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QUICK FACTS

TUITION - NVIT offers one of the lowest tuition rates in BC at $85.72/credit* or $257.16/3 credit course*
*For the 2018/2019 calendar year.

TRANSFERABILITY - NVIT has been a public institute since 1995. Programs and courses are accredited and transferable.

For information on transferability, please see the BC Council on Admissions and Transfer at www.bctransferguide.ca.

SMALL CLASS SIZES - NVIT's small class sizes allow learners to share experiences, answer questions and interact with peers and instructors. As a result, learners are engaged, confident, experienced and prepared for the work place.

SIZE OF LEARNER POPULATION
Enjoy the benefits a smaller community offers

<table>
<thead>
<tr>
<th>Year</th>
<th>2011/12</th>
<th>2012/13</th>
<th>2013/14</th>
<th>2014/15</th>
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<td>1522</td>
<td>1448</td>
<td>1289</td>
<td>1208</td>
</tr>
</tbody>
</table>

Source: Central Database Warehouse Standard Reports

NVIT has one of the largest percentage of indigenous faculty of all post-secondary institutes in Canada.

48% lower tuition and fees than other public institutions.

CHOOSE what’s right for you—attend the main campus in Merritt or the satellite campus in Vancouver, BC.

80% of our learners identify as Indigenous.

60% of our faculty identify as Indigenous.

NVIT programs address the needs and challenges of indigenous communities and are open to people of all cultures.

123 of B.C.'s 203 bands were represented by NVIT's 2016/17 learner population.

Our faculty have practical, hands-on knowledge in the subject areas that they teach.
Whether you are a new or returning student, the NVIT Student Housing is always accepting applications.
New students can apply at anytime during the year. Students are accepted on a “first come, first served” basis so apply now or contact us if you have any questions.
Returning students can reapply internally through our Student Housing front desk between February and March.
Once we confirm bed space, we will send out additional information.

With 72 rooms, the NVIT Student Housing boasts a mix of single rooms, family suites and shared two bedroom suites. With only a limited supply (8 suites) of our family and two bedrooms shared suites, we ask you to apply now for these suites in order to avoid disappointment.

**Pricing**

**Single suite** - $525/month

**Shared** - Two-bedroom suite $700 per person/month

**Family suite (must have one child to qualify)**

$1000/month

- Monthly payment plans available
- On-site management
- Cable/Internet/Hydro/Telephone included
- Laundry facilities on site
- Sense of community

For more information, contact the Campus Living Centre at 250-378-3414

(Student housing available at the Merritt Campus only)

Apply online: [www.nvithousing.ca](http://www.nvithousing.ca) or email: [info@nvithousing.ca](mailto:info@nvithousing.ca)
Tansi (Welcome)

On behalf of the NVIT Board of Governors, all of our faculty, support staff and administrators, it is my pleasure to welcome you to the Nicola Valley Institute of Technology - British Columbia’s Indigenous Public Post-Secondary Institute.

There are many things that make NVIT one of the most unique post-secondary institutions in the country. Whether it is the NVIT Elders’ Council, our Indigenous mandate, the large percentage of Indigenous students, the highly qualified faculty, or our extremely helpful support staff, NVIT offers learners a post-secondary experience that will provide them with the skills and knowledge they need to succeed in their chosen education or career path.

Representing approximately 61% of BC’s First Nation’s communities, NVIT continues to welcome a record number of students to NVIT. Now serving over 1400 learners, we continue to experience growth in both programming and student population.

As we enter into the 2019/20 Academic year, NVIT is embarking on another year of exciting initiatives. This includes the hosting of the BC Assembly of First Nations Special Chiefs Assembly, the start of our first Culinary Arts cohort offered in our brand new state-of-the-art teaching kitchen, the introduction of the Indigenous Human Services Diploma, and the possibility of offering Foundations welding for the first time. We are also planning to engage in curriculum development for a certificate in Clean Energy.

NVIT strives to offer programming that meets the needs of Indigenous students and communities. This includes programs in Environmental Resources, Business, Early Childhood, Chemical Addictions, Law Enforcement, Health, Criminology, Trades and Social Work. We also have two mobile trade’s trailers that allows us to bring our Bridging to Trades program into Indigenous communities across BC. Contact us today to get your community on the list!

I recently heard a story of a parent of one of our students. She was talking to other high school parents and was mentioning that she had a daughter that was living in the NVIT student residences and taking classes at our Merritt campus. The message she was communicating to these parents was that if you want to send your child to a post-secondary institution that cares about their students, NVIT is the place. Hearing a story like that reinforces NVIT’s commitment to being student centered. At NVIT we take great pride in creating a learning community where students are comfortable and can thrive and succeed. In June of 2018, NVIT announced the Immediate Entry Bursary for grade twelve students who immediately transition to NVIT for their first year of study. The bursary provides each of these students a bursary of $2575.50. Some conditions apply, so please check with our enrolment services staff to see if you qualify. This year will be the second year of our three year pilot program.

Start at NVIT and go anywhere is what we tell our students. All of NVIT’s programs are transferable and accredited with colleges and universities in British Columbia and across Canada. Embarking on your educational journey at NVIT will save you a significant amount of money, and like many students, you may find out you just don’t want to leave!

NVIT’s mandate is to serve Indigenous students and communities. Whether you choose to join us at our Merritt or Vancouver campuses, or pursue your education through NVIT in your home community, we are committed to providing you with the best instruction in a learner-centred environment dedicated to student success.

Please feel free to contact us for a guided tour of one of our campuses, or contact an academic planner to help you get started at BC’s Indigenous Public Post-Secondary Institute. For more news, information, and updates on NVIT, I invite you to visit our website at www.nvit.ca and follow us on twitter @NVIT83. I look forward to welcoming you to the NVIT family and seeing you on campus!
About Us

Proud of our humble beginnings...
The Nicola Valley Institute of Technology (NVIT) is BC’s Aboriginal public post-secondary institute. NVIT was formed as a private institute in 1983 by the founding bands of Coldwater, Nooaitch, Shackan, Upper Nicola and Lower Nicola. Working from a basement in the downtown core of Merritt, three instructors taught thirteen students the basics of what is now our Environmental Resources Technology program. The program was taught in an environment that promoted traditional ways and fostered student success, a vision that sticks with NVIT today. Gradually building its program offerings to address Aboriginal community needs with programs like Social Work, Environmental Resources Technology, and Aboriginal Community Economic Development, NVIT became and remains a unique and valuable public post-secondary institution in Canada.

NVIT was designated as a Provincial Institute under the British Columbia College and Institute Act in 1995, making our programs and courses accredited within the province. After spending years in the downtown core of Merritt, the long-awaited Eagles’ Perch campus opened in 2002. Five years later, another campus was added in Vancouver along with the opening of much-needed student housing in Merritt. The Lecture Theatre/Daycare building opened in the Fall of 2010 in Merritt, followed by the Trades building in 2015, and the Centre of Sustainability in Excellence in 2018.

Growth has also come in our enrolment as communities outside of the Nicola Valley, such as Lillooet, Seabird Island, and Blueberry River, take advantage of our renowned Community Education Department which offers programs essential to the unique needs of communities and community members.

Education is now more accessible than ever at NVIT where students can earn credits toward a university degree on campus in Merritt or Vancouver, online, or in their community.

Looking back, growth has come from all facets but the commitment and vision of NVIT and its supporting communities remain the same. Exploring knowledge from an Aboriginal perspective is giving our people the Education, Strength and Leadership we need to enhance our communities.
VISION
As an Indigenous centre for excellence, NVIT inspires learners to strengthen community.

MISSION
Empowering learners by strengthening voice and identity through education.

GUIDING PRINCIPLES
• We are learner-centred.
• We are grounded in Indigenous culture, tradition, and knowledge.
• We are committed to the advancement of our learners, employees, communities, and institute.
• We seek to engage all learners and members of the NVIT community.
• We will maintain a standard of academic excellence that ensures that our learners have the widest range of future choices possible.
• We are committed to a high level of organizational discipline where all aspects of the Strategic Plan, governance and operations are guided by formalized policies, procedures, monitoring and review processes.

VALUES
RESPECT
• We have respect for the dignity, rights, cultures and beliefs of all people.
• We care and support each other and have respect for our environment.

ACCOUNTABILITY
• We are accountable to ourselves, the Elders, our communities, our learners and to the provincial government.

INTEGRITY
• We embrace honesty and trust in all of our relationships.

BALANCE AND HARMONY
• We seek and encourage balance and harmony in all activities.
• We understand that no one part is greater than the other and that together we are a whole.
• We acknowledge and use systemic thinking and planning.

GROWTH AND DEVELOPMENT
• We promote the continual growth and development of individuals and communities.
• We encourage critical self-examination and a willingness to admit both strengths and weaknesses.

INCLUSION
• We are grounded in Indigenous Knowledge.
• We honor and respect our communities and our partnerships.
• We extend education-related support to government, industry, education and other organizations to improve their relevance to the Indigenous community.

COMMUNICATION
• We value communication and promote openness, respect, and trust in our communication.

STRATEGIC DIRECTIONS
The following four strategic directions are fundamental for NVIT to achieve its vision and mission. NVIT strives to achieve excellence in each of the identified directions. These foundational strategic directions will remain relevant for the foreseeable future while providing the framework for annual planning across the institution. NVIT’s strategic directions are:
• Learner-Centered
• Academic Excellence
• Community Relevance
• Organizational Effectiveness
NVIT believes in the right of Aboriginal people to determine their own future. NVIT is committed to ensuring Aboriginal people have access to an education that is recognized in the mainstream and relevant to our communities. The Governance processes at NVIT are determined both by our identity as an Aboriginal Institute and by the College and Institute Act. At NVIT the Elders provide cultural guidance and support across the Institution.

The Board of Governors
The Board consists of eight or more members appointed by the Province of British Columbia from nominations submitted by the Board of Governors, and four elected positions, two from the students and two from faculty and the staff at NVIT. NVIT’s President and its Education Council Chair are both non-voting members of the Board. The Board sets our Mission, Values, and Vision provides overall direction and is a vital link with communities. The Board has authorities and responsibilities determined by provincial legislation. For more information regarding the Board of Governors, please call Pat Brown at 250-378-3306.

Board of Governors Appointments
Effective 2018

Ministry Appointed Members:
Jamie Sterritt (Chair)  BC Aboriginal member-at-large
              [term ends July 2019]
Paul Donald (Vice Chair)  BC Aboriginal member-at-large
              [term ends December 2021]
Lindsay Borrows
              Chippewas of Nawash
              First Nation  BC Aboriginal member-at-large
              [term ends December 2020]
Terena Hunt
              Kwakiutl & Tingit Bands  BC Aboriginal member-at-large
              [term ends December 2019]
Sasha Leung
              Wet’suwet’en Nation,
              Moricetown Band  BC Aboriginal member-at-large
              [term ends December 2021]
Melissa Louie
              Tla’amin Nations &
              Penticton Indian Band  BC Aboriginal member-at-large
              [term ends December 2020]
Maynard McRae
              Upper Nicola Band  BC Aboriginal member-at-large
              [term ends December 2020]
Yvonne Mensies
              Coldwater Band  NVIT’s 5 founding communities
              [term ends December 2019]

Elected Members:
Lara-Lisa Condello  NVIT Faculty Representative
              [term ends October 2021]
Tessa Quewezance  NVIT Support Staff Representative
              [term ends December 2020]
Nicassio Campos  NVIT Student Representative
              [term ends July 2019]
Nkikaxni Grismer-Voght  NVIT Student Representative
              [term ends July 2019]

Ex-Officio Non-Voting Members:
Ken Tourand  NVIT President
Elaine Herbert  NVIT Education Council Chair

The Education Council
This Council is primarily responsible for academic matters as defined in the College and Institute Act. Its membership consists of faculty, support staff, students and administrators as set out in legislation. The Education Council meets on a monthly basis and is supported by sub-committees as well as the Dean’s office.

Education Council Members
Effective 2018

Tessa Quewezance  Board Representative
Ken Tourand  President
Verna Billy-Minnabarriet  Educational Administrator
Aruna Gore  Educational Administrator
Kylie Thomas  Educational Administrator
John Chenoweth  Educational Administrator
Bev Currie-McLean  Faculty
Ursula Katic  Faculty
Linda Epps  Faculty
Eric Ostrowidziki  Faculty
Elaine Herbert  Faculty
Mandy Jimmie  Faculty
Nedra McKay  Faculty
Denyse Oswald-Finch  Faculty
Tom Willms  Faculty
Jenny Stirling  Faculty
Jaime Grismer  Support Staff
James Beck  Support Staff
Alan Casper  Student
Nkikaxni Grismer-Voght  Student
Cory Taylor  Student
Shane Isaac  Student
Elders' Council

When we take a historical peek into how our Indigenous communities worked to maintain a healthy and balanced life, we see that at the heart of this movement sat a loving, intelligent, and courageous group. This group was the Elders of the community.

In our close-knit community at NVIT, we are very proud to say this still holds true. NVIT Elders' Council consists of 16 members between the Merritt and Vancouver campuses. They come from different backgrounds and nations throughout British Columbia. The NVIT Elders offer guidance to students, faculty, and staff. In addition to continually providing daily guidance, advice, and support, they are our grandparents who teach good medicine. Their presence on campus is a source of pride and comfort for the community of NVIT.

Elders’ Message

The NVIT Elders' Council is here to support the students as they embark on their journey to higher education. For generations Elders have passed on their knowledge, culture, tradition and wisdom as we are now passing on to you. We are here to assist and support student’s success whether it is spiritual, mentally, emotionally, to be a grandparent, to comfort you or to be there when you need to talk. It is crucial for us to be here for you as you grow and keep moving forward on your journey.

The path that we travel down as we discover our teachings will help us to embrace our history and identity. Our identity and culture are the past. It is only when we can unwrap the past that we will also embody our healing and the gift that NVIT is. That is the journey.

The doors of our building welcome us every day and remind us, as we enter, of the footprints that we are leaving for the next generation. Just as our Elders taught us, we welcome all nations through our doors building unity.

We also thank the students who help us to remember through their diligence that we are all still learning. We never stop learning no matter how old we are. As long as Mother Earth is alive, we will need her teachings. We invite you to come and share with us; we need your questions, answers, tears, wisdom, comfort and love.

We honor those Elders that came before us and who are continuing their journey spiritually and those who are no longer able to join us but are still in our thoughts and prayers.

NVIT Elders - Merritt:

Coldwater
David (Leonard) Antoine
Evelyn Antoine

Lower Nicola
Bernice Ball

Lower Similkameen
Mary Louie
Ed Louie

Metis
Don Beauchesne

NVIT Elders - Vancouver:

Heiltsuk
Mia Hunt

Metis
Philip Gladue

North Vancouver – Tsleil-Waututh
Margaret George

Saulteu Cree
Betty Gladue

Skwah
Ethel Gardner

Nicomen
Lorraine Spence

Nooaitch
Jim Fountain
Amelia Washington

Shackan
Rena Sam

Upper Nicola
Sarah McLeod
RESPECT

GLOBAL & SOCIAL AWARENESS
Recognize and be accountable for personal responsibility as local, national, and global citizens.

DIVERSITY
Understand and value differences in situations and individuals through a lens of respect for principles of natural and social justice.

COMMUNICATION
Convey both orally and in writing, thoughts in a focused, coherent manner to effectively inform, negotiate, and convey ideas and research in scholastic, career, family and community settings.

RELEVANCE

HISTORICAL AWARENESS
Articulate the soci-historical realities of Indigenous peoples.

CONSTRUCTING INDIGENIETY
Execute roles and responsibilities effectively in all worlds while remaining confident and humble and rooted in personal culture and value sets.

PROFICIENCY
Identify and use appropriate current and emerging technologies, knowledge, and skills for scholarly, career and personal development.

RECIPIROCITY

STEWARDSHIP
Construct responsible approaches and solutions that meet current and future needs while remaining committed to the well-being of the physical world and the cultures and languages rooted therein.

COLLABORATE
Value and embrace inclusivity. Alumni offer system-based solutions by continuously building and accessing a network of diverse thoughts, expertise and information.

PERSISTENT & RESILIENT
Champion change! Grads have the knowledge, skills and personal attributes to calculate risk, navigate conflict, negotiate resolutions and advance community, organizational and personal priorities.

RESPONSIBILITY

CRITICAL CONSCIOUSNESS
Demonstrate self-awareness and continually re-evaluate personal attitudes and behaviours with a desire to continually strengthen emotional, spiritual, mental and physical capacities.

SCIENTIFIC AND CREATIVE THINKING
Nurture curiosity and effectively problem solve by analyzing, synthesizing, and evaluating information and research within a creative and innovative framework.

HOLISTIC THINKING
Comprehend that in all, the community, organization, individual, or situation is interconnected. One event, decision, and/or individual may impact everything.
Steps to Apply

Step 1
Fill out an Application
You can apply online using the BCCampus Portal at https://applybc.ca/apply or download an application form from www.nvit.ca. Hard copy applications can be sent to the Office of the Registrar at the campus you plan on attending. Please note there is an application form on the last page of this Program Calendar for your convenience.

Merritt Campus
Nicola Valley Institute of Technology
4155 Belshaw Street, Merritt, BC V1K 1R1
Tel: 250-378-3300 • Toll Free: 1-877-682-3300
Email: info@nvit.bc.ca
Fax: 250-378-3332

Vancouver Campus
Nicola Valley Institute of Technology
200-4355 Mathissi Place, Burnaby, BC V5G 4S8
Tel: 604-602-3422 • Reception: 604-602-9555
Email: info@nvit.bc.ca
Fax: 604-602-3400

Step 2
Submit Transcripts
An important part of the application process is to share your full educational history. Before we can confirm your admission, NVIT must receive official transcripts (an official record of your grades) from high school or other educational institutes you have attended. An official transcript is one that is sealed and sent directly from the institution to NVIT. If your previous educational experience includes study outside of Canada, you will need to provide an official ICES evaluation to NVIT. For more information on ICES evaluations, please visit: http://www.bcit.ca/ices/

Transcripts faxed directly from another institution to NVIT are acceptable. BC High school transcripts can be requested from the high school, school district office, or the Ministry of Education. To order a transcript from the Ministry of Education, visit: visit: www.bced.gov.bc.ca/transcripts

Step 3
Supporting Documents and Transfer Credit
Some programs require other supporting documentation be included with your application. Details of the supporting documents that are required can be found under program information on our website or in this calendar. If you are uncertain about any of the requirements or need more information, please contact Admission and Registration Services for support. http://www.nvit.ca/contact/index.htm or at 250-378-3300.

If you have attended another college or university, you may have some courses or credits that are transferable. To have previous course work evaluated for transfer credit, complete and submit the 'Application for Transfer Credit' form to NVIT. The form can be found at http://www.nvit.ca/forms_new.htm. Include your official transcript from the college or university attended. Allow 6-8 weeks for your transfer credit request to be processed.

If the transfer credit you are requesting is not part of a transfer agreement on bctransferguide.ca, you will also need to attach course outlines for the courses you are seeking to transfer.

Should you require assistance with this process, please contact NVIT’s Academic and Financial Planning services. http://www.nvit.ca/academicplanners_new.htm

After You Apply at NVIT
You will receive a letter by mail from the Registrar’s Office advising of your application status by way of one of the following two types of letters:

a) Conditional Offer Letter
You will receive a conditional offer letter if any proof of admission requirements for your program of choice is missing. The missing requirement(s) will be outlined in your conditional offer letter. If you are uncertain about any of these requirements or need more information, please contact Admission and Registration Services for support. http://www.nvit.ca/contact/index.htm

b) Full Offer Letter
Once you have met or satisfied all admission requirements, you may receive a full offer of admission letter. This letter confirms that all of the admission requirements have been met and assures you a seat in the program. You can accept this invitation by registering for the required courses when you receive an “Eligible to Register” letter.

What comes next?

c) Eligible to Register Letter
Once you receive an ‘Eligible to Register’ letter, you may register for your courses. When you receive your ‘Eligible to Register’ letter, you will be provided Instructions to register online through NVITConnect. If you are uncertain about how to register online or need more information, please contact Admission and Registration Services for support. Students who do not have internet access and cannot attend campus in person can register by phoning Admission and Registration Services at 1-877-682-3300 (toll-free). Note: An accepted application does not mean you are automatically enrolled in your classes.

Searching for Classes at NVIT
You will need to use NVIT’s user-friendly database, NVITConnect, to search for course offerings.
Note: You do not need to be a student to search our database for courses, sign into NVIT Connect as a guest and search the database to review the course schedule.

Application Review

Offers of admission will be made based on the order in which applications are completed (all required documents are received). Therefore, particularly for programs with high demand, applicants are encouraged to apply and provide all required documentation as early as possible. Students who may be eligible for transfer credits are also advised to allow at least 8 weeks from the time the application is completed for these credits to be evaluated.

Fall Application Review

Applications will be accepted after this date if there are still seats available, but we cannot guarantee applications will be processed in time for the start of the fall term.

Spring Application Review

Applications will be accepted after this date if there are still seats available, but we cannot guarantee applications will be processed in time for the start of spring term.

Admission Requirements

Admission requirements vary by program. Please refer to the relevant program section in this calendar.

English Language Requirement

To create the best possible learning environment at NVIT, it is critical that all students be able to participate in classroom activities and complete written assignments. English is the language of instruction and communication at NVIT. Therefore, all applicants must demonstrate fluency in English by fulfilling one of the following options:

1. Two years of full-time study at grade 8 or higher level with English as the language of instruction. Studies that are part of an English as a Second Language program cannot be used toward fulfilling this option; or
2. Successful completion of BC English 11 (or equivalent acceptable to NVIT) with a minimum grade of C+; or
3. Successful completion of a university transferable post-secondary level English course with a minimum grade of C; or
4. A minimum score of 213 on the computer-based TOEFL (Test of English as a Foreign Language) test with a minimum essay score of 4.0; or
5. A minimum score of 550 on the paper-based TOEFL test and a minimum TWE (Test of Written English) score of 4.0; or
6. A minimum score of 4 on the LPI (Language Proficiency Index) within the past two years; or
7. A minimum score of 6.0 on each of the academic listening, reading, writing, and speaking modules of the IELTS (International English Language Testing System) exam.

Citizenship

The admission procedures, requirements, and deadlines described in this calendar apply to Canadian citizens, permanent residents, refugees (designated by the Federal government), or direct dependents of members of the diplomatic corps. International students interested in attending NVIT will require ICES evaluation of education outside of Canada, and are encouraged to contact admissions for information on admission procedures and program availability.

Transfer Credit

Applicants who have completed equivalent post-secondary level courses at other accredited institutions may be eligible for transfer credit. Applicants eligible for such credit may be asked to provide detailed course outlines for courses under consideration. Please note that calendar descriptions do not provide enough information to determine equivalencies.

Credential Residency Requirements

To fulfill residency requirements, a minimum of 50% of the credits required for an NVIT credential MUST be completed at NVIT. As well, students wishing to complete a second credential MUST complete additional courses equal to at least 50% of the total number of credits required for each additional credential.

Registration

See the Schedule of Events (page 6) for important registration dates and deadlines. Students are encouraged to register as early as possible for best selection of courses. Newly admitted students will receive registration information with their offer of admission, including a deadline to accept the offer of admission by registering. Failure to register by the deadline stated in the admission letter may mean the loss of the offer of admission.

Tuition and other fees must be paid in full by published tuition/fee deadlines. Students who are being sponsored by an outside agency must present a letter to that effect from the sponsoring agency before published tuition/fee deadlines. Students awaiting student loans may apply for a fee deferral.

Deadline for late registration is given in the Schedule of Events.

Dropping of Courses

Once classes begin, partial refunds are made according to the refund schedule, and no notation is made on the transcript. The deadline to drop courses is given in the Schedule of Events.

Withdrawal from a course: No refunds are made, and the withdrawal is noted on the transcript, although the “W” grade does not affect the GPA. Withdrawals are awarded from the drop deadline to the withdrawal deadline (66% of the term) as indicated in the Schedule of Events.

International Student Application Process

Thank you for your interest in NVIT. As an International Applicant, in order to proceed with your application, you must also complete the following steps:

1. Submit official transcripts for all education completed at a grade/year 10 level and higher to the International Credential Evaluation Service for assessment. Please contact the International Credential Evaluation Service for more information regarding the evaluation process and associated fees.
2. If English was not the language of instruction for the last three years of your education, you will also require an official TOEFL score including the TWE (or essay) portion with a minimum score of 270 (230 if the computer-based TOEFL taken) on the Listening, Structure/Writing, Reading portions and 5.0 on the essay portion.
3. Once the above, as well as any program-specific admission requirements have been met, NVIT will provide a Full Offer of Admission. Learners must take this letter to the nearest Canadian Embassy or High Commission to apply for a Study Permit. When/if a study permit is issued, please forward a copy of that permit to NVIT and we will begin the registration process.

English Language Requirement

To create the best possible learning environment at NVIT, it is critical that all learners be able to participate in classroom activities and complete written assignments. English is the language of instruction and communication at NVIT. Therefore, all applicants must demonstrate fluency in English by fulfilling one of the following options:

1. Two years of full-time study at grade 8 or higher level with English as the
language of instruction. Studies that are part of an English as a Second Language program cannot be used toward fulfilling this option; or

2. Successful completion of BC English 11 (or equivalent acceptable to NVIT) with a minimum grade of C+; or

3. Successful completion of a university transferable post-secondary level English course with a minimum grade of C, or

4. A minimum score of 213 on the computer-based TOEFL (Test of English as a Foreign Language) test with a minimum essay score of 4.0; or

5. A minimum score of 550 on the paper-based TOEFL test and a minimum TWE (Test of Written English) score of 4.0; or

6. A minimum score of 4 on the LPI (Language Proficiency Index) within the past 2 years; or

7. A minimum score of 6.0 on each of the academic listening, reading, writing, and speaking modules of the IELTS (International English Language Testing System) exam.

**Timelines**

All above documentation and student study visa must be received by Admission no later than June 30th in advance of the first day of Fall classes.

International Student Registration dates are from July 15th to July 31st for first year of study at NVIT.

Note that tuition and student fees for the entire academic year must be paid in full by August 15th for both first year for new students as well as for returning students. Students who have not paid in full by August 15th, will be removed from registered coursework.

In addition to the above, please be advised of the following information pertaining to international students: Fees and Other Costs for international learners are listed on the NVIT website.

Note that travel and living costs are in addition to these fees. Student housing is available at our Merritt campus. Please let us know if you will require a housing application. Health Care Insurance: note that International Students are required to have sufficient health care insurance for the duration of their study in British Columbia. This must be in place by the start of classes. Students must apply for BC Medical coverage upon arrival in Canada and must obtain private coverage during their three-month waiting period.

Please contact us at info@nvit.bc.ca if you have questions. Good luck with your educational plans!

**What’s What and Who’s Who in Admission, Registration & Student Services**

The Enrolment Services and Registrar Division is comprised of a dedicated team collectively responsible for processing, preparing and supporting students to achieve their academic goals while attending NVIT. From recruitment and admissions through to graduation, and at every peak and valley in between, the team strives to be responsive and efficient in serving the needs of students. Students are encouraged to access support from the Enrolment Services, and Registrar team has to offer. The multi-talented and ever enthusiastic people that make up the Enrolment Services and Registrar team combine their resources every day to provide a full range of services for students.

**Student Records**

The Office of the Registrar maintains comprehensive and accurate student records and files. Included in the official file for each student is the application for admission, notice of acceptance, all correspondence, course and/or program changes, grades, and transcripts. Student records are confidential and available only to authorized personnel. No one may access information from these files except with the permission of the student. Upon written request, official transcripts may be issued to institutions, and copies are available for the student.

**Academic Planning**

NVIT offers Academic Planning services on both the Merritt and Vancouver campuses. Academic Planners are available to provide information on program requirements, clarify policies and procedures, discuss educational and career options, monitor academic progress, and direct students to other resources when necessary. NVIT encourages students to discuss career and education goals with an Academic Planner before enrolment and during each term to ensure they are staying on track. They deal with:

- Entry Assessments
- Prior Learning Assessment and Recognition
- Transfer Credit
- Disability Services
- Agency Referrals

**Entry Assessments**

Once applicants have applied, the Office of the Registrar will determine if prerequisites to enter a program or course have been met. If applicants whose previous education is more than five years old or if the prerequisites have not been fulfilled, Academic and Financial Planners will arrange entry assessments to determine Reading and writing.

**Definitions of Assessments and Recognitions**

Challenge Exams - A written or oral exam designed to measure the applicant's prior learning experience to the offered course. It may be the same exam given to students formally attending the course based on learning outcomes.
Entry assessments are intended to help applicants in course planning, allowing them to make informed decisions regarding their readiness for enrollment, improving student success and reducing attrition.

Prior Learning Assessment and Recognition (PLAR)

NVIT recognizes students may acquire knowledge from their life and work experiences equivalent to learning acquired from formal post-secondary education. Through PLAR, NVIT may grant credit towards a certificate or diploma for informal learning fulfilling program requirements. There are several methods of documenting and demonstrating prior learning. An Academic and Financial Planner can provide information about the various methods of assessment including challenging exams, portfolio submissions, demonstrations and worksite assessments. The methods of assessments may be used independently, or in combination, and must be targeted towards the learning objectives, course competencies, learning skills or outcomes and reflect the level of achievement expected of any student.
SCHEDULE OF EVENTS
2019/2020 ACADEMIC YEAR

FALL TERM 2019
- Sep 2  Labour Day - NVIT closed
- Sep 3  First day of STSC 101
- Sep 4  Orientation Day
- Sep 5  First day of classes
- Sep 10  Tuition/Fee Deadline
- Sep 10  Sponsor letter due
- Sep 11-17  75% tuition refund for courses dropped when course adds do not result in equivalent credits
- Sep 17  Nominations open for Education Council & Board of Governors
- Sep 17  50% tuition refund for courses dropped when course adds do not result in equivalent credits
- Sep 20  Last day to add a class
- Sep 20  Elections open for Education Council & Board of Governors
- Sep 25  Awards Ceremony – Vancouver Campus
- Sep 28  Awards Ceremony – Merritt Campus
- Oct 1  DRAFT Fall 2019 Final Exam Schedule posted
- Oct 1  Last day to notify Registrar’s Office of conflicts in the Final Exam Schedule
- Oct 14  Thanksgiving Day – NVIT closed
- Oct 15  Official Fall 2019 Final Exam Schedule posted
- Oct 16  Merritt Student Forum
- Oct 17  Vancouver Student Forum
- Nov 5  Last day to withdraw from an individual class or change from credit to audit status
- Nov 11  Remembrance Day – NVIT Closed
- Dec 10  Last day of Fall 2019 classes
- Dec 11-17  Final Examinations
- Dec 18  Final grades for Fall 2019 courses may be available on NVITConnect
- Dec 23  Last day NVIT is open until the New Year
- Dec 24-31  Winter Break – NVIT Closed

SPRING TERM 2020
- Jan 1  New Year’s Day – NVIT closed
- Jan 6  Institute reopens
- Jan 6-13  First day of classes
- Jan 6-13  Tuition/Fee Deadline
- Jan 6-13  Sponsor letter due
- Jan 14-20  75% tuition refund for courses dropped when course adds do not result in equivalent credits
- Jan 20  50% tuition refund for courses dropped when course adds do not result in equivalent credits
- Jan 20  Last day to add a class
- Jan 20  Last day to drop a class without a notation on the academic record and to receive a partial tuition refund
- Feb 7  DRAFT Spring 2020 Final Exam schedule posted
- Feb 17  Family Day – NVIT closed
- Feb 18-21  Reading Break
- Feb 20  Last day to notify Registrar’s Office of conflicts in Final Exam Schedule
- Feb 21  Official Spring 2020 Final Examination Schedule posted
- Mar 16  Last day to withdraw from an individual class or change from credit to audit status
- Mar 31  Deadline to apply for graduation
- Apr 10  Good Friday – NVIT closed
- Apr 12  Easter – NVIT closed
- Apr 13  Easter Monday – NVIT closed
- Apr 17  Last day of Spring 2020 classes
- Apr 18-24  Last day for full program withdrawal
- Apr 27  Final Examinations
- Apr 27  Final grades for Spring 2020 courses may be available on NVITConnect

SUMMER TERM 2020
- May 4  First day of classes
- May 7  Vancouver Campus Graduation*
- May 14  Merritt Campus Graduation*
- May 18  Victoria Day – NVIT closed
- Jun 21  National Indigenous Peoples Day - NVIT closed
- Jul 1  Canada Day – NVIT closed
- Aug 3  BC Day – NVIT closed
- Aug 7  Last day of Summer 2020 classes
- Aug 15  Final Examinations
- Aug 15  Entrance Award application deadline
- Aug 15  Final grades for Summer 2020 courses may be available on NVITConnect
- Aug 17  Faculty on-campus – Fall 2020 preparation

Note: *Scheduled classes on these days may be rescheduled.
Using myNVIT.ca & NVIT Connect

What is myNVIT?

MyNVIT Portal is a portal which provides NVIT employees and students with single sign-on access to:

• Internal NVIT processes/applications* (such as NVITConnect, Outlook E-mail, Moodle, Colleague WebUI, Informer, etc.);
• External applications like bookmarks, RSS Feeds, weather; and
• Personal Calendars (with Live Colleague and Outlook data), Team Sites, Shared Documents, and current NVIT News and Events.

*Access to these processes and applications vary depending on the user.

Accessing myNVIT

In your internet browser, enter: mynvit.ca (the myNVIT portal address will be available to you on or off campus at the same URL, and a link will be accessible on the NVIT website under the Current Employees button). A login window will appear.

Your username is: nvit.ca\n(n00000000). Followed by a lower-case n and your seven digit student number (e.g. Colleague ID 5907 has a username of nvit.ca\n0005907).

Your password has been set to your birthday in the following format: DDMonYYYY. For example, if your birthdate is November 8, 1987, your password is initially set to 08Nov1987. Note that the first letter of the month is capitalized and the month is abbreviated to three digits.

For assistance contact Clint Garcia, 250-378-3323 or Brian Skwarchuk, 604-602-3404

Accessing your NVIT Issued Email

This will be the email account that NVIT will use to communicate with you for all NVIT business. Your new messages will be displayed on the homepage of your myNVIT portal. Accessing your email the first time will take only one simple step. On the mynvit.ca homepage, click on ‘enter your credentials’ then enter your username and password and save. You can get your Hotmail or other emails forwarded to this account for a one-stop shop. Welcome to the portal!

Students Tab

From the myNVIT students’ tab click on Students to view the folders with important student instructions and forms.

What is NVITConnect?

NVITConnect is the web services system that enables you to search and register for courses, confirm your tuition and fees owing, check your grades, add/drop courses, print registration statements, apply to graduate and more. NVITConnect is accessed through our website. Just click on the NVITConnect button located on our home page or through the myNVIT portal.

Registering for Classes at NVIT

Step 1

Sign into NVITConnect

• Go to the Student Menu – Proceed to the Registration Menu and select Register for Sections.
• This menu has two options: Express Registration (if you know the exact course and section information) or uses Search and Register for Sections.

Step 2

Register for Courses

• Upon completion, you will be registered in your courses, unless there is a problem with the registration (e.g. classes are full, or you do not meet the prerequisites to take the course).
• If there is a problem, you can call the Registration Office for assistance.
• Once you are registered into courses, you officially become an NVIT student.

If You Require Assistance with Registration

• Students needing advice regarding which courses to register in should contact an Academic and Financial Planner.
• Students requiring assistance with registering on NVITConnect should contact the Registration Office at their campus of study.
Financial Aid

Academic/Financial Planners at NVIT assist students requiring help with planning for their education expenses. Providing relevant and timely information and advice about money management, program and education costs, emergency aid, loans, grants, bursaries and scholarship opportunities. Planners also provide information and assistance to students applying for government and NVIT administered awards; budgeting and money management; program and education costs; appealing government student loan decisions; and, sources of student aid. Students who need information on program costs, start/end dates, program eligibility and course loads information should check with an Academic Planner.

Who Can Help You?
Academic/Financial Planners listed below are available to assist with your educational, financial planning needs.

Contact Information
Merritt Campus: Anna Brown Amanda Street
abrown@nvit.bc.ca astreet@nvit.bc.ca
250-378-3361 250-378-3374
Vancouver Campus: Stephanie Williams James Beck
swilliams@nvit.bc.ca jbeck@nvit.bc.ca
604-602-3422 604-622-3418

Financial Aid Glossary
Award: Recognition of ability in the form of a bursary, grant, loan, prize or scholarship.

Bursary: A non-repayable award made to a qualifying student who has financial need based on pre-set criteria.

Grace Period: Payments are not mandatory until you've been out of school for six months.

Grant: Similar to the bursary, also non-repayable.

Loan: A repayable award, with the terms specified in an agreement between the borrower and the lender, and borrowed by an eligible student who has financial need based on pre-set criteria.

Prize: A non-monetary award in recognition of outstanding achievement or contribution.

Scholarship: A non-repayable award made to an eligible student who has demonstrated outstanding academic achievement.

Fee Deferrals: Students who are unable to pay their fees by the fees deadline and have an approved student loan which will cover their fees, may be granted a deferral for fees only.

Budgeting
Creating a student budget is imperative to help students understand their expenses and income while attending college. A budget can help you keep track of your expenses, analyze your assets and income, and set financial goals. Contact one of the Academic and Financial Planners to help you discuss how to budget your money for the upcoming year.

Financial Institutional Lending
The government is not the only source of loans; some banks and credit unions offer direct loans, credit cards or lines of credit especially for students. Talk to your financial institution to find out what's available.

Public / Private Funding Agencies
There are various public and private agencies willing to sponsor students in full-time or part-time studies. These funding agencies can cover costs such as tuition, fees, books, supplies, equipment, and even living allowances. Speak to an Academic and Financial Planner for a list of available agencies.

Upgrading Level Funding
Students enrolled in any of the following programs may be eligible to receive income assistance while they attend upgrading level studies:
• College Readiness
• Access to Employment Skills
• Bridging to Trades
• Literacy

Additional funding programs available to students in upgrading level programs are:
The University College Entrance Preparation Program (UCEPP)
The UCEPP is intended to provide financial assistance to Status Indian and Inuit students enrolled in university or college entrance programs to help them achieve the academic level required to enter degree or diploma programs. Financial assistance may be provided in the following areas for a maximum of one year of studies.
• Tuition support for part-time and full-time students that may include fees for registration, tuition and the cost of books and supplies required for courses.
• Travel support for full-time students who must leave their permanent place of residence to attend college or university. Students may qualify for funding to return home twice per academic year.
• Living expenses for full-time students to help cover the costs of food, shelter, transportation and daycare. Students can contact their First Nations’ Education Coordinator.

The Adult Upgrading Program (AUG)
The AUG is designed for the adult learner who did not complete high school or who needs to review high school level academic skills before advancing to post-secondary level study. Students enrolled in the following programs of study qualify for AUG based on the student's current income level. College Readiness, Bridging to Trades, Literacy, Employment Skills Access, and English as a Second Language. Students may be eligible for funding to cover tuition fees, student activity fees, lab fees, textbooks, supplies, unsubsidized daycare, equipment, and transportation. It is at NVIT's discretion to determine which allowable costs are funded, and the decision is based on the overall AUG budget and student needs. Textbook Recycling: Students purchase books initially through AUG sponsorship and at the end of the semester students are required to return the textbooks to the Academic and Financial Planners. Complete and print the application and contact an Academic and Financial Planner at NVIT to apply for funding through this program.

Emergency Aid
Students who are unable to meet obligations to cover necessities or essential needs while attending NVIT may be eligible for assistance through the Elders' Emergency Aid Fund. The NVIT Elders' Council can provide emergency resources such as coupons, food vouchers, and bus passes, etc. up to a maximum of $20.00- Visit the Elders' Office at their campus.

Tuition Waiver Program
Tuition Waiver programs release students and/or their sponsors from the responsibility to pay tuition in the following programs:
Note: All the costs and fees still apply
The NVIT Youth in Care Tuition Waiver Program
The Youth in Care Tuition Waiver Program is open to both current and prospective NVIT learners across all programs and courses being delivered at either the NVIT-Merritt or NVIT-Vancouver Campuses who are or have been a youth in care. An application must be submitted to an Academic and Financial Planner. A youth in care is designated as an individual with a continuing custody order for a minimum of one year, an agreement with youth, or a transfer of custody order.

The STSC 101 Bursary Program
The STSC Bursary Program is open to students enrolled in the College Readiness program being delivered at the NVIT-Merritt Campus. NVIT will cover the cost of the tuition, fees, and books for the STSC 101 course. Students can request the STSC 101 bursary from an Academic and Financial Planner. All requests must be made before the add/drop dates.

Student Loans and Grants
StudentAid BC helps eligible students with the cost of their post-secondary education through loans, grants, bursaries, scholarships and special programs. It also has programs for borrowers who need help repaying their loans. There are three types of student loans available to new or returning students. For full details, visit the www.studentaidbc.ca website or contact an Academic and Financial Planner.

Applying for a Student Loan:
The assessment for part-time students is different than for full-time students. Part-time student loans cover tuition, books, supplies, transportation, and child care up to the funding maximums. In addition, the part-time student loans program covers living costs. If you are a student attending NVIT but have resided in another province twelve months before starting your classes, you must fill in a student loan package from your home province.

- Interest will be paid by the provincial and federal governments while you are attending school full-time;
- Repayment will begin six months after your studies end; and
- You are responsible for repaying the total amount loaned to you. For further details on determining your eligibility, or how to apply for a loan, visit any Academic and Financial Planner.

Applying for Interest-Free Status
Interest begins to accrue on your student loan the day after your interest-free period ends, known as your grace period. If you return to school with a full-time student loan before your grace period ends, the interest that had been building since your last study end-date will be eliminated and you will be in interest-free status for your new study term. You can submit an application online at https://studentaidbc.ca/.

Note: Secondary level courses (high school) may not be used towards the full-time status requirement to maintain interest-free status. It is important to submit the interest-free application as soon as you return to studies to ensure your interest-free starts as of your study start date. If you have outstanding interest owing, in most cases you will be required to pay the interest before your loan will be put into interest-free status.

Ensure Repayment
Students are expected to start repayment of both the Canada and BC Student Loans six (6) months after leaving school. Repayment arrangements must be made with the lender before the six-month period is up. Students having difficulty repaying their student loans should consult with their lender about:

Applying for Interest Relief:
Part-time students or former students on limited budgets may apply to their lender for interest relief.

Applying for Loan Remission:
This is a program designed to reduce debt on BC Student Loans for graduating students. Information on the program is available in the student loan application package and from any Academic and Financial Planner.

In Case of Loan Defaults, Applying for Reinstatement:
Students who have not made payments on loan(s) may be in default. For information on reinstatement, contact an Academic and Financial Planner, get information from the BCSAP General Information Booklet, or from your lender.

Applying for Student Grants:
Grants and scholarships do not have to be repaid. Below is a list of available grants and scholarships. Visit the StudentAid BC website or visit an Academic and Financial Planner for full details.

BC Access Grant for Labor Market Priorities: This program provides grant funding to encourage eligible students to attend targeted high priority programs at eligible BC public post-secondary institutions.

BC Completion Grant for Graduates: The grant is designed to help reduce British Columbia student loan debt upon graduation.

Canada Student Grant for Part-Time Students: This program provides extra help to low-income part-time students.

Canada Student Grant for Part-Time Students with Dependants: This program helps part-time students with dependants with the cost of education.

Canada Student Grant for Students from Low-Income Families: This program provides extra help to students from low-income families.

Canada Student Grant for Students from Middle-Income Families: This program provides extra help to students from middle-income families.

Canada Student Grant for Students with Dependants: This program helps full-time students with dependants with the cost of education.

Irving K. Barber Scholarship Programs: The Irving K. Barber British Columbia Scholarship Society provides scholarships for students attending public post-secondary institutions.

Lieutenant-Governor’s Medal: Established in 1979 by the Ministry of Advanced Education, the Lieutenant Governor’s Medal is awarded to students in vocational or career programs less than two years long at a BC public post-secondary school, who have excelled in their studies and who have contributed to the life of their post-secondary institution or their community. Recipients are chosen by the institution they attend.

Pacific Leaders Programs for Public Service Employees: Pacific Leaders is making the BC Public Service an even better place to build a career. It recognizes and encourages high achievement amongst BC Public Service employees.

Nurses Education Bursary: This program provides up to $1 million in bursary funding, awarded each year to qualified nursing applicants who demonstrate the greatest financial need.

Youth Educational Assistance Fund for Former Youth in Care: This program provides grants of up to $5,500 to former BC youth in care students between 19
Awards, Bursaries and Scholarships
NVIT Internal Awards Program
Awards, like scholarships or bursaries and grants, do not have to be repaid. Some awards require you to demonstrate financial need, while others recognize academic achievements, community involvement or other accomplishments.

NVIT sponsors a variety of internal awards open only to NVIT students, many external awards available to all students at various institutions in the province. We are very appreciative of and acknowledge the generosity of our continuous supporters. Students interested in viewing our list of bursaries and scholarships in more detail can make an appointment with an Academic and Financial Planner.

We would like to acknowledge the generous supporters of our awards and recognize their contributions to the NVIT internal Awards Program. NVIT students greatly appreciate the recognition of their effort and achievement through contributed awards. NVIT has growing Endowment Funds, and we may also have awards in addition to those listed below. Interested parties wishing to become supporters of our Awards Program and/or Endowment Funds may contact the Financial/Academic Planners who will be pleased to provide information and guidance.

To view NVIT's Awards Listing and to get more information on new and reoccurring awards, bursaries, and scholarships, please visit http://www.nvit.ca/financialaidawardsbursariesscholarships.htm

Disabilities
If you have been diagnosed with a Permanent Disability, NVIT provides or recommends reasonable accommodations to ensure equal access to post-secondary education. Note: A permanent disability is defined as a functional limitation caused by a physical or mental impairment restricting the ability of a person to perform daily activities necessary to participate fully in studies at a post-secondary level or the labor force and is expected to remain with the person for the person's expected natural life. Not all medical conditions are considered permanent disabilities.

Students with permanent disabilities may be eligible for:
1. Specialized Services and Equipment
2. StudentAid BC Grants and Bursaries
3. Loan Repayment Services
4. Other Resources

For specific information related to services for students with disabilities, please see pg 20

StudentAid BC Grants and Bursaries: Grants and bursaries are non-repayable funds disbursed by StudentAid BC. To receive a grant from StudentAid BC, students will need to apply for a student loan and complete the permanent disability program application. See an Academic and Financial Planner for details.

Following is a listing of the Grants and Bursaries available through StudentAid BC:

Learning Disability Assessment Bursary (LDAB): This bursary program helps part-time or full-time students with the up-front costs of the learning disabilities assessment. Up to $1,800 is available to eligible students. If you have a learning disability, you need a recent learning disability assessment to determine eligibility for services and/or equipment. You may be eligible if you:

1. Qualify for student funding through StudentAid BC, and Financial Aid continued
2. Are enrolled in full-time or part-time post-secondary level courses.

If you have been recommended to have a learning disability assessment by an Academic and Financial Planner, complete the Permanent Disability Programs Application.

Note: By signing the declaration section, you agree to release the reimbursement back to your institution's learning disability assessment bursary account so other eligible students can access funds.

Canada Student Grant for Students with Permanent Disabilities (CSGPD):
This program helps part-time or full-time students with permanent disabilities with the cost of education. You may be eligible if you:
• Qualify for a federal student loan;
• Are enrolled in full-time or part-time studies at a designated post-secondary institution; and
• Have a permanent disability as defined by the Canada Student Loan Program.

There is no need to apply for this grant. You will be automatically assessed when you apply for a student loan, and you have:
• Previously submitted verification of your permanent disability to StudentAid BC, and
• Not yet established your permanent disability with StudentAid BC, but complete a permanent disability programs application form.

For more information contact an Academic or Financial Planner or visit the federal CanLearn site.

Canada Student Grant for Services and Equipment for Students with Permanent Disabilities (CSG-SEPD):
This program helps part-time or full-time students with permanent disabilities pay for exceptional education-related costs for services and equipment. Up to $8,000 per loan year is available to eligible students for services and equipment such as: note-takers, tutors, interpreters, and technical aids. You may be eligible if you:
• Qualify for a federal student loan;
• Are enrolled in a full-time or part-time studies at a designated post-secondary institution; and
• Have a permanent disability as defined by the Canada Student Loan Program; and
• Have exceptional education-related costs for services or equipment due to your permanent disability.

Please see an Academic and Financial Planner or the federal CanLearn site for full eligibility requirements.

Assistance Program for Students with Permanent Disabilities (APSD): This program helps students with permanent disabilities pay for exceptional education-related services and adaptive equipment. Depending on your need, grants of up to $10,000 ($12,000 if an attendant is required at school) are available to students attending public and private post-secondary schools in BC.

You can only receive this grant when you have used all available funds through the Canada Student Grant for Services and Equipment for Persons with Permanent Disabilities (CSG-SEPD). Please contact an Academic and Financial Planner for further information.

BC Access Grant for Deaf Students (BCAG-DS): This grant helps deaf
Financial Aid

and hard of hearing students with the additional costs incurred while attending specialized post-secondary institutions where the curriculum is delivered in American Sign Language. You may be eligible if you:
• Establish that you are deaf or hard of hearing; and
• Can demonstrate financial need.

Section 4 (Verification of Permanent Disability) must be completed by a qualified medical assessor. Submit the documentation, along with an audiogram to StudentAid BC for assessment. Remember to indicate the school you will be attending. See an Academic and Financial Planner for full details.

**BC Access Grant for Students with Permanent Disabilities (BCAG):** This program helps full-time students with a permanent disability with the cost of education by replacing approximately $1,000 in BC student loan funding. You may be eligible if you:
• Qualify for a federal student loan; and
• Have a permanent disability as defined by the Canada Student Loan program.

You will be automatically assessed for the BC Access Grant if you have previously submitted verification of your permanent disability to StudentAid BC. If you have not yet established your permanent disability with StudentAid BC, complete a permanent disability programs application form. See an Academic and Financial Planner for details.

**BC Supplemental Bursary for Students with a Permanent Disability (SBSD):** This is an $800 bursary if you are studying at a course load of 40% or greater and you qualify for a Canada Student Grant for Persons with Permanent Disabilities (CSG-PD), or it can be a $400 bursary if you qualify for a Canada Student Grant for Persons with Permanent Disabilities (CSG-PD), and are studying at a course load of 20% to 39%. You may be eligible if you:
• Are a part-time or full-time student with a permanent disability; and
• Are taking post-secondary level course(s).

You do not need to apply. You will be automatically assessed for this bursary if you have previously submitted verification of your permanent disability with StudentAid BC. If you have not yet established your permanent disability with StudentAid BC, complete a permanent disability programs application form. See an Academic and Financial Planner for additional information.

**Loan Repayment Services**

**Repayment Assistance Plan for Borrowers with a Permanent Disability (RAP-PD):** This program helps you manage your Canada Student Loan and BC Student Loan debt by reducing your monthly payment and allowing you to pay back what you can reasonably afford.

You may be eligible for Canada and BC RAP-PD if you:
• Have a Canada-BC integrated student loan; and
• Meet the income threshold set for the program.

You can apply for both Canada RAP and BC RAP on one application form. For information on how to apply, visit the National Student Loans Service Centre website, call 1-888-815-4514 or speak with an Academic and Financial Planner.

Note: If you are repaying a loan that you received before August 2000, RAP may be available to you through your financial institution, please call your bank for information on how to apply for the program.

**Where to get an Application:**
Borrowers must apply for BC RAP-PD. Borrowers only need to fill out one application form to apply for both the Canada and BC RAP-PD programs. Borrowers can obtain a joint Canada/BC RAP-PD application form online from StudentAid BC.

When to Submit Applications: Borrowers must reapply for BC RAP-PD once every six months until they are no longer eligible, or their loan is paid in full. For more information on BC RAP-PD and how to apply, please visit the NSLSC website, call 1-888-815-4514 or speak to an Academic and Financial Planner.

**Severe Permanent Disability Benefit:**
If you have a severe permanent disability that prevents you from working and from participating in post-secondary education for the remainder of your life, you may be able to have your loans forgiven. You may be eligible if you:
• Are a resident of Canada; and
• Have a severe permanent disability that prevents you from repaying your loans.

For information on eligibility and how to apply, visit the National Student Loans Service Centre website or speak to an Academic and Financial Planner.
The Student Success Centre is a hub of student life at NVIT. The success centre is the place where students get to know one another as learners, as friends, and as a community. The intention of the centre is to bridge the gap of service between classroom course delivery and learning. Faculty at NVIT plays a critical role in educational support. The success centre is the place to get a cup of coffee, meet with your study group, or get some one-on-one tutoring help from qualified instructors and tutors. Emphasis is placed on Aboriginal cultural and traditional practices of learning.

**Merritt - Success Centre Manager**  
Connie Strayer  
250-378-3312  
cstrayer@nvit.bc.ca

**Vancouver - Success Centre Coordinator**  
Wayne Heppner  
604-602-3438  
weppner@nvit.bc.ca

NVIT’s Job Service Centre is an in-person service assisting students and/or recent graduates in the development of employment readiness skills, an understanding of workplace realities, the ability to make informed career choices and the competencies needed to excel in the workplace.

On special evenings, you will find the centre turned into a coffee house with refreshments and presentations from students and faculty. Ideas for improving student life on campus are always welcome!

**Disabilities Services**  
Disability Services are located in the Student Success Centers at each campus through the Student Success Centre Coordinator and/or Student Success Centre Manager.

The Institute is committed to providing a learning and working environment that delivers fair treatment to all members of the Institute’s community. NVIT will treat people in an ethical manner and embrace fairness, integrity, and respect in all of its actions. This includes all aspects of recruitment, employment and promotion, appraisal, employees behaviour towards NVIT students and clients, and the NVIT’s curriculum design.

**Specialized Services and Equipment:**
Students must meet with an Academic and Financial Planner at least 6-12 months before their expected entrance date to discuss documentation requirements, support needs and financial assistance.

**Accommodations may include:**
- Orientation to campus
- Liaison between students and instructors
- Alternate format textbooks, course materials, and exams
- Interpreting, transcribing, captioning
- Note-taking
- Extended exam time
- Personal, educational and career counseling
- Preferred parking, seating
- Adaptive technology
- Taped lectures and discussion
- Extended or part-time programs
- TTY/TDD

The provision of access for students with disabilities is a shared responsibility among students, faculty, staff and administration. NVIT, as a whole, is responsible for creating and maintaining a supportive environment for students with disabilities, while the provision of services for students with disabilities will be coordinated through the Disabilities Services.

**Tutoring**
The Student Success Centre is staffed with qualified instructors and tutors who offer free, one-on-one and small group assistance in a full range of subject areas. Support is also provided to form study groups and to match study-buddies. Students may sign up for open or private sessions; drop-ins are also welcome. Advance planning is recommended. Contact: Success Centre Manager, Connie Strayer at 250-378-3312 or through e-mail at cstrayer@nvit.bc.ca.
Grading System Policy  C.3.1.0
Approved/revised: March 29, 2006

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Grade Point</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.33</td>
<td>90-100</td>
</tr>
<tr>
<td>A</td>
<td>4.00</td>
<td>85-89.9</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
<td>80-84.9</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
<td>76-79.9</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
<td>72-75.9</td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
<td>68-71.9</td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
<td>64-67.9</td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
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</tr>
<tr>
<td>C-</td>
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<tr>
<td>D</td>
<td>1.00</td>
<td>50-54.9</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
<td>0-49.9</td>
</tr>
</tbody>
</table>

All courses are letter graded unless otherwise indicated.

Audit (AUD)
The student has registered as an audit or completed change forms to audit status. Audit status is not defined as a credit, nor does it carry a grade point average. The student is not required to submit class assignments, term papers or write exams.

Deferral (DEF)
A Deferred (DEF) grade will be assigned when extenuating circumstances have resulted in a student being unable to complete the requirements of the course by its end date. This grade will be assigned at the discretion of the instructor and in consultation with the student. Course requirements must be completed and a grade change submitted within nine weeks of the end of the course (as agreed in writing between the student and the instructor), or the "DEF" grade will convert to an "F" grade.

Course in Progress (CIP)
When a course has not been finalized by the end of the semester deadlines, the CIP status is granted. This status is temporary and will be automatically updated at the completion of the course.

Transfer Credit (T)
A student can be granted credit for course work completed at another institution based on the provincial transfer guide or established transfer credit agreements.

Withdrawal (W)
A student can officially withdraw within the time frame specified in the calendar. Withdrawal from an entire program is acceptable until the last day of regular classes.

Satisfactory (S)
The S grade is used when a percentage grade is not appropriate and indicates the student has attended the course and met the course requirements. The S grade is not reflected in the grade point average.

Unsatisfactory (U)
The U grade is used when the letter grade scale does not apply.

Transfer Credits/PLA
A student can be granted credit for course work completed at another institution based on the provincial transfer guide or established transfer credit agreements.

NVIT requires that 50% of credits earned for a certificate or diploma be completed at NVIT. Half of the 50% earned can be through prior learning assessment.

NVIT has successfully negotiated transferability of many of its courses with most of the colleges and universities of British Columbia. Transfer agreements enable students to attend NVIT and earn credits towards a university degree in a variety of disciplines.
Student Information & Academic Policy

Semester Information
Many programs operate on the following semester basis:
- **Fall**: September - December
- **Spring**: January - April
- **Summer**: May - August

Financial Responsibilities
No statement of grades, transcript, diploma, certificate, or degree will be issued, or access to online services (NVIT Connect) to a student until all obligations (such as outstanding fees, charges or overdue library books) have been settled. This includes students who have fees being paid for by a sponsoring agency.

Grade Information
Grades will be available for viewing on NVITConnect as soon as they are entered by instructors and verified by the Registrar’s office.

Official Transcripts
An official transcript is a listing of a student’s grades and grade point average bearing the Registrar’s seal and signature.
To obtain an official transcript students must complete a Transcript Request form which can be obtained from the Registrar’s Office.

Change of Address
Students are expected to advise the Registrar’s Office of any address changes.

Access to Information
NVIT is bound by the provisions of the British Columbia Freedom of Information and Protection of Privacy Act (FOIPOP). NVIT will release information or allow access to information only in accordance with the Act. All requests for information must be made in writing to the FOIPOP officer. Any release of information by NVIT will be made in writing by the FOIPOP officer. For more information contact the Registrar’s Office.

Confidentiality of Student Records
NVIT regards the information contained in the student’s permanent record as personal and private. No transcript or other personal information will be released except under the following circumstances:
1. Information released to the student,
2. Information released with the written authorization of the student,
3. Information released in response to a court order.

Human Rights
NVIT is committed to providing a preventative approach towards human rights violations, through education and human rights policy and procedures. NVIT defines human rights violations as those covered by the BC Human Rights Act. Copies of the policy and procedures are available.

Student Responsibilities

Bullying, Harassment, and Discrimination
Everyone at NVIT has the right to a work and study environment that is free from bullying, harassment, and discrimination. There is zero tolerance for bullying, harassment, and discrimination on the basis of age, race, colour, ancestry, place of origin, religion, political belief, marital status, family status, physical or mental disability, gender, or sexual orientation, whether physical or verbal, whether direct or by innuendo. For more information about NVIT’s Human Rights Policy consult with the Registrars office or the Human Resources Office.

Student Conduct
NVIT expects the members of its community to conduct themselves with respect for the rights of others. A student may be suspended or dismissed from the institute should he or she violate these rights.
Students must maintain an appropriate standard of conduct. They must obey the law and NVIT regulations, demonstrate respect for all persons on the campus, and display mature conduct. Students are held responsible for individual or collective actions.

Student Responsibility
Each student attending NVIT is responsible as an adult and accountable to NVIT policies, procedures and deadlines as published. The information is in the Calendar and in other NVIT publications. Questions regarding these matters may be directed to a Financial/Academic Planner. It is each student’s responsibility to attend and participate in classes regularly, to keep work up to date, to complete assignments, and to prepare for and be present to write exams.

Attendance
Students are expected to attend all lectures, laboratories, and seminars in each subject for which they are enrolled. Failure to comply with guidelines may result in disciplinary action. The instructor may refuse admission to a lecture, laboratory or seminar for lateness, class misconduct, or failure to complete assigned work. Repeated absences may, on the recommendation of the instructor and the sanction of the Dean, lead to a student’s dismissal from the class or exclusion from the final examination.

