

# Introduction to Indian Education



**EDUC 235**



## *Course Information:*

- a. **Number:** EDUC 235
- b. **Credits:** 3
- c. **Prerequisite:** none
- d. **Corequisite:** none
- e. **Time/Location:** Tues. and Thurs. 1:00 - 2:20 p.m. Education Building Rm. 115
- f. **Availability:** This course is offered Winter Quarter each year.

## *Instructor Information:*

- a. **Instructors:** Michael Munson and Doug Ruhman
- b. **Office:** Michael: Stevenson Bldg Rm. 132      Doug: Stevenson Bldg Rm. 124
- c. **Office Hours:** Michael: Tues. and Thurs. 8 - 11      Doug: Mon. and Wed. 8 - 11
- d. **Office Phone:** Michael: (406) 275-4952      Doug: (406) 275-4763
- e. **Email:**      [michael\\_munson@skc.edu](mailto:michael_munson@skc.edu)      [doug\\_ruhman@skc.edu](mailto:doug_ruhman@skc.edu)

## *Required Materials:*

**No textbook is currently required for this course.  
The instructor will provide all materials, including handouts.**

## *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, textbook 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, textbook 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, textbook readings, Reading Responses, Research Options, IE Proj.*

### B. Critical Thinking Objectives

5. Differentiate between various Indian education models and their historical impacts. *Reading Responses, Research Options, IE Proj.*
6. Interpret and describe the assumptions and misperceptions educators and policy makers have had regarding Indian students' needs and Native culture. *Reading*

*Responses, Research Options, IE Proj.*

**7. Identify, evaluate, and appraise the various indicators of success in regards to Indian education.** *Reading Responses, Research Options, IE Proj.*

### **C. Cultural Knowledge Objectives**

**8. Recognize and explain the value and importance of traditional beliefs and teaching methods in Indian education.** *Reading Responses, Research Options*

**9. 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*

**10. 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**

**11. Demonstrate an understanding of ways that schools reflect community values with respect to Indian education.** *Reading Responses, Journals, Research Options, IE Proj.*

**12. 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:*

## **1. Reading and Responding**

(100 points possible; 20% of final grade)

*Complete the assigned readings and Reading Responses.*

Reading assignments will be given out during class, and responses will be due on the date of the next scheduled class. These can be fairly brief (most are 1 page or less), but students must demonstrate that they have read and understand the assigned readings.

Assignments (including reading responses) must be turned in on the stated due date; Any assignment turned in **UP TO ONE WEEK** after the due date may be accepted for reduced points. No points may be earned after the “one week late” period.

## **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 in 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(s) in class. A reflective essay of this will be assigned, presented, and turned in near the end of the course.

## **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.*

At the beginning of the course, establish an "EDUC235 Journal". This can be paper-based, or a word-processing document on a computer. 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! **You will turn in the first 5 weeks at midterm, and the remaining 5 weeks at the end of the quarter.** Your RJ can be submitted in either hard copy, or emailed.

#### 4. Attendance

(20 x 5 pts. / class= 100 poss. pts... 20% of final grade)

*Show up and participate!*

This is a 200 level college course. The instructors' expectation is that students will attend every class. It is especially important to do so since the assignments for the following class are given out at each class meeting. You will receive the full week's attendance points (5 pts/day, 10 per week) if you are on time and stay in class. If you are late (attendance is taken at the beginning of class), you receive partial points. If you miss 30 minutes or more, you receive no points for attendance that day. In this class, chronic tardiness is not acceptable. **Note: Four (4) late arrival days\* will equal one unexcused absence.** Students who miss 3 classes will be referred to the SKC Retention Officer. **Students who miss 4 classes will be asked to withdraw.**

\*late days are defined as entering the class after the instructor begins the class. See below for more information regarding attendance.

#### 5. 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 MLA style of citation. See instructor for information and examples of MLA 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.

## *Grading:*

- a. An Incomplete grade ("I") is NOT an option with the exemption of an extreme emergency or the death of a family member. In either case, the instructor must be notified within 48 hours.
- b. The following is a breakdown of how grades are earned:

Activity	Points	Description
Reading Responses	100	(10 x 10 pts. each) submitted by you in the classroom each week
Indian Education Collab. Project	100	Individual or small group contributions to a collaborative class project; due near the end of the course
Reflective Journal	50	(10 x 5 pts. each) reflections connecting course learning and personal growth; send to instructor at the end of course
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
Research Options	up to 50	Choose from the options outlined above.
<b>Total possible pts</b>	400	

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

360 - 400 points = A  
320 - 359 points = B  
280 - 319 points = C  
240 - 279 points = D  
below 240 points = F

## *Other Course Information:*

### **Attendance:**

Refer to #4 above, in the "Course Requirements" section of this syllabus. In addition:

As an adult learner in this class, you are a co-creator in the content of the course. To bring meaning to the course content you will be asked to participate in discussion, group work, presentations, critique classmate comments, and other class activities. A variety of class activities and discussions will be conducted throughout the course. These cannot be made up, therefore your absence forfeits the opportunity to learn from the activities.

