

AIR PROGRAMS

AIR PROGRAMS STUDENT PACKET

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AIR PROGRAMS FALL 07 SEMESTER

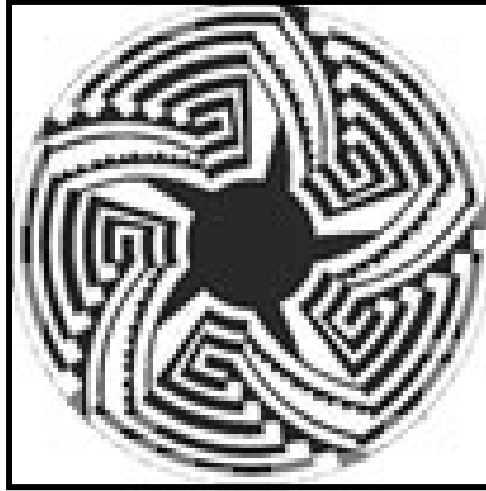
On behalf of the AIR Program we welcome all the new and returning students to the Fall 2007 AIR Program Semester. The AIR Program has been serving the San Diego American Indian Community for more than a decade and look forward to this upcoming semester as well as the future.

This semester, as with our previous, will be offering Community College credits to all participants. Our student participants will be able to use this as either college or high school credits. Our program has always been premised on the ideals of education and motivation to pursue higher education and therefore are pleased that we may offer the AIR Program as a class for out students.

In addition to offering school credit, we have decided upon our research topic, "The Native American Graves Protection and Repatriation Act". Our American Indian Cultures have been in existence since the beginning of time and our ancestral lands have been ours prior to the arrival of Columbus. Currently, our grave sites are being excavated at an alarming rate through urban development. We intend to examine this issue by examining cultural beliefs and traditions and to understand urban exploits of our grave sites (locally) and what is being done about this.

Continuing our partnerships with the University of San Diego, SDSU and CSUSM. we hope to give our students a greater understanding, exposure and insight on the differences between all our colleges and universities.

As student participants within our program, we feel, you will have a very rewarding and enriching experience while participating within the program. Thank you for your participation.



SPECIAL POINTS OF INTEREST:

- *AIR workshop methodology*
- *Student Standards*
- *Schedule*
- *Grading Policies*
- *Research Project*

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EDUCATIONAL WORKSHOPS

Our workshop series are important for our student participants as it is the main portion of our program to give information on higher education. These workshops are designed to give information to the student that may not have knowledge of that particular topic. The majority of students have a concept of college but not what really takes place at colleges-it is sort of a grey area that is somewhat mysterious. Our role here, within the workshops, are to make those mysterious areas is not so forbidding. In other words, dispel the myth of higher education leaving the reality that higher education is for everyone and that there are things/actions that will help the student in succeeding within higher education.

EDUCATIONAL WORKSHOPS (CONT)

Our workshops, are given, by those who participating/within the higher education field and thus explain these subject area from a first hand perspective (not given by some recruiter who has not been in touch with the current issues of school). Therefore, we believe that these workshops that will be given within the AIR Program will be highly effective for the student.



RESEARCH PROJECT METHODOLOGY

The AIR Program research project is one of the focal points within the program. We use this project to familiarize each student participant with our research facilities (the Library). As everyone in college knows (like death and taxes) you will have a research project due in college. This project, therefore, is given to the student to give them much needed familiarity with a college research arena. The mentor will familiarize the student with research facility surroundings and to help give the student methodology in their research assignment. There is no one better than a college student/alumni to give their own research techniques designed to save time while in the Library. Finally, because we are an Indian based organization we choose our topic with an Indian specific theme to help enrich the students knowledge of a particular issue affecting Indian Country. This semester our topic is NAGPRA.

Student role within the Research Project:

As a student within this course, you will be required to fulfill certain standards in order to receive a passing grade. Each student will have to complete the research assignment and give a mini presentation based on their research.

- Methodology of Research

Each student demonstrate adequate knowledge of research methodology by:

1. developing a bibliography of at least 5 sources
2. Turning in all research notes and materials
3. Developing mini presentation from their research
4. Turning in a paper no more than 5 pages in length using 12 point font with 1 inch margins

- Paper should contain:

Four areas of content:

1. Historical background, this will give the reason for its formation and chronological events of the federation until it finally dissolved.
2. Comparisons of the disparaged groups of that era, this will cover other groups that had similar problems and their resolve to overcome such actions.
3. Impacts of NAGPRA

Because this semester is being graded we will put more efforts and time into developing a research presentation.

