

En'owkin Centre



[www.enowkincentre.ca](http://www.enowkincentre.ca)



## ACADEMIC CALENDAR 2023 - 2024

Goverened by the Okanagan Indian Education Resources Society  
A Registered Private Training Institute

artwork by  
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## OVERVIEW

The En'owkin Centre (hereafter referred to as En'owkin) is a dynamic institution, which 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 plays 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 a syilx (Okanagan) concept, which describes a respectful dialogue of clarification, conflict resolution and group commitment, to come to the best solution; essentially, consensus.**

Located on the Penticton Indian Band reserve, En'owkin's unique building design reflects a traditional syilx winter home also known as a pit house. It is a gathering place where families and community members can replenish themselves spiritually and is also a teaching place where story, co-operation, craft and artistry come together.

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

En'owkin hosts many regional, national and international conferences and forums related to Indigenous education and culture as well as environmental concerns, in which students are encouraged to participate. En'owkin has also partnered with many organizations in collaborative works which benefit the syilx Nation.

**En'owkin currently offers programs of study in affiliation with accredited post-secondary institutions:**

- nsyilxcen Indigenous Language Certificate (NILC) / Diploma (NILD)
- Indigenous Access Studies (ACCESS)
- College Readiness/Adult Dogwood (CRP)
- Community Based Delivery (CBD)
- Foundations in Indigenous Fine Arts (FIFA)
- National Indigenous Professional Arts Training (NIPAT)



## PHILOSOPHY

The philosophical statement of En'owkin is handed down 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 which govern our relationship to all living things. We believe that the Creator has entrusted to us the responsibility of being “keepers of the land,” 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 they protect and ensure 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.

## MANDATE

In consideration of sacred responsibilities given to us by the Creator, upheld through our culture and continuing 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.

## OBJECTIVES

Operate a quality First Nation Post-Secondary Institution offering educational programs to enhance Indigenous culture, language, political development, leadership and excellence in Indigenous arts training.

Operate a quality Indigenous Adult College Readiness Program to assist in adult completion of requirements and skills to enter programs of higher learning.

Operate a program for culture and literacy, archives and educational resources for the benefit of all peoples requiring such information.

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 the Okanagan Territory and to En'owkin. I wish all students in En'owkin programs continuing success in their studies pursuing a rewarding and prosperous career. We are honored you have chosen a post-secondary institute fully mandated and operated by Indigenous People. We look forward and encourage your future leadership to your communities. We wish you excellence in all your achievements.

Councilor Brian Holmes, Upper Nicola Indian Band



## MESSAGE FROM THE VICE PRESIDENT

Way'

It is with the warmest of sincerity that I extend my Okanagan greetings to you as you join En'owkin. En'owkin 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.

Dr. Jeannette Armstrong, Penticton Indian Band, Okanagan Nation

*"Our future as Nations, depends upon our ability to control our own Institutions so that they are utilized to build and strengthen our cultural and political systems and identity, rather than as tools for genocide and assimilation."*

Dr. Jeannette Armstrong



## **BOARD OF DIRECTORS**

Established in 1981, En'owkin 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**

Councillor Brian Holmes (Upper Nicola Indian Band)

### **Vice – President**

Dr. Jeannette Armstrong (Penticton Indian Band)

### **Secretary-Treasurer**

Marion Louie (Lower Similkameen Indian Band)

### **Elder Representatives**

Rose Caldwell (Westbank First Nation)

Jane Stelkia (Osoyoos Indian Band)

Antoine Qualtier (Lower Similkameen Indian Band)

Hazel Squakin (Upper Similkameen Indian Band)

Louis Paul (Upper Nicola Indian Band)

## **BOARD MEMBERS**

### **Okanagan Indian Band**

Chief Byron Louis

### **Penticton Indian Band**

Joan Phillip

### **Osoyoos Indian Band**

Chief Clarence Louie

### **Upper Similkameen Indian Band**

Chief Bonnie Jacobsen

### **Westbank First Nation**

Councillor Jordan Coble

### **Okanagan Nation Alliance**

Jennifer Lewis



## NSYILXCEN LANGUAGE FLUENCY CERTIFICATE / DIPLOMA

The nsyilxcen Indigenous Language Certificate prepares students to provide knowledge and skills to assist individuals, families, and communities learning nsyilxcen in a variety of multi-disciplinary settings. The certificate is awarded to recognize the successful completion of the equivalent of a one year, full-time or part-time study, with an option of continuing on to the second year diploma. The nILC requires 30 credits and an overall minimum GPA of 2.33. The nsyilxcen Indigenous Language Certificate is awarded to recognize the successful completion of the equivalent of one year of full-time study with an option of continuing on to the second year diploma.

		<b>Stream 1 Language Learning Tools</b>	<b>Stream 2 Elements of Communication</b>	<b>Stream 3 Full Immersion</b>	<b>Revitalization Language / Academic Support</b>
<b>DIPLOMA</b>	<b>TERM 3</b>	<b>NSYL 350</b> Immersion Intro to Mentored Special Topics		<b>NSYL 330</b> nsyilxcən Immersion Pod/ Cohort Learning through Multiple Mentors	UBCO <b>EDUC 104 (3)</b> Intro to Academic Pedagogy An Aboriginal Perspective
	<b>TERM 2</b>	<b>NSYL 211</b> nsyilxcən Translation and Transliteration	<b>NSYL 221</b> nsyilxcən Structure and Syntax	<b>NSYL 231</b> nsyilxcən Place and Topic II Through Immersion Learning	<b>INLG 260</b> Ways of Knowing Syilx Land Culutre
	<b>TERM 1</b>	<b>NSYL 210</b> nsyilxcən, Linguistics and Literacy	<b>NSYL 220</b> nsyilxcən Vocabulary in Place and Socio-spacial Context II	<b>NSYL 230</b> nsyilxcən Conjunctions Through Immersion Learning	<b>INLG 160</b> Ways of Knowing nsyilxcən Social Foundations
<b>CERTIFICATE</b>	<b>TERM 3</b>	<b>NSYL 112</b> Introduction to Writing nsyilxcən	<b>NSYL 122</b> nsyilxcən Vocabulary in Place and Socio-spacial Context I	<b>NSYL 132</b> nsyilxcən Interpersonal Interactions through Immersion	
	<b>TERM 2</b>	<b>NSYL 111</b> nsyilxcən pronunciation	<b>NSYL 121</b> Everyday Action and Interaction	<b>NSYL 131</b> Special Topics: nsyilxcən Immersion	<b>INGL 181</b> Issues: Principals and Practice in Language Revitalization
	<b>TERM 1</b>	<b>NSYL 110</b> Okanagan (nsyilxcən) Language Pronunciation Learning the Sounds	<b>NSYL 120</b> nsyilxcən Everyday Social Language	<b>NSYL 130</b> nsyilxcən entry tools Introduction to Full Immersion	<b>INGL 180</b> Dynamics of Indigenous Language Shift



## COURSE DESCRIPTIONS

### NSYL 110 – nsyilxcen Language: Pronunciation - Learning the Sounds

*45 hours     3 credits*

Okanagan Language prepares adult learners for learning and hearing nsyilxcen sounds. The student will actively participate in an Okanagan introduction to nsyilxcen. Instruction method develops proper pronunciation skills in the forty-seven separate sounds of nsyilxcen, develops recognition and differentiation of separate sounds in speech. This method provides the learner with foundational communication skills as a beginner learner.

