



SUBSTANTIVE CHANGE PROSPECTUS

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Bachelor of Arts in Native Studies Leadership

“The death of a people occurs when it is no longer remembered, when it has no culture or traditions unique to its own group, when it no longer understands its own relationship to the land and nature, when the children no longer speak from a traditional perspective supported by their own language and not a record.” --Author unknown

Northwest Indian College (NWIC) is submitting a substantive change request to the Northwest Commission on Colleges and Universities (NWCCU) in order to offer a Bachelor of Arts degree in Native Studies Leadership (hereafter BANS� or NSL). This prospectus will address each of the required areas outlined in the Policy A-2 Substantive Change per the NWCCU guidelines.

A. MISSION AND GOALS

NWIC is a baccalaureate level tribal college chartered by the Lummi Nation located in Bellingham, WA. NWIC was accredited at the baccalaureate level in 2010 following successful candidacy and review of the Bachelor of Science degree in Native Environmental Science. NWIC’s primary purpose is to provide access to and meet the higher education needs of tribal communities in the Pacific Northwest. The College currently has six Extended Campus sites located at the Muckleshoot, Nez Perce, Nisqually, Port Gamble S’Klallam, Swinomish, and Tulalip Reservations. The College’s proposal to offer a Bachelor of Arts in Native Studies Leadership is directly tied to our mission statement, which is:

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

Given our culture based mission, offering a bachelor’s degree in Native Studies Leadership is a natural extension of our efforts to promote indigenous self-determination and knowledge through the teaching of tribal histories, language, and culture in a postsecondary context. The development of the NSL degree is intended to fulfill our culture based mission, and advance the self determination and tribal sovereignty of Native people.

Brief Historical Perspective

Just before 1900, a Lummi tribal leader wrote a letter on behalf of the people to the Commissioner of Indian Affairs in Washington DC. This man, Joseph Solomon, pleaded the Lummi case for educating their children in their own homelands, as Lummi People, instead of being sent off to schools of assimilation. This courageous act set the stage for the Lummi Day School to be built in 1926. It was one of the many events that led to the founding of Northwest Indian College.

Tribal colleges were not created to be mainstream institutions in western educational systems. In a Tribal College Journal article, NWIC President Cheryl Crazy Bull stated, “Despite the continued barriers that in most situations would cause educational institutions to close down, tribal colleges continue to thrive. This occurs because there remains in the tribal college movement, a cadre of individuals who hold fast to the founders’ intention of rebuilding tribal nations through tribal colleges—through native education.” This is the intention of the Bachelor of Arts in Native Studies Leadership degree program.

Alignment with our Strategic Plan

The NSL degree program strongly aligns with and supports our Strategic Plan (2010-2017), particularly, Core Theme One: Engage Indigenous Knowledge, and Goal Two: NWIC promotes Indigenous Knowledge as the foundation for all programs of study. As a tribal college, engaging indigenous knowledge is about who we are and tells our story. It is a story about the hopes and dreams of our tribal elders and leaders who envisioned a safe place for Native students to reclaim their cultural heritage, acquire the knowledge and skills to become leaders in their tribal communities and families, and preserve the rights of tribal nations in contemporary society. Indigenous knowledge is central to this story—it reflects our cultural values and beliefs, and guides our strategic planning, priorities, decision making, and future direction. The NSL degree is the vehicle through which the transference of Indigenous knowledge of the Coast Salish People is shared and preserved for the growth, survival, and prosperity of Indian people for future generations. The purpose of the NSL degree, then, is designed to embody Indigenous knowledge; it aligns with our strategic plan, fulfills our institutional mission, and serves as an expression of who we are as a tribal college.

Tribal Content

The NSL degree is supported by three foundational concepts: Cultural Sovereignty, Indigenousness, and Defense of Our Homelands. Each of these foundational concepts forms the basis of the degree and program outcomes. The program vision, mission and philosophy statements noted below provide the overarching framework and serves as a guide for the program structure and outcomes.

The vision of the degree: Our journey to self-determination is reclaiming our cultural sovereignty for the future.

Mission: Prepare leadership that is guided by the beliefs of our ancestors, through a cultural strategy for revitalization that originates from within and reposit in place.

Curriculum: The foundation of the curriculum is built on the belief that *nilh tu o* (from the very beginning of time), Coast Salish people are “the heirs to vast legacies of knowledge derived from within the culture rather than being conferred on a people from the outside.”¹

The degree is supported by *th-hwulii* (philosophical concepts) of endurance, connection/identity, integrity and respect. These values are essential to the traditional Coast Salish culture and leadership.

At the heart of the NSL degree is the Indigenous knowledge of the Coast Salish People located within the Coast Salish Territory. The Coast Salish territory includes all of the tribes in the Pacific Northwest. While the vision, mission, and values of the NSL degree primarily reflects the teachings and cultural values of the Coast Salish People, NWIC recognizes that we serve many students that come from other tribal communities, like the Nez Perce or Yakama from the Plateau tribes, all of which are pursuing the same path of cultural restoration through self-determination.

It is important to note that the degree program is designed to be flexible and translatable in such a way that encourages and allows the other tribal communities we serve to insert and teach their own unique tribal histories, languages, and cultures that derive from their own “place” of their traditional

¹ Cook-Lynn, E. (2007). *New Indians, Old Wars*. Urbana, IL: University of Illinois Press.

homelands. The Nez Perce, for example, will tailor the curriculum to the Nez Perce People, the Yakama will teach their own unique history, language and culture of their People, and so forth. Therefore, the degree program design is intended to serve as a blueprint or model in which the indigenous knowledge that exists within the traditional homelands of our tribal service area is taught in a way that appropriately honors and recognizes their own cultural teachings and practices that derive from that place, which, in turn, fosters a strong sense of place and what it means to be a People.

Put another way, not only do we want tribal members of Coast Salish Tribes to see themselves in the curriculum, we want to provide an opportunity for all NWIC students to see themselves and their People, to the greatest extent possible, in all aspects of their tribal college education—from the curriculum and instructional materials they read and reflect on, to the stories and histories that are discussed and shared, to the place and context in which they are exploring and studying, indeed, even into the future using their education to make a difference in the lives of Indian people.

The NSL program is distinctive in its focus on traditional tribal leadership and the restoration of cultural sovereignty. Community organizing and social justice strategies are combined with educational practices, such as service learning, research, and language development to educate students about who they are, and how that knowledge can restore and rebuild our tribal communities and families.

B. AUTHORIZATION

September 17, 2011:

Board of Trustees motion: A motion was made by Jana Finkbonner and seconded by Sandy Finkbonner to approve Northwest Indian College to begin the development of a Prospectus for a Substantive Change for a Native American Studies Bachelor degree program. 5 ayes, 0 nays, 0 abstains—Question called. Motion carries.

March 29, 2012:

Board of Trustees motion: A motion was made by Jana Finkbonner and seconded by Charene Alexander to approve the Bachelor of Arts degree program in Native Studies Leadership. 5 ayes, 0 nays, 0 abstains—Question called. Motion carries.

C. EDUCATIONAL OFFERINGS

1. Descriptive information of the educational offering(s);

NWIC has long recognized that a curriculum that includes tribal history, language, and culture leads to academic success for Native students. In support of this effort, the College established the Coast Salish Institute (CSI) in 2005, for the purpose of providing curriculum development, instruction, assessment, and outreach services toward development of Native Studies programming, cultural integration strategies, and community partnerships. The CSI, led by the Director, played the lead role in the creation and development of the Native Studies Leadership bachelor's degree, including the curriculum content and program design. Below is a detailed description of the program philosophy, guiding principles, program outcomes, delivery methods, and course descriptions that comprise the degree program.

Philosophy: The philosophy of the Coast Salish Institute is to instill in students a set of values needed to lead their people into the future. These values are necessary to ensure the survival of our people. These values come from a set of beliefs are set forth by the traditional Coast Salish people. They are: endurance, unity/connection, honor/integrity and respect.

Basic Structure:

Native Studies is an academic discipline that covers a broad range of knowledge in Indigenouness and Sovereignty for the defense of our homelands.

With the mindset that Native Studies is an academic discipline we have chosen to focus on Indigenouness and Sovereignty. These two focuses come as a result of the extensive interviews conducted with many Coast Salish traditional leaders and language speakers. Through these interviews we were able to extract Indigenouness and Sovereignty as the foundations of traditional leadership. It is with these foundations that students are able to gain the knowledge of what traditional leaders must know about the past, in the present and for the future.

Guiding principles: kak-qen (house post)

The guiding principles of the program are to provide students with the skills and knowledge necessary to connect with and protect their traditional homelands and all that is contained therein.

Extended Sites:

The Coast Salish Institute, a department of Northwest Indian College that is dedicated to revitalizing Coast Salish languages and cultures, will work with the extended campuses to develop curriculum and courses that are derived from the teachings and history of each site.

Goals – Learning outcomes:

Program Outcome 1

Skills of Leadership: *nepeteng* (the process of giving knowledge or advice)

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.

Program Outcome 2

Values of Leadership: *netse mot i sqwelowen* (one mind and one feeling)

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 from quality knowledge that supports indigenouness, sovereignty and the protection of our homelands.

Program Outcome 3

Knowledge of Leadership: *snepeneq* (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.

Program Outcome 4

World view of Traditional Leadership: *schelengen* (way of life)

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.

Goals - Programmatic:

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

- a. Demonstrate effective communication in diverse situations, both verbally and non-verbally, in ways that are appropriate to our culture(s).
- b. Demonstrate the ability to speak on behalf of their tribal communities without expressing individual self-interest.
- c. Adhere to traditional values by making quality decisions that defend cultural knowledge, tribal communities and traditional homelands.
- d. Take an active approach to community building by participating in service learning projects.
- e. Advocate for their inherent rights based on the origin stories and traditional knowledge that is passed down through the language.
- f. Examine acquired rights by interpreting, analyzing and evaluating treaties, federal law and policy as they apply to Indian Country.
- g. Apply and defend the two guiding principles of Indigenousness and Sovereignty.
- h. Embrace the skills, values and knowledge that reflect our traditional ideology which allows us to be inherently sovereign.

Teaching and Learning process:

Flow: Based on the cultural belief of lifelong learning the program uses the birth to elder chart to:

- 1) Progress through the program of study
 - A. **Beginning:** Build foundational knowledge in the 1st and 2nd years.
 - B. **Emerging:** Reinforce foundational knowledge and refine knowledge in the 3rd year.
 - C. **Advanced:** Apply and demonstrate knowledge in the 4th year.
- 2) Develop and strengthen the connection between the student, their traditional homeland, and their tribal/family histories.
- 3) Apply their knowledge and skills on a gradually increasing scale throughout their degree program of study (through writings, projects, presentations, service learning projects, and finally in the seminars to senior project).
- 4) Increase their knowledge of where to look for the solution to Indigenousness and Sovereignty issues.

- 5) Increase their understanding and ability to deal with complex tribal issues pertaining to Indigenouness and Sovereignty.

Curriculum:

The Native Studies faculty will utilize a variety of strategies to develop and teach the Native Studies Leadership program. These will include:

1. Experiential and place based education
2. Primary and secondary research
3. Involvement of Native elders, language speakers and scholars to educate and motivate students
4. Seminars that focus on specialized topics in the field of Native Studies
5. Service learning projects
6. Senior Project, portfolio and presentation

Course sequencing has been designed following these criteria:

1. Foundational courses focus on building knowledge
2. Experiential learning activities that focus on traditional activities based on each season. These activities will occur each quarter
3. Most quarters will contain an average of seven elective credits to allow students to concentrate their education in a specialty area.

Delivery Mode:

The primary method of delivery will be site based due to the different locations of extended sites at Northwest Indian College. Each of NWIC's extended campuses has elders and community members who hold their traditional teachings. Each site will work with their elders to develop curriculum based around the tribes own traditional knowledge. The Coast Salish Institute will assist in the development of each course using the knowledge and teachings from each site.

Description of the program of study:

The Bachelor of Arts degree in Native Studies Leadership 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"² and determined a false sense of "who we are" and towards our original identity—an identity that is formed by sacred histories, language, origin stories and the heroes who continue to defend our families and our homelands.

The degree program consists of a total of 180 credits, 90 of which are upper division credits (pg A1). The upper division courses are comprised of 40 core credits, 40 elective credits, and 10 Senior Project credits. Below is a list of the foundational (core) courses contained in the degree program.

Year 1: The courses in year one and half of year two are considered beginners courses and are designed to provide students with the foundational knowledge they will need to successfully navigate through the program.

² Cole, P. (2006). Coyote and Raven Go Canoeing: Coming Home to the Village. Montreal, Canada. McGill Queens University Publishing.

Cultural Sovereignty (5 credits) This is an introductory course that covers a broad range of knowledge using the guiding principles of indigenusness and sovereignty toward the defense of our homelands. Native studies is an academic framework that emerges from within, it is repositied in place, and teaches cultural sovereignty from the origin stories that have been passed down and preserved for thousands of years. (pg A18)

The Languages of Our Ancestors (5 credits) The Salish Language Family and the people who spoke these languages are the topics for this class. The course will focus on each area to get a holistic view of the people, the languages and their relationship to each other. The Salish Language Family is comprised of the Northern Coast Salish, the Central Coast Salish, the Southern Coast Salish, Bella Coola, Tillamook and the Interior Salish (pg A20).

Reclaiming Our History (5 credits) 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 (pg A22).

Icons of Our Past (5 credits) Icons of our Past is a variable course, the topic of the class may vary depending on the instructor. The course will focus on traditional icons of Native people. After the colonialism era, Native people had forgotten who their heroes were and today the people don't recognize their own traditional symbols. This class focuses on the traditional icons and Native people reclaiming knowledge that was once lost (pg A24).

Year 2: Building upon Year 1 and preparing students for Year 3.

The Tide Has Changed: Educating Our Own (5 credits) Beginning with the early treaties; the United States took several measures to remove Native children from their traditional educational setting as a tool for assimilation. This course details the process tribes used to regain and retain control over their children's education (pg A26).

Subsistence Economies: Restoring Our Prosperity (5 credits) Subsistence 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 development and sustainability are tools to achieve tribal sovereignty (pg A28).

The History of Federal Indian Policy (5 credits) The History of Federal Indian Policy examines the historical and political developments that have shaped the formation of federal Indian policy and law to present time. Emphasis will be placed on the mainstream Euro thought processes that went into the formation of policy and the Native response. Also examined will be the consequences of these policies on contemporary tribal societies (pg A30).

The Rights of Tribes (5 credits) The Rights of Tribes is an overview of United States Indian Policy and its impact on the rights of Indian tribes and people. This course focuses on the problems with federal and state laws and the manner in which courts have interpreted the law is examined (pg A34).

Year 3: The courses at the end of year two and the entirety of year three are intermediate courses that expand on the foundational courses and allow students to develop a level of reflection and critical thinking pertaining to cultural sovereignty.

The Impact of Colonization (5 credits) This class describes and analyzes the impact and legacy of colonialism as a historical process that has lingering effects on Native peoples past and present. Students will concentrate on a specific location and engage in discussions about the strategies Native peoples have employed to combat the impact of colonialism (pg A35).

Social Justice: In Defense of our Homelands (5 credits) 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 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 (pg A37).

Indigenous Theory and Methods: We Own Our Knowledge (5 credits) Indigenous theory and methods explores traditional knowledge and intellectual property from an Indigenous perspective and contrasts on how Native theory and methods is distinguished from western theory and knowledge. This course also examines the work of Native scholar Linda Smith and her concept of indigenous projects and how these projects lay the framework for who can conduct research in Indigenous communities (pg A38).

Indigenous Research: Validating Our Past – Writing Our Future (5 credits) 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 (pg A39).

Native Governments and Politics (5 credits) 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 (pg A41).

Native Science (5 credits) This course is designed to serve the purposes of providing a philosophy to- the study of Native Science. Emphasis will be placed on gaining an understanding and appreciation of the vast body of knowledge acquired by tribal people since time immemorial and how bridges can be built to connect this knowledge with that of western science (pg A42).

Year 4: The courses in year four are designed to allow students to demonstrate the skills, values, and knowledge they have learned over the first three years in this program, and create research, service learning projects and presentations that benefit tribal communities.