Last Day to Withdraw
To officially withdraw from a course or program, students must either complete the appropriate form and submit it to the Registrar’s Office by the deadline outlined in the Schedule of Events or withdraw online using NVITConnect.

Compassionate Leave
Situations may arise where a student is unable to attend classes for personal reasons. If a student has a death or illness in the family, or personal or family problems, and will be missing several days of classes, it is NVIT’s policy that he or she notifies [when appropriate and possible] the department head by phone or in person. If the department head is not available, a Planner can be notified. Students should be aware that extended absence could result in difficulty in completing a course.

Medical Withdrawal
In the event that a student cannot complete the semester due to ill health, the student may submit a letter from his/her doctor and withdraw completely from all course work and from the program to which the student is enrolled.
Course Changes
Students are responsible for ensuring that any changes to their course schedule are made by completing the course change form and submitting it to the Registrar’s Office, or by using NVITConnect, before the deadline date. Unofficial changes made by a student after these dates will result in a failing grade which will be recorded on the student’s permanent record.

Course Exemptions
In the event that a student changes programs at NVIT, the department head of the new program will, at the student’s request, evaluate other courses taken at NVIT and will provide course exemptions toward the student’s new program where appropriate.

Consistency
At the beginning of each course, instructors will provide students with Education Council approved guidelines regarding student responsibilities in each course. These may include, but are not limited to matters such as assignments, tests and examinations, deadlines, attendance, lateness, participation, grading, and deadline extensions. Instructors are expected to consistently follow through with these guidelines for the duration of the course, and students are expected to abide by the guidelines, as identified on the official course syllabus.

Consenting Relationships Policy B.2.13
Approved/revised: October 1, 2018

SCOPE
As an institution, the Nicola Valley Institute of Technology (NVIT) discourages the formation of all physically intimate relationships between NVIT staff and students participating in NVIT courses/programs.

POLICY
NVIT regards the formation of intimate relationships between an employee and an NVIT student enrolled in a course/program as inappropriate and unethical. In the event that a student and NVIT employee have an existing relationship, the NVIT employee will disclose this relationship as per Item 1 below. Intimate relationships between NVIT employees and NVIT students undermine the integrity of the teaching and learning environment and run the risk of potential power imbalances that may compromise consensual intimacy. Intimate relationships between NVIT employees and NVIT students can also lead to questions regarding the integrity of academic success for students involved in such relationships.

RESPONSE PROCEDURES
As consenting adults, there may be situations where intimate relationships may arise. In the event of such an occurrence, the employee will:

1. Inform the President in writing; and
2. Remove oneself from conflict or perceived conflict of interest.

The onus is on the NVIT employee to disclose such relationship; and the consequences of non-disclosure resulting in a complaint can be subject to disciplinary action up to and including termination of employment.

NVIT will take the necessary steps to ensure that the institution’s integrity, values, mandates and business policies and practices are adhered to. This policy is reflective of a proactive response to incidents occurring on or off campus, with NVIT Affiliates, and Indigenous Adult and Higher Learning Association Institutes affiliated with NVIT. NVIT’s position on Employee Sexual Misconduct/non-disclosed Consensual Relations is “no Tolerance”.

This policy works in conjunction with other institutional policies including, but not limited to:

- B.2.8 Conflict of Interest;
- Personnel: Code of Conduct; and
- C.110 Sexual Violence

Where there is a complaint, Policy C.110 Sexual Violence will be used.

Academic Appeals Policy C.1.1
Approved/revised: June 18, 1997

POLICY
Students who believe that an error has occurred or that they have been unjustly treated regarding their academic performance have the right to an Appeal Process. Not knowing the material or failure to complete the assignments are not grounds for appeal. The appeal applies only to courses taken at NVIT.

PROCEDURES
The following applies to all appeals:

1. Appeals could result in a lower grade.
2. All appeals must be initiated within 30 days of the student receiving the grade.
3. Tangible evidence must accompany the appeal.
4. The student must discuss concerns with the instructor before initiating the appeal process. However, if the instructor is unavailable, the department head shall, where possible, facilitate a phone call involving the student and instructor to complete the Informal Academic Appeal or may act on the instructor’s behalf.
5. The student and/or instructor may have a witness or advocate present at any time during the appeal process.
6. If the instructor involved is also the department head, the academic dean acts in place of the department head.
7. If the Informal Appeal process does not result in the reaching of a mutual agreement, the department head responsible for the course shall upon the student’s request, put the formal Appeal process into motion.
8. The appeal committee shall consist of: - one representative chosen by the student - one representative chosen by the instructor - one representative chosen by both parties.
9. The Appeal Committee must meet to review the appeal and make a decision within 30 days from the day the Student/Instructor Form is signed. Student, instructor and department head shall receive copies of the Committee Form.
10. In the event that a member of the Appeal Committee cannot attend the appeal meeting, the process may be postponed for up to
11. In a case where the instructor is unable to be present for the Appeal Process, the department head of the program will designate a representative on behalf of the department.

12. Any decision made by the Appeal Committee is final.

Library Fines Policy C.1.3
Approved/revised: April 28, 1999

POLICY
Library fines will be charged to all, student and faculty alike for lost and overdue books. The fines can be waived at the discretion of the Librarian in medical / family emergency situations.

Academic Awards Policy C.1.4
Approved/revised: March ’96

POLICY
The primary criterion for academic excellence is the highest GPA over two consecutive terms based on a full-time course load (with a minimum of 4 courses).

Satisfactory Academic Progress Policy C.1.5
Approved/revised: March 29, 2006

POLICY
Satisfactory academic progress is defined as the achievement of grades which permits a student to move to the next highest level of academic studies. In a particular course, a minimum satisfactory achievement is a 1.00-grade point value. However, a student is expected to maintain a minimum overall Grade Point Average (G.P.A.) of 2.00.

All students who enter NVIT, in any given program, are expected to maintain acceptable standards of academic performance.

PROCEDURES
1. Academic Probation
A student registered in two or more credit courses shall be placed on academic probation when their term grade point average* (GPA) falls below 2.00.
* note that GPAs for students enrolled in College Readiness courses must be calculated manually as these courses do not have credit and therefore do not calculate a GPA.

One week following the grading deadline for the term, the following steps will be taken:

a) The Registrar will notify the Dean of all students who did not achieve the minimum GPA of 2.00;
b) The Dean will consult with Program Heads to determine if there are unique extenuating circumstances that excuse the student from the policy and will notify the Registrar of those students (if any);
c) The Dean will write to the student indicating they had previously been placed on probation and did not achieve the minimum GPA in their term following that probation and that they are required to withdraw and may not re-enroll for a period of two years.
d) The Registrar will be notified, and a notation will be placed on the student record indicating the Academic Dismissal.

2. Academic Probation
Students on Academic Probation who do not achieve a minimum 2.00 term GPA in their subsequent term will be required to withdraw from their program for two calendar years.

One week following the grading deadline for the term, the following steps will be taken:

a) The Registrar will notify the Dean of all students who were placed on Academic Probation in the previous two terms and did not achieve the minimum GPA of 2.00.
b) The Dean will consult with Program Heads to determine if there are unique extenuating circumstances that excuse the student from the policy and will notify the Registrar of those students (if any).
c) The Dean will write to the student indicating they had previously been placed on probation and did not achieve the minimum GPA in their term following that probation and that they are required to withdraw and may not re-enroll for a period of two years.
d) The Registrar will be notified, and a notation will be placed on the student record indicating the Academic Dismissal.

Individual Conduct Policy C.1.6
Approved/Revised: December 3, 2018

SCOPE
This policy outlines the expectations of the NVIT Community with respect to individual behaviour and how NVIT responds to incidents involving non-curricular individual behavioural misconduct. This policy applies to all members of the NVIT Community in all Institute-related settings, including but not limited to online environments, non-traditional learning campuses and/or when members of the NVIT Community publicly declare they represent the Institute.

This policy does not address matters related to academic integrity policy violations and/or behaviour/issues related to classroom management and/or professional standards required of some academic programs. When Students are enrolled in programs that require additional professional standards, the program has a responsibility to ensure Students are informed of those standards. Where any additional standards are inconsistent with the standards set out in this policy, the standards in this policy shall prevail.

This policy describes the general rights and responsibilities of all members of the NVIT Community. This policy does not limit the powers of the President conferred by the Colleges and Institute Act, nor does the policy preclude the Institute from publishing additional policies, procedures, and standards not described herein which the NVIT Community must respect. When additional policies, procedures and standards have been set for NVIT and NVIT related activities, NVIT has a responsibility to inform the
NVIT’s response to incidents of non-academic misconduct has the following objectives:

- To ensure incidents of misconduct are handled according to the principles of procedural fairness;
- When possible, provide educational opportunities for those who have breached NVIT policies;
- In determining whether a conduct violation occurred, adhere to a standard of proof based on a balance of probabilities, meaning the act is more likely than not to have occurred;
- When appropriate, provide alternative ways including, but not limited to, Indigenous ways of resolution to address incidents of misconduct;
- To ensure the confidentiality of all parties involved in incidents of misconduct so that the reputations and interests of those subject to allegations are protected;
- To ensure members of NVIT’s community who participate in an investigation under this policy can do so without fear of reprisal; and
- To hold accountable an individual who is found to have made frivolous, vexatious, or malicious allegations.

CONDUCT VIOLATIONS
The following list sets out examples of conduct that would be in contravention of NVIT’s mission, vision, values, and policies. It is intended to help individuals understand the type of behaviour that will be subject to discipline. This is not an exhaustive list and individuals should be aware that their behaviour might still be considered under this policy, even if it does not appear in the list below.

Individuals engaging in, attempting to engage in, or assisting others to engage or attempt to engage in the following examples will be subject to investigation under this policy:

1. Violation of NVIT policies, rules or regulations.
2. Failure to comply with the reasonable direction of NVIT employees in the performance of their duties.
3. Behave in disruptive ways that obstruct the learning and teaching environment, including making it difficult to proceed with scheduled lectures, seminars, meetings, examinations or tests.
4. Threatening, intimidating, endangering or creating conditions or situations which may endanger the health, safety, property, well-being or dignity of any person e.g. verbal abuse, physical assault, bullying, harassment or hazing. Hazing is an act which endangers the mental or physical health or safety of a student for the purposes of initiation or admission into, affiliation with, or as a condition for continued membership in, a group or organization.
5. Damage, remove, or make unauthorized use of NVIT property, or the personal property of faculty, staff, students or others at NVIT.
6. Use any NVIT facility, equipment, material, or service in a manner that places another person at risk.
7. Abuse any NVIT computer, computer-related facility, or software; alter or remove computer files or software without proper authorization; purposefully misplace, or deprive others of access to such computer resources.
8. Except for the purpose of legitimate research for a specific course or program, individuals shall not receive, upload, download, distribute, or send offensive, racist, pornographic, discriminatory, and/or harassing material using:
9. Be disruptive by reason of use of and/or impairment by alcohol, drugs, or other substances in circumstances where this policy applies.
10. Possess or consume illegal drugs.
11. Possess or consume alcohol or cannabis while on campus.
12. Illegal or unauthorized possession of real or replica firearms or other weapons, explosives, or dangerous chemical or use of any such item, even if legally possessed, in a manner that harms, threatens or
According to the appropriate Institute policy, who breaches confidentiality may be subject to disciplinary action.

Individuals are required to maintain the confidentiality of any and all information provided to them during the course of an investigation into an allegation of a Conduct Violation, except where disclosure is required by law or is necessary in order for the Individual to participate openly in that investigation. Any person involved in an allegation or investigation of a Conduct Violation who breaches confidentiality may be subject to disciplinary action according to the appropriate Institute policy.

**PROCEDURES**

When it is possible and appropriate to do so, members of NVIT’s community are encouraged to resolve minor non-academic conduct issues by informal means using respectful and direct communication.

**CONFIDENTIALITY**

Confidentiality is required so that all parties involved in incidents of Conduct Violations will come forward and so that the reputations and interests of those who are subject of allegations are protected. Confidentiality is different from anonymity and for an allegation of a Conduct Violation to proceed, the identity of the Complainant and the details of the allegation will normally be released to the Respondent.

During the course of an investigation into an allegation of a Conduct Violation, sensitive personal information may need to be collected, used and/or disclosed. NVIT employees are required to maintain confidentiality over information gathered during the course of an investigation into an allegation of a Conduct Violation, except where disclosure is required in order to investigate and resolve the allegation or is otherwise permitted or required by any Institute policy. NVIT will share Confidential Information with its faculty and staff if the information is necessary for the performance of their duties. Other persons do not have the right to know any Confidential Information except to the extent required to conduct the investigation. NVIT may also authorize the sharing of Confidential Information in any of the following circumstances:

- The person the information is about has consented in writing;
- Sharing the information is necessary for the protection of health or safety; and
- Sharing the information is otherwise authorized or required by law.

Individuals are required to maintain the confidentiality of any and all information provided to them during the course of an investigation into an allegation of a Conduct Violation, except where disclosure is required by law or is necessary in order for the Individual to participate openly in that investigation. Any person involved in an allegation or investigation of a Conduct Violation who breaches confidentiality may be subject to disciplinary action according to the appropriate Institute policy.

**CORRESPONDENCE**

All correspondence with Students and Employees will be done through NVIT issued email. Students and Employees are responsible for ensuring that they check their NVIT email on a regular basis. Correspondence with all other individuals (i.e. Elders, Board Members, contractors) will be carried out through the email contact address that they have provided to the institution.

**REPORTING**

Complaints regarding a potential violation of this Policy, must be submitted in writing to the Associate Vice-President or Director of Finance and Human Resources or designate as soon as possible. Anonymous complaints may not be investigated.

**REVIEW OF ALLEGATIONS**

Following receipt of a written complaint or incident report, the Associate Vice-President or Director of Finance and Human Resources or designate will evaluate the allegation on its own merit and inform the Complainant in writing if:

- the issue will be referred to another resource/department;
- it is recommended the issue be address through alternative dispute resolution;
- the issue will be documented without taking further action; or,
- a formal investigation will be initiated.

**IMPOSED RESTRICTIONS**

In reviewing the incident, if the Associate Vice-President or Director of Finance and Human Resources or designate deems an individual poses an imminent risk to members of the NVIT community or property, the Associate Vice-President or Director of Finance and Human Resources or designate may temporarily restrict the individual from access to NVIT services, property and/or NVIT-related activities. A restriction is a temporary administrative action to ensure the safety of the NVIT community and its members. A restriction can be imposed at any time during the investigative process.

When a restriction is imposed, the Associate Vice-President or Director of Finance and Human Resources or designate will inform the Respondent and President, in writing, which will include the reasons for, and the timeframe of, the restriction. At the discretion of the Associate Vice-President or Director of Finance and Human Resources or designate, the period may be extended in the event the risk remains high or imminent. If the period is extended the Respondent and the President will be immediately notified in writing which will include the reasons for the restriction extension.

**REVIEW OF ALLEGATIONS**

In instances where the Associate Vice-President or Director of Finance and Human Resources or designate deems appropriate, the option to resolve the issue through an alternative dispute resolution process may be recommended. An alternative dispute resolution process is a voluntary process in which all parties must willingly agree to participate.

If an alternative dispute resolution process proceeds, the Investigation under this policy and procedures will be held in abeyance pending the outcome of the alternative dispute resolution.
process. The Investigation will be held in abeyance for no longer than 1 month. If within 1 month of the commencement date of the alternative dispute resolution process either:

• the Complainant or Respondent notifies the Associate Vice-President or Director of Finance and Human Resources or designate in writing that he/she withdraws from the alternative dispute resolution process, or

• the Associate Vice-President or Director of Finance and Human Resources or designate determines that the alternative dispute resolution process has failed,

the Associate Vice-President or Director of Finance and Human Resources or designate will resume the Investigation under this policy and these procedures.

If a resolution can be found through the alternative dispute resolution process, to the satisfaction of all parties, the matter will be closed and no further steps will be taken under this policy and procedures. Resolutions must be formalized in a written agreement and will be provided to all parties involved and the Associate Vice-President or Director of Finance and Human Resources or designate. The written resolutions will become part of the individual’s conduct record.

INVESTIGATION OF THE ALLEGATION
Following a review of the allegations, if the Associate Vice-President or Director of Finance and Human Resources or designate decides to move forward with an investigation, the Respondent will be notified in writing. The notification will include:

1. nature of the allegation along with the essential of the case (e.g. date of incident);
2. a statement that the matter will be investigated;
3. reference to pertinent policy(ies);
4. indication that the individual’s conduct or situation may be subject to discipline;
5. a request for a meeting with the individual which will include meeting details and who will be in attendance at the meeting; and,
6. the consequence(s) in case of a failure to respond to the letter by a specific timeline.

The Associate Vice-President or Director of Finance and Human Resources or designate will gather any relevant information by interviewing the Complainant, the Respondent, potential witnesses and others who may have pertinent information, and provide the Respondent with an opportunity to respond to the Allegation and the information collected.

FAILURE TO COOPERATE WITH AN INVESTIGATION
In the event that a Student Respondent chooses not to participate or fully cooperate in the investigation, a Conduct Hold may be instated. Should the Respondent choose not to participate in the investigation, the Associate Vice-President or Director of Finance and Human Resources or designate may move forward with the investigation and make a determination based on the information received. Every reasonable effort will be undertaken to have a respondent participate in the investigation.

If the Respondent does not participate in the investigation and the Associate Vice-President or Director of Finance and Human Resources or designate determines that the Respondent did not commit a policy violation the Conduct Hold will be removed.

SUPPORT PERSON
A Complainant or Respondent may bring one support person to the interview for moral support, but a support person may not speak on behalf of the individual.

Individuals acting as support during an investigation are expected to conduct themselves in a respectful manner. Failure to do so may result in the individual being withdrawn from an interview, in which case, the Complainant/Respondent can agree to proceed with the interview without the support person or request the interview to be rescheduled until an alternate Support Person has been identified. Any postponement of the interview and the length of such a postponement will be at the discretion of the Associate Vice-President or Director of Finance and Human Resources or designate.

DECISION
Within 10 working days of the Associate Vice-President or Director of Finance and Human Resources or designate completing the investigation, the Associate Vice-President or Director of Finance and Human Resources or designate will send a decision letter to the Respondent. The decision letter will outline:

1. a description of the Allegation;
2. the process that was taken to investigate the allegation;
3. the Associate Vice-President’s or Director of Finance and Human Resources’ or designate’s findings from the investigation;
4. the Associate Vice-President’s or Director of Finance and Human Resources’ or designate’s decision as to whether a Conduct Violation has occurred;
5. the disciplinary Sanctions imposed on the Respondent (if any);
6. the reasons for the decision; and,
7. appeal information (if applicable).

After a decision has been rendered regarding the allegation and the Respondent has received the decision letter, the Associate Vice-President or Director of Finance and Human Resources or designate will inform the Complainant that a decision regarding the allegation has been made. Additional information may be provided to the Complainant regarding the decision if the Associate Vice-President or Director of Finance and Human Resources or designate deems it appropriate. Any disclosure will be made in accordance with NVIT policies.

SANCTIONS
If the Associate Vice-President or Director of Finance and Human Resources or designate determines a Conduct Violation has occurred, he/she will determine what disciplinary Sanctions will be applied with the exception of a Suspension, which, will be determined by the President as per Section 37.2 of the College and Institutes Act. Sanctions will be considered in accordance with federal and provincial laws such as the Criminal Code of Canada, and institutional policies including but not limited to:

• B.2.6 Human Rights
• B.2.8 Conflict of Interest
• B.2.9 Health and Safety
• B.4.1 Acceptable Computer Use
• B.2.13 Consenting Relations
• Personnel: Code of Conduct
• NVIT/NVITEA Collective Agreement
Determination of sanctions will involve consideration of the following factors:
1. the nature and severity of the Conduct Violation;
2. the impact the Conduct Violation has had on the NVIT community;
3. the inadvertent or deliberate nature of the Conduct Violation;
4. whether the Respondent accepts responsibility for the Conduct Violation;
5. whether the Conduct Violation is an isolated incident or not; and
6. any other mitigating or aggravating circumstances.

The purpose of Sanctions are to affirm the standard of conduct required from members of the NVIT community as outlined in this policy, to repair harm that has been done and/or restore what has been damaged, and to guide Respondents in making appropriate choices in the future. While NVIT may impose a variety of Sanctions in response to a Conduct Violation, Respondents may also be provided with educational and professional development opportunities promoting good citizenship and personal growth and development.

Options for Sanctions, which may be imposed singularly or in combination, may include but are not limited to those identified in the NVITEA Collective Agreement and/or:
• A letter of reprimand;
• Writing an apology;
• Writing a reflection paper;
• Undertaking an educational project;
• Undertaking community service;
• Paying for damage or harm that has been done to NVIT or a NVIT community member’s property;
• Losing the privilege of access to designated NVIT property, services and/or NVIT or NVIT-related activities;
• Being placed on probation for a specified period of time during which certain conditions or must be fulfilled or otherwise be subject to the imposition of further or more severe Sanctions;
• Receiving a Suspension or expulsion or termination notice from NVIT by the President; and/or,
• Any combination of the above.

Cases that result in a recommendation to suspend, expel or terminate must be approved by the President.

Upon hearing from the Respondent and considering the recommendations of the Associate Vice-President or Director of Finance and Human Resources or designate and any other party(ies) the President deems appropriate, the President will send a decision letter to the Respondent. That letter will outline the decision of the President, the reasons for the decision and the length of the Sanction (with the exception of expulsion and termination). A copy of this letter will be provided to the Associate Vice-President or Director of Finance and Human Resources or designate to be placed in the Respondent’s institutional record(s). The President will also report the action to the Board with a statement of the reasons. If the President determines that a Suspension, expulsion or termination is not required, the Associate Vice-President or Director of Finance and Human Resources or designate will determine what, if any, lesser alternative sanction is to be imposed and communicate that decision in writing to the Respondent.

Sanctions imposed upon a student shall not ordinarily be recorded on the student’s transcript unless the student is suspended or expelled. In the case of a suspension, the transcript notation shall be removed within one academic year of lapsing of the suspension.

If Sanctions are imposed on a Respondent, the Associate Vice-President or Director of Finance and Human Resources or designate will assess whether or not the Sanctions are completed satisfactorily. If the Sanctions are not completed satisfactorily the Associate Vice-President or Director of Finance and Human Resources or designate may place a Conduct Hold on the Student Respondent’s institutional record until such time as the Sanctions have been satisfactorily completed. When a Conduct Hold is placed on a Student Respondent’s record, the Student Respondent must be notified in writing, and notification must include reasons for the Conduct Hold.

**APPEAL OF DECISION**

When a conduct violation results in a disciplinary decision involving Sanctions, appeals of said decisions will be referred to the NVIT Appeals Committee. All appeals of decisions under this policy will be subject to and will proceed in accordance with the established procedures of the Appeals Committee. Individuals seeking to file an appeal under this policy and its procedures should refer to those procedures.

Any decision of the Appeals Committee in respect of a Respondent’s appeal under this policy and these procedures is final and there is no further right to appeal.

A Respondent may appeal a decision of the Associate Vice-President or Director of Finance and Human Resources or designate to the Appeals Committee only based on:
• procedural unfairness, which means that established procedures were not followed or were improperly applied during the Investigation and/or decision making process; and/or
• new information became available, which could not have been available at the time of the Investigation, that could have reasonably impacted the decision.

In cases where the President has imposed a suspension, expulsion or termination, the decision of the President as related to a Respondent, may be appealed to the Board. Respondents seeking to file an appeal of the President’s decision should refer to the procedures outlined in NVIT policy 5.7 Appeals to the Board in accordance with Section 37 of the College and Institute Act.

Any decision of the Board in respect of a Respondent’s appeal under this Policy and its Procedures is final and there is no further right to appeal.

**RECORDS**

Records created as a result of actions taken under this Policy and its Procedures shall be marked as confidential and managed in accordance with NVIT’s Records and Retention Schedule.

Any record of disciplinary actions imposed for a Conduct Violation under this Policy and its Procedures will be included in appropriate person records normally held in either the Human Resources, Finance or Registrar’s Office.

**Academic Integrity Policy C.1.7**

Approved/revised: May 20, 2008

**POLICY**

Students registered at the Nicola Valley Institute of Technology are expected to behave responsibly and abide by the policies and regulations of NVIT.

When students fail to meet these expectations, the Institution reserves the right to take whatever action it deems appropriate according to the nature of the student’s misconduct. NVIT will concern itself with misconduct including but not limited to the following examples:

**Forms of Academic Dishonesty**
Cheating

Cheating is an act of dishonesty by which a student claims that he/she has mastered information on an academic exercise that he/she has not mastered.

Examples:

a) Copying from another student’s assignment or test paper.
b) Permitting another student to copy from an assignment or test paper.
c) Using the course textbook, electronic devices, or other material such as a notebook brought to a class meeting but not authorized for use during a test.
d) Receiving information from any other person without prior authorization during a test.
e) Using explicitly prepared materials during a test, e.g. notes, formula lists, etc.

Academic Misconduct

Academic misconduct is considered a conscious infringement of NVIT academic policies and procedures, by tampering with grades, or taking part in obtaining or distributing any part of an assignment, test or exam.

Examples:

a) Theft of, buying, or otherwise obtaining all or part of a test, exam or document through the Internet.
b) Selling or giving away all or part of an assignment, test or exam including answers to an assignment, test or exam.
c) Enticement of any kind to obtain an assignment, test or exam or any information about the assignment, test, or exam.
d) Entering a building or office for the purpose of changing a grade in a grade book, on a test, or on other work for which a grade is given.
e) Changing, altering, or being an accomplice to the changing and/or altering of a grade in a grade book, on a test, a “change of grade” form, or other official academic records of NVIT, which relate to grades.
f) Entering a building or office or otherwise viewing a test for the purpose of acquiring or examining an assignment, test or exam.

Fabrication

Fabrication is the deliberate use of false information or the creation of research or other findings with the intent to deceive.

Examples:

a) Listing sources as a reference not used in the academic exercise.
b) Manufacturing false data or source of information for research or other academic exercise.
c) Submitting as one’s own, any academic exercise (e.g. written work, printing, art work, etc.) prepared totally or in part by another.
d) Taking a test for someone, or permitting someone to take a test for the registered student.

Plagiarism

Plagiarism is the inclusion of someone else’s words, ideas or data as one’s own work. When a student submits work for credit that includes the words, ideas or data of others, the source of that information must be acknowledged through complete, accurate, and specific footnote references, and, if verbatim statements are included, indicate as such through the use of quotation marks or block format as well. By placing his/her name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgements.

To avoid plagiarism the student will endeavor to acknowledge indebtedness:

a) Traditional Knowledge

Example: Whenever one conveys traditional knowledge, one must acknowledge the source of the information and demonstrate that permission is sought and granted.
b) Whenever one quotes another person’s actual words;
c) Whenever one uses another person’s idea, opinion or theory, even if it is completely paraphrased in one’s own words; and
d) Whenever one uses facts, statistics, or other illustrative materials, unless the information is common knowledge.
e) Whenever citation of information taken from the source indicated.
f) Whenever submitting the same work for more than one course with previous authorization from all instructors involved.

Final Exams

Because of the special relationship, which exists between an instructor and his or her students, the responsibility for taking reasonable precautionary measures to prevent academic dishonesty shall rest with the instructor or instructors in charge of a particular course of program. As well as maintaining the security of final examinations, the instructor must assume responsibility for taking all reasonable steps to detect academic dishonesty in all forms of course or program assessment in the courses or programs for which he or she is responsible.

Each instructor is responsible for the invigilation of his/her scheduled exams, at the time and place indicated in the final exam schedule. Any additional invigilators that may be required are to be accessed by the instructor involved and their respective Department Head.

Invigilators are responsible for taking reasonable precautions to prevent cheating in that examination. Invigilators must also check the room for possible security problems both before the students enter the room and again after the examination is complete.

Together with the responsibility of the student in not participating in an act of academic dishonesty, it is the responsibility of the NVIT staff to take all reasonable steps to prevent and to detect acts of academic dishonesty. The instructor has the responsibility to confront a student when such an act is suspected and to take suitable action if academic dishonesty, in the opinion of the instructor, has occurred.

Regulations

When an instructor suspects that academic dishonesty has occurred, the instructor shall:

1. Contact and meet with the student(s) concerned. If the meeting with the student leaves the issue unresolved, then the instructor must notify the appropriate Department Head, Vice President Learning Services or the relevant Dean.
2. If resolution results in a failed grade for a course, this must be reported to the Academic Honesty Committee.
3. In conjunction with the Department Head, Vice President Learning Services or the relevant Dean, meet with the student(s) concerned.
4. If the Department Head, Vice President Learning Services or the relevant Dean is satisfied that academic dishonesty has taken place, he or she shall advise the student(s) in writing that the case will be referred to the Academic Honesty Committee.
5. The Academic Honesty Committee shall be comprised of: one representative from Student Services, Faculty, one Vice President
The Academic Honesty Committee will decide whether the infraction submitted by the faculty member will receive one of the following academic sanctions:

a. Reprimand: written warning to a student from the Academic Honesty Committee that states their behaviour is unacceptable to NVIT.

b. Reduction of grade: may be applied to an assignment, test or project in consultation with the instructor and the program Department Head.

c. Failure of the course.

7. Academic Honesty Committee will inform the instructor, student, Department Head, Vice President Learning Services or relevant Dean, Registrar, and Student Affairs of their decision.

8. The Academic Honesty Committee will keep a record of decisions.

9. In the event a student is found to have been guilty of academic dishonesty, and the student wishes to appeal that decision, the student must follow the Academic Appeals Policy.

10. In the event a student is found to have been guilty of academic dishonesty for a second time during his or her program or studies at NVIT, the student will receive a failing grade (F) for that course and the Academic Honesty Committee may recommend to the President the suspension or expulsion of the student from NVIT. If the student wishes to appeal that decision, the student must follow the Academic Appeals Policy.

11. The Academic Honesty Committee has a role to inform faculty on issues and standards relative to academic honesty.

C1.8 Off-Site Educational Activities / Field Trips
Approved/revised: October 27, 2016

POLICY

NVIT will make provision for the safe and orderly participation of students where educational activities or field trips are scheduled to occur off campus under the direction of an instructor or designated NVIT representative.

Definitions:
Off-site activities are defined as NVIT experiential learning activities which occur off campus within the scope of an approved instructional program. Field trips are defined as educational activities that support the learning outcomes of an NVIT course of study, under the supervision of an NVIT instructor or designated representative.

1. PROCEDURE

All off-site educational activities or field trips must be approved by the Dean or his/her designate. It is the responsibility of the Dean(s) to ensure that all required documentation is completed and authorized. Documentation includes a written proposal outlining the proposed date, time and duration of the off-site activity, a detailed budget with account code, transportation plan, and copies of valid insurance and driver’s license(s) where necessary. Use of public transportation services is required when possible.

Prior to authorization, the department, in conjunction with the instructor/faculty member, must conduct a risk assessment using the Field Level Hazard Assessment form for any off campus activity or field trip, which includes:

a. Risk assessment of facilities, transportation and equipment;

b. Site inspection and assessment of potential hazards;

c. Written safety plan, in the case of a remote location;

d. Orientation for students prior to the off campus activity outlining potential hazards and risks;

e. Experience/ability level of students and the necessity for special instruction as part of, or prior to, the activity;

f. Communications (Cell, Satellite, VHS) and regular communications protocol;

g. Evacuation plan;

h. Access plan for emergency personnel and facilities; Risk prevention/reduction strategy;

i. First Aid – NOTE: Level 3 may be required depending on remoteness of activity and access to medical facilities*;

j. All transportation must be in accordance with NVIT Policy.

*In cases where a program or field trip does not have ready access to medical or emergency services, it is a requirement that a Level 3 First Aid Attendant be on site and an information package (2 pages maximum) be prepared that includes:

- a map and detailed description of directions to the program location;

- number of students and staff;

- dates of the program operation;

- emergency contact number at the off-site location;

- copies of the Student Field Trip Safety Information Records (attached)

2. Field Trip Requirements:

a. The activity must be approved by the Dean of the department, a program requirement and an approved line budget item.

b. Under direct supervision of instructor, students visit and observe activity “on site”.

c. Students travel and participate in groups.

d. Instructor arranges for pre-set learning experience “on site”.

e. Instructor must complete the Field Level Hazard Assessment form (see Appendix A).

f. Assessment occurs during and/or after the field trip.

g. The instructor must be present and play an active role in the process.

3. Participation

Students and staff on field trips are governed by all policies, rules and regulations of the Institute, including but not limited to Student Conduct policies and expected practices, as well as, those which may be applied by the agency providing the external facilities.

4. Arrangements for travel

Travel arrangements will be outlined in an approved Travel Plan prior to departure. Whenever possible, public transportation will be used. In cases where public transportation is not available, private vehicles may be required to reach the field trip destination. If private vehicles must be used, they must be adequately insured and in good repair.

5. Student Vehicles/Private Vehicles

Students, instructors or designated NVIT representatives driving private vehicles for field trips or off-site educational activities are considered volunteer drivers. When private vehicles are used, drivers must provide a copy of the following documents to NVIT prior to departure:

a. Valid auto insurance papers which confirm third party liability coverage of at least $2M ($5M is highly recommended)
6. Insurance

a) For insurance purposes, it is recommended that students and staff convoy and depart for field trips from the NVIT campus, or a pre-determined departure site. There is a significant difference in coverage if the participant is “traveling from the work site (campus) to the field trip site” as opposed to “traveling to and from work”. In the event a claim is made, it would be to the claimant’s advantage to have departed from the NVIT campus to the field trip destination.

b) Students must provide proof of basic medical coverage prior to commencement of the field trip. The Institute maintains general comprehensive liability insurance, but there is no accident coverage.

7. Informed Consent

a) Informed Consent forms are to be used for all experiential learning activities and field trips (see Appendix B).

b) An NVIT Field Trip Questionnaire must be completed by each student prior to participating in any experiential learning activity (see Appendix C).

C1.9 Final Examinations
Approved/revised: May 20, 2008

POLICY

Faculty must include a final examination as an appropriate means of measuring a student’s mastery of the objectives of a course. Final examinations will occur where transfer approval or accreditation of a course requires a final examination. A final examination will account for no more than 50% of the student’s grade in the course. A final examination for any NVIT course must be a minimum of 30% of the student’s grade for the course. Exceptions must have prior approval of the Vice President Learning Services or the relevant Dean for the program or department area, in consultation with the Department Head/Coordinator for that program or department area.

The Vice President Learning Services or the relevant Dean or his or her designate may develop examination procedures and regulations consistent with this policy for the administration of exams.

DEPARTMENTAL RESPONSIBILITIES

1. The course outline must specify if a final examination is part of the evaluation criteria of the course and specify the value of the examination to the overall course grade.

2. The course instructor is responsible for setting, invigilating and evaluating the examination. An alternate invigilator may be appointed by the Department Head.

3. The department must retain possession of students’ final examinations for no less than one year after grade statements are available.

4. Students have the right to review their examinations and their evaluation by making arrangements with the course instructor or Department Head.

5. Final examinations for semester courses will only be given during designated examination period.

6. Supplementary examinations may be given if identified by department policy and must adhere to College examination policy.

7. All courses must have a final exam except with pre-approval of the Vice President Learning Services or the relevant Dean.

8. Student appeal processes must be within four weeks following the date grade statements are available.

REGULATIONS GOVERNING STUDENT CONDUCT IN EXAMINATIONS

1. Students will not be permitted to leave until one-half hour has elapsed past the scheduled starting time of the examination. After one-half hour, no student will be permitted to enter.

2. Students leaving the examination room before the conclusion of the examination without the permission of the invigilator may forfeit their right to return to the examination room.

3. Students shall follow the written instructions of the course instructor with respect to examination format or risk losing marks for not following such instructions.

4. No food, beverages, electronic devices or other materials may be brought into the examination room unless the consent of the invigilator has been given.

5. Students shall write only in the material provided by the course instructor.

6. No material relating to the examination may be removed from the examination room unless, in the case of examination questions, the invigilator has given consent. Under no circumstances may College examination booklets or other materials upon which answers are written be removed.

7. Making use of materials, books, notes, without the approval of the invigilator, speaking or communicating in other ways with other students, or exposing written papers to the view of other students is not permitted. Students who do or attempt to do any of the above will be required to leave the examination room immediately and will forfeit the right to have the examination evaluated.

8. Students may ask the invigilator questions in the examination by signaling in a manner which does not disrupt other students.

9. When students sit examinations set by other bodies as part of their training, students will be subject as well to the regulations and procedures for these examinations set out by the relevant body.

PROCEDURES

1. The final examination period, for each semester, shall be identified in the College calendar.

2. The final examination schedule will be developed by the Registrar eight weeks before the final day of instruction.

3. Instructors are responsible for invigilating their exams. In the event of an emergency where an instructor is unable to invigilate his/her exam, the Department Head will arrange for proper coverage.

OFF-SITE EXAMINATIONS

In addition to the criteria set out above for Final Examinations, and the Regulations Governing Student Conduct in Examinations (all of which are published in the NVIT calendar and on the NVIT website), the following shall apply to invigilated examinations for all off-campus courses, inclusive of online courses. All off-site examinations must be supervised by the assigned instructor or by another person (administrator, counsellor or other person who can legally sign as guarantor on Canadian Passports) at an educational institution or location approved by the Vice President Learning Services or the relevant Dean in consultation with the Department Head. In most cases, invigilation for examinations is conducted by the assigned instructor.
for the course. Supervisor/Invigilator selection is subject to approval by the Vice President Learning Services or the relevant Dean in consultation with the Department Head.

**Supervisor/Invigilator responsibilities are as follows:**

1. To receive the examination package prior to the scheduled examination date and keep it secure and confidential until the day of the examination. Copies of any part of the examination are not to be made.
2. To provide an appropriate location where the examination can be written on the pre-arranged examination day. The exam must not be written in a location such as a private residence.
3. To supervise the actual final examinations(s), to ensure that the student(s) does the exam independently within the prescribed time limit and with only the aids prescribed.
4. To enclose all the examination papers, questions, answers and answer booklets (including those unused) in the provided addressed envelope, and return as directed by the Vice President Learning Services or the relevant Dean within 24 hours following the completion of the exam.

Requests for online examinations must be submitted for review and/or approval by the Vice President Learning Services or the relevant Dean at least ten (10) business days prior to the date(s) of the proposed examination.

Final online exams must be conducted in a controlled manner that ensures confidentiality.

Invigilation for online examinations must be evident, through conducting the exam in a controlled and timed environment.

Instructors must have immediate and secured access to examinations; ‘secured’ in this context refers to examinations being accessible only to the assigned instructor of the course, the Registrar’s Office, and the Vice President Learning Services or the relevant Dean.

Final off-site examinations for each student must be printed and forwarded to the designated department at NVIT, which then must have possession of final exams for each student for no less than one year after grade statements are available as per the NVIT Final Examination Policy published on the NVIT website and in the NVIT calendar. These final exams must also contain any and all marking conducted by the instructor.

In cases where the assigned instructor is unable for any reason to invigilate final off-site examinations, NVIT will provide a fee for an approved invigilator in the amount of $100.00 upon the invigilator carrying to completion his or her responsibilities as described above for the invigilated examination for the student(s).

**C.1.10 Sexual Violence Approved/revised: November 22, 2016**

Applies To: Students, Elders, Board of Governors, Employees, Contractors

**Authority:** College and Institute Act

Sexual Violence and Misconduct Policy Act

**Responsibility:** Director of Students and Registrar

**SCOPE**

This policy has been developed in response to the Sexual Violence and Misconduct Policy Act (the Act) passed by the BC provincial government May 19, 2016. In accordance with the Act, this policy outlines the Nicola Valley Institute of Technology’s (NVIT) position on sexual violence and the response procedures for any incident occurring on or off campus involving any member of the NVIT community. In the event of a disclosure, complaint, or report the Institute will take necessary and appropriate action to protect the safety and welfare of the NVIT community and learning environment. This may include taking necessary and appropriate action in cases where a member of the NVIT community is accused of serious conduct, and there is a clear nexus to the NVIT community regardless of where the conduct occurred or is alleged to have occurred.

**POLICY**

Sexual violence is not tolerated by the Nicola Valley Institute of Technology. The Institute’s procedures for prevention, education and response to incidents of sexual violence is articulated in this Policy. Members of the NVIT community who disclose experiences of sexual violence will be respected in their choices as to how to proceed. It is the right of those who experience sexual violence to decide whether to access available services and, if so, which services to access and whether to report to police or campus personnel.

NVIT community members who are confirmed to have committed an act of sexual violence will be held accountable by the Institute, and will be subject to disciplinary action up to and including expulsion or termination. Action may be determined in accordance with federal and provincial laws such as the Criminal Code of Canada, and institutional policies including but not limited to:

- B.2.6 Human Rights
- B.2.8 Conflict of Interest
- B.2.9 Health and Safety
- B.4.1 Acceptable Computer Use
- C.1.6 Student Conduct
- Personnel: Code of Conduct
- NVIT/NVITEA Collective Agreement

**Purpose**

NVIT is committed to providing a safe and supportive environment for all members of the NVIT community. The intent of the Sexual Violence Policy is to provide a unified approach to the prevention of and response to incidents of sexual violence. Its purpose is to:

- Promote a safe campus environment in which sexual violence is not tolerated;
- Ensure that those who have experienced sexual violence are supported in a fair and respectful manner; and
- Ensure that incidents of sexual violence are responded to appropriately in a timely manner

**Objectives**

NVIT’s response to incidents of sexual violence has the following objectives:

- To take reasonable steps to mitigate the safety risk to individuals within the NVIT community
- To provide appropriate assistance and support to NVIT community
Definitions

Sexual Violence: means any unwanted act (physical, verbal or psychological), carried out through sexual means or by targeting sexuality. This violence takes different forms including sexual assault, sexual abuse, sexual harassment, stalking, indecent or sexualized exposure, degrading sexual imagery, voyeurism, cyber harassment, trafficking and sexual exploitation. Neither formal criminal charges nor a human rights complaint is necessary for this definition to operate for the purposes of this Policy. For greater certainty, sexual violence can include, but is not limited to:

Sexual assault: means any type of unwanted sexual act committed by an individual against another that violates the sexual integrity of the individual to whom it is directed. Sexual assault is characterized by a broad range of behaviours that involve the use of force, threats, or control towards a person, which makes that person feel uncomfortable, distressed, frightened, and/or threatened. It is carried out in circumstances in which the person has not freely agreed, consented, or is incapable of consenting to the act.

Substance-facilitated sexual assault: refers to the use of alcohol and/or drugs to intentionally sedate or incapacitate another individual for the purpose of committing a sexual assault.

Sexual harassment: Sexual harassment is defined under this Policy as: “engage in vexatious comment or conduct of a sexual nature that is known or ought to reasonably be known to be unwelcome.” Sexual harassment often occurs in environments in which sexist or homophobic jokes and materials have been allowed, and may involve the use of social media to bring about this unwanted attention.

Sexual cyber harassment/ cyber stalking: Often used interchangeably, cyber harassment and cyber stalking are defined as repeated, unsolicited, threatening behaviour of a sexual nature by a person or group using cell phone or internet technology with the intent to bully, harass, and intimidate others. Such harassment can take place in any electronic environment where communication with others is possible, such as on social networking sites, on message boards, in chat rooms, through text messages, through email, etc.

Non-consensual distribution of intimate images and communications: The distribution of sexually explicit photographs, videos or other communications to one or more individuals without the consent of all persons in the photographs, videos or communications.

Consent: The voluntary agreement to engage in sexual activity. An individual must actively, willingly and continuously give consent to all sexual activity. Sexual activity without consent is sexual assault. Consent is never assumed or implied; it is not silence or the absence of “no”. Consent cannot be given by a person who is impaired by alcohol or drugs, or is unconscious. Consent can never be obtained through threats or coercion, and it can be revoked at any time. Consent cannot be obtained where one is in a position of trust, power, or authority.

Coercion: When someone uses manipulation tactics including threats, bribes, guilt, etc. to persuade another person to engage in sexual activity.

Disclosure: Notification from an individual that they have experienced an incident of sexual violence (different from complaint).

Complaint: Formal notification to an NVIT representative from an individual who has experienced sexual violence that an incident(s) has taken place. The complaint may be accompanied by a request for action (different from disclosure).

Report: Notification to an NVIT representative from a third party (i.e. someone not directly involved) that an incident of sexual violence has occurred. This could include another student, employee, RCMP etc. (different from disclosure).

Student: An individual who is registered or was registered in a course or program of study at the Institute at the time an incident of sexual violence is alleged to have occurred.

NVIT Community: Students, employees, Elders, Board of Governors members and contractors at any NVIT campus or community where NVIT courses are delivered.

Prevention and Education

NVIT is committed to ensuring education and awareness of sexual violence is embedded into the knowledge framework of the Institute. Similarly, NVIT will ensure that information regarding support services for those affected by sexual violence is well communicated. Best practices in sexual violence prevention and education indicate that successful education and awareness efforts:

• Are peer-led;
• Leverage social media;
• Include interactive activities;
• Involve many members of the NVIT community (including employees, students, and Elders); and
• Are tailored for specific groups.

Prevention and education activities will include, but are not limited to:

• Engaging new students through curriculum delivery (e.g. STSC 101) and campus activities designed to communicate the expectations of the NVIT community and introduce relevant policies, reporting procedures, and support services available;
• Training student leaders (Student Society members, Resident Assistants, Student Housing representatives etc.) in bystander intervention strategies;
• Providing specialized sexual assault crisis intervention training to key persons who may be the most likely to receive disclosures of sexual violence;
• Offering bystander intervention training to the broader NVIT community including employees, students and Elders;
• Leveraging print and social media campaigns to increase public education about consent, resources and supports available to those affected by sexual violence;
• Engage students in community-based anti-violence and awareness events; and
• Collaborating with community services (e.g. Nicola Family Therapy, Interior Health, Victim Services, RCMP) to develop and deliver comprehensive and integrated prevention and education programming.

RESPONSE PROCEDURES

Individuals who disclose or report an experience of sexual violence have the following rights:

• To have confidentiality protected;
A party to sexual violence may choose to disclose or file a complaint with any member of the NVIT community. All disclosures, complaints and reports received by any member of the NVIT community must be forwarded to the Director of Students and Registrar and/or Human Resources Manager for the completion of a Sexual Violence Incident Report. Subject to this policy and the limits to confidentiality herein, every effort will be made to protect the confidentiality of all parties involved.

Any member of the NVIT community who has experienced sexual violence, including incidents off-campus, or has reason to believe that sexual violence has occurred may pursue any of the options outlined below:

1. Disclosure:
   Individuals who have experienced sexual violence who do not want to report the experience through the criminal justice system or NVIT’s complaint option may choose to disclose their experience to any other member of the NVIT community.
   a) A student may opt to disclose their experience to NVIT personnel and/or counselling agency to receive the support and academic accommodations that may be needed;
   b) An employee can seek assistance and any necessary accommodations through NVIT’s Employee and Family Assistance Program;
   c) Elders, members of the Board of Governors, contractors, can seek assistance by contacting the NVIT HR department.
   d) Disclosure may not initiate a process to investigate the sexual violence or engage any resolution process.

2. Complaint:
   A complaint will initiate an investigation and/or resolution process. Procedures under NVIT policy B.2.6 Human Rights will govern the investigation and/or resolution process. A complaint should be directed as follows:
   a) Students – an NVIT counselling agency, the Director of Students and Registrar (or designate), Elders, Student Housing Coordinator or Advisor;
   b) Elders, employees or contractors – a supervisor, Manager Human Resources & Facilities, or Dean;
   c) Board Members – the Board Chair or Vice-Chair.
   Individuals may choose to report their allegations through the criminal justice system by contacting the RCMP, local policing authority or tribal police. If an individual chooses this option, NVIT can facilitate making a report to the police and will cooperate with any criminal investigation.

3. Report:
   Third party reports of sexual violence should be directed as follows:
   a) Incidents involving students should be reported to the Director of Students and Registrar;

b) Incidents involving employees, Elders, members of the Board of Governors or contractors should be reported to the NVIT Manager Human Resources & Facilities.

Interim Measures
Prior to the commencement of an investigation or resolution process, NVIT may impose interim measures as may be appropriate for safety of the individuals involved, and the NVIT community, in any report or complaint of sexual violence. Interim measures may include, but are not limited to:
   a) Alteration of the academic schedule of any student involved in a complaint of sexual violence;
   b) No-contact undertakings or no-contact direction;
   c) Temporary, non-disciplinary, leave of a person alleged to have committed sexual violence; and
   d) Any other interim restrictions as may be determined by the Institute.

Academic Accommodations
A student who has experienced sexual violence, including sexual violence at a non-NKIT sanctioned activity, and who may require an academic accommodation (for example, exam deferral, an extension on an assignment, withdrawing from a class, changing location of studies to another campus or from home, etc.), will be supported by the NVIT Student Success Centre.

A student requesting an academic accommodation under this policy is not required to file a report or complaint of sexual violence to receive an academic accommodation.

Confidentiality
“Confidentiality” means to protect the privacy of personal information and prevent disclosure of information to others. Every effort will be made to protect the privacy and anonymity of anyone who discloses an incident of sexual violence. Prior to disclosure of any information, the expressed consent of the individual who disclosed the incident is required, except in circumstances where limits to confidentiality apply.

Limits to Confidentiality: The following circumstances may require the Institute, represented by the Director of Students and the Registrar and/or the Manager of Human Resources and Facilities, or their designate to take immediate action in relation to a disclosure of sexual violence; including, but not limited to, the Institute directly contacting law enforcement authorities.

• An individual is a minor under the Child, Family and Community Services Act and reporting is required by law
• An individual is at imminent risk of severe or life-threatening self-harm;
• An individual is at imminent risk of harming another person;
• There are reasonable grounds to believe that others in the NVIT community may be at risk of harm based on the information provided.

NVIT has a responsibility to balance the wishes of the person who has disclosed an experience of sexual violence with the

Support
Any member of the NVIT community who has experienced sexual violence may choose to confide in any member of the community. Members of the
NVIT community should be prepared to provide a compassionate and reassuring response. A supportive response involves:

• Listening with acceptance and without judgement;
• Communicating that those who have experienced sexual violence are not responsible for the occurrence of sexual violence;
• Helping the individual who has experienced sexual violence to identify and access available on – or off-campus services, including emergency medical care;
• Respecting the right of the individual to choose the services they feel are most appropriate and decide whether to report to police or campus authorities;
• Respecting the individual’s choice as to what and how much to disclose about their experience; and
• Making every effort to respect confidentiality and anonymity.

Campus and Community Resources
Resources for the response to disclosures, complaints and reports of sexual violence will be readily available on the NVIT website, portal and all campuses and communities where NVIT courses are delivered. Resource information and response procedures will be clearly identified in Services Agreements for community deliveries.

Policy Review
To maintain the policy’s currency and relevance, the content will be revisited and updated every three years or when relevant social, resource, or legal changes otherwise warrant any updates.

The President will report to the Board of Governors on the implementation of this policy on an annual basis.
Fees/Payment of Fees

Fees are subject to revisions by the NVIT Board each year. Any revisions in fees will come into effect for courses commencing September 1, 2016.

Application Fee
FREE

Tuition Fees
2019/2020

Academic/Career Preparation
College Readiness courses are tuition free. Students must pay any applicable lab fees and the student activity fee (see details following).

Academic (first & second year) and Career/Technical Programs:
$87.43 per credit (courses range from 2 to 6 credits each).

Academic (third & fourth year) Programs
$126.47 per credit (courses range from 3 to 12 credits each).

Access to Practical Nursing and Practical Nursing Programs:
$90.38 per credit

Electrician Pre-Apprenticeship Program
Program Tuition $2,744.95

Plumbing and Piping Trades Program
Program Tuition $2,798.84

Residential Construction Foundations Certificate Program
Program Tuition $3,292.76

Construction Craft Worker Certificate Program Level 1 and Level 2
Program Tuition per level $528.23

Heavy Equipment Operator Foundation Program
Program Tuition $14,071.61

Culinary Arts Program
Program Tuition per level $2,550.00

Welder Foundation Certificate Program
Program Tuition $2,800.00

Seniors (age 60+)
Tuition is waived subject to the “Institute Fees, Senior Citizens” policy.
*Note: Students must pay all assessed lab/studio and student fees.

Youth In Care
May be waived subject to the “Institute Fees, Youth In Care” policy – C.3.16.
Note: Students must pay all assessed “Other Fees”.

Directed Studies and Prior Learning Assessment Recognition Students
Tuition per credit is based upon the tuition per credit for the course(s) (as per the schedule above) either being delivered through directed studies methodology or the prior learning assessment recognition process. Lab fees are also assessed for courses involving lab work.

International Student Fees
Tuition per credit: $363.23 (for international students each College Readiness/Adult Basic Education course is considered equivalent to 3 credits for tuition calculation purposes). Lab and student Activity fees also required.

Additional Program Fees

Lab/Shop/Studio Fees
Science Courses: $30.00 per course (credit and non-credit)
Computer Courses: $30.00 per course (credit and non-credit)
Electrician Pre-Apprenticeship Shop Fees: $275.00
Plumbing and Piping Shop Fees: $275.00
Residential Construction Shop Fees: $275.00
Health Lab Fees: $275.00
On-Line Course Technology Fees: $100.00
Culinary Arts Shop Fees: $300.00
Welder Foundation Shop Fees: $275.00

Experiential Fee
Fees are based on non-tuition expenses related to specific experiential learning delivery and activities. Fees may vary by activity and year to year.

Graduation Fees
$75 per credential

Official Transcript Fees
Up to 2 Official Transcripts per fiscal year (April 1 - March 31). FREE
Each Official Transcript thereafter per fiscal year (April 1-March31) $10.00
*Students can access their grades and unofficial transcripts at no cost through the mynvit.ca portal.

Student Society Fee
$20.00 per course (max. $60.00 per term and is non-refundable)

UPassBC (Vancouver campus only)
$41.00 per month, per semester. Students must be enrolled in a course of at least 21 duration, assess the Student Society fees, and enrolled in a course that is either a minimum of 3 credits OR if College Readiness is a minimum of 12 hours per week.

Student Health and Dental Insurance
$275.00 per annum

NSF Cheque Charge
A $20.00 fee is charged on all dishonored cheques.

Fax Transmission Service
$1.00 per page for receiving or $2.00 per page for sending.

Fee Payment Due Date
Payment of tuition and fees are due according to the dates specified in NVIT’s Schedule of Events, published annually in the NVIT Program Calendar. Provision of written confirmation of sponsorship, from an NVIT approved community, agency and/or organization for tuition and fees must be provided by the published tuition and fee deadline.

Income Tax Receipts
An official receipt for income tax purposes will be available to eligible students by the end of February of each year. Refer to the Canada Revenue Agency Information for Students on their website as www.cra-arc.gc.ca.
Refund of Fees Policy C.3.12
Approved/revised: September 15, 2014
POLICY
Payment of tuition and fees are due according to the dates specified in NVIT’s Schedule of Events, published annually in the NVIT Program Calendar. Provision of written confirmation of sponsorship, from an NVIT approved community, agency and/or organization for tuition and fees must be provided by the published tuition and fee deadline. In the absence of sponsorship, NVIT tuition and fees can also be paid by the published tuition and fee deadline by Passport to Education, cash, Interac, direct payment, credit card, money order, and cheque. Cheques are acceptable only upon prior approval from the Manager, Finance.
Tuition and Fees for all semester coursework that commences after the regular semester start-up as specified in NVIT’s Schedule of Events, published annually in the NVIT Program Calendar, are due at the time of registration. This includes all NVIT Student Society Fees and UPASS BC fees.

Tuition and Fees for all registration in courses through Directed Studies and/or Prior Learning Assessment Recognition are due at the time of registration.

Learners with overdue tuition and fees will be withdrawn from all coursework. Learners with unpaid accounts continue to be responsible for the outstanding tuition and fees after they are withdrawn. Learners will not be able to access grades or transcripts, and/or register in other courses until all overdue tuition and fees are paid.

Tuition Refund Policy
If the student transfers from a class(es) or program(s) to another of equal credit value during the first two calendar weeks of classes for any given semester, no additional tuition fees will be levied. In the event the student withdraws from a credit class(es) or program(s) and reduces their total number of credit hours during the first two calendar weeks* of classes for any given semester, the following shall apply:
• 100% of tuition will be refunded for withdrawal prior to classes starting;
• 75% of tuition will be refunded for withdrawal before end of first week of classes;
• 50% of tuition will be refunded for withdrawal before end of second week of classes;

Lab Fees Refund Policy
If the learner withdraws prior to the start of classes, a full refund for lab fees will be provided. After classes commence*, lab fees will be refunded as follows:
• 75% of lab fees will be refunded for withdrawal before the end of the first week of classes;
• 50% of lab fees will be refunded for withdrawal before the end of the second week of classes;
No tuition or lab fee refunds are permitted after the end of the second week of classes*.

Directed Studies and/or Prior Learning Assessment Recognition Refund Policy
No refunds are provided for course work involving Directed Studies and/or Prior Learning Assessment Recognition once course work and/or assessment has commenced.

NVIT Student Society Fees and UPASS BC Fees Refund Policy
Should a learner withdraw prior to classes starting* a 100% refund of Student Society Fees will be provided.

No refund for Student Society fees will be provided to any student after classes have commenced*.

As NVIT distributes the UPASS BC Cards monthly, the UPASS BC fees are not refundable once either of the following has occurred: 1) A student has been issued their UPASS BC Card; OR 2) Classes have started for the same month of the validity of the UPASS Card. In the event of a course or program withdrawal, which results in the student no longer being eligible for the UPASS BC program, a refund may be granted only for future months of study.

As fees are assessed annually for the Student Health and Dental Insurance plan, no refunds will be issued after 30 days of commencement of studies (determined by the first official start date of curriculum delivery within the study period). Within the first 30 days of study, students have the opportunity to demonstrate they meet opt-out criteria. After 30 days, student will be enrolled in the Student Health and Dental Insurance plan and qualify for benefits under such plan for one year, regardless of their current student status.

Medical Refund Policy
The student must submit to the Registrars Office an official withdrawal form accompanied by written notification from a certified medical doctor advising of the student’s ability/inability to complete their studies. Requests will be forwarded to the Director of Students & Registrar for consideration of a full OR partial tuition refund. This applies to full- and part-time students. Other than what is provided within the terms and conditions above, no refunds will be provided for lab fees, Directed Studies and/or Prior Learning Assessment Recognition courses, Experiential Fees, NVIT Student Society Fees and/or UPASS BC Fees.

*See the NVIT Schedule of Events, found in NVIT’s annual Program Calendar for specific dates for each semester.

Institute Fees, Senior Citizens Policy C.3.15
Approved/revised: December 2, 2011
POLICY
Nicola Valley Institute of Technology shall waive tuition fees, for courses taken by Senior Citizens, subject to the following conditions:
1. This waiver is not applicable to tuition for Community Education or Continuing Studies courses.
2. The waiver applies only to the tuition fees for the course; any other expenses necessary for participation in the course such as books, supplies, Student Society fees, lab fees, UPASS BC fees, theatre tickets, equipment rental, etc., must be paid by the student.
3. Students must identify themselves as Senior Citizen to Registration Office staff if they wish to be considered for this waiver.
4. As a minimum number of tuition-paying students are required in each course to enable it to be offered, the Institute reserves the right to limit the number of Senior Citizens admitted to a course under this policy and/or to apply the regular course fees in high-cost...
5. Registration priority will be given to tuition-paying students. Senior Citizens may register for any available seats no sooner than the day before the class starts.

6. All refunds are subject to the Refund of Fees Policy - C.3.12.

7. For the purpose of this policy, a Senior Citizen is described as anyone 60 years of age and older.

Institute Fees Youth in Care Waiver Policy C.3.1.6
Approved/revised: February 20, 2014

To provide support for individuals who have grown up in the care system in British Columbia, the Nicola Valley Institute of Technology shall waive tuition fees. For the purpose of this policy, a youth in care is defined as an individual who is a resident of British Columbia and is living or has lived as a youth in care in British Columbia under one of the following conditions as defined by the Child, Family and Community Service Act (CFCSA):

- a Continuing Custody Order pursuant to sections 41 (1) (d), 42.2 (4) (d) or (7) or 49 (4), (5) or 10 (a) of the Act for a minimum of one year
- an Agreement with Youth pursuant to section 12.2 of the Act
- a Transfer of Custody Order pursuant to section 54.1 of the Act

Those who are uncertain as to whether they are considered a youth in care for the purpose of NVIT’s youth in care tuition waiver are encouraged to contact their former social worker or any Ministry of Children and Family Development office or any delegated Aboriginal agency.