TO GIVE
STUDENT THE
METHODOLOGY
THAT THEY WILL
USE AT THE
COLLEGE LEVEL
AND THEN THEY
WILL BE
PREPARED



AIR Program Student Standards

As part of the AIR Program we expect each student to hold themselves to a standard of reasonable actions during their time within our program. Although we have had no incidence of major acts of violence we do give notice to all students of conduct while attending the AIR Program. The following are just a few standards that we do impose on the student to help benefit the program.

Student Conduct during AIR meetings with student participants

Students should hold themselves to act proper and with reasonable conduct while in meetings. Students should not:

- Pass notes, talk or whisper to anyone else while someone is talking.
- Eat during the mentor/student meetings so as to cause a distraction to the meeting.
- Use profanity or make derogatory comments to any participants.
- Make any lewd comments or acts toward any participant.
- In any way belittle, put down, act as to treat the students or other participants as inferior.



Student Attendance

Each Student participant must attend at least 80% of the general AIR program meeting excluding field trips. Upon any absence the student must contact by phone call, e - mail, or previous discussion the session leader or administrator. We do this to accurately account for the AIR student participant if he or she will be on campus for their protection. Upon too many absences the participant may be dropped from the program at the discretion of the AIR Programs Board.

Student will follow basic standards and laws set at SDSU, USD, and CSUSM

Each Student participant will not: Threatened another's life, assault another or cause injury to another.

Cause damage to any other persons property or of the institution property hosting the program or bring any weapons onto any campus or program functions. Students will be expelled from the program and may be prosecuted by the individual or institution for such actions.



FALL 2007 SCHEDULE

Meeting 1 (October 1, 2007-4:00 pm): Mentor Orientation

Introductions and Orientation

- Program will cover a brief background of our program through the last decade, our accomplishments and overall goals and objectives

Policies and Procedures

- Mentors will be given a complete mentor handbook on rules and regulations
- Additionally, a brief explanation of obligations in cases of emergency and other incidents

Schedule

- Mentors will be given a course syllabus and given what our expectations will be during the course of the semester
- We will also give explanation of overall research assignment

Mentor workshop assignments

- Mentors will be required to give workshops on given subjects. These workshops will be brief but with expectations of specific required objectives for students to learn

Meeting 2 (October 8, 2007-4:00 pm at SDSU): Mentor Meeting

Mentor Workshops

- Mentors will turn in proposed workshop in brief outline form and given feedback
- Mentors will have a demo of workshops

Research Project

- Mentors will be given Research materials and discussion will follow on topic
- Mentors will be asked methodology of research as they will use this in working with students

AIR Program daily procedures

- Explanation setup and conduct while students are present

Our last Segment will be used for “Just in case we forget things”

Meeting 3 (Oct. 15, 2006- 4:30 pm at USD): General Meeting - Maher Hall, Room 2007 (directly across from Serra Hall)

Introductions

AIR Program Orientation

- Welcome to the AIR Program! We will cover a brief history of our last decade, why our program was created, and what our overall goals and objectives are.
- *Welcome from the University of San Diego*

Class Schedule

- Each student will receive our course packet containing syllabus, grading and attendance policies, rules, and class expectations
- Explanation of these areas will be given at this point

Workshop 1: “Why I went to School”

People go to school for a number of reasons-why are you going? This workshop is to give the many reasons why people pursue higher education. There is not one reason or underlying goal in which one chooses to go and pursue higher education. By hearing the many reasons why people choose to pursue higher education this may help you and give you insight on your own thoughts to why you should pursue higher education

Homework: Readings from assigned book



FALL 2007 SCHEDULE (CONT)

Meeting 4 (Oct. 22, 2007-4:30 pm at USD): General Meeting **Serra Hall, Room 211**

Tutoring

Introductions

Workshop 2: "What is the difference in a college?"

Workshop explains the differences in colleges, degrees and their purpose. Most high school students do not have any idea on the differences between a Jr. College and a University, a AA/AS degree and BA/BS, or even what a degree in general is. This workshop is here to explain these differences and to get the student participant the minimal background (knowledge) to help aid them in their pursuit of a higher educational degree

Research Assignment Topic: NAGPRA (Introduction)

Why is our culture important? Our research topic begins with a historical overview of American Indian Cultures and preservation based on Pre-Contact time periods. Here our discussion will cover some cultural aspects of American Indians within the Southwest region including their creation stories, aspects of their religious practices, and defined regions. This segment gives the foundation and relevance to the goals of NAGPRA.

Meeting 5 (Oct. 29, 2007 at SDSU): General Meeting

(Meeting to be held at the Malcom Love Library on Campus)

Tutoring

Introductions

Research Assignment: NAGPRA

Students will be asked to research aspects of NAGPRA (Rulings/guidelines/policy/application) and to be familiar with NAGPRA so as to apply the research to our overall research project.

Library Research: Research both tribal customs and dealings on after life traditions and NAGPRA guidelines/policy/application. In all, this exercise is to familiarize the student with a research facility and give some research skills.

