



# INDIGENOUS LANGUAGE FLUENCY CERTIFICATE & DIPLOMA FRAMEWORK

*Education Council Approved: February 22, 2023*

*Revised: May 3, 2023*

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## PURPOSE

The Truth and Reconciliation Commission's report calls to action for post-secondary institutions to create university and college degree programs in Indigenous languages. In reaction to this NVIT, as a member of the Indigenous Language Fluency Consortium, designed this curriculum to meet the community demands to retain language fluency in community members.

The Indigenous Language Fluency Degree Framework is designed to meet Indigenous community language standard as well as academic standards to ensure that NVIT graduates are successful and effective fluent language speakers in their respective communities.

The program is unique in that it emphasizes the language fluency, knowledge, and skills relevant to all the worldview of Indigenous communities. Developing Indigenous language fluency is at a critical stage with a high need for qualified fluent speakers particularly in the Indigenous communities across the country.

The Indigenous Language Fluency Certificate & Diploma is approved by the local language authorities in their respective communities. Successful completion of the program will allow graduates to work with community members and First Nations organizations.

Since 2019, NVIT has approved language fluency certificate and diploma programs for Nsyilxcen (NSYL), Nłeʔkepmx (NLEK), St'át'imcets (STLG), Nadut'en (NADU), Secwépemc (SECW), and Niwhkinic (NIWH). In anticipation of the creation of additional language groups, this framework promotes consistency and efficiency while maintaining the integrity of language fluency programming as it was intended by the Consortium.

## STATEMENTS

- Admission Requirements: Grade 12 or equivalent or mature student status.
- The Registrar will assign a course code to the language group if there is not one in place already.
- A program guide will be created in alignment with Language Fluency Framework created by the Language Fluency Consortium.
- All language fluency programs follow the same course numbering pattern *except* for the INLG courses in the diploma year as these courses are specific to *each* community.
- All language fluency programs will have the same course titles but specific to each language group.
- Admission requirements are *Grade 12 or equivalent or mature student status*.
- The language fluency certificate is 33 credits.
- The language fluency diploma is 33 credits.
- All courses are 3 credits *except for 330, which is 6 credits*.
- All courses are 45 hours *except for 330, which is 90 hours*.

- All courses in language fluency with the same course number have the same course descriptions, prerequisites, and learning outcomes that are specific to the language group.
- Recommended resources are determined by the language authority and included on the course outlines.
- The Language Fluency Framework is organized by learning streams and includes language learning tools (literacy tools), elements of communication (phrases for use), full immersion, and revitalization.

## COMPLETION PLAN

*For this document, XXXX represents a course code that is specific to each language group. The below represents the ideal delivery of the language fluency certificate and diploma programs; however, scheduling is done in collaboration with the community.*

### Certificate:

#### Term 1:

- XXXX 110: <Language Group> Language: Pronunciation – Learning the Sounds
- XXXX 120: <Language Group> Everyday Social Language
- XXXX 130: <Language Group> Entry Tools: Introduction to Full Immersion
- INLG 180: Dynamics of Indigenous Language Shift

#### Term 2:

- XXXX 111: <Language Group> Pronunciation – Root Sounds
- XXXX 121: <Language Group> Everyday Action and Interaction
- XXXX 131: Special Topics – <Language Group> Immersion
- INLG 181: Issues, Principles and Practices in Language Revitalization

#### Term 3:

- XXXX 112: Introduction to Writing <Language Group>
- XXXX 122: <Language Group> Vocabulary in Place and Socio-Spatial Context I
- XXXX 132: <Language Group> Interpersonal Interactions through Immersion Learning

### Diploma:

#### Term 1:

- XXXX 210: <Language Group> Linguistics/Literacy
- XXXX 220: <Language Group> Vocabulary in Place and Socio-Spatial Context II
- XXXX 230: <Language Group> Connections: Context Through Immersion Learning
- INLG 16X: Ways of Knowing: <Language Group> Social Foundations

#### Term 2:

- XXXX 211: <Language Group> Translation / Transliteration
- XXXX 221: <Language Group> Structure and Syntax
- XXXX 231: <Language Group> Place and Time: Context Through Immersion Learning
- INLG 26X: Ways of Knowing: The <Language Group> Land Culture

#### Term 3:

- XXXX 350: <Language Group> Immersion: Introduction to Mentored Special Topics
- XXXX 330: <Language Group> Immersion: Pod/Cohort Learning through Multiple Mentors

**DEVELOPMENT AND APPROVAL PROCEDURE:**

The community partner will develop the program guide for the proposed language fluency certificate and diploma program as well as the associated course outlines. *(See Appendix 1: Program Guide Template and Appendix 2: Course Outline Templates)*

A language fluency program will follow NVIT's internal approval process.

**PRIOR LEARNING**

- Prior Learning is to be determined by the respective local language authorities following *Policy C.3.8. Prior Learning Assessment*.

