

Introduction to Indian Education



EDUC 235



Course Information

- a. **Number:** EDUC 235DR
- b. **Credits:** 3
- c. **Prerequisite:** none
- d. **Co-requisite:** none
- e. **Time/Location:** Online
- f. **Availability:** This course is offered Winter Quarter each year.

Instructor Information

- a. **Instructor:** Tammy Elser
- b. **Office:** Stevenson Bldg Rm. 132
- c. **Office Hours:** Tues. and Thurs. 8 - 11
- d. **Office Phone:** (406) 275-4772 office or (406) 544-5095 cell
- e. **Email:** tammy_elser@skc.edu

Required Materials

No textbook is currently required for this course.

Materials will be provided in PDF format in our Moodle course.

Course Description

Introduction to Indian Education is intended to provide the pre-service or in-service educator with information, insights, instructional methods, and professional perspectives on the education of the American Indian student in elementary, middle, and high school grades (K-12). The course examines Indian education through the lenses of students, existing teachers, and research. The course offers background knowledge and realistic strategies for meeting the unique needs of Native learners.

Course Objectives

Upon completion of this course, students will be able to...

A. General / Communication Course Objectives

1. Identify and describe the major conclusions that **researchers** have reached regarding the learning needs of Indian children. *Handouts, selected readings, Reading Responses, Research Options*
2. Comprehend and summarize important selected **teaching modalities and environments** that have enhanced or hindered learning for American Indian students. *Reading Responses, Research Options*
3. Explore and explain how the **historical contexts of Indian education** have influenced the schooling of Native children today. *Handouts, selected readings, Reading Responses, Research Options, IE Proj.*
4. Describe various **school and classroom models** for teaching Indian children, and compare and contrast their effectiveness for Native learners. *Handouts, selected readings, Reading Responses, Research Options, IE Proj.*

B. Critical Thinking Objectives

1. Differentiate between various Indian education models and their historical impacts. *Reading Responses, Research Options, IE Proj.*
2. Interpret and describe the assumptions and misperceptions educators and policy makers have had regarding Indian students' needs and Native cultures. *Reading Responses, Research Options, IE Proj.*
3. Identify, evaluate, and appraise the various indicators of success in regards to Indian education. *Reading Responses, Research Options, IE Proj.*

C. Cultural Knowledge Objectives

1. Recognize and explain the value and importance of traditional beliefs and teaching methods in Indian education. *Reading Responses, Research Options*
2. Examine, assess, and discuss the ways that education influences and affects Indian culture and the well-being of Native communities. *Panels, Film analyses, Reading Responses, Handout analyses*
3. Explore and explain the significance of Native American teachers and how their presence affects the learning of Indian students. *Reading Responses, Panels*

D. Citizenship Objectives

1. Demonstrate an understanding of ways that schools reflect community values with respect to Indian education. *Reading Responses, Journals, Research Options, IE Proj.*
2. Identify local and state sources (including human and local institutional resources) that can be used to create culturally responsive learning experiences. *Reading Responses, Journals, Research Options, IE Proj.*

General Education courses emphasize an academic area, such as math, science or fine arts, and development of skills in the 4C's. This course is a designated General Education course on "List E: Native American Studies (NAS)-Advanced" and emphasizes the competencies of Cultural Knowledge and Critical Thinking, as well as other "C"s (see above).

Course Requirements - Assignments

1. Reading and Responding

(100 points possible; 20% of final grade)

Complete the assigned readings and Reading Responses.

Reading assignments will be provided through our Moodle course site and will be assigned weekly. Responses will be due by the end of each instructional week –Sunday night at midnight. These can be fairly brief (most are 1 page or less), but students must demonstrate that they have read and understand the assigned readings. Reading responses will be submitted as single, growing Google Doc shared (include editing privileges) with the instructor first Sunday after the course begins (January 15th, 2017). Students will add to this document, indicating the date and topic or question each week throughout the course. This allows me to monitor and comment on your reading responses quickly, creating a feedback loop to support deeper understanding.

