

**California State University, San Marcos General Education Program  
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST**

**• AREA D: Social Science**

*See GE Handbook for information on each section of this form*

**ABSTRACT**

<b>Course Abbreviation and Number:</b> AIS 290	<b>Course Title:</b> American Indian Education and Social Justice	
<b>Number of Units:</b> 3 units		
<b>College or Program:</b> <input checked="" type="checkbox"/> CHABSS <input type="checkbox"/> CSM <input type="checkbox"/> CEHHS <input type="checkbox"/> COBA <input type="checkbox"/> Other _____	<b>Desired term of implementation:</b> <input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer   Year: 2016	<b>Mode of Delivery:</b> <input checked="" type="checkbox"/> face to face <input type="checkbox"/> hybrid <input type="checkbox"/> fully on-line
<b>Course Proposer (please print):</b> Dr. Joely Proudfit	<b>Email:</b> jproudfi@csusm.edu	<b>Submission Date:</b> 03/02/2016

**1. Course Catalog Description:** Compares and contrasts American Indian traditional systems of knowledge with western constructs, provides an introduction to the legacy of Indian Boarding School policies, as well as evaluates the contemporary challenges that American Indians experience in educational systems, such as high dropout rates, low college matriculation rates, and the impact of cultural differences embedded in these trends.

**2. GE Syllabus Checklist: The syllabi for all courses certified for GE credit must contain the following:**

<input checked="" type="checkbox"/>	Course description, course title and course number
<input checked="" type="checkbox"/>	Student learning outcomes for General Education Area and student learning objectives specific to your course, linked to how students will meet these objectives through course activities/experiences
<input checked="" type="checkbox"/>	Topics or subjects covered in the course
<input checked="" type="checkbox"/>	Registration conditions
<input checked="" type="checkbox"/>	Specifics relating to how assignments meet the writing requirement
<input checked="" type="checkbox"/>	Tentative course schedule including readings
<input checked="" type="checkbox"/>	Grading components including relative weight of assignments

**SIGNATURES**

_____ Course Proposer	_____ Date	_____ Department Chair	_____ date	_____
<i>Please note that the department will be required to report assessment data to the GEC annually.</i>				
				<i>DC Initial</i>
		Support   Do not support*	Support   Do not support*	
		<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	
_____ Library Faculty	_____ Date	_____ Impacted Discipline Chair	_____ Date	
		Support   Do not Support*	Approve   Do not Approve	
		<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	
_____ Impacted Discipline Chair	_____ Date	_____ GEC Chair	_____ Date	

**\* If the proposal is not supported, a memo describing the nature of the objection must be provided.**

Course Coordinator:      Phone:      Email:

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*Part A: D Social Science General Education Learning Outcomes (GELOs) related to course content. [Please type responses into the tables.]*

<b>Social Science GELOs this course will address:</b>	<b>Course content that addresses each GELO.</b>	<b>How will these GELOs be assessed?</b>
<p>D.1 Students will describe and critically apply social science theories and methods to problems. This may include the development of research questions, critical evaluation of evidence, data collection, fieldwork, and/or employment of mathematical analysis.</p>	<p>This course focuses on understanding the American Indian education in the US. Students are required to identify a social issue in an American Indian community and to create research questions to critically evaluate and address it. Students will critically apply the following theories and methods toward their evaluation of AIAN education. History, political, economic, social and Native Ways of Knowing, Critical Race Theory.</p>	<p>This will be assessed via quizzes, exams, think pieces, field notes, and the final research paper in which students have to demonstrate historical understanding of AI education in the US as well as present new information regarding AI education in 20<sup>th</sup> and 21<sup>st</sup> century. For example, Reading Responses will be utilized to evaluate students understanding and participation. Students will read and respond to readings assigned for class in preparation for discussion. The responses are three-four pages in length. The criteria used for marking will be distributed to students. The final paper will be a discussion of a persistent issue in the historical development of American Indian schooling (i.e. Bureau of Indian Education funded schools-Grant, BIE or Contract, Indian Public Schools &amp; Native Charter Schools), along with a discussion the ways in which current schooling practices reflect this issue. Also Included in this paper will be a focus on ways that an understanding of the historical and social foundations of American Indian Education might influence schooling practice and school leadership in meaningful ways. A component of the paper will be</p>

