

Policy Title:	Indigenous Perspectives Designation Procedure
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Linked to Policy:	Indigenous Perspectives Designation
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Contacts for Policy Interpretation:	Vice-President, Academic Experience

1.0 - Policy Overview

Fleming College is committed to implementing the Colleges and Institutes Canada Indigenous Education Protocol by enhancing Indigenous academic experiences throughout the development, delivery, and review of curriculum and learning opportunities within programs of instruction.

2.0 - Definitions and Acronyms

The following definitions and/or acronyms apply in this Policy:

Course	A distinct and discrete teaching and learning framework, defined through course learning outcomes, mapped to program standards/descriptions, and approved using a course outline.
Curriculum	Is the plan for learning that is coordinated and articulated in a manner designed to result in student achievement of specified learning outcomes. Curriculum encompasses the content, learning materials, delivery, and course resources, as well as the context and processes for evaluating the attainment of learning outcomes.
Indigenous Education Protocol	Fleming College is a signatory member of Colleges and Institutes Canada's (CICan) Indigenous Education Protocol which affirms the commitment to be more inclusive of Indigenous cultures, eliminate barriers to education, and better serve Indigenous people.

Indigenous Perspectives Designation (IPD)	An optional micro-credential with established curricular, experiential, and reflective requirements at both the program and student level.
Program Team	The program team includes individuals and faculty with knowledge and expertise in the specific field, the Dean/Chair and may include the technician/technologist.

3.0 - General Principles

3.1 – Indigenous Perspectives Designation Requirements

- a) Discipline-specific Indigenous curriculum must be thoughtfully integrated at both the program and course level. There must be at least two examples of teaching, reinforcement, and assessment for each of the Indigenous Learning Outcomes across the program of instruction.
- b) In addition to program curricular requirements, students must achieve the following requirements to be successful in the Indigenous Perspectives Designation:
 - i. Students must be enrolled in a program of study which is eligible for the Indigenous Perspectives Designation.
 - ii. Students must indicate their interest in participating in the optional designation by applying through the process as established by the Office of the Registrar.
 - iii. Students must complete two specific general education courses (GNED49 Introduction to Indigenous Studies and GNED128 Introduction to Indigenous Knowledges) with a minimum cumulative average of 70% between these courses.
 - iv. Students must complete four (4) approved extra-curricular experiential Indigenous activities on the co-curricular record. These extra-curricular activities are approved by the Indigenous Perspectives faculty and managed through the Co-curricular record.
 - v. Students must successfully complete the requirements of the final essay reflection (pass/fail) as assessed by the Indigenous Perspectives faculty.
- c) Through successful completion of the aforementioned requirements, students will have successfully achieved the Indigenous Learning Outcomes (ILOs) which are represented at program and course level curriculum, as well as student experiences:
 - i. Analyze the historical and contemporary impacts of colonialism in the student's chosen field.
 - ii. Distinguish the historical and contemporary Nation-to-Nation relationship between Indigenous and non-Indigenous peoples in the student's chosen

- profession.
- iii. Differentiate the cultural, political, social, and community diversity of Indigenous peoples within the context of Indigenous territories and the student's location of employment.
 - iv. Synthesize key foundational concepts of Indigenous knowledge, thought, and world-views, to meet the needs of non-Indigenous and Indigenous audiences in the student's vocation.
 - v. Articulate relevant events, situations, and issues within the shared history of Indigenous and non-Indigenous peoples and the student's vocation.
 - vi. Systematically explore the contributions Indigenous peoples have made, and continue to make, to society and the student's chosen field.
 - vii. Evaluate how Indigenous conceptualizations, realities, and ways of being in the world connect to the student's own life experiences, and critically apply this knowledge within the context of the student's employment choices.

