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**MEMORANDUM**

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ATTENTION Senate  
FROM Paul Kingsbury, Vice-Chair  
Senate Committee on Undergraduate Studies  
RE: New Course Proposals

DATE July 4, 2025

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A handwritten signature in black ink, appearing to be "Paul Kingsbury".

**For information:**

Acting under delegated authority at its meeting of June 5, 2025 SCUS approved the following curriculum revisions effective Spring 2026.

**a. Faculty of Education**

(i) New Course Proposals: (*SCUS 25-97*)

- EDUC 111-3, Introduction to Indigenous Education
- EDUC 455-3, Indigenous Arts Practices
- EDUC 443-3, Indigenous Literatures and Literacies

Senators wishing to consult a more detailed report of curriculum revisions may do so on the Senate Document Repository at <https://www.sfu.ca/senate/documents.html>

COURSE SUBJECT EDUC

NUMBER 111

COURSE TITLE LONG — for Calendar/schedule, no more than 100 characters including spaces and punctuation

Introduction to Indigenous Education

COURSE TITLE SHORT — for enrollment/transcript, no more than 30 characters including spaces and punctuation

Intro Indigenous Education

CAMPUS where course will be normally taught: ☒ Burnaby ☒ Surrey ☐ Vancouver ☐ Great Northern Way ☒ Off campus

COURSE DESCRIPTION — 50 words max. Attach a course outline. Don't include WQB or prerequisites info in this description box.

Explores education through an Indigenous lens, covering Indigenous knowledges, educational priorities, and ways of sharing knowledge. Students explore teaching and learning in various contexts and reflect on how educational experiences shape perspectives. This course focuses on different approaches to written expression.

REPEAT FOR CREDIT ☐ YES ☒ NO Total completions allowed  Within a term? ☐ YES ☒ NO

## LIBRARY RESOURCES

NOTE: Senate has approved (S.93-11) that no new course should be approved by Senate until funding has been committed for necessary library materials. Each new course proposal must be accompanied by the email that serves as proof of assessment. For more information, please visit [www.lib.sfu.ca/about/overview/collections/course-assessments](http://www.lib.sfu.ca/about/overview/collections/course-assessments).

## RATIONALE FOR INTRODUCTION OF THIS COURSE

In addition to the rationale provided in the Introduction to the Indigenous Education Minor, this course aims to introduce educators to a range of texts created by Indigenous Peoples, different forms of Indigenous literacies, and pedagogical practices that can be used to respectfully engage with and learn from Indigenous stories. According to Restoule and Chaw-win-is (2017), “storytelling is one of the most fundamental and powerful forms of teaching and learning within Indigenous cultures” (p. 4).

The course also responds to ongoing concerns related to the evaluation of Indigenous resources, as students will be exploring a set of seven guiding questions developed by Davidson (2020) based on her work and the work of others in this area (e.g., FNEC, 2016; 2021).

The course has been developed based on the belief that arts and literatures offer students multiple ways to engage with Indigenous and decolonizing perspectives (Yee & Davidson, 2021). Furthermore, it has been created to honour and recognize the diversity of Indigenous approaches to storytelling and contributions to education. The course has also been structured to model a range of pedagogical practices that illustrate ways to work respectfully with Indigenous knowledges and stories which will allow educators to learn through observation and experiences (Davidson, 2021).

## Benefits for Indigenous Peoples

This course benefits Indigenous Peoples directly and indirectly by:

- Recognizing the range of diverse Indigenous contributions across curricular areas;
- Ensuring that Indigenous students see themselves, their knowledges, and contributions represented in the university curriculum (e.g., Pidgeon, 2023);
- Ensuring that educators become more informed through these courses which will positively impact Indigenous students in K-12 system (e.g., Xiem & Hare, 2021); and
- Increasing the number of courses aligned to the areas of expertise of current and future Indigenous faculty in the Faculty of Education.

There are no prerequisites for this course. This course has been developed as a foundational course in Indigenous Education.



### SCHEDULING AND ENROLLMENT INFORMATION

Effective term and year (e.g. FALL 2016)

Term in which course will typically be offered ☒ Spring ☒ Summer ☐ Fall

Other (describe)

Will this be a required or elective course in the curriculum? ☐ Required ☒ Elective

What is the probable enrollment when offered? Estimate:

### UNITS

Indicate number of units:

Indicate no. of contact hours:  Lecture  Seminar  Tutorial  Lab  Other; explain below

### OTHER

### FACULTY

Which of your present CFL faculty have the expertise to offer this course?

