

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: Jessica Thompson
- 2. Date submitted:
- 3. Date approved: 3/27/2026 Date revised 4/8/2026
- 4. Department/discipline: Education
- 5. Department(s) endorsement(s): _____
(Signatures of the person(s) providing the endorsement are required.)

6. Course Title: Creative Arts Integration for Educators

Abbreviated course title for Transcripts (25 characters or less): _____

- 7. Course Designator: EDUC 8. Course Level: 3110
- 9. Number of Credits: 3 Lecture Lab
- 10. Control Number (on site) 30 Control Number (online) 25
- 11. Catalog/Course description:

This course introduces foundational concepts for integrating visual, performing, and Native arts into elementary education for grades Prek–6. Teacher candidates will explore the Minnesota K–12 Academic Standards in the Arts alongside Indigenous perspectives, emphasizing the role of the arts in fostering creativity and cultural understanding. Students will build artistic literacy through five core processes, creating, responding, performing, presenting, and connecting, across five arts areas: dance, media arts, music, theater, and visual arts. The course highlights strategies for weaving artistic expression into the elementary curriculum, supporting developmental stages of children’s artistic growth, and honoring cultural roles of the arts, including Indigenous contributions. Candidates will develop knowledge of structural elements, principles, and vocabulary of the arts; practice creating and performing using basic elements; and apply approaches that nurture creativity and cultural awareness in diverse classroom settings.

The course includes 5 hours of field experience, during which teacher candidates teach an arts-integrated lesson in an elementary classroom and participate in Indigenous community-based or other artistic events, such as performances, exhibits, or workshops, to deepen their understanding of arts education.

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).

1.) Donovan, L., & Pascale, L. (2022). *Integrating the arts across the curriculum* (2nd ed.).

Shell Education. **Publisher:** Shell Education **ISBN:** 978-1087648556

2.) [Minnesota Early Childhood Indicators of Progress 2025](#) (pgs 25-30)

3.) [Mia NativeArtNativeVoices LearningResource K12_v4.pdf](#)

MDE [Arts](#) and Essential Understandings of Native Arts in MN

4.) Knowledge Keepers

Materials:

A-minor pentatonic Native Flute

Soprano Ukulele

Classroom art supplies

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

1. Anchoring Curriculum in Storytelling
2. The Power of Dramatic Inquiry
3. Exploring the Language of Poetry
4. Making Musical Connections
5. Visual Art: Accessing Content through Image
6. Creative Movement as a Learning Process
7. Planning and Assessment

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
1. Evaluate the use of structural elements, principles, and vocabulary in visual, performing, and Native arts encountered during field experiences in classrooms or community settings.	A, D	1
2. Demonstrate the ability to create and perform using basic elements and processes across multiple art forms: dance, media arts, music, theater, visual arts, and Native arts traditions.	A, B, D	1, 3
3. Design and implement arts-integration strategies within an elementary lesson plan to nurture artistic expression and creative thinking, informed by observation and participation during classroom-based field hours.	A, B, C	1, 2, 4, 6
4. Explore cultural roles of the arts, emphasizing Indigenous perspectives and contributions to visual and performing arts.	D	2, 3, 5, 6, 7
5. Analyze connections among different art forms and their relevance to child development and learning.	C	1
6. Recognize developmental stages in	C	2, 4

children’s artistic growth and adapt instruction to support age-appropriate artistic experiences.		
7. Engage in the five fundamental processes of artistic literacy, creating, responding, performing, presenting, and connecting, within diverse cultural and artistic contexts.	B	5, 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.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.

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

5E. The teacher provides multiple models and representations of concepts and skills which consider diverse cultural ways of knowing with opportunities for learners to demonstrate their knowledge through a variety of products and performances.

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.

7D. 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.

Licensing Rule 8710.3200 Subp. 3. Subject matter standards, elementary education

L. A teacher of children in kindergarten through grade 6 must demonstrate knowledge of fundamental visual and performing arts, including music, dance, and theater, concepts and the connections among them. The teacher must:

- (1) understand the basic structural elements, principles, and vocabulary of the visual and performing arts;
- (2) be able to perform and create using the basic elements and processes of visual and performing arts;
- (3) know and apply within the elementary curriculum strategies for nurturing artistic modes of expression and thinking;
- (4) understand the role of visual and performing arts in culture; and
- (5) know the characteristics of children’s development stages in the visual and performing arts.

Complete the following only if you are proposing a new course:

1. Planned pattern of offering: **Fall** **Spring** **Summer** Alternate Years

Could be offered in the fall, spring, or summer, whenever

it is needed!

2. Rationale for course: If this course is an ADDITION or replacement to current offerings, add a detailed explanation of the necessity for the change.

This course is necessary because it addresses a gap in the current curriculum. While existing offerings include an arts-focused course and a music education course, neither provides comprehensive coverage of all five arts strands—dance, media arts, music, theater, and visual

arts—nor emphasizes integration across the elementary curriculum. Creative Arts Integration for Elementary Educators equips teacher candidates with the skills to incorporate multiple art forms into classroom instruction, fostering creativity, cultural understanding, and engagement in diverse learning environments. Additionally, this course uniquely integrates Indigenous arts traditions and perspectives, aligning with Minnesota’s academic standards and supporting culturally responsive teaching. By preparing educators to connect artistic processes with core subjects, this course enhances student learning and meets the growing demand for holistic, inclusive approaches to arts education in elementary schools.

3. Does this course overlap with any course(s) offered at FDLTCC? If so, justify such duplication or indicate other adjustments to be made. Obtain signatures from affected departments.

While FDLTCC currently offers an arts-focused course and a music education course, this new course does not duplicate those offerings. Instead, it complements them by providing comprehensive coverage of all five arts strands—dance, media arts, music, theater, and visual arts—within an integrated framework. Unlike the existing courses, which focus on a single discipline or general arts appreciation, Creative Arts Integration for Elementary Educators emphasizes practical strategies for weaving multiple art forms into the elementary curriculum and includes Indigenous arts perspectives aligned with Minnesota standards. This broader, integrative approach prepares teacher candidates to meet diverse classroom needs and state requirements for arts education.

Adjustments:

No major adjustments are required to existing courses, as this course serves a distinct purpose. It expands the scope of arts education rather than replacing or duplicating current offerings.

4. What is the apparent or expressed student need for this course?

Current offerings focus on either general arts appreciation or music education, leaving a gap for comprehensive, cross-disciplinary arts integration. Students preparing for licensure must demonstrate competency in all five arts strands—dance, media arts, music, theater, and visual arts—according to Minnesota K–12 Academic Standards. This course meets that need by providing hands-on experiences and culturally responsive approaches, including Indigenous arts perspectives, which are increasingly important for inclusive teaching. By equipping future educators with tools to embed creativity and cultural understanding across subjects, the course responds to both state requirements and student demand for holistic, engaging instructional practices.

5. If this course includes a Native American or specifically Anishinaabe component list campus resource person/s—i.e., campus cultural/spiritual resource person/s and, if necessary, elder/s—consulted and include specific comments and written responses as appropriate.

-reached out to Nicole, Karen, and Liz, awaiting responses

Karen has agreed to be a guest lecturer for part of the course!

6. What types of tutoring will be made available through the CAA to students taking this course?

This course can benefit from the current tutoring available through the CAA for writing and study skills.

7. How will the course be evaluated?

____ student evaluation ____ administrative evaluation
____ colleague/peer evaluation ____ **instructor prepared evaluation**
____ other (please explain) _____

8. Special resources—e.g. faculty, space, equipment, library, etc

Online course with synchronous meetings, may have art faculty as guest lecturers

9. Differential Tuition: The proposer must meet with the Chief Financial Officer to determine if there is differential tuition.

Signature

Chief Financial Officer

10. Relationship of course to the college mission statement and goals.

The Creative Arts Integration for Elementary Educators course aligns closely with Fond du Lac Tribal & Community College’s mission, vision, and core values in the following ways:

FDLTCC’s mission emphasizes:

- Providing higher education in a **welcoming, culturally diverse environment**
- **Respectfully promoting the language, culture, and history of the Anishinaabeg**
- Celebrating **cultural diversity** and promoting global understanding
- Preparing students for the future through **programs and experiential learning opportunities**

Our course directly supports this mission by:

- Integrating **Indigenous arts traditions and perspectives**, supporting cultural promotion and respect
- Creating a **diverse learning environment** through exploration of dance, media arts, music, theater, and visual arts
- Offering **hands-on learning** that prepares educators to inclusively integrate arts in K–6 settings

Vision and Core Values

FDLTCC envisions education “to honor the past, for those living in the present and dreaming the future”. Core values include Respect, Integrity, Stewardship, Innovation, and Compassion.

This course fosters these values by:

- **Respect:** honoring Indigenous and diverse arts traditions
- **Integrity:** modeling ethical integration of cultural content in instruction
- **Stewardship:** encouraging preservation of cultural and artistic traditions through education
- **Innovation:** employing integrated arts processes across subjects to enhance learning
- **Compassion:** nurturing student empathy and cultural awareness through arts engagement

Academic & Institutional Goals

FDLTCC aims to:

- Promote academic excellence through **transfer and career education**
- Provide equitable access to education

- **Celebrate diversity** and promote global understanding
- Prepare students for future success through experiential and technological opportunities

The course supports these goals by:

- Preparing teacher candidates for **licensure and career readiness** with arts integration skills
- Offering access to **culturally responsive pedagogies** in a diverse setting
- Enriching teacher preparation with **Indigenous and global arts perspectives**
- Incorporating **media arts and technology** to modernize instructional approaches

Creative Arts Integration for Elementary Educators reinforces FDLTCC’s institutional identity by honoring Indigenous culture, fostering inclusivity, and preparing future educators through innovative, values-centered practices. It strengthens the college’s mission by weaving cultural respect, academic rigor, and experiential learning through the curriculum.

11. Relationship of course to the department’s mission statement and goals.

The Elementary Education Department at FDLTCC is committed to preparing culturally responsive, highly qualified teachers who can meet the diverse needs of learners in K–6 classrooms. Its goals emphasize:

- **Integrating Indigenous perspectives** into teacher preparation
- **Promoting inclusive, developmentally appropriate practices**
- **Aligning with Minnesota teacher licensure standards**
- **Fostering creativity and engagement in learning environments**

Creative Arts Integration for Elementary Educators directly supports these goals by:

- Providing teacher candidates with strategies to **embed multiple art forms**—dance, media arts, music, theater, and visual arts—into core subjects, enhancing student engagement and learning.
- Incorporating **Native arts traditions and cultural knowledge**, reinforcing the department’s commitment to Indigenous perspectives and culturally responsive pedagogy.
- Addressing **state standards for arts education** and developmental stages in children’s artistic growth, ensuring candidates meet licensure requirements.
- Encouraging **innovative, creative approaches** that align with best practices for elementary education and the department’s vision of holistic, inclusive teaching.

12. Relationship of course to colleges/university offerings (include tribal colleges).

College or University	Course Number and Title	Credits Awarded	General Education	Program
Hibbing CC				
Itasca CC				
Mesabi CC				
Lake Superior				
Leech Lake				
LCO CC				

Bemidji State University				
College of St. Scholastica				
University of Minnesota-Duluth				
University of Wisconsin-Superior				
TRIBAL COLLEGES (identify institution)				
Other				

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