

MONTANA BOARD OF REGENTS
LEVEL II REQUEST FORM

Item Number:	- -R	Date of Meeting:	
Institution:	Montana State University-Northern	CIP Code	
Program Title:	Bachelor of Arts in Native American Studies		

Level II proposals require approval by the Board of Regents.

Level II action requested (check all that apply): Level II proposals entail substantive additions to, alterations in, or termination of programs, structures, or administrative or academic entities typically characterized by the (a) addition, reassignment, or elimination of personnel, facilities, or courses of instruction; (b) rearrangement of budgets, cost centers, funding sources; and (c) changes which by implication could impact other campuses within the Montana University System and community colleges. Board policy 303.1 indicates the curricular proposals in this category:

- 1. Change names of degrees (e.g. from B.A. to B.F.A.)
- 2. Implement a new minor or certificate where there is no major or no option in a major;
- 3. Establish new degrees and add majors to existing degrees;
- 4. Expand/extend approved mission; and
- 5. Any other changes in governance and organization as described in Board of Regents' Policy 218, such as formation, elimination or consolidation of a college, division, school, department, institute, bureau, center, station, laboratory, or similar unit.

Specify Request:

Add a Native American Studies Major for a Bachelor of Arts Degree in Native American Studies at MSU-Northern.

LEVEL II BOARD OF REGENTS ITEMS

CURRICULUM PROPOSALS

1. Overview

MSU-Northern has long contributed to the education of Native American population in the Hi-Line region, and continues to do so. All four Hi-Line tribal colleges send students to MSU-Northern, many of them having a major in Education and Community Leadership and many other programs throughout academic curriculum. All tribal colleges offer a two-year associate degree in Native American Studies or related field. Many of these graduates seeking a four-year degree in NAS now have to go to University of Montana. The proposed major will provide an alternative without undue competition due to distances in our state. Therefore the proposed major would offer students more choices for a major and consequently increase enrollment at MSU-Northern as well as enhance our reputation; further it will allow many students to continue their education closer to home, rather than discontinue their education or force them to travel further distances and increase the cost of their education.

2. Provide a one paragraph description of the proposed program. Be specific about what degree, major, minor or option is sought.

Proposed program seeks a degree of Bachelor of Arts in Native American Studies at MSU-Northern. MSU-N already has a minor in NAS, and current proposal would establish a major in NAS as well.

3. Need

a. To what specific need is the institution responding in developing the proposed program?

Lack of four-year programs in the Hi-Line in NAS, and scarcity in the state. Provide a low-cost alternative for students seeking NAS degree in the state, and cut down students' travel costs.

b. How will students and any other affected constituencies be served by the proposed program?

Students will benefit from another option as a major. The proposed major would not directly compete with any other existing major, but instead will provide an alternative program to attract students to MSU-Northern.

c. What is the anticipated demand for the program? How was this determined?

Stonechild College, Ft. Belknap College, Blackfeet Community College and Ft. Peck College all have a 2-yr degree in NAS or related field (such as Blackfeet Studies). Many of their students have expressed desire to stay closer to home for a 4-yr degree. A new major also will help MSU-Northern in its enrollment needs. Also, considering that MSU-Northern has been designated as Title III and Title V qualifying institution and can apply for a number of grants, including multi-year grants, from the U.S. Department of Education, this major will be important to implement. The program does not require any grants for funding, however.

4. Institutional and System Fit

a. What is the connection between the proposed program and existing programs at the institution?

Currently MSU-Northern only has a minor in NAS. The new major will not compete with any existing major, but will increase student options.

b. Will approval of the proposed program require changes to any existing programs at the institution? If so, please describe.

No.

- c. Describe what differentiates this program from other, closely related programs at the institution (if appropriate).

There are no other, closely related programs in the institution.

- d. How does the proposed program serve to advance the strategic goals of the institution?

