant and grammatically correct expositions as well as summaries of readings and other short assignments. Students prepare a portfolio containing essays and a summary. Prerequisite: ENGL 100 or placement test (5 CR) (CS)

ENGL 102 ENGLISH COMPOSITION II

Students develop personal writing voice while also creating a research paper. Short papers also required. Emphasis on paraphrasing, summarizing, citing, quoting, organization, development, and improved style in sentences, paragraphs, and total essay. Prerequisite: ENGL 101 (5 CR) (CS)

ENGL 148 INTRODUCTION TO INDIAN LEGENDS

Designed for students to become familiar with a wide range of Pacific Northwest Indian legends and to develop storytelling and listening skills as well as to gain an overall appreciation and understanding of Indian philosophy by recognizing common themes. (3 CR) (HT)

CS- Communication Skills

HT- Humanities Theory

HP- Humanities Performance

NE- Non-Transferable Elective

TE- Transferable Elective

NS- Natural Science

NSL- Natural Science Lab

N- Non-Applicable

QS- Quantitative Skills

SS- Social Science



- May Include Indigenous Services Learning Component

ENGL 155 INTRODUCTION TO CREATIVE WRITING

Designed for students to read, discuss and interpret contemporary poems, stories and short plays to inspire their own writing. Covers exploration of various writing techniques. Prerequisite: ENGL 100 (3 CR) (HT)

ENGL 156 INTRODUCTION TO POETRY WRITING

Students read models of poetry, discuss key literary elements of various selections, record activities in a journal, and write poems. Prerequisite: ENGL 100 (3 CR) (HT)

ENGL 188/288 TOPICS IN ENGLISH

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

ENGL 189/289 INDIVIDUALIZED STUDIES IN ENGLISH

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

ENGL 197/297 INTERNSHIP/PRACTICUM IN ENGLISH

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


ENGL 202 TECHNICAL WRITING

Introduction to effective technical writing. Emphasis placed on audience analysis, library and Internet research, components of technical literature, evaluation of sources, use of appropriate style guidelines, and writing an effective technical paper. Prerequisite: ENGL 101 (5 CR) (CS)

ENGL 236 SURVEY OF NATIVE AMERICAN LITERATURE

General survey of legends, early Native American bibliographies and short contemporary literary works. Focuses on developing literary analysis, writing, and discussions skills. For fifth credit student must read and report on an approved novel. Prerequisite: ENGL 101 and NASD 110 (5 CR) (HT)

ENGL 237A-E PROJECTS IN NATIVE AMERICAN LITERATURE

A study of legends, nineteenth century, and contemporary literature by Native Americans. Each letter is an independent, one credit, writing enriched project. Intended as a more in-depth follow up to Survey of Native American Literature. Prerequisite: ENGL 236 (1 CREA) (HT) 

ENGL 305 TECHNICAL WRITING FOR TRIBAL LEADERS

Writing for technical and professional purposes using multiple text formats in printed and electronic media. Provides the skills necessary to communicate in scientific, cultural, business and political arenas based on how Native American perspectives can influence decision-making. Prerequisite: ENGL 102 (5 CR)

ENGL 388/488 TOPICS IN ENGLISH

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

ENGL 389/489 INDIVIDUALIZED STUDIES IN ENGLISH

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

ENGL 397/497 INTERNSHIP/PRACTICUM IN ENGLISH

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


field. (1-6 CR)

ENVIRONMENTAL SCIENCE

ENVS 105 INTRODUCTION TO ENVIRONMENTAL SCIENCE

Introduction to environmental concepts and dynamics. Ecosystems, biomes, management and human impact discussed. Parallel worldviews of the environment presented. Problems and solutions on different environmental issues considered. Lab included. (5 CR) (NSL)

ENVS 108 FUNDAMENTALS OF ENVIRONMENTAL SCIENCE

Focuses on ecological principles and environmental issues such as population, natural resources, land use planning and problems of pollution and waste management. Information is included about Tribal environmental concerns. (5 CR) (NS) 

ENVS 188/288 TOPICS IN ENVIRONMENTAL SCIENCE

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


ENVS 189/289 INDIVIDUALIZED STUDIES IN ENVIRONMENTAL SCIENCE

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

ENVS 197/297 INTERNSHIP/PRACTICUM IN ENVIRONMENTAL SCIENCE

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

ENVS 201 NORTHWEST PLANTS

Field-based course designed to acquaint students with the flora of the Northwest. Covers identification, ecology, and traditional uses of regional flora. Lab included. (5 CR) (NSL) 

ENVS 265 GIS AND REMOTE SENSING

Introduces use and operation of GIS software as well as the integration of air photos and satellite images into GIS systems. Lab included. (3 CR) (NSL)

ENVS 310 SHELLFISH ECOLOGY

Focuses on the ecology and biology of invertebrate shellfish species and their importance to Tribal people of the Pacific Northwest. Course includes a field component. Prerequisite: BIOL 203 (5 CR)

ENVS 330 HYDROLOGY: SACRED WATERS

Presents the hydrologic cycle and imparts an understanding of its components and their interactions with human activities. Emphasizes the various interdependent hydrologic processes of the Pacific Northwest, the relationship of those processes to the habitat for salmonids, and the importance to tribes. Prerequisites: GEOL 101 or 211 and MATH 102 or 107 (4 CR)

ENVS 340 OCEANOGRAPHY

Explores the physical, chemical, and biological dynamics of the world's oceans, with emphasis on the interplay of ocean circulation, climate, and factors affecting at-sea survival of salmonids. Students will spend significant time in the field, developing understanding of scientific methods, situating their learning within the Tribal context. Prerequisites: BIOL 201 and MATH 210 (5 CR)

CS- Communication Skills
HT- Humanities Theory
HP- Humanities Performance
NE- Non-Transferable Elective

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

QS- Quantitative Skills
SS- Social Science



- May Include Indigenous Services Learning Component

ENVS 370 FIELD STUDY METHODS FOR ECOLOGY: WAYS OF KNOWING, GATHERING INFORMATION AND BUILDING KNOWLEDGE

Lab-intensive course that teaches field methods for the wildland biologist with an emphasis on Tribal lands and territories. Course includes experimental design; data acquisition and analysis; field methods used to study plants, animals, and water; and the preparation of field study reports. Prerequisite: MATH 210, BIOL 202 or 203 (3 CR)

ENVS 375 EXPLORING PLACE THROUGH IMAGING

Focuses on the use of cartography, Geographic Information Systems, remote sensing and other visual tools in the evaluation, planning, and management of cultural and natural resources. Prerequisites: CMPS 101, GEOL 101 or 211, and MATH 102 or 107. (4 CR)

ENVS 388/488 TOPICS IN ENVIRONMENTAL STUDIES

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

ENVS 389/489 INDIVIDUALIZED STUDIES IN ENVIRONMENTAL SCIENCE

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

ENVS 397/497 INTERNSHIP/PRACTICUM IN ENVIRONMENTAL SCIENCE

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

ENVS 430 AQUATIC ECOLOGY: WATER WEBS AND CYCLES

This course provides a Tribal and global understanding of aquatic ecosystems with an emphasis on Tribal stewardship of lakes, rivers and wetlands. Prerequisites: BIOL 202, 203 and 310 (5 CR)

ENVS 440 ECOLOGY OF THE SALISH SEA

Explores the dynamics of marine environments focusing on traditional Native perspectives on the Salish Sea and scientific inquiry of the marine environment through laboratory exploration. Prerequisites: BIOL 203 and MATH 210 (5 CR)

ENVS 481 ECOPHYSIOLOGY: EARTH WEBS AND CYCLES

Uses concepts of math, meteorology, physics, plant physiology and ecology to study the plant-environment interface. The dynamic understanding created in this course helps to explain the role of variables that influence the structure and function of ecosystems, and in turn, shape human communities that depend upon these ecosystems. Prerequisites: BIOL 310 and MATH 102 (5 CR) (NSL)

GEOGRAPHY

GEOG 188/288 TOPICS IN GEOGRAPHY

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

GEOG 189/289 INDIVIDUALIZED STUDIES IN GEOGRAPHY

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

GEOG 197/297 INTERNSHIP/PRACTICUM IN GEOGRAPHY

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

field. (1-6 CR) (NE)

GEOG 203 PHYSICAL GEOGRAPHY

Principles and techniques in analysis of aerial distributions in the natural environment; landforms, water, climate, soils, vegetation. Lab work included. Prerequisite: At least one introductory science course (5 CR) (NSL)

GEOG 340 POLITICAL AND CULTURAL ECOLOGY: A CASE STUDY

This course employs a case study approach to engage with issues related to environmental, political, and cultural boundaries, social construction of modern conceptions of natural resource management. Recommended for students interested in natural resource management and Tribal governance. Prerequisite: ENG 102 or 202; BIOL 104 (or equivalent) (5 CR)

