

Submit originals (including syllabus) and one copy and electronic copy to the **Faculty Senate Office**
 See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures/> for a complete description of the rules governing curriculum & course changes.

CHANGE COURSE (MAJOR) and DROP COURSE PROPOSAL
 Attach a syllabus, except if dropping a course.

SUBMITTED BY:

| | | | |
|---------------|---|-----------------|-----------------|
| Department | Alaska Native Studies & Rural Development | College/School | CRCD |
| Prepared by | Jenny Bell Jones | Phone | 907 474 6842 |
| Email Contact | jbjones@alaska.edu | Faculty Contact | Jo-Ann Ducharme |

1. COURSE IDENTIFICATION: As the course now exists.

Dept Course # No. of Credits

COURSE TITLE

2. ACTION DESIRED: Check the changes to be made to the existing course.

Change Course If Change, indicate below what is changing. Drop Course

| | | | |
|----------------|-------------------------------------|-----------------------|-------------------------------------|
| NUMBER | <input type="text"/> | TITLE | <input type="text"/> |
| PREREQUISITES* | <input checked="" type="checkbox"/> | FREQUENCY OF OFFERING | <input checked="" type="checkbox"/> |

*Prerequisites will be required before a student is allowed to enroll in the course.

| | | | |
|---|----------------------|-----------------------|----------------------|
| CREDITS (including credit distribution) | <input type="text"/> | COURSE CLASSIFICATION | <input type="text"/> |
|---|----------------------|-----------------------|----------------------|

| | | | | | |
|--|--------------------------|-------|----------------------|----------|----------------------|
| ADD A STACKED LEVEL (400/600) Include syllabi. | <input type="checkbox"/> | Dept. | <input type="text"/> | Course # | <input type="text"/> |
|--|--------------------------|-------|----------------------|----------|----------------------|

How will the two course levels differ from each other? How will each be taught at the appropriate level?:

Stacked course applications are reviewed by the (Undergraduate) Curricular Review Committee and by the Graduate Academic and Advising Committee. Creating two different syllabi—undergraduate and graduate versions—will help emphasize the different qualities of what are supposed to be two different courses. The committees will determine: 1) whether the two versions are sufficiently different (i.e. is there undergraduate and graduate level content being offered); 2) are undergraduates being overtaxed?; 3) are graduate students being undertaxed? In this context, the committees are looking out for the interests of the students taking the course. Typically, if either committee has qualms, they both do. More info online - see URL at top of this page.

| | | | |
|-----------------------|--------------------------|-------------|----------------------|
| ADD NEW CROSS-LISTING | <input type="checkbox"/> | Dept. & No. | <input type="text"/> |
|-----------------------|--------------------------|-------------|----------------------|

| | | | |
|-----------------------------|--------------------------|-------------|----------------------|
| STOP EXISTING CROSS-LISTING | <input type="checkbox"/> | Dept. & No. | <input type="text"/> |
|-----------------------------|--------------------------|-------------|----------------------|

OTHER (specify)

3. COURSE FORMAT

NOTE: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council and the appropriate Faculty Senate curriculum committee. Furthermore, **any core course compressed to less than six weeks must be approved by the Core Review Committee.**

COURSE FORMAT: (check all that apply) 1 2 3 4 5 6 weeks to full semester

OTHER FORMAT (specify all that apply)

Mode of delivery
(specify lecture, field
trips, labs, etc.)

Lecture

4. **COURSE CLASSIFICATIONS:** (undergraduate courses only. Use approved criteria found in Chapter 12 of the curriculum manual. If justification is needed, attach separate sheet.)

H = Humanities

S = Social Sciences

Will this course be used to fulfill a requirement
for the baccalaureate core?

YES

NO

IF YES*, check which core requirements it could be used to fulfill:

O = Oral Intensive,

W = Writing Intensive,

X = Baccalaureate

*Format 6 also submitted

*Format 7 submitted

Core

- 4.A *Is course content related to northern, arctic or circumpolar studies? If yes, a "snowflake" symbol will be added in the printed Catalog, and flagged in Banner.*

YES NO

5. **COURSE REPEATABILITY:**

Is this course repeatable for
credit?

YES

NO

X

Justification: Indicate why the course can be
repeated (for example, the course follows a
different theme each time).

How many times may the course be repeated for credit?

TIMES

If the course can be repeated with variable credit, what is the maximum
number of credit hours that may be earned for this course?

CREDITS

6. **COMPLETE CATALOG DESCRIPTION** including dept., number, title, credits, credit distribution, cross-listings and/or stacking, clearly showing the changes you want made. (Underline new wording ~~strike through old wording~~ and use complete catalog format including dept., number, title, credits and cross-listed and stacked.)

Example of a complete description:

PS F450 Comparative ~~Aberiginal~~ Indigenous Rights and Policies (s)

3 Credits

Offered As Demand Warrants

~~Case-study~~ Comparative approach in assessing ~~Aberiginal~~ to analyzing Indigenous

rights and policies in different nation-state systems. ~~Seven Aberiginal situations~~

Multiple countries and specific policy developments examined for factors promoting

or limiting self-determination. Prerequisites: Upper division standing or permission of instructor. (Cross-listed with ANS F450.) (3+0)

ANS F420 Alaska Native Education (s)(a)

3 Credits

Offered Fall

School systems historically serving Native people, current efforts toward local control and the cross-cultural nature of this education. Field experience required. Prerequisites: ANTH F242 or permission of instructor. Stacked with ED F606. (3+0)

ED F420 Alaska Native Education (s)(a)

3 Credits

Offered Fall

School systems historically serving Native people, current efforts toward local control, and the cross-cultural nature of this education. Field experience required. Prerequisites: ANTH F242 or permission of instructor. Cross-listed with ANS F420. Stacked with ED F606. (3+0)

ED F606 Alaska Native Education (a)

3 Credits
Offered Fall

School systems historically serving Native people, current efforts toward local control and the cross-cultural nature of this education. Field experience required. Prerequisite: ANTH F242; or permission of instructor. Stacked with ANS F420; ED F420. (3+0)

7. **COMPLETE CATALOG DESCRIPTION AS IT SHOULD APPEAR AFTER ALL CHANGES ARE MADE:**

ANS F420 Alaska Native Education (s)(a)

