Fond du Lac Tribal and Community College
COURSE OUTLINE FORM

Updated 01/21/16

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: __02/25/16____ Date revised: __1/31/2020__

4. Department/discipline: __American Indian Studies_________________________

5. Department(s) endorsement(s): __________________________________________
(Signatures of the person(s) providing the endorsement are required.)

6. Course Title: __Culturally Responsive Education___________________________

   Abbreviated course title (25 characters or less): ____________________________

7. Course Designator: __AMIN__________ 8. Course Level: 2300

9. Number of Credits: Lecture _______ Lab_______

10. Control Number (on site) _______ Control Number (online)__________

11. Catalog/Course description:

   Students in this course will develop a culturally responsive classroom unit/project for a K-6 classroom. Participation in “cultural standards for educators” assessment, will be used as a tool to assist in the process of self-reflection of their own personal perspective of a culturally responsive classrooms. Anishinaabe practices will be introduced throughout the unit. Students will become familiar with the different resources available within the community to enhance the project. (Prerequisite: AMIN 1020).

12. Course prerequisite(s) or co-requisite(s): Accuplacer scores/ Other courses

   Prerequisite(s): AMIN 1020 Foundations of American and Anishinaabe Education

   Co-requisite:

13. Course Materials (Recommended course materials and resources. List all that apply, e.g. textbooks, workbooks, study guides, lab manuals, videos, guest lecturers).


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

   • Culturally responsive standards-based teaching
   • Taking stalk of current classroom practices
   • The foundation for culturally responsive standards-based teaching
   • The environment for culturally responsive standards-based teaching
   • Culturally responsive-based curriculum
   • Assessment and Reflection
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, the student will be able to:

1. Define and understand concepts related to educational equity and student achievement, including culture, cultural competence, and culturally responsive teaching. (B)(D)

2. Develop teaching strategies that draw on the knowledge, skills, experiences, and cultures of their students’ families and community members to enhance learning and help all students meet high academic standards. (C), (D)

3. Create a standards based cultural responsive unit/project. (A), (B), (D)

4. Strategize different ways to increase rigor of the curriculum. (B)

5. Create opportunities for families and community members to work towards a common good. (C)

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 Area 8: Global Perspective

- Describe and analyze political, economic, and cultural elements which influence relations of states and societies in their historical and contemporary dimensions.
- Demonstrate knowledge of cultural, social, religious and linguistic differences.
- Analyze specific international problems, illustrating the cultural, economic, and political differences that affect their solution.
- Understand the role of a world citizen and the responsibility world citizens share for their common global future.
Attachment A:

Minnesota Board of Teaching Learning Standards: 8710.2000 Standards of Effective Practice:

- **Standard 1, Subject Matter.** A teacher must understand the central concepts, tools of inquiry, and structures of the disciplines taught and be able to create learning experiences that make these aspects of subject matter meaningful for students. The teacher must:
  - **1C:** connect disciplinary knowledge to other subject areas and to everyday life;
  - **1F:** use varied viewpoints, theories, ways of knowing and methods of inquiry in teaching subject matter concepts;
  - **1J:** design interdisciplinary learning experiences that allow students to integrate knowledge, skills, and methods of inquiry across several subject areas.

- **Standard 3 Diverse Learners:** A teacher must understand how students differ in their approaches to learning and create instructional opportunities that are adapted to students with diverse backgrounds and exceptionalities. The teacher must:
  - **3J:** understand the cultural content, world view, and concepts that comprise Minnesota-based American Indian tribal government, history, language, and culture;
  - **3O:** use information about students’ families, cultures, and communities as the basis for connecting instruction to students’ experiences;
  - **3P:** bring multiple perspectives to the discussion of subject matter, including attention to a student’s personal, family, and community experiences and cultural norms;
  - **3Q:** develop a learning community in which individual differences are respected;

- **Standard 4, instructional strategies.** A teacher must understand and use a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills. The teacher must:
  - **4C:** understand principles and techniques, along with advantages and limitations, associated with various instructional strategies;