GEOG 388/488 TOPICS IN GEOGRAPHY

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

GEOG 389/489 INDIVIDUALIZED STUDIES IN GEOGRAPHY


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

GEOG 397/497 INTERNSHIP/PRACTICUM IN GEOGRAPHY

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

GEOLOGY

GEOLOGY 101 INTRODUCTION TO GEOLOGY

Covers basic geologic processes and earth cycles. Topics include minerals and rocks, earth history, structures and plate tectonics plus consideration of environmental geology such as rivers and floods, landslides, earthquakes, mining and hydrology. Lab work included. (5 CR) (NSL) 

GEOLOGY 111 FINDING THINGS OUT IN EARTH SCIENCE

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. (5 CR) (NSL)

GEOLOGY 188/288 TOPICS IN GEOLOGY

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

GEOLOGY 189/289 INDIVIDUALIZED STUDIES IN GEOLOGY

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

GEOLOGY 197/297 INTERNSHIP/PRACTICUM IN GEOLOGY

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

GEOLOGY 211 PHYSICAL GEOLOGY

Origin, composition, and structure of earth. Advanced identification of rocks and minerals; the evolution of the surface features of continents and interpretation of landforms from maps. Lab work included. Prerequisite: GEOL 101 (5 CR) (NSL)

CS- Communication Skills
HT- Humanities Theory
HP- Humanities Performance
NE- Non-Transferable Elective

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

QS- Quantitative Skills
SS- Social Science

 - May Include Indigenous Services Learning Component

HEALTH

HLTH 110 BASIC FIRST AID

Offers instruction to prepare a person to give emergency first aid to someone suffering from such conditions as fractures, poisoning, burns, bleeding, drug overdose, convulsions, and hypothermia. Includes practice in bandaging, splinting, and treatment of choking. Successful completion of the course earns a standard American Red Cross First Aid card. (1 CR) (NE)

HLTH 112 ADULT CPR

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

HLTH 130 HONOR THE GIFT OF FOOD

Introduction to traditional foods and basic nutrition. Emphasis is on the relationship between culture, traditional foods and how whole foods are grown, processed and prepared for human consumption. Upon completion of this class students will have basic knowledge of healthy food choices and how to include them in their lives. (3 CR) (NE)

HLTH 160 A AND B NURSING ASSISTANT CERTIFICATION

Prepares students for the Certificated Nursing Assistant (CNA) examination. CNAs may work in hospitals, clinics, long-term facilities, assisted living facilities, adult family homes, and in-home care once certified. Course has two modules: A is fundamentals, CPR/first aid and HIV/AIDS (6 credits), B is clinical field experience (2 credits). (8 CR) (NE)

HLTH 188/288 TOPICS IN HEALTH

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

HLTH 189/289 INDIVIDUALIZED STUDIES IN HEALTH

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

HLTH 197/297 INTERNSHIP/PRACTICUM IN HEALTH

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

HISTORY

HIST 111 PRE-CONTACT NATIVE AMERICAN HISTORY

Study of Native American History focusing on themes from oral narratives and other historical accounts. Course will study other expressions of history and identity such as totemic art, dance, song, and potlatch. Includes sections on classic Indigenous cultures of the period from 1 to 1400 AD and the century before first sustained European contact (1400s). Prerequisite: NASD 110 (2 CR) (SS)

HIST 112 POST-CONTACT NATIVE AMERICAN HISTORY

Continues the study of Indian History beginning with the era of European Invasions and expansion into Native lands. Focuses on the Twentieth Century with topics such as the Meriam Report, Indian New Deal, reorganization, termination, Native American resistance, and founding of notable and prominent Native organizations and programs. Prerequisite: HIST 111 (3 CR) (SS)

HIST 120 INTRODUCTION TO NEZ PERCE HISTORY

History, culture and customs of the Nez Perce people before and after Euro-American contact. Identification and discussion of main themes, general timeline and specific Tribal characteristics of the Nez Perce people as well as the role historians play in society. Prerequisite: ENGL 100 (5 CR) (SS)

HIST 188/288 TOPICS IN HISTORY

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

HIST 189/289 INDIVIDUALIZED STUDIES IN HISTORY

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

HIST 197/297 INTERNSHIP/PRACTICUM IN HISTORY

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

HIST 215 INDIANS IN THE 20TH CENTURY

Extended study of American Indians in the 20th century. Rigorous analysis of early-to-mid 20th century government policy paralleled by oral interviews with American Indian elders representing diverse geographic regions and Tribal traditions. (5 CR) (SS)

HIST 388/488 TOPICS IN HISTORY

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

HIST 389/489 INDIVIDUALIZED STUDIES IN HISTORY

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

HIST 397/497 INTERNSHIP/PRACTICUM IN HISTORY

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

HOSPITALITY MANAGEMENT

HRCM 111 INTRODUCTION TO CASINO MANAGEMENT

Designed for students interested in a career in casino management or a career in general hospitality management. Students gain an overview of management skills required in casino operations, including planning, casino cage operations, soft count procedures, casino accounting, slot management, slot operations, surveillance, and management strategies. (5 CR) (NE)

HRCM 135 SECURITY IN THE HOSPITALITY INDUSTRY

Introduces the day-to-day operations of casino security. Includes surveillance; use of video equipment; learning and maintaining key, crowd, access, and traffic controls; and the use of security forms, terminology, and report writing. (5 CR) (NE)

HRCM 150 INTRODUCTION TO RESTAURANT MANAGEMENT

Designed for students interested in a career in restaurant management or a career in general hospitality management. Presents an overview of management skills required in restaurant operations, including menu development and pricing, beverage management, purchasing, employee staffing, and marketing. (5 CR) (NE)

HRCM 188/288 TOPICS IN HOSPITALITY MANAGEMENT

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

CS- Communication Skills
HT- Humanities Theory
HP- Humanities Performance
NE- Non-Transferable Elective

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

QS- Quantitative Skills
SS- Social Science



- May Include Indigenous Services Learning Component

HRCM 189/289 INDIVIDUALIZED STUDIES IN HOSPITALITY MANAGEMENT

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

HRCM 197/297 INTERNSHIP/PRACTICUM IN HOSPITALITY MANAGEMENT

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

HRCM 275 THE REGULATORY ENVIRONMENT

Provides an overview of the complex multi-layered regulatory environment unique to Tribal gaming operations. Emphasis is on Tribal sovereignty as the foundation of gaming strategies and the role of the federal government in regulation (Indian Gaming Regulatory Act) along with the development and implementation of Tribal-state compacts. (3 CR) (NE)

HRCM 285 LEADERSHIP AND FINANCIAL MANAGEMENT

Explores essential leadership practice and theory as it applies to Tribal for-profit gaming and hospitality operations. Also focuses on overall financial management skills such interpretation of financial statements, including profit and loss statements, cash flow, and audits. (3 CR) (NE)

HRCM 290 BUILDING AND PROTECTING GAMING ASSETS


Focus is on building and protecting gaming assets as the foundation of success of Tribal gaming operations. (3 CR) (NE)

HRCM 295 ORGANIZATIONAL DEVELOPMENT IN THE TRIBAL GAMING ENVIRONMENT

Examines organizational development theory and practice as a broad knowledge base from which to approach decision making and leadership. Specifically, students will explore Tribal organizational practices and their applicability in gaming environments. (3 CR) (NE)

HUMAN DEVELOPMENT

HMDV 110 INTRODUCTION TO SUCCESSFUL LEARNING

Orientation class for new students. Designed to engender student success in and beyond college by fostering connection to cultural identity and the development of knowledge and skills in critical thinking, study methods, time management, computer literacy, and career and life planning. Required for all degree and certificate seeking students. Recommended to be taken in the first quarter. (4 CR) (NE) 

HMDV 120 EXPLORING CREDIT FOR PRIOR LEARNING

Student examines personal experiences in order to identify those that could equate to college level learning. S/U grading. (1 CR) (NE)

HMDV 121 CREDIT FOR LIFE EXPERIENCE

Student analyzes college level learning in personal experiences then equates it to NWIC classes. Knowledge must be documented and approved before credit is granted. Student registers for the number of credits equivalent for which PLE credit is requested. After expert approves credits, those courses replace HMDV 121 on the student's

transcript and are designated as PLE credits. Prerequisites: HMDV 120 S/U grading. (1-22 CR) (NE)

HMDV 150 INDIVIDUALIZED DEGREE OR CERTIFICATE PLANNING

Required for Individualized Degree or Certificate programs. With the help of an advisor and an expert in the field, the student creates a degree or certificate plan. Includes a clarification of career goals. S/U grading. (3 CR) (NE)

HMDV 188/288 TOPICS IN HUMAN DEVELOPMENT

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


HMDV 189/289 INDIVIDUALIZED STUDIES IN HUMAN DEVELOPMENT

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


HMDV 190 STUDENT LEADERSHIP PRACTICE

Student leadership practice through organized NWIC student clubs and organizations. (1-5 CR) (NE)


HMDV 191 JOURNEY OF LEADERSHIP: TO PREPARE

Presents aspects of leadership development, including goal-setting, self-reflection, and team building, in order to build a cohort of learners focused on civic engagement. Students are expected to participate in National Days of Service. (1 CR) (NE) 