3 Credits
~~Offered Fall~~ Offered Summer

School systems historically serving Native people, current efforts toward local control and the cross-cultural nature of this education. Field experience required. Prerequisites: ANTH F242 and Junior standing, or permission of instructor. ~~Stacked~~ Cross-listed with ED F420 and stacked with ED F606. (3+0)

ED F420 Alaska Native Education (s)(a)

3 Credits
Offered Fall

School systems historically serving Native people, current efforts toward local control, and the cross-cultural nature of this education. Field experience required. Prerequisites: ANTH F242 and Junior standing or permission of instructor. Cross-listed with ANS F420. Stacked with ED F606. (3+0)

ED F606 Alaska Native Education (a)

3 Credits
Offered Fall

School systems historically serving Native people, current efforts toward local control and the cross-cultural nature of this education. Field experience required. Prerequisite: ANTH F242 and graduate standing; or permission of instructor. Stacked with ANS F420; ED F420. (3+0)

8. **GRADING SYSTEM:** *Specify only one.*

LETTER: X PASS/FAIL:

9. **ESTIMATED IMPACT**

WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.

No measurable impact

10. LIBRARY COLLECTIONS

Have you contacted the library collection development officer (kljensen@alaska.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.

No Yes

This change will not affect the library.

11. IMPACTS ON PROGRAMS/DEPTS:

What programs/departments will be affected by this proposed action?
Include information on the Programs/Departments contacted (e.g., email, memo)

The School of Education has been contacted regarding this proposed catalog change. Their response is attached.

12. POSITIVE AND NEGATIVE IMPACTS

Please specify **positive and negative** impacts on other courses, programs and departments resulting from the proposed action.

There will be no negative impacts. The positive impact will be seen in the improved SLOA when enrollment is limited to Junior standing and higher. The School of Education will still be able to offer the course in the fall if they wish.

13. JUSTIFICATION FOR ACTION REQUESTED

The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. If you ask for a change in # of credits, explain why; are you increasing the amount of material covered in the class? If you drop a prerequisite, is it because the material is covered elsewhere? If course is changing to stacked (400/600), explain higher level of effort and performance required on part of students earning graduate credit. Use as much space as needed to fully justify the proposed change and explain what has been done to ensure that the quality of the course is not compromised as a result.

This Alaska Native Studies professor who regularly offers this course has expressed concern about the experience gap that exists in the classroom under the current enrollment parameters which allow freshmen and sophomores to share the learning experience with graduate students. Given the nature of the course materials and DANSRD's intent to continue offering the course during the accelerated learning environment of the summer session we feel it is important to add the requirement of Junior standing as a prerequisite for the course.

When we began considering this change, we also noted that the cross-list with ED F420 had been omitted from the ANS F420 catalog description. We would like to correct that omission at this time.

Since the cross-listing and stacking arrangements affect ANS each time we offer this course we felt it would be appropriate if the ED listings were changed to include the requirements of Junior standing and graduate standing respectively so that a student cannot bypass the prerequisite requirement of the ANS section and still enroll into the course with lower than Junior standing.

APPROVALS: (Additional signature blocks may be added as necessary.)

Signature, Chair, Program/Department of: DANSLD Date: 10/2/13

Signature, Chair, College/School Curriculum Council for: CRCO Date: 10/08/2013

Signature, Dean, College/School of: CRCO Date: 10/8/13

Offerings above the level of approved programs must be approved in advance by the Provost:

Signature of Provost (if applicable): _____ Date: _____

ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE.

Signature, Chair Faculty Senate Review Committee: _____ Curriculum Review _____ GAAC _____ Core Review _____ SAGAC

ADDITIONAL SIGNATURES: (As needed for cross-listing and/or stacking; add more blocks as necessary.)


Signature, Chair, Program/Department of: Elementary Teacher Ed Date: 10/3/13

Signature, Chair, College/School Curriculum Council for: _____ Date: 10/9/13

Signature, Dean, College/School of: Education Date: 10-07-13

Note: If removing a cross-listing, attach copy of email or memo to indicate mutual agreement of this action by the affected department(s). If degree programs are affected, a Format 5 program change form must also be submitted.



APPROVALS: (Additional signature blocks may be added as necessary.)

| | | |
|--|-------|---------|
|  | Date | 10/2/13 |
| Signature, Chair, Program/Department of: | DANSD | |
| | Date | |
| Signature, Chair, College/School Curriculum Council for: | | |
| | Date | |
| Signature, Dean, College/School of: | | |
| Offerings above the level of approved programs must be approved in advance by the Provost: | | |
| | Date | |
| Signature of Provost (if applicable) | | |

ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE.

| | | |
|--|-----------------------|-----------|
| | Date | |
| Signature, Chair Faculty Senate Review Committee: | ___ Curriculum Review | ___ GAAC |
| | ___ Core Review | ___ SADAC |

ADDITIONAL SIGNATURES: (As needed for cross-listing and/or stacking; add more blocks as necessary.)

| | | |
|---|-----------------------|----------|
|  | Date | 10/3/13 |
| Signature, Chair, Program/Department of: | Elementary Teacher Ed | |
| | Date | |
| Signature, Chair, College/School Curriculum Council for: | | |
| | Date | |
|  | Date | 10-07-13 |
| Signature, Dean, College/School of: | Education | |

Note: If removing a cross-listing, attach copy of email or memo to indicate mutual agreement of this action by the affected department(s). If degree programs are affected, a Format 5 program change form must also be submitted.

Department of Alaska Native Studies & Rural Development
ANS/ED 420/606-Alaska Native Education(s)-3 credits

Summer 2013

M-R 12:00-1:50 July 8-August 15, 2013

Course Outline

Instructor: JoAnn (JoJo) Ducharme
2221 E. Northern Lights Blvd. Suite 200
Anchorage, AK 99508
Office: 279-2704 Fax: 279-2716

E-mail: jo.ducharme@alaska.edu
Dial-in #: 1-800-893-8850
Pin #: 2552242
Office Hours: M-F 12:00-2:00 p.m. & TBA

"Each and every one of us has a right to understand what it is that we live for. The truth is there for you to find, and truth is something that we're going to carry to the end."