In addition to the above, prospective recipients of the Youth In Care Tuition Waiver must also:

1. Submit a completed and signed Application for the Youth In Care Tuition Waiver to the Enrolment Services Office.
2. Be at least 18 years of age during the academic year of study
3. Demonstrate need for financial assistance
4. Have an offer of admission to the Nicola Valley Institute of Technology for the upcoming semester in a program leading to the completion of a certificate, diploma or undergraduate degree OR be a continuing student and maintaining a minimum GPA of 2.00 each semester and registered in a program leading to the completion of a certificate, diploma or undergraduate degree
5. Provide evidence from a current or former agency worker, of eligibility for the Youth in Care Tuition waiver as a current or former youth-in-care in the Province of British Columbia. Within the Authorization for Release of Information, NVIT will verify each student’s eligibility with the Ministry of Child and Family Development or a delegated Aboriginal Child and Family services agency.

Terms of the Youth In Care Tuition Waiver include, but may not be limited to, the following:

- The waiver is not applicable to tuition for Community Education or Continuing Studies courses.
- The waiver applies only to the tuition fees for the course; any other expenses necessary for participation in the course such as books, supplies, Student Society fees, lab fees, UPASS BC fees, theatre tickets, equipment rental etc. must be paid by the student.
- As a minimum number of tuition-paying students are required in each course to enable it to be offered, the Institute reserves the right to limit the number of waivers admitted to a course under this policy and/or to apply the regular course fees in high-cost courses.

All refunds are subject to the Refund of Fees Policy - C.3.12.
Merritt Library Hours

September - April
Monday - Thursday 8:30 am – 8:30 pm
Friday 8:30 am – 4:30 pm
Saturday 12:00 pm – 6:00 pm
Sunday 12:00 pm – 4:00 pm

May - August
Monday - Friday 8:30 am – 4:30 pm
Saturday - Sunday Closed

Staff

Merritt campus
Linda Epps, Librarian
lepps@nvit.bc.ca
250.378.3303

David Leggett, Library Coordinator
dleggett@nvit.bc.ca
250.378.3302

Vancouver Campus
Linda Epps, Librarian
lepps@nvit.bc.ca
250.378.3303

The College Librarian is Linda Epps and the library coordinator is David Leggett. Student staff workers are hired in September and sometimes January; attending students are invited to apply. Contact Linda Epps for further information.

Vancouver Library Hours
8:30 am - 4:30 pm Monday to Friday unless otherwise posted.

The Library
The NVIT library is designed to meet the learning and teaching needs of students and staff. The library promotes the ongoing development of research skills and independent study habits to encourage lifelong learning among students and provides support for curriculum development among staff.

As a partner in BC’s Electronic Library Network, NVIT co-operates with other post-secondary libraries to provide expanded access to information. In the library online catalogue, over 65000 titles of electronic books are available full text. Internet access and a self-serve photocopier are also available in the library. The library is equipped with a computer lab for students.

Collections
The library collections include books, periodicals, audio-visuals, CD-ROMs, electronic databases, vertical files, and government documents, with a focus on First Nations content across all subject areas. Materials not available in the NVIT collection can be borrowed through InterLibrary loan. Written guides to key resources in many subject areas are available in the library.

Library Fines Policy
The NVIT library will charge fines for overdue materials, according to the following guidelines:

- For each overdue item: $0.20/day
- Maximum charge per item: $10.00
- Borrowing blocked for students: 2 overdue items or $10 charge
- Charge for lost items: replacement cost + 15 processing fee.

Instruction
In-class library orientation and research skills workshops are available in many courses or students can seek individual assistance from library staff. Throughout the academic year, the library coordinates workshops on general library research skills as well as sessions on finding resources for specific courses and assignments.

Loan Periods
Students, staff, and members of the college community can borrow materials free of charge. Loans may be renewed if material is not reserved for another borrower. Students with overdue library materials may be assessed fines, have transcripts held, and registration delayed until materials are returned or replaced.

Loan periods for materials are:
- Books ........ 3 weeks
- Videos ....... 1 week
- Periodicals ... 1 week
- Vertical Files ... overnight

InterLibrary Loans
NVIT has InterLibrary loan agreements with other libraries in BC and beyond. We can search catalogues of libraries around the world on the Internet to locate the material you need. Delivery times and loan periods vary; ask the library for more details.

Students, staff, faculty, and community, can take advantage of the convenient inter-campus library loan system between Merritt and Vancouver campuses.
The Nicola Valley Institute of Technology (NVIT) Student Society comprises all registered full- and part-time students. Membership in the Society commences at registration, upon payment of the membership fee, and ceases at the semester following the last semester of study. The Student Society works to protect students’ rights and advocates for the interests of its members.

The Society organizes social, recreational and cultural activities. An elected executive is composed of representatives from the various NVIT programs. The Society implements the work of the Student Society on behalf of all NVIT students. Executive members are also responsible for representing students in meetings with NVIT and the external community. Students elect program representatives each fall.

For information about the Society, or a copy of the Society’s Constitution and Bylaws, stop by the Student Society office located in room U014 on the Merritt campus, and upstairs on the main floor of the Burnaby campus.

The NVIT Student Society is a registered non-profit society that is organized by and for the benefit of all students of NVIT. This group is comprised of a student body representative from each program offered at NVIT. The mandate of the student society is to promote social, recreational, and cultural activities for the students of NVIT, and to be a voice of the students of NVIT.

At the beginning of the fall semester, nominations from each program are taken for the upcoming years’ Student Society Executive. These elected members have students’ best interests and the promotion of campus life at heart. The NVIT Student Society works hard throughout the year to ensure activities and events are developed to enhance students’ lives while at NVIT.

The NVIT Student Society would like to welcome all new and returning students to the Nicola Valley Institute of Technology. We hope you are all looking forward to a great year full of learning, meeting new people, and most of all discovering the opportunities that await you. We also hope that you get involved with your program and NVIT, thus making your time here more than just about the work you have to do but also making it an enjoyable experience.

The Student Society is positioned to offer a year full of activities with the goal of providing a lively atmosphere throughout the school. We encourage everyone to get involved either by helping out with committees or taking part in events. We are approachable and have your interests in mind, so we welcome your input to help us provide the services you desire.

We look forward to meeting all of you as we take this journey of learning and discovery together and wish everyone a wonderful year and best of luck. If you have any questions or would like to contact Student Society, please get in touch with the reps at your campus!

Message from the Student Society
The bookstore is owned and operated by NVIT for the convenience of students and staff. Required textbooks, supplies, and specialized equipment are all available at the bookstore. There is also a wide selection of clothing, binders, backpacks, briefcases and other specialized items sporting the NVIT logo.

**Hours**
Bookstore hours at the Merritt campus are 9:00 am to 4:00 pm and at the Vancouver campuses are 10:00 am to 2:00 pm., Monday through Friday. Extended hours for semester start-up months of September and January will be posted outside the Bookstore.

**Textbook Cost**
Textbooks are required for most courses. The cost of textbooks varies from program to program. Some NVIT courses require supplementary materials: i.e. lab coat, field engineering sheets, journal, art supplies. Book information is available on NVITConnect prior to the semester start.

**Refund and Exchange**
Any items bought in the first week of classes have a 3- week return policy upon presentation of a sales receipt. Any items bought after the first week of classes will have a 7- day return policy (receipt needed). Some restrictions may apply. Where there are medical reasons for withdrawal, refunds may be permitted by the Director, Finance. Apply in writing. Please allow at least three weeks for processing refunds.

**Charge Accounts for Sponsored Students**
Students who are sponsored may be able to set up an account with the bookstore. Sponsorship letters must specify limitations pertaining to text and/or supplies and/or equipment allowable for purchase on account. Any purchase under $5.00 will require payment in cash. Cut off dates on accounts generally apply two weeks prior to term end, unless otherwise specified by the sponsor.

**Methods of Payment**
Major credit cards or debit cards are accepted. Personal cheques may be accepted upon approval. No post-dated cheques will be accepted. There will be a $20.00 charge on NSF cheques.

**Contact Information**
Merritt 250-378-3320
Vancouver 604-602-3426
Continuing Studies (COST)

Program Delivery Location
Merritt and online

Coordinator
Jennifer Lisle
Tel: 250-378-3365
jlisle@nvit.bc.ca

The Continuing Studies department offers a variety of courses including: skills training courses necessary for employment, general interest classes, personal development classes, cultural interest classes, and a wide range of online courses.

Skills training courses such as Occupational First Aid, WorldHost and Food safe may make candidates more eligible for available employment positions in the community.

All on-campus courses are offered on a cost recovery basis therefore early registration is essential as only those classes with sufficient enrolment will be held.

If you don’t have time to take a course on campus, try our unique online courses! In these non-credit courses offered in cooperation with “ed2go”, you interact with an instructor and other students, you have weekly quizzes that keep you on schedule, and there is a final exam. The online courses allow you to have the best of both worlds, study when you want and interact when you want!

All courses run for six weeks, with a two-week grace period in the end. Two lessons are released each week for the duration of the course. You do not have to be present when the lesson is released, but you must complete each lesson within two weeks of its release.

All courses require Internet access, e-mail, and a Netscape or Internet Explorer web browser and are available in the following categories:
  • Basic Computer Literacy
  • Computer Applications
  • Database Management & Programming
  • The Internet
  • Web Graphics & Multimedia
  • Graphic Design
  • Web & Computer Programming
  • Web Page Design
  • Computer Troubleshooting & Programming
  • Languages
  • Digital Photography & Digital Video
  • Writing & Publishing
  • Entertainment Industry
  • Test Prep
  • Personal Finance & Wealth Building
  • Personal Enrichment
  • Health Care, Nutrition, & Fitness
  • Child Care & Parenting
  • Art, History, Psychology, & Literature
  • Accounting
  • Math, Philosophy, & Science
  • Start Your Own Business
  • Grant Writing & Nonprofit Management
  • Sales & Marketing
  • Business Administration
  • Personal Development
  • Courses for Teaching Professionals

NVIT’s campus is accessible to all community members, and we hope that you will find a course or two to suit your interests and goals. Please let us know if you have suggestions for courses or workshops that may be of interest to you. We encourage you to contact us if you need additional information regarding these courses.

Review the Continuing Studies website for upcoming courses: www.nvit.bc.ca/home/continuingstudies.htm
The NVIT Community Education (CE) Department supports community-based education and training by delivering various courses and programs off-campus in a variety of First Nations communities and for Aboriginal organizations. The CE Department believes in training Aboriginal people by Aboriginal people, utilizing the expertise of the communities and experiences of the learners as fundamental teaching tools. The CE Department supports the success of its students by ensuring the curriculum is designed and delivered as follows:

- in a manner that is student-centered;
- facilitated by Aboriginal professionals who are expert in their areas; and
- in a facility that supports experiential learning in a comfortable environment.

Community Education is an alternative education model whereby NVIT delivers programming in First Nations communities throughout British Columbia and across Canada. Community Education provides students with an opportunity to learn in their community, which supports students who do not wish to move away from their community, or are currently employed. Programming options range from Adult Basic Education and to completion of two-year diplomas.

- Aboriginal Community Economic Development
- Aboriginal Social Work Program
- Board Development
- Chemical Addictions
- Community-Based Negotiation Skills
- Conflict Resolution Skills
- Contract Management
- Developmental Education
- Financial Management
- Frame Work Development
- Human Resource Management
- Lands Management
- Leadership Training
- Native Adult Instructors Diploma
- Project Management/Proposal Writing
- Strategic Leadership for First Nations Organizations
- Traditional Land Use Research

Please contact our Community Education Department for the delivery of a program or course(s) in your community.

The Philosophy
Qualifying Courses

- FINA 065 Publishing
- INST 050 Indigenous Studies I
- INST 060 Indigenous Studies II
- MATH 053 Business/Technical Mathematics
- MATH 055 Introduction to Algebra II
- MATH 057 Intermediate Algebra I
- MATH 059 Intermediate Algebra II
- MATH 063 Algebra and Trigonometry
- MATH 065 Calculus
- NYSL 060 Nsylxicen II

The courses that need to be completed for the Diploma include:
- Learning Assessment.
- The completion of three courses in an Adult Program or through Prior Learning Assessment, after enrolling in an Adult Program.

For more information about eligibility, please refer to the BC Adult Graduation Diploma information www.bced.gov.bc.ca or speak with the department head.

College Readiness Program Delivery Location
Merritt and Community Based

The College Readiness program (CPDE) offers courses designed to help adults obtain prerequisite skills for entry to NVIT career/technical and/or academic programs. College Readiness is designed for the adult learner who did not complete high school or who needs to review high school level academic skills before advancing to post-secondary level study. Courses in the program help students to develop skills in reading, writing, study skills, mathematics and science at fundamental through provincial levels (literacy/numeracy through grade 12).

With a focus on helping students apply effective learning and study skills to the development of academic competencies, various instructional approaches and methods are used. Students receive regular feedback on their progress and are given helpful guidance along the way. Instructors and instructional support professionals are available to provide on-going individual help and support. A primary goal is to help students to develop and achieve their own learning potential, to take control of their learning and to know how to access support.

Some of the College Readiness courses are offered during evening sessions. Many of the classes fill quickly and as such interested students are encouraged to register early for courses! For information regarding scheduling and course availability contact the department head.

Admission Requirements

Applicants are subject to general NVIT admission requirements. All students who apply for admission to the College Readiness program are assessed in reading, writing, and mathematical skill areas. Applicants may need to meet with an Academic Planner to determine placement into courses at levels appropriate to their current abilities based on the results of these assessments. Applicants should complete assessments and registration before the first day of classes.

Notes: College Readiness courses are tuition-free. However, students must pay the applicable Student Activity fees and associated lab fees in computer and science courses (see Fee Schedule). Adult learners who need financial assistance for books and other expenses and who do not qualify for social agency funding may apply to the Adult Basic Education Student Assistance Program (ABESAP). Please direct ABESAP inquiries to the Financial/Academic Planners. A number of social/government agencies also sponsor or assist students.

Courses within this program can be used to qualify a student for the BC Adult Graduation Diploma, which is the adult student equivalent of a High School Diploma. For more information about eligibility, please refer to the BC Adult Graduation Diploma information www.bced.gov.bc.ca or speak with the department head.
College Readiness courses at NVIT are provincially articulated and are therefore transferable to other BC post-secondary colleges and institutes.

**Employment Skills Access**

**Program Delivery Location**
Merritt, Vancouver and Community Based

The Employment Skills Access program is designed to assist students in acquiring essential skills for the workplace in British Columbia. The program is unique in that it emphasizes the knowledge, skills, and standards relevant to both Aboriginal and non-Aboriginal individuals, families, and communities. The program also includes First Aid, Serving It Right, Food Safe, Health and Safety, and First Host.

The Employment Skills Access program focuses on Indigenous content in the curriculum.

An Employment Skills Access certificate is awarded to recognize the successful completion of the program. The program is ten weeks in length and will be delivered at both campuses (Merritt and Vancouver).

**Admission Requirements**

Admission to the program is granted on the recommendation from the program coordinator on a first-come-first-served basis.

Admission is open to learners that are unemployed, under-employed, Indigenous, immigrant, older workers, persons with disabilities, or who are socially marginalized.
Programs in this Department
• Aboriginal Early Childhood Education Certificate
• Aboriginal Early Childhood Education Diploma
• First Nations Speech & Language Certificate
• Indigenous Language Certificate
• Indigenous Language Diploma
• Advanced Diploma in Indigenous Language Teaching
• Native Adult Instructor’s Diploma
• Post-Secondary Education Coordinator’s Diploma

Dean
Dr. Deborah Canada, PhD
250-378-3380
dcanada@nvit.bc.ca

Aboriginal Early Childhood Education Certificate & Diploma
Program Delivery Location
Merritt and Community Based

Department Head
Denyse Oswald-Finch, MEd.
250-378-3311
doswaldfinch@nvit.bc.ca

The Aboriginal Early Childhood Education (AECE) program is designed to meet provincial licensing standards, academic standards, community and First Nations standards to ensure NVIT graduates are successful and effective child development educators in BC communities.

This program is unique in that it emphasizes the knowledge skills and standards relevant to both Aboriginal and mainstream individuals, families and communities. Early Childhood Education is a rapidly expanding field with a high need for qualified and certified childcare educators, particularly in Aboriginal communities.

The AECE program is an exciting and progressive program with a focus on Aboriginal content in the curriculum. Admission is open to all learners, particularly those wishing to explore and experience Early Childhood Education from an Aboriginal perspective. The program includes two years of education with the first year running 10.5 months from the beginning of September to the middle of July (three terms) and the student receives a certificate. For the second year, the diploma program runs for 8 months from September to the end of April (two terms), and the learner receives their diploma with two specialties: Infant/toddler and children with special needs.

*Note: Practicum placement will be scheduled throughout the Nicola Valley and Thompson areas.

Licensing
The Aboriginal Early Childhood Education Certificate is approved by the Early Childhood Educator Registry. Successful completion of the program will allow graduates to work with children 0 to 12 as well as supervise children up to a private kindergarten level.

Graduates of the Aboriginal Early Childhood Education program will be prepared for employment in many different career areas:
• Day-care centres
• Family and group facilities
• Pre-schools
• Special needs centres
• Nursery schools
• Under-3 centres
• Supervisory roles
• Strong start
• Other childcare facilities

Aboriginal Early Childhood Education Certificate
Admission Requirements
Certificate Admission Requirements
• Grade 12 Diploma or Mature status (19 years of age)
• English 12/English 12 First Peoples or ENGL 060*
• 40 hours of volunteer and/or work experience with 20 hours being in a licensed group, pre-school or childcare facility and under the supervision of a qualified Early Childhood Educator and the remaining 20 hours being in a private setting (sports camp, babysitting, daycamp, etc.) working with children from the ages of 3-12;
• Medical Reference form for AECE (available from NVIT);
• Immunization Record form for AECE (available from NVIT);
• A professional letter of reference from an individual working in the childcare or education field.
*Note: Applicants may be admitted with English 11 or 050 but will be required to take ENGL 060 as part of their program.

All admitted learners will be required to obtain a current clear Criminal Record Check from the Ministry of Public Safety and Solicitor General. Refer to the Ministry website for details on this process: http://www.pssg.gov.bc.ca/criminal-records-review/.

All accepted students will complete an application for a Criminal Record Consent (Schedule F) on their first day of classes. The results will be retained by NVIT until the completion of the AECE program.

An Aboriginal Early Childhood Education (AECE) Certificate is awarded upon the successful completion of the equivalent of one year of full-time study. Graduates of the certificate program have the option of continuing on to the second year diploma. The AECE certificate requires 48 credits as prescribed below. An overall minimum GPA of 2.33 is required. For more information, contact Denyse Oswald-Finch 250-378-3311 or doswaldfinch@nvit.bc.ca.

Certificate Course Completion Plan
In addition to the courses listed below, learners will also complete first aid certification (at the student’s cost)

<table>
<thead>
<tr>
<th>YEAR 1 - FALL</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>AECE 102</td>
<td>3.0</td>
</tr>
<tr>
<td>AECE 110</td>
<td>3.0</td>
</tr>
<tr>
<td>AECE 134</td>
<td>3.0</td>
</tr>
<tr>
<td>ENGL 100</td>
<td>3.0</td>
</tr>
</tbody>
</table>
Aboriginal Early Childhood Education Diploma

The Aboriginal Early Childhood Education Diploma (AECE) is awarded to recognize the successful completion of the equivalent of 2 years of full-time study. In addition to the successful completion of the AECE certificate, students are required to take the courses, a total of 37 credits, as prescribed below with a total of 85 credits. An overall minimum GPA of 2.33 is required.

The NVIT Aboriginal Early Childhood Education Diploma Program is designed to meet provincial certification and licensing standards for Infant/Toddler, and children with special needs. The program will ensure that academic, community and First Nations standards are adhered to so that NVIT graduates are successful, effective child development educators in British Columbia communities.

Successful completion of this program will allow graduates to work as supervisors in a variety of daycare settings, to work with children who have special needs in a variety of settings, and to work with infants and toddlers under three years of age.

Admission Requirements
- Grade 12 Diploma/Mature student
- AECE/ECE Certificate from NVIT or another post-secondary institution
- Medical Reference form (available from NVIT)
- Immunization Record form AECE (available from NVIT).
- A professional letter of reference from an individual working in the childcare, education, or special needs field.

Additional Requirements
All admitted students will be required to obtain a current clear Criminal Record Check from the Ministry of Public Safety and Solicitor General. Refer to the Ministry website for details on this process: http://www.pssg.gov.bc.ca/criminal-records-review/ This application will be completed by all students on the first day of classes. The results will be retained by NVIT until the completion of the AECE program and the AECE Program Coordinator will distribute to the students when requested.

Diploma Course Completion Plan

YEAR 1 - SPRING
AECE 104 Early Years Development II 3.0
AECE 124 Programming for Early Years I 3.0
AECE 136 Observing in the Early Years 3.0
AECE 140 Music & Art in ECE 3.0
AECE 145 Children’s Literature 3.0
AECE 148 Introductory Practicum 3.0

YEAR 1 - SUMMER
AECE 125 Curriculum Development in ECE 3.0
AECE 149 Clinical Competencies 9.0
AECE 150 Health, Nutrition & Safety 3.0

YEAR 2 - FALL
AECE 204 Early Years Development III 4.0
AECE 208 Special Topics in Child Care 3.0
AECE 216 Administrative Licensing & Leadership 3.0
AECE 224 Programming for Early Years II 3.0
AECE 260 Infant/Toddler Practicum 6.0

YEAR 2 - SPRING
AECE 210 Working with Families 3.0
AECE 214 Exploring Perspectives in Communications 3.0
AECE 226 Natural Environments in Child Care 3.0
AECE 234 Guidance for Early Years 3.0
AECE 265 Special Needs Practicum 6.0

First Nations Speech & Language Assistant

Program Delivery Location
Merritt and Community Based

The First Nations Speech and Language Assistant Program (FNSL) is a certificate program. The FNSL program in a 10-course, 30 credit program offered through community-based delivery. The program will prepare students to work at the paraprofessional level in the speech and language field under the direction of a speech-language pathologist. Due to the unique challenges of many remote and semi-remote First Nations communities, participants will also receive training in the use of technology as a way of delivering speech-language services.

This program is specifically designed for people working in First Nations communities: schools, head start programs, preschools, etc.

Admission Requirements
- English 060 or English 12/English 12 First Peoples or equivalent assessment;
- Math 050 or Math 11 or equivalent assessment; and
- Minimum of 19 years of age on or before the first day of classes.
* Note: For more information, contact Chelsea Vaughan at 250.378.3378 or cvaughan@nvit.bc.ca.

Certificate Course Completion Plan

YEAR 1
ENGL 110 College Composition 3.0
FNSL 110 Introduction to Speech & Language 3.0
FNSL 130 Language & Literacy Development 3.0
FNSL 140 Language Delays & Disorders I 3.0
FNSL 150 Therapy Procedures for Language Delays & Disorders 3.0
FNSL 160 Articulation & Phonology 3.0
FNSL 170 Principles of FNSL Intervention 3.0

Students must have transportation in order to travel to practicum placements throughout the Nicola Valley and Thompson Regions.

For more information, contact Denyse Oswald-Finch 250-378-3311 or doswaldfinch@nvit.bc.ca

CAREER TRAINING (EDUCATION)
Indigenous Languages Program

Program Delivery Location
Community Based

NVIT strongly believes in the importance of the retention and maintenance of Aboriginal languages. Indigenous languages will be delivered on-site and in the respective communities. NVIT offers a first-year language certificate, a second-year language diploma and a third year Advanced Diploma in Indigenous Language Teaching. These programs encourage learners to begin speaking, practicing and teaching their respective languages. NVIT is committed to assisting local Aboriginal communities in the retention of their languages.

For more information, contact Mandy Jimmie at 250-378-3340 or mjimnie@nvit.bc.ca

Career Opportunities
The graduate of the Indigenous Language Certificate, Diploma and Advanced Diploma in Indigenous Language Teaching will have many employment opportunities including:

- Tribal and Band administrations and organizations; and
- Other organizations who serve First Nations communities and members.

Indigenous Language Certificate (ILC)
The one-year certificate program prepares students to provide knowledge and skills to assist individuals, families, and communities 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 ILC requires 30 credits and an overall minimum GPA of 2.33.

Admission Requirements
All applicants to the Indigenous Language Certificate Program are required to meet the following admission and application requirements. Candidates are assessed on the following factors:

- Grade 12 Diploma or mature status (19 years of age)
- C+ minimum grade in English 12/English 12 First Peoples or ENGL 060
- A minimum grade of 70% in any of the following courses or equivalent: Anthropology or English.
- RCMP Criminal Record Check.
- Letter of reference from a community member who has knowledge of their language and commitment to the language teaching.

Certificate Course Completion Plan
Students must complete 9 credits as prescribed below plus 15 credits of a target language (INLG/INST/STLG/HALQ/NLEK/NSYL/SKWX) and six arts elective credits.

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 110 Approaches to History</td>
<td>3.0</td>
</tr>
<tr>
<td>SCIE 150 Aspects of Plateau Ethnoscience</td>
<td>3.0</td>
</tr>
<tr>
<td>200 Level Target Language: History &amp; Culture</td>
<td>3.0</td>
</tr>
</tbody>
</table>

Indigenous Language Diploma (ILD)
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 and the Indigenous Language Diploma Completion. The ILD requires 60 credits with an overall minimum GPA of 2.33.

Diploma Course Completion Plan

YEAR 2
Students must complete 24 credits of a target language (INLG/INST/STLG/HALQ/NLEK/NSYL/SKWX) plus six arts elective credits in Canadian Studies, Anthropology or English.

Advanced Diploma in Indigenous Language Teaching (ACILT)
This one-year advanced (ADILT) diploma program is available to graduates of the Indigenous Language Diploma program and will prepare students to teach indigenous languages in any BC school setting. Graduates will be eligible to receive the Developmental Standard Term Certificate (DSTC) from the BC College of Teachers and may apply for transfer into the Bachelor of Education at Thompson Rivers University (TRU).

This advanced diploma program combines theoretical and pedagogical study in the areas of language education with school practicum experiences. The program enables students to articulate personal and professional ethical conduct consistent with Aboriginal values and beliefs and consistent with professional and teacher codes of ethics.

Students must complete all courses in the program with a minimum GPA of 2.33 in order to qualify for the advanced certificate and for the BC College of Teachers to issue the DSTC.

Admission Requirements

- Successful completion of the Indigenous Language Certificate and Diploma program.
- All applicants must attend an orientation interview with program personnel preceding the start of the program. Through the interview, applicants must demonstrate their suitability for teaching, experience in language and culture service organizations, and their commitment to the retention and maintenance of an indigenous language.
- Letter of reference from a community member who has knowledge of their language and commitment to the language teaching.
- RCMP Criminal Record Check.

Advanced Diploma Completion Plan
Students must complete 24 credits as prescribed below plus six credits of a target language at the 300 level (INLG/INST/STLG/HALQ/NLEK/NSYL/SKWX) and two language teaching practicums.

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 250 Application of Assessment &amp; Evaluation</td>
<td>3.0</td>
</tr>
<tr>
<td>EDUC 260 Innovative Teaching &amp; Planning</td>
<td>3.0</td>
</tr>
<tr>
<td>EDUC 270 Language Acquisition: Theory &amp; Practice</td>
<td>3.0</td>
</tr>
<tr>
<td>EDUC 280 Methods in Second Language Teaching</td>
<td>3.0</td>
</tr>
<tr>
<td>EDUC 285 Technical Innovations &amp; Language I</td>
<td>3.0</td>
</tr>
<tr>
<td>EDUC 286 Technical Innovations &amp; Language II or EDUC 300 Level (TRU)</td>
<td>3.0</td>
</tr>
</tbody>
</table>
The Native Adult Instructor Diploma (NAID) program objective is to educate and train First Nation people. The NAID curriculum is designed for use by adult educators who work or plan to work with Native adult learners. Instructional needs unique to First Nation peoples are recognized and reflected within the context of historical, social and cultural patterns, while NAID instructional activities are built on the strengths of learners and instructor. Working together, building together, participants embark mutually on an educational journey to explore the world, identify real problems and develop and implement real solutions. NAID is a model of learning designed to provide considerable opportunity for dialogue, collaborative learning, and ownership of the learning process by learners and instructor.

For more information, contact Chelsea Vaughan 250-378-3378 or cvaughan@nvit.bc.ca

**Curriculum Philosophy**
- Mutually beneficial dialogue
- It is student-centered
- It is community-based
- It is experiential
- It is education rather than training
- It reflects Aboriginal philosophies and thinking

NAID's curriculum does not deliver all the various cultural approaches or views as dictated by individual First Nations. Instead, a classroom forum is created to encourage students to look within their own communities and Nations to determine cultural norms, beliefs, and values as a foundation for future core curricula.

In addition, abstractions central to the majority of indigenous societies—cyclical thought, the Medicine Wheel (or Sacred Circle) and Aboriginal ancestral orientation—are introduced, allowing students to compare such concepts with non-native linear structures. Contemporary examples are utilized to illustrate these ideas, enabling learners to explore themselves and their families, communities, and Nations, all within an Aboriginal cultural continuum.

**The Foundation of NAID**
A true community consists of a Circle of all people, with no individual or group excluded. If anyone is kept out, the Circle is not complete. Some Elders teach that whenever the Circle is broken, an empty space is left through which disease can enter into that community. Across North America traditional Native understanding is fairly unanimous on this issue.

Simply put, the Circle contains no starting point or stopping point. All are created equal and all have equal but different contributions to make, including those in the Animal Kingdom, as well as Rocks, Plants, Waters, and Stars. The Circle is the foundation on which we celebrate and honour each other's gifts and differences. (The Four Worlds Exchange)

**Types of Activities**
The consensus exercises, simulation games, values clarification activities, and group processes in this, and all NAID modules, have been developed by program designers to provide opportunity for significant experiential learning, while affording learners, where possible, an enjoyable adventure.

**Certificate Native Adult Diploma Completion Plan**
The Native Adult Instructors Diploma will be issued to the student who achieves a minimum 2.0 cumulative GPA and who completes the 21 credits outlined in the certificate completion plan.

<table>
<thead>
<tr>
<th>YEAR 1</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>NAID 01</td>
<td>Community Based Adult Education</td>
</tr>
<tr>
<td>NAID 02</td>
<td>Elements of Instruction: Communication Skills</td>
</tr>
<tr>
<td>NAID 03</td>
<td>Elements of Instruction: Teaching Strategies</td>
</tr>
<tr>
<td>NAID 04</td>
<td>Teaching Native Adults</td>
</tr>
<tr>
<td>NAID 05</td>
<td>Instructional Design &amp; Evaluation</td>
</tr>
<tr>
<td>NAID 06</td>
<td>Adult Teaching &amp; Learning Theory</td>
</tr>
<tr>
<td>NAID 07</td>
<td>Practicum</td>
</tr>
</tbody>
</table>

**Post Secondary Education Coordinator Program**
The Education Coordinator program is awarded to recognize the successful completion of the equivalent of two years of full-time study. An overall minimum GPA of 2.00 is required.

NVIT will work with the PSE Coordinators’ Training Advisory Group, which consists of representatives of the FNESC Post-secondary Sub-committee and Indigenous Adult and Higher Learning Association, to adapt existing course content to create relevant experiences for students.

For more information, contact Chelsea Vaughan 250-378-3378 or cvaughan@nvit.bc.ca.

**Certificate Course Completion Plan**

<table>
<thead>
<tr>
<th>YEAR 1</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACED 100</td>
<td>Introduction To Community Economic Development</td>
</tr>
<tr>
<td>ACED 180</td>
<td>Project Management</td>
</tr>
<tr>
<td>ACHD 123</td>
<td>Traditional Health &amp; Wellness Practices</td>
</tr>
<tr>
<td>ACHD 126</td>
<td>Self, Health &amp; Wellness</td>
</tr>
<tr>
<td>ADCT 104</td>
<td>Case Management</td>
</tr>
<tr>
<td>ADMN 165</td>
<td>Introduction To Computing Systems</td>
</tr>
<tr>
<td>BUSM 200</td>
<td>Finite Mathematics</td>
</tr>
<tr>
<td>EDUC 240</td>
<td>Communication &amp; Education Planning</td>
</tr>
<tr>
<td>ENGL 110</td>
<td>College Composition</td>
</tr>
<tr>
<td>ENGL 229</td>
<td>Oral &amp; Written Communication</td>
</tr>
<tr>
<td>FNPA 200</td>
<td>Politics and Education</td>
</tr>
<tr>
<td>FNPA 210</td>
<td>Band School Organization</td>
</tr>
<tr>
<td>FNPA 220</td>
<td>Educational Leadership</td>
</tr>
<tr>
<td>FNPA 230</td>
<td>Ethics for Educational Administrators</td>
</tr>
<tr>
<td>FNPA 240</td>
<td>Responses to Alcoholism &amp; Addiction Issues</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
</tr>
<tr>
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<tr>
<td>FNPA 245</td>
<td>Advanced Financial Management</td>
</tr>
<tr>
<td>FNWS 103</td>
<td>First Nations Women &amp; Colonization: Race, Class, &amp; Gender</td>
</tr>
<tr>
<td>INST 102</td>
<td>First Nations Governance Overview</td>
</tr>
<tr>
<td>POLI 111</td>
<td>Canadian Government &amp; Politics</td>
</tr>
<tr>
<td>PSYC 131</td>
<td>Applied Interpersonal &amp; Career Development Skills</td>
</tr>
</tbody>
</table>

**Native Indian Teacher Education Program (NITEP)**

For information on the NITEP program, please visit:

http://nitep.educ.ubc.ca/
Aboriginal Leadership in the Justice System
Program Delivery Location
Community Based

The Aboriginal Leadership in the Justice System (ALJS) Certificate and Diploma were developed for students who are interested in a career in law enforcement, Justice and Public Safety and Corrections Canada. The ALJS program is offered as either a one-year certificate or two-year diploma program. The program emphasizes the importance of understanding the context of justice for Aboriginal Peoples in Canada and drawing of the strengths and resources within community-based initiatives. These NVIT courses are university transfer credit courses, which may parallel for an individual's training in a related field. This program will assist individuals who are highly motivated, self-disciplined and hold an interest in the justice system. The program is also directed towards individuals who are in a full or part-time supervisory position and are working in the public health, safety or justice fields.

Admission Requirements
Grade 12 graduation with a C+ minimum in the following:
• English 12/English First Peoples (ENGL 060);
• Principles of Math 11 (or MATH 059);
• Criminal record check; and
• An overall minimum GPA of 2.33 is required.

All students at NVIT are required to complete STSC 101. Depending on the program requirements STSC 101 may or may not count towards grad requirements. A waiver from STSC 101 is granted only through the Dean's office. Those applying for a waiver from STSC 101 must have a minimum cumulative GPA of 3.0 or higher with a minimum of 60 credits or equivalent of previous course work.

Career Opportunities
Graduates of the Aboriginal Leadership in the Justice System Program will have many employment opportunities. Examples of the exciting and dynamic careers awaiting the credentialed individual include:
• Corrections Officer
• Security Officer
• Community Development Officer

Certificate Course Completion Plan

<table>
<thead>
<tr>
<th>YEAR 1</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADCT 102</td>
<td>Psychology Understanding Human Behaviour</td>
</tr>
<tr>
<td>CRIM 101</td>
<td>Introduction to Criminology</td>
</tr>
<tr>
<td>CRIM 103</td>
<td>Psychological Explanation of Criminal &amp; Deviant Behaviour</td>
</tr>
<tr>
<td>CRIM 131</td>
<td>Introduction to the Criminal Justice System</td>
</tr>
<tr>
<td>CRIM 135</td>
<td>Introduction to Criminal Law</td>
</tr>
<tr>
<td>ENGL 110</td>
<td>College Composition</td>
</tr>
<tr>
<td>ENGL 204</td>
<td>Business Communications</td>
</tr>
<tr>
<td>HLT 201</td>
<td>Physical Health &amp; Fitness</td>
</tr>
<tr>
<td>LEPP 165</td>
<td>Introduction to Law Enforcement</td>
</tr>
<tr>
<td>SOCI 200</td>
<td>The Nature of Racism</td>
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</table>

Diploma Course Completion Plan

<table>
<thead>
<tr>
<th>YEAR 2</th>
<th>CREDITS</th>
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</thead>
<tbody>
<tr>
<td>ADCT 294</td>
<td>Ethics &amp; Law</td>
</tr>
<tr>
<td>ACHD 230</td>
<td>Mental Health Wellness &amp; Challenges</td>
</tr>
<tr>
<td>CRIM 220</td>
<td>Introduction to Research Methods</td>
</tr>
<tr>
<td>CRIM 230</td>
<td>Criminal Law in Canada</td>
</tr>
<tr>
<td>FNST 100</td>
<td>Introduction to First Nations Studies</td>
</tr>
<tr>
<td>LEPP 170</td>
<td>Aboriginal Policing</td>
</tr>
<tr>
<td>LEPP 180</td>
<td>Field Practicum</td>
</tr>
<tr>
<td>STAT 203</td>
<td>Introduction to Statistics for Social Sciences</td>
</tr>
</tbody>
</table>

Law Enforcement Preparation Program
Program Delivery Location
Merritt

The Law Enforcement Preparation program (LEPP) prepares individuals for entrance into law enforcement or public safety careers. The program is designed to assist students in developing the necessary skills and academic knowledge required to become police officers with the RCMP. It is aligned with the RCMP cadet selection requirements and training standards in order to ensure students success. Throughout and once the students have completed the program, they will be encouraged to begin the process to become a police officer with the RCMP. The graduates from the program bring language and cultural skills that will continue to enhance the RCMP's relationship with Canada's Aboriginal communities.

This certificate program is offered on a full-time basis (5 days/week, 30 hours). Students will engage in Problem Based Learning which focuses on group work, communication skills, critical thinking, and problem solving. A major emphasis of this program is active student participation. Throughout the program, instructors will encourage students to become increasingly more self-directed and responsible for their own learning. Students are expected to come to class well prepared for active participation in the classroom.

The students' skills are enhanced through scenario training which includes investigating crime scenes, identifying & seizing evidence, conducting witness & suspect interviews, completing investigational & prosecution reports, preparing evidence for a judicial processes, morning physical training, elder teachings, pipe ceremonies, and community volunteer activities.
Course guides provide direction of learning in preparation, course activities and reflection of the content. The instructor acts as facilitator and expert to promote an environment conducive for learning through activities such as guided discussion, debate, audio-visual presentation, group activities, skill building exercises and simulation.

In the final week of the program, students will travel to the RCMP Training Academy (Depot) in Regina, Saskatchewan. This is an experiential field course where students will observe law enforcement practices.

**Target Group**

Individuals who want to prepare for entrance into careers in justice, public safety and/or human services.

**Partnerships**

NVIT works with local businesses, justice-based organizations, lawyers, and the RCMP detachment in Merritt to ensure students have access to modern training facilities and practitioners in the field as instructors.

NVIT works in partnership with the Surrey School District’s (SD.36) Career Educations Principal to provide secondary students a head start to explore their law enforcement career aspirations. This partnership allows secondary students to obtain dual credit at their local secondary school and NVIT.

The Justice Institute of British Columbia (JIBC) and Nicola Valley Institute of Technology (NVIT) have signed a Memorandum of Agreement to promote cooperative ventures between the two post-secondary institutions. The five-year agreement will allow JIBC and NVIT to facilitate a block transfer of credits from NVIT’s Law Enforcement Preparatory Program into JIBC’s Law Enforcement Studies Diploma. NVIT LEPP students with appropriate prerequisite qualifications can ladder from NVIT into the JIBC Law Enforcement Studies Diploma with 30 Credits of advanced standing.

The LEPP is a one year program designed to equip students with the knowledge which will assist them to:

- Write the RCMP Police Aptitude Test (RPAT) and other entrance exams;
- Apply for entry to law enforcement programs such as: RCMP, Aboriginal Policing, Correction Services, Security Services, Native Court Workers and Counsellors.
- Continue studies within the vast law enforcement arena.

**Admission Requirements**

1. Possess a Canadian Secondary School Diploma (high school) or equivalent (upgrading to acquire an equivalent prior to starting is available);

2. English 10;

3. Math 10;

4. Be minimum of 18 years of age;

5. Be a Canadian Citizen;

6. Be able to pass an enhanced reliability security check;

   - RCMP Criminal Record Check (LEPP applicants must contact their local RCMP detachment for a criminal record check and pay associated fees);
   - Medical Clearance Form (LEPP applicants must contact their local physician to confirm that they are fit enough to complete the RCMP Physical Abilities Requirement Examinations);
   - Be able to pass a hearing and vision test; and
   - Class 5 Driver’s License (LEPP applicants are required to possess a valid, unrestricted Canadian driver’s license to apply to the RCMP. LEPP applicants are encouraged to begin the process of obtaining their driver’s license, if they do not have valid unrestricted Canadian driver’s license prior to their LEPP application).

*All students are responsible for acquiring a pass to a gym approved by their instructor(s) to complete required physical fitness components of the program.

**Certificate Course Completion Plan**

The LEPP Certificate will be issued to the student who achieves a minimum 2.0 cumulative GPA and who completes the 44 credits outlined in the certificate completion plan.

**YEAR 1 - FALL**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEPP 100</td>
<td>Physical Education Development</td>
<td>3.0</td>
</tr>
<tr>
<td>LEPP 110</td>
<td>Effective Presentations &amp; Communications</td>
<td>3.0</td>
</tr>
<tr>
<td>LEPP 120</td>
<td>Aboriginal Community Relations</td>
<td>3.0</td>
</tr>
<tr>
<td>LEPP 130</td>
<td>Domestic Violence</td>
<td>3.0</td>
</tr>
<tr>
<td>LEPP 145</td>
<td>Investigational Technique</td>
<td>4.0</td>
</tr>
<tr>
<td>LEPP 165</td>
<td>Introduction to Law Enforcement</td>
<td>4.0</td>
</tr>
<tr>
<td>COMP 101</td>
<td>Computer Essentials &amp; the Internet</td>
<td>3.0</td>
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**YEAR 1 - SPRING**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>LEPP 140</td>
<td>The Canadian Criminal Justice System</td>
<td>3.0</td>
</tr>
<tr>
<td>LEPP 150</td>
<td>The Criminal Code</td>
<td>3.0</td>
</tr>
<tr>
<td>LEPP 155</td>
<td>Community Based Policing</td>
<td>3.0</td>
</tr>
<tr>
<td>LEPP 170</td>
<td>Aboriginal Policing</td>
<td>2.0</td>
</tr>
<tr>
<td>LEPP 175</td>
<td>Managing Police Function</td>
<td>4.0</td>
</tr>
<tr>
<td>LEPP 180</td>
<td>Field Practicum</td>
<td>3.0</td>
</tr>
<tr>
<td>HLTH 201</td>
<td>Physical Health &amp; Fitness</td>
<td>3.0</td>
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</tbody>
</table>
Programs in this Department
- Environmental Resources Technology Certificate
- Environmental Resources Technology Diploma

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Don Parno
dparno@nvit.bc.ca

Environmental Resources Technology
Program Delivery Location
Merritt

The Environmental Resources Technology Certificate (ENRT) program provides students with the skill set necessary for data collection work in the field. Students will learn field skills such as tree and plant identification, navigation skills, mapping skills for use in the field and with geographic information systems, soils identification, resource measurements (distance, heights, slope, tree diameters, and elevation) and forest fire suppression. Since many students will work with BC First Nations organizations and within their respective traditional territories, courses in Ethnoscience and Aboriginal case law are key to provide an understanding of the considerations for natural resource use and the role that First Nations people have in land use decisions and management. Upon completion of the first year of the program, students are granted an Environmental Resources Technician Certificate. This certificate qualifies students to carry out field data collection and provides the foundational concepts required for year two of the program.

The Environmental Resources Technology Diploma (ENRT) program focuses on the various environmental disciplines. Students will take what they learned from first year and apply that knowledge to solve environmental problems. Forest Surveys and Environmental Assessment Surveys integrate year one measurement skills into applications that are important for assessing the land base. Courses in Wildlife, Fisheries, Grasslands, Environmental Planning, Watershed Hydrology, and Timber Development give students the theoretical knowledge needed to design and carry out field studies. Upon completion of year two of the program, students are granted an Environmental Resources Technologist Diploma. This diploma qualifies students to work within a variety of disciplines including forestry, fisheries, wildlife, environmental monitoring, environmental assessment, and working with communities on helping with environmental projects.

Career Opportunities
- Band/tribal organizations and governments
- Provincial Government (e.g. Ministry of Forests, Lands and Natural Resource Operations, and Ministry of Environment)
- Forest industry
- Mining industry
- Oil and gas industry
- Private consulting/self-employment
- Non-Government environmental organizations
- Range agrology

Program Admission Requirements
Grade 12 graduation or equivalent including a C grade minimum in:
- Foundations of Math 11 or MATH 057;
- Technical and Professional Communications 12, or English 12, or English 12 First Peoples, or English 060; and
- Biology 11 or Biology 050.

The Department Head may, in exceptional circumstances, admit applicants who are lacking certain program admission requirements, provided that the applicant can demonstrate s/he has a good chance of succeeding in the program.

NVIT is committed to ensuring education is accessible to all people. Students who do not meet program requirements should contact the Department Head or an NVIT Academic Planner regarding upgrading opportunities.

Transferability
Individual course transfer information may be found at www.bctransfer-guide.ca. The ENRT program has established transfer formal agreements with the University of British Columbia and the University of Northern British Columbia.

Accreditation
The Environmental Resources Technology Program is nationally accredited with the Canadian Technology Accreditation Board and is also accredited with the College of Applied Biology.

Environmental Resources Technology Certificate
The Environmental Resources Technology Certificate will be granted to the learner who achieves a minimum 2.0 cumulative GPA and who completes the 55 credits outlined in the certificate completion plan.

Certificate Course Completion Plan

<table>
<thead>
<tr>
<th>YEAR 1 - FALL</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENRT 110</td>
<td>Introduction to Natural Resources</td>
</tr>
<tr>
<td>ENRT 141</td>
<td>Aboriginal Peoples &amp; the Land</td>
</tr>
<tr>
<td>ENRT 150</td>
<td>Silvics &amp; Dendrology</td>
</tr>
<tr>
<td>ENRT 155</td>
<td>Soil Science</td>
</tr>
<tr>
<td>ENRT 160</td>
<td>Field Surveys I</td>
</tr>
<tr>
<td>MATH 140</td>
<td>Technical Mathematics</td>
</tr>
</tbody>
</table>
## Environmental Resources Technology Diploma

The Environmental Resources Technology Diploma will be granted to the learner who achieves an overall GPA of 2.00 and has completed the 55 credit Environmental Resources Technology Certificate and the 57 credits outlined in the diploma completion program.

### Diploma Course Completion Plan

<table>
<thead>
<tr>
<th>YEAR 1 - SPRING</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 140</td>
<td>Technical Writing</td>
</tr>
<tr>
<td>COMP 140</td>
<td>Geographic Information Systems</td>
</tr>
<tr>
<td>ENRT 145</td>
<td>Fire Ecology</td>
</tr>
<tr>
<td>ENRT 165</td>
<td>Field Surveys II</td>
</tr>
<tr>
<td>ENRT 170</td>
<td>Principles of Ecology</td>
</tr>
<tr>
<td>SCIE 140</td>
<td>Ethnoscience</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>YEAR 2 - SPRING</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENRT 240</td>
<td>Environmental Planning</td>
</tr>
<tr>
<td>ENRT 245</td>
<td>Watershed Hydrology</td>
</tr>
<tr>
<td>ENRT 257</td>
<td>Timber Development II</td>
</tr>
<tr>
<td>ENRT 266</td>
<td>Environmental Assessment Surveys</td>
</tr>
<tr>
<td>ENRT 272</td>
<td>Forest Health</td>
</tr>
<tr>
<td>ENRT 273</td>
<td>Wildlife Ecology</td>
</tr>
<tr>
<td>ENRT 298</td>
<td>Capstone Project</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>YEAR 2 - FALL</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 145</td>
<td>Public Relations &amp; Communications</td>
</tr>
<tr>
<td>ENRT 250</td>
<td>Silviculture</td>
</tr>
<tr>
<td>ENRT 255</td>
<td>Timber Development I</td>
</tr>
<tr>
<td>ENRT 260</td>
<td>Forest Surveys</td>
</tr>
<tr>
<td>ENRT 270</td>
<td>Fisheries Ecology</td>
</tr>
<tr>
<td>ENRT 271</td>
<td>Grasslands Ecology</td>
</tr>
</tbody>
</table>
Programs in this Department
- Bridging to Trades Certificate
- Construction Craft Worker Certificate Level 1
- Electrician Pre-Apprenticeship Certificate
- Heavy Equipment Operator Foundation/Technician Certificate
- Plumbing and Piping Trades Foundations
- Residential Construction Foundation Program
- Welder Foundation Certificate Program
- Culinary Arts Professional Cook 1 Certificate

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William Kerr wkerr@nvit.bc.ca

Bridging to Trades Program Delivery Location
Community Based

The Bridging to Trades program (BRTR) provides learners with pre-fundamental training in several high-demand industrial trades. Students will also develop necessary employment skills including resume writing, interviewing tactics, and other job-search related tools. Throughout the 12 week program, students will develop a sound understanding of workplace safety and gain significant hands-on experience in each of the following four trades:

• Plumbing / Pipefitting
• Machining / Millwright
• Welding
• Electrical

Additional program content includes:
• Occupational First Aid Level 1
• Transportation Endorsement
• Workplace Hazardous Materials Information System (WHMIS)

Employment skills and workplace safety will be emphasized. Upon successful completion of this program, students may have greater opportunity for admissions into trades schools pre-apprenticeship programs. Please check your selected post-secondary for intake information.

Certificate Course Completion Plan

<table>
<thead>
<tr>
<th>YEAR 1</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>BTES 060</td>
<td>Essential Skills</td>
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<tr>
<td>BTEL 060</td>
<td>Bridging to Trades Electrical</td>
</tr>
<tr>
<td>BTER 060</td>
<td>Bridging to Trades Employment Readiness</td>
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<tr>
<td>BTMW 060</td>
<td>Bridging to Trades Millwright</td>
</tr>
<tr>
<td>BTPT 060</td>
<td>Bridging to Trades Piping Trades</td>
</tr>
<tr>
<td>BTWD 060</td>
<td>Bridging to Trades Welding</td>
</tr>
</tbody>
</table>

Construction Craft Worker Program Delivery Location
Community Based

NVIT offers a two-year Construction Craft Worker program. A Construction Craft Worker installs utility piping, places concrete, constructs roads, performs selective demolition, performs underground work, assists skilled tradespersons such as carpenters, bricklayers and cement finishers in construction activities, helps heavy equipment operators secure special attachments to equipment, guide operators in moving equipment and perform labouring activities at construction sites. Construction Craft Workers are employed by a wide variety of general contractors, municipalities, and oil and gas companies.

The curriculum follows the Industry Training Authority (ITA) accredited program profile guidelines and requirements in order to earn the Red Seal Certification for the 1st and 2nd Level Apprenticeship. The standards for this program were reviewed and/or updated are consistent with ITA on the dates below. Program Standards Approved: June 2014.

For detailed information on the scope of knowledge and skills taught and assessed in this program, refer to the Program Outline, available on the ITA website: http://www.itabc.ca/program/construction-craft-worker.

Admissions Requirements
• Grade 10 or equivalent including English 10;
• Mathematics 10; and
• Science 10.

Certificate Course Completion Plan
Upon successful completion of the two-year Construction Craft Worker program, students will receive an NVIT Construction Craft Worker certificate for both Level 1 and Level 2, and will meet the following:
Electrician Pre-Apprenticeship Program

Program Delivery Location
Merritt

The 24-week Electrician Pre-Apprenticeship (ELEC) program provides students with the necessary skills to seek employment as an apprentice electrician. The program exposes the student to aspects of residential, commercial and industrial systems in this trade with a focus on developing practical skills. The curriculum follows the BC Ministry of Advanced Education guidelines for the first-year in-class components of the Electrician Apprenticeship, which includes installation procedures in compliance with the Canadian Electrical Code for residential, commercial and industrial.

For more information on the curriculum and learning outcomes, please see the Industry Training Authority’s website, Level 1 program information: http://www.itabc.ca/program/electrician-construction.

Individuals who complete the ITA Construction Electrician Foundation program, with a minimum of 70% on the Level One Technician Exam, will receive the following credit toward completion of the Construction Electrician apprenticeship program.

Technical Training: Level 1
Work Based Training: 350 hours

Heavy Equipment Operator

Program Delivery Location
Community

“Heavy Equipment Operator” technicians operate heavy machinery such as heavy articulating rock trucks, loaders, excavators, backhoes, dozers and graders. These machines are used universally for all manner of heavy construction, earth moving, road building, mining, forestry, and mega projects. Technicians may also be responsible for the basic maintenance of equipment, safety around equipment and the compliance of markers, grades, and stakes.

The Heavy Equipment Operator Foundation program gives an overview of the industry including safe work practices, environmental requirements, orientations to equipment and tools, and introduction to principles of civil
The Heavy Equipment Operator Certificate Program includes the Road Builder & Heavy Construction Foundation, the Heavy Equipment Operator Technician, and Machine Operator Training. Students will be granted a Foundation and Technician Certificate as well as the opportunity to obtain machine specialty certificates. Graduates should gain knowledge and skills in both a classroom and hands-on setting that will enhance their success in the industry.

Program Duration
- Road Builder & Heavy Construction Foundation: 4-weeks (120 hours)
- Heavy Equipment Operator Technician: 5-weeks (150 hours)
- Machine Operator Training (1-8 weeks, machine dependent) for a total of 10 to 17 weeks of instruction

Evaluation
Theoretical concepts may be evaluated by written exams, assignments, case studies, presentations, and/or completion of a journal. Practical performance is assessed by instructor observations of students in work experience and field situations, and is based on mid-term and/or final evaluations. All evaluations are consistent with the NVIT Grading System.

The passing grade for all technical training and in-class assessments for each component is 70%. If a component is not completed satisfactorily, a student may apply to repeat the course the next time it is offered, provided there is space available.

Credential
Students will be granted a Foundation and Technician Certificate inclusive of machine specialty certificates. Graduates will gain knowledge and skills in both a classroom and hands-on setting that will enhance their success within the industry. Graduates will also receive the HEO Foundation Certificate of Completion from the Industry Training Authority.

Admission Requirements
- BC secondary school graduation or equivalent, or 19 years of age and out of secondary school for at least one year as of the first day of classes;
- One of: English 10, English 10 First Peoples, or equivalent Provincial Level Adult Basic Education English course, or equivalent assessment;
- One of: Apprenticeship and Workplace Mathematics 10, Foundations of Mathematics and Pre-Calculus 10, an equivalent Adult Basic Education (MATH 041 from NVIT), or equivalent assessment.

Program Content
The Heavy Equipment Operator Certificate Program includes the following three programs:

Road Builder & Heavy Construction Foundation (4 weeks)
This course has been developed with the support of the BC Road Builders & Heavy Construction Association as a pre-employment program. The Foundation program will satisfy the pre-requisite requirements for the ITA HEO Technician (Apprenticeship) program. The following certifications may be provided:
- Occupational First Aid, Level One
- Ground Disturbance
- Traffic Control
- Workplace Hazardous Materials Information Systems (WHMIS)
- ITA Certificate of Completion

Heavy Equipment Operator Technician (5 weeks)
This is an Industry Training Authority apprenticeship program for those pursuing a Certificate of Qualification for the operation of one or more types of heavy equipment. Graduates will be registered apprentices and can then begin 'logging' the operating hours and competencies required for endorsement. Hours may be obtained through our HEO Machine Training or immediate employment in the industry. This 5-week course builds on the general heavy construction content of the Foundation Program with additional training specific to heavy equipment including:
- Worksite health and safety
- Types and capabilities of heavy equipment and attachments
- Heavy equipment mechanical systems
- Basic repairs, maintenance, inspection and monitoring of equipment
- Job control and engineering basics, drawings, survey instruments
- Environmental awareness and requirements, sediment control
- Students will receive orientations to excavator, dozer, loader and articulated rock truck including extensive practical training for pre-operational checks and maintenance, identification of mechanical components, operating tips, and three hours (minimum) of seat time on each machine for a total of 12 hours.

Loader and articulated rock truck including:
- Extensive practical training for pre-operational checks and maintenance
- Identification of mechanical components
- Operating tips

Three hours (minimum) of seat time on each machine for a total of 12 hours

Specialized Machine Operator Training
1-8 weeks, machine dependant, specialized machine operator training may also be available (individual machine training is available):
- Excavator (8 weeks)
- Backhoe (6 weeks)
- Dozer (6 weeks)
- Grader (6 weeks)
- Articulated Rock Truck/Loader Combo (4 weeks)
- Articulated Rock Truck (3 weeks)
- Front End Loader (3 weeks)
- Skid Steer (Bobcat) (3 weeks)
- Dump Truck & Pup (1 to 2 weeks)
Plumbing & Piping Trades Certificate
Program Delivery Location
Merritt

This 24-week (750 hour) Plumbing and Piping Trades Certificate program (PPFT) takes a student with little or no previous experience in the piping trades and supplies them with the necessary skills to seek employment in industry as an apprentice Plumber, Domestic/Commercial “B” Gasfitter, Steamfitter/Pipefitter or Sprinkler System Installer. The program exposes the students to aspects of residential, commercial and industrial piping systems in these trades with a focus on developing practical skills. The curriculum follows the British Columbia Industry Training Authority guidelines for the first-year in-class components of apprenticeship training for Plumber, Domestic/Commercial “B” Gasfitter, Steamfitter/Pipefitter and Sprinkler System Installer, which includes installation, repair and maintenance procedures in compliance with the applicable codes and standards. Upon successful completion of the program, students will receive Level 1 technical training credit toward an apprenticeship in the aforementioned four trades. This gives the successful students the opportunity to experience a number of trades without having to commit to one in particular and, upon completion, have the choice to pursue one or more career paths.

For more information on the curriculum and learning outcomes, please see the Industry Training Authority’s website, Level 1 program information:
http://www.itabc.ca/program/plumber
http://www.itabc.ca/program/steamfitter-pipefitter

Graduates of this program receive credit for Level 1 apprenticeship technical training in the trade of their choice, and may also be granted practical credit by the Industry Training Authority.

Admission Requirements

- BC. secondary school graduation or equivalent, or 19 years of age and out of secondary school for at least one year as of the first day of classes.
- One of: English 10, English 10 First Peoples, an equivalent Provincial Level Adult Basic Education English course, or equivalent assessment.
- One of: Apprenticeship and Workplace Mathematics 10, Foundations of Mathematics and Pre-Calculus 10, an equivalent Adult Basic Education (MATH 041 from NVIT), or equivalent assessment.

Certificate Course Completion Plan

<table>
<thead>
<tr>
<th>YEAR 1</th>
<th>HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>PPFT 101 Use Safe Work Practices</td>
<td>48.0</td>
</tr>
<tr>
<td>PPFT 102 Use Tools &amp; Equipment</td>
<td>240.0</td>
</tr>
<tr>
<td>PPFT 103 Organize Work</td>
<td>252.0</td>
</tr>
<tr>
<td>PPFT 104 Install &amp; Service Piping Systems</td>
<td>180.0</td>
</tr>
<tr>
<td>PPFT 105 Bridging to Trades Piping Trades</td>
<td>30.0</td>
</tr>
</tbody>
</table>

Students receive an NVIT Plumbing and Piping Trades Certificate upon successful completion of the program. Graduates will also receive a Certificate of Completion from the Industry Training Authority in their choice of one of the following: Plumber, Domestic/Commercial “B” Gasfitter, Steamfitter/Pipefitter or Sprinkler System Installer.

Individuals who complete this Foundation program, with a minimum of 70% on the Level One Technician Exam, will receive the following credit with the Industry Training Authority toward apprenticeship in their choice of one of the following: Plumber, Domestic/Commercial “B” Gasfitter, Steamfitter/Pipefitter or Sprinkler System Installer.

Technical Training: Level 1
Work-Based Training: 375 hours

Residential Construction Foundations Program
Program Delivery Location
Merritt

The 24-week Residential Construction Foundations program (RCST) provides students with the necessary theoretical and practical knowledge to seek employment as an apprentice carpenter in the construction industry. The program introduces students to all aspects of the trades including the use of hand tools, portable power tools, and other equipment used by carpenters. Through the construction of a residential wood-frame project, students are given the opportunity to work with a variety of materials used by carpenters including lumber, panel products, concrete, fasteners and hardware. The focus is on developing practical skills for the construction workplace.