2. Collaborative IE Project

(100 points possible; 20% of final grade)

Make individual and/or small group contributions to a collaborative class project.

Students in EDUC 235 will work individually and with partners on a collaborative project that will be connected to course content. Details regarding the requirements and assessment of this assignment will be provided by the instructor in Week 2. The project will culminate in a presentation that will be presented to your classmates and possibly another audience, and will expand your knowledge regarding one or more Montana tribes. (Think PowerPoint with audio, or even a video presentation or virtual "tour.") Each of you will be required to provide feedback to each other on the quality and effectiveness of the presentation. After the presentation, a reflective essay on this experience will be assigned and turned in near the end of the course. This reflective essay is part of your portfolio, so thoughtful reflection taking into account your experience will be required and a professional presentation of this essay is a must.

3. Reflective Journal

(10 x 5 pts./week = 50 possible points... 10% of final grade)

Each week, create an entry in a journal reflecting on your learning.

Great teachers are also life-long learners. As such, they need to develop the practice of reflecting on their experiences as learners and think deeply about new information and experiences expand their world view and impact their understandings. At the beginning of the course, students will establish an "EDUC235 Journal". This will be an electronic document that will be shared with me via Google Docs with the instructor in the same way the reading responses will be shared. Write a short entry **each week** in which you reflect on your experience in this class. Each entry should be dated, like a diary, and include your ideas, frustrations, observations, humor, etc. Be honest and candid! As this document will grow throughout the course, I will use the Google Doc to monitor your participation and reflection. Anticipate seeing comments from me at any time during the trimester. Entries must be added to this

growing document by midnight each Sunday. This is personal reflection and will not be “graded” except to indicate that it was completed and thoughtful.

4. Attendance (10 pts. / week= 100 poss. pts... 20% of final grade)

In this online course, post, participate and reflect!

This is a 200 level college course. The instructor’s expectation is that students will engage and attend throughout the online class. If you fail to keep up with weekly assignments and discussion, you will fall behind and most likely will have to drop the course. In order to avoid wasting your time (and the instructor’s and other students’), please be sure to complete all assignments on time as outlined in each week’s requirements. Students in EDUC 235 must also read and respond to others’ posts and comments each week. It is possible for instructors to monitor students’ logins to this course... in other words the instructor will know when and if you log in and participate, or if you do not. Please be advised that attendance and participation is very important in this and all online and on-campus courses at SKC, and instructors will be closely monitoring student involvement in their classes!

5. Weekly Essay (100 points possible; 20% of final grade)

Create a short essay each week that addresses that week’s topic(s).

Each week a few options will be posted that address that week’s main topic(s). Select one of these essay options, and write a ½ to one page essay that addresses the question chosen. The weekly essay will be turned in via Moodle as a Word doc. and will be due each Friday by midnight.

6. Individual Research (optional) (up to 50 points)

Select combinations of these options according to your interests and abilities. For an “A” grade, students will have to complete 1 or more.

This consists of doing some research related to the course content. Research work may be submitted at any time during the duration of the course. All written work should be typed or word processed in a readable font ("Times", "Arial", etc.), 12 point, and double spaced with 1" margins. Your research work may be any number and any combination of the following options, up to 50 points maximum:

5a. Research paper: (25 points)

This option requires students to do some research on a topic related to the course content, and write a paper summarizing the research and sharing your perspective on the topic. Papers must be at least three but no more than five typed pages (the main text of your paper should constitute three pages-title page is extra). Each paper should cite at least 3 resources (web or print) using the APA style of citation. See instructor for information and examples of APA citation style. Students are strongly encouraged to utilize the SKC Writing Center for assistance with this option.

5b. Movie review: (5 points)

View a film/video that is **relevant to the course content**. Write a brief (half page to one page) review 1) summarizing the film and 2) sharing your viewpoint/reaction to the movie. In your review, make a connection to the content of this course.