Chief Peter John

Course Overview: This course will examine past and present practices and policies as they relate to Alaska Native and Native American educational systems. The premise for these practices and policies is dramatically different than that of the "mainstream American educational system." The course will examine the cultural, social, economic, personal and political factors that have contributed and that have continued to influence these differences as they apply to Alaska Native and Native American education. The readings, class discussions and guest speakers are intended to provide students with background information as it relates to Alaska Native and Native American education.

*Students registered in the ED 606 section will have variations in their assignments.

Course Goals & Objectives: At the conclusion of the course, students will have the information necessary to answer the following questions in a thoughtful & constructive manner in a discussion of Alaska Native/Native American Education:

- Why were schools originally started in Alaska?
- What was the impact of missionaries on Alaska Native education?
- How have boarding schools impacted Native education?
- What individuals influenced Alaska Native education and why?
- What are the differences between a bi-lingual program and an immersion program?
- What is Troth Yedd'ha? What is the significance to Native education?
- What are the important dates and events in Alaska Native Education?
- What are the roles of Alaskan rural educators?
- What is the greatest challenge of education in Alaska?
- What are the contemporary Alaska Native educational issues?
- What were the factors that influenced Alaska Native education?

Required Texts: *Alaska Native Education-Views From Within.* Barnhardt, Ray & Kwagley, Oscar., editors. (2010).

American Indian Education-A History. Reyhner, Jon & Eder, Jeanne. (2004).

Additional Readings: Additional readings may be required throughout the session. These readings will be supplied by the instructor.

"Since education significantly impacts Indian communities and has exerted great influence among Indians from the very beginning of European contact, it is our duty to draw back from the incessant efforts to program educational opportunities and evaluate what we are doing and where we are going in this field..."

Vine Deloria, Jr.

UAF Catalog Course Description: School systems historically serving Native people, current efforts toward local control and the cross-cultural nature of this education. Field experience required. Prerequisites: ANTH F242 and Junior standing, or permission of instructor. Cross-listed with ED F420 and stacked with ED F606. (3+0)

Course Evaluation and Grading: Grades will be determined as follows:

| | |
|--------------------------------------|----------|
| • Class attendance and participation | 100 pts. |
| • Mid-term exam | 50 pts. |
| • Final paper | 50 pts. |
| • Mini-Assignments | 40 pts. |
| • Journal | 30 pts. |
| • Reading Reviews | 20 pts. |
| • Review of educational resource | 10 pts. |
| • Total | 300 pts. |

There are 300 points available to you. Letter grades will be given as follows:

- A=90-100%=270 points or higher
- B=80-89% =240-269 points
- C=70-79% =210-239 points
- D=60-69% =180-209 points
- F=<59% =<179 points

Attendance/participation (100 pts.): Individual participation and attendance is important to achieving success in this course. Each student is expected to participate fully in classroom dialogue in a thoughtful and productive manner. Listening to audio playback does not substitute for missed classes but is required for missed classes. It is impossible to recreate daily/weekly discussions so attendance is critical to your overall success in this course. Please notify me in advance to anticipated absences. Excessive absences will result in a lower grade. On-time attendance is considered elemental.

Mid-term exam (50 points): There will be a mid-term exam. The exams will be reflective of the course material covered in the beginning of the session. It will include assessments of your critical thinking skills and reflections on course materials and discussions.

***Final research paper with in class presentation (50 pts.):** Due August 13. This is one of the major assignments for the course. Possible areas and themes of research as well as format of the paper will be discussed in class. The final paper should be 8-10 pages in length and is due by 5:00 on the due date. We will hold one individual meeting to discuss your paper. Final papers to be posted on Black Board. APA Style.

***"Mini" assignments (40 pts.):** Assignments related to in-class discussions, guest speakers and readings will be required throughout the course and will be discussed in detail. A list of mini-assignments & due dates can be found in this syllabus. Some of the mini-assignments will be posted on Black Board.

***Journal (30 points):** Students will record their reactions and understanding of the various writings/class discussions in journal format. Journal entries will be submitted electronically to the instructor on a regular basis. Six (6) journal entries (1-2 pages for each entry) will be required. Each question is worth 5 points. A schedule of due dates and questions is provided.

Reading reviews (20 pts.): In-class reading reviews will be required on a regular basis. Readings will be related to Alaska Native and Native American education. Each student will present reviews of the readings according to the schedule to be provided in class. The format for the review presentation is found in this syllabus. A written summary of the review will be required (1-2 pages) and posted on Black Board **PRIOR** to the in-class presentation.

***Review of educational resource (10 points):** There exists a multitude of resources that should and could be included in our personal libraries related to the course. Each student will present a selection that is worthy of this recognition. You are to select a resource that you are not familiar with and that you have **not** utilized before. Include author(s), an overview of the resource and why you think it is important. What is the significance of this resource to any individual? Why did you select this resource? Other interesting and pertinent information about the resource. Information to be posted on Black Board. 1-2 pages minimum. **Due August 12.**

Criteria for grading: (UAF Catalog)

A (90-100%) =Excellent work that exhibits insight into the issues. Demonstrates critical thought. Written work is exempt of errors in grammar, spelling and content. Above minimum requirements. Indicates originality and independent work, a thorough mastery of the subject and the satisfactory completion of more than is regularly required.

B (80-89%) =Above average. Speaks and writes well. Above minimum requirements. Demonstrates good understanding of topics.

C (70-79%) =Speaks and writes in an acceptable manner. Works is satisfactory, average. Meets minimum requirements.

D (60-69%) =Below average work. Minimally acceptable. Lowest possible passing grade.

F (59% or lower) =Unacceptable work. Does not meet minimum requirements. Indicates failure. Included in GPA calculations.

The letter grades A,B,C,and D may include a + or - to indicate that your level of performance is slightly higher or lower than that of the letter grade alone. + and - grades will be used in this course.