Senior Seminar (5 credits) The Senior Seminar is designed for students in the Bachelor of Arts degree in Native Studies Leadership to prepare for their final year at Northwest Indian College. Topics will vary, but will emphasize Leadership, Indigenousness and Sovereignty (pg A45).

Honoring Traditional Leadership (5 credits) 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. An 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* (pg A47).

Senior Project: Rebuilding our Nations (10 credits) A two course sequence that has research, service learning and presentation components. It allows students to exercise the qualities, skills, knowledge and ideologies that are necessary to lead their people into the future (pg A48).

2. *Evidence of approval by the appropriate academic policy body of the institution.*

This degree program, including all new courses, was approved by the Curriculum Committee on March 20, 2012, and the Board of Trustees on March 29, 2012, as per the College's regular approval process for new degree programs. New course descriptions and/or syllabi are included as appendices.

D. PLANNING

1. *Plans and descriptive materials indicating evidence of need for the change, the student clientele to be served;*

The college used a deliberate and extensive planning process that supported the need for developing a new bachelor's degree in Native Studies. The first source of evidence that supported this change emerged from the strategic planning process that began in 2008/09. As part of the planning process, the college conducted a Community Needs Survey for the purpose of identifying programs of study that would most benefit tribal communities. The results below provide evidence of the strong interest among our contingency in academic programs with a core tribal background and perspective:

Survey question: *Which programs of study would most benefit you and your community?*

Results:

- Government and Tribal Law—39.8%
- Tribal Administration: Public and Tribal Administration—38.1%

Survey Question: *Which five ways do you believe would most improve the quality of life in your community?*

Results:

- Native language restoration—43.7%

The College's Administrative Team then used the seven phase program approval process, particularly phases one and two, to respond to the community needs assessment and to examine six potential baccalaureate programs. The purpose of phases one and two in the program approval process is to determine program feasibility by considering potential enrollment, adequate number of qualified faculty, physical resources, financial start up costs, and other institutional capacity considerations to support the program.

The Administrative Team subsequently selected four out of the initial six potential bachelor degree programs that the College would plan to offer. The four programs were: Native Studies, Human Services, Tribal and Business Leadership, and Teacher Education.

Upon further deliberation, Native Studies emerged as the first of the four abovementioned degree programs that would be developed for the following reasons:

1. Native Studies is a natural extension of our mission as a tribal college, and based on consensus, it was considered the right thing to do.

2. The College already has a two-year Associate of Arts and Sciences in Native American Studies degree and therefore the existing institutional capacity for two year degree programming in this area could be leveraged and expanded upon for four year degree programming.
3. The College already has a strong cadre of qualified faculty and staff with a strong Native Studies and cultural education background. Leveraging this in-house talent and experience for curriculum and program development and teaching responsibilities would help get the process started right away and minimize additional start up costs.
4. The two-year Associate of Arts and Sciences in Native American Studies degree produces the second highest number of graduates (behind the General Direct Transfer degree) each year, which suggests that the potential pool of students to draw from is promising.

Formal Board approval was then initiated by the President to prepare a Substantive Change request to the Commission to offer the Native Studies bachelor's degree program.

NWIC's development as a four year degree granting institution and its evolution as a tribal college has required us to expand our understanding of the relationship and the purpose of teaching and learning for Native students. It has simultaneously inspired and challenged us to reach even deeper into the tribal communities we serve and to connect with our youth and elders in order to bring together traditional knowledge and contemporary life in a genuine and authentic way. To honor and stay true to this process, extensive time and effort was made to reach out to traditional cultural leaders and Native scholars and professionals, including some from mainstream institutions, to solicit their input and guidance in the articulation of the vision, goals and priorities of this degree program.

Respected Lummi leaders, including Willie Jones Sr. and James and Lutie Hillaire, and tribal scholars such as Tom Sampson, Ruby Peters, Arvid Charlie, and others visited the College and generously offered their wisdom, insights, and cultural teachings with our young scholars and emerging leaders as well as providing broader support for faculty professional development and community education. Other notable Native faculty and scholars, such as Dr. Elizabeth Cook-Lynn, Dr. David Wilkins, Dr. Daniel Wildcat, Dr. Gregory Cajete, Dr. Michael Pavel, and Dr. Michael Marker generously shared their expertise and provided valuable insights on areas such as course and program outcomes, curricular scaffolding, and pedagogical approaches.

This collaborative process illustrates one of the strengths of the tribal college experience: the student access to indigenous knowledge and experiences that exists in our communities. This access, and its influence on the tribal college experience, is best articulated by President Crazy Bull: "One of the great things about being in a tribal college is that you get to see tribal scholars every day. You get to see the native language expert. You get to see the people who know where the best fishing and hunting is based on historical and cultural knowledge. You get to see where people gathered at one time and where they camped—all that information, all that knowledge still exists in our communities."

Cultural knowledge is shared both inside and outside of the classroom by tribal scholars and researchers, local cultural teachers, native language speakers, community leaders, advocates, and elders. Students are the beneficiaries of this cultural knowledge which, in turn, helps foster a positive self-identity development and future outlook for students and Native communities.

Student clientele to be served

The NSL degree will be open to all students entering NWIC, both at the lower division and upper division levels. Recruitment efforts will be begin immediately for freshman/first year students and also NWIC alumni who have already completed a two year degree, particularly General Direct Transfer and Native

American Studies degree holders. NWIC graduates often express that they would want to stay with NWIC and continue their education rather than transfer should the College offer more bachelor degree programs. Given this interest, we anticipate there will be considerable interest from two-year degree holders when the NSL degree is potentially offered in the fall 2012. In fact, we suspect that there will be some students in our existing Native Environmental Science Bachelor degree program that are likely to change their program of study to the Native Studies Leadership degree when it is launched.

Through a deliberate academic advising process, new students will initially work with a faculty advisor to develop educational plans designed to move students through the program at a rate suitable to their situation.

It is important to note that the college will conduct a teach-out process of the existing Associate of Arts and Sciences in Native American Studies as the new NSL degree is being implemented. The teach-out process is addressed on page 15.

2. Procedures used in arriving at the decision to change

All new degree programs are required to go through the College's seven phase program approval process, consisting of the following steps:

1. Propose program
2. Gather and analyze data to research program feasibility
3. Determine feasibility
4. Develop curriculum and make resource projections
5. Approve program and courses
6. Implement program
7. Evaluate Program

The process is intended to be orderly, organized, and transparent. Each step in the process is designed to ensure that all new educational programs align with the College's mission and goals, and that valuable information is being collected and carefully reviewed at each phase.

Key decision points are also embedded in the process. Review and approval by the Dean of Academics and Distance Learning is required every step of the way. If additional information is needed, for example, the Dean specifies what information is needed, or gives a recommendation on which staff, program or department should be consulted before approval is given to proceed to the next phase. The Dean provides regular updates to the Vice President of Instruction and Student Services, the Administrative Team, and the President throughout the process. This process allows for important considerations to be addressed and resource adjustments to be made, therefore ensuring the proposed program is being developed accordingly.

For example, one major decision that required considerable deliberation was whether to build upon the current two year Native American Studies degree by adding upper division courses in the third and fourth year, and thus making the first two years of the current two year NAS degree the lower division of the new four year NSL program; or take a fundamentally new approach in the development of the new four year NSL program, resulting in a complete overhaul of the current two year NAS degree. The decision was to choose the latter, based on the following rationale:

- Because the development of the new NSL degree began with a fundamentally new vision and philosophy, guided by the concepts of Indigenouness, Cultural Sovereignty and Defense of our Homelands, which resulted in specific program outcomes, this took us down a fundamentally different path then the way in which the current two year Native Studies degree was designed; therefore, trying to build upon the current two year Native Studies as the foundation was incongruent, both philosophically and culturally, resulting in misalignment. As such, the decision was made to continue to develop the new four year NSL degree program and begin a “teach-out” planning process of the current two year NAS degree, which will eventually result in the deactivation of the current two-year NAS degree after the conclusion of the teach-out period. Some specific courses within the current two year NAS degree were incorporated into the new NSL degree program that aligned with the vision and spirit of the program.
- The current two-year NAS degree program was designed to be transferable to the Cultural Studies bachelor degree program at Western Washington University.

Teach-Out Process

The teach-out process for the existing two year NAS degree will occur during the 2012-13 school year. Initial plans for the teach-out process are currently underway. There are approximately 26 students in the pipeline who have completed 45 or more college level credits (second year students). The next step is to analyze transcripts to determine the course needs of the students are offered, instructors assigned, to ensure they have the opportunity to complete the program by spring 2013.

Students with less the 45 college level credits (first year students) will be properly advised into the new NSL degree, pending approval by the NWCCU, beginning in the fall 2012. Accommodations will also be made to allow students in the current two year NAS degree program to change their program of study and enter the new NSL degree program without any loss of credits if they choose.

Curriculum Committee approval process

In the fall quarter 2011, the curriculum committee adopted new guidelines for the development, submission, and review of Curriculum Committee (CC) agenda items. In addition to providing a orderly and efficient process, one of the primary intentions of the new guidelines is to promote inclusiveness by providing opportunities for feedback and vetting by appropriate groups or individuals such as faculty, staff, students and administration prior to submission to the CC for approval. This process was followed by the CSI staff throughout the development and subsequent approval of the NSL degree program. For example, the CSI staff gave an all staff presentation that provided an overview of the degree program to solicit feedback, and also conducted additional presentations to faculty, Lummi Indian Business Council, and community.

3. Organizational arrangements required within the institution to accommodate the change:

The organizational oversight of Bachelor degree programs comes under the responsibility of the Vice President of Instruction and Student Services. Since student services, recruitment, admissions and instruction all come under the VP’s responsibility, this arrangement will ensure these important functions are well integrated and effective. The Dean of Academics and Distance Learning oversees academic program development and all extended campus sites and distance learning. An Associate Dean of Academics and Distance Learning position was created to help the Dean oversee the College’s academic, vocational, and distance learning programming. The Dean and Associate Dean of Academics and Distance Learning have been working closely with the Coast Salish Institute staff throughout the

development of the NSL degree program in order to ensure that all aspects of these functions support each other. This spring and summer the Deans will continue to work closely with the CSI staff on a regular basis on areas such as course scheduling, faculty teaching assignments and other related aspects of program planning and implementation. Ongoing communication and coordination is also required with the Vice President of Finance and Administration and Vice President of Campus Development related to program financial support and allocation of classroom space. The College's current Organizational Chart is provided in the appendix (pg A2).

The development and Implementation of the NSL degree program will be the responsibility of the Coast Salish Institute Director with oversight and support of the Dean and Associate Dean of Academics and Distance Learning. The CSI Director will spearhead the implementation of the NSL degree program and will work with the Dean to orient site based faculty and staff on all aspects of the NSL degree program and develop a site based implementation plan during the spring and summer, accordingly. The Dean of Academics and Distance Learning is planning to ask each extended campus manager to devise a plan that would allow students to complete the NSL at their site campus. In particular, the plan must address the following areas:

- Available resources (cultural materials, tribal resources, partnerships with tribal programs to support service-learning projects, funding)
- Available facilities (classroom space, access to local libraries)
- Available faculty (qualified part-time faculty)
- Enrollment (sufficient student interest in the program)
- Budget (projected costs to offer lower/upper division courses)

4. Timetable for implementation.

NWIC is planning to offer courses at the freshman and junior levels at Lummi campus commencing with the fall quarter of the 2012-13 academic year. The scheduling model of the NSL degree program will consist of enrolling students at two entry points, twice per year: at the freshman and junior levels, in the fall and spring quarters. The rationale for this scheduling model is to:

- Ensure students enter the degree program with the appropriate knowledge and skills required for the program;
- Allow for two-year Native American Studies or Direct Transfer degree graduates to enter in at the junior level;
- Allow for transfer students to easily enter into the program at the first year or third year level.

In the case where students may not be prepared to enter in at the freshman or junior levels, these particular students will be advised to take specific program requirements and/or pre-requisites in the winter or summer quarters with the intention of increasing their readiness for the program. This scheduling model is expected to continue for the next 3 to 4 years, and will be evaluated on an ongoing basis. Close attention will be paid to this scheduling model in relation to its effectiveness and impact on student enrollment, particularly in the first and second years. Ongoing evaluation of the implementation of the new program will take place to ensure that the program is being implemented appropriately. The CSI staff, Native Studies faculty, Student Services staff including recruitment and admissions staff, and Director of Institutional Research will all be involved in this process along with the instructional administration.

Additional planning over the spring and summer will include completing advising worksheets, book ordering, and so forth, pending approval by the Commission.

E. BUDGET

1. *Projections (revenue and expenditures) for each of the first three years of operation;*
2. *Revenue and expenditures associated with the change itself;*
3. *Institutional financial support to be reallocated to accommodate the change;*
4. *Budgetary and financial implications of the change for the entire institution.*

NWIC realizes that the sustainability of the proposed degree program requires a sufficient student base. The financial revenue needed to pay for this program for the next three years and beyond will be primarily generated by institutional funds, generated by student enrollment, and tribal and grant funds as appropriate.

It is important to note how the College's institutional funds are generated. Institutional revenue is primarily generated by the federal appropriations of the Tribally Controlled Community College Assistance Act, P.L. 95-471 (TCCAAA) funds, tuitions and fees, contributions from the NWIC Foundation and grants. The amount of TCCAAA revenue funds is determined from a formula based on the Indian student count (ISC) in the previous year. In 2008-09, for example, NWIC received approximately \$5,492 per ISC.

It is also worth noting that the College has raised tuition approximately by 7% over the past two years, from \$73.50/credit to \$95/credit.

NWIC Student Enrollment Experience

The Table 1 data shows the steady increase of the College's overall student enrollment between the 2005-06 and 2010-11 school years, which demonstrates that the College's revenue is solid and growing each year.

NWIC Student Enrollment Experience

Year	Unduplicated Enrollment	% change from prior year	Total FTE	% change from prior year
2005-06	1182	21.20%	786.9	6.60%
2006-07	1066	-9.81%	838.1	6.51%
2007-08	1014	-4.88%	750	-10.51%
2008-09	1254	23.67%	724	-3.47%
2009-10	1320	5.26%	810	11.88%
2010-11	1536	16.36%	856	5.68%
Average		8.63%		2.78%

Table 1: NWIC Student Enrollment Experience

Qualified students for inclusion in the Indian Student Count must be enrolled or direct descendents of enrolled members of federally recognized tribes. Approximately 15-20% of NWIC's annual enrollments are students for whom the College does not receive federal funds. These students are referred to as non-beneficiary students. The College only derives tuition and fees from these students. It is important

to note that if NWIC were to calculate additional revenue based on the non-beneficiary student enrollment (students for whom we do not receive federal funding under the TCCCAA) we could add an additional 15% to the projected tuition and fees and calculate a collection rate. In the interest of simplicity, for the following revenue table, we leave out that calculation:

Historical Student Enrollment in the Two-Year Native American Studies Degree

Below is a breakdown of the ISC revenue that was generated the past five years in the two-year Native American Studies degree (between 2008-2012) using the current ISC allocation of \$5,492:

AAS-NAS	2008	2009	2010	2011	2012	Average
*Annualized FTE/ISC	87.7	53.1	60.0	58.5	59.7	63.8
Total ISC Revenue	\$481,648	\$291,625	\$329,520	\$321,282	\$327,872	\$350,389

*Note: "Annualized" means summer+fall+winter+spring quarter divided by 3.

Table 2: Historical Student Enrollment in the Two-Year Native American Studies Degree

The Two Year NAS degree has also had 66 graduates during this time period.

The current staffing and program has required an investment by the college of approximately \$200,000 in institutional funds and \$275,000 in grant funds, yearly. The grant funding, from Department of Education, Title III, will remain stable for the next three to five years.