**APPENDIX**

- Appendix 1: Program Guide Sample
- Appendix 2: Course Outline Sample

*Templates are available in the Academic Office. Please contact [academicassistant@nvit.ca](mailto:academicassistant@nvit.ca)*

# APPENDIX 1: PROGRAM GUIDE SAMPLE



**YEAR**

< Insert Language Group >  
Fluency Certificate & Diploma

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***Program Guide***

BC's Aboriginal Public Post-Secondary Institute

Nicola Valley Institute of Technology



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Approved date:

## <Insert Language Group> Language Fluency Certificate & Diploma

### Purpose

The Truth and Reconciliation Commission's report calls to action for post-secondary institutions to create university and college degree programs in Indigenous languages. In reaction to this NVIT, as a member of the Indigenous Language Fluency Consortium, designed this curriculum to meet the community demands to retain language fluency in community members.

The Indigenous Language Fluency Degree framework is designed to meet Indigenous community language standard as well as academic standards to ensure that NVIT graduates are successful and effective fluent language speakers in their respective communities.

The program is unique in that it emphasizes the language fluency, knowledge and skills relevant to all the worldview of Indigenous communities. Developing Indigenous language fluency is at a critical stage with a high need for qualified fluent speakers particularly in the Indigenous communities across the country.

### Program Delivery Location

Merritt and community locations within the <Insert Language Group> language speaking communities.

### NVIT Contact

NAME

EMAIL

PHONE NUMBER

### Community Contact

NAME

EMAIL

PHONE NUMBER

### Programs

<Insert Language Group> Language Fluency Certificate

<Insert Language Group> Language Fluency Diploma

The <Insert Language Group> Language Fluency Certificate & Diploma programs are foundational and innovative programs with a focus on <Language Group> content in the language fluency curriculum. Admission is open to all learners within the respective Indigenous communities, particularly those wishing to enhance their knowledge, understanding and conversation ability of Indigenous languages. The program is designed to be delivered year-long through the Fall, Spring and Summer semesters.

### Career Opportunities

Graduates of Indigenous Language Fluency programs will be prepared for employment in many different career areas:

- First Nation organizations
- Band and Public Schools
- Other First Nations' Organizations
- Family and group facilities
- Other Organizations (ie-tourism)

The Indigenous Language Fluency Certificate & Diploma is approved by the local language authorities in their respective communities. Successful completion of the program will allow graduates to work with community members and First Nations organizations.

### Admission Requirements for Certificate

- Grade 12 or equivalent or mature student status

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

### Course and Program Transferability

For more information, contact John Chenoweth at 250-378-3331 or [jchenoweth@nvit.ca](mailto:jchenoweth@nvit.ca)



## <Insert Language Group> Language Fluency Certificate

The <Insert Language Group> Language Fluency Certificate is awarded upon the successful completion of 33 credits as prescribed below. An overall minimum GPA of 2.33 is required. Upon successful completion of the certificate, students have the option to enroll in the diploma for further study.

### Certificate Completion Plan

<b>Course #</b>	<b>Title</b>	<b>Credits</b>
XXXX 110	<Language Group> Language: Pronunciation-Learning the Sounds	3
XXXX 120	< Language Group> Everyday Social Language	3
XXXX 130	<Language Group> Language Entry Tools: Introduction to Full Immersion	3
INLG 180	Dynamics of Indigenous Language Shift	3
XXXX 111	<Language Group> Pronunciation – Root Sounds	3
XXXX 121	<Language Group> Everyday Action & Interaction	3
XXXX 131	Special Topics: <Language Group> Immersion	3
INLG 181	Issues, Principles and Practices in Language Revitalization	3
XXXX 112	Introduction to Writing <Language Group>	3
XXXX 122	<Language Group> Vocabulary in Place and Socio-Spatial Context I	3
XXXX 132	<Language Group> Interpersonal Interactions through Immersion Learning	3
<b>TOTAL CREDITS:</b>		<b>33</b>

## <Language Group> Language Fluency Diploma

The < Language Group> Language Fluency Diploma is awarded to recognize the successful completion of the <Language Group> Language Fluency Diploma Program. In addition to the successful completion of the <Language Group> Language Fluency Certificate, students are required to take the courses as prescribed below and complete a total of 66 credits to complete the diploma. An overall minimum GPA of 2.33 is required.

### Diploma Completion Plan

<b>Course #</b>	<b>Title</b>	<b>Credits</b>
XXXX 210	<Language Group> Linguistics/Literacy	3
XXXX 220	<Language Group> Vocabulary in Place and Socio-Spatial Context II	3
XXXX 230	<Language Group> Connections: Context Through Immersion Learning	3
INLG 16X	Ways of Knowing: <Language Group> Social Foundations	3
XXXX 211	<Language Group> Translation/Transliteration	3
XXXX 221	<Language Group> Structure and Syntax	3
XXXX 231	<Language Group> Place and Time: Context Through Immersion Learning	3
INLG 26X	Ways of Knowing: The <Language Group> Land Culture	3
XXXX 330	<Language Group> Immersion: Pod/Cohort Learning through Multiple Mentors	6
XXXX 350	<Language Group> Language Immersion: Introduction to Mentored Special Topics	3
<b>TOTAL CREDITS:</b>		<b>33</b>

