Originating Course Information

Offering of Education: Teaching & Learning 3194: Group Studies
Fiscal Unit/Academic Org: School of Teaching & Learning - D1275
Requirement/Elective Designation: Not A General Education course

General Information

Type of Request: Group Studies
Term of Offering: Spring 2013 - Regular Academic Term
Level/Career: Undergraduate
Rationale for proposing this offering: Seminar for preparation for domestic study tour Su 2013.
Description for this offering: This course will investigate the role of the government and teacher throughout America’s history and the teaching/learning strategies, curriculum and assessment practices focusing on Native American children.

Attachments

- Bendixen_NoetTravel Course SP13 signed.pdf: Letter from Dean
  (Other Supporting Documentation. Owner: Mercerhill,Jessica Leigh)
- Native American Syllabi for review.doc
  (Syllabus. Owner: Mercerhill,Jessica Leigh)
- Dean’s Letter for Travel course.pdf
  (Other Supporting Documentation. Owner: Mercerhill,Jessica Leigh)
- OneTimeSupplement (Noe).doc
  (One Time Form Supplement. Owner: Mercerhill,Jessica Leigh)

Comments

- Approved by GSC, May 16, 2012.

Requesting both 3194 and 7194 for U/G. (by Mercerhill,Jessica Leigh on 08/31/2012 12:03 PM)

Workflow Information

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<td>09/04/2012 09:07 AM</td>
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<td>09/04/2012 09:07 AM</td>
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A. One-time Request Information  (This section is required for all one-time offering requests)

1. Requested Room Capacity (if university pool classroom is being requested) ______25______
2. Enrollment Capacity 20
3. Waitlist Capacity 5
4. Final Exam:  
   [ ] Yes  [x] No
   [ ] Last Class (Note: per faculty rules, this option is NOT available for the Undergraduate career)
   a. Exam Seat Spacing
5. Special Instructions or Additional Information

__________________________________________________________________________

                                                                                   
6. Class Search Title (18 character limit) Am Indian Educ: Then and Now
7. Display in Class Search :  
   [x] Yes  [ ] No
8. Credit Hours 3
9. Course Components (check all that apply):
   [ ] Clinical  [ ] Field Experience  [ ] Independent Study
   [ ] Laboratory  [x] Lecture  [ ] Recitation

10. Graded Component (check one):
    [ ] Clinical  [ ] Field Experience  [ ] Independent Study
    [ ] Laboratory  [x] Lecture  [ ] Recitation

11. Campus of Offering (check all that apply):
    [ ] Columbus  [ ] Marion  [x] Newark
    [ ] Lima  [ ] Mansfield  [ ] Wooster (ATI)
12. Prerequisites and Exclusions  
   Spring Course is required as prerequisite for summer travel course

13. Permission to Enroll in this course:  
   ☐ No Consent needed  ☐ Department Consent
   ☐ Instructor Consent

14. General Education Details (if applicable): Attach GE model curriculum compliance statement and GE course assessment plan.

   Not applicable

**B. Group Studies Request Information** (This section is required for group studies requests only)

1. Previous quarters of offering and enrollment (Regular course numbers should be sought for group studies courses taught **three** times with success).
   Never Offered

2. This course has been discussed with and has the concurrence of the following academic units needing this course or with academic units having directly related interests (list units here and attach letters indicating concurrence or objection from academic units that might have jurisdictional interests).
   See attached letters

3. Attach the course syllabus that includes the topical outline of the course, student learning outcomes and/or course objectives and methods of evaluation.

   See attached syllabus

**C. Flexibly Scheduled/Off Campus/Workshop Request Information** (This section is required for flexibly scheduled / off-campus / workshop requests only)

1. Start Date and End Date ____________________________________________

2. Previous quarter(s) of offering and enrollment ________________________________

3. Expected enrollment for proposed quarter of offering__________________________

4. Attach the course syllabus that includes the topic outline of the course, student learning outcomes and/or course objectives, methods of evaluation and off-campus field experience.

5. Off-Campus Site ________________________________________________

6. Will course be taught in distance learning format:  ☐ Yes  ☐ No
7. Complete the following for courses offered for less than term length or for Workshops:

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<th>Present Offering</th>
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<th>Number of Hours of out-of-class preparation required:</th>
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8. Complete this section for Off-Campus courses only:

Distribution of contact time (explain differences from on-campus offerings):

__________________________________________________________________________________________________________________________________________________________

Instructor ___________________________ Rank ___________________________

Qualifications (explain any difference in rank/qualification from on-campus instructors)

__________________________________________________________________________________________________________________________________________________________

__________________________________________________________________________________________________________________________________________________________

__________________________________________________________________________________________________________________________________________________________

Explain differences in teaching arrangements from on-campus offerings

__________________________________________________________________________________________________________________________________________________________

__________________________________________________________________________________________________________________________________________________________

Student Services (explain how they will be provided to off-campus students):

Registration ___________________________

Office Hours ___________________________

Academic Advising ___________________________

D. Study Tour Request Information (This section is required for study tour requests only)

1. Previous quarters of offering and enrollment:

   Never previously offered

2. Expected enrollment for proposed quarter of offering:

   20
3. This request has been discussed with and has the concurrence of the following academic units needing this study tour or with academic units having directly related interests (list units and this course has been discussed with and has the concurrence of the following academic units needing this course or with academic units having directly related interests (list units here and attach letters indicating concurrence or objection from academic units that might have jurisdictional interests.):