Historical Student Enrollment in the Bachelor of Science Degree in Native Environmental Science (BSNES)

Below is a breakdown of the ISC revenue that was generated the past five years in the BSNES degree (between 2008-2012) using the current ISC allocation of \$5,492:

BSNES	2008	2009	2010	2011	2012	Average
*Annualized FTE/ISC	51.9	59.6	65.9	72.5	72.3	64.4
Total ISC Revenue	\$285,034	\$327,323	\$361,922	\$398,170	\$397,071	\$353,684

Table 3: Historical Student Enrollment in the Bachelor of Science Degree in Native Environmental Science

Projected 3 Year Enrollment and institutional Revenue in the Native Studies Leadership Program

NSL-Projected Revenue	2013	2014	2015	Average
*Annualized FTE/ISC	60	65	70	65
Total ISC Revenue	\$329,520	\$356,980	\$384,440	\$356,980

Table 4: Projected 3 Year Enrollment and institutional Revenue in the Native Studies Leadership Program

As the figures in Table 4 indicate, the projected revenue of \$384,440 by 2015 is expected to be more than enough to support any additional instructional and overhead costs of the program by Year 3. Additionally, these figures do not take into account for any use of grant funds to support positions,

programs, and activities. We anticipate having little difficulty reaching the projected student enrollment benchmark by Year 3 given the expected interest in this degree program, particularly at our Extended Campus sites. We expect at least 2/3 of students in the current two-year NAS degree to continue into the NSL degree and at least 1/3 of recent graduates to return for the NSL degree. It is also important to note that the NSL degree is expected to be much easier to implement at the sites in comparison to the Native Environmental Science Program because it does not require labs and special equipment like the science program.

Review of the College's financial reports will show the impact of the college's capital campaign (pg A3-A17). A large (\$2 million) campaign gift in 2009 has been spent over the last two years, showing a net decrease in Fund Balance, but an overall increase, if adjusted for the Capital Outlay expenses. The table below is from the 2011 Audit.

Changes in Net Assets - General Fund		
	<u>2011</u>	<u>2010</u>
Revenues		
Federal and private grants	\$ 12,159,347	\$ 12,916,624
Tuition and fees	2,081,882	1,648,330
Contributions	861,810	1,816,217
Other revenue	962,806	818,750
Total Revenues	<u>16,065,845</u>	<u>17,199,921</u>
Expenses		
Educational	12,725,815	11,145,273
General and administrative	2,484,798	3,052,590
Capital outlay	874,130	3,583,776
Debt service	42,704	42,704
Total Expenses	<u>16,127,447</u>	<u>17,824,343</u>
Change in Net Assets	(61,602)	(624,422)
Interest Income	-	
USDA Loan Proceeds	<u>-</u>	<u></u>
Net Change in Fund Balance	<u>\$ (61,602)</u>	<u>\$ (624,422)</u>

Table 5: Changes in Net Assets - General Fund

Overall, the implementation of the NSL degree will serve to strengthen the College's financial position. The expanded educational offering with limited increased investment will serve to increase the ISC funding and other student generated revenues. In fact, the college has been able to begin building a cash reserve in the past year and function entirely without using a line of credit to bridge Congressional

funding years. The new bottom line is that the college is financially strong and the NSL degree will only enhance the sustainability of the work we do.

F. STUDENT SERVICES

1. Capacity of student services to accommodate the change;

The College's student services resource capacity has increased significantly over the past few years. In 2010, NWIC constructed a one-stop Student Services building, called the Center for Student Success (CSS), to eliminate the confusing and time consuming process for students who previously had to go between two buildings to obtain and complete their various applications that led to course enrollment. The staff moved into the new CSS Building in 2010. The building is designed to house most of the student services offices, including Recruitment, Admissions, Testing, Financial Aid, Advising, Independent Learning, Enrollment Services, Athletics, and Student Activities, as well as three administrative offices for the Dean of Student Life, the Associate Dean of Student Services, and the Vice President for Instruction and Student Services. Since the move, three additional personnel have joined us: a Science Outreach Coordinator and two staff members for the Basic Food and Employment Program (BFET). In the very near future, a part-time counselor will be hired to assist students who need personal counseling services.

Next to the CSS building are three additional newly constructed buildings that were built to enhance academic success while addressing the needs of our students' families. They include the Early Learning Center (day care that's partnered with academics), Student Housing (a dorm that has 31 rooms with 68 beds), and a dining hall. In February 2011, students moved into two newly constructed family apartment buildings. The two units have four two-bedroom apartments and eight one-bedroom apartments.

Student services located elsewhere on campus include a Math and Writing Center, bookstore, library, computer labs, an e-Learning Coordinator, a Women's Wellness Project, an Indigenous Service Learning Program, and a small Student Union.

The NWIC Early Learning Center recently received funding from the W.K. Kellogg Foundation through the American Indian College Fund (AICF) for the Wakanyeja "Sacred Little Ones", an early childhood education initiative. The AICF is based in Denver, Colorado. The program goal is to establish and strengthen early childhood development centers and teacher education programs at Tribal Colleges and Universities. The Wakanyeja "Sacred Little Ones" program will span a five-year period and is intended to improve Native children's skill acquisition; prepare Native children for K-12 and post-secondary education; improve the quality of early childhood teachers in Native communities through partnership opportunities with post-secondary teacher training programs; bridge early childhood and K-3 education; integrate Native language and culture into early childhood curriculum; and empower Native families and communities as change agents in education for their children.

NWIC adopted a learning community approach at the Resident Life Center Winter Quarter 2012. NWIC President, Cheryl Crazy Bull, introduced and endorsed the learning community concept to the student housing residents and it was well received by the students. This initiative has been shown to increase student retention and academic achievement, increase student involvement and motivation, improve student's time to degree completion, and enhance student intellectual development. Tutoring is offered three nights a week, as well as a series of wellness activities.

Academic advising for the new Bachelor's Degree will be facilitated in various ways. We are confident that any new or transfer students who enter the new Bachelors Degree will receive quality student services for academic success. The Advising Mission Statement reads:

Northwest Indian College advisors offer holistic and student-centered guidance, empowering students with practical knowledge and skills to support cultural identity, academic success, self-Determination, and personal growth.

Currently, NWIC has three fulltime advisors located on the main campus at Lummi and six Site Managers who also serve as advisors at our six extended campus sites located on Nez Perce, Nisqually, Muckleshoot, Port Gamble, Swinomish, and Tulalip tribal lands. One of the fulltime advisors assists students pursuing the Bachelors of Science Degree in Native Environmental Science. We have one full-time independent learning administrative assistant who also assists with advising. The main campus advisors also regularly visit each extended campus site prior to the beginning of each quarter. The Athletic Director also serves as an advisor to the various athletes. All fulltime faculty members advise students who have 45 or more college level credits. In addition, we have identified eight potential faculty advisors who could serve as academic advisors for the new Bachelor of Arts degree in Native Studies Leadership. Prior to fall quarter 2012, these eight faculty members will receive no fewer than two training sessions with the current fulltime academic advisors.

For the new Bachelor of Arts degree in Native Studies Leadership, the current advisors will conduct advisor training for the Coast Salish Institute staff, who will then provide advising services for students pursuing this new degree program. The Coast Salish Institute staff, who developed this new degree program, will also offer training to the current advisors and potential faculty members regarding the proposed curriculum. Before the new degree program is offered, all advisors will receive training on how to advise Bachelor degree students.

Our current fulltime advisors have experience networking in a university setting with Western Washington University staff and regularly meet with their Student Outreach services, Financial Aid Office, the Ethnic Student Center Coordinator, and sometimes with the Native Student Club President/members. Our fulltime advisors visit with our two-year degree graduates who now attend Western Washington University about their transition to the university, making them quite familiar with assisting students in selecting a four-year degree program, as well as registering for their classes.

NWIC offers pre-registration services, as well as a quarterly designated Faculty Advising Day, making the flow of students registering prior to each quarter very manageable. The Associate Dean of Academics and Distance Learning receives a list of students who have completed 45 or more credits from the advisors. That information is disseminated and forwarded to the appropriate faculty advisors, allowing them to collaborate with their assigned students for academic advising and career counseling.

The Center for Student Success staff are cross training for each other's job duties and annually receive customer service training.

According to the Community College Survey of Student Engagement, Northwest Indian College, 2011 Key Findings, under the benchmark "Support for Learners" defined as "Students perform better and are more satisfied at colleges that provide important support services, cultivate positive relationships among groups on campus, and demonstrate commitment to their success", the NWIC benchmark score was 55.0 as compared to Top-Performing Colleges benchmark score of 58.6.

The Center for Student Success staff has been involved in several initiatives at NWIC over these past few years.

- The TRIO Grant initiative was an early grant awarded to NWIC in 1990 and ended in 2010. The goal was to provide activities to increase retention and graduation rates. Students targeted were low income students, first generation students, and students with disabilities.
- The Washington College Spark Grant initiative focused on partnering with the Foundations of Excellence in the First College Year. During 2008-09, NWIC was one of 26 institutions nationwide to participate in the Foundations of Excellence first year experience comprehensive study. Founded by Dr. John Gardner, a nationally recognized leader in the movement to improve the first year student experience, the Foundations of Excellence focuses on institutional structures, policies, and processes that impact first year students. As a result, NWIC has a First Year Experience (FYE) three year implementation plan, a FYE Advisor, an administrator who is dedicating half of her time to implement our FYE programming, and an advisory committee to provide guidance.
- The Walmart Minority Student Success Grant initiative focused on working with faculty to strengthen NWIC's First Year Experience program to better serve the needs of first-generation students. Faculty development focused on first-generation student success strategies, combined with findings from an assessment of the research-based methods for improving first year student success. Specifically for American Indian students, we studied the Family Education Model – a strategy found to be important to Native American student success that recreates a support network similar to that which would be provided by their family and community.
- Achieving the Dream initiative planning at NWIC began during the summer 2011. Achieving the Dream, Inc. is a national nonprofit that is dedicated to helping more community college students, particularly low-income students and students of color, stay in school and earn a college certificate or degree. Evidence-based, student-centered, and built on the values of equity and excellence, Achieving the Dream is closing achievement gaps and accelerating student success nationwide by:
 1. Guiding evidence-based institutional improvement
 2. Influencing public policy
 3. Generating knowledge
 4. Engaging the public
- Conceived as an initiative in 2004 by Lumina Foundation and seven founding partner organizations, today, Achieving the Dream is the most comprehensive non-governmental reform movement for student success in higher education history. With over 150 community colleges and institutions, more than 100 coaches and advisors, and 15 state policy teams - working throughout 30 states and the District of Columbia - Achieving the Dream helps 3.5 million community college students have a better chance of realizing greater economic opportunity and achieving their dreams. NWIC is implementing the Achieving the Dream goals in such a way that they fully support the College's mission and student success goals.
- The five-year grant initiative named Woksape Oyate, Lakota for "Wisdom of the People," aims to build the intellectual capital of tribal colleges. The initiative focused on improved teaching and learning environments for students and faculty at NWIC, promoted development of Native Studies faculty who serve as part of this degree program, built opportunities for the voice of

Native people to contribute more widely throughout the institution and supported widespread understanding of modern and historic native experiences. Action research projects, an on-line faculty toolkit and a summer institute for full-time and adjunct faculty are highlights of the initiative. As part of our continuous improvement plan, a team will attend the 9th Annual Assessment of Academic Advising Conference. Assessment of academic advising is essential for a successful and effective academic advising program on any campus. The advisors will focus on the components of a successful assessment program as well as specific strategies and tools for developing and implementing an assessment program at NWIC.

The Math and Writing Center offers assistance with homework, college-readiness skills (such as note taking, organizing classroom materials, and asking helpful questions), private tutoring, available laptops, available calculators, assistance with Microsoft Word/Excel and assistance with learning how to use a calculator.

Financial aid is an important part of student success and we are confident that our students can access financial resources to pay for their education for the new Bachelor's degree program. Nearly all of our degree-seeking students receive some sort of financial assistance. Last year, the students received an average of \$5,455.00, which is enough to pay tuition and still have some remaining funds for other academic related expenses. At NWIC, the cost for tuition and fees for a student seeking a bachelor's degree is \$3,720.00 per year. At the closest neighboring bachelor's awarding institution, Western Washington University, the cost for tuition and fees is \$7,758.00. We have the opportunity to provide four-year degrees to Native students at an affordable rate, without taking on unnecessary loans. Our financial aid staff has the ability to assist students seeking scholarships specifically designed for four-year programs, such as Native Studies Leadership. We have already secured nearly a dozen scholarships that are geared primarily for our Bachelor of Science students and would be able to find or create awards for other bachelor programs as well.

The Enrollment Services staff meets on a weekly basis to continuously provide interoffice communication. The Registrar will begin holding regular registration follow-up meetings every quarter after registration has ended, and pre-registration meetings prior to registration opening. The registration follow up meetings will be a chance for representatives from the different areas of the CSS and Instruction to share what worked and what could be improved. Also, by adding pre-registration meetings we will have an opportunity for sharing reminders, updates, and changes to processes and procedure. The Enrollment Services staff members are seasoned employees very capable of handling change and additional student enrollment. The most recent example is the reopening of the Nisqually extended campus site. Once NWIC received approval by the NWCCU to reopen the Nisqually site, meetings were held, course schedules were created, and advising and registration were held in time to offer classes for the winter quarter 2012.

With the technology available at NWIC, the Enrollment Services staff quickly reported that there are currently 53 students who declared the A.A.S. Degree in Native American Studies who could enter the new Bachelor's Degree. Twenty-six of those students have already earned 45 or more credits. We plan to advertise and recruit other students pending approval to proceed from the Northwest Commission on Colleges and Universities.

2. Implications of the change for services to the rest of the student body:

Planning for a second baccalaureate degree requires NWIC to reassess how the college provides services and access to our students. Increased student interest and enrollment in 4-year programming necessitates the expansion of existing online services and the implementation of new online services such as student online registration and online student account/student record access. The roll out of these services enables the college to serve more students in more meaningful and thorough ways. Providing these services will empower students to take more control of their educational planning and encourage more personal investment in their college experience.

NWIC is developing and will soon roll out the Jenzabar Internet Campus Solution (JICS) online student portal, the online extension of Jenzabar, the College's student management system. This portal will allow students to view their student academic record, financial aid information, and billing statements. Shortly after the portal goes live, NWIC will begin testing online student registration. Currently, students must meet with an academic advisor, faculty advisor, or a site manager to register for classes. The advisor or site manager is responsible for registering students by way of the JICS Advising portal, or in some cases, by way of paper registration forms that are processed by Enrollment Services. Building our online student services infrastructure increases our capacity to provide comprehensive student account information (billing statement, financial aid info, unofficial transcripts, mid-term and final grades, advising worksheet/degree audit, course listings, etc.) and enables students to register themselves into courses.

G. PHYSICAL FACILITIES

1. Provision for physical facilities and equipment.

The NWIC Lummi campus consists of a north and south campus, comprised of approximately 20 buildings. The Coast Salish Institute and library are located on the north campus. The CSI/Longhouse building, currently under construction, will house the programs and facilities that ensure that the Coast Salish culture thrives. By working on a college wide basis to help build cultural relevancy into all NWIC activities, the CSI plays a major role in the College's ability to attract, retain and graduate its students.

Site preparation for construction is currently underway to construct a \$3.8 million Coast Salish Institute/Longhouse and a \$3.8 million Library/Information Technology Center on the south campus using a combination of grant and institutional resources. The Coast Salish Institute /Longhouse and the Library/Information Technology Center are integral to NWIC's vision of offering the NSL bachelor's degree. The Coast Salish Institute/Longhouse will be the architectural centerpiece of the College's new campus. The Coast Salish Institute will provide space for cultural education and the preservation of language and history. It will include an auditorium for storytelling, plays, and cultural performances.

The Library/Information Technology building will serve both the college and the community. The library will contain student study areas, computer rooms, and video labs. It will also house special collections, and dedicate a room to Vine Deloria, Jr.'s, personal library, recently donated to the college. The Vine Deloria, Jr. Collection is a national treasure in Native Studies scholarship and will be an invaluable resource for the Native Studies Leadership program. An up-to-date library with increased collections and relevant materials as well as designated and well equipped study areas will also greatly improve students' learning opportunities. The library will also house the institutional Information Technology Department. This new location will enable a seamless transition of technology infrastructure from the old campus to the new south campus.

Construction of these two buildings is an integral part of the College's \$44.2 million capital expansion project. To date, over \$36 million has been raised. Our goal is to begin the construction of each building by 2013.

Over the last few years, the College's physical facilities have grown significantly as a result of a capital campaign. Improvements to campus facilities will support the increase in student number as a result of the NSL degree program.

