OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 1)

COURSE IMPLEMENTATION DATE:	September 2007
COURSE REVISED IMPLEMENTATION DATE:	September 2012
COURSE TO BE REVIEWED:	December 2017
(six years after UEC approval)	*(month, year)*

OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION

Students are advised to keep course outlines in personal files for future use.

Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor

EDUC 447	Professional Studies/Education	3
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS

Indigenous Youth and Schooling
COURSE DESCRIPTIVE TITLE

CALENDAR DESCRIPTION:

This course is an introduction to Indigenous education. Throughout the course teacher candidates will critically examine historical and contemporary issues in education, and develop knowledge of indigenous philosophies of education and the multifaceted policies that have and continue to influence indigenous education and its pedagogies. Successful teacher candidates will be able to make meaningful links between the issues, philosophies, and policies examined in the course and their own practice as educators.

PREREQUISITES: Admission to the Teacher Education Program
COREQUISITES:
PRE or COREQUISITES:

SYNONYMOUS COURSE(S):
(a) Replaces:
(b) Cross-listed with:
(c) Cannot take: for further credit.

SERVICE COURSE TO: *(department/program)*

TOTAL HOURS PER TERM: **45**

STRUCTURE OF HOURS:

Lectures:	**30**	Hrs
Seminar:	**6**	Hrs
Laboratory:		Hrs
Field experience:	**6**	Hrs
Student directed learning:		Hrs
Other (specify): longhouse	**3**	Hrs

TRAINING DAY-BASED INSTRUCTION:
Length of course:
Hours per day:

OTHER:
Maximum enrolment: **36**
Expected frequency of course offerings: annually
(every semester, annually, every other year, etc.)

WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)	☐ Yes	☒ No
WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)	☒ Yes	☐ No
TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:	☐ Yes	☒ No

Course designer(s):	**Shirley Hardman**		
Department Head:	**Awneet Sivia**	Date approved:	**September 2011**
Supporting area consultation (Pre-UEC)		Date of meeting:	**November 25, 2011**
Curriculum Committee chair:	**Awneet Sivia**	Date approved:	**September 2011**
Dean/Associate VP:	**Dr. Rosetta Khalideen**	Date approved:	**November 2011**
Undergraduate Education Committee (UEC) approval		Date of meeting:	**December 16, 2011**

LEARNING OUTCOMES:

Upon successful completion of this course, students will be able to:

- Identify historical periods, policies and events in Indigenous education and articulate how these influenced contemporary educational practice
- Describe Indigenous knowledges, philosophies of education and worldviews
- Examine their own practice in relation to indigenous issues of racism, prejudice, discrimination, stereotyping in curricula, the classrooms, and throughout the landscapes of the schools
- Critically reflect and analyze experiences and course readings and engage in classroom discourses about these readings and experiences

METHODS: *(Guest lecturers, presentations, online instruction, field trips, etc.)*

- Lecture, seminar, presentations and field trips.

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

☐ Examination(s) ☐ Portfolio assessment ☐ Interview(s)

☐ Other (specify):

☒ PLAR cannot be awarded for this course for the following reason(s): This course is integrated with other courses in the Teacher Education Program. Students cannot audit or challenge this course.

TEXTBOOKS, REFERENCES, MATERIALS:

[Textbook selection varies by instructor. An example of texts for this course might be:]

There will be no assigned textbook for this course. Rather there will be a series of photocopied articles.

SUPPLIES / MATERIALS:

STUDENT EVALUATION:

[An example of student evaluation for this course might be:]

2 Lesson Plans / Presentations	25%
Reflective Practice Journal	15%
Short (750 – 1000 wd) Essay	25%
Resource Portfolio	25%
Participation	10%

Grading for this course is on a credit/no credit basis. Students who achieve a level equivalent to a C+ or better will be assigned a CR (credit grade). Students achieving below a C+ level will be assigned and NC grade. It is expected that students will complete all assignments and revisions to assignments as required.

COURSE CONTENT:

[Course content varies by instructor. An example of course content might be:]

Introduction: Pre-contact, contact and colonial policies for assimilation
Longhouse experience (local Stó:lō context and epistemology)
Residential School Policies, Indian Day Schools, Transfer of responsibility to Public Schools
Indian Control of Indian Education, Local Education Agreements, Enhancement Agreements
Indigenous Ways of Knowing, Indigenous Education Philosophies and Worldviews
Indigenous Identity, Indigenous Space in Schools
First Nation controlled education
Contemporary models for success
Examining Our own practices