



En'owkin Centre

2010/ 2011 Academic Calendar

Governed by the
Okanagan Indian Educational Resources Society,
the En'owkin Centre is a registered Private Post Secondary Institution.

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En'owkin Centre

En'owkin Centre is a dynamic institution that puts into practice the principles of self-determination and the validation of cultural aspirations and identity. An Indigenous cultural, educational, ecological and creative arts organization, En'owkin Centre is taking a lead role in the development and implementation of Indigenous knowledge and systems, both at the community and international levels.

The word En'owkin is an Okanagan concept that describes a respectful dialogue of clarification, conflict resolution and group commitment to come to the best solution; essentially, consensus.

Located on the Penticton Indian Reserve, the unique building design reflects the traditional Okanagan winter home—a gathering place where family and community replenish themselves spiritually and a teaching place where story, cooperation, craft and artistry come together.

En'owkin's faculty is comprised of highly qualified educators who are also professional artists and writers, facilitators and Indigenous advocates. En'owkin Centre provides a culturally sensitive learning environment in a nurturing and challenging atmosphere.

En'owkin currently has seven programs of study, they are:

- N'Syilxcen (Okanagan) Language Program
- College Readiness Program
- Indigenous Fine Arts Program
- Certificate in Aboriginal Language Revitalization (CALR)
- National Aboriginal Professional Artist Training Program
- Developmental Standard Term Certificate Program (DSTC) (N'Syilxcen Language Teachers)
- UBC-O En'owkin Aboriginal Access Studies

En'owkin Centre hosts many regional, national and international conferences and forums in Indigenous educational, cultural and environmental concerns. Students are encouraged to participate in these forums.

En'owkin Centre has also partnered with many organizations in collaborative works that benefit the Okanagan Nation community.

En'owkin Centre Philosophy

The philosophical statement of En'owkin Centre is handed down to us from our Elders. We choose to guide our future development from this philosophy.

We believe as Indigenous people the Creator has given us a way of life and natural laws that govern our relationship to all living things. We believe that the Creator has entrusted to us the responsibility of being “keepers of the land,” of living in harmony and oneness with each other, and maintaining a balance with all things in the environment. Our knowledge and customs are understood and practiced through our relationships to our land and in the way it protects and ensures our continuance and survival.

Our Mother Earth is a living embodiment of our spirituality and nourishes us in all ways: physical, spiritual, mental and emotional.

Our spirituality is a sacred trust. The values of our people are contained in our teachings. It is through our values that we live under the instructions of the Creator that form the foundation of our survival. Therefore, our sacred responsibility is to protect our spirituality, culture and land.

En'owkin Centre Mandate

In consideration of sacred responsibilities given to us by the Creator, upheld through our culture and continued through our Elders, we are committed to:

- Provide the educational needs and programs of Indigenous people with full participation by the Elders, the parents and the community
- Enhance the mental, physical, emotional, spiritual and social needs of our people by preserving and reinforcing Indigenous culture, practice and teachings
- Develop and implement community-based education programs, which focus on the needs of the Indigenous community and are controlled and monitored at the community level

- Restore the Okanagan language to its rightful place as the communicator of the culture, under the guidance of the Elders.

En'owkin Centre Objectives are:

1. Operate a quality First Nation post-secondary institution offering educational programs to enhance Aboriginal culture, language, political development and leadership and excellence in Aboriginal arts training.
2. Operate a quality Aboriginal Adult College Readiness Program to assist in adult completion of requirements and skills to enter programs of higher learning.
3. Operate a program for culture and literacy, archives, and educational resources for the benefit of all peoples requiring such information.
4. Operate and offer umbrella services to language, culture and arts associations and collectives to encourage and foster higher levels of professionalism.

Message from the President

Way'

On behalf of the Board of Directors, I extend a formal welcome to Okanagan Territory and to En'owkin Centre. I wish all students in En'owkin Centre programs continuing success in your studies toward a rewarding and prosperous career. We are pleased you have chosen a post-secondary institute fully mandated and controlled by Indigenous People. We look forward to the leadership you will provide in the future to your communities. We encourage you toward excellence in all you achieve.

Chief Clarence Louie—Osoyoos Indian Band, Okanagan Nation

Board of Directors

En'owkin Centre was established in 1981. En'owkin Centre is governed by the Okanagan Indian Educational Resources Society (OIERS). The seven bands of the Okanagan Nation Alliance nominate the OIERS Board of Directors.

President

Chief Clarence Louie
(Osoyoos Indian Band)

Vice-President

Henry Michel
(Penticton Indian Band)

Secretary/Treasurer

Jon Spotted Eagle
(Okanagan Indian Band)

Elder Representatives

- Irene Bryson (Osoyoos Indian Band)
- Hazel Squakin (Upper Similkameen Band)
- Margaret Kruger (Penticton Band)
- Antoine Qualtier (Lower Similkameen Band)

Board Members

- Denise Clough (Westbank First Nation)
- Yvonne Weinert (Osoyoos Indian Band)
- Joan Phillip (Penticton Indian Band)
- Sharon Lindley (Upper Nicola Indian Band)
- Jenelle Brewer/Emery Robins (Okanagan Indian Band)

Message from the Executive Director

Way'

It is with the warmest of sincerity that I extend my Okanagan greetings to you as you join En'owkin Centre. En'owkin Centre is committed to the fulfillment of our mandate to provide educational programs that will encourage and support the continuation of Indigenous Knowledge in our everyday lives. I wish you every success in your academic pursuit. As well, I wish for each of you to enjoy the experience of our wonderful cultural facilities and warm community atmosphere. En'owkin is renowned for the significant role it has played in demonstrating excellence in the Arts. We are proud of the direction and leadership our Centre delivers in its programs containing specific focus to enrich our identity as Indigenous People of this land. We look forward to your contribution to our ever-growing intellectual student community. Welcome and have a successful, enjoyable year.

Jeannette C. Armstrong
Executive Director, En'owkin Centre

En'owkin Professional Faculty

Jeannette C. Armstrong

PhD (ADB), Doctor of Letters HC (St. Thomas), BFA (UVic), FAD (OUC), Doctor of Laws (Queen's University)

Jeannette is from the Okanagan Nation. She is a well-known author and is the recipient of the Buffett Award for her work in conservation education.

Maxine Baptiste, *MA (U of Arizona), BA, UVic, MA Linguistics UBC*. Maxine is from the Okanagan Nation and is well known for her academic work to revive the N'Syilxcen language.

Arthur Bakx, *MEd, MSC (Delft University of Technology of the Netherlands)*

Tracey Kim Bonneau, *FAd Foundations Indigenous Fine Arts (UVic) BM,d Hospitality & Tourism Management (BCIT)*. Tracey is an award-winning independent broadcast journalist and is well known internationally for her documentaries.

Lee Claremont, *BFA (UBC), FAD (OUC)*. Lee is a contemporary Indigenous artist of Mohawk ancestry from the Six Nations. She attended Emily Carr College of Art and Design for computer graphics and drawing for illustrations. Lee is a respected artist, both locally and internationally.

Beth Cuthand, *BFA (University of Saskatchewan), MFA (University of Arizona), ThM (University of Saskatchewan)*. Beth is from the Cree Nation.

Geraldine Manossa, *MA (Leth), BA (Leth)*. Geraldine is of Cree ancestry and has showcased her work internationally. She is a graduate of En'owkin International School of Writing.

Barbara P. Marchand, *BFA (OUC), FAD (OUC)*. Barbara is a contemporary Indigenous artist of Okanagan Native ancestry. Barb is a multi-media, interdisciplinary artist working in two- and three-dimensional form.

Marlowe Sam, *BA, UBCO, MA, UBCO*. Marlowe is an honours graduate and is well known for his academic achievements and research on water issues.