See attached letters

4. Attach the academic plan that includes student learning outcomes and/or course objectives, topical outline and percent of time spent on each topic, methods of instruction, course requirements, methods of examination and percent of the final grade each method constitutes, textbooks and/or reading lists, admission procedure, orientation and debriefing plans and method of dealing with any expected language barriers. 
Attached

5. Attach the administrative plan for the study tour that includes an itinerary, arrangements for travel, housing, meals, classrooms, excursions, and budget.
Attached

ATTACHMENT TYPES that may be needed for this form:

Cover Letter
Syllabus
Study Tour Academic Plan
Study Tour Administrative Plan
Concurrence Letters / Forms
GE model curriculum compliance statement
GE course assessment plan
Memo of Understanding
Appeal statement
Other supporting documentation
Begin Component 1

1. Component (Section) Type (Choose 1):
   - [ ] Clinical
   - [ ] Field Experience
   - [ ] Independent Study
   - [ ] Lab
   - [ ] Lecture
   - [ ] Recitation
   - [x] Seminar
   - [ ] Workshop

2. Instruction Mode. (Choose only ONE):
   - [ ] Clinic Field Experience
   - [ ] Computer taught
   - [ ] Distance Learning
   - [x] In Person
   - [ ] Video Taught

3. Meeting Pattern
   - [x] MON
   - [ ] TUE
   - [ ] WED
   - [ ] THR
   - [ ] FRI
   - [ ] SAT
   - [ ] SUN

4. Meeting start time: ___4:30__PM______
5. Meeting end time: __7:15__PM__________

6. Instructors. Provide at least 1 primary instructor.

<table>
<thead>
<tr>
<th>Instructor Name.n</th>
<th>Role</th>
<th>Access</th>
<th>Print name in schedule?</th>
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<tbody>
<tr>
<td>Bendixen-Noe, Mary</td>
<td>Primary</td>
<td>Bendixen-noe.1</td>
<td>Yes</td>
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<tr>
<td>Warner, Christine</td>
<td>Co-Primary</td>
<td>Warner.55</td>
<td>Yes</td>
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7. Central classroom pool facility or department room: [ ] Pool [x] Dept

8. Room Characteristics. Specify up to 5 in priority order.

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<th>Priority</th>
<th>Characteristic</th>
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9. Notes: ______________________________________________________________
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9a. Notes print location relative to class listing: [ ] Do not Print [ ] Before [ ] After

End Component 1
1. Component (Section) Type (Choose 1):
   - [ ] Clinical
   - [ ] Field Experience
   - [ ] Independent Study
   - [ ] Lab
   - [ ] Lecture
   - [ ] Recitation
   - [ ] Seminar
   - [ ] Workshop

2. Instruction Mode (Choose only ONE):
   - [ ] Clinic Field Experience
   - [ ] Computer taught
   - [ ] Distance Learning
   - [ ] Flexibly Scheduled
   - [ ] In Person
   - [ ] Video Taught

3. Meeting Pattern:
   - [ ] MON [ ] TUE [ ] WED [ ] THR [ ] FRI [ ] SAT [ ] SUN

4. Meeting start time: ___________

5. Meeting end time: ___________

6. Instructors. Provide at least 1 primary instructor.

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<thead>
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<th>Instructor Name</th>
<th>Role</th>
<th>Access</th>
<th>Print name in schedule?</th>
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7. Central classroom pool facility or department room:
   - [ ] Pool
   - [ ] Dept

8. Room Characteristics. Specify up to 5 in priority order.

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9. Notes: ______________________________________________________________
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9a. Notes print location relative to class listing:
   [ ] Do not Print
   [ ] Before
   [ ] After

End Component 2
1. Component (Section) Type (Choose 1):
[ ] Clinical   [ ] Lecture
[ ] Field Experience   [ ] Recitation
[ ] Independent Study   [ ] Seminar
[ ] Lab   [ ] Workshop

2. Instruction Mode. (Choose only ONE):
[ ] Clinic Field Experience   [ ] Flexibly Scheduled
[ ] Computer taught   [ ] In Person
[ ] Distance Learning   [ ] Video Taught

3. Meeting Pattern
[ ] MON   [ ] TUE   [ ] WED   [ ] THR   [ ] FRI   [ ] SAT   [ ] SUN

4. Meeting start time: ___________   5. Meeting end time: ___________

6. Instructors. Provide at least 1 primary instructor.

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<th>Instructor Name</th>
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7. Central classroom pool facility or department room: [ ] Pool [ ] Dept

8. Room Characteristics. Specify up to 5 in priority order.

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<th>Priority</th>
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9. Notes: ______________________________________________________________
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9a. Notes print location relative to class listing: [ ] Do not Print [ ] Before [ ] After

End Component 3
College of Education and Human Ecology
School of Teaching and Learning
TL 3194 & 7194 – Historical Precedents of Contemporary Education: Informing Current Practice – Native American Education – Then and Now
The Seminar

3 credit hours
Instructors: Mary K. Bendixen-Noe, Ph.D., and Associate Professor Christine Warner, Ph.D., Associate Professor

Dates: Seminar dates: The seminar will meet Monday evenings (4:30 – 7:00 PM) during 2013 spring quarter. The seminar is a pre-requisite for the domestic study tour, which will occur in June 2013.

Both Undergrad and Grad course numbers are identified above per the School of T&L Assistant Director’s recommendation. We can merge in SIS when offered.

