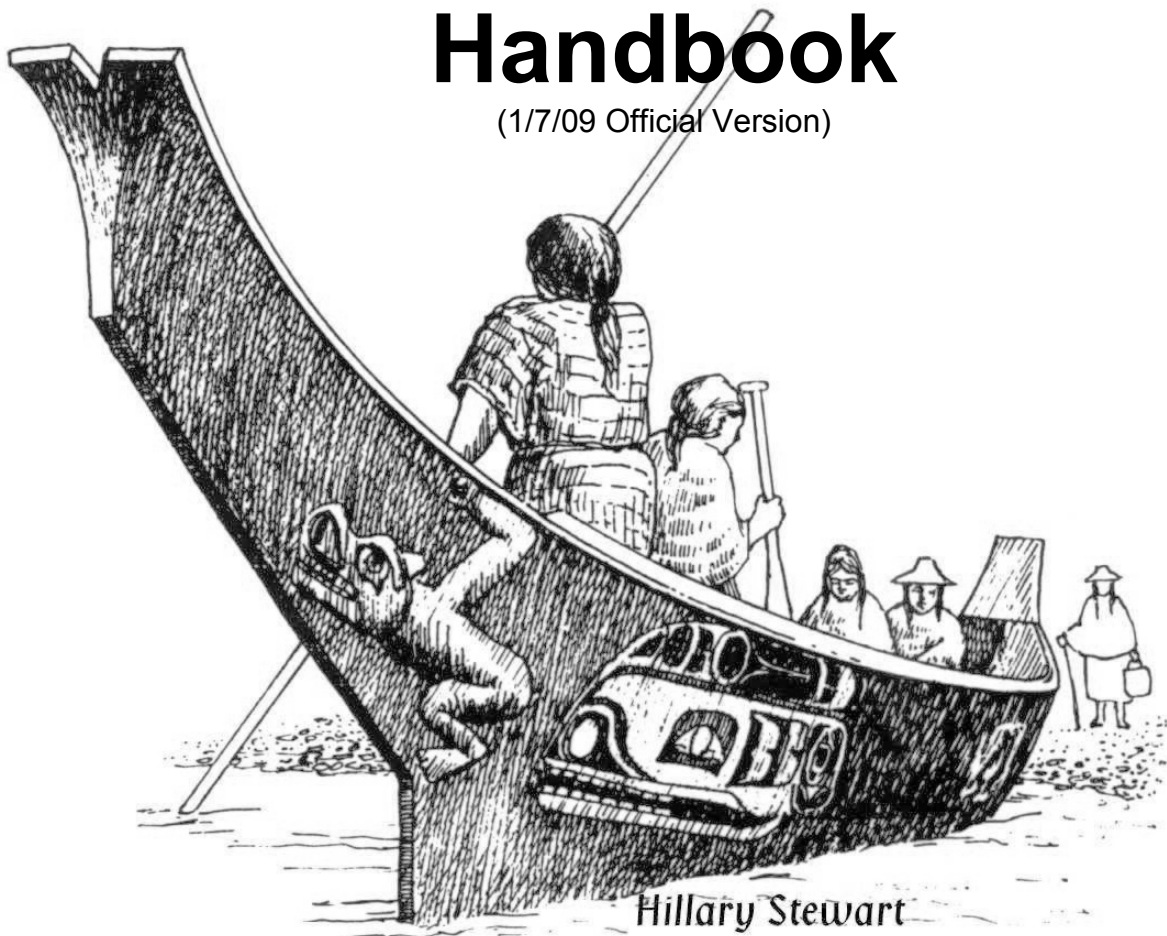


Native Environmental Science Program Handbook

(1/7/09 Official Version)



A guide to the
AAS-NES and BS-NES Degree Programs
At Northwest Indian College

2008-2009

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History of Northwest Indian College

Northwest Indian College (NWIC) is a 501 (c) (3) non-profit educational institution chartered by the Lummi Nation. Its primary goal is to serve the educational and training needs of the Pacific Northwest tribes and their people. Its main branch is on the Lummi Reservation near Bellingham, Washington with sites and learning centers situated throughout the service area.

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

Lummi tribal leaders embraced the challenge and developed an exciting new vision of meeting the wider educational needs of Native Americans in the Northwest Washington. Plans moved quickly. On April 1, 1983, the Lummi Indian Business Council approved the charter for Lummi Community College, a public, non-profit, comprehensive two-year institution. Classes began immediately. The service area slowly expanded to other reservations and to workshops and conferences focusing on important Native issues.

Lummi Community College became Northwest Indian College in January of 1989. It began serving a variety of Indian people, tribes and organizations in Washington, Oregon, Idaho, and southeast Alaska. In 1993, the college was granted full accreditation and in 1994 it was given Congressional approval as a Land Grant College.

A five-member Board of Trustees governs Northwest Indian College. Currently the board is comprised of trustees from the Lummi Nation and a trustee from the Nooksack Tribe. The Lummi Indian Business Council appoints all of the members of the Board of Trustees.

Mission Statement

Through education, Northwest Indian College promotes indigenous self-determination and knowledge.

Philosophy

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

Native Environmental Science Degree Programs at Northwest Indian College

Northwest Indian College offers two degrees in Native Environmental Science: a two-year associate of arts and sciences degree that satisfies the Direct Transfer Agreement (DTA) requirements and a four-year baccalaureate degree with two distinct tracks. These degrees are discussed in more detail below.

Associate of Arts and Sciences in Native Environmental Science Degree Program (AAS-NES)

The AAS-NES degree is a stand-alone two-year DTA degree that prepares students interested in Native Environmental Science for employment, to transfer to another four-year institution or to pursue Northwest Indian four-year degree in Native Environmental Science, which is detailed later in this handbook.

AAS-NES Program Description

The AAS-NES program description is presented below.

**ASSOCIATE OF ARTS AND SCIENCE DEGREE
NATIVE ENVIRONMENTAL SCIENCE**

The Associate of Arts and Sciences degree in Native Environmental Science 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 Associate of Arts and Sciences in Native Environmental Science satisfies the direct transfer degree requirements and may be used to transfer to a bachelor program at another 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

CMPS 101 Introduction to Computers, or above.....	3
HMDV 110 Introduction to Successful Learning.....	4
NASD 105 A-C Northwest Indian College Seminar (1 credit per quarter for 3 quarters).....	3
TOTAL NORTHWEST INDIAN COLLEGE REQUIREMENTS.....	10

GENERAL EDUCATION REQUIREMENTS – Refer to pages 29-30 for AAS Distribution Codes and Courses

ENGL 101 English Composition I (meets Communication Skills requirement).....	5
ENGL 102 English Composition II (meets Communication Skills requirement).....	5
SPCH 105 Interpersonal Communications, or SPCH 120 (meets Communication Skills requirement).....	4
MATH 102 College Algebra, or Math 107 (meets Quantitative Skills requirement).....	5
Humanities Distribution	15
Social Sciences Distribution (5 credits met in core).....	10
Natural Sciences Distribution (all credits met in core).....	0
Native American Studies (5 or more credits met in core)	0
Electives	13
TOTAL GENERAL EDUCATION REQUIREMENTS.....	57

CORE NATIVE ENVIRONMENTAL SCIENCE REQUIREMENTS

BIOL 101 Introduction to Biology or BIOL 100, 104, 111, 130, or 201 (NSL).....	5
CHEM 111 Inorganic Chemistry, or CHEM 121 (NSL).....	5
GEOL 101 Introduction to Geology or GEOL 111 (101 suggested for Environmental Science Option) (NSL).....	5
NESC 293A-C Native Environmental Science Seminar II (1 credit per quarter for 3 quarters).....	3
POLS 225 History of Federal Indian Policy (SS, NASD).....	5
TOTAL CORE NATIVE ENVIRONMENTAL SCIENCE REQUIREMENTS.....	23

Students wanting to pursue the Environmental Science Option in the Bachelor of Science in Native Environmental Science program are encouraged to complete the following courses to satisfy their elective choices:

CHEM 112 Organic Chemistry (NSL).....	5
CHEM 113 Biochemistry (NSL).....	5
Both MATH 107 Elementary Statistics I and MATH 102 College Algebra (QS).....	5

TOTAL DEGREE REQUIREMENTS.....	90-92
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Bachelor of Science in Native Environmental Science Degree Program (BS-NES)

The Native Environmental Science Bachelor Degree Program is intended to meet the critical need for Native American environmental scientists and Tribal leaders who are well grounded in both culture and science. The BS-NES was designed with considerable input from Pacific Northwest Tribal elders, leaders, environmental managers, educators and students.