3.2 - Integrating the optional Indigenous Perspectives Designation into Programs of Instruction

- a) Programs of instruction seeking to offer the optional Indigenous Perspectives Designation for students must initiate a cyclical program review with permission of the school Dean.
- b) During the cyclical review process (as defined by Procedure 2-213D), the program team in collaboration with the Academic Chair, Indigenous Studies (or delegate) will review curriculum at the course level to map existing curriculum to Indigenous Perspectives Designation learning outcomes.
- c) The IPD curriculum mapping will be facilitated with support from the Academic Quality Office as an additional mapping exercise to the curriculum mapping that occurs with vocational learning outcomes and essential employability skills as defined by Procedure 2-213D.
- d) The program team, in collaboration with the Academic Chair, Indigenous Studies (or delegate) will recommend program improvement items to address curricular gaps or needed alignment for integration of Indigenous Learning Outcomes into vocational courses within the program of study.
- e) During the period of curriculum development, the program team and the Indigenous Perspectives faculty will collaborate on developing curriculum and experiences that ensure that curricular and other IPD requirements are satisfied.
- f) Pending finalization of satisfactory IPD curriculum mapping and completion of any required curriculum and/or experiential items identified by the cyclical program review, the Academic Chair, Indigenous Studies will recommend to the

Vice President Academic Experience that the program of instruction begin to offer the designation as an option for students in the subsequent academic year.

- g) The College will include the Indigenous Perspective Designation on the external marketing materials for eligible programs of instruction.

3.3 – Review of Indigenous Perspectives Designation

- a) Every 5 years, the Academic Chair, Indigenous Studies, in consultation with the Indigenous Education Council and the academic leadership at Fleming College, will lead a review of the requirements for Indigenous Perspective Designation. This will include a review of:
 - i. Established learning outcomes;
 - ii. Curriculum and content of the general education courses;
 - iii. Essay Reflection requirements; and
 - iv. Approved extra-curricular activities to ensure ongoing relevance, currency and excellence of experience.
- b) Programs of Instruction that offer the Indigenous Perspectives Designation, in addition to the requirements of program review (as defined by Procedure 2-213D), must complete curriculum mapping at the course level to Indigenous Perspectives Designation learning outcomes during both annual and cyclical review processes.

3.4 – Awarding the optional Indigenous Perspectives Designation to Qualified Students

- a) Students must choose to pursue the optional designation in addition to their program of study by applying at the Office of the Registrar with the “Indigenous Perspectives Designation Application” process.
- b) Students must select and complete four (4) approved extra-curricular experiential Indigenous activities, which are managed through the co-curricular record.
- c) In addition to successful completion of all course, extracurricular, and grade standing requirements, each student must submit a final essay reflection to the Academic Chair, Indigenous Studies at the end of the GNED 128 course. The Academic Chair, Indigenous Studies will assign the work of establishing the result of the essay (pass/fail) on the student record.
- d) The Academic Chair, Indigenous Studies will ensure that the academic schools, program teams, and the Office of the Registrar have accurate records of qualified students who will be attending convocation with successful completion of the IPD designation requirements.

- e) The Registrar will ensure that qualified students receive recognition of achievement of the Indigenous Perspectives Designation at convocation.

3.5 Roles and Responsibilities

- a) It is the responsibility of the Vice-President Academic Experience to ensure this procedure is fully implemented.
- b) It is the responsibility of the school Dean to recommend a program for cyclical review and IPD mapping as well as ensure faculty are meeting the requirements of Indigenous Perspectives Designation learning outcomes within their courses
- c) It is the responsibility of the Academic Chair, Indigenous Studies to review, audit, and recommend programs of instruction for the Indigenous Perspectives Designation, liaise and consult with the Indigenous Education Council as well as manage indigenous education within Fleming College.
- d) It is the responsibility of the program team to design, implement, and review vocational curriculum that aligns with the learning outcomes of the Indigenous Perspectives Designation.
- e) It is the responsibility of students to choose to pursue the optional designation and successfully complete all requirements of the Indigenous Perspectives Designation as detailed by this procedure.
- f) It is the responsibility of the Registrar to ensure that qualified students are awarded the designation by the Board of Governors in addition to their diploma at convocation.

4.0 - Related Documents

- College Policy #2-200 Indigenous Perspectives Designation

History of Amendments & Reviews
