



ORIGINAL COURSE IMPLEMENTATION DATE: January 2007  
 REVISED COURSE IMPLEMENTATION DATE: January 2023  
 COURSE TO BE REVIEWED (six years after UEC approval): June 2028  
 Course outline form version: 09/08/2021

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

**Note:** The University reserves the right to amend course outlines as needed without notice.

<b>Course Code and Number:</b> EDUC 447		<b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>													
<b>Course Full Title:</b> Indigenous Education and B.C. Schools <b>Course Short Title:</b> Indigenous Ed. & BC Schools															
<b>Faculty:</b> Faculty of Education, Community, and Human Development		<b>Department:</b> Teacher Education													
<b>Calendar Description:</b> Critically examines historical and contemporary issues in B.C. education in relation to First Nations, Inuit, and Metis students, and develops knowledge of Indigenous philosophies of education and the multifaceted policies that continue to influence Indigenous education and its pedagogies.															
<b>Prerequisites (or NONE):</b>		Admission to the Bachelor of Education.													
<b>Corequisites (if applicable, or NONE):</b>															
<b>Pre/corequisites (if applicable, or NONE):</b>															
<b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i> Former course code/number: Cross-listed with: Equivalent course(s): <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>		<b>Course Details</b> Special Topics course: <b>No</b> <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: <b>No</b> <i>(See <a href="#">policy 207</a> for more information.)</i> Grading System: <b>Credit/No Credit</b> Delivery Mode: <b>May be offered in multiple delivery modes</b> Expected frequency: <b>Annually</b> Maximum enrolment (for information only): <b>32</b>													
<b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>10</td> </tr> <tr> <td>Tutorials/workshops</td> <td>20</td> </tr> <tr> <td>Experiential (cultural/elder learning or participation)</td> <td>15</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>45</b></td> </tr> </table>		Lecture/seminar	10	Tutorials/workshops	20	Experiential (cultural/elder learning or participation)	15					<b>Total hours</b>	<b>45</b>	<b>Prior Learning Assessment and Recognition (PLAR)</b> PLAR cannot be awarded for this course because: Connected to practicum	
Lecture/seminar	10														
Tutorials/workshops	20														
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<b>Total hours</b>	<b>45</b>														
<b>Scheduled Laboratory Hours</b> Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes		<b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i> Transfer credit already exists: <b>Yes</b> Submit outline for (re)articulation: <b>No</b> <i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>													
<b>Department approval</b>		<b>Date of meeting:</b> December 8, 2021													
<b>Faculty Council approval</b>		<b>Date of meeting:</b> May 6, 2022													
<b>Undergraduate Education Committee (UEC) approval</b>		<b>Date of meeting:</b> June 17, 2022													

**Learning Outcomes** *(These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.)*

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

- Articulate how historical periods, policies, and events in Indigenous Education in Canada influenced contemporary educational practice.
- Describe Indigenous knowledges, pedagogies, philosophies of education, and worldviews.
- Examine their own practice in relation to issues of racism, prejudice, discrimination, stereotyping that are perpetrated upon Indigenous peoples in curricula, classrooms, and throughout the landscapes of B.C. schools.
- Reflect on experiences with course readings, personal experiences, and classroom discourse.
- Develop alternative strategies for lessons, units, and the classroom environment that are consistent and respectful of Indigenous Ways of Knowing.
- Design lessons that respectfully and appropriately incorporate Indigenous content, pedagogies and/or Ways of Knowing.
- Develop strategies for addressing the Truth and Reconciliation Commission's Calls to Action in relation to education.

**Recommended Evaluation Methods and Weighting** *(Evaluation should align to learning outcomes.)*

Assignments:	100%	%	%
	%	%	%

**Details:**

Assignments: reflections (20%), presentation (30%), in class teaching (30%), lesson planning (20%)

**NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.**

**Texts and Resource Materials** *(Include online resources and Indigenous knowledge sources. [Open Educational Resources](#) (OER) should be included whenever possible. If more space is required, use the [Supplemental Texts and Resource Materials form](#).)*

Type	Author or description	Title and publication/access details	Year
1. Online resource	BC Ministry of Education	Indigenous Education Resources	2021
2. Textbook	Vowel	Indigenous Writes: a guide to First Nations, Metis, & Inuit issues in Canada	2016
3. Online resource	First Nations Education Steering Committee	Learning First Peoples Classroom Resources	2021
4.			
5.			

**Required Additional Supplies and Materials** *(Software, hardware, tools, specialized clothing, etc.)***Course Content and Topics**

- What is Indigenous Education?
- Deconstructing myths about Indigenous peoples in Canada
- The Indian Act
- Residential Schools in Canada
- Intergenerational impacts of colonialism in Canada
- Indigenous knowledges and Ways of Knowing
- Indigenous pedagogies
- Evaluation of Indigenous Education Resources
- The role of allies in Indigenous Education
- Indigenous identities and self-determination
- Cultural appropriation or appreciation?
- The 4 Rs of Indigenous Education (respect, reciprocity, relevance, responsibility)
- First Peoples Principals of Learning
- The way forward (reconciliation in education)