

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: 1/19/2021 Date revised 4/27/21, 12/8/21

4. Department/discipline: Education

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

6. Course Title: Educational Psychology
Abbreviated course title for Transcripts (25 characters or less): Ed Psych

7. Course Designator: EDU 8. Course Level: 3210

9. Number of Credits: Lecture 3 Lab _____

10. Control Number (on site) 30 Control Number (online) 25

11. Catalog/Course description:

This course focuses on educational psychology with an emphasis on both the Indigenous and non-Indigenous perspective. A multilevel framework is used to understand K-6 students, their families, and communities. Students will learn how historical trauma may affect the developmental progression of students and the individual variation within the social, emotional, moral, and cognitive domains. Students will also explore how culture and traditions may enhance wellness in an educational setting.

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

Prerequisite(s):

- Acceptance into the teacher training program at FDLTCC
- SOC 2001 Human Diversity
- AMIN 2300 Culture Responsive 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).

- Campanelli, S. (Director). (2018). *Indian Horse* [Film]. Elevation Pictures
- Cisero Durwin, C. & Reese-Weber, M. (2018). *Ed Psych Modules* (3rd ed.). Sage
- Weaver, H. A. (2019). *Trauma and Resilience in the lives of Contemporary Native Americans: Reclaiming Our Balance, Restoring Our Wellbeing*. Routledge
- Guest Lecturer (TBD)

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

- Overview of historical trauma
- Exploration of historical trauma using a multilevel framework at the individual level, familial level, and the community level
- Impacts to K-6 Indigenous and non-Indigenous students at the various developmental domains:
 - Cognitive Development
 - Social Development
 - Emotional Development
 - Moral Development
- Importance of culture and traditions to restore wellbeing
- Culturally competent instructional strategies for the K-6 classroom that supports individual and group work

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
Evaluate the impacts of historical trauma using a multilevel framework.	A, C, D	4
Analyze historical trauma and the impacts on the social, emotional, moral, and cognitive development of Indigenous and non-Indigenous K-6 students and the effects on learning.	A, C, D	4
Describe the cultural norms of the Indigenous community.	B, C, D	2
Explain the importance of culture and traditions to assist in restoring wellbeing.	A, B, D	6
Use culturally sensitive communication skills to interview Elders and community members on	B, D	2

their experiences and impacts from historical trauma.		
Create culturally competent K-6 instructional strategies based on information gained from this course.	A, C, D	6

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): _____

Provide the specific learning outcomes as listed on the mntransfer.org website that pertain to this course.

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

Yes No

Provide the required documentation to show course meets required licensing/certification standards.

Appendix A

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

MN PELSB Standard <i>8710.2000 Standards of Effective Practice</i>
3B. understand that a student's physical, social, emotional, moral, and cognitive development influence learning and know how to address these factors when making instructional decisions;
3C. understand developmental progressions of learners and ranges of individual variation within the physical, social, emotional, moral, and cognitive domains, be able to identify levels of readiness in learning, and understand how development in any one domain may affect performance in others;
4A. 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;
4D. understand how to recognize and deal with dehumanizing biases, discrimination, prejudices, and institutional and personal racism and sexism;
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;
4F. understand the contributions and lifestyles of the various racial, cultural, and economic groups in our society
4H. understand cultural and community diversity; and know how to learn about and incorporate a student's experiences, cultures, and community resources into instruction;
4J. know about community and cultural norms
5B. understand the cognitive processes associated with various kinds of learning and how these processes can be stimulated;
6A. understand human motivation and behavior and draw from the foundational sciences of psychology, anthropology, and sociology to develop strategies for organizing and supporting individual and group work;
6B. understand how social groups function and influence people, and how people influence groups;
6F. know factors and situations that are likely to promote or diminish intrinsic motivation and how to help students become self-motivated;
6J. recognize the relationship of intrinsic motivation to student lifelong growth and learning;
11A. 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;
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;

03/19/19