

ACADEMIC SENATE PROPOSAL TRACKING SHEET

(Document To Be Originated By Academic Senate Secretary On Canary Color Paper)

All proposals MUST have their originating college faculty body (Ex. Nursing, Technical Sciences, Arts & Sciences, Education) approval and must be signed by the submitter and the college chair/dean before being submitted to the academic senate secretary.

1. Submit all proposals (using the appropriate Academic Senate program/degree and/or course revision forms) to the Academic Senate Secretary.
2. The Academic Senate Secretary logs and numbers items and forwards them to the appropriate Academic Senate subcommittee(s): Teacher Education (if applicable), General Education (if applicable), or Curriculum.
3. The Academic Senate subcommittee(s) consider(s) the proposal. If approved, the proposal is forwarded to the next committee. If a committee disapproves the proposal, the originator may request that the item be forwarded to the next body for consideration. The committee will provide written rationale to the originator when a proposal is disapproved and the proposal is returned to the originator.
4. The Academic Senate considers the proposal and approves or disapproves. If approved, the proposal is forwarded to the Full Faculty for consideration. If the Academic Senate disapproves the proposal, the originator may request that the item be forwarded to the Full Faculty for consideration. The Academic Senate will provide written rationale to the originator when proposals are disapproved and the proposal is returned to the originator.
5. The Full Faculty considers academic senate approved proposals. If faculty approve, the proposal will then be forwarded to the Provost. The Provost approves or disapproves the proposal. If approved, the proposal is then forwarded to the Chancellor.
7. The Chancellor approves or disapproves the proposal.

Subcommittee and Academic Senate college representatives will notify their respective colleges' of the progress of submitted proposals or the proposal may be tracked via the web page --

<http://www.msun.edu/admin/provost/asproposals.htm>

Documentation and forms for the curriculum process is also available on the web page:

<http://www.msun.edu/admin/provost/asforms.htm>

***** (If a proposal is disapproved at any level, it is returned through the Academic Senate secretary to the Chair/Dean of the submitting college who then notifies the originator.)

Proposal #	07-2435	Title: NATIVE American Studies Minor
------------	---------	--------------------------------------

(proposal explanation, submitter and college chair/dean signatures on attached program/degree or course revision form)

Received by ACAD Senate	Date 4/22/08				
Forwarded to Teacher Ed Council	NA	Approved	_____	Disapproved	_____
		Signature	_____	Signature	_____
		Approved	_____	Disapproved	_____
		Signature	_____	Signature	_____
Forwarded to Gen Ed Committee	NA				
Returned to ACAD Senate	4/22/08				
Forwarded to Curriculum Committee	NA	Approved	_____	Disapproved	_____
		Signature	_____	Signature	_____
		Approved	_____	Disapproved	_____
		Signature	_____	Signature	_____
Returned to ACAD Senate for Vote	5/1-08	Approved	X	Disapproved	_____
		Signature	_____	Signature	_____
Sent to Provost's office for Full Faculty vote		Approved	_____	Disapproved	_____
Voted on at Full Faculty meeting		Signature	_____	Signature	_____
Forwarded to Provost for Approval/Disapproval	5/8/08	Approved	X	Disapproved	6-2-08
		Signature	_____	Signature	_____
Forwarded to Chancellor for Approval/Disapproval	4/6/08	Approved	✓	Disapproved	_____
		Signature	_____	Signature	_____
Copies sent to originating college and registrar's office	6/6/08				

PROGRAM/DEGREE REVISION FORM

NEW ___ DROPPED ___ MAJOR REVISION X FOR INFORMATION ONLY ___

College Education, Arts & Sciences and Nursing Program Area Native American Stud Date 3/3/08

Submitter [Signature] Dean [Signature] Date 4/22/08
Signature Signature (indicates "college" level approval)

Please provide a brief explanation & rationale for the proposed revision(s). Due to added courses, some cross-listed with History, revision of the NAS minor is in order. Also needed is the inclusion of the Indian language courses in the minor as they have not been part of it before.

Please provide in the space below a "before and after" picture of the program with the changes in the program noted. Attach appropriate Course Revision Forms. Please indicate changes by shading the appropriate cells.

PROPOSAL TITLE Native American Studies Minor

Current Program listed in 07-08 Catalog

Proposed Program for 08-09 Catalog

Table with 4 columns: Course Prefix, #, Course Title, Credits. Lists current courses like HIST 310, NAS 220, etc.

Table with 5 columns: Course Prefix, #, Course Title, Gen-Ed Credits, Degree Credits. Lists proposed courses like NAS 220, NAS 330, etc. Includes handwritten annotations like * new.

Additional instructional resources needed (including library materials, special equipment, and facilities). Please note: approval does not indicate support for new faculty or additional resources.

None: Current faculty can teach. The Language courses currently taught by an adjunct and this projected to continue.

Updated 09/29/05 2 new NAS only not dual prefix. * course forms are part of proposal 07-11

COURSE REVISION FORM

NEW X DROPPED _____ MAJOR REVISION _____ FOR INFORMATION ONLY _____

College Arts & Sciences, Education Program Area Native American Studies Date 2/11/08

And Nursing

Submitter [Signature]

Signature

Dean [Signature]

Signature (indicates "college" level approval)

Date 8/22/08

Please provide a brief explanation & rationale for the proposed revision(s):

This course fills a gap in our current offerings. Presently we do not have a course that covers and/or focuses on Montana Natives. This course also deals with the U.S.-Canada borderlands. Many of Montana Native groups' homelands extend to British Columbia, Alberta and Saskatchewan, and many groups still extend over the international border. Most students, Native or non-Native alike, are not well aware of issues dealing with our Native population.

Please provide the following information:

College: Arts & Sciences, Education and Nursing

Program Area: Native American Studies

Date: 2/11/08

Course Prefix & No.: NAS 2xx

Course Title: Montana Indians: Cultures, Traditions and Current Issues

Credits: 3

Required by: Native American Studies Minor

Selective in:

Elective in:

General Education:

Lecture: 100%

Lecture/Lab:

Gradable Lab:

Contact hours lecture: 3

Contact hours lab:

Current Catalog Description (include all prerequisites):

Proposed or New Catalog Description (include all prerequisites):

This course will deal with several major issues: One, the U.S.-Canada international border cuts between Native territories due to international negotiations in which Natives had no role. How has the border affected, and how does it continue to affect, their lives? Two, the histories and cultures of Montana's seven reservations and twelve Native groups vary and are complicated. The histories of the people and the reservations will be covered. Three, the course will include bringing in elders from the Hi-Line reservations to tell the cultures, traditions and present issues from their perspectives.

Course Outcome Objectives:

Learning to understand and appreciate local Native American groups, their histories and present relations with the local, state and federal governments. Critically and analytically evaluate historical and current issues from Native perspective. Putting local issues into context.

Additional instructional resources needed (including library materials, special equipment, and facilities). Please note: approval does not indicate support for new faculty or additional resources.

The class is proposed to have an additional fee of \$25 per student to cover the costs of bringing in elders from local reservations. No additional faculty or material is needed.

NAS 2xx Montana Indians: Cultures, Traditions and Current Issues

This course fills a gap in our current offerings. Presently we do not have a course that covers and/or focuses on Montana Natives. This course also deals with the U.S.-Canada borderlands. Many of Montana Native groups' homelands extend to British Columbia, Alberta and Saskatchewan, and many groups still extend over the international border (Kootenai in BC; Niitsitapi – the Blackfoot Confederation – have three groups in AB, one in MT; Cree extend from east to west throughout northern U.S. and Canadian subarctic). Most students, Native or non-Native alike, are not well aware of issues dealing with our Native population, or even who they are.

This course will deal with several major issues. 1) The international border cuts between Native territories due to international negotiations in which Natives had no role. How has the border affected their lives? How does it continue to affect their lives? (I see this latter point as potentially problematic, for our current travel requirements include a necessity of obtaining a passport to cross the border. For many Natives this complicates traditional practices of visiting relatives. Passport can also be of prohibitive cost to some, and potentially the travel requirements may prevent travel all together.)

2) The histories and cultures of Montana's seven reservations and twelve Native groups vary and are complicated. The histories of the people and the reservations will be covered and are important for our region's population to understand. Why were so different tribal groups lumped together to one reservation (such as Gros Ventre and Assiniboine)? What are proper tribal names? Misinformation and misunderstandings abound, which this class will try to change.

3) Elders are a great untapped (by MSUN) source of knowledge – tribal and local. We should make an effort to tap into this source. Travel costs and stipends to bring elders to speak to this class require a financial investment. We can cover this cost with investment of as little as \$5,000. This can be covered by charging students an extra fee, say \$25. If we make the course, as proposed, a GE requirement necessary for both NAS minors and, hopefully, future majors, attendance should in a course taught once annually reach 25-30 students, and 15-20 taught twice annually. \$25 fee will therefore cover required expenses of bringing in a minimum of 4-6 elders per semester or year.