Center of Student Success building (CSS): in 2010, the college opened a new 10,000 square foot building dedicated to house all student services programming under one roof. Designed as a one-stop-shop building, the CSS is intended to complement our academic programs and support the academic and social needs of students. The CSS building consists of the following programs:

- Recruitment and admission
- Enrollment
- Financial aid
- Academic advising
- Counseling
- Testing
- Athletics
- Student Leadership

Student housing: In 2009, the college opened a new student housing building consisting of 67 beds. NWIC is one of the few tribal colleges that offers student housing. The student housing building provides an opportunity for students to share academic and cultural experiences in an alcohol and drug free atmosphere that strengthens their chances of success.

NWIC has also added two office/classroom buildings and recently broke ground on a new science research lab.

H. LIBRARY AND INFORMATION RESOURCES

1. Adequacy and availability of library and information resources.

The Lummi Library, Northwest Indian College, which serves as both the academic library to the College and as the public library for the Lummi Nation, has a history of collecting widely and deeply in areas which pertain to Native American Studies, and continues to do so.

NWIC recognizes the necessity of possessing a robust collection of library materials and holdings to support the philosophical oriented nature of the Native Studies Leadership degree. The library's collection was analyzed using the following methodology: After examining the key concepts in the proposed program, a group of about thirty-five Library of Congress subject headings were identified as being most relevant. Those subject headings were searched in the library's catalog, yielding almost 3,000 titles, and included recently published titles.

A comparison was made with the catalog of The Evergreen State College (TESC). Located in Olympia, Washington, TESC is a small, public, Liberal Arts College which promotes interdisciplinary study and has

been creating Native American programs of study since 1972. These similarities suggested that a comparison of the two library catalogues would be useful. The same subject headings that were used to search the Lummi Library catalog were used to search The Evergreen State College's catalog, yielding fewer than half the number of titles, and fewer newer titles.

Raw Data: list of Library of Congress Subject Headings and number of titles held each by Northwest Indian College and the Evergreen State College.

LC Subject Headings	NWIC	TESC
Indians of North America		
Agriculture	15	7
Child Welfare	3	2
Civil Rights	54	29
Colonization	5	2
Commerce	14	6
Cultural Assimilation	50	50
Economic Conditions	72	36
Education	82	70
Ethnobotany	37	10
Fishing	40	6
Folklore	304	105
Food	28	9
Government Relations	482	231
Land Tenure	69	39
Legal Status, Laws, etc	192	109
Material Culture	58	9
Medicine	69	20
Politics & Government	167	77
Religion	185	94
Social Life and Customs	307	75
Suffrage	6	2
Treaties	49	30
Whaling	4	1
Indian Weapons in North America	12	8
Indian Art in North America	349	69
Indian Astronomy in North America	17	15
Indian Baskets in North America	39	33
Indian Business Enterprises	11	11
Indian Courts	20	7
Indian Philosophy of North America	113	38
Traditional Ecological Knowledge	6	2
Ethnoscience	12	1
Ethnobiology	21	23

Link to TESC's Native Programs' website: <http://www.evergreen.edu/nativeprograms/home.htm>
The library also subscribes to print periodicals specific to Native American Studies.

The library was the recipient of Vine Deloria, Jr.'s personal library, nearly 3,000 volumes. Dr. Deloria is generally regarded as being the most widely recognized and respected American Indian scholar, intellectual, and writer of our time. In a career that spanned over forty years, Deloria was the author of over 25 books and 300 articles which spanned an amazing range of topics from history, law and policy, to philosophy and religion, to critiques of science and education. Deloria passed away in 2005, and in 2009 his wife, Barbara, donated his personal reading and research library – some 3000 books – to Northwest Indian College. The Deloria Collection well represents the mind and interests of the late professor Deloria and is especially strong in American federal Indian law, religion, and social and scientific theory. In each of these areas the Deloria Collection rivals and generally exceeds that found in any major university collection. Among the more important items pertaining to American Indian law and policy in the Deloria Collection: an original and near complete collection of the Reports of the Commissioner of Indian Affairs – dating 1849-1909, an original and near complete collection of Survey of Conditions of American Indians - over 30 volumes - 1929-1934, a complete set of the reports of the American Indian Policy Review Commission, and other original and key government documents pertaining to American Indian treaties and policies. The Deloria Collection is also rich in social theory, especially that of Carl Jung. The Collection not only includes The Complete Works of Carl Jung, but also almost every other book that has been written by and about Jung. Other extensively represented authors in the Deloria Collection include: Charles A. Eastman, George Bird Grinnell, Pierre Teilhard de Chardin, Alfred North Whitehead, and Immanuel Velikovsky, to name just a few. The materials are included in the library catalog, housed in closed stacks, and available for in-library use by request.

Electronic resources include the suite of databases subsidized by the Washington State Library, EBSCO's Environment Complete, and ABC-CLIO's American Indian Experience.

The library has reciprocal borrowing agreements with Bellingham Technical College, Whatcom Community College and Western Washington University. The NWIC library is also a location for delivery and return of materials from the Whatcom County library system.

Interlibrary loan service is available to all students, faculty and staff, and suggestions for additions to the collection are welcomed.

Library facilities vary at each of the Extended Campus sites. Some sites have a full library, others only have a small collection of books, journals and audio-visual materials. Site based faculty and students have access to the same collections and services as those on the Lummi Campus via email and to all electronic databases, and USPS. There are institutional funds to purchase basic cultural and educational materials for site based libraries/collections. All sites are located in close proximity to local public libraries.

A testament to the breadth and depth of the collection may be seen in the fact that Dave Oreiro, one of NWIC's vice presidents, teaches a course titled "The American Indian Experience" at Western Washington University, located in Bellingham, and one of the three largest public universities in Washington State, and brings his student to the Lummi Library for research materials that the libraries at Western do not have.

List of Periodicals

American Indian Art
American Indian Culture and Research journal

American Indian Quarterly
Journal of American Indian Education
Inuit Art Quarterly
Native Peoples
News from Indian Country
Red Ink
Studies in American Indian Literatures
This Week from Indian Country
Wicazo Sa Review
Winds of Change
Yellow Medicine Review

I. FACULTY

1. Analysis of the faculty and staff needed;

NWIC employs a well qualified cadre of Native Studies core program faculty and adjunct faculty whose expertise covers the academic needs of the Native Studies Leadership program. The academic background of the core program faculty includes a broad range of academic and cultural knowledge required for the program including, but not limited to: Native American Studies, Anthropology, Education, Public Administration, Law and Policy, and Business Administration.

The list and resumes of the core and affiliated program faculty are listed in section 7.2.

Classes will also be co-taught by faculty and instructional staff who have the academic and cultural background necessary to teach in the program.

In addition, several teaching and learning initiatives at the College have increasing our capacity to offer the proposed degree program. In particular, the College is in the final year of the five year Woksape Oyate (Wisdom of the People) project that has focused on professional development for all faculty and on strengthening the leadership and scholarship capabilities of Native faculty. The majority of the faculty members in the Coast Salish Institute who have contributed to the curriculum development for the proposed program of study completed the Emerging Native Leadership curriculum which was supported by the Woksape Oyate project. Many of the Coast Salish Institute faculty members had been students at Northwest Indian College and subsequently returned after completing higher education at other Colleges and Universities. The Woksape Oyate project supported those students in completing their degrees and returning to become integral contributors in the development of the proposed program of study.

The Woksape Oyate project has also supported professional development for all faculty, Native and non-Native, by increasing their knowledge of historical and contemporary Native issues and thus increasing faculty understanding of the educational needs of Northwest Indian College students. The professional development for faculty also included identifying best practices in teaching and learning at the College by our faculty and sharing those best practices with colleagues through in-service presentation, an annual three day teaching and learning institute for full-time and part-time faculty and an online teaching and learning web site with resources compiled by and for Northwest Indian College faculty (see <http://blogs.nwic.edu/teachinglearning>).

2. *Educational and professional experience qualifications of the faculty members relative to their individual teaching assignments;*

Below is the list of core faculty members and affiliated faculty members:

Allen, Phil

M.A. History, University of Idaho

B.S. History, University of Idaho

Faculty /Site Based Academic Coordinator- Nez Perce Site; Northwest Indian College – With a wealth of knowledge regarding the historical as well as contemporary relationship that exists between the Federal government and the Native American tribes of the Americas, Phil Allen provides a unique and often firsthand, personal perspective which makes him exceedingly valuable to not only NWIC but particularly to Native American students as they navigate the academic environment for the first time and throughout their academic careers.

Ballew, Laural

M.A., Public Administration / Emphasis in Tribal Governance, The Evergreen State College

B.A., American Cultural Studies / Emphasis in Native American Studies, Western Washington University

A.A.S., Business Administration, Northwest Indian College

Tribal and Public Administration Program Coordinator / Faculty; Northwest Indian College – While in pursuit of her education, which began at NWIC and culminated in a Masters degree from WWU, Laural Ballew quickly realized that her academic and personal experience(s) allowed her to serve as an example to the youth of her tribal communities and in order to ensure she could continue to be the example, she must return to the institution that inspired her success. With nearly twenty years of experience working within a tribal administrative capacity, Laural brings with her a unique perspective regarding the social, economic and academic progression of her tribal communities and the members of those communities. Her dedication to forward thinking as well as her background in accounting, payroll and grants management makes her contribution a valuable asset to the NWIC community.

Aquilera-Black Bear, Dorothy E.

PhD. Educational Foundations, Policy and Practice, University of Colorado

M.A. Bilingual, Multicultural Foundations of Educational Policy and Practice, University of Colorado

B.A. Communications and Ethnic Studies, University of Colorado

Director, Office Of Institutional Research; Northwest Indian College – Along with her twenty three years of experience in tribal college education, Dr. Black Bear also brings, with her a wealth of knowledge regarding the implementation of educational policy and practices, particularly as they pertain to the tribal college/university (TCU) experience. Her proficiency at conducting, as well as instructing others in research and engaging in assessment, is evidenced by her multiple publications and her obvious dedication to the progression of the social and cultural growth of Native communities.

Cultee, Cindy

M.Ed., Student Administration in Higher Education, Western Washington University

B.A., Human Services Program, Western Washington University

A.A.S., Northwest Indian College

Director of Assessment and First Year Experience; Northwest Indian College – Cindy Cultee, a Lummi tribal member, has over twenty years of dedicated and conversant experience in the tribal college movement. Prior to her current position as the Director of Assessment and First Year Experience, she

has served on many institutional and academic boards and committees as well as diligently performed the role of Director of Student Advising, Director of Retention and Dean of Student Life. Her presence is a welcomed one, here at Northwest Indian College.

Kinley, Sharon

M.A. Anthropology, Western Washington University

B.A. Bi-cultural Competence

A.A.S. Lummi Community College, (contemporarily known as Northwest Indian College)

Director, Coast Salish Institute; Northwest Indian College – Dedicated to continuing the work of her ancestors, Sharon Kinley has worked diligently and deliberately throughout her life to ensure the preservation of her people's cultural inheritance. Along with the wealth of cultural knowledge and experience that she brings with her, she is not only very adept at navigating the intricacies of tribal government and policy but also the tribal college environment. She has worked for the last nine years at NWIC as the director of the Coast Salish Institute. The purpose of which is to define and guide the cultural direction of Northwest Indian College.

Mahle, Greg

B.A. History, Western Washington University, (currently completing minors in Communications and Sociology)

A.A.S. Native American Studies, Northwest Indian College

Cultural Curriculum Developer; Northwest Indian College – A tribal member of the Upper Skagit nation, Greg Mahle has, with the youth of Native communities in mind, dedicated his experience, knowledge and perseverance to the preservation and retention of traditional cultural knowledge, practices and language. He has spent the last six years working as a researcher, curriculum developer, linguist and educator for NWIC.

McCluskey Sr., Donald

B.A. English / Emphasis in Creative Writing, Western Washington University

A.A.S. Business Administration, Northwest Indian College

English Faculty; Northwest Indian College – Having witnessed the power derived from both traditional and appropriated words and language, Donald McCluskey, dedicates the benefit of his linguistic and literary experiences to ensuring that the youth of tribal communities empower themselves with critical thought, mastery of language and the impetus of decolonization that can arise through the power and exercise of words. For the last four years he has worked as an NWIC faculty member teaching English, Native American Literature and Native American Studies.

Pavlik, Steve

Ed. D. (currently completing dissertation,) University of Arizona

M.A. American Indian Studies, University of Arizona

Educational Specialist Certificate, Carnegie Mellon University

M.Ed. History / Education, University Of Arizona

B.S. Ed. Social Studies, Lock Haven State University

A.A. Social Studies, Beckley Junior College

Native American Studies/Native Environmental Science Faculty; Northwest Indian College – Academically speaking, Steve Pavlik, during the last thirty years, has afforded himself the opportunity to work with and learn from the foremost Native American academics, educators and scholars. His experiences carry

with them a unique perspective that allows his students to profit from the transcendence of the traditional and academic knowledge that has been handed down to him, from his mentors.

Prue Sr., Alex

B.A. Physical Education and Health, Huron University

Native American Studies Faculty / Curriculum Developer; Northwest Indian College – With over twenty years of experience in the tribal college education movement, Alex Prue, epitomizes the tribal college educator. He brings with him a plethora of experience in the training of staff and faculty with respect to the teaching and learning process as well as institutional assessment. His dedication to the youth of Native communities and the preservation of tribal cultural knowledge, specifically as it pertains to leadership, sets the bar for future educators.

Tom, Lexie

M.A. Public Administration with an emphasis in Tribal Governance, Evergreen State College (In progress)

B.A. Anthropology, Western Washington University

A.A.S. Native American Studies, Northwest Indian College

Language Curriculum Developer; Northwest Indian College – Working for the last six years as a researcher, curriculum developer and educator, Lummi tribal member, Lexie Tom, has dedicated her life to the retention and preservation of traditional cultural knowledge. Her deliberateness and determination makes her an exemplary asset to not only her community and Native communities in general but also to the tribal college movement.

Tso, Samuel

NWIC: Native Studies Degree (In Progress)

Teaching Assistant/Faculty for Indigenous Leadership – Samuel Tso, a tribal member of both the Navajo and Lummi nations, has worked with the youth of his communities as a traditional canoe pulling trainer for most of his life. His knowledge of cultural practices and traditions has afforded him opportunities, over the past five years, to work within and manage various youth programs within the Lummi community, which makes him a welcomed contributor to the tribal college movement while he continues to pursue his degree at NWIC, in Native American Studies.

Washington, Lucas

NWIC: Native American Studies Degree (In Progress)

Language Curriculum Developer (Coast Salish institute)/Language Faculty; Northwest Indian College – Lucas Washington has spent his entire life immersed in the preservation of his peoples cultural inheritance and for nearly half of his young life, ten years to be exact, he has been actively working with traditional speakers of his indigenous language(s) to ensure their preservation. For the last eight years he has worked as the lead language curriculum developer for the Coast Salish institute and Lummi language instructor for NWIC. He fluently speaks Hulq'umi'num (Cowichan Language), Senchothen (Sannich Language) and Lummi Language. His knowledge of tribal languages and his dedication to language and culture preservation make him an invaluable asset to not only Coast Salish communities but particularly to the NWIC institutional community.

Yniguez, Romaka

B.A. Linguistics, Western Washington University (minor in Russian language; currently completing a minor in Classical Studies)

Language Teaching Assistant; Northwest Indian College – Romaka Yniguez comes to Northwest Indian College with a wealth of knowledge in linguistics and a desire to ensure the preservation of tribal language(s). For approximately two years he has worked as a teaching assistant and curriculum developer for NWIC's Coast Salish Institute, whose singular purpose is the preservation and retention of traditional cultural knowledge, practices and language.

3. Anticipated sources or plans to secure qualified faculty and staff.

NWIC recognizes that our faculty plays a key role in the overall growth and development of our students. Ongoing faculty development and training is necessary to deepen faculty understanding of Native perspectives and provide the support to successfully integrate cultural knowledge into their teaching practices, classes and curricula.

Emerging faculty at NWIC are identified by Coast Salish Institute staff, college administrators, and community elders based on two factors—their already existing commitment and involvement with their traditions and families and their desire to stay in their tribal community with the support of the College. Our support takes the form of financial resources to pursue advanced degrees, release time, and the opportunity to participate in curriculum development training and develop their teaching skills by co-teaching with experienced instructors.