Ellen Simmons, *BSc Forest Resources Management, UBC*. Ellen is the coordinator for the FORREX program and fields scientific information with traditional science to outreach groups, local schools and government agencies.

Lauren Terbasket, *MA candidate (Royal Roads University), AE d (St. Francis Xavier University)*. Lauren is a member of the Okanagan Nation and is known for her work in the field of community economic development and Aboriginal education.

Gerry William, *BA (UVic), PhD (The Union Institute and University)*. Gerry is a member of the Shuswap Nation.

N'syilxcen Sessional Faculty:

Richard Armstrong, Penticton Indian Band
Theresa Dennis, Lower Similkameen Indian Band
Delphine Derickson, Westbank First Nation
Chris Eneas, Penticton Indian Band
Andrew McGinnis, Lower Similkameen Indian Band
Sarah Peterson, Lower Similkameen Indian Band
Joe Pierre, Penticton Indian Band
Hazel Squakin, Upper Similkameen Indian Band
John Terbasket, Lower Similkameen Indian Band

Adjunct Faculty:

Bill Cohen, PhD candidate (UBC),
MEd (S Fraser), BSc (Leth)
Dr. Tony Mattina, PhD, MA (U of Hawaii), BA (Drury)
Henry Michel, BEd (UBC)
Vanessa Mitchell, BA, UBCO
Karen Olson
BFA(UVic), Journalism Diploma (Red River CC)
Brent Peacock, PhD candidate, MEd (UBC), BA (UVic)
Dr. Greg Young-Ing, PhD (UBC), MA
(Carleton), MPub (SFU), BFA (Carleton)

En'owkin Centre Affiliations and Partnerships



One-Year Certificate in
Foundations in Indigenous
Fine Arts



Nicola Valley Institute
of Technology
College Readiness
Okanagan Language



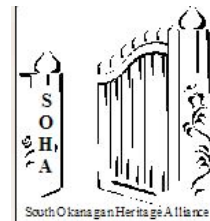
Baccalaureate Degree in
Indigenous Studies
Aboriginal Access Studies

Okanagan Language Authority/BC College of Teachers
Certification for N'Syilxcen Language Speakers/Teachers

Theytus Books Ltd.
Canada's oldest Aboriginal owned and operated publishing
house



Locatee Lands Conservation Project



CENTER FOR ECOLITERACY

Student Services

The Student Services office at En'owkin provides long-term and short-term individual counselling as well as a "drop-in" resource centre to help you resolve any problems you may encounter as the school year unfolds. Traditional Aboriginal values and practices are encouraged whenever applicable.

Academic Planning

Our Student Advisor will help you with information on career and program planning, course requirements and transferability of En'owkin Centre courses as well as those of other education institutions.

Drug, Alcohol, Abuse Counselling Referrals

En'owkin will assist students with referrals to Native Drug and Alcohol services within the community. En'owkin responds to its students concerns, ensuring that the students have the resources necessary to be successful in their educational training.

Tutorial Services

En'owkin offers tutorial services in a variety of ways. Students have access to computer resources at En'owkin. All instructors are available to provide tutorials. Students may also contact Student Services for any further assistance.

Student Society

At the start of each new academic year, the student body can elect representatives who will work with the Student Services staff to organize athletic, social and awareness events throughout the year. As well, opportunities and the necessary resources are provided to the students to have their concerns and issues effectively demonstrated.

Cultural Awareness

En'owkin maintains a close relationship with the larger Aboriginal community. Aboriginal Elders and leaders actively participate in events designed to increase our understanding of the history, traditions and values that influence our role in contemporary society. Every effort is made to provide a positive traditional cultural atmosphere within the Centre.

Financial Aid

Students wishing to enroll at En'owkin Centre must secure funding either through sponsorship, scholarship or student loans prior to registering for courses. En'owkin tuition and living allowance scholarships for the NAPAT program are available to qualifying students.

Housing

En'owkin Centre has no student residences available; however, assistance is provided to help students find suitable accommodations in the community.

Student Admission Guidelines

Step 1 — Information and Orientation

Write or call for complete Program Packages. All programs at En'owkin provide detailed information regarding program options, course descriptions, tuition fees and expenses, plus any additional application procedures specific to a program.

Step 2 — Application

Acceptance into programs is made in order of priority. Early application is recommended.

Submit a completed En'owkin Application Form (incomplete applications will not be processed and will be returned).

Submit the \$75.00 non-refundable application fee, payable by cheque or money order to En'owkin Centre.

Submit all available official secondary and post-secondary transcripts.

Submit the intention to sponsor letter signed by the Education Coordinator (where applicable).

Drop off or mail your completed application form and fee to the Registrar's office.

Step 3 — Testing/Counselling Interviews

Upon receipt of all the above information, applicants will receive a letter of acknowledgement from En'owkin. En'owkin may contact students to make arrangements for academic testing. Respective program heads will provide additional course counselling following testing.

Applicants may be asked to provide additional information specific to the programs they are applying for as part of their application procedure.

Step 4 — Acceptance/Registration

Successful applicants will receive a letter of acceptance stating their registration dates.

Financial Arrangements

Financial arrangements are the responsibility of each

student, and students should contact their Band Education Coordinator to obtain sponsorship for course fees. En'owkin Centre will provide you with supporting documentation for the application procedure.

For Fall and Winter Semesters

All tuition fees are payable on or before September 1st (refunds are 45% if applications are withdrawn on or before September 20th for Fall courses and on or before January 17th for Winter courses).

Fees

Tuition fees are reviewed annually. For students whose tuition fees will be paid by a Band Education Authority or by other recognized institutions, a letter of intent to cover tuition costs from those education authorities or other institutions will be acceptable.

All College Readiness/Adult High School Completion courses are offered tuition free.

- Students are required to complete five courses to graduate.
- Student course loads vary based on student competence and assessment levels.
- Course load requirements do not apply.

Tuition Fees/Credits for Full-time Students

Half-year course registration occurs both in September and January, on or before the first day of classes. Full-year course registration occurs in September only. All university level courses are equivalent to three credit hours (NVIT) or 1.5 units (UVic) or more. All tuition fee costs are based on full-time student course load of four courses. Credit hours for each course are indicated with each course description.

Art fees have been set at \$100.00 for full time or \$25.00 per Fine Arts course. This fee covers basic art supplies.

A regular course load for full-time students is four courses or twelve credit hours for a university transfer. Students wishing to enroll in less than four classes will be classified as part-time students and must obtain permission from their sponsoring agency.

Academic Policy

Course Changes

All course changes must be completed during the first two weeks of classes of each semester for half-year courses or during the first two weeks of classes in September for full year courses.

Course Withdraw

Course withdraw dates in accordance with accrediting institution will apply. Requests for a refund must be submitted in writing. Required forms must be completed and submitted to the Student Registrar or the accrediting institution will issue failing grades.

Note: Refund policy under financial arrangement.

All course changes such as additions and/or withdrawal must be done through the Student Services Administrator. Students must notify the Centre in writing of any changes of address or telephone numbers.

Course or Program Withdrawal

To officially withdraw from a course or program, students must complete and submit the appropriate forms that are available from Student Services Administrator. Withdrawal dates and deadlines for each department may differ. Students are urged to talk with particular instructors and counsellors for information related to deadlines for withdrawal before withdrawing from a course or program.

Student Conduct Policy

Student Responsibilities and Conduct

In accordance with the goals of En'owkin Centre, all students should be aware that:

1. Students are expected to attend all classes in which they are enrolled. Admission to a class may be refused by a teacher for lateness, misconduct, inattention or neglect of duty. Students who neglect their academic work and assignments may be banned from taking Final Exams for course(s). Any incomplete course work will result in a failing grade.
2. Any student absent from class for two consecutive weeks without receiving approval to do so will be considered to have withdrawn from courses. A grade of **Incomplete** (**N** for UVic courses or **U** for NVIT courses) will be issued unless the Centre's

administration is notified of the student's intention to continue and reason(s) for the absence, or the student officially withdraws from the course or the Centre within the specified time periods. Permission from the Executive Director is required for a student to obtain re-admission to classes after a two-week absence.