HMDV 192 JOURNEY OF LEADERSHIP: TO RELATE

Expands on activities in HMDV 191. Emphasizes group dynamics, developing relationships with the community, and planning for a service-learning project. Prerequisites: HMDV 191 (1 CR) (NE) 

HMDV 193 JOURNEY OF LEADERSHIP: TO MAKE CHANGE AND REFLECT

Expands on activities experienced in HMDV 191 and 192. Service learning projects are implemented allowing students to assess the impact of the project on self and community. Prerequisite: HMDV 192 (1 CR) (NE) 

HMDV 197/297 INTERNSHIP/PRACTICUM IN HUMAN DEVELOPMENT

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

HUMANITIES

HMTS 109 A-E ENCOUNTERS IN HUMANITIES

Five major areas in the humanities studied: Literature, theater, philosophy, art, and music. A one credit introductory study in each area broadens humanities perspectives and enables students to pursue more in-depth studies. Prerequisite: ENGL 100 (1 CREA) (HT)

HMTS 110 A-E ENCOUNTERS IN HUMANITIES II

Five major areas in the Humanities covered: Poetry, film religion, art history, and world music. One credit, introductory study in each area will prepare the student for more in-depth study in one or more of these five areas. Prerequisite: ENGL 100 (1 CREA) (HT)

CS- Communication Skills

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NE- Non-Transferable Elective

TE- Transferable Elective

NS- Natural Science

NSL- Natural Science Lab

N- Non-Applicable

QS- Quantitative Skills

SS- Social Science



- May Include Indigenous Services Learning Component

HMTS 188/288 TOPICS IN HUMANITIES

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

HMTS 189/289 INDIVIDUALIZED STUDIES IN HUMANITIES

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

HMTS 197/297 INTERNSHIP/PRACTICUM IN HUMANITIES

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

HMTS 201 ORAL INTERPRETATION OF LITERATURE: STORYTELLING

Focuses 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. Prerequisites: ENGL 101 (3 CR) (HT, NASD)

HUMAN SERVICES

HUMS 107 INTRODUCTION TO RE-EVALUATION COUNSELING

Introduces the fundamentals of re-evaluation counseling (co-counseling) and focuses on those aspects of the theory and practice that facilitate living in a diverse world. Students pair up to exchange co-counseling sessions between classes. Prerequisite: Permission of Instructor (3 CR) (NE)

HUMS 108 RE-EVALUATION COUNSELING THEORY AND PRACTICE I

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

HUMS 109 RE-EVALUATION COUNSELING THEORY AND PRACTICE II

Focuses on further development of skills in re-evaluation counseling. Includes contradicting distress, counseling on internalized oppression, and assisting the clients in taking charge of their lives. Co-counseling sessions outside of class required. (3 CR) (NE)

HUMS 115 INTRODUCTION TO GRANT WRITING

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

HUMS 120 SURVEY OF CHEMICAL DEPENDENCY

Provides an understanding of addiction as a primary disease along with theoretical models. An overview of the impacts alcohol and drugs have on society historically, and currently. Cultural differences with emphasis on Native American responses to this disease are provided. (3 CR) (NE)

HUMS 130 PHARMACOLOGY OF SUBSTANCES

Broad overview of the substances of abuse, the mechanism of action, tolerance, dependence, detoxification, and biological impacts. These topics include emotional, cognitive and behavioral adaptations for all of the substance classifications. Prerequisite: HUMS

120 (3 CR) (NE)

HUMS 135 DOMESTIC VIOLENCE

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

HUMS 151 DYNAMICS OF GRIEF

Explores loss and resultant grief. The knowledge of these issues in the therapeutic setting establishes continuation of recovery. (3 CR) (NE)

HUMS 156 STRESS MANAGEMENT

Focuses on ways of coping with stressful factors in the work world and in the home environment. (2 CR) (NE)

HUMS 160 CHEMICAL DEPENDENCY CASE MANAGEMENT

Designed to assist students in the ability to manage client caseloads through the understanding of the disease, continuum of care, diagnostic assessments, maintenance of client files, treatment planning, and aftercare follow-up. Prerequisite: HUMS 120 (3 CR) (NE)

HUMS 170 CHEMICAL DEPENDENCY INDIVIDUAL COUNSELING

Presents special skills and knowledge of techniques required to be an effective Chemical Dependency counselor. Emphasis placed on methods of counselor's professional guidance and support in the client/patient effort to achieve and maintain fullest possible recovery from chemical dependency. Prerequisite: HUMS 120 (3 CR) (NE)

HUMS 180 YOUTH CHEMICAL DEPENDENCY COUNSELING

Assists participants in understanding the effects of alcoholism and chemical dependency related problems on the adolescent including the issues of developmental skills, self-esteem, family systems, children of alcoholics, and impact of change. Explores ways to develop strategies to optimize possibilities for creative transition. Prerequisite: HUMS 170 (3 CR) (NE)

HUMS 187 AIRBORNE AND BLOODBORNE PATHOGENS

Studies transmission of major infections spread by air or blood found more commonly in chemically dependent people. Includes HIV/AIDS brief interventions for the chemically dependent patient with focus on Native American communities and chemically dependent individuals. For students who are already, or training to become, certified chemical dependency counselors. (This course includes HIV/AIDS brief interventions for the chemically dependent patient. (1 CR) (NE)

HUMS 188/288 TOPICS IN HUMAN SERVICES

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

HUMS 189/289 INDIVIDUALIZED STUDIES IN HUMAN SERVICES

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

HUMS 197/297 INTERNSHIP/PRACTICUM IN HUMAN SERVICES

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

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- May Include Indigenous Services Learning Component

HUMS 208 LAW AND ETHICS IN CHEMICAL DEPENDENCY

State and federal laws governing controlled substances and related statutes for the chemical dependency professional are covered, as are ethics for the helping professions, with special focus on ethical dilemmas unique to chemical dependency. Prerequisite: HUMS 170. (5 CR) (NE) 

HUMS 210 GROUP FACILITATION

Designed to assist students through a process of experiential learning that provides skill building activities in group dynamics resulting in new or strengthened group facultative skills that can be applied in sexual abuse counseling. Prerequisite: HUMS 170 (3 CR) (NE)

HUMS 220 CRISIS INTERVENTION

Identification of primary areas of dysfunction contributing to the precipitation of personal and family crisis. (3 CR) (NE)

HUMS 223 CHEMICAL DEPENDENCY ASSESSMENT AND TREATMENT

Designed to provide students with a basic understanding of chemical dependency assessment and treatment. Prerequisite: HUMS 170 (3 CR) (NE)

HUMS 230 CHEMICAL DEPENDENCY AND THE FAMILY

Designed to assist students in understanding the effects of alcoholism and other chemical dependency related problems on the Native American family, including youth and family issues, co-dependence, children of alcoholics, adult children of alcoholics, developing support groups, and family focused prevention activities. Prerequisite: HUMS 170 (3 CR) (NE)

HUMS 240 MULTICULTURAL COUNSELING

Issues of cultural diversity including serving people with disabilities and the implications for treatment. Also covers the relationships between agencies, staff and serving diverse client populations. Prerequisite: HUMS 170 (3 CR) (NE)

HUMS 256 POST TRAUMATIC STRESS DISORDER

Designed to help students recognize and assess posttraumatic stress disorder symptomatology and to understand its relationship to drug and alcoholic abuse and/or dependence. (2 CR) (NE)

HUMS 260 DUAL DISORDERS/CHEMICAL DEPENDENCY AND MENTAL ILLNESS

Designed to assist students in developing an adequate understanding and response to clients who have dual disorders, chemical dependency, and mental illness. (3 CR) (NE)

HUMS 275 RELAPSE PREVENTION

Designed to assist students in understanding the recovery process, identify warning signs of relapse, and develop effective relapse prevention planning with the client. Prerequisite: HUMS 170 (3 CR) (NE)

MATHEMATICS

MATH 070 INTRODUCTION TO QUANTITATIVE LITERACY

Introduces and builds skills for flexible numerical thinking: develops various algorithms for the four arithmetic operations to the rational numbers, emphasizing sense-making over procedure. Includes ab-

stract and practical applications such as various models for fractions, area, perimeter, and proportional reasoning. Presents skills and resources for college readiness. (5 CR) (N)

MATH 085 PRE-ALGEBRA

Rigorous algebra preparatory course covering concepts such as absolute value, operations with signed numbers, orders of operations, inequality, fractions, mixed numbers, percents, exponents and scientific notation, properties of exponents, square roots, like terms, factoring, algebraic expressions and word problems. (3 CR) (N)

MATH 090 CONSUMER MATHEMATICS

Consumer oriented application of basic mathematics skills. Topics include buying and maintaining a car, banking and investing, paying taxes, budgeting money, shopping for food and clothes, and managing a household. (3-5 CR) (N)

MATH 098 ELEMENTARY ALGEBRA

Fundamentals of algebra including multiple representations of algebraic objects (formulas, graphs, tables, and contextual descriptions); negative numbers; linear equations and graphs; linear inequalities; integer exponents; and operations on polynomials. Emphasis is on the concepts of equivalent expressions and solutions. Prerequisite: MATH 070 or Placement test (5 CR) (N)