"The Indian educational enterprise is peculiarly in need of the kind of approach that is less concerned with a conventional school system and more with the understanding of human beings."
William Byler (former Executive Director-Association on American Indian Affairs)

***Journal Questions**-Each entry should be a minimum of 1-2 pages in length.

1. What is a worldview? What is your worldview? How did you obtain it? **Due 7/11.**
2. What does the term Alaska Native Education mean to you? **Due 7/18.**
3. How does your own educational experience compare with experiences discussed in class? **Due 7/25.**
4. What characteristics do you possess that would "fit" a village/rural teaching position? **Due 8/1.**
5. What can educators do in Alaskan schools to encourage and reinforce cultural importance? **Due 8/8.**
6. How does one "study" Native education? **Due 8/1.**

The word education, meaning to "lead forth" or to "draw out" includes both that which "comes in" to you as well as that which is "drawn out" from within you. Your journal should be designed to help account for the various levels of your learning and it is more than a step-by-step account for the various levels of your experiences that you have each day or the emotional responses to those encounters.

***"Mini" assignments (40 points):** (All mini-assignments will be presented in class).

1. **Student Autobiography-(5 points)**-Please include the following information in your autobiography. Post on Black Board. This does not have to be submitted to me. Please answer all questions completely. Minimum -2-3 pages. **Due July 9.**
 - Name you would like to be called in this class
 - Where are you from? What location will you be calling from?
 - Do you have a personal mission statement? If so, what is it?
 - Your email address for this class. We will be using email as our primary out of class communication method so you need to include your primary email address.
 - Major & year in school
 - What did your educational experience consist of? What was your parent's/grandparent's experience?
 - What is the history of education in your home community? (Brief description).
 - In your opinion, what are the most important issues today in education & why?
 - How do you define education?
 - Select one quote from the syllabus & tell us what it means to you.
 - Anything else you would like to include.
2. **ABC's of Native Education-(5 points)**-There is a long list of acronyms related to Alaska Native/American Indian education. Each student will present assigned definitions in class. Information to be posted on Black Board. **Due July 10.**
3. ***Abstract of an article related to Native educational issues in Alaska or the "lower 48"-(5 points).** You will be responsible to find your own article. Consider the following sources: Alaskan newspaper, national newspaper, professional education magazine or journal, a popular magazine or the Internet. Information is to be posted on Black Board. **Due July 22.**

Abstract-The abstract is intended to be a brief statement of about 125-150 words or less, that summarizes the purpose, action initiative (where applicable), participants, setting, methods and results of the study, plus the researcher's primary conclusions, recommendations, and reflections where given in the body of the report. The abstract is intended to be a very succinct statement.

4. **Personal Mission Statement (5 points)**-Each student will develop a personal mission statement for possible inclusion in a professional teaching portfolio. We will discuss personal mission statements in class. **Due July 29.**
5. **Alaska Native Education Milestones (10 points)**-Each student will be assigned specific dates from the attached Milestones list and will present a brief overview of the event and its significance to Alaska Native Education at the beginning of each class following a schedule to be provided once course enrollment is confirmed.
6. ***Experience (5 points)**-You will be expected to share a self-reflective paper entitled, "*Lessons Learned and Worth Sharing*" with your classmates. This will be discussed in class. **Due August 5.**
7. **Current Issues (5 points)**-Students will be asked to research current issues related to Native and/or Indigenous education. Post on Black Board. **Due July 17.**

Student Expectations:

- Preparation and participation matters. Prepare for each class by completing assigned readings and participating in class discussions. If there is a required writing assignment, spend some time with it.
- Initiative counts-enthusiasm for learning and critical thinking will help you get the most from this course. Enthusiasm for learning and reflective and critical thinking on course discussions and readings will ensure you are gaining the most from this course. I urge you to share your ideas, reactions, and questions with others during discussions. Enjoy this course.
- Attendance and due dates are meant to be taken seriously. Attendance in class is mandatory. If you anticipate an absence, please notify me in advance. Excessive absences will result in a lowered grade. This is a "compressed course" so attendance is critical!
- Writing quality is critical in an upper level course. Content, grammar, punctuation and format are graded. Writing quality counts in this course. It is one of the most important skills you will develop in your university experience. I encourage you to utilize the UAF Writing Center as well as other writing assistance resources. Please utilize the writing center if you require assistance. UAF Writing Center (907) 474-5314 Fax #: 1-800-478-5246. www.uaf.edu/english/writingcenter.
The writing format to be utilized in this course is **APA Style**. Timeliness of assignments is critical. Written assignments are due by the specified dates. Assignments that are late will result in a lower grade. For every class session that an assignment is late, your grade will be lowered by one grade.

"A teacher affects eternity; he/she can never tell where his influence stops."

Henry B. Adams

All assignments are due by 5:00 p.m. No late assignments will be accepted. Assignments are to be neatly typed and double-spaced and sent as an e-mail attachment and not in the body of an e-mail.

Plagiarism: Plagiarism is quoting from, paraphrasing or using specific material contained in any published work, e.g. books, periodicals, public documents, internet or another person's ideas without providing appropriate citations or recognitions.

Students with Disabilities: If you have a documented disability and require accommodations, please notify me at the beginning of the semester. The Office of Disability Services implements the Americans with Disabilities Act (ADA) and insures that UAF students have equal access to the campus and course materials. This course will ensure that it will work with the Office of Disabilities Services to provide reasonable accommodations to students with disabilities. (907-474-7043). fydso@uaf.edu.

Other UAF Student Support Services include:

- Office of Information Technology (1-800-478-8226) www.alaska.edu/oit/index.xml or helpdesk@alaska.edu.
- Off-campus library (1-800-478-5348) www.uaf.edu/library/offcampus/index.html.
- UAF Writing Center (1-800-478-5246) www.uaf.edu/english/writingcenter/
- Audio call-in numbers & course schedules www.uaf.edu/rural/students/html
- CDE Bookstore (1-877-651-4002)

"One person can make a difference. Every act has significance. Every act is spiritual. Every action is the sum of all knowledge before you and you impact all that comes ahead of you. You owe every action to the past and to the future. It is an awesome responsibility. You reach another sense of power in coming to this realization. You realize that you're part of something far bigger than yourself. You can then see that wasting your life is a crime. It inspires you to want to achieve, to be totally used up every second in contributing. It creates immense awareness."
Douglas Cardinal, from The Native Creative Process. 1991

Audio Recording Playback is available for this course and can be accessed via the UA Playback system. This system is a phone-based system that allows presenters and attendees to listen to archived recordings at their own pace. There is no limit to how many times a recording can be accessed. **Listening to a course recording does not substitute for a missed class.** Call 1-800-230-8546 and at the prompt enter the course code. Enter the date the recording took place as a 6 digit number. You will be given a menu to follow from this point. You may contact Encounter Collaborative Customer Care Server if you have questions. 1-800-290-5900 or email@customercare@encounter.net

Course Thematic Calendar-Every effort will be made to adhere to the calendar.