3. Students and staff have the right to pursue their duties in an atmosphere free from verbal, physical, gender or sexual harassment. Persons who engage in such activities will be subject to disciplinary action, which could include course withdrawal or suspension. Any questions concerning the impropriety of any conduct on the part of students or staff should be discussed with the administration for appropriate action.
4. Students are expected to submit new and original work for assignments. Under no circumstance is work to be submitted that has been completed previously for other courses, or that has been turned in as assignments for earlier sections of the same course, unless prior approval of the teacher has been obtained.
5. Any student whose conduct causes wrongful injury to any person or damage to En'owkin Centre property, or who violates the drug and alcohol regulations of the Centre, or who unlawfully enters a building or office on campus will be reported to the Executive Director for disciplinary action.

It is the student's responsibility to be aware of policies, procedures and deadlines that are in effect during their attendance at En'owkin Centre. All decisions reached are subject to an appeal in writing to the En'owkin Board of Directors.

Confidentiality

En'owkin Centre regards the information pertaining to student enrollment or any information contained within the student's records as private and confidential. Therefore, no transcript or other personal information related to a student's file will be released except in the following situations:

- Information released to a student.
- Information released with student's written authorization.
- Information released to government departments for the purpose of statistical analysis and research provided there is assurance of confidentiality.

- Information released in response to court order.

Note: Information will not be given over the telephone under any circumstances.

Course Requirements

Each of the courses outlined in the calendar have different requirements and are outlined by each individual instructor at the beginning of each course. At all times, instructors will maintain an objective and impartial approach to their students when assignments or tests are marked.

Instructors will be available outside of their class sessions and post weekly office hours. Students must schedule a time when he or she can meet with the instructor outside of the classroom session. The courses outlined in the calendar may not be offered each year and is dependent upon enrollment or instructor availability.

Student Support

The policy of En'owkin Centre is that every student receives academic and referral counselling support to encourage their success. Students receive counselling on an individual basis and are placed in the appropriate program.

Transcript of Academic Record

On written request of the student, an official transcript of the student's academic record can be sent by the Registrar directly to the institution or agency indicated in the request. **Note: Student transcripts are confidential. Transcripts are issued only at the request of the student. Transcript request forms are available from the Student Services Administrator and require a fee from the issuing institute.** Transcripts will not be issued until all financial obligations to En'owkin Centre have been cleared. This also applies to library books and borrowed equipment that have not been returned to the Centre.

Drug and Alcohol Policy — Zero Tolerance

Students will be given the Drug and Alcohol Policy during registration so that students are fully aware of the Centre's guidelines.

N'syilxcen (Okanagan) Language Program

The courses at En'owkin Centre in the Okanagan Language Program are accredited with Nicola Valley Institute of Technology (NVIT) with transfer to the University of British Columbia Okanagan (UBCO).

Course credits obtained in the N'Syilxcen (Okanagan) Language Program are transferable to the Indigenous Studies Program at UBCO, the Academic and Indigenous Studies Program at NVIT, and for future credit in a proposed Developmental Standard Term Certificate (DSTC) in First Nations Language and Culture.

Okanagan Language courses are an option within the College Readiness Program at En'owkin with accreditation from NVIT.

Okanagan Language courses may also be taken as elective courses for the National Aboriginal Professional Artists Training Program.

Note: College Readiness is for adult learners who did not complete high school or who need to review high school level academic skills before advancing to post-secondary level of study.

Sessions in the Okanagan Language Immersion Program are offered to registered En'owkin Centre students. Separate immersion program sessions are also available for families and interested community members and may be delivered in any of the Okanagan communities.

The N'Syilxcen (Okanagan) Language Program courses provide a foundation in theory and practice in the following areas:

- Okanagan Language Immersion
- Okanagan Linguistics/Literacy
- Okanagan Translation/Transliteration
- Okanagan Curriculum/Materials Development

Students may register for elective credit courses in other programs. Students are encouraged to take Okanagan Immersion classes to develop fluency and can access elective credits from the following programs offered at En'owkin Centre:

- Foundations in Indigenous Fine Arts
- National Aboriginal Professional Artists Training Program
- College Readiness Program
- Aboriginal ACCESS Studies Program

English 115 is a core course requirement and must be included in the choice of electives.

College Level

Okanagan Language Program Options

To register in the college level of N'Syilxcen language, an assessment of knowledge may be required. Consideration will be given to situations of family, community or work exposure.

Course Descriptions

INST 145 – N'Syilxcen Studies: Social Foundations Credits: 3

This course is an introduction to Okanagan social foundations. It gives an overview of the fundamental concepts and worldview contained in key Okanagan language words and stories (Captikwl). Students are introduced to the roles and responsibilities of individuals as Syilx within their society in relation to their land, protection and service to community, family roles and strength, and land and resources uses and protection. Roles and responsibilities are discussed in terms of education, economics, political and spiritual practice. Prerequisites: INST 060, English 12 or Permission of Instructor

NSYL 110 – N'Syilxcen (Okanagan Language I) Credits: 3

This course will assist students to develop their understanding and speaking skills of N'Syilxcen and will introduce the language structure relevant to class discussion. Emphasis will be on the understanding of the language using "Teaching through Action," grammatical structure and the sound system of the language. Prerequisites: NSYL 060

NSYL 111 – N'Syilxcen (Okanagan Language II) Credits: 3

Students will continue the study of N'Syilxcen (Okanagan Language) through using "Teaching through Action," grammatical structure and the sound system of the language. Prerequisites: NSYL 110

INST 120 – Okanagan Translation/Transliteration Credits: 3

This course provides the student with the opportunity to practice reading, writing and transcribing the Okanagan language. It is a co-requisite to the Curriculum Development and Materials Development course, as the students will have the opportunity to translate their curriculum materials in this class. In this course, the student will be exposed to various recordings of the Okanagan language to develop proficiency in hearing and recognizing the

parts of Okanagan speech. Emphasis will be placed on language transcription and fluency development.

Prerequisites: NSYL 060

INST 191 – Okanagan Immersion

Credits: 3

This course is a multimedia approach to expose students to and immerse students in N'Syilxcen and to enhance their knowledge and ability to speak the language.

Prerequisites: INST 120, NSYL 111,
or Permission of Instructor

INST 192 – Special Topics: N'Syilxcen (Okanagan Language) Immersion

Credits: 3

A multimedia approach to expose and immerse students to N'Syilxcen and to enhance their knowledge and ability to speak the language.

Prerequisites: INST 191 or Permission of Instructor

INST 245 – Okanagan Cultural Development I

Credits: 3

This course explores the Okanagan cultural practices based on Okanagan timelines and seasons. For the fall term, topics will be based on Fall/Winter Okanagan cultural activities. All components of the activity such as story, ceremonies, feasts, protocols, actions, phrases and terms will be based on our Okanagan language. Hands-on activities and site visits will be conducted with Elders, mentors and fluent speakers.

Prerequisites: INST 100 level or Permission of Instructor

INST 246 – Okanagan Cultural Development II

Credits: 3

This course explores Okanagan cultural practices based on Okanagan timelines and seasons. For the winter term, topics will be based on Spring/Summer Okanagan cultural activities. All components of the activity such as story, ceremonies, feasts, protocols, actions, phrases and terms will be based on Okanagan language. Hands-on activities and site visits will be conducted with Elders, mentors and fluent speakers.