"All things are connected." The Bachelor of Science in Native Environmental Science is firmly rooted in this philosophy and worldview. It is not our intention to create a degree program that is based upon the models of environmental science degree programs at "mainstream" universities and colleges but to create a program that is built upon the foundation set by Native elders, leaders and scholars. This is not to say that the program will not contain a substantial amount of Western scientific theory, methodologies and technologies, many of which can serve Native communities well. However we feel that this must be embedded within the context of a Native epistemology and culture if it is to serve Native peoples on their efforts to build healthy, vibrant communities, human and non-human, that resonate with culture and tradition.

The program will focus on the environmental sciences with an emphasis on the integration of knowledge and the relationship between culture, traditional ecological knowledge and western science. The program will strengthen students' ability to think contextually and to integrate content. It will increase student's self-awareness and connection to their past. In addition to coursework needed to satisfy the Direct Transfer Agreement (DTA) requirements at NWIC or another college or university totaling 90 credits, required program courses include Ecology of the First People, Native Science, History of Federal Indian Policy and From the Beginning of Time: Native American Fishing Rights, as well as science courses in chemistry, biology and statistics. The strength of the program lays in its commitment to Tribal communities, hands-on learning, opportunities for internships, and connection with Tribal leaders and scientists. The degree program was launched in the 2007/2008 academic year.

BS-NES Learning Outcomes

The BS-NES Program Learning Outcomes provide a foundational goal for development of the program components (e.g. courses, individualized learning, internships, thesis projects). These six broadly defined outcomes outline the knowledge and skills students should have when they complete the program.

Communication

Students will be able to understand and communicate within written, oral and visual/graphical formats through a mastery of words and image. This mastery will include their ability to deliver information taking into account the intended purpose, mode/occasion, audience, and their relationship with that audience. Students will be able to determine how and when it is appropriate to communicate. Students will especially be

able to gauge this in terms of their sense of place and role within the community and culture.

Quantitative and Qualitative Methodologies—Observation and Analysis

Students will be able to utilize and engage in Native ways of knowing and other epistemological methodologies, including Western science in gaining and applying knowledge in support of the culture and healthy and sustainable Native communities and the environment. Students will be able to utilize a broad range of quantitative and qualitative tools to describe the past and the present and be able to project changes within the community and environment given natural and human impacts. Students will understand both the appropriateness and limitations of data collection and analysis within Tribal communities.

(Traditional/Environmental) Bodies of Knowledge

Students will have a broad understanding of the body of knowledge appropriate and specific to their sense of place from Native ways of knowing and from other bodies of knowledge including information from Western scientific methods.

Technology/Computer

Students will be familiar with a wide variety of technologies utilized in communication, observation, analysis, interpretation, and intervention activities associated with the environmental sciences. Students will be able determine appropriate technologies and their limitations in support of healthy and sustainable Native communities and environments.

Problem Solving

Working from the foundation of serving Native communities in preserving the culture and revitalizing healthy and sustainable Native communities and the environment the students will be able to utilize existing knowledge as well as knowledge gained through inquiry in order to work with others to assemble possible solutions to community and environmental problems. Students will be prepared to deal with the complexity of balancing cultural revitalization, ecological restoration/preservation, economic development and community relationships.

Personal/Social Effectiveness/Leadership/Decision Making

Students will have a strong sense of place within their community, their environment and themselves. This sense of place will provide the foundation for students' effectiveness as a member of a group and ability to provide effective leadership.

BS-NES Program Description

The BS-NES program description is presented below.

**BACHELOR OF SCIENCE DEGREE
NATIVE ENVIRONMENTAL SCIENCE**

The Native Environmental Science Bachelor Degree 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. Students must complete at least 60 credits at the 300-499 level.

PREREQUISITE REQUIREMENTS

Students are expected to complete the AAS in Native Environmental Science degree or a program satisfying the Direct Transfer Agreement (DTA) requirements at NWIC or another college or university totaling 90 credits with the following courses or their equivalents as the foundation for junior standing in Native Environmental Science:

BIOL 101 Introduction to Biology, or BIOL 100, 104, 111, 130, or 201 (NSL).....	5
CHEM 111 Inorganic Chemistry, or CHEM 121 (NSL).....	5
GEOL 101 Introduction to Geology, or 111 (101 suggested for Environmental Science Option) (NSL).....	5
MATH 102 College Algebra, or Math 107 (QS)	5
POLS 225 History of Federal Indian Policy (SS,NASD).....	5
TOTAL PREREQUISITE COURSE REQUIREMENTS.....	25

Students wanting to pursue the Environmental Science Option also need to complete the following courses:

CHEM 112 Organic Chemistry (NSL).....	5
CHEM 113 Biochemistry (NSL)	5
MATH 107 Elementary Statistics I and MATH 102 (QS).....	5

TOTAL PREREQUISITE REQUIREMENTS.....	90
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NATIVE ENVIRONMENTAL SCIENCE CORE REQUIREMENTS

Core requirements for both Environmental Science Option and Interdisciplinary Concentration – must be taken at NWIC:

NESC 301 The Ecology of the First People.....	3
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-B Native Environmental Science Thesis Project (5 credits per qtr. final 2 quarters at NWIC)	10
POLS 319 From the Beginning of Time: Native American Fishing Rights	5
TOTAL NATIVE ENVIRONMENTAL SCIENCE CORE REQUIREMENTS.....	34

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. The Environmental Science Option consists of 56 credits, 35 credits of which are required courses and 21 elective credits.

Required Courses

BIOL 201 Cell Biology	5
BIOL 202 Plant Biology.....	5
BIOL 203 Animal Biology.....	5
BIOL 310 Ecology.....	5
MATH 210 Biostatistics.....	5

Two of the following:

ENVS 430 Aquatic Ecology, or	
ENVS 440 Ecology of the Salish Sea, or	
ENVS 481 Ecophysiology.....	10

TOTAL REQUIRED COURSES **35**

ELECTIVES..... **21**

Choose electives from BIOL, BUAD, CHEM, CMPS, COMH, ECON, ENVS, GEOG, GEOL, MATH, NASD, PHYS or POLS departments.¹ A minimum of 11 credits must be at the 300-499 level. A maximum of 10 elective credits may be taken through individualized learning coursework (courses numbered 189, 289, 389, or 489) following the Native Environmental Science individualized learning course guidelines.

TOTAL ENVIRONMENTAL SCIENCE OPTION REQUIREMENTS..... **56**

INTERDISCIPLINARY CONCENTRATION

The Interdisciplinary Concentration 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 track requires students to take significant responsibility for the concentration's design and development. The Interdisciplinary Concentration consists of 56 credits, 5 credits of which are required courses, 30 credits of courses that already exist at NWIC or approved upper division courses at Western Washington University or another college or university, plus 21 credits of individualized learning coursework (courses numbered 189, 289, 389, or 489) developed within the student's concentration following the Native Environmental Sciences individualized learning course guidelines. At least 26 credits of the concentration courses, which include NESC 305, must be at the 300-499 level.