MATH 099 INTERMEDIATE ALGEBRA

Extends the fundamentals of algebra including systems of linear equations; factoring polynomials; rational expressions (equivalence, common denominators, multiplication and division); square roots (simplification, addition and multiplication); and solutions and graphs of quadratic equations (including the quadratic formula). Emphasis is on multiple representations of algebraic objects. Prerequisite: MATH 098 or Placement test (5 CR) (N)

MATH 102 COLLEGE ALGEBRA

Revisits and expands concepts of linear and quadratic equations and graphs from the point of view of the concept of functions and their domain. Emphasizes multiple representations of functions and their use as models for applications. Includes, but is not limited to, systems of equations, radical expressions and rational exponents. Prerequisite: C or better in MATH 099 or test above Intermediate Algebra. (5 CR) (QS, NS)

MATH 103 PRECALCULUS I

Presents linear, quadratic, cubic, reciprocal, exponential and logarithmic functions in their multiple representations and their use as models for concrete applications. Explores the concept and application of transformations, compositions and inverse of a function. Prerequisite: C or better in MATH 102 or Placement test (5 CR) (QS, NS)

MATH 105 PRECALCULUS II

Presents trigonometric, polynomial and rational functions in their multiple representations and their use as models for concrete applications. Deepens the exploration and application of transformations, compositions and inverse of a function begun in MATH 103. Prerequisite: C or better in MATH 103 or Placement test (5 CR) (QS, NS)

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- May Include Indigenous Services Learning Component

MATH 107 ELEMENTARY STATISTICS I

Develops the tools to describe and interpret the main features of a collection of quantitative data: histograms, boxplots and scatterplots; the median, mean, standard deviation and correlation of a dataset; and the normal approximation. Introduces the concepts of sampling and experiments. Relates these concepts to current issues confronting tribes. Prerequisite: C or better in MATH 099 or test above Intermediate Algebra (5 CR) (QS, NS)

MATH 124 CALCULUS AND ANALYTIC GEOMETRY

Covers derivatives, computing derivatives, curve sketching, optimization, and problem solving. Prerequisite: C or better in MATH 105 or Placement test (5 CR) (QS, NS)

MATH 125 CALCULUS AND ANALYTIC GEOMETRY II

Covers the definite integral, techniques of integration, area and volume, growth and decay, and introduction to differential equations. Prerequisite: MATH 124 or Placement test (5 CR) (QS, NS)

MATH 126 CALCULUS AND ANALYTIC GEOMETRY III

Definite and indefinite integrals; the differentiation and integration of transcendental functions. Methods of interpolation. Prerequisite: MATH 125 or Placement test (5 CR) (QS, NS)

MATH 151 SURVEY OF MATHEMATICS

Integrated concept-based mathematics course that promotes quantitative literacy. College algebra concepts are taught contextually as the language and symbolism of mathematics. Real systems are modeled to develop topics chosen from logic, sets, counting methods, problem solving, statistics, and probability. Experiential activities consolidate core concepts within a collaborative learning environment. Prerequisite: C or better in MATH 099 or test above Intermediate Algebra (5 CR) (QS, NS)

MATH 188/288 TOPICS IN MATHEMATICS

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

MATH 189/289 INDIVIDUALIZED STUDIES IN MATHEMATICS

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

MATH 190 VOCATIONAL MATH

Presents mathematical concepts useful in the everyday workplace including: fractions, ratios, percents, proportions, unit conversions, basic algebra and geometry. Emphasis on problem solving for applications in Tribal business, construction and natural resource management settings. May be offered as MATH 190A (3 CR) and MATH 190B (2 CR). Prerequisite: MATH 070 (5 CR) (NE)

MATH 197/297 INTERNSHIP/PRACTICUM IN MATHEMATICS

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

MATH 207 ELEMENTARY STATISTICS II

Rigorous study of inferential statistics including confidence intervals, hypothesis testing of one and two population means as well as population proportions, chi-square procedures, and methods of regression and correlation. Prerequisite: MATH 107 (5 CR) (QS, NS)

MATH 210 BIostatISTICS

Focuses on the use of statistics in the life sciences, including experimental design, data collection and presentation, descriptive statistics, statistical tests, including one-and two- sample hypothesis testing, analysis of variance (ANOVA), correlation, regression, and chi-squared tests. Conditions of each test and use of statistics in scientific papers are examined. Prerequisites: MATH 102, MATH 107 and any college-level science course (5 CR) (QS, NS)

NATIVE AMERICAN STUDIES

NASD 101 CONVERSATIONAL NATIVE AMERICAN LANGUAGE I

Fundamentals of speaking, reading, and writing a specific Native American language. Includes cultural studies. (3 CR) (HP)

NASD 102 CONVERSATIONAL NATIVE AMERICAN LANGUAGE II

Continuation of NASD 101. Prerequisite NASD 101 (3 CR) (HP)

NASD 103 CONVERSATIONAL NATIVE AMERICAN LANGUAGE III

Continuation of NASD 102. Prerequisite: NASD 103 (3 CR) (HP)

NASD 105A-C NWIC SEMINAR

Provides a framework for students and faculty to meet together on a regular basis to aid students in succeeding in their academic pursuits. S/U Grading. (1 CR EA) (NE)


NASD 108 GENEALOGY I

Provides instruction for individualizing a family history chart using such research as self-knowledge, BIA documents, Lummi Tribal Archives documents, or other local agency documents. (3-5 CR) (TE)

NASD 109 GENEALOGY II

Continuation of NASD 108. Additional detailed information added to family history chart. (3-5 CR) (TE)

NASD 110 INTRODUCTION TO NATIVE AMERICAN STUDIES

Designed to present an Indigenous perspective using a multidisciplinary scope to explore the contemporary and historical issues facing Native American peoples. (3 CR) (SS) 

NASD 115 INDIAN SONG AND DANCE I

Covers historical meaning and contemporary protocol of Indian song and dance. Forms a basis to understand basic meanings and to gain respect for the communities involved. Interested participants will begin to study and create regalia for community and exhibition dancing. (3 CR) (HP)

NASD 116 INDIAN SONG AND DANCE II

Continuation of Indian Song and Dance I. Prerequisite: NASD 115. (3 CR) (HP)

NASD 118 NORTHWEST COAST INDIAN SONG AND DANCE I

Designed to provide a means by which Indian people may enter or reenter the Indian culture of the Pacific Northwest through traditional Northwest Coast song and dance. In addition, this class is designed to provide another look at the environment through our ancestor's eyes through these ancient songs of celebration. (3 CR) (HP)

NASD 119 NORTHWEST COAST INDIAN SONG AND DANCE II

Designed for advanced students of Northwest Coast Indian Song

CS- Communication Skills

HT- Humanities Theory

HP- Humanities Performance

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- May Include Indigenous Services Learning Component

and Dance. The purpose of this class is to prepare advanced students for their own public and/or solo performances and/or teach their own dance groups for the purpose of public performances. (3 CR) (HP)

NASD 125 INTRODUCTION TO COAST SALISH BONE GAME TECHNIQUES

Covers history of the Coast Salish Bone Game and the basics of the Bone Game rules and techniques. (2-4 CR) (HP)

NASD 126 BONE GAME DRUM AND SONG

Students learn the dynamics of NW coast drumming and singing to accompany the Coast Salish bone games. Students will already be familiar with the basic rules and techniques of bone gaming. Prerequisite: NASD 125 (3 CR) (HP)

NASD 131 TRIBAL HISTORY I

Introduction to the history of the tribe and community where the course is taught, from the origin stories of the people and the development of that community's society through Allotment. Course is place specific and focuses on the specific historical events that influence the current status of that community. (3 CR) (SS)

NASD 132 TRIBAL HISTORY II

Continuation of Tribal History I specific to the tribe and community where the course is taught, from Allotment to the present. Course is place specific and focuses on the specific historical events that influence the current status of that community. Prerequisite: NASD 131 (3 CR) (SS)

NASD 137 REGALIA MAKING I

Design, identification and preparation of materials in making costumes for display and use in Indian Ceremonial song and dance. (3 CR) (HP)

NASD 138 REGALIA MAKING II

Continuation of NASD 137. Prerequisite NASD 137 (3 CR) (HP)

NASD 188/288 TOPICS IN NATIVE AMERICAN STUDIES

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

NASD 189/289 INDIVIDUALIZED STUDIES IN NATIVE AMERICAN STUDIES

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

NASD 197/297 INTERNSHIP/PRACTICUM IN NATIVE AMERICAN STUDIES

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

NASD 202 THE NATIVE AMERICAN EXPERIENCE

The social and cultural evolution of the first peoples of the Americas. Focus on such aspects as education, self-determination, health issues and urbanization as they impact native Indigenous populations. (3 CR) (SS)

NASD 203 CONVERSATIONAL NATIVE AMERICAN LANGUAGE IV

Continuation of NASD 103. (3 CR) (HP)