Sara Davidson, Greg Sutherland, Cary Campbell, Michelle Pidgeon, Lilach Marom, Jeannie Kerr

### WQB DESIGNATION

(attach approval from Curriculum Office)

### PREREQUISITE AND / OR COREQUISITE

**EQUIVALENT COURSES** [For more information on equivalency, see Equivalency Statements under [Information about Specific Course components.](#)]

**1. SEQUENTIAL COURSE** [is not hard coded in the student information management system (SIMS).]

Students who have taken (*place relevant course(s) in the blank below (ex: STAT 100)*) **first** may not then take this course for further credit.

**2. ONE-WAY EQUIVALENCY** [is not hard coded in SIMS.]

(*Place relevant course(s) in the blank below (ex: STAT 100)*) will be accepted in lieu of this course.

**3. TWO-WAY EQUIVALENCY** [is hard coded and enforced by SIMS.]

Students with credit for (*place relevant course(s) in the blank below (ex: STAT 100)*) may not take this course for further credit.

Does the partner academic unit agree that this is a two-way equivalency? ☐ YES ☐ NO

*Please also have the partner academic unit submit a course change form to update the course equivalency for their course(s).*

**4. SPECIAL TOPICS PRECLUSION STATEMENT** [is not hard coded in SIMS.]

## FEES

Are there any proposed student fees associated with this course other than tuition fees? ☐ YES ☒ NO

## COURSE – LEVEL EDUCATIONAL GOALS (OPTIONAL)

### Suggested Learning Goals

- Demonstrate an understanding of Indigenous perspectives on learning and education
- Apply principles and theories of Indigenous learning and education to better understand oneself, one's cultures, and one's communities
- Describe the ways that contact with non-Indigenous peoples has impacted Indigenous learning and education practices
- Use writing to share ideas and viewpoints from diverse perspectives to build shared understanding and transform thinking in a respectful manner
- Transform and synthesize ideas and information to create original texts
- Use writing to develop engaging and meaningful texts that demonstrate an understanding of course content and goals

**RESOURCES**

List any outstanding resource issues to be addressed prior to implementation: space, laboratory equipment, etc:

To keep costs low for students and to support those who live in rural and remote communities, efforts have been made to secure access to e-versions of the single/quick use texts for this course that I am unable to share in full due to copyright restrictions (e.g., picture books and graphic novels).

**OTHER IMPLICATIONS**

Final exam required ☐ YES ☒ NO

Criminal Record Check required ☐ YES ☒ NO

**OVERLAP CHECK**

Checking for overlap is the responsibility of the Associate Dean.

Each new course proposal must have confirmation of an overlap check completed prior to submission to the Faculty Curriculum Committee.

**Name of Originator**

Sara Davidson

COURSE SUBJECT EDUC

NUMBER 443

COURSE TITLE LONG — for Calendar/schedule, no more than 100 characters including spaces and punctuation

Indigenous Literatures and Literacies

COURSE TITLE SHORT — for enrollment/transcript, no more than 30 characters including spaces and punctuation

Ind Literatures &amp; Literacies

CAMPUS where course will be normally taught: ☒ Burnaby ☒ Surrey ☐ Vancouver ☐ Great Northern Way ☒ Off campus

COURSE DESCRIPTION — 50 words max. Attach a course outline. Don't include WQB or prerequisites info in this description box.

Explores a wide range of Indigenous literatures and literacy practices in K-12 classrooms and other learning environments. Combining theory and practice, students explore learning from and about Indigenous stories, Indigenous literacies, the role of storytelling in sharing knowledge, and the complexities associated with teaching Indigenous literatures.

REPEAT FOR CREDIT ☐ YES ☒ NO Total completions allowed  Within a term? ☐ YES ☒ NO

## LIBRARY RESOURCES

NOTE: Senate has approved (S.93-11) that no new course should be approved by Senate until funding has been committed for necessary library materials. Each new course proposal must be accompanied by the email that serves as proof of assessment. For more information, please visit [www.lib.sfu.ca/about/overview/collections/course-assessments](http://www.lib.sfu.ca/about/overview/collections/course-assessments).

## RATIONALE FOR INTRODUCTION OF THIS COURSE

In addition to the rationale provided in the Introduction to the Indigenous Education Minor, this course aims to introduce educators to a range of texts created by Indigenous Peoples, different forms of Indigenous literacies, and pedagogical practices that can be used to respectfully engage with and learn from Indigenous stories. According to Restoule and Chaw-win-is (2017), "storytelling is one of the most fundamental and powerful forms of teaching and learning within Indigenous cultures" (p. 4).

