

COURSE IMPLEMENTATION DATE: September 2007
 COURSE REVISED IMPLEMENTATION DATE:
 COURSE TO BE REVIEWED: May 2011
 (Four years after implementation 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:	Aboriginal Access Services	
IPK 131	N/A	3
COURSE NAME/NUMBER	FORMER COURSE NUMBER	UCFV CREDITS
Indigenous Leadership: Yesterday and Today for Tomorrow I		
COURSE DESCRIPTIVE TITLE		

CALENDAR DESCRIPTION:

Learning in this course is anchored in and built upon life experiences and collective wisdom of the participants, including that of the educator who guides the discovery process.

Successful learners will view culture as a dynamic phenomenon, and be able to explain cultural dimensions of mental health, renewal, and empowerment by focusing upon traditional knowledge, ways of knowing, and core values. In addition, they will be able to describe and discuss the effects of disruptive forces in their lives and identify them as reasons to pursue healing and personal growth.

Students will acquire an enhanced awareness, understanding, and knowledge of Sto:lo history, realities and challenges for today and tomorrow.

PREREQUISITES: **None**
 COREQUISITES:

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

TOTAL HOURS PER TERM: 45	TRAINING DAY-BASED INSTRUCTION
STRUCTURE OF HOURS:	LENGTH OF COURSE: _____
Lectures: 15 Hrs	HOURS PER DAY: _____
Seminar: 30 Hrs	
Laboratory: Hrs	
Field Experience: Hrs	
Student Directed Learning: Hrs	
Other (Specify): Hrs	

MAXIMUM ENROLLMENT:	30
EXPECTED FREQUENCY OF COURSE OFFERINGS:	once per year
WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)	<input type="checkbox"/> Yes <input type="checkbox"/> No
TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

AUTHORIZATION SIGNATURES:

Course Designer(s): _____ William J. Mussell	Chairperson: _____ Moira Gutteridge-Kloster
Department Head: _____	Dean: _____ Eric Davis
PAC Approval in Principle Date: _____	PAC Final Approval Date: May 25, 2007

LEARNING OBJECTIVES / GOALS / OUTCOMES / LEARNING OUTCOMES:

Upon successful completion of the course, students will have learned:

- how the past links with the present
- to recognize strategies used in Indigenous communities to develop new community lifestyles
- to identify culture as a dynamic phenomenon
- to explain cultural dimensions of mental health by focusing on traditional knowledge, ways of knowing, and core values
- to explain cultural dimensions of renewal and empowerment by focusing on traditional knowledge, ways of knowing, and core values
- to describe the effects of disruptive forces in their lives and thus pursue healing and personal growth
- Sto:lo history
- present and future challenges of the Sto:lo Nation

METHODS:

Formal, non-formal, informal and incidental learning methods will be used including: discussions, guest speakers, student-centred activities, readings, and lectures.

PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

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

METHODS OF OBTAINING PLAR:

TEXTBOOKS, REFERENCES, MATERIALS:

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

A Gathering of Wisdoms: Tribal Mental Health: A Cultural Perspective: Swinomish Tribal Mental Health Project. Bill Mussell

SUPPLIES / MATERIALS:

None.

STUDENT EVALUATION:

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

Participation/engagement: 10%

Presentation -- assigned readings (small groups): 20%

Teach-back: 25%

Journal: 25%

Course reflection and self-evaluation: 20%

COURSE CONTENT:

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

1. & 2. Case study purpose, methodology, and findings
3. - 5. Case study -- Family and community context of First Nations life and historical disruptive forces
6. - 9. Grieving, healing, and personal growth
10. - 13. Personal and cultural identity