

**Fond du Lac Tribal and Community College**  
**COURSE OUTLINE FORM**

**03/19/19**

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: 11/24/15 Date revised 12/4/19, 1/28/20

4. Department/discipline: Education

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

6. Course Title: Foundations of Anishinaabe & American Educational Systems  
Abbreviated course title for Transcripts (25 characters or less): \_\_\_\_\_

7. Course Designator: EDU/AMIN 8. Course Level: 1020

9. Number of Credits: Lecture 3 Lab \_\_\_\_\_

10. Control Number (on site) 30 Control Number (online) \_\_\_\_\_

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 and the educational philosophies that will become the foundations of future birth-6<sup>th</sup> grade classrooms. An introduction of Minnesota K-6 standards and Early Childhood Learner Outcomes, per curriculum embedded with Anishinaabe perspective into all classrooms. Students will participate in a classroom experience. This course prepares candidates for the first stages of education assessments, portfolio, curriculum, and organizations within the education systems. (Meets MnTC goal area 8).

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

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).

Recommended:

- Parkay, Forest, *Becoming a Teacher 10<sup>th</sup> Edition*
- Klug, Beverly (2012). *Standing together*. Roman and Littlefield Education

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

- A history of Anishinaabe and American Indian Education in the United States.
- Integration of culturally relevant pedagogy in an era of high stakes accountability.

- Effective teaching, personal characteristics, educational experience, pedagogical knowledge, and school contexts.
- Student Learning: motivation, self-esteem, theories, learning environment.
- How teachers organize and teach: explore curriculum, planning and preparing, organize classrooms structures and routines.
- Teach effectively: pedagogy, manage, resources, meeting diverse student needs, knowledgeable and responsible students, parents and caregiver partnerships.
- The teaching profession: professional and cultural dimensions, equity, ethics and legal issues, teacher standards and the Minnesota requirements for teaching.
- Participate in professional organizations, in the field of early childhood and/or elementary education.

**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.)

Upon completion of this course, the student will be able to:

<b>Learning Outcomes</b>	<b>Competencies (CAC)</b>	<b>Cultural Standards</b>
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	5
Construct meaning from the many different theories, research, and curriculum about education throughout the centuries and writing a Philosophy of Education paper.	A	5
Recognize the paradigm shift in the approaches of education relating to both the western and Indigenous perspectives of education by responding to discussions about history	D	2

relating to Western and Anishinaabe Education.		
Understand and be aware of the MN Board of teaching standards for educators by: reviewing the basic development and implementation of lesson plans, and participate in a classroom setting.  Explain/reflect on the value and benefits of joining a professional organization in the field of early childhood, family education, or k-6 education.	B	3
Create a list of local/community resources (including Ojibwe-Anishinaabe community), as well as human resources, that will be available to assist with cultural, historical, social, and political purposes for references in the classroom.	A, D	3
Create the beginning phase of the portfolio for the Education program by writing their autobiography and teaching philosophy.	A	1

**WINHEC Cultural Standards:**

1. **GIKENDAASOWIN – *Knowing knowledge*:** To develop human beings who value knowledge, learning, and critical thinking and are able to effectively use the language, knowledge, and skills central to an Ojibwe-Anishinaabe way of knowing.
2. **GWAYAKWAADIZIWIN – *Living a balanced way*:** To develop balanced human beings who are reflective, informed learners who understand the interrelatedness of human society and the natural environment, recognize the importance of living in harmony with creation, and are able to apply a systems approach to understanding and deciding on a course of action.
3. **ZOONGIDE'EWIN – *Strong hearted*:** To increase the students' capacity to live and walk with a strong heart, humble and open to new ideas and courageous enough to confront the accepted truths of history and society.
4. **AANGWAAMIZIWIN – *Diligence and caution*:** To develop students' capacity to proceed carefully, after identifying, discussing, and reflecting on the logical and ethical dimensions of political, social, and personal life.

- 5. **DEBWEWIN – *Honesty and integrity***: To increase students' capacity to think and act with honesty and integrity as they understand and face the realities of increasingly interdependent nations and people
- 6. **ZAAGI' IDIWIN – *Loving and Caring***: To encourage students' acceptance of the diversity within their school, community, and environment by developing healthy, caring relationships built on respect for all.
- 7. **ZHAWENINDIWIN – *Compassion***: To expand students' knowledge of the human condition and human cultures and the importance of compassion especially in relation to behavior, ideas, and values expressed in the works of human imagination and thought.