For more information on the curriculum and learning outcomes, please see the Industry Training Authority’s website, Level 1 program information:
http://www.itabc.ca/program/carpenter

Graduates of this program receive credit for Level 1 apprenticeship technical training and may also be granted practical credit by the Industry Training Authority.

Admission Requirements

- BC. Secondary school graduation or equivalent, or 19 years of age and out of secondary school for at least one year as of the first day of classes.
- One: English 10, English 10 First Peoples, an equivalent Provincial Level Adult Basic Education English course, or equivalent assessment.
- Math requirement: Students graduating from secondary school in or prior to 2012: Mathematics 11 or an equivalent Advanced Level Adult Basic Education Mathematics course, or an equivalent assessment. Students entering Grade 10 in or after 2010 and/or completing the new mathematics curriculum: One: Apprenticeship and Workplace Mathematics 11, Foundations of Mathematics 11 or, Pre-Calculus 11, or an equivalent Advanced Level Adult Basic Education Mathematics course or an equivalent assessment.

Certificate Course Completion Plan

<table>
<thead>
<tr>
<th>YEAR 1</th>
<th>HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>RCST 101 Work Safe</td>
<td>60.0</td>
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<tr>
<td>RCST 102 Trades Mathematics</td>
<td>50.0</td>
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<tr>
<td>RCST 103 Drawings &amp; Specifications</td>
<td>70.0</td>
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<tr>
<td>RCST 104 Materials</td>
<td>110.0</td>
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<tr>
<td>RCST 105 Tools &amp; Equipment</td>
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<tr>
<td>RCST 106 Bldg. Science/Special Const.</td>
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</tr>
<tr>
<td>RCST 109 Site Layout, Concrete Forms</td>
<td>150.0</td>
</tr>
</tbody>
</table>
students will be able to:

- Gain knowledge of various metals;
- Describe a variety of welding processes used in the repair and construction of metal products;
- Demonstrate a knowledge of blueprint reading, welding symbols, and basic sketching; layout and assembly work; oxy-acetylene fusion welding of ferrous and nonferrous metals in all positions, braze welding of ferrous and nonferrous metals, and machine and manual cutting;
- Describe shielded metal arc welding (SMAW) of plate in all positions, carbon arc cutting and gouging;
- Describe basic metallurgy - properties of metals, metal identification, heat treatment and the effect of heat on metals; gas metal arc welding (GMAW); flux core arc welding (FCAW); and the operation of wire feed equipment.

Program Duration

This 28-week (840 hours) program takes a student with little or no previous experience in the welding trade and supplies them with the necessary skills to seek employment as an apprentice welder. This foundation program prepares learners for entry-level positions as apprentice welders in most sectors of the economy including manufacturing, construction, transportation, resource extraction, and resource development. Students engage in a variety of classroom and shop activities where they learn both theoretical principles of welding and hands-on processes to master practical welding skills.

Admission Requirements

- BC. Secondary school graduation or equivalent, or 19 years of age and out of secondary school for at least one year as of the first day of classes.
- One of: English 10, English 10 First Peoples, an equivalent Provincial Level Adult Basic Education English course, or equivalent assessment.
- Math requirement: Students graduating from secondary school in or prior to 2012: Mathematics 11 or an equivalent Advanced Level Adult Basic Education Mathematics course, or an equivalent assessment. Students entering Grade 10 in or after 2010 and/or completing the new mathematics curriculum: One: Apprenticeship and Workplace Mathematics 11, Foundations of Mathematics 11 or, Pre-Calculus 11, or an equivalent Advanced Level Adult Basic Education Mathematics course or an equivalent assessment.

Evaluation

Theoretical concepts may be evaluated by written exams, assignments, case studies, presentations, and/or completion of a journal. Practical performance is assessed by instructor observations of students in work experience and field situations, and is based on mid-term and/or final evaluations. The passing grade for all technical training and in-class assessments within a component is 70%. If a component is not completed satisfactorily, a student may apply to repeat the course the next time it is offered, provided there is space available. Students receive an NVIT Residential Construction Foundation Program certificate upon successful completion of the program. Graduates will also receive the Carpenter Foundation – Certificate of Completion from the Industry Training Authority. Individuals who complete the ITA Carpentry Foundation program, with a minimum of 70% on the Level One Carpentry Final Exam will receive the following credit toward completion of the Carpenter apprenticeship program:

Technical Training: Level 1
Work-Based Training: 450 hours

Welder Foundations Program

Program Delivery Location
Merritt

In BC, an individual can become a certified welder by completing an Industry Training Authority (ITA) apprenticeship program or by challenging the certification. Apprenticeship programs are for individuals who have an employer to sponsor them, and challenge programs are for individuals who have extensive experience working in the occupation and wish to challenge the certification. Foundation programs provide adults and youth who do not have work experience or employer sponsorship with an opportunity to gain the knowledge and skills needed to enter the occupation.

The Welding Foundation Certificate program was prepared with the advice and assistance of the Industry Training Authority and their associates. General areas of competency and associated learning tasks have been identified by industry and examples are provided below. Upon successful completion of this program, students will be able to:

- Gain knowledge of various metals;
- Describe a variety of welding processes used in the repair and construction of metal products;
- Demonstrate a knowledge of blueprint reading, welding symbols, and basic sketching; layout and assembly work; oxy-acetylene fusion welding of ferrous and nonferrous metals in all positions, braze welding of ferrous and nonferrous metals, and machine and manual cutting;
- Describe shielded metal arc welding (SMAW) of plate in all positions, carbon arc cutting and gouging;
- Describe basic metallurgy - properties of metals, metal identification, heat treatment and the effect of heat on metals; gas metal arc welding (GMAW); flux core arc welding (FCAW); and the operation of wire feed equipment.

Certificate Course Completion Plan

<table>
<thead>
<tr>
<th>YEAR 1</th>
<th>HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>WELD 101</td>
<td>Safety</td>
</tr>
<tr>
<td>WELD 102</td>
<td>Oxy-Fueling Cutting (P2)</td>
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<tr>
<td>WELD 103</td>
<td>Oxy-Acet Weld/Brazing (P3)</td>
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<tr>
<td>WELD 104</td>
<td>Shielded Metal Arc Weld (P4)</td>
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<tr>
<td>WELD 105</td>
<td>Air Carbon Arc Cutting (P5)</td>
</tr>
<tr>
<td>WELD 106</td>
<td>Gas Metal Arc Welding (P6)</td>
</tr>
<tr>
<td>WELD 107</td>
<td>Flux Cored Arc Welding (P6)</td>
</tr>
<tr>
<td>WELD 108</td>
<td>Material Handling</td>
</tr>
</tbody>
</table>
Graduates from this program will receive an Industry Training Authority Certificate of Completion, technical training credit for Welder Level 1 and Level 2 and 300 work-based hours once registered as a Welder Apprentice. After completion of the program, it’s recommended that students gain another 2,700 hours of hands-on field experience before returning to school for Level 3 Technical Training.

Culinary Arts Certificate - Professional Cook 1
Program Delivery Location
Merritt

The Culinary Arts program consists of the 28-week Professional Cook 1 (PC1) at the NVIT Merritt campus. Upon entering the program, culinary students are registered as Professional Cook 1 apprentices, gaining technical training while accruing apprentice hours. As a part of the Culinary Arts Certificate, students participate in a paid co-op work placement, gaining industry work experience and additional apprentice hours. Upon entering the program, culinary students:

- Are registered as Professional Cook apprentices.
- Gain industry work experience and PC1 apprentice hours. This often becomes full-time employment toward their career paths.
- At the beginning of the first year of the Certificate program, students spend three weeks in our state of the art food lab, focusing on learning basic cooking skills and good culinary habits without production pressure. Students then move to the main kitchen, rotating through five separate sections. Students will prepare breakfast, vegetables, starches, and proteins, as well as study cold kitchen, pastry, and meat cutting. Food produced by the students is served in the NVIT Merritt cafeteria.

Career Opportunities
Culinary students are in demand for a wide variety of employment opportunities in restaurants and at hotels.

Admission Requirements

- B.C. secondary school graduation or equivalent, or 19 years of age and out of secondary school for at least one year as of the first day of classes.
- One of: English 10, English 10 First Peoples, an equivalent Provincial Level Adult Basic Education English course, or equivalent assessment.
- One of: Apprenticeship and Workplace Math 10, Foundations of Math and Pre-Calculus 10, or Principles of Math 10, an equivalent Provincial Level Adult Basic Education, or equivalent assessment.
- Minimum 16 years of age.
- Submission of copy of Foodsafe Level I certificate.

Evaluation
Instructors provide direct day-to-day feedback on the student’s progress. They also keep records of attendance, attitude and practical progress. Practical performance is assessed by instructor observations of students in work experience and field situations, and is based on mid-term and/or final evaluations. All courses are evaluated consistent with the NVIT Grading System.

Credential
Learners will receive a certificate of completion from NVIT once they have successfully completed the program. Graduates will also receive the Culinary Arts Professional Cook 1 Certificate of Completion from the Industry Training Authority upon successful completion of the external PC1 exam.

Dual Credit
In partnership with School Districts, NVIT offers programs to enable students to begin post-secondary (university/college) trades and technical programs during their Grade 11 and 12 High School years. Students simultaneously work towards completing their High School diploma and post-secondary certification and earn credits at both levels – dual credits.

Students who are accepted into these partnership programs also benefit from reduced tuition fees.

The Culinary Arts Program at NVIT (PC1) meets the requirements of a dual credit program with affiliated School Districts.

ITA Professional Cook 1 Learning Competencies
The ITA requires students in the PC 1 program to develop 11 core competencies. Learners gain the necessary skills by rotating 5 different cooking stations.

11 Core Competencies

<table>
<thead>
<tr>
<th>CHEF 100</th>
<th>Occupational Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEF 101</td>
<td>Stocks, Soups and Sauces</td>
</tr>
<tr>
<td>CHEF 102</td>
<td>Vegetables and Fruits</td>
</tr>
<tr>
<td>CHEF 103</td>
<td>Starches</td>
</tr>
<tr>
<td>CHEF 104</td>
<td>Meats</td>
</tr>
<tr>
<td>CHEF 105</td>
<td>Poulty</td>
</tr>
<tr>
<td>CHEF 106</td>
<td>Seafood</td>
</tr>
<tr>
<td>CHEF 107</td>
<td>Garde-Manger</td>
</tr>
<tr>
<td>CHEF 108</td>
<td>Eggs, Breakfast Cookery, and Dairy</td>
</tr>
<tr>
<td>CHEF 109</td>
<td>Baked Goods &amp; Desserts</td>
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<tr>
<td>CHEF 110</td>
<td>Beverages</td>
</tr>
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5 Cooking Stations

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<tr>
<th>COMPETENCIES</th>
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<tr>
<td>CHEF 101</td>
<td>Professional Cook 1: Introduction to Occupational Skills</td>
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<td>CHEF 108, CHEF 110</td>
<td>Breakfast/Short Order: The Hot Kitchen</td>
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<tr>
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<td>Garde-Manger: The Cold Kitchen</td>
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<td>CHEF 101, CHEF 102</td>
<td>Saucier/Entremetier: The Hot Kitchen</td>
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<td>CHEF 109</td>
<td>Pastry &amp; Desserts</td>
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The curriculum follows the B.C. Ministry of Advanced Education guidelines for the first-year in-class components of the Culinary Arts – Professional Cook 1 (PC1). Practical instruction by demonstration and student participation will be integrated with classroom sessions.

Achievement criteria will be outlined by the instructor for those competencies that require a practical component. The purpose is to reinforce the theory and to provide a mechanism for evaluation of the learner’s ability to perform competently.
to apply the theory to practice. The instructor will ensure these performances are observable and measurable and that they reflect the skills spelled out in the competency as those required of a competent journey-person. The conditions under which these performances will be observed and measured will be made clear to the learner as well as the evaluation criteria. The learners will be given the level of expectation of success.
Programs in this Department
• Aboriginal Community & Health Development Certificate
• Aboriginal Community & Health Development Diploma
• Chemical Addictions Worker Certificate
• Chemical Addictions Worker Diploma
• Chemical Addictions Worker Advanced Diploma
• Foundational Skills in Counselling Certificate
• Health Care Assistant Certificate
• Access to Practical Nursing Diploma

Chemical Addictions Worker Programs
Associate Vice President Academic and Community Education
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Aboriginal Community & Health Development Certificate & Diploma
Program Delivery Location
Community Based

The impact of residential school and long-term effects on Aboriginal communities motivated the development of the ACHD program. Consultation with Aboriginal elders, youth, leaders, and community members revealed that Aboriginal community health is more than addressing physical medical needs and requires a community-based approach to health care. Capacity building, community development, implementing healing and long-term supports and education were seen as health needs.

In the development of the ACHD program three specific elements were incorporated; community development, human services, and health care practices. The program provides students with skills to address Aboriginal community health issues utilizing a multifaceted approach to community and health development. The “three elements of community health care” is the foundation in which students become qualified and effective Community Health Coordinators.

Program Description
The goals and objectives of ACHD are in keeping with NVIT’s mandate, to provide quality Aboriginal Education and support services appropriate to student success and community development. The Aboriginal Community and Health Development Diploma program aims to formally educate individuals to provide community and health development services to Aboriginal communities. Graduates from the program will be qualified Aboriginal Community Health Coordinators prepared to serve in Aboriginal communities in the following capacities:
• Implement personal management practices with individuals, families, and communities;
• Plan, develop, and evaluate prevention and treatment programs, including budgets, scope of services, contract requirements, evaluation methods, and reporting methods with Aboriginal community service providers;
• Build community capacity by conducting research and assisting communities to develop human and/or social systems of community health care;
• Develop and coordinate public health education programs designed to prevent disease, promote health, and prolong life;
• Establish and maintain liaison between Aboriginal and non-Aboriginal service providers;
• Conduct surveys, develop and prepare reports and documents that speak to the promotion of health and wellness in Aboriginal communities;
• Carry out case management activities with individuals and families who present multiple health problems; - Evaluate clients for necessary services and refer them to appropriate community resources;
• Collaborate with community health and social services organizations to collect and disseminate community health care information;
• Administer community health programs and projects;
• Employ, recognize and address ethical standards as an integral aspect of professional practice.

Certificate Completion Plan
Aboriginal Community and Health Development certificate is awarded to recognize the successful completion of the equivalent of one year of study. It requires 33 credits as prescribed below. An overall minimum GPA of 2.33 is required.

<table>
<thead>
<tr>
<th>YEAR 1</th>
<th>CREDITS</th>
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<td>BUSM 200</td>
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Diploma Completion Plan
The Aboriginal Community Development (ACD) diploma is awarded to recognize the successful completion of the equivalent of 2 years of full-time study. In addition to the successful completion of the ACD certificate, students are required to take the courses as prescribed below with a
Chemical Addictions Worker Program

Program Delivery Location
Merritt, Vancouver and Community Based

This program is open to individuals interested in a career working in the field of addictions or assist individuals who are currently in the field of Addiction as Alcohol and Drug Counsellors or Addiction Workers, who may need to obtain a credential and/or professional development to meet job requirements. The CHAD Program is developed and implemented based on the principles of Circle Learning, the Medicine Wheel concept, Red Road Philosophy, Experiential Learning and the Seven Sacred Teachings integrated with local Traditional Knowledge and practices. Courses include a focus on healing through understanding the history of Indigenous colonization, complex trauma theory, genocide, and the reclaiming of self as an Indigenous person in a traditional spiritual way. The goal is to provide opportunities for knowledge, growth and personal development that facilitate self-empowerment of the individual. The program is a multi-entry, multi-exit credentialed learning experience; Learners can earn a Certificate, Diploma and Advanced Diploma that ladders into a General Studies Degree in Addictions partnered with University of the Fraser Valley. The program is fully accredited from years 1 to 4. Faculty have a minimum of a Masters Degree and are certified through the Indigenous Certification Board of Canada (ICBOC) which is a pathway for student certification as an Addictions Worker.

Admission Requirements
Admission Requirements Grade 12 graduation with:
• C+ in Principals of Math 11 or MATH 059; and
• C+ minimum in English 12/English 12 First Peoples or ENGL 060; or
• Permissions from the Dean or Program Coordinator

Guiding Principles for Personal Suitability
Applicants will be required to demonstrate their suitability for human service practice and their understanding of the Red Road Philosophy (1-year sobriety) as it pertains to the field of addictions, mental health and personal development and wellness. Suitability will be assessed through a short interview with the Program Coordinator.

Certificate Course Completion Plan
The Chemical Addictions Worker Certificate will be granted to students who must maintain a minimum GPA of 2.33 (C+) and complete 30 credits. The CHAD Certificate will ladder into the Diploma upon successful completion of the required 30 credits. Each course will consist of a minimum of 45 student/instructor contact hours that include assignments and examinations.

Diploma Course Completion Plan
The CHAD diploma will be granted to students who maintain a minimum GPA of 2.33 and have completed the required 30 credits in the CHAD Certificate program, in addition to the 33 credits earned in the Diploma program. The Diploma consists of 11 courses, including one supervised field practicum.

Advanced Diploma Course Completion Plan
will be granted to students who maintain a minimum GPA of 2.33 and have completed the required 30 credits in the CHAD Diploma program, in addition to the 30 credits earned in the Advanced Diploma program. The Advanced Diploma provides core skills required for the National Native Alcohol and Drug Abuse Program (NNADAP), treatment centre counsellors and community prevention workers.
YEAR 3
CHAD 324   Addiction and Nutrition                                     3.0
CHAD 327   Blood Borne Pathogens                                        3.0
CHAD 333   Psychosocial Trauma Healing: Addiction Theory & the Grief Process. 3.0
CHAD 334   Relapse Prevention                                           3.0
CHAD 335   Working with FASD in Aboriginal Communities                   3.0
CHAD 339   Cultural Perspectives on Stress & Trauma                      3.0
ACED 160   Community Analysis                                           3.0
ACED 161   Negotiations & Contract Management                           3.0
ACED 180   Project Management                                           3.0
ACED 182   Proposal Writing                                              3.0

Through a unique transfer agreement with the University of the Fraser Valley (UFV), graduates of the Advanced Diploma are eligible for 90 credits of block transfer into UFV’s Bachelor of General Studies Degree (concentration in addictions). Learners are then able to complete the remaining fourth year of 30 credits at UFV.

Foundational Skills in Counseling Certificate
Program Delivery Location
Community Based

The foundational skills in counselling certificate program is awarded to recognize the successful completion of the following ten (10) Addictions Counsellor Training (ADCT) courses.

For more information, cvaughan@nvit.bc.ca or toll free at 1-877-682-3300.

Certificate Course Completion Plan

YEAR 1
ADCT 101   Counselling Skills, Processes, Theory & Method                3.0
ADCT 102   Blood Borne Pathogens                                        3.0
ADCT 103   Psychosocial Trauma Healing: Addiction Theory & the Grief Process. 3.0
ADCT 104   Relapse Prevention                                           3.0
ADCT 105   Working with FASD in Aboriginal Communities                   3.0
ADCT 201   Cultural Perspectives on Stress & Trauma                      3.0
ADCT 202   Community Analysis                                           3.0
ADCT 203   Negotiations & Contract Management                           3.0
ADCT 204   Project Management                                           3.0
ADCT 205   Proposal Writing                                              3.0

Health Care Assistant Certificate
Program Delivery Location
Merritt

The Health Care Assistant program is designed to provide learners with opportunities to develop the knowledge, skills, and attitudes necessary to function effectively as frontline caregivers and respected members of the healthcare team. Under the direction and supervision of a health care professional, graduates provide person-centered care aimed at promoting and maintaining the physical, emotional, cognitive, and social well-being of clients.

Upon completion of the program, graduates are prepared to work in a variety of practice settings including home support, assisted living, residential/complex care, special care units, other home and community care settings, and acute care.

Admission Requirements

- BC Secondary school graduation or mature student status with a minimum English 10 or equivalent, and Math 10 or equivalent;
- Standard First Aid Certification with CPR Level "C";
- BC Food Safe Certificate Level 1;
- Proof of a negative TB skin test. In case of a positive TB skin test, a negative TB chest x-ray report is required.
- Solicitor General Criminal Record Search that reveals the absence of a criminal record; and
- Updated immunizations: measles, mumps, rubella, polio, tetanus, diphtheria, hepatitis B, and current influenza vaccinations.

*HCA program applicants who have not been educated in an English-speaking environment (a country with English language systems/institutions) are required to meet English language requirements as outlined by the BC Care Aide Registry: http://www.cachwr.bc.ca/getattachment/Educators/English-Language-Competency_HCA-Program-Entry.pdf.aspx

Prior Learning Assessment

Prior Learning Assessment is available for many courses within the Health Care Assistant program. Please contact an Academic Planner for further information.

Goals

Upon completion of the Health Care Assistant Program, graduates will be able to:

1. Provide person-centred care and assistance that recognizes and respects the uniqueness of each individual client.
2. Use an informed problem-solving approach to provide care and assistance that promotes the physical, psychological, social, cognitive, and spiritual well-being of clients and families.
3. Provide care and assistance for clients experiencing complex health challenges.
4. Provide care and assistance for clients cognitive and/or mental health challenges.
5. Interact with other members of the health care team in ways that contribute to effective working relationships and the achievement of goals.
6. Communicate clearly, accurately, and in sensitive ways with clients and families within a variety of community and facility contexts.
7. Provide personal care and assistance in a safe, competent, and organized manner.
8. Recognize and respond to own self-development, learning, and health enhancement needs.
9. Perform the care provider role in a reflective, responsible, accountable, and professional manner.
Activities & Design
The program is divided into three levels. Each level consists of theory, laboratory practice, and clinical experience. The theory component is delivered through discussion groups, student presentations, lectures, demonstrations and guest speakers. Students apply the theory component in the laboratory and clinical settings.

Program Structure
Level One (12 weeks) is taught primarily in the classroom, laboratory, and intermediate care clinical, and provides a basic framework for the caregiving practice. The concept of caring is the focus. Students are introduced to the continuing care setting in this level.

Level Two (13 weeks) builds on the basic knowledge and skills developed in Level One. Focus is on special areas of care such as the person with dementia and home management. Clinical practice includes a special care unit, and a community setting.

Level Three (6 weeks) consists of clinical experience in a complex care facility.

Evaluation
Theory courses are evaluated by written exams, assignments, and/or completion of a journal. Laboratory and clinical performance is assessed by instructor observations of students in work experience situations. All courses are evaluated consistent with the NVIT Grading System.

Students must achieve at least a C+ in every course in order to proceed to the next level, or to graduate from the program.

Attendance
Students must attend 90% of each course in order to proceed to the next level, or to graduate from the program.

Certificate Course Completion Plan
Students receive an NVIT certificate upon successful completion of the program.

LEVEL 1
- STSC 101 Strategies for Success 3.0
- HTCA 104 Interpersonal Communications 2.0
- HTCA 111 Health: Lifestyle & Choices 1.0
- HTCA 116 Introduction to Practice 1.0
- HTCA 121 Health & Healthing: Concepts for Practice 2.5
- HLTH 126 Personal Care Assistant I 2.0
- HLTH 166 Clinical I 1.5

LEVEL 2
- HTCA 152 Cognitive & Mental Challenges 2.0
- HTCA 153 Common Health Challenges 4.0
- HTCA 156 Personal Care Assistance II 2.0
- HTCA 159 Community Practicum 2.0
- ENRT 170 Principles of Ecology 2.0
- HTCA 176 Clinical II 2.0

Courses at each level are prerequisites for the next level.

Access to Practical Nursing Diploma Program Delivery Location
Merritt

The Access to Practical Nursing program was initiated in response to the need for recognizing past education, training and work experience of applicants to the Practical Nursing program. If applicants have achieved a certificate in the following BC. Post-secondary programs: Health Care Assistant (HCA), Resident Care Attendant (RCA) or a combined Home Support/Resident Care Attendant (HS/RCA), they may be admitted to the Access semester of the Practical Nursing program. Those entering with an education other than from a BC. public post-secondary institution will need to demonstrate their eligibility prior to entrance.

This full-time program prepares graduates with the knowledge, skills, judgments, and attitudes to perform to the full range of competencies as identified by the College of Licensed Practical Nurses of British Columbia (CLPNBC). The curriculum provides a learning experience that is integrated, professional, collaborative, and culturally sensitive with an aim to prepare graduates to care for individuals (and by extension, families of individuals) at multiple life stages and in a variety of practice settings. Consistent with the CLPNBC Baseline Competencies for Licensed Practical Nurses’ Professional Practice (2009), the focus for beginner’s practice is “care of clients with less complex and more predictable outcomes” (p. 5). Additionally, upon successful completion of the program, graduates will possess the competencies to successfully complete the Canadian Practical Nurse Registration Exam (CPNRE). Students should expect to be in class for a total of 27 hours a week.

Activities & Design
This diploma program is offered on a full-time basis and is divided into three levels. Each level must be successfully completed before the next one can be started. A major emphasis of this program is active student participation. Throughout the program, instructors will encourage students to become increasingly more self-directed and responsible for their own learning. Students are expected to come to class well prepared for active participation in the classroom, nursing lab, and practicum activities.

Course guides provide direction of learning in preparation, course activities and reflection of the content. The instructor acts as facilitator and expert to promote an environment conducive to learning through activities such as guided discussion, debate, audio-visual presentation, group activities, skill building exercises and simulation.

Level A (Access) provides the foundation for the development of nursing practice and introduces the learner to the healthy adult, the older adult and concepts related to aging and chronic illness in various settings.

Level 3 examines a continuum of care in the community health setting and applies concepts from Level A in the management of stable clients across the lifespan. Level 4 integrates knowledge from previous levels and examines concepts related to the care of the medical/surgical client. Each Level is supported by a Consolidated Practice Experience (CPE) which reinforces the learning that has taken place within each level. Eligibility to enter the CPE at the end of each level is dependent upon the successful completion of all of the courses within that level. Each level...
must be successfully completed before the next one can be attempted. A final practice experience, or Preceptorship, prepares the learner for the role and expectations of the graduate.

Preparation/Orientation to Program
Approximately two-weeks.

Level A - 540 hours (approx 20 weeks)
Level 3 - 306 hours (approx 11 weeks)
Level 4 - 704 hours (includes final preceptorship course), (approx 23 weeks)

Practicum Duration
The Access to Practical Nursing Program is approximately 56 weeks in length. Students will be given breaks during this time (Christmas break, reading break, and summer vacation).

Practicum Definition
The Access to Practical Nursing program is designed to give students supervised practical application of previously studied theory. Students will apply their knowledge and skills from practical nursing and public health sciences to expand their understanding of caring for a community’s health.

Practicum Details
The practicum courses are mandatory and arrangements will be handled by the Practicum Placement Coordinator. Details will be provided within the first few months of the program.
* Note that practicum placements may be scheduled throughout the Nicola Valley, the Thompson, or the Okanagan regions. Students are required to arrange their own transportation (and lodging, if required) to such practicum placements.

Students will be at practicum sites 8-12 hours/day, for a total of not more than 40 hours/week. Students should expect to be at practicum sites on any day of the week for day or evening shifts.

Students will do Geriatric, Community, and Acute care practicums during the program.

Preceptorship Definition
NVIT pairs a health professional with a student in order to assist and support learning experiences and orient the learner in an instructional role. Preceptors serve as nursing role models to students and can facilitate supervised practical application of previously studied theory. Students will work identical shifts as those worked by their preceptors.

Preceptorship Details
The preceptorship course is mandatory and arrangements will be handled by the Practicum Placement Coordinator.
* Note that preceptorship placements may be scheduled throughout the Nicola Valley, the Thompson, or the Okanagan regions (other placement options may be considered – please discuss with the Practicum Placement Coordinator). Students are required to arrange their own transportation (and lodging, if required) to such practicum placements.

Students will work identical shifts as those worked by their preceptors. This includes 8-12 hour shifts, which can be days, evenings, or night shifts, any day of the week. Students will not be permitted to work more than 48 hours/week.

Career Opportunities
Practical Nurses may find employment in the continually growing field of continuing care. Their work will include working with the elderly, children, adults, and families. Employment may be in agencies such as hospitals, extended care facilities, dementia care units, adult day centers, private homes, and home support agencies as well as social services agencies.

Admission Requirements
- Successful completion of HCA, RCA, or HS/RCA Certificate;
- Minimum 600 hours of HCA work experience, within the last two years, in a care facility where care is provided to a group of gerontology clients. Work experience must be verified by an official employer letter;
- Grade 12 graduation or equivalent (ABE, GED);
- English 12 with a grade of C+ or higher, OR Technical Communications 12 with a grade of B+ or higher (alternatively, and English Assessment can be arranged through the Enrolment Services department);
- Math 11 with a grade of C or higher, OR Math 11 Foundations with a grade of C or higher (current BC curriculum). If students do not have Math 11, NVIT’s Adult Basic Education Math courses: Math 057 (Developmental) or Math 059 (Algebraic) with a grade of C or higher will be accepted. Math prerequisite should be completed within the last four years. A Math Assessment is available if the above requirements are not met, and can be arranged through the Enrolment Services department;
- Human Anatomy and Physiology for Practical Nurses with a grade of C+ or higher, or equivalent;
- CPR Level “C”;
- Solicitor General Criminal Record Check that is free of any charges of convictions;
- Immunizations* (as required by Practicum sites and recommended by BC Centre for Disease Control, 2009): diphtheria and tetanus, polio, hepatitis B, measles, mumps & rubella (MMR), varicella, and influenza; and
- Negative TB skin test. In case of a positive TB skin test, a negative TB chest x-ray report is required.

* Students who do not meet the immunization requirements may be prohibited from attending practicum experiences depending upon particular Health Authority policy, or practicum site agency policy.

Applicants with English as an additional language must meet the language requirements set by CLPNBC (2013), and be successful as follows: International English Language Testing System (IELTS) with minimum scores of:
- overall band score: 7.0
- speaking: 7.0
- listening: 7.5
- reading: 6.5
- writing: 7.0

Note: Please view CLPNBC current English requirements at the following site: https://www.clpnbc.org/elp.aspx

Diploma Course Completion Plan

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<thead>
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<td>Strategies for Success</td>
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# CAREER TRAINING (HEALTH)

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<td>PRNS 226</td>
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<td>PRNS 227</td>
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<td>PRNS 233</td>
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Programs in this Department

- Aboriginal Community Economic Development Certificate
- Aboriginal Community Economic Development Diploma
- Aboriginal Governance & Leadership Certificate
- Administrative Studies Certificate
- Administrative Studies Diploma
- First Nations Public Administration Certificate
- First Nations Public Administration Diploma
- Office Administration Certificate
- Executive Assistant Diploma
- Tourism Management Certificate
- Foundations in Innovation and Technology Certificate

Dean
Dr. Deborah Canada
250-378-3380
dcanada@nvit.bc.ca

Aboriginal Community Economic Development Certificate and Diploma

Program Delivery Location
Community Based

The Aboriginal Community Economic Development program (ACED) provides a first-year certificate with an option of taking a second-year diploma.

As NVIT’s ACED program fulfills the 16 competencies of the Council for the Advancement of Native Development Officers’ (CANDO) technician status, upon completion of the 2nd year, students have the option to apply for technician status with CANDO. In addition to the Diploma and CANDO Certification, the Diploma ladders into a Bachelor of General Studies Degree from Simon Fraser University. Students have the opportunity to take this Degree in affiliation with SFU on the NVIT Campus.

Aboriginal Community Economic Development Certificate

The Aboriginal Community Economic Development (ACED) certificate is awarded to recognize the successful completion of the equivalent of one year of full-time study with an option of continuing to the second year diploma. The ACED certificate requires 30 credits as prescribed below. An overall minimum GPA of 2.33 is required.

Admission Requirements
Grade 12 graduation or equivalent with:

- C+ minimum grade in Math 11 Foundations or MATH 059; and
- C+ minimum grade in English 12/English 12 First Peoples or ENGL 060.

ACED courses are transferable to various universities either course by course or by block through a 3rd-year business management at The University of Lethbridge. For specific transferability details check the BC Transfer Guide. For more information, contact Chelsea Vaughan 250-378-3378 or cvaughan@nvit.bc.ca.

Certificate Course Completion Plan

To receive a Certificate in Aboriginal Community Economic Development, the learner must successfully complete the following courses. Please note that the student may take either ACED 120 OR BUSM 255, NOT BOTH and either ACED 140 OR BUSM 250, NOT BOTH.

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<td>ADMN 121</td>
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<td>ADMN 165</td>
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<td>BUSM 200</td>
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<td>ENGL 110</td>
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Aboriginal Community Economic Development Diploma

The Aboriginal Community Economic Development (ACED) diploma is awarded to recognize the successful completion of the equivalent of two years of full-time study. In addition to the successful completion of the ACED certificate, students are required to take the courses, 30 credits, as prescribed below with a total of 60 credits. An overall minimum GPA of 2.33 is required.

Admission Requirements
Completion of the Aboriginal Community Economic Development Certificate.

NVIT requires that 50% of credits earned for a diploma must be completed at NVIT. Half of the 50% earned at NVIT can be through prior learning assessment. To be eligible for a diploma a minimum cumulative GPA of 2.0 (Calculated on required 60 credits) must be achieved. To receive a diploma in Aboriginal Community Economic Development, the learner must successfully complete all courses required in the certificate level as well as the following courses.

Diploma Course Completion Plan

<table>
<thead>
<tr>
<th>YEAR 2</th>
<th>CREDITS</th>
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<tbody>
<tr>
<td>ACED 180</td>
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<td>ACED 200</td>
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<td>ACED 220</td>
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<td>BUSM 207</td>
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<td>BUSM 211</td>
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<td>BUSM 223</td>
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</table>
Aboriginal Governance & Leadership Program
Program Delivery Location
Community Based

The purpose of the Aboriginal Governance and Leadership program (AGLP) is to strengthen Aboriginal peoples’ skills and abilities to govern, grounded in the learners’ traditional knowledge, leadership values, and community development interests.

The AGLP will support the growth and establishment of ethical, effective leaders and public servants who contribute to improving governing systems and sustainable development outcomes in Aboriginal communities and institutions, for the benefit of current and future generations.

Learners will be encouraged to support each other in completing experiential learning activities (i.e. chairing meetings, problem-solving, critical thinking, journaling); and in becoming more self-directed in their learning.

The culmination of the diploma program will be an internship course where learners will engage in a leadership/governance community research project that will be published and contribute to future learner development. The culmination of the advanced diploma will be an internship, which may include an international partner institute, where learners will undertake a government systems research project that will also be published and contribute to future learner development. Learners will be encouraged to share their research project reports broadly, and continue to apply and refine their leadership and governing practices throughout their lives.

All courses will maximize the use of regular guest speakers (in person/recorded, and via Moodle/webinar), and case studies to apply learning to real world situations and identify best practices and lessons learned.

Course guides will provide the direction of learning to support the successful completion of individual course activities and provide reflective learning that can be applied to the learner’s internship and future leadership practice.

The instructors will act as facilitators and experts in promoting an environment conducive for learning through activities such as inquiry, guided discussion, group analyses and activities, and strength-based skill building exercises.

The final week of the diploma and advanced diploma programs will be dedicated to supporting learners, where possible, in coordinating their community gathering/potlatch where they will be encouraged to share their personal learning journey, internship project, and their learning success. The intent of this activity is to engage their respective community; support leadership development (both formal and informal); serve as role models for their community; and share knowledge—consistent with traditional leadership practices.

Theoretical concepts may be evaluated through written exams, assignments, case studies, presentations, and/or completion of a journal. Practical performance is assessed by instructors’ observations of learners during the completion of their internships and is based on final evaluations. All courses are evaluated consistent with the NVIT Grading System.

Target Group
The AGLP will target the growing number of Aboriginal working professionals/public servants from First Nation communities, administrations, Councils/ Governments, Tribal Councils, Aboriginal organizations (for-profit and not-for-profit), regional leadership affiliate organizations (e.g., BC Assembly of First Nations, First Nations Summit, Union of BC Indian Chiefs.), and aspiring Aboriginal leaders at the national levels.

Partnerships
NVIT works with Aboriginal communities in BC and Canada to ensure learners have an opportunity to undertake community-based research and successfully complete their program internships (for diploma and advanced diploma streams or pathways). Please refer to the British Columbia Transfer Guide website for current information on program and course transferability: www.bctransferguide.ca.

Courses
Using a blended delivery model, each level (certificate, diploma, and advanced diploma) of the AGLP will be offered on a part-time basis. The intent of this blended model is to maximize the flexibility of program delivery for working professionals and public servants and allow for multiple entry/exit points that support the retention of learners and long-term course completion. This program can also be delivered in the traditional Academic method of 13 weeks per semester if desired.

Certificate Course Completion Plan

<table>
<thead>
<tr>
<th>FALL</th>
<th>CREDITS</th>
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<tbody>
<tr>
<td>AGLP 150</td>
<td>Into. To Traditional Aboriginal Leadership</td>
</tr>
<tr>
<td>AGLP 151</td>
<td>Leadership Concepts &amp; Theories</td>
</tr>
<tr>
<td>AGLP 155</td>
<td>Aboriginal Leadership Principles &amp; Ethics</td>
</tr>
<tr>
<td>ENGL 110</td>
<td>College Composition</td>
</tr>
<tr>
<td>COMM 111</td>
<td>Business Communications</td>
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<tr>
<th>SPRING</th>
<th>CREDITS</th>
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<tbody>
<tr>
<td>AGLP 1XX</td>
<td>Advanced Communications</td>
</tr>
<tr>
<td>BUSM 200</td>
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<tr>
<td>ACED 180</td>
<td>Project Management</td>
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<td>AGLP 111</td>
<td>Aboriginal Governance &amp; The Indian Act</td>
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<tr>
<td>AGLP 111</td>
<td>Aboriginal Leadership &amp; Governance Systems</td>
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</table>

Diploma Course Completion Plan

<table>
<thead>
<tr>
<th>FALL</th>
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</thead>
<tbody>
<tr>
<td>ACED 161</td>
<td>Negotiations &amp; Contract Management</td>
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<tr>
<td>ACED 100</td>
<td>Aboriginal Community Economic Development</td>
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<tr>
<td>FNPA 250</td>
<td>Economics &amp; Taxation</td>
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<td>ACED 205</td>
<td>Aboriginal Governance Development</td>
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<tr>
<td>FNPA 227</td>
<td>First Nations Fiscal &amp; Statistical Management Act</td>
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<tr>
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<th>CREDITS</th>
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</thead>
<tbody>
<tr>
<td>AGLP 260</td>
<td>Aboriginal Governance Policy I</td>
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<tr>
<td>AGLP 265</td>
<td>Aboriginal Governance Policy II</td>
</tr>
<tr>
<td>STAT 203</td>
<td>Introduction to Statistics for the Social Sciences</td>
</tr>
<tr>
<td>AGLP 290</td>
<td>Indigenous Research</td>
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<tr>
<td>AGLP 299</td>
<td>AGLP Internship</td>
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</table>

Advanced Diploma Course Completion Plan

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<tbody>
<tr>
<td>BUSM 294</td>
<td>Business Law</td>
</tr>
<tr>
<td>AGLP 321</td>
<td>Aboriginal Government &amp; Intergovernmental Relations</td>
</tr>
<tr>
<td>AGLP 350</td>
<td>Nation Building</td>
</tr>
<tr>
<td>AGLP 322</td>
<td>Aboriginal Organizational Development</td>
</tr>
<tr>
<td>AGLP 335</td>
<td>Aboriginal Governance Tools</td>
</tr>
</tbody>
</table>
The Administrative Studies program (ADST) is designed to assist individuals and communities to meet the leadership and management challenges of business and Aboriginal self-sufficiency and self-government. Students will be:

- Equipped with a combination of general organizational knowledge, and specific technical, analytical and management skills;
- Encouraged to develop a management style consistent with traditional and/or current Aboriginal values, beliefs, cultures and customs;
- Enriched with the practical knowledge that comes from working in Aboriginal organizations; and
- Qualified to transfer certain courses into advanced studies of management and business in a variety of university degree programs.

Admission Requirements
Grade 12 graduation or equivalent with:

- C+ minimum in English 12 or ENGL 060, or equivalent assessment.
- C+ minimum in Math 11 Foundations or equivalent assessment; and
- C+ minimum in English 12 or ENGL 060, or equivalent assessment.

All applications for admission to Administrative Studies must be accompanied by official transcripts describing a student’s previous educational achievements. Admission to the program is granted on a first-come-first-served basis once applicants have met the program admission prerequisites.

The department head may, in exceptional circumstances, admit applicants missing certain program prerequisites provided the applicant can demonstrate s/he has the potential to succeed in the program.

NVIT is committed to making education accessible. If you do not meet the program requirements, please contact the department head or an academic planner regarding upgrading opportunities to prepare for program entry.

All students at NVIT are required to complete STSC 101. Depending on the program requirements STSC 101 may or may not count towards graduation requirements. A waiver from STSC 101 is granted only through the Dean’s office. Those applying for a waiver from STSC 101 must have a minimum cumulative GPA of 3.0 or higher with a minimum of 60 credits or equivalent of previous course work.

Transferability
NVIT courses are transferable to many universities, colleges, and institutes in the province. For specific course transferability, please see individual course sites as well as visit the BC Council for Admissions and Transferability site at www.bctransferguide.ca.

In addition to the previous, diploma graduates may apply for:

- 112 – 2 years of block transfer into the four-year post-diploma degree, Faculty of Management, University of Lethbridge, Alberta;
- Two years of block transfer into the post-diploma degree, Faculty of Business Administration, Okanagan University College; and
- Two years of block transfer into the post-diploma degree, Faculty of Entrepreneurship, Kwantlen Polytechnic University.

Administrative Studies Certificate
The Business Administration Certificate is a one-year core program, which introduces first-year students to the world of management and community development. The certificate can result in positions such as an administrative assistant or trainee manager in a business related field.

Certificate Course Completion Plan
To be included within the Certificate Course Completion Plan are three elective credits. A minimum GPA of 2.00 (C) and 30 credits is mandatory to receive a certificate. The certificate in Business Administration will be granted to the student who achieves a minimum 2.0 cumulative GPA and who completes the prescribed 27 credits outlined in the certificate completion plan, along with three elective credits. Students may apply three credits earned in STSC 101 toward the required elective credits for the certificate.

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<tr>
<th>YEAR 1</th>
<th>CREDITS</th>
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<tbody>
<tr>
<td>ADMN 115</td>
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<tr>
<td>BUSM 200</td>
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<tr>
<td>CMSC 109</td>
<td>Computer Applications</td>
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<td>ENGL 110</td>
<td>College Composition</td>
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And 5 of the following 9 courses:

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<td>ADMN 121</td>
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<td>BUSM 222</td>
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<tr>
<td>ECON 101</td>
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<td>ECON 102</td>
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*Please note that STSC is not a required course to complete the program; however, because it remains a mandatory course for new students, it should be noted that it is the recommended course as the UT elective.

Administrative Studies Diploma

Diploma Course Completion Plan
The Diploma in Business Administration will be granted to the student who has completed the Certificate in Business Administration and achieves a minimum 2.0 cumulative GPA in the prescribed 24 credits outlined in the diploma completion plan, along with six elective credits.

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<th>YEAR 1</th>
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<tbody>
<tr>
<td>ADMN 115</td>
<td>Accounting I</td>
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<td>BUSM 200</td>
<td>Finite Mathematics</td>
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<tr>
<td>CMSC 109</td>
<td>Computer Applications</td>
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<td>College Composition</td>
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And 6 of the following 12 courses:

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<td>ADMN 121</td>
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<td>BUSM 255</td>
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<td>BUSM 294</td>
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<tr>
<td>ECON 101</td>
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<td>ECON 102</td>
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*Please note that STSC is not a required course to complete the program; however, because it remains a mandatory course for new students, it should be noted that it is the recommended course as the UT elective.

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<td>CMSC 109</td>
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<td>ENGL 110</td>
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And 6 of the following 12 courses:

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<td>BUSM 294</td>
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<tr>
<td>ECON 101</td>
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<td>ECON 102</td>
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</table>

*Please note that STSC is not a required course to complete the program; however, because it remains a mandatory course for new students, it should be noted that it is the recommended course as the UT elective.
First Nation Public Administration
Program Delivery Location
Vancouver and Community Based

The First Nation Public Administration (FNPA) program is comprised of both a certificate and a diploma. The FNPA certificate is a ten course, 30-credit program offered through community-based delivery or semester delivery. The diploma is an additional ten course, 30-credit program, which offers six core courses and the option to specialize in one of four areas: Education Administration, Health Administration, Band Management, or Housing Administration, to complete the last four (4) courses. The program offers courses for administrators and managers who require specific skills and education necessary for effective and responsible management in local First Nations governments and Aboriginal organizations. Course topics include: organizational design and development; human resource administration; labour relations, policy development and implementation; legislative and government structure (provincial and federal); communication; economics; housing issues; administrative law; research; ethics; financial management; information management: accounting; finite mathematics and treaty negotiations related to your field and its impacts.

By enrolling in the FNPA program, you, as an employee in the First Nations public sector, will:

- Understand the role, growth, and importance of First Nations governments and also government in First Nations, Aboriginal organizations, and Canada;
- Gain knowledge of managerial theory;
- Learn and practice the skills required to apply management theory on typical work situations in order to deliver effective and efficient government services;
- Gain the skills and tools to analyze and communicate complex public sector management issues; and
- Create, recommend and implement solutions to management problems.

Admission Requirements
For Certificate (Year 1) Program
- English 12/English 12 First Peoples or ENGL 060;
- Principles of Math 11 or MATH 051

For more information, contact Chelsea Vaughan 250-378-3378 or cvaughan@nvit.bc.ca

All students at NVIT are required to complete STSC 101. Depending on the program requirements STSC 101 may or may not count towards grad requirements. A waiver from STSC 101 is granted only through the Dean’s office. Those applying for a waiver from STSC 101 must have a minimum cumulative GPA of 3.0 or higher with a minimum of 60 credits or equiva-
necessary administrative skills to provide administrative support at the entry level. It is designed for persons who want to upgrade their office skills for certification and those entering the office workplace for the first time. It is ideal for individuals who do not have previous education or background in computing.

This program is offered over two consecutive terms or seven months.

**Career Opportunities**

Employment possibilities range from entry-level administrative positions, such as:
- Office clerk
- Office manager
- Secretary
- Receptionist
- Executive assistant positions

**Admission Requirements**

- High school graduation or mature student status

The Department Head may, in exceptional circumstances, admit applicants who are lacking certain program admission requirements; provided that the applicant can demonstrate s/he has a good chance of succeeding in the program.

NVIT is committed to ensuring education is accessible to all people. Students who do not meet program requirements should contact the Department Head or an NVIT Academic Planner regarding upgrading opportunities.

**Certificate Course Completion Plan**

**YEAR 1 - FALL**

- APBT 110 Administrative Procedures 3.0
- APBT 130 Human Relations for Career Success 3.0
- COMM 101 Business English 3.0
- COMP 101 Computer Essentials & the Internet 3.0
- COMP 102 Work Processing I 3.0
- COMP 103 Keyboarding I 3.0
- STSC 101 Strategies for Success 3.0

**YEAR 1 - SPRING**

- APBT 149 Practicum 3.0
- APBT 120 Business Calculators & Mathematics 3.0
- COMM 111 Business Communications 3.0
- COMP 104 Spreadsheets 3.0
- COMP 112 Word Processing II 3.0
- ENGL 100 Introduction to Management 3.0
- APBT 191 Technical Communications II 3.0
- APBT 221 Executive Assistant Accounting 3.0
- APBT 290 Simulated Integrated Project 3.0
- COMP 105 Databases 3.0
- COMP 130 Desktop Publishing 3.0

The **Executive Assistant Diploma program** is designed to provide training in office management.

After successfully completing the Office Administration Assistant Program students will continue to develop administrative and professional skills; work with computer technology; network with professionals in the field; and prepare for a wide range of careers within the business world.

This program is offered over two consecutive terms.

**Career Opportunities**

Employment opportunities include upper-level administrative positions, such as:
- Administration clerk
- Office coordinator
- Office administrator
- Executive secretary
- Assistant to senior
- Executives to management

**Admission Requirements**

- Completion of Office Administration Assistant Certificate Program
- BC Grade 11 or equivalent (Grade 12 preferred) or mature student status (transcript required)
- English 12 or English 12 First Peoples or ENGL 060 or equivalent
- Keyboarding 30 words per minute
- Any advanced level ABE mathematics or any Mathematics 11 or assessed equivalent

**Diploma Course Completion Plan**

**YEAR 2 - FALL**

- ADMN 190 Technical Communications 3.0
- APBT 210 Administrative Procedures II 3.0
- APBT 220 Executive Assistant Accounting 3.0
- APBT 222 Business Math & Calculators 3.0
- COMP 113 Keyboarding II 3.0
- ENGL 110 College Composition 3.0

**YEAR 2 - SPRING**

- ADMN 121 Introduction to Management 3.0
- APBT 191 Technical Communications II 3.0
- APBT 221 Executive Assistant Accounting 3.0
- APBT 290 Simulated Integrated Project 3.0
- COMP 105 Databases 3.0
- COMP 130 Desktop Publishing 3.0

**Tourism Management**

**Program Delivery Location**

Community Based

The **Tourism Management Certificate** provides students with the skills necessary to become employed in the tourism industry. We ensure a high-quality post-secondary program that is responsive to the needs of learners and is linked to labour market opportunities and employment in the field of Aboriginal Tourism. The foundation of the program is on cultural and applied tourism and small business skills.

This certificate is available for delivery in communities throughout the interior of British Columbia. The program is designed to be completed in one calendar year and combines general tourism and business studies.
with Aboriginal culture and heritage.

Admission Requirements
The student must be able to adhere to the NVIT entrance criteria of this program.

- English 060 or English 12/English 12 First Peoples or equivalent assessment
- Math 050 or Math 11 or equivalent assessment

Certificate Course Completion Plan

YEAR 1 CREDITS
ADMN 115 Accounting I 3.0
BUSM 200 Finite Mathematics 3.0
BUSM 222 Organizational Behaviour 3.0
BUSM 223 Human Resources Management 3.0
BUSM 250 Principles of Marketing 3.0
BUSM 251 Introduction to Economics 3.0

Foundations in Innovation & Technology
Program Delivery Location
Community Based

The Foundations in Innovation and Technology Certificate program introduces students to a range of technology-based fields in the knowledge-economy, with a specific focus on current opportunities in BC. This modular program offers students insight into the common tools and resources utilised by leading technology-driven industries, while supporting them to develop basic workplace and employment skills. Students will gain 12 weeks of hands-on experience in the following technology-based career sectors:

- Administrative Professional
- Communication and Digital Marketing
- Web Development and Coding
- Software Testing
- Network Set Up and Support
- GIS/GPS Mapping

Upon successful completion of this program, students will have the opportunity to proceed into more advanced curriculum streams, co-ops and ongoing professional development training, facilitated by the First Nations Technology Council alongside industry and educational partners. Please visit technologycouncil.ca for more information.

Admission Requirements

- NVIT General Admission Requirements or Equivalent; and
- Aptitude for, or strong interest in, technology & technology-based careers.

Foundations in Innovation and Technology Certificate

Upon successful completion of the 12-week program, students will receive an NVIT Foundations in Innovation and Technology Certificate.

Certificate Course Completion Plan

YEAR 1 CREDITS
FITC 110 Administrative Professional 4.0
FITC 120 Communications & Digital Marketing 3.0
FITC 130 Web Development & Coding 3.0
FITC 140 Software Testing 3.0
Students can attend NVIT and earn credits toward a university degree in a variety of disciplines. Students who are planning to transfer to another institution need to be fully aware of the requirements of that institution. For more information contact one of the Academic Planners.

**Associate of Arts Degree – Criminology**

**Program Delivery Location**
Merritt & Vancouver

The Associate of Arts Degree Program in Criminology prepares individuals for entrance into law enforcement, justice, public safety and/or human services careers. The Criminology Program is a two (2) year or 60-credit Associate of Arts Degree Program designed to assist students to gain an in-depth understanding of the complexities of deviant and criminal behaviour, the criminal justice system and social justice policy as it relates to Aboriginal and non-Aboriginal peoples in Canada. The program emphasizes the importance of understanding the context of justice for Aboriginal peoples in Canada and drawing on the strengths and resources within community-based initiatives. Upon successful completion of the Associate of Arts Degree in Criminology, students can transfer their 60 credits to other universities (i.e. Simon Fraser University) to complete their Bachelor of Arts Degree. An overall minimum GPA of 2.33 is required.

**Admission Requirements**

- Grade 12 or equivalent
- C+ minimum grade in English 12/English 12 First Peoples or ENGL 060
- C+ minimum grade in Foundations of Math 11 or MATH 057 or MATH 059

**Associate Degree Course Completion Plan**

### YEAR 1

**CREDITS**

| CRIM 101 | Introduction to Criminology | 3.0 |
| CRIM 104 | Sociological Explanation of Criminal Law & Deviant Behaviour | 3.0 |
| ENGL 110 | College Composition | 3.0 |
| PHIL 100 | Introduction to Critical Thinking | 3.0 |
| POLI 111 | Canadian Government & Politics | 3.0 |
| PSYC 111 | Introduction to Psychology I | 3.0 |
| PSYC 121 | Introduction to Psychology II | 3.0 |
| Elective English UT 100 Level | | 3.0 |
| Elective Laboratory Science UT 100 Level | | 3.0 |

Upon successful completion of Year 1, students are required to complete the 27 credits prescribed below plus three elective credits.

### YEAR 2

**CREDITS**

| CRIM 103 | Psychological Explanation of Criminal & Deviant Behaviour | 3.0 |
| CRIM 131 | Introduction to Criminal Justice System | 3.0 |
| CRIM 135 | Introduction to Canadian Law | 3.0 |
| CRIM 220 | Introduction to Research Methods | 3.0 |
| CRIM 230 | Criminal Law in Canada | 3.0 |
| CRIM 231 | Introduction to the Judicial Practices | 3.0 |
| SOCI 111 | Introduction to Sociology I | 3.0 |
| STAT 203 | Introduction to Statistics for the Social Sciences | 3.0 |
| Elective Math, Statistics or Sciences UT 100 Level | | 3.0 |
| Elective Criminology UT 200 Level | | 3.0 |
The Associate of Arts Degree - First Nation Studies combines courses in First Nation History, General Canadian History, International Indigenous Studies and First Nations of the Americas to give the learner a global perspective and understanding of First Nation peoples experiences pre-contact and post-contact. An understanding of the diversity within Indigenous culture pre-contact and the parallels between various indigenous groups in relation to issues of identity, social development and economic development post-contact are explored.

Courses in humanities, social science, science and three elective courses give the learner a broad general knowledge in First Nation studies and a variety of other areas. The program also develops the learner’s critical and analytical thinking skills. The program gives the learner the foundation to develop reasoned thoughts and opinions and to support their ideas. In addition, the program gives the students required, transferrable credits to enter a variety of disciplines at the third year level.

All students at NVIT are required to complete STSC 101. Depending on the program requirements STSC 101 may or may not count towards grad requirements. A waiver from STSC 101 is granted only through the Dean’s office. Those applying for a waiver from STSC 101 must have a minimum cumulative GPA of 3.0 or higher with a minimum of 60 credits or equivalent of previous course work.

Admission Requirements
-Grade 12 or equivalent
- C+ minimum grade in English 12/English 12 First Peoples or ENGL 060
- C+ minimum grade in Foundations of Math 11 or MATH 057 or MATH 059

Associate Degree Course Completion Plan
Successful completion of 24 credits as prescribed below plus three elective credits.

YEAR 1

<table>
<thead>
<tr>
<th>COURSE</th>
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<tbody>
<tr>
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<tr>
<td>ENGL 111</td>
<td>Introduction to Modern Fiction</td>
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<td>FNST 100</td>
<td>Introduction to First Nations Studies I</td>
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<tr>
<td>FNST 101</td>
<td>Introduction to First Nations Studies II</td>
</tr>
<tr>
<td>HIST 100</td>
<td>Introduction to General Canadian History I</td>
</tr>
<tr>
<td>HIST 101</td>
<td>Introduction to General Canadian History II</td>
</tr>
<tr>
<td>SOCI 111</td>
<td>Introduction to Sociology I</td>
</tr>
<tr>
<td>STAT 203</td>
<td>Introduction to Statistics for Social Science</td>
</tr>
</tbody>
</table>

Upon completion of Year 1, students are required to successfully complete 12 credits as prescribed below plus six elective credits and three credits of a 200 level English. Three credits of a 200 First Nation Women Studies, three credits of a 200 level Sociology and three credits of a Laboratory Science Elective.

YEAR 2

<table>
<thead>
<tr>
<th>COURSE</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMSC 109</td>
<td>Computer Applications</td>
</tr>
<tr>
<td>FNED 150</td>
<td>International Indigenous Studies</td>
</tr>
<tr>
<td>FNST 203</td>
<td>First Nations of the Americas</td>
</tr>
<tr>
<td>FNWS 206</td>
<td>Visionaries &amp; Dreamers: First Nations Women’s Artistic Traditions</td>
</tr>
</tbody>
</table>

Associate of Arts Degree – General Arts

Program Delivery Location
Merritt & Vancouver

Associate of Arts - General Arts is a combination of social science, humanities, science and academic elective courses. The program gives the learner general knowledge in a variety of areas and develops the learners critical and analytical thinking skills. The program gives the learner the foundation to develop reasoned thoughts and opinions and to support their ideas. In addition, the program gives the students required, transferrable credits to enter a variety of disciplines at the third year level.

Admission Requirements
Grade 12 graduation with a C+ minimum in the following:
- English 12/English 12 First Peoples (or ENGL 060)
- Foundations of Math 11 (or MATH 057 or MATH 059)

Associate Degree Course Completion Plan
Successful completion of 27 credits as prescribed below.

YEAR 1

<table>
<thead>
<tr>
<th>COURSE</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMSC 109</td>
<td>Computer Applications</td>
</tr>
<tr>
<td>ENGL 110</td>
<td>College Composition</td>
</tr>
<tr>
<td>ENGL 111</td>
<td>Introduction to Modern Fiction</td>
</tr>
<tr>
<td>ENGL 111</td>
<td>Introduction to Modern Fiction</td>
</tr>
<tr>
<td>STAT 203</td>
<td>Introduction to Statistics for the Social Sciences</td>
</tr>
<tr>
<td>CRIM 100</td>
<td>Introduction to Criminal Justice</td>
</tr>
<tr>
<td>ECON 101</td>
<td>Introduction to Microeconomics</td>
</tr>
<tr>
<td>FNED 150</td>
<td>International Indigenous Studies</td>
</tr>
<tr>
<td>FNED 150</td>
<td>International Indigenous Studies</td>
</tr>
<tr>
<td>FNST 100</td>
<td>Introduction to First Nations Studies I</td>
</tr>
<tr>
<td>FNST 101</td>
<td>Introduction to First Nations Studies II</td>
</tr>
<tr>
<td>HIST 100</td>
<td>Introduction to General Canadian History I</td>
</tr>
<tr>
<td>HIST 101</td>
<td>Introduction to General Canadian History II</td>
</tr>
<tr>
<td>MATH 057</td>
<td>Introduction to Calculus</td>
</tr>
<tr>
<td>MATH 059</td>
<td>Introduction to Calculus</td>
</tr>
</tbody>
</table>

Upon completion of Year 1, students are required to successfully complete 18 credits at the 200 level, 12 credits at the 100/200 level for a total of 30 credits*.

YEAR 2

<table>
<thead>
<tr>
<th>COURSE</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMSC 109</td>
<td>Computer Applications</td>
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<td>ENGL 110</td>
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<td>ENGL 111</td>
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<td>FNED 150</td>
<td>International Indigenous Studies</td>
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<td>MATH 057</td>
<td>Introduction to Calculus</td>
</tr>
<tr>
<td>MATH 059</td>
<td>Introduction to Calculus</td>
</tr>
</tbody>
</table>

*credits must be fully transferable
Programs in this Department

- Indigenous Human Services Diploma
- Bachelor of Social Work Degree

Dean
Dr. Aruna Gore, EdD
250-378-3391
agore@nvit.bc.ca

Department Head
Elaine Herbert, MSW
250-378-3357
eherbert@nvit.bc.ca

Faculty
Joanne Armstrong, MSW  jarmstrong@nvit.bc.ca
Tim Dueck, MSW RSW    tdueck@nvit.bc.ca
Elaine Hebert, MSW RSW eherbert@nvit.bc.ca
Ursula Katic, MSW RSW  ukatic@nvit.bc.ca
Michelle Reid, MSW RSW mreid@nvit.bc.ca

Indigenous Human Services Diploma
Merritt, Vancouver and Community Based

The Indigenous Human Services Diploma program (IHMS) prepares learners with a career in non-profit agencies, Indigenous communities, and government. Graduates will be able to provide support and assistance to individuals, families, and communities coping with economic disadvantage, mental health issues, developmental, gender, and diversity issues, as well as challenges such as addictions, family change and involvement with the justice system.