This program will help improve both retention and enrollment. From our mission statement: "MSU-Northern values individualized attention to its students, experientially-based learning, and creating a culturally rich and intellectually stimulating environment. From its North Central Montana High Plains main campus, the University serves as a regional cultural center and maintains strong partnerships with communities, education, business and industry." To properly fulfill this mission, a program like a Bachelor's degree in Native American Studies is needed. Tribal governments are major employers in the region, and together with the Community Leadership program, NAS major will help fulfill the tribes' educational needs.

- e. Describe the relationship between the proposed program and any similar programs within the Montana University System. In cases of substantial duplication, explain the need for the proposed program at an additional institution. Describe any efforts that were made to collaborate with these similar programs; and if no efforts were made, explain why. If articulation or transfer agreements have been developed for the substantially duplicated programs, please include the agreement(s) as part of the documentation.

Only University of Montana currently has a NAS major in their academic offerings. The distance between U of M and MSUN-N is significant. MSU-Billings only has a minor, and MSU-Bozeman has a minor and a graduate program, but no BA in NAS. Therefore the new major would not compete with other institutions in the state, but complement them, and help keep Montana students, especially those from the Hi-Line, desiring to gain a NAS degree at home.

5. Program Details

- a. Provide a detailed description of the proposed curriculum. Where possible, present the information in the form intended to appear in the catalog or other publications. NOTE: In the case of two-year degree programs and certificates of applied science, the curriculum should include enough detail to determine if the characteristics set out in Regents' Policy 301.12 have been met.

See the attached Program Revision Form.

b.	Course Prefix	#	Course Title	Gen-Ed Credits	Degree Credits
c.	WRIT	101	College Writing	3	
d.	SPCH	141	Fundamentals of Speech	3	
e.	M	121	College Algebra	3	
f.			Natural Sciences with Lab	6	
g.			Social Sciences	6	
h.	NAS	120	Native American Language I	3	
i.			Fine Arts	3	
j.			Humanities	3	
k.			Technology	3	
l.			Program Requirements		
m.	NAS	121	Native American Language II		3
n.	NAS	220	Introduction to Ethnic Indian Stud.		3
o.	NAS	230	NA Beliefs and Philosophy		3
p.	NAS	250	Montana Indians		3
q.	NAS	310	Native Cultures of North America		3
r.	NAS	330	American Indian Oral Tradition		3
s.	NAS	331	American Indian Literature		3

t.	NAS	350	Indian Law	3
u.	NAS	364	History of American Indians	3
v.	NAS	3xx	Indians of Latin America	3
w.	NAS	4xx	Research Seminar	3
x.				
y.				33 33
z.				
aa.				
bb.				
cc.				
dd.				
ee.				
ff.				
gg.				
hh.				
ii.				
jj.			Minor(s)	18-30
kk.			Electives – Program must fulfill at least 39 upper division credits	24-36
ll.				
mm.			Total	33 120

nn. Describe the planned implementation of the proposed program, including estimates of numbers of students at each stage.

Proposed to start as early as Fall 2011, or any fall thereafter, initially with few students, but expected to grow once availability becomes known to 10-20 students a year with several graduates a year starting with the fourth year.

6. Resources

a. Will additional faculty resources be required to implement this program? If yes, please describe the need and indicate the plan for meeting this need.

No - the faculty currently teaching NAS courses are sufficient to teach the required workload. Native American Languages and Philosophy/Religion courses would require an adjunct, but we already have an adjunct teaching language courses in order to fill the need for the NAS minor, so no new faculty are required. Only the Research Seminar and Latin American Indians are new courses. The Research Seminar would only be taught once every two years and can fit into the current rotation of Professor Puisto. Latin American Indians could be crosslisted with History and requires no additional workload for Professor Underwood, who has already taught the class as a Special Topics course.

b. Are other, additional resources required to ensure the success of the proposed program? If yes, please describe the need and indicate the plan for meeting this need.

No

7. Assessment

How will the success of the program be measured?

With the number of graduates annually. NAS minor is already successful. While minors are not tracked, unless declared, based on course registration numbers, the minor had 14 students in the four-year span of 2007-2011. NAS courses are regularly well enrolled and there is no doubt that the numbers in the major will be sufficient. Projected enrollment numbers are 8-10 students the first year, and 10-15 majors by the third year.

