Fond du Lac Tribal and Community College
COURSE OUTLINE FORM

Updated 11/25/14

Please return this form to the college vice president of academic affairs and the
chairperson of the Academic Affairs and Standards Council (AASC)

1. Prepared by: __________________________________________________
2. Date submitted: ________________________________________________
3. Date approved: 11/24/2015 Date revised: 2/25/2016
4. Department/discipline: American Indian Studies
5. Department(s) endorsement(s):_____________________________________
   (Signatures of the person(s) providing the endorsement are required.)
6. Course Title: Foundations of American and Anishinaabe Education
   Abbreviated course title (25 characters or less):
7. Course Designator: AMIN
8. Course Level: 1020
9. Number of Credits: Lecture: 2 Lab: 1
10. Control Number (on site): 30
    Control Number (online): 25
11. Catalog/Course description:

   This course introduces prospective teachers to the profession of education. The
   major purpose is to help students clarify their thoughts and feelings about
   becoming a professional educator. An overview of the topics include tools and
   techniques of teaching, students and classroom management, pedagogy and the
   history of the U. S. and Anishinaabe education. An introduction of MN
   graduation standards, curriculum and incorporating Anishinaabeg curriculum
   into the classroom will also be covered. This course prepares candidates for the
   entrance into the Teacher Education Program, including the first stages of the
   education assessment portfolio, which is referred to as the EdTPA. (Meets
   MnTC goal area 8).

12. Course prerequisite(s) or co-requisite(s):
   Prerequisite(s): None
   Co-requisite: None
13. Course Materials (Recommended course materials and resources. List all that apply, e.g. textbooks, workbooks, study guides, lab manuals, videos, guest lecturers).

1. March, Collin (2014). Becoming a Teacher. Person, Australia
3. Strengths Quest
4. 3-ring Binder with other materials for Portfolio development
5. Optional:

14. Course Content (Provide an outline of major topics covered in course)

2. Howe teachers organize and teach: explore curriculum, planning and preparing, organize classrooms structures and routines.
3. Teach effectively: pedagogy, manage, resources, meeting diverse student needs, knowledgeable and responsible students, parents and caregivers partnerships.

15. Learning Goals, Outcomes, and Assessment

At FDLTCC we have 4 Competencies Across the Curriculum (CAC) areas. They are as follows:

A. Information Literacy (the ability to use print and/or non-print tools effectively for the discovery, acquisition, and evaluation of information)

B. Ability to Communicate (the ability to listen, read, comprehend, and/or deliver information in a variety of formats.)

C. Problem Solving (the ability to conceptualize, apply, analyze, synthesize, and/or evaluate information to formulate and solve problems.)

D. Culture (knowledge of Anishinaabe traditions and culture, knowledge of one’s own traditions and culture, knowledge of others’ traditions and cultures, culture of work, culture of academic disciplines and/or respect for global
diversity.)

Course learning outcomes will fulfill the identified competencies:

Course Learning Outcomes:

Upon completion of this course, students will be able to:

1. Recall relevant information pertaining to the different philosophy foundation approaches (western and Indigenous) in education by discussing the different theories in small and large groups. (B, D)
2. Construct meaning from the many different theories, research, and curriculum about education throughout the centuries and writing a Philosophy of Education paper. (A)
3. Recognize the paradigm shift in the approaches of education relating to both the western and Indigenous perspectives of education by developing a timeline of events throughout history relating to Western and Anishinaabeg Education. (D)
4. Understand and be aware of the MN Board of teaching standards for educators, by reviewing the basic development and implementation of lesson plans. (B)
5. Create a list of local/community resources (including Ojibwe-Anishinaabe community), as well as people, that will be available to assist with cultural, historical, social, and political purposes for references in the classroom. (A, D)
6. Create the beginning phase of the portfolio (referred to as the EdTPA) for the Education program by writing their autobiography. (A)

16. Minnesota Transfer Curriculum (MnTC): If this course fulfills an MnTC goal area, state the goal area and list the goals and outcomes below:

See: [www.mntransfer.org](http://www.mntransfer.org)

Goal Area(s): 8

Goal and Outcomes:
Goal: Global Perspective
Outcome:
1. Develop a personal and global outlook for future endeavors throughout the curriculum by examining different theories and philosophies.
2. Understand Indigenous and western perceptions through a dual lens for a cross-cultural view by participating in small group discussions of local and global issues.
Complete the following only if you are proposing a new course:
1. Planned pattern of offering:
2. Rationale for course: If this course is an ADDITION or replacement to current offerings, add a detailed explanation of the necessity for the change.
3. Does this course overlap with any course(s) offered at FDLTCC? If so, justify such duplication or indicate other adjustments to be made. Obtain signatures from affected departments.
4. What is the apparent or expressed student need for this course?
5. If this course includes a Native American or specifically Anishinaabe component list campus resource person/s—i.e., campus cultural/spiritual resource person/s and, if necessary, elder/s—consulted and include specific comments and written responses as appropriate.
6. Are there any additional licensing/certification requirements involved?
   a. Provide a copy of the required licensing/certification standards to the AASC chair and to the vice president of academic affairs.
   b. Attach the required documentation to show course meets required licensing/certification standards.
7. What types of tutoring will be made available through the CAA to students taking this course?
8. How will the course be evaluated?
9. Special resources—e.g. faculty, space, equipment, library, etc
10. Special course fees:
11. Relationship of course to the college mission statement and goals.
12. Relationship of course to the department’s mission statement and goals.
13. Relationship of course to colleges/university offerings (include tribal colleges).

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<tr>
<th>College or University</th>
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<th>Credits Awarded</th>
<th>General Education</th>
<th>Program</th>
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