

 <p>Policies & Procedures Manual</p>	# Pages: Page 1 of 3	Policy Number: AC-03-08
	Approved by: Learning Council	
Section: ACADEMIC - PROGRAMS	Effective Date: February 26, 2019	
Title: INDIGENOUS CURRICULUM	Replaces: January 7, 2003 (DHG)	

POLICY STATEMENT

University College of the North (UCN) is situated in northern Manitoba where more than seventy percent of the population is of Indigenous ancestry. UCN acknowledges and celebrates Indigenous cultures, traditions and values of the communities and peoples that it serves. UCN supports a definition of quality that incorporates a culturally responsive curriculum that reinforces the integrity of the cultures that students bring with them.

PURPOSE OF POLICY

This policy identifies expectations and provides guidance with respect to the development of curricula that reflect Indigenous content and method. Specifically, this policy helps to ensure that:

1. Learning Council retains oversight of the curriculum.
2. All students are provided with high quality, meaningful, supportive and culturally grounded learning experiences through recognition of Indigenous cultures.
3. Curriculum meets the needs of the program and students by including and continually enhancing the Indigenous knowledge base and content of courses and programs
4. Faculty and staff are supported in the process of facilitating the inclusion of Indigenous content and pedagogy into curriculum.

PROCEDURES

Scope

1. This policy applies to all courses and programs that are overseen by the Learning Council, whether overseen directly by the Learning Council or whether the responsibility to oversee certain courses and programs has been delegated to a committee or an individual.

Expectation

2. Learning Council expects that curriculum at UCN will incorporate Indigenous content and pedagogy.

Course and Program Governance

3. Curriculum development and delivery are the responsibility of faculty members, and are overseen by the Learning Council and its various committees in accordance with the relevant terms of reference.

4. The Learning Council and its committees shall establish processes allowing them to oversee and assess the incorporation of factual information about the history of Indigenous peoples, cultures, languages and contemporary diversity of lifestyles into programs.

Curriculum Development Guidance

5. Learning Council acknowledges the wide diversity of subjects that are included in the various courses and programs offered at UCN. With this diversity in mind, it is the responsibility of Learning Council to ensure that all due consideration has been given to Indigenous content in the curriculum. Guidelines are attached to this policy to assist faculty members as they prepare for their courses.

Faculty Members

6. Consistent with the principles of academic freedom and intellectual property defined in the Collective Agreement, faculty members at the college and university level are responsible for ensuring that their teaching practices and curriculum consider the incorporation Indigenous content and pedagogy.
7. Faculty members will be supported in reaching these goals through the provision of specialized curriculum development support as follows:
 - a. The Indigenous Curriculum Specialist will assist instructors in curriculum development when requested, support faculty members in their professional development where necessary, and will assist in the program review process.
 - b. Due to issues of confidentiality regarding student course evaluations, student experiences in each course will be measured regularly through student course evaluations so as to develop an understanding of the effectiveness of the integration of Indigenous content and perspectives in courses delivered by UCN.

Attachment: Guidelines to Assist Faculty Members with Indigenous Content and Pedagogy

When developing curriculum, academic coordinators, program chairs, faculty committees and individual faculty members can ask themselves the following questions:

- a. Are Indigenous elements planned for the course or program fundamental to the curriculum, or are they peripheral? Are they 'add-ons' to the syllabus, and/or integrated into the learning outcomes?
- b. Does the approach incorporate relevant Indigenous examples, and is the teaching methodology itself culturally appropriate?
- c. Is the pedagogical method limited to talking, or is demonstrating part of the planned delivery technique? Is learning passive or experiential?
- d. Does the course incorporate individuals knowledgeable about Indigenous culture as guest speakers, co-teachers, presenters, etc. (e.g. Elders, community leaders, etc.)?

In the classroom, faculty members can also consider the following pedagogical techniques to help integrate Indigenous pedagogy (this is not an exhaustive list):

- a. Making connections between course content and implications for Indigenous communities (i.e. why does this fact/concept matter locally?);
- b. Using sources researched and written by Indigenous scholars rather than western scholars. Are events or phenomena under study presented from an Indigenous or a western perspective?
- c. Incorporating oral history in curriculum development and teaching;
- d. Teaching key disciplinary concepts referencing Indigenous experiences (e.g. teaching political science where Indigenous politics is included/compared/contrasted alongside international, national, state/provincial or local politics, and referenced in theoretical discussions);
- e. Including Indigenous guest lecturers and Elders in the delivery of course materials;
- f. Include Indigenous stories and traditional knowledge as part of the curriculum; and,
- g. Understanding and being prepared to accommodate the need for students to participate in ceremonies and community events outside of class.