8. Process Leading to Submission

Describe the process of developing and approving the proposed program. Indicate, where appropriate, involvement by faculty, students, community members, potential employers, accrediting agencies, etc.

The proposal started as soon as the faculty member proposing the major, Professor Puisto, arrived at the institution in the fall of 2006. There was an obvious need for this major, and in consultation with students and appropriate colleagues, this need has become even more obvious. MSU-Northern serves a large area with major Native American population, with four tribal colleges in the region, and Native American Studies are a program in each of these institutions, yet students have to travel far to gain a four-year degree in NAS. The program has been approved by the College of Education, Arts & Sciences and Nursing in September of 2010. It will now go to the Faculty Senate for logging, will be assigned to the Curriculum Committee, done in October of 2010, and from there to the Academic Senate and Full Faculty. Finally, if approved, the proposal will go to the Provost, Office of the Commissioner of Higher Education, and finally, to the Board of Regents for final approval. The four Hi-Line Tribal colleges have been requested to send letters of support, and one has been received from Dr. Jim Shanley, President of Fort Peck Community College. MSU-Bozeman has also provided a support letter. Support letters from Stonechild College, Blackfeet Community College and Fort Belknap Community College have been requested, but are at the moment pending.

COURSE REVISION FORM

NEW ~~X~~ DROPPED _____ MAJOR REVISION _____ FOR INFORMATION ONLY _____

College Arts & Sciences Program Area Social Sciences- HIST & NAS Date 02/05/08

Submitter *James R. Wilson* Dean *Rosalyn Anstine Zemplin* Date 1-24-11
Signature Signature (indicates "college" level approval)

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

HIST / NAS 3XX Indians of Latin America is proposed to support existing SS Broadfield; proposed History majors; NAS minor; Liberal Studies. Adds option for Category VI Cultural Diversity requirement. Broadens limited non-U.S. history offerings & expands NAS offerings into neighboring, interconnected cultural region. Exposes education majors to non-European cultures, prepares them for world history Praxis exam; introduces them to Native American history, culture & achievements. Introduces intercultural communications. Implements & complements MT OPI and CHE guidelines on Indian Education for All & PEPPS standards. Course is a logical extension / supplement to NAS. Highlight interrelationship of hemisphere's indigenous peoples.

Please provide the following information:

College: Arts & Sciences

Program Area: Social Sciences- HIST & NAS

Date: 02/05/08

Course Prefix & No.: HIST 3XX / NAS 3XX

Course Title: Indians of Latin America

Credits: 3

Required by: 6 hours upper division world history in proposed major.

Selective in: SS Broadfield; NAS minor; proposed major both tracks.

Elective in: SS Broadfield; NAS minor; proposed major both tracks.

General Education: Category VI Cultural Diversity.

Lecture: 100 %

Lecture/Lab:

Gradable Lab:

Contact hours lecture: 3

Contact hours lab:

Current Catalog Description (include all prerequisites):

N/A new course proposal. No prerequisites.

Proposed or New Catalog Description (include all prerequisites):

An interdisciplinary overview of the geography, peoples, history & culture of the advanced Western Hemisphere Native American civilizations from the Neolithic to the Conquest. Traces evolution in of civilization in Andean & Mesoamerica from mother cultures to the Incas and Aztecs. Examines impact of Conquest on indigenous peoples, their legacy to the region & roles in modern day Latin American society. No prerequisites.

Course Outcome Objectives:

Interdisciplinary introductory knowledge of Western Hemisphere's most advanced indigenous civilizations. Analytical thought on their impact on the hemisphere and world's impact on them. Intercultural communication- correct or erase stereotypes, cultivate cross-cultural understanding. Highlight interrelationship of Indian experience in both regions of the hemisphere; problems confronting the "High Civilizations" descendents in modern Latin America and place them in comparative perspective with those of their North American kin. Instill knowledge of & pride in the achievements of the regions indigenous inhabitants. Basic skills to be practiced include cultural comprehension, analytical thinking and written and verbal communication.