Rationale for Course –

There are two courses in this series: The first is a seminar offered spring semester 2013 and the second is a domestic travel course offered in one week during summer 2013. The seminar is designed with the purpose of investigating the historical impact of Native American education focusing primarily on teaching/learning strategies, curriculum and assessment practices and linking these to current and future trends, issues and problems in Native American education today. The second component will be a separate course where students will visit New Mexico where tours will be conducted of Acoma Sky Pueblo, Indian Cultural Museum, Museum of Indian Arts and Culture, Loreto Chapel and the Palace of Governors. Students will also visit a Native American school.

The U.S. Census Bureau (2000) states that approximately 4.1 million residents of the United States identify themselves as American Indian or Alaska Native. Although there are many tribes in the United States, there are approximately 116 tribes with more than 1,000 members federally recognized by the United States Government (U.S. Census, 1990).

Native Americans have experienced a history full of oppression and racism. Since the period when Native tribes were found on this continent at the time of its “discovery,” European governments have never fully acknowledged nor regarded Native Americans as the owners of the territory they occupied (Zaferatos, 1998). Education has always played a vital role in the Native American culture. Historically, Non-Natives utilized education to “civilize” the group, thus belittling the Native American culture’s morals and traditional beliefs. Native Americans were further re-educated in their religious and spiritual beliefs. Schools, in carrying out early government language policies and in their efforts to “better socialize” the Native Americans, were also instrumental in destroying the Native language (Demmert, 1994). Church schools and
the Bureau of Indian Affairs forbid the use of Native languages in the school environment and punished students for speaking their traditional languages (Demmet, 1994).

Currently, 90% of Native American students attend non-tribal, public schools (Sparks, 2000). Unfortunately, they have some of the highest dropout rates of any minority group (Sparks, 2000) and a disproportionate number are identified as requiring special education services (Grossman, 1995). Several studies have demonstrated that tests and teacher reports show that Native American children function at the average to superior range up to the fourth grade (Cummins, 1992; Deyhle, 1992) and, beyond the fourth grade their academic performance rapidly declines (Cummins, 1992; Sanders, 1987; Swisher, Hoisch & Pavel, 1991), resulting in a 40% to 60% school dropout rate (National Center for Education Statistics, 1991). Several reasons for this trend have been suggested, including that some students are ridiculed for pursuing higher education; they are accused by their peers of just trying to “act White” (Sue & Sue, 2003).

Communication and learning styles are collaborative factors in a Native American student’s progress in school. A student’s lack of interest in the school’s curriculum or in their own abilities seem to be influential factors in their academic development. A noted Native American community leader expressed the Native American communication style as circular, instead of the American culture’s linear communication style (Anonymous, 2002). A Native American child who has grown up in a family with a circular communication style may have a difficult time learning from a teacher who is teaching via a linear learning style.

Many Native American political groups have created new policies to help their students’ educational development through language acquisition. They noted that cultural priorities were lost in schools, and further concluded that tribal priorities must be included in programs that strengthen the Native languages (Demmert, 1994). Parents, tribes, communities and schools in partnership were encouraged to develop programs to strengthen surviving language and traditional skills, and to rebuild skills that have been lost (Demmert, 1994). As these educational leaders begin to incorporate more Native American historical, cultural and linguistic studies into their curriculum, as well as adopt more culturally appropriate teaching styles that cater to Native American students, they hope to stimulate the Native American students’ interest in their own academic progress.

Teachers in this course will study the impact of historical educational movements on Native Americans. They will also explore current tribal approaches in education that focuses on the holistic approach that better represents the Native American culture with regards to teaching/learning strategies, the curriculum, and assessment practices. Many of these ideas can be utilized in today’s classroom so that ALL children’s needs are met.
Primarily, this course will investigate the role of the government and teacher throughout America’s history and the teaching/learning strategies, curriculum and assessment practices focusing on Native American children. Additionally, students enrolled in this course will compare current teaching/learning strategies, curriculum and assessment practices with historical ones so that they may better understand their chosen profession. This course has been designed to help teachers reflect and analyze historical teaching dimensions in order to foster in each the understanding, engagement, and judgment necessary for reflective and responsible practice. Through the selected readings, films, guest speakers, and classroom lectures and discussion, students will be exposed to a wide variety of educational issues and correspondingly wide variety of perspectives. Through course activities, including written responses, whole class and small class discussions, student presentations and reflective analysis, students will have many opportunities to reflect on the issues, to evaluate the perspectives, and to formulate and articulate their own reasoned judgments about educational issues.

Students who enroll in the course will be given the opportunity to physically explore some of the historical, social, moral and political dimensions regarding historical and current Native American education during the second course

STUDENT LEARNING OUTCOMES AND/OR LEARNING OBJECTIVES:

By the end of this course, students will:

1. Explore the historical significance of American education, specifically Native American education.
2. Investigate teaching methods, curriculum and assessment practices of American education, specifically relating to the education of Native American students.
4. Visit historical educational sites to better understand the historical, social, moral and political dimensions of Native American education.
5. Reflect on the component elements of historical and contemporary education and be able to effectively communicate the similarities and differences of these two time frames.

