**Evaluation Process for ICR (Indigenous Content[1] Requirement)**

*Document prepared by: Joint Sub-Committee of SAC-OAGC*
*Approved by Senate Academic Committee: March 6, 2015*

***Background on the Indigenous Content Requirement (ICR)***

Lakehead University Senate passed a motion in May 2014 requiring the addition of at least one half-course (or equivalent – see below) in all undergraduate programs having at least fifty (50) percent Indigenous content. Senate Academic Committee (SAC) tasked the Joint Sub-Committee of SAC-OAGC to create a list of current Lakehead University courses that fulfil this content requirement as well as a process by which courses are vetted and added to a list of approved Indigenous content courses.

> *Motion passed by Senate, May 15, 2014:*
> "That by the beginning of the 2016/17 academic year, all academic units will have calendared for all of their undergraduate degree programs, a degree requirement of at least one 0.5 FCE course containing at least 50% Indigenous knowledge and/or Aboriginal content. Special consideration on a case by case basis for fulfilling this requirement by a sequence of required courses would be given."

At the May 15, 2014 Senate meeting, a tentative list of courses at the University was presented by SAC which would likely meet the ICR. These lists included: 1) Open Course Electives (that are available to students in any program); and 2) Restricted Elective Courses (electives open to students within specific academic units). There was also a list generated of those academic units that, as of May 1, 2014, have a required course in their undergraduate program(s) fulfilling the ICR. The list of Open Course Electives[2] (once approved by the Joint Sub-Committee of SAC-OAGC) will serve as the list of Indigenous Content Courses. The Joint Sub-Committee of SAC-OAGC will be recommending that this list be called ***Type E: Indigenous Content Courses***, as an add-on to the recently completed re-categorization of all undergraduate Lakehead University courses as Types A, B, C and D.

***Options for Academic Units to Meet the ICR:***

All Academic Units must demonstrate to SAC how their undergraduate programs meet the ICR. Lakehead University courses are based on a 12-week term (i.e., 36 content hours). Courses meeting the ICR (i.e., 50% content) require at least 18 contact hours of Indigenous content. There are a number of options for academics to do so (currently 6 options) as listed below. All

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[1] Indigenous 'content' is to be assessed for a given program based on the content in one specific course or the cumulative content in a set of required program courses.

[2] There were 29 half-course Open Course Electives self-identified by academic units as meeting the ICR as of May 1, 2014;

of these options will require units to submit a formal Calendar change proposal for Senate approval.

*Option 1:* Select a course from another Academic Unit and make it a required course (see Type E course list). This would require the Academic Unit (wishing to use another Unit's course) to consult about any resource implications.

*Option 2:* Require students to take an open elective from a list of courses offered in other academic units (see Type E course list). It is suggested that a Calendar entry take the form "Take 0.5 FCE from course list Type E". This would not require consultation with Academic Unit offering the elective.

*Option 3:* If an elective is available within a unit, academic unit can make that course a required course.

*Option 4:* Increase Indigenous content of a course that has less than 50% content (i.e., less than 18 contact hours of Indigenous content).

*Option 5:* Create a required course that meets the criteria.

*Option 6:* Integrate 18 contact hours of Indigenous content across their curriculum with appropriate learner outcomes.

### ICR Evaluation Review Process

There are two key parts of this review process. One, Senate will need to decide which of its Senate Committees is best suited to evaluating proposals for course(s) to meet the ICR and two, what are the criteria that identify whether a given course (or combination of courses as suggested in Option 6 above) fulfills the intent of the ICR. Regarding the former point, the task of evaluating proposals seems most suited to a standing sub-committee of Senate Academic Committee, comparable to the operation of the SAC Quality Assurance sub-committee. It seems appropriate that this task be assigned to the Terms of Reference for the Joint Sub-Committee of SAC-OAGC (Joint Sub-Committee of the Senate Academic Committee Ogimaawin-Aboriginal Governance Council). Regarding the latter point, a list of Learner Outcomes addressing Indigenous content will be vetted and approved, and will be available for Academic Units to consider in the creation of a new course, their revisions to an existing course, or their changes to their programming across multiple courses. A list of ten (10) Learner Outcomes has been compiled by the SAC/O-AGC joint sub-committee that will be used in conducting the ICR reviews (see the **Learner Outcome Assessment Matrix** below).

### Recommendations

New course proposals or modifications to existing course proposals will go to Senate as in the normal process for any curricular changes. It would be essential that there be a mechanism (e.g., check box) on the submission form in Curriculum Navigator allowing the submitting

Academic Unit to identify that a particular proposal as being in need of ICR review. It would be appropriate to have the ICR review prior to review by SUSC and SBC (to be determined).