**Bachelor of Arts Degree
NATIVE STUDIES LEADERSHIP PROGRAM**

The Native Studies Leadership Program 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 that continue to defend our families

NORTHWEST INDIAN COLLEGE REQUIREMENTS

HMDV 110	Introduction to Successful Learning	4
CMPS 101	Introduction to Computers, or above	3
CMST 101 OR	Introduction to Oral Communication OR	4
CMST 210 OR	Interpersonal Communications OR	
CMST 220	Public Speaking	

TOTAL NORTHWEST INDIAN COLLEGE REQUIREMENTS **11**

GENERAL EDUCATION REQUIREMENTS

ENGL 101	English Composition I	5
ENGL 102 OR	English Composition II OR	5
ENGL 202	Technical Writing	
MATH 102	College Algebra or higher	5
Humanities Distribution - All credits met in core		0
Social Science Distribution - All credits met in core		0
Natural Science Distribution - see General Direct Transfer requirements for Natural Sciences		15

TOTAL GENERAL EDUCATION REQUIREMENTS **30**

CORE PROGRAM REQUIREMENTS

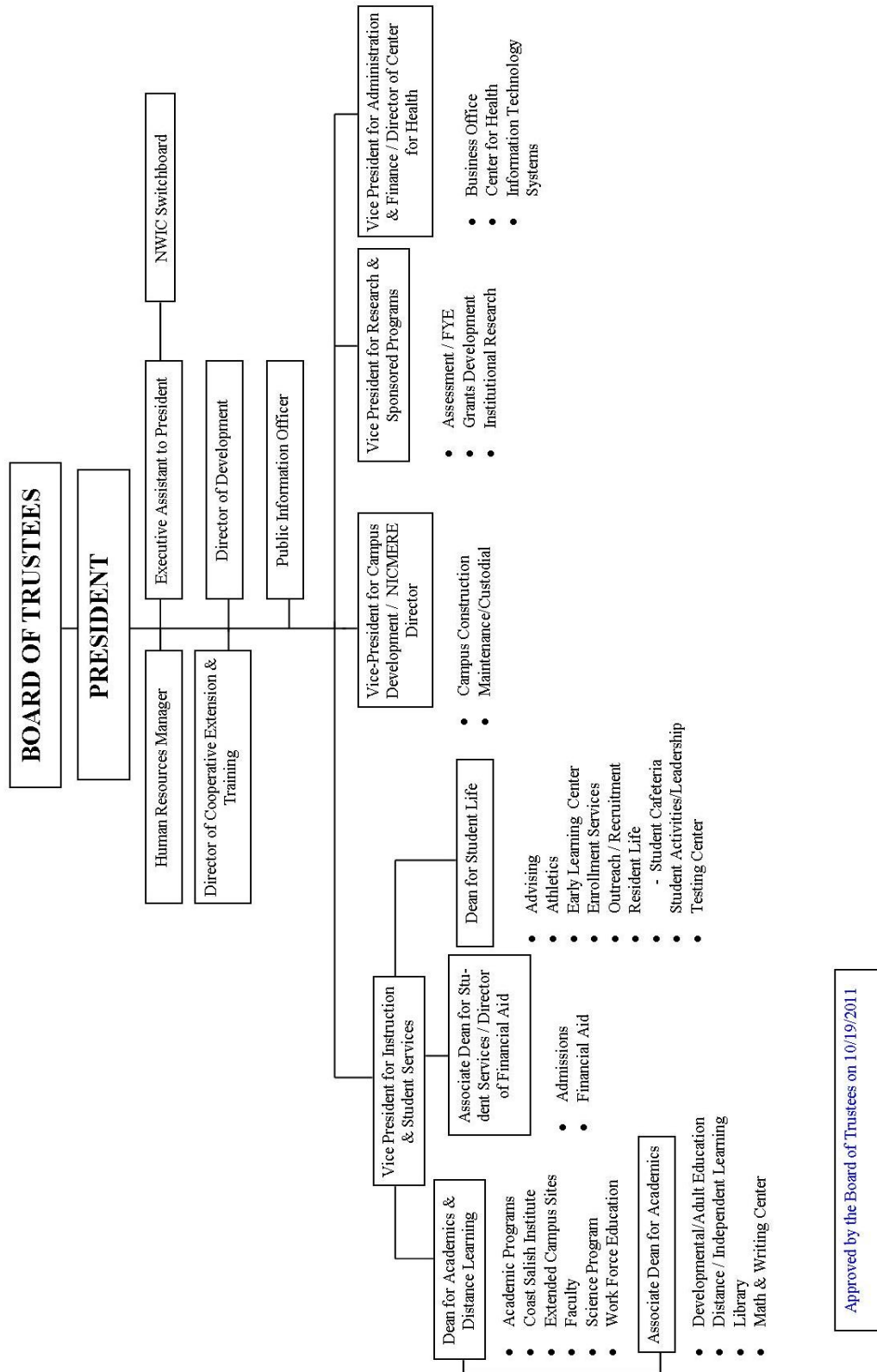
CSOV 101	Introduction to Cultural Sovereignty	5
CSOV 102	The Languages of Our Ancestors	5
CSOV 120	Reclaiming our History	5
CSOV 130	Icons of Our Past	5
ECON 250	Subsistence Economies: Restoring Prosperity	5
EDUC 202	The Tide Has Changed: Educating Our Own	5
POLS 225	History of Federal Indian Policy	8
POLS 118	The Rights of Tribes	
CSOV 301	Indigenous Theory and Methods: We Own Our Knowledge	5
CSOV 302	Indigenous Research: Validating Our Past - Writing Our Future	5
NESC 310	Native Science	5
CSOV 320	Impacts of Colonialization	5
CSOV 335	Social Justice: In Defense of Our Homelands	5
POLS 350	Native Governments and Politics	5
CSOV 410	Senior Seminar: Sacred Sites	5
CSOV 490	Honoring Traditional Leadership	5
CSOV 499	Senior Project: Rebuilding Our Nations	10

TOTAL CORE NATIVE STUDIES LEADERSHIP PROGRAM REQUIREMENTS **88**

ELECTIVES - A maximum of 11 credits can be numbered 100-299. There must be at least 40 electives to be numbered 300-499. Choose elective courses in consultation with a faculty advisor. **51**

TOTAL DEGREE REQUIREMENTS **180**

Copy of Program of Study



Institution: Northwest Indian College (380377)
 User ID: P3803776

Overview

Finance Overview

Purpose

The purpose of the IPEDS Finance component is to collect basic financial information from items associated with the institution's General Purpose Financial Statements.

Resources:

To download the survey materials for this component: [Survey Materials](#)

To access your prior year data submission for this component: [Reported Data](#)

If you have questions about completing this survey, please contact the **IPEDS Help Desk at 1-877-225-2568**.

Institution: Northwest Indian College (380377)
 User ID: P3803776

Finance - Public institutions

Reporting Standard

Please indicate which reporting standards are used to prepare your financial statements:

☒ GASB (Governmental Accounting Standards Board), using standards of GASB 34 & 35

☐ FASB (Financial Accounting Standards Board)

Please consult your business officer for the correct response before saving this screen. Your response to this question will determine the forms you will receive for reporting finance data.

Institution: Northwest Indian College (380377)
 User ID: P3803776

Finance - Public institutions

General Information

GASB-Reporting Institutions (aligned form)

To the extent possible, the finance data requested in this report should be provided from your institution's audited General Purpose Financial Statements (GPFS). Please refer to the instructions specific to each screen of the survey for details and references.

1. Fiscal Year Calendar

This report covers financial activities for the 12-month fiscal year: (The fiscal year reported should be the most recent fiscal year ending before October 1, 2011.)

Beginning: month/year
(MMYYYY)

Month: 7

Year: 2010

And ending: month/year
(MMYYYY)

Month: 6

Year: 2011

2. Audit Opinion

Did your institution receive an unqualified opinion on its General Purpose Financial Statements from your auditor for the fiscal year noted above? (If your institution is audited only in combination with another entity, answer this question based on the audit of that entity.)

☒ Unqualified

☐ Qualified
(Explain in
box below)

☐ Don't know
(Explain in
box below)

3. Reporting Model

GASB Statement No. 34 offers three alternative reporting models for special-purpose governments like colleges and universities. Which model is used by your institution ?

☐ Business Type Activities

☒ Governmental Activities

☐ Governmental Activities with Business-Type Activities

4. Intercollegiate Athletics

If your institution participates in intercollegiate athletics, are the expenses accounted for as auxiliary enterprises or treated as student services?

☐ Auxiliary enterprises

☒ Student services

☐ Does not participate in intercollegiate athletics

☐ Other (specify in box below)

5. Endowment Assets

Does this institution or any of its foundations or other affiliated organizations own endowment assets ?

☒ Yes - (report endowment assets)

☐ No

You may use the space below to provide context for the data you've reported above.

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APPENDIX

Institution: Northwest Indian College (380377)
User ID: P3803776

Part A - Statement of Net Assets

Fiscal Year: July 1, 2010 - June 30, 2011

Line no.		Current year amount	Prior year amount
Current Assets			
01	Total current assets	3,121,924	2,346,586
Noncurrent Assets			
31	Depreciable capital assets, net of depreciation	12,505,601	12,046,606
04	Other noncurrent assets CV=[A05-A31]	1,150,000	1,150,000
05	Total noncurrent assets	13,655,601	13,196,606
06	Total assets CV=(A01+A05)	16,777,525	15,543,192
Current Liabilities			
07	Long-term debt, current portion	14,315	13,715
08	Other current liabilities CV=(A09-A07)	1,801,876	964,936
09	Total current liabilities	1,816,191	978,651
Noncurrent Liabilities			
10	Long-term debt	634,577	648,892
11	Other noncurrent liabilities CV=(A12-A10)	0	0
12	Total noncurrent liabilities	634,577	648,892
13	Total liabilities CV=(A09+A12)	2,450,768	1,627,543
Net Assets			
14	Invested in capital assets, net of related debt	11,856,709	11,383,999
15	Restricted-expendable		0
16	Restricted-nonexpendable	31,439	31,439
17	Unrestricted CV=[A18-(A14+A15+A16)]	2,438,609	2,500,211
18	Total net assets CV=(A06-A13)	14,326,757	13,915,649

You may use the space below to provide context for the data you've reported above.

APPENDIX

Institution: Northwest Indian College (380377)
User ID: P3803776

Part A - Statement of Net Assets (Page 2)

Fiscal Year: July 1, 2010 - June 30, 2011

Line No.	Description	Ending balance	Prior year Ending balance
Capital Assets			
21	<u>Land & land improvements</u>	729,948	427,685
22	<u>Infrastructure</u>	0	0
23	<u>Buildings</u>	12,311,130	10,584,653
32	<u>Equipment, including art and library collections</u>	1,419,968	1,388,250
27	<u>Construction in progress</u>	889,139	2,075,467
Total for Plant, Property and Equipment CV = (A21+ .. A27)		15,350,185	14,476,055
28	<u>Accumulated depreciation</u>	2,844,584	2,429,449
33	<u>Intangible assets, net of accumulated amortization</u>	0	0
34	<u>Other capital assets</u>	0	0

You may use the space below to provide context for the data you've reported above.

--

Institution: Northwest Indian College (380377)
 User ID: P3803776

Part B - Revenues and Other Additions**Fiscal Year: July 1, 2010 - June 30, 2011**

Line No.	Source of Funds	Current year amount	Prior year amount
Operating Revenues			
01	<u>Tuition & fees, after deducting discounts & allowances</u>	2,080,789	1,648,330
Grants and contracts - operating			
02	Federal operating grants and contracts	2,833,614	3,405,350
03	State operating grants and contracts		0
04	Local government/private operating grants and contracts	0	0
04a	Local government operating grants and contracts		0
04b	Private operating grants and contracts		0
05	<u>Sales & services of auxiliary enterprises, after deducting discounts & allowances</u>		0
06	<u>Sales & services of hospitals, after deducting patient contractual allowances</u>		0
26	<u>Sales & services of educational activities</u>		0
07	<u>Independent operations</u>		0
08	Other sources - operating CV=[B09-(B01++B07)]	269,906	239,065
09	Total operating revenues	5,184,309	5,292,745

APPENDIX

Institution: Northwest Indian College (380377)
 User ID: P3803776

Part B - Revenues and Other Additions

Fiscal Year: July 1, 2010 - June 30, 2011

Line No.	Source of funds	Current year amount	Prior year amount
Nonoperating Revenues			
10	Federal <u>appropriations</u>		0
11	State <u>appropriations</u>	0	0
12	Local <u>appropriations, education district taxes, & similar support</u>		0
Grants-nonoperating			
13	Federal nonoperating grants	7,234,321	5,878,020
14	State nonoperating grants	273,553	340,729
15	Local government nonoperating grants	996,330	573,147
16	<u>Gifts, including contributions from affiliated organizations</u>	861,810	1,816,217
17	<u>Investment income</u>	53,312	7,115
18	Other nonoperating revenues CV=[B19-(B10+...+B17)]	640,681	572,570
19	Total nonoperating revenues	10,060,007	9,187,798
27	Total operating and nonoperating revenues CV=[B19+B09]	15,244,316	14,480,543
28	12-month Student FTE from E12 CV=[B28a+B28b]	608	
	28a Undergraduates	608	
	28b Graduates		
29	Total operating and nonoperating revenues per student FTE CV=[B27/B28]	25,073	

APPENDIX

Institution: Northwest Indian College (380377)
User ID: P3803776

Part B - Revenues and Other Additions

Fiscal Year: July 1, 2010 - June 30, 2011

Line No.	Source of funds	Current year amount	Prior year amount
	Other Revenues and Additions		
20	Capital appropriations		0
21	Capital grants & gifts	821,529	2,719,378
22	Additions to permanent endowments		0
23	Other revenues & additions CV=[B24-(B20+...+B22)]	0	0
24	Total other revenues and additions	821,529	2,719,378
25	Total all revenues and other additions CV=[B09+B19+B24]	16,065,845	17,199,921

You may use the space below to provide context for the data you've reported above.

Institution: Northwest Indian College (380377)
User ID: P3803776

Part C - Expenses and Other Deductions

Fiscal Year: July 1, 2010 - June 30, 2011

Line Description No.	1 Total amount	2 Salaries & wages	3 Employee fringe benefits	4 Operation and maintenance of plant	5 Depreciation	6 Interest	7 All other	8 PY Total Amount
01 Instruction	7,825,984	4,175,810	1,164,295	373,588	189,437		1,723,034	6,347,997
02 Research							0	0
03 Public service							0	0
05 Academic support	248,211	130,979	48,683	12,569	7,462		46,518	172,723
06 Student services	898,085	345,841	110,155	31,902	185,981		22,228	3,982,195
07 Institutional support	2,484,798	1,064,113	318,476	96,728	0		1,005,481	3,052,590
08 Operation & maintenance of plant (see instructions)	0	630,846	220,768	-883,889	32,275		0	0
10 Scholarships and fellowships expenses, excluding discounts & allowances	2,791,154						2,791,154	2,334,939
11 Auxiliary enterprises							0	0
12 Hospital services							0	0
13 Independent operations							0	0
14 Other expenses & deductions CV=[C19-(C01+...+C13)]	2,283,235	0	0	369,102	0	0	1,914,133	1,933,899
19 Total expenses & deductions	16,127,447	6,347,389	1,862,377	0	415,135	0	7,502,546	17,824,343
Prior year amount	17,824,343	6,041,069	1,633,643		356,894	0	9,792,737	
20 12-month Student FTE from E12 CV=[C20a+C20b]	608							
20a Undergraduates	608							
20b Graduates								
21 Total expenses and deductions per student FTE CV=[C19/C20]	28,525							

You may use the space below to provide context for the data you've reported above.

APPENDIX

Institution: Northwest Indian College (380377)
User ID: P3803776

Part D - Summary of Changes In Net Assets

Fiscal Year: July 1, 2010 - June 30, 2011

Line No.	Description	Current year amount	Prior year amount
01	Total revenues & other additions (from B25)	16,065,845	17,199,921
02	Total expenses & deductions (from C19)	16,127,447	17,824,343
03	Change in net assets during year CV =(D01-D02)	-61,602	-624,422
04	Net assets beginning of year	13,915,649	11,550,298
05	Adjustments to beginning net assets and other gains or losses CV =[D06-(D03+D04)]	472,710	2,989,773
06	Net assets end of year (from A18)	14,326,757	13,915,649

You may use the space below to provide context for the data you've reported above.