TOPICAL OUTLINE AND PERCENT OF TIME SPENT ON EACH TOPIC

Week 1  Orientation meeting and overview of how course will be established
          Review course objectives
          Review course assignments/responsibilities of students
Week 2  Historical overview of Native American education
       Education for extinction: American Indians and the Boarding Schools

Week 3  Government approaches to education:
       Consequences and Considerations – What the Research Suggests
       Speaker – Carol Welch (Daughter of parents who attended ‘Indian’ Boarding Schools)

Week 4  American Indian Political Resurgence and Affirmative Action
       The Lake Matchimanitou Indian School

Week 5  The Strengths of Contemporary American Indian Education
       Overturning myths about American Indian Learners

Week 6  Evolution of teacher’s work with Native American students
       Considerations in Teaching – Theory, Research, and Pedagogy

Week 7  Contemporary curriculum issues with American Indian populations
       Burying American Indian History within History books
       Native Voices that teach Lessons

Week 8  American Indian Literature for Children
       Speaker: Dr Debbie Reese (Pueblo)

Week 9  Role of Language in Native American Education – (oral and written)
       American Indian Language Survival and Linguistic Human Rights

Week 10 Assessment in the classroom:
        Race and Intelligence in American Education
        Consequences of the Standards Movement for American Indian Students and Schools

Week 11 God is Red: Role of Religion and Culture in Native American education
       Historical and contemporary perspective

Week 12 American Indians on Revision and Revisionism: American Indian
       Representations in Education within the state of New Mexico
       Contemporary Tribal Schools
       Culturally responsive and responsible education

Week 13 Student Presentations

Week 14 Ethics and Responsibilities
METHOD OF INSTRUCTION WITH EXPLANATIONS OF ANY SPECIAL INSTRUCTIONAL REQUIREMENTS

Students who sign up for this course will meet Monday evenings from 4:30 – 7:00 during 2013-spring semester. Material will be presented related to the treatment of the Native American populations beginning with the Colonial era and throughout the past centuries, which focused on the attempt of the mainstream American culture to “civilize” the Indian population. Current research and practices will also be explored. Tribal schools will be highlighted during this section of the course. Topics will investigate the role of government in education, the role of the teacher, teaching and learning strategies, curriculum, and assessment practices. These will be accomplished in the following manner:

Virtual Tours
Student Presentations
Instructor Presentation

Expert Guest Speakers
Small Group Discussion
Whole Group Discussion

COURSE REQUIREMENTS:

This course is established as a pre-requisite for the study tour, which will follow in summer 2013 (June 2013). The purpose of this course is to introduce the material to the student. They will have the opportunity to explore, research, and reflect on the elements of teaching and compare historical teaching/schooling to contemporary teaching/schooling. Each student is expected to attend all seminar sessions as well as the study tour and the components of the study tour. For this course students will be evaluated on the assignments (described below).

METHODS OF EXAMINATION AND PERCENT OF FINAL GRADE EACH METHOD CONSTITUTES

All written assignments will be submitted through Carmen

1. Class Participation: 20% of course grade: Attendance to all seminar and field sites is expected. Students will be evaluated for active involvement in class discussion: thoughtful and creative contributions to the instructor’s and other students’ understanding of issues raised by assigned readings; and reflective comments regarding tour information and about student and experts presentations.
2. Student Presentation: 10% of course grade. Each group of students will prepare and deliver a brief (10 – 15 minute) presentation about sites that will be visited during the travel portion of the course. The purpose of this presentation should be to inform all students with information that will make the field sites more meaningful to teaching.
3. Research Paper: 40% of course grade. Each student will select a topic or individual related to immigrant education. Students will write a research paper on the selected topic (using APA style and approximately 5-7 pages in length). The topic should describe the
historical practices, how these practices inform contemporary practices through the lenses of current research.

4. Rational for Site Selection: 20% of course grade. Students will be placed in small groups looking at each visitation site. They are to construct a handout (no longer than 1 page/ front and back) to be given to each class member. The following components should be included: 1) Name and location of site; 2) Describe how this site fits in the context of this class; 3) Historical Significance of Site; 4) “Must See” sites related to immigrant education; and 5) Additional sites of interest.

5. Reaction Papers: 10% of course grade. Expert guest speakers are scheduled to talk to the class about their area of expertise related to Native Americans and Native American education, including tribal education. After the presentations, students will write a one-page reaction/reflection about these presentations. Highlights of the presentation should be discussed as well as any thoughts or reflections of the students. Students should adhere to the one page guideline.

**Academic Misconduct:** The Ohio State University’s *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as “Any activity that tends to compromise the academic integrity of the University, or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University’s *Code of Student Conduct* is never considered an “excuse” for academic misconduct. If it is suspected that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University’s *Code of Student Conduct* (i.e. committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. For additional information, see the Code of Student Conduct ([http://studentaffairs.osu.edu/info_for_students/csc.asp](http://studentaffairs.osu.edu/info_for_students/csc.asp)).

**ODS Statement:** Any student who feels s/he may need an accommodation based on the impact of a disability should contact the instructor privately to discuss specific needs. The Office of Disability Services is relied upon for assistance in verifying the need for accommodations and developing accommodation strategies. Please contact the Office for Disability Services at 614-292-3307 (V) or 614-292-0901e (TDD) to coordinated reasonable accommodations. ([http://www.ods.ohio-state.edu/](http://www.ods.ohio-state.edu/)).

**Grievances and Solving Problems:** According to University Policies, available from the Division of Student Affairs, if you have a problem with this class, “You should seek to resolve a grievance concerning a grade or academic practice by speaking first with the instructor or professor. Then, if necessary, with the education coordinator, department chairperson, college dean, and provost, in that order. Specific procedures are outlined in Faculty Rule 3335-7-23, which is available from the Office of Student Life, 208 Ohio Union.”
Statement on Diversity: The College of Education and Human Ecology affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. Discrimination against any individual based on protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status is prohibited.