NASD 204 CONVERSATIONAL NATIVE AMERICAN LANGUAGE V

Continuation of NASD 203. Students and instructor speak advanced language. Students write sentences and short stories. Speech making is also a part of the class. (3 CR) (HP)

NASD 205 CONVERSATIONAL NATIVE AMERICAN LANGUAGE VI

Continuation of NASD 204. Continues to build vocabulary, understand sentence structure. Practice speaking writing and listening skills. (3 CR) (HP)

NASD 208 WRITING FAMILY HISTORY

Exposes students to writing a biography, autobiography, or memoir through researching both family and Tribal history, as well as organizing their research, develop their writing and editing skills, and design a family history book. (3 CR) (TE)

NASD 240 NATIVE AMERICAN WOMEN'S STUDIES


Examines female leadership roles in Native American communities for gaining insight into the lives of Native women leaders and how they define success and well-being. Topics include education, music, art, literature, land rights, anthropology, medicine, science and traditional values. (5 CR) (HT)

NATIVE ENVIRONMENTAL SCIENCE

NESC 215 CLIMATE CHANGE IN NATIVE LANDS

Exploration of how climate has changed in the past, how it is changing now, and the contemporary causes of climate change with an emphasis on understanding the interconnectedness of biotic and physical systems. Climate change topics focus on the ecological impacts and consequences for Tribal lands and Native communities. Prerequisites: ENGL 100 and BIOL 104 (5 CR) (NSL)

NESC 293A-C NESC SEMINAR II

Integrative seminar for students pursuing the Native Environmental Science program of study. Students enroll in one credit per quarter. (1 CR EA) (TE) 

NESC 188/288 TOPICS IN NATIVE ENVIRONMENTAL SCIENCE

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

NESC 189/289 INDIVIDUALIZED STUDIES IN NATIVE ENVIRONMENTAL SCIENCE

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

NESC 197/297 INTERNSHIP/PRACTICUM IN NATIVE ENVIRONMENTAL SCIENCE

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

NESC 303 NATIVE ENVIRONMENTAL SCIENCE INTERDISCIPLINARY SEMINAR

Introduction to self-designed interdisciplinary studies with emphasis on developing writing and individualized study skills. Seminar topics vary by instructor. (3 CR)

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- May Include Indigenous Services Learning Component

NESC 305 NATIVE ENVIRONMENTAL SCIENCE CONCENTRATION SEMINAR

Designed to assist students develop and write an interdisciplinary self-designed concentration proposal, which is required for all students pursuing the interdisciplinary concentration option of the Bachelor of Science in Native Environmental Science program. The concentration proposal must be completed and filed at least three quarters before graduation. Prerequisite: NESC 303 or permission of instructor and NES Advisor (5 CR)

NESC 310 NATIVE SCIENCE

Study of the intimate relationship between Native people and the natural world. Emphasis on how Native people honor and respect the natural world, and on gaining an understanding and appreciation of Indigenous knowledge. Prerequisites: BIOL 104 and PHIL 140 (5 CR)

NESC 315 TRADITIONAL ECOLOGICAL KNOWLEDGE

Examines how tribes acquire and transmit traditional ecological knowledge across generations. Emphasis on the practices, beliefs and relationships inherent in TEK, and the sustainability of resources and the perpetuation of cultures in the Pacific Northwest. Prerequisites: BIOL 104 and PHIL 140 (3 CR)

NESC 340 NATIVE VIEWS ON ANIMAL BEHAVIOR

Combines Native American traditional knowledge with Western science in a comparative study of thought processes, consciousness, beliefs, and rationality which result in individual non-human animal behavior. Topics include animal intelligence, emotion, behavior, and communication with emphasis on Indigenous cognitive ethology as a foundation for Tribal wildlife research and management. Prerequisites: PHIL 140 or NESC 310 (5 CR)

NESC 360 ENVIRONMENTAL GOVERNANCE OF SHARED RESOURCES

Analyzes different models and theories of governance that address environmental issues of shared concern, holistic in scope and integrate ecosystem and human health as well as cultural, economic, and social well-being. Recommended for students interested in natural resource management and Tribal governance. Prerequisites: ENG 102 or 202; BIOL 104 (or equivalent) (5 CR)

NESC 388 /488 TOPICS IN NATIVE ENVIRONMENTAL SCIENCE

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


NESC 389 /489 INDIVIDUALIZED STUDIES IN NATIVE ENVIRONMENTAL SCIENCE

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

NESC 393A-C NESC SEMINAR III

Integrative seminar for students pursuing the Native Environmental Science program of study. Students enroll in one credit per quarter. (1 CREA)

NESC 397/497 INTERNSHIP/PRACTICUM IN NATIVE ENVIRONMENTAL SCIENCE

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

NESC 410 NATIVE ENVIRONMENTAL ETHICS

Study of the moral philosophy that is inherent in the traditional relationship between Native people and the natural world. Examines how the foundation of traditional Tribal values influences land use and serves as the foundation for cultural and natural resource management. (5 CR)

NESC 425 NATIVE AMERICAN ENVIRONMENTAL LAW

Philosophical background and case law pertaining to Native American management of land, water, and natural resources. Emphasis on the nature of federal-Tribal trust relationship and doctrine of reserved rights. Includes an analysis of federal environmental law as applied to the access, use and protection of sacred lands and sites. Prerequisites: POLS 118, POLS 225, or POLS 240 (5 CR)

NESC 445 VINE DELORIA JR, NATIVE SEMINAR

Discusses ideas and influence of Vine Deloria, Jr. in the field of Native Science, including Deloria's critique of Western science, advocacy for Indigenous knowledge, and views on selected topics such as the Bering Strait Theory, the Pleistocene Over-Kill Hypothesis, the Kennewick Man controversy, and the Theory of Evolution. Prerequisite: NESC 310 (5 CR)

NESC 493A-C NESC SEMINAR IV

Integrative seminar for students pursuing the Native Environmental Science program of study. Students enroll in one credit per quarter. (1 CREA)

NESC 499A AND B NATIVE ENVIRONMENTAL SCIENCE CAPSTONE PROJECT

The capstone may take many forms. NESC 499A, taken during the junior year, constitutes preparation of the culminating project. NESC 499B, taken during the senior year, constitutes completion of the project. (5 CREA)

PARENT EDUCATION

PRED 104 READY TO READ

Designed to involve parents and care givers of young children in promoting early literacy development using various interactive activities such as reading out loud to children. (2 CR) (NE)

PRED 107 INTRO TO INDIAN PARENTING

Designed to improve parenting and communicating skills. Focus of the course is to enable key learning for Tribal Headstart parents. (1-5 CR) (NE)

PRED 108 PARENTING PLUS

Parents are people with varied interest and responsibilities, among them nutrition, budgeting, cooperation, and creative problem solving. This course builds parent skill and confidence areas. Prerequisite: PRED 107 (1 CR) (NE)

PRED 115 INDIAN PARENTING SKILLS I

Combines Parent Effectiveness Training (PET) with Positive Indian Parenting Training in a framework incorporating various parenting techniques and models. This class is experiential in nature with students exploring their own parent models and roles and making choices about the skills they pursue which are appropriate to personal philosophy. (3 CR) (NE)

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PRED 117 POSITIVE INDIAN PARENTING

Continuation of the Positive Indian Parenting curriculum and an expansion of parenting techniques to the educational foundation of children. Parent/child classroom and field trip experiences combine with the addition of nutrition planning and meal preparation training. (2 CR) (NE)

PRED 121 LISTEN TO CHILDREN: SPECIAL TIME

Through lecture, discussion, and practice with each other, parents learn the skill of setting aside short periods of time for special listening to their child, the tools of letting the child know s/he is deeply cared about, and the skill of assisting others to increase their self-assurance. (2 CR) (NE)

PRED 122 LISTEN TO CHILDREN: PLAY LISTEN

Through participation in lecture, discussion, role play, and listening circles with each other, parents develop skills at taking the less powerful role in play, playfully setting limits, being active and enthusiastic in play, helping children heal specific tensions through play, and building support with one another. Prerequisite PRED 121 (2 CR) (NE)

PRED 123 LISTENING TO CHILDREN

Helps parents understand what to do when their child begins to cry, the usefulness of crying as a natural recovery process, and guidelines for listening to children. Parents develop skills at listening, setting limits, and building support with one another. Prerequisite: PRED 122 (2 CR) (NE)

PRED 127 SETTING LIMITS WITH CHILDREN

Parents and other caregivers learn to pay attention to where limits need setting with children, set those limits, and then listen in some specific ways to help the child to get her/his behavior back on track. The class functions as a support group for parents learning and practicing these skills. (2 CR) (NE)

PRED 128 LISTENING PARTNERSHIPS I

Designed to teach parents to be helpful to each other by exchanging and listening. With skills developed in the class, parents help each other meet the needs that every parent has for support. (2 CR) (NE)

PRED 129 LISTENING PARTNERSHIPS II

Designed to help parents increase effectiveness as a supportive listener. Further skills developed for assisting parents to release the emotional tensions that can cause difficulty in relationships with our children. (2 CR) (NE)