Prerequisites: INST 245 or Permission of Instructor

INST 250 – Curriculum and Materials Development

Credits: 3

Curriculum and Materials Development in the Okanagan Language Program will prepare the students for the development of curriculum and material for the language classroom. In this course, the students will develop curriculum materials for three levels of language: Pre-school to Grade 3, Grades 4 to 12, and Adult Learners. Students

will develop materials to be used in conjunction with the following methods of language teaching: the TPR Method, the immersion model and the communicative method.

Prerequisites: INST 120 or Permission of Instructor

INST 255 Level 1 – Okanagan Literacy/Linguistics

Credits: 3

This course provides a foundation in theory and practice in linguistic and literacy. Students will learn the processes that occur in word formation, phrase formation and sentence formation. A general introduction to linguistics will be provided. Topics covered include: adjective, verb and adverb tenses. An emphasis will be placed on literacy, reading and writing using the International Phonetic Alphabet.

Prerequisites: INST 120 or Permission of Instructor

NSYL 152 – N'Syilxcen Immersion: Entry Tools

Credits: 3

This course is an introductory-level total immersion course. It provides students immersion-learning tools following the principles of leaving English behind and conveying every object and process in N'Syilxcen. Students will be relearning the world in N'Syilxcen. The course provides immersion learners with essential N'Syilxcen phrases and assists them with learning language.

Students will learn the use of basic phrases as well as the process of participating in an immersion setting.

Prerequisites: NSYL 060

NSYL 153 – N'Syilxcen Immersion: Person & Place

Credits: 3

This course is an introductory total immersion course. It utilizes supervised fluent speakers to engage students in total N'Syilxcen immersion. The goal is to assist development of phrasing fluency using personal and emphatic first, second and third person pronouns in selected real-world settings.

Prerequisites: NSYL 111, NSYL 152

or Permission of Instructor

NSYL 154 – N'Syilxcen Immersion: Place & Time

Credits: 3

This course is an introductory total-immersion course. It utilizes supervised fluent speakers to engage student in total N'Syilxcen immersion developing fluency with simple explanatory statements, response to questions, use of special indicators and tense differentiation.

Prerequisites: NSYL 111, NSYL 152

or Permission of Instructor

College Readiness Program

The Adult Graduation Program in affiliation with NVIT

The College Readiness Program is designed to validate cultural aspirations and identity and motivate academic excellence. This program utilizes a cooperative project-based curriculum approach rather than a textbook and test method. Students engage in real-world projects of benefit to the larger community. Learning is “hands-on” as much as possible.

Five courses are required to graduate: English 060, Math 050 and three additional advanced courses. Students are prepared to be successful in college and university programs.

Part-Time Students Program Options

Students select single core courses for adult high school completion.

College Readiness/Adult Completion Options

The following examples provide students with high school completion options, which prepare them for different focus areas of study.

Full-time Students Program Options

Writing Focus Example:

ENGL 050 Core
ENGL 060 Core
MATH 050
INST 050
NSYL 050
FINA 065

Visual Arts Focus Example:

ENGL 060 Core
MATH 050 Core
NSYL 060
FINA 060
FINA 061
FINA 062 or 063

First Nations Studies Focus

Example:

ENGL 060 Core
MATH 050 Core
SCIE 061
INST 050
NSYL 060

N'Syilxcen(Okanagan)

Language Focus

Example:

ENGL 060 Core
MATH 050 Core
NSYL 050 or NSYL 060
INST 050 or INST 060

The College Readiness Program is affiliated with Nicola Valley Institute of Technology (NVIT).

Courses offered at En'owkin Centre:

FINA	060	Studio Foundations
FINA	061	Drawing
FINA	062	Painting
FINA	063	Sculpture
ENGL	050	Writing Skills
ENGL	060	Literature & Composition
INST	050	Indigenous Studies I
NSYL	050	N'Syilxcen
FINA	064	Printmaking
FINA	065	Publishing
INST	060	Indigenous Studies II
NSYL	060	N'Syilxcen II
MATH	050	Introductions to Algebra
SCIE	061	Ecoliteracy

Course Descriptions

ENGL 050 – Writing Skills

This course is a Grade 11 equivalent English course designed to review basic English skills and basic essay formats, and to introduce the research essay.

Prerequisite: English 10 or equivalent.

ENGL 060 – Literature and Composition

English 060 focuses on composition skills (various essay types), research skills and elements of Indigenous literature.

FINA 060 – Studio Foundations

This course will introduce students to drawing, painting, printmaking, sculpture, and sound and images recorded through video. Each discipline will involve image development and design strategies, context, visual elements and principles of art and design, materials, technologies and processes. The focus will be on Indigenous art, particularly Okanagan art forms.

FINA 061 – Drawing

This course explores drawing as an expressive art form. It will focus on image development and design strategies, context, visual elements and principles of art and design, materials, technologies and processes. Traditional and contemporary Indigenous art perspectives will be incorporated with an emphasis on the Okanagan people.

FINA 062 – Painting

This course will introduce painting as an art form. Students will explore traditional and contemporary painting practices, including philosophies and perspectives from an Indigenous point of view. The medium of painting will be explored through colour, composition, space, balance, harmony, value/tone and techniques. Indigenous art will be emphasized with special attention to Okanagan art.

FINA 063 – Sculpture

Sculpture is an introductory course that focuses on the processes and ideas associated with Indigenous three-dimensional art. Students will explore and develop traditional to contemporary three-dimensional forms through a range of materials, designs, techniques and processes. Okanagan three-dimensional art will be given special attention.

FINA 064 – Printmaking

This course introduces printmaking as an art form. Students will explore traditional and contemporary printmaking practices, including philosophies and perspectives from an Indigenous point of view. The medium of printmaking will be explored through lino blocks, woodcuts, mono prints, embossing and collographs. Indigenous art will be emphasized with special attention to Okanagan designs.

FINA 065 – Publishing

Students will learn through hands-on experience the steps involved in the planning, design, drafting, layout, editing and publishing of a historical manuscript. This course will develop research, writing, editing and documenting skills. Students in this course will create a manuscript documenting a topic relevant to the community from an Indigenous perspective.

INST 050 – Indigenous Studies I

This social history course examines the impacts on Indigenous Peoples' lives during the Colonial Period in Canada, covering topics such as the fur trade, railway, gold rush, missionaries, diseases and role of women through to the World Wars.

NSYL 050 – N'Syilxcen

Students will learn basic conversation, structure and pronunciation in an Okanagan language immersion setting. Themes include greetings, kinship terms, questions and commands, and place names. Comprehension and expression will be developed to a basic reading and writing proficiency level.

NSYL 060 – N'Syilxcen

This course builds on the skills developed in NSYL 050. Students learn more complex sentence structure using nouns, pronouns and verbs in the past, present and future tenses. Students engage in more complex conversation including questions and responses, description, and adjectives and adverbs. This course has an immersion component.

MATH 050 – Introduction to Algebra

MATH 050 is an introductory algebra course intended for students who have not studied algebra but have a firm background in basic mathematics. Topics covered are real numbers and algebraic expressions, solving equations and inequalities, polynomials, operations and factoring, rational expressions and equations, graphs of equations and inequalities, systems of equations, radical expressions and equations, and trigonometry.

SCIE 061 – Eco-literacy

This course introduces students to eco-literacy. Being ecologically literate or eco-literate means understanding the basic principles of ecological communities and being able to embody them in the daily life of human communities. This course utilizes an ecological learning framework based on traditional Okanagan community processes and developed by the Centre for Ecoliteracy. Concepts are taught by immersing students in the local ecosystem. Students will engage in fieldwork including mapping and restoration projects.

INST 060 – Indigenous Studies II

This course is designed to provide students with a knowledge base and understanding of Indigenous Peoples. Students will explore how history corresponds to Indigenous Peoples current situation. The following themes include: impacts of colonization, epidemics, settlement, Indigenous resistance and survival, and the Nation rebuilding processes operating in Indigenous communities. Emphasis will be on the respective Nation on whose territory the course is delivered.