Required courses – must be taken at NWIC:

NESC 305 Native Environmental Science Concentration Seminar (taken the 1st or 2nd quarter in concentration)	5
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Existing courses taken within concentration..... 30

Individualized learning courses within concentration..... 21

¹ Check with your NES Advisor or Concentration Committee Chair for courses in other departments that may be included as electives in your program of study.

Individualized learning 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. At least 5 credits of coursework that include service learning are required.

TOTAL INTERDISCIPLINARY CONCENTRATION REQUIREMENTS.....	56
TOTAL NATIVE ENVIRONMENTAL SCIENCE CORE REQUIREMENTS.....	90
TOTAL DEGREE REQUIREMENTS.....	180

The Two Tracks Within the BS-NES

Students interested in completing the NES-BS Program are expected to complete the AAS in Native Environmental Science degree or a program satisfying the Direct Transfer Agreement (DTA) requirements at NWIC or another college totaling 90 credits. In addition, students must complete the Native Environmental Science prerequisite courses. Once students have completed these requirements they have the opportunity to choose one of two tracks of the program, the Environmental Science Option or the Interdisciplinary Concentration. Students should consult with the Native Environmental Science (NES) Advisor and attend orientations before choosing from these two tracks.

Regardless of which Native Environmental Science track the student selects, a 1-credit Native Environmental Science seminar is required each quarter of the student's junior and senior years (6 credits total in NESC 393A-C and 493A-C). Please refer to the Native Environmental Science catalog descriptions for requirements.

Environmental Science Option (ESO)

The Environmental Science Option is intended for students interested in pursuing careers in the fields of biology or environmental science using both Western science and Native knowledge and ways of knowing. This track requires the completion of more biology and environmental science courses than the Interdisciplinary Concentration. The Environmental Science Option consists of 56 credits, 35 credits of which are required courses and 21 elective credits. Students within the option complete an internship as well as a thesis project.

This track is more prescribed than the Interdisciplinary Concentration track. Students in this track must meet with their NES Advisor on a regular basis (quarterly recommended) to discuss sequencing of required courses and electives. Students in the Environmental Science Option complete an internship and thesis project before applying for graduation.

Interdisciplinary Concentration (IC)

One of the purposes of higher education is to provide students with specialized study in a discipline of their choosing. This is usually referred to as a "major," and at most colleges and universities includes such fields as history, anthropology, chemistry, geography, political science, education, and so on. While some students in Northwest Indian College's Bachelor of Science in Native Environmental Science program may choose the Environmental Science Option, others may choose to complete a self designed, Interdisciplinary Concentration instead.

The Interdisciplinary Concentration allows students flexibility in designing a program that meets their own academic, professional and personal goals within the framework of the Bachelor of Science in Native Environmental Science degree program. Students also design a thesis project under the guidance of a concentration committee. The Interdisciplinary Concentration consists of 56 credits, 5 credits of which are required

courses, 30 credits of courses plus 21 credits of individualized learning developed within the student's thesis project.

Northwest Indian College believes that the Interdisciplinary Concentration offers you unusual opportunities for personal initiative, intellectual and creative achievement, and community service, which require, above all, that you take significant responsibility for the design of many elements of your program of study. Those who choose it are encouraged to make the best use of all resources available to them, at NWIC, within the Tribal communities and elsewhere, and to pursue your work in the spirit of community service, personal and intellectual integrity, self-challenge, and creative inquiry.

Environmental Science Option or Interdisciplinary Concentration?

How should a student choose which track within the BS-NES to pursue? Each track has its particular advantages. The Environmental Science Option provides a program of study centering on the interplay between Western science fields such as biology, chemistry and ecology, and Native science with special attention to its usefulness to Native communities. The Interdisciplinary Concentration, on the other hand, allows the student to design a program to meet his or her own academic, vocational, or personal goals within the framework of the Native Environmental Science degree. The Interdisciplinary Concentration generally requires more self-appraisal and individualized learning than following the Environmental Science Option, it is interdisciplinary, and it places the chief responsibility for its design and development in the student's hands.

It is recommended that Native Environmental Science students carefully review the BS-NES catalog description to understand the differences between the Environmental Science Option and the Interdisciplinary Concentration. Once you are familiar with these differences you should consult with the NES Advisor before choosing the program that best fits your own needs and aspirations. Factors to consider in making a decision may include job implications, requirements to pursue graduate studies, family obligations and location.

An overview of the main steps for students pursuing either track within the BS-NES is presented below followed by a detailed description of what is involved in designing an Interdisciplinary Concentration.

Major Common Elements of the BS-NES That Differ by Track or Within NWIC

There are two major common elements of the BS-NES that differ in some details depending on which track a student may choose to pursue: Individualized learning and the Thesis Project. The basic differences are indicated below followed by a detailed section on individualized learning that applies to both tracks except where noted.

Thesis Project

Both tracks of the BS-NES require completion of NESC 499A-B, Native Environmental Thesis Project, which consists of 5 credits per quarter during the final two quarters of a student's degree program. The Thesis Project is the student's culminating experience in the BS-NES and will represent an identifiable extension of the student's program, regardless of which track a student chooses to pursue.

There are a number of possible forms a Thesis Project may take, such as the following examples:

- 1) ***A major paper***—Such a paper could elaborate the ideas set out in the program of study and demonstrate how the methods and concerns of one discipline have been used to explore subjects of inquiry in another. For example, a student may combine economics with environmental sciences. That student might develop a firm grasp of how our economic system affects the environment and how environmental legislation is often at odds with economic planning. In the Thesis Project it might give examples of the inter-relationship between economic and environmental planning, to explore contemporary thinking about economic and environmental priorities, and to compare economic strategies with the issues of environmental quality. Such a paper also could deal with one issue of central importance to the program of study. The advantage here is that it allows the student to bring the knowledge gained in a variety of studies to bear on a single topic of interest. Examples here include "Makah Whaling and its Environmental and Cultural Implications"—an extensive paper that narrows a program of study to an area of special and personal concern.
- 2) ***A research project***—Such a project would use skills and methods gained in the program of study. One possibility is a study of "Historic and Contemporary Water Quality Dynamics in Bellingham Bay," e.g., for a student focusing on water resources. The study might use methods from Native studies, chemistry, biology, geography, history and resource management—knowledge gained in the coursework of the program of study. The thesis project would not focus on central theoretical issues as in a major paper, but on research the student conducted in the field.
- 3) ***A portfolio of a student's work***—Such a portfolio should demonstrate what you learned and serve as a cohesive statement of your intellectual and creative development. Some of the portfolio will be done solely for the Thesis Project, and you should include examples of the most advanced quality of your work. The portfolio must be accompanied with a critical discussion of the work itself, an articulation of the student's own efforts in light of the historical developments of the field, or perhaps a paper exploring the history of a particular style of conception. Examples might include a computer model related to environmental dynamics, an invention helpful in environmental monitoring, a stream restoration project, and a cataloged collection of plants of cultural significance.

The purpose of the critical discussion is to describe how your creative endeavor is informed by your understanding of the culture that surrounds it.

- 4) ***A series of demonstrations or lectures***—This must be accompanied with a critical discussion and paper of the work in some larger social or intellectual context. Examples may include a set of videotapes, lectures, workshops, events or training related to environmental science and the program of study.
- 5) ***Teaching a course***—You may teach a special topics course (numbered 188, 288, 388 or 488) to fulfill your thesis project requirement. The course is offered under the supervision of an NWIC faculty member who is the instructor of record. This approach is especially valuable if teaching is one of your goals. It not only offers a chance to test the strength and clarity of your ideas, but also is necessarily concerned with the practical problem of helping others learn those ideas. Whether you provide the primary instruction or co-teach with others, this approach requires that you select the subject matter, articulate course outcomes, design a reading list, describe the content and approach, and a describe the method of evaluation for the participants. The faculty member supervising instruction of the course must approve the course.
- 6) ***Service learning***—An important part of the NES program is contributing to Tribal communities. Additionally, students may choose to make service learning a central theme of their Thesis Project. This must be accompanied with a paper analyzing the social and intellectual issues involved.

