

## **ED 591 Workshop: Tribal/State Specific Issues in American Indian Education (2cr)**

**Instructor:** Dr. Martin Reinhardt

**Location:** On-line via RamCT

**Contact Information:** Students are encouraged to utilize the RamCT E-mail function as their primary method of communication with course instructor. For emergency situations or situations requiring direct communication please call (303) 623-5531 or (720) 209-5190.

**Seminar Schedule:** This is a 16 week seminar. Participants will be expected to complete each module as scheduled, and must have all work completed by the end of the semester. Classes begin on Jan. 22 and end on May 9, 2008.

**Seminar Description:** This seminar is structured to provide an opportunity for individuals to interact with others interested in exploring Indian education issues specific to their tribes / states. Invitations to participate in multiple live recorded chats will be sent to persons representing different levels of government and organizational perspectives. Participant generated discussion forum. Development of a clearinghouse of on-line resources is a course outcome.

**Seminar Goal:** The primary goal for this seminar is to facilitate a structured resolution process for issues in tribal/state relations regarding American Indian education.

- Objective 1: As a group, define the issue that will be the focus of the seminar.
- Objective 2: Develop an on-line clearinghouse of materials that must be considered in dealing with the issue that has been defined by the group.
- Objective 3: Determine a list of individuals who may be key to resolving the issue.
- Objective 4: Invite key players to join the seminar participants in live chats about the issue.
- Objective 5: Develop a plan to resolve the issue.
- Objective 6: Inform the public about the plan and begin implementing it.
- Objective 7: Produce a seminar report that includes the definition, bibliography of clearinghouse materials, list of key players, recordings of live chats, the plan of resolution, and any subsequent outcomes.

### **Required Materials:**

*TEDNA/NARF. (2006). A Manual for Chief State School Officers and State Education Agencies.* Available from the Native American Rights Fund, 1522 Broadway, Boulder, CO 80302, (303)447-8760 [mmcoy@narf.org](mailto:mmcoy@narf.org)

Other readings to be determined based on group needs.

**Grading System:**

Points Received	Activity
40%	Reflection Paper
40%	Individual Contribution to Class Project
20%	Class Participation
100%	Total

A = 94-100  
A- = 90-93  
B+ = 86-89  
B = 83-85  
B- = 80-82  
C+ = 76-79  
C = 73-75  
C- = 70-72  
D+ = 66-69  
D = 63-65  
D- = 60-62  
F = 59 and below

**Module 1:**

Our first task for this seminar is to define, or further define, the issue at hand. As all of the participants will have knowingly committed themselves to this seminar based on an issue, what we are going to do is have each participant define the issue further in their own words so that we can start to get an idea about the differences of opinion surrounding the issue. Each participant should introduce themselves and share with the rest of the class their personal perspective on the issue.

Reading assignments for this module include:  
TEDNA / NARF Manual Part One.

**Module 2:**

Our second task for this seminar is to begin developing our on-line clearinghouse about the issue. Each participant should submit a list of primary references that they draw on regarding this issue. Lists must comply with APA format. Be sure to include the website address of any on-line references. Post all references in the discussion forum. The instructor will compile the lists into big one and will send it out to the participants after it is compiled.

Reading assignments for this module include:  
TEDNA / NARF Manual Part Two.

Other readings to be determined by the group.

### **Module 3:**

Our third task is to determine the key players who are important for resolving this issue and to offer an explanation of why we think they are important. This list will be added to the final report. We will also rank the order in which these individuals should be invited to join our class for a live chat. We will likely want to develop two lists, one based on tribal perspectives and the other on state perspectives. We will begin inviting these key players to join us for a chat starting with number one and moving down the list until we have determined the four (two from each perspective) who will join us. The instructor will have the final say in who is invited based on the balance of perspectives and scheduling.

Reading assignments for this module include:

TEDNA / NARF Manual Part Three.

Other readings to be determined by the group.

### **Module 4:**

First live chat with key players. Date to be announced. All chats will take place between 7-9pm Mountain time. If you are unable to login for the live chat, you will be able to review the transcript afterward.

Reading assignments for this module include:

Readings as determined by the group.

### **Module 5:**

Second live chat with key players. Date to be announced. All chats will take place between 7-9pm Mountain time. If you are unable to login for the live chat, you will be able to review the transcript afterward.

Reading assignments for this module include:

Readings as determined by the group.

### **Module 6:**

Begin developing the plan to resolve the issue based on discussions, reading materials, and live chats. The plan should include how you will inform the public about the issue and the plan to resolve it.

Reading assignments for this module include:

Readings as determined by the group.

### **Module 7:**

Begin informing the public about the issue and the plan to resolve it. Post your outcomes (including photos, flyers, etc.) in the discussion forum.

Reading assignments for this module include:  
Readings as determined by the group.

**Module 8:**

For this module, we will put the finishing touches on the Seminar Report, and all seminar participants must submit a 5-10 page reflection paper that includes their reflections about the entire scope of the seminar. Most importantly, what was their personal contribution to each component of the seminar, and do they feel that as a group we reached our goal and accomplished each objective for this particular issue.

**Please complete the On-line Seminar Evaluation.**