- Week 1 Course Overview/ History of Native Education (Lower 48)/History of AK Native Education
- Week 2 Visitors in Our Schools/Urban vs. Rural/State-Wide Concerns
- Week 3 Other Ways of Knowing/Old Wisdom/New Knowledge
- Week 4 Educators Past & Present/What works? What doesn't?
- Week 5 It's the future that counts!
- Week 6 Student Presentations of Final Papers

Criteria for Oral Presentations

The purpose of an oral presentation is to inform others about a specific issue/topic. You will be evaluated on the following criteria:

1. **Knowledge of subject material/content**-Did the presentation include relevant information? Accuracy of facts presented. Clear identification of sources. Did the presenter demonstrate an understanding of the topic? Did the presentation include any

original content or approaches to the topic? Is the purpose of your presentation made clear? Is your central idea(s) made clear? Do you provide examples? Is your conclusion summarized with the main points and purpose? Inform not overwhelm.

2. **Organization**-Orderliness with clear citation of sources and identification of topics addressed. Smoothness of presentation flow. Is there a logical structure to the presentation? Can the sequence of information be easily followed? Does the speaker make clear what was done and how? Was the material presented in the allowed time?
3. **Style**-Each presentation will follow a specified time requirement and this will be included with the course guide. Never read your presentation directly from your paper. You may write out your presentation if you need to organize your thoughts or you may do an outline. You should know your topic well enough not to read directly from your paper. Your sentences should be complete and flow together. You will want to hold your classmates attention. Be enthusiastic. Ask a question or two. The purpose of the presentation is to get us to think about something in a way we may have never thought about it before.
4. **Visual Aids**-If you choose to use any visual aids, practice with them beforehand. Make sure your classmates have received them either through Black Board or through e-mail. They should be appropriate to the subject. The same goes for any handouts you may want to use in your presentation. Are they easily read and accessible?
5. **Delivery**- Practice your presentation beforehand more than once. Practice out loud and time yourself using any materials you will be utilizing. Speak in a clear and audible voice with hopefully little to no distractions as you speak in the background. Is your presentation well paced? It should resemble a planned conversation. You may ask others for questions or comments at the conclusion of your presentation.
6. **Role of the audience (us)!** - We will be listening carefully and attentively.

*"Let us put our minds together and see what life we can make for our children."
Sitting Bull*

As you develop your final paper, remember the following:

1. **PURPOSE**-What are you trying to accomplish? What is your central aim?
2. **QUESTIONS**-What question are you raising? What are you addressing?
3. **INFORMATION**-What information are you using to get your conclusion?
4. **CONCLUSION**-How did I reach this conclusion?
5. **CONCEPTS**-What is the main idea here? Can I explain it?
6. **ASSUMPTIONS**-What am I taking for granted?
7. **IMPLICATIONS/CONSEQUENCES**-What am I implying?
8. **POINTS OF VIEW**-From what point of view am I looking at this issue? Is there another point of view I should consider?

Standards for your final paper should include:

1. **CLARITY**-Can you elaborate further on your points? Can you express in another way?
2. **ACCURACY**-Is it really true? How can this be checked?
3. **PRECISION**-Can you provide more details? Could you be more specific?
4. **RELEVANCE**-How is everything connected? Does it bear on the issue?
5. **DEPTH**-Are you dealing with the most significant factors?
6. **BREADTH**-Do we need to consider another point of view?
7. **LOGIC**-Does this really make sense?
8. **FAIRNESS**-Are we considering all relevant viewpoints?

For Your consideration:

Critical thinking is the art of analyzing and evaluating thinking with a view to improving it.

As you work on any assignment in this course, ask yourself these questions every time:

- Can you state your purpose clearly?
- What is the objective of your reasoning? What are you trying to accomplish?
- What question (s) are you trying to answer?
- Are there other ways to think about the question(s)?
- Is there one right answer or can there be more than one reasonable answer?
- Does the question require judgment rather than facts alone?
- What assumptions are you making? Are they justified?
- How might your assumptions be shaping your point of view?
- Which of your assumptions might be questioned?
- What is your point of view? What insights is it based upon? What are its weaknesses?
- What other points of view should be considered?
- What are the strengths & weaknesses of these viewpoints?
- To what extent is your reasoning supported by data?
- How clear, accurate & relevant are the data to the question at hand?
- Have you gathered sufficient data to reach a reasonable conclusion?
- What key concepts and theories are guiding your reasoning?
- Are you clear and precise in using concepts & theories in your reasoning?
- To what extent does the data support your conclusions?

"A culturally responsive curriculum reinforces the integrity of the cultural knowledge that students bring with them."

Alaska Standards for Culturally Responsive Schools

Reading Review Format: (20 points)

Each student will present overviews of assigned chapters in our required texts. Please use the following format for this assignment: (Each facilitation should last a minimum of 15-20 minutes).

Post on BB.

1. The main purpose of this chapter is_____.
2. The key question(s) that the author is addressing is_____.
3. The most important information in this chapter is _____.
4. The main conclusion(s) in this chapter is/are_____.
5. The key concept(s) in this chapter is/are_____.
6. The main point of view presented in this chapter is_____.
7. The implications of the main assumptions in this chapter are_____.
8. What is the author looking at and how is she/he seeing it/writing about it?

"The most thoughtfully designed education system, most up-to-date school facilities, best trained and carefully selected teachers, brilliantly conceived and executed curricula, and unimpeachable intentions will not by themselves significantly improve the educational situation of Alaska Native students".