16. **Minnesota Transfer Curriculum (MnTC)**: List which goal area(s) – up to two – this course fulfills.

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

Goal Area(s): 8

- Develop a personal and global outlook for future endeavors throughout the curriculum by examining different theories and philosophies. -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.

17. Are there any additional licensing/certification requirements involved?

X Yes \_\_\_\_\_ No

See attached: **Minnesota Professional Educators License and Standards Board (PELSB) standards.**

**Minnesota Professional Educators Standards and Licensing Board (PELSB) 8710.2000 Standards of Effective Practice for Teachers & 8710.3200 Subject Matter standards:**

**8710.2000 Standards of Effective Practice for Teachers:**

- **Subp 2.**
  - **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:
    - A. understand major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the disciplines taught;
    - B. understand how students' conceptual frameworks and misconceptions of an area of knowledge can influence the students' learning;
  - **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:
    - A. understand and identify differences in approaches to learning and performance, including varied learning styles and performance modes and multiple intelligences; and know how to design instruction that uses a student's strengths as the basis for continued learning;

- B. know about areas of exceptionality in learning, including learning disabilities, perceptual difficulties, and special physical or mental challenges, gifts, and talents
- C. know about the process of second language acquisition and about strategies to support the learning of students whose first language is not English;
- **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:
  - A. understand Minnesota's graduation standards and how to implement them;
- **Standard 5: Learning Environment:** A teacher must be able to use an understanding of individual and group motivation and behavior to create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation. The teacher must:
  - H. understand how participation supports commitment;
- **Standard 9, reflection and professional development:** A teacher must be a reflective practitioner who continually evaluates the effects of choices and actions on others, including students, parents, and other professionals in the learning community, and who actively seeks out opportunities for professional growth. The teacher must:
  - A. understand the historical and philosophical foundations of Education;
  - B. understand methods of inquiry, self-assessment, and problem-solving strategies for use in professional self-assessment;
  - E. understand the role of reflection and self-assessment on continual learning;
  - K. understand standards of professional conduct in the Code of Ethics for Minnesota Teachers in part 8700.2100; and
  - M. understand the role of continuous development in technology knowledge and skills representative of technology applications for education.
- **Standard 10: Collaboration, ethics, and relationships:** A teacher must be able to communicate and interact with parents or guardians, families, school colleagues, and the community to support student learning and well-being. The teacher must:
  - A. understand schools as organizations within the larger community context and understand the operations of the relevant aspects of the systems within which the teacher works;
  - C. understand student rights and teacher responsibilities to equal Education, appropriate Education for students with disabilities, confidentiality, privacy, appropriate treatment of students, and reporting in situations of known or suspected abuse or neglect;
  - L. understand mandatory reporting laws and rules.
- **8710.3200 Teachers of Elementary Education Subpart 3: Subject matter**
  - A. A teacher of children in kindergarten through grade 6 must:**
    - 1. understand and apply the research base for and the best practices of kindergarten and elementary level education;

**I. A teacher of children in kindergarten through grade 6 must demonstrate knowledge of fundamental social studies concepts and the connections among them.**

**The teacher must know and apply:**

- 2. Concepts of:
  - e. interactions among individuals, groups, and institutions;
- 3. History, government, and culture of Minnesota-based American Indian tribes as integrating concepts throughout the elementary curriculum
- 4. The environment as an integrating concept through understanding of how to use the sciences, social sciences, mathematics, arts, and communications in the exploration of environmental issues and topics

8710.3000 TEACHERS OF EARLY CHILDHOOD EDUCATION

**A. A teacher of infant or toddler-aged, preprimary-aged, and primary-aged children must understand child development and learning, including:**

- (1) the research base for and the best practices of early childhood education;
- (6) that children are best understood in the contexts of family, culture, and society.

**J. A teacher of young children establishes and maintains positive, collaborative relationships with families. The teacher must understand:**

- (1) the need to respect families' choices and goals for their children and the need to communicate with families about curriculum and their children's progress;
- (2) the need to be sensitive to differences in family structures and social and cultural backgrounds.

**L. A teacher of young children understands historical and contemporary development of early childhood education. The teacher must understand:**

- (1) the multiple historical, philosophical, and social foundations of early childhood education and how these foundations influence current thought and practice; and
- (2) the effects of societal conditions on children and families, and current issues and trends, legal issues, and legislation and other public policies affecting children, families, and programs for young children and the early childhood profession.

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