Students who wish to continue their education have the opportunity to ladder into the Social Work Degree program at NVIT.

Program Outcomes
The Indigenous Human Services Diploma program aims to provide graduates with:

- A basic understanding of trauma-informed practice;
- Human service theory and practice within a colonization and decolonization context;
- Excellent interpersonal communication skills;
- A professional manner;
- Empathy and caring attitude;
- An understanding of problems and issues of individuals and families in the Indigenous and non-Indigenous social environment;
- Social work principles and ethics;
- Problem solving abilities;
- An ability to work effectively in groups;
- A knowledge of social policy from a decolonization perspective;
- A combination of academic, experimental and community based learning that focuses on the theory and practice of delivering basic social service from a decolonization perspective; and
- Skills for self care.

Program Duration
The Indigenous Human Services Diploma is offered over two years, with four terms, consisting of five courses per term. The delivery model will consist of classroom instruction and two field practicums. Students who wish to continue to the BSW program can opt out of the practicums and maximize their Arts credits to meet the requirements of the BSW program.

Evaluation
Classroom concepts may be evaluated through written exams, assignments, class participation, and presentations. Practica will be evaluated by the instructor, placement, and student.

Student knowledge and competencies are evaluated by written exams, assignments, and/or classroom participation. Performance is assessed by instructor observations of students in work experience situations. All courses are evaluated per the NVIT Grading System.

Credential
Learners will receive a diploma upon successful completion of the required courses within the program. A minimum 2.67 GPA for course work in the diploma program is required to graduate.

Applicant Readiness
Applicants are encouraged to meet academic requirements before program entry. All assignments required for the diploma program will be requested in typed format, therefore, keyboarding skills/computer literacy skills prior to entry are strongly recommended.

Admission Requirements
The Indigenous Human Services program admits 25 students who begin study in September. Applicants will need to meet the general, education, and personal readiness requirements.

All qualified applicants will have their program plan reviewed by a faculty advisor and/or an academic planner who are able to provide advice regarding the selection of appropriate full and part-time options.

NVIT is committed to ensuring education is accessible to all people. Students who do not meet program requirements should contact the Department Head or an NVIT Academic Planner regarding upgrading opportunities.

Year 1 Entry:
- Grade 12 or equivalent, mature status with;
- C+ minimum in English 12 or English 060 or equivalent assessment.

General Admission Requirements:
- Applicants must be 19 years of age prior to the start of the program;
- Two letters of reference;
- For other general admission requirements see the following link http://www.nvit.ca/about/policies/secivadmissionfees/c33gener-aladmissionrequirements.htm

Year 2 Entry:
The following requirements are for new applicants to Year Two of the Indigenous Human Service Diploma only. Those students who have successfully completed Year One (attain 2.67 GPA) of the NVIT Indigenous Human Services Diploma and are continuing on to complete Year Two do not need to meet the following entry requirements.

- Successful completion of: Early Childhood Education Diploma; Social Service Certificate from another college or university; or other related certificates considered on an individual basis.
- With a minimum of 2.67 (B-) GPA. If an equivalent program of study was taken at a university or college other than NVIT, an official transcript and copy of certificate issued must be submitted.
- Other documentation requirements include the following: official transcripts of previous secondary and post-secondary educational record, proof of citizenship or landed immigrant status required if applicant not born in Canada, two letters of reference, and 200-hours of experience (volunteer or paid) related to the human
service field.

*Note: Applications will be accepted for Year Two of the Indigenous Human Service Diploma based on the availability of remaining seats in the program. Priority will be given to qualified students currently enrolled in Year One of the NVIT Indigenous Human Service Diploma.

Laddering into the NVIT Bachelor of Social Work Program

Graduates from the Indigenous Human Service Diploma can ladder into the NVIT Bachelor of Social Work Program. Interested students can contact the Department Head for more information. Applicants who wish to apply at other institutions after graduating should contact the appropriate program and institution for more information on transfer credit.

Diploma Course Completion Plan

**YEAR 1 - FALL**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 101</td>
<td>Foundations for Academic Writing</td>
<td>3.0</td>
</tr>
<tr>
<td>IHMS 110</td>
<td>Fundamentals Interpersonal Communications</td>
<td>3.0</td>
</tr>
<tr>
<td>IHMS 120</td>
<td>Introduction to Indigenous Studies &amp; Human Service Practice</td>
<td>3.0</td>
</tr>
<tr>
<td>IHMS 130</td>
<td>Introduction to Human Service Professional Practice</td>
<td>3.0</td>
</tr>
<tr>
<td>PSYC 111</td>
<td>Introduction to Psychology I</td>
<td>3.0</td>
</tr>
</tbody>
</table>

**YEAR 1 - SPRING**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 110</td>
<td>College Composition</td>
<td>3.0</td>
</tr>
<tr>
<td>IHMS 140</td>
<td>Introduction to Working with Substance Use</td>
<td>3.0</td>
</tr>
<tr>
<td>IHMS 150</td>
<td>Field Work Education</td>
<td>3.0</td>
</tr>
<tr>
<td>IHMS 160</td>
<td>Introduction to the Family in Human Service Practice</td>
<td>3.0</td>
</tr>
<tr>
<td>PSYC 121</td>
<td>Introduction to Psychology II</td>
<td>3.0</td>
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</tbody>
</table>

**YEAR 2 - FALL**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PSYC 213</td>
<td>Lifespan Human Development I</td>
<td>3.0</td>
</tr>
<tr>
<td>SOCW 200A</td>
<td>Introduction to Social Service Practice</td>
<td>3.0</td>
</tr>
<tr>
<td>IHMS 210</td>
<td>Theoretical Foundations of Human Service Practice</td>
<td>3.0</td>
</tr>
<tr>
<td>IHMS 250</td>
<td>Interpersonal Relationships in Human Services</td>
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</table>

**YEAR 2 - SPRING**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 223</td>
<td>Lifespan Development II</td>
<td>3.0</td>
</tr>
<tr>
<td>SOCW 200B</td>
<td>Introduction to Social Welfare in Canada</td>
<td>3.0</td>
</tr>
<tr>
<td>IHMS 320</td>
<td>Trauma Informed Social Work Theory &amp; Practice</td>
<td>3.0</td>
</tr>
<tr>
<td>IHMS 260</td>
<td>Indigenous Human Service Diploma Practicum</td>
<td>3.0</td>
</tr>
<tr>
<td>IHMS 353</td>
<td>Advanced Interpersonal Skills in Human Services</td>
<td>3.0</td>
</tr>
</tbody>
</table>

Bachelor of Social Work

Program Delivery Location

Merritt and Vancouver

The NVIT Bachelor of Social Work Degree program (BSW) is one of two Indigenous centred BSW programs in British Columbia. The BSW is NVIT's first-degree program and is accredited by the Canadian Association for Social Work Education. The degree is conferred jointly with Thompson Rivers University.

Mission Statement

The NVIT Bachelor of Social Work (BSW) emphasizes the knowledge and skills relevant to both Aboriginal and mainstream individuals, families, and communities. The school is committed to the principles of social justice and community healing and change. Students will increase knowledge and skills based on an Aboriginal perspective and contemporary social work practice. Elders are a valued part of our program. Through classroom experience and critical analysis, students are encouraged to design an ethical, social work framework valuing diversity, equality, respect and the dignity and worth of all persons.

The BSW program is fully accredited by the Canadian Association for Social Work Education.

Child Welfare Specialization

A specialization in child welfare is offered in the NVIT BSW program. Students are required to take particular courses and complete a child welfare practicum. This specialization prepares students for 4th-year practicum placement within a mandated protection setting with the Ministry of Child and Family Development (MCFD) or a fully delegated Aboriginal Child and Family Service Agency.

Students who wish to specialize in child welfare, but who do not intend to work in mandated child protection settings after graduation may choose to complete their fourth-year practicum in a non-delegated child welfare setting that works with at risk children, youth, and their families. Graduates completing a practicum with MCFD child protection only will be required to complete less post-employment training than non-protection CWS students, as they will have met most of the competency requirements for MCFD.

Affiliation Agreement

The NVIT BSW program is offered through an affiliation agreement with Thompson Rivers University. This affiliation agreement is a mutual collaboration between NVIT and TRU to provide an opportunity for students to complete a BSW degree at NVIT, and to enhance the programs of both institutions by building on the strengths and expertise that each contributes.

The Bachelor of Social Work Degree is conferred by Thompson Rivers University and Nicola Valley Institute of Technology.

Admission Requirements and Application Process

If applying to Merritt Campus:

Amanda Street
Phone: 1-250-378-3374
Toll-Free: 1-877-682-3300
Fax: 1-250-378-3332
Email: astreet@nvit.bc.ca

Anna Brown
Phone: 1-250-378-3361
Toll-Free: 1-877-682-3300
Fax: 1-250-378-3332
Email: abrown@nvit.bc.ca
If applying to Vancouver Campus:
James Beck
Phone: 1-604- 602- 3418
Toll-Free: 1-877-682-3300
Fax: 1-604-602-3400
Email: jbeck@nvit.bc.ca
Stephanie Williams
Phone:1-604-602-3422
Toll-Free: 1-877-682-3300
Fax: 1-604-602-3400
E-mail: swilliams@nvit.bc.ca

A. Academic Requirements for Admission
• A minimum of 54 credits (60 preferred) of general university studies which may include a combination of Human Service/Social Service Certificate/Diploma courses and liberal arts, humanities and social science courses;
• Minimum B- average (2.67 GPA) is required for equivalent Human Service Certificate/Diploma courses;
• Minimum cumulative GPA of 2.33 (C+);
• Completion of Social Work 200A and Social Work 200B or equivalent;
• Completion of 3 credits of academic English composition (ENGL 110) or 6 credits of English literature.

B. Personal Suitability Criteria
Applicants to the program will be required to demonstrate their suitability for social work practice, and their concurrence with the generalist, interdisciplinary and trauma-informed approach to working with Indigenous and non-Indigenous communities. Experience in health and social service organizations (paid or volunteer) may improve an applicant’s ability to demonstrate suitability for social work practice. At least 100 hours experience is recommended before applying for admission to the program. Personal suitability will be assessed by:
• A completed admissions statement, which must be type-written or submitted as a video or audio-tape; and
• Paid or volunteer experience in the health and/or human services field.

Record Check
All students are required to complete a Criminal Record Check once they have been admitted into the BSW program. This requirement is with accordance to the provincial government’s Criminal Record Review Act. For further details on how to complete this criminal record check, see the NVIT Bachelor of Social Work program website at nvit.ca. For further clarification and more details about the Criminal Review Act, visit the Ministry of Public Safety and Solicitor General website.

C. Admission Decisions
All necessary documentation must be submitted by the deadlines outlined below:
Early Admission: January 31 annually (Students will be notified of admission decision after April 1)
Final Admission: April 30 annually (Students will be notified of admission decision after June 1)
Late applications will only be considered if there are seats available.

Once a complete application has been received and transcript(s) evaluated by the Admissions Department, the package will be forwarded to the Bachelor of Social Work Department for evaluation. The BSW Department will assess the application based on admission statement, related experience, and grade point average and determine whether the applicant will be granted admission to the program. Once a decision has been made students will be notified and will receive instructions on how to register.

D. Preference
Preference will be given to students who identify themselves as being of Aboriginal origin who meet all of the requirements for admission to the BSW program. People of all cultures and backgrounds with an interest in studying social work from an Aboriginal perspective are welcome.

Third and Fourth Year Core and Elective Courses

<table>
<thead>
<tr>
<th>CORE - YEAR 3</th>
<th>CREDITS</th>
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</thead>
<tbody>
<tr>
<td>SOCW 301</td>
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<td>SOCW 304</td>
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<tr>
<td>SOCW 306</td>
<td>3.0</td>
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<tr>
<td>SOCW 320</td>
<td>3.0</td>
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<tr>
<td>SOCW 311</td>
<td>3.0</td>
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<tr>
<td>SOCW 353</td>
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</table>

<table>
<thead>
<tr>
<th>CORE - YEAR 4</th>
<th>CREDITS</th>
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<tbody>
<tr>
<td>SOCW 402</td>
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<td>SOCW 404</td>
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<tr>
<td>SOCW 457</td>
<td>3.0</td>
</tr>
<tr>
<td>SOCW 486</td>
<td>3.0</td>
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</tbody>
</table>

Social Work Electives
In addition to taking the third and fourth-year core courses, students will complete elective courses to complete degree requirements.

As a small school, NVIT will offer only one set of electives per semester. Feedback from the Community Advisory Committee and our graduates suggests that certain courses are most useful in Aboriginal communities. Not all courses will be offered in any given year.

<table>
<thead>
<tr>
<th>ELECTIVES - YEAR 3</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCW 330</td>
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<tr>
<td>SOCW 340</td>
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<tr>
<td>SOCW 345</td>
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<td>SOCW 357</td>
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<td>SOCW 375</td>
<td>3.0</td>
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<tr>
<td>SOCW 376</td>
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</table>

<table>
<thead>
<tr>
<th>ELECTIVES - YEAR 4</th>
<th>CREDITS</th>
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</thead>
<tbody>
<tr>
<td>SOCW 420</td>
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</tr>
<tr>
<td>SOCW 430</td>
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</tr>
</tbody>
</table>
Sample Completion Schedule

FALL
SOCW 306  
SOCW 320  
SOCW 311  
SOCW 353  
Elective  
15 Social Work credits

SPRING
SOCW 301  
SOCW 304  
SOCW 457  
Elective  
30 Social Work credits

SUMMER
Social Work Elective  
Social Work Elective  
36 Social Work credits

FALL
SOCW 404  
SOCW 486  
Social Work Elective  
Social Work Elective

SOCW 440  Social Work & Mental Health  
SOCW 450  Leadership Practice in Human Service  
SOCW 452  Education for Social Change  
SOCW 455  Social Work Practice with Communities  
SOCW 460  Special Topics in Social Work  
SOCW 461  Social Work with Groups  
SOCW 465  Older People, Aging & Society  
SOCW 466  Addictions  
SOCW 476  Family & Child Welfare Policy  
SOCW 477  Family Practice  
SOCW 478  Introduction to Disabilities  
SOCW 490  Directed Studies

SPRING
SOCW 402  
Social Work Elective  
60 Social Work credits

Field Placement Agencies
Two social work practica (SOCW 304 and SOCW 402) are required to complete the BSW degree. Students must have current, clear Criminal Record Check to participate in practicum.

Students with extensive human service experience or students from specific human service diploma programs in BC and Alberta may be granted equivalent credit for SOCW 304. Consult with the Program Coordinator.

The development of a suitable practicum placement is a collaborative effort between the instructor, student and agency. It is expected that students will undertake two very different practica to offer the widest possible range of social work experience.

NVIT places students in a variety of practicum settings. These placements include both urban and rural Aboriginal and Non-Aboriginal Social Service agencies, as well as government, community, and residential resources. Our placement agencies include, but are not limited to:

- Non-profit Social Service Societies
- Aboriginal Friendship Centres
- Elementary and High Schools
- Community Living Services and Services for People with Disabilities
- First Nations Band Social Development and Health Centres
- Addictions and Treatment Programs
- Aboriginal Child and Family Service Agencies
- Victim Services
- Employment Services
- Ministry of Children and Family Development
- Probation Services
- Mental Health
- Health Care
- Immigrant Services
- Native Court Workers Association of BC

Student Funding
Students are advised to apply for ten months of funding per year as our course offerings occur in three periods: September to December, January to April and May to June.

Please consult with an NVIT Financial/Academic Planner.

Professional Conduct
Students in the NVIT BSW program must adhere to the NVIT policy on Professional Suitability and the NVIT Policy on Student Conduct and the Policy on Academic Integrity.

NVIT requires that applicants accepted into the Social Work Program adhere to the CASW Code of Ethics 205 and may be required to withdraw.
**Course Details**

**ACED 100**  
**Introduction to Community Economic Development**  
ACED 100 clarifies the importance of Community Economic Development as a strategy for the development of economically marginalized and depressed communities. The course introduces students to the theory and practice of Community Economic Development, and provides them with an insight as to combining both theory and practice to help build capacity and sustainability within a community. It promotes a future role and job for the Community Economic Development Officer, and highlights how the successful completion of the course could help increase the development of healthy Aboriginal communities.

Prerequisites: English 11, Foundations of Math 11, or equivalent assessments, or permission of instructor.

**ACED 120**  
**Venture Development I**  
ACED 120 examines components of venture development including opportunity identification, community selection criteria, business planning, feasibility analysis, identification of relevant laws and regulations and an overview of basic business concepts. The course focuses on the venture development process and the building of a business plan. It provides the basis for the second-year course called ACED 230 – Venture Development II the focus of which is Aboriginal entrepreneurship and business development.

Prerequisites: ACED 100, or permission of instructor.

**ACED 115**  
**Introduction to Accounting for Continuing Studies**  
Introduction to Accounting for Continuing Education ACED 115 is an in-depth study of the concepts, principles and practice for external business financial reporting. Consideration of issues related to the measurement and reporting of cash, receivable, inventories, property, plant and equipment, intangibles, investments, revenue and expense recognition and cash flows are discussed. In addition, current financial statement presentation issues (balance sheet, income statement and cash flow statement) are analyzed to gain an appreciation for the impact of generally accepted accounting principles on the business environment as a whole. Recognition and measurement of liabilities (short and long-term), the structure of stockholders’ equity, taxes, leases, pensions, and accounting changes and error analysis are also covered in the course. Current generally accepted standards for business reporting are also analyzed, as is their effect on the presentation of financial results by corporations and other entities.

Prerequisites: ENGL 060 or English 12 or English 12 First Peoples, and MATH 059 or Foundations Math 11, or permission of instructor.
sion of instructor.

ACED 160 Community Analysis

3 Credits

Community Analysis examines how communities work. Five community functions – political, social, cultural, economic, and physical – will be identified and will be looked at from research, investigative, assessment, and analytical perspectives. The course highlights how data on the five functions may be collected, and how the analysis of the data can help Community Economic Development officers clarify challenges and opportunities and use the information to direct and inform action planning.

Prerequisites: English 11, Foundations of Math 11, or equivalent assessments, or permission of instructor.

ACED 161 Negotiations and Contract Management

3 Credits

This course focuses on how to successfully negotiate in a variety of organizational situations. In addition, participants learn the basic features of entering into, and successfully managing, a contract. Both negotiations and contract management are examined in this course through experiential models and practices, focusing particularly on applications with a First Nations setting. The learning process is based on a combination of lecture inputs to introduce core concepts, individual and class exercises, organizational skills, and allows students to monitor their own progress in the course.

This course is targeted for those who are employed and/or have administrative experience.

Prerequisites: English 11, Foundations of Math 11, or equivalent assessments, or permission of instructor.

ACED 180 Project Management

3 Credits

Examines project management from a First Nations perspective, using models based on First Nations community projects. Experiential processes supplement theories for an introductory approach to managing projects, including finances, planning, scheduling and problem-solving. This course is targeted for those who are employed and/or have administrative experience.

Prerequisites: English 11, Foundations of Math 11, or equivalent assessments, or permission of instructor.

ACED 182 Proposal Writing

3 Credits

The content of this workshop is timed for delivery over a period of 45 hours. Proposal writing was designed to address training requests for participants who are primarily employed by First Nations organizations, albeit others charged with proposal writing can benefit from the content of the workshop. As First Nations communities are similar in so much as they respond to similar needs and search for similar funding types, three types of proposals are presented:
- Responses to RFPs
- Letter Proposals
- Shot Gun Proposals (proposing new ideas)

This course is targeted for those who are employed and/or have administrative experience.

Prerequisites: English 11, Foundations of Math 11, or equivalent assessments, or permission of instructor.

ACED 200 Planning in Aboriginal Communities

3 Credits

ACED 200 is an interdisciplinary course. It examines economic, environment and social factors that impact or enhance Community Economic Development (CED) project design. Both successful and unsuccessful CED projects are examined to highlight CED strategies, principles and concepts that have positive impact on sustainable development planning in Aboriginal and small communities.

Prerequisites: ACED Certificate or permission of instructor.

ACED 205 Aboriginal Governance Development

3 Credits

This course focuses on the twin topics of effective leadership and the role and mandate of the Board of Governors or Tribal Council. This includes balancing the leadership and management needs of an organization, and sharing these functions effectively with the board. The governance functions of the mission statement, the role of the board, recruiting and orienting new board members, and board-executive director relations will be critically examined through experiential models and practices.

Students will keep a single notebook or binder to hold their written notes and class handouts. This will develop the student’s organizational skills, and allow them to monitor their own progress in the course.

This course is targeted for those who are employed and/or have administrative experience.

Prerequisites: MATH 057, ENGL 050, and business writing experience.

ACED 211 Human Resources Management

3 Credits

This course focuses on how organizations recruit, train and keep employees. The typical functions this covers are designated as Human Resource Management (HRM). HRM is examined in this course through experimental models and practices, focusing particularly on applications within a First Nations setting. The learning process is based on a combination of lecture inputs to introduce core concepts, individual and class exercises and workshops to test ideas and develop skills and directed reading.

Students will keep a single notebook or binder to hold their written notes and class handouts. This will develop the students’ organizational skills, and allow them to monitor their own progress in the course.

This course is targeted for those who are employed and/or have administrative experience.

ACED 220 First Nations Law and Community Economic Development

3 Credits

ACED 220 will provide the student with knowledge of contemporary First Nations Law and Economic Development. The student will learn about constitutional law, case law, and public policy. This course will discuss the concepts of self-government and also of community development. Analysis will include studying the Indian Act and also studying contemporary economic initiatives. In addition, this course will discuss the communities’ control over services, creation of corporations, and economic development. Systemic issues such as historical background, history of treaties, and Canadian-First Nation relations will be studied. This course will provide a historical understanding of contemporary events as well as current legal and political developments.

Prerequisites: ACED Certificate or permission of instructor.

ACED 230 Venture Development II

3 Credits

ACED 230 introduces students to the field of "entrepreneurship". Students examine the concepts, activities and new ways to meet the needs and demands of entrepreneurs. The course examines these themes: (1), the characteristics of the entrepreneur; (2), family businesses, (3), home-based businesses, (4), new product design, (5), business plan, (6) franchising and other alternatives. There will be a focus on opportunities for entrepreneurial development in Aboriginal communities facing challenges such as: downsizing, restructuring, information and communication technologies and globalization.

Prerequisites: ACED Certificate or permission of instructor.

ACED 240 Contemporary First Nation Issues

3 Credits

ACED 240 will provide the student with knowledge of contemporary First Nation issues. Students will examine First Nation peoples, employment, health and cultures. Other issues are: historical background, history of treaties, and Canadian-First Nation relations, First Nation land claims, Indian and Northern Affairs Canada, Government policy, and Canadian law. Contemporary issues such as treaty negotiations, Bill C-31, and self-government initiatives will be analyzed.
Basic Counselling in the Health Field

Prerequisites: ACED Certificate or permission of instructor.

**ACED 260**
**Case Studies in Community Economic Development**

This course examines some of the significant CED initiatives in Aboriginal communities. At the heart of the course lies a simple point: "Aboriginal people are taking greater responsibility for determining and managing their economies" but do they have the tools to help them along? This course provides lessons from case studies in Aboriginal and non-Aboriginal communities. As a survey course, it integrates CED theory and practice. It empowers local communities through CED that balances economic, social, and ecological objectives.

Prerequisites: ACED Certificate or permission of instructor.

**ACED 280**
**Community Development II**

ACED 280 is an in-depth study of practical and theoretical applications of "community organizing" case study from the U.S. The course introduces students to the concepts, principles and practice of community organizing. The course explores the current movement of community development which include: some of the sophisticated networks of foundations, corporations, intermediaries, technical assistance providers, with local, state, and federal agencies in the design and implementation of community economic development and organizing strategies.

Prerequisites: ACED Certificate or permission of instructor.

**ACED 295**
**Integrating Knowledge and Experience**

This professional development course is a capstone course for the new national Council for the Advancement of Native Officers (CANDO) Certified Economic Developer Program (CED). Participants will integrate knowledge learned in previous sections of the certification program, experience CANDO material, discuss their experiences, and share ideas on three overriding themes, ethics, communication, and leadership. The course will encourage participation and the open and forthright discussion of professional standards, the CANDO Code of Ethics and CED issues. Participants will also develop and present outlines of their research papers.

Prerequisites: ACED Certificate or permission of instructor.

**ACHD 100**
**Prenatal Health Care for First Nations I**

This course is an introduction to the study of prenatal care. It focuses on program planning and implementation to promote healthy active living, reduction of risks associated with pregnancy and lifestyle, nutritional information, and support referrals for Aboriginal women.

Prerequisites: Program admission or permission of the Dean.

**ACHD 120**
**Developing Community Health Leadership**

Students will investigate challenges faced by Aboriginal communities in the areas of social, political, cultural, economic, educational and health. Community and group dynamics will be examined through an analysis of issues in the current community systems. Students will have the opportunity to undertake a community needs assessment with an emphasis on health as an interactive assignment with an Aboriginal community. Students will gain an understanding of Aboriginal community systems, their challenges and strengths, and what is needed to develop communities from a holistic perspective that will contribute to the health and wellness of families and to the community as a whole. This course will address the legacy of physical and sexual abuse in residential schools, including the intergenerational impacts by providing students with the opportunity to explore the impacts of colonization and residential schools, including the many forms of abuse, on their own family systems.

Prerequisites: Program admission or permission of the Dean.

**ACHD 122**
**Basic Counselling in the Health Field**

This course provides students with an introduction to basic counselling skills, and processes and core conditions associated with effective counselling practice. Focus will be on skills that promote an understanding of the counselling relationship as it relates to health and wellness. Students will be prepared to deliver counselling services to people inside and outside a health care setting. Emphasis will be placed on the importance of communication in establishing and maintaining effective helping relationships that consists of rapport building, effective listening skills, and appropriate feedback in the helping process. This course will address the legacy of physical and sexual abuse in residential schools, including the intergenerational impacts by providing students with the opportunity to explore the impacts of colonization and residential schools, including the many forms of abuse, on their own family systems.

Prerequisites: Program admission or permission of the Dean.

**ACHD 123**
**Traditional Health and Wellness Practices**

This course will provide students with a historical context of colonization and residential schools. Students will examine the historical and current impacts of colonial policies on Aboriginal families and communities. This will lead into examining traditional practices of Aboriginal people and identifying those that will continue to be incorporated into creating health and wellness. This course will address the legacy of physical and sexual abuse in residential schools, including the intergenerational impacts by providing students with the opportunity to explore the impacts of colonization and residential schools, including the many forms of abuse, on their own family systems. Students will also explore the impact on their community systems and then examine how traditional methods of healing can be incorporated into practice, not only personally, but also professionally, as health workers.

Prerequisites: Program admission or permission of the Dean.

**ACHD 125**
**Community Health and Development**

This course is an introduction to the study of Aboriginal community and health development. Students will examine the process of colonialism and systemic factors that influence Aboriginal health and well-being. The interaction between the individual, family and community as it influences health and development of Aboriginal communities will be studied within a holistic framework. Students will learn positive ways of analyzing historical experiences through the use of the wellness wheel and geneograms. Students will study cultural and traditional ethics and practice for healthy communication. This course will address the legacy of physical and sexual abuse in residential schools, including the intergenerational impacts by providing students with the opportunity to explore the impacts of colonization and residential schools, including the many forms of abuse, on their own family systems.

Prerequisites: Program admission or permission of the Dean.

**ACHD 126**
**Self, Health and Wellness**

This course focuses on personal care and individual responsibility for the practice of basic stress management as it relates to service delivery. Emphasis is placed on understanding balancing of professional and personal lives. Students explore the concept of a collective learning format, which recognizes the importance of traditional Aboriginal values in the healing process. The theory and practice of the medicine wheel for health and healing and exploring mind/body/spirit connection to illness and wellness is compared with contemporary methods of self-care. Ethical issues associated with self-care and practice are explored. This course will address the legacy of physical and sexual abuse in residential schools, including the intergenerational impacts by providing students with the opportunity to explore the impacts of colonization and residential schools, including the many forms of abuse, on their own family systems.

Prerequisites: ACHD 123

**ACHD 127**
**Health Care Policies**

In this course, students will be introduced to health care policies with an emphasis on BC and Canadian legislation and policies. As this field continues to change and develop rapidly, ideological influences and the importance of gender, class and race issues will be examined. Emphasis will be placed on an
Aboriginal perspective and Aboriginal health policies and programs in BC and Canada. Students will learn about the historical and legislative impacts on Aboriginals and understand the current approaches being taken by Aboriginals to control their own health programs. There will be opportunity to explore social issues that impact policy, and the impact of oppression on policy. The legacy of physical and sexual abuse in residential schools will be addressed, including intergenerational impacts with the opportunity to learn about legislation and policies affecting health care.

Prerequisites: ACHD 122

ACHD 129
Introduction to Aboriginal Family and Counselling Systems

The purpose of this course is to introduce family and counseling systems theory and practice from an Aboriginal perspective. Students will gain an understanding of the perspectives, theory methods, and practice of western counseling with an emphasis on Aboriginal worldviews, including traditional healing and ceremonies. This course will address the legacy of physical and sexual abuse in residential schools, including the intergenerational impacts by providing students with the opportunity to learn counseling techniques both contemporary and traditional that are relevant and specific to survivors and intergenerational family members of residential schools. .

Prerequisites: Program admission or permission of the Dean.

ACHD 130
Introduction to Disabilities

Introduction to Disabilities is designed to provide students with a variety of theoretical frameworks and models for understanding disabilities. It also includes exploring the impact of legislation on the disabled. Students will have the opportunity to examine topics central to disabilities such as experiencing limitation and stereotyping, disability identity as a learned social role, employment and income, mobility, access, and assisted technology.

Prerequisites: ENGL 060, or English 12 and/or English 12 First Peoples and program admission or permission of the Dean.

ACHD 223
Current Issues in Health

In this course students will explore traditional and non-traditional trends of today’s health care for Aboriginal people. The course provides the view that Aboriginal people’s health is the product of a complex web of psychological, spiritual, historical, sociological, cultural, economic, and environmental factors. Students will analyze the health care system and its impact on Aboriginal family health and well-being. This course introduces students to integration of traditional and non-traditional approaches to the delivery of health care in Aboriginal communities. Focus will be placed on health transfer as it relates to Aboriginal communities. This course will address the legacy of physical and sexual abuse in Residential Schools, including the intergenerational impacts by providing students with the opportunity to explore the impacts of colonization and Residential Schools, including the many forms of abuse, on their own family systems.

Prerequisites: ACHD 123, or ACHD 126.

ACHD 224
Addictions and Recovery

This course will examine the various forms of addictions including substance, solvents, and process addictions. Students will have the opportunity to examine addictions from a structural perspective and how colonialism, and residential schools have contributed to the social challenges of Aboriginal communities. Processes of recovery will be explored, including western models and traditional models. This course will address the legacy of physical and sexual abuse in residential schools, including intergenerational impacts by providing students with the opportunity to understand how residential schools have contributed to high levels of addictions in our communities, and how recovery can be effective by utilizing a blend of contemporary and traditional models.

Prerequisites: ACHD 126

ACHD 225
Health Promotion: Gerontology

As future community health workers, students will need to have a strong foundation of understanding the aging process and the elderly. This course will examine the similarities and differences between Western approaches and Aboriginal traditional approaches to caring for our elders. This course will address the legacy of physical and sexual abuse in residential schools, including the intergenerational impacts by providing students with the opportunity to work with community members, especially elders. Many of our elders are survivors of residential schools and the impact on the survivors physically, emotionally, mentally and spiritually will be studied.

Prerequisites: ACHD 122

ACHD 226
Aboriginal Research

This course will introduce various research methods with an emphasis on how to conduct culturally sensitive research as health care professionals. Students will examine mainstream research methods as well as indigenous research methods with an emphasis on researching Aboriginal communities. Students will gain critical thinking skills and conduct research in an Aboriginal community as a participatory assignment. Students will explore the concept of ‘Aboriginal ways of knowing’ and how research can be empowering and useful to Aboriginal communities and organizations when it is approached with cultural-sensitivity and sound ethics. This course will address the legacy of physical and sexual abuse in residential schools, including intergenerational impacts by providing students with the opportunity to know how to conduct culturally sensitive research in communities, particularly around the topic of residential school and the legacies around residential school.

Prerequisites: ENGL 110

ACHD 227
Contemporary Health and Medical Practices

This course will introduce various research methods with an emphasis on how to conduct culturally sensitive research as health care professionals. Students will examine mainstream research methods as well as indigenous research methods with an emphasis on researching Aboriginal communities. Students will gain critical thinking skills and conduct research in an Aboriginal community as a participatory assignment. Students will explore the concept of ‘Aboriginal ways of knowing’ and how research can be empowering and useful to Aboriginal communities and organizations when it is approached with cultural-sensitivity and sound ethics. This course will address the legacy of physical and sexual abuse in residential schools, including intergenerational impacts by providing students with the opportunity to know how to conduct culturally sensitive research in communities, particularly around the topic of residential school and the legacies around residential school.

Prerequisites: PSYC 111

ACHD 228
Case Management: Roles and Responsibilities of Community Health

This course will focus on casework practice and management for health care workers. This course will address the legacy of physical and sexual abuse in residential schools, including intergenerational impacts. It will also provide students with an understanding of the specific roles and responsibilities of community health workers, particularly those working in Aboriginal communities. Students will learn how to apply theory into practice; they will also look at casework examples and conduct an assignment with a community health worker. Students will learn about the administrative responsibilities of community health workers including developing competencies in office management, scheduling, recording and reporting, clinical and ethical decision-making as well as communicating with colleagues and supervisors. Students will learn the importance of self-care and implementing a personal wellness plan, to prepare them for their own professional careers.

Prerequisites: ACHD 125, ADCT 104.

ACHD 229
**Advanced Aboriginal Family and Counselling Systems**

In this course, students will learn advanced counseling techniques from western and traditional philosophies to incorporate into practice with individuals and families. Students will learn how to conduct family assessments including the development of specific tools such as family genograms. Students will continue to learn specific approaches of counseling and examine the impact of cultural practices and beliefs on healing and therapeutic practices, particularly when working in Aboriginal communities. Students will also undertake a personal study and a reflection of one's own value system and biases. This course will address the legacy of physical and sexual abuse in residential schools, including the intergenerational impact by providing students with the opportunity to continue to develop their counseling skills with an emphasis on providing counseling for residential school survivors and intergenerational members.

Prerequisites: Program admission.

**ADCT 101**

3 Credits

**ADCT 200**

3 Credits

**Psychology, Understanding Human Behaviour**

This course is an introduction to human psychology. It introduces the psychological understanding of human nature developed in tribal thought. These understandings include: 1) the development of the individual through the stages of life; 2) an introduction to ceremonial practices which promote healthy individuals, families, systems, and communities; and 3) an introduction to the dynamics of native psychology as it relates to the client in recovery.

Prerequisites: Program admission.

**ADCT 102**

3 Credits

**Introduction to Mental Health**

This course introduces students to the principle of mental health and its association to the legacy of colonization. Students examine the colonization process as it relates to current high rates of depression, anxiety, alcoholism, suicide, and violence in Aboriginal communities. Students are required to use critical thinking and reasoning skills. An Aboriginal perspective guides the delivery of this course.

Prerequisites: Program admission.

**ADCT 103**

3 Credits

**Case Management**

The course will introduce students to management skills in the administration of caseloads, including the maintenance of appropriate records, developing procedures for diagnosing and planning, and for follow-up treatment after the client is released. This course will examine techniques that will ensure appropriate management of clients' treatment and of their files. This course will assist students towards balancing traditional Aboriginal and non-Aboriginal practices standards.

Prerequisites: Program admission.

**ADCT 105**

3 Credits

**Sociology of Aboriginal Communities**

The course is designed to provide students with the conceptual tools and knowledge for understanding the nature of Aboriginal communities today. Aboriginal people have many different ways of approaching, understanding and talking about issues and specific world views which result from living in an enclosed society. This course will provide students with the opportunity to examine and discuss present day issues through the lens of significant contemporary, historical and legislative events.

Prerequisites: Program admission.

**ADCT 201**

3 Credits

**Pharmacology & Psychoactive Chemicals**

This course is designed to assist participants in developing an understanding of pharmacology and to increase their familiarity with the signs and symptoms of psychoactive chemical problems. Participants will gain knowledge of the effects and interactions of psychoactive chemicals that lead to dependence or addiction: physically, mentally, spiritually and emotionally. Participants will gain information in the area of pharmacology to assist in conducting effective assessments, counseling, treatment and referral of clients.

Prerequisites: Completion of all Chemical Addiction Worker program courses. MATH 050, ENGL 060, Or Math 11, English 12 and/or English 12 First Peoples or permission of instructor.

**ADCT 201**

3 Credits

**Family Systems**
Students study the family from Aboriginal and non-Aboriginal perspectives. Students compare nuclear family structures and extended family structures. Students explore the concept of socialization and its impact on self and family. Students examine personal value systems, interpersonal relationships, gender-role relationships, marriage, and family structures.

**Prerequisites:** Program admission.

**ADCT 202**  
**Sexual Abuse**

This course is designed to furnish students with an experiential process of learning how to work with traumatic disclosures. Students will explore the concept of safety as a crucial element in establishing a counselor-client relationship that characterizes sharing despite the power of family secrecy and shame dynamics of abuse victims. Students will be encouraged to draw upon their knowledge of Aboriginal culture, practices, beliefs, and rituals as a source of healing while exploring western concepts and ideologies of practice. This course directs students towards understanding aspects of sexual abuse/incest at a cognitive level, including the notion of developing strategies for the survivors when families and community are still unhealthy.

**Prerequisites:** Program admission.

**ADCT 203**  
**Special Issues in Counselling**

Students explore the significance of communication and diversity as a foundation of basic counselling. Concepts such as cultural socialization, multiple worldviews, race, ethnicity, and gender are examined. The course provides students with a unique treatment of intercultural communication as a mechanism for examining special issues in the counselling process.

**Prerequisites:** Program Admission

**ADCT 204**  
**Advanced Counselling**

Students explore, compare and contrast Aboriginal and non-Aboriginal counseling practice models. They examine theoretical frameworks such as cognitive-behavioral, tasks-centered, crisis intervention systems and ecological approaches. Students focus on anti-discriminatory and anti-oppressive perspectives as they relate to traditional teachings. Students research common themes/topics that connect Aboriginal and non-Aboriginal counseling practices.

**Prerequisites:** Program Admission

**ADCT 205**  
**Practicum – Directed Practice in Addictions Counselling**

Students will gain practical experience and will meet future potential employers through a workplace practicum. The practicum will commence immediately and will consist of 200 contact hours of supervision and workplace assignments. Practicum placement will be under the discretion of the program.

**Prerequisites:** Program admission.

**ADCT 294**  
**Ethics and the Law**

This course is designed to provide participants with a basic understanding of ethics, laws, and confidentiality as they relate to the chemical addictions counseling profession. The course focuses on the code of ethics of addiction counsellors, legal and moral standards, confidentiality, discrimination, client welfare, public statements, competence, client-counsellor relationships, responsibility, and interpersonal relationships with regards to the role of the counsellor. Cultural diversity is always an integral component of the course work.

**Prerequisites:** Program admission.

**ADMN 115**  
**Accounting I**

ADMN 115 is an in-depth study of the concepts, principles and practice for external business financial reporting. Consideration of issues related to the measurement and reporting of cash, receivable, inventories, property, plant and equipment, intangibles, investments, revenue and expense recognition and cash flows are discussed. In addition, current financial statement presentation issues (balance sheet, income statement) and cash flow statement are analyzed to gain an appreciation for the impact of generally accepted accounting principles on the business environment as a whole. Recognition and measurement of liabilities (short and long-term), the structure of stockholders' equity, taxes, leases, pensions, and accounting changes and error analysis are also covered in the course. Current generally accepted standards for business reporting are also analyzed, as is their effect of the presentation of financial results by corporations and other entities.

**Prerequisites:** English 12, English 12 First Peoples, or equivalent assessment, and Math 11 or equivalent assessment, or permission of instructor.

**ADMN 121**  
**Introduction to Management**

ADMN 121 provides the student with an introduction to management. It is designed to introduce students to the world of organizations. Although this course will not necessarily make the student a "manager," it will provide them with a better understanding of the workings of organizations and those who manage them. The ideas and concepts associated with management will be practiced in class through experiential learning in a team context. The material will not only clarify the things managers do but also focus on developing a conceptual awareness of the issues facing managers and organizations in the ever-changing and increasingly competitive world economy.

**Prerequisites:** ENGL 060, MATH 059, or English 12/English 12 First Peoples and Math 11 or permission of instructor.

**ADMN 130**  
**Community Development I**

ADMN 130 examines Community Economic Development (CED) within a global setting. Additional CED strategies and the development of global theories on CED are explored. This course will promote roles and jobs for CEDOs (Community Economic Development Officers) in their communities and globally.

**Prerequisites:** English 12, English 12 First Peoples, or equivalent assessment, and Math 11 or equivalent assessment, or permission of instructor.

**ADMN 150**  
**Leadership and Problem Solving**

An introduction to the contemporary theories of leadership styles, problem-solving, conflict resolution techniques and decision-making processes that come into play in Aboriginal communities. We will also explore the various traditional First Nations leadership styles that are coming back into play in Aboriginal communities. This course provides an opportunity to learn, experience, develop and enhance the participant's knowledge and skills that are necessary to become effective Aboriginal community leaders and community workers. This course is based on these guiding principles:

- Healthy People Make Healthy Communities.
- Highly Effective People Make Highly Effective Leaders.

Through the use of Stephen R. Covey's books "The 7 Habits of Highly Effective People" and "Principle Centered Leadership (PCL)," we will study the various paradigm shifts and habits that are necessary to become highly effective people and highly effective leaders.

**Prerequisites:** Program admission

**ADMN 165**  
**Introduction to Computing Systems**

Introduction to Computing Systems explains how computer systems, comprised of hardware and software, work. Computing systems are used as a tool, and are intended to increase operation efficiencies in business. Having a clear understanding of computing systems is important to those who often work with limited resources. In addition to enabling the student in understanding how to implement and utilize computing systems; this course will review examples of how computing systems and information technology have been used in economic development.

**Prerequisites:** COMP 050, or equivalent or permission of the instructor.
**Technical Communications I**

This course introduces students to the fundamentals of written communication for the professional situation. Upon completion students will be able to properly compose internal and external written communication in various administrative formats including memos, policy directives, letters, summary papers and media releases. This is a practical course involving a substantial number of word-processed written assignments and oral presentations.

**Technical Communications II**

This course provides students with skills necessary for effective written and spoken communication in the business world. Students will be given extensive practice in writing clear and concise English through word-processed, written assignments. Upon completion of the course students will be able to plan, research, and present technical reports and proposal projects. Prerequisites: ADMN 190, or permission of instructor.

**Early Years Development I**

The overall goal of AECE 102 is that students will be introduced to child development, learn popular theories, and explore Aboriginal birthing practices and Aboriginal child-rearing practice to age two. AECE 102 will ensure students are aware of development within a holistic framework.

**Early Years Development II**

The overall goal of AECE 104 is that students will be introduced to child development, learn popular theories, and explore Aboriginal child-rearing practices from age two, through to adolescence. AECE 104 will ensure students are aware of development within a holistic framework. Prerequisites: AECE 102  

**Foundations of ECE (Early Childhood Education)**

AECE 110 forms an integral and unique part of NVIT's Aboriginal Early Childhood Education by introducing the students to the history, philosophies, program models and quality of Aboriginal Early Childhood Education programs. This course introduces students to parents, children, and Early Childhood Educators and their roles in an early childhood setting as well as the basics of how to run an early childhood center. This is the foundation course that all other courses evolve from. Prerequisites: Program Admission

**Programming for Early Years I**

The overall goal of AECE 124 is that the students are introduced to the learning environment as related to programming in a mainstream and Aboriginal context. The students also will be introduced to the legal, fiscal, and social realities of running a early childhood center as well as how to incorporate play into the program that enhances development in the social, cognitive, physical, emotional, language, and spiritual domains.

**Curriculum Development in ECE**

Students will be introduced to curriculum planning and development by learning teaching methods of math, science and social studies with a particular challenge of attaining or creating culturally appropriate and specific learning tools. The course will ensure that students are aware of development within a holistic framework. Prerequisites: AECE 145, AECE 125, AECE 140 or by permission of the Department Head.

**Guidance for Early Years**

In the AECE 134 – Early Childhood Guidance course students will be introduced to the discipline of Early Childhood Development. The course foundation will focus on training programs and learning environments for groups of young children, and on the role of early childhood education. By becoming competent in methods of program planning and concepts of guiding and caring, students will enhance their knowledge of measuring how young children respond to early childhood developmental environments. The uniqueness of this course is that it is presented from both an Aboriginal and non-Aboriginal context. Prerequisites: AECE 102, AECE 124, AECE 136, or AECE 102, 124, & 136 as Corequisites. Corequisites: AECE 101, AECE 135, AECE 120, or AECE 101, 120, & 135 as Corequisites.

**Observing in the Early Years**

In the Observing & Recording Behavior course students will become aware of how proficient observation skills reveal a range of behaviors in two to five-year-old children that is relevant to changes in their growth and development. By becoming competent in the method of observing and recording, students will become aware of how young children respond to adults, peers, and to an early childhood development environment. This course is designed to focus on six aspects of child development: emotional, social, physical, cognitive, language, and creative. Students will become knowledgeable and skilled in the areas of observing and recording children’s behaviors. This course has been designed using both an Aboriginal and non-aboriginal perspective of early child development. Prerequisites: AECE 102

**Children's Literature**

The overall goal of AECE 145 is that students will become aware of how quality literature supports child development in all areas, through their active engagement in books, drama, poetry, puppetry, storytelling and emerging literacy in a mainstream and Aboriginal context.

**Introductory Practicum**

AECE 148 provides students with the opportunity to interact with young children at a variety of venues like preschools, daycares, and family daycare centers. The practicum provides students with eighty hours of contact time with children in the second term. The course will give the student a practical experience that will enhance their classroom studies. AECE 148 will ensure students are introduced to the connection between theory and practice. Prerequisites: AECE 145, AECE 102, AECE 104, AECE 124, AECE 134, AECE 136, AECE 140, AECE 110, ENGL 110. Corequisites: AECE 125, AECE 150.

**Clinical Competencies**

The course provides 320 hours of contact time with children in a registered childcare center for a period of ten weeks. The overall goal of AECE 149 is that the student will have a clinical/practical experience that will enhance their classroom studies. AECE 149 will ensure students are keenly practicing the
connection between theory and practice.

Prerequisites:
ENGL 110, AECE 104, AECE 124, AECE 134, AECE 136, AECE 102, AECE 148, AECE 140, AECE 145, AECE 110,
Corequisites: AECE 150, AECE 125,

AECE 150 3 Credits
Health, Nutrition and Safety
The overall goal of AECE 150 is that students will be thoroughly introduced to the concept of preventative health, nutrition and safety particularly in an Aboriginal context. The course includes exploring traditional use of plants as food and medicines in a local context. AECE 150 will ensure students are aware of the current health issues within Aboriginal communities.

AECE 190 3 Credits
Coaching Skills
Leadership and management topics will be explored within the context of the Head Start initiative and Early Childhood Development. Topics include: communication skills, conflict management, motivating staff, bringing out the best in employees, setting boundaries, giving feedback, and self-care. This course will be participatory and interactive with coaching concepts woven throughout each module. Participants will work with partners and small groups to practice and enhance their skills. Leadership and management will be examined through online discussions, conference calls (tele-classes) and practical application through the readings and assignments.
Prerequisites: FN ECE Designate; ECE certification or permission from the Dean.

AECE 201 3 Credits
Child Development III: Infants and Toddlers
Students will explore physical, motor, perceptual, cognitive, language, social, and emotional development of children from prenatal to three years of age. Theoretical psychological perspectives of prenatal development, birth process and toddler development and personality are all topics included in this course.
Prerequisites: AECE Certificate or equivalent.

AECE 202 3 Credits
Child Development IV: Exceptional Children
Students will study normal development of children from conception and compare that with developmental disabilities. There will be an emphasis on applying terminology and identifying children with exceptionalities. This course will also examine various interventions used by professionals to guide development of exceptional children.
Prerequisites: AECE Certificate or equivalent.

AECE 204 4 Credits
Early Years Development 3
Students will study the normal development of children from conception, and compare that with developmental disabilities. There will be an emphasis on learning the relevant terminology and identifying children with exceptionalities. A component of this course will be exploring the physical, motor, perceptual, cognitive, language, social, and emotional development of children from prenatal to three years of age. This course will also examine various interventions used by professionals to guide development of exceptional children.
Prerequisites: AECE 104, AECE Certificate or equivalent.

AECE 208 3 Credits
Special Topics in Child Care
Students will explore language and culture related to their Aboriginal heritage. This is a variable content course and is designed to allow students the opportunity to investigate specific cultural practices or special needs relevant to a daycare setting. Emphasis is placed on learning an Aboriginal language that will be used in your daycare setting.
Prerequisites: AECE Certificate of equivalent.

AECE 210 3 Credits
Working with Families
This course will examine public policy, social issues, and personal attitudes and values as they relate to children and families in a childcare setting. An emphasis will be placed on the influence of family, culture and community within the context of Aboriginal and other settings. Students learn that family dynamics and challenges are central to positive and empowering relationships.
Prerequisites: AECE Certificate or equivalent.

AECE 212 3 Credits
Family and Professional Communication
Students will explore advanced communication techniques, which include verbal, nonverbal and listening skills. They will examine interpersonal relationships and interpersonal conflict resolution. Emphasis will be on communication with individuals and within families of various structures.
Prerequisites: AECE certificate or equivalent.

AECE 214 3 Credits
Exploring Perspectives in Communication
Students will explore advanced communication techniques, which include verbal, nonverbal and listening skills. They will examine interpersonal relationships and interpersonal conflict resolution. Emphasis will be on communication with individuals and within families of various structures. Topics covered include the foundations, philosophies and history of communication in Aboriginal communities and with families. Communication roles and responsibilities between teachers and the Aboriginal communities will also be examined.

AECE 216 3 Credits
Administrative Licensing & Leadership
Students will study the differences between transformational and transactional leadership styles. Students will identify and practice the leadership skills, required to be a daycare supervisor or to be an administrator. Additionally, students will examine sound program management, fiscal management, licensing, personal management and organizational structure.

AECE 220 3 Credits
Programming for Infants and Toddlers
Students will explore programming, curriculum and environment development as they relate to infant to three years of age in an early childhood daycare setting. Aboriginal approaches to Early Childhood daycare programming and curriculum will be investigated. Topics specific to this course will include theories of development and use of these theories to plan developmentally appropriate curriculum and environment.
Prerequisites: AECE certificate or equivalent.

AECE 222 3 Credits
Programming for Exceptional Children
Students will explore programming, curriculum and environments as they relate to exceptional children. This course will study the history of inclusion, developmentally appropriate programs, accessibility, indoor and outdoor play environments and inclusive curriculum. Aboriginal perceptions and approaches will be discussed throughout the course.
Prerequisites: AECE Certificate or equivalent.

AECE 224 3 Credits
Programming for Early Years 2
Students will explore programming, curriculum and environment development as they relate to infant to three years of age (as well as children with exceptionalities) in an early childhood daycare setting. Aboriginal approaches to Early Childhood daycare programming and curriculum will be investigated. Additionally, this course will study the history of inclusion, developmentally appropriate programs, accessibility, indoor and outdoor play environments and inclusive curriculum. Topics specific to this course will include theories of
development and use of these theories to plan developmentally appropriate curriculum and environment.
Prerequisites: AECE 124, AECE certificate or equivalent.

**AECE 226**
**Natural Environments In Child Care**
Students will study the natural outdoor environment as a learning center for curriculum and programming. Teachers’ roles, responsibilities, and policies regarding outdoor play will be a key component. Connecting Aboriginal values, and traditions with the outdoor curriculum will also be addressed. Topics will include culture and the environment, value of outdoor play, and sustainable materials and equipment.
Prerequisites: AECE Certificate or equivalent.

**AECE 230**
**Guidance for Infants and Toddlers**
This course will examine direct and indirect guidance in Early Childhood Education. Secure and nurturing relationships will be discussed in relation to Aboriginal views and moral beliefs. The concepts of classroom management, self-esteem, resiliency, stress, and anger will be discussed with respect to infants and toddlers.
Prerequisites: AECE Certificate or Equivalent.

**AECE 232**
**Guidance for Exceptional Children**
Students will explore the skills required for specialized care and guidance of exceptional children, infant through the kindergarten years. This course will stress the importance of identification and assessing exceptionalities and the resources required to provide the maximum benefit for the child.
Prerequisites: AECE Certificate or equivalent.

**AECE 234**
**Guidance for Early Years 2**
This course will examine direct and indirect guidance in Early Childhood Education. Secure and nurturing relationships will be discussed in relation to Aboriginal views and moral beliefs. The concepts of classroom management, self-esteem, resiliency, stress, and anger will be discussed with respect to infants and toddlers. Additionally, students will explore the skills required for specialized care and guidance of exceptional children, infant through the kindergarten years. This course will stress the importance of identification and assessing exceptionalities and the resources required to provide the maximum benefit for the child.
Prerequisites: AECE 134, AECE certificate or equivalent.

**AECE 250**
**Advanced Health, Safety and Nutrition**
Students will study the implementation and evaluation of health and safety practices for infants to three year olds.
Prerequisites: AECE certificate or equivalent.

**AECE 252**
**Safe and Healthy Inclusive Environments**
Students will learn the requirements necessary to ensure that environments with exceptional children are healthy and safe. The students will develop appropriate nutritious menus as a key component of this course. Aboriginal and non-Aboriginal nutrition dietary requirements will be discussed.
Prerequisites: AECE certificate or equivalent.

**AECE 253**
**Administration and Licensing**
This course will study issues which students may face as future daycare supervisors and/or potential administrators. The students will examine sound program management, fiscal management, licensing, personal management and organizational structure.
Prerequisites: AECE certificate or equivalent.

**AECE 255**
**Administrative Leadership**
This course will study issues which students may face as future daycare supervisors and/or potential administrators. The students will examine sound program management, fiscal management, licensing, personal management and organizational structure.
Prerequisites: AECE certificate or equivalent.

**AECE 260**
**Infant/Toddler Practicum**
Students will complete 212 hours of a supervised practicum, in a variety of settings designed to enhance the skills, knowledge and attitudes for working with children, infant through three years of age. Students will learn about theory and applied skills and practice, which address the needs of children, parents and facilities in a culturally-appropriate manner.
Prerequisites: AECE 201, AECE 253, AECE 250, AECE 230, AECE 220, AECE 210

**AECE 265**
**Special Needs Practicum**
The special needs practicum consists of 212 hours of guided, supervised experience in a variety of educational settings with children who require extra support. Emphasis is on developing skills, knowledge, and self in the student, and providing quality care and educational opportunities for children and families. This course includes both theory and developmentally appropriate practice.
Prerequisites: AECE 222, AECE 202, AECE 255, AECE 252, AECE 232, AECE 212,

**AECL 151**
**Developmental Pathways I**
This course focuses on growth and development from conception through toddlerhood. Learners who successfully complete this course will be able to apply knowledge of prenatal, infant, and toddler development to Aboriginal and mainstream ECE settings. Aboriginal beliefs and child rearing practices regarding children aged birth to two are explored. Emphasis is placed on genetic and environmental factors that may influence the holistic development of the child. Foundational and contemporary research related to child development is covered.
Prerequisites: Admission to the program

**AECL 154**
**Guiding and Caring for Young Children**
The course, Guiding and Caring for Young Children, provides learners with practical skills for use in Early Childhood Education programs. Learners create strategies and develop skills for showing care and guiding young children’s behaviour. Both mainstream and traditional Aboriginal concepts of guidance are explored.
Prerequisites: Admission to the program

**AECL 156**
**Engaging Programs I**
Program Planning I prepares learners to evaluate and design Early Childhood Education programs for developmentally appropriate practice and holistic child development within mainstream and Aboriginal contexts. Topics covered include learning through play, developmentally appropriate practice, anti-bias curriculum development, and creating Early Childhood Education programs that support diversity and inclusion.
Prerequisites: Admission to the program

**AECL 157**

90
Exploring Perspectives

Historical Perspectives in Early Childhood Education prepares learners to create quality ECE experiences and programs rooted in Aboriginal beliefs and foundational theories of child development. Topics covered include the history, foundations, and philosophies of contemporary and Aboriginal Early Childhood Education programs as well as the contemporary and historical role of the teacher in Aboriginal communities.
Prerequisites: Admission to the program

AECL 161 3 Credits
Developmental Pathways II
Preschool and School-aged Child Development focuses on the growth and development of children aged 3 to 11. Students who successfully complete this course will have the ability to apply knowledge of preschool and school-aged child development to Aboriginal and mainstream ECE settings. Aboriginal beliefs and child rearing practices regarding children aged 3 to 11 are explored. Issues related to the development of children aged 3 to 11 are discussed from the perspective of the Aboriginal community. Emphasis is placed on genetic and environmental factors that influence the holistic development of the child. Foundational and contemporary research related to child development is covered.
Prerequisites: Admission to the program

AECL 164 3 Credits
Respectful Leadership
Professional Interactions provides an opportunity for learners to develop skills related to active listening, reflection, self-challenge, and appropriate self-disclosure. Furthermore, learners will develop skills in showing appreciation for and enjoyment of others as well as being patient and professional. Learners will be expected to articulate their personal values and assess their own strengths and weaknesses as well as explore giving and receiving constructive criticism. In addition, setting personal limits, exploring growth and change, and developing skills in self-care are covered.
Prerequisites: Admission to the program

AECL 166 3 Credit
Engaging Programs II
Program Planning II provides learners with experience in evaluating and designing Early Childhood Education programs to support the wellbeing and inclusion of young children. Emphasis is placed on observation-based planning. Learners explore ways to create a supportive learning environment from both a mainstream and Aboriginal perspective.

AECL 167 3 Credits
Responsive Curriculum Development I
Curriculum Development focuses on developing, planning, and implementing activities for young children and building skills within the learner to ensure the needs of individual children are being met. Learners explore topics, such as, promoting creativity within an Aboriginal context, supporting play in culturally sensitive programs, using appropriate dialogue, and developing group times that are inclusive of Aboriginal culture.

AECL 170 3 Credits
Mindful Observation
Observing and Recording Children’s Behavior encourages learners to observe and record children's behavior in order to evaluate children's developmental abilities and assess their needs. Learners will discuss the relationship between the seven major areas of development and Aboriginal culture. This course provides learners with the opportunity to use mainstream theories and traditional Aboriginal beliefs to evaluate the development of an individual child. Learners will have the opportunity to use an unbiased and non-judgmental approach to observing and recording the development of young children.
Prerequisites: AECL 151, AECL 161.

AECL 172 3 Credits

Health Safety and Wellness

Learners in the Health Safety and Nutrition course develop skills in creating healthy inclusive programs for infants, toddlers, and young children with diverse needs and abilities. Strong emphasis is placed on the use of universal precautions, illness prevention, modeling healthy behaviors, and the inclusion of traditional Aboriginal foods in daily menus. Learners gain basic understanding of nutrition and traditional Aboriginal medicine. Furthermore, the current and historical role of social service agencies in Aboriginal communities is explored and community resources for families and children are identified.
Prerequisites: Admission to the program

AECL 175 3 Credits
Experiences in Language
Through the use of quality Aboriginal and Canadian Literature, Language and Literature in Early childhood Education focuses on promoting the development of language and literacy in young children. Learners develop skills in promoting language development, providing a literacy-rich environment for young children, and recognizing the role of culture and first language in language development.
Prerequisites: AECL 151, AECL 161, AECL 167, AECL 175, courses must have a grade C of better.