Alaska Natives Commission Report 1993

ABC's of Native Education

A-ANSCA/ANILCA/ANB/ANS
 B-Boarding Schools/BIA
 C-Civilization Fund Act/Chemewa
 D-Dual Systems of Schools/Drop Out rates of Alaska Natives/American Indians
 E-Extraordinary Units of Government/Education Assistance Act
 F-Federal Bureau of Education/Paulo Freire
 G-Great Society Programs/Guidelines for Preparing Culturally Responsive Teacher's for Alaska's Schools
 H-Hootch Case/Haskell
 I-Indian Education Act/Indian Nations @ Risk Task Force
 J-Johnson O'Malley Act/Journal of American Indian Education
 K-Kennedys/Oscar Kawagley

L-Lancastrian system/literacy rates among Alaska Natives/American Indians
 M-Meriam Report/Mt. Edcumbe
 N-Nelson Act/NIEA
 O-Organic Act/Old Minto Camp
 P-Public Law 100-297/William Paul
 Q-Quality Schools Initiative/Quality Education for Minorities Project
 R-REAs/Ray Barnhardt
 S-State Operated Schools/Self-Determination Act
 T-Tobeluk v. Lind/Turnover rates for Alaska(teacher)
 U-Urban Schools/Uniform School Act
 V-Village Schools/VISTA
 W-White House Task Force on American Indian Education/Francis Willard
 X-X-CED
 Y-Yu'pik Immersion School
 Z-

"Little do they know how intensely interested Native people are in education. Little do they know how frustrated both Native parents and their children are that schooling is such an unsatisfactory experience."

Dennis Demmert-1993

RURAL/NATIVE EDUCATION MILESTONE EVENTS IN ALASKA 1970-2010

ACTIONS EXTERNAL TO THE UNIVERSITY OF ALASKA

PRE-19

Alaska Federation of Natives founded, 1966

ACTIONS INTERNAL TO THE UNIVERSITY OF ALASKA

70

Alaska Rural Schools Project, 1966-72
 Cultural Orientation Prog. for Alaska Natives, 1961, 62, 68-70

19

19

Alaska Native Claims Settlement Act signed by Pres. Nixon

19

Tanana Chiefs Land Claims College estab.
(discontinued 1975)
State mandated Bilingual Education Programs
Oil pipeline construction begins

19

19

Alaska Native Foundation study on Rural Higher Educ. Needs

19

Inupiat University of the Arctic created in North Slope Borough
Alaska Methodist University closed temporarily
Sheldon Jackson College creates teacher education program
Lau decision requires Bilingual Education
Congress passes Indian Self-Determination and Educ. Assist. Act

19

State-Operated Schools System shut down
Regional Education Attendance Area's (REAA's) created, SB 35
Tobeluk Consent Decree signed, 126 village high schools created

70

Alaska Rural Teacher Training Corps established
Student Orientation Services formed (later RSS)

71

Native Studies Program established at UAF (Walter Soboleff)
Center for Northern Educational Research estab. by Bd. of Reg.

72

UA adds "Senior Colleges" in Anchorage & Juneau
Alaska Native Language Center established
Kuskokwim Community College established by Legislature

73

Alaska Native Human Resource Develop. Prog. estab. (CES)
CNER conducts legislat. study of Ed. in Unorganized Borough

74

Cross-Cultural Educ. Dev. (X-CED) prog. formed from ARTTC

75

UA Academic Develop. Plan assigns statewide respon. in ed
UAF - Rural, cross-cult. & distance ed (XC B.Ed. and M.Ed.)
UAA - Special and adult ed
UAJ - Early childhood and ed admin
Northwest Community College established by Legislature
UA VP of Rural Education Affairs created (Elaine Ramos)
CNER conducts legislative study on Alaska School Finance

76

School of Education formed at UAF for on-campus programs
MAT in Small Rural Secondary Schools established
Kotzebue Community College established by Legislature

19

AMU reopens as Alaska Pacific University
Inuit Circumpolar Conference (ICC) established
Alaska DOE forms Teacher Certification Task Force

19

Alaska Native Education Association formed

19

First Small Schools Conference held

19

Inupiat University closed

19

Alaska National Interest Lands Conserv. Act passed by
Congress
AK Native Leadership Project formed at AK Native
Foundation

19

19

Alaska Native Review Commission established by ICC
United Tribes of Alaska formed

77

Small High Schools Project established at UAF
Teacher Placement Office established by Bob Egan

78

Center for Cross-Cult. Studies formed at UAF
(CNER+X-CED)

79

Cross-Cultural Resource Center established
Small High Schools Project report released

80

UA forms three independent MAU's (UAF, UAA,
UAJ)
CCREE formed to include comm. coll., extension and
rural ed
Chukchi Community College closed in UA dispute
w/Legis.
UA Instructional Telecommunications Consortium
established

81

Rural Student Teaching Program established by
Legislature
Cross-Cultural Orientation Program (X-COP)
established
Bernard van Leer Village Youth Project established
at CXCS
Alaska Native Programs office established at UAF

82

College of Human & Rural Development formed at
UAF
Department of Education
Department of Behavioral Sciences
Department of Rural Development
Cooperative Operational Plan for Education between
UA & K12
Rural Alaska Honors Institute (RAHI) established
Chukchi Community College reopened

83

Summer Institute in Cross-Cultural Studies (1983-
85)
Effective Teaching Project

19

Alaska DOE and UA form Certification Task Force

19

ANRC/Berger Commission issues "Village Journey" report

Last BIA schools closed

Alaska DOE "Schools of the Future" Task Force

19

Western Alaska Higher Education Conference held in Bethel

North Slope Higher Education Center established by NSB/UAF

Alaska Native Coalition formed

19

World Indigenous People's Conference on Education, Vancouver

19

1991 ANCSA Amendments enacted

84

CHRD hosts first Distance Education Conference
Institute for Social and Economic Research moved to UAA

85

UA prepares Six-Year Plan for restructuring
Center for Field Programs formed by CHRD/UAF

86

Pres. O'Dowd meets with state superintendents re rural tch ed

CCREE Distance Education Conference at Alyeska
UAITS dissolved

87

CCREE closed, comm. coll. become branch campuses w/MAUs

Native Administrators for Rural Alaska (NARA) formed

First Rural Alaska Instructional Improvement Academy at UAF

Alaska Native Graduate Fellowship Program (1987-91)

Alaska Native Education Initiatives Conference at Chena H.S.

