

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

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| Course Code and Number: IPK 275 | | Number of Credits: 3 Course credit policy (105) | | | | | | | | | | | | | |
| Course Full Title: Indigenous Education: Contemporary Issues and Policies | | | | | | | | | | | | | | | |
| Course Short Title: Indigenous Education | | | | | | | | | | | | | | | |
| Faculty: Faculty of Social Sciences | | Department (or program if no department): Indigenous Studies | | | | | | | | | | | | | |
| Calendar Description: <p>Examines the major issues and policies impacting Indigenous education in Canada. By examining current and past policies from Indigenous perspectives, students will be better prepared to enhance the learning environment in the classroom as well as validate and center Indigenous ways of knowing and being.</p> <p>Note: Students with credit for FNST 275 cannot take this course for further credit.</p> | | | | | | | | | | | | | | | |
| Prerequisites (or NONE): | | 15 university-level credits including HIST 103 or any FNST or IPK course. | | | | | | | | | | | | | |
| Corequisites (if applicable, or NONE): | | None | | | | | | | | | | | | | |
| Pre/corequisites (if applicable, or NONE): | | | | | | | | | | | | | | | |
| Antirequisite Courses (<i>Cannot be taken for additional credit.</i>) Former course code/number: EDUC 275 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> | | Course Details Special Topics course: No <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: No Grading System: Letter Grades Delivery Mode: May be offered in multiple delivery modes Expected frequency: Annually Maximum enrolment (for information only): 24 | | | | | | | | | | | | | |
| Typical Structure of Instructional Hours <table border="1"> <tr> <td>Lecture/seminar</td> <td>45</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td>Total hours</td> <td>45</td> </tr> </table> | | Lecture/seminar | 45 | | | | | | | | | Total hours | 45 | Prior Learning Assessment and Recognition (PLAR) PLAR is available for this course. | |
| Lecture/seminar | 45 | | | | | | | | | | | | | | |
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| Total hours | 45 | | | | | | | | | | | | | | |
| Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes | | Transfer Credit (See bctransferguide.ca .) Transfer credit already exists: No Submit outline for (re)articulation: Yes <i>(If yes, fill in transfer credit form.)</i> | | | | | | | | | | | | | |
| Department approval | | Date of meeting: October 29, 2021 | | | | | | | | | | | | | |
| Faculty Council approval | | Date of meeting: January 2022 | | | | | | | | | | | | | |
| Undergraduate Education Committee (UEC) approval | | Date of meeting: February 25, 2022 | | | | | | | | | | | | | |

Learning Outcomes

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

- Identify key colonial historical decisions and Indigenous responses that impact Indigenous learning.
- Discuss decisions made by Canada's Federal and Provincial governments that affect Indigenous peoples and education.
- Analyze how residential schools and other assimilation and integration policies continue to impact Indigenous learning.
- Identify strategies and policies that focus on capacity building for Indigenous communities, youth, and families.
- Demonstrate ability to learn respectfully and responsibly from Indigenous ways of knowing and being.
- Demonstrate respectful, responsible, and culturally appropriate ways to infuse Indigenous ways of knowing and being into classroom settings.
- Demonstrate the ability to communicate with and advocate for Indigenous youth, families, and Indigenous ways of knowing and being.

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

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| Project: | 30% | [click to select] | Holistic assessment: | 40% | % |
| Assignments: | 30% | [click to select] | [click to select] | | % |

Details:

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. Textbook | M'Lot, Christine & Ferguson, Katya (eds) | Resurgence: Connecting Indigenous Narratives and Cultural Expressions With the K–12 Classroom | 2022 |
| 2. Textbook | Battiste, Marie | Decolonizing Education: Nourishing the Learning Spirit | 2013 |
| 3. Textbook | Battiste, M & Barman, J. | First Nations Education in Canada: The Circle Unfolds | 1995 |
| 4. Article | MacMath, S & Hall, W. | Indigenous Education: Using the Science of Storywork to Teach With and Within Instead of About Indigenous Peoples | 2018 |
| 5. Other | First Nations Education Steering Committee | Resource package | |
| 6. Article | Pidgeon, M., Muñoz, M., Kirkness, V. J., & Archibald, J. | Indian control of Indian Education: Reflections and envisioning the next 40 years. <i>Canadian Journal of Native Education</i> , 36(1), 5-35, 148-149. | 2013 |
| 7. Article | Kirkness, V. J. | Our peoples' education: Cut the shackles; cut the crap; cut the mustard. <i>Canadian Journal of Native Education</i> , 22(1), 10-15. | 1998 |

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

- Introduction: course overview, assignments, expectations. Introduction to the development of the concept "race", the Indian Act and importance of locating self
- Early colonial education policies regarding Indigenous peoples, e.g., Residential schools and child welfare and impacts on Indigenous learning, youth, and families; Indian Control of Indian Education; policy development of Indigenous education; parental involvement
- Canada's Federal and Provincial Governments' Indigenous education policies and strategies
- B.C. Ministry of Education, Department of Indigenous Education policies and strategies
- FNEC, School District, and Union policies and procedures for working with Indigenous youth
- Critical examination of contemporary integration and Indigenousization policies
- Bringing Indigenous ways of knowing into the classroom: A cautionary tale
- Modeling the Four Rs
- Building respectful relations with Indigenous educators, communities, and families