The course also responds to ongoing concerns related to the evaluation of Indigenous resources, as students will be exploring a set of seven guiding questions developed by Davidson (2020) based on her work and the work of others in this area (e.g., FNEESC, 2016; 2021).

The course has been developed based on the belief that arts and literatures offer students multiple ways to engage with Indigenous and decolonizing perspectives (Yee & Davidson, 2021). Furthermore, it has been created to honour and recognize the diversity of Indigenous approaches to storytelling and contributions to education. The course has also been structured to model a range of pedagogical practices that illustrate ways to work respectfully with Indigenous knowledges and stories which will allow educators to learn through observation and experiences (Davidson, 2021).

This course has been developed for educators or those who are interested in the field of education. Students must complete 6 credits of Education courses or equivalent prior to enrolling in this course. This course counts as an upper division credit toward the Indigenous Education Minor.



### SCHEDULING AND ENROLLMENT INFORMATION

Effective term and year (e.g. FALL 2016)

Term in which course will typically be offered ☒ Spring ☒ Summer ☐ Fall

Other (describe)

Will this be a required or elective course in the curriculum? ☐ Required ☒ Elective

What is the probable enrollment when offered? Estimate:

### UNITS

Indicate number of units:

Indicate no. of contact hours:  Lecture  Seminar  Tutorial  Lab  Other; explain below

### OTHER

### FACULTY

Which of your present CFL faculty have the expertise to offer this course?

### WQB DESIGNATION

(attach approval from Curriculum Office)

### PREREQUISITE AND / OR COREQUISITE

**EQUIVALENT COURSES** [For more information on equivalency, see Equivalency Statements under [Information about Specific Course components.](#)]

**1. SEQUENTIAL COURSE** [is not hard coded in the student information management system (SIMS).]

Students who have taken *(place relevant course(s) in the blank below (ex: STAT 100))* **first** may not then take this course for further credit.

**2. ONE-WAY EQUIVALENCY** [is not hard coded in SIMS.]

*(Place relevant course(s) in the blank below (ex: STAT 100))* will be accepted in lieu of this course.

**3. TWO-WAY EQUIVALENCY** [is hard coded and enforced by SIMS.]

Students with credit for *(place relevant course(s) in the blank below (ex: STAT 100))* may not take this course for further credit.

Does the partner academic unit agree that this is a two-way equivalency? ☐ YES ☐ NO

*Please also have the partner academic unit submit a course change form to update the course equivalency for their course(s).*

**4. SPECIAL TOPICS PRECLUSION STATEMENT** [is not hard coded in SIMS.]

## FEES

Are there any proposed student fees associated with this course other than tuition fees? ☒ YES ☐ NO

## COURSE – LEVEL EDUCATIONAL GOALS (OPTIONAL)

### Suggested Learning Goals

- Describe and demonstrate how principles are used to evaluate Indigenous resources and demonstrate how these can be applied in different contexts
- Describe, plan, and demonstrate how to respectfully bring Indigenous literatures and literacies into learning environments
- Describe and demonstrate how storytelling can be used to teach Indigenous education
- Describe and demonstrate respectful practices, including potential associated protocols, for teaching with a range of Indigenous stories
- Demonstrate a commitment to Indigenous resurgence and local Nations in the teaching of Indigenous storytelling practices
- Describe the ways that contact with non-Indigenous peoples has impacted Indigenous storytelling and literacy practices



**RESOURCES**

List any outstanding resource issues to be addressed prior to implementation: space, laboratory equipment, etc:

To keep costs low for students and to support those who live in rural and remote communities, efforts have been made to secure access to e-versions of the single/quick use texts for this course that I am unable to share in full due to copyright restrictions (e.g., picture books and graphic novels).

**OTHER IMPLICATIONS**

Final exam required ☐ YES ☒ NO

Criminal Record Check required ☐ YES ☒ NO

**OVERLAP CHECK**

Checking for overlap is the responsibility of the Associate Dean.

Each new course proposal must have confirmation of an overlap check completed prior to submission to the Faculty Curriculum Committee.