PRED 137 PARENTING BY CONNECTION

Offers listening tools to adult family members to build emotional understanding and assist in creating the life that they want with their children. Contradicting generations of separateness caused by colonization in Indigenous communities, these tools help parents to create the connections that build closeness, confidence, and competence. (2 CR) (NE)

PRED 188/288 TOPICS IN OFFICE PARENT EDUCATION

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

PRED 189/289 INDIVIDUALIZED STUDIES IN PARENT EDUCATION

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

PRED 190 PARENT RESOURCE SEMINAR

Parents are a vital resource to society and can be a strong resource to each other in their demanding role as parents. This class provides information for creating the close, thoughtful relationships parents want with their children. Parent-to-parent support needed for the intensive learning and growing job of parenting is developed in the class. (1-5 CR) (NE)

PRED197/297 INTERNSHIP/PRACTICUM IN PARENT EDUCATION

Participation in an internship/practicum project under the direction of a faculty member in consultation with a professional in the field. (1-5 CR) (NE)

PHILOSOPHY

PHIL 101 INTRODUCTION TO PHILOSOPHY

Covers basic questions of philosophy and their effects on thought processes and the ability to reason. Explores key philosophical figures from a variety of cultural backgrounds and traditions. Prerequisite: ENGL 100 (5 CR) (HT)

PHIL 188/288 TOPICS IN PHILOSOPHY

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

PHIL 189/289 INDIVIDUALIZED STUDIES IN PHILOSOPHY

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

PHIL 197/297 INTERNSHIP/PRACTICUM IN PHILOSOPHY

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

PHIL 235 SURVEY OF WORLD RELIGIONS

Introduction to Judaism, Christianity, Islam, Hinduism, Buddhism, and Taoism. Also study of religious life, including oral traditions and Tribal people. Emphasis on cultural diversity represented by world religions. (5 CR) (HT)

PHYSICAL EDUCATION

PHED 107 PHYSICAL CONDITIONING

A body conditioning program using aerobic training methods combined with weight training. Emphasis on developing an individual exercise routine to increase general endurance of the respiratory, circulatory, and muscular system. (1-2 CR) (TE)

PHED 109 CHAIR AEROBICS

Students participate in an aerobics class using chairs. Participants develop their own exercise program with the assistance of the instructor. (3 CR) (TE)

PHED 115 VOLLEYBALL

Techniques and basic skills, including rules, scoring, and strategy. (1 CR) (TE)

PHED 116 INTERMEDIATE VOLLEYBALL

Continuation of beginning volleyball. Emphasis on improvement of

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- May Include Indigenous Services Learning Component

skills and strategy through drills and games. (1 CR) (TE)

PHED 122 CONTEMPORARY DANCE

Energy exercise class for those who want to learn how to dance and have an aerobics like workout. Includes latest dance steps with emphasis on hip-hop dancing. (2 CR) (TE)

PHED 124 BENCH STEP AEROBICS

Exercise program that involves stepping up and down from a platform to the accompaniment of music. Includes a wide variety of stepping patterns and upper body strength. Has high intensity and low impact balanced to complete workout for all ages and fitness levels. (1-2 CR) (TE)

PHED 125 SOFTBALL

Designed for developing fundamental skill levels in hitting, throwing, base running, and catching. Team organization, team play, rules, and strategy included. (3 CR) (TE)

PHED 126 STRETCH AND TONE

Combination of stretching and body movement performed to music. Designed for flexibility, coordination, and suppleness of the body musculature system. (2 CR) (TE)

PHED 127 AEROBIC EXERCISE

Combination of strength, stretching, and aerobic exercises for total heart and body conditioning performed to music. (1-2 CR) (TE)

PHED 128 LOW IMPACT AEROBICS

Exercise program that combines strength, stretching and body movement for total heart and body conditioning performed to music. Similar to aerobic exercise but designed to put less stress on joints and body musculature. (1-2 CR) (TE)

PHED 131 ARCHERY

Covers archery skills and fundamentals, basic equipment and competition standards, safety, and bow hunting techniques. (2 CR) (TE)

PHED 137 STRENGTH TRAINING I

Designed to give the student the theory behind beginning and implementing a safe strength and conditioning program. Each student develops a paper on one aspect of strength training safety. (3-5 CR) (TE)

PHED 138 STRENGTH TRAINING II

For those interested in employing resistive exercise for improving health, strength, fitness, and appearance. Includes a personal exercise schedule and a study of the different phases of weight training, nutrition and diet, motivation, and safety. A special program for women is included. (3-5 CR) (TE)

PHED 140 FUNDAMENTALS OF GOLF

Covers the fundamentals of golf swing, rules, and etiquette of the game and applying these principles through playing and recording individual scores. Focus is on proper grip and use of each club. (3 CR) (TE)

PHED 145 INTRODUCTION TO INDIAN CANOE RACING

Comprises of a series of experiential activities around the central theme of traditional Indian war canoe racing. Physical conditioning is intensive in preparation for the competitive events. (5 CR) (TE)

PHED 151 CANOE RACING

Co-educational course emphasizing physical conditioning, nutrition for athletic competition and canoe pulling techniques for racing in standard and 11-man “War Canoes”. (3 CR) (TE)

PHED 174 WALKING FOR FITNESS

Students develop a personal walking goal with the help of instructor. Reading assignments about nutrition, exercise and other fitness issues support the goal. Field experience includes experiential learning opportunities with a focus on developing and implementing an individual walking program. (1-3 CR) (TE)

PHED 175 ADULT FITNESS FOR LIFE

Focuses upon developing a basic understanding of the components of holistic health patterning. Emphasis on nutrition, exercise physiology, muscular endurance, weight control, and life style factors, which promote good health. Students develop and maintain an individualized fitness program. (2 CR) (TE)

PHED 188/288 TOPICS IN PHYSICAL EDUCATION

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

PHED 189/289 INDIVIDUALIZED STUDIES IN PHYSICAL EDUCATION

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

PHED 197/297 INTERNSHIP/PRACTICUM IN PHYSICAL EDUCATION

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

PHED 215 ADVANCED VOLLEYBALL

Covers basic skills, drills, game strategies, officiating, and coaching techniques. Prerequisite: PHED 115 (2 CR) (TE)

PHYSICAL SCIENCE

PHYS 100 CONCEPTUAL PHYSICS

Basic concepts of physics including motion, velocity, acceleration, energy, waves, sound, and heat. Presentation focuses on understanding of concepts rather than mathematical calculations. Appropriate for science and non-science students. Includes lab. (5 CR) (NSL)

PHYS 101 GENERAL PHYSICS I

Introduction to mechanics, kinematics, dynamics, Newton’s laws, energy, momentum, rotation, waves and sound. Recommended for students in science fields not requiring calculus-based physics. Includes lab. Prerequisite: MATH 099 or equivalent (5 CR) (NSL)

PHYS 102 GENERAL PHYSICS II

Continuing topics in physics including kinematics theory, heat and thermodynamics, principles of electricity and magnetism. Includes lab. Prerequisite: PHYS 101 (5 CR) (NSL)

PHYS 103 GENERAL PHYSICS III

Continuing topics in physics including geometrical and wave optics, relativity, atomic and nuclear physics. Includes lab. Prerequisite: PHYS 102 (5 CR) (NSL)

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PHYS 111 FINDING THINGS OUT IN PHYSICS

Designed for students to learn, through hands-on inquiry, the nature of physical systems and how matter and energy work in the physical world. Students are helped to develop a positive attitude towards science while understanding what it means to learn scientific concepts. Lab included. (5 CR) (NSL)

PHYS 121 PHYSICS FOR SCIENTISTS AND ENGINEERS I

Physics for students interested in studying physics or engineering at a university, kinematics, dynamics, Newton's laws, work and energy, momentum, rotational kinematics and dynamics. Includes lab. Prerequisite: MATH 102 or taken concurrently (5 CR) (NSL)

PHYS 122 PHYSICS FOR SCIENTISTS AND ENGINEERS II

Continuing topics in calculus-based physics including waves, kinematics theory, heat and thermodynamics, oscillations. Includes lab. Prerequisite: PHYS 121 (5 CR) (NSL)

PHYS 123 PHYSICS FOR SCIENTISTS AND ENGINEERS III

Continuing topics in calculus-based physics including electromagnetic, optics and waves in matter. Includes lab. Prerequisite: PHYS 122 (5 CR) (NSL)

PHYS 188/288 TOPICS IN PHYSICAL SCIENCE

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

PHYS 189/289 INDIVIDUALIZED STUDIES IN PHYSICAL SCIENCE

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

PHYS 197/297 INTERNSHIP/PRACTICUM IN PHYSICAL SCIENCE

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

POLITICAL SCIENCE

POLS 112 LEADERSHIP PLENTY: COMMUNITY BASED LEADERSHIP TRAINING

Designed to help communities establish new ways of thinking and new patterns of behavior by drawing upon the wealth of leadership potential that already exists among community residents. (1-3 CR) (NE)