Homework: Readings from assigned book

Meeting 6 (Nov. 5, 2007 at SDSU): General Meeting

Tutoring

Introductions

Workshop 3: "What are the requirements to get into college?"

This workshop will concentrate on the requirements to get into the differing universities and colleges. This workshop was created to explain the importance of GPA and Class requirements to get into a major university. However, all is not lost if you do not have the overall GPA and even class requirements. There are other ways to get into major universities through Jr. College programs. We will give you these explanations here.

Research Assignment: NAGPRA

How is NAGPRA applied and how is it supposed to affect tribal sovereignty/culture/and preservation aspect?

What are the legal concepts involved? With the previous research that you have done we will analyze hypothetical's to ensure student understanding of the NAGPRA concepts and answer the questions above through this method of using a hypothetical.

Homework: Readings from assigned book



FALL 2007 SCHEDULE (CONT)

Meeting 7 (Nov. 19, 2007 at CSUSM):

Tutoring

Introductions

Welcome from Cal State University San Marcos

Guest Speaker: *KCRC Representative*

Our guest speaker will be discussing tribal participation among the local tribes to help preserve cultural identity and the repatriation of artifacts taken from various sites of cultural significance in and around San Diego County.

Note: Prepared questions for our guest speaker will be requested at the beginning of the lecture for our guest speaker.

Homework: Readings from assigned book

Meeting 8 (Nov. 26, 2007 at CSUSM): General Meeting

Tutoring

Introductions

Workshop 4: "What college should I choose to go to?"

This workshop will discuss how various factors help you choose what college to go to based on grades, finances, and overall goals. Not all colleges are the same-some specialize in certain areas or some have better name recognition. There are many reasons to choose some colleges over others and it is based on a number of reasons including that they are close to home. This workshop will help you understand the many reasons to pick a college/university.

Research Assignment: NAGPRA (Preparing Presentations)

How to take all information and combine this into a presentation. Mentors will work with the student participant to create a presentation.

Meeting 9 (Dec. 3, 2007 at SDSU): General Meeting

AIR Programs Presentations at SDSU

Research Assignment: NAGPRA (Presentations)

Presentation due/small paper due

Note: Presentations can take various forms so long as the presentation reflects back to the academic research accomplished earlier within the program. Filmed presentation is required.

Meeting 10 (Dec. 10, 2007 at TBA): General Meeting

End of the Semester Banquet

Tutoring

Introductions

Review of Presentations and academic semester

Awards to Students and Mentor



BULLETINS AND WEBSITE INFORMATION: WWW.AIRPROGRAMS.ORG

Under our website we will have a lot of posted information on what we plan to accomplish (our schedule, research project, college information, etc) however we have a section in which we post specific notices on anything that is upcoming (bulletins). These bulletins will give additional information that has not already been posted or for any last minute corrections to the schedule. These bulletins will be labeled according to the latest updated notice. Additional contact will also be through our email.

Further our website will also host our research project and any information that you will want to gather on the project. We should have this portion finalized by the first day with our student participants.

We ask all our mentors and students to keep informed by using the website and regularly checking their email for any last minute information.



AIR PROGRAMS

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"OUR MISSION IS THE PROMOTION AND SUCCESS
OF AMERICAN INDIANS WITHIN EDUCATION."



GRADING POLICIES

For those students taking using the AIR Program for credit (or extra Credit) within SDSU, USD, or Palomar CC we will be using the following as an evaluation of your performance within the AIR Program:

- 50% Attendance:
There are twelve meetings within this semester and a ratio will be taken to correctly identify participation. Example: 11 of 12 meetings would equate to 91% and so on...
- 25% Class participation
We will evaluate how you interact with the student participants. If you create regular tutorials with the student and/or mentor during the research project or help create a workshop-these will be factors in determining class participation evaluations.
- 25% Research Assignment
A form will be given to the mentor that will help us maintain a record of where the student is during the research assignment. As part of the research project we ask that this forms be used to help our evaluation with a summary of the overall project.

We reserve the right to amend any of the overall grading policies with notice to each of the mentors prior, only to, the fourth overall meeting.

FINAL THOUGHTS

The AIR program was created to address the lack of American Indian participation within higher education. Noting this, the American Indian falls far behind in a majority of statistics. According to the American Indian Digest: Facts About Today's American Indians 1995 Edition, only 52% of American high school students graduate from high school. Of that 52% only 17% attend college and of that 17% only 4% graduate from college. The digest also states, "75% of the work force earn less than \$7,000 per year." Although Indians have gained ground in many areas they still remain behind the rest of American society. The AIR Program firmly believes in our mission statement and hopes to bring greater successes to those who our disadvantaged within our community.