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		the development of ideas and questions in communication with community education leaders, through participant observation and discussion, interview, or other on-site activity.
D.2 Students will analyze the impact of race, class, gender and cultural context on individuals and/or local and global societies.	Students will analyze the impact of US systems and forms of education on AI people. In order to make quality decisions school leaders should develop their ability to inquire deeply regarding the pertinent historical/policy related background of an issue or problem. Students will investigate how race, class and gender impact some of the issues faced in Indian education. Students will identify the issue and then research scholarship and policy discussion from a variety of pertinent resources. Reviewing the data in comparison to other groups is critical here. Native students, are often overlooked, ignored or presumed an asterisk. Unlike achievement results for every other major ethnic group in the United States, those for Native students have remained nearly flat in recent years, and the gaps separating these students from their white peers have actually widened. A thorough comparative review of race, class and gender will be analyzed to showcase the needs of AIAN students.	This will be assessed via quizzes, exams, think pieces, field notes, and the final research paper in which students have to demonstrate historical understanding of AI education in the US as well as present new information regarding AI education in 20 <sup>th</sup> and 21 <sup>st</sup> century.
D.3 Students will outline the contemporary and/or historical perspectives of major political, intellectual, psychological, economic, scientific, technological, or cultural developments	Students will outline the historical and contemporary federal policies, laws, and perspectives about American Indian education and the movement for self-determination and social justice, such as the Indian Self-Determination and Education Act (1975) and the recently passed CA Assembly Bill 163, which creates a platform for CA Indian culture and language to be credentialed for CA teachers.	This will be assessed through quizzes and exams.
D.4 Students will explain the usefulness of a disciplinary perspective and field of knowledge for social issues and problems.	Students will explain the usefulness of American Indian epistemologies or ways of knowing and federal Indian law/policy to discuss social issues and problems in AI communities regarding education.	This will be assessed via quizzes, exams, think pieces (short written reflections), field notes, and the final research paper in which students have to demonstrate historical understanding of AI education in the US as well as present new information regarding AI education in 20 <sup>th</sup> and 21 <sup>st</sup>

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**Part B: General Education Learning Outcomes required of all GE courses related to course content:**

<b>GE Outcomes required of <u>all</u> Courses</b>	<b>Course content that addresses each GE outcome?</b>	<b>How will these GELOs be assessed?</b>
Students will communicate effectively in writing to various audiences. (writing)	Students will apply research skills through community engagement and experiential learning to communicate in writing knowledge about AIs and education.	This will be assessed through think pieces and field note entries (reflections) and research paper.
Students will think critically and analytically about an issue, idea or problem. (critical thinking)	Students will analyze American Indian epistemologies and other forms of knowledge to develop cross-cultural understanding of federal laws and policies.	This will be assessed on quizzes and exams.
Students will find, evaluate and use information appropriate to the course and discipline. (Faculty are strongly encouraged to collaborate with their library faculty.)	Students will analyze the legal and historical foundations of AI political identity to evaluate the contemporary issues in American Indian relations and communities.	This will be assessed through the research paper.

**Part C: GE Programmatic Goals: The GE program aligns with CSUSM specific and LEAP Goals. All D courses must meet at least one of the LEAP Goals.**

<b>GE Programmatic Goals</b>	<b>Course addresses this LEAP Goal:</b>
LEAP 1: Knowledge of Human Cultures and the Physical and Natural World.	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
LEAP 2: Intellectual and Practical Skills	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
LEAP 3: Personal and Social Responsibility	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
LEAP 4: Integrative Learning	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
<b>CSUSM Specific Programmatic Goals</b>	<b>Course content that addresses the following CSUSM goals. Please explain, if applicable.</b>
CSUSM 1: Exposure to and critical thinking about issues of diversity.	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes (please describe): Students will be exposed to the political, social, and cultural issues impacting AI life, identity, and cultural continuity.
CSUSM 2: Exposure to and critical thinking about the interrelatedness of peoples in local, national, and global contexts.	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes (please describe): Students will be exposed to AI communities to critically understand the role of US systems of education in the oppression and cultural genocide of AI people.

**Part D: Course requirements to be met by the instructor.**

<b>Course Requirements:</b>	<b>How will this requirement be met by the instructor?</b>
Course meets the All-University Writing requirement: A minimum of 2500 words of writing shall be required for 3+ unit courses.	Meets the requirement through reflection papers and a research paper.
Instructors will include an evaluation of students' written work which assesses both content and writing proficiency.	The student's research paper will have a rubric for assessment to evaluate both content (thesis/evidence) and writing proficiency (organization, clarity, and grammar).
Courses will include a component requiring students to develop an understanding of the core information resources and literature of the disciplines.	Students will be required to develop reflection papers and points for discussion of all course literatures.

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All social sciences core course proposals/syllabi shall require information literacy: This includes opportunities for students to read, evaluate and analyze social science information, and report results of their analysis clearly. Courses will be assigned a librarian as a resource person to facilitate the information literacy and library use components.

Students will be provided with a library research workshop prior to the start of the research paper and they will be assessed when they complete an annotated bibliography that demonstrates their ability to evaluate primary and secondary academic sources.