POLS 118 RIGHTS OF INDIAN TRIBES

Overview of United States Indian policy and its impact on the rights of Indian tribes and people. Problem of federal and state laws and the manner in which courts have interpreted the law examined. (3 CR) (SS)

POLS 119 NATIVE AMERICAN FISHERIES TREATY RIGHTS

Examines the primary treaties between Native Americans and the United States, The Boldt I and II decisions, and the role of Native American tribes in international treaties between the United States and Canada. (3 CR) (SS)

POLS 125 INDIVIDUAL RIGHTS JUSTICE SYSTEM

Designed to acquaint Indian community members with Federal, State and Tribal criminal justice systems and their individual rights

within these systems. Also covers individual rights that are safeguarded by the US Constitution, Bill of Rights, and the US Supreme Court. (3 CR) (SS)

POLS 188/288 TOPICS IN POLITICAL SCIENCE

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

POLS 189/289 INDIVIDUALIZED STUDIES IN POLITICAL SCIENCE

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

POLS 197/297 INTERNSHIP/PRACTICUM IN POLITICAL SCIENCE

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

POLS 225 HISTORY OF FEDERAL INDIAN POLICY

Covers the governmental policies that have shaped Indian law since 1532. Prerequisites: CSOV 101 and ENGL 101 (5 CR) (SS)

POLS 240 INDIAN POLICY AND TRIBAL SELF-GOVERNANCE

Historical overview of United States Indian policy and its impact on Native American communities. State, federal, and Tribal relationship examined as well as the effects of Indian self-determination and reservation economic development. Emphasis on Tribal Self-Governance. (3 CR) (SS)

POLS 319 FROM THE BEGINNING OF TIME: NATIVE AMERICAN FISHING RIGHTS

Focus is on the cultural knowledge that became the foundation for the Boldt Decision. (5 CR)

POLS 350 NATIVE GOVERNMENTS AND POLITICS

This course examines the unique structures and functions of Native governments from pre-contact times to the present day. Tribal governments are the original and most senior sovereigns. They serve as political entities, business entities, and cultural entities as well. This course focuses on how Native peoples manage their lands, resources, judicial systems, and educational systems. Requirement: By Permission of Instructor. (5 CR)

POLS 388/488 TOPICS IN POLITICAL SCIENCE

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

POLS 389/489 INDIVIDUALIZED STUDIES IN POLITICAL SCIENCE

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

POLS 397/497 INTERNSHIP/PRACTICUM IN POLITICAL SCIENCE

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

PSYCHOLOGY

PSYC 101 GENERAL PSYCHOLOGY

General overview of the scientific study of psychology. Includes following topics: human learning, personality formation, emotion,

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motivation, language and reasoning, developmental issues, the brain and nervous system, and intelligence. Prerequisite: ENGL 100 or above (5 CR) (SS)

PSYC 188/288 TOPICS IN PSYCHOLOGY

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


PSYC 189/289 INDIVIDUALIZED STUDIES IN PSYCHOLOGY

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

PSYC 197/297 INTERNSHIP/PRACTICUM IN PSYCHOLOGY

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

PSYC 201 DEVELOPMENTAL PSYCHOLOGY

In-depth study analyzing the direction and causes of physical social, emotional, moral and intellectual development through infancy, childhood, adolescence, young adulthood, middle age and old age. Special emphasis placed on cultural factors, relationship issues and personality formation. Prerequisite: PSYC 101 (5 CR) (SS) 

PSYC 210 CHILD DEVELOPMENT THEORY

Study of the theories and concepts in child development and specific concepts in physical, cognitive, social, language, and personality development. Overview of developmental delays frequently seen, with special education approaches to enhance learning. (5 CR) (SS)

PSYC 220 ABNORMAL PSYCHOLOGY

Overview of multiple perspectives of psychological conditions commonly labeled in contemporary literature as abnormal. Includes antecedents, assessment, society, and therapeutic approaches. Prerequisites: ENGL 101 and PSYC 101 (5 CR) (SS)

PUBLIC AND TRIBAL ADMINISTRATION

PTAD 188/288 TOPICS IN PUBLIC AND TRIBAL ADMINISTRATION

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

PTAD 189/289 INDIVIDUALIZED STUDIES IN PUBLIC AND TRIBAL ADMINISTRATION

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

PTAD 197/297 INTERNSHIP/PRACTICUM IN PUBLIC AND TRIBAL ADMINISTRATION

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

PTAD 200 BUDGETING

Introduces the student to the theories and principles of budgeting, the budgetary process, budgeting as a management process, formulation and administration of public and Tribal budgets, approaches to budget formulation and analysis, role of budgeting in policy development, revenue forecasting, allotment control, cost accounting and negotiations. (3 CR) (NE)

PTAD 210 PRINCIPLES OF PLANNING

Introduces the student to the broad field of American planning and

adapting it for application to the Tribal context. General planning and techniques reviewed within planning's theoretical traditions and critical evaluation of the problems in adapting western planning approaches to the Tribal setting. (3 CR) (NE)

PTAD 220 PUBLIC POLICY PROCESS

Introduces the student to theoretical literature from the field of public administration and the traditional and contemporary requirements of the Tribal community. Examines policy development changes, and outcomes as well as the interaction of Tribal, federal, state, regional and local jurisdiction and current political issues. (3 CR) (NE)

PTAD 230 ORGANIZATIONAL THEORY AND DEVELOPMENT

Overviews models for organizational development, nature and status of Tribal jurisdiction in areas of Tribal governance building. Covers legislation at the Tribal level, the role of the council, quasi-legislative bodies, administration and other interests in organizational development. (3 CR) (NE)

PTAD 240 LEADERSHIP AND DECISION MAKING

Covers the executive life, style, behaviors, decision making, relationship to community/constituencies and ethics in public and Tribal government. Presents leadership skills, models for decision making, role of a leader, public relations, stress management, conflict resolution at the executive level and role modeling. (3 CR) (NE)

READING

READ 090 COLLEGE READING I

Eleven weekly topics for improving reading technique and comprehension. Class time is supported by a reading software program, online interactive vocabulary work, and the daily paper. Includes extensive practice with dictionary, thesaurus, roots, prefixes, suffixes, signal words and identifying words through context. Placement based on assessment test. (4 CR) (N)

READ 091 COLLEGE READING II

Develops thinking and reading skills essential for learning college content. Develops awareness of and provides practice with structures and processes central reading and writing. Each week focuses on a topic to improve reading as well as contextual work with academic vocabulary. Placement based on completion of READ 090 or placement test. (4 CR) (N)

SCIENCE

SCIE 101A-E ENCOUNTERS IN THE SCIENCES

Survey of physical and life sciences, integrating biology, chemistry, physics, geography and cosmology, threaded with scientific history. Lecture and experiential activities, including seminars and field trips, weaving core concepts into a tapestry of scientific understanding and literacy. Specific topics embrace student interests, cultural relevancy, and traditional knowledge. (1 CRE A) (NSL)

SCIE 188/288 TOPICS IN SCIENCE

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

SCIE 189/289 INDIVIDUALIZED STUDIES IN SCIENCE

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tor. (1-5 CR) (TE)

SCIE 197/297 INTERNSHIP/PRACTICUM IN SCIENCE

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

SCIE 388/488 TOPICS IN SCIENCE

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

SCIE 389/489 INDIVIDUALIZED STUDIES IN SCIENCE


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

SCIE 397/497 INTERNSHIP/PRACTICUM IN SCIENCE

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

SOCIOLOGY

SOCI 110 INTRODUCTION TO SOCIOLOGY

Focuses on social relationships and society. Includes social research and the scientific theory behind it, social groups, social organizations, socialization, deviance and social control, social differentiation and stratification, minority groups, social institutions of various types, human ecology, and social change. Prerequisite: ENGL 100 (5 CR) (SS) 

SOCI 188/288 TOPICS IN SOCIOLOGY

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

SOCI 189/289 INDIVIDUALIZED STUDIES IN SOCIOLOGY

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

SOCI 197/297 INTERNSHIP/PRACTICUM IN SOCIAL SCIENCE

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

TECHNOLOGY

TECH 151 BLUEPRINT READING/BUILDING TRADES

Provides basic elements of print reading and print reading experience in residential construction. Discussion of conventional drafting, computer aided drafting, symbols and abbreviations, floor plans, elevation views, sectional views, detail views and plots. (3 CR) (NE)

TECH 188/288 TOPICS IN TECHNOLOGY

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

TECH 189/289 INDIVIDUALIZED STUDIES IN TECHNOLOGY

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

TECH 197/297 INTERNSHIP/PRACTICUM IN TECHNOLOGY

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

TRIBAL GOVERNANCE AND BUSINESS MANAGEMENT

TGBM 188/288 TOPICS IN TRIBAL GOVERNANCE AND BUSINESS MANAGEMENT

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

TGBM 189/289 INDIVIDUALIZED STUDIES IN TRIBAL GOVERNANCE AND BUSINESS MANAGEMENT

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

TGBM 197/297 INTERNSHIP/PRACTICUM IN TRIBAL GOVERNANCE AND BUSINESS MANAGEMENT

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

TGBM 310 HUMAN RESOURCES IN NATIVE COMMUNITIES

Covers the principles of the Human Resources function in Tribal businesses, community organizations, and governments. Studies the interaction of federal, state, and Tribal employment law and how it is applied in specific situations. Also examines the dispute resolution process between employers and employees under Tribal jurisdiction. Prerequisites: BUAD 202, ENGL 102 or 202 (5 CR)

