

The Evergreen State College

Reservation Based Community Determined Program



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The Evergreen State College



Evergreen is an innovative college widely recognized for excellence in undergraduate education. The college wins many awards for educating students of color and Native Americans specifically. The College is focused on student learning and has structured the learning environment to take advantage of real world opportunities for learning. Evergreen is known for five educational principles: interdisciplinary

education, collaboration, active learning, connecting theory and practice and embracing diversity.

- With a Native student population of 4.1%, Evergreen has twice the ratio of Native students than all other public four-year colleges in Washington.
- 8.9 % of all graduate students at Evergreen are Native American. The overall State population: 2.7%
- Native faculty are 7.8%, compared to the national labor availability of six-tenths of one percent
- Winds of Change Magazine featured Evergreen as a top college for Native student success in 2005
- Evergreen has an active Native Student Alliance and the American Indian Science and Engineering Society (AISES)

Native Initiatives at Evergreen



Since early 70's the college has developed a unique combination of Native programs – academic and public service. Evergreen embraces the government to government relationship spelled out in the Centennial Accord and jointly develops programs that respond to needs of native people. The Longhouse, built in 1995 and patterned after authentic NW Coastal design, was the first building of its kind on a public campus in the U.S. It began jointly as a faculty vision and student project and has come to physically embody the College's commitment to working in partnership with tribal people.

There are three academic programs in place, one in development, and two in the conceptual phase.

- The Reservation Based/Community Determined Program
- The Master in Public Administration – Tribal Governance
- The Native American and World Indigenous Peoples Studies
- The Master in Environmental Science – Tribal (in development)



The work and projects of the three service centers listed below welcome students, faculty, and tribal nations to the campus and the Longhouse provides a welcoming place to meet for both academic and service center activities.

- The Longhouse Education and Culture Center
- Northwest Indian Applied Research Institute
- The Evergreen Center for Educational Improvement

The Reservation Based Community Determined Program (RBCD)



The Reservation Based/Community Determined program began in 1989 on the Quinault Indian Reservation. Designed to serve place-bound students deeply connected to their tribal community, the program was "reservation based" from the beginning, with classes held within the community. And in borrowing from the field of participatory research, the program was "community determined" by placing value on existing community knowledge and utilizing community members as guest instructors.

The Reservation Based/Community Determined program is approved as an upper division program intended for college juniors and seniors with family or professional ties to tribal communities. The program continues to be "Reservation Based" in that classes meet twice weekly at each of the established tribal sites. In addition, classes convene four Saturdays per quarter at the Longhouse on the Evergreen campus.

All of the sites use a common syllabus and reading list. The program also continues its tradition of being "Community Determined" through regular meetings with the program's Advisory Council. The council is comprised of tribal leaders from each community whose interest is in higher education, and meets quarterly to help provide direction to the program.

Program Philosophy

The Reservation Based Community Determined Program best meets students need by creating and delivering a well-defined, consistent program that balances personal authority, indigenous knowledge and academics.

- Personal authority challenges students to be personally accountable for their attendance, engagement and learning, and to declare the nature of their own work.
- Indigenous knowledge honors the founding principles of the program and its commitment to involving our community's keepers of cultural and traditional knowledge as teachers and valuable human resources.
- Academics give breadth within the liberal arts through reading, writing, research and other scholarly pursuits that complement personal authority and community knowledge.

The program delivers a consistent curriculum in the communities we serve. While some readings and assignments are consistent across the program at all sites, there is also flexibility for faculty to select and assign additional work or for students to undertake work of their own choosing.

Tribal communities, the RBCD Advisory Council, our students, and The Evergreen State College expect the faculty to create a program of core learning that includes math proficiency, critical thinking, analytical writing, information technology skills, research, and breadth and understanding of literature.





Frequently Asked Questions

Who is eligible to attend the program?

The program is for students with 90 college credits or more and was developed for students who live or work on a reservation or have social or cultural ties to tribal communities.

What if a student does not have 90 credits yet?

For students with less than 90 college credits, we have a partnership (bridge program) with Grays Harbor College that allows them to earn a direct transfer Associate of Arts degree, which prepares them for entry into the Evergreen program or any other 4-year college. Students do not go to Grays Harbor for classes- the classes are a combination of online classes and the one Saturday per month at the Longhouse, with the Evergreen students.

What kind of degree do you offer?

Students work toward a Bachelor of Arts degree in Liberal Arts.

How much time does the program require?

Classes meet two nights a week at at each site and one Saturday per month at the Longhouse on the Evergreen campus.

What kinds of career opportunities are there for graduates of your program?

Graduates of the program often continue to work in their tribal communities; others go to graduate school in education, law, social work, teaching, and others.

How is student achievement evaluated?

