UNIVERSITY COLLEGE of the FRASER VALLEY

UPAC FORM #2 (Page 1)

COURSE IMPLEMENTATION DATE: September 2007
COURSE REVISED IMPLEMENTATION DATE:
COURSE TO BE REVIEWED: December 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:

EDUC 447	Education	1
COURSE NAME/NUMBER	FORMER COURSE NUMBER	UCFV CREDITS

Indigenous Youth and Schooling
COURSE DESCRIPTIVE TITLE

CALENDAR DESCRIPTION:

Aboriginal education has come a long way from the racist century-long residential school policy that ended only a few decades ago. Yet, there is still a great discrepancy in BC high school graduation rates between Aboriginal students and non-Aboriginal students. EDUC 447 examines the possible reasons as to why this discrepancy exists today. It will look at possible structural causes such as the curriculum itself. The course will also include aspects of Indigenous knowledge systems in order to work more closely with Aboriginal learners, their families, and their communities.

PREREQUISITES: Admission to the Teacher Education Program (TEP)
COREQUISITES:

SYNONYMOUS COURSE(S)
(a) Replaces: _____ *(Course #)*
(b) Cannot take: _____ *(Course #)* for further credit.

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

TOTAL HOURS PER TERM: **15**
STRUCTURE OF HOURS:

Lectures:	**12**	Hrs
Seminar:	**3**	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: **32**
EXPECTED FREQUENCY OF COURSE OFFERINGS:
WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only) ☐ Yes X No
WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department) X Yes ☐ No
TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE: ☐ Yes X No

AUTHORIZATION SIGNATURES:

Course Designer(s): Dr. Paul Orlowski
Chairperson: *Allan McNeill (Curriculum Committee)*
Department Head: Dr. Paul Orlowski
Dean: Dr. Karen Evans
UPAC Approval in Principle Date:
UPAC Final Approval Date: Dec. 13, 2006

LEARNING OBJECTIVES / GOALS / OUTCOMES / LEARNING OUTCOMES:

In the successful completion of this course, students will:

- develop a familiarity of traditional Aboriginal ways of knowing
- demonstrate an understanding of past and current issues in First Nations education
- learn ways to validate and support the identity of First Nations students in the classroom

METHODS: (Methods will vary and may include)

- Lecture, seminar, oral presentations.

PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

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

METHODS OF OBTAINING PLAR:

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:]

- two summary/critiques of articles (20%)
- a 3-4 page essay on ways of supporting a positive identity for Aboriginal students (40%)
- an oral presentation comparing one concept in western science with the same concept in traditional Aboriginal ecological knowledge (40%)

COURSE CONTENT:

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

TOPICS

- Aboriginal peoples and the Canadian state: The Indian Act
- intentions of the residential school policy (i.e. assimilation)
- the legacy of the residential school policy
- graduation rates in BC high schools today: possible causes for cultural discrepancies
- Eurocentric curricula (social studies, fine arts, language arts, science)
- Aboriginal textual representation
- systemic racism in Canadian society
- schooling options: all-Native alternative school programs, band schools, mainstream
- traditional ecological ways of knowing
- effective teaching strategies for Aboriginal youth

ASSIGNMENTS

1. Write a paper that describes techniques that may be used to foster the development of an identity for First Nations students.

2. Give a 15-minute presentation that compares the different ways of understanding one aspect of the natural environment between the western scientific method and traditional Aboriginal ecological knowledge.