5c. Periodical article: (2.5 points)

This option is to read an article in a newspaper, magazine, journal, or other periodical that is related to our course in some way, and write a short (1/2 page) **summary** of and **reaction** to the article.

5d. Website review: (5 points)

For this option, you should search and find a website that contains information relevant to the content of this course, read the page(s), and complete a “website review” (ask instructor for the correct form if you choose to do this option).

5e. Book review: (25 points)

For this option, read a book that is relevant to the course content and write a 2 to 3 page summary of the book that includes your perspective, connecting the book to the content of our course.

Credit Hours

Following the SKC Credit Hour policy, to meet the identified objectives of this 3 credit course, delivered over a 10 week term, student should expect the following commitment of time:

3 hours/week classroom or direct faculty instruction and group activities

6 hours or more of out-of-class time, including homework, each week.

The online version of this course will require approximately 10 hours per week for 10 weeks to complete.

Grading

Activity	Points	Description	Due
Reading Responses	100	(10 x 10 pts. each) submitted by you in the classroom each week	Weekly on Sunday!
Indian Education Collab. Project	100	Individual or small group contributions to a collaborative class project; due near the end of the course	Presented by February 27th! Reflection Paper due March 13th!
Reflective Journal	50	(10 x 5 pts. each) reflections connecting course learning and personal growth; send to instructor at the end of course	Weekly on Sunday!
Attendance and Participation	100	(20 classes (2 per week) x 5 points each class meeting) late arrival to or early departure from class = fewer points	Weekly (monitored via Google Docs, discussion forums and posts.)
Weekly Essay	100	(10 pts. each x 10 weeks) Options provided, based on weekly topics.	Weekly on Sunday!

Research Options	up to 50	Choose from the options outlined above.	March 13th!
Total possible points	500		

Grades will be assigned reflecting the total points earned by the student:

- 450 - 500 points = A
- 400 - 449 points = B
- 350 - 399 points = C
- 300 - 349 points = D
- below 300 points = F

Other Course Information

Incompletes

Incompletes will not be given except in the case of extreme medical/family emergencies, and this determination will be made by the instructor with permission from the Division of Education Dean and the SKC Vice President for Academic Affairs. In the event of an incomplete, the student will be required to sign a contract specifying tasks to be completed with realistic and fair time deadlines.

Academic Integrity

The instructor will exercise their right to fail students who engage in academic dishonesty, including plagiarism. Refer to the SKC Student handbook, page 29, Section III, for more information on plagiarism, academic honesty, etc. This is especially important in online learning environments, as the potential for unlawful use of others' intellectual property is even greater than in on-campus courses. Students in the SKC Teacher Education program need to exemplify the highest standards of honesty and integrity in and out of the classroom, and as such any degree of plagiaristic activity will not be tolerated.

Accommodations

Reasonable accommodations are provided for eligible students with identified disabilities. Please be sure to inform your instructor in the first week of classes regarding any special circumstances (physical limitations, cognitive difficulties, etc.) that may affect your ability to successfully complete the course. The College complies with the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Students may contact the College's Disability Officer, Linda Pete (linda_pete@skc.edu) at 275-4968 or consult the SKC web page for Students with Disabilities for more information and assistance.

The faculty reserves the right to change the course syllabus or course content. Students will be provided advanced notice of changes in writing.

Title IX

The U.S. Department of Education's Office for Civil Rights (OCR), enforces Title IX of the Education Amendments of 1972. Title IX protects people from discrimination based on sex in education programs or activities that receive Federal financial assistance. Title IX states that:

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.

All employees at SKC are considered “Responsible Employees” which requires them to report incidents of gender-based discrimination (sexual violence, sexual harassment, rape, sexual assault, domestic violence, and/or stalking). In accordance with Title IX laws, students must be made aware of the following: If any employee of SKC, including instructors, learns of any potential gender-based discrimination, they are required to notify the Title IX Coordinator, Rachel Andrews-Gould (275-4985, located in BigKnife Building), immediately. Once an incident is reported to Title IX, the student will be contacted by the Title IX Coordinator for follow up. Students can also report directly to the Title IX coordinator in regards to any gender-based discrimination.

