

PALOMAR COLLEGE
COURSE OUTLINE OF RECORD FOR
DEGREE CREDIT COURSE

Transfer course A.A. degree applicable course
(check all that apply)

COURSE NUMBER AND TITLE: AIS 160: American Indian Education

UNIT VALUE: 3

MINIMUM NUMBER OF SEMESTER HOURS: 48

BASIC SKILLS REQUIREMENTS: Appropriate language skills

ENTRANCE REQUIREMENTS

PREREQUISITE: None

COREQUISITE: None

RECOMMENDED PREPARATION: None

SCOPE OF COURSE:

The historical development of American Indian education. Emphasis is placed on traditional philosophies as well as American philosophies as they relate to the education process of the American Indian.

SPECIFIC COURSE OBJECTIVES:

The successful student will:

1. Identify and utilize the correct terms and concepts appropriate to the field of education.
2. Compare and contrast several major North American tribes and their educational processes prior to European contact.

3. Apply the principles from his/her study of traditional learning styles among North American tribes to values and skills appropriate to all learning styles.
4. Analyze the purpose of education in family, community, government.
5. Identify the impact of Western education on traditional American Indian learning styles.
6. Synthesize sufficient knowledge to create his/her own unit on the American Indians' impact on Western history, philosophy, and values.

CONTENT IN TERMS OF SPECIFIC BODY OF KNOWLEDGE:

- I. Indian Education: Philosophical Foundations
 - A. Federal and State Policy
 - B. Non-Indian Traditions
 - C. Indian Traditions
- II. Socio-Cultural Attitudes Toward Indian Children
 - A. Child Development Perspective
 - B. Elementary Perspective
- III. Resultant Problems in School Systems
 - A. Reaction of Indian Communities
 - B. Reaction of Educational System
- IV. Knowledge and Western Society
 - A. Philosophy of the West
 - B. Applications of this Philosophy
 - C. Language and Socialization of the West
- V. Knowledge and American Indian Culture
 - A. Philosophy of American Indians
 - B. Applications and Context of this Philosophy
- VI. Indian Community and Society at Large
 - A. Tribal
 - B. Urban
- VII. Student and Teacher
 - A. Indian
 - B. Non-Indian
- VIII. Higher Education and American Indian Students
 - A. Tribal College
 - B. Public College
 - C. Private College

- IX. Adult and Vocational Education
 - A. Tribal
 - B. Government

- X. Changes in Education
 - A. Alternative Systems
 - B. Indian Liaisons
 - C. Charter Schools

- XI. Recommendations and Strategies for Improvements

REQUIRED READING:

Martin, Buck. The Final Report of the White House Conference on Indian Education. Washington, D.C.: Depts of Education and Interior, May, 1992.

Prucha, Francis P. The Churches and the Indian Schools. Lincoln: University of Nebraska Press, 1979.

Reyhner, Jon, ed. Teaching American Indian Students. Norman: University of Oklahoma, 1995.

Reyhner, John and Gene Eder. A History of American Indian Education. Norman: County Indian Education, 1989.

SUGGESTED READING:

Volume 1 and Volume 2, *White House Conference on Indian Education*. Washington, D.C.: Depts of Education and Interior, May, 1992.

REQUIRED WRITING:

Two Field Observations (3-5 pages)
Observations of schools with a large percentage of Indian students (such as Sherman Indian School) and one with a small percentage of Indian students. Compare and contrast the working models used from an Indian as well as a non-Indian perspective.

Creation of a teaching unit about American Indians and their contribution and/or place in Western education (10 pages).

OUTSIDE ASSIGNMENTS:

Students are expected to spend a minimum of three hours per unit per week in class and on outside assignments, prorated for short term classes.

The student will study the texts and lectures and do library research for his or her teaching unit. In addition, there will be field trips to observe a BIA school, tribally run schools, or a public school with a significant Indian population.

INSTRUCTIONAL METHODOLOGY:

Check all that apply:

- lecture
- laboratory
- lecture-laboratory combination
- directed study

This course may be offered as a distance education course and meets Title 5 regulations 55370, 55372, 55374, 55376, 55378, and 55380.

Yes No

If yes, check all that apply. (See guidelines for preparation for definitions.)

- telecourse
- mediated instruction
- computer assisted instruction

GRADING POLICY AND STANDARDS (include methods of determining whether the stated objectives have been met by students):

Suggested percentages:

Four exams	60%
Book Report	20%
Field Observation	20%

IS COURSE REPEATABLE FOR REASON(S) OTHER THAN DEFICIENT GRADE?

Yes No Number of times course may be taken for credit:

If yes, identify specific provision of Title 5 Division 2 section(s) 55761-55763 and 58161 which qualifies course as repeatable:

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