

Place-based First Year Experience at Northwest Indian College

Xwlemi Elh>Tal>Nexw Squl



from

TENRM *to* College-Wide Curriculum

Ted Williams - Dean of Academics

Sharon Kinley and the other TENRM cofounders

And the First Year Experience faculty and staff at NWIC

Especially

The Old People for their vision which leads us

With a special focus on the evolution
of the First Year Experience

and the development of integrated
relevant and meaningful place-based
experiential curricula

Three Chapters in the Development of Culturally Relevant Cohort Based Curricula at NWIC

Learnings and Reflections Along the Way

Chapter One



The Tribal Environmental and Natural Resources Management Program

TENRM 1997 - 2003

TENRM Mission

TENRM prepares students ultimately for tribal environmental and natural resource management grounded in cultural identity

TENRM Goals

Goal #1

To be a People

Program Features

- Student cohort learning
 - Peer assistance and friendship
 - Close ties among faculty and students
- Emphasis on persistence and high standards
 - Policy of non-abandonment

TENRM Goals

Goal #2

To facilitate the development of reading, writing, analytical, and computational skills in order to manage and preserve cultural and natural resources

Program Features

- Emphasize challenges of the two worlds
- Highlight differences and similarities between tribal and western world views
- Provide Lummi and other Indian faculty members as consultants and teachers as well as role models
- Focus on recruitment and retention

TENRM Goals

Goal #3

To Develop Critical and Integrative Abilities

Program Features

- *Six multi-credit blocks of at least ten credits of integrated theme-based courses*
 - *Holistic, systemic approach*
- *Visits and discussion by Indian scholars*
 - *Hands-on learning experiences*
 - *Internship practica*

Foundations of TENRM Program

First Principle

Coarticulation of Tribal and Western Knowledge

Second Principle

Non-Abandonment Policy

Third Principle

Developmental Education

The Circle of Curriculum and Themes



Living and Teaching in Two Worlds

- What is “integration” of parallel systems of knowledge and how is it done in TENRM?

Reflection

- How do faculty pay attention? How do they allow themselves to be transformed?

Emergent Design

- The need for faculty cohesion and understanding of systems of knowledge requires *significant time* for faculty development and community building

How do we Address Educational Paradoxes?

Non-Linear “Science” using Linear Resources

Natives Fear of “Science” but not Nature

Experiment vs. Experience vs. Reality

Land-based Education in a Temporal
Environment

Tribal Graduates for a Consumer Society

Tribal Identity amidst Mainstream Ideologies

The WHOLE STUDENT THE WHOLE COMMUNITY

- What is “retention”? – the complex lives of Indian students – the Iceberg
- What does non-abandonment and non-coercion mean in action?
- Implications for faculty and students – maintaining the community under difficult circumstances – conflict, life and death

CHALLENGES of The TENRM Learning Community

- Living and teaching the coexistence and paradoxes of Western and Native knowledges
- Student success and encouragement
(AKA Retention)
- Living as a whole community
- Program sustainability - life within the larger community – a BIG Deal!

The transitioning

from TENRM

to

Chapter Two

TCUP and the First Year Experience

2002 -Present

NWIC TCUP Goals

- Create an environment that motivates Native American students to major in STEM
- Academically prepare students to be successful in STEM
 - Determine and build on individual student's academic and social competencies
 - Create an education milieu that builds on student strengths
 - Maintain cultural and tribal relevancy for each student
- Create a learning community that supports academic excellence
- Provide a safety net for personal problems of individual students
- Teach students how to learn
- Create a self-motivated learning style within a learning community

From TENRM to the First Year Experience

The TCUP grant's intention is to use the TENRM Model to help all incoming NWIC students-it is a college-wide initiative rather than a specific program of study like TENRM

TCUP required all parts of the college to work together while TENRM provided all aspects of student instruction and support internally

TCUP started during a tumultuous time of transition at NWIC

It was not easy to work out how TENRM and TCUP would coexist as TCUP was starting up and TENRM was moving toward sustainability

After three years, as TENRM ended, TCUP now expresses itself as the First Year Experience

First Year Experience

Northwest Indian College has developed the First Year Experience in order to support incoming students' success as they embark on college level coursework. The First Year Experience is experientially grounded in Native perspectives and values.