## Course Descriptions

<b>XXXX 110</b>	<b>&lt;Language Group&gt; Language Pronunciation – Learning the Sounds</b> <Language Group> language proficiency in adult learners prepares them for learning and hearing <Language Group> language sounds. The student will actively participate in an <Language Group> introduction to <Language Group> language. Instruction method develops proper pronunciation skills in the forty-seven separate sounds of <Language Group> language, develops recognition and differentiation of separate sounds in speech. This method provides the learner with foundational communication skills as a beginner learner.	<b>3</b>
<b>XXXX 111</b>	<b>&lt;Language Group&gt; Pronunciation – Root Sounds</b> This course will provide students with an understanding of the polysynthetic syllable structures as they apply to the <Language Group> language for pronunciation in constructing words. These structures are crucial for the student's the way <Language Group> language root syllables are essential to construct meaning and their part in word construction and word meaning. Root structures are foundational for understanding root morphemes. Instruction and activities will include English and the <Language Group> language	<b>3</b>
<b>XXXX 112</b>	<b>Introduction to Writing &lt;Language Group&gt;</b> This course will introduce the <Language Group> orthography and develop the ability for reading, writing and in the context of continued pronunciation. Students will apply foundational writing based on previous knowledge and pronunciation skills to improve learning in <Language Group>.	<b>3</b>
<b>XXXX 120</b>	<b>&lt;Language Group&gt; Everyday Social Language</b> This course will introduce students to <Language Group> Language proficiency in adult learners. The student will actively participate in an oral <Language Group> language class. Instruction method provides new vocabulary words and phrases essential in everyday social use. Greetings, introductions, basic questions, responses and other necessary word concept to function in everyday situations. Instructors are experienced in utilizing associative/cognitive (immersion) second language learning method combined with some aspects of total physical response as an instructional methodology.	<b>3</b>
<b>XXXX 121</b>	<b>&lt;Language Group&gt; Everyday Action and Interaction</b> This course develops <Language Group> language proficiency in adult learners. Students will actively participate in class action-based activities. Students will develop skills in interacting in oral <Language Group> language using basic foundational phrases for interactive contexts. All instruction and activities take place in the <Language Group> language. Total Physical Response (TPR) method will be used to imbed action contexts.	<b>3</b>
<b>XXXX 122</b>	<b>&lt;Language Group&gt; Vocabulary in Place &amp; Socio-Spatial Context I</b> This course provides students with foundational immersion learning tools following the three principles of (a) leaving English behind, (b) relating to	<b>3</b>

everything and every action in <Language Group> language and (c) re-learning the world in <Language Group> language. Fluent <Language Group> language speakers engage students in activities focused on increasing the interactive use of <Language Group> language in selected topics including (a) workplace action and description sentences and phrases, (b) school or place of learning action and description sentences and phrases, (c) gatherings (formal, feast, ceremonies, and meetings). (d) action and description sentences and phrases and (e) elders home visits, action and description sentences and phrases will be given.

<b>XXXX 130</b>	<p><b>&lt;Language Group&gt; Entry Tools: Introduction to Full Immersion</b></p> <p>This course is an introductory level to a full immersion course. It provides students &lt;Language Group&gt; language immersion-learning tools following the principles of leaving English behind and conveying every object and process in &lt;Language Group&gt; language. Students will be relearning the world in &lt;Language Group&gt; language. The course provides immersion learners with essential &lt;Language Group&gt; language phrases to assist them with words, phrases that allows them to interact and ask for repetition or slowing down or demonstrating. Students will learn the use of basic phrases as well as the process of participating in an immersion setting.</p>	<b>3</b>
<b>XXXX 131</b>	<p><b>Special Topics – &lt;Language Group&gt; Immersion</b></p> <p>This course uses a special topics approach to expose and immerse students in the &lt;Language Group&gt; language. Students will enhance their basic knowledge and ability to speak the &lt;Language Group&gt; language within a topical context. Students will gain sufficient knowledge to understand, listen and speak sufficient vocabulary related to each special topic. Special topics may include one or more of the following: medicine protocols, roots, berries, feasts, and hunting/fishing protocols, depending on the time of year the course is conducted.</p>	<b>3</b>
<b>XXXX 132</b>	<p><b>&lt;Language Group&gt; Interpersonal Interactions through Immersion Learning</b></p> <p>This course is a total immersion course. It utilizes supervised fluent speakers to engage students in an interpersonal foundational conversation in &lt;Language Group&gt; language. The goal is to assist development of oral use in socio-spatial contexts. To assist development of phrasing fluency using personal and emphatic first, second and third person pronouns in selected real-world settings.</p>	<b>3</b>
<b>XXXX 210</b>	<p><b>&lt;Language Group&gt; Linguistics/Literacy</b></p> <p>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.</p>	<b>3</b>
<b>XXXX 211</b>	<p><b>&lt;Language Group&gt; Translation / Transliteration</b></p> <p>This course provides foundation in theory and practice for transcribing and translating &lt;Language Group&gt; language oral text. Students will transcribe and</p>	<b>3</b>

translate texts and/or tapes using the International Phonetic Alphabet. As a part of this course, students will develop touch-keyboarding skills using the <Language Group> language font. There will be a basic introduction to linguistic processes such as phonology, phonetics, morphology and syntax. There will also be practice in transcribing and reading texts.