**Name of Originator**

Sara Davidson

COURSE SUBJECT EDUC

NUMBER 455

COURSE TITLE LONG — for Calendar/schedule, no more than 100 characters including spaces and punctuation

Indigenous Arts Practices

COURSE TITLE SHORT — for enrollment/transcript, no more than 30 characters including spaces and punctuation

Indigenous Arts Practices

CAMPUS where course will be normally taught: ☒ Burnaby ☒ Surrey ☐ Vancouver ☐ Great Northern Way ☒ Off campus

COURSE DESCRIPTION — 50 words max. Attach a course outline. Don't include WQB or prerequisites info in this description box.

Explores a wide range of Indigenous art practices in K-12 classrooms and other educational settings. Combining theory and practice, students explore respectful learning from and about Indigenous arts, their role in sharing knowledge, the complexities associated with teaching Indigenous art practices, and ways to teach Indigenous Education through Indigenous arts practices.

REPEAT FOR CREDIT ☐ YES ☒ NO Total completions allowed  Within a term? ☐ YES ☒ NO

## LIBRARY RESOURCES

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## RATIONALE FOR INTRODUCTION OF THIS COURSE

In addition to the rationale provided in the Introduction to the Indigenous Education Minor, this course aims to introduce educators to a range of art created by Indigenous Peoples and pedagogical practices that can be used to respectfully engage with and learn from Indigenous arts.

The course has been developed based on the belief that arts and literatures offer students multiple ways to engage with Indigenous and decolonizing perspectives (Yee & Davidson, 2021). The course has also been structured to model a range of pedagogical practices that illustrate ways to work respectfully with Indigenous knowledges and stories through art, which will allow educators to learn through observation and experiences (Davidson, 2021).

This course has been developed for educators or those who are interested in the field of education. Students must complete 6 credits of Education courses or equivalent prior to enrolling in this course.



### SCHEDULING AND ENROLLMENT INFORMATION

Effective term and year (e.g. FALL 2016)

Term in which course will typically be offered ☐ Spring ☒ Summer ☐ Fall

Other (describe)

Will this be a required or elective course in the curriculum? ☐ Required ☒ Elective

What is the probable enrollment when offered? Estimate:

### UNITS

Indicate number of units:

Indicate no. of contact hours:  Lecture  Seminar  Tutorial  Lab  Other; explain below

### OTHER

### FACULTY

Which of your present CFL faculty have the expertise to offer this course?

Sara Davidson, Greg Sutherland, Paula Rosehart, Vicki Kelly, Zuzana Vasko

### WQB DESIGNATION

(attach approval from Curriculum Office)

### PREREQUISITE AND / OR COREQUISITE

Six units of EDUC courses or equivalent.

**EQUIVALENT COURSES** [For more information on equivalency, see Equivalency Statements under [Information about Specific Course components.](#)]

**1. SEQUENTIAL COURSE** [is not hard coded in the student information management system (SIMS).]

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Does the partner academic unit agree that this is a two-way equivalency? ☐ YES ☐ NO

*Please also have the partner academic unit submit a course change form to update the course equivalency for their course(s).*

**4. SPECIAL TOPICS PRECLUSION STATEMENT** [is not hard coded in SIMS.]

## FEES

Are there any proposed student fees associated with this course other than tuition fees? ☒ YES ☐ NO

## COURSE – LEVEL EDUCATIONAL GOALS (OPTIONAL)

### Suggested Learning Goals

- Describe and demonstrate how principles are used to evaluate Indigenous arts resources and demonstrate how these can be applied in different contexts
- Describe, plan, and demonstrate how to respectfully bring Indigenous art practices into learning environments for all students
- Demonstrate how art can be used to teach Indigenous education
- Describe and demonstrate respectful practices for engaging with Indigenous arts including knowledge and avoidance of appropriation
- Demonstrate a commitment to Indigenous resurgence and local Nations in the teaching of Indigenous arts practices
- Describe the ways that contact with non-Indigenous peoples has impacted Indigenous arts practices

**RESOURCES**

List any outstanding resource issues to be addressed prior to implementation: space, laboratory equipment, etc:

To keep costs low for students and to support those who live in rural and remote communities, efforts have been made to secure access to e-versions of the single/quick use texts for this course that I am unable to share in full due to copyright restrictions (e.g., picture books and graphic novels).

**OTHER IMPLICATIONS**

Final exam required ☐ YES ☒ NO

Criminal Record Check required ☐ YES ☒ NO

**OVERLAP CHECK**

Checking for overlap is the responsibility of the Associate Dean.

Each new course proposal must have confirmation of an overlap check completed prior to submission to the Faculty Curriculum Committee.

**Name of Originator**

Sara Davidson