Indigenous Fine Arts Program

Certificate in Foundations in Indigenous Fine Arts in affiliation with the University of Victoria

A program of the Faculty of Fine Arts in co-operation with the University of Victoria

Cultural Resources Management Project

The Indigenous Foundations in Fine Arts Program exists to develop the skills of emerging Indigenous writers and artists. Creative Writing courses focus on contemporary creative writing format. Indigenous world view is explored in traditional and contemporary oratory, storytelling and performance arts.

The Visual Arts courses nurture and develop visual expression in various disciplines and mediums, including painting, sculpture and installation art, by actively engaging students in projects, presentations and exhibits. Graduates receive a Foundations in Indigenous Fine Arts Certificate awarded jointly by En'owkin Centre and the University of Victoria.

Note: The University of Victoria calculates each course in UNITS.

Participants in the 13.5 unit Certificate Program in Foundations in Indigenous Fine Arts must choose 3.0 units of either the core Creative Writing courses or the core Visual Arts courses and may select any combination of courses from the electives to complete 13.5 units of study required for the Certificate in Foundations in Indigenous Fine Arts.

Core Courses

All students must complete 3.0 units of these courses (students may choose both core foundation courses).

Core Foundation Courses

- **Creative Writing**

CW 100E Introduction to Creative Writing

- **Visual Arts**

ART 100E Studio Foundation

ART 150E Introduction to Art Theory

En'owkin Centre Courses

Descriptions for most of the courses offered in the Certificate in Foundations in Indigenous Fine Arts are in the University of Victoria and Visual Arts Departments, which offer corresponding courses on-campus. The following courses are offered only through the Indigenous Fines Arts Program at En'owkin Centre:

CW	150E	Writing for Children from a First Nations Perspective
CW	155E	Critical Process and World View
CW	156E	Critical Process, Symbolism and Oral Tradition
CW	160E	First Nations Non-Fiction
CW	212E	Structure in Cinema and Television Drama
Art	100E	Studio Foundation
Art	101E	Drawing
Art	211E	Painting
Art	221E	Sculpture
Art	130E	Printmaking
Art	150E	Introduction to Contemporary Art Theory

Course Descriptions

Art 100E – Studio Foundation Units: 1.5

This course focuses on the processes and ideas associated with contemporary art. Students will explore a range of studio practices and theories and concepts of art forms.

Art 101E – Drawing Units: 1.5

This course provides an introduction to concerns and methods in contemporary drawing. Students will gain experience in a range of studio practices as well as theoretical issues through projects and critiques.

Art 211E – Painting Units: 1.5

A studio introduction to painting and related areas is provided in this course.

Prerequisites: ART 100, ART 101

Art 221E – Sculpture Units: 1.5

Sculpture offers an introduction to concerns and methods in contemporary sculpture. Students will experience a broad range of studio practices as well as explore theoretical issues through projects and critiques.

Prerequisites: ART 100, ART 101

Art 130E – Printmaking**Units: 1.5**

This is an introductory course in printmaking techniques, which will prepare the student for more advanced printmaking courses.

Prerequisite/co-requisite: ART 100, ART101

Art 150E – Introduction to Contemporary**Art Theory****Units: 1.5**

This is a lecture course introducing the terms and concepts necessary for an understanding of contemporary art.

CW 100E – Introduction to Creative Writing**Units: 3**

This course presents a non-historical survey of the basic structures in poetry, drama, fiction and non-fiction. Students are involved in the writing and criticism of composition in all four genres.

CW 150E – Writing for Children from a First Nation's Perspective**Units: 1.5**

This course will instruct students in the techniques of writing for children. An examination of Aboriginal legends and stories and the imagery contained therein, as well as the importance of uniting illustrations to story line will be included. Contemporary story writing as well as traditional will be emphasized.

CW 155E – Critical Process and World View**Units: 1.5**

This course will examine how world views are incorporated into poetry, prose, drama and song with the aim of encouraging students to be conscious of their own world views and expression in their creative work and that of other Native writers. Topics explored include format, voice, style, theme and subject.

CW 156E – Critical Process, Symbolism and Oral Tradition**Units: 1.5**

This course will focus on and encourage the use of archetypes in poetry, prose and drama. Native literature archetypes such as coyote, thunderbird, eagle, owl and horse will be discussed and the nature of their use by Native authors will be examined. Students will examine the literary forms that have been developed by Indigenous Peoples everywhere, with a view to using some of these forms as models for their own efforts. Oratory, legends and stories, songs, music, dance, Native humour, metaphor, symbolism, rhythm and the use of sign language will be studied.

CW 160 E – First Nations Non-Fiction**Units: 1.5**

This course will examine First Nation's non-fiction writing such as essays, autobiographies, biography and political oratory, both in modern and historic context.

CW 212 E – Structure in Cinema and Television Drama**Units: 1.5**

This is a lecture course surveying the structural characteristics of screen drama, making use of published film and television plays, as well as films from Japan, Australia, New Zealand and South Africa.

Prerequisites: CW 100E

Certificate in Aboriginal Language Revitalization (CALR) in partnership with university of victoria (UVic)

A partnership program of En'owkin Centre of the Okanagan Indian Educational Resources Society, the Department of Linguistics and the Division of Continuing Studies at the University of Victoria

This innovative and accessible program offers Summer Institute coursework combined with flexible elective offerings to enable people concerned with the loss and recovery of Aboriginal languages to develop both knowledge and practical strategies for revitalization activities across British Columbia and beyond. This program is designed to honour Aboriginal traditional knowledge and practices, to recognize and accommodate the realities and needs of diverse Aboriginal communities, and to provide a foundation for language revitalization activities and for further study in linguistics, education and/or cultural resource management.

We acknowledge with thanks the support of the First Peoples' Heritage, Language and Culture Council and the Aboriginal Special Projects Fund of the British Columbia Ministry of Advanced Education for their support in the development of the Certificate Program in Aboriginal Language Revitalization.

Program Requirements

To complete the 13.5-unit certificate, you must take 6 core courses (9 units) and 3 elective courses (4.5 units). Three of the six core courses are offered in a three-week Summer Institute at En'owkin Centre in Penticton, BC. The remaining core courses are available at UVic in summer intensive sessions. These courses use a mix of presentations, discussion groups, case studies, guest speakers and practical assignments to encourage you to consider language revitalization in the context of both community and personal experience and needs.

In your second Summer Institute courses, focus on ways in which you can work in community settings to access language loss, document language and build programs and activities that strengthen language use.

Between or after the Summer Institutes, you must complete up to three elective courses (4.5 units) that enable you to focus on topics of particular interest. At least two elective courses will be offered in a First Nations community in British Columbia every fall or spring; the location and

timing of these courses will vary from year to year and will focus on that community's language revitalization activities.

You can also complete selected courses at UVic to satisfy elective requirements, or you can complete linguistics and/or language courses at a local college and transfer the credits to UVic to satisfy elective requirements, with permission from the program's academic advisors.

All certificate program participants must also satisfy UVic's English Language requirement by providing transcripts for an English grammar and composition course at another university or college, or by completing UVic's English 115 at En'owkin Centre, or its equivalent at UVic or at a local college or university.

Note: University of Victoria courses are calculated in UNITS.

Core Courses

These intensive courses are offered annually in Summer Institute formats at En'owkin Centre in Penticton, BC, or at UVic in Victoria, BC. Full course descriptions are available on the program website at: <http://www.uvcs.uvic.ca/aspnetProgramDetail/?code=BHATI>

LING 180A – Human Effects of Aboriginal Language Shift and Loss **Units: 1.5**

This course provides an introduction to the human dynamics associated with Aboriginal language shift and language loss, including the profound psychological, intellectual and spiritual effects on individuals, families, communities and cultures.