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

Instructional resources needed include whiteboard, overhead projector or ELMO, TV, DVD / VCR, Power Point capability and occasional access to an internet connection.

Updated 09/29/05

HIST / NAS 391 Indians of Latin America
Montana State University- Northern

Instructor: Jamie Underwood
Spring 2010

Phone: (406) 265-3526

E-mail: junderwood@msun.edu

Office Hours: MWF 0900-1000; M 1730-1830 & 2130-2300; T & H 1730-1830 & 1945-2030; all other times drop-in or by appointment!

Texts:

Nigel Davies, *The Ancient Kingdoms of Mexico*, Penguin 1991

Nigel Davies, *The Ancient Kingdoms of Peru*, Penguin 1998

Michael D. Coe, *The Maya*, Thames & Hudson, 2005 (7th ed.)

Videos, Web Links & Special Presentations: TBA

Course Description:

The course will provide an overview of & general introduction to the history of the indigenous peoples and cultures that developed into the so-called "High Civilizations" of the Western Hemisphere. Factors to be examined include geography, climate, diet, tools and technology to name a few. Our historical overview will focus on three major civilizations and cultures- Incas, Aztecs and Mayas. It will cover their development from pre-civilization (roughly 10, 000 BP +/-) to the post-classic (ca.900-1550 AD) and will conclude with an overview of the Conquest and its impact on those peoples up to the present day. My goal is to introduce students to and stimulate their interest in the most sophisticated Native American civilizations in the Western Hemisphere. A brief introduction to the region's geography, climate and demographics will provide basic familiarity with the hemispheric culture hearths & how those factors impacted & impact the development of the indigenous civilizations. This thumbnail sketch will be amplified through subsequent readings, lecture, discussion & multimedia presentations with each new unit.

Course Philosophy & Goals:

The class level & size lend themselves to the promotion of a seminar style class organization built on a participatory and collaborative learning model. I want to create an open, thought-provoking, discussion oriented class. My aim is to stimulate intellectual curiosity related to the subject material covered in class & encourage further investigation related to topics of particular personal interest outside of the class. Hopefully, you will share relevant information and ideas within the context of classroom discussion.

While HIST / NAS 391 is open to any MSU-N student who wishes to take it and meets the prerequisites, the course as part of the Social Sciences Broadfield program fulfills a larger purpose for our education majors.

Performance outcomes for all students will include:

- 1.Knowledge of advanced pre-Columbian civilizations appropriate to an MSU-N upper division course.
- 2.Reading, writing & analytical thinking skills appropriate to an MSU-N upper division course.
- 3.Increased familiarity with technology & its applications to history & historical investigation.
- 4.Increased intercultural awareness, comprehension and communication skills.

For Broadfield education majors it covers 3 of the required 6 hours of 300 level selectives in History for the major & meets state OPI PEPPS & MT Indian Education for all Requirements; particularly OPI PEPPS 10.558.523 Social Studies standards section 6 (History) sub-standards 2e and 6b. For NAS minors it is a 3 hour upper division selective within the program.

Class Policies:

Attendance: is not mandatory but is highly encouraged. Due to the amount of material we must cover during the semester and our time constraints, we will be advancing rapidly, covering 1 unit / topic per week. Attendance will be taken on a daily basis & those persons with 3 or fewer absences over the course of the semester will receive 10 additional points added to their cumulative total when calculating final averages. Therefore, regular attendance is extremely important in order to remain current with class assignments,

homework and quizzes. While neither attendance nor participation is mandatory, both can and will be considered when calculating final averages in cases of borderline grades. Ten or more absences will result in an automatic instructor initiated withdrawal from the course prior to mid-term and an F afterwards.

Grading: 2 non-comprehensive exams, 1 ethnographic study; 1 final presentation; book review; chapter / video notes & reviews.

Tests: 40%, 100 points each; 2 non-comprehensive, open-book / open note, take-home exams 20% each; tests will consist of short answer / ID's and essays.