If any student wants to speak with someone confidentially, the following resources are available:

Center for Prevention and Wellness Agnes Kenmille Building Building #51 406.275.4913 or 406.275.4744	SAFE Harbor Advocacy Services 24-Hour Advocacy 406.676.0800
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Speaking with a confidential resource does not preclude students from making a formal report to the Title IX Coordinator if and when they are ready. In the confidential setting, students will be made aware of available resources and reporting options. An advocate is available for all students upon request through the Center for Prevention and Wellness.

OPI PEPPS Standards Addressed

10.58.501 General Requirements

(1) All programs require that successful candidates:

- a) demonstrate understanding of and ability to integrate knowledge of the history, cultural heritage, and contemporary status of American Indians and tribes in Montana;
- c) demonstrate understanding of how students learn and develop, and provide learning opportunities that support intellectual, social and personal development;
- d) demonstrate knowledge of how students, within different populations, including Montana American Indians, differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners;
- e) demonstrate understanding of personal, cultural, and socioeconomic biases and teaching style differences that effect one’s teaching;
- (f) utilize a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills;

- (g) demonstrate understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation;
- h) demonstrate knowledge of effective verbal, nonverbal, media, and electronic communication techniques to teach the strategies of active inquiry;
- (i) plan instruction based on knowledge of subject matter, students, the community, curriculum goals and appropriate use of current and emerging technologies

Course Outline

This outline is subject to change according to class needs.

Weeks 1-2: Introduction / Learning from Traditional Indian Education

An overview of the course, and an examination of personal beliefs regarding Indian education and cultural difference. Also, an exploration of the learning systems and childrearing methods present for thousands of years in selected Native communities before European contact.

Week 3: What Has History Taught Us?

A look into the history of Indian education in the U.S., how this history has affected Native learning today, and what it may mean for the future.

Valuing Culture in the Classroom

A discussion of theoretical and practical foundations for the inclusion of cultural content in schools, including its integration across curricula.

Weeks 4-5: Legal Frameworks for Indian Education, IEFA

Examining federal and state mandates for Indian education, and exploring ways that schools have adapted and accommodated to meet these requirements. Covered will be the impacts of various state and federal education policies in Indian Country, and a thorough look into Montana's "Indian Education for All" legislation and the teaching resources that have resulted from it.

Week 6: The Role of Native Language and Oral Traditions

An examination of the importance and relevancy of oral tradition and Native language in students' learning.

Week 7: Learning from the Research

A survey of significant works of research in Indian education, key scholars in the field, and how this work has affected schooling for Native children.

Week 8: Learning from Students and Their Families

Using a variety of sources, we explore what students have to say about their learning needs. Input from several local area students and/or caregivers representing area elementary, middle, and high schools.

Learning from Educators

Using the insights of expert teachers to craft effective strategies for success with Native children. Input from several local area teachers, administrators, and support professionals.

Weeks 9-10: Literacy, Media, and Native Learners

Exploring the issues regarding literacy and Indian student achievement.

Other Topics explored in this course:

Technology resources in Indian education

A comprehensive look at selected web and multimedia resources that can assist teachers in learning more about Native learners' needs and about issues surrounding Indian education.

Finding and using resources for cultural competency

Some useful knowledge and tools will come out of this class... but what then? How can educators continue staying informed, and where and how can local resources be utilized?

The experience of being a Native educator in the mainstream

An exploration of the benefits, responsibilities, and unique challenges and needs of teaching as a Native person within white-dominant educational institutions.

What does the future hold for Indian students?

Reflecting on the failures and successes of the past, to create and new and hopeful future for Indian learners.