The Thesis Project in the Environmental Science Option

In the Environmental Science Option, the specific focus of the project is determined in consultation with the student's faculty advisor.

The Thesis Project in the Interdisciplinary Concentration

In the Interdisciplinary Concentration, the specific focus of the project is determined in consultation with the student's concentration committee. Additional details regarding the Thesis Project in this track are presented below under the Concentration Guidelines section.

Learning Contracts

Learning contracts are documents used in some instructional circumstances at Northwest Indian College. The two situations that a BS-NES student will use them are detailed below.

Learning Contracts for Existing Courses Required in the BS-NES

Learning Contract courses can be offered when an existing course in a specific area of interest is not available (e.g., if BIOL 202 is not listed in the quarterly schedule at the

time a student needs that course, or if an extended campus instructional site-based student needs such a course when it is not offered in any other modality available to that student). They are prepared with participation of a student, a faculty member, and the staff of the Individualized Studies department at NWIC. When a student registers for these courses, that student is entering into an individual contract with the instructor where the instruction may be offered using various modalities. Learning Contract courses can be print-based or may include on-line discussion groups and assignments, meetings with the faculty member, weekly teleconferences, projects to be completed, or videotapes.

Learning Contracts for Individualized Learning in the BS-NES

Learning contracts also are required for individualized learning in the BS-NES, regardless of which track a student chooses to pursue. For additional details of how they are used with individualized learning, refer to the "Individualized Learning" section below.

Individualized Learning

"Individualized learning" is a term used to refer to situations where students pursue academic work not represented in currently existing courses at NWIC, and which involves the use of learning contracts.

Individualized learning is a useful way to explore new areas of study, to deepen study or to undertake applied work in areas that is not readily available in the curriculum at NWIC. Individualized learning allows students to pursue their own academic interests and gives students the opportunity to work in close relationships with faculty or other professionals and experts in a subject area. It can also help to build confidence and the skills necessary to continue learning throughout life.

Individualized learning may be designed to focus on key areas of inquiry. Relevant work experience or travel study projects may be included, as may community service activities and other internships, volunteer work, and so on. In short, special studies, concrete experiences, and practical applications of many kinds may be included so long as you can demonstrate how they relate to the overall goals of your concentration. Students should keep in mind that of the 51 course and learning experience credits, at least 26 credits must be at the 300-499 level. At least 5 credits of coursework that include service learning are required.

Individualized learning may be incorporated into the Environmental Science Option, and is required within the Interdisciplinary Concentration as indicated below.

Individualized Learning in the Environmental Science Option

A maximum of 10 elective credits may be taken through individualized learning for credit in this track. *The individualized learning should be developed according to the basic instructions provided in this handbook, including those that apply specifically to the Environmental Science Option.*

Individualized Learning in the Interdisciplinary Concentration

A minimum of 21 elective credits may be taken through individualized learning for credit in this track. *The individualized learning should be developed within the student's concentration following guidelines that appear in this handbook, including those that apply specifically to the students Concentration Proposal and Concentration Committee. At least 5 credits of individualized learning coursework that include service learning are required.*

Additional Considerations Regarding Individualized Learning in the BS-NES

Within the BS-NES, students may work with a faculty member and others to define their individualized learning using an Individualized Learning Contract Form. They will also enroll in an "individualized studies" course to designate that individualized learning in accordance with NWIC guidelines for student registration, transcript and related purposes.

These courses numbered 189, 289, 389 and 489 are reserved for individualized studies and are available for use with all departmental codes as needed (e.g., BIOL, BUAD, CHEM, etc.). They typically follow the naming convention of "Individualized Studies in... (topic or discipline to be specified)." The particular departmental codes and course numbers that will be applied will be developed as appropriate to the proposed individualized learning. For example, a student's individualized learning consisting of 300-level work involving aspects of Native Environmental Science consistent with 5 credits may be assigned the following designation: NESC 389, Individualized Studies in Native Environmental Science (5 credits).

Careful consideration should be given as to whom to approach for your individualized learning. Your NES Advisor (for ESO students) or Concentration Committee Chair (for IC students) may be helpful in this process and must approve your individualized learning contract instructor. When you first meet with a faculty member or other person whom you hope will serve as the instructor for your individualized learning contract you should bring a preliminary draft of your Individualized Learning Contract that will provide the information that will allow that person to decide whether he or she is qualified and willing to work with you.

After your instructor has agreed to work with you, both of you will work to prepare the Individualized Learning Contract. This work should occur during the quarter before the one in which you plan to participate in your individualized learning. A completed final Individualized Learning Contract Form must be submitted for the instructor's signature by the end of this planning quarter.

Some Questions Related to Developing Your Individualized Learning Contracts

Students in Both Tracks—Here are some questions to help you and your NES Advisor, instructors or others (e.g., your Concentration Committee members) determine the legitimacy and parameters of your individualized learning contracts:

- 1) Does this planned individualized learning fit with your program of study? This parameter may make a difference when faculty members must decide if they can take on an additional student.
- 2) Is it worth college credit? Any topic or experience may be appropriate for individualized learning if the relevance to intellectual development, reflection, and connection making are clearly articulated as part of the individualized learning contract. Individualized learning credits should not be arranged for experiences that do not include an avenue for reflection and meaning making.
- 3) Are you seeking credit for work or an experience you have already completed? If so, consult with the NES Advisor or your Concentration Committee Chair for details
- 4) Is it worth the amount of credit requested? You should understand the time commitment you are making when proposing individualized learning. (Approximately 3 hours of work per week are required throughout the quarter for each credit assigned.)
- 5) How many other individualized learning credits are you taking this quarter and why do you want to do this individualized learning now?
- 6) Have you done work in this area before? This question can help you and your faculty member, instructor or others determine the appropriate level for the individualized learning (200, 300 or 400-level). For individualized learning at the upper division level, the proposal should be clear about the critical perspectives you are bringing to the project.
- 7) Why have you chosen a particular person to be the instructor for this individualized learning?
- 8) Have you thought carefully about how this person can help? Are there other people who have greater expertise in this area of study?
- 9) Are you seeking credit for courses taken outside of NWIC during that quarter? If so, consult with the NES Advisor or your Concentration Committee Chair for details.

Individualized Learning and Associated Course Levels and Credits

Credit levels: ***For each credit proposed for individualized learning, at least three hours of work per week of the quarter on that individualized learning are required.***

Course levels: Group or individual individualized learning may be taken as NESC (or other departmental code) 289, 389, or 489 (Individualized Studies in... [topic or discipline to be specified]), depending on the student's background or abilities and the nature of the study.

289 — Individualized studies at this level are exploratory, and can be used to venture into fields in which you have not yet developed any expertise.

389 — Individualized studies at this level assume some prior learning in the field, and a growing comfort with the vocabulary of the discipline. The proposal should include a clear statement of the critical perspectives you will bring to the activity. "Keeping a journal" is not usually sufficient demonstration of learning for this level of individualized learning, although a journal may be a source of data to be mined, along with other data, for thoughtful reflection, interpretation, analysis, and integration.

489 — Individualized studies at this level assume significant prior learning in the field and facility with the vocabulary of the discipline. In addition to the guidelines for 300-level Individualized studies, a proposal at this level should indicate how you will bring multiple perspectives to your study, which may include the critical contexts in which the activity takes place, e.g. contested issues in scholarly literature or political controversies in the community.

Brief Summary of Individualized Learning Requirements

- 1) A maximum of 10 elective credits may be taken through individualized learning for credit in the Environmental Science Option, and a minimum of 21 elective credits of individualized learning may be taken through individualized learning in the Interdisciplinary Concentration.
- 2) At least 5 credits of individualized learning coursework that include service learning are required in the Interdisciplinary Concentration.
- 3) An Individualized Learning Contract Form is required for each element of individualized learning, to be developed by you and your individualized learning instructor and approved by the NES Advisor or your Concentration Committee Chair.
- 4) Departmental codes and course numbers are to be assigned based on details presented in the Individualized Learning Contract Form.
- 5) Approximately 3 hours of work per week are required throughout the quarter for each individualized learning credit assigned.

