

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 4/22/25
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)

1. Overview of historical trauma
2. Exploration of historical trauma using a multilevel framework at the individual level, familial level, and the community level
3. Impacts to K-6 Indigenous and non-Indigenous students at the various developmental domains:
 - a. Cognitive Development
 - b. Social Development
 - c. Emotional Development
 - d. Moral Development
4. Importance of culture and traditions to restore wellbeing
5. 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
1. Evaluate the impacts of historical trauma using a multilevel framework.	A, C, D	4
2. 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
3. Describe the cultural norms of the Indigenous community.	B, C, D	2
4. Plan instruction to build on learners' prior knowledge, culture, and experiences, allowing learners to accelerate as they demonstrate their understandings.	B, C, D	2
5. Design learning experiences by using strategies that build student self-direction and ownership of knowing the relationship between motivation and engagement.	A, B, D	6

6. Create opportunity with culturally sensitive communication skills to interview Elders and community members on their experiences and impacts from historical trauma that empowers students to be agents of social change and promote equity.	B, D	2
7. Collaborate with a culturally relevant and responsive lens with families to support student learning and secure appropriate services to meet the needs of students.	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?

 X Yes No

MN PELSB Standards of Effective Practice (2023)

1C. The teacher understands how students construct knowledge and acquire skills.

1D. The teacher understands how alignment with a student's cultural background is necessary to make meaningful connections that enable the construction of knowledge and acquisition of skills.

1E. The teacher understands the cognitive processes associated with various kinds of learning, including critical and creative thinking, problem framing and problem solving, invention, memorization, and recall.

1G. The teacher understands that each student's cognitive, linguistic, social, emotional, and physical development influences learning and makes instructional decisions that build on learners' strengths, needs, and cultural ways of knowing.

1H. The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.

1L. The teacher understands the diverse impacts of individual and systemic trauma, such as experiencing homelessness, foster care, incarceration, migration, medical fragility, racism, and micro and macro aggressions, on learning and development and knows how to support students using culturally responsive strategies and resources to address these impacts.

1N. The teacher understands the influence of use of tobacco, alcohol, and drugs on student life and learning.

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.

3C. The teacher understands bias in assessment, evaluates standardized and teacher-created assessments for bias, and designs and modifies assessments that minimize sources of bias.

4D. The teacher designs instruction to build on learners' prior knowledge, culture, and experiences, allowing learners to accelerate as they demonstrate their understandings.

4H. Consistent with the local curriculum and state and local academic standards, the teacher demonstrates the ability to create opportunities for students to learn about power, privilege, intersectionality, and systemic oppression in the context of various communities and empowers learners to be agents of social change to promote equity.

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

6F. The teacher assesses how their biases, perceptions, and academic training may affect their teaching practice and perpetuate oppressive systems and utilizes tools to mitigate their own behavior to disrupt oppressive systems.

7B. The teacher knows how to collaborate with a culturally relevant and responsive lens with families to support student learning and secure appropriate services to meet the needs of students.

8A. The teacher understands multiple theories of race and ethnicity, including but not limited to racial formation, processes of racialization, and intersectionality.

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.

8G. The teacher understands the impact of the intersection of race and ethnicity with other forms of difference, including class, gender, sexuality, religion, national origin, immigration status, language, ability, and age.

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