AECL 177 3 Credits
Authentic Relationships
Working with families provides an opportunity for learners to develop effective culturally inclusive skills for use in working with children and families. Learners will explore the importance of valuing the diverse nature of families and promoting family involvement in Early Childhood Education programs. The United Nations Convention on the Rights of the Child will be discussed.
Prerequisites: Admission to the program

AECL 190 4 Credits
Practicum I
Practicum I is an introductory practicum to the work of being an Early Childhood Educator. Emphasis is placed upon gaining the skills needed to become a competent Early Childhood Education Assistant while under the direction of a qualified supervisor. Learners are provided the opportunity to apply their recent learning to the daily practice of working in an Early Childhood Education setting. Learners are expected to take a hands-on approach to working with and caring for children in their placement setting. This course includes 120 hours in a practicum setting plus nine hours of practicum seminar where learners will reflect upon their practicum experience.
Prerequisites:
AECL 151, AECL 157, AECL 156, AECL 154, (Prerequisite courses must have a grade of C or better)

AECL 191 4 Credits
Practicum II
Practicum II is an intermediate-level practicum. Learners are expected to progressively take on more responsibility in the second practicum. Emphasis is placed on demonstrating respect, acceptance, an attitude of inclusion, and professionalism. Learners will supervise small and large groups of children and apply developmentally appropriate guidance to children's behaviours while under the direction of a qualified supervisor. This course includes 120 hours in a practicum setting plus nine hours of practicum seminar where learners will reflect upon their practicum experience.

AECL 192 6 Credits
Practicum III
Practicum III is the final practicum for Aboriginal Early Childhood Education. Learners are expected to progressively take on more responsibility in the third practicum. This practicum provides the learners with experience in applying theory to practice. Learners take on the role of the Early Childhood Educator while having the direction and support of a sponsor teacher. This course includes 200 hours in a practicum setting plus twelve hours of practicum seminar where learners will reflect upon their practicum experience.
<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites</th>
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<td>AECL 251</td>
<td>Developmental Pathways III</td>
<td>3</td>
<td>AECL 190, AECL 177, AECL 175, AECL 172, AECL 170, AECL 191. Prerequisite courses must have a grade of C or better.</td>
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<tr>
<td>AECL 260</td>
<td>Perspectives for Practice</td>
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<td>AECE/AECL certificate or equivalent.</td>
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<td>AECL 264</td>
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<td>AECL 267</td>
<td>Responsive Curriculum Development II (Infant Toddler)</td>
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<td>AECL 277</td>
<td>Responsive Curriculum Development III (Diverse Abilities)</td>
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<td>AECL 295</td>
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<tr>
<td>AGLP 111</td>
<td>Aboriginal Governance and the Indian Act</td>
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<td>ENGL 060, MATH 057, MATH 11 or Permission of the Instructor.</td>
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<td>AGLP 150</td>
<td>Intro to Traditional Aboriginal Leadership</td>
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<td>English 12, English 12 First Peoples, ENGL 060, or equivalent, or permission of the instructor.</td>
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<tr>
<td>AGLP 151</td>
<td>Leadership Concepts and Theories</td>
<td>3</td>
<td>English 12, English 12 First Peoples, ENGL 060, or equivalent, or permission of the instructor.</td>
</tr>
<tr>
<td>AGLP 155</td>
<td>Aboriginal Leadership Principles and Ethics</td>
<td>3</td>
<td>English 12, English 12 First Peoples, ENGL 060, or equivalent, or permission of the instructor.</td>
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</tbody>
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AGLP 160

Aboriginal Leadership & Governance Systems
This course is designed to teach learners how to undertake problem solving from a systems perspective—mapping an Aboriginal community’s governance systems, and developing strategies to improve existing systems. Learners will utilize this knowledge to reflect upon real world community challenges, and apply their learning in the continued development of their year two internship.
Prerequisites: ENGL 060, MATH 057, ANTH 214

ANTH 214

Canadian Native People
This course serves as an introduction to the present situation of the First Nations peoples of Canada interpreted on the basis of historical and contemporary political, economical, and cultural practices.
Prerequisites: ENGL 110, or permission of instructor.

ANTH 223

Indians of British Columbia
This course serves as an introduction to the present situation of the First Nations people of British Columbia interpreted on the basis of historical and contemporary political, economic and cultural practices.
Prerequisites: ENGL 110, or permission of instructor.

APBT 110

Administrative Procedures
The dynamic office of today requires that office workers demonstrate the ability to communicate effectively, think critically, apply problem-solving skills, and work effectively with other members of the office team. The rapid pace of change in the office of today demands that office workers have the ability to develop new skills and understand new processes as jobs evolve. In this course, learners will master essential organizational skills and develop efficient office practices in preparation for entry into the contemporary office. (45 hour course)
Prerequisites: Program admission requirements

APBT 111

Records Management
The amount of information created and used in offices has increased significantly in recent years. Records, which contain all of the daily information necessary to the operation of any business, need to be managed effectively and efficiently. In today’s office, maintaining the integrity of the records system means that all office workers need to be aware of the importance of correct creation, storage, use, retrieval, protection, control, and disposition of records. Technology continues to change the role played by today’s office worker. This course will provide the student with the knowledge, skills and abilities to face these challenges and new responsibilities in dealing with both manual and electronic files. Please see “other information” for more details.
Prerequisites: Program admission requirements

APBT 120

Business Calculators & Mathematics
Business Calculators and Mathematics follows current trends in office technology, teaches the touch method of calculator use, explains common calculator features, and emphasizes business problem solving.
Prerequisites: Program admission requirements

APBT 130

Human Relations for Career Success
This course concentrates on personal and professional development skills needed by workers in today’s workplace. These skills include self-examination and assessment, effective communication skills, interpersonal skills, client relations, teamwork, problem solving, and an understanding of business ethics.
Prerequisites: Program admission requirements

APBT 149

Office Administration Assistant Practicum
This partnership with the business community will provide our students with an exciting opportunity to apply their newly acquired skills in a practical office environment. This practicum will allow students to explore areas in the field they have not previously been exposed to, gain an understanding of what is required of various jobs, the skills necessary to be successful, as well as engage directly with industry partners.
This course consists of 70 unpaid hours of work in the company's day-to-day operations over a two-week period. The coordinator will establish appropriate placements and complete site visits.

BIOL 050

General Biology
This course covers the basic principles of biology, detailing biological processes and diversity with respect to ecology and evolution. BIOL 050 covers the Core Topics for Biology: Advanced Level set out in the A.B.E. BC Articulation Handbook http://www.aved.gov.bc.ca/abe/docs/handbook.pdf.
Prerequisites: SCIE 040, or advisor assessed equivalent or permission of instructor.

BIOL 060

Human Biology
This Provincial level biology course focuses on the study of life processes. These are examined from the molecular to the organ system levels. Cell structure and function is studied microscopically and with respect to its biochemistry. The majority of the course concerns itself with human anatomy and physiology with in-depth study of selected organ systems. These are studied macroscopically with functional aspects examined at the molecular level. Laboratory exercises will be integral parts of the course.
Prerequisites: BIOL 050 or permission of instructor

BIOL 061

Introduction to Life Sciences
This BC ABE - Provincial Level biology course is for students entering the ERT program at NVIT, or who are planning on majoring in general sciences or general biology. The students will be introduced to the fundamentals of living systems, including plant/animal structure and function with emphasis placed on adaptation to changes in the environment. Laboratory work is intended to complement material covered in lectures. BIOL 061 covers the Core Topics for Biology: Provincial Level (Ecology) set out in the A.B.E. BC Articulation Handbook http://www.aved.gov.bc.ca/abe/docs/handbook.pdf.
Prerequisites: BIOL 060 or permission of instructor

BIOL 110

Biological Principles
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. This 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: Completion of Grade 12 with a minimum of C+ in English 12, English 12 and/or English 12 First Peoples.

BIOL 120

Human Anatomy and Physiology
This course will focus on common health terminology, specific anatomy, and physiology of the following human body systems: integumentary, skeletal, muscular, nervous, endocrine, cardiovascular, immune, respiratory, digestive, urinary and reproductive. Cellular organization of the body, blood, fluid and

electrolytes, and acid-base regulation of bodily functions are also studied. Diseases and aging-related human body changes are discussed briefly. Prerequisites: BIOL 060, or Biology 12 with a C grade

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**BTEL 060**

**Bridging to Trades Electrical**

This course provides the skills and theory required for entrance to the electrical trade. Students will learn about the safety requirements, tools and equipment, and receive a brief introduction to the roles and responsibilities that electricians are faced with on a daily basis. Employment skills and workplace safety will be emphasized. Prerequisites: ENGL 040, MATH 040, or Gr. 10 math, Gr. 10 Eng

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**BTER 060**

**Bridging to Trades Employment Readiness**

 Trades orientation, workplace protocols, and employer expectations will be covered. This course will provide opportunities to develop skills in resume writing, interviewing, and other job-search related areas. Necessary interpersonal skills will be taught. Prerequisites: ENGL 040, MATH 040, or Gr. 10 math, Gr 10 English.

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**BTMW 060**

**Bridging to Trades Millwright**

This course provides students with the skills and theory required for entrance to the millwright trade. Basic theory and related information along with hands-on shop practice will enable students to become familiar with basic millwright duties. This course also introduces students to metric and imperial measuring instruments. Employment skills and workplace safety will be emphasized. Prerequisites: ENGL 040, MATH 040, or Gr 10 Math, Gr 10 English.

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**BTPT 060**

**Bridging to Trades Piping Trades**

The piping trades include the areas of pipe fitting and plumbing. This course offers students a brief introduction to this trade. Students will learn to fit pipe materials together as well as some basic plumbing procedures. Students will be required to join pipes using thread cutting machines. The piping material will be both metal and plastic. Students will also be introduced to the basic plumbing procedures required to perform tasks such as changing fixtures and assembling plumbing apparatus. Employment skills and workplace safety will be emphasized. Prerequisites: ENGL 040, ENGL 040, or Gr. 10 Math, Gr. 10 English.

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**BTWD 060**

**Bridging to Trades Welding**

This course offers students the skills and theory required for entrance to the welding trade. Students will be shown how welding skills are useful in many trades. They will learn to cut metals and join them by the use of welding process using general welding equipment. Employment skills and workplace safety will be emphasized. Prerequisites: ENGL 040, MATH 040, Gr. 10 Math, Gr. 10 English.

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**BUSM 200**

**Finite Mathematics**

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. This 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: MATH 059, ENGL 060, ENGL 060 or English 12 and/or English First Peoples; and MATH 059 or PREC 11; or permission of instructor

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**BUSM 207**

**Introduction to Statistics**

This course is designed for students who require a course in statistical concepts, principles and methods in preparation for working with statistical studies and analyzing data in their chosen field of study. The focus of this course will be on the logic and interpretation of statistical concepts and techniques in business settings. Much work will be required. This course introduces the student to basic statistical methods for analyzing both a quantitative and qualitative information, including graphic methods, sampling, descriptive statistics and inferential statistics. The relationship of statistics to research methods is discussed, applications to business decisions is stressed. Prerequisites: BUSM 200, or permission of instructor.

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**BUSM 210**

**Accounting II**

BUSM 210 is a continuation of the introduction to fundamental accounting concepts and techniques. Topics include plant assets, depreciation methods, current and long-term liabilities, partnership accounting, bonds and shareholders' equity. The statement of changes in financial position is studied in depth, and financial analysis and consolidations are introduced. Prerequisites: ADMN 115 or ACED 115

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**BUSM 211**

**Introduction to Finance**

The objective of this course is to develop a framework within which financial decisions can be examined. This framework broadly covers the theoretical foundations of finance, the Canadian institutional framework and the techniques used in financial management. Prerequisites: BUSM 210, BUSM 200 Corequisites: BUSM 207, corequisite or prerequisite

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**BUSM 222**

**Organizational Behavior**

Information extracted from various areas of psychology (social, industrial/organizational) and management will be utilized to study the nature of work, people and organizations. Topics include: leadership, motivation, group dynamics, communication, Japanese management, job design, organizational design, culture and climate, organizational change, power, stress and time management and human resource management/development issues. Organizational behavior will be examined through lecture, discussion and practical applications of learned materials. Prerequisites: ENGL 060, MATH 059, ENGL 060 or English 12 and/or English First Peoples; and MATH 059 or PREC 11; or permission of instructor

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**BUSM 223**

**Human Resources Management**

An introduction to personnel management including organization of the personnel functions; recruitment and selection, interviewing and counseling, job descriptions and evaluation, compensation and salary administration, management development and performance appraisal, training and staffing planning, safety and occupational health. The course places particular emphasis on the practical applications of personnel policies and procedures, on personnel’s relationship to management and management’s responsibilities to employees. Prerequisites: BUSM 222, or permission of instructor
This course is an introduction to marketing activities in modern business firms. The major topics covered are strategic planning, target markets and segmentation, consumer behavior, research and information systems, and the marketing mix. Throughout the course, emphasis is on the application of concepts and perspectives to current business problems and opportunities, through case studies and projects.

Prerequisites:
ENGL 060, MATH 059, ENGL 060 or English 12 and/or English First Peoples; and MATH 059 or PREC 11; or permission of instructor

**BUSM 251**

**Introduction to Economics**

This course is designed to build a basic understanding of economic principles. Students who undertake this course will be able to understand and discuss economic issues at the level covered by the media. The course places a special emphasis on the economic indicators, measuring economic performance, GDP, unemployment, inflation, business cycles, barter and trade, the impact of taxation, and government policies.

Prerequisites: ENGL 060, MATH 059, ENGL 060 or English 12 and/or English First Peoples; and MATH 059 or PREC 11; or permission of instructor

**BUSM 255**

**Small Business Development**

This course is specifically designed to provide students with the knowledge required in starting-up and successfully operating a small business. Topics include business structures, location and market assessment considerations, business plans and methods of financing, government obligations, franchising, strategic planning and control. Case studies and simulation are used in the course.

Prerequisites: ACED 115, BUSM 250, or permission of instructor

**BUSM 260**

**Management Information Systems**

An introduction to the theory and methodology of structured analysis and design of business information systems. Among the many topics introduced are: the systems development cycle, problem definition and evaluation of existing systems, characteristics of good system design, systems control, evaluation of benefits and alternatives, systems documentation, conversion and testing, implementation, follow-up and evaluation. Throughout, human relations are emphasized as well as the goals, methodology, and particular tools and techniques of a top-down approach to analysis and design of business systems.

Prerequisites: ADMN 165, or permission of instructor.

**BUSM 294**

**Business Law**

This course introduces students to fundamental legal concepts, principles, and issues that are relevant to Canadian business. It promotes an understanding of how these legal concepts and issues are applied to specific problems in business. Topics include an introduction to the Canadian legal system, the law of torts, and the law of contracts. An in-depth investigation is then made in specific areas of contract and business law, including: sale of goods, contracts, employment contracts, the law of agency, corporations, secured transactions, the law of real property and mortgages, and negotiable instruments.

Prerequisites: ENGL 060, MATH 059, ENGL 060 or English 12 and/or English First Peoples; and MATH 059 or PREC 11; or permission of instructor

**CHAD 327**

**Blood Borne Pathogens**

This course is designed to assist participants in understanding ways to recognize, control and deal effectively with blood-borne pathogens. This knowledge will enable participants to implement procedures and policies that will limit accidental exposure to blood and other potentially infectious materials in the workplace that could result in disease or death. While students will learn about blood-borne pathogens, such as Human Immunodeficiency Virus (HIV), Acquired Immunodeficiency Syndrome (AIDS), Opportunistic infections, and Hepatitis (A, B, C), myths and taboos regarding blood-borne pathogens and transmission will also be discussed. As well, community education and modern approaches to health will be explored to prepare students for work in closed communities. Critical to this course, students will also learn about pre- and post-supportive counseling for individuals.

Prerequisites: Advanced diploma program admission or permission of instructor

**CHAD 333**

**Psychosocial Trauma Healing: Addiction Theory and the Grief Process**

This course investigates the connections between historical and social trauma, grief, and addictions. One of the foci will be on cultural healing that will encompass within its scope First Nations cultural metaphors, symbols, archetypes, histories, and Indigenous healing practices. From a First Nation’s perspective, students will make a deep and collective inquiry into addiction, explore trauma and grief inter-culturally and intra-culturally, and theorize culturally specific ways to apply psychosocial trauma healing and grief management approaches during the recovery process. Since the learning process is highly interactive, dialogic and stimulating, students will be required to trust in their personal knowledge gained from experience, tribal histories, and teachings. To support this learning process, students must demonstrate a willingness to think and process information “outside the box.”

Prerequisites: Advanced diploma program admission or permission of instructor

**CHAD 334**

**Relapse Prevention**

This course is designed to assist participants in understanding the recovery/relapse process and stages of relapse, identifying warning signs of relapse, and developing effective relapse prevention strategies and techniques with the client. Culturally appropriate techniques to reduce the risk to Aboriginal patients will be discussed. Prerequisites: Advanced diploma program admission or permission of instructor

**CHAD 335**

**Working with FASD in Aboriginal Communities**

This course is designed to provide learners with a conceptual framework for working with individuals who are affected by Fetal Alcohol Spectrum Disorder. The nature of the neurological differences that make adaptive living so difficult for individuals with an FASD will be highlighted. Given its practical orientation, the course will enable students to work with First Nations communities, to select and apply intervention techniques, and to provide support for individuals and families living with an FASD. To be truly effective, the learner will continue to require ongoing mentoring, time in the field, and practice using the knowledge acquired.
Prerequisites: Advanced diploma program admission or permission of instructor

CHAD 339

Cultural Perspectives on Stress and Trauma
This course incorporates a more expanded definition of trauma that is based upon an understanding of how trauma affects groups, communities and societies. From this theoretical perspective, students will recognize that the phenomenon of collective trauma may be a "normal response to abnormal situations" and, therefore, is not just a form of "pathology."
Instead of examining trauma and appropriate intervention strategies within a Western theoretical and philosophical paradigm, this course will conduct an in-depth review of stress and trauma within the social and cultural contexts in which they have occurred, including the impact of historical racism on Aboriginal identity which has resulted in cultural loss.
Prerequisites: Advanced diploma program admission or permission of instructor

CHEM 050

Chemistry - Advanced Level
Chemistry is an essential part of our everyday world. A knowledge and understanding of its principles is the basis on which applications in health, environment, and industrial development are founded. This chemistry course will foster an understanding of chemistry as a vital part of a sustainable society and provide a basis for further academic and career/vocational training. Topics include measurement, the periodic table, atomic structures, reactions and solutions. CHEM 050 covers the Core Topics for Chemistry: Advanced Level set out in A.B.E. in the BC. Articulation Handbook http://www.aved.gov.bc.ca/abe/docs/handbook.pdf.
Prerequisites: SCIE 040, or Science 10 and MATH 057 or Math 11 Foundations or instructor permission.

CHEM 060

Chemistry-Provincial Level
Chemistry is an essential part of our everyday world. A knowledge and understanding of its principles is the basis on which applications in health, environment, and industrial development are founded. This chemistry course will foster an understanding of chemistry as a vital part of a sustainable society and provide a basis for further academic and career/vocational training. Topics include equilibrium, acids and bases, gas laws, and oxidation and reduction.
Prerequisites: SCIE 040, or Science 10 and MATH 057 or Math 11 Foundations or instructor permission.

COMM 140

Technical Writing
This course will provide students with the skills necessary to write technical papers as clearly, accurately, and succinctly as possible. Students will learn how to take accurate field notes, the difference between primary and secondary source information, and learn how to research and read technical papers. A major component of the course will focus on writing a research and review paper.
Prerequisites: ENRT 170

COMM 145

Public Relations & Communications
This course is designed to provide the student with the skills to communicate efficiently and effectively with a variety of audiences. Students will be required to solve public relations problems as individuals or in teams and will be encouraged to use critical thinking techniques. Case studies incorporating
current controversial issues will be used to debate and develop resolution in ways that demonstrate professionalism and respect for equality and diversity in the workplace.

**Prerequisites:** Program admission/instructor permission

**COMP 030**

**Computer Studies - Fundamental Level**

Computers are a pervasive part of daily life in personal, work and educational situations. Computer skills are introduced at the fundamental level to help students gain the confidence to perform basic computer operations. Topics include keyboarding, basic knowledge of computers, word processing and electronic communication.

**Prerequisites:** COMP 030, Instructor permission, or advisor assessed equivalent

**COMP 040**

**Computer Studies - Intermediate Level**

Computers are a pervasive part of daily life in personal, work and educational environments. The goal of an intermediate level computer course is to introduce adult learners to the use of the computer as a tool so that they will become more self-confident and therefore be able to function more efficiently with a computer. Topics include keyboarding, introduction to computers, operating systems, word processing and electronic communications.

**Prerequisites:** COMP 030, Instructor permission, or advisor assessed equivalent

**COMP 044**

**Computers for Health Care**

This course is an introduction to basic computer operation. Students will learn about the computer processing cycle, become familiar with basic computer terminology, and practice keyboarding skills. Students will also become familiar with software programs that will benefit them in their health field studies. These programs include Windows, MS Office, as well as Internet browsers and email applications. In addition, students will be introduced to computerized forms, reports, charts, and records that will familiarize them with skills used in record keeping in the health care field.

**COMP 050**

**Computer Studies - Advanced Level**

The goals of Computer Studies at the Advanced Level are to provide students with a survey of the major applications of computers, to develop an understanding of computers and concepts to aid the students’ employment opportunities, personal productivity, and to enable students to acquire skills to contribute to, and participate productively in society. Topics include hardware, system components, memory and storage, input and output, operation, computers in society, word processing and the Internet.

**Prerequisites:** COMP 040, or Instructor permission or advisor assessed equivalent

**COMP 060**

**Computer Studies - Provincial Level**

The goals for this Provincial Level Computing Studies course will focus on computer applications and developing problem solving/critical thinking skills utilizing computer application software as a tool. Towards this end, project work will be emphasized. Topics can include current technologies, publishing, advanced spreadsheets, database management, networking and programming.

**Prerequisites:** COMP 050, or instructor permission or advisor assessed equivalent.

**COMP 101**

**Computer Essentials and the Internet**

Welcome to the Introduction to Computers and the Internet (ICI). This course has two sections: Internet and Windows.

Internet Section

The Internet section is designed to provide students with an introduction to the Internet including: email basics and advanced features, web browser basics, web navigation, web research and newsgroups.

Windows Section

The Windows section is designed to provide students with an introduction to the current version of Microsoft Windows Professional or Windows XP. Students will learn to manipulate the Windows environment, use Windows Accessories and use My Computer and Windows Explorer to manage files and folders.

**Prerequisites:** Program admission requirements

**COMP 102**

**Word Processing I**

Word Processing I is designed to teach students the basic functions of a word processing program as well as teach how to properly format documents such as letters and memoranda. Although students will be required to use Microsoft to complete this course, many of the skills are generic and can be transferred to most word processing packages.

**Prerequisites:** Program admission requirements

**COMP 103**

**Keyboading I**

The course provides learners with the necessary techniques to keyboard accurately at a minimum of 25 wpm using the alpha and numeric keyboard. Keyboarding accuracy is a valuable skill for all. Students need to be enrolled in Applied Business Technology/Office Administration to take this course; however, this course or the equivalent skill is essential for those interested in an office career, and a prerequisite for subsequent computer courses where keyboarding is required.

This course is one of the required courses needed to receive an Applied Business Technology/Office Administration Certificate at BC public colleges. Students planning to complete a college certificate program must meet college entrance requirements.

**Prerequisites:** Program admission requirements

**COMP 104**

**Spreadsheets**

This course provides students with a working knowledge of electronic spreadsheets using the current Microsoft excel program. Students will learn how to design, create, modify, and present professional-looking spreadsheets for use in today’s workplace. Exercises include using formulas and built-in functions to solve mathematical problems. Students will also learn how to illustrate and present spreadsheet data in graphic form.

**Prerequisites:** Program admission requirements

**COMP 112**

**Word Processing II**

Word Processing II is a continuation of Word Processing I. The course will cover additional instruction and practice with letter styles, tables, charts, and reports plus many advanced features of word processing software such as merge, macros, outlines, graphics and styles.

**Prerequisites:** COMP 102

**COMP 113**

**Keyboading II**

This course is designed to provide the student with the opportunity to key accurately and proficiently. The course builds on the student’s present keyboarding skills and will assist them in reaching a minimum of 50 net words per minute on five-minute timing.

This course is one of the required courses needed to receive an Applied Business Technology/Office Administration Certificate at BC public colleges. Students planning to complete a college certificate program must meet college entrance requirements.

**Prerequisites:** COMP 103

**COMP 140**

**Geographic Information Systems**

In this course students will develop an understanding of the terms and principles of geographic information systems (GIS). Students will learn to create and
enter database structures and reports, as well as apply GIS techniques for such functions as creating views, tables, charts and printing maps. Students will also incorporate the use of global positioning systems data with GIS.
Prerequisites: Program admission/instructor permission.

**CRIM 101**  
*Introduction to Criminology*

This course provides a general overview of criminology. It explores the history and evolution of criminological theories and reviews criminological concepts: crime, delinquency, deviance, victim, offender, rehabilitation, and treatment. The course also addresses the relationship between theory and practice, the interdisciplinary nature of criminology, and the application of criminology with a focus on Aboriginal peoples of Canada.
Prerequisites: ENGL 060, or English 12 and/or English 12 First Peoples.

**CRIM 103**  
*Psychological Explanations of Criminal and Deviant Behavior*

This course introduces and critically examines biogenetic, psychiatric, and psychological explanations of criminal and deviant behaviour. Special attention will be given to the theoretical links between criminality and genetics, physiology, mental disorders, the endocrine system, personality, moral development and the impact of residential schools, poverty, and mental illness.
Prerequisites: ENGL 060, or English 12 and/or English 12 First Peoples, Recommended: PSYC 111 & 121

**CRIM 104**  
*Sociological Explanations of Criminal and Deviant Behaviour*

This course is a survey of major sociological theories on criminal and deviant behaviour, with emphasis on Aboriginal and critical perspectives. Sociological theories will be situated in their historical, social and political contexts and will be critiqued by contrasting their underlying assumptions, their strengths/weaknesses, and their research and practical applications. The course explores the impact of criminal and deviant behaviour in Canada, with special attention to Aboriginal communities.
Prerequisites: ENGL 060, or English 12 and/or English 12 First Peoples, Recommended: SOCI 111

**CRIM 131**  
*Introduction to Criminal Justice System*

The course will examine the various components of the criminal justice system, and patterns of crime and victimization in Canada, with particular attention paid to Aboriginal issues. Police operations, decision-making options, courts, sentencing and corrections will be reviewed in the context of both Aboriginal and non-Aboriginal communities. In addition, this course will explore Aboriginal traditional and contemporary justice philosophies and initiatives and the youth justice system, including culturally relevant and community-based models.
Prerequisites: ENGL 060, or English 12 and/or English 12 First Peoples.

**CRIM 135**  
*Introduction to Canadian Law*

This course is a general introduction to the fundamental and competing principles of jurisprudence and to the basic legal institutions of Canada. It focuses on the history of Aboriginal and non-Aboriginal relations and interactions with the Canadian legal system. It also reviews the development of Canadian law, and the roles and responsibilities of community members, elders and legal professionals. It explores legal reasoning and interpretation, the doctrine of precedent, principles of statutory interpretation, the fields of contract, torts, and administrative and family law.
Prerequisites: ENGL 060, or English 12 and/or English 12 First Peoples, Recommended: CRIM 131.

**CRIM 220**  
*Introduction to Research Methods*

This introductory course explores qualitative and quantitative approaches to social science research. Students will explore the basics of social scientific research from a social science/criminological perspective. This introductory course will provide students with an overview of the nature of research, models of social scientific research, bridging theory and data, research ethics, sampling, observational methods, obtrusive and unobtrusive research techniques, types of research strategies, and analysis of qualitative and quantitative data. The first half of each class will be devoted to research method theory and application, the second half of the class will be devoted to how to write a research proposal and report.
Prerequisites: 2nd year (200 level)

**CRIM 230**  
*Criminal Law in Canada*

This course reviews the nature, scope and basic principles of criminal law in Canada. Students will study fundamental legal concepts such as mens rea, negligence and strict liability. The course will analyze the concept of criminal responsibility in Canada and it will critically examine the legislative policies expressed in the Criminal Code. In addition to the exploration of the basic elements of a criminal offence this course will review criminal law as it pertains to and affects Aboriginal and Non-Aboriginal populations including the examination of legal principles as they relate to specific Aboriginal crimes and major defenses. This course will also review the impact of the Canadian Charter of Rights and Freedoms and the Indian Act on criminal law.
Prerequisites: CRIM 135

**CRIM 231**  
*Introduction to the Judicial Process*

This course provides a critical examination and evaluation of the judicial process in Canada from both an Aboriginal and non-Aboriginal perspective. This course will look at the structure and functions of the criminal court system and its relationship to other branches of government and Aboriginal peoples. In addition, this course will review the appointment, tenure and removal of judges; the social psychology of courts; the jury system; plea bargaining; judicial behaviour of the courts and the courts real and perceived role in Canadian society.
Prerequisites: CRIM 131

**CRIM 233**  
*Introduction to Corrections*

This course will examine the organization, structure and operation of contemporary Canadian correctional practices. It will consider the history, development, and contemporary social organization of provincial and federal correctional institutions. The experiences of individuals with lived incarceration experiences, their families, communities and correctional staff and administrators will be considered. The impacts of new legislative changes, and the role of sentencing in the correctional process will be explored. In addition, this course will discuss issues relating to community-based Aboriginal (restorative/transformational) practices, parole, continuity of care, and re-entry into the community.
Prerequisites: CRIM 131, or permission of instructor.

**CRLS 050 (Advanced)**  
*College Readiness and Learning Skills*

This course is designed to prepare students with the skills to successfully pursue higher education and/or employment. The holistic approach to career preparation ventures around the development of skills that will strengthen each student’s personal wellness, academic and learning skills. The curriculum and activities in this course focus on building self-esteem, securing cultural identity, establishing healthy life skills, and acquiring effective learning, study, and employment skills.

**CRLS 054**  
*Introduction to Cultural Applications*
This course will introduce students to the skills needed to explore cultural issues and how these issues apply to health practices in native communities. Students will compare and contrast characteristics of traditional native medicine and mainstream health practices. The course will take a holistic approach centering on the establishment and maintenance of personal wellness through self-esteem, cultural identity and healthy lifestyles.

**CRLS 060 (Provincial)**

**College Readiness Learning Skills**

This course provides students with the necessary knowledge in areas of reading, public speaking, and writing to assist students to become successful at the college academic level. The course covers a variety of topics including personal development, study habits and methodology, and current views of Aboriginal issues from a holistic perspective. The curriculum focuses on cultural history, roles and responsibilities of First Nations in higher education, and the practice of effective learning and study skills.

**ECON 101**

**Principles of Microeconomics**

Course topics include markets, applications of supply and demand analysis, the theory of consumer behaviour and the impact of government regulations and intervention on market performance. Other topics include the theory of the firm under imperfect competition, monopoly, and monopolistic competition, the principles of oligopoly, productive efficiency, the distribution of income, the role of unions and factor market performance. Prerequisites: MATH 059, or Foundations of MATH 11 or permission of instructor.

**ECON 102**

**Principles of Macroeconomics**

Topics include the determination of national income, production and employment, economic goals of government and the Bank of Canada, the limitation of monetary and fiscal policy in dealing with Canada's unemployment, inflation and balance of payments problems. Keynesian policy, monetarism and supply-side economics will be studied in detail. Online data from key Canadian institutions including Statistics Canada and Bank of Canada will be used to complement and deepen student knowledge of the course. Prerequisites: MATH 059, or Foundations of MATH 11 with grade of B or better, or equivalent or permission of instructor.

**EDUC 240**

**Communication and Education Planning**

EDUC 240 critically examines the uniqueness of the Aboriginal adult learner, what motivates adults and how adults learn. Learners will gain knowledge and skills involved in becoming an effective advocate for adult learners and Aboriginal post-secondary education. The course will incorporate theory and practical approaches that will address: effective communications; and provincial post-secondary protocol within public institutions and the relevant ministries. In addition the course will also examine partnership building and basic career counseling and ethics in developing a sense of professionalism for Education Coordinators. Participants will also be asked to create a professional development growth plan. Prerequisites: INST 102, or permission of instructor.

**EDUC 250**

**Application of Assessment and Evaluation**

Application of Assessment & Evaluation is designed to provide the language teacher with a greater understanding of the assessment, evaluation, and reporting of student progress specific to the teaching and learning of First Nations languages. Language teachers will become familiar with assessment and evaluation terminology, a variety of appropriate techniques and strategies for assessing and evaluating performance and language proficiency. This experience at developing effective and alternate forms of assessing students, develop the ability to keep appropriate student records as well as develop the ability to write report cards.

**EDUC 260**

**Innovative Teaching and Planning**

Innovative Teaching and Planning is structured so participants will further develop planning, preparation, and innovative teaching skills. To maximize learning, teachers must not only know their subject and its accompanying pedagogy, but also their students. This course will include a language teaching practicum component.

**EDUC 270**

**Language Acquisition: Theory and Practice**

Language Acquisition: Theory & Practice will review theories of first and second language acquisition. As well, participants will read and discuss the developmental stages of learning a language in preparation to analyzing and assessing it in a practical situation. Prerequisites: EDUC 260

**EDUC 280**

**Methods in Second Language Teaching**

Methods in Second Language Teaching is designed to introduce students to eight major language teaching approaches and methodologies. Each of the approaches and/or methods will be demonstrated through structured observations, multimedia presentations, and/or through student-to-student microteaching. The course will focus on the unique challenges of Aboriginal community language programming. Prerequisites: EDUC 270

**EDUC 285**

**Technological Innovations and Language I**

Technological Innovations & Language I will instruct students in the theory and practice of using new technology in language-revitalization pedagogy. Students will (i) explore application of multimedia technology tools (including digital audio, video and text) for teaching and learning an Aboriginal language, (ii) use web-based work and develop communication protocols for apprenticing with native-speaking elders, (iii) explore the application of interactive multimedia and web technology tools for teaching and learning an Aboriginal language. Prerequisites: COMP 050, ADMN 165 or equivalent, working knowledge of an Aboriginal language and access to language resources and speakers, and completed 2nd year standing B.Ed.

**EDUC 286**

**Technological Innovations and Languages II**

Technological Innovations & Languages II will instruct students in the theory and practice of embracing new technology in language-revitalization pedagogy. Students will explore (i) advanced application of multimedia technology tools (including digital audio, video and text), (ii) theory and practice of mentoring, having students take the role of web-mentor, and developing communication protocols with their students, and (iii) integration and evaluation of these new tools in language renewal programs. Prerequisites: EDUC 285

**EDUC 290**

**Principles of Effective Teaching**

This course is designed to build on and enhance the teaching capabilities required by First Nations language teachers. The course will provide opportunities for students to experience classroom management strategies and techniques, deal with student behavior practice effective communication skills, look at formats for lesson and unit planning for instruction, teaching and professionalism, effective (physical) arrangement of classrooms, student diversity/ getting to know your students, and an introduction to assessment, evaluation, record keeping, and reporting on student progress. This course will include a practicum component. Prerequisites: EDUC 280

**EDUC 390**
**Making the Classroom a Healthy Place**
Indigenous communities and educational institutions have inherited and continue to endure non-holistic learning that puts a narrow emphasis on cognitive outcomes and excludes emotional learning and skill development. This class will discuss the history of affective suppression as a form of colonialism and document its impact on the education of Indigenous peoples in North America. Students will explore Indigenous learning methodologies, affective neuroscience and philosophical arguments for developing the emotional dimension of education. This class will introduce a transformational view of learning within a cultural pedagogy that builds on a concept of affective development based on a holistic educational philosophy.
Prerequisites: English 12, English 12 First Peoples, ENGL 060, or equivalent, or permission of the instructor. Familiarity with curricula design and instruction is recommended.

**EMSK 041**
**Cultural Orientation**
This course will introduce Aboriginal culture and personal wellness using a holistic approach. The students will examine the impact of cultural activities and mores (eg: residential schools). Activities in this course will enhance self-esteem, cultural identity, and oral traditions in relation to healthy lifestyles within the home, community, and workplace. In addition, the students will be introduced to post-secondary services and campus orientation including testing in work place skills.
Prerequisites: EMSK Program admission.

**EMSK 042**
**Personal Development**
This course will introduce Aboriginal culture and personal wellness using a holistic approach. The students will examine the impact of cultural activities and mores (eg: residential schools). Activities in this course will enhance self-esteem, cultural identity, and oral traditions in relation to healthy lifestyles within the home, community, and workplace. In addition, the students will be introduced to post-secondary services and campus orientation including testing in work place skills.
Prerequisites: EMSK Program admission.

**EMSK 043**
**Workplace Essentials**
This course will assist the learners in developing workplace essential skills. The topics will include: time management, thinking, working with others, continuous learning, resumes, cover letters, and interview skills. In addition, the students will explore professionalism, practice job interview techniques and research job opportunities.
Prerequisites: EMSK Program admission.

**EMSK 044**
**Career Exploration and Networking**
This course will provide students with the opportunity to network, research, and explore various career choices. Using the ‘Guiding Circles’ workbook and ‘Inclusion Works,’ students will research career opportunities and develop a career plan. They will explore and practice effective communication with co-workers and employers.
Prerequisites: EMSK Program admission.

**EMSK 045**
**Math in the Workplace**
Numeracy skills are essential in the work place. This course will enhance the learner's ability to use and understand numbers by developing the following skills: basic math, budgeting, calculations, measurement, handling money, banking, and creating schedules.
Prerequisites: EMSK Program admission.

**EMSK 046**
**English in the Workplace**
This course will enhance the student’s reading, writing, document use, oral communication, and vocabulary for essential skills development as required for success in the workplace. It will highlight reading, thinking, and continuous learning, as well as developing group work and team building skills. The English curriculum will be based on the nine Essential Skills as identified by Human Resources and Skills Development Canada (HRSDC).
Prerequisites: EMSK Program admission.

**EMSK 047**
**Intro. to Workplace Computer Skills**
The use of computers is an essential skill needed in the workplace environment. Learners will be introduced to the computer by learning related computer concepts and terminology; identifying the parts of a computer, computer care, and software programs, buying a computer, keyboarding skills, searching the internet for job opportunities, and an introduction to Microsoft Office Word and Excel.
Prerequisites: EMSK Program admission.

**EMSK 048**
**Essential Skills Practicum**
This will complete the Employment Skills Access program. The Employment Skills Access practicum is a collaborative effort between the institute, the student, and an employer, to maximize the student’s acquisition of skills and experience. The coordinator and workplace supervisor will assess the students based on criteria set out by all parties. This course offers 70 hours of work placement over a two week period.
Prerequisites: Completion of all EMSK program courses.

**ENGL 020**
**Fundamental English Reading**
This course integrates communicative and adaptive skills to enable students to develop effective strategies for interacting with other people in a variety of situations, for problem solving and for responding to information. Readings allow a student to evaluate personal knowledge and experiences. Additional support is available outside of class. Reading comprehension skills and strategies developed in this course enables students to focus on written communication of information and ideas for future English courses.
Prerequisites: Assessed Placement.

**ENGL 030**
**Fundamental English Writing**
This course will focus on the written communication of information and ideas in a variety of practical situations and in a variety of forms. Core writing skills are developed, specifically grammatical structures, punctuation, spelling and handwriting. Reading skills and strategies developed in English 020 will clearly overlap and complement those accomplished in this course. General learning skills will continue to be enhanced for students, including communicative skills and adaptive strategies.
As with English 020, the course is facilitated by instruction and support to varying degrees.
Prerequisites: ENGL 020 or Assessed Placement.

**ENGL 040**
**English- Intermediate Level**
This entry-level English course is designed to introduce students to basic English skills such as sentence construction, grammar, spelling, vocabulary building and speaking. Students will compose paragraphs using First Nations and contemporary issues. Topics may include speaking and listening, reading, research, referencing, and writing.
Prerequisites: ENGL 9 or, advisor assessed equivalent.

**ENGL 050**
**0 Credits**
ENGL 110

Introduction to Modern Fiction
This course is designed to introduce students to the world of fiction (short stories and novels) through a variety of First Nations and Western texts. Students will explore the meaning of literature through subjective experiences and objective study of literary concepts in an interactive atmosphere.
Prerequisites: ENGL 110, or permission of instructor.

ENGL 202

The Cultural Politics of Indigenous Literature
In this course, students will conduct a thematic study of the literary works of at least three contemporary First Nations authors. Experimenting with some of the paradigms of literary critical analysis (e.g., feminism, post-colonialism), students will write three essays on short stories, a novel, and poems to identify and analyze what they discern to be the recurring social and political themes of the writers in question.
Prerequisites: ENGL 110

ENGL 204

Business Communications
This course will prepare students to communicate in both oral and written discourses across a variety of organizational contexts. Through a series of practical exercises and theoretical discussions, students will learn to assess the communicational requirements of an organizational context, to select the type of discourse most appropriate to that context, and to respond to the context in a perspicuous, concrete, organized, and persuasive style of speaking or writing. In simulated experiences, students will write various forms of business letters, memos, reports, project proposals, cover letters, and résumés.
Prerequisites: ENGL 110

ENGL 205

Advanced Composition
This course concentrates on topic selection, logical organization, clarity of expression, effective revision and proofreading. Types of writing taught include the narrative essay, summary writing, the expository essay, literary analysis, and the position paper. Research skills and citation methods are reviewed. The instructional model is the writing workshop, in which students compose, revise, consult, and revise again — and in which students reflect on their writing.
Prerequisites: ENGL 110, ENGL 111

ENGL 208

Creative Writing: Poetry
The power, process and form of poetry is the focus of this creative writing course. Students are introduced to the major literary concepts and considerations in this form, and are encouraged to find their individual voices.
Prerequisites: ENGL 060, or English 12 and/or English 12 First Peoples or permission of instructor.

ENGL 209

Creative Writing: Short Stories
This course introduces students to creative techniques and major components of short story writing. The class is structured to include concept introduction, creative exercises, written exercises, story discussions, and short story workshops.
Prerequisites: ENGL 060, or English 12 and/or English 12 First Peoples or permission of instructor.

ENGL 211

Survey of English Literature to the 17th Century
A survey course designed to introduce second year students to the tradition of English literature from its heroic beginnings to Shakespeare and Milton.
ENGL 212  
**Discourse and the Colonization of Indigenous Social Spaces**
This course will examine the role of colonial and neo-colonial discourses in colonizing indigenous social spaces, i.e., the spaces of Aboriginal communities, sacred sites, and traditional territories. Viewed as an aggregate of texts produced during the course of colonial and neo-colonial expansion, “colonial discourse” may include within this definition: explorer journals, traveler accounts, administrative reports, naturalistic records, newspaper articles, scholarly studies, tourist guidebooks, literary inventions, etc. Beginning with the assumption that social-cultural geographies are interpreted and controlled through “representations of space”, this course will explore how colonial discourses have imposed upon indigenous spaces ethnocentric meanings through the mode of textual representations.
Prerequisites: ENGL 110

ENGL 217  
**Canadian Literature to 1960**
This is a survey course tracing the development of Canadian literature up to 1960. The early imported romanticism is contrasted with the existing indigenous tradition. Although some poetry is studied, short stories and novels are the main focus.
Prerequisites: ENGL 111, ENGL 110, or permission of instructor.

ENGL 221  
**English Literature 18th and 19th Century**
Surveys the Augustan, Romantic, and Victorian periods of English literature. Second year students will be introduced to the major themes and forms of these periods, as well as how literature reflects/affects the social reality and ideology of its time.
Prerequisites: ENGL 110, ENGL 111, or permission of instructor.

ENGL 222  
**Survey of Indigenous Literature from Canada**
This course will survey indigenous literature and oral traditions of First Nations writers and orators in Canada.
Prerequisites: ENGL 110, ENGL 111 and or permission of instructor.

ENGL 223  
**Survey of Indigenous Literature from the United States**
This course will survey indigenous literature from the United States. Emphasis will be given to poetry, prose and drama of Native American authors from the time of Mourning Dove and D’Arcy McNickle to contemporary authors such as Sherman Alexie, Joy Harjo and James Welch. For comparative purposes, “mainstream” non-indigenous writings may be used from time to time in order to present and compare indigenous literature within their American contexts.
Prerequisites: ENGL 110, ENGL 111, or permission of instructor.

ENGL 224  
**A Global Perspective on Indigenous Literature**
This course will survey indigenous literatures from Australia, New Zealand, Africa, and other areas of the world from the times of Chiuha Achebe to contemporary authors such as Alan Duff and Wole Soyinka.
Prerequisites: ENGL 110, ENGL 111, or permission of instructor.

ENGL 227  
**Canadian Literature 1960 to Present**
This course surveys the major trends in fictional form and theme in Canadian literature up to today. Major and marginalized writers are studied in an attempt to understand the many voices of our exciting national literature.

ENGL 229  
**Oral and Written Communication**
This course introduces students to the basic form of written and oral communication for academic and professional situations. Students will learn how to write various kinds of memos and letters, how to write effective oral presentations, how to prepare a job package (resume and cover letter), how to do basic research, and how to write a research essay.

ENRT 110  
**Introduction to Natural Resources**
The goal of this course is to provide students with an overview of the natural resources sector and current ecology and management issues. It serves as an introductory core course in the Environment Resources Technology Program, but is tailored for all students with an interest in natural resources. The lectures and field labs in the course provide a general overview of how scientific inquiry and knowledge can be integrated with First Nations, economic and cultural values to provide a basis for understanding the natural resource sector. The subject areas will include: forestry, wildland recreation, wildlife, mining, fisheries, rangeland, hydrology, and First Nations traditional ecological knowledge.

ENRT 140  
**Wildland Recreation**
This course provides the participant with an understanding of the potential for Western Canadian wilderness areas to meet the social and cultural needs of society. The course will also develop concepts of the balance among social, cultural and economic needs of society and how careful integration of activity on wilderness areas can work toward optimizing all societal values. The course will focus on a broad range of wilderness recreation activity, particularly in areas associated with First Nation communities.
Prerequisites: Program admission/instructor permission.

ENRT 141  
**Aboriginal People and the Land**
Resource developments that occur throughout BC often encompass Aboriginal Traditional Territory. With landmark cases such as Calder, Sparrow and Delgamuukw, Aboriginal people are asserting their right to be included in decisions made about resource development. Natural Resource Technologists who may find themselves working within Aboriginal Traditional Territories need to understand that any decisions they may make regarding resource development could infringe on Aboriginal rights and title. This course will explore the history and perspectives of Aboriginal people toward resource development in Canada, the laws governing resource development and their implications to Aboriginal people and the future of resource development in Canada.
Prerequisites: Program admission/instructor permission.

ENRT 145  
**Fire Ecology**
This course deals with fire behavior as it is affected by weather, topography and fuel types. Weather instrument, fire weather and the Canadian Fire Weather Index System are studied in detail to understand fire ecology concepts. Prescribed burning techniques, use of water and fire pumps, domestic and industrial firefighting methods are also included. Woods safety is stressed throughout this course. Fire suppression techniques, including use of water, bulldozers, skidders, rotary and fixed wing aircraft, air tankers, chemical retardant and other equipment are topics covered in this course. Initial attack and fire crew organization, detection, communications and pre-suppression methods and concepts are studied. Students will participate in a prescribed burn if the opportunity is presented. Ecological effects of fire on soils, plants and animals will be examined.
Prerequisites: Program admission/instructor permission.

ENRT 150  
**Silvics and Dendrology**
This course is a study of the life history and general characteristics of forest
trees and stands, with particular reference to locality as a basis for silviculture. Identification and systematic classification of trees and site indicator plants will be emphasized. Plants with traditional values to First Nations will also form an important part of this course.

Prerequisites: Program admission/instructor permission.

ENRT 155  
Soil Science  
This course is designed to develop a basic understanding of soil productivity and the effect management practices have on soil as it pertains to water, grassland, wildlife and timber management. Topics covered are landform and soil formation, physical and chemical properties of soil, description of profiles, Canadian System of Soil Classification, bedrock classification and basic principles of hydrology.

Prerequisites: Program admission/instructor permission.

ENRT 160  
Field Surveys 1  
This course is designed to provide the student with a basic understanding of how to operate field survey equipment such as a hand compass, clinometer and distance measuring devices. Students will also learn how to record data to industry standard and be introduced to various electronic data collectors such as global positioning systems receivers. Use of maps and aerial photographs will also be included in this course and basic algebra, geometry and trigonometry will be incorporated into various field and classroom exercises.

Prerequisites: Program admission/instructor permission.

ENRT 165  
Field Surveys 2  
This course is a continuation of Field Surveys 1 and will provide the student with a basic understanding of sampling methods used in the management of natural resources. Knowledge and use of such methods as fixed area, line transect and variable plot sampling will be developed, with an emphasis on industry standard note taking procedure and accuracy. This course will also incorporate basic algebra, geometry and trigonometry as it applies to the use of maps, orthophotos, satellite imagery and aerial photographs. Statistical analysis of data will also be included.

Prerequisites: ENRT 160, MATH 140

ENRT 167  
Introduction to Cultural Heritage Surveys  
This course is designed to provide the student with an understanding of the importance of a Cultural Heritage Field Survey used by a First Nation Band. The course material is designed to provide each student with the skills and understanding to complete a field assessment for determining cultural or heritage features in a forest ecosystem. Utilizing field labs, students will begin to investigate a variety of culturally significant sites, such as culturally modified trees, spiritual places, land forms, lightning struck trees, and red ocher sites. Students will also be introduced to methods and devices used for electronic field data collection. More importantly, this Cultural Heritage course is designed to reconnect students to the land by exploring and identifying culturally significant features left behind by First Nations people.

Prerequisites: ENRT 160, MATH 140

ENRT 170  
Principles of Ecology  
This course will study the relationship between organisms and their environment. Topics covered include perspectives in ecology, evolution and adaptation, the physical environment, the flow of energy and materials within an ecosystem, population and community ecology. Contemporary issues in ecology will also be explored.

Prerequisites: ENRT 150, MATH 140, ENRT 155, Corequisite: COMP 140

ENRT 240  
Environmental Planning  
This course will provide students with the background and tools necessary to ensure multiple resource uses on British Columbia’s lands are sustainable. Topics include legislation, regulation and policies for various land uses, land tenures, land use management planning, Ecosystem Stewardship, certification, and consultation, conflict resolution and negotiation processes. Students will also produce a research paper on a local land use issue.

Prerequisites: ENRT 170, COMM 145, COMM 140

ENRT 245  
Watershed Hydrology  
In this course students will learn the procedures required to understand water-related problems that may exist in a watershed. They will also learn to recognize water-related implications of development in watersheds.

Prerequisites: ENRT 170

ENRT 250  
Silviculture  
This course will apply the basic tree biology and forest ecology to the growing, harvesting and regeneration of trees. Students will apply their knowledge of soils and ecology to ecological classification, site preparation, stocking surveys and planting operations. Field exercises will include planting and regeneration inspections, site assessments and prescriptions and ecosystem mapping. This course will also include such topics as silviculture systems, tree seed collection and processing, direct seeding, nursery practices, intensive silviculture (spacing, pruning, fertilization, etc), tree improvement and ecological impact of forestry practices.

Prerequisites: ENRT 170

ENRT 255  
Timber Development I  
This course will apply the basic tree biology and forest ecology to the growing, harvesting and regeneration of trees. Students will apply their knowledge of soils and ecology to ecological classification, site preparation, stocking surveys and planting operations. Field exercises will include planting and regeneration inspections, site assessments and prescriptions and ecosystem mapping. This course will also include such topics as silviculture systems, tree seed collection and processing, direct seeding, nursery practices, intensive silviculture (spacing, pruning, fertilization, etc), tree improvement and ecological impact of forestry practices.

Prerequisites: ENRT 170

ENRT 257  
Timber Development II  
This course is designed to provide students with knowledge and skills to design and field locate natural resource development roads. Students will be instructed on how to collect data, determine location and recommend construction equipment as it pertains to resource development roads. First Nations values related to access to the land, road maintenance and road deactivation will also be topics covered by this course.

Prerequisites: ENRT 255

ENRT 260  
Forest Surveys  
This course is designed to prepare students to assist and eventually take the lead in timber cruising operations. Timber cruising procedures taught will be as described in the Ministry of Forests, Lands and Natural Resource Operations Cruising Manual and include both interior and coastal procedures.

Prerequisites: ENRT 165

ENRT 265  
Cruising Manual and include both interior and coastal procedures.
Environmental Assessment Surveys
Both the provincial and federal governments have requirements where certain resource developments proposals undergo an environmental assessment before they can proceed. This course will introduce students to the process of these environmental assessments. Topics include the players involved in the environmental assessment process, legislation and guidelines established by BC and the federal government, steps to conducting an environmental assessment, the various tools and methodologies used to gather, analyze, and interpret data, and monitoring techniques. Prerequisites: ENRT 165

ENRT 270
Fisheries Ecology
This course will provide students with the skills and knowledge to carry out such technical skills as classifying streams, identifying common fish species, describing habitat and life cycles of most fish species and collecting data specific to aquatic surveys. Upon successful completion of this course, students will be able to recommend and apply sustainable management practices as they relate to fishery resources. Prerequisites: ENRT 165, ENRT 170

5 Credits

ENRT 271
Grasslands Ecology
This course is an introduction to grassland management concentrating on range concepts and plant communities. The course will include range management, short duration grazing, grazing standards, tenures, planning and livestock management and economics. The student will complete range unit plans and a business plan for a cow/calf operation. Field trips and a plant collection will play a large role in the education process. Successful completion of this course may lead to employment as a range technician. Prerequisites: ENRT 170

5 Credits

Forest Ecology
In this course students will develop a practical working knowledge of living organisms that affect the health of the forest. This course will concentrate on the reasons why the "natural" and sometime "unnatural" presence of insects, fungi, noxious plants and vertebrates can adversely affect our management objectives for the forest. Consideration is given to the beneficial roles played by these organisms in the ecosystem and the ways in which these roles can be upset by human intervention. Emphasis will be placed on getting to know how these functions affect forest ecosystems. Emphasis will also be placed on the recognition of existing and potential pest problems in the field. Prerequisites: ENRT 170

5 Credits

Wildlife Ecology
This course gives an overview of wildlife species (mammals, birds, reptiles and amphibians) identification and their habitat requirements with special emphasis on maintaining Biodiversity, and managing forest habitat for wildlife in the interior of British Columbia. This course also focuses on population dynamics and habitat assessment of wildlife species with special emphasis on managing diversity of forest habitats for wildlife in the interior of British Columbia. Prerequisites: ENRT 170

5 Credits

FINA 060
Studio Foundations
(Available at Enowkin Indian Education Resources Centre)
This course will introduce students to Aboriginal 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.

0 Credits

FINA 061
Drawing
(Available at Enowkin Indian Education Resources Centre)
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 Nsyilx people. Prerequisites: ENGL 040, or ENGL 10 or equivalent.

0 Credits

FINA 062
Painting
(Available at Enowkin Indian Education Resources Centre)
This course will introduce painting as an art form. Students will explore traditional and contemporary painting practices, including philosophies and perspectives from an Aboriginal point of view. The medium of painting will be explored through colour, composition, space, balance, harmony, value/ tone, and techniques. Aboriginal art will be emphasized with special attention to Okanagan art. Prerequisites: ENGL 040, or ENGL 10 or equivalent.

0 Credits

FINA 063
Sculpture
(Available at Enowkin Indian Education Resources Centre)
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. Nsyilx 3-dimensional art will be given special attention. Prerequisites: ENGL 040, or ENGL 10 or equivalent.

0 Credits

FINA 064
Printmaking
(Available at Enowkin Indian Education Resources Centre)
This course introduces printmaking as an art form. Students will explore traditional and contemporary printmaking practices, including philosophies and perspectives from an Aboriginal point of view. The medium of printmaking will be explored through lino blocks, wood cuts, mono prints, embossing, and collographs. Indigenous art will be emphasized with special attention to Nsyilx designs. Prerequisites: ENGL 040, or ENGL 10 or equivalent.

0 Credits

FINA 065
Publishing
(Available at Enowkin Indian Education Resources Centre)
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. Prerequisites: ENGL 050, or English 10, or advisor assessed equivalent.

0 Credits

FINA 112
Design I
An introduction of elements of design and focus on principles of design, line, shape, form, color, texture, tone, value and intensity. Students will be introduced to a wide variety of two-dimensional media.

3 Credits

FINA 113
Drawing I
An introduction to drawing which explores the basic elements of line, shape,
plane, form, texture and composition. Students will be introduced to a wide scale of materials, tools and techniques.

**FINA 175**  
Painting I  
This course will primarily introduce the fundamentals of painting, i.e. media, techniques, design element principle, and history. Classes will involve demonstration, projects, group critiques and visits by guest artists.

**FINA 201**  
Native Art History I  
A survey of the evolution of styles and concepts of First Nations art forms from prehistoric to the advent of "modern art". The main regions discussed are: Northwest Coast, Plateau, Western Sub-Arctic and Arctic, Plains and Woodlands.

**FINA 202**  
Indian Art History II  
A survey of the evolution of styles and concepts of First Nations art forms from the following areas: Southwest, Plains, Woodlands, and Eastern Sub-Arctic. Prerequisites: FINA 201, or permission of instructor.

**FITC 110**  
Administrative Professional  
This course introduces students to Microsoft Office Suite software programs, and guides students through the development of professional conduct and communication practices in the workplace.

**FITC 120**  
Communications and Digital Marketing  
This course introduces students to the foundational skills necessary for pursuing a career in communications and marketing, utilizing a combination of soft skills development, writing and technical training.

**FITC 130**  
Communications and Digital Marketing  
This course introduces students to the foundational concepts necessary for pursuing a career in web development, including basic skills development in front end design and customization, and back end development and problem solving.

**FITC 130**  
Web Development and Coding  
This course introduces students to the foundational concepts necessary for pursuing a career in web development, including basic skills development in front end design and customization, and back end development and problem solving.

**FITC 140**  
Software Testing  
This course introduces students to the foundational concepts and basic skills necessary for pursuing a career in software testing, including methodological approaches, industry-standard tools and best practices related to software testing.

**FITC 150**  
Network Set-up and Support  
This course introduces students to the foundational knowledge necessary for pursuing a career in computer network maintenance, including basic skills development in the set-up, operation and maintenance of networked environments.

**FITC 160**  
GIS/GPS Mapping  
This course introduces students to the foundational knowledge necessary for pursuing a career in GIS/GPS mapping, including skills development in data gathering and map customization, GIS analysis and modelling, and project plan development.

**FNCO 250**  
Introduction to Marketing I  
Students will gain an understanding of what marketing is and what the tools of marketing are. Students will be able to separate marketing concepts and address questions such as: How are price, product, and promotion related in marketing? How are markets identified? What are the ethical constraints in promoting products? Students will learn about the planning stages of marketing: strategic, tactical, and operational.

**FNCO 292**  
Organizational Behaviour  
Organizational behaviour is a field of study that investigates the impact that individuals, groups, and structure have on behaviour within organizations. Behaviour refers to what people do in the organization, what their attitudes are, how they perform. Because the organizations studied are often business organizations, OB is frequently applied to topics such as absenteeism, employment turnover, productivity, Human performance, working in groups, and job satisfaction.

**FNED 150**  
International Indigenous Studies  
This course provides an introductory overview of the political, social and cultural circumstances of indigenous peoples globally. Particular attention is given to sovereignty, land and resource rights, the protection of indigenous knowledge, and indigenous justice. Through the use of case studies from around the world, students will gain an appreciation for the contributions of indigenous peoples to the global community, and be able to identify and discuss their various struggles for decolonization.

**FNPA 200**  
Politics and Education  
This course will enable students to gain an understanding of the influences of federal and provincial political decisions and actions on shaping the historical and contemporary context of First Nations education in Canada. The course will begin with principles and processes of First Nations education and political decisions and actions on shaping the historical and contemporary context of First Nations education in Canada. The course will also be examined to provide a realistic framework for practical community-based educational development. Prerequisites: POLI 111

**FNPA 210**  
Band School Organization  
FNPA 210 will enable students to understand the philosophy and history of First Nations band education and its relationship to the bands and to the public school system. It will cover school organization, management, and community relations. This course will also serve to show how mainstream educational goals can be met without losing Aboriginal distinctiveness. Prerequisites: ENGL 060, MATH 051, or English 12/English 12 First Peoples and Principles of Math 11.