Ethnographic Study: 20%, 100 points- instructions to follow

Final Presentation: 20% / 100 points- instructions to follow

Chapter / Video Notes & Reviews: 20%, 100 points

Extra Credit: 20 total points available!

Trivia: Up to 10 extra credit points can be gained by participation in the weekly cavalcade of historical trivia. A historical "stumper" related to each weekly topic will be presented at the beginning of each week. Each person who correctly answers the stumper by e-mailing me the solution along with a corroborating citation will receive 1 bonus point; the 1st person to e-mail me with the correct answer will receive 2 points.

Attendance: Those with 3 or fewer absences will receive 10 bonus points at the end of the semester. Extra credit points will be added to your cumulative total when calculating final averages.

Makeups: Makeups are the student's responsibility! Missed work, including tests, can only be made up with a legitimate, documented excuse. All work missed must be made up within 3 days of the assignment. Late work counts off 1 letter grade per day (10 pts.) up to 3 days, after which it is a 0.

Grading Percentage: Exams 1 & 2= 40%; Final Project= 20%; Ethnographic Study= 20%; Notes= 20%.

A = 450-500 pts.

B = 400-449 pts.

C = 351-399 pts.

D = 300-349 pts.

F = 299 pts. or less

Plagiarism: *Will not be tolerated- it will result in an automatic F for the assignment & course!* Please refer to the MSUN Code of Student Conduct for definition of plagiarism and possible penalties.

Accommodations: Accommodations for those with a legitimate, documented need are available. Please notify instructor during 1st week of class to make arrangements! Requests for accommodations must be accompanied by an authorization from Student Support Services Coordinator Randy Bachmeier. Randy is located in the Learning Center (library basement) and can be reached at 265-4152.

Intangibles: Can include just about anything that will help make the class better for both instructor and students. Please feel free to approach me with questions, comments or suggestions at any time! If I am moving too fast, let me know! If I need to cover a topic more in depth, please let me know! If you need me to repeat something, let me know! History does not have to be boring dates or rote memorization so let's have an enjoyable semester and hopefully all of us can gain something of interest and value from this course!

HIST / NAS 391 Grade Tracker Spring 2010

Total Points Available: 500 (+20 possible bonus points)

A = 450-500
B = 400-449
C = 350-399
D = 300-349
F = 299 or less

Mid-Term Exam (100 points = 20%): _____ points

Final Exam (100 points = 20%): _____ points

Ethnographic Study (100 points = 20%): _____ points

Final Project (100 points total = 20%): _____ points

Notes (10 points each, 100 points total = 20%): _____ points

Notes 1: _____

Notes 2: _____

Notes 3: _____

Notes 4: _____

Notes 5: _____

Notes 6: _____

Notes 7: _____

Notes 8: _____

Notes 9: _____

Notes 10: _____

You may make up 1 extra set of notes to compensate for missed assignments or a low grade.

Extra Notes 11: _____

Extra Credit Attendance (10 possible points): _____ points

Extra Credit Trivia (10 possible points): _____ points

Total points: _____ = Final Grade: _____

Class Schedule HIST / NAS 391 Spring 2010

Week 1: 01/13- Syllabus & Introduction; Video- the Ancestors

Week 2: 01/18- Birth of Civilization; Ethnographic Study Topics Fri 01/22

Week 3: 01/25- Mesoamerica

Week 4: 02/01- Mesoamerica

Week 5: 02/08- Mesoamerica

Week 6: 02/15- Mesoamerica

Week 7: 02/22-Maya; Final Presentation Topics Fri 02/26

Week 8: 03/01- Maya; Mid-Term Out Friday 03/05

Week 9: 03/08- Maya; Mid-Term Due Fri 03/12

Week 10: 03/15- Spring Break No Class!

Week 11: 03/22- Maya; Ethnographic Studies & Final Presentation Sign-up due Friday 03/26!