- 6) Individualized Learning Contracts must be completed, approved and processed by the first week of the quarter in which the individualized learning will take place.
- 7) The student must register for the desired course on a paper enrollment form with LC as the section code, including the signature of the NES Advisor or Concentration Committee Chair.

Instructions for the Development of Individualized Learning Contracts

Following are instructions for the development, submission and approval of an Individualized Learning Contract for use in satisfying BS-NES graduation requirements both through the Environmental Science Option and the Interdisciplinary Concentration.

Required Information:

The Individualized Learning Contract must contain the following information. Please work with your individualized learning instructor on the development of this document. The final version must be attached to the Individualized Learning Contract Form for signatures and finally submission to your NES Advisor (Environmental Science Option) or Concentration Committee Chair (Interdisciplinary Concentration).

Student's Name

The student's name must be included in the Individualized Learning Contract.

Date

The date must be included in the Individualized Learning Contract.

Individualized learning Title

The individualized learning title must be included in the Individualized Learning Contract.

Description

Please present a concise statement (one paragraph) of what you plan to do, what expectations and objectives these plans are intended to fulfill, and what problems, major issues, or fundamental questions you expect to encounter in pursuit of your study. This should be developed in collaboration with your instructor. If you are pursuing an Interdisciplinary Concentration, this individualized learning should have been included in your proposal. The Individualized Learning Contract must include a demonstration of the relationship to the overall goals of your concentration, critical perspectives you are bringing to the individualized learning, timing of the individualized learning, and its relationship to other individualized learning efforts, and the level and number of credits that you will earn.

Background

Generally, readiness to undertake the individualized learning implies some background, preparation, knowledge or experience in the area or related areas to be studied. However,

exploratory individualized learning may be undertaken for which you have little or no specific background. In such instances, you should take special care to identify appropriate resources.

What background, knowledge, preparation or special abilities do you possess that will help you in undertaking this project: include books read, courses taken, and experiences outside of school?

Learning Outcomes

What do you plan to do and how do you plan to do it? What are your objectives in undertaking this study? What do you hope to learn? What questions do you wish the individualized learning to address? What problems, issues, and complexities do you expect to confront? If there is any controversy concerning this area or approach to the study, how do you expect to address such controversy? What problem(s) do you intend to explore? What questions will guide this exploration? Can you describe your present position regarding these problems and questions?

Learning Activities

How are you going to learn it?

Demonstration of Learning: The individualized learning must involve a demonstration of the learning accomplished, to be made available to the instructor—and, if desired, to a larger audience—in some concrete, accessible form. This might include a critical or analytical paper, a work of art or creative writing, some experimental data and conclusions, a public performance, an examination or oral interview, and the like. This demonstration will serve as one basis for your evaluation.

In what way do you plan to keep track of and demonstrate your learning? What arrangement should you make with your instructor for reporting the progress of your work? Is the product you've chosen appropriate to the level and sophistication of the proposal? (How will you demonstrate learning and what will be used to evaluate?)

Evaluation Methodology and Criteria

Evaluation. Upon finishing the project, you will complete a written evaluation of it for your instructor. Consult with your instructor about details of the evaluation prior to completing the end of course evaluation. This should include evaluation of the extent to which the intentions stated in the original proposal were realized, the issues addressed and the important questions answered. It will assess developments undertaken during the course of the study according to their educational value. It will discuss the meaning and the value of what was learned (whereas the demonstration of learning will state or reveal what was learned). Upon receipt of your evaluation, the instructor will assess your learning through it, and determine and assign a grade.

Some other questions to consider here include: By what criteria will you evaluate your work? What will be the focus of your evaluation? If your objectives changed during this study, what triggered the change? Give some account of the major questions, problems,

ideas and personal insight that were encountered. What books, resources or people did you find most useful? What problems, personal or academic, did you discover, and how do you think they could be amended or evaded the next time around (or should they be)? Can you say what implications this experience might have for your future plans?

Time Schedule

Besides the beginning and completion dates, what other key events do you anticipate in the overall timeline of your individualized learning?

Bibliography/Resources

What sources and resources do you intend to use, including bibliography, faculty at NWIC and else where, other institutions and agencies, other knowledgeable or skilled persons? Beyond specifics, where and how do you plan to track down further resources? What are the first books or other resources you plan to use? Which do you think are likely to be the most important? If you are uncertain where to begin, how will you find out? What background, skills, or special information do you have or will you need? Is there anyone at NWIC whom you might find helpful? Elsewhere? If this study takes you off campus, where might that be and why? Will you need any help making contacts, locating resources?

Signatures

The final Individualized Learning Contract must be signed and dated by both the instructor and the student.

Individualized Learning Contract Implementation and Student Registration in Associated Individualized Studies Course (Interdisciplinary Concentration)

After you and your individualized learning instructor have completed the Individualized Learning Contract Form you must obtain the necessary signatures, including those of your Concentration Committee Chair (if pursuing the Interdisciplinary Concentration) or your NES Advisor (if pursuing the Environmental Science Option).

Your NES Advisor or Concentration Committee Chair then must then initiate the course implementation for the individualized learning based on the individualized learning contract.²

Once these steps are completed, the student may be registered in the appropriate course. Your NES Advisor or Concentration Committee Chair must sign on the line listing the X89 individualized learning course.³

² Implementation is the formal process of entering the item into the Jenzabar system and requires completion of a course implementation form from Enrollment Services to include the departmental code, course number, section code, number of credits, etc. associated with the individualized learning (e.g., NESC 389, Individualized Studies in Native Environmental Science). Note that the name of the course as implemented is changed from "Individualized studies ..." to your particular course title when implemented.

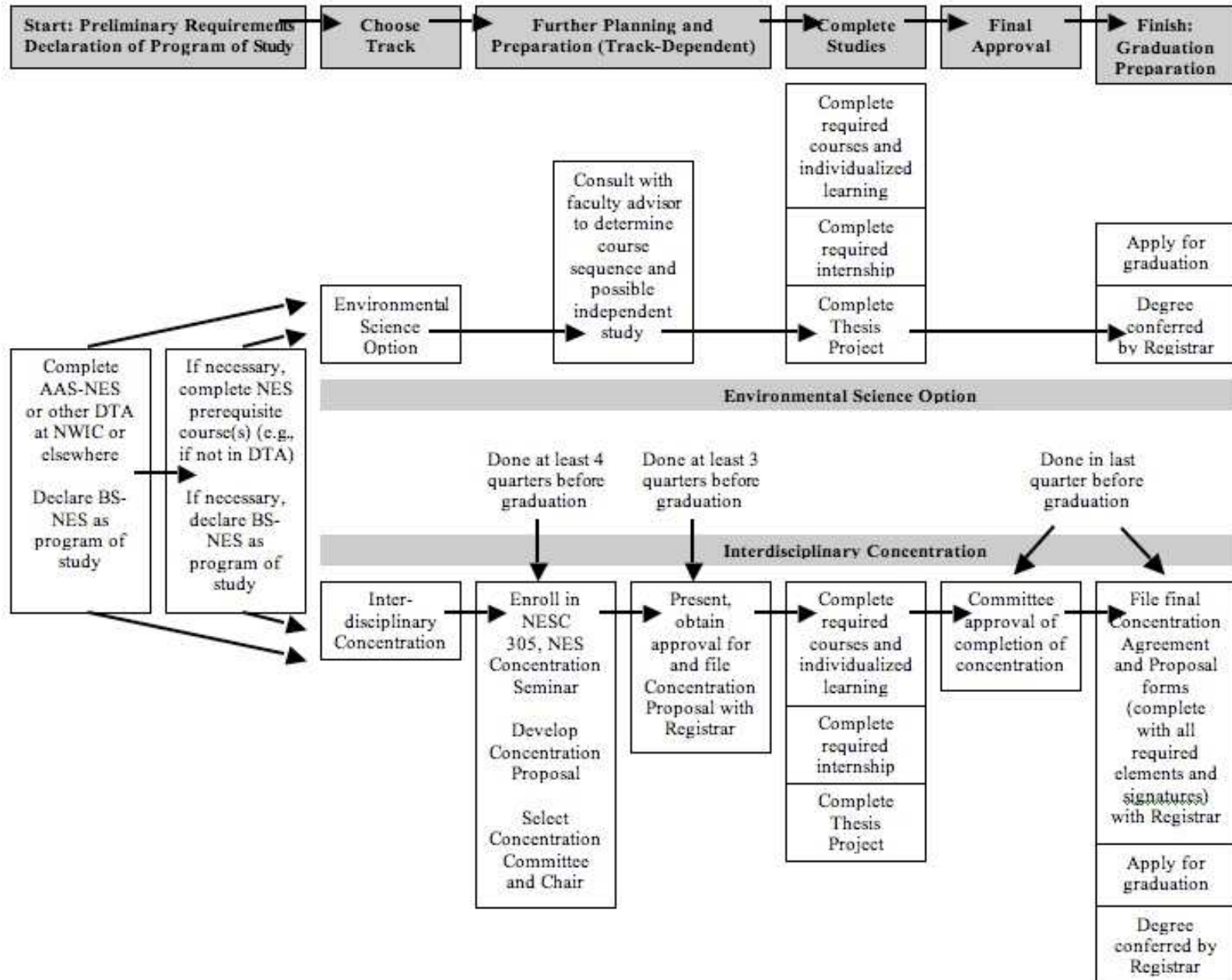
³ Those individuals serving in the capacities of NES Advisor or Concentration Committee Chair must be identified within Enrollment Services for registration purposes.

