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) 50
2. Enrollment Capacity 40
3. Waitlist Capacity 5
4. Final Exam:
   - ☐ Yes   ☐ 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) Somali Studies for Educators
7. Display in Class Search:
   - ☐ Yes   ☐ No
8. Credit Hours
9. Course Components (check all that apply):
   
   [ ] Clinical  [x ] 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):

   [ x ] Columbus  [ ] Marion  [ ] Newark
   [ ] Lima  [ ] Mansfield  [ ] Wooster (ATI)
12. Prerequisites and Exclusions None

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.

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).

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).

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

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: August 21-December 3

2. Previous quarter(s) of offering and enrollment: Summer 2009, 25 students

3. Expected enrollment for proposed quarter of offering: 20

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 Northgate Center 6655 Sharon Woods Blvd, Columbus 43229

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:

<table>
<thead>
<tr>
<th>Level and Credit Hours:</th>
<th>Present Offering</th>
<th>Proposed Offering</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class/Lab Contact Time:</td>
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<tr>
<td>Prerequisites:</td>
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<tr>
<td>Exclusion or Limiting</td>
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<tr>
<th>Grade Options (Check)</th>
<th>Present Offering</th>
<th>Proposed Offering</th>
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<tbody>
<tr>
<td>Letter</td>
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<td>S/U</td>
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<td>Progress</td>
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</table>

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<tr>
<th>Number of Hours of out-of-class preparation required:</th>
<th>Present Offering</th>
<th>Proposed Offering</th>
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</table>

Total hours of class meetings: [ ] Length of each class: [ ]

8. Complete this section for Off-Campus courses only:

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

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Sirad Shirdon</th>
<th>Rank</th>
<th>Graduate student</th>
</tr>
</thead>
</table>

Qualifications (explain any difference in rank/qualification from on-campus instructors)
Sirad Shirdon is a second year doctoral student in the School of Teaching and Learning. She is a Somali American, with research interests in improving language and literacy education of Somali students in the elementary years.

Explain differences in teaching arrangements from on-campus offerings
There will be no difference in teaching arrangements.

Student Services (explain how they will be provided to off-campus students):
Registration Offered onsite by Outreach and Engagement
Office Hours Immediately before and after class by appointment
Academic Advising provided by full-time staff on campus

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

1. Previous quarters of offering and enrollment:

2. Expected enrollment for proposed quarter of offering:
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).

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.

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

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
   - [ ] 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.

<table>
<thead>
<tr>
<th>Instructor Name</th>
<th>Role</th>
<th>Access</th>
<th>Print name in schedule?</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Primary</td>
<td>Yes</td>
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</table>

7. Central classroom pool facility or department room: [ ] Pool [ ] Dept

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

<table>
<thead>
<tr>
<th>Priority</th>
<th>Characteristic</th>
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<tbody>
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9. Notes: ______________________________________________________________
    ___________________________________________________________________
    ___________________________________________________________________
    ___________________________________________________________________

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

End Component 1
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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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: ______________________________________________________________
    ________________________________________________________________
    ________________________________________________________________

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

End Component 2
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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<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: ______________________________________________________________
    ___________________________________________________________________
    ___________________________________________________________________
    ___________________________________________________________________

9a. Notes print location relative to class listing: [ ] Do not Print [ ] Before [ ] After
EDUTL 6892 Somali History, Language, & Culture

This is a professional development course intended for in-service teachers. The focus is on developing new and deeper understandings of Somali history, language, and culture that are particularly relevant for and can be translated into practice by educators. Such understandings will help teachers enhance their relationships with Somali students and their families, gain insight into the challenges faced by Somali immigrant-refugees in classrooms and beyond, and explore strategies that will improve the educational experience of Somali students and their families. Dr. Leslie C. Moore is the course coordinator, and Sirad Shirdon is the instructor.

In this course students will:

- Develop a framework for viewing Somali students and families as people whose participation in schooling and American society as a whole is shaped by Somali culture, sustained upheaval in Somalia, and experiences in the Diaspora.
- Expand knowledge of Somali history, social organization, religious beliefs and practices, language and literacy practices, and experience in the Diaspora.
- Explore a variety of strategies for working with Somali children and their families in classrooms and other educational settings.
- Develop new skills as informed & critical consumers of sources (print, video, & web-based) that claim to provide sound information and/or advice for practitioners who want to know more about the Somali community.

Readings – The instructor will supply via Carmen articles for in-class discussion and/or homework.

Technology – We will use Carmen in several ways in this course, so check it regularly. You will watch at home some videos streamed via Carmen. I will post assignments, readings, web sites, grades, & other information for the class.

Off-Campus Field Experiences – TBD.

Course Responsibilities & Evaluation –

- Participation: You will read the course textbook before the course begins and bring the book to every class. Bring to class the readings assigned for that class meeting. As you read all course readings, write down a few questions, comments, & reflections for me and/or your classmates. Bring your notes to class to refer to during discussion.
- Viewings: Videos will be shown in class. The instructor and guest speakers will make recommendations for viewings outside of class.
- Website Evaluation: You will identify, critique, and present to your classmates a Somali Studies-relevant website sometime during the course. In preparation for this you will complete the OSU Libraries’ net.TUTOR tutorial ‘Evaluating Websites’.
- Lesson Plan and Reflection Paper: The final assignment has 2 integrated parts. The first part is the modification or development of a lesson plan to (a) support Somali students’ learning of academic content and/or skills, or (b) support non-Somali students’ learning about Somali history, language, and/or culture. The second part is a short paper in which you reflect on what you’ve done in the lesson plan & why, making use of course concepts & materials. Due one week after Class 10.
- Evaluation: Grading will be on an S/U basis. Instructor will use participation, attendance, and completion of class assignments to determine grade. Detailed instructions and rubrics for
assignments will be shared at the first class. Because this class depends heavily on participation, more than 3 unexcused absences will result in a grade of U. Email instructor if you will be absent.

Schedule of Topics, Readings, Assignments

Before each meeting, you will complete an Inquiry assignment in which you write your reflections on a given topic, guided by the instructor’s questions.

MEETING 1– Introduction to the course

Speakers: TBD

Reading: TBD

Film: ‘The Parching Winds of Somalia’ (1985, Charles Geshekter)

Inquiry: What do you know about your students’ and their families’ experiences of the Civil War? / How do you think these experiences impact their schooling here? / How do you think your knowledge of Somali history and Somali refugees’ experiences of the Civil War shapes the way you work with Somalis? Coming into this course, what are your thoughts on Somalia? / What are your perceptions of the African continent and its peoples?

MEETING 2- Somali history

Speakers: TBD


Inquiry: TBD

MEETING 3- Current affairs

Speakers: TBD

Readings: TBD

Inquiry: TBD

MEETING 4- Cultural immersion (Meet at the Global Mall, Lunch at African Paradise)

No readings for this week.

MEETING 5- Somali language


Inquiry: Bring in a list of patterns you have observed in the language use of your Somali students. If you have writing samples from any of your Somali students, bring one or two with you to class (names and any other
identifiers removed). What do you know about the Somali language, and how did you learn it? / What role is there for Somali language in the classroom? / What do you know about your Somali students’ ESL instruction?

MEETING 6 – Somali students as English Language Learners

Speakers: TBD


Inquiry: TBD

MEETING 7– Somali women

Speakers: TBD


MEETING 8– Cultural immersion (Trip to a Somali mosque)

No readings for this week.

MEETING 9– Somali students’ dual identity

Speakers: TBD


MEETING 10– Parent and community roles in Somali children’s education

Speakers: TBD


Inquiry: What did you know about the Diaspora before this course, and how did you learn it? / What do you know now that you did not know before? / What more do you want to know about it? Why? / How do you think your new understandings of the Diaspora will shape the way you work with Somali students & families?

MEETING 11 – Somali art

Speakers: TBD

Reading: TBD
Film: TBD

Inquiry 1: What do you know about Somali art forms, and how did you learn it? / What bearing do you think students' knowledge of Somali art forms might have on their participation in school? / What role you think Somali art forms (could) have in the classroom and the school?

MEETING 12– Students with limited formal schooling

Speakers: TBD

Readings: TBD


Inquiry: Choose an incident of conflict/problem you have witnessed between students (Somali-Somali or Somali-other), between Somali student(s) and a teacher or administrator (possibly yourself), or between Somali parent(s) and a teacher or administrator. Why do you think the conflict/problem arose? / (How) was it resolved? / What confused and/or frustrated you about the conflict/problem? / How might your response to the conflict/problem be different now than it was then? / How do you engage with students’ families when problems arise?

MEETING 13- Somali Bantu students

Readings:TBD

Inquiry: What did you know about Bantu before this course & how did you learn it? / What do you know now that you did not know before? / What more do you want to know about it and why? / Given your new understandings, would you treat Bantu students any differently?

MEETING 14- Creating safe spaces for Muslim students

Speakers: TBD


Inquiry: What perceptions do I have of Islam? How may these perceptions, good and bad, impact my pedagogy? Have I witnessed students being teased because of their religion? What efforts have I made to address these situations?

MEETING 15- Class wrap up
The purpose of this form is so that O&E can disburse the allotted monetary payment to all parties that will be receiving some portion of it. A follow up supplemental compensation form, letter of offer, or GA letter will follow for signature and processing of payment.

Course Name: Somali Studies for Educators
Catalog Number: EDUTL 6892 Semester: Fall Year: 2013
Date of first class: TBA Date of last class: TBA

Requirements for OSU Faculty Member:

- Develop and submit course syllabus and complete flex request online at: curriculum.osu.edu. Must use required syllabus template format, attached.
- Please notify your Unit Contact that you intend to offer an Outreach & Engagement course:
  - PAES Contact: Jason Ronis (jronis@ehe.osu.edu; 292-6787)
  - P & L Contact: Jerry Baker (baker.580; 688-0500)
  - T & L Contact: Jessica Mercerhill (jmercerhill@ehe.osu.edu)
  - FDHS Contact: Gene Folden (folden.1; 292-5676)
- Address all inquiries regarding registration and course credit.
- Complete and submit grade forms.
- Accept legal responsibilities for course.
- HR paperwork MUST be signed by your supervisor/director and in College HR hands by deadline

NOTICE of PAYMENT:

- Stipend will be paid across the time of employment in equal installments:
  - Summer – varies based on span of class offering
- Stipend will be paid as salary, directly to the instructor(s). Taxes and retirement will be taken out. Stipend may not be transferred to an agency or clinic.
- Current, regularly appointed faculty will sign off verifying that receipt of this income will not put them over the 20% supplemental income maximum, or off-duty limitations. If in doubt, check with your school/department HR personnel.
- Standard rate for O&E courses is $2,000/credit. CED grants may differ as per contracted amount.

Please complete this page, and return the entire document to the address on the bottom of the page:
Faculty of Record:

Full Legal Name: Leslie C. Moore
OSUID#:
Faculty Member Payment ______________ (will not exceed the 20% supplemental compensation rule, or the off duty regulation limits of: 2/9 base salary.

Faculty Signature: ________________________________
Date: ________________________________

If the course is taught collaboratively with other instructors, please complete the following information:

Instructor #1 – (If applicable):
Full Legal Name: Sirad Shirdon
Address: 4775 McGreevy Dr.
Phone: 614-804-4805  SS # or OSU ID #(preferred): 100104994
Instructor Honorarium: $2000/credit hour E-mail: shirdon.4@osu.edu
Instructor Signature: ________________________________ Date: 3/4/2013
Will this person have a current graduate appointment (GAA, GTA, GRA) at the time of this course?
Yes. The coordinating instructor has applied for several grants, in which she has budgeted in instructor #1 for a 50% appointment No

Instructor #2 – (If applicable):
Full Legal Name: ________________________________
Address: ________________________________
Phone: ________________________________ SS # or OSU ID #(preferred): ________________________________
Instructor Honorarium ________________ E-mail: ________________________________
Instructor Signature: ________________________________ Date: ________________________________
Will this person have a current graduate appointment (GAA, GTA, GRA) at the time of this course?
Yes No

Nina Dent
College of Education and Human Ecology
Office of Outreach and Engagement
185 Arps Hall
1945 North High Street
Columbus, OH 43210
dent.24@osu.edu
614-292-1115