88

College of Rural Alaska established (CHRD + rural campuses)

Chukchi Campus

Northwest Campus

Kuskokwim Campus

Bristol Bay Campus

Interior-Aleutians Campus

Center for Cross-Regional Education Programs

Center for Distance Education (CFP +

Correspondence Study)

Center for Cross-Cultural Studies

Department of Rural Development

Department of Behavioral Science and Human

Services

On-Campus Education Programs

19

AFN Education Summit held
AFN Foundation formed
Hensley Legislative Report on Rural Education
Stanford Teacher Assessment Project

19

ANHRDP/Kellogg Native Leadership Project (1990-93)
NSHEC becomes Arctic Sivunmun Ilisagvik College
World Indigenous People's Conference on Education,
Aotearoa

19

Alaska 2000 Blue Ribbon Commission creates AK2K sch
ref.
AFN Tribal College workshop at Convention

19

AFN Call to Action produces Alaska Natives
Commission
Alaska Intertribal Council (AITC) formed
Alaska DOE creates Alternative Teacher Certification
Program

19

ASIC becomes Ilisagvik College
World Indigenous Peoples Conference on Education,
Wollongong
Interior Athabascan Tribal College established

19

Alaska Natives Commission issues final report
Alaska Rural Systemic Initiative funded by NSF
through AFN
State Board of Education adopts first Student Content
Standards
Howard Luke Academy established

19

Association of Interior Native Educators formed
Mokakit Native Education Research Conference held in
Anch.
Annenberg Foundation funds Alaska Rural Challenge

89

UAF receives NCATE accreditation
First Old Minto Cultural Orientation Camp
Alaska Native/CITEP Conference at UAF

90

UAF/UBC MOA to support Native doctoral students

91

92

Dept. of Ed. + CXCS moved from CRA to CLA,
becomes School

93

Pres. Komisar meets with state superintendents re
ed prog.
International Conf. on Indigenous Higher Education,
UAF/UBC
Proposed International Center for Indigenous Ed. not
approved

94

Cross-MAU Education Colloquium convened by Pres.
Komisar
Alaska Schools Research Fund formed with
legislative funding
CXCS Publications Center shut down

95

Rural Educator Preparation Partnership (REPP)
formed
Alaska Native Knowledge Network formed
Significant budget reductions imposed on
UAF/Education

19

Alaska Quality Schools Initiative adopted by State Board
Alaska DOE/Governor host statewide Educ. Summit, Girdwood
First Native Educator's Conference held with BMEEC
World Indigenous Peoples Conference on Education, Albuquerque, NM

19

Consortium for Alaska Native Higher Education formed
State benchmark and High School graduation exams mandated

19

Senate Bill 36 enacted, school designators established
Rural school funding reduced by SB 36
Alaska Standards for Culturally Responsive Schools adopted

19

World Indigenous People's Conference on Education, Hilo
AKRSI/EED Alaska Rural Education Leadership Retreat, Wasilla
Guidelines for Preparing Culturally Responsive Teachers adopted

20

AFN Foundation becomes First Alaskans Foundation
High School Graduation Qualifying Exam implemented
State Board adopts Cultural Standards for Students
Education Summit 2000 convened at Girdwood by AK DOE
Education Funding Task Force formed by Governor Knowles
Guidelines for Respecting Cultural Knowledge adopted

96

Professional Ed. Coordinating Committee formed across MAUs
BOR push for one School of Education across all MAUs
CXCS Resource Center shut down

97

Cross-MAU collaboration on key education programs
Professional Education Coordination Committee (PECC)
UAA to lead on Special Education and Ed. Leadership
UAF to lead on Rural/Native Education
UAS to lead on Early Childhood and Technology Education
UAF loses NCATE accreditation, reverts to state accreditation

98

School of Education moved from CLA to Graduate School
CXCS remains in CLA

99

MA in Rural Development established

00

School of Education becomes stand-alone unit again
MA in Cross-Cultural Studies established
UAA receives funding for AK Partnership for Teacher Educ.

20

Guidelines for Nurturing Culturally Healthy Youth adopted
Guidelines for Strengthening Indigenous Languages adopted
Alaska Indigenous Higher Education Summit held in Anchorage

20

First Alaskans Foundation becomes First Alaskan Institute
World Indigenous People's Conference on Education, Calgary
World Indigenous Nations Higher Education Consortium formed
Guidelines for Culturally Responsive School Boards adopted
No Child Left Behind enacted

20

Ilisagvik College accredited by NW Accreditation Commission
WINHEC forms Indigenous Accreditation Authority
Native Student Learning Action Plan formed by AK EED
Guidelines for Cross-Cultural Orientation Programs adopted

20

Alaska Native Education Association resurrected

20

World Indigenous People's Conference on Education, Aotearoa
Effie Kokrine Charter School established in Fairbanks
AFN Convention theme: Native Ways of Knowing

20

National Indian Education Assoc. convention held in Anchorage

20

International Polar Year opens (2007-09)
Ilisagvik recognized as Tribal College

01

Alaska Scholar's Program created by President Hamilton
UAF Alaska Native programs moved to Brooks
Alaska Center for Excellence in Schools created, UA/EED

02

TCUP funding to UAF and CANHE
UAS receives funds for PITAS Program

03

Future Teacher's of Alaska formed
Alaska Mentor Project formed by UA/EED

04

Cross-Cultural Orientation Programs implemented by districts
UAF regains NCATE accreditation
UAA receives funding for AK Education Innovation Network

05

UAA and UAS obtain NCATE accreditation
CRA becomes College of Rural and Community Development
AKRSI winds down

06

Cross-Cultural Orientation Programs implemented by districts

07

UAF designated as Lead Institution for UArctic graduate prog.

20

World Indigenous People's Conference on Education,
Melbourne

20

EED establishes Director of Rural Education position
Watershed Charter School opens in Fairbanks

20

Moore vs State of Alaska school equity lawsuit ruling

08

Andrew W. Mellon Foundation grant for Alaska
Native PhD's
Center for Ocean Science Education Excellence
funded by NSF
Alaska Native Teacher Education Project initiated at
UAF

09

Indigenous Studies PhD program implemented at UAF
Alaska Native Studies moved from CLA to CRCD

10

NCATE accreditation renewed for SOE
Alaska Native Education: Views from Within
published

Compiled by Ray Barnhardt & reprinted with permission

"Teachers should attempt to live part of their dreams within their educational space."
Paulo Freire

Personal Mission Statement

Value of Writing a Personal Mission Statement

1. It forces you to think deeply about your life, clarify the purpose of your life, and identify what is really important to you.
2. It forces you to clarify and express succinctly your deepest values and aspirations.
3. It imprints your values and purposes firmly in your mind so they become a part of you rather than something you only think about occasionally.
4. Integrating your personal mission statement into your weekly planning gives you a way to keep your vision constantly before you.