APPENDIX

Institution: Northwest Indian College (380377)
User ID: P3803776

Part E - Scholarships and Fellowships

Fiscal Year: July 1, 2010 - June 30, 2011			
Line No.	Source	Current year amount	Prior year amount
01	<u>Pell grants (federal)</u>	1,938,984	1,482,580
02	<u>Other federal grants</u>	273,022	826,527
03	<u>Grants by state government</u>	236,680	0
04	<u>Grants by local government</u>	383,641	47,616
05	<u>Institutional grants from restricted resources</u>		0
06	<u>Institutional grants from unrestricted resources</u> CV=[E07-(E01+...+E05)]	0	0
07	Total gross scholarships and fellowships	2,832,327	2,356,723
Discounts and Allowances			
08	<u>Discounts & allowances applied to tuition & fees</u>	41,173	21,784
09	<u>Discounts & allowances applied to sales & services of auxiliary enterprises</u> CV= (E10-E08)	0	0
10	Total discounts & allowances CV=(E07-E11)	41,173	21,784
11	Net scholarships and fellowships expenses after deducting discount & allowances (from C10)	2,791,154	2,334,939

You may use the space below to provide context for the data you've reported above.

Institution: Northwest Indian College (380377)
User ID: P3803776

Part H - Details of Endowment Assets

Fiscal Year: July 1, 2010 - June 30, 2011			
Line No.	Value of Endowment Assets	Market Value	Prior Year Amounts
Include not only endowment assets held by the institution, but any assets held by private foundations affiliated with the institution.			
01	Value of <u>endowment assets</u> at the beginning of the fiscal year	31,439	39,000
02	Value of <u>endowment assets</u> at the end of the fiscal year	31,439	31,439

You may use the space below to provide context for the data you've reported above.

APPENDIX

Institution: Northwest Indian College (380377)
User ID: P3803776

Part J - Revenue Data for Bureau of Census

Fiscal Year: July 1, 2010 - June 30, 2011					
Source and type	Amount				
	Total for all funds and operations (includes endowment funds, but excludes component units)	Education and general/independent operations	Auxiliary enterprises	Hospitals	Agriculture extension/experiment services
	(1)	(2)	(3)	(4)	(5)
01 Tuition and fees	2,121,962	2,121,962			
02 Sales and services	0		0		
03 Federal grants/contracts (excludes Pell Grants)	8,950,480	8,950,480			
Revenue from the state government:					
04 State appropriations, current & capital	0	0			
05 State grants and contracts	273,553	273,553			
Revenue from local governments:					
06 Local appropriation, current & capital	0				
07 Local government grants/contracts	0				
08 Receipts from property and non-property taxes					
09 Gifts and private grants, including capital grants	100,000				
10 Interest earnings	53,312				
11 Dividend earnings					
12 Realized capital gains					
You may use the space below to provide context for the data you've reported above.					

APPENDIX

Institution: Northwest Indian College (380377)
User ID: P3803776

Part K - Expenditure Data for Bureau of Census

Fiscal Year: July 1, 2010 - June 30, 2011					
Category	Total for all funds and operations (includes endowment funds, but excludes component units)	Education and general/independent operations	Auxiliary enterprises	Hospitals	Agriculture extension/experiment services
	(1)	(2)	(3)	(4)	(5)
01 Salaries and wages	6,347,389	6,347,389			
02 Employee benefits, total	1,862,376	1,862,376			
03 Payment to state retirement funds (maybe included in line 02 above)	0				
04 Current expenditures other than salaries	7,043,552	7,043,552			
Capital outlay:					
05 Construction	842,412	842,412			
06 Equipment purchases	31,718	31,718			
07 Land purchases	0				
08 Interest on debt outstanding, all funds & activities					
09 Scholarships/fellowships	2,832,327	2,832,327			
You may use the space below to provide context for the data you've reported above.					

Institution: Northwest Indian College (380377)
 User ID: P3803776

Part L - Debt and Assets, page 1

Fiscal Year: July 1, 2010 - June 30, 2011

Debt

Category	Amount
01 Long-term debt outstanding at beginning of fiscal year	662,607
02 Long-term debt issued during fiscal year	0
03 Long-term debt retired during fiscal year	13,715
04 Long-term debt outstanding at end of fiscal year	648,892
05 Short-term debt outstanding at beginning of fiscal year	0
06 Short-term debt outstanding at end of fiscal year	0

You may use the space below to provide context for the data you've reported above.

Institution: Northwest Indian College (380377)
 User ID: P3803776

Part L - Debt and Assets, page 2

Fiscal Year: July 1, 2010 - June 30, 2011

Assets

Category	Amount
07 Total cash and security assets held at end of fiscal year in sinking or debt service funds	0
08 Total cash and security assets held at end of fiscal year in bond funds	0
09 Total cash and security assets held at end of fiscal year in all other funds	988,848

You may use the space below to provide context for the data you've reported above.

Institution: Northwest Indian College (380377)

User ID: P3803776

Summary**Finance Survey Summary**

IPEDS collects important information regarding your institution. All data reported in IPEDS survey components become available in the IPEDS Data Center and appear as aggregated data in various Department of Education reports. Additionally, some of the reported data appears specifically for your institution through the College Navigator website and is included in your institution's Data Feedback Report (DFR). The purpose of this summary is to provide you an opportunity to view some of the data that, when accepted through the IPEDS quality control process, will appear on the College Navigator website and/or your DFR. College Navigator is updated approximately three months after the data collection period closes and Data Feedback Reports will be available through the ExPT and sent to your institution's CEO in November 2012.

Please review your data for accuracy. If you have questions about the data displayed below after reviewing the data reported on the survey screens, please contact the IPEDS Help Desk at: 1-877-225-2568 or ipedshelp@rti.org.

Core Revenues			
Revenue Source	Reported values	Percent of total core revenues	Core revenues per FTE enrollment
Tuition and fees	\$2,080,789	13%	\$3,422
Government appropriations	\$0	0%	\$0
Government grants and contracts	\$11,337,818	71%	\$18,648
Private gifts, grants, and contracts	\$861,810	5%	\$1,417
Investment income	\$53,312	0%	\$88
Other core revenues	\$1,732,116	11%	\$2,849
Total core revenues	\$16,065,845	100%	\$26,424
Total revenues	\$16,065,845		\$26,424

Core revenues include tuition and fees; government appropriations (federal, state, and local); government grants and contracts; private gifts, grants, and contracts; investment income; other operating and nonoperating sources; and other revenues and additions. Core revenues exclude revenues from auxiliary enterprises (e.g., bookstores, dormitories), hospitals, and independent operations.

Core Expenses			
Expense function	Reported values	Percent of total core expenses	Core expenses per FTE enrollment
Instruction	\$7,625,964	47%	\$12,543
Research	\$0	0%	\$0
Public service	\$0	0%	\$0
Academic support	\$246,211	2%	\$405
Institutional support	\$2,484,798	15%	\$4,087
Student services	\$696,085	4%	\$1,145

APPENDIX

Core Expenses			
Other core expenses	\$5,074,389	31%	\$8,346
Total core expenses	\$16,127,447	100%	\$26,525
Total expenses	\$16,127,447		\$26,525
Core expenses include expenses for instruction, research, public service, academic support, institutional support, student services, operation and maintenance of plant, depreciation, scholarships and fellowships expenses, other expenses, and nonoperating expenses.			

	Calculated value
FTE enrollment	608
The full-time equivalent (FTE) enrollment used in this report is the sum of the institution's FTE undergraduate enrollment and FTE graduate enrollment (as calculated from or reported on the 12-month Enrollment component). FTE is estimated using 12-month instructional activity (credit and/or contact hours). All doctor's degree students are reported as graduate students.	

Institution: Northwest Indian College (380377)

User ID: P3803776

Edit Report

Finance

Institution: Northwest Indian College (380377)

Source	Description	Severity	Resolved	Options
Screen: Assets				
Screen Entry	The number entered, 2,450,768, does not lie within the expected range of between 813,772 and 2,441,314 when compared to last year's value. Please explain the difference if the value reported is correct. (Error #5302)	Explanation	Yes	Back to survey data
Reason: Had a 245% increase in deferred revenue from FY2010; this is the result for balancing grants at year end to make revenues equal to expenses.				
Screen: Net Assets				
Perform Edits	This number is expected to be greater than zero. Please verify. (Error #5202)	Confirmation	Yes	Back to survey data
Related <u>Net Assets</u>				
Screens:				
Screen: Scholarships & Fellowships				
Screen Entry	The number entered, 41,173, has an expected range of between 10,892 and 32,676 based on last year's amount. Please explain this difference. (Error #5301)	Explanation	Yes	Back to survey data
Reason: We had an increase in student count and many of those receiving discounts are local 'elders' in the tribal community.				
Screen: Endowment data				
Screen Entry	The value entered this year for endowment assets at the end of the fiscal year should not be identical to the prior year amount. Please correct your data or contact the IPEDS Help Desk for assistance. (Error #5304)	Fatal	Yes	Back to survey data
Reason: Overridden by administrator. KH confirmed that there was no change in their endowment assets during this year. jlm				

COURSE SYLLABUS

CSOV 101: Introduction to Cultural Sovereignty

Instructor:

Office Location:

Office Telephone:

E-Mail:

Office Hours:

(Quarter)

(Class Time)

Room:

Credits: 5

Course Description:

This is an introductory course that covers a broad range of knowledge using the guiding principles of indigenouness and sovereignty toward the defense of our homelands. Native Studies is an academic framework that emerges from within, is repositied in place, and teaches cultural sovereignty from the origin stories of our ancestors.

Prerequisites: none

Requirement(s): This course must be taken in a freshmen's first quarter.

Course Materials: readings prepared by the instructor

Course Policies/Expectations: Attendance is required. More than three absences will count against your final grade. If you are late for class, it will be considered an absence unless you have made prior arrangements with the instructor

You have the primary responsibility for all the readings, assignments and the final presentation. If you have any questions, please contact the instructor before class.

NWIC Outcomes:

Students will be able to:

- ✓ write standard English.
- ✓ apply effective presentation skills
- ✓ demonstrate what it means to be a people

Program & Course Outcomes:

#1 Skills of Leadership- *nepeteng*

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

#2 Values of Leadership – *netse mot i sqwelowen*

- ✓ Students will be able to identify and describe traditional values still present in their respective communities.

#3 Knowledge of Leadership – *snepeneq*

- ✓ Students will be able to identify and give examples of their inherent rights found in the origin stories of their ancestors

#4 World View of Traditional Leadership – *schelengen*

APPENDIX

- ✓ Students will describe what language means to understanding cultural sovereignty

Course Requirements: Final Presentation: This should be between 15 to 20 minutes long, there will be a presentation rubric passed down during mid-term week.

Students will be given a class lecture on “how to address and show respect to the elders” that will be attending our sessions.

Grading: see rubric

Course Outline/Schedule:

- 1- *Origin stories: nilh tu o* -From the very beginning of time, when there was only darkness – these are the things the creator gave to the people for their survival
- 2- Language: “Learn to listen, then listen to learn”
- 3- Our homelands
- 4- Inherent rights and family: “What’s in your house? Relationship centered governance
- 5- Symbols & meaning are a way of belonging, they are a signal to others that this is your home.”
- 6- Mid Term presentations
- 7- Plants , the people & wellness
- 8- Economy – “When fish became dollars.”
- 9- Heroes – “My grandmother is not a savage.”
- 10- Reserved rights- They traveled in canoes, over 100 miles, in the dead of winter thinking only of you – their great, great, grandchildren.
- 11- Presentations

COURSE SYLLABUS

CSOV 102: The Languages of our Ancestors

Instructor:

Office Location:	(Quarter)
Office Telephone:	(Class Time)
E-Mail:	Room:
Office Hours:	Credits: 5

Course Description:

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.

The Salish Language Family is comprised of the Northern Coast Salish, the Central Coast Salish, the Southern Coast Salish, Bella Coola, Tillamook and the Interior Salish. Who are the people who spoke these languages? Where was their traditional territory? How were they traditionally interacting with their neighbors? These three questions will be answered in this course.

We will also be exploring the languages. We will answer questions like, what makes a language Salish. And why are languages important to these Salishan people and what are tribes doing today to preserve or revitalize these Native languages?

Prerequisites: CSOV 101 – Introduction to Cultural Sovereignty

Note: Must be taken during freshmen year.

Course Materials: Some readings will be provided by the instructor.

Course Policies/Expectations:

Attendance, punctuality and classroom participation are required at a high level. You have the primary responsibility for all the readings and assignments.

NWIC Outcomes:

Students will be able to:

- ✓ Demonstrate a sense of place.
- ✓ Demonstrate what it means to be a people.

Program and Course Outcomes

#1 Skills of Leadership – *nepeteng*

- ✓ Students will listen and observe attentively, and write reflections based on experiences.

APPENDIX

#3 Knowledge of Leadership – *snepeneq*

✓ Describe the importance of inherent rights to the Salish people.
Describe the difference between language preservation and revitalization.

Course Requirements:

Attendance will be very important to this class. Because we do not have a text book for this course, students lecture notes will be the only way to study for exams. If the student is absent that day's notes will need to be copied from another student. The instructors will not be assisting in making up those days.

Grading:

- | | |
|----------------------------|-----------|
| • Participation/Attendance | 30 points |
| • Portfolio/Reflections | 35 points |
| • Midterm | 45 points |
| • Final | 90 points |

A- 90% 200-180 Points

B- 80% 179-160 Points

C- 70% 159-140 Points

D- 60% 139-120 Points

F- 50% 119-0 Points

COURSE SYLLABUS
CSOV 120: Reclaiming Our History
Instructor:

Office Location:	(Quarter)
Office Telephone:	(Class Time)
E-Mail:	Room:
Office Hours:	Credits: 5
Course Description:	

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.

In order to understand the holistic view of Lummi culture before Europeans came to this area one must be willing to be open to creating an existence of a people that isn't written in a text book. The history of this area is intricate and fascinating. This course will focus on oral history, traditional foods and traditional villages. This course will also review historical events that took place here in Lummi and how they led to the Lummi Nation we see today. The old Lummi Day School, Aquaculture, and the Boldt Decision are just some events that Lummi people fought to build and preserve.

Prerequisites: CSOV 101 – Introduction to Cultural Sovereignty

Note: Must be taken during freshmen year.

Course Policies/Expectations:

Attendance, punctuality and classroom participation are required at a high level. You have the primary responsibility for all the readings and assignments.

Course Materials:

Stuart, H. , (1977). *Indian Fishing: Early Methods of the Northwest Coast*. Vancouver, B.C. UBC Press

Students will also be given readings and videos to watch from the instructor and visit the Lummi Library for additional resources.

NWIC Outcomes:

Students will be able to:

- ✓ Culture: Demonstrate sense of Place
- ✓ Culture: Demonstrate what it means to be a people
- ✓ Communication: Write Standard English
- ✓ Reading: Comprehend Readings
- ✓ Computers: Use Internet for research
- ✓ Computers: Use E-mail for communication

Program and Course Outcomes:

APPENDIX

#3 Knowledge of Leadership – *snepeneq*

- ✓ Identify examples of inherent rights contained in Origin Stories.
- ✓ Identify examples of acquired rights.

Describe traditional fishing methods.

Describe how Aquaculture project emerged from traditional values as a demonstration of Cultural sovereignty and Self Determination.

Course Requirements:

- Students will be expected to complete the weekly assignment and submit the following week.
Participation points are given weekly for students who turn in assignments on a weekly bases.
- All assignments are expected to be written in proper English with correct grammar and punctuation.
- Students will be expected to do some research in the Lummi Library.

There will be a final paper due at the end of the quarter. This paper is going to be a reflection of what you learned in this class. It will be at least 3 pages double-spaced. You may use outside resources for your papers but you are expected to cite your sources using the MLA format.

Grading: Letter grading will be used for this course.