At Evergreen, a student's learning and academic progress are assessed in narrative evaluations rather than grades. Students will receive multiple evaluations from faculty, as well as write their own self-evaluations, which will contribute to their overall transcript.

Narrative documents are far more descriptive than grades. While a grade can reveal nothing about the thinking that went into a student's work or what work the student completed, evaluations express the reactions of both students and faculty members to that particular student's work. These detailed documents often provide specific examples of achievement or progress within a particular program or other mode of learning.

Which tribal communities host the Reservation Based/ Community Determined Program?

Lower Elwha, Nisqually, Port Gamble, Muckleshoot, and Quinault (Skokomish and Makah are currently inactive).

How many credits does a student need to take each quarter?

The Reservation Based Community Determined Program is designed for students who are working and who have family obligations. 12 - 16 credits is considered full time and the RBCD program is designed at 12 credits. Some students are better able to succeed if they take less than the 12 credits and others are able to take more which requires site faculty approval.

Who are the faculty?

The goal in hiring site faculty for the program is that they also have social and cultural ties to Indian communities and that they not only have the necessary educational background, but the ability to facilitate learning. In pursuing the goal of hiring community based faculty, we try to hire people who live on or near the reservation and who will be accessible to the students and community. Community service is part of the Evergreen philosophy.

What classes do the students take?

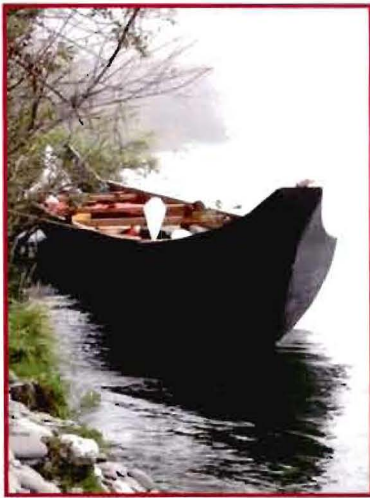
By asking the question: "What does an educated Indian need to know?" of the advisory council, students, and community members, curriculum is developed, presented, and fine tuned each year. There is a common syllabus that is delivered at each site and each faculty has flexibility for developing site specific work.

What skills and knowledge should a Native student who has graduated from the Reservation Based Program have?

As with any college, student performance and skill attainment varies from average to exceptional. In tandem with the six expectations of an Evergreen graduate listed in the appendix, students with a BA degree from the Reservation Based Program should have a firm grasp of the socio/historical/political relationship between tribes and the United States; are expected to have a firm understanding of the social and economic issues facing tribes, and a good understanding of tribes within the global environment. They also should have skills in math proficiency, critical thinking, analytical writing, information technology, research, and a breadth and understanding of literature.



Becoming a Reservation Based Program Tribal Site



The Evergreen State College has been approved by the Higher Education Coordinating Board to develop tribal sites for the Reservation Based Program on a state wide basis.

The first step in developing a site is to have conversations with the Program Directors to ascertain if the program will serve the needs of the tribe. Once a tribe has determined that they would like to have The Evergreen State College in their community a letter should be sent to the Provost of Evergreen stating that they would like to become a site.

The next step would be to meet again and work on drawing up a tribal resolution that outlines the desire of the tribe to have the program and what they will provide, which in general includes classroom space, copying ability, sometimes office space for the faculty, sometimes laptops for the students, tuition, and other things specific to each tribe in order to support the students and the program.

Evergreen asks that each tribal site be able to provide at least five or more students each quarter in order to support a faculty member. There are exceptions. One tribe wanted to start without the minimum amount of students and they agreed to pay for the faculty member for the first year. That circumstance gave them time to recruit and build the program. Each site is different and the program is developed site by site.

Faculty are hired by The Evergreen State College with input from the Education Director and any involved council members. The College consults with the tribe in hiring and actively recruits within the tribal community.

Once everything is in place, the Directors or the Provost will request that the site be approved by the Board of Trustees of The Evergreen State College. On occasion a site is ready to go before approval can be sought and a site might be activated as a pilot or temporary site.

In addition to the upper division program, Evergreen has partnered with Grays Harbor College, Washington Online, and several other colleges to provide a hybrid bridge program. For students with less than 90 credits who have similar ties to tribal communities, our partnership allows them to earn a direct transfer Associate of Arts degree. Students do not go to Grays Harbor for classes, as the classes are a combination of online classes and the one Saturday per month at the Longhouse, with the Evergreen students, and one meeting a week in the community with a study leader if there are enough students. A tribe wishing to also have this program available would work with Grays Harbor College directly. Some tribes already have good access for their students to obtain an AA degree.