The goals of the First Year Experience are to:

- Build a community of learners that increases student success and support
- Aid students in completing pre-college Math, English and successful learning skills
- Develop students ability to think contextually and to integrate content
- Increase students' self-awareness and connection to their past and an imprinting of their identity

Quarter	Fall Quarter	Winter Quarter	Spring Quarter
Theme	Relationship to Place	Relationship to Self/Other Renewal-revitalization	Relationship to the Environment
Core Courses Course / credits / distribution area	<p><i>BIOL 104</i> – Biology and Natural History of the Puget Sound – 5 cr Natural Science Lab</p> <p><i>NASD 110</i> – Introduction to Native American Studies – 3 cr Social Sciences</p> <p><i>HMDV 110</i> – Introduction to Successful Learning – 4 cr</p> <p><i>Writing Workshop</i> – integrated with core courses – no additional credits</p> <p>Core: 12 credits total</p>	<p><i>HIST 111</i> – <i>Precontact Native American History</i> – 3 cr Social Sciences</p> <p><i>SPCH 105</i> – Interpersonal Communications – 4 cr Communications Skills</p> <p>(<i>HMDV 110</i> – for new students)</p> <p><i>Writing Workshop</i> – integrated with core courses – no additional credits</p> <p>Core: 7 credits total</p>	<p><i>HIST 112</i> – Postcontact Native American History – 2 cr Social Sciences</p> <p><i>PHIL 140</i> – Philosophies of the Natural World – 5 cr Humanities Theory</p> <p><i>Also contains field-based service experiences and service learning projects</i></p> <p><i>Writing Workshop</i> – integrated with core courses – no additional credits</p> <p>Core: 7 credits total</p>
Other Required Courses	Preparatory Mathematics as needed	Preparatory Mathematics as needed Basic Computers – CMPS 101	Completed by end of the First Year Experience: ➤ Math through 151 ➤ English through 101

The Evolution of the FYE Writing Workshop, I mean, Writing Lab

- NWIC students who transfer to University consistently tell us that they were underprepared for the rigorous writing requirements they encounter there
- Isolating writing skill building into separate English courses is insufficient to address our students' needs
- Students learn best when the learning is contextualized

Two FYE Writing Lab Experiments

1) Spring 2004-Winter 2006: Separate non-credit "Lab"

- Students attend block then attend Writing Lab
- FYE writing assignments are formally coordinated with writing lab
- Attendance taken in writing lab

2) Spring 2006: Fully Integrated writing support within the course block

- Informal writing lab - Invisible to the student
- Writing faculty attends FYE block – *Master Student*









How applicable is this model to your school?

Would this model work at your school?

Why or why not?