Week 12: 03/29- Andean America

Week 13: 04/05- Andean America

Week 14: 04/12 – Andean America

Week 15: 04/19- Andean America

Week 16: 04/26- Final Project Presentations

Week 17: 05/03- Final Exam out Friday 04/30 due Thursday 05/06!
No early finals & no makeups w/out legitimate, documented excuse!

COURSE REVISION FORM

NEW X DROPPED _____ MAJOR REVISION _____ FOR INFORMATION ONLY _____

College COEASN _____ Program Area Native American Studies _____ Date 9-24-10

Submitter Jukka Puisto _____ Program Area Native American Studies _____ Date 1-24-11
Signature _____ Dean Carol S. Repchner _____ Date 9-23-10
Signature (indicates "college" level approval)

Please provide a brief explanation & rationale for the proposed revision(s): This course is proposed as a part of the new proposal for Native American Studies major. The major needs a capstone course and also a 400-level course. This research seminar fulfills both needs.

Please provide the following information:

College: Arts & Sciences, Education and Nursing
Program Area: Native American Studies
Date:
Course Prefix & No.: NAS 4xx

Course Title: Research Seminar
Credits: 3

Required by: NAS major

Selective in: none
Elective in: none
General Education: none
Lecture: yes
Lecture/Lab:
Gradable Lab:
Contact hours lecture: 100%
Contact hours lab:

Current Catalog Description (include all prerequisites):

None

Proposed or New Catalog Description (include all prerequisites):

This is a research seminar for Native American Studies major, intended for Juniors and Seniors approaching graduation. Student is expected to write a major (10-15 p.) research paper on his/her choosing, pending the instructor's approval, in the field of Native American Studies, read the assigned texts and participate in course discussion.

Course Outcome Objectives:

Show proficient understanding of Native American Studies.
Show ability to express oneself in writing and orally.
Show ability to do research both from primary and secondary sources.

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

Native American Studies 4xx - SENIOR SEMINAR

Research Seminar in Native American Studies

Prof. Jaakko Puisto

Office hours: Cowan Hall 326 MWF , TR

Office Tel.: 265-3595

Email: Jaakko.Puisto@msun.edu

The Senior Seminar is designed as a capstone experience for Native American Studies majors, bringing together critical thinking, research, and communication skills for a major thesis project. In conjunction with that project, you will also learn about major themes in Native American Studies through readings and discussion. These two components of the course are described in more detail below.

A. Research project (65%)

A thesis paper approximately 10-15 pages long will be completed in several steps, with opportunities along the way to meet in individual conference with the instructor. Failure to complete a satisfactory final paper will result in automatic failure for the course; plagiarism in any form on any assignment will result in a failing grade for that assignment. The graded assignments are:

- **Annotated bibliography.** (10 points = 10%) Compile a bibliography of approximately 10-15 books, articles, and/or Websites that appear to be the best sources for your topic. Each bibliographic item should be accompanied by a one-sentence annotation indicating its relevance and value for your purpose.
- **Prospectus.** (5 points = 5%) This is a 3-4 page summary of the paper you expect to write. It should put forward your tentative thesis and indicate the main sources you will draw upon to develop that thesis.
- **First draft.** (10 points = 10%) Like your final paper, this should be done using word processing software with a 12-point font and 1" margins. Use footnotes or endnotes in proper format. The more polished your first draft, the better off you will be for doing an effective oral presentation and making revisions toward a first-rate final product.
- **Oral presentation.** (10 points = 10%) Plan to talk for 20-30 minutes, leaving time for questions at the end. Let me know if you would like to incorporate audio-visual aids in your presentation.

- **Final paper.** (30 points = 30%) This is the big one! Make it something to be proud of. Includes a bibliography.

B. Reading and discussion (35 points = 35%)

Until oral presentations begin, we will have weekly reading assignments from the course texts that we will discuss in class on the basis of student-generated discussion questions. Twenty percent (= 20 points) of your grade for the course will be based on your oral contributions to class discussion; your contributions will be graded on the basis of both their quantity and their quality (how insightful and well informed). The other 15% (= 15 points) of your grade will be based on the questions you submit each week on the class D2L Discussion Board; additional guidelines follow.

COURSE TEXTS

Brooks, James F., editor. *Confounding the Color Line: The Indian-Black Experience in North America*. Lincoln: University of Nebraska Press, 2002.

Smith, Paul Chaat. *Everything You Know about Indians Is Wrong*. Minneapolis: University of Minnesota Press, 2009.

Discussion Board Guidelines

Each week after you have completed the weekly reading assignments and before 12:00 noon the day before the class, you should submit **two** discussion questions on the class Discussion Board. Instructions for using the Discussion Board will be given separately. The basic requirements for the questions are that they should pertain to that week's reading assignment and they should not duplicate questions already submitted by others (this, you will note, rewards those who do not procrastinate). Your submissions will be graded for excellent, satisfactory, or unsatisfactory. Excellent questions are those that:

- address issues of interpretation and not just of fact. There is no hard and fast line between questions of interpretation and fact. For example, if an author repeatedly uses a term or refers to something that you don't understand, asking for clarification could be a useful way to generate discussion. As a general rule, however, questions of interpretation involve issues over which reasonable people might disagree and which are thus capable of generating discussion.
- speak to issues that are central to an author's thesis or to larger themes of Native American Studies. Again, there is no hard and fast line between what is central and what is peripheral, but the way to think about this is, of course, to first identify what the author's thesis is.

- unfold toward an appreciation of the richness and complexity of Native American Studies.

Grading:

See point/percentage break-down above

A 90-100 points

B 80-89 points

C 70-79 points

Below 70 points unsatisfactory

Class schedule:

Add to Category	Gen Ed Category	Area Description	Credits Required
	Category I	Communication	6
	Category II	Mathematics	3
	Category III	Natural Sciences with lab	6
	Category IV	Social Sciences	3
	Category V	History	3
X	Category VI	Cultural Diversity	3
	Category VII	Fine Arts	3
	Category VIII	Humanities	3
	Category IX	Technology	3


Course submitted for consideration:

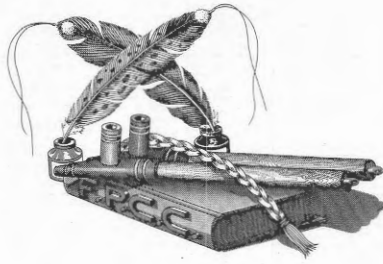
College	Subject	Number	Title	Credits
A & S	HIST & NAS	391	Indians of Latin America	3

Catalog Description:

Provide a detailed explanation; show evidence, and rationale meeting 80% of the objectives as directly related to the appropriate category I through IX for the proposed course inclusion.

<p>Describes and compares the political, socio-economic, philosophical-spiritual, historic, scientific and literary-creative perspectives of the major pre-Columbian civilizations and cultures from the pre-Classic ca. 2000 BC through the post Classic and Conquest (1492-1600). Specifically looks at historical development in the 2 major culture hearths of the Western Hemisphere- Andean & Meso America- and the major civilizations with their breakthroughs produced by each during the pre-Classic, Classic & post-Classic eras as well as a brief synopsis of their status from the Conquest to present day.</p> <p>Analyzes social problems, social structures and human behavior of the major civilizations / cultures of Andean & Meso America in the pre-Classic, Classic and post-Classic and Conquest to present.</p> <p>Examines how generalizations developed & how stereotyping and prejudice towards these cultures and their modern descendants have been addressed historically and currently.</p>	
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Print Name	Jamie Underwood	Print Name	
Submitter		Chair/Dean:	Date:
	Signature	Signature (indicates "college" level approval)	



Fort Peck Community College

Box 398, Poplar, Montana 59255 *Appendix #2*

Administration (406) 768-6300

Student Services (406) 768-6326

Fax (406) 768-6301

January 18, 2011

Assistant Professor Jaakko Puisto
Montana State University-Northern
P.O. Box 7751
Havre, MT 59501

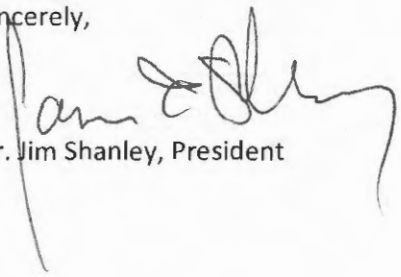
Dear Professor Puisto:

Fort Peck Community College would like to offer this letter of support to Montana State University-Northern's (MSU-N) effort to establish a bachelor's degree in Native American Studies. Although most colleges and universities in Montana offer Native American studies and courses, not many offer Native American Studies as a bachelor's degree. It would benefit high school graduates and transfer students for MSU-N to add this valuable program of study to our region.

This degree option for both traditional and non-traditional students in the region will provide a substantial program of study to prepare them for the workplace and many related careers along the Hi-line and in the state. For those students who earn an associate's degree at the tribal community colleges, the Native American Studies bachelor's degree provides additional career options for them as transfer students to MSU-N. Whether students pursue a major or minor (already established) in Native American Studies, this degree will open career paths for them in many areas. Additionally, the degree will prepare them for advanced study in Native American Studies and other related graduate studies.

I look forward to the benefits the Native American Studies bachelor's degree will produce for the Hi-Line's and state's employers and the individuals and groups served by its graduates.

Sincerely,


Dr. Jim Shanley, President

Assistant Professor Jaakko Puisto
Montana State University-Northern
P.O. Box 7751
Havre, MT 59501

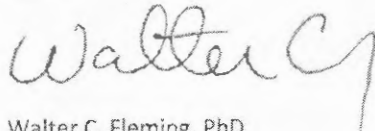
Dear Professor Puisto:

The Department of Native American Studies, Montana State University-Bozeman would like to offer this letter of support of the Montana State University-Northern's (MSU-N) effort to establish a bachelor's degree in Native American Studies. Many colleges and universities provide Native American Studies as a degree option (but only University of Montana in Montana); it is especially good for MSU-N to add this valuable program of study to our region for high school graduates and transfer students from the tribal community colleges.

This degree option for both traditional and non-traditional students in the region will provide a substantial program of study to prepare them for the workplace and many related careers along the Hi-line and in the state. For those students who earn an associate's degree at the tribal community colleges, the Native American Studies bachelor's degree provides additional career options for them as transfer students to MSU-N. Whether students pursue a major or minor (already established) in Native American Studies, this degree will open career paths for them in many areas. Too, the degree will prepare them well for advanced study in Native American Studies and other related graduate studies.

I look forward to the benefits the Native American Studies bachelor's degree will produce for the Hi-Line's and state's employers and the individuals and groups served by its graduates. If I can be of further assistance in this, or any other matter, please feel free to contact me.

Sincerely,



Walter C. Fleming, PhD
Department Head and Professor
wfleming@montana.edu

**Native American
Studies**

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January 18, 2011

Assistant Professor JaakkoPuisto
Montana State University-Northern
P.O. Box 7751
Havre, MT 59501

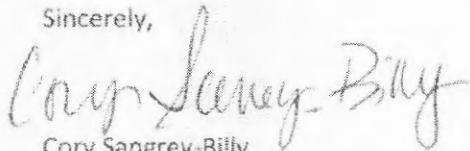
Dear Professor Puisto:

Stone Child College would like to offer this letter of support of the Montana State University-Northern's (MSU-N) effort to establish a bachelor's degree in Native American Studies. Many colleges and universities provide Native American Studies as a degree option (but only University of Montana in Montana); it is especially good for MSU-N to add this valuable program of study to our region for high school graduates and transfer students from the tribal community colleges.

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I look forward to the benefits the Native American Studies bachelor's degree will produce for the Hi-Line's and state's employers and the individuals and groups served by its graduates.

Sincerely,



Cory Sangrey-Billy
SCC Dean of Academics

Stone Child College has been reaffirmed for Accreditation by the
Commission of Colleges and the Northwest Association of Schools and Colleges
Stone Child College is an Equal Opportunity Employer