GRADING SCALE (for both Undergraduates and Graduate Students)

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<th>Score Range</th>
<th>Grade</th>
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<tbody>
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<td>96 – 99</td>
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<td>93 – 95</td>
<td>A-</td>
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<tr>
<td>90 – 92</td>
<td>B+</td>
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<td>87 – 89</td>
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<td>83 - 86</td>
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<td>80 – 82</td>
<td>C+</td>
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<td>77 – 79</td>
<td>C</td>
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<tr>
<td>73 – 76</td>
<td>C-</td>
</tr>
<tr>
<td>70 – 72</td>
<td>D+</td>
</tr>
</tbody>
</table>

Students are expected to have read the readings prior to class. This will prepare them for the class content and for the travel portion of the course. Since discussion in the class is part of student’s participation grade, it is expected that students will have an understanding of immigrant education, so that they can participate in the discussion.

Textbook:

Additional Readings (the readings will be placed in the final syllabus in the appropriate topic date):

Abilock, D., & Kosut, C.H. (2007). Historical literacy: The more you look, the more you see. New York: Noodle Terms


Tsai, G., & Alanis, L. (2004). The Native American Culture: A historical and reflective perspective. *NASP Communique, 32(8).*

BUDGET

Per OSU-Newark guidelines enforced by the Associate Dean, a course is allowed to be offered if a minimum of 8 students have enrolled. The course has the support of the OSU-Newark education faculty and OSU-Newark education coordinator who has scheduled the course for spring quarter. Additionally, a letter of support from the OSU-Newark education coordinator is attached. No other special instructional support is required.

******************************************************************************
The following is a proposal for a domestic study tour.

Rationale for Course –
The U.S. Census Bureau (2000) states that approximately 4.1 million residents of the United States identify themselves as American Indian or Alaska Native. Although there are many tribes in the United States, there are approximately 116 tribes with more than 1,000 members federally recognized by the United States Government (U.S. Census, 1990).

Native Americans have experienced a history full of oppression and racism. Since the period when Native tribes were found on this continent at the time of its “discovery,” European governments have never fully acknowledged nor regarded Native Americans as the owners of the territory they occupied (Zaferatos, 1998). Education has always played a vital role in the Native American culture. Historically, Non-Natives utilized education to “civilize” the group, thus belittling the Native American culture’s morals and traditional beliefs. Native Americans were further re-educated in their religious and spiritual beliefs. Schools, in carrying out early government language policies and in their efforts to “better socialize” the Native Americans, were also instrumental in destroying the Native language (Demmert, 1994). Church schools and the Bureau of Indian Affairs forbid the use of Native languages in the school environment and punished students for speaking their traditional languages (Demmet, 1994).

Currently, 90% of Native American students attend non-tribal, public schools (Sparks, 2000). Unfortunately, they have some of the highest dropout rates of any minority group (Sparks, 2000) and a disproportionate number are identified as requiring special education services (Grossman, 1995). Several studies have demonstrated that tests and teacher reports show that Native American children function at the average to superior range up to the fourth grade (Cummins, 1992; Deyhle, 1992) and, beyond the fourth grade their academic performance rapidly declines (Cummins, 1992; Sanders, 1987; Swisher, Hoisch & Pavel, 1991), resulting in a 40% to 60% school dropout rate (National Center for Education Statistics, 1991). Several reasons for this trend have been suggested, including that some students are ridiculed for pursuing higher education; they are accused by their peers of just trying to “act White” (Sue & Sue, 2003).
Communication and learning styles are collaborative factors in a Native American student’s progress in school. A student’s lack of interest in the school’s curriculum or in their own abilities seem to be influential factors in their academic development. A noted Native American community leader expressed the Native American communication style as circular, instead of the American culture’s linear communication style (Anonymous, 2002). A Native American child who has grown up in a family with a circular communication style may have a difficult time learning from a teacher who is teaching via a linear learning style.

Many Native American political groups have created new policies to help their students’ educational development through language acquisition. They noted that cultural priorities were lost in schools, and further concluded that tribal priorities must be included in programs that strengthen the Native languages (Demmert, 1994). Parents, tribes, communities and schools in partnership were encouraged to develop programs to strengthen surviving language and traditional skills, and to rebuild skills that have been lost (Demmert, 1994). As these educational leaders begin to incorporate more Native American historical, cultural and linguistic studies into their curriculum, as well as adopt more culturally appropriate teaching styles that cater to Native American students, they hope to stimulate the Native American students’ interest in their own academic progress.

Teachers in this course will study the impact of historical educational movements on Native Americans. They will also explore current tribal approaches in education that focuses on the holistic approach that better represents the Native American culture with regards to teaching/learning strategies, the curriculum, and assessment practices. Many of these ideas can be utilized in today’s classroom so that ALL children’s needs are met.

There are two courses in this series. The first is a seminar offered spring 2013 and the second is a domestic travel course offered in one week during summer 2013. The seminar is designed with the purpose of investigating the historical impact of Native American education focusing primarily on teaching/learning strategies, curriculum and assessment practices and linking these to current and future trends, issues and problems in Native American education today. The second component will be a separate course where students will visit New Mexico where tours will be conducted of Acoma Sky Pueblo, Indian Cultural Museum, Museum of Indian Arts and Culture, Loreto Chapel and the Palace of Governors. Students will also visit a Native American school. If the cost of traveling to New Mexico becomes prohibitive, the instructors will revise the location to Iowa where the Sac and Fox Indians own land and run a tribal school. There are also many sites in that location pertaining to Native American history, culture and education.

Primarily, this course will investigate the role of the government and teacher throughout America’s history and the teaching/learning strategies, curriculum and assessment practices
focusing on Native American children. Additionally, students enrolled in this course will compare current teaching/learning strategies, curriculum and assessment practices with historical ones so that they may better understand their chosen profession. This course has been designed to help teachers reflect and analyze historical teaching dimensions in order to foster in each the understanding, engagement, and judgment necessary for reflective and responsible practice. Through the selected readings, films, guest speakers, and classroom lectures and discussion, students will be exposed to a wide variety of educational issues and correspondingly wide variety of perspectives. Through course activities, including written responses, whole class and small class discussions, student presentations and reflective analysis, students will have many opportunities to reflect on the issues, to evaluate the perspectives, and to formulate and articulate their own reasoned judgments about educational issues.

Additionally, students enrolled in this course will compare current teaching/learning strategies, curriculum and assessment practices with historical ones so that they may better understand their chosen profession. This course has been designed to help teachers reflect and analyze historical teaching dimensions in order to foster in each the understanding, engagement, and judgment necessary for reflective and responsible practice. Through the selected readings, films, guest speakers, and classroom lectures and discussion, students will be exposed to a wide variety of educational issues and correspondingly wide variety of perspectives. Through course activities, including written responses, whole class and small class discussions, student presentations and reflective analysis, students will have many opportunities to reflect on the issues, to evaluate the perspectives, and to formulate and articulate their own reasoned judgments about educational issues.

Students who enroll in the course will be given the opportunity to physically explore some of the historical, social, moral and political dimensions regarding historical and current education practices. Through this first-hand experience, they should develop a greater understanding of the complexities of the profession of teaching and enrich their knowledge of the historical context of teaching and learning.

STUDENT LEARNING OUTCOMES AND/OR LEARNING OBJECTIVES:

By the end of this course, students will:

1. Explore the historical significance of American education, specifically Native American education.
2. Investigate teaching methods, curriculum and assessment practices of American education, specifically relating to the education of Native American students.
4. Visit historical educational sites to better understand the historical, social, moral and political dimensions of Native American education
5. Reflect on the component elements of historical and contemporary education and be able to effectively communicate the similarities and differences of these two time frames.

TOPICAL OUTLINE AND PERCENT OF TIME SPENT ON EACH TOPIC

June 16, Sunday   Travel to New Mexico  
                   Check in Hotel  
                   Visit Old Town Albuquerque

June 17, Monday   Visit Tribal School (all day)  
                   Navajo Indian School

June 18, Tuesday  Travel to Santa Fe (all day)  
                   Visit: Santa Fe Indian School (1/2 day)  
                   Visit: Museum of Indian Arts and Culture, Loreto Chapel, and Palace of Governors (1/2 day)  
                   Evening --- Visit Historic Old Town in Albuquerque

June 19, Wednesday Travel to Acoma Sky City Pueblo (all day)  
                      Mesa Verde

June 20, Thursday  Meet with Pueblo community teachers  
                   Indian Pueblo Cultural Center  
                   Maxwell Museum of Anthropology  
                   Late Afternoon Free

June 21, Friday    Travel Home

Percent of time spent on the three major components of course (e.g. teaching and learning strategies, role of the teacher, curriculum and assessment):

- Teaching and Learning Strategies  25%
- Role of Teacher  25%
- Curriculum  25%
- Assessment  25%

METHOD OF INSTRUCTION WITH EXPLANATIONS OF ANY SPECIAL INSTRUCTIONAL REQUIREMENTS
Students who sign up for this course will first enroll in a spring group studies course. In that course students will actively analyze the material that will be re-visited in the tour study course. In the seminars, material will be presented related to Native American education. Topics will investigate role of the teacher, teaching and learning strategies, and curriculum and assessment practices. These will be accomplished in the following manner:

Virtual Tours  
Student presentations  
Instructor presentation  
Whole group discussion  
Small group discussion  
Expert guest speakers

During the travel course, students will be exposed to:

Tour Guides  
Visiting historical sites related to Native American education and teaching/learning  
Brief graduate student presentations prior to site visits – re-visiting elements related to appropriate sites

The travel-study component will include a 6 day trip to New Mexico (Albuquerque Area) with visits to Museum of Indian Arts and Culture, Acoma Sky City Pueblo, a tribal school where students will be able to talk with faculty and staff, and Historic Old Town.

COURSE REQUIREMENTS:

Each student is expected to attend the spring seminar course (see attached course) as well as the study tour and the components of the study tour. Additionally, students will be evaluated on the assignments (described below). There will be different requirements for undergraduate and graduate students enrolled in the course.

METHODS OF EXAMINATION AND PERCENT OF FINAL GRADE EACH METHOD CONSTITUTES

1. Class Participation: 40% of course grade: Attendance to all field sites is expected. Students will be evaluated for active involvement in class discussion: thoughtful and creative contributions to the instructor’s and other students’ understanding of issues raised by assigned readings; and reflective comments regarding tour information and about student and experts presentations.
2. Travel Journal: 20% of course grade. Students are expected to keep a daily log of the study trip. This journal will not only provide a chronology of their travels, but will also include reflection and thoughts about the day. They should be able to make linkages from previous readings and student presentations to further integrate the historical and contemporary views of education and teaching.
3. Analytical Reflection Paper: 40% of course grade. Upon returning from the study tour, students are expected to write a 5-10 page paper comparing and contrasting teaching and learning historical immigrant and contemporary immigrant education. This final synthesis should include research citations, information from student presentations, and information from field sites.

Differentiation of Undergraduate/Graduate Requirements

1. Content: Graduate students will be required to present information prior to site visits in brief student presentation. A brief and concise presentation about the topic/individual will be given prior to the appropriate field site. Students are expected to be able to synthesize and formulate information that will inform the group about information that will make the field site more meaningful. Their grade breakdown will then be as follows:

   - Class Participation: 30%
   - Student Presentation: 15%
   - Travel Journal: 15%
   - Analytical Reflection Paper: 40%

2. Intensity: Graduate students will be expected to complete work demonstrating higher competency at the analysis and synthesis levels of Bloom’s Taxonomy. They will be evaluated for their ability to better compare and integrate theoretical perspectives of the history of teaching with actual case studies.

3. Self-Directed: Graduate students will be expected to work more independently on research, demonstrating an ability to gather secondary data and a higher awareness of creating literature reviews.

**Academic Misconduct:** The Ohio State University’s *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as “Any activity that tends to compromise the academic integrity of the University, or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University’s *Code of Student Conduct* is never considered an “excuse” for academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University’s *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. For additional information, see the Code of Student Conduct ([http://studentaffairs.osu.edu/info_for_students/csc.asp](http://studentaffairs.osu.edu/info_for_students/csc.asp)).

**ODS Statement:** Any student who feels s/he may need an accommodation based on the impact of a disability should contact the instructor privately to discuss specific needs. The Office of Disability Services is relied upon for assistance in verifying the need for accommodations and
developing accommodation strategies. Please contact the Office for Disability Services at 614-292-3307 (V) or 614-292-0901e (TDD) to coordinated reasonable accommodations. (http://www.ods.ohio-state.edu/).

Grievances and Solving Problems: According to University Policies, available from the Division of Student Affairs, if you have a problem with this class, “You should seek to resolve a grievance concerning a grade or academic practice by speaking first with the instructor or professor. Then, if necessary, with the education coordinator, department chairperson, college dean, and provost, in that order. Specific procedures are outlined in Faculty Rule 3335-7-23, which is available from the Office of Student Life, 208 Ohio Union.”

Statement on Diversity: The College of Education and Human Ecology affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. Discrimination against any individual based on protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status is prohibited.

GRADING SCALE (for both Undergraduates and Graduate Students)

<table>
<thead>
<tr>
<th>Grade Range</th>
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<tbody>
<tr>
<td>96 – 99</td>
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<td>93 – 95</td>
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<td>D-</td>
</tr>
<tr>
<td>62 and below</td>
<td>F</td>
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</table>

TEXTBOOKS AND/OR READING LISTS WITH EXPLANATION OF HOW LIBRARY RESOURCES WILL BE PROVIDED WHILE AWAY FROM CAMPUS

Readings (may include but are not limited to). Copies of each listing will be placed on closed reserve in the OSU-Newark Education Curriculum Center. Students will have access to these reading during the spring course and may further explore them upon returning from the travel course.

Abilock, D., & Kosut, C.H. (2007). *Historical literacy: The more you look, the more you see.* New York: Noodle Terms


ADMISSION REQUIREMENTS AND PROCEDURES

OSU education major students who are either junior or seniors and are academically in good standing, as well as, current teachers who are interested in graduate credit are able to enroll in this course. Additionally, those students who are in another major field but are interested in the course and/or topic are encouraged to enroll in this course. Having a good cross section of students will increase the analytical reflections and discussions.

Students who meet the above requirements and meet the trip cost deadlines are eligible. Due to the space in travel restrictions, admission will be on a first come first serve basis. If necessary, a wait list will be developed.

ORIENTATION AND DEBRIEFING SESSIONS

The orientation sessions will be part of the spring group studies/seminar course (TL 5194). Debriefing will occur during the final travel day at the airport.

METHOD OF DEALING WITH LANGUAGE BARRIER

Not applicable

PART II ----ADMINISTRATION PORTION

ARRANGEMENTS FOR TRAVEL

Students and instructors will travel using a public airline. Flight arrangements will be made by the instructor (through a travel agent).
STUDENT HOUSING AND MEALS

Student housing will be established by the instructors. We will stay five nights in Albuquerque, NM local hotels. The anticipated cost per night will average $100 a student. Two students will be assigned to room together for the duration of the trip. We will stay in motels that serve breakfasts. Meals are the responsibilities of the individual students.

OFF-CAMPUS CLASSROOM FACILITIES

Because the group will be limited to 20, we can hold educational session in a variety of places including the charter bus, rooms at the hotel and separate eating rooms. We can also meet outside (weather permitting) to discuss pertinent topics that will be covered.

PROPOSED EXTRA-CURRICULAR ACTIVITIES

In New Mexico, students will be taken to see Acoma Sky City Pueblo, Museum of Indian Arts, Indian Pueblo Cultural Center, Old Town Albuquerque, Loreto Chapel, and Palace of the Governors. While many of these sites are related to this topic of Native American Education, they are also tourist sites. Students will also have most evenings free.