TGBM 315 PROJECT MANAGEMENT

This course is designed to build and prepare students' foundation of knowledge, tools and techniques needed to efficiently manage project resources, time, money, and capacity. Emphasis will be placed upon the knowledge and skills required to lead effective projects that engage Tribal community members, revitalize Tribal culture and support healthy and sustainable Tribal communities. Visioning, initiating, planning, and execution of project management will be covered in-depth in this course. Prerequisites: CMPS 116, ENGL 102 or 202 (5 CR)

TGBM 330 GRANT MANAGEMENT

This course covers concepts and methods for providing financial and program accountability of public and private funds. This course will incorporate the research and application to funding sources, information on the evaluation process along with the outcomes and the methods used for reporting to the project manager, the funding sources and to the community. This will include the management of grants, grant budgets and program reporting. Prerequisites: CMPS 116, ENGL 102 or 202 (5 CR)

TGBM 350 HOSPITALITY AND CASINO MARKETING

Hospitality and Casino Marketing provides comprehensive content and information for marketing from both long and short-term perspectives. This course will include actual components of an overall strategic marketing model. The course is also complemented with a text that's an "easy read" with a hands-on approach that simplifies complex material and allows students to recognize and grasp difficult concepts quickly and completely. The course explores marketing and themes unique to hospitality, casino and tourism with a focus on the practical applications of marketing rather than marketing theory. Case Studies will be utilized and presented by students to enhance "real world" expectations. Prerequisites: HRCM 111 and

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- May Include Indigenous Services Learning Component

HRCM 285 (5 CR)

TGBM 388/488 TOPICS IN TRIBAL GOVERNANCE AND BUSINESS MANAGEMENT

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

TGBM 389/489 INDIVIDUALIZED STUDIES IN TRIBAL GOVERNANCE AND BUSINESS MANAGEMENT

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

TGBM 397/497 INTERNSHIP/PRACTICUM IN TRIBAL GOVERNANCE AND BUSINESS MANAGEMENT

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

TGBM 410 FINANCE: A PRACTICE FOR INDIVIDUAL AND COMMUNITY ASSET BUILDING

This course introduces students to the principles and applications of financial decision making in non-profit and profit oriented organizations. Topics include a summary of financial markets and institutions, calculation and analysis of financial performance using various financial tools, and evaluation of the use of financing in various business scenarios. Prerequisites: CMPS 116, MATH 107, and BUAD 235 (5 CR)

TGBM 420 CITIZEN ENTREPRENEURSHIP

This course focuses on building the skills and knowledge necessary to create, develop, and successfully operate a business in Indian Country. Students will learn and practice idea generation, feasibility analysis, financing, operational management, customer segmentation, marketing, and business plan development in addition to other relevant topics. Prerequisites: TGBM 350 and TGBM 410 (5 CR)

TGBM 440 STRUCTURE AND ORGANIZATION OF TRIBAL GOVERNMENTS

This course will not only emphasize the wide range of functions and tasks that Tribal governments regularly engage and participate in but will also focus on the organizational structure and administrative functions and duties of Tribal governments. Students will be given an opportunity to analyze the responsibilities of Tribal governments to provide social services to their Tribal members, as well as develop and implement fiscal policy, regulate commerce and manage the lands and natural resources contained within a respective tribe's traditional homeland. Prerequisite: TGBM 315 (5 CR)

TGBM 499 A AND B CAPSTONE PROJECT

The capstone project is taken during the last two quarters of a student's program of study. Students will learn research methodology, conduct research, conduct due diligence, and fully develop a business plan for a commercial business, casino management, operational plan, or a public non-profit community based organization. Prerequisite: TGBM 420 (5 CR)

TRIBAL MUSEUM STUDIES

TMSD 188/288 TOPICS IN TRIBAL MUSEUM STUDIES

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

TMSD 189/289 INDIVIDUALIZED STUDIES IN TRIBAL MUSEUM STUDIES

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

TMSD 197/297 INTERNSHIP/PRACTICUM IN TRIBAL MUSEUM STUDIES

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

TMSD 201 INTRODUCTION TO TRIBAL MUSEUM STUDIES

Presents an overview of museums with an emphasis on Tribal museums and cultural centers. Explores the ethical and legal issues related to Native people and the museums that portray their histories. Contrasts mainstream museums and community-driven Tribal museums and the skills needed for careers in museums and as Native artists. Prerequisite: ENGL 101 (4 CR) (NE)

TMSD 360 COLLECTIONS MANAGEMENT - TRIBAL MUSEUM

Focuses on the skills and knowledge needed for careers in Tribal museum collections management. Emphasizes the practical issues related to collections management including: artifact handling, artifact storage, preventive conservation, cataloging, as well as accessioning, deaccessioning, loans, and legal/ethical issues. Prerequisite: ENGL 102 or ENGL 202 (5 CR)

TMSD 362 ADMINISTRATION AND OPERATIONS IN TRIBAL MUSEUMS

Focuses on the skills and knowledge needed for Tribal museum administration. Presents professional museum best practices for each aspect of museum administration in the context of Tribal museum operations. Prerequisite: ENGL102 or ENGL 202 (5 CR)

TMSD 364 EXHIBITS AND EDUCATION - TRIBAL MUSEUMS

Focuses on the skills and knowledge needed for Tribal museum 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: ENGL102 or ENGL 202 (5 CR)

TMSD 388/488 TOPICS IN TRIBAL MUSEUM STUDIES

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

TMSD 389/489 INDIVIDUALIZED STUDIES IN TRIBAL MUSEUM STUDIES

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

TMSD 397/497 INTERNSHIP/PRACTICUM IN TRIBAL MUSEUM STUDIES

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

TRIBAL VOCATIONAL REHABILITATION SERVICES

TVRS 188/288 TOPICS IN TRIBAL VOCATIONAL REHABILITATION SERVICES

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

TVRS 189/289 INDIVIDUALIZED STUDIES IN TRIBAL VOCATIONAL REHABILITATION SERVICES

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

TVRS 197/297 INTERNSHIP/PRACTICUM IN TRIBAL VOCATIONAL REHABILITATION SERVICES

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

TVRS 301 TRIBAL VOCATIONAL REHABILITATION FOUNDATIONS I

Introduces the foundations of the Tribal vocational rehabilitation (TVR) process of assisting American Indians with disabilities to prepare for and successfully engage in employment. Focuses on the program history, outreach, assessment, eligibility determination, rehabilitation plan design, service delivery, and closure process. Prerequisite: ENGL 102 or ENGL 202 (3 CR)

TVRS 302 TRIBAL VOCATIONAL REHABILITATION FOUNDATIONS II

Presents and demonstrates implementation strategies within the TVR process. Focuses on relating documented processes to the Rehabilitation Services Administration's (RSA) reporting requirements, developing program partnerships, streamlining documentation to essentials, alternative assessment strategies, designing plans that contain management strategies, optional methods of delivering VR services, and determining time for case closure. Prerequisite: TVRS 301 (3 CR)

TVRS 303 TRIBAL VOCATIONAL REHABILITATION FOUNDATIONS III

Builds upon Tribal Vocational Rehabilitation (TVR) Foundations I, the vocational rehabilitation process, and TVR Foundations 2, implementation strategies. Focuses on effective efficiencies for administering TVR programs. Addresses methods for TVR agencies to improve outreach, strengthen community and resources development, and achieve performance goals in the context of grant funding. Prerequisite: TVRS 302 (3 CR)

TVRS 388/488 TOPICS IN TRIBAL VOCATIONAL REHABILITATION SERVICES

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

TVRS 389/489 INDIVIDUALIZED STUDIES IN TRIBAL VOCATIONAL REHABILITATION SERVICES

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

TVRS 397/497 INTERNSHIP/PRACTICUM IN TRIBAL VOCATIONAL REHABILITATION SERVICES

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

VOCATIONAL-CONSTRUCTION TRADES

VOCC 105 CONSTRUCTION TRADES I

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

VOCC 106 CONSTRUCTION TRADES II

Continued construction trades industry occupational skills studies. Course will include field time and on-the-job experience for the student. Prerequisite: VOCC 105 (1-10 CR) (NE)

VOCC 107 CONSTRUCTION TRADES III

Continued construction trades industry occupational skills studies, particularly framing and wall construction. Course will include field time and on-the-job experience for the student. Prerequisite: VOCC 106 (1-10 CR) (NE)

VOCC 188/288 TOPICS IN CONSTRUCTION TRADES

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

VOCC 197/297 INTERNSHIP/PRACTICUM IN CONSTRUCTION TRADES

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



PERSONNEL DIRECTORY

PRESIDENT

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