**FNPA 220**  
Educational Leadership  
This course will expose the student to the fundamentals of management, mobilization resources, supervision of personnel, and examination of education
banners. The student will learn the basics of organizational change and perspectives of education. The course will examine effective leadership and the many factors that impact education, such as socio-economic, community and political factors. To expand their view of education students will share ideas and perspectives with administrators. 
Prerequisites: ENGL 060, or English 12/English 12 First Peoples

FNPA 225

Diplomacy and Leadership
This course will introduce students to the interconnected concepts of leadership and diplomacy. It will look at these two concepts in terms of cultural relevance and context. Looking at indigenous and non-indigenous approaches will enable students in the First Nations Public Administration program to determine their own philosophy for leadership and diplomacy. 
Prerequisites: ENGL 060, or English 12/English 12 First Peoples

FNPA 227

First Nations Fiscal & Statistical Management Act
This course will provide participants with an examination of the First Nations Fiscal and Statistical Management Act (FSMA), including an introduction to the four major institutions created by the FSMA and the enabling tools created by the Act. In addition, the course will provide an opportunity for participants to learn how the enabling tools may be used to strengthen the financial administration and economic development capacities of First Nation communities. The (FSMA) is a Federal Government Act that, in 2005, established four institutions designed to provide First Nation band governments with the practical tools available to other governments for modern fiscal management – to provide for real property taxation powers of First Nations, to create a First Nations Tax Commission, First Nations Financial Management Board, First Nations Finance Authority and First Nations Statistical Institute and to make consequential amendments to other Acts. 
Prerequisites: Comm 12 and Math 050, or Foundations of Math 11, or permission of the instructor.

FNPA 228

Leading & Managing Corporate Boards
Although a board may have broadly defined legal duties, its role in evaluating management, providing strategic oversight, and dealing with the complexity of today's regulatory environment has never been more tested—or more critically dependent on effective leadership. Boards strive to promote sound governance and effective leadership while facing many issues including financial resilience, corporate strategy, executive compensation, and regulatory compliance. This course examines board structure, roles and responsibilities within the context of how to effectively lead the organization through periods of adversity and opportunity. The course identifies tools to help boards harness the considerable talents of board members to create a cohesive and forward-thinking unit.

FNPA 230

Ethics for Educational Administrators
This course provides a foundation for examining ethical behavior in administration, and encompasses the concepts of individual responsibility, transparent practices, and performance evaluation. Students will critically investigate concepts of ethical leadership, administration and organizational culture. Aboriginal ways of evaluating ethical conduct and practice are integrated throughout the course. 
Prerequisites: ENGL 060, or English 12 /English 12 First Peoples

FNPA 240

Responses to Alcoholism and Addiction Issues
FFNP 240 critically examines how leaders and administrators working within First Nations organizations can effectively address alcohol abuse and other addiction issues at the community level. This course provides a brief overview of what addiction is and the types of addiction with particular emphasis on the historical roots of alcoholism in First Nations communities, alcohol abuse theories and treatment models, alcohol as a social problem, the relationship between alcohol and violence, and effective preventative and intervention strategies for dealing with alcohol abuse in a holistic and culturally appropriate manner. 
Prerequisites: ENGL 110 , or permission of instructor.

FNPA 245

Advanced Financial Management
This course critically examines financial management issues within Aboriginal communities, Aboriginal business entities and Aboriginal governments. Discussion and analysis will focus on how future challenges in accountability, corporate governance, and fiscal responsibility can be more effectively managed. This course provides a brief overview of past, present and future financial management issues in First Nation's communities, businesses and governments. The topics for discussion include: the linkage between financial management and strategy, financial management from a stakeholders' perspective, the changing financial management roles and responsibilities, financial analysis – tools and techniques for interpretation, budgeting processes and responsibility accounting, contract management, financial statement reporting – accountability and disclosure, funding acquisition processes, and investment planning processes.

Prerequisites: BUSM 211

FNPA 250

Economics and Taxation
This course is designed to build on student’s introductory courses in economics and public administration. Students who take this course will be able to understand and discuss the principles of economics and taxation in Canada and relate it to a First Nations context. The course places a special emphasis on the principles of economics; taxation policy in Canada; redistribution of wealth as a traditional economic practice among First Nations. The course will examine Aboriginal traditions, values and philosophies of wealth creation and distribution, as well as the foundations of municipal forms of taxation, their valuation, and their uses in a municipal or community context. Students will gain some exposure to taxation authorities established under Canadian federal law.

Prerequisites: BUSM 251

FNPC 107

Environmental Sciences
This course introduces concepts used in the study of environmental studies. Students will explore fundamental principles of environmental sciences, biogeochemical cycles and ecosystem structure, biological diversity and productivity, ecological succession, endangered species, environmental health and pollution, global environment conflicts and issues, global warming and sustainability. The lab portion of this course offers students an opportunity to make direct observations of environmental situations in the field.

FNPC 110

Introduction to Speech and Language
This course is designed to introduce the student to the certificate program and the Canadian Association for Speech Language Pathologists and Audiologists guidelines for Speech Language Pathologists and Speech Language Assistants. The students will become familiar with the responsibilities of several agencies and professionals that may interact with the speech language profession and the differences of practice in First Nations communities. The ethical concerns regarding: research, release of information and working as a team member will be included.
Prerequisites: Program admission.

**FNSL 130**

Language and Literacy Development
This course will look at language, pre literacy and literacy development in children. Theories of language development and different literacy programs will be explored. The effects of language and literacy on academic development will be discussed. Cultural and second language learning issues will also be included in this course.
Prerequisites: Program admission.

**FNSL 140**

Language Delays and Disorders I
This course will explore the types and causes of specific language disorders and language delays that are possible. The effects of the disorder or delay in the social, emotional, cognitive and educational domains of the individual’s development will be discussed. The effects on the immediate and extended family and environments will also be included.
Prerequisites: Program admission.

**FNSL 150**

Therapy Procedures for Language Delays & Disorders
This course will concentrate on teaching the student to be able to use both indirect and direct methods of language intervention to support individuals in their environment with delays or disorders in language acquisition. Understanding of and programming for augmentative and/ or alternative forms of communication will also be discussed. Preschool and school age prepared programs for language support will be introduced with adaptations for First Nation culture.
Prerequisites: Program admission.

**FNSL 160**

Articulation and Phonology
This course concentrates on providing the student with introductory skills and the theoretical background related to the methodology and treatment of articulation and phonological differences. Normal developmental milestones for sound and oral motor development including First Nations dialects will be covered. Activities and strategies reflective of various treatment approaches will also be discussed. The role of the speech language assistant in implementing program recommendations will be emphasized throughout.
Prerequisites: Program admission.

**FNSL 170**

Principles of FNSL Intervention
This course will concentrate on the principles of speech and language therapy intervention. Language intervention approaches will be explored addressing the appropriate role for the speech and language assistant in carrying out program recommendations with both preschool and school age populations. Students will be introduced to augmentative forms of communication and how to make these systems functional for the client’s environment as well as adapting the program to reduce barriers for First Nation populations.
Prerequisites: Program admission.

**FNSL 180**

Technology and FNSL
This course will concentrate on giving the student the understanding of and experience with technology that is used in assessing, intervention and communicating in the area of speech and language services. Hearing screening and support for the hearing impaired will be covered. The use of the Internet and forms of technology used to communicate with other professionals will be introduced.
Prerequisites: Program admission.

**FNSL 190**

Practicum
This practicum is designed to provide the students with experience as an assistant under the direction of a qualified Speech Language Pathologist. Behavioral competencies will be provided as a guideline to assist the supervising Speech Language Pathologist to facilitate the understanding of the student’s objectives. In cooperation with the Speech Language Pathologist NVIT will provide support in practicum monitoring and evaluation guidelines.
All admitted students will be required to obtain a current clear Criminal Record Check from the Ministry of Public Safety and Solicitor General. Refer to the Ministry website for details on this process: http://www.pssg.gov.bc.ca/criminal-records-review.
Prerequisites: FNSL 110, FNSL 180, FNSL 170, FNSL 160, FNSL 150, FNSL 140, FNSL 130.

**FNSS 212**

Introduction to Social Science Research
This introductory course explores qualitative and quantitative approaches to social science research. Students will explore the basics of social scientific research from a social science/criminological perspective. This introductory course will provide students with an overview of the nature of research, models of social scientific research, bridging theory and data, research ethics, sampling, observational methods, obtrusive and unobtrusive research techniques, types of research strategies, and analysis of qualitative and quantitative data.

**FNST 100**

Introduction to First Nations Studies I
This course is designed to introduce students to concepts of colonialism and indigenous reaction to it. Students will learn about the following: the origins of indigenous peoples in Canada; the rise of Europe and its world-wide empires; European colonialism in the Americas; Canadian forms of colonialism and neo-colonialism; the aftermath of colonialism, and indigenous reactions to the above. The experiences of indigenous peoples in North America, particularly Canada, will be the focus of our reading and discussions. The experiences of indigenous peoples in Central and South America will also be considered.

**FNST 101**

Introduction to First Nations Studies II
This is an introductory First Nations Studies course that will review the historical relationship between Aboriginal and non-Aboriginal peoples within Canada. It will then provide an overview of the contemporary relationships between Aboriginal and non-Aboriginal peoples within Canada as they relate to issues of identity, consciousness, population, health, social development, justice, urban experience, treaties, self-determination and self-government, land claims policy, organization, the Canadian government, and economic development.

**FNST 102**

Indigenous Society, Culture & Identity
This course provides students with an introduction to Indigenous worldviews, philosophies and identities. The cultural, historical, societal, spiritual and psychological dimensions of pre-contact societies will be explored thus providing a framework for understanding traditional strengths of Indigenous communities, families and individuals. Students will develop conceptual and personal frameworks to understand the relationship of Indigenous identity to cultural, social spiritual and personal values utilizing the Medicine Wheel philosophy.

**FNST 203**

First Nations of the Americas
This course will consist of an historical examination of specific First Nations peoples of Southern, Central, and North America (excluding Canada). The traditional cultural, social, economic, political and spiritual strengths of these groups will be explored in the context of the pre-contact and post-contact eras. Students will learn of the fascinating diversity that exists in Indigenous cultures throughout the Americas and the effects of non-Indigenous colonial contact on them.
Prerequisites: ENGL 110, or permission of instructor.
FNWS 100
An Introduction to First Nation Women Studies
This introductory course, utilizing a multidisciplinary approach will examine First Nations women's position in and contribution to, society from both historical and contemporary perspectives. Topics will include an overview of politics, law, family, reproductive roles, health and illness, science, culture and philosophy. A significant emphasis will also be placed on identification and utilization of effective research resources and development of successful learning strategies.
Prerequisites: ENGL 060, or English 12 and/or English First Peoples, or equivalency within the last two years.

FNWS 103
First Nations Women and Colonization: Race, Class and Gender
The purpose of this course is twofold. First, this class will examine concepts of race, class and gender. Secondly, this course will examine theories of dominance and its relation to the societial status of First Nations women. Further, this class will examine the national themes in the lives of First Nations women in their current political and social struggles.
Prerequisites: ENGL 060, or English 12/English 12 First Peoples or permission of instructor.

FNWS 105
Political Economy and First Nations Women
The purpose of this course is to analyze and understand how the political economy acted upon First Nations women's lives prior to residential schools and examine means of becoming active within today's political economy.
Prerequisites: ENGL 060, or English 12/English 12 First Peoples or permission of instructor.

FNWS 201
"Unruly Women": First Nations Women and The Justice System
This course will address the social, political and economical and psychological inequities that result in selective criminalization and incarceration of First Nations women. The continuum between victimization and criminalization will be the focus.
Prerequisites: ENGL 060, or English 12/English 12 First Peoples or permission of instructor. Recommended prerequisite FNWS 100.

FNWS 202
Comparative Gender Studies
An inter-disciplinary examination of the various meanings and values ascribed to gender and sexuality, historically and cross-culturally. This course, using cross-cultural comparisons, will critically examine the concept of gender and identity in First Nations cultures. The central theme of this class will focus on the significance and perception of gender as a concept and as a means of manipulating identity and organizing social life. Further, this course will examine, assess and interpret agents of change that impacted on gender and sexuality of First Nations women and First Nations cultures.
Prerequisites: ENGL 060, or English 12 and/or English 12 First Peoples or permission of instructor. Recommended prerequisite FNWS 100.

FNWS 203
First Nations Women, Power and Environments
This interdisciplinary course will deal with First Nations women's environmental histories, issues and concerns in comparison to the experiences of other First Nations cultures. It will introduce students to the uneven energy developments on First Nations land and the social and economical consequences for First Nations women. It will provide an analysis of power relations and adaptations with our current environmental problems. This course will enable students to develop strategies to fight existing power relations and develop alternative strategies of development.
Prerequisites: ENGL 060, or English 12/English 12 First Peoples equivalent or permission of instructor. Recommended prerequisite FNWS 100.

FNWS 204
Tempered Lives: The Status of First Nations Women
A study of legal, political, economical and cultural issues relating to gender relations and the social status of First Nations women in contemporary society. This class will analyze the socio-political structures and also address the impact of residential school syndrome in relation to these issues.
Prerequisites: ENGL 060, or English 12 and/or English 12 First Peoples or permission of instructor. Recommended prerequisite FNWS 100.

FNWS 205
Neither 'Indian Princess' nor 'Easy Squaw': First Nations Women and Popular Culture
This course will examine and analyze how the media using various visual and written expressions, has been a conduit for shaping and transforming the public's perception of First Nations' women. Students will evaluate and critique visual and written representations of First Nations women and examine First Nations women's representations of themselves.
Prerequisites: ENGL 060, or English 12/English 12 First Peoples equivalent or permission of instructor. Recommended prerequisite FNWS 100.

FNWS 206
Visionaries and Dreamers: First Nations Women's Artistic Traditions
This course, by way of participatory methods and experiential methods, will survey the artistic expressions of First Nations women which allows for a new approach to understanding First Nations cultures. Further, this course will examine both the spiritual and political themes inherent in First Nations women's cultural expression. This course is predicated on the notion that creativity resides in all of us, thus, artistic ability (as generally defined) is not a prerequisite.
Prerequisites: ENGL 060, or English 12/English 12 First Peoples equivalent or permission of instructor. Recommended prerequisite FNWS 100.

FNWS 207
Storytelling as Metaphor: First Nations Women's Lives
This course is an exploration of First Nations women's autobiographies. This course will examine autobiography texts narrated and written by First Nations women. In all of the texts, we will explore the historical, social, political and spiritual realities of First Nations women as revealed by the telling of their stories. Common themes and issues will be discussed.
Prerequisites: ENGL 060, or English 12/English 12 First Peoples equivalent or permission of instructor. Recommended prerequisite FNWS 100.

FNWS 208
Women's Activism
This course is a cross-cultural study, from a multidisciplinary perspective regarding the history and philosophy of the women's activism on a global scale. It offers an introduction to the lives and achievements of women in a range of cultural milieu who's theorizing and activism has changed the position of women in those societies and thus our own. It will cover a wide range of issues related to the lives of the women and cultures featured. The course will cover the conditions and circumstances affecting the lives of women in various historical and social contexts. It will include discussion of issues such as female bonding, leadership, and women's goals and strategies to achieving them within local, national, and global contexts. Students are recommended to take FNWS 100 prior to enrolling in this course.
Prerequisites: ENGL 060, or English 12/English 12 First Peoples equivalent or permission of instructor. Recommended prerequisite FNWS 100.

FNWS 209
Directed Study

FNWS 300

This course enables the student to engage in in-depth research in an area of First Nations Women Studies, not normally covered by other principal or ancillary courses. Students, under the direction of an instructor will engage in advanced research in an area of study that reflects the student's preferred area of interest. Students must meet with the instructor and department head prior to submitting a plan of study.
Prerequisites: ENGL 060, or English 12/English 12 First Peoples equivalent or permission of instructor. Recommended prerequisite FNWS 100.

FNWS 210
Feminist Critical Thought
This course will introduce and trace the development of feminist thought and theories. Emphasis will be placed on the theoretical foundations of feminist analysis and the diversity of debates within feminism. Students will examine various theoretical positions and their application to First Nations women's lives.
Prerequisites: ENGL 060, or English 12/English 12 First Peoples equivalent or permission of instructor. Recommended prerequisite FNWS 100.

FNWS 211
Research Methods
This course introduces students to various research practices, including oral history, interviews, case studies and archival research, survey/ content analysis and fieldwork. The emphasis will be on community-based participatory research within the context of a project designed and implemented by the class. Students will be expected to integrate the data from their investigation with what is known.
Prerequisites: ENGL 060, or English 12 and/or English 12 First Peoples or permission of instructor. Recommended prerequisite FNWS 100.

FNWS 212
First Nations Women’s Experience, Knowledge and Wisdom
In relation to First Nations women, this course examines the meaning of experience, knowledge and wisdom across time. It will examine what counts as knowledge, question who has access to it, and will examine how this knowledge is transmitted to succeeding generations. A central component of this course will be the analysis of First Nations women’s narrative and expository discourse.
Prerequisites: ENGL 060, or English 12 and/or English 12 First Peoples or permission of instructor. Recommended prerequisite FNWS 100.

FNWS 213
The Politics of First Nations Women’s Health
Using an historical and a contemporary perspective, this course will assess and analyze social structures, social processes and cultural themes in relation to First Nations women’s health. Further, the politics of First Nations women’s health and healing issues will be examined. Additionally, the health practices of First Nations women in both pre- and post-contact cultures will be used to frame discussions of appropriate health practices for First Nations women today.
Prerequisites: ENGL 060, or English 12/English 12 First Peoples or permission of instructor. Recommended prerequisite FNWS 100.

GEDP 060
General Educational Development (GED) Preparation
This course will prepare students to write the GED examination by explaining, breaking down, and highlighting the content of the five testing areas. This course will use many resources including test tips and strategies, practice tests, textbook references, and applicable practice websites. All classes will assist a student to prepare for the GED exam. Other courses (English, Math, Algebra) in the College Readiness Program at NVIT could be taken to further upgrade essential skills needed for the GED. By itself, the GEDP 060 course is not an upgrading program.
Prerequisites: English 9 and MATH 9

HALQ 100
Halq’eméylem Language Introduction (Previously INLG 140)
The Halq’eméylem Language Introduction course is for those who have had little or no previous Halq’eméylem instruction. An intensive study of important aspects of pronunciation, vocabulary and grammar are presented through the use of Elders, audiovisual techniques, drill patterns, flashcards, pictures and videotapes. At the end of the course, students will know some of the most important basics of speaking Halq’eméylem.

HALQ 110
Halq’eméylem Language I (Previously INLG 141)
Halq’eméylem Language I is a continuation of the introductory Halq’eméylem course. At the end of the course the student will know an additional 250 high-frequency vocabulary items, will have mastered all but a few of the difficult sounds of the language and will start being comfortable communicating in present, everyday, situations using the language.
Prerequisites: HALQ 100

HALQ 111
Halq’eméylem Language II (Previously INLG 142)
Halq’eméylem Language II is an intermediate-level course in the Halq’eméylem language. At the end of the course, students will know an additional 250 high-frequency vocabulary items, will have mastered the entire sound system of the language, improved knowledge of the grammar, and be able to understand some traditional oral stories taken from the Stó:lō Nation archives. Students will also produce some short sections from the Stó:lō Nation archives using the Halq’eméylem vocabulary.
Prerequisites: HALQ 110

HALQ 112
Halq’eméylem Language III (Previously INLG 143)
Halq’eméylem Language III is an advanced course in the Halq’eméylem language. At the end of the course, students will know an additional 250 high-frequency vocabulary items, and will have gained control of all of the major inflectional endings in the language, (vocabulary learned will be mainly taken from specific texts), and will be able to translate a fairly long oral text without aids. The course is designed to be challenging and fun, and upon completion students will have a strong, solid, foundation in the language. Halq’eméylem Language III will also cover issues in dialectal variation in Upriver speech, and comparison between Upriver vs. Downriver and Island dialects.
Prerequisites: HALQ 111

HALQ 113
Halq’eméylem in Context I
The overall goal of the course is to provide the student with the ability to comprehend a series of short fluent texts in the Halq’eméylem language. Students will learn to take active and collaborative roles in text and vocabulary analysis, story translation, and sound descriptions. At the end of the course, students will be able to follow three short stories independent of any translation. Student familiarity with vocabulary and structure will be strong enough that they can produce their own, slightly simplified, versions of the stories. Students will have formed a solid foundation for approaching any fluent text in the language. Students will also have spent time being mentored in an online chat with a fluent Elder, and will have a solid foundation in online mentoring methodology.

HALQ 210
Intensive Halq’eméylem I (Previously INLG 240)
Intensive Halq’eméylem I is an intensive course in the Halq’eméylem language (aka Upriver Halkomelem). In the course, students will learn 500 high-frequency vocabulary items, as well as mastering a number of the core grammatical patterns of the language. The method taken is communicative-functional, structured around dialogues and practicing interaction; this is mixed with practice of grammatical patterns, sound practice, and an intensive focus on vocabulary learning.
This course will examine some of the principle events in Canadian history from Confederation to the modern era. The course will examine political, social and economic developments that have shaped modern Canada. Significant Aboriginal issues and events will be brought into the discussion. Major topics include: the first provinces, the National Policy, the Numbered Treaties, World War I, the Great Depression, World War II, Canada as a middle power, multiculturalism, the 1982 Constitution and the Charter of Rights and Freedoms, and the recognition of Aboriginal rights. Through this course students will learn about the modern roots of Canada and some of the key challenges facing it today. Prerequisites: English 12 and/or English 12 First Peoples or equivalent.

**HIST 205**  
The Metis of Canada: Historical and Contemporary Perspectives II  
History 205 will examine the history of Canada’s Métis people and their contribution to Canadian life. The historical, cultural, and political aspects of Métis life will be explored. Some of the major topics include: European colonization and the beginnings of a mixed-blood population, Métis in the fur trade, the Great Lakes settlements, the Red River colony, Louis Riel and the 1869-1870 Uprising, and the Manitoba Act. By means of this course, students will learn of the unique history and fabulous culture of this group which importantly is considered as one of Canada’s official Aboriginal groups. A people once looked upon as “in-betweens” and unworthy of study will thus be given the academic and historical treatment that they deserve.

**HIST 234**  
History of Nle’kepmux (Thompson People)  
This course is designed to provide insight of the Nle’kepmux history and culture. Students will study the lifestyle of the Nle’kepmux prior to contact with European cultures, and they will follow the events that progressed to the current status of the Nle’kepmux.  
Prerequisites: HIST 110, or permission of instructor.

**HIST 235**  
History of Syilx (Okanagan People)  
This course is designed to provide insight of the Syilx (Okanagan) people's
History and culture. Students will study the lifestyles of the Silx prior to contact with European cultures, and they will follow the events that progressed to the current status of the Silx peoples.
Prerequisites: HIST 110, or instructor permission.

**HTCA 236**
*History of Secwepemc (Shuswap People)*
This course is designed to provide insight to the Secwepemc people's history and culture. Students will study the lifestyle of the Secwepemc prior to contact with European cultures, and they will follow the events that progressed to the current status of the Secwepemc peoples.
Prerequisites: HIST 110, or permission of instructor.

**HTCA 237**
*History Of St’át’imc (Lillooet People)*
This course is designed to provide an introduction to St’át’imc (Lillooet) history and culture. Students will study the way of life of the St’át’imc prior to contact with European cultures, the early contact period, current events that have impacted St’át’imc economy, and current social structures and culture.
Prerequisites: HIST 110

**HTCA 104**
*Interpersonal Communications*
This course focuses on the development of self-awareness, increased understanding of others and development of effective interpersonal communication skills that can be used in a variety of caring contexts. Students will be encouraged to become more aware of the impact of their own communication choices and patterns. They will have opportunities to develop and use communication techniques that demonstrate personal awareness, respect and active listening skills.
Prerequisites: Grade 10 or equivalent

**HTCA 111**
*Health: Lifestyle and Choices*
This course introduces students to a holistic concept of health and the components of a health-enhancing lifestyle. Students will be invited to reflect on their own experience of health, recognizing challenges and resources that can impact lifestyle choices. Students will be introduced to a model that can be applied in other courses to understand the multi-faceted aspects of health and healing.
Prerequisites: Grade 10 or equivalent

**HTCA 116**
*Introduction to Practice*
This course provides an introduction to the role of the Health Care Assistant within the British Columbia health care system. Students will be introduced to the healthcare team and the roles and functions of Health Care Assistants within the team. Students will also have opportunities to develop self-reflective skills required for competent practice and will be introduced to effective job-finding approaches.
Prerequisites: Grade 10 or equivalent

**HTCA 121**
*Health & Healing: Concepts for Practice*
This course provides students with the opportunity to develop a theoretical framework for practice. Students will be introduced to the philosophical values and theoretical understandings that provide a foundation for competent practice as a Home Care Attendant. The course focuses on concepts of caring and person-centered care, basic human needs, human development, family, culture and diversity as they relate to health and healing. Students will also be introduced to a problem-solving model that will be critical to their practice.
Prerequisites: Grade 10 or equivalent

**HTCA 126**
*Personal Care Assistant I*
This practical course offers students the opportunity to acquire personal care and assistance skills within the parameters of the Health Care Assistant role. The course is comprised of class and supervised laboratory experiences which assist the student to integrate theory from other Health Care Assistant courses to develop introductory care-giver skills that maintain and promote the comfort, safety and independence of individuals in community and facility contexts.
Prerequisites: Grade 10 or equivalent

**HTCA 152**
*Cognitive and Mental Challenges*
This course builds on content from other Health Care Assistant courses to assist students to explore concepts and care-giving approaches that will allow them to work effectively with individuals experiencing cognitive or mental challenges. The emphasis is on supporting clients with dementia, recognizing responsive behaviours and identifying person-centered intervention strategies.
Prerequisites: HTCA104, HTCA166, HTCA126, HTCA121, HTCA116, HTCA111

**HTCA 153**
*Common Health Challenges*
This course introduces students to the normal structure and function of the human body and normal bodily changes associated with aging. Students will explore common challenges to health and healing in relation to each body system. Students will also be encouraged to explore person-centred practice as it relates to the common challenges to health and, in particular, to end-of-life care.
Prerequisites: HTCA111, HTCA166, HTCA126, HTCA121, HTCA116, HTCA104

**HTCA 156**
*Personal Care Assistant II*
This practical course follows the Personal Care Assistant I course, and offers students the opportunity to acquire further personal care and assistance skills within the parameters of the Health Care Assistant role. The course is comprised of class and supervised laboratory experiences which assist the student to integrate theory from other Health Care Assistant courses to continue to develop care-giver skills that maintain and promote the comfort, safety and independence of individuals in community and facility contexts.
Prerequisites: HTCA104, HTCA166, HTCA126, HTCA111, HTCA121, HTCA116

**HTCA 159**
*Health & Healing: Concepts for Practice*
This course provides students with the opportunity to develop a theoretical framework for practice. Students will be introduced to the philosophical values and theoretical understandings that provide a foundation for competent practice as a Home Care Attendant. The course focuses on concepts of caring and person-centered care, basic human needs, human development, family, culture and diversity as they relate to health and healing. Students will also be introduced to a problem-solving model that will be critical to their practice.
Prerequisites: Grade 10 or equivalent

**HIST 237**
*History Of Nadut’en*
This course is designed to provide an introduction to Nadut’en history and culture. Students will study the way of life of the Nadut’en prior to contact with European cultures, the early contact period, current events that have impacted Nadut’en economy and current social structures and culture.
Prerequisites: HIST 110

**HIST 238**
*History Of Nadut’en*
This course is designed to provide an introduction to Nadut’en history and culture. Students will study the way of life of the Nadut’en prior to contact with European cultures, the early contact period, current events that have impacted Nadut’en economy and current social structures and culture.
Prerequisites: HIST 110

**HLTH 201**
*Physical Health and Fitness*
The aim of this course is to provide students with introductory knowledge regarding improvement in health and physical fitness for the enhancement of a healthy lifestyle and total well being. Students will examine the elements of muscular fitness, cardiovascular fitness, balance and flexibility as it relates to healthful living. Specifically, students will learn to develop personal exercise programs and understand the health implications of physical activity, physical fitness and nutrition. Furthermore, students will improve their current level of physical fitness.
Prerequisites: ENGL 060, MATH 051, or English 12 and/or English 12 First Peoples, or equivalent and MATH 11 or equivalent or permission of instructor.

**HTCA 159**
*Health & Healing: Concepts for Practice*
This course provides students with the opportunity to develop a theoretical framework for practice. Students will be introduced to the philosophical values and theoretical understandings that provide a foundation for competent practice as a Home Care Attendant. The course focuses on concepts of caring and person-centered care, basic human needs, human development, family, culture and diversity as they relate to health and healing. Students will also be introduced to a problem-solving model that will be critical to their practice.
Prerequisites: Grade 10 or equivalent
Community Practicum
This practice experience provides students with an opportunity to apply knowledge and skills they have learned in other Health Care Assistant courses with individuals and families in a community setting. Opportunity will be provided for students to become more familiar with the role of the Health Care Assistant within a home support agency, assisted living facility, and/or a group home, and to gain abilities that will prepare graduates for employment in these settings. It is important that students understand the philosophy of community care settings and its' emphasis on client choice and independence.
Prerequisites: HTCA104 , HTCA116 , HTCA126 , HTCA121 , HTCA116 , HTCA111

HTCA 166
Clinical I
This supervised practice experience provides students with an opportunity to apply knowledge, understanding, skills and attitudes they have learned in other Health Care Assistant courses with individuals in a multi-level or complex care setting. Opportunity will be provided for students to gain expertise, confidence and to become ready to undertake the role of the Health Care Assistant within a residential care facility.
Prerequisites: HTCA121, HTCA112, HTCA126, HTCA104, HTCA111, HTCA116, and program admission.

HTCA 176
Clinical II
This supervised practice experience provides students with an opportunity to apply knowledge, understanding, skills and attitudes they have learned in other Health Care Assistant courses with individuals experiencing dementia and other cognitive challenges in a multi-level or complex care setting. Opportunity will be provided for students to gain expertise, confidence and to become ready to undertake the role of the Health Care Assistant within a residential care facility.
Prerequisites: HTCA104, HTCA116, HTCA126, HTCA121, HTCA116, HTCA111

HTCA 186
Clinical III
This supervised practice experience provides students with further opportunities to apply knowledge, understanding, skills and attitudes they have learned in other Health Care Assistant courses with individuals in a multi-level or complex care setting. Further opportunities will be provided for students to gain expertise, confidence and to become ready to undertake the role of the Health Care Assistant within a residential care facility.
Prerequisites: HTCA104, HTCA116, HTCA126, HTCA121, HTCA116, HTCA111

IHMS 110
Fundamentals to Interpersonal Communication
Self-awareness is foundational to the development of competent Indigenous Human Service Workers. The purpose of this course is to provide opportunities of self-development by furthering self-knowledge and the development of self-reflection skills. Topics include the values and ethics of helping, relationship building, interpersonal and intercultural communication, interpersonal conflict and teamwork.

IHMS 120
Introduction to Indigenous Studies and Human Service Practice
Students examine the historical and continuing processes of colonization in Canada and the resulting societal, political, linguistic, spiritual, and cultural impacts that are challenging Indigenous people today. Students will be introduced to the concept and process of decolonization through connections to contemporary community initiatives and human service practices of Indigenous peoples.

IHMS 130
Introduction to Professional Human Service Practice
This course prepares students for their field practicum experience. Students review the field of human service practice beginning with an overview of the values and ethics that are key elements of professional attitude and conduct.

IHMS 140
Introduction to Professional Human Service Practice
This course is designed to provide students with an introduction to working with people who use substances and substance related harms. Students will primarily examine harmful use of substance among Indigenous populations and introduce the concept of addictions generally. The course will explore different models of addiction as well as key foundational concepts in the prevention, screening, assessment and treatment of substance misuse and abuse. Students will be introduced to the descriptions of various drugs and their effects, and will be encouraged to explore their own attitudes and beliefs regarding substance abuse and treatment.

IHMS 150
Fieldwork Education Practicum
The fieldwork course provides the link between the classroom and the work place. Under supervision, students will integrate core concepts of human service practice in a fieldwork agency. Students will spend two days a week in a fieldwork placement from January to April. Fieldwork seminars will be held weekly to enable students to discuss what they are learning to make the connection between theory and practice.

IHMS 210
Theoretical Foundations in Human Service Practice
This course introduces students to various theories for human service practice. A range of Indigenous and non-Indigenous theories are examined to assist students to develop a professional practice framework that establishes a link between theory and practice. Participants integrate theories into their practice framework and investigate the suitability of various theories in practice with individuals, families, groups and communities. Particular attention is paid to the appropriate application of theories and practice for Indigenous peoples.

IHMS 250
Interpersonal Relationships in the Human Services
Students develop the values, language, contextual speech, and skills required for the development of professional helping relationships. Students will utilize critical reflection, examine relationship development with members of diverse populations, conduct relationship building activities with their peers, and learn the process of giving and receiving feedback. Working more effectively with Indigenous populations is an integral part of this course.

IHMS 260
Indigenous Human Service Diploma Practicum
The primary purpose of this practicum course is to provide opportunities for both the demonstration and evaluation of the student's human service competencies in a community services agency. The competencies to be evaluated are outlined in the IHUMS Practicum Manual. Both the student's comprehension and application of knowledge, skills and self-attributes relevant to the field of human services will be evaluated by both the agency instructor and the student. The course instructor assigns all grades.

IHMS 320
Trauma Informed Social Work Theory and Practice
This course is designed to introduce students to the knowledge of trauma informed theory and practice in social work. Students will explore Indigenous and non-Indigenous theories of trauma and attachment research. Trauma will be examined from a holistic, developmental and relational approach. Emphasis will be placed on understanding the implications of trauma among diverse populations (race, culture, class, gender, ability). Through assigned readings, lecture, class discussion, video and other exercises, students will explore a variety of approaches.

IHMS 353

112
Advanced Interpersonal Skills in Human Services
The course will build upon IHMS 110 & IHMS 250 and include more in-depth self-reflection, active experimentation, and the integration of theory with practice. Due to the nature of the course content, the high level of individual and group interaction and the emphasis on self-development, participation and attendance at all classes is required. Students are expected to be self-directed in their learning. This will involve summarizing assigned readings, challenging one's self in discussions, role-plays and exercises, and providing supportive/ developmental feedback to peers and the instructor during the course.

INLG 050
 Háílθzaqv Language
Students will attain a basic comprehension of the speaking, writing and reading of the Háílθzaqv language through a natural setting of total physical response and conversational based teaching. The units cover a wide variety of themes including; greetings, social interaction, household activities, community, environment, wildlife, food harvesting and preparation and cultural activities. Combined, these encompass our way of life, as Háílθzaqv, and give insight on how our language is essential to whom we are.

INST 050
Indigenous Studies I
This social history course examines the impacts on First Nations 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.

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 the situation indigenous peoples are currently in. 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.

INST 102
First Nations Governance Overview
This course will survey the evolution of federal Indian policy in Canada, concentrating on the relationships between policy environments, policy objectives, termination and fiscal restraint, and the attempts by First Nations to influence Indian policy. It will examine the past and present political and administrative structures (i.e. transfer agreements, financial arrangements, devolution and political climate). Current issues will be assessed such as referrals, negotiation versus consultation, institutional structuring and policy development.

Prerequisites: ENGL 060, or English 12 and/or English 12 First Peoples or permission of instructor.

INST 105
Teachings From The Land - Special Topics
This course will be taught in conjunction with knowledgeable Elders and aimed at providing students with the opportunity to learn the skills, knowledge, traditions and values of a selected cultural topic. This will be done in traditional settings on the land that are unique to the student cultural-specific topics including the study of pre- and post-contact culture (traditional knowledge, systems and practices will be examined in relation to roles and responsibilities, worldview, philosophy, spirituality and language). Traditional values and practices will be explored to determine how they shape and inform contemporary cultural practice and identity.

INST 108
General Introduction to First Nations Issues

NST 240
Indigenous Philosophy, A World View Perspective
This course will introduce students to the diverse cultural perspectives about the various philosophical world views reflective of indigenous nations on a local, national, and global perspective.
**INST 241**  
**First Nations Women's Cultural Development I**  
First Nations women’s cultural development forms an integral and unique part of NVIT. This course, taught in conjunction with knowledgeable Elders, is aimed at providing students with the opportunity to: (1) compare their knowledge systems and philosophical appreciation for First Nations cultures including values, philosophies, survival skills, technologies, arts and ceremonies; and (2) to compare and examine how various aspects of First Nations cultural values and practices can be incorporated into and enhance their learning experience.  
Prerequisites: FNWS 100, or permission of instructor.

**INST 242**  
**First Nations Women's Cultural Development II**  
This course will regularly engage students in appropriate projects and experiential learning activities. Traditional settings such as camps will be utilized as learning environments for transmitting both cultural and academic knowledge. In conjunction with knowledgeable Elders students will engage in traditional healing practices such as talking circles, moontime ceremonies, womanhood ceremonies, fasting and sweatlodge ceremonies.  
Prerequisites: INST 241, or permission of instructor.

**INST 245**  
**Okanagan Cultural Development I**  
This course will introduce students to the study of pre-contact Okanagan culture. Traditional knowledge, systems and practices are examined in relation to roles and responsibilities, worldview, philosophy and spirituality.  
Prerequisites: INST 100 level or permission of instructor.

**INST 246**  
**Okanagan Cultural Development II**  
This course examines the impact of contact and colonization on the Okanagan people. The underlying value system is examined in relation to the consequent changes to Okanagan culture. This course recognizes that material culture changes but Okanagan values remain. Traditional values and practices are explored to determine how they shape and inform contemporary Okanagan cultural practice and identity.  
Prerequisites: INST 245, or permission of instructor.

**INST 247**  
**Nsylx Studies: Leadership**  
This course provides an in-depth study of the meanings contained in Nsylxen words associated with the concept of leadership, and an overview of the complexity of the way historical and contemporary leadership is viewed by the Okanagan People. Students will study the foundations of good leadership in terms of the roles, responsibilities and obligations that are expected of Okanagan individuals to taking leadership roles in whatever area of endeavor. Students will review the traditional oral Captiklw stories that are relevant to leadership and decision making. They will be given a foundation in the role of sk’ulst (training) sc’a’xc’axw (discipline) and kswitmist (dedication). Students will review and analyze various leadership roles and responsibilities within contemporary Okanagan society, including political leadership, spiritual leadership, education leadership, service leadership traditional, community leadership and family leaderships.  
Prerequisites: NSYL 111, INST 145, or permission of instructor.

**INST 250**  
**Okanagan Curriculum/Materials Development**  
This course provides a foundation in theory and practice for curriculum and materials development. Indigenous peoples’ language preservation projects are studied and critiqued. Students will develop a culturally informed Okanagan language oriented curriculum project and action plan.  
Prerequisites: INST 120, or permission of instructor.

**INST 255**  
**Linguistics/Literacy**  
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.  
Prerequisites: INST 120, or permission of instructor.

**INST 270**  
**Aboriginal Title and Modern Treaties**  
This course surveys the contemporary land claims in Canada. Current issues affecting Aboriginal titles, sovereignty and First Nations governance will be examined. Modern treaty process and historical process will be critiqued.  
Prerequisites: INST 202, or permission of instructor.

**INST 271**  
**Land Title: A Global Perspective**  
This course surveys the land title and governance issues affecting other indigenous nations, and will be examined within their historical and cultural contexts. Current issues affecting aboriginal title, sovereignty and indigenous governance will also be examined. International principles of treaty making will be critiqued.  
Prerequisites: INST 270, INST 202, or permission of instructor.

**INST 275**  
**First Nation Law**  
This course will critically examine the practices of First Nation, Metis and Inuit law from historical/traditional and contemporary perspectives. Students will examine how First Nation, Metis, and Inuit communities practice social harmony, both in the past in the present.  
Prerequisites: INST 108, or permission of instructor.

**INST 290**  
**Research Methods**  
This course introduces the theory and methods of applied research in First Nation communities. Ethics, protocols, and community and regional prioritization will be examined. Documentation of oral traditions and texts will be studied.  
Prerequisites: 18 credit hours of Academic Studies courses.

**LEPP 100**  
**Physical Education Development**  
This course addresses nutrition, stress management, physical aptitude through techniques such as weight training, anaerobic, aerobic and cardio-vascular capabilities by employing a variety of methods. A physical aptitude assessment (PAA) will take place every six weeks.  
Prerequisites: Program admission and ENGL 040 or English 10 and MATH 040 or Applications of Math 10 or equivalent.

**LEPP 110**  
**Effective Presentations**  
This course is experiential in nature and students present to the group from the beginning. Students are taught both theoretical and practical techniques that aid in effective delivery of their material. Presentations will be videotaped, reviewed and critiqued. Students will also be provided technical skills on utilization of Power Point Presentations. This course also emphasizes the importance of technical writing skills. It covers the fundamentals of audience analysis, organizations, style and tone. Students develop skills in writing letters, minutes, formal and informal reports and research.  
Prerequisites: ENGL 050 or English 11 and MATH 050 or Applications or Math 11 or equivalent.

**LEPP 120**  
3 Credits
Aboriginal Community Relations
This course will review policing practices from an Aboriginal perspective highlighting the impact of oppression, neo-colonialism, and government policies in the lives of Aboriginal people. The course will also focus on relevant life experiences of each student respecting their knowledge while analyzing global ideologies, and law research in the study of collective resistance.

LEPP 130 3 Credits
Domestic Violence
This course examines domestic violence in the context of the historical abuses and atrocities perpetrated against Canada’s Aboriginal people. The students review impacts of genocide, introduction of diseases, causes of starvation, general review of the Indian Act and its impacts, effects of residential schools and a general review of the child welfare system. Students will also examine the characteristics, dynamics and motivations of both victims and offenders of abuse and violence. While many of the psychological ramifications of violence are universal, the history, socio-economic, political and geographical conditions of Aboriginal people often contribute to additional and unique distress.

LEPP 140 3 Credits
The Canadian Criminal Justice System
This introductory course provides students with an understanding of the Canadian criminal justice system. Students will study the structure and jurisdictions of the three levels of government involved together with the operation of corrections, courts, and police. Students will be able to trace an offender through the criminal justice system. The course will also focus on unique groups, such as Aboriginal peoples, impacted by the criminal justice system and their characteristics unique to various cultures in Canada. Prerequisites: Program admission and ENGL 050 or English 11 and MATH 050 or Applications of Math 11.

LEPP 145 4 Credits
Investigational Techniques
This course utilizes a problem-based learning model, requiring student interaction and role-playing. Students will practice the process of applying an informed, modern approach to investigating criminal offences, and will learn the procedures and processes of investigational duties as related to policing.

LEPP 150 3 Credits
The Criminal Code
This course will provide students with an understanding and comprehensive appreciation of the Canadian Criminal Code and the importance of understanding the manual for policing exercises. Students will be taught how to cite selected criminal offenses, elements of crime and pre-trial criminal procedures. The course will also examine the statutes of British Columbia and identify duties, authorities, responsibilities, penalties, and court procedures regarding provincial statues. Prerequisites: LEPP 110, 120 & 130

LEPP 155 3 Credits
Community Based Policing
Community policing is collaboration between the police and the community that identifies and solves community problems in order to prevent crime. Within this course students will explore models, both historical and contemporary, to engage members of the community to solve localized problems pertaining to crime and poverty.

LEPP 165 4 Credits
Introduction To Law Enforcement
This course provides an overview of law enforcement in Canada. Students will be introduced to police responsibilities including patrol, motor vehicle crashes/stops, investigations, major/minor crime scenes and report writing. The students are introduced to ethics, professionalism and discretion as police officers or any occupation viewed as an authority figure. Lastly, students learn about C.A.P.R.A (Clients, Acquire, Partnership, Response, Assessment), a problem-solving model used by police officers. Prerequisites: LEPP 120

LEPP 170 2 Credits
Aboriginal Policing
This is an experiential field course where students will observe law enforcement practices. The field trip will be centered around a visit to a RCMP training cadet academy. Prerequisites: LEPP 100, LEPP 120.

LEPP 175 4 Credits
Managing Police Function
This course introduces students to the management functions used by first-line supervisors in regards to patrolling officers, investigation office managers and directors. Students will be provided an overview of the variety of situations police officers must respond to that may threaten personal and public safety. This course will introduce students to various scenarios police officers will encounter while on duty. Prerequisites: LEPP 145, or permission of the instructor

LEPP 180 3 Credits
Field Practicum
This field practicum will demonstrate various aspects of work involved with law enforcement careers such as: shift work, applying administrative duties, importance of report writing, process of detainment, and the significance of communication. It will develop effective use of people skills and enhance leadership qualities. The field practicum will assist students in developing their understanding and appreciation of law enforcement and its complexities. Prerequisites: LEPP 150, LEPP 140, LEPP 130, LEPP 165, LEPP 170.

MATH 020 0 Credits
ALFM LEVEL I & II
This British Columbia Adult Literacy Fundamental Mathematics (ALFM) Level I and Level II course will give students a strong foundation of basic skills, concepts, mathematical vocabulary, and problem solving strategies to prepare them to meet personal, career or further academic goals. Both Level I and Level II outcomes must be met to satisfy the requirements for this course. Math 020 is the pre-requisite for Math 030. Some of the topics include whole numbers, operations, and estimation. Prerequisites: Permission of instructor of advisor assessed placement.

MATH 030 0 Credits
ALFM LEVEL III & IV
This British Columbia Adult Literacy Fundamental Mathematics (ALFM) Level III and Level IV course will give students a stronger foundation of basic skills, concepts, mathematical vocabulary, and problem solving strategies to prepare them to meet personal, career or further academic goals. Both Level III and Level IV outcomes must be met to satisfy the requirements for this course. Math 030 is the pre-requisite for Math 040. Some of the topics include whole numbers, operations, decimals and word problems. Prerequisites: MATH 020 or assessed placement.

MATH 040 0 Credits
ALFM LEVEL V & VI
This British Columbia Adult Literacy Fundamental Mathematics (ALFM) Level V and Level VI course continues in giving students a stronger foundation of basic skills, concepts, mathematical vocabulary, and problem solving strategies to prepare them to meet personal, career or further academic goals. Both Level V and Level VI outcomes must be met to satisfy the requirements for this course. Math 040 is the pre-requisite for Math 041. Some of the topics include whole numbers, operations, decimals, word problems fractions, and dealing with factors. Prerequisites: MATH 040, permission of instructor, or advisor assessed equivalent.
MATH 041

Introductory Algebra I

The British Columbia ABE Intermediate Level Mathematics course enables adult learners to acquire mathematical knowledge, skills, and strategies needed to enter appropriate higher level courses or to satisfy personal or career goals. MATH 041 is a course that prepares students with the introductory algebraic concepts that must be understood prior to taking MATH 055 or MATH 057. Some of the topics include rational numbers, measurement, ratios and proportions, linear relations, polynomials, and algebra.

Prerequisites: Math 9

MATH 053

Business / Technical Mathematics

The British Columbia ABE Advance Level Business/Technical Mathematics course provides the student with practical applications useful in future vocational training, careers, or personal life. MATH 053 can be used as a pre-requisite for MATH 057. Some of the topics include Real numbers, first degree equations and inequalities, graphing, consumer mathematics, finance, data analysis, trigonometry, and algebra.

Prerequisites: MATH 050, F and PC Math 10, instructor permission, advisor assessed equivalent

MATH 055

Introduction to Algebra II

The British Columbia ABE Advanced Level – Foundations Mathematics course is a further introductory algebra course intended for students who have studied little or no algebra but have a firm background in basic mathematics. This course provides students with enough algebra, geometry, and/or trigonometry to satisfy grade 11 prerequisites for some vocational, career, technical, and/or further academic programs. MATH 055 can be used as a pre-requisite for MATH 057. Some of the topics include algebra, linear relations and systems, functions, quadratics, geometry and trigonometry.

Prerequisites: MATH 041, F and PC Math 10, instructor permission or advisor assessed equivalent

MATH 057

Intermediate Algebra I

The British Columbia ABE Advanced Level – Developmental Mathematics course provides students with sufficient algebra, geometry, and trigonometry to satisfy grade 11 prerequisites for some vocational, career, technical, and/or further academic programs. MATH 057 is the pre-requisite for MATH 059 Advanced Level Algebraic Mathematics. Some of the topics include linear equations and inequalities, linear systems, polynomials, rational and radical expressions, quadratic and trigonometric equations.

Prerequisites: MATH 055, at least a C+ in MATH 041, F and PC Math 10, instructor permission or advisor assessed equivalent

MATH 059

Intermediate Algebra II

The British Columbia ABE Advanced Level – Algebraic Mathematics course is a continuation of MATH 057 in intermediate Algebra. It completes the requirement for the BC secondary school Pre-Calculus Math 11 equivalent algebra course and prepares students for post-secondary math courses and programs requiring Pre-Calculus Math 11. Math 059 is the pre-requisite for Math 060 Provincial Level Algebra and Trigonometry. Some of the topics include linear systems of equations and inequalities, functions and their graphs, quadratic, rational, radical, polynomial and trigonometric functions.

Prerequisites: MATH 057, F Math 11, instructor permission or advisor assessed equivalent

MATH 090

Math Seminars

The Math seminars are a hybrid between on-line and face-to-face teaching.

They are designed to develop and solidify basic arithmetic and pre-algebra skills that will be required in higher level math courses. They are designed to help students feel a sense of accomplishment in their increasing ability to use mathematics to solve problems. The course content includes operations with rational numbers, measurement, exponents, roots, powers, algebraic expressions, and polynomials to name some of the concepts. Study skills will be incorporated throughout the course.

MATH 100

Pre-Calculus

This course is designed to prepare students for calculus. Topics include algebraic, exponential, logarithmic, and trigonometric functions and their graphs, conic sections, applications and the introduction to the derivative.

Prerequisites: MATH 059, or equivalent, or permission of the instructor.

MATH 110 (Also offered as BUSM 200)

Finite Math

This course is designed to expose students to the area of mathematics that they are likely to require in future studies. Topics to be covered include counting, probability, matrices, linear programming.

Prerequisites: Math 059, or Math 11 equivalent with minimum completion grade of C+ (67%) or permission of instructor.

MATH 120 (also offered as BUSM 207 or STAT 203)

Introduction to Statistics

This course introduces the student to basic statistical methods for analyzing both quantitative and qualitative information, including graphic methods, sampling, descriptive statistics and inferential statistics. The relationship of statistics to research methods is discussed.

Prerequisites: MATH 110 (Also offered as BUSM 200), BUSM 200.

MATH 140

Technical Mathematics

This course is designed to introduce students to the principles and practices of mathematics with applications to technologies. Topics include: number systems, algebraic concepts, analytic geometry, function and graphs, and trigonometry. This course will apply mathematical principles, so that they can be used in practical problem solving exercises specific to natural resources management.

Prerequisites: Program admission/instructor permission.

NADU 100

Nadut’en Introduction

The Language Introduction course has been designed for students who have little or no experience in Nadut’en language instruction. Emphasis will be placed on ensuring accurate listening and pronunciation skills as well as basic conversational skills. The knowledge of basic grammatical structures and the sound system of Nadut’en language will also be pursued. In addition, students will be introduced to the Nadut’en language writing system. As an adjunct to this course, an Elder or other fluent speakers may participate in language activities.

Prerequisites: ENGL 060 or English 12 or equivalent or permission of instructor.

NADU 110

Nadut’en II

Students will build on their previous Nadut’en language primarily through listening and speaking. Emphasis will be placed on the development of listening, pronunciation, and conversational skills. Understanding grammatical structures and the sounds associated with Nadut’en language will also be considered essential. Integral to this course will be an introduction to basic language protocols and oral traditions. No prior knowledge of the language is expected for this entry level course.

Prerequisites: NADU 100, or permission of the instructor.
NADU 111

**Nadut’en II**

This course is structured so participants will further develop their aural and speaking skills of Nadut’en language (dialect?). Participants will continue their study of the language structure. Major emphasis will be on conversation (speaking and responding). Secondary emphasis will be on pronunciation, and a review of the sounds, as well as further discussion on the grammatical structure of language.

Prerequisites: NADU 110, or permission of the instructor.

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NADU 150

**Nadut’en Immersion I**

This Nadut’en language course is designed to immerse learners in order to develop language competency and prepare them for careers in language teaching. The learner will be introduced to communication skills within a focused and concentrated time period of total immersion in Nadut’en language that involves a wide range of activities in a cultural context.

Prerequisites: NADU 110, or permission of the instructor.

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NADU 151

**Nadut’en Immersion II**

The goal of this course is to have students learn advanced Nadut’en language through immersion. It emphasizes spontaneous interactions with fluent speakers, following immersion and Master-Apprentice models. Course materials include an extensive supporting collection of rich multimedia, which students can use before, during, and after the course to prepare for, and then reinforce, their live language work.

Prerequisites: NADU 110, or permission of the instructor.

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NADU 210

**Nadut’en Immersion II**

This course is structured so participants will further develop their understanding and speaking skills of Nadut’en. Participants will continue their study of the language structure. Major emphasis will be on conversation (develop speaking and understanding). Secondary emphasis will be on pronunciation and review of the sounds, as well as further discussion on the grammatical structure of language.

Prerequisites: NADU 111, or permission of the instructor.

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NADU 211

**Nadut’en III**

This course is structured so participants will further develop their understanding and speaking skills of Nadut’en. Participants will continue their study of the language structure. Major emphasis will be on conversation (develop speaking and understanding). Secondary emphasis will be on pronunciation and review of the sounds, as well as further discussion on the grammatical structure of language.

Prerequisites: NADU 111, or permission of the instructor.

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NADU 220

**Nadut’en III**

This course will examine both the traditional and contemporary orality of the Nadut’en language peoples. This course will further expose and immerse students to Nadut’en language and enhance their understanding and speaking ability in conversation and song. Other aspects of the course include exposing the students to various contemporary and traditional activities including celebrations, community and recreational events and everyday events.

Prerequisites: NADU 210, or permission of the instructor.

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NADU 250

**Nadut’en Immersion III**

The goal of this course is to have students learn advanced Nadut’en language through immersion. It emphasizes spontaneous interactions with fluent speakers, following immersion and Master-Apprentice models. Course materials include an extensive supporting collection of rich multimedia, which students can use before, during, and after the course to prepare for, and then reinforce, their live language work.

Prerequisites: NADU 151, or permission of instructor.

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NADU 251

**Nadut’en Immersion IV**

This course will continue to build on the Nadut’en skills in NADU 250. Students will advance their understanding of and speaking of Nadut’en through increased language proficiency in more advanced and sophisticated conversations. Students will enhance their knowledge of oral tradition.

Prerequisites: NADU 250 or permission of instructor.

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NADU 270

**Nadut’en Structure and Analysis I**

This course will expose the student to the basics structure analysis of Nadut’en. Topics include an overview of the Nadut’en languages, features of sounds and sound structure and 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 Nadut’en and some basic comparative study of the neighboring languages.

Prerequisites: NADU 110 or permission of instructor.

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NADU 271

**Nadut’en Structure And Analysis II**

This course will expose the student to an advanced analysis of word-formation and introductory analysis of Nadut’en sentence structure. Topics to be discussed will include various word-structures, basic to more-complex sentence types, and an introductory analysis of traditional narratives. Comparisons will be made with the immediate neighboring languages.

Prerequisites: NADU 270, or permission of instructor.

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NADU 280

**Nadut’en: Practical Speech**

This course will focus on developing oral skills for using Nadut’en in everyday situations. Students will apply previous knowledge and communication skills to improve everyday speaking in Nadut’en. Practical application will be found within the schools and community, in family celebrations and announcements, events, notices, radio announcements, and invitations.

Prerequisites: NADU 281, or permission of instructor.

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NADU 281

**Nadut’en: Practical Writing**

This course will focus on developing written skills for using Nadut’en in everyday situations. Students will apply previous knowledge and communication skills to improve everyday writing in Nadut’en. Practical application will be found within the schools and community, newsletters, correspondence, signage, notices, radio announcements, and invitations.

Prerequisites: NADU 100, or permission of instructor.

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NADU 350

**Nadut’en Immersion V**

Students will continue to be immersed in the Nadut’en language. Students will demonstrate an advanced ability to understand and speak the Nadut’en language, gaining greater fluency, conversational ability, literary skills, and an advanced knowledge of oral traditions.

Prerequisites: Completion of year-two of the DSTC program, or permission of the instructor.

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NADU 351

**Nadut’en Immersion VI**

Students will continue to be immersed in the Nadut’en language. Students will demonstrate a highly advanced ability to understand and speak the Nadut’en language, gaining greater fluency, conversational ability, literary skills, and an advanced knowledge of oral traditions.

Prerequisites: NADU 350, or permission of instructor.
**NAID 01**

**Community Based Adult Education**

This component introduces the learner to the community by giving a historical perspective of colonial attitudes. In addition it emphasizes communication within a community, utilizing community resources and the introduction of adult education in a First Nations community.

**NAID 02**

**Elements of Instruction: Communications Skills**

In this course the student is expected to gain the knowledge and skills regarding the process involved in becoming an effective communicator. Theory and practical approaches to two key skill areas: effective classroom communications, and basic counseling, are featured. Effective use of media in the classroom is also taught. The course also provides opportunities for student to develop, present and receive feedback on short lesson plans.

**NAID 03**

**Elements of Instruction: Teaching Strategies**

This course provides an opportunity to examine and experiment with specific teaching strategies that have proven to be successful with native adults in classroom settings. Students will define student-centred approaches to teaching, organizing effective instruction, developing critical thinking skills, and become more self-directed learners.

**NAID 04**

**Teaching Native Adults**

Culturally based education is stressed with an emphasis on an holistic approach in which students will be able to understand and define factors which shape Aboriginal peoples identify in: mental, emotional, physical, and spiritual areas. As well as recognizing the cultural diversity in the classroom, an emphasis is placed on building cultural strengths thus enhancing self-concept.

**NAID 05**

**Instructional Design and Evaluation**

This module consists of an overview of curriculum development methods useful in adult education for effective unit and lesson planning. Emphasis is placed on planning in order to meet students’ needs and accommodate their backgrounds. Evaluation theory and techniques are also examined. Curriculum and program development, goals, objectives, and the planning of course lessons are approached in this module. Developing effective and appropriate evolution instruments are also addressed.

**NAID 06**

**Adult Teaching and Learning Theory**

The focus of this course is on effective adult education practices with emphasis on education for empowerment and the development of a personal education philosophy. The theory and practice of adult literacy instruction is also included. Identifying and applying theories of adult education including physiological, sociological and psychological factors affecting adult learning will also be addressed. Students will present mini-lessons incorporating all they have learned in the course.

**NAID 07**

**Practicum**

In consultation with the program coordinator, the student is expected to design, consolidate and apply the content of the six courses in the program. If the participant is currently employed in a setting where native adults are taught, a project will normally be done which will involve the detailed development and implementation of a unit of instruction involving 20 hours of classroom time. Students are also required to submit a one-hour videotape of their practice and a detailed lesson plan outline. If the participant is not currently employed as an instructor of native adults, he or she, with assistance from the program coordinator, will arrange a practicum in an appropriate setting. (A minimum of 5 adult students constitutes a class). An evaluation committee meets quarterly to review practicum submissions.

**NLEK 100**

**Nē kepmxcin Introduction**

This Language Introduction course has been designed for students who have little or no experience in Nle’kepmxcin instruction. Emphasis will be placed on ensuring accurate listening and pronunciation skills as well as basic conversational skills. The knowledge of basic grammatical structures and the sound system of Nle’kepmxcin will also be pursued. In addition, students will be introduced to the Nle’kepmxcin writing system. As an adjunct to this course, an Elder or other fluent speakers may participate in language activities.

Prerequisites: ENGL 060, English 12 equivalent or permission of instructor.

**NLEK 110**

**Nē kepmxcin I (Thompson Language I)**

Students will be introduced to Nē kepmxcin primarily through listening and speaking. Emphasis will be placed on the development of listening, pronunciation, and conversational skills. Understanding grammatical structures and the sounds associated with Nē kepmxcin will also be considered essential. Integral to this course will be an introduction to basic language protocols and oral traditions. No prior knowledge of the language is expected for this entry level course.

Prerequisites: NLEK 100, or permission of instructor.

**NLEK 111**

**Nē kepmxcin II (Thompson Language II)**

This course is an extension of the preceding Nē kepmxcin language courses. Students will continue their exploration of Nē kepmxcin primarily through listening and speaking. Students will build upon their development of listening and pronunciation skills and conversational ability. In their pursuit of a greater understanding of Nē kepmxcin, students will continue to study grammatical structures, sounds associated with Nē kepmxcin, basic language protocols, and oral traditions.