### NSYL 111 - nsyilxcen Pronunciation - Root Syllables

*45 hours     3 credits*

This course will provide students with an understanding of the polysynthetic syllable structures as they apply to the nsyilxcen language for pronunciation in constructing words. These structures are crucial for illustrating the way nsyilxcen root syllables are essential to construct meaning and their part in word construction and word meaning. Root structures are foundational for understanding root morphemes. Instruction and activities will include English and the nsyilxcen language.

Prerequisites: NSYL 110, or permission of instructor.

### NSYL 112 – Introduction to writing nsyilxcen

*45 hours     3 credits*

This course will introduce the nsyilxcen orthography and to develop the ability for reading, writing and in the context of continued pronunciation. Students will apply foundational writing based on previous knowledge and pronunciation skills to improve learning in nsyilxcen.

### NSYL 120 - nsyilxcen Everyday Social Language

*45 hours     3 credits*

This course will introduce students to nsyilxcen language proficiency in adult learners. The student will actively participate in an oral nsyilxcen class. Instruction method provides new vocabulary words and phrases essential in everyday social use. Greetings, introductions, basic questions, responses and other necessary word concept to function in everyday situations. Instructors are experienced in utilizing associative/cognitive (immersion) second language learning method combined with some aspects of total physical response as an instructional methodology.



### **NSYL 122 - nsyilxcen Vocabulary in Place and Socio-Spacial Context I**

**45 hours      3 credits**

This course provides students with foundational immersion learning tools following the three principles of (a) leaving English behind, (b) relating to everything and every action in nsyilxcen and (c) re-learning the world in nsyilxcen. Fluent nsyilxcen speakers engage students in activities focused on increasing the interactive use of nsyilxcen in selected topics including (a) workplace action and description sentences and phrases, (b) school or place of learning action and description sentences and phrases, (c) gatherings (formal, feast, ceremonies, and meetings); (d) action and description sentences and phrases and (e) elders home visits, action and description sentences and phrases will be given.

### **NSYL 131 – Special Topics nsyilxcen Immersion**

**45 hours      3 credits**

This course develops nsyilxcen language proficiency in adult learners. Students will actively participate in an nsyilxcen immersion class. All instruction and activities take place in the nsyilxcen language.

### **NSYL 132 – Interpersonal Interactions Through Immersion Learning**

**45 hours      3 credits**

This course is a total immersion course. It utilizes supervised fluent speakers to engage students in an interpersonal foundational conversation in nsyilxcen. The goal is to assist development of oral use in soci-spatial contexts. To assist development of phrasing fluency using personal and emphatic first, second and third person pronouns in selected real-world settings.





## THE NSYILXCEN INDIGENOUS LANGUAGE DIPLOMA

The two year diploma program prepares students to provide knowledge and skills to assist individuals, families and communities in a variety of multi-disciplinary settings. The diploma is earned with the completion of all courses listed under the Indigenous Language Certificate Completion plan (NVIT) and the Indigenous Language Diploma Completion.

**The nsyilxcen Indigenous Language Diploma requires 60 credits with an overall minimum GPA of 2.33**

### **NSYL 210 - nsyilxcen Linguistics and Literacy (Formerly Inst 255)**

**45 hours     3 credits**

This course provides a foundation in theory and practice in linguistics and literacy. Students will learn the processes that occur in word formation, phrase formation, and sentence formation. A general introduction to linguistics will be given.

### **NSYL 211 - nsyilxcen Translation/Transliteration (Formerly Inst 120)**

**45 hours     3 credits**

This course provides foundation in theory and practice for transcribing and translating nsyilxcen oral text. Students will transcribe and translate texts and/or tapes using the International Phonetic Alphabet. As a part of this course, students will develop touch-keyboarding skills using the nsyilxcen font. There will be a basic introduction to linguistic processes such as phonology, phonetics, morphology and syntax. There will also be practice in transcribing and reading texts.

### **NSYL 220 - nsyilxcen Vocabulary in Place And Socio- Spatial Context II**

**45 hours     3 credits**

This course provides students with increased active immersion learning tools following the three principles of (a) leaving English behind, (b) relating to everything and every action in nsyilxcen and (c) re-learning the world in nsyilxcen. Fluent nsyilxcen speakers engage students in activities focused on increasing the interactive use of nsyilxcen in selected topics including (a) a story gathering convened by students, (b) a special feast with elders convened by students, (c) a visit to a sacred site convened by students and (d) a visit to a traditional gathering selected by students.





### **NSYL 221 - nsyilxcen Structure and Syntax**

**45 hours     3 credits**

This course will expose the student to the basics structure and syntax of nsyilxcen. Topics include an overview of the Salishan languages with regard to patterns and rules of various components of language. This course will also cover the introductory linguistic components of phonetics, phonology and morphology as it relates to nsyilxcen. Including descriptive components of sentence building.

### **NSYL 230 - nsyilxcen Connections: Context through immersion learning**

**45 hours     3 credits**

This course will focus on developing listening and speaking for using nsyilxcen in situational contexts. Students will apply previous knowledge and communication skills to improve or increase vocabulary to connect ideas to everyday situational contexts in nsyilxcen. Practical application to situations within schools/classroom, community gatherings and formal situations.

### **NSYL 231 – nsyilxcen Immersion Place & Topic II**

**45 hours     3 credits**

An advanced total immersion course, it provides students immersion learning tools following the three principles of leaving English behind; relating to everything and every action in nsyilxcen, essentially “relearning the world” in nsyilxcen. Fluent nsyilxcen speakers engage students in total immersion sessions, focused on increasing the use of nsyilxcen in real-world social settings including: a story gathering convened by students, a special feast with elders convened by students, a visit to a sacred site convened by students, a visit to a Winter Dance/Sweat Lodge ceremony or other traditional Indigenous gathering selected by students.

**Prerequisites:** Indigenous Language Certificate in NSYL and or permission of instructor.

### **NSYL 330 – nsyilxcen Immersion: Pod/Cohort Learning Through Multiple Mentors**

**90 hours     6 credits**

This course builds on the apprentice nsyilxcen Immersion where students will expand beyond the elements of the language learning tools (literacy) and communication (phrases for use). Students will be a part of the Mentor pod process which is unique in that students will be with a cohort of advanced immersion learners moving from one fluent Elder Mentor to another (rather than having one Elder per one speaker). Students will have immersion topics with each of the fluent Elder Mentors.



### **NSYL 350 - nsyilxcen Immersion: Introduction to Mentored Special Topics**

**45 hours      3 credits**

This course is an introductory apprenticeship course. The course provides students immersion learning following a master apprentice model. Fluent nsyilxcen speakers engage students in total immersion sessions focused on increasing the use of nsyilxcen by pairing students with community or family Mentor Fluent or Elder speakers. To develop an instructor guided Mentored learning plan including selecting a Mentor Fluent or Elder speaker to commit to homework with. Developing a day-by-day Mentor/learner setting and topics plan for seven selected sessions approved by Instructor and Mentor Fluent or Elder speaker (to be carried out by the student and monitored, observed and evaluated by the Instructor).

### **INLG 160 - Ways of Knowing nsyilxcen Social Foundations**

**45 hours      3 credits**

This course is an introduction to Okanagan Social Foundation. It gives a fundamental overview of the 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 the land, to community and to family in the key areas of the use and protection of land and resources, the protection and service to community: the strength of family and roles within family and how each relates to education, economics, political and spiritual practice.

### **INLG 180 - Dynamics of Indigenous Language Shift**

**45 hours      3 credits**

This course will introduce the human dynamics, political, and social factors associated with Indigenous language shift and language loss, including the profound psychological, intellectual and spiritual effect on individuals, families, communities and culture. Language revitalization may be explored as a source of healing and empowerment.

### **INLG 181 - Issues, Principles and Practices in Language Revitalization**

**45 hours      3 credits**

This course will introduce the contemporary issues, principles and practices in the revival, maintenance and revitalization of Indigenous languages in Canada and around the world. Participants identify community assets supporting individual, family and community language revitalization. Students explore factors influencing language maintenance, loss revival and their social and political contexts.



### **INLG 260 - Ways of Knowing: The syilx Land Culture (formerly INST 245)**

**45 hours      3 credits**

This course introduces students to the study of pre-contact syilx (Okanagan) culture. Traditional knowledge, systems and practices are examined in relation to roles and responsibilities, worldview, philosophy and spirituality.

### **INLG 330 - nsyilxcen Immersion: Introduction to Mentored Topic**

**45 hours      3 credits**

An introductory apprenticeship course providing students with immersion learning, following a master apprentice model. Fluent nsyilxcen speakers engage students in total immersion sessions, focussed on increasing the use of nsyilxcen; by pairing students with community or family Mentor Fluent or Elder Speakers, to develop an instructor guided Mentored learning plan including selecting a Mentor Fluent or Elder Speaker to commit to homework with. Developing a day-by-day Mentor/learner setting and topics plan for seven selected sessions approved by Instructor and Mentor Fluent and Elder Speaker (to be carried out by the student and monitored, observed and evaluated by the Instructor).

### **INLG 350 - nsyilxcen Immersion: Pod/Cohort Learning Through Multiple Mentors**

**45 hours      3 credits**

This course builds on the apprentice nsyilxcen Immersion, where students will expand beyond the elements of the language learning tools (literacy) and communications (phrases for use). Students will be part of the Mentor pod process which is unique in that students will be with a cohort of advanced immersion learners moving from one fluent Elder Mentor to another (rather than having one Elder per one speaker). Students will have immersion topics with each of the fluent Elder Mentors.





## FOUNDATIONS IN INDIGENOUS FINE ARTS (FIFA)



Fine Arts Faculty - Dr. Michelle Jack

This is a program in the Faculty of Fine Arts in cooperation with the University of Victoria's Cultural Resources Management Program. This is the first year in a 4-year program leading to a Bachelor of Fine Arts degree. The FIFA program develops the skills of emerging Indigenous writers and artists.

Creative Writing courses focus on contemporary creative writing format. Indigenous world-views are 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; actively engaging students in projects, presentations and exhibits.

A total of 13.5 units of courses are required, including 3 units of core courses and 10.5 units of electives in visual arts and/or creative writing. All certificate program participants must satisfy UVIC's English Language requirement by providing transcripts for an English grammar and composition course at another university or college or by completing an English Composition course at En'owkin, its equivalent at UVIC or at a local college or university.

Graduates receive a Foundations in Indigenous Fine Arts Certificate awarded jointly by En'owkin and the University of Victoria (UVIC).

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

## CORE FOUNDATION COURSES

### Creative Writing / Visual Arts

**CW 100E** – Introduction to Creative Writing

**ART 100E** – Studio Foundation

**ART 150E** – Introduction to Art Theory

## EN'OWKIN COURSES

A total of 13.5 units of courses are required, including 3 units of core courses and 10.5 units of electives in visual arts and/or creative writing. All certificate program participants must satisfy UVIC's English Language requirement by providing transcripts for an English grammar and composition course at another university or college or by completing an English Composition course at En'owkin, its equivalent at UVIC or at a local college or university. Graduates receive a Foundations in Indigenous Fine Arts Certificate awarded jointly by En'owkin and the University of Victoria (UVIC). \*Note: The University of Victoria calculates each course in UNITS.

**CW 101E** – Introduction to Creative Writing

**CW 102E** – Introduction to Creative Writing

**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 130E** – Printmaking

**Art 150E** – Introduction to Contemporary Art Theory

**Art 211E** – Painting

**Art 221E** – Sculpture

# COURSE DESCRIPTIONS

## **ART 100E – Studio Foundation**

**45 hours      1.5 units**

The processes and ideas associated with contemporary art. Students explore a range of studio practices and theoretical issues.

## **ART 101E – Drawing**

**45 hours      1.5 units**

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.

**Prerequisites/co requisite:** ART 100E

## **ART 130E – Printmaking**

**45 hours      1.5 units**

An introductory course in printmaking techniques which will prepare student for more advanced printmaking courses.

**Prerequisites/co requisite:** ART 100E, ART 101E

## **ART 150E – Introduction to Contemporary Art Theory**

**45 hours      1.5 units**

A lecture course introducing the terms and concepts necessary for an understanding of contemporary art.

## **ART 211E – Painting (previously ART 110)**

**45 hours      1.5 units**

A studio introduction to painting and related areas.

**Prerequisites:** ART 100E

## **ART 221E – Sculpture (previously ART 120)**

**45 hours      1.5 units**

An introduction to concerns and methods in contemporary sculpture. Students will experience a broad range of studio practices as well as explore theoretical issues. Short projects and critiques are the standard format for this class.

**Prerequisites:** ART 100E

**CW 101E – Introduction to Creative Writing I**

*45 hours      1.5 units*

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 102E -Introduction to Creative Writing II**

*45 hours      1.5 units*

A non-historical survey of some of the basic structures in poetry, drama, creative nonfiction, and fiction which involves the students in the writing and criticism of compositions in all four genres using Aboriginal authors and perspectives.

**CW 150E – Writing for Children From a First Nation’s Perspective**

*45 hours      1.5 units*

The techniques used in writing for children. An examination of Indigenous storytelling and the imagery contained therein as well as the importance of uniting illustrations to story line will take place. Contemporary story writing, as well as traditional, will be emphasized.

**CW 155E – Critical Process and World View**

*45 hours      1.5 units*

A critical examination of Indigenous literature, including oral storytelling methods and techniques, enabling students to apply the critical process to their own writing.

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

*45 hours      1.5 units*

Explores and encourages the use of archetypes in poetry, prose and drama. Indigenous literature archetypes will be discussed, and the nature of their use by Indigenous 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 creative efforts.

**CW 160E – First Nations Non-Fiction**

*45 hours      1.5 units*

An examination of First Nation’s non-fiction writing such as essays, autobiographies, biography and political oratory, both in the modern and historic context.

**CW 212E – Structure in Cinema and Television Drama**

*45 hours      1.5 units*

A lecture course surveying the structural characteristics of screen drama, making use of published Indigenous film and television scripts as well as Indigenous films from other countries.

## COLLEGE READINESS (CRP) / BC ADULT GRADUATION DIPLOMA

This program, in affiliation with Nicola Valley Institute of Technology (NVIT), is designed to validate cultural aspirations and identity as well as to motivate academic excellence. By utilising a cooperative project-based curriculum approach, rather than a textbook and test method, students are prepared for college and university level programming. Students engage in real world projects related to the larger community utilizing hands-on learning approaches.

Five courses are required; two core courses, English 060 and Math 050, and three additional qualifying courses at the provincial (grade 12) level or higher, OR INST 050 and two provincial (grade 12) level or higher qualifying courses.

Qualifying courses available at En'owkin:

- ENGL 050/ 060** - Writing Skills & Literature and Composition;
- MATH 055/057** - Introduction to Algebra; Intermediate Algebra I
- INST 050/ 060** - Indigenous Studies I & II;
- NSYL 050/ 060** - nsyilxcen I & II;
- FINA 060** - Studio Foundations;
- FINA 061** - Drawing;
- FINA 062** - Painting;
- FINA 063** - Sculpture;
- FINA 064** - Printmaking;

*\*other qualifying courses will be considered for approval*

*\*College Readiness courses can be offered when required by other  
Enowkin programs*

*\*College Readiness is not regularly offered as a stand-alone program*



# COURSE DESCRIPTIONS

**ENGL 050 – English Advanced Level**

**75 hours**

This advanced level course is a grade 11 equivalent focusing on English skills including basic essay format and introductory research skills. Students who have completed advanced level work will have the skills necessary to enter provincial level courses and some vocational, career, and technological programs. Topics may include speaking and listening, reading, research, referencing, and writing.

**Prerequisites:** ENGL 040, English 10, instructor permission or, advisor assessed equivalent.

**ENGL 060 – English Provincial Level**

**75 hours**

This Provincial level course is a grade 12 equivalent focusing on various essay types including an introduction to the research essay. Elements of literature are also discussed. Students who have completed provincial level work will have the skills necessary to enter vocational, career, and technological programs. Topics may include speaking and listening, reading, research, referencing, and writing.

**Prerequisites:** ENGL 050, English 11 instructor permission or, advisor assessed equivalent.

**MATH 050 – Introduction to Algebra**

**90 hours**

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

**Prerequisites:** MATH 041, F & PC Math 10 advisor assessed equivalent or permission of instructor.

**FINA 060 – Studio Foundations**

**60 hours**

This course will introduce students to Indigenous arts through media of drawing, painting, printmaking and video. Each discipline will involve image development and design strategies, visual elements and principles of art and design, materials, technologies and processes.

**Prerequisites:** ENGL 040, ENGL 10 or advisor assessed equivalent.



## **FINA 061 – Drawing**

**60 hours**

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 syilx people.

**Prerequisites:** ENGL 040, ENGL 10 or advisor assessed equivalent.

## **FINA 062 – Painting**

**60 hours**

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 technique. Indigenous art will be emphasised with special attention to syilx art.

**Prerequisites:** ENGL 040, ENGL 10 or advisor assessed equivalent.

## **FINA 063 – Sculpture**

**60 hours**

Sculpture is an introductory course that focuses on the processes and ideas associated with Indigenous 3-dimensional art. Students will explore and develop traditional to contemporary 3-dimensional forms through a range of materials, designs, techniques, and processes. syilx 3-dimensional art will be given special attention.

**Prerequisites:** ENGL 040, ENGL 10 or advisor assessed equivalent.

## **FINA 064 – Printmaking**

**60 hours**

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, wood cuts, mono prints, embossing, and collagraphs. Indigenous art will be emphasised with special attention to syilx designs.

**Prerequisites:** ENGL 040, ENGL 10 or advisor assessed equivalent.



### **INST 050 – Indigenous Studies I**

**60 hours**

This social history course examines First Nations lives during the Colonial Period in Canada and the impacts of the fur trade, railway, gold rushes, missionaries, disease, and role of women, through the World Wars of the 20th century.

### **INST 060 – Indigenous Studies II**

**45 hours**

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 in the present day. The following themes are included: impacts of colonization, epidemics, settlement, Indigenous resistance and survival, and the nation rebuilding processes operating in Indigenous communities. Emphasis will be the respective nation in whose territory the course is delivered.

**Prerequisites:** ENGL 040, English 9 or, advisor assessed equivalent. INST 050 recommended.

### **NSYL 050 – nsyilxcen I**

**90 hours**

Students will learn basic conversation, structure, and pronunciation in an nsyilxcen 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 – nsyilxcen II**

**90 hours**

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 the application of adjectives and adverbs. This course has an immersion component.



## NATIONAL INDIGENOUS PROFESSIONAL ARTIST TRAINING PROGRAM

A two year professional artist training certificate program designed to protect and preserve Indigenous world-view and arts expressions in a traditional heritage format utilizing interdisciplinary works with contemporary practice. This includes storytelling, performance arts, painting, media arts, sculpture and installation art. Professional established Indigenous artists are provided mentorship and creation space.

The NIPAT program supports methods to “revitalize” traditional art form in contemporary practice. The NIPAT program is a professional training opportunity for artists to interpret traditional forms of art in a modern context.

**The program is open to eligible applicants. Applicants must:**

- Be Indigenous, Métis, Inuit, Status or Non-Status
- Have proof of Indigenous Ancestry.

*\*Post Secondary eligibility is NOT a requirement (Grade 12)*

**Training consists of these fundamental principles:**

- Research of historical cultural heritage information
- Mentorship
- Land community cultural context: designs, principles, protocols
- Production of new works/cultural products that clearly “revitalize” a traditional art practice

Training consists of professional development through enrolment in two required NIPAT courses in addition to three electives in the students’ field of specialty per academic term.



*Artist - Councillor Ira Edward,  
Lower Similkameen Indian Band - NIPAT Graduate*



## CORE COURSES

### First Year

**NIPAT 1A** - Introduction to Contemporary Applications: Traditional Visual Expression

**NIPAT 2A** - Introduction to Traditional Story and Performance

**NIPAT 3A** - Introduction to Portfolio Development and Marketing

### Second Year

**NIPAT 1B** - Advanced Contemporary Applications Applications: Traditional Visual Expression

**NIPAT 2B** - Advanced Contemporary Applications: Traditional Story and Performance

**NIPAT 3B** - Portfolio Development and Advanced Marketing

*\*Core courses are chosen by the NIPAT Selection Committee based on portfolio submission and application.*

## ELECTIVE OPTIONS

### Language & Culture

**NSYL 110** - Language Pronunciation

**NSYL 111** - nsyilxcn Pronunciation

**NSYL 120** - nsyilxcen Everyday Social Language

**NSYL 121** - nsyilxcn everyday action and interaction language

**NSYL 130** - nsyilxcen entry tools introductory level to total immersion

**Nsyl 131** - Special topics: nsyilxcen immersion

**NSYL 160** - Ways of knowing: nsyilxcn Social Foundations

### Creative Writing

**CW 100** - Introduction to Creative Writing

**CW 150** - Writing for Children from a First Nations Perspective

**CW 155** - Critical Process and World View

**CW 156** - Critical Process, Symbolism and Oral Tradition

**CW 160** - First Nations Non-Fiction

**CW 212** - Structure in Cinema and Television Drama

**ENGL 115** - Indigenous Approaches to Strategies for University Writing



### (FIFA) Visual arts

- ART 100 - Studio Foundations
- ART 101 - Drawing
- ART 130 - Printmaking
- ART 150 - Introduction to Contemporary Art Theory
- ART 211 - Painting
- ART 221 - Sculpture

\*See *FIFA program* for course descriptions

### (CRP)/BC Adult Graduation Diploma

- ENGL 060 - Literature and Composition
- FINA 060 - Studio Foundations
- FINA 061 - Drawing
- FINA 062 - Painting
- FINA 063 - Sculpture
- FINA 064 - Printmaking
- INST 050 - Indigenous Studies I
- INST 060 - Indigenous Studies II
- MATH 050 - Introduction to Algebra
- NSYL 050 - nsyilxcen I
- NSYL 060** - nsyilxcen II





## APPLICATION REQUIREMENTS

### Letter of Intent

Please submit a one page letter outlining applicant's professional aspirations, commitment to the program, need for financial assistance (if applicable), and a description of the applicant's cultural historical background.

### Sponsorship Letter

Provide a letter from the applicant's community education department indicating that they are, or are not a sponsored student receiving assistance from their Band/Territory/Nation.

### Portfolio

15 JPG or printed pictures of visual art

Minimum 2 minutes performance piece submitted in WMV; and/or

Minimum 5 minutes vocal performance.

*\*Do not submit original works. En'owkin cannot be responsible if the works get lost in the mail or ruined in the process.*

### Two Letters of Reference

These letters can be from people within your community who know of you as a professional artist—perhaps people you have worked with, or for, in an artistic capacity where you were called upon as “the expert.” References are people that are authorized to say you are recognized as that professional. For example: “Yes we know her to be the drum maker; “Yes, we know him to be the singer at openings;”; or “Yes, we know her to be the one that films all our events.”

### Scholarships

Scholarships are based on need. If students registered with or a member of a Band/Territory/Nation cannot obtain financial assistance, a limited number of scholarships are available for tuition, supplies/fees and/or subsidised living costs. A selection committee determines approval for assistance. Students are encouraged to apply to other sources: including First Nation Bands, Human Resources Development Canada, Student Loan and the National Indigenous Achievement Foundation. All scholarship students are required to register in a minimum of 2 courses in NAPAT and 3 elective courses per semester.

*\*see NIPAT scholarship application at back of academic calendar*

#### Fees:

Application fee: \$75.00

Payable by cheque or money order to the En'owkin Centre.

**No application will be processed without this fee.**

#### Tuition:

3 unit courses are \$1200 each

1.5 unit and 3 credits courses are \$600 each

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

**Payable upon course selection/approval.**

*Upon completion artists will receive a NIPAT Certificate issued by the En'owkin Centre.*



## COURSE DESCRIPTIONS

### NIPAT 1A – Introduction to Contemporary Applications: Traditional Visual Expression

This course is focused on providing guidance and workshops toward the completion of hands-on projects in a variety of traditional visual arts genres. Students will draw on their own cultural customs, design elements, perspectives and arts practices with the appropriate use of traditional materials and mediums. The course will provide the student with the opportunity to produce a body of work utilizing traditional visual design & fundamentals, formal principles and essential protocols associated with different genres including:

- symbolic two dimensional motifs and imagery
- traditional adornment/attire
- functional objects
- cultural spaces
- Traditional Indigenous artists and mentors will be utilized throughout the course.

### NIPAT 2A – Introduction to Traditional Story through Media and Performance

Students will develop a body of work in their chosen style reflecting their own ancestral traditional performance expressions through media. Student integrating traditional story and performance into their work will be the focus through mentorships, exercises and research, to explore the different genres of traditional performance through various forms of new media. Each student will explore the cultural significance, cultural uses, protocols and meanings within traditional and contemporary performance methods, within a variety of media exploration. Voice elocution, use of traditional music and rhythm, theatre techniques, and media will be researched and incorporated.

### NIPAT 3A – Introduction to Portfolio Development and Marketing

Students will engage in group discussions in the area of creating art works for their own community, identifying and following protocols of elders, and utilizing community capacities for exhibitions and presentations. Students will be encouraged to research from the perspectives of their home communities to recognize those knowledge systems to create a vibrant arts community. Students will be graded on class participation, written assignments including artist statements, biographies, curriculum vitae, as well as the further development of their professional artistic portfolios.

### NIPAT 1B – Advanced Contemporary Applications: Traditional Visual Expression

This course focuses on the completion of hands-on projects in a variety of traditional visual genres, drawing on the student's own cultural customs, design elements, perspectives on arts practices and appropriate use of traditional materials and mediums. The course will provide the students with the resources, guidance and support to produce a substantial body of work arising out of their own cultural arts traditions, utilizing traditional visual design fundamentals, formal principles and essential protocols associated with different genres. The finished body of works will incorporate traditional visual elements into contemporary works and formats.



## NIPAT 2B – Advanced Contemporary Applications: Traditional Story and Performance through Media

This course is designed to assist the professional Indigenous artist in the development and creation of a coherent body of work in traditional performance expression, through media based on the student's cultural background and artistic practice. Students in this course will continue to build on skills in traditional performance expression, including movement/dance, voice and storytelling performance with a focus on media production. The development and production of individual student projects will be the focus and students will be provided with the necessary mentors, exercises and resources to explore the different genres. Each student will explore the cultural significance, cultural uses, protocols and meanings within traditional performance methods appropriate for media production.

*\* Students are required to present their completed performances to a live audience as well as to complete a multi-media presentation and performance.*

## NIPAT 3B – Portfolio Development and Advanced Marketing

The course will utilize various prominent professional artists, to introduce students to topics relevant to the career of a professional artist. Mentors will guide students in the development of a comprehensive marketing plan, proposal writing for professional development, arts-based project development, dissemination methods, organizational capacity building and other special arts based initiatives. The students will be exposed to terminology utilized for application to municipal, provincial and federal arts grants. Students will also address cultural protocols within the creation and development of their creative works, as well as how protocols are addressed within marketing and promotional planning. The use of digital marketing will also be covered, including social marketing, digital platforms and software, and website development.

## NIPAT Scholarship Requirements

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 NIPAT program.

Subsidies are designed to assist professional artists rather than 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 NIPAT courses and three academic elective courses.



## ABORIGINAL ACCESS STUDIES PROGRAM

### Program Overview

En'owkin Centre and UBC Okanagan are offering a new opportunity for Aboriginal students to gain access to university study. Students can register in university-level courses without registering in a degree program or undergoing the University's standard admission process.

This program is exciting because it allows students to experience college and university life, and the opportunity to upgrade skills that will help them to be successful in achieving their goals. In addition, students have time to get accustomed to the more difficult courses required at college and university in a supportive cultural setting.

Aboriginal Access Studies is an entrance program that prepares and transitions learners into degree programs at UBC. The program combines both academic and non-academic activities to form a rich, full-time schedule in a supportive university setting.

Students take up to three university level courses applicable to their intended degree program. These courses may be combined with non-credit, academic upgrading courses - such as Writing or Math - if required.

Students also attend mandatory tutorials and workshops to enhance their academic skills and knowledge. These activities prepare students for their transition into degree program and are critical for success.

Aboriginal Student Advisors provide individualized academic planning and help Access students choose courses based on their academic backgrounds and degree goals.

### Term 1 courses delivered at En'owkin will include all of the following:

**Indigenous Studies 100** - Introduction to Aboriginal Studies  
**EDUC 104** - Intro to Academic Pedagogy: An Aboriginal Perspective

### Term 2 courses delivered at En'owkin will include the following:

**INDG 102** - Introduction to Indigeneity: Ways of Knowing



## Degree Transition

Students can apply to a post-secondary degree program after successfully completing a minimum of six courses (18 credits). Those who achieve a minimum of 60% in each of their courses and who meet program requirements are considered eligible to transfer into their desired UBC degree program. Courses taken in Aboriginal Access Studies will apply towards degree programs as either required or elective credits.

## Application Deadlines

Applications for Aboriginal Access Studies are open year-round. Students may start the program in either September or January.

## Who Can Apply

The program welcomes a diverse range of Indigenous applicants who may not be prepared for direct admission to a degree program. Applicants may include:

- Recent high school graduates
- Mature students
- Applicants whose grades do not reflect their academic potential
- Applicants who would like additional supports as they transition into university

## Course Fees

Students and applicants pay regular UBC tuition and student fees for each course they take.

## Funding

Aboriginal Access Studies is a university entrance program that is intended to meet the full-time eligibility requirements for most government-funded sponsorship programs, including the Post-Secondary Student Support Program (PSSSP) and the University College Entrance Preparation Program (UCEPP). Aboriginal Access Studies is also intended to fulfill student loan requirements. However, students must consult with funding providers to determine eligibility.

## How to Apply

Please contact an Aboriginal Student Advisor at the time of application. Advisors will help determine your goals and ensure your academic plan supports transition into your intended degree program.

Applicants will need to provide transcripts from high school, upgrading and/or other post-secondary programs. Transcripts are required for the academic planning process.

## Have a question about Access Studies?

Email us at: [aboriginalaccess.studies@ubc.ca](mailto:aboriginalaccess.studies@ubc.ca)



Okanagan Indian Band Community Co-hort  
*nsyilxcən* Language Certificate

## COMMUNITY BASED DELIVERY (CBD)

The Community Based Delivery Program is designed to provide students with the required courses and skills to further their training and educational opportunities. The program is delivered in partnership with local Indigenous communities, Nicola Valley Institute of Technology (NVIT) and the En'owkin Centre. The suite of programs offered in each community is developed in conjunction with the community's input based on the community's cultural knowledge, skills, and educational requests. The En'owkin Centre is available to carry out academic assessments within each community.



## PROFESSIONAL FACULTY

**Sarah Alexis**, MA Candidate, is a member of the Okanagan Indian Band and her roots are Dakelh and Syilx. She has an undergraduate degree in Indigenous Studies with a minor in History from the University of British Columbia Okanagan. She continues to complete her Master of Arts in Interdisciplinary Studies

**Pauline Gregoire-Archachan** (En'owkin Centre), is a fluent nsyilxcen speaker, accomplished orator and Traditional Knowledge Keeper within the syilx Nation residing on the Okanagan Indian Band. Pauline also works with the OKIB language nest.

**Delphine Derickson-Armstrong**, E.MA (En'owkin Centre), is a fluent nsyilxcen speaker, singer, teacher, accomplished orator and Traditional Knowledge Keeper within the syilx Nation. From Westbank First Nation, she is a tireless champion of language and artistic revitalization.

**Richard Armstrong**, E.MA (En'owkin Centre), is a fluent nsyilxcen speaker, singer, teacher, an accomplished orator, and a Traditional Knowledge Keeper within the syilx Nation. A member of the Penticton Indian Band, he is an environmentalist and photographer. Richard is also the Environmental Coordinator and tour guide for the Locatée Lands project, managed through the En'owkin Centre.

**Maxine Baptiste**, PhD (U of Arizona), MA (U of Arizona), MA Linguistics (UBC), E.MA (En'owkin Centre), BA (UVIC). Maxine is from the syilx Nation and is well known for her academic work to revive the nsyilxcen language.

**Wilfred “Grouse” Barnes** is an Elder and Knowledge Keeper, a member of the Westbank First Nation, he is an Okanagan College Honorary Fellow for 2020. Grouse is a fluent nsyilxcən speaker and has been associated with the Okanagan College for over ten years as a cultural and language educator.

**Rose Caldwell**, B.NLF, is a Resident Elder, Mentor, nsyilxcen speaker, traditional Knowledge Keeper from the Westbank First Nation.

**Herman Edward**, is a Resident Elder, Mentor, fluent nsyilxcen speaker, teacher, and Traditional Knowledge Keeper, and a member of the Lower Similkameen Indian Band.

**Rob Edward**, E.MA (En'owkin Centre), is a fluent nsyilxcen speaker, teacher, orator and Traditional Knowledge Keeper. A member of the Lower Similkameen Indian Band.

**Michelle Jack**, PhD (Washington State University), MFA (U of Washington) in Seattle, B.FA (U of New Mexico). A proud Okanagan from the communities of(SnPint'ktn) Penticton, BC and (nist̄pica?) Omak, WA. She has created distinct bodies of work that have to do with many different living land memories, and parts of Okanagan Indigenous culture.

**Cynthia Jim**, BFA/B.Ed, is an award-winning Indigenous flute player, cultural dancer and sought-after cultural competency / safety consultant. She is highly recognized and called upon by many Indigenous communities to open the floors of their longhouses, and act as head staff at world renowned Indigenous gatherings & celebrations.

**Denise Lecoy**, MSW, from the Penticton Indian Band, has experience and educational background spanning 30 years, situated primarily within the health and social services areas, on reserve, off reserve, within Indigenous and non-Indigenous organizations and institutions, as a facilitator, instructor, program manager and elected leader.

**Dave Michelle**, is a fluent nsyilxcen speaker, teacher, and Traditional Knowledge Keepr within the syilx Nation. Dave is a member of the Westbank First Nation.



**Joe McGinnis**, is a fluent nsyilxcen speaker, teacher, and Traditional Knowledge Keeper within the syilx Nation. Joe is a member of the Lower Similkameen Indian Band

**Karen Olson**, B.FA is Ininiwak/Anishnaabe, born and raised on Peguis First Nation in Manitoba. She is an educator, author, activist and a Knowledge Keeper. “Artists, in all art disciplines, are the historians of their nations,” says Karen. “We tell the stories of our past, present and even our future by learning and listening, and to fulfill a desire to tell our own truths.”

**Catherine Pierre**, Secwepemc/syilx Interdisciplinary Artist, Arts Educator, Workshop Facilitator and Author who is best known for her award winning book in nsyilxcen, “Zoe and the Fawn”.

**Kara Ross**, B.A. is a member of the Okanagan Indian Band, Kara is a recent award winning graduate of the University of British Columbia - Okanagan.

**Marlowe Sam**, PhD (UBCO), MA (UBCO) BA (UBCO) He is a member of the Colville Confederated Tribes (CCT) of Washington with a primary focus of research dealing with Indigenous/Indigenous water rights of the Okanagan (syilx) peoples.

**Ellen Simmons** is a PhD Candidate with the University of British Columbia – Okanagan, in the Department of Earth, Environmental and Geographic Sciences. She is also an Instructor with the development of the En'owkin Centre Bush Learning Centre in the Department of Environmental Resources Technology with Nicola Valley Institute of Technology in Merritt, BC. Ellen brings forth over twenty years of experience within the environmental/conservation sector offering a unique skill set that communicates the necessity of including Indigenous scientific knowledge alongside Eurocentric approaches in Natural Resource practises.



# ADJUNCT FACULTY

**Jeannette Armstrong**, PhD, Doctor of Letters HC (St. Thomas), BFA (UVIC), FAD (OUC), Doctor of Laws (Queens). Jeannette is from the Okanagan Nation. She is a well-known author and is the recipient of the Buffet Award for her work in conservation education.

**Tracey Kim Bonneau**, FA.d Graduate of the En'owkin International School of Writing, Diploma of Fine Arts from UVIC, Professional Broadcast Television Journalist, Producer, Director and Writer. Tracey is a member of the Penticton Indian Band.

**Bill Cohen**, PhD (UBC), MEd (S Fraser), BSc (Lethbridge)

**Lee Claremont**, B.FA (UBC), FA.D (Okanagan University College)

**Barbara P. Marchand**, BFA (Okanagan University College UC), FAD

**Anthony Mattina**, PhD, MA (U of Hawaii), BA (Drury)

**Renae Morriseau**, is Cree and Saulteaux from the Treaty 1 territory and registered to Peguis First Nation. Renae has produced, researched, developed, and directed stories, collaboratively with urban and rural Indigenous peoples and Canadians across this land. “I’m proud to say I am a storyteller.”

## Affiliations and Partnerships

Okanagan Language Authority / British Columbia Teacher Regulation Branch

- Certification for nsylxcen Language Speakers/Teachers

Locatee Lands Conservation Project



**University  
of Victoria**

Funded by the Government of Canada

**Canada**

## STEP-BY-STEP REMINDER

- Follow the admission requirements specific to the Program you are applying for.
- \$75.00 Application Fee payable by cheque or money order to En'owkin Centre.
- All official secondary and post-secondary transcripts.
- Include Letter of Intent (from yourself) and Letter of Sponsorship (signed by the funding source).
- 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 the En'owkin Centre? (Please circle.)

Conference       Career Counselor       Friend       Website

Other: \_\_\_\_\_

# Application for Admission

Have you previously applied or registered at the En'owkin Centre?

Yes  No

If yes, please state Program and Year(s): \_\_\_\_\_



**En'owkin Centre**  
154 En'owkin Trail  
Penticton, B.C, Canada, V2A 0E1  
**Phone:** (250) 493-7181  
**Fax:** (250) 493-5302  
**Email:** reception@enowkincentre.ca  
[www.enowkincentre.ca](http://www.enowkincentre.ca)

## Personal Information - PLEASE PRINT

First Name:	Middle Name:	Last Name:
Gender:	Social Insurance Number:	
<input type="checkbox"/> Male <input type="checkbox"/> Female <input type="checkbox"/> Non-Binary <input type="checkbox"/> Other: _____		

Permanent Mailing Address:	Local Address (Penticton & area):

Home Phone: \_\_\_\_\_

Message Number: \_\_\_\_\_

Date of Birth: \_\_\_\_\_

Email Address: \_\_\_\_\_

## PLEASE INDICATE:

Indigenous - Origin      Nation(s): \_\_\_\_\_

Band: \_\_\_\_\_

Sponsor's Full Name: \_\_\_\_\_

Street Address: \_\_\_\_\_

City, Province, Postal Code: \_\_\_\_\_

## EMERGENCY CONTACT:

Name: \_\_\_\_\_ Phone Number: \_\_\_\_\_

Relationship: \_\_\_\_\_

Name: \_\_\_\_\_ Phone Number: \_\_\_\_\_

Relationship: \_\_\_\_\_

## EDUCATION INFORMATION

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

- National Indigenous Professional Artist Training (NIPAT) Program
- Nsylxcen Language Certificate/Diploma
- Foundations in Indigenous Fine Arts
- College Readiness Program/BC Adult Graduation Diploma
- Certified Indigenous Language Revitalization Program
- Other

What is the highest grade you have successfully completed? \_\_\_\_\_

Please provide an academic history which would include 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



## **STUDENT SERVICES**

Student Services provides long term and short-term individual academic counseling as well as “drop-in” resource centre to help students resolve any problems that may occur as the academic year unfolds. Traditional Aboriginal values and practices are encouraged whenever applicable.

### **Academic Planning**

The academic advisor assists with information on career and program planning, course requirements, and transferability of all courses.

### **Drug & Alcohol Abuse Counseling Referrals**

Assistance is provided to students for referrals to Drug & Alcohol services within the community. All concerns are taken seriously to ensure the availability of resources necessary to be successful in educational training.

### **Cultural Awareness**

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

### **Financial Aid**

Students wishing to enroll must secure funding through sponsorship, scholarship or student loans prior to registering for courses. En'owkin tuition and living allowance scholarship for NAPAT program are available for qualifying students. En'owkin recognizes in some cases that students may be self-sponsored.

### **Housing**

En'owkin has no student residences available. Referrals are provided to help students find suitable accommodations in the community.

## **STUDENT SUPPORT**

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



## TRANSCRIPT OF ACADEMIC RECORD POLICY

Upon written request, an official transcript of the student's academic record can be sent from the Registrar directly to the institution or agency indicated in the request. Transcripts will not be issued until all financial obligations to En'owkin have been cleared. This applies to library books and borrowed equipment that have not been returned.

\*\* Students transcripts are confidential. Transcripts are issued only at the request of the student. Transcript request forms are available from Student Services and may require a fee from the issuing institute.

For more information, contact Student Services at [dbase@enowkincentre.ca](mailto:dbase@enowkincentre.ca) or 250-493-7181 ext. 220

### FOR MORE INFORMATION CONTACT:

Suzanne Johnson - Academic Programs Manager

Email: [academicmanager@enowkincentre.ca](mailto:academicmanager@enowkincentre.ca)

Phone: (250) 493 7181 Ext. 202



# ADMISSION GUIDELINES

## Step 1. Information and Orientation

Write or call for complete program packages. Student Services can provide detailed information regarding program options, course descriptions, tuition, fees, and expenses, plus any application procedures specific to a program.

## Step 2. Application

Student intake varies depending on program requirements and start dates, however, early application is recommended. Submit a completed En'owkin Application Form including the one-time \$75.00 non-refundable application fee, payable by cheque or money order to the En'owkin Centre. Include all available official/unofficial Secondary and Post-Secondary transcripts as well as sponsorship letter signed by the Education Coordinator (where applicable). Drop off/fax/email/mail completed application form and fee to Student Services. If you have any questions contact Student Services at [dbase@enowkincentre.ca](mailto:dbase@enowkincentre.ca) or 250-493-7182 ext. 220.

## Step 3. Testing/ Academic Counseling

Upon receipt of all the above information, applicants will be contacted by Student Services to finalize the application and/or to request additional information. Depending on academic intentions, the applicant may be contacted to make arrangements for academic testing. Respective program heads will provide additional academic counseling 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 starting their registration process.

## Step 5. Course Registration

Students must fill out corresponding course registration forms for their respective courses. In some cases these forms are required for each semester.

# **FINANCIAL ARRANGEMENTS**

Financial arrangements are the responsibility of each student. Where applicable, students should contact their Band Education Coordinator to obtain sponsorship for program/course fees and tuition. En'owkin provides supporting documentation for the application procedure. Scholarships are available for qualified National Indigenous Professional Artist Training (NIPAT) students only. All students can apply for Canada Student loans by contacting the responsible government department.

## **Fall and Winter Semesters**

All tuition fees are payable on or before September 1st (refunds are based upon the date of withdrawal from courses and their corresponding deadlines for different institutions). Please refer to the “Dates to Remember” document given to each student at the commencement of each semester.

## **Fees**

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

### **All College Readiness / Adult Dogwood courses are offered tuition free**

Students are required to complete 5 College Readiness courses to complete Adult Dogwood Certificate;

Student course loads vary based on student competence and assessment levels; and Course load requirements do not apply

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 and UBCO) or 1.5 credits (UVic) or more. All tuition fee costs are based on full time student course loads of four courses per semester. Contact hours are subject to change without notice.

**Art fees:** for basic art supplies are set at \$100 for full time students or \$25 per Fine Arts course.

A regular semester 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 per semester will be classified as part-time students and must obtain permission from their sponsoring agency. Students registered in the NIPAT program enroll in five courses per semester.



## STUDENT POLICIES & EXPECTATIONS

### 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.

All course changes, such as additions and/or withdrawals must be done by filling out appropriate forms with the Student Services Administrator. Students must notify En'owkin in writing of any emergency contacts and/or personal address/telephone/email changes.

#### Course of Program Withdrawal

Course withdraw dates in accordance with accrediting institutions apply.

To officially withdraw from a course or program, the student must complete and submit the appropriate forms available from the Student Services Administrator. Withdraw dates and deadlines for each program may differ. The student is urged to talk with particular instructors and as well as Student Services for information related to deadlines for withdrawals before leaving a course or program.

*Note: Refund Policy under financial arrangement*





## STUDENT CONDUCT POLICY

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

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 coursework will result in the student receiving a mark of zero on the assignment and their overall grade will be impacted.

If student is absent from classes for two consecutive weeks without receiving permission to do so, Instructors will notify Student Services at which time the student will be contacted to set up a meeting to discuss their options. Permission from the Academic Programs Manager is required for the student to obtain re-admission to classes after a two week absence. In the case of sickness, after missing the first week of classes, students are required to provide a doctor's note to Student Services.

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 may 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.

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 instructor has been obtained. Plagiarism of any sort is not permitted for any assignments submitted for courses and will be handled accordingly and in correspondence to the institutional policies of which the course is affiliated with.

Any student whose conduct causes wrongful injury to any person or damage to En'owkin property, who violates the drug and alcohol policy of the Centre or who unlawfully enters a building or office on campus will be reported to the Manager of Human Resources for disciplinary action.





## **DRUG AND ALCOHOL POLICY**

**There is a zero tolerance of drug and alcohol use or being under the influence of drugs or alcohol when on the En'owkin property.**

If students and staff have to travel off site and attend an event because of En'owkin Centre's involvement, students and staff are not permitted to consume any alcohol or use drugs throughout the travel to the event and the duration of the event.

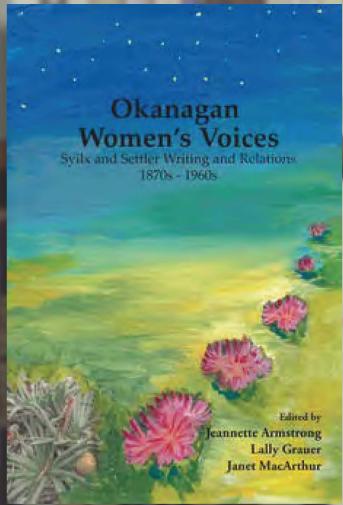
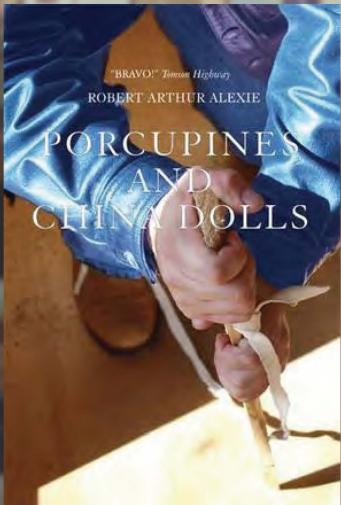
## **STUDENT CONFIDENTIALITY POLICY**

En'owkin regards the information pertaining to student enrollment or any other information contained within the student 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 circumstances:

- Information released to a student and/or sponsor;
- Information released with the student's written authorization;
- Information released to government departments for the purpose of statistical analysis;
- Research provided there is assurance of confidentiality;
- Information released in response to court order

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





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