

COURSE IMPLEMENTATION DATE: September 2007  
 COURSE REVISED IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED: March 2010  
 (Four years after UPAC final approval date) (MONTH YEAR)

**OFFICIAL 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 and the material will vary  
 - see course syllabus available from instructor

FACULTY/DEPARTMENT:	School of Social Work and Human Services	
<b>FNST 275</b>		<b>3</b>
COURSE NAME/NUMBER	FORMER COURSE NUMBER	UCFV CREDITS
<b>Contemporary Issues and Policies in Aboriginal Education</b>		
COURSE DESCRIPTIVE TITLE		

**CALENDAR DESCRIPTION:**

This course examines the major issues and policies impacting Aboriginal education in Canada. By understanding the multifaceted influences that continue to affect the capacity of Aboriginal communities, students will be better prepared to enhance the learning environment in the classroom, as well as to validate Aboriginal youth and their families. This course is also offered as EDUC 275. Students cannot take EDUC 275 for further credit.

PREREQUISITES: **30 University Transfer Credits which must include one of: HIST 103 or FNST 201 or ANTH 111 or ANTH 112**

COREQUISITES:

SYNONYMOUS COURSE(S)	<b>SERVICE COURSE TO:</b>
(a) Replaces: _____ (Course #)	_____
(b) Cannot take: <b>EDUC 275</b> for further credit. (Course #)	_____

TOTAL HOURS PER TERM: <b>45</b>	TRAINING DAY-BASED INSTRUCTION	
<b>STRUCTURE OF HOURS:</b>	LENGTH OF COURSE: _____	
Lectures: <b>25</b> Hrs	HOURS PER DAY: _____	
Seminar: <b>20</b> Hrs		
Laboratory: _____ Hrs		
Field Experience: _____ Hrs		
Student Directed Learning: _____ Hrs		
Other (Specify): _____ Hrs		

MAXIMUM ENROLLMENT:	<b>24</b>
EXPECTED FREQUENCY OF COURSE OFFERINGS:	<b>1 / year</b>
<b>WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<b>WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No

**AUTHORIZATION SIGNATURES:**

Course Designer(s): _____ Laura E. Smith / Shxwha:yathel	Chairperson: _____ Gloria Wolfson ( <i>Curriculum Committee</i> )
Department Head: _____ Gloria Wolfson	Dean: _____ Jackie Snodgrass
UPAC Approval in Principle Date: _____	UPAC Final Approval Date: March 31, 2006

**LEARNING OBJECTIVES / GOALS / OUTCOMES / LEARNING OUTCOMES:**

Upon successful completion of this course students will be able to work more effectively in an educational setting because they are able to:

- Identify and describe key historical decisions that impacted Aboriginal communities / people.
- Discuss decisions made by Canada's Federal and Provincial governments that impact Aboriginal people.
- Analyze how residential school policies continue to impact Aboriginal people.
- Identify strategies and policies that focus on improving capacity for Aboriginal communities, youth and their families.
- Demonstrate respect for Aboriginal worldviews.
- Demonstrate confidence in ability to communicate with and advocate for Aboriginal youth and their families.

**METHODS:**

A combination of lectures, seminars, written assignments, class discussions and small group activities.

**PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):**

Credit can be awarded for this course through PLAR (Please check:)  Yes  No

**METHODS OF OBTAINING PLAR:**

PLAR options are to be discussed, by appointment, with the Department Head.

**TEXTBOOKS, REFERENCES, MATERIALS:**

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

- Fournier, S & Crey, E. (1997) *Stolen from our Embrace: The Abduction of First Nations Children and the Restoration of Aboriginal Children*. Douglas and McIntyre: Vancouver.
- Carlson, Keith Thor. (d) (1997) *You are Asked to Witness: The Sto:lo in Canada's Pacific Coast History*. Sto:lo Heritage Trust: Chilliwack.
- Department of Indian Affairs. (1876) *Indian Act*
- British Columbia Ministry of Education, Skills and Training. (1997) *Aboriginal Support Worker's Handbook*.
- FNEC resource package

**SUPPLIES / MATERIALS:**

**STUDENT EVALUATION:**

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

Project	20%
Written paper	20%
Midterm Exam	20%
Final Exam	40%

**COURSE CONTENT:**

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

1. Introduction: course overview, assignments, expectations. Introduction to the development of the concept "race" and its impact on attitudes in contemporary society.
2. Residential school policies and its impact on Aboriginal youth and their families today.
3. Indian Control of Indian Education, policy development of Aboriginal education, parental involvement.
4. Canada's Federal and Provincial Governments' Aboriginal education policies and strategies.
5. B.C.'s Ministry of Education, Department of Aboriginal Education policies and strategies
6. School District and Union(s) policies and procedures for working with Aboriginal youth.
7. The paradigm of Aboriginal youth, their families and their communities
8. Models for supporting Aboriginal youth.
9. Models for liaising with Aboriginal families and communities.
10. Aboriginal Community connections, FNEC, external support services.