Students are expected to be on time for class and to stay until the designated time set for dismissal. Communication with the instructors is very important; if students know that they will have to miss a class, they must contact one of the instructors **ahead of time**. As stated above, there is no way to make up what is covered in class whether absence is considered "excused" or unexcused. The course is designed for students to be in attendance at all times. If an absence is unavoidable, contact the instructor ahead of time and arrange for someone in the class to pick up handouts and other materials and information presented. **This is the student's responsibility, NOT the instructor's!**

In the event of emergency medical / health problems or extended absences for other reasons, students will be expected to meet the requirements of the course using outside-of-class methods such as phone/email/internet resources. *It is the student's responsibility to communicate with the instructor to make sure that class assignments/requirements are completed if absences occur.*

### **Cell Phones:**

Students must keep cell phones silent during class. Any student who chooses to either make a call or take a call during class will be asked to leave for the remainder of the class period. In the case of emergencies, if students need to keep phones in the "vibrate mode", please notify the instructor prior to the start of class.

### **Incompletes:**

Incompletes will not be given except in the case of emergencies. In the event of an incomplete, students will 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.

### **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](mailto: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.

## *OPI PEPPS Standards Addressed:*

***This course also meets the following Montana Professional Educators Preparation Program (PEPP) Standards:***

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 a new and hopeful future for Indian learners.

## EDUC 235 Collaborative Final Project Reflection

### TEP Stage 1 Principle 1

Student:

Instructor:

Date:

Level of Performance:	0 Unacceptable	1 Developing	2 Proficient	3 Exemplary
<p><b>1(g) The teacher identifies the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.</b></p> <p><i>Guiding Principle: A, E</i></p>	<p>Learning experiences lack originality, or may be poorly adapted from external sources. Language or cultural content may be weak or developmentally inappropriate for the intended learners. Project may require substantial revision in terms of content or structure.</p>	<p>Teacher-designed learning experiences contain components that are engaging and developmentally appropriate, but some elements of the activity(ies) may require revision.</p>	<p>Teacher-designed learning experiences demonstrate a clear and consistent ability to engage students in language and/or cultural content that is developmentally appropriate, personally meaningful, and accessible to diverse students.</p>	<p>Candidate demonstrates proficient skills at an advanced degree or at a master teaching level. This score is reserved for those who demonstrate skills of an experienced teacher who is able to mentor others.</p>

Score:

**EDUC 235 OPI / IEFA Resource Summary**

**TEP Stage 1 Principle / Section 2**

Student \_\_\_\_\_ Instructor \_\_\_\_\_

Date: \_\_\_\_\_

<b>Level of Performance:</b>	<b>0 Unacceptable</b>	<b>1 Developing</b>	<b>2 Proficient</b>	<b>3 Exemplary</b>
<p><b>2(k) The teacher knows how to access information about the values of diverse cultures and communities and how to incorporate learners' experiences, cultures, and community resources into instruction.</b> <i>Guiding Principle: A</i></p>	<p>Summary is weakly written; may contain numerous errors in writing or an unclear understanding of the actual location and purpose of the resource. Information regarding the access to the resource is not present in the summary.</p>	<p>Summary demonstrates a limited understanding of the resource, and may demonstrate a limited understanding of the resource's application in the classroom. Some information may be provided regarding how to access the resource, but revision is needed.</p>	<p>Summary is well written, concise, and clearly demonstrates an understanding of the significance of the resource in addressing Indian education goals. The teacher articulates meaningful and effective ways the resource could be used in the classroom. Access to the resource is clearly articulated.</p>	<p>Candidate demonstrates proficient skills at an advanced degree or at a master teaching level. This score is reserved for those who demonstrate skills of an experienced teacher who is able to mentor others.</p>

Score: \_\_\_\_\_

Comments:

*This project received a score of \_\_\_\_\_ out of 10 possible points for EDUC 235.*