Weekly assignments - **150** points

- 15 points for each weekly assignment

The final paper – **120** points

- 40 points for the 1st draft
- 80 points for the final draft

Participation – **30** points

- 3 points for each week.

A 300 – 270 Points

B 270 – 240 Points

C 240 – 210 Points

D 210 – 180 Points

F 180 – 0 Points

COURSE SYLLABUS
CSOV 130: Icons of Our Past

Instructor:

Office Location:
Office Telephone:
E-Mail:
Office Hours:

(Quarter)
(Class Time)
Room:
Credits: 5

Course Description:

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

If you were asked, who were the hereditary chiefs of Lummi 150 years ago? Who were the founders of Northwest Indian College? Who were the men and women who fought endlessly with the federal government to ensure the Coast Salish people would retain their right to fish within their traditional territory?

You may not know their names or life stories, but they were definitely thinking of our future when they dedicated their lives. Our leaders had a vision of this place, whether it was education, aquaculture, or self governance they worked hard and saw things thru to the end. In this class, we will be looking into Coast Salish history and the life stories of the people who became our forgotten heroes.

Prerequisites: CSOV 101 – Introduction to Cultural Sovereignty

Note: Must be taken during freshmen year.

Course Materials:

Nugent, A. (1982). *Lummi Elders Speak*. Pelican Press.

Will be provided by the instructor.

Course Policies/Expectations:

Attendance, punctuality and classroom participation are required at a high level. You have the primary responsibility for all the readings and assignments.

NWIC Outcomes:

Students will be able to:

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- ✓ Demonstrate sense of place
- ✓ Demonstrate what it means to be a people

Program and Course Outcomes:

#1 Skills of Leadership – *nepeteng*

- ✓ Students will listen and observe leaders in the classroom, then write reflections about their experiences.

#2 Values of Leadership – *netse mot i shqwelowen*

- ✓ Students will identify and describe traditional values that demonstrate their appreciation of resiliency of Native people in contemporary times.

Course Requirements: Students will be required to turn in a portfolio at the end of the quarter. The portfolio will be a reflection of their work throughout the quarter. Students will also be required to complete and submit a final paper.

Grading:

Participation:	30 points
Portfolio/Written Reflections:	120 points
Final Paper:	50 points

A- 90%	200-180 Points
B- 80%	179-160 Points
C- 70%	159-140 Points
D- 60%	139-120 Points
F- 50%	119-0 Points

COURSE SYLLABUS

EDUC 202: The Tide Has Changed: Educating Our Own

Instructor:

Office Location:
Office Telephone:
E-Mail:
Office Hours:

(Quarter)
(Class Time)
Room:
Credits:

Course Description:

Beginning with the early treaties; the United States took several measures to remove children from their traditional educational setting as a tool for assimilation. History of Indian Education details the process the tribes used to regain and retain control over their children's education.

Prerequisites: CSOV 130 – Icons of our Past

Note: Must be taken during sophomore year.

Class materials:

Haig-Brown, C. (2002) *Resistance and Renewal: Surviving the Indian Residential School*. Vancouver, B.C. Arsenal Pulp Press

Myriam, V. (2008). *Voices from Haskell: Indian Students between Two Worlds*. Lawrence, KS: University Press of Kansas.

Articles:

CrazyBull, C. (2010). An Experience of Cultural Restoration. In: Paul Boyer (ed.) *Ancient Wisdom Modern Science*.

Marker, M. (1995) *Lummis at Ferndale High: An Ethnohistory of the Fishing Wars of the 1970's*. UBC Ph.D Dissertation: Vancouver B.C.

Course Policies/Expectations:

Attendance, punctuality and classroom participation are required at a high level. You have the primary responsibility for all the readings and assignments.

NWIC Outcomes:

Students will be able to:

- ✓ Demonstrate sense of Place

APPENDIX

- ✓ Apply effective presentation skills

Program and Course Outcomes:

#1 Skills of Leadership – *nepeteng*

- ✓ Through class participation and presentations student will apply critical, creative thinking and problem solving skills.

#3 Knowledge of Leadership – *snepeneq*

- ✓ Students will study boarding schools and describe their generational impacts.

Course requirements:

Grading:

COURSE SYLLABUS

ECON 250: Subsistence Economies: Restoring Prosperity

Instructor:

Office Location:	(Quarter)
Office Telephone:	(Class Time)
E-Mail:	Room:
Office Hours:	Credits:

Course Description:

Subsistence 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.

Prerequisites: CSOV 130 – Icons of our Past

Note: Must be taken during sophomore year.

Class Materials

Minugh, C., Morris, G. and Ryser, R. (1989). *Indian Self-Governance: Perspectives on the Political Status of Indian Nations in the United States of America*. Kenmore, USA: Center for World Indigenous Studies.

Handout: *The Lummi Indians Economic Development and Social Continuity*

Handout: *Economic Contributions of Indian Tribes to the Economy of Washington State*

Course Policies/Expectations:

Attendance, punctuality and classroom participation are required at a high level. You have the primary responsibility for all the readings and assignments.

NWIC Outcomes:

Students will be able to:

- ✓ Demonstrate sense of place
- ✓ Apply effective presentation skills

Program and Course Outcomes:

#2 Values of Leadership - *netse-mot-i-shqwelowen*

- ✓ Through study of the potlatch and economic dependence students develop the ability to compare and contrast traditional values and contemporary understanding.

APPENDIX

4 World View of Traditional Leadership - *schelangen*

- ✓ Students will be introduced to traditional cultural sovereignty by describing the purpose and meaning of the potlatch.

Course requirements:

Grading:

COURSE SYLLABUS

POLS 225: History of Federal Indian Policy

Instructor: Steve Pavlik

Faculty Office Bld. 211

Fall quarter, 2011

Office telephone: 360-392-4307

M/TH/F: 3:00 to 4:30

E-mail: spavlik@nwic.edu

Room: DL-2

Office hours: As posted

Course description: The History of Federal Indian Policy examines the historical and political developments that have shaped the formation of federal Indian policy and law to present time. Emphasis will be placed on the mainstream Euro thought processes that went into the formation of policy, and the Native response. Also examined will be the consequences of these policies on contemporary tribal societies (5 credit hours).

Prerequisites: HIST 111; HIST 112 (or instructor's approval).

NWIC objectives: As a result of this course students will be able to:

1. Demonstrate an understanding of a sense of place.
2. Demonstrate an understanding of what it is to be a people.

Course objectives:

As a result of this course students will be able to ...

1. Understand the underlying European concepts of "discovery" and "conquest" and how these concepts influenced the European view and subsequent policies towards the land and the Native people they encountered in America and what would later become the United States.
2. Describe how the notion of "paternalism" shaped the formation of early federal Indian policy in the United States.
3. Describe how early Indian policy contributed – both intentionally and unintentionally – toward a dependency by the tribes on the United States federal government.
4. Describe the concepts of inherent tribal sovereignty and federally imposed quasi-tribal sovereignty, and how these concepts eventually realized manifestation in the policy of Indian "self-determination."
5. Explain how American socio-economic and political trends influence federal court decisions and serve to continually shape the evolution of federal Indian policy.

Required Textbook:

Prucha, P. (ed) (1986). *The Great Father: The United States Government and the American Indian*. Lincoln, NE: University of Nebraska Press

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Please note: This is definitely a “college level” textbook and undoubtedly the single most commonly used text in the country for federal Indian policy. You may find that you will have to read, re-read, and read again the chapters to thoroughly understand them. You are a college student, I expect you to do so.

Note: Other readings may be distributed in class.

Class Preparation and Policies: Students are expected to come to class prepared to work. Each student is expected to take and keep their lecture notes and other materials in one notebook or folder that will periodically be checked by the instructor. Class participation is also expected.

The use of cell phones, computers, and other electronic devices is strictly prohibited in class. Anyone violating this mandate will be considered in violation of the Northwest Indian College Code of Academic Integrity. You will need to take notes the old fashioned way – with pencil and paper.

Class Attendance: One of the best indicators of academic success is good attendance. You are expected to attend every class and be on time. You are also expected to remain in class for the duration of class. I will take roll at the beginning of each class. If you are late, it is your responsibility to see me after class to insure that I have marked you as being present. If not, you will be considered absent. Students arriving more than twenty minutes late will be credited with an absence. Rare exceptions may be granted to the attendance rules upon the instructor’s approval.

Four unexcused tardies (more than 15 minutes late) will equal one absence.

Failure to attend class will also lower your grade. Students are allowed three unexcused absences without penalty. On the fourth unexcused absence, your final grade will be lowered one letter grade. On the fifth unexcused absence, your final grade will be lowered two letter grades. On the sixth unexcused absence, your final letter grade will be lowered three letter grades. This means that the best grade you can possibly earn with six unexcused absences is a “D.” On the seventh unexcused absence, you will automatically fail the course.

Course methodology: POLS 225 is primarily a lecture course. All quizzes and the final exam will be based on the lectures. All reading assignments are meant to supplement the lectures.

Assignments: Students are required to read all chapter assignments from Prucha. They are then required to write a two page *summary paper* – typed, double-spaced, using 12 point font – on each reading assignment – one, two, or sometimes three chapters. These reflective papers should provide an *overview* of the reading (chapter). They should begin with a strong opening paragraph that generally describes what the reading is about, followed by subsequent paragraphs discussing what you believe to be the important points of the reading.

The reflective papers are due at the end of the week which for they have been assigned

APPENDIX

(See deadlines listed below). Papers handed in one week late will be worth 50% of the original value. Papers handed in two weeks late will be worth 25% of the original value. No papers will be accepted more than two weeks late.

Do not fall behind in the readings!

All students are strongly encouraged to read the excellent materials put together by Kathy MacKenzie designed to help you write classroom papers.

Due dates for reading assignments:

9/30	Chapter 1.
10/7	Chapters 2,3.
10/14	Chapters 4,5,6.
10/21	Chapters 7,8.
10/28	Chapters 9,10.
11/4	Chapters 11-12.
11/11	Chapters 13,14.
11/18	Chapters 15,16.
11/23	Chapters 17,18,19.
12/2	Chapters 20,21,22.
12/6	Chapters 23,24,25.

Please note: This final due date for all work – including the final exam is **Tuesday, December 6th**. No exceptions!

Special note to ITV students: Taking a course over ITV requires a special commitment and a sense of responsibility on the part of both the student and the instructor. Difficulties with the technological aspects of the process, and limitations in direct communication between student and instructor are just two of the challenges that we face. Still, ITV can be a great learning experience if we both hold up our respective end of the bargain. Your good and on-time attendance is absolutely critical for success over ITV. Also important is the respect that we show each other during class (Please do not get up and walk around or leave the room during class!). My responsibility is to keep you engaged in the learning process. Your responsibility is to remain engaged. This includes me asking you questions, and you contributing to the class discussion. I realize that this can be difficult, but we both need to make the special effort.

Quizzes and final exam: Bi-weekly multiple choice quizzes may be given. These quizzes will be based completely on the lectures. In addition, a comprehensive *take home* multiple choice final exam will also be given.

Grading Procedures and Policy: The final grade will consist of the cumulated total of all points earned. Summary papers will comprise approximately 80% of your final grade, the final exam and attendance will comprise the other 20%. The following grading scale will be applied:

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100 to 90% - A

89 to 80% - B

79 to 70% - C

69 to 60% - D

Students are reminded of the impact that unexcused absences will have on their final grade.

A final note on class work and grades: In addition to meeting the before mentioned deadlines, students are reminded that I do not give Incompletes – except in cases of documented medical emergencies in which all other institutional criteria has been met. All work must be handed in by the last day of class or by the date set by your instructor.

Class Calendar: Below you will find a list of the class lectures and the *approximate* day/week each will be given. You will notice that the lectures dates do not coincide with the chapter due dates in regard to content. The purpose of this is to have students read (and write their reflective papers) ahead of the lectures so that they will already be somewhat familiar with the topic being covered in the classroom.

Week One (Sept. 19-23)	Introduction
Week Two (Sept. 26-30)	Spanish origins of U.S. federal Indian policy
Week Three (Oct. 3-7)	The English Colonial Era; the American Revolutionary War
Week Four (Oct. 10-14)	Origins and development of American federal Indian policy; the Northwest Ordinance and the regulation of trade and commerce.
Week Five (Oct. 17-21)	Jacksonian Indian policy; the Marshall Trilogy
Week Six (Oct. 24-26)	Cherokee Indian removal and the “Trail of Tears;” Manifest Destiny; and the Civil War.
Week Seven (Oct. 31-Nov. 4)	The Western Indian wars; the Dawes Act
Week Eight (Nov. 7-11)	The Christian Reform Movement; Indian Education; the Red Progressives, World War I, and Citizenship.
Week Nine (Nov. 14-18)	John Collier and the Indian New Deal; World War II
Week Ten (Nov. 21-25)	The Termination era, the Chicago Conference and the Origins of the Indian Civil Rights movement.
Week Eleven (Nov. 28-Dec. 2)	Above topics, continued.
Week Twelve (Dec. 5-9)	Alcatraz to Wounded Knee and the era of Self-Determination.

Final word: This syllabus is meant to only be a general guide – a basic contract – and is not carved in stone. I – like the federal government which claims *plenary power* (total, complete, and absolute) over Indian tribes – reserve the right to make changes, add to, or delete from this syllabus as the course progresses. Unlike the federal government, however, I will do so only in the spirit of justice and humanity, and will make every effort to inform you of any changes in a timely manner.

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Course Title: Law

Course Number and Section: 2XX

Number of Credits: 5

Quarter being offered: TBD

Class Meeting Location, Days and Time: TBD

Instructor Name:

Office Location:

Office Hours:

Telephone/Fax:

Email:

Course Description:

This course focuses on Federal Law as it pertains to Native Americans, the impacts on our homelands, and how it affects our sovereignty as tribal nations. This class covers the treaties, Supreme Court decisions, plenary power, and the definition of trust responsibilities.

Course Prerequisites (if any):

Text(s)/Readings/Materials:

Course Policies:

Course Outcomes:

1. Students will examine the trust responsibilities of the Federal Government
2. Students will explain the which laws are currently in place

Course Requirements, Assignment and Assessments:

Assignment schedule:

Grading:

Outline/Schedule of Topics:

1. Treaties
2. Laws
3. Definitions
4. Plenary Power
5. Criminal System of Justice
6. Civil System of Justice
7. Supreme Court Decisions
8. Supreme Court Decisions
9. Review
10. Final

COURSE SYLLABUS

CSOV 320: Impacts of Colonization

Instructor:

Office Location:	(Quarter)
Office Telephone:	(Class Time)
E-Mail:	Room:
Office Hours:	Credits: 5

Course Description:

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.

The Lummi Nation, for example, has experienced tremendous obstacles throughout history. Lummi has survived those obstacles by adopting various strategies to strengthen their community. The people and the land that make up this nation illustrate this success. This class engages students in discussions about what Native scholars call the “New Wars” of Indian country today. In many respects, the Lummi Nation is engaging similar issues from those of their ancestors. Today, however, the Lummis utilize politics, education and law to defend their rights.

Prerequisites: By permission of the instructor.

Note: Must be taken junior year.

Course Materials:

Peter Cole, (2006) *Coyote and Raven Go Canoeing: Coming Home to the Village*. Montreal & Kingston: McGill-Queen’s University Press.

Additional materials will be provided by the instructor.

Course Policies/Expectations:

Attendance, punctuality and classroom participation are required at a high level. You have the primary responsibility for all the readings and assignments.

Program and Course Outcomes:

#2 Values of Leadership – *netse mot i shqwelowen*

- ✓ Compare and contrast traditional Native values and contemporary understandings of how tribes utilize policy and law to defend their rights.

#4 World View of Traditional Leadership – *schelengen*

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- ✓ Examine characteristics of colonialism and dependency and how tribes are impacted by these issues.

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

Course Requirements: Students will be required to keep a collection of all of their work and turn it in at the end of the quarter. Students will be required to conduct a research project. Students will also be required to present their project to the class at the end of the quarter.

Grading:

COURSE SYLLABUS

CSOV 335: Social Justice: In Defense of our Homelands

Instructor:

Office Location:	(Quarter)
Office Telephone:	(Class Time)
E-Mail:	Room:
Office Hours:	Credits: 5

Course Description:

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.