<b>XXXX 220</b>	<p><b>&lt;Language Group&gt; Language Vocabulary in Place and Socio-Spatial Context II</b></p> <p>This course provides students with increased active immersion learning tools following the three principles of (a) leaving English behind, (b) relating to everything and every action in &lt;Language Group&gt; language and (c) re-learning the world in &lt;Language Group&gt; language. Fluent &lt;Language Group&gt; language speakers engage students in activities focused on increasing the interactive use of &lt;Language Group&gt; language in selected topics 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 traditional gathering selected by students.</p>	<b>3</b>
<b>XXXX 221</b>	<p><b>&lt;Language Group&gt; Structure and Syntax</b></p> <p>This course will expose the student to the basic structure and syntax of &lt;Language Group&gt; language. Topics include an overview of the Salishan languages with regard to patterns and rules of various components of language. This course will also cover the introductory linguistic components of phonetics, phonology and morphology as it relates to &lt;Language Group&gt; language. Including descriptive components of sentence building.</p>	<b>3</b>
<b>XXXX 230</b>	<p><b>&lt;Language Group&gt; Connections: Context Through Immersion Learning</b></p> <p>This course will focus on developing listening and speaking for using &lt;Language Group&gt; language in situational contexts. Students will apply previous knowledge and communication skills to improve or increase vocabulary to connect ideas to everyday situational contexts in &lt;Language Group&gt; language. Practical application to situations within schools/classroom, community gatherings and formal situations.</p>	<b>3</b>
<b>XXXX 231</b>	<p><b>&lt;Language Group&gt; Language Place and Time: Context Through Immersion Learning</b></p> <p>This course is a full immersion course. It utilizes supervised fluent speakers to engage student in full-immersion activities in &lt;Language Group&gt; language use. This course will develop proficiency and fluency in contextualizing the speaker and the receiver and third persons in real world situations. The course will increase vocabulary use of simple explanatory statements, responses to questions, use of spatial indicators and appropriate pronoun designations and time differentiation related to present, past and future contexts.</p>	<b>3</b>
<b>XXXX 330</b>	<p><b>&lt;Language Group&gt; Immersion: Pod/Cohort Learning through Multiple Mentors</b></p>	<b>6</b>

This course builds on <Language Group> Immersion where students will expand on elements of the oral immersion learning tools and communication phrases for use. Students will gain experience hearing different fluent speakers of each <Language Group> speaking community with the intent of increasing usage and vocabulary. Students will form a Mentor pod process as a cohort of advanced immersion learners moving from one community of fluent speakers to another. Students will assist to organize within their own community the immersion event with the fluent speakers.

<b>XXXX 350</b>	<p><b>&lt;Language Group&gt; Immersion: Introduction to Mentored Special Topics</b></p> <p>This course is an introductory mentored special topics course. The course provides students immersion learning following a special topics model. Fluent &lt;Language Group&gt; topic mentors engage students in total immersion sessions focused on increasing the use of &lt;Language Group&gt;. Implementing a situational learning practice to guide the topics plan for selected sessions. Situational learning topics may include indoor, outdoor, or other practical learning experiences.</p>	<b>3</b>
<b>INLG 16X</b>	<p><b>Ways of knowing: &lt;Language Group&gt; Social Foundations</b></p> <p>This course is an introduction to &lt;Language Group&gt; Social Foundation. It gives a fundamental overview of the concepts and worldview contained in key &lt;Language Group&gt; language words and stories. Students are introduced to the roles and responsibilities of individuals as &lt;Language Group&gt; within their society in relation to the land, to community and to family in the key areas of the use and protection of land and resources, the protection and service to community: the strength of family and roles within family and how each relates education, economics, political and spiritual practice.</p>	<b>3</b>
<b>INLG 26X</b>	<p><b>Ways of Knowing: The &lt;Language Group&gt; Land Culture</b></p> <p>This course will introduce students to the study of pre-contact &lt;Language Group&gt; culture. Traditional knowledge, systems and practices are examined to roles and responsibilities, worldview, philosophy, and spirituality.</p>	<b>3</b>
<b>INLG 180</b>	<p><b>Dynamics of Indigenous Language Shift</b></p> <p>This course will introduce the human dynamics, political, and social factors associated with Indigenous language shift and language loss, including the profound psychological, intellectual and spiritual effect on individuals, families, communities and culture. Language revitalization may be explored as a source of healing and empowerment.</p>	<b>3</b>
<b>INLG 181</b>	<p><b>Issues, Principles and Practices in Language Revitalization</b></p> <p>This course will introduce the contemporary issues, principles and practices in the revival, maintenance and revitalization of Indigenous languages in Canada and around the world. Participants identify community assets supporting individual, family and community language revitalization. Students explore factors influencing language maintenance, loss revival and their social and political contexts.</p>	<b>3</b>

## NVIT Grading Policy

Letter Grade	Grade Point	Percentage
A+	4.33	90-100
A	4.00	85-89.9
A-	3.67	80-84.9
B+	3.33	76-79.9
B	3.00	72-75.9
B-	2.67	68-71.9
C+	2.33	64-67.9
C	2.00	60-63.9
C-	1.67	55-59.9
D	1.00	50-54.9
F	0	0-49.9

### Grade Point Average

Learners will receive a certificate upon successful completion of the required courses within the program. A minimum 2.00 GPA for course work in the certificate program is required to graduate.

1. The course grade points shall be calculated as the product of the course credit value and the grade value.
2. The GPA shall be calculated by dividing the total number of achieved course grade points by the total number of assigned course credit values. This cumulative GPA shall be determined and stated on the Transcript at the end of each Program level or semester.
3. Grades shall be assigned to repeated courses in the same manner as courses taken only once. For the purpose of GPA calculation of grades for repeated courses, they will be included in the calculation of the cumulative GPA.

## APPENDIX 2: COURSE OUTLINE SAMPLES





# NICOLA VALLEY INSTITUTE OF TECHNOLOGY

## COURSE OUTLINE

**COURSE NAME:** <Language Group> Language: Pronunciation – Learning the Sounds

<b>COURSE NUMBER:</b> XXXX 110	<b>CREDIT ASSIGNMENT:</b> 3
<b>DEPARTMENT:</b> University Transfer	<b>PREREQUISITE:</b> None
<b>TOTAL HOURS:</b> 45	<b>OFFICE HOURS:</b> 1.5 per week
<b>INSTRUCTOR QUALIFICATIONS:</b> Relevant Master's Degree or Equivalent	

**COURSE DESCRIPTION:**  
 <Language Group> language proficiency in adult learners prepares them for learning and hearing <Language Group> sounds. The student will actively participate in an introduction to <Language Group>. Instruction method develops proper pronunciation skills in the forty-seven separate sounds of <Language Group>, develops recognition and differentiation of separate sounds in speech. This method provides the learner with foundational communication skills as a beginner learner.

**STUDENT EVALUATION PROCEDURES:**

Assignments..... 50 - 70%  
 Final ..... 30 - 50%  
 TOTAL ..... 100%

Grading procedures follow NVIT policy.

**LEARNING OUTCOMES:**

Upon successful completion of this course students should be able to:

- demonstrate an ability to recognize and identify all sounds of <Language Group>;
- demonstrate an ability to pronounce all sounds of <Language Group> as a part of speech;
- demonstrate an ability to recognize correct sounds when combined in syllables;
- demonstrate an ability to recognize and pronounce sounds correctly when combined in syllables; and
- demonstrate an ability to pronounce key words combining recognizable sound patterns in word structures.

**RECOMMENDED TEXT AND MATERIALS:**

Author(s)	Text Title	Date	City	Publishing Co.

**TRANSFER CREDIT AT OTHER POSTSECONDARY INSTITUTIONS:**

For more information visit: [www.bctransferguide.ca](http://www.bctransferguide.ca)

**DISABILITY SERVICES:**

Students wishing to obtain disability-related academic accommodations and/or auxiliary aids are required to contact the Student Success Centre as soon as possible.



# NICOLA VALLEY INSTITUTE OF TECHNOLOGY

## COURSE OUTLINE

**COURSE NAME:** <Language Group> Pronunciation – Root Sounds

<b>COURSE NUMBER:</b> XXXX 111	<b>CREDIT ASSIGNMENT:</b> 3
<b>DEPARTMENT:</b> University Transfer	<b>PREREQUISITE:</b> XXXX 110 or permission of instructor
<b>TOTAL HOURS:</b> 45	<b>OFFICE HOURS:</b> 1.5 per week
<b>INSTRUCTOR QUALIFICATIONS:</b> Relevant Master’s Degree or Equivalent	

**COURSE DESCRIPTION:**  
 This course will provide students with an understanding of the polysynthetic syllable structures as they apply to the <Language Group> language for pronunciation in constructing words. These structures are crucial for the students to understand how <Language Group> root syllables are essential to construct meaning and their part in word construction and word meaning. Root structures are foundational for understanding root morphemes. Instruction and activities will include English and the <Language Group> language.

**STUDENT EVALUATION PROCEDURES:**

Assignments..... 50 - 70%  
 Final ..... 30 - 50%  
 TOTAL ..... 100%

Grading procedures follow NVIT policy.

**LEARNING OUTCOMES:**

Upon successful completion of this course students should be able to:

- demonstrate an understanding of the polysynthetic nature of <Language Group> words;
- describe how root syllables are essential to meaning make up words;
- demonstrate an ability to hear and differentiate the different root syllables in a word;
- describe the pronunciation of syllables when combined in words; and
- describe the essential foundational structures in developing words.

**RECOMMENDED TEXT AND MATERIALS:**

Author(s)	Text Title	Date	City	Publishing Co.

**TRANSFER CREDIT AT OTHER POSTSECONDARY INSTITUTIONS:**

For more information visit: [www.bctransferguide.ca](http://www.bctransferguide.ca)

**DISABILITY SERVICES:**

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# NICOLA VALLEY INSTITUTE OF TECHNOLOGY

## COURSE OUTLINE

**COURSE NAME:** Introduction to Writing <Language Group>

<b>COURSE NUMBER:</b> XXXX 112	<b>CREDIT ASSIGNMENT:</b> 3
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<b>DEPARTMENT:</b> University Transfer	<b>PREREQUISITE:</b> XXXX 111
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<b>TOTAL HOURS:</b> 45	<b>OFFICE HOURS:</b> 1.5 per week
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**INSTRUCTOR QUALIFICATIONS:** Relevant Master's Degree or Equivalent

**COURSE DESCRIPTION:**  
 This course will introduce the <Language Group> orthography and develop the ability for reading, writing and in the context of continued pronunciation. Students will apply foundational writing based on previous knowledge and pronunciation skills to improve learning in <Language Group>.