Process of Creating a Personal Mission Statement

1. Identify an influential person in your life. Define the qualities you most admire in that person. List those and then ponder the qualities you would need to practice in order to achieve the future you desire.
2. Define who you want to become; not just what you want to have and do.
3. Define your life roles. You may have roles in relation to your profession, family, community, or other areas in your life. Describe how you would like to be described in each of these roles.
4. Write a draft of your personal mission statement. Carry the rough draft with you and make notes, additions, and deletions.

5. Write a final draft. Refer to it frequently. Use it as a standard by which you judge all your activities.

6. Periodically review and evaluate your personal mission statement to keep yourself in touch with your own development and keep yourself in harmony with your deepest self.

7. The final test of the value and effectiveness of a mission statement is: DOES THIS STATEMENT INSPIRE ME?

Developing a personal mission statement.

A personal mission statement answers questions like these:

-What do I want from my life?

-At the end of my life, what do I want to have accomplished?

-What do I value?

-What are my talents?

A personal mission statement is the beginning of personal leadership. It sets guidelines for life. By referring to it and internalizing its meaning, we make choices that serve values and reject the things that oppose them.

A mission statement often includes a set of personal beliefs. A mission statement often answers another important question: What do I believe in?

Writing a personal mission statement is as much an act of discovery as an act of creation.

A mission statement is not exactly a piece of creative writing. We write what we sense to be true about ourselves, although often it seems we are writing what we would like to be true.

Writing what is true about ourselves isn't as easy as it may seem. We sometimes don't know ourselves as well as we think we do. We perhaps believe things because we are expected to believe them. We feel inclined to pursue a certain path because it is socially approved. We may fear other people's criticism if we do what we feel is right for us.

So writing a mission statement is really an adventure in self-discovery. We are working to uncover our talents, our interests, and our deepest desires for life. Writing a mission statement can be a tool for clarifying things that we otherwise might not know. Most people, at some point in their lives, long for a sense of meaning and purpose. They sense that they have talents and contributions to offer but are not sure what their talents are. The mission statement is a way of discovering that sense of purpose by coming to know ourselves better.

A mission statement gives us general guidance. We can make it more specific by applying it to specific roles. A role is a function that we serve in life.

Some of the roles we may have are family member, student, worker, or community member. The idea is to find some sense or order about life by dividing it up into meaningful patterns of related activities.

Perhaps the most useful aspect of roles is that they can help us maintain balance in our lives. For example, if, as we plan our day, we consider each role and ask what ought to be done within it, we will be more balanced in our effectiveness than if we simply attend to the most pressing problems. In fact, the way we define our roles can help us maintain the balance that is so critical to effectiveness in life.

Roles are more specific than our mission, but they still aren't specific enough to let us make clear

plans. We need to take another step, this time breaking our roles into goals. We do this by asking, "What do I want to accomplish within this role?" In answer we create goals, specific results we want to accomplish at specific times.

These goals become the basis for our weekly and daily planning. Goals are the building blocks of our mission and our roles. From these goals we can create specific action plans that will help us succeed in our roles and fulfill our mission.

Goals can be lifelong, intermediate, or short term. Goals have a deadline. They are broken down into steps, with each step having its own deadline. When all of the separate deadlines are reached, the overall goal has been achieved.

Some goals are lifetime goals-, meaning that we intend to achieve them before we die. To achieve them, we break them into smaller steps, perhaps ten year goals or five year goals. These intermediate goals are then divided into smaller steps, until we have subdivided the lifetime goals into immediate goals that we can work on today.

The best goals are consistent with our personal mission. Goals serve us by organizing our actions and by giving them meaning. When we sense that our actions bring meaningful results, we have greater incentive to perform those actions. Our mission provides the purpose for our goals and actions, and goals that are backed by a sense of mission tend to be both more satisfying and more motivating.

Steps Toward Personal Mission Statement Development

Step 1: Identify Past Successes. Spend some time identifying four or five examples where you have had personal success in recent years. These successes could be at work, in your community, at home, etc. Write them down. Try to identify whether there is a common theme -- or themes -- to these examples. Write them down.

Step 2: Identify Core Values. Develop a list of attributes that you believe identify who you are and what your priorities are. The list can be as long as you need. Once your list is complete, see if you can narrow your values to five or six most important values. Finally, see if you can choose the one value that is most important to you.

Step 3: Identify Contributions. Make a list of the ways you could make a difference. In an ideal situation, how could you contribute best to:

- the world in general
- your family
- your employer or future employers
- your friends
- your community

Step 4: Identify Goals. Spend some time thinking about your priorities in life and the goals you have for yourself. Make a list of your personal goals, perhaps in the short-term (up to three years) and

the long-term (beyond three years).

Step 5: Write Mission Statement. Based on the first four steps and a better understanding of yourself, begin writing your personal mission statement.

Final Thoughts

A personal mission statement, is of course personal... but if you want to truly see whether you have been honest in developing your personal mission statement, I suggest sharing the results of this process with one or more people who are close to you. Ask for their feedback.

Finally, remember that a mission statement is not meant to be written once and blasted into stone. You should set aside some time annually to review your career, job, goals, and mission statement -- and make adjustments as necessary.

Each individual is unique and a mission statement will reflect this uniqueness-both in content and form. A personal mission statement is like a personal constitution. A personal mission statement becomes the basis for making daily decisions. It can empower an individual with strength in the midst of change. With a mission statement we can "flow" with the changes. You have the vision and values which can direct your life. You have the basic direction from which you set your long-term and short-term goals. It, like you, is a work in progress.

"Every job is a self-portrait of the person who did it. Autograph your work with excellence."

Unknown

Notes: