This document should be completed and submitted along with an appropriate goal area–specific COURSE SUBMISSION FORM and pertinent course materials. If you have questions about these forms or the curriculum review process for Liberal Education courses, contact the Liberal Education Director or a Liberal Education Committee member. A list of current Liberal Education Committee members is available at http://www.bemidjistate.edu/faculty_staff/faculty_association/. (Click on “Senate and Committees,” then “Faculty Committee Roster,” and scroll down to Liberal Education Committee.)

I. General Information. Please provide the following information regarding the course and its current status.

Name of course: Indigenous Language Field Program

Course Prefix and Number (e.g., ENGL 1151): OJIB 3300

Credits: 4

Description (from catalog or from curriculum proposal): Students will engage in deep, experiential learning in indigenous language, history, and culture. Students are required to participate in ten weeks of classroom work on campus plus travel to and engage in two weeks on a guided field classroom experience. Site of field experience will be a vibrant indigenous language community (location predetermined with each offering of the class) in Hawaii, New Zealand, Canada, or other indigenous language community. Prerequisite: Consent of Instructor. Liberal Education Goal Area 7.
What is the official status of the course at the present time? Check one of the following.

_____ This course is already in the University catalog.

X _____ This course is part of a curriculum proposal that has been submitted to the Curriculum Committee.

_____ This course has been approved by the Curriculum Committee and is in Curriculum Report ____(#), ________(academic year). (Example: CR I, 2012-2013).

II. Summary of Goal Areas

All BSU Liberal Education courses must meet at least one of the student learning outcomes/competencies from Goal Area 2 Critical Thinking. In addition to Goal Area 2, any one course may be placed in one or two additional goal areas. Please check the one or two goal areas in which you would like the course placed.

_____Goal Area 1: Communication (2 courses, 6 credits)

X _____Goal Area 2: Critical Thinking (Requires completion of the rest of the Liberal Education Program.)

_____Goal Area 3: Natural Science (2 courses, 7 or more credits)

_____Goal Area 4: Mathematical/Logical Reasoning (1 course, 3 or more credits)

_____Goal Area 5: History and the Social and Behavioral Sciences (2 courses, 6 or more credits)

_____Goal Area 6: Humanities and the Arts (2 courses, 5 or more credits)

X _____Goal Area 7: Human Diversity (1 course, 2 or more credits)

_____Goal Area 8: Global Perspective (1 course, 3 or more credits)

_____Goal Area 9: Ethical and Civic Responsibility (1 course, 2 or more credits)

_____Goal Area 10: People and the Environment (1 course, 3 credits)

_____Goal Area 11: Performance and Participation (1 or more credits)

For each goal area selected above, complete an appropriate goal area form and provide necessary course documentation (e.g., a course syllabus) as requested on that form. The goal area forms can be found at http://www.bemidjistate.edu/faculty_staff/faculty_association/forms/. The student learning outcomes/competencies for Goal Area 2 Critical Thinking are described on the forms associated with Goal Areas 1, and 3-11.
### III. Signatures and Contact Person

<table>
<thead>
<tr>
<th>Originator:</th>
<th>Anton Treuer</th>
<th>Anton Treuer</th>
<th>11/30/2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name Typed</td>
<td>Anton Treuer</td>
<td>Signature</td>
<td>Date</td>
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<table>
<thead>
<tr>
<th>Department Chair:</th>
<th>Anton Treuer</th>
<th>Anton Treuer</th>
<th>11/30/2017</th>
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<tbody>
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<tr>
<th>Dean:</th>
<th>Colleen Greer</th>
<th>Colleen Greer</th>
<th>12/05/2017</th>
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<tr>
<td>Name Typed</td>
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<td>Date</td>
</tr>
</tbody>
</table>

**Person to be contacted for further information:**

Name: Anton Treuer | Phone: 3968 | E-mail: atreu@bemidjistate.edu
### IV. Submission Process Information

The completed form, including signatures, follows the same process as a curriculum proposal. Liberal Education forms may be submitted concurrently with curriculum proposals for new or modified courses. To begin the process, submit your proposal to your department chair. See the chart below for routing.

<table>
<thead>
<tr>
<th>Routing Steps for Liberal Education Curriculum Review</th>
<th>New Courses (not in the catalog)</th>
<th>Courses in Catalog but New to LE</th>
<th>Modification of Courses already in LE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Chair</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Dean</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Academic Affairs (for tracking)</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Curriculum Coordinator (Records Office)</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Curriculum, Graduate, Teacher Education Committees, as appropriate</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Liberal Education Committee</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Curriculum Report</td>
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<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Faculty Senate</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Academic Affairs</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>
This form should be completed for the following circumstances:

- For a new course proposed for the Liberal Education Program
- For a course modification involving adding this goal area to an already existing course
- For a course modification involving the student learning outcomes/competencies associated with an already existing course in this goal area.

**STEP ONE: GENERAL INFORMATION**

**Name of course:** Indigenous Language Field Program  
**Course prefix and number:** OJIB 3300  
**Credits:** 4

**Course description:** Students will engage in deep, experiential learning in indigenous language, history, and culture. Students are required to participate in ten weeks of classroom work on campus plus travel to and engage in two weeks on a guided field classroom experience. Site of field experience will be a vibrant indigenous language community (location predetermined with each offering of the class) in Hawaii, New Zealand, Canada, or other indigenous language community. Prerequisite: Consent of Instructor. Liberal Education Goal Area 7.

**Are there any prerequisites?** Consent of Instructor (Typically, courses in the Liberal Education Program do not have prerequisites.)

**Reasons for creating this course:** Ojibwe needs a field program as is offered in most language programs around the country. Dr. Treuer has taken out BSU's Hawaiian Field Program a number of times and is well acquainted with many people, places, and schools in Hawaii, New Zealand, and other indigenous language communities, making this a natural experiential learning opportunity for BSU students. There has always been great demand for BSU field programs, so this offering will help drive enrollments higher for the program as well.

**How often will this course be offered?** Every other year

**What is the projected maximum class size (cap)?** 25 max

*All courses in the Bemidji State University Liberal Education Program also address some aspect of Goal Area 2 Critical Thinking.*

**STEP 2: SELECTION OF STUDENT LEARNING OUTCOMES/COMPETENCIES TO BE MET BY THE PROPOSED COURSE**

**Goal Area 7: Human Diversity**

- Students need to take one course and earn at least two credits

The overall goal of this goal area is to increase students' understanding of individual and group differences (e.g., race, gender, class) and their knowledge of the traditions and values of various groups in the United States. Students should be able to evaluate the United States' historical and contemporary responses to group differences.

According to the Minnesota Transfer Curriculum (MnTC), to be accepted for inclusion in this goal area, courses must provide for three of the five listed competency categories, A-E. Please checkmark the competencies met by the course under consideration.
A. Students will be able to
   • Understand the development of group identities in the United States, history and culture.
   • Understand the changing meanings of group identities in the United States, history and culture.

B. Students will be able to
   • Demonstrate an awareness of the individual dynamics of unequal power relations between groups in contemporary society.
   • Demonstrate an awareness of the institutional dynamics of unequal power relations between groups in contemporary society.

C. Students will be able to
   • Analyze their own attitudes regarding diversity, racism, and bigotry.
   • Analyze their own behaviors regarding diversity, racism, and bigotry.
   • Analyze their own concepts regarding diversity, racism, and bigotry.
   • Analyze their own beliefs regarding diversity, racism, and bigotry.

D. Students will be able to discuss the experience and contributions (political, social, economic, etc.) of the many groups that shape American society and culture, in particular those groups that have suffered discrimination and exclusion.

E. Students will be able to demonstrate communication skills necessary for living and working effectively in a society with great population diversity.

Goal Area 2: Critical Thinking

All courses in BSU’s Liberal Education Program are expected to incorporate critical thinking skills. The overall goal for this area of the Minnesota Transfer Curriculum is to develop thinkers who are able to unify factual, creative, rational, and value-sensitive modes of thought. Critical thinking skills are taught and used throughout the BSU Liberal Education curriculum in order to develop students' awareness of their own thinking and problem-solving procedures. To integrate new skills into their customary ways of thinking, students must be actively engaged in practicing thinking skills and applying them to open-ended problems. Please checkmark one or more of the competencies/student learning outcomes met by the course under consideration.

Students will be able to:

A. Gather factual information and apply it to a given problem in a manner that is relevant, clear, comprehensive, and conscious of possible bias in the information selected.

B. Imagine and seek out a variety of possible goals, assumptions, interpretations, or perspectives which can give alternative meanings or solutions to given situations or problems.

C. Analyze the logical connections among the facts, goals, and implicit assumptions relevant to a problem or claim; generate and evaluate implications that follow from them.

D. Recognize and articulate the value assumptions which underlie and affect decisions, interpretations, analyses, and evaluations made by ourselves and others.

STEP 3: ADDITIONAL INFORMATION TO BE PROVIDED FOR EACH STUDENT LEARNING OUTCOME/COMPETENCY SELECTED

As you create the materials to be submitted (e.g., a course syllabus) please detail how the student learning outcomes/competencies checked in Step 2 above (for Goal Areas 7 and 2) will be assessed in this course.

Please attach a course syllabus and any other relevant material.
Bemidji State University
Ojibwe 3300: Indigenous Language Field Program
4 Credits

Contact Information:
Instructor: Dr. Anton Treuer
Office: 112 American Indian Resource Center
Office Hours: 11:00-11:50 MTRF
Telephone: 218-755-3968
E-mail: assistant@antontreuer.com

Course Description:
Students will engage in deep, experiential learning in indigenous language, history, and culture. Students are required to participate in ten weeks of classroom work on campus plus travel to and engage in two weeks on a guided field classroom experience. Site of field experience will be a vibrant indigenous language community (location predetermined with each offering of the class) in Hawaii, New Zealand, Canada, or other indigenous language community. Prerequisite: Consent of instructor. Liberal Education Goal Area 7.

Prerequisites:
Consent of Instructor. Enrollment preference will be given to students with a declared Ojibwe Language Minor or significant Ojibwe program experience. There is a course fee for this class to cover travel which must be paid before the add/drop date at the end of the first week of classes.

Liberal Education Goal Areas:
Goal Area 7

Textbooks/Materials:
LeAnn Hinton, How to Keep Your Language Alive
Herb Kane, Ancient Hawaii (for Hawaiian field site)
Huia Publishers, Marae: The Heart of Maori Culture (for New Zealand field site)

Grades & Assignments:
Students will engage in a series of lectures, short papers, and presentations prior to the field experience to develop deep understanding of the course site, indigenous people resident there, and the living indigenous languages and culture of the visit site. Students will be physically present for and participate in all activities of the entire field site visit. There will be a test while on site for the field program. After completion of the field site visit, students will write a reflection paper on their field experience. Grading roughly breaks down: 25% reflection paper; 25% field test; 25% classroom assignments; 25% attendance.

Learning Outcomes:
Students will:
• Increase understanding of individual and group differences
• Learn an indigenous language
• Be able to compare the experiences on Minnesota’s Ojibwe people with those of another indigenous populations
• Expand knowledge of the traditions and values of various groups in the United States
• Understand the development of group identities in the United States, history and culture
• Understand the changing meanings of group identities in the United States, history and culture
• Demonstrate an awareness of the individual dynamics of unequal power relations between groups in contemporary society
• Demonstrate an awareness of the institutional dynamics of unequal power relations between groups in contemporary society
• Analyze their own attitudes regarding diversity, racism, and bigotry
• Analyze their own behaviors regarding diversity, racism, and bigotry
• Analyze their own concepts regarding diversity, racism, and bigotry
• Analyze their own beliefs regarding diversity, racism, and bigotry
• Appreciate the value of experiential learning

Major Content Areas:
• Field site colonial history and indigenous response
• Indigenous history, language & culture at field site
• Indigenous history, language & culture of the Ojibwe

Topics/Schedule:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Indigenous history, colonial experience; trip fee due</td>
</tr>
<tr>
<td>Week 2</td>
<td>Site visit orientation</td>
</tr>
<tr>
<td>Week 3</td>
<td>Complete travel arrangements; site visit history and language</td>
</tr>
<tr>
<td>Week 4</td>
<td>Site visit history &amp; language; student presentations</td>
</tr>
<tr>
<td>Week 5</td>
<td>Site visit history &amp; language; short papers due</td>
</tr>
<tr>
<td>Week 6</td>
<td>Comparative Ojibwe history &amp; language</td>
</tr>
<tr>
<td>Week 7</td>
<td>Cultural protocol orientation &amp; practice for field visit</td>
</tr>
<tr>
<td>Week 8</td>
<td>Field site ecological orientation &amp; history</td>
</tr>
<tr>
<td>Week 9</td>
<td>Site visit field prep—trip gear, snorkel workout at BSU Rec Center</td>
</tr>
<tr>
<td>Week 10</td>
<td>Second short paper due; photo journal, presentations</td>
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<tr>
<td>Week 11</td>
<td>Trip prep, writing</td>
</tr>
<tr>
<td>Week 12</td>
<td>Trip prep, writing</td>
</tr>
<tr>
<td>Week 13</td>
<td>Trip prep, writing</td>
</tr>
<tr>
<td>Week 14</td>
<td>Trip orientation &amp; meeting</td>
</tr>
<tr>
<td>Week 15</td>
<td>FIELD TRIP (week 15 will take place over the BSU Winter break rather than during week 15 of the semester)</td>
</tr>
<tr>
<td>Week 16</td>
<td>FIELD TRIP (week 16 will take place over the BSU Winter break rather than during week 15 of the semester)</td>
</tr>
</tbody>
</table>

Course and/or Department Specific Policies:
Students have to travel for this course. All students and staff must respect one another. Actions and communications (in person, written, verbal, or online) that make anyone in the class feel uncomfortable will not be tolerated. Students will travel to a new place and must respect the cultural rules & etiquette of our hosts. Students represent BSU when traveling. All student activity (including alcohol consumption for those over 21 years of age) must comply with BSU policy and procedure. This is not a beach trip. This is a university class.

Academic Integrity:
BSU students are expected to practice the highest standards of ethics, honesty and integrity in all of their academic work. Any form of academic dishonesty (e.g., plagiarism, cheating and misrepresentation) may result in disciplinary action. Possible disciplinary actions may include failure for part of all of a course as well as suspension from the University.

Students with Special Needs:
We would like to make sure that all the materials, discussions and activities that are part of the course are accessible to you. Upon request students with a documented disability may receive appropriate and reasonable accommodations in this course including information in an alternate format. Please contact the Disability Services Office at 755-3883 or email disabilityservices@bemidjistate.edu Also available through the Minnesota Relay Service at 1-800-627-3529.
Mental Health & Counseling:
You may experience mental health concerns or stressful events that may lead to diminished academic performance. The Student Center for Health & Counseling is available to assist you with concerns.

THANK YOU! WE LOOK FORWARD TO RECEIVING YOUR COURSE PROPOSAL!