Responsibilities

Student—In the Individualized Learning Contract Form you will find a list of requirements for individualized learning. Each of these elements should be relevant to your study; if not, you should be able to say why a category is inapplicable or what may fill its role in your particular instance. You should work with your individualized learning instructor in the quarter prior to starting your individualized learning. The completed Individualized Learning Contracts should be given to your individualized learning instructor before the end of that prior quarter for approval and signature. Your NES Advisor or Concentration Committee Chair must then sign this **by the end of the first week of the quarter in which you intend to earn credit.**

Individualized Learning Instructor—Approving an Individualized Learning Contract signifies the instructor's endorsement and agreement to share responsibility for the quality of the content of the Individualized Learning Contract. Those who serve as an individualized learning instructor are expected to advise the student prior to and during formulation of the Individualized Learning Contract Form. After approval of the individualized learning contract, the instructor is responsible for on-going advisement as needed, for evaluation of the completed individualized learning, and other duties of an instructor of record (including grade submission).

Overview of Steps for Students Pursuing the BS-NES Showing Both Tracks



Steps for Students Pursuing the Interdisciplinary Concentration

The following list of steps complements the previous diagrammatic overview of steps in the BS-NES degree program with emphasis on the Interdisciplinary Concentration and including additional details.

- 1) Complete Associate of Arts and Sciences in Native Environmental Science (AAS-NES) degree requirements (or other degree in fulfillment of the Direct Transfer Agreement) and, if necessary, Native Environmental Science prerequisite courses (if not included in the DTA).
- 2) Declare of Bachelor of Science in Native Environmental Science as your program of study with the intention of pursuing the Interdisciplinary Concentration.
- 3) Enroll in NESC 305, Native Environmental Science Concentration Seminar, develop Concentration Proposal and select Concentration Committee and Chair.
- 4) Present, obtain approval for and file concentration proposal with Registrar (at least 3 quarters prior to graduation). (This includes the BS-NES Interdisciplinary Concentration Agreement and Final Approval for Graduation Form signed by all members of your concentration committee.)
- 5) Complete required courses, individualized learning, NESC 497, Internship in Native Environmental Science and NESC 499 A-B, Thesis Project. This may be done concurrently with the steps below.
- 6) Approval of completion of your entire Interdisciplinary Concentration by your full Concentration Committee.
- 7) File final approved Concentration Proposal (complete with the Interdisciplinary Concentration title, listing of all approve coursework and all required signatures) with the Registrar along with your graduation application.
- 8) Apply for graduation with the Registrar. The Registrar's Office will perform a review of overall NWIC credit requirements, NES prerequisites, NES core requirements, coursework listed in your concentration proposal and completion of the Thesis Project along with any other information pertinent to graduation.
- 9) Degree is conferred. The Registrar will confer you for the degree when all requirements listed on the last program planning form are completed. For students completing concentrations, the Thesis Project, and Concentration Committee signatures are due no later than the last day of the final quarter prior to graduation.

Designing an Interdisciplinary Concentration

There are several ways to approach the Interdisciplinary Concentration. Some students may integrate fields normally represented by two or more disciplines. For example, a student interested in the relationship between Environmental Science and traditional Native approaches to ecological restoration might use the investigation and analysis of restoration examples, both current and historical, to integrate those interests. Another approach might result from an interest in a particular topic, which requires detailed preparation in areas not normally related. Using this approach a student might design a concentration in "How Salmon Became Dollars: The Cultural and Environmental Implications," a study requiring work in Native Studies, Environmental Science, History, Economics and Resource Management.

Students may find it to their advantage to design a concentration even though their central interest is in environmental sciences. The requirements of the Environmental Science Option allow for 21 credits of electives. The Interdisciplinary Concentration allows for 30 credits from identified coursework and 21 credits from relevant work experience, travel study projects, service learning, field school, and volunteer projects. This flexibility may allow the freedom to pursue issues that overlap with other disciplines.

Although the Interdisciplinary Concentration allows for flexibility in design, you should clearly understand that the specific courses and other learning opportunities that comprise the Interdisciplinary Concentration are developed by you in your initial stages of Interdisciplinary Concentration development. These courses and other learning opportunities, once approved by your committee, are then set as your Native Environmental Science graduation requirements. Changes are possible but require written justification and approval of the committee.

Prerequisites

Please consult with the NES Advisor early in the planning process. Before the student enrolls in the Native Environmental Science Concentration Seminar (NESC 305) the student must complete 1) all the requirements of the Direct Transfer Agreement which is usually satisfied in an Associates of Arts and Sciences degree, and 2) all Native Environmental Science course prerequisites.

Native Environmental Science Concentration Seminar (NESC 305)

Students in Both Tracks—Once a student has completed the Native Environmental Science prerequisites, that student may enroll in the Native Environmental Science Concentration Seminar (NESC 305). It is during this 5-credit course that students develop their Concentration Proposal including a rationale, list of courses, and descriptions of individualized learning and the thesis project. It is also during this period that the student pursuing the Interdisciplinary Concentration selects a concentration committee and chair. For students who are uncertain as to whether they wish to ultimately pursue the

Interdisciplinary Concentration, or who may change their mind at some point after choosing the Interdisciplinary Concentration, they may take the concentration seminar and apply it for credit as an elective within the Environmental Science Option.

Concentration Guidelines

There are four main elements within the Interdisciplinary Concentration: (1) the Concentration Proposal, (2) the coursework (including the individualized learning), and (3) the Thesis Project. You must complete all three parts in order to graduate with the BS-NES with an Interdisciplinary Concentration.

The Concentration Proposal

The Concentration Proposal is a plan of study that articulates your educational goals, the intent of the concentration, its intellectual framework and which includes a list of proposed courses and other activities. Interdisciplinary Concentration proposals should include opportunities for you to pursue your scholarly interests through a variety of means, including formal coursework, individualized learning, and applied work in your chosen fields.