Chapter Three

Present and Future

Beyond the FYE

Whole college curricula and
Four Year degree Programs

The Way the Curriculum Used to be



*Native
American
Studies*



*General
Direct Transfer*



*Tribal Environmental
and Natural Resources*



Education

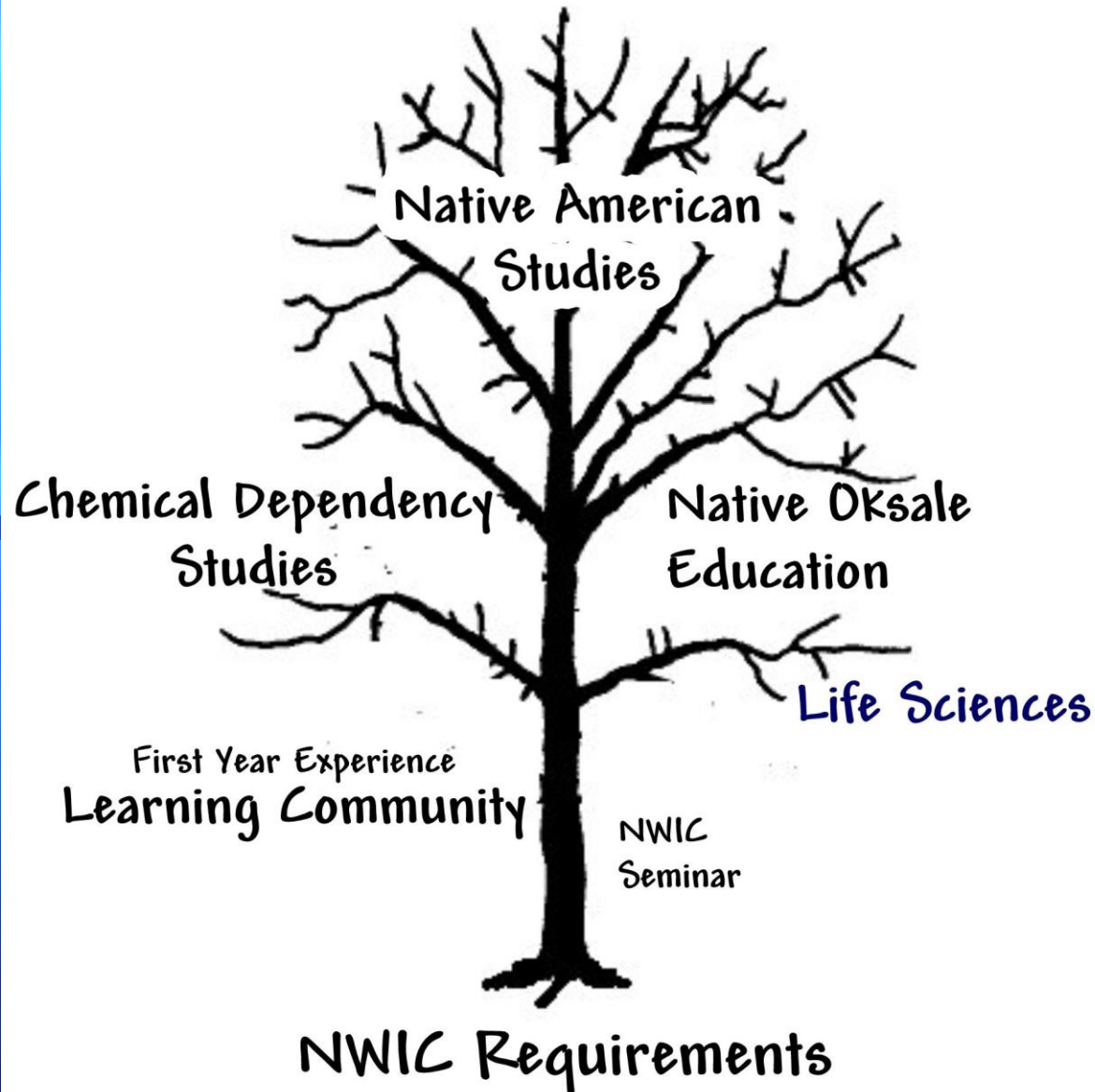


Business Administration



*Certificate and Technical
Programs*

The New Curriculum Two Yr Programs



| ASSOCIATE OF ARTS AND SCIENCES DEGREE
NATIVE AMERICAN STUDIES

NORTHWEST INDIAN COLLEGE REQUIREMENTS

NASD	110	Introduction to Native American Studies (meets SS requirement)	3
HIST	111	Pre-contact Native American History (meets SS requirement)	3
HIST	112	Post-contact Native American History (meets SS requirement)	2
ENGL	236	Survey of Native American Literature (meets HT requirement)	5
POLS	225	History of Federal Indian Policy (meets SS requirement)	5
EDUC	110	History of Native American Education (meets SS requirement)	3
BIOL	104	Biology and Natural History of Puget Sound (meets NSL requirement)	5
CMPS	101	Introduction to Computers, or above	3
HMDV	110	Introduction to Successful Learning	4
NASD	105A-C	Northwest Indian College Seminar (1 credit per quarter for 3 quarters)	3

TOTAL NORTHWEST INDIAN COLLEGE REQUIREMENTS..... 36

GENERAL EDUCATION REQUIREMENTS

ENGL	101	English Composition I	5
ENGL	102	*English Composition II	5
SPCH	105	* Interpersonal Communications	4
MATH	151	Survey of Mathematics (meets Quantitative Skills requirement)	5
Humanities (5 of 15 credits already met in Northwest Indian College Requirements)			10
Social Sciences (All 15 credits met in Northwest Indian College Requirements)			0
Natural Sciences (5 of 15 credits met in Northwest Indian College Requirements)			10
Native American Studies (All credits met in Northwest Indian College Requirements)			0

TOTAL GENERAL EDUCATION REQUIREMENTS..... 39

Proposed Cohort Based Bachelor Degree Programs at NWIC

- Human Services BA/BS
- Education BA/BS
- Native American Studies BA
- Native Environmental Sciences BS
- Bachelor of Technical Arts (BTA)?

Join the

Bachelor of Science in

Native Environmental Sciences

I'm a NESSIE at NWIC!

NORTHWEST INDIAN COLLEGE
Native Education - Native Equity



Reflections on Three Chapters in NWIC Cohort based Curricula

- “I don’t know” mind is necessary but not sufficient – confidence, self-knowing and the willingness and ability to be transformation are also required
- Not everyone, Native or non-Native, is cut out to teach in a culturally integrated learning community based program
- Partnerships with Native faculty and others is essential – choose wisely and model communication across two worlds
- Without a faculty community, there can be no student community, requiring openness, conflict and trust building – lots of time and effort
- If it isn’t *revitalizing* you, your colleagues and your students then you’re not “doing it” – you’re probably avoiding the deeper process, doing “Dick and Jane with Feathers” or just more of the same

Web Resources

For more information

<http://www.nwic.edu/faculty>

<http://www.nwic.edu/tenrm>

Somos El Barco

The stream sings it to the river.

The river sings it to the sea.

The sea sings it to the boat that carries you and me.

Chorus:

Somos el barco, somos el mar.

Yo navego en ti, tu navegas en mi.

We are the boat, we are the sea.

I sail in you, you sail in me.

Now the boat we are sailing in was built by many hands.

And the sea we are sailing on, it touches many sands.

(Chorus)

Oh the voyage has been long and hard,

And yet we're sailing still.

With a song to help us pull together, if we only will.

(Chorus)

So with our hopes we raise the sails

To face the winds once more.

And with our hearts we chart the waters

Never sailed before.

(Chorus)