



**Sámi allaskuvla**

Sámi University of Applied Sciences

## CURRICULUM

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# Introduction to Indigenous perspectives on special education

7.5 ECTS credits

## 1. NAME OF COURSE

In English: Introduction to Indigenous perspectives on special education  
In Sámi: Láidehus eamiálbmot geahčastagaide earenoamášpedagogihkas  
In Norwegian: Innføring i urfolksperspektiver på spesialpedagogikk

## 2. GENERAL INFORMATION ON THE COURSE

**Course code:** PED-1001  
**Level:** Bachelor, basic level  
**Scope:** 7.5 ECTS credits  
**Over how many semesters:** 1  
**Course provision:** The course is carried out virtually

## 3. INCLUSION IN STUDIES

The course can be taken as an independent course, or included as a supportive, elective, or free course in various bachelor's degree programs. It is especially appropriate for students in educational studies such as pre-school and teacher education, as well as for teachers and other professionals working in fields in which they handle issues of diversity and the special educational needs of Indigenous children and youth.

## 4. ENTRY REQUIREMENTS

Higher Education Entrance Qualification. Admission may also be gained by means of other qualifications recognized as being on a par with the Higher Education Entrance Qualification, such as recognition of prior learning and work experience.

A list of the requirements for the Higher Education Entrance Qualification in Norway can be found on the [web site from the Norwegian Agency for Quality Assurance in Education \(NOKUT\)](#). For language requirements we refer to [NOKUT's GSU-list](#).

## 5. INSTRUCTION LANGUAGE

The language of instruction will be English. Assignments and the final exam can be delivered in English, North Sámi, Norwegian or Swedish language.

## 6. CONTENT

In this course we introduce students to Indigenous perspectives on special education. Students will learn the basics of special education from global Indigenous perspectives. Indigenous children and youth in need of special support are dependent on dominant, colonial education systems that may not align with Indigenous ways of knowing, being and doing.

This course addresses critical aspects of special educational provision such as effects of colonialism, power imbalance, relationality, and ethical considerations in global Indigenous contexts. Models of disability and special education will provide a historical background. Current policies and legislation will be examined in relation to special educational practices in a selection of global Indigenous contexts. Strength based inclusive special education practices will be analysed through Indigenous paradigmatic lenses will provide a broader context. Core concepts within the field of special education such as inclusion, exclusion, empowerment, stigmatization, and labelling will be scrutinized through pan-Indigenous and tribally specific lenses, and Indigenization of special educational practice discussed.

## 7. LEARNING OUTCOMES

After successfully completing the course, the student has achieved the following learning outcomes:

### *Knowledge:*

The student

- Can describe basic theoretical models of disability and special education and how they can influence special education provision for Indigenous children
- understands core concepts in the field of special education
- understands how colonization, power relations and dominant perspectives affects special education support provision for Indigenous children and youth globally
- has basic knowledge of international declarations and statements regarding the rights of Indigenous children and youth in educational contexts

### *Skills:*

The student can

- assess and discuss ethical considerations in special educational support provision for Indigenous children and youth
- theorize special educational support provision from Indigenous perspectives
- utilize core concepts in the field of special education in connection to legislation, regulations and rights for Indigenous children and youth in oral and written language
- critically examine special educational practice and identify colonial residue in such practices from a global standpoint

### *General competence:*

The student

- has developed theoretical, critical, and ethical competence in the field of special education specifically in Indigenous contexts
- is able to identify global challenges and opportunities in the Indigenization of special educational support provision for Indigenous children and youth

## 8. TEACHING AND LEARNING METHODS

- the entire course will be virtual
- lectures
- flipped classroom

- group discussions and seminars
- case studies

## **9. CONDITIONS FOR TAKING THE EXAM**

The following conditions must be accepted by the study coordinator before the student is allowed to take the exam:

- 80 % class participation
- One written assignment on approx. 1000 words

## **10. EXAMINATION**

Individual two-day home exam of 2000-3000 words.

Grading scale: A graded scale A-F, where A is the top grade and F is the failing grade.

## **11. IS IT POSSIBLE TO TAKE THE EXAMINATION WITHOUT ENROLLING ON THE COURSE?**

No.

## **12. QUALITY ASSURANCE**

We refer to the Quality Assurance System of Sámi University of Applied Sciences and the regulations on the students' rights and responsibilities for assessing the quality of education and services provided by Sámi University of Applied Sciences.

Students conduct an evaluation of the program at the evaluation meeting and fill also fill out an anonymous evaluation form at the end of the course. On the institutional level, the evaluation of the program is based on the students' assessments, exam reports, the reports submitted by the examiners, and field-specific reports.