You develop the concentration proposal in consultation with your concentration committee, which is made up of faculty and others, during the quarter you register for the Native Environmental Science Concentration Seminar (NESC 305). Because students may have some difficulty in matching learning experiences with goals, we encourage you to register for the concentration seminar early in the process. **Students must have their concentration proposal completed and approved a minimum of 3 quarters before graduation.**

The concentration proposal includes the following: (1) a written rationale, (2) the selection of a concentration committee and chair, and (3) the selection of appropriate courses and individualized learning. A Concentration Proposal Form is provided in the Forms section of this handbook.

Concentration Title

The selection of the concentration title is an important decision, which should be carefully considered. Your preliminary selection of a concentration title may be modified during your course of study, but the final concentration title will appear on your final transcript and diploma, and it is likely to be read and interpreted by "outsiders" such as prospective employers, graduate school admissions officers, etc. The title should reflect the fields of interdisciplinary study and at the same time convey the particular focus of the concentrated study. Avoid over-generalization, overspecialization, using words or phrases common to traditional majors and lengthy titles. Choose a title that you can live with some time after graduation. Note that the title you identify as you develop your Concentration Proposal in NESC 305 may be modified at a later date prior to graduation, if necessary and appropriate.

Consult with your committee members on your title. Concentration titles, because they are student-designed, are reviewed and approved by your committee. Committee members evaluate titles primarily in terms of clarity and meaning and non-duplication of majors or professions already available at other schools, colleges or universities.

The Rationale

The heart of the concentration proposal is the rationale. Basically it is a statement of intent that establishes the intellectual framework for your entire concentration program and as such should offer a reasonably systematic description of what you intend to do. Even though you will produce your concentration proposal before you do the bulk of your work it describes, it should represent conclusions drawn from consultations with your committee, faculty, others from outside the college (e.g. elders, Tribal leaders, family) and from considerable independent thought on your part.

The rationale must include a clear account of how the various areas of the Interdisciplinary Concentration are to be related—the points of view that make the areas mutually intelligible, the methods which will be used to integrate them, the scheme that will guide the selection of courses, individualized learning, and other learning experiences in a increasingly related way. The rationale must clearly describe how the concentration proposal's scope lays within environmental science fields, whether Native or Western. During the Native Environmental Science Concentration Seminar (NESC 305), the instructor(s) and your committee (which may be tentative at this point) will assist in giving direction and coherence to your plan.

The work of writing the rationale normally takes place in the concentration seminar. Plan to write a number of drafts of the rationale. This may take an entire quarter, or perhaps longer in some cases.⁴ In fact, it is necessary that the concentration proposal develops over time in order for you to gather the best available advice, explore and research possibilities, think and re-think ideas, and develop the conceptual vocabulary that best describes your interdisciplinary intentions.

The Concentration Committee

As you begin thinking about the design of the concentration, you should also be working with at least one NES faculty member. This will lead to the formation of your committee of three members, including a Concentration Committee Chair based on that faculty member's expertise and willingness and availability to assume the additional responsibilities associated with that position. While the Concentration Committee Chair must be an NES faculty member, the other committee members may include other NWIC faculty or experts in areas of your concentration from outside of NWIC.

⁴ In cases where the concentration proposal may not be completed within a single quarter, it is recommended that the student work with the instructor(s) in accordance with NWIC grading policy and to develop an Incomplete Agreement.

The members of the committee serve as advisors at all stages of the concentration process and should be consulted as often as you find it necessary or desirable or as required by the committee. This includes the concentration proposal development stage as well as during the period you are taking courses and engaging in other learning opportunities. Eventually the concentration committee must approve and evaluate your work. Because of the important functions served by this committee, we urge you to consult several faculty before deciding whom to ask to serve on your committee.

Concentration Committee Roles and Responsibilities

Students who choose the Interdisciplinary Concentration track select three committee members with representation from the disciplines included in the concentration proposal. The Concentration Committee Chair must be an NWIC NES faculty member. The other two members may be selected from outside of the college with expertise in the disciplines in the concentration. The Concentration Committee shall meet as necessary, but the student also has responsibility to individually meet with each committee member as necessary.

The responsibilities of the Concentration Committee Chair include assistance in the development of the concentration proposal, advisement on progress in the concentration, review of any proposed changes in the concentration, and review and approval of the Thesis Project proposal. Typically the concentration Chair reviews a number of drafts of the Concentration Proposal before the student submits these documents to other committee members. The Chair is also responsible for assisting students in negotiations when there are differences or disagreements between committee members.

Other committee members are responsible for providing feedback on the Concentration Proposal as well as approving and evaluating the Thesis Project. As part of this process, the committee members will assist the student in identifying the important themes, knowledge and concepts from the disciplines included in the student's proposed interdisciplinary study. They help students identify courses, internships, individualized learning topics, or other experiences that will help support the student's work in their disciplines. The committee members also review and approve the student's proposal for a Thesis Project. They are also responsible for signing the Interdisciplinary Concentration Agreement and Final Approval for Graduation Form at the time of the approval of the Concentration Proposal.

Changing Concentration Committee Membership

If the chair determines that the changes to the concentration are significant, the chair will require the student to seek approval of the other committee members in writing, and may ask the student to write an addendum to the narrative portion of the Concentration Proposal.

Possible Reasons for Changing Committee Membership

- 1) Changing committee members because of faculty absence—If a student needs to change or add a concentration committee member (not the chair) because a faculty member is on leave, or because a non-NWIC member is no longer willing to serve, the student should find a replacement committee member. This new member should read the original concentration proposal, sign on the top portion of the approval form and will act as a full member of the committee. (If the student has four members on the original committee, it is not necessary to find a replacement, unless it is the chair who is on leave.)
- 2) Changing Concentration Committee Chair because of faculty absence. If the chair needs to be replaced, the student should request that one of the original members take the chair responsibility (must be a NWIC NES faculty member) and then seek a replacement member for the committee to bring the total to three as outlined above.
- 3) Changing Concentration Committee Chair or member because of disagreement—From time to time students find that they are no longer able to work with a committee member or chair because of disagreements or other personal issues. A student who wishes to change the membership of her or his committee for these reasons should petition the Dean of Academics. The dean will meet with the student and with the "old" and "new" members of the committee to discuss changes and ensure continuity in the process.

Selection of Courses

A concentration proposal must list the courses that apply to the concentration. These may include courses already completed, courses in progress, and those that you intend to take. It is required that your concentration will include a minimum of 30 credits with a "Satisfactory," "C" or better grade taken at NWIC or approved upper division courses at Western Washington University or another college or university. You may use courses taken before entering the NES program. However, these courses must meet the concentration guidelines and be approved by your Concentration Committee Chair in order to be included.

Individualized Learning and the Concentration Proposal

The concentration proposal must describe the minimum of 21 credits of individualized learning developed within the student's concentration and described in Individualized Learning Contracts. An Individualized Learning Contract Form is provided in the Forms section of this handbook and is discussed in detail below.

Your concentration committee must approve the general description and learning outcomes as well as the number of credits and other details regarding all individualized learning to be used within the concentration proposal. Once all the individualized learning elements are developed, students can proceed with preparation of the Individualized Learning Contract Form with each instructor whom they plan to work

with. A student may make changes and additions to an individualized learning contract but these must be done with approval and signatures of your Concentration Committee. See above for details of this process.

Service Learning in the Interdisciplinary Concentration

At least 5 credits of individualized learning coursework that include service learning are required in the Interdisciplinary Concentration. A current "working" definition applied by the NWIC Center for Service Learning is as follows: Indigenous Service Learning (ISL) is the practice of utilizing Western service learning models, relating it to Indigenous knowledge and applying this model as a framework with the intent to progress the well being of Indigenous communities. Please check with the Center for Service Learning for additional details.

