

Fond du Lac Tribal and Community College
COURSE OUTLINE FORM
Outline Form Created: 03/19/19
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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: Jessica Thompson
2. Date submitted: _____
3. Date approved: _____ Date revised 4/8/26
4. Department/discipline: Education/ American Indian Studies
5. Department(s) endorsement(s): _____
(Signatures of the person(s) providing the endorsement are required.)
6. Course Title: Culturally Responsive Leadership
Abbreviated course title for Transcripts (25 characters or less): _____
7. Course Designator: EDUC/AMIN 8. Course Level: 2302
9. Number of Credits: Lecture 3 Lab _____
10. Control Number (on site) 30 Control Number (online) 25
11. Catalog/Course description:

Students develop a culturally responsive classroom unit/project for a K-6 classroom. Participation in “cultural standards for educators” assessment will determine the student’s direction for their own project in a culturally responsive leadership role.

The “Cultural Standards for Educators” assessment tool is used to self-reflect their own practice. Students develop lesson plans with a culturally responsive lens and become familiar with writing a unit that integrates all five components of a culturally responsive classroom and Anishinaabe practices, inclusive of the language. The unit focuses on and addresses specific needs in a community, acknowledging the land in which we reside. Multiple perspectives, cultural norms, and the development of learning communities will be presented throughout the curriculum. Leadership skills of communication, positivity, racial consciousness and reflection, and engagement of the community are practiced. Appropriate sources of Ojibwe-Anishinaabe cultural, historical, social, and political knowledge are implemented in the classroom project. This course includes 5 hours of field experience, during which students engage in cultural activities and community-based research to deepen their understanding of Anishinaabe practices and culturally responsive teaching.

12. Course prerequisite(s) or co-requisite(s): Accuplacer scores/ Other courses
Prerequisite(s): AMIN/EDU 1020 Foundations of Anishinaabe & American Educational Systems Removed: : EDU/AMIN 2300 Culturally 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).

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

Gorski, P. C., & Pothini, S. G. (2023). *Case studies on diversity and social justice education* (3rd ed.). Routledge. <https://doi.org/10.4324/9781351142526>

Ojibwe People’s Dictionary, [Ojibwe People's Dictionary | the Ojibwe People's Dictionary](#)

Guest Lecturer

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

1. Culturally responsive standards-based teaching and curriculum
2. Self-Assessment on Transformational Learning
3. Embed culturally responsive standards-based teaching into a unit of study
4. Assessment and Reflection
5. Taking stalk of current classroom practices
6. The foundation and environment for culturally responsive standards-based teaching
7. Racial Justice

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.)

Provide 4-7 Course Learning Outcomes for the course. These outcomes should be stated in measurable terms and be reflective of the content of the course. Please indicate which CAC areas are covered by each outcome as applicable using the following notation at the end of each outcome: (A, B), (B), etc. As well as the appropriate WINHEC Cultural Standards (if applicable).

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

Learning Outcomes	Competencies (CAC)	Cultural Standards
Create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation by	C, D	3

strategizing, creating and displaying the knowledge, skills, experiences, and cultures of local families and community members.		
Create instructional opportunities that are adapted to students with diverse backgrounds and exceptionalities by developing a place-based cultural project that includes a second language.	A, B, D	6
As a practitioner, self-reflect and evaluate with a culturally responsive lens of a project, focusing on the relationship with students, parents, and other professionals in the learning community.	B, D	5
Communicate and interact with parents or guardians, families, school colleagues, and the community to support student learning and well-being by making a presentation to the class, or a local, state or national conference.	C, B	5
Explore concepts related to a place-based project that includes educational equity and student achievement, including culture, cultural competence, multilingualism, and Minnesota-based American Indian Tribal nations and communities.	A, B, D	7

Develop teaching strategies that draw on the knowledge, skills, experiences, languages and cultures of students, their families and community members to enhance learning and help all students meet high academic standards.	C, D	
Respond to scenarios as a culturally responsive teacher with a focus on racial consciousness and reflection, with discussion of prejudice, discrimination, bias, racism, and intersectionality.	B, C, D	7

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.minnstate.edu

Goal Area(s): 7A, 7B, and 8

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

Goal 7: Human Diversity

Goal: The United States is made up of many groups that shaped American society and culture, in particular those groups that have suffered discrimination and exclusion. Courses that fulfill this requirement provide an awareness of the individual and institutional dynamics of relations between diverse groups in contemporary society.

7.A. To increase students' understanding of individual and group differences (e.g. race, gender, class) and their knowledge of the traditions and values of various groups in the United States. Students should be able to evaluate the United States' historical and contemporary responses to group differences.

Students will be able to:

- Understand the development of and the changing meanings of group identities in the United States' history and culture.
- Demonstrate an awareness of the individual and institutional dynamics of unequal power relations between groups in contemporary society.
- Analyze their own attitudes, behaviors, concepts and beliefs regarding diversity, racism, and bigotry.
- Describe and discuss the experience and contributions (political, social, economic, etc.) of the many groups that shape American society and culture, in particular those groups that have suffered discrimination and exclusion.
- Demonstrate communication skills necessary for living and working effectively in a society with great population diversity.

7.B. Race, Power, and Justice - To build knowledge, and understanding of historic and contemporary structure of racism in the United States, which systemically shape complex social political, economic and environmental inequities experienced by marginalized groups and identities and promote agency to address matters of structural inequalities.

Students will be able to:

- Understand historical and contemporary systemic structures of racism that sustain social, political, economic, and/or environmental inequities, particularly for Black, Indigenous lands and people, and other communities of color.
- Describe individual and institutional dynamics of unequal power relations among racial groups in the United States and how inequality is maintained by redefining race and other social identities and structures.
- Identify communication and relational skills necessary for living and working effectively in a racially, culturally, ethnically, and linguistically stratified society with historic and ongoing practices and structures of exclusion.
- Identify socially just and antiracist practices that increase equitable outcomes and inclusion in the United State

Goal 8: Global Perspective

Goal: To increase students' understanding of the growing interdependence of nations and peoples and develop their ability to apply a comparative perspective to cross-cultural social, economic and political experiences.

Students will be able to:

- 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

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

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

Subpart 1. Standard 1. Student learning.

A. 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.

B. The teacher understands multiple theories of identity formation and knows how to help students develop positive social identities based on their membership in multiple groups in society.

D. 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.

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

H. 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.

I. 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.

Subp. 2. Standard 2. Learning environments.

A. 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.

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

Subp. 5. Standard 5. Instructional strategies.

A. The teacher collaborates with students to design and implement culturally relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.

B. 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.

Subp. 6. Standard 6. Professional responsibilities.

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

E. The teacher explores their own intersecting social identities and how they impact daily experience as an educator.

F. 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.

Subp. 7. Standard 7. Collaboration and leadership.

B. 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.

D. The teacher demonstrates the ability to identify gaps where the current curriculum does not address multiple perspectives, cultures, and backgrounds, and understands how curriculum and instruction impacts students that are not part of the dominant culture.

Subp. 8. Standard 8. Racial consciousness and reflection.

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

B. The teacher understands the definitions of and difference between prejudice, discrimination, bias, and racism.

C. The teacher understands how ethnocentrism, eurocentrism, deficit-based teaching, and white supremacy undermine pedagogical equity.

D. The teacher understands that knowledge creation, ways of knowing, and teaching are social and cultural practices shaped by race and ethnicity, often resulting in racially disparate advantages and disadvantages.

E. 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.

F. 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.

G. 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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