**STUDENT EVALUATION PROCEDURES:**

Assignments..... 50 - 70%  
 Final ..... 30 - 50%  
 TOTAL ..... 100%

Grading procedures follow NVIT policy.

**LEARNING OUTCOMES:**

Upon successful completion of this course students should be able to:

- demonstrate an ability to correctly identify spoken sounds and properly apply the correct spelling;
- demonstrate an ability to read written sounds correctly;
- demonstrate an ability to write spoken sounds correctly; and
- apply writing skills related to learning.

**RECOMMENDED TEXT AND MATERIALS:**

Author(s)	Text Title	Date	City	Publishing Co.

**TRANSFER CREDIT AT OTHER POSTSECONDARY INSTITUTIONS:**

For more information visit: [www.bctransferguide.ca](http://www.bctransferguide.ca)

**DISABILITY SERVICES:**

Students wishing to obtain disability-related academic accommodations and/or auxiliary aids are required to contact the Student Success Centre as soon as possible.



# NICOLA VALLEY INSTITUTE OF TECHNOLOGY

## COURSE OUTLINE

**COURSE NAME:** <Language Group> Everyday Social Language

<b>COURSE NUMBER:</b> XXXX 120	<b>CREDIT ASSIGNMENT:</b> 3
<b>DEPARTMENT:</b> University Transfer	<b>PREREQUISITE:</b> None
<b>TOTAL HOURS:</b> 45	<b>OFFICE HOURS:</b> 1.5 per week
<b>INSTRUCTOR QUALIFICATIONS:</b> Relevant Master's Degree or Equivalent	

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

**STUDENT EVALUATION PROCEDURES:**

Assignments..... 50 - 70%  
 Final ..... 30 - 50%  
 TOTAL ..... 100%

Grading procedures follow NVIT policy.

**LEARNING OUTCOMES:**

Upon successful completion of this course students should be able to:

- demonstrate an ability to participate in an oral context;
- demonstrate an ability to recognize, identify key phrases and words correctly in context of social use;
- demonstrate an ability to introduce others, greetings and responses;
- demonstrate an ability to articulate phrases for greetings, introduction and basic responses; and
- describe other necessary word concepts necessary for everyday word usage.

**RECOMMENDED TEXT AND MATERIALS:**

Author(s)	Text Title	Date	City	Publishing Co.

**TRANSFER CREDIT AT OTHER POSTSECONDARY INSTITUTIONS:**

For more information visit: [www.bctransferguide.ca](http://www.bctransferguide.ca)

**DISABILITY SERVICES:**  
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# NICOLA VALLEY INSTITUTE OF TECHNOLOGY

## COURSE OUTLINE

**COURSE NAME:** <Language Group> Everyday Action and Interaction

<b>COURSE NUMBER:</b>	<b>XXXX 121</b>	<b>CREDIT ASSIGNMENT:</b>	<b>3</b>
<b>DEPARTMENT:</b>	<b>University Transfer</b>	<b>PREREQUISITE:</b>	<b>XXXX 120 or permission of instructor</b>
<b>TOTAL HOURS:</b>	<b>45</b>	<b>OFFICE HOURS:</b>	<b>1.5 per week</b>
<b>INSTRUCTOR QUALIFICATIONS:</b> <b>Relevant Master's Degree or Equivalent</b>			

**COURSE DESCRIPTION:**  
 This course develops <Language Group> language proficiency in adult learners. Students will actively participate in class action-based activities. Students will develop skills in interacting in oral <Language Group> using basic foundational phrases for interactive contexts. All instruction and activities take place in the <Language Group> language. Total Physical Response (TPR) method will be used to imbed action contexts.

**STUDENT EVALUATION PROCEDURES:**

Assignments..... 50 - 70%  
 Final ..... 30 - 50%  
 TOTAL ..... 100%

Grading procedures follow NVIT policy.

**LEARNING OUTCOMES:**

Upon successful completion of this course students should be able to:

- demonstrate an ability to develop listening, understanding and speaking skills relevant to <Language Group>;
- apply and use the command form of the verbs for action contexts;
- demonstrate an ability to build vocabulary of action-based words, phrases and contexts; and
- demonstrate an ability to correctly respond in action-based contexts.

**RECOMMENDED TEXT AND MATERIALS:**

Author(s)	Text Title	Date	City	Publishing Co.

**TRANSFER CREDIT AT OTHER POSTSECONDARY INSTITUTIONS:**

For more information visit: [www.bctransferguide.ca](http://www.bctransferguide.ca)

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# NICOLA VALLEY INSTITUTE OF TECHNOLOGY

## COURSE OUTLINE

<b>COURSE NAME:</b> <Language Group> Vocabulary in Place and Socio-Spatial Context I	
<b>COURSE NUMBER:</b> XXXX 122	<b>CREDIT ASSIGNMENT:</b> 3
<b>DEPARTMENT:</b> University Transfer	<b>PREREQUISITE:</b> XXXX 121 or permission of instructor
<b>TOTAL HOURS:</b> 45	<b>OFFICE HOURS:</b> 1.5 per week
<b>INSTRUCTOR QUALIFICATIONS:</b> Relevant Master's Degree or Equivalent	

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

**STUDENT EVALUATION PROCEDURES:**

Assignments..... 50 - 70%  
 Final ..... 30 - 50%  
 TOTAL ..... 100%

Grading procedures follow NVIT policy.