RBCD Program Curriculum and Program Themes

Themes

The RBCD curriculum is built around three themes that rotate one per year. These have the support of the RBCD advisory council and are:

- Contemporary Indian Communities in a Global Society (2006-2007)
- Cultural Traditions in Transition: The Foundation for Sustainable Tribal Nations (07-08)
- Integrating Change in a Communal Society (08-09)
- Beginning in 09-10, repeat the thematic cycle

RBCD Curriculum Framework

The following table outlines the main curricular elements of the Reservation Based/Community Determined program:

Integrated Skills	Core	Site-Specific Elective	Strands	Integrated Seminar	Electives and Requirements
<u>Description:</u> These skills are taught across the curriculum, integrated into all teaching and learning at the sites, and at Saturday classes	<u>Description:</u> 5-credit course taught at all sites at the same time, one per quarter; same readings and assignments at all sites; detailed in separate table below	<u>Description:</u> 4-credit site-specific course that may vary from site-to-site; Designed by faculty (and in some cases, with student help)	<u>Description:</u> A 2-credit course, taught for breadth in the Liberal Arts; meets 4 Saturday mornings per quarter, 3 hours per session	<u>Description:</u> 1-credit workshop that combines RBCD and GHC Bridge students; meets 4 Saturday afternoons per quarter, 3 hours per session	<u>Description:</u> 1-to-6 credit courses, offered online or as independent study; detailed in separate table below

Integrated Skills

Examples of Integrated Skills: Critical Thinking & Analysis, Research & Writing, Public Speaking, Collaboration, Personal Authority, and Indigenous Knowledge.

Core Courses

One 5-credit core course, designed by RBCD team faculty, is taught each quarter. The core course is taught at each site by the site faculty; reading and writing assignments are the same at each site. The following table matches the program's themes with the core courses:

Reservation Based/Community Determined Program Core Courses			
	Year 1 (2006-07) Contemporary Indian Communities In A Global Society	Year 2 (2007-08) Cultural Traditions in Transition: The Foundation for Sustainable Communities	Year 3 (2008-09) Integrating Change in a Communal Society
Core course, Fall	Understanding and Analyzing the Relationship Between Indian Tribes and the U.S. Government	Community Development and Social Services in Indian Country	Tribal Management
Core course, Winter	Shakespeare's Leaders	Situational Ethics	Profiles in Leadership
Core course, Spring	Issues in Management	Comparing Indigenous Societies	Social Services TBA

Site-Specific Elective

Site-specific electives are courses designed by site faculty (sometimes with student collaboration) and taught during the weeknight site classes. They are intended to allow faculty to address student need and academic interest that may also include community based research and projects.

Strands

Strands allow for breadth in the program and make it possible to invite professionals and experts in specific fields to offer courses that otherwise might not be available to students in the program. Examples include: Coastal Design and Application, Birds Afield, Human Services, Salish Art, Collaborative Management, Eportfolios, Writing Stories of our People, Public Speaking, Ethnobotany, and many others.

Integrated Seminar

The Integrated seminar, taught Saturday afternoons, combines the RBCD and Grays Harbor College Bridge students. It is designed to meet bridge program course requirements while blending the students from both programs in relevant academic work and seminar. For 2006-2007, the seminar was a series of workshops built around case studies titled *Intergovernmental Battlegrounds*.

Requirements and Electives:

The table below lists required credit courses.

Reservation Based/Community Determined Program Required Courses			
Course Title	Instructor	When Taught	Credits/Notes
Great Books: Expose Yourself (Literature I)	Site faculty	Independent Study available all year, including summer; obtain syllabus from faculty	4 credits; required of all new students entering the program Fall 06 and after; recommended for other students

The table below lists elective credit opportunities. None are required for the Bachelor of Arts in Liberal Arts degree.

Course Title	When Taught	Credits/Notes
Principles of Economics (Macro and Micro combined)	Varies – when faculty available	4-6 credits; Many graduate programs require an Economics class; this fulfills that requirement
Quantitative Measures	Varies	4 credits; Students who have not taken any college level math are strongly encouraged to do so before graduation; Open to any RBCD student
Statistics (descriptive and inferential combined)	Varies	4 credits; Many graduate programs require a Statistics class; this fulfills that requirement; prerequisite: college math or Quantitative Measures
Great Books: Expose Yourself	Independent study available all year, including summer	4-22 credits; obtain syllabus from faculty
Student Summative Self-Evaluation	Independent study with site faculty guidance start in winter quarter of the year graduating	0-2 credits; Due the quarter the student graduates

GHC Reservation Based AA Degree Bridge Program

The Grays Harbor College Bridge Program was developed to provide a smooth transition from an AA degree to the Evergreen reservation based program, however, courses prepare a student to enter any 4 year academic institution and the AA degree is fully transferable. The courses were selected to balance as much culturally relevant curriculum with the required courses of an AA degree. All of the faculty have had in-service training about the reservation based program and nearly all have engaged in course re-design to make them even more culturally accurate and relevant to not only the reservation based students, but to all students who might take the course online.