CONTINGENCY PLANS INCLUDING THOSE FOR MEDICAL EMERGENCIES

Each student will be required to fill out an emergency form with individuals identified to contact in case of an emergency. Additionally students will provide information regarding any medical conditions. Any other release forms required by the campus or the university will also be required prior to the field portion of the trip.
DETAILED BUDGET (based on 20 students and 2 instructors)

1. Breakdown of costs of study tour

ANTICIPATED COSTS (INCLUDING ANY COSTS WITH DEVELOPING THE COURSE) (Budget based on 20 students plus 2 instructors) -- estimated fees based on current prices

<table>
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<tr>
<th>Description</th>
<th>Cost</th>
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<tr>
<td>Airplane Fare Estimate</td>
<td>$400 x 22 people = $8,800.00</td>
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<tr>
<td>Accommodations (planning on staying at hotel With complimentary breakfast)</td>
<td>$200 x 12 rooms x 5 nights = $12,000.00</td>
</tr>
<tr>
<td>Charter Bus (transportation to sites)</td>
<td>$3,000.00</td>
</tr>
<tr>
<td>Museum of Indian Arts</td>
<td>$6 X 22 people = $132.00</td>
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<tr>
<td>Indian Pueblo Cultural Center</td>
<td>$6 X 22 people = $132.00</td>
</tr>
<tr>
<td>Acoma Sky City Pueblo</td>
<td>$15 x 22 people = $330.00</td>
</tr>
<tr>
<td>Potential Increases in admittance fares for 2013</td>
<td>$20 x 22 people = $440.00</td>
</tr>
<tr>
<td>Total Anticipated Cost</td>
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ANY OTHER ANTICIPATED FUNDING SOURCES

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<tr>
<th>Description</th>
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<tbody>
<tr>
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<tr>
<td>OSUN Travel Study Grant</td>
<td>10,000.00</td>
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<td>OSUN Diversity Grant</td>
<td>2,500.00</td>
</tr>
<tr>
<td>Total</td>
<td>$14,500.00</td>
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ANTICIPATED COSTS FOR STUDENTS BEYOND TUITION AND FEES

Students will be expected to pay for their meals (breakfast should be provided by the hotel), except for one group lunch. They are also expected to pay for any incidental expenses such as souvenirs, etc.
In addition to the tuition and fees, students will be asked to pay $525 spring quarter. This money is viewed as an investment in their learning process and ensures that they will be serious, reflective learners.
2. **Proposed arrangements for handling deposits of student payments**

Deadlines will be posted for two payments. The first will be January 15, 2013. Students must reserve their spot in the course with a down payment of $300.00. On March 1, 2013, the remainder monies of $225.00 will need to be paid.

OSUN fees and deposits office already has a system to handle this type of student payment arrangement. We will utilize that system.

3. **Procedures for disbursements of expenses**

The system established by OSUN for disbursement of expenses will be utilized. This will entail the instructors having a credit card with the credit line established using student monies. The instructors will pay for hotel rooms and admittance fees to tour sites. Once students have paid their fees for the course (plus tuition), they will only need to pay for lunches, dinners and any souvenirs they purchase.

4. **Any arrangements with travel agencies, including discounts, rebates or other incentives available to the study tour leader**

When the final number of students enrolled in the course is established, it may be possible to get group rates for some of the tour sites. If this is accomplished any monies that are not spent (as detailed in the budget) will be expended on an additional group lunch (if possible). Additionally, once the group number is established, it may be possible to get group rates at hotels. Once more any monies not spent as determined by the budget will revert back to the group in the form of a lunch.
May 2, 2012

To whom it may concern:

I am writing to support the request from Mary Bendixen-Noe and Christine Warner to offer a group studies course (TL3194/7194 and TL 5798 – Historical Precedents of Contemporary Education: Informing Current Practice – Native American Education – Then and Now) during spring semester, 2013. They would like to offer the course in conjunction with a travel class they plan to offer summer, 2013. The campus has provided funding for the course sequence and I am excited about the promise it has for increasing students’ awareness of the effects of educational practices on Native American children.

Sincerely,

William L. MacDonald
Executive Dean of the Regional Campuses
Dean and Director of The Ohio State University at Newark
December 14, 2011

To Whom It May Concern,

It is with pleasure that I offer this letter of support for the travel course (Course # TBD) "Historical Presence of Contemporary Education: Informing Current Practice Part III," proposed by Dr. Mary Bendixen-Noe, and to be taught by Drs. Bendixen-Noe and Christine D. Warner. This course is also supported by the faculty in our department as being aligned with program and campus missions, and fitting needs as expressed by current MA and upper level undergraduate students. Additionally, the last two travel courses, which were offered by Dr. Bendixen-Noe and Ms. Norlin, were very well-received. Some past student participants are students hoping to participate in this proposed course as well.

It is our understanding that the course will include both seminar hours and a travel component to Albuquerque, NM. The travel component will be delivered summer semester when those in the teaching profession have the opportunity for extended professional development. Topics of discussion will include the impact of Native American education on general teaching practice, with links to issues and challenges. The content will be connected to the Native American Earthworks at Ohio State Newark.

The course content is relevant to many teachers in the field as well as prospective teachers in our preservice programs. The content supports teachers' responsibilities toward their students' learning of the Common Core State Standards and preparation for the Ohio Achievement Test; and the course does this across multiple grade levels. The content is relevant and the format is the kind of structure that has been requested by our MA and other graduate level students in our campus' service area. As such, the design and delivery of this course fit with the mission of our campus to serve the needs of the local community and to do so with courses structured for accessibility given teacher's typical work loads.

With our department's approval, I also offer support in the form of $2,000.00 of department funding toward subsidizing the overall costs of the travel.

Sincerely,

Dr. Diana B. Erchick
Coordinator, Education Department Programming
OSU Newark