**LEARNING OUTCOMES:**

Upon successful completion of this course students should be able to:

- demonstrate verbally the increased use and fluency of <Language Group> language in the following areas:
  - workplace action and description sentences and phrases;
  - school or place of learning using action and description sentences and phrases;
  - formal gathering-feast using action and description sentences and phrases;
  - ceremonies using action and description sentences and phrases;
  - meetings using action and description sentences and phrases; and
  - Elder visit using action and description sentences and phrases.

**RECOMMENDED TEXT AND MATERIALS:**

Author(s)	Text Title	Date	City	Publishing Co.

**TRANSFER CREDIT AT OTHER POSTSECONDARY INSTITUTIONS:**

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# NICOLA VALLEY INSTITUTE OF TECHNOLOGY

## COURSE OUTLINE

**COURSE NAME:** <Language Group> Entry Tools: Introduction to Full Immersion

<b>COURSE NUMBER:</b> XXXX 130	<b>CREDIT ASSIGNMENT:</b> 3
<b>DEPARTMENT:</b> University Transfer	<b>PREREQUISITE:</b> None
<b>TOTAL HOURS:</b> 45	<b>OFFICE HOURS:</b> 1.5 per week
<b>INSTRUCTOR QUALIFICATIONS:</b> Relevant Master's Degree or Equivalent	

**COURSE DESCRIPTION:**  
 This course is an introductory level to a full immersion course. It provides students <Language Group> immersion-learning tools following the principles of leaving English behind and conveying every object and process in <Language Group>. Students will be relearning the world in <Language Group>. The course provides immersion learners with essential <Language Group> phrases to assist them with words, phrases that allows them to interact and ask for repetition or slowing down or demonstrating. Students will learn the use of basic phrases as well as the process of participating in an immersion setting.

**STUDENT EVALUATION PROCEDURES:**

Assignments.....	50 - 70%
Final .....	30 - 50%
TOTAL .....	100%

Grading procedures follow NVIT policy.

- LEARNING OUTCOMES:**
- Upon successful completion of this course students should be able to:
- demonstrate an understanding of how to respectfully work with fluent <Language Group> speakers as “immersion learners”;
  - demonstrate an understanding of key <Language Group> immersion phrases;
  - demonstrate an ability to use phrases in <Language Group> that are appropriate for requesting assistance in immersion learning;
  - demonstrate an understanding of the use of basic <Language Group> key words of everyday social language;
  - demonstrate an understanding of basic use of <Language Group> question phrases;
  - demonstrate an ability to function in an everyday immersion setting including learning techniques to listen for key sounds; and
  - demonstrate an ability to recognize common <Language Group> words and phrases.

**RECOMMENDED TEXT AND MATERIALS:**

Author(s)	Text Title	Date	City	Publishing Co.

**TRANSFER CREDIT AT OTHER POSTSECONDARY INSTITUTIONS:**  
 For more information visit: [www.bctransferguide.ca](http://www.bctransferguide.ca)

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# NICOLA VALLEY INSTITUTE OF TECHNOLOGY

## COURSE OUTLINE

<b>COURSE NAME:</b> Special Topics – <Language Group> Immersion	
<b>COURSE NUMBER:</b> XXXX 131	<b>CREDIT ASSIGNMENT:</b> 3
<b>DEPARTMENT:</b> University Transfer	<b>PREREQUISITE:</b> XXXX 130 or permission of instructor
<b>TOTAL HOURS:</b> 45	<b>OFFICE HOURS:</b> 1.5 per week
<b>INSTRUCTOR QUALIFICATIONS:</b> Relevant Master's Degree or Equivalent	

**COURSE DESCRIPTION:**  
 This course uses a special topics approach to expose and immerse students in the <Language Group> language. Students will enhance their basic knowledge and ability to speak the <Language Group> language within a topical context. Students will gain sufficient knowledge to understand, listen and speak sufficient vocabulary related to each special topic. Special topics may include one or more of the following: medicine protocols, roots, berries, feasts, and hunting/fishing protocols, depending on the time of year the course is conducted.

**STUDENT EVALUATION PROCEDURES:**

Assignments.....	50 - 70%
Final .....	30 - 50%
<b>TOTAL .....</b>	<b>100%</b>

Grading procedures follow NVIT policy.

- LEARNING OUTCOMES:**
- Upon successful completion of this course students should be able to:
- demonstrate use of basic vocabulary skills that include <Language Group> words for the types of supplies that are required for various topics (i.e. hunting trips, food-gathering trips, fishing trips, etc.);
  - demonstrate an ability to interact in the topic with mentors through the use of basic <Language Group> vocabulary related to each topic;
  - demonstrate an ability to verbalize <Language Group> specific key words associated with selected topics as appropriate for course deliveries; and
  - demonstrate an ability to increase <Language Group> knowledge of special topics including that may include cultural phrases and contexts, gathering foods, feasts, tool making, arts and everyday interactions.

**RECOMMENDED TEXT AND MATERIALS:**

Author(s)	Text Title	Date	City	Publishing Co.