Prerequisites: NLEK 110, or permission of the instructor.

**NLEK 150**

**Special Topics: Nē kepmxcin Immersion**

This Nē kepmxcin course is designed to immerse learners in order to develop language competency and prepare them for careers in language teaching. To enable the learner to become a beginning speaker, the learner will be introduced to communication skills within a focused and concentrated time period of total immersion in Nē kepmxcin that involves a wide range of activities in a cultural context.

Prerequisites: NLEK 110 or permission of the instructor

**NLEK 151**

**Nē kepmxcin Immersion II**

This goal of this course is to have students learn advanced Nē kepmxcin through immersion. It emphasizes spontaneous interactions with fluent speakers, following immersion and Master-Apprentice models. Course materials include an extensive supporting collection of rich multimedia, which students can use before, during, and after the course to prepare for and then reinforce their live language work.

Prerequisites: NLEK 150, NLEK 111, or permission of the instructor.

**NLEK 210**

**Nē kepmxcin III (Thompson Language III)**

Students will be introduced to an intermediate level of Nē kepmxcin. In the process of enhancing their ability to understand and speak Nē kepmxcin, they will gain greater fluency, conversational ability, and more extensive knowledge of oral traditions. To achieve these ends, continued focus will be directed toward developing additional listening and pronunciation skills, conversational...
ability, and understanding grammatical structures in N\textsuperscript{e} kepmxcin. Basic language protocols and oral traditions are requisite for this course. Prerequisites: NLEK 111, or permission of instructor.

**NLEK 211**

*N\textsuperscript{e} kepmxcin IV (Thompson Language IV)*

This course is a continuation of NLEK 210. Working at the advanced intermediate level of N\textsuperscript{e} kepmxcin, students will acquire a stronger competency in understanding and speaking N\textsuperscript{e} kepmxcin, which will result in them mastering a greater degree of fluency in their conversational ability, literary skills, and knowledge of oral traditions. Students will continue their progress with intermediate level listening and pronunciation skills, conversational ability, and grammatical structures in N\textsuperscript{e} kepmxcin. To reinforce language protocols and oral traditions, students will continue to be exposed to them. Prerequisites: NLEK 111, or permission of instructor.

**NLEK 220**

*N\textsuperscript{e} kepmxcin (Thompson) Oral Tradition*

This course will examine both traditional and contemporary orality the N\textsuperscript{e} kepmxcin peoples. This course will further expose and immerse students to N\textsuperscript{e} kepmxcin, enhance their understanding and speaking ability in conversation and song. Other aspects of the course include exposing the students to various contemporary and traditional activities including celebrations, community and recreational events and everyday events. Prerequisites: NLEK 111

**NLEK 250**

*N\textsuperscript{e} kepmxcin Immersion II*

This goal of this course is to have students learn advanced N\textsuperscript{e} kepmxcin through immersion. It emphasizes spontaneous interactions with fluent speakers, following immersion and Master-Apprentice models. Course materials include an extensive supporting collection of rich multimedia, which students can use before, during, and after the course to prepare for and then reinforce their live language work. Prerequisites: NLEK 150, NLEK 111, or permission of instructor.

**NLEK 270**

*N\textsuperscript{e} kepmxcin Structure and Analysis I*

This course will expose the student to the basics structure analysis of N\textsuperscript{e} kepmxcin. Topics include an overview of the Salish languages, features of sounds and sound structure and 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 N\textsuperscript{e} kepmxcin and some basic comparative study of the neighbouring languages. Prerequisites: NLEK 111

**NLEK 271**

*N\textsuperscript{e} kepmxcin Structure and Analysis II*

This course will expose the student to an advanced analysis of word-formation and introductory analysis of N\textsuperscript{e} kepmxcin sentence structure. Topics to be discussed will include various word-structures, basic to more-complex sentence types, and an introductory analysis of traditional narratives. Comparisons will be made with the immediate neighboring languages. Prerequisites: NLEK 270

**NLEK 280**

*N\textsuperscript{e} kepmxcin: Practical Speech*

This course will focus on developing oral skills for using N\textsuperscript{e} kepmxcin in everyday situations. Students will apply previous knowledge and communication skills to improve everyday speaking in N\textsuperscript{e} kepmxcin. Practical application will be found within the schools and community, in family celebrations and announcements, events, notices, radio announcements, and invitations. Prerequisites: NLEK 111, or permission of instructor.

**NLEK 281**

*N\textsuperscript{e} kepmxcin: Practical Writing*

This course will focus on developing written skills for using N\textsuperscript{e} kepmxcin in everyday situations. Students will apply previous knowledge and communication skills to improve everyday writing in N\textsuperscript{e} kepmxcin. Practical application will be found within the schools and community, newsletters, correspondence, signage, notices, radio announcements, and invitations. Prerequisites: NLEK 280

**NLEK 310**

*N\textsuperscript{e} kepmxcin V (Thompson Language V)*

The goal of this course is to develop an advanced understanding and an advanced level of speaking skills for N\textsuperscript{e} kepmxcin. Content is based primarily on four short stories in the language, available in rich multimedia. Secondary emphasis will be on further developing pronunciation and vocabulary, as well as exploring intermediate grammatical structures. Context is suitable for online delivery. Prerequisites: INST 214 or NLEK 211, or permission of instructor

**NLEK 311**

*N\textsuperscript{e} kepmxcin VI (Thompson Language VI)*

The goal of this course is to develop advanced understanding and speaking skills for N\textsuperscript{e} kepmxcin. The content is centered around targeted cultural, and traditional seasonal practices. Secondary emphasis will be on developing pronunciation and exploring intermediate grammatical structures of the language. Course materials are designed to facilitate on-line learning and include rich multimedia presentations. Prerequisites: NLEK 310, or permission of instructor

**NSYL 050**

*N’syilxcen I (Available at Enowkin Indian Education Resources Centre)*

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. Prerequisites: NLEK 310, or permission of instructor

**NSYL 060**

*N’syilxcen II (Available at Enowkin Indian Education Resources Centre)*

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. Prerequisites: NLEK 310, or permission of instructor

**NSYL 110**

*N’syilxcen I (Okanagan Language)*

N’syilxcen (Okanagan) Language Adult Immersion develops language proficiency in adult learners and prepares them for careers in the language field. The student will actively participate in an Okanagan oral immersion class. This is an introduction to N’syilxcen Level I. Oral immersion instruction method develops proper pronunciation skills in the forty-seven separate sounds of N’syilxcen in speech and elocution, develops recognition and differentiation of separate sounds in speech. This method provides the learner with foundational communication skills as a part of their society as a Beginner Level I speaker. Instructors are experienced in utilizing associative/cognitive (immersion) second language learning method combined with some aspects of Total Physical Response as an instructional methodology. Prerequisites: ENGL 060, or English 12/English 12 First Peoples, or permission of instructor.
**NSYL 255**

**Prerequisites:** NSYL 111, NSYL 152, (NSYL 111, previously INST 112) or permission of instructor.

**NSYL 257**

This course is an introductory total immersion course. It utilizes supervised fluent speakers to engage students in total immersion sessions focused on increasing the use of N'syilxcen 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.

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

**NSYL 257**

This course is an advanced total immersion course. It provides students immersion learning tools following the three principles of (a) leaving English behind, (b) relating to everything and every action in N'syilxcen and (c) “re-learning the world” in N'syilxcen. Fluent N'syilxcen speakers engage students in total immersion sessions focused on increasing the use of N'syilxcen in real-world social settings including: (a) a story gathering convened by students, (b) a special feast with elders with elders convened by students, (c) a visit to a sacred sited convened by students and (d) a visit to a Winter Dance/Sweat/ or alternative traditional gathering selected by students.

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

**NSYL 360**

This course is an advanced apprenticeship course. The course provides students immersion learning following the three principles of (a) leaving English behind, (b) relating to everything and every action in N’syilxcen and (c) “re-learning the world” in N’syilxcen. Fluent N’syilxcen speakers engage students in total immersion sessions focused on increasing the use of N’syilxcen by pairing each student with a Master Fluent Elder speaker (one on one), developing an instructor guided Master Apprentice learning Plan, to selecting a Master Fluent Elder speaker to commit to work with, and developing a day-by-day master/apprentice setting and topics plan for seven selected sessions approved by instructor and Master Fluent Elder speaker (to be carried out by the student and monitored, observed and evaluated by the instructor).

**Prerequisites:** NSYL 255 and NSYL 257 and or permission of instructor.

**PHIL 100**

**Introduction to Critical Thinking**

While the truth of an argument rests upon a statement’s correspondence to the facts of the matter, the logical strength of an argument rests upon the degree to which the claims and evidence actually support the overall conclusion of the argument. This course provides students with the philosophical concepts and critical skills necessary to assess the logical strength of arguments to determine when an argument constitutes a logically strong argument and when, conversely, it constitutes an argument in appearance only. This course offers a much-needed practical foundation in critical thinking skills that will enable students to become stronger thinkers in their own writing and more adept critics of texts ranging from television commercials to political texts of major social significance.

**PHYS 050**

**Advanced Physics**

The study of physics explores some of the fundamentals of nature. This course presents an introduction to several of the subject areas of this broad science including kinematics, dynamics, electricity and heat. It also provides practice with data analysis, measurement and critical thinking. Laboratory exercises are integral parts of this course.

**Prerequisites:** Science 10, and Math 057 or Math 11 Foundations, or instructor permissions.

**Corequisites:** Principles of Math 11 or MATH 051.
Provincial Level

Physics aims to foster and develop a scientific way of thinking and a basic knowledge of scientific concepts. Numerical examples and derivation of formulae will be algebra based. The course will also nurture an understanding of science as an integral part of society’s culture and provide groundwork for further academic, career, or vocational training. Topics include kinematics, dynamics, electrostatics, electromagnetism and waves and optics. PHYS 060 covers the Core Topics for Physics: Provincial Level set out in the A.B.E. BC. Articulation Handbook http://www.aved.gov.bc.ca/abe/docs/handbook.pdf.

**PRNS 223**

Professional Communication A

This course provides learners with the foundational knowledge for caring and professional communication in nursing. It uses an experiential and self-reflective approach to develop self-awareness and interpersonal communication skills in the context of safe, competent, and collaborative nursing practice. Communication theory, the nurse-client relationship, therapeutic communication, cross-cultural communication, effective teamwork and learning and teaching concepts will be covered. The learner will be provided with an opportunity to develop professional communication skills with clients requiring end-of-life care.

**PRNS 225**

Pharmacology A

This introductory course examines the principles of pharmacology required to administer medications in a safe and professional manner. Medication administration requires the application of the nursing process for clinical decision-making. The routes of medication administration introduced include medications used to treat constipation, eye and ear disorders and the integumentary system. Complementary, Indigenous, and alternative remedies, and polypharmacy across the lifespan are explored. The learners will gain an understanding of pharmacology and medication administration across the lifespan. Also included are the topics of substance abuse and addiction.

**PRNS 226**

Variations in Health A

This course provides the learner with the foundations of disease and illness across the lifespan. Learners will gain an understanding of pathophysiological alterations of body systems. Nursing management of disease and illness across the lifespan with an emphasis on interventions and treatment is also discussed. The learner’s understanding of pathophysiology as it relates to the aging process and selected chronic illness will increase. A major focus of this course is on the care of the older adult experiencing a health challenge. Cultural diversity in healing practices will be explored as well as evidence-informed research and practice.

**PRNS 227**

Health Promotion A

This introductory course will increase the learners understanding of health promotion within the Canadian context. This includes health enhancement, health protection, disease prevention, health restoration/recovery, care and support. Knowledge of growth and development, health inequities and determinants of health will support the Practical Nursing student to provide culturally appropriate and holistic care.

**PRNS 228**

Integrated Nursing Practice A

This course emphasizes the art and science of nursing, focusing on the development of nursing care and assessment. Learners will apply nursing knowledge through the practice of clinical decision making, nursing assessments, and nursing interventions aimed at the promotion of health, independence, and comfort. Classroom, laboratory, simulation, and other practice experiences be introduced. The history of nursing and specifically, the evolution of Practical Nursing within the Canadian health care system will be discussed. The philosophy and foundational concepts of the Provincial Practical Nursing Program are explored. The legislation influencing PN practice with clients experiencing chronic illness and those in residential care settings is examined. Specific professional issues such as responsibility, accountability, ethical practice, and leadership relevant to the PN role in residential care will be explored. Critical thinking and decision-making from the perspective of the chronically ill and inter-professional practice will also be addressed.

Prerequisites: Program admission.
will assist learners to integrate theory from other Access semester courses to provide safe, competent, and ethical nursing care for clients.

**PRNS 229**

**Nursing Arts I**

This practicum experience provides learners with the opportunity to integrate theory from the Access Level into practice. Learners will practice with aging clients and/or those with chronic illness in residential care settings. Medication administration, nursing care, organization, comprehensive health assessment, wound care and introduction to leadership are emphasized in this course. This is a hands-on direct patient care experience supervised by faculty. The Level A competencies are practiced and mastered.

Prerequisites: PRNS 222, PRNS 228, PRNS 227, PRNS 226, PRNS 225, PRNS 223

**PRNS 232**

**Professional Practice III**

This course integrates the concepts from the previous Professional Practice course and introduces learners to practice in the community setting. The role of the Practical Nurse as leader is emphasized in interactions with clients and their families, and other health care providers.

Prerequisites: PRNS 229

**PRNS 233**

**Professional Communication III**

This course focuses on specific professional communication skills used with clients and care providers, across the lifespan, requiring care in the community.

Prerequisites: PRNS 229

**PRNS 236**

**Variations in Health III**

This course focuses on the continuum of care and the development of knowledge related to health challenges managed in the community setting. Pathophysiology and nursing care of clients requiring home health care, rehabilitation, and supportive services in the community will be explored. Cultural diversity in healing approaches will be explored as well as the incorporation of evidence-informed research and practice.

Prerequisites: PRNS 229

**PRNS 237**

**Health Promotion III**

This course is focused on health promotion as it relates to the continuum of care across the lifespan. Health promotion in the context of mental illness, physical and developmental disabilities and maternal/child health is highlighted. Normal growth and development from conception to middle adulthood is addressed.

Prerequisites: PRNS 229

**PRNS 238**

**Integrated Nursing Practice III**

This course builds on the theory and practice from Level A. Through a variety of approaches (i.e., simulation), learners will continue to develop knowledge and practice comprehensive nursing assessment, planning for, and interventions for clients experiencing multiple health challenges.

Prerequisites: PRNS 229

**PRNS 239**

**Consolidated Practice Experience III**

On a practicum basis, students will provide practical nursing care for clients who are challenged with specific health problems and are in relatively stable condition in an acute care hospital. Students will gain experience in organizing care for a group of patients. It is expected that students will gain further insights, awareness and knowledge through practice.

Prerequisites: PRNS 232, PRNS 238, PRNS 237, PRNS 236, PRNS 233

**PRNS 242**

**Professional Practice IV**

This course prepares learners for the role of the Practical Nurse (PN) in caring for clients with acute presentation of illness. Legislation influencing PN practice, specific professional practice issues and ethical practice pertinent to PN practice in acute care environments will be explored. Practice issues that occur across the lifespan will be considered. Collaborative practice with other health care team members and specifically the working partnership with Registered Nurses in the acute care setting will be examined.

Prerequisites: PRNS 239

**PRNS 243**

**Professional Communication IV**

The focus of this course is on the advancement of professional communication within the acute care setting caring for clients across the lifespan. The practice of collaboration with health care team members and clients will be further developed.

Prerequisites: PRNS 239

**PRNS 245**

**Transition to Preceptorship**

Transition to Preceptorship will prepare the learner for the final Preceptorship experience. Simulation experiences and self-directed learning will provide the learner with increased competence and confidence in the Preceptorship.

Prerequisites: PRNS 249

**PRNS 246**

**Variations in Health IV**

This course focuses on pathophysiology as it relates to acute disease and illness of clients across the lifespan, specifically the care of the client experiencing acute illness including nursing interventions and treatment options. Implications of the acute exacerbation of chronic illness will be addressed. Cultural diversity in healing practices will be explored as well as evidenced informed research and practice.

Prerequisites: PRNS 239

**PRNS 247**

**Health Promotion IV**

This course focuses on health promotion in the context of caring for clients experiencing an acute exacerbation of chronic illness or an acute episode of illness. Examination of health promoting strategies during hospitalization to improve or help maintain clients’ health status after discharge occurs. Topics also include how to prepare clients for discharge from care through teaching and learning of health promoting strategies.

Prerequisites: PRNS 239

**PRNS 248**

**Integrated Nursing Practice IV**

This course emphasizes the development of nursing skills aimed at promoting health and healing with individuals experiencing acute health challenges across the lifespan. A variety of approaches (e.g., simulation) will help learners build on theory and practice from Levels A and III to integrate new knowledge.
and skills relevant to the acute care setting.
Prerequisites: PRNS 239

PRNS 249
Consolidated Practice Experience IV
This practice experience provides learners with the opportunity to integrate theory from all courses into the role of the Practical Nurse in the acute care setting and other practice areas as appropriate. Learners will focus on clients with exacerbations of chronic illness and/or acute illness across the lifespan and will consolidate knowledge and skills such as: post-operative care, surgical wound management, intravenous therapy, focused assessment, and clinical decision-making in acute care settings.

PRNS 250
Preceptorship
This final practice experience provides an opportunity for learners to demonstrate integration and consolidation of knowledge, skills, and abilities within the realities of the workplace, and become practice ready.
Note: This experience may occur through a variety of practice experiences including, the preceptorship model under the immediate supervision of a single, fully qualified and experienced Licensed Practical Nurse, a Registered Nurse, or a Registered Psychiatric Nurse, and/or within the context of a collaborative team environment as a participating team member.
Prerequisites: PRNS 245

PSYC 111
Introduction to Psychology I
Psychology 111 is a survey course which introduces students to the field of psychology in general. Students will be encouraged to use a critical and inquiring approach to information presented to them, to be open minded, creative and divergent thinkers.
Prerequisites: ENGL 060, or English 12/English 12 First Peoples

PSYC 115
Adolescence and Addiction
This course is designed to assist participants in understanding the effects of alcoholism and other chemical addiction related problems influencing the Aboriginal adolescent. The course focuses on developing an understanding of human development from conception to adolescence, including physiological/neurological development, the impact of intergenerational trauma, family dysfunction, adolescent chemical addiction, relapse and recovery. The course will also include an overview of assessment skills, and various screening and assessment instruments that can assist in conducting a comprehensive assessment of the adolescent and provide effective healing approaches to the problem of addiction.
Prerequisites: Program admission

PSYC 121
Introduction to Psychology II
Psychology 121 provides an introduction to psychology in general and focuses on areas of special interest within the field of psychology. The course will provide students with a basic understanding of psychology as well as allowing them to develop a questioning approach to psychology as it is experienced in daily life. This inquisitive approach will be of benefit to students in any further studies they may undertake.
Prerequisites: PSYC 111, or permission of instructor.

PSYC 131
Applied Interpersonal and Career Development Skills
This course presents a comprehensive view of the theory and research in interpersonal communication, and at the same time, guides students to improve a wide range of interpersonal skills and to apply these to personal, social and workplace relationship. Coverage of cultural diversity, leadership, job skills, ethics and personal productivity and stress management make this course the best choice for students to communicate successfully.
Prerequisites: ENGL 060, or ENGL 12.

PSYC 201
Introduction to Research Methods in Psychology
This course provides a general introduction to research methods in psychological research with a particular emphasis on basic experimental design. Topics will include methods of data collection, hypothesis formulation, ethics, measurement and sampling, validity and reliability, experimental design, experimental procedure, quasi-experiments and single-case designs, surveys, and both qualitative and mixed methods. The course will also briefly introduce issues of data analysis and statistical inference. As part of the course requirements, students will design, conduct, and present a written report of a simple study.
Prerequisites: PSYC 121 or permission of the instructor

PSYC 203
Introduction to Data Analysis in Psychology
This course is an introduction to descriptive and inferential statistical techniques widely used in psychological research. This course introduces students to fundamental descriptive and inferential statistical techniques, emphasizing both conceptual and technical understanding of data analysis. Topics include, but are not limited to, displaying and summarizing data, measures of central tendency and variability, probability, sampling distributions, and hypothesis testing.
Prerequisites: STAT 203 and PSYC 201 or permission of the instructor

PSYC 212
Introduction to Personality
This course will examine the major theories of personality, information, including psychodynamic, cognitive, humanistic and behavioral approaches. The students will have the opportunity to relate this material to personal growth and development.
Prerequisites: PSYC 111, PSYC 121.

PSYC 213
Lifespan Human Development I
This course covers human development from conception to adolescence. A variety of theoretical perspectives and research data will be examined, including the study of the physical, cognitive, psychosocial development from infancy to middle and late childhood. Theories will be considered in a multi-cultural framework.
Prerequisites: PSYC 111, PSYC 121, or permission of instructor.

PSYC 221
Introduction to Cognitive Psychology
This course is an overview of cognition. The course will explore the injured brain including some causes of brain injury (e.g., stroke, trauma) and methods for assessing it (e.g., behavior, neuroimaging). The course takes a detailed look at a range of possible neurological impairments, including movement, perception, attention, memory, language, emotion, and executive functions.
Prerequisites: PSYC 121 or permission of the instructor

PSYC 222
Introduction to Social Psychology
This course examines how the social environment interacts with human behavior, attitudes and personality.
Prerequisites: PSYC 111, PSYC 121, or permission of instructor.

PSYC 223
Lifespan Human Development II
This course covers human development from conception to adolescence to late adulthood. A variety of theoretical perspectives and research data will be
examined, including physical, psychosocial, and cognitive development. Theories will be considered in a multi-cultural framework.

Prerequisites: PSYC 111, PSYC 121, or permission of instructor.

**PSYC 225**

**Historical Trauma on First Nations People**

This course offers students theoretical and practical understandings of historical trauma, self-care planning, and exploration of holistic healing approaches. Understanding the primary trauma of colonization and subsequent cultural genocide of First Nations people, how it develops, and its impact on individual and family development through the cultural lens of "endurance" is central to the recovery and healing process of Indigenous nations. This course will cover topics that include: definitions of historical trauma; colonization and genocide; cultural perspectives of "endurance"; the impact of historical trauma on development; lateral violence; loss and grief; alcoholic families; shame; resiliency factors; cultural protectors; culturally sensitive interventions and compassion fatigue.

Prerequisites: ADCT 102, or permission of instructor.

**PSYC 230**

**Introduction to Social Psychology**

Introduction to Social Psychology is an overview of the various concepts, theories, and findings in the field of social psychology. This course will explore topics, current research and research methods used in the study of social psychology and social behavior. The course will give students a good foundation in social cognition and perception, social interaction, social influences, and various applications of social psychology in Aboriginal and non-Aboriginal environments.

Prerequisites: PSYC 111, PSYC 121

**PSYC 261**

**Introduction to Abnormal Behavior**

Introduces students to the area of abnormal psychology. Topics include the definition and classification of pathological, behavioural, factors involved in the development of pathology, and evaluation of therapy outcomes.

Prerequisites: PSYC 111, PSYC 121

**PSYC 303**

**Critical Analysis in Psychology**

This qualitative intensive course is intended to provide students training and practice in critically analyzing and writing about important issues in Psychology and relating those issues to current Indigenous realities. Lectures will consist of reviewing current research and presentations by faculty members and Elders in different areas of psychology (biological, cognitive, developmental, legal, social, theory and methods, etc.). The focus of this course will be to analyze contemporary research in Psychology and compare and contrast current approaches with traditional Indigenous pedagogy.

Prerequisites: PSYC 201 or permission of the instructor

**PSYC 311**

**History of Modern and Traditional Psychology**

This course examines the development of modern psychology, including its philosophical roots, from the founding of the first psychological laboratories in the late 19th century to the present. The development and revisions of the major theoretical systems in psychology are examined from a comparative and critical perspective. This course will include information about historical methods and theory, and will require students to consider traditional Indigenous approaches to mental illness through legend, myth and secret societies. Although the primary emphasis will be on psychology as a science, secondary emphases will include the historical development of psychology from socio-cultural perspective and the relationship of psychology to contemporary social issues and change.

Prerequisites: PSYC 222 or permission of the instructor
SCIE 108  
**Aboriginal Land Use Planning**

This course will guide students through the complex issues of determining what activities should or should not take place on land use planning. By examining an Aboriginal Land Use Plan, the approved regional Lands and Resource Management Plan (LRMP) and the approved First Nations area Agreement students will learn the various components that go into land use planning; the major issues surrounding resource use and development; including multiple perspectives; and the social and economic impacts these decisions have on communities. Students will learn about the technical structures of land use planning, and the art of developing consensus decisions. The technical components are primary activities that will include lab fieldwork such as identification of invasive species and noxious weeds whilst carefully examining a salmon spawning channel; discussion of mitigation/restoration methods and; actively engage in species identification of both animal and plants. 
Prerequisites: ENGL 060, ENGL 12/English 12 First Peoples or equivalent.

SCIE 140  
**Ethnoscience**

This course is designed to provide the student with a solid understanding of the importance of a Traditional Use Study to First Nation communities. The first section of the course will be devoted to understanding what T.U.S. is and how it evolved out of preparing for Treaty Negotiations. Considerable time will be devoted to understanding the theory, principles, tools and organization of Traditional Use Studies, particularly as it applies to British Columbia. Prerequisites: Program admission to Environmental Resource Technology/instructor permission.

SCIE 150  
**Aspects of Plateau Ethnoscience (Comparative Science)**

This is a first year university science course designed to fulfill the science requirement for a BA program. The course bridges modern and traditional plateau understandings of science perspectives. The course includes aspects of earth science, taxonomy, animal and plant science. The main focus relates landforms and plant and animal science to traditional ecological knowledge. Prerequisites: Eng 12/English 12 First Peoples required, Science 11 equivalent or Science 050.

SCIE 155  
**Plateau Ethnobotany**

The goal of this course is to demonstrate the importance of plant use and ethnobotany by Aboriginal people, with particular focus on the people of the plateau culture. Students will have opportunities to demonstrate plateau indigenous knowledge in a variety of traditional ecological contexts: plant use, medicines, technologies, spiritual significances, ecological indicators, and classification systems. The lab portion of this course offers students an opportunity to make direct observations of plant usage in the natural environment. Prerequisites: ENGL 060, ENGL 12/English 12 First Peoples or assessment.

SECW 110  
**Secwepemctsin I**

This course is designed to immerse learners in Secwepemctsin in order to develop language competency. This course will provide the learner with an introduction to communication skills as a part of becoming a beginning speaker. It will be delivered in a focused and concentrated time period the course will involve a wide range of activities in a cultural context. Prerequisites: ENGL 060, ENGL 12/English 12 First Peoples or equivalent.

SECW 150  
**Secwepemctsin Immersion I**

This course is designed to immerse learners in Secwepemctsin in order to develop language competency. This course will provide the learner with an introduction to communication skills as a part of becoming a beginning speaker. It will be delivered in a focused and concentrated time period the course will involve a wide range of activities in a cultural context. Prerequisites: ENGL 060, ENGL 12/English 12 First Peoples or equivalent.

SECW 151  
**Secwepemctsin Immersion II**

This course is designed to immerse learners in Secwepemctsin in order to develop language competency. This course will provide the learner with an introduction to communication skills as a part of becoming a beginning speaker. It will be delivered in a focused and concentrated time period the course will involve a wide range of activities in a cultural context. Prerequisites: ENGL 060, ENGL 12/English 12 First Peoples or equivalent.

SECW 210  
**Secwepemctsin III**

Secwepemctsin III is a beginning level course that will explore the cyclic activity of the Secwépemc. It is a continuation of Secwepemctsin II. A major component of the course will focus on seasonal activities, and those associated with each of the ‘moons.’ The course will enhance knowledge of plant and animal utilization, of resource gathering, and of places associated with activities. Human life cycle rituals, ceremonies, and the specialized language associated with each of these will also be explored. The course will use communicative style methodologies and focus on oral comprehension and production. Activities will include immersion-like methods, total physical response storytelling, storyboards, and will focus on traditional texts. Prerequisites: SECW 110, or permission of instructor.

SECW 211  
**Secwepemctsin IV**

Secwepemctsin IV is a beginning level course that will use the stories of the Secwépemc to study their collective origins, folk heroes, values and traditions. It is a continuation of Secwepemctsin III. As students become familiar with the stories, they will participate in "total physical response" storytelling. The course will use communicative style methodologies and focus on oral comprehension and production. Prerequisites: SECW 110, or permission of instructor.

SECW 220  
**Secwépemctsin Oral Tradition**

This course will examine both traditional and contemporary orality of the Secwépemc peoples. This course will further expose and immerse students to Secwepemctsin, enhance their understanding and speaking ability in conversation and song. Other aspects of the course include exposing the students to various contemporary and traditional activities including celebrations, community and recreational events and everyday events. Prerequisites: SECW 150, or SECW 111 or permission of instructor.

SECW 250  
**Secwepemctsin Immersion III**

SECW 250 will continue to build on the language skills developed in SECW 151. Students will develop an enhanced ability to understand and speak Secwepemctsin, gaining greater fluency, conversational ability, literary skills, as
well as a broader knowledge of oral traditions.

**SECW 251**  
*Secwepemctsin Immersion IV*  
This course will continue to build on the Secwepemctsin skills in SECW 250. Students will advance their understanding of and speaking of Secwepemctsin through increased language proficiency in more advanced and sophisticated conversation. Students will enhance their knowledge of oral tradition.  
Prerequisites: SECW 250, or permission of instructor.

**SECW 281**  
*Secwepemctsin: Practical Writing*  
In 281 will introduce students to the Secwépemc sound system. Although the phonetic alphabet will be introduced, this course will focus on teaching students the skill of writing Secwépemc using the practical alphabet. The majority of the classes will involve learning to transcribe and produce words and phrases as pronounced by Secwépemc Elders. We will also look at the sound changes associated with the major dialect divisions within the Secwépemc language. Students will also receive practice in transcribing short texts.

**SECW 310**  
*Secwepemctsin V*  
The focus of this course is to maintain and broaden the scope and fluency for proficient language speakers. Students will continue to be immersed in the Secwepem language. Students will demonstrate a highly advanced ability to understand and speak the Secwepemctsin language, gaining greater fluency, conversational ability, literary skills, incorporating in-depth knowledge of grammatical concepts and complex sentence structures in Secwepemctsin.  
Prerequisites: Completion of Year 2 of the DSTC program, including SECW 211 or permission of the instructor.

**SECW 350**  
*Secwepemc Language Immersion V*  
Students will continue to be immersed in the Secwepemc language. Students will demonstrate an advanced ability to understand and speak the Secwepemc language, gaining greater fluency, conversational ability, literary skills, and an advanced knowledge of oral traditions.  
All students in the DSTC program are expected to meet DSTC Language Performance Standards/Competencies related to language proficiency levels set by the Secwepemc Language Authority.  
Prerequisites: Completion of Year 2 of the DSTC program, including FNLG 211 or permission of the instructor.

**SECW 351**  
*Secwepemc Language Immersion VI*  
Students will continue to be immersed in the Secwepemc language. Students will demonstrate a highly advanced ability to understand and speak the Secwepemc language, gaining greater fluency, conversational ability, literary skills, and an advanced knowledge of oral traditions.  
All students in the DSTC program are expected to meet DSTC Language Performance Standards/Competencies related to language proficiency levels set by the Secwepemc Language Authority.  
Prerequisites: SECW 350, or permission of instructor.

**SKWX 110**  
*Skwxwú7mesh Language Introduction*  
The Skwxwú7mesh Language Introduction course is for those who have little or no previous Skwxwú7mesh instruction. An intensive study of important aspects of pronunciation, vocabulary and grammar are presented, with the participation of Elder language speakers. The primary area of study will be around family terms, specifically those used in the Kal’kaléh CD-ROM. The students will also be introduced to the Skwxwú7mesh writing system. Other methods of presentation will include audiovisual techniques, drill patterns, flashcards, pictures, and videotapes. Student will know some of the basic Skwxwú7mesh kinship terms, understand the writing system, and will know some basic types of sentences in the Skwxwú7mesh Language.

**SKWX 111**  
*Skwxwú7mesh Language I*  
Skwxwú7mesh Language I is a continuation of the introductory Skwxwú7mesh Language. The student will know an additional 250 high-frequency vocabulary items, will have mastered all but a few of the difficult sounds of the language, and how to use the Skwxwú7mesh writing system. The student will start being comfortable communicating in present, everyday situations using the language.  
Prerequisites: SKWX 110

**SKWX 210**  
*Skwxwú7mesh Language II (Previously INLG 250)*  
Skwxwú7mesh Language II is an intermediate-level course in the Skwxwú7mesh Language. Students will know an additional 250 high-frequency vocabulary items, will have mastered the entire sound system of the language. The student will have an improved knowledge of the grammar, and be able to understand some traditional oral stories taken from the Skwxwú7mesh archives. Students will also produce some short sections from the Skwxwú7mesh Nation archives using the Skwxwú7mesh vocabulary.  
Prerequisites: INGL 153

**SKWX 211**  
*Skwxwú7mesh Language III (Previously INLG 253)*  
Skwxwú7mesh Language III is an advanced course in the Skwxwú7mesh Language. Students will know and additional 250 high-frequency vocabulary items, and will have gained control of all of the major inflectional endings in the language. Vocabulary learned will be mainly taken from specific texts. The student will learn to translate orally a fairly long text without aids. The course is designed to be both challenging and fun, and upon completion students will have strong, solid foundation in the language.  
Prerequisites: SKWX 210

**SOCI 111**  
*Introduction to Sociology I*  
An introduction to the concepts and techniques employed in the study of social relationships. The course examines diversity and change in society focusing on the impact of social institutions, culture, socialization, social roles and gender.  
Prerequisites: ENGL 060, English 12/English 12 First Peoples equivalency or permission of instructor.

**SOCI 121**  
*Introduction to Sociology II*  
This course prepares the student to identify and analyze social processes and issues by applying sociological theories and methods. The student will examine how the structure of society and its social institutions are related to problems of inequality, classification of deviant behaviour, and social control.  
Prerequisites: SOCI 111, or permission of instructor.

**SOCI 133**  
*Group Dynamics*  
This course is designed to assist participants through a process of experiential learning that provides skill building activities in group dynamics. Group facilitative skills will be developed or strengthened for use in chemical addictions counselling. Students will be exposed to didactic presentations aimed at applying, integrating, and reinforcing group dynamics. Cultural diversity is an integral component of this course.  
Prerequisites: ENGL 060, ENGL 12/English 12 First Peoples, or equivalent, or permission of instructor.

**SOCI 200**  
*The Nature of Racism*
This course examines the nature of racism and solutions to it from a historical, political, sociological, and cultural perspective. This course will also look at race and culture as a social concept recognizing the impact of dominant majority group values, norms, and conflicting ideologies that inevitably lead to inequitable social and economic structures in Canada. Racism is analyzed by looking how it is manifested in government, education, media, human services, employment, justice and law enforcement. Finally, the concept of democratic racism will be explored as well as the policies and practices that support or attempt to dissolve its existence.

**SOCI 211**  
**Canadian Society: Ethnic Inequality**  
This course will examine the concepts of ethnicity and inequality as they relate to various minority/majority relationships and Canadian social institutions. Prerequisites: SOCI 111, or permission of instructor.

**SOCI 213**  
**Sociology of Women**  
This course examines women's roles as they are related to work, marriage and family. The focus will be multicultural perspective both historical and contemporary on the variations in the situation of women and their various roles. Prerequisites: SOCI 111, or permission of instructor.

**SOCI 259**  
**Deviance and Social Control**  
This course is an historical overview and examination of major theories dealing with deviant behaviour. Prerequisites: SOCI 111

**SOCI 262**  
**Culture and Identity**  
This course is an introduction to the Aboriginal people’s philosophies, belief systems, spiritual and cultural traditions of Aboriginal peoples within Canada. Assimilation policies and practices that have impacted Aboriginal people's identities will be examined. Prerequisites: SOCI 111, or SOCI 133

**SOCI 298**  
**Directed Studies**  
Under the supervision of an instructor the student will undertake directed research on a cultural/indigenous subject. Prerequisites: completion of at least 24 credits of Indigenous and Academic Studies or permission of department head.

**SOCI 299**  
**Directed Studies**  
Under the supervision of an instructor the student will undertake directed research on a cultural/indigenous subject. Prerequisites: completion of at least 24 credits of Indigenous and Academic studies or permission of department head.

**SOCW 200A**  
**Introduction to Social Work Practice**  
This course will introduce students to the knowledge, skills and values that provide a basis for generalist social work practice, from a dual perspective: First Nations and non-First Nations. The course will examine the various levels and settings of social work practice, including individual, family and community systems, and informal helping with particular emphasis on practice in rural communities. The course will assist students to evaluate their interests and capacities for entering the profession of social work.

**SOCW 301**  
**Introduction to Social Work Research**  
The objectives of this course are that the students will be able to define research practitioner; understand the different ways of gaining knowledge, understand the use of descriptive, associative and inferential statistics in data analysis; and apply research and evaluation studies. Prerequisites: SOCW 200A, SOCW 200B, or third year standing or permission of department head.

**SOCW 200B**  
**Introduction to Social Welfare in Canada**  
An introduction to and analysis of major social policies and programs in Canada. Emphasis will be given to policies in income security, corrections, health, family and children, and housing and will include an examination of the role of the social worker in formulating policy. Prerequisites: ENGL 060, or permission of instructor.

**SOCW 304**  
**Social Work Field Practice**  
In the third year field placement, students are assigned a wide range of responsibilities at the individual, group and community level. The purpose of the practicum is the application of theory and knowledge to social work practice and the concurrent development of practice skills. Precise objectives will be established on a contract basis between students, faculty and the agency. A wide variety of agencies are available. Prerequisites: SOCW 200A, SOCW 200B, SOCW 306, SOCW 353.

**SOCW 306**  
**Theory and Ideology of Social Work**  
This course introduces students to social work theory and ideology and examines the links between social values, theory and practice in social work. Various social work practice theories are introduced to build a foundation for critical social work practice. The social, political and economical contexts of social work and social welfare are addressed. Prerequisites: SOCW 200A, SOCW 200B, third year standing or permission of department head.

**SOCW 311**  
**Aboriginal Perspectives on Social Policy**  
Students will explore and critically analyze socio-historical Canadian policies and legislation; and the implications for Aboriginal people today. Students will examine policy development with an emphasis on "who" the policy makers are and who policies serve. Students will analyze and critique how, and if existing policies could be effective for Aboriginal people. This course explores the socio-historical, economic, ideological & institutional contexts for the development of social policy in Canada. The policy-making process as well as the role of social policy in processes of inclusion, exclusion, marginalization, and oppression, will be discussed. The critical analysis of selected social policies will be emphasized. Prerequisites: SOCW 200A, SOCW 200B, third year standing or permission of
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>SOCW 320</td>
<td>Trauma Informed Social Work Theory &amp; Practice</td>
<td>3</td>
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<tr>
<td>SOCW 330</td>
<td>International Field Studies</td>
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<td>SOCW 340</td>
<td>Social Work &amp; Healthcare</td>
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<td>SOCW 350</td>
<td>Social Work, Law and Social Policy</td>
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<td>SOCW 353</td>
<td>Social Work Practice with Individuals</td>
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<td>SOCW 358</td>
<td>Legal Skills for Social Workers</td>
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<td>SOCW 359</td>
<td>Advanced Social Work Practice with Individuals</td>
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<td>SOCW 375</td>
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<td>SOCW 376</td>
<td>Child Welfare Practice</td>
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<td>SOCW 402</td>
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<td>SOCW 404</td>
<td>Ethical Practice in Aboriginal Communities</td>
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<td>SOCW 420</td>
<td>Family Violence and Abuse</td>
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This course is designed to introduce students to the knowledge of trauma informed theory and practice in social work. Students will explore Aboriginal and non-Aboriginal theories of trauma and attachment research. Trauma will be examined from a holistic approach using the following four aspects: child, family, community and professional. Emphasis will be placed on understanding the implications of trauma among diverse populations (race, culture, class, gender, ability). Through assigned readings, lecture, class discussion, video and other exercises, students will explore a variety of approaches.

Prerequisites: SOCW 200A, SOCW 200B, third year standing or permission of the department head.

This course will provide an introduction to social work practice with individuals, families, and communities in response to the problem of violence in adult intimate relationships. Students will have an opportunity to explore family violence and social work practice from a variety of perspectives including cross cultural, international, Aboriginal and feminist. This course emphasizes a social work practice approach that is community-based, culturally-sensitive, feminist,

Prerequisites: SOCW 200A, SOCW 200B, SOCW 306, third year standing or permission of the department head.

The course introduces theory and practice approaches to mediation, alternative dispute resolution and advocacy. A moot court experience develops skills in evidence-giving, investigation and report writing. Students will participate in role play and practice simulations.

Prerequisites: SOCW 200A, SOCW 200B, SOCW 353, third year standing or permission of the department head.

This course provides an opportunity to experience First Nations culture and traditions from a holistic perspective. Students are immersed in cultural activities, ceremonies and teachings to deepen knowledge and appreciation of First Nations culture.

Prerequisites: SOCW 200A, SOCW 200B, third year standing or permission of the department head.

This course focuses specifically on ethical considerations and decision making when working in Aboriginal communities. The course will examine codes of ethics in the profession, Aboriginal codes of ethics and mainstream theoretical aspects of ethical practices. As well, students are provided with the opportunity to engage in exploration of integrated, personal, ethical practices that are culturally based through validation and revitalization of Aboriginal codes of ethics.

Prerequisites: SOCW 200A, SOCW 200B, SOCW 306, third year standing or permission of the department head.
and anti-oppressive. Family violence is understood in this course to mean violence in adult intimate relationships, including same-sex couples. Other topics include family violence in Aboriginal communities, children who witness violence and dating violence. 

Prerequisites: SOCW 200A, SOCW 200B, third year standing or permission of the instructor.

SOCW 430
Sexual Diversity and Social Work Practice

Through lecture and discussion, films, small group work and case studies, students will gain an understanding of the systemic issues that sexually diverse people encounter on a daily basis. Students will explore practical strategies to work with, support and advocate for gay, lesbian, bisexual, transgender, transsexual, two-spirit, intersex and pansexual people. Sexuality and disability will also be addressed.

Prerequisites: SOCW 200A, SOCW 200B, third year standing or permission of the department head.

SOCW 440
Social Work and Mental Health

This course provides an introduction to the practice of social work in the field of mental health. Students will critically examine historical and contemporary theoretical perspectives on mental illness, Canadian mental health law and policy, cultural and diversity aspects, classification and treatment, ethical issues and an exploration of selected mental health issues. This course is intended to provide introductory foundational knowledge in the field of mental health, rather than advanced knowledge and skills required for mental health practice.

Prerequisites: SOCW 200A, SOCW 200B, third year standing or permission of department head.

SOCW 445
Aboriginal Health & Wellness

This course is one of the required courses for the Bachelors of Social Work Aboriginal Healthcare Specialization. The intention of this course is to build capacity for students in their work with Aboriginal people in healthcare. Students will gain advanced knowledge and skills specifically relevant to Aboriginal history and health. An understanding of colonization and implications to health will be explored as well as an analysis of the relationship between social, political, economic issues and health and wellness. Students will be introduced to linkages between government policy and its impact on Aboriginal wellness. Aboriginal traditional healers and medicines will be a significant part of the course teachings.

Prerequisites: Program admissions and/or instructor permission.

SOCW 450
Leadership Practice in Social Service Organizations

This course provides students with a critical introduction to leadership in social service organizations. It reviews organizational theory and its application to government and non-profit organizations. Leadership in a diverse workplace, program development, budgeting, staff appraisal, supervision and work with voluntary boards are also discussed. Through experiential learning methods, the course introduces students to key organizational skills necessary for effective leadership in organizations.

Prerequisites: SOCW 200A, SOCW 200B, third year standing or permission of the instructor.

SOCW 452
Education for Social Change

This course focuses on the use of education as a strategy for individual and social change by introducing students to the concept of education as the practice of freedom and as a process of social transformation through conscientization. Principles and practices of adult education will be examined for their application in social work as empowerment and change. Students will present workshops, plays, or web programs to achieve the objective of developing specific skills and knowledge for planning and delivering educational programs. This will be explored using feminist, Aboriginal and anti oppression perspectives.

Prerequisites: SOCW 200A, SOCW 200B, third year standing or permission of the department head.

SOCW 455
Social Work Practice with Communities

This course explores the construction of community and analyzes marginalization, exclusion and oppression in communities. It outlines social work roles as well as strategies for change in diverse communities. The history, philosophy, models and methods of social work practice with communities are described.

Prerequisites: SOCW 200A, SOCW 200B, third year standing or permission of the department head.

SOCW 457
Aboriginal Social Work Theory

This course examines social workers’ roles and responsibilities in working with diverse Aboriginal peoples such as First Nations, Inuit, Métis, including on and off reserve peoples. The concept and process of decolonization is introduced and connected to contemporary stories, community social work program initiatives and practices of Aboriginal peoples. This course utilizes a gendered, Aboriginal social justice perspective. It explores strategies for reconciliation and building relationships between Aboriginal and non-Aboriginal peoples as well as practices within the social work profession.

Prerequisites: SOCW 200A, SOCW 200B, third year standing or permission of the instructor.

SOCW 460
Special Topics in Social Work

This is a variable content course that deals with special issues in social welfare and approaches to social work practice.

Prerequisites: SOCW 200A, SOCW 200B, third year standing or permission of the department head.

SOCW 461
Social Work Practice with Groups

This course introduces students to the historical development of the use of groups in social work practice and an examination of the various theoretical approaches to group work including anti-oppression, feminist, and Aboriginal perspectives. Students examine the use of groups as vehicles for treatment, task accomplishment, self-help, mutual aid, community intervention, peer supervision, and professional association. The course provides an opportunity to understand the stages of group development and practice skills related to group processes. Students participate in structured group exercises.

Prerequisites: SOCW 200A, SOCW 200B, SOCW 306, third year standing or permission of the instructor.

SOCW 465
Older People, Aging and Society

This course provides an introduction to working with and on behalf of older people from an anti-oppression and inter-disciplinary perspective. We will examine age in relation to other identity factors, such as ‘race’, ethnicity, class, gender, (dis)ability, faith, sexual orientation, and marital status. The course is designed to expose students to issues affecting older adults both locally and globally; to critically examine beliefs and attitudes related to aging and older people—our own and those of others; and to develop a framework for anti-oppression practice with older people. We will discuss policy, practice and research issues within the field of aging with a focus on structural inequalities in later life and the voices of older people.

Prerequisites: SOCW 200A, SOCW 200B, SOCW 306, third year standing or permission of the department head.

SOCW 466
Addictions

This course is designed to give students an introduction to substance misuse as well as compulsive and addictive behaviour. Major addiction theories are
examined and the role of social work is explored. Substance abuse and other addictive behaviours in relation to cultural minorities, youth and older adults is also examined. Students will acquire knowledge of the local network of available services and resources. The course also fosters a critical perspective on legal issues and government policy and addictive substances. Prerequisites: SOCW 200A, SOCW 200B, third year standing or permission of the department head.

**SOCW 477**  
**Family Practice**  
This course introduces students to social work practice with contemporary families with diverse structure and backgrounds utilizing a variety of theoretical perspectives including anti-oppression, feminist and Aboriginal. Students develop an understanding of families within a social, cultural, economic, and political context and examine ethical and practice issues commonly encountered in social work practice with families. Students develop skills and integrate theory and practice through class discussion, assignments, and experiential exercises. Prerequisites: SOCW 200A, SOCW 200B, third year standing or permission of the instructor.

**SOCW 478**  
**Introduction to Disabilities**  
This course involves students in an examination of perspectives on disability, race, gender and class, as well as critical analysis of current theories, policies and practice. Students are introduced to issues affecting people with disabilities within a framework of human rights, citizenship and inclusion. The course also engages students in an examination of their own beliefs and attitudes about disability and emphasizes practice knowledge required for anti-ableist practice. Significant events and the contributions of pioneers in the disability rights movement are explored. The roles and perspectives of people with disabilities, family members and professionals are considered in relation to social work values, theory, policy and practice. Prerequisites: SOCW 200A, SOCW 200B, third year standing or permission of the instructor.

**SOCW 486-(Previously SOCW 456)-**  
**Aboriginal Social Work Practice**  
This course will center on the renewal and innovations of diverse Aboriginal philosophies, values, beliefs and practices within a contemporary social work context. Students will learn the skills and knowledge to understand and discuss social work approaches for addressing prevalent social issues and inequalities that impact Aboriginal peoples, including Historic Trauma Response (HTR), internalized/societal oppression, racism, cultural loss, addictions, poverty, etc. This course will explore both Aboriginal healing approaches and relevant mainstream intervention strategies that will assist students to become more culturally responsive social workers. Prerequisites: SOCW 200A, SOCW 200B, third year standing or permission of the department head.

**STAT 203**  
**Introduction to Statistics for the Social Sciences**  
This is an introduction course into the discipline of statistics with an emphasis upon applications within the social sciences. The course provides students with an overview of statistical methods that includes scales, measures of central tendency, frequency distributions, normal distributions, sample distributons, hypothesis testing (also known as significance testing), variability, probability, z-scores, analysis of variance, estimation, and linear regression and correlation. The student will learn to apply these descriptive and inferential statistical methods in interpretations of data and analyses of behavioural research pertaining to the social sciences. Prerequisites: MATH 057, or Math 11 Foundations. Please note MATH 059 or Pre-Calculus 11 recommended.
STLG 250

\textit{St’át’ímcets Immersion (Lillooet Language) III}

STLG 250 will continue to build on the language skills developed in STLG 151. Students will develop an enhanced ability to understand and speak St’át’ímcets, gaining greater fluency, conversational ability, literary skills, as well as a broader knowledge of oral traditions.

Prerequisites: STLG 151, or permission of instructor.

STLG 251

\textit{St’át’ímcets Immersion (Lillooet Language) IV}

This course will continue to build on the St’át’ímcets skills in STLG 250. Students will advance their understanding of and speaking of St’át’ímcets through increased language proficiency in more advanced and sophisticated conversation. Students will enhance their knowledge of oral tradition.

Prerequisites: STLG 250, or permission of instructor.

STLG 270

\textit{St’át’ímcets Structure & Analysis I}

This course will provide students with the opportunity to build on the skills developed in year 1 of the St’át’ímcets programme. They will gain an enhanced understanding of the grammatical structures and language analysis methodologies while continuing to expand their St’át’ímcets vocabulary. The main emphasis in this course will be on increased accuracy in listening and pronunciation skills, conversational ability, literary skills, knowledge of grammatical structures, and knowledge of oral traditions.

Prerequisites: STLG 111

STLG 271

\textit{St’át’ímcets Structure and Analysis II}

Students will build on their abilities developed in STLG 270 to gain an enhanced understanding of language analysis methodologies and grammatical structures while continuing to expand their vocabulary of St’át’ímcets. This course will expose the student to an advanced analysis of word-formation and introductory analysis of St’át’ímcets sentence structures.

Prerequisites: STLG 270, or permission of instructor.

STLG 350

\textit{St’át’ímcets Immersion V (Lillooet Language)}

The goal of this course is to develop advanced understanding and skills in St’át’ímcets. Content is based primarily on St’át’ímcets short stories both oral and written in the language. Emphasis will be on further developing pronunciation and vocabulary as well as exploring intermediate grammatical structures.

Prerequisites: STLG 251, or permission of instructor.

STLG 360

\textit{St’át’ímcets Mentoring I}

This course is intended for advanced learners of St’át’ímcets. The focus will be on gathering St’át’ímcets language and culture information from a Language Elder Mentor (“Mentor”) in informal and natural settings to provide opportunities for the student to advance their use of St’át’ímcets in everyday settings. The course will develop advanced vocabulary and grammatical skills in St’át’ímcets through individualized practice with a Language Elder Mentor (“Mentor”). At the start of the course, each student will work with her/his Mentor to establish and agree upon goals and objectives related to the course learning outcomes to be achieved through the course work (the “Agreement”)

Prerequisites: STLG 251, or permission of instructor.

STSC 101

\textit{Strategies for Success}

This course is a hybrid incorporating both online and classroom teaching. It introduces the students to college academic culture and connects them to the resources that will aid in their success. The course covers a variety of topics including: test-taking strategies, note-taking, time management, online research, student responsibilities and ethics, learning styles, and setting educational goals.

THTR 110

\textit{Introduction to Acting}

This course will provide students with a basic examination of acting techniques and performance skills. Areas of focus will include: improvisational exercises; the integration of the voice and body; the goal of freeing the imagination; character development through self-exploration and concentration; monologue development and script work; the development of a rehearsal process; the elementary study of scene structure in contemporary Aboriginal works; and the study of the flow and shape of drama. Modern Aboriginal works will be employed as the basis of exploratory exercises, thereby ensuring Aboriginal focus to the course content.

Prerequisites: ENGL 060, ENGL 12 and/or English 12 First Peoples.

TRAN 050

\textit{Transition I}

Transition 050 is designed to prepare students to develop skills that are directly linked to academic upgrading, cultural integrity, and personal wellness. The information and knowledge given throughout this course will help each student develop the individual strength to know who they are as people and to ascertain problem solving abilities. This aspect of the College Preparatory Program is unique because the selection of resource people and information will be derived from the local Elders, NVIT staff, geographical history, and human perspectives. This course encompasses a truly holistic approach to learning.

Prerequisites: Program admission

TRMG 101

\textit{The Tourism Industry}

This course is an introduction to, and the study of, Aboriginal tourism, the tourism industry and its role in the economy: its scale and influence, major sectors, various tourism products in BC, development potential, language and terminology, industry structure and organization, major world travel routes, and prime tourism attractions in Western Canada. Tourism and the tourism industry will be explored through both a practical and theoretical perspective. Through studying the subject of tourism, students are encouraged to identify educational and professional career path opportunities offered in the various industry sectors in the province. Students will complete a research project/essay related the tourism industry.

Prerequisites: ENGL 060, MATH 050, or Math 11 & English 12/English 12 First Peoples.

TRMG 110

\textit{Cultural Tourism}

This course provides insight into how local, regional, and national communities and the cultures within these communities can be attracted to and successfully included in special events. Consideration is given to cross-cultural issues and the challenges of creating an ‘authentic’ experience while respecting the local environment and the traditions of the people who live in the location where a special event is hosted. Some approaches and techniques for incorporating the traditions of communities and cultures into special events will be demonstrated.

Prerequisites: ENGL 060, MATH 050, or, English 12/English 12 First Peoples and Math 11.

TRMG 250

\textit{Destination Marketing Organizations}

As tourism expands around the globe, new opportunities for destination marketing emerge, including within the Aboriginal communities and territories they encompass. However, with these opportunities come increasing competition and challenges for the destination marketer. The aim of this course is to provide the learner with some of the basic skills necessary to develop marketing strategies to develop a destination image and attract key market segments, including marketing segments within Aboriginal communities and territories.
Prerequisites: BUSM 250

**WMGT 100**  
*3 Credits*

**Introduction to Water Management**

This course will provide students with an opportunity to examine general water safety issues and to increase capacity and knowledge about how to monitor and manage the quality of their drinking water. Students will learn the importance of good water management by: a) identifying causes of water contamination; b) identifying the risks of contaminated water; c) learning how to collect, identify and store drinking water samples; d) keeping records and e) applying quality assurance and quality control techniques and f) reporting water results. This course will enhance and expand the scope of practice for those with some existing knowledge and experience in environmental health/public health field within First Nations Communities through increased collaboration between bands and water technologists in British Columbia. 

Prerequisites: Program admission or permission of the Dean.
APPLICATION FOR ADMISSION

INSTRUCTIONS

1. Fill out this form completely and be sure to sign it. Mark sections that are not applicable with N/A. If you have questions regarding how to complete this form please contact the Registrar’s Office or email info@nvit.bc.ca.

   Review Dates* are set for the Fall (September) term as the end of July of each year.
   Review Dates* are set for the Spring (January) term at the end of November of each year.
   Seats will be offered to qualified applicants in the order applications are completed (all required documents and assessments are received).
   *Applications will be accepted after these dates if there are still seats available, but applications submitted before the deadline will be given priority and we cannot guarantee late applications will be evaluated in time for the start of term.

2. Arrange to have official transcripts sent directly to NVIT from your high school and any post-secondary institutions you have attended. Unofficial copies of transcripts may be provided for faster evaluation of an application, but official transcripts are required to finalize offers of admission. High school transcripts may be ordered directly from your high school or the Ministry of Education (contact the Ministry at 250-356-0450).

3. Mail, fax or drop off your application to the Registrar’s Office.

4. If you will not be available while this application is being evaluated, or to register, and wish to have someone else act on your behalf, please submit a signed Release Form to the Registrar’s Office. The Release Form is available on our website at nvit.ca.

5. If your address or contact information changes, inform the Registrar’s Office in writing so we can continue to contact you about your application.

PERSONAL INFORMATION

Have you attended NVIT before:  □ No  □ Yes  If yes, previous Student Number: ______________________

Name: ____________________________

Current Mailing Address: __________________________________________________________

City: ____________________________ Province: __________ Postal Code: __________

telephone: (Home) ____________________________ (Work) ____________________________ (Cell) ____________________________

Gender:  □ M  □ F  Birthdate (YY/MM/DD): ____________________________

 Citizenship:  □ Canadian  □ Permanent Resident  □ Student Visa  □ Other

Previous/Maiden Name: ____________________________

Email Address: ____________________________

Note: You will be assigned an NVIT email address. Format will be firstname.lastname@nvit.ca

PEN (Personal Education Number): ____________________________

Assigned to all BC High School students

OFFICE USE ONLY

Program: ____________________________ Entered By: ____________________________
VOLUNTARY DISCLOSURE

Are you of Aboriginal Ancestry? □ No □ Yes

If yes, your Band or Nation: ____________________________

Province: ____________________________

Check applicable box: □ Status □ Non Status □ Metis □ Inuit

Do you have a disability? □ No □ Yes

If yes, do you wish to be contacted by an Academic Advisor? □ No □ Yes

EMERGENCY CONTACT INFORMATION

Emergency contact name: ____________________________ Emergency contact phone: ____________________________

Relationship to you: ____________________________

APPLICATION INFORMATION

Before completing this section, refer to the current NVIT program calendar or NVIT website at www.nvit.ca for information on programs available at NVIT. If you are unclear about which program to apply for, contact the Registrar’s office at 250-378-3300.

Start term: (Circle One) □ Fall (Sep-Dec) □ Spring (Jan-Apr) □ Summer (May-Aug) □ Year: ____________________________

Name of program: ____________________________

Are you planning to attend: □ Full-Time □ Part-Time

Please indicate where you would like to start your classes: □ Merritt □ Vancouver

Do you require a student housing application? (Available at Merritt campus only) □ Yes □ No

Do you require a Daycare Application? (Available at Merritt campus only) □ Yes □ No

HIGH SCHOOL INFORMATION

Note: Official high school transcripts must be forwarded from the high school or Ministry for admission to be granted.

Name of High School: ____________________________

City/Town: ____________________________ Province: ____________________________ Last year attended: ____________________________

Did you graduate: □ No □ Yes

If yes, Graduation Year: ____________________________

POST-SECONDARY EDUCATION

Note: Official post secondary transcripts must be forwarded from the institution for transfer credit/admissions to be awarded.

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<th>TO (YEAR/MONTH)</th>
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DECLARATION

Applicant Declaration: I declare that the information I have submitted in this application is complete and correct. Omission of information or falsification of any document submitted may result in the immediate cancellation of admission or registration. Completion of this application permits the Institute to request, and/or confirm any information necessary to support my application for admission.

Information Release: I understand that the information provided in this application, as well as other information contained in a student record, is collected under the authority of the College and Institute Act. All information contained in student records will be protected and used in compliance with the B.C. Freedom of Information and Protection of Privacy Act (1996). It may be used for internal administration of admission, registration, grade notification, income tax receipts, awards, institutional research, planning, and other fundamental activities related to being a member of the Nicola Valley Institute of Technology community and attending a public post-secondary institution in B.C.

Limitations of the Application: I understand that this application is a request for admission, and does not guarantee admission to any program or course. Admission is subject to provision of all requested documents and assessments, completion of admission requirements, and space availability. If admitted, I agree to abide by the established rules and regulations of Nicola Valley Institute of Technology, including those of the program in which I shall be registered.

Signature: ____________________________ Date: ____________________________