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: **Department of Teacher Education**

EDUC 275		**3**
COURSE NAME/NUMBER	FORMER COURSE NUMBER	UCFV CREDITS

Contemporary Issues and Policies in Aboriginal Education
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 FNST 275. Students cannot take FNST 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)
(a) Replaces: _____ *(Course #)*
(b) Cannot take: **FNST 275** *(Course #)* for further credit.

SERVICE COURSE TO: _____ *(Department/Program)* _____ *(Department/Program)*

TOTAL HOURS PER TERM: **45**
STRUCTURE OF HOURS:

Lectures:	**25**	Hrs
Seminar:	**20**	Hrs
Laboratory:		Hrs
Field Experience:		Hrs
Student Directed Learning:		Hrs
Other (Specify):		Hrs

TRAINING DAY-BASED INSTRUCTION
LENGTH OF COURSE: _____
HOURS PER DAY: _____

MAXIMUM ENROLLMENT: **24**
EXPECTED FREQUENCY OF COURSE OFFERINGS: **1 / year**

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

AUTHORIZATION SIGNATURES:

Course Designer(s): Laura E. Smith and Shxwha:yathel
Chairperson: Gloria Wolfson *(Curriculum Committee)*
Department Head: Allan McNeill
Dean: Wayne Welsh
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 and 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 C 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: Chilli

• Department of Indian Affairs. (1876) Indian Act

• British Columbia Ministry of Education, Skills and Training. (1997) Aboriginal Support Worker's Handbook.

• FNESC 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, FNESC, external support services.