

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: 11/24/2015 Date revised 3/4/25

4. Department/discipline: AMIN/EDU

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

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

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

9. Number of Credits: Lecture 3 Lab _____

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

11. Catalog/Course description:

This course introduces prospective teacher candidates to the teaching profession. The major purpose of this course is to help students clarify their thoughts and feelings about becoming a professional educator and to develop educational philosophies that they will bring into their classrooms. This course is taken by both prospective elementary education teachers and early childhood students. In addition, the importance of embedding the Anishinaabe perspective into the curriculum will be stressed. This course also introduces candidates to educational assessments, portfolios, curriculum, and organizations within the educational systems. Early Child Development students complete fifteen (15) hours of field experience (observation and participation) in the classroom/community. Elementary Education students complete ten (10) hours of field experience. (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 10th 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:

Learning Outcomes	Competencies (CAC)	Cultural Standards
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.	B	3
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

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

Minnesota Professional Educators Standards and Licensing Board- MN PELSB

SEP: 8710.2000 Standards of Effective Practice for Teachers (2023)

Standard 1. Student Learning

1A. The teacher understands that students bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values, and approaches their work and students with this asset-based mindset, affirming the validity of students' backgrounds and identities.

1F. The teacher understands how culture influences cognitive processes and how these processes can be stimulated in a cultural frame.

1I. The teacher understands language development and the benefits of multilingualism and multiliteracy and knows how to incorporate instructional strategies and resources to support language development.

Standard 2. Learning Environments.

2A. The teacher knows how to collaborate with students to create a welcoming and inclusive classroom community that reflects the diversity of student cultures in the design of the physical and virtual space, expectations, and organizational routines that represent the needs of all students.

2B. The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build student self-direction and ownership of learning.

2E. The teacher understands and supports students as they recognize and process dehumanizing biases, discrimination, prejudices, and structural inequities.

Standard 5 Instructional Strategies.

5B. The teacher understands the value of and knows how to implement instructional approaches that integrate real-world learning opportunities, including service learning, community-based learning, and project-based learning, into instruction.

Standard 6. Professional Responsibilities

6A. The teacher understands the standards of professional conduct in the Code of Ethics for Minnesota Teachers, including the role of social media, privacy, and boundaries in relationships with students.

6B. The teacher understands laws related to student rights and teacher responsibilities, such as for educational equity, appropriate education for students with disabilities, confidentiality, privacy, appropriate treatment of students, data practices, and mandatory reporting requirements in situations of known or suspected abuse or neglect.

6C. The teacher understands the historical foundations of education in Minnesota, including laws, policies, and practices, that have and continue to create inequitable opportunities, experiences, and outcomes for learners, especially for Indigenous students and students historically denied access, underserved, or underrepresented on the basis of race, class, disability, religion, gender, sexual orientation, language, socioeconomic status, or country of origin.

6D. The teacher understands how prejudice, discrimination, and racism operate at the interpersonal, intergroup, and institutional levels.

Standard 7. Collaboration and Leadership.

7A. The teacher understands the importance of engaging in culturally affirming, reciprocal communication with families about student development, learning, and performance.

7E. The teacher recognizes the responsibility to question normative school knowledge, conventional teaching and other professional practices, and beliefs and assumptions about diverse students, their families, and communities that adversely impact learning.

7F. The teacher understands multiple leadership models for teachers; knows how to take on leadership roles at the school, district, state, or national level; and advocates for students, the school, the community, and the profession.

Standard 8. Racial consciousness and reflection.

8E. The teacher understands the histories and social struggles of historically defined racialized groups, including but not limited to Indigenous people, Black Americans, Latinx Americans, and Asian Americans.

8F. The teacher understands the cultural content, world view, concepts, and perspectives of Minnesota-based American Indian Tribal Nations and communities, including Indigenous histories and languages.

8710.3100 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;

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

(A) the multiple historical, philosophical, and social foundations of early childhood education and how these foundations influence current thought and practice.

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