Sequence of Courses AA Degree

Quarter	Year 1	Year 2	Year 3
Q1 Fall	First Year Orientation (1) Cultural anthropology (5) English 101 or English 95 or Eng 060**(5) Saturdays: Speech (2) Battlegrounds (1)	English 102 (5) Anthro 210: Native Culture and Contact(5) Saturdays: Eportfolio class (2) Battlegrounds (1)	Earth Science 102 (5) Math 107 (5) Upper division Saturday Class (optional)
Q2: Winter	Health and wellness (5) Library 120 (5) Saturdays: Speech (2) Battlegrounds (1)	Anthro 220: Native Peoples of the NW (5) American Govt (5) Saturdays: Eportfolio class (2) Battlegrounds (1)	Anthro 104 Archaeology (5) Astronomy (5) Upper division Saturday Class (optional)
Q 3: Spring	Biology 100 (5) Art Appreciation (5) Saturdays: AM Writing Seminar (2) Battlegrounds (1)	Intro Psych (5) Music Appreciation (5) Saturdays: AM Writing class (2) Battlegrounds (1)	
Summer (optional)	English 95 or 060 Dev Ed Math 60,70, 95, 98 Other courses	English 95 or 060 Dev Ed Math Other courses	English 95 or 060 Dev Ed Math Other courses

* Actual courses and sequences may vary depending upon college credits student transfers in and need to take pre-college English and mathematics courses. Most courses are available every quarter but we attempt to have our students take as many of the same courses as a cohort as possible.

** Note: dev ed math and dev ed English will be offered at various levels (English 60, 95 and Math 60,70,95,98) appropriate to student placement test scores

Appendix

The Enduring Legacies Project

The "Enduring Legacies Project", originally funded by the Lumina Foundation for Education, seeks to create a more seamless pathway to a bachelor's degree for Native American students in Washington State. Consisting of multiple institutional and tribal partners, the project aligns courses and resources from a dozen different community colleges and The Evergreen State College. For students in isolated Indian reservation communities, learning communities are merged with on-line courses provided through the Washington State Board for Community and Technical Colleges. A consolidated associate's degree will be awarded through partner Grays Harbor College. To promote more seamless transfer and greater success in The Evergreen State College Reservation Based/Community Determined upper division program, students enroll as a cohort. Further, both students and faculty participate in an inter-institutional learning community, including workshops.

The Enduring Legacies Native Cases Project, a part of the overall project, aims to develop teaching resources and culturally relevant curriculum in the form of case studies on key issues in Indian country. Key topics have been identified by Native leaders through a Delphi process of brainstorming and prioritizing key issues affecting Native Americans. Our partners in field testing these cases are Northwest Indian College, Salish Kootenai College, Grays Harbor College, and Bainbridge Graduate Institute. Field tests at Evergreen began in Fall 2006 in the Reservation Based/Community Determined program.



Contact and Web Information

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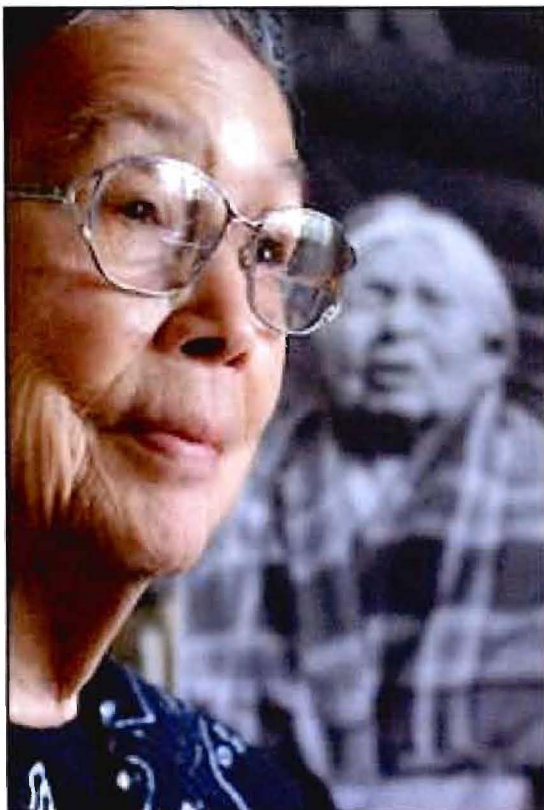
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www.evergreen.edu/tribal

www.evergreen.edu/tribal/cases

www.ghc.ctc.edu/distance/reservation



"When I first walked on that campus, the beautiful thing that I felt there was the Spirit. The spirit said 'Come'. This is a place for people to hear what your ancestors wanted you to pass on."

Vi Hilbert *Upper Skagit Elder and Daniel J. Evans
Chair Scholar (1995)*