

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: 02/25/2016 Date revised 02/23/2021, 04/13/2022
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 for Transcripts (25 characters or less): _____
7. Course Designator: AMIN/EDU 8. Course Level: 2300
9. Number of Credits: Lecture 1 Lab _____
10. Control Number (on site) 30 Control Number (online) 25

11. Catalog/Course description:

Students in this course will use the “Cultural Standards for Educators” assessment, as a tool to assist in the process of self-reflection as a way of understanding a culturally responsive classroom. Anishinaabe practices will be introduced throughout the course. Students will become familiar with the different resources available within the community to enhance the project. (Prerequisite: AMIN/EDU 1020) (Meets MnTC Goal 8).

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

Prerequisite(s): AMIN/EDU 1020 Foundations of Anishinaabe & American Educational Systems
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).

Saifer, S., Edwards K., Ko, L., Stuczynski, A., Culturally Responsive Standards-Based Teaching 2nd addition. Corwin. 2011

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

1. Culturally responsive standards-based teaching
2. Taking stalk of current classroom practices
3. The foundation for culturally responsive standards-based teaching
4. The environment for culturally responsive standards-based teaching
5. Culturally responsive-based curriculum
6. Assessment and Reflection
7. Teachers Learning and growing with culturally Responsive Standards Based Teaching

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:

Learning Outcomes	Competencies (CAC)	Cultural Standards
Describe the concepts related to educational equity and student achievement, including culture, cultural competence, and culturally responsive teaching.	B, D	7
Develop teaching strategies that draw on the knowledge, skills, experiences, and cultures of students, their families and community members to enhance learning and help all students meet high academic standards.	C, D	
Create a standards-based culturally responsive unit/project.	A, B, D	
Strategize different ways to increase rigor of the curriculum to support the learning of students whose first language is not English.	B	2
Create opportunities for families and community members to work towards a common good.	C	3

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

Goal Area(s): 8

Goal Area 8

- 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.

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

Yes No

MN PELSB: Standards 8710.2000 Standards of Effective Practice (SEP)

Subpart 4. **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.

- 4C. know about the process of second language acquisition and about strategies to support the learning of students whose first language is not English
- 4E. understand how a student's learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family, and community values;
- 4J. know about community and cultural norms
- 4Q. develop a learning community in which individual differences are respected; and

Subpart 10. **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:

- 10E. understand the role of reflection and self-assessment on continual learning;

Subpart 11. **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: 11B. understand how factors in a student's environment outside of school, including family circumstances, community environments, health and economic conditions, may influence student life and learning;

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