LING 180B – Language Revitalization Principles and Practices **Units: 1.5**

This course introduces contemporary issues, principles and best practices in the revival, maintenance and revitalization of Indigenous languages in Canada and around the world; factors influencing language maintenance, loss and revival and their social and political contexts are explored.

LING 181 – Introductory Linguistics for Language Revitalization **Units: 1.5**

This is an introduction to topics in the study of language and linguistics that provide a foundation for understanding language revitalization.

LING 182 – Language Learning and Teaching Situations of Language Loss Units: 1.5

This course offers an analysis of principles of language learning and language acquisition in situations of language loss and of appropriate ways in which a range of formal and informal approaches to language teaching can be utilized in Aboriginal community settings.

LING 183A – Field Methods for Language Preservation and Revitalization: Documentation and Recording Units: 1.5

This practical course explores the planning strategies, protocols and methods of data collection, analysis, and organization that are appropriate for field activities associated with language preservation and revitalization. Through classroom-based learning and hands-on activities, participants focus on:

- Elicitation methodologies
- Audio recording
- Digital file management
- Strategies for community involvement
Protocols
- Ethical and intellectual property issues

LING 183B – Field Methods for Language Preservation and Revitalization: Project Development Units: 1.5

This course provides an examination of project planning and development appropriate for field activities associated with language preservation and revitalization. Strategies for community involvement, project planning, protocols and ethical and intellectual property issues are implemented through projects. Topics include:

- Interview and language-data recording methods
- Language documentation and database development
- Building an archive
- Approaches to sharing information
- Media production, publishing and media production models

Elective Courses

These courses are offered in intensive formats in community settings or at the University of Victoria from time to time. You must complete at least one course offered under LING 159, 259 or 359, or take a course in Aboriginal language at a local college for transfer credit. If you are a fluent speaker of an Aboriginal language, you should consult with the program's academic advisors to challenge this elective requirement.

The location and dates of elective courses are included with the printed course descriptions flyer or on the program website.

<http://www.uvcs.uvic.ca/aspnet/Program/Detail/?code=BHATI>

LING 159 – First Nations Language Units: 1.5

This course provides instruction in a First Nations language at the introductory level.

LING 259 – First Nations Language II Units: 1.5

This course provides instruction in a First Nations language at the second-year level with a focus on the development of listening, speaking, reading and writing skills of the selected language.

LING 359 – First Nations Language III Units: 1.5

This course provides instruction in a First Nations language at the third-year level with a focus on the study of advanced structure, expressions and patterns and aspects of the selected language grammar.

LING 172 – Introduction to Linguistics through the Languages of BC Units: 1.5

This is introductory linguistics focusing on the typical features of languages in Western Canada that set them apart from other languages. Also considered are techniques for language study with elders, the preservation and revival of local languages and native language alphabets and syllabaries.

LING 184 – Aboriginal Language Materials Development Units: 1.5

This course focuses on the preparation and evaluation of curriculum and classroom materials for teaching Aboriginal languages.

LING 185 – Aboriginal Language Revitalization Practicum Units: 1.5 or 3

This is an intensive 70 or 140 hour work/study course under the mentorship of an Elder or fluent speaker to increase fluency and/or to develop understanding of local language preservation and revitalization issues and strategies.

LING 186 – Language in First Nations Culture Units: 1.5

This course is an intensive examination of the ways in which language is embedded in the cultural heritage and social context of a selected community, with a focus on oral history, including legends, song, dance and cultural practices, methods and protocols, along with the impacts and implications of social change on language.

LING 187 – Special Topics in Language

Revitalization

Units: 1.5

This course will involve intensive study of some aspect of language preservation and/or revitalization. Content may vary.

Admission and Registration

If you are interested in working with First Nations communities in language revitalization, with Aboriginal language teaching programs, with agencies involved in revitalization policies and programs, and/or with cultural resource management initiatives involving language, you are encouraged to participate in this program. As well, this program will appeal to students interested in linguistics, education, cultural resource management or related topics. To participate in the certificate program, you are expected to hold a secondary school diploma or its equivalent.

Please note that if you are a member of a community that is hosting one of the program electives, you are welcome to participate in that course as either a “qualifying” credit student or as a non-credit student. Please refer to the program website at www.uvcs.uvic.ca/calr or contact UVic for further information.

Course Registration

Once you are admitted to both the program and the University, you will be provided with information on the course registration process for the Summer Institute and the elective courses.

Elective Course Transfers

If you have already taken academic credit courses in an Aboriginal language or in topics related to language revitalization, or if you wish to do so at a local college, these courses may be considered for transfer credit to satisfy up to 3.0 units of CALR elective credit. If you have already completed course(s) that you think can be transferred:

1. Please note this on your application to the certificate program
2. Provide detailed course descriptions along with transcripts
3. Consult with the academic advisor

Language Course Challenge

The Course Challenge process may allow you to receive 1.5 units based on your proficiency in an Aboriginal language. If that proficiency has been gained through the completion of formal coursework at a local college, the most straightforward way to have it recognized is to transfer

that credit. If your proficiency has been gained through life experience, you can challenge LING 159, 259 or 359 on the basis of a letter provided by your local language authority. You can find further information on the challenge process on the CALR website, or you can contact the Department of Linguistics at UVic at (250) 721-7424.

Fees

As the core and elective courses in the certificate program are regular credit courses of UVic, tuition fee amounts and policies are set out in the UVic calendar. Detailed fee information is provided on the program website.

Community Partnerships

If you would like to explore the possibility of a community partnership to offer elective courses in future years, please contact Jeannette Armstrong at enowkin@vip.net or at (250) 493-7181.

National Aboriginal Professional Artist Training Program

The National Aboriginal Professional Artist Training Program provides training towards the career development of professional Indigenous artists including writers, visual artists, storytellers, drum makers, carvers, weavers and traditional performers.

The focus of this program is specific to Indigenous world view and expression focused on traditional format and concern, as well as developing skills in creating fusions of traditional artistic forms with contemporary techniques, including storytelling, performance arts, painting, sculpture and installation art.

Established Aboriginal artists and mentors will provide professional training to engage artists in projects, marketing, promotion of works and exhibitions.

These courses are professional artistic career development courses and are unique to En'owkin Centre and are accredited through En'owkin Centre as a private post-secondary institution. College entrance and academic standing are not a requirement. Entry is gained by portfolio.

Tuition

\$200.00 per credit or unit

3-unit courses are \$1200.00; 1.5-unit courses are \$600.00

3-credit courses are \$600.00

Financial Assistance

A limited number of financial assistance scholarships are available for tuition and supplies/fees and/or subsidized living costs. Please provide a letter requesting financial assistance. A selection committee will determine approval for assistance. Please provide proof of ineligibility from other sources. Students will be expected to apply to other sources including First Nation Bands, Human Resources Development Corporation, Student Loan and the National Aboriginal Achievement Foundation.

Note: All full-time students with living allowance subsidies are required to register in a minimum of 2 courses in NAPAT and 3 elective courses.

Full-time NAPAT Student Course Options:

NAPAT – Year One	NAPAT – Year Two
One NAPAT 1 Course in portfolio discipline	NAPAT 2B Module Course in portfolio discipline
One NAPAT 1 Course elective	NAPAT 2B Artist Marketing Management
Plus three electives from Foundations in Indigenous Fine Arts or N'Syilxcen Studies	Plus three electives from Foundations in Indigenous Fine Arts or N'Syilxcen Studies

Application fee: \$75.00

Payable by cheque or money order

No application will be processed without this fee.

Art fee: \$100.00 or \$25.00 per course

Payable upon course selection/approval

Upon completion, artists will receive a Professional Indigenous Fine Arts Certificate awarded by En'owkin Centre.

NAPAT 2A – Traditional Art Expressions;

Mentorship – Introductory Units: 3

This course is focused on providing hands-on workshops with a variety of traditional guest artists in a variety of genres as well as on-going instruction on site to explore a variety of mediums and techniques. Traditional artists such as carvers, weavers, storytellers, performers, dancers and singers will be brought in during the year as mentors during intensive workshops available to all students in the program. The student will produce a variety of works.

NAPAT 3A – Fusions: Orality and Performance

Units: 3

This course is designed to support the revitalization of Aboriginal Traditional Oral Storytelling as a contemporary literary genre separate from written genre. The course will focus on issues of cultural protocol and authenticity as well as explore the artistic elements of oral story as an art form. Format style structure and pacing as well as the first of artistic device including the use of narrator voice, elocution, gesture and movement and setting and sound accompaniment are included.

NAPAT 4A – Preserving and Developing Our Traditional Storytelling Skills for Contemporary Media – Introductory Units: 3

The first-year program is designed to assist students' understanding of essential story components from a traditional First Nations perspective, moving still image and oral story components into animated and media expressions designed to assist students to develop cultural perspective and approach in the use of film, video and new media in contemporary applications, from within their cultural traditions. This course will also assist students to develop a traditional orality-based and grassroots approach to archival, historic or oral story and approaches to community and collective authority.

NAPAT 5A – N'Sylxencen Storytelling Units: 3

This course is designed to support the revitalization of Aboriginal Traditional Oral Storytelling as a contemporary literary genre separate from written genre. The course will focus on issues of cultural protocol and authenticity as well as explore the artistic elements of oral story as an art form. Including format, style, structure and pacing as well as first voice, including the use of narrator voice, elocution, gesture and movement and setting sound accompaniment.

NAPAT 1B – CORE COURSE – Professional Artist Marketing Management Units: 3

This course is focused on providing hands-on training workshops with a variety of arts management professionals. The course is designed to give students skills in creating a professional profile, portfolio and market strategy for their specific genre and work. Workshops will be offered in approaches to self-marketing, use of agents and corporate marketing. Workshops on valuation and fee structuring of professional works will be offered. A variety of exhibit and showcase events will be made available to students in the program. Prerequisite: 6 units of NAPAT A courses

NAPAT 2B – CORE COURSE – Advanced Interdisciplinary Portfolio Development

Units: 3

Learners will be instructed in methods to research traditional cultural perspectives, approaches and format from within their own cultural identity in relation to a contemporary topic. Learners will move through an inquiry and the development of their own cultural approach to the introduction of their contemporary topic, and advance that approach through to an inquiry and understanding of how they will use that approach through traditional materials and design elements expressed through a contemporary topic

perspective and format. Combining or “fusing” traditional materials and design elements within contemporary topic perspective, approach and format to express aesthetic issues related to content and methodology as a result of in-depth research based on their chosen topic will increase the learner’s ability to advance the use of traditional materials and design elements into a contemporary approach. The process of “fusing” or combining the traditional and contemporary will culminate in an advanced interdisciplinary installation process resulting in a final body of work. This will involve only the use of traditional materials that originate from their traditional homelands and the inclusion of their original language. The emphasis will be to support the creation of a new process to engage learners in traditional and arts practice research in their communities and to apply traditional practice to their creation and a body of work. Students will be encouraged to come in with the idea of dispelling preconceptions and will be encouraged to develop their “art” work as a process based on their own research of traditional backgrounds. Prerequisites: 6 units of NAPAT A courses

Note: The following courses are available to NAPAT students as elective NAPAT Course Choices.

For complete course descriptions, please refer to the appropriate sections of this calendar.

Foundations in Indigenous Fine Arts:

Art	100E	Studio Foundation
Art	101E	Drawing
Art	211E	Painting
Art	221E	Sculpture
Art	130E	Printmaking
Art	150E	Introduction to Contemporary Art Theory
CW	100E	Introduction to Creative Writing
CW	156E	Creative Process Symbolism & Oral Traditions in Storytelling
CW	160E	First Nations Non-Fiction
CW	212E	Structure in Cinema & Television Dramas
CW	155E	Critical Process and World View
CW 1	50E	Writing for Children from a First Nations Perspective

Aboriginal ACCESS Studies:

BIOL	110	Biological Principles
BUSM	200	Finite Mathematics
ENGL	115E	University Writing
ENGL	222	Survey of Indigenous Literature from Canada

Okanagan Language Program:

NSYL	110	N'Syilxcen (Okanagan Language I)
NSYL	111	N'Syilxcen (Okanagan Language II)
INST	191	Okanagan Immersion
INST	192	Special Topics: N'Syilxcen

Developmental Standard Term Certificate Program (dstc) N'Syilxcen Language

In partnership with the University of British Columbia Okanagan (UBCO)

The Developmental Standard Term Certificate program is a 3-year, 90-credit program that certifies N'Syilxcen (Okanagan) Language and Culture teachers through the BC College of Teachers. This program is developed through a partnership between En'owkin Centre, the Nicola Valley Institute of Technology and the University of British Columbia Okanagan. The Certificate consists of accredited courses that will ladder into a Professional Teaching Certificate and Education Degree program at UBCO. Upon completion of the Certificate Program, students have approximately 8 years to complete the following 2 years required to complete a full education degree and obtain full teaching Certification through the BC College of Teachers.

*** BCCT Admission Requirements Credits: 12**

- English
- Canadian Studies (6 credits)
- Math (3 credits)
- Science (3 credits)

Note: En'owkin Centre course offerings for these courses are listed in the Aboriginal ACCESS Studies section in this Calendar.

LANGUAGE/CULTURE COURSE Credits: 54

- En'owkin Language, Culture and Linguistics Courses
- UBCO Indigenous Studies Courses (17 courses)

COURSE NAME AND NUMBER REQUIRED COURSES

NSYL	110	N'Syilxcen I (Okanagan Language)	Credits: 3
NSYL	111	N'Syilxcen II (Okanagan Language)	Credits: 3
INST	120	Okanagan Translation/Transliteration	Credits: 3
INST	191	Special Topics: N'Syilxcen Immersion	Credits: 3
INST	192	Okanagan Language Immersion	Credits: 3
INST	245	Okanagan Cultural Development I	Credits: 3
INST	246	Okanagan Cultural Development II	Credits: 3
INST	250	Okanagan Curriculum/Materials Dev	Credits: 3
INST	255	Okanagan Linguistics/Literacy	Credits: 3
INDG	100	Introduction to FN Studies Culture & History	Credits: 3
INDG	202	Okanagan Concepts and Frameworks	Credits: 3

Choose from 6 of the following 3 credit courses

INDG	201	Okanagan First Peoples Historical Perspectives	Credits: 3
INDG	203	Indigenous Peoples Historical Perspectives	Credits: 3
INDG	204	First Nations Peoples Concepts and Frameworks	Credits: 3
INDG	301	En'owkinwixw (Social Construct)	Credits: 3
INDG	302	Indigenous Governance	Credits: 3
INDG	303	First Nations Studies Theory	Credits: 3
INDG	304	First Nations Studies Field Methodology	Credits: 3
INDG	305	Indigenous Peoples and the Justice System	Credits: 3
INDG	307	Traditional Ecological Knowledge	Credits: 3
INDG	308	First Nations Culture, Heritage and Intellectual Property	Credits: 3

TEACHER EDUCATION PROGRAM

- Elementary Teacher Education Program Courses
(5 courses)

Credits: 25

REQUIRED COURSES

EDUC406 –Indigenous Language Teacher Education Seminars **Credits: 6**

1. The Developing Learner
2. Social & Cultural Issues in Education
3. Learning Difficulties

EDUC 474 –Methods in Aboriginal Language Education **Credits: 3**

EDUC 420– School Visits and Practicum Seminars **Credits: 3**

EDUC 412 – Indigenous Language Teacher Education **Credits: 3**

1. Education Policy & Administration
2. Instructional Design – Planning & Evaluation

EDUC 422– Context Studies **Credits: 10**

– Learning Communities Practicum

*Note: Students are required to complete all courses in columns one and two prior to admission to education courses in column three. Special admission may be granted to students who are up to three courses short (45 credits) from columns one and two into the EDUC courses.

* Courses that may be transferable for credit to the DSTC program may include courses from SIFC, UVIC, UBC, NVIT (NAID program), IIG, which have been delivered through En'owkin Centre.

Students may contact Lauren Terbasket at (250) 493-7181, or by e-mail at: lauren@vip.net for inquiries and to set up appointments for an assessment to determine standing.

Aboriginal Access Studies

The ACCESS program is delivered jointly between En'owkin Centre and the University of British Columbia Okanagan.

This program creates the opportunity for Aboriginal students to gain access to university study without the standard course admission requirements. Interested Aboriginal students register in a specific set of university-level courses without registering in a degree program or undergoing the University's standard admission process. The primary goals of the program is to provide Aboriginal students with the opportunity to undertake university-level courses that can be transferable to a variety of Institutions, to expose students to the workload and the atmosphere of the University, and to provide the academic supports and skills that are required to succeed in public post-secondary Institutions.

In each term, students will register in three university credit courses consisting of one UBCO course and two additional courses either from UBCO or from a list of other accredited courses delivered at En'owkin Centre or at UBCO, if students so choose. Students have access to tutorial services if required. In total, students will devote 12 hours per week to classroom study, the equivalent of a four-course load.

Courses may include general program prerequisite courses such as Math, English, Science or Canadian Studies, and/or general arts, Education or Indigenous Studies Courses including Okanagan Language Courses and either Okanagan or General Indigenous Studies Courses.

BIOL 110 – Biological Principles

Credits: 4.5 (DSTC – Science Requirement)

Biological Principles is a science elective for Arts and Education students or others interested in an overview of biology. No prerequisites in biology or science are required to enroll. This course does not fulfill the prerequisite requirements for students pursuing a science major. The course provides a biological perspective on our world. It will focus on humankind's place in nature by integrating such topics as structure and function of organisms, their genetic heritage and their relationship to the biosphere. The labs will continue to develop the ideas discussed in the lecture as well as fostering skills in data gathering and interpretation both in the lab and in the field.

Prerequisites: Grade 12 or English 12 with Min. C+

INST 162 – Native Education in Canada**Credits: 3 (DSTC – 3 of 6 Canadian Studies Credits)**

This class will enable students to gain a greater understanding of the educational policies, both federal and provincial, that have guided the educational approaches towards the First Nations of Canada; both children and adults. The class will first provide a historical overview of government legislation and policy pertaining to education. This will be followed by an examination of the education system in the context of contemporary Canadian society. Further, we will investigate the educational pedagogy of First Nations, drawing from culturally specific regions. Finally, the class will assess First Nation educational initiatives over the past 25 years.

Prerequisites: ENGL 060, ENST 202,
English 12 or Permission of Instructor

BUSM 200 – Finite Mathematics**Credits: 3 (DSTC – Math Requirement)**

This course is designed to build a mathematical base for persons planning to become involved in administration and/or business management. In recent years, there has been a dramatic increase in the need for business professionals to be able to use mathematics in research, statistics, problem solving and decision making. The course is designed to expose students to the areas of mathematics that they are likely to require in their future jobs or areas of study. Topics include linear equations, sets and counting, probability, matrices, linear programming and solving financial problems.

Prerequisites: ENGL 060, MATH 051
or English 12 and Math 11

ENGL 222 – Survey of Indigenous Literature from Canada**Credits: 3 (DSTC – English Literature Requirement)**

This course will survey Indigenous literature and oral traditions of First Nations writers and orators in Canada.

Prerequisites: ENGL 110, ENGL 111
or Permission of Instructor

ENG 115 E – University Writing**Units: 1.5 (DSTC – English Composition Requirement)**

**Note: This course transfer to UBCO
calculates as a 3-credit English course.**

This course provides writing, research and organizational skills appropriate for university level writing; written assignments are designed to improve the student's ability to write clearly and correctly, to organize material and to carry out basic library research.

Courses delivered in 2010/11 include the following:

Course Code	Course Name	Accrediting Institution
ENGL 115	Aboriginal Approaches to Strategies for University Writing	UVic
INDG 100	First Nations Studies I	UBCO
NSYL 110	N'Syilxcen Okanagan Language I	NVIT
INST 250	Curriculum and Materials Development	NVIT
INDG 203	Indigenous Peoples Historical Perspectives	UBCO
NSYL 111	N'Syilxcen Okanagan Language II	NVIT
BIOL 110	Biological Principles	NVIT
NSYL 152	N'Syilxcen Entry Tools	NVIT
NSYL 153	N'Syilxcen Person & Place	NVIT

Sponsor's Full Name & Address (for invoicing): _____

Phone: () _____ Fax: () _____

Who should we contact in case of emergency? _____

Name: _____ Phone Number: () _____

Relationship: _____

EDUCATION INFORMATION

What Program(s) do you wish to be admitted? (Please indicate with a check mark.)

____ N'Syilxcen (Okanagan) Language ____ Certificate in Aboriginal Language Revitalization

____ Okanagan Language Satellite Program ____ Developmental Standard Term Certificate

____ College Readiness Program ____ Aboriginal ACCESS Studies

____ En'owkin Foundations in Indigenous Fine Arts

____ National Aboriginal Professional Arts Training Program (NAPAT)

What is the highest grade you have successfully completed? _____

____ Other

Please provide an academic history, including all complete and partially completed programs and any certificates, diplomas, degrees awarded and any trade apprenticeships and technical training.

Institution	City & Province	Program	Dates Attended (month / year)	Certificate/diploma/ degree achieved

Please date and sign the declaration below:

Declaration:

I certify that the statements made by me in this application are true and complete to the best of my knowledge; I understand that if any of these statements are found to be untrue, this application may be rejected.

Signature of Applicant

Date

En'owkin Scholarship Application

NAPAT Scholarship for Tuition Costs – List Courses Below:

NAPAT Application for Living Allowance

- Students must first seek assistance from their Band or other funding sources prior to applying or approval.
- Living allowance subsidies are available to assist students with living costs while attending the NAPAT program.
- Subsidies are designed to assist professional artists rather than to provide full living allowance to professional artists and their families. Students are expected to contribute to living costs over and above the baseline subsidy provided to qualifying students.
- Students must be full-time students to qualify for living allowance subsidies.
- Students must provide documentation to demonstrate their need for living allowance subsidies.
- All full-time students with living allowance subsidies are required to register in a minimum of two courses in NAPAT and three academic elective courses.

STEP-BY-STEP REMINDER

- Please enclose your \$75.00 Application Fee payable by cheque or money order to En'owkin Centre.
- Include all official secondary and post-secondary transcripts.
- Include Letter of Intent (from yourself) and Letter of Sponsorship (signed by the funding source).
- Follow the admission requirements specific to the Program you are applying for.
- Please note: Art Fees – \$100.00 for full-time or \$25.00 per Fine Arts course (fees cover basic art supplies).

OPTIONAL:

How did you find out about En'owkin Centre? (Please circle.)

Conference	Career Counsellor	Friend	Website
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Other: _____

En'owkin Centre Admissions Office Use Only

Application Fee	_____	Letter of Intent	_____
Letter of Acceptance	_____	Placement Testing	_____
Transcripts	_____	Letter of Sponsorship	_____
Interview	_____	Scholarship(s)	_____

