

INDIGENOUS KNOWLEDGES & WAYS

Institutional Learning Outcome

A TRU graduate should be able to recognize and respect the value of Indigenous knowledges and ways.

Description

TRU graduates affirm the value of Indigenous teaching, learning, research, and creative practices. They offer a positive contribution to a modern, globalized society.

Course Acronym and Number	
Criteria	For a course to qualify as meeting this ILO it must include <u>all</u> of the following: <ul style="list-style-type: none"> <input type="checkbox"/> the intent of the ILO is captured in the calendar description; <input type="checkbox"/> a minimum of three (3)* of the ILO foci are reflected in the course learning outcomes; and, <input type="checkbox"/> total 3 academic credits.
Instructions for applying for ILO designation	Using the tool provided, check the boxes that correspond with the focus of the course learning outcomes for your course. The review of the course submissions will consider: a) the completed tool and the course proposal; and, b) will examine for evidence of a substantive match between the ILO and course foci. *If fewer than three foci are checked for an ILO, you must provide a rationale.

Foci of ILO	Course Learning Outcome
Knowing: Students demonstrate an understanding of unique local Secwépemc peoples (for example: knowledge of Secwépemcstin and Secwépemcúlcw).	
Knowing: Students demonstrate understanding of historical and continuing policies and procedures that contribute to systemic forms of marginalization, discrimination, and cultural oppression of Indigenous people and communities (for example: understanding and awareness of the 2015 Truth and Reconciliation: Calls to Action and the United Nations Declaration on the Rights of Indigenous Peoples).	
Being in the world: Students reflect upon one's own personal awareness and experiences of privilege, oppression, and racism in relation to Indigenous peoples (for example: students explore positionality, privilege, and unconscious bias in situating themselves, and understand their respective role(s) in being active participants in reconciliation).	
Knowing: Students demonstrate understanding of the concepts and ongoing processes of colonization and decolonization (for example: understanding the concepts of gender and how this relates to a decolonization approach).	

Foci of ILO	Course Learning Outcome
Doing: Students demonstrate an understanding of the comprehensive relationships between land and identities for oral cultures and Indigenous communities.	
Being in the world: Students understand that each Indigenous community and Nation has unique and specific protocols and cultural practices; and students apply and practice protocols of introduction of self and engagement through being an ally with Indigenous Peoples (for example: students are aware of the uniqueness of the Indigenous peoples, languages, and lands of their settler community).	
Knowing: Students relate principles of Indigenous knowledges and ways to their field of study.	
Doing: Students engage and respect Indigenous research methodologies (for example: students practice the 4 R's - respect, reciprocity, relevance and responsibility - to engage with humility with Indigenous individuals, families, communities, and governance. This could include following protocols for contacting respected Elders and community members).	
Being in the world: Students demonstrate understanding of community traditional-based health and healing strategies that can be used for reconciliation (for example: advocating and enacting supportive and self-sustained initiatives to positively impact holistic Indigenous determinants of health and social well-being).	
Knowing: Students describe the historical, philosophical, and legal bases of contemporary self-governance and self-determination issues, rights, and disputes between Indigenous peoples and jurisdictions in Canada (provincial, territorial, federal) and internationally.	

Rationale