Changing Courses and Individualized Learning Within the Concentration

- 1) Where a student has clearly indicated on the approved course list that courses are optional, they may be deleted or substituted without approval by the Concentration Committee Chair and other members.
- 2) The Concentration Committee Chair must approve any other changes to the course list or individualized learning, including substitutions and/or deletions. The chair should distribute a copy of these changes to the rest of the committee members. If the committee members disagree with the chair's decision, they should contact the Concentration Committee Chair to discuss within a week.

Internships

At least one internship is required in the BS-NES: NESC 497, Internship in Native Environmental Science (for 5 credits). This may consist of an internship opportunity offered at Northwest Indian College or elsewhere. Additional details are available from the NWIC Science Internship Coordinator upon request.

The Thesis Project in the Concentration

Regardless of which track a student chooses to pursue, the Thesis Project is the student's culminating experience in the BS-NES, and should be seen as an identifiable extension of the student's program. For Interdisciplinary Concentration students, the Thesis Project must also relate to the concentration's rationale and coursework. As with other parts of the concentration, the selection and carrying out of the Thesis Project must be done in consultation with your committee. Typically students register for the Thesis Project (NESC 499A and NESC 499B, each consisting of 5 credits) during the last two quarters of their degree.

Filing the Concentration Proposal

When the rationale has been written, the concentration committee established, the courses selected and the individualized learning defined, you must then get the signed approval of your concentration committee members and file the completed, approved Concentration Proposal with the Registrar. THIS MUST BE DONE THREE (3) QUARTERS PRIOR TO GRADUATION. After filing your Concentration Proposal you must be enrolled for at least three more quarters (they need not be concurrent) and complete a minimum of 36 credits during that time. You must also complete Part 1 (the Interdisciplinary Concentration Agreement) of the Interdisciplinary Concentration Agreement and Final Approval for Graduation Form at this time.

Graduation Requirements, Procedures and Policies

General graduation requirements are described in the *Northwest Indian College Catalog*. Additional details pertaining to the BS-NES include the following:

Students must fulfill the following requirements to receive a BS-NES Interdisciplinary Concentration degree from Northwest Indian College:

- Complete with a passing grade all course requirements as specified for the BS-NES program in accordance with this document and other NWIC guidelines.
- For students seeking the Interdisciplinary Concentration track, complete all parts of the Interdisciplinary Concentration Agreement and Final Approval for Graduation Form.
- Apply for graduation.
- Have degree conferred by the Registrar.

Students have the following responsibilities in successfully completing a BS-NES Interdisciplinary Concentration degree from Northwest Indian College:

- Knowledge and understanding of College policies.
- Ensuring that all necessary course and program requirements have been met.
- Application for graduation.

Forms

The following pages include the forms required by students pursuing the Interdisciplinary Concentration track within the BS-NES.

Concentration Proposal Form

(For use in the Bachelor of Science in Native Environmental Science.)

Student's Name: _____ **Date:** _____

Concentration Title: _____

(This may only be a preliminary title at this point, which may be modified prior to graduation if necessary.)

Description of the Concentration (Use additional space if necessary.):

Rationale (Use additional space if necessary.):

Concentration Committee Members:

Concentration Committee Chair

Concentration Committee Member

Concentration Committee Member

Coursework (Use additional space if necessary.):

Individualized learning (Use additional space if necessary.):

Other Organizations and Accredited Institutions Associated with your Proposal:

Individualized Learning Contract Form for the BS-NES

(For use in the Bachelor of Science in Native Environmental Science.)

Title of Proposed Individualized Learning		Date	
Student Name	BS-NES Track (check one) Environmental Science Option _____ Interdisciplinary Concentration _____		
Address	City, State and Zip Code		
Telephone No. Cellular/Alternative Telephone No.	Expected Degree Program/Graduation Date		
COURSE INFORMATION			
Course Title			
Course Department Code and Number	Section	Number of Credits _____	Quarter _____
		(typically from 2-5 credits)	
S/U Grading _____ or Letter Grading _____ (Please check one.)		Beginning Date _____	
		Completion Date _____	
Instructor	Instructor's Telephone No.		
Instructor's Address			
DESCRIPTION OF INDIVIDUALIZED LEARNING			
BACKGROUND			

LEARNING OUTCOMES
(What are you going to learn?)

LEARNING ACTIVITIES
(How are you going to learn it?)

EVALUATION METHODOLOGY
(How will you demonstrate learning?)

EVALUATION CRITERIA
(What criteria will be used to evaluate your learning?)

TIME SCHEDULE

INSTRUCTOR COMMENTS/NEGOTIATED REVISIONS

BIBLIOGRAPHY/RESOURCES

Please supply the proposed bibliography that will be used, including books, audiotapes, and films. Submit additional pages if necessary, including reference to additional resources that may not be applicable to your bibliography.

APPROVALS

The signatures below indicate that these individuals have read this contract, approved it as an appropriate academic experience, and understand that this is a binding contract.

_____	_____
Student Signature	Date
_____	_____
Instructor Signature	Date
_____	_____
NES Advisor Signature (if applicable)	Date
_____	_____
Concentration Committee Chair Signature (if applicable)	Date
_____	_____
Dean of Academics and Distance Learning Signature	Date

Interdisciplinary Concentration Agreement and Final Approval for Graduation Form

(For use in the Bachelor of Science in Native Environmental Science.)

Part 1 of this form includes the details regarding a student's Interdisciplinary Concentration, which the student and that student's Concentration Committee agree to and approve. Part 2 includes the information related to final approval of the student's Interdisciplinary Concentration prior to graduation.

Student Name

Student Number

Date Concentration Proposal Filed (must be at least three quarters before graduation)

Title of Interdisciplinary Concentration:

(This title will be considered to be a preliminary title, with the possibility that it may be modified if necessary during the student's course of study.)

PART 1: Interdisciplinary Concentration Agreement

Instructions: Attach the following: Concentration Proposal, including these elements that support your concentration:

- | | |
|---|--------------------------|
| 1) Description | <input type="checkbox"/> |
| 2) Rationale | <input type="checkbox"/> |
| 3) Concentration Committee members | <input type="checkbox"/> |
| 4) Coursework | <input type="checkbox"/> |
| 5) Individualized learning, including service learning | <input type="checkbox"/> |
| 6) Where appropriate, the NWIC, and all other organizations and accredited institutions associated with your Concentration Proposal | <input type="checkbox"/> |

The student must obtain the following required signatures and file this form and the associated materials with the Registrar's Office:

NOTE: The student's Concentration Committee Chair must approve any changes in this agreement, and may or may not seek approval of other Concentration Committee members regarding those changes.

_____	_____
Student Signature	Date
_____	_____
Concentration Committee Chair	Date
_____	_____
Concentration Committee Member	Date
_____	_____
Concentration Committee Member	Date
_____	_____
Concentration Committee Member	Date

PART 2: Final Approval for Graduation

(This section is to be completed during the quarter that the student plans to graduate.)

Student Name

Student Number

Anticipated Graduation Date

Final Title of Interdisciplinary Concentration:

(This title will appear on your degree and transcript.)

Final Approval Checklist:

- 1) Required courses completed with passing grades?
(with minimum of 30 credits with "satisfactory," "C" or better grade in NWIC or approved upper division courses taken elsewhere, and listed below)
- 2) Required internship successfully completed?
- 3) Thesis Project completed (and attached)?
- 4) All required signatures obtained?
- 5) All materials filed with Registrar's Office?
- 6) Number of non-NWIC credits: _____

List all coursework and individualized learning by course number and title, and include the associated number of credits and grading method.

Course Number and Title	Number of Credits	Grade
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Approval Signatures:

The signatures below indicate that these individuals have reviewed this document and attachments and have approved the named student's Interdisciplinary Concentration as complete.

_____	_____
Student Signature	Date
_____	_____
Concentration Committee Chair	Date
_____	_____
Concentration Committee Member	Date
_____	_____
Concentration Committee Member	Date
_____	_____
Concentration Committee Member	Date
_____	_____
NES Advisor	Date