Prerequisites: By permission of the instructor. *Note: Must be taken junior year.*

Course Materials:

Rosenberg, M. (2004). *The Heart of Social Change: How to Make a Difference in Your World*. Encinitas, CA: PuddleDancer Press.

Wilkins, David. (ed) (2011). *The Hank Adams Reader: An Exemplary Native Activist and the Unleashing of Indigenous Sovereignty*. Golden, CO: Fulcrum Publishing.

Course handouts will be provided by instructor

Course Policies/Expectations:

Attendance, punctuality and classroom participation are required at a high level. You have the primary responsibility for all the readings and assignments.

Program and Course Outcomes:

#1 Skills of Leadership – *nepeteng*

- ✓ Students will study social justice and develop a presentation for instituting social change.

#2 Values of Leadership – *netse mot i shqwelowen*

- ✓ Students will research and defend traditional values by describing social justice and explaining the process of social change.

Course requirements:

COURSE SYLLABUS
CSOV 301: Indigenous Theory and Methods: We own our Knowledge
Instructor:

Office Location:	(Quarter)
Office Telephone:	(Class Time)
E-Mail:	Room:
Office Hours:	Credits: 5
Course Description:	

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.

This course also examines the work of Native scholar Linda Smith, and her idea of Indigenous Projects. The course will focus on how these projects lay the framework for who can conduct research in Indigenous communities.

Prerequisites: By permission of the instructor.

Note: Must be taken junior year.

Class Materials:

An Essay About Indigenous Methodology (Handout)
Indigenous Knowledge: Foundations for First Nations (Handout)
Kovach, M. (2009). *Indigenous Methodologies: Characteristics, Conversations & Contexts*. Toronto, ON: University of Toronto Press.
Smith, L. (1999). *Decolonizing Methodologies: Research and Indigenous Peoples*. Dunedin, New Zealand: University of Otago Press.

Course Policies/Expectations:

Attendance, punctuality and classroom participation are required at a high level. You have the primary responsibility for all the readings and assignments.

Program and Course Outcomes:

#1 Skills of Leadership – *nepeteng*

- ✓ Students will develop a research project and presentation that describes the differences between Indigenous and western knowledge.

#3 Knowledge of Leadership – *snepeneq*

- ✓ Students will advocate for inherent rights by defining the boundaries of who can conduct research in Indian country.

Course requirements:

Grading:

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CSOV 302: Indigenous Research: Validating our Past – Writing Our Future

Instructor:

Office Location:	(Quarter)
Office Telephone:	(Class Time)
E-Mail:	Room:
Office Hours:	Credits: 5

Course Description:

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.

For the past 500 years western culture, politics, laws and economics has accepted the dormant position vis-à-vis native peoples. Increasingly, Native people are now conducting research in their own communities utilizing indigenous methodologies in their communities more directly. In the past, western scholars often overshadowed or degraded the value of native knowledge. This often led to inadequate or inaccurate data.

Prerequisites: CSOV 301 – Indigenous Theory and Methods

Note: Must be taken junior year.

Course Material:

Wilson, S. (2009). *Research is Ceremony: Indigenous Research Method*. Black Point, B.C. Fernwood Publishing Co.

Mihesuah, D. (1998) *Natives and Academics: Researching and Writing about American Indians*. Lincoln, NE: University of Nebraska Press.

Course Policies/Expectations:

Attendance, punctuality and classroom participation are required at a high level. You have the primary responsibility for all the readings and assignments.

Program and Course Outcomes:

#1 Skills of Leadership – *nepeteng*

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

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Determine which research methods are sufficient for their independent project.

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

Course Requirements: Students will be required to create and conduct a formal research project. Students will be required to participate and group discussions. Students will also be required to lead class discussions.

Grading:

Research Proposals:	30 points
Annotated Bibliography:	30 points
Reflection Paper:	10 points
Student Lead Discussions:	40 points
Peer Reviews:	35 points
First and Final Draft:	110 points
	40 points First Draft
	70 points Final Draft
Presentations:	45 points

A 300 – 270

B 269 – 240

C 239 – 210

D 209 – 180

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POLS 350: Native Governments and Politics

Instructor:

Office Location:	(Quarter)
Office Telephone:	(Class Time)
E-Mail:	Room:
Office Hours:	Credits: 5

Course Description:

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.

Like all governments there are many issues confronting Native peoples that allow them to be agile and strong. While they are the oldest governments in the U.S., they are also the most fragile, because of the historical relationship they have had with foreign powers, the U.S. governments and the states. Thus, this course will focus on intergovernmental dynamics as well.

Prerequisites: By permission of the instructor.

Note: Must be taken junior year.

Course Policies/Expectations:

Course Materials:

Deloria, Vine Jr. & Lytle, Clifford (1983) *American Indians, American Justice*. University of Texas Press: Austin, TX.

Pevar, Stephen (2002). *The Rights of Indians and Tribes: The Authoritative ACLU Guide to Indian and Tribal Rights*. Southern Illinois University Press: Carbondale and Edwardsville.

Jorgensen, Miriam. (ed) (2007). *Rebuilding Native Nations: Strategies for Governance and Development*. University of Arizona Press: Tucson AZ.

Course Outcomes:

#3 Knowledge of Leadership – *snepeneq*

- ✓ Examine acquired rights through the study of treaties and the function of tribal government.

#4 World View of Traditional Leadership – *schelengen*

- ✓ Examine common characteristics of colonialism and dependency.

Examine Native Governments and politics from traditional to modern times, and how the Indian Reorganization Act of 1934 impacted Tribal Government.

Course Requirements:

Grading:

NESC 310: Native Science

Course Syllabus

(Five credits)

Instructor: Steve Pavlik

Fall Quarter, 2011

Faculty Office Building, Room 211

T/TH: 2:30 – 4:50 pm

Telephone: 360-392-4307

Location: CAC

E-mail: spavlik@nwc.edu

Office Hours: As posted

“We desperately need indigenous scientists and engineers, but not in the mold of those produced by the dominant educational institutions of the United States.”

Daniel R. Wildcat, *Power and Place*.

Course description: This course is designed to serve as an introduction – and for the purposes of providing a philosophy to – the study of Native Science. Emphasis will be placed on gaining an understanding and appreciation of the vast body of knowledge acquired by tribal people since time in memorial and how bridges can be built to connect this knowledge with that of western science.

Please note: This course *does not* focus on the Northwest Coast tribes or on Coast Salish tribal cultures and traditions!

Prerequisites: PHIL 140, BIO 104, or instructor’s approval.

NWIC Outcomes: As a result of this class students will be able to:

1. Demonstrate an understanding of a sense of place.
2. Demonstrate an understanding of what it is to be a people
3. Write standard English.
4. Apply effective presentation skills.

Course Outcome: As a result of this class students will be able to:

1. Explain the basic importance of creation stories as a foundation to Native American knowledge of the natural world.
2. List the underlying principles that serve to distinguish Native science from western science.
3. List and describe the major steps that constitute the process and practice of Native scientific methodology.
4. Provide three different tribal specific examples of how Native communities utilized their knowledge of plants to create a unique identity and way of life.
5. Explain the dynamics between the Native hunter and the game animals he sought in terms of the mutually beneficial reciprocal relationship that existed.

Required Readings: There is no textbook for this class. A collection of readings will be provided to the students.

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Note: Many of you who have taken me for Philosophy 140 – Philosophies of the Natural World – will note a considerable overlap in a number of the basic topics, and even the readings of these two courses. These are generally topics and readings that I consider to be essential to the overall course of study for the NESC program at NWIC, and worthy of a deeper, perhaps more mature examination. However, students who have taken Philosophy 140 from me and who wish to read something different, can *substitute* any five readings – and subsequent reflection papers - that were part of that class by reading one of the books that appears on the short list provided at the end of this syllabus, and writing a ten page *report* on that book.

Class Attendance: One of the best indicators of academic success is good attendance. You are expected to attend every class and be on time. You are also expected to remain in class for the duration of class. I will take roll at the beginning of each class. If you arrive late, it is your responsibility to see me after class so that I can mark you as being present. If not, you are absent. Students arriving more than thirty minutes late will be credited with an absence.

Assignments: The primary methodology for this course is the readings and the follow-up discussion. Consequently, class participation (and thus attendance) is important and will be factored into your final grade. This is a third year class and your own educated thoughts and viewpoints are strongly encouraged and welcomed. Assigned readings cover particular topics – generally a different topic each week. Students are expected to read - and be prepared to discuss – the assigned readings. To encourage this process, every student will be required to write a three page reflective paper on each assigned reading. There will be a strict due date attached to each reading assignment. Generally speaking, papers are due at the end of each week. Papers can be handed in one week late without penalty. Papers that are handed in more than one week late will be worth 50% of their original value. See attached check list for due dates on reflective paper.

Throughout the course videos will be shown and guest speakers may be brought into the classroom as well. Students will be required to write a two-page reflection paper on each video and/or guest speaker's presentation.

Each student is also required to write one addition three page reflection paper at the end of the course in lieu of a final exam. This paper will be due the last week of class at which time the student will also be required to make a five minute oral presentation. The topic and focus of this final reflective paper the oral presentation will be the student's personal thoughts on what they have learned about the topic of Native Science.

All written work – reflection papers, book report (optional), and final paper, must be typed double space, using twelve point font. Your name, title of the assignment, and date should appear in the upper left hand corner of the paper in single-spaced font. Reflection papers for videos and special presentations can be handwritten.

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Special note to ITV students: Taking a course over ITV requires a special commitment and a sense of responsibility on the part of both the student and the instructor. Difficulties with the technological aspects of the process, and limitations in direct communication between the student and the instructor are just two of the challenges that we face. Still, ITV can be a great learning experience if we both hold up our end of the bargain. Your good and on-time attendance is absolutely critical for success over ITV. Also important is the respect that we show for each other during class (Please do not get up and walk around or leave the room during class!). My responsibility is to keep you engaged. This includes me asking you questions, and you contributing to the class discussion. I realize that this can be difficult, but we both need to make a special effort.

Grading Procedure and Grade Scale: The final grade will consist of the cumulative total of all points earned in the following three evaluative areas: (1) Reflective papers - approximately 75% of final grade, (2) Final summary paper and oral presentation – approximately 20% of final grade, and (3) Reflective papers on videos and guest speakers – approximately 5% of final grade.

The final point scale will then be applied:

100 to 90% = A

89 to 80% = B

79 to 70% = C

69 to 60% = D

Class Calendar: The following week by week schedule below is meant only as a general guide:

Note: Some of you may have taken me for Philosophy 140 – Philosophy of the Natural World. There is a considerable overlap of readings with these two classes. If you have taken Philosophy 140 and wish to substitute or replace any given reading, tell me and I will provide you with an alternate reading.

COURSE SYLLABUS

CSOV 410: Senior Seminar: Sacred Sites

Instructor:

Office Location:	(Quarter)
Office Telephone:	(Class Time)
E-Mail:	Room:
Office Hours:	Credits: 5

“Every society needs sacred places. A society that cannot remember its past, and honor it, is in peril of losing its soul.” - Vine Deloria Jr.

Course Description:

The Senior Seminar is designed for students in the Native Studies Bachelors degree program to prepare for their final year at Northwest Indian College. Topics vary, but will emphasize leadership, indigenouness, and sovereignty.

Defending sacred sites in Indian Country has been an ongoing struggle for native peoples for several hundred years and continues to be a major point of contention between natives and non-natives. In this class, we will discern what “sacred” means; will discuss critical areas that are local, and will look at the ways native peoples are trying to protect their sacred sites.

Students will also examine which policies, tribal and federal, are currently in place and decide whether or not they are effective. We will also be reviewing case studies where these policies have failed the tribes and how these could have been avoided.

Prerequisites: By permission of the instructor.

Note: Must be taken senior year.

Course Material:

Coast Salish Institute CRM Training Handbook (Provided)

Smith, B. and Wheeler, A. *Tse-Whit-Zen: An Ancient Klallam Village Reclaimed... Territory Taken but not Forgotten*. Enduring Legacies: Native Case Studies. Olympia, WA: The Evergreen State College Native Case Studies Initiative. (Provided)

Stapp, D. and Burney, M. (2002). *Tribal Cultural Resource Management: The Full Circle to Stewardship*. Lanham, MD: Rowman and Littlefield Publishers.

Course Policies/Expectations:

Attendance, punctuality and classroom participation are required at a high level. You have the primary responsibility for all the readings and assignments.

Program and Course Outcomes:

#1 Skills of Leadership – *nepeteng*

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- ✓ Demonstrate effective communication both verbally and non-verbally during class discussions and class presentations.

#3 Knowledge of Leadership – *snepeneq*

- ✓ Advocate for their inherent rights by analyzing specific policies, such as NHPA Section 106 and NAGPRA and describe how they could potentially protect sacred sites.
- ✓ Describe the function and operation of SHPO and THPO offices.

Course Requirements: Students will be required to create a research project. Students will be required to participate in class case study projects. Students will be required to finish a first draft on or before the due date to ensure their papers will be reviewed by their peers. Students will also be required to present their findings.

Grading:

Research Proposal:	20 points
Annotated Bibliography:	20 points
Peer Review:	15 points
First/Final Draft Research Paper:	200 points
	80 First Draft
	120 Final Draft
Presentation:	50 points
Reflection Papers:	45 points (15pts each)
Case Study Participation:	50 points (25 pts each)
A	400 – 360 Points
B	359 – 320 Points
C	319 – 280 Points
D	279 – 240 Points

COURSE SYLLABUS
CSOV 490: Honoring Traditional Leadership
Instructor:

Office Location:	(Quarter)
Office Telephone:	(Class Time)
E-Mail:	Room:
Office Hours:	Credits:
Course Description:	

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*.

Prerequisites: By permission of the instructor.

Note: Must be taken senior year.

Course Materials:

Ziontz, A. (2009). *A Lawyer in Indian Country: A Memoir*. Seattle, WA: University of Washington Press.

Additional reading materials related to traditional leadership will be provided.

Course Policies/Expectations:

Attendance, punctuality and classroom participation are required at a high level. You have the primary responsibility for all the readings and assignments.

Program and Course Outcomes:

#2 Values of Leadership – *netse mot i sqwelowen*

- ✓ Students will understand that with leadership roles comes responsibility by clearly defining the priorities of leadership such as community above self, decisions based on community values, and earning respect versus expecting respect

#3 Knowledge of Leadership – *snepeneq*

- ✓ Students will demonstrate a clearly understood knowledge of tribal sovereignty as it pertains to the US government and tribal relationships that govern the trust responsibility

Course Requirement:

Grading: The final grade will consist of the cumulative total of all points earned in the assignments:

100-90% - A
89-80% - B
79-70% - C
69-65% - D

COURSE SYLLABUS

CSOV 499: Senior Project: Rebuilding our Nations

Instructor:

Office Location:	(Quarter)
Office Telephone:	(Class Time)
E-Mail:	Room:
Office Hours:	Credits: 5

Course Description:

This is a two course sequence 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.

Prerequisites: Must be taken after the completion of all other core courses.

Course Material:

Jorgensen, M. (ed). (2007). *Rebuilding Native Nations: Strategies for Governance and Development*. Tucson, AZ: University of Arizona Press.

Course Policies/Expectations:

Attendance, punctuality and classroom participation are required at a high level. You have the primary responsibility for all the readings and assignments.

Program and Course Outcomes:

#1 Skills of Leadership – *nepeteng*

- ✓ Students will effectively communicate in various settings in oral and written form

#2 Values of Leadership – *netse mot i shqwelowen*

- ✓ Students will collaborate with community members on tribal issues and the development of solutions

#3 Knowledge of Leadership – *snepeneq*

- ✓ Students will examine acquired rights and analyze how treaties, policies and laws have led to many issues facing tribal communities.

#4 World View of Traditional Leadership – *schelengen*

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

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Course requirements:

Students will be required to create and maintain a portfolio with reflection papers, research findings, internship experience and final presentation.

Students are required to meet with their instructor once a week to discuss progress and next steps.

Students will participate in two internship programs at various tribal departments that are of high importance (Natural resources, ICW, and cultural preservation are just a few examples).

Through guidance of community members, students will create and lead a service learning project that enhances tribal communities.

Students will develop a research project on a significant community issue and present their findings in both oral and written form.

Grading: