1. **Prepared by:** __________________________________________________

2. **Date submitted:** ______________________________________________

3. Date approved: __________ Date revised: 5/13/2015

4. **Department/discipline:** American Indian Studies/Physical Education

5. **Department(s) endorsement(s):** ____________________________________
   (Signatures of the person(s) providing the endorsement are required.)

6. **Course Title:** American Indian Hand Games
   Abbreviated course title (25 characters or less):

7. **Course Designator:** AMIN/PE

8. **Course Level:** 1052

9. **Number of Credits:** Lecture: 0    Lab: 1

10. **Control Number (on site):** 40
    Control Number (online): 0

11. **Catalog/Course description:**
    This course provides an introduction to the history, rules, etiquette and skills of American Indian Hand Games. Handgames are a highly competitive game of skill and chance. The course focuses on both traditional styles of American Indian Hand Games played at the American Indian Higher Education Consortium Student Conference (AIHEC): Fathead and Cheyenne style. A traditional form of game among Indigenous people, the course also provides cultural awareness.

12. **Course prerequisite(s) or co-requisite(s):**
    Prerequisite(s): None
    Co-requisite: None

13. **Course Materials (Recommended course materials and resources. List all that apply, e.g. textbooks, workbooks, study guides, lab manuals, videos, guest lecturers).**
    1. All materials are provided in class at the Instructors discretion
14. **Course Content** (Provide an outline of major topics covered in course)

1. Traditional styles of American Indian Hand Games played at the American Indian Higher Education Consortium Student Conference (AIHEC): Fathead and Cheyenne style.
2. Lecture and practice of both handgame styles.

15. **Learning Goals, Outcomes, and Assessment**

At FDLTCC we have 4 Competencies Across the Curriculum (CAC) areas. They are as follows:

A. Information Literacy (the ability to use print and/or non-print tools effectively for the discovery, acquisition, and evaluation of information)

B. Ability to Communicate (the ability to listen, read, comprehend, and/or deliver information in a variety of formats.)

C. Problem Solving (the ability to conceptualize, apply, analyze, synthesize, and/or evaluate information to formulate and solve problems.)

D. Culture (knowledge of Anishinaabe traditions and culture, knowledge of one’s own traditions and culture, knowledge of others’ traditions and cultures, culture of work, culture of academic disciplines and/or respect for global diversity.)

*Course learning outcomes will fulfill the identified competencies:*

*Course Learning Outcomes:*

Upon completion of this course, students will be able to:

1. Identify and describe the rules of play (B, C, D)
2. Identify and describe the roles involved in game play. (A, B, C, D)
3. Demonstrate the ability to play each of the following team roles for the handgame: hider, guesser, and singer (A, B, C, D)
15b. Cultural Compliance

In addition, each course in the AIS AA program must meet a minimum of 2 measurable learning outcomes for 3 different Cultural Standards. *If your course does not meet the Cultural Standards, please justify your rationale.*

- GI Gikendaasowin
- GW Gwayakwaadizin
- ZO Zoongide’e’win
- AA Aangwaamiziwin
- DE Debewewin
- ZA Zaagi’idiwin
- ZH Zhawenindiwin

*Indicate which Cultural Standard and sub-category are covered by the outcomes you’ve listed above by placing an X in the corresponding box:*

<table>
<thead>
<tr>
<th>Standard</th>
<th>Need 2</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
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<th>H</th>
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16. *Minnesota Transfer Curriculum (MnTC):* If this course fulfills an MnTC goal area, state the goal area and list the goals and outcomes below:

See [www.mntransfer.org](http://www.mntransfer.org)

Goal Area(s): **N/A**

Goal and Outcomes:
- Goal: N/A
- Outcome:
Complete the following only if you are proposing a new course:

1. Planned pattern of offering:
2. Rationale for course: If this course is an ADDITION or replacement to current offerings, add a detailed explanation of the necessity for the change.
3. Does this course overlap with any course(s) offered at FDLTCC? If so, justify such duplication or indicate other adjustments to be made. Obtain signatures from affected departments.
4. What is the apparent or expressed student need for this course?
5. If this course includes a Native American or specifically Anishinaabe component list campus resource person/s—i.e., campus cultural/spiritual resource person/s and, if necessary, elder/s—consulted and include specific comments and written responses as appropriate.
6. Are there any additional licensing/certification requirements involved?
   a. Provide a copy of the required licensing/certification standards to the AASC chair and to the vice president of academic affairs.
   b. Attach the required documentation to show course meets required licensing/certification standards.
7. What types of tutoring will be made available through the CAA to students taking this course?
8. How will the course be evaluated?
9. Special resources—e.g. faculty, space, equipment, library, etc
10. Special course fees:
11. Relationship of course to the college mission statement and goals.
12. Relationship of course to the department’s mission statement and goals.
13. Relationship of course to colleges/university offerings (include tribal colleges).

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<tr>
<th>College or University</th>
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