***Learner Outcomes and ICR Proposal Requirements***

SAC/O-AGC joint sub-committee is establishing an assessment process for eligible Indigenous courses, including equivalency approaches which will be used to conduct ICR reviews. We have compiled a proposed list of ten (10) Learner Outcomes that Academic Units should consider in selecting course(s). Courses will be assessed against these learner outcomes. For these learner outcomes, the Office of Aboriginal Initiatives and the Instructional Development Centre (IDC) will be developing tools to support faculty teaching. The IDC website includes an expanded list of sample learner outcomes. **Academic units are encouraged to develop additional disciplinary learner outcomes**.

- Identify Indigenous **worldviews, knowledge and practices** that relate to faculty specialties[3]
- Identify **culturally appropriate ways of engaging** Indigenous communities in faculty specialties
- Demonstrate knowledge of the **effects of stereotyping, prejudice, and racism** on interactions between First Nations, Inuit, and Métis and others in Canadian society
- Demonstrate knowledge of **Canadian Indigenous peoples' history**
- Analyze the **impact of legal decisions** on Aboriginal and treaty rights, including the **duty to consult**
- Identify **approaches to reconciliation** between First Nations, Inuit, and Métis and others in Canadian society
- Demonstrate knowledge of the **impacts of colonialism** on Indigenous peoples and **strategies to resist assimilation**
- Articulate the **relationship between land, culture, language and identity** in Indigenous communities
- Demonstrate knowledge of the nature of the **relationship between the Crown and Indigenous peoples, as defined by treaties and agreements, or lack of them**
- Contribute to strategies for **improving Indigenous communities' well-being**.

Regarding the Evaluation Process, the Committee decided that the following materials would be required when Academic Units are submitting proposals for (existing and new) courses as well as sets of courses that meet the ICR.
- Course number (or proposed year level) and title (for the home Academic Unit offering the course), as well as similar information for any cross-listed courses;
- Course weighting (e.g., 0.5 FCE)

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[3] Insert faculty or department name here.

- Course description (as either the existing entry in the University Calendar for the case of existing (unchanged) courses, or the proposed entry for the case of new or revised courses)
- A completed Learner Outcome Assessment Matrix demonstrating how the minimum of 18 content hours pertaining to Indigenous content and defined set of ICR Learner Outcomes are met. Proposed course (or set of courses) must meet at least one (1) distinct LO on this LO assessment matrix.
- Course syllabi *may* be included as supporting documentation but are not required.

Courses approved under this proposed ICR process and therefore endorsed for Senate approval would be added to one (or more as appropriate) of course lists which meet the ICR, once approved by Senate. Lists are as follows:

1. **Open Elective Courses** (open to any student and to be included on Type E: Indigenous Content Courses list)
2. **Restricted Elective Courses** (open only to students within specific Academic Units)

## ICR Submission Form

Proposals for course(s) to meet the ICR should submit the following form as well as the Learner Outcome Assessment Matrix. Other supporting materials, such as course syllabi, can be submitted but are not specifically required.

Proposals for the 2014-15 Academic Year are be submitted to the Office of the Provost and Vice-President Academic (provost@lakeheadu.ca). Plans are in place to have proposal submissions to be done using Curriculum Navigator starting in 2015-16.

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|---|---|
| Submitting Academic Unit | |
| Contact person | |
| Course number (or proposed year level) | |
| Course title | |
| Cross-listed courses (include any that apply) | |
| Course Weighting | |
| Learner Outcome Assessment Matrix | To be attached. |

## Learner Outcome Assessment Matrix (LOAM)

| | Learner Outcome (LO) | Number of Course Hours Estimated on this LO | Example of how the proposed courses meets the specific LO | Does proposed Calendar change meet this specific LO (circle) |
|---|---|---|---|---|
| 1. | Identify Indigenous **worldviews, knowledge and practices** that relate to faculty specialties | | | Yes or No |
| 2. | Identify **culturally appropriate ways of engaging** Indigenous communities in faculty specialties | | | Yes or No |
| 3. | Demonstrate knowledge of the **effects of stereotyping, prejudice, and racism** on interactions between First Nations, Inuit, and Métis and others in Canadian society | | | Yes or No |
| 4. | Demonstrate knowledge of **Canadian Indigenous peoples' history** | | | Yes or No |
| 5. | Analyze the **impact of legal decisions** on Aboriginal and treaty rights, including the **duty to consult** | | | Yes or No |
| 6. | Identify **approaches to reconciliation** between First Nations, Inuit, and Métis and others in Canadian society | | | Yes or No |
| 7. | Demonstrate knowledge of the **impacts of colonialism** on Indigenous peoples and **strategies to resist assimilation** | | | Yes or No |
| 8. | Articulate the **relationship between land, culture, language and identity** in Indigenous communities | | | Yes or No |
| 9. | Demonstrate knowledge of the nature of the **relationship between the Crown and Indigenous peoples, as defined by treaties and agreements, or lack of them** | | | Yes or No |
| 10. | Contribute to strategies for **improving Indigenous communities' well-being**. | | | Yes or No |
| 11. | | | | |