**TRANSFER CREDIT AT OTHER POSTSECONDARY INSTITUTIONS:**  
 For more information visit: [www.bctransferguide.ca](http://www.bctransferguide.ca)

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# NICOLA VALLEY INSTITUTE OF TECHNOLOGY

## COURSE OUTLINE

**COURSE NAME:** <Language Group> Interpersonal Interactions through Immersion Learning

<b>COURSE NUMBER:</b> XXXX 132	<b>CREDIT ASSIGNMENT:</b> 3
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<b>DEPARTMENT:</b> University Transfer	<b>PREREQUISITE:</b> XXXX 131 or permission of instructor
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<b>TOTAL HOURS:</b> 45	<b>OFFICE HOURS:</b> 1.5 per week
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**INSTRUCTOR QUALIFICATIONS:** Relevant Master's Degree or Equivalent

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

**STUDENT EVALUATION PROCEDURES:**

Assignments.....	50 - 70%
Final .....	30 - 50%
<b>TOTAL</b> .....	<b>100%</b>

Grading procedures follow NVIT policy.

**LEARNING OUTCOMES:**

Upon successful completion of this course students should be able to:

- demonstrate an ability to engage in interpersonal conversational contexts;
- demonstrate an ability to locate appropriate pronouns in <Language Group> conversation;
- demonstrate the use of correct key <Language Group> personal and emphatic pronouns within real conversational setting;
- demonstrate the use of correct key <Language Group> emphatic phrases of address; statement and response within real conversational setting; and
- demonstrate an understanding of how to locate and differentiate in real world situations key conversational context for singular and plural pronouns.

**RECOMMENDED TEXT AND MATERIALS:**

Author(s)	Text Title	Date	City	Publishing Co.

**TRANSFER CREDIT AT OTHER POSTSECONDARY INSTITUTIONS:**

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# NICOLA VALLEY INSTITUTE OF TECHNOLOGY

## COURSE OUTLINE

**COURSE NAME:** <Language Group> Linguistics/Literacy

<b>COURSE NUMBER:</b> XXXX 210	<b>CREDIT ASSIGNMENT:</b> 3
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<b>DEPARTMENT:</b> University Transfer	<b>PREREQUISITE:</b> XXXX 112 or permission of instructor
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<b>TOTAL HOURS:</b> 45	<b>OFFICE HOURS:</b> 1.5 per week
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**INSTRUCTOR QUALIFICATIONS:** Relevant Master's Degree or Equivalent

**COURSE DESCRIPTION:**  
 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.

**STUDENT EVALUATION PROCEDURES:**

Assignments.....	50 - 70%
Final .....	<u>30 - 50%</u>
TOTAL .....	100%

Grading procedures follow NVIT policy.

**LEARNING OUTCOMES:**

Upon successful completion of this course students should be able to:

- demonstrate an ability to apply linguistic processes such as phonology, phonetics, morphology, semantics and syntax;
- demonstrate an ability to practice in word, phrase and sentence formation;
- describe linguistic concepts and terms such as intransitive, transitive, present, past, future, word stress, word meanings reduplication, diminutive, verb plural, pronouns, possessives, and lexical suffixes;
- develop oral and written proficiency;
- apply basic writing for informal or one-on-one situations;
- apply basic reading for informal or formal communication to small and large groups; and
- apply basic writing in culturally appropriate protocol words and phrases.

**RECOMMENDED TEXT AND MATERIALS:**

Author(s)	Text Title	Date	City	Publishing Co.

**TRANSFER CREDIT AT OTHER POSTSECONDARY INSTITUTIONS:**

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# NICOLA VALLEY INSTITUTE OF TECHNOLOGY

## COURSE OUTLINE

COURSE NAME: <b>&lt;Language Group&gt; Translation / Transliteration</b>	
COURSE NUMBER: <b>XXXX 211</b>	CREDIT ASSIGNMENT: <b>3</b>
DEPARTMENT: <b>University Transfer</b>	PREREQUISITE: <b>XXXX 210 or permission of instructor</b>
TOTAL HOURS: <b>45</b>	OFFICE HOURS: <b>1.5 per week</b>
INSTRUCTOR QUALIFICATIONS: <b>Relevant Master's Degree or Equivalent</b>	

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

**STUDENT EVALUATION PROCEDURES:**

Assignments.....	50 - 70%
Final .....	<u>30 - 50%</u>
TOTAL .....	100%

Grading procedures follow NVIT policy.

- LEARNING OUTCOMES:**
- Upon successful completion of this course students should be able to:
- demonstrate an ability to recognize and write spoken <Language Group> and reproduce them in the correct spelling in orthography
  - demonstrate an ability to translate and transcribe in everyday oral communication;
  - develop listening, writing and reading skills relevant to spoken <Language Group>;
  - demonstrate basic linguistic processes: phonology, morphology, phonetics, and syntax;
  - demonstrate an ability to keyboard using the <Language Group> font;
  - apply basic writing for informal or one-on-one situations;
  - apply basic reading for informal or formal communication to small and large groups; and
  - apply basic writing in culturally appropriate protocol words and phrases.

**RECOMMENDED TEXT AND MATERIALS:**

Author(s)	Text Title	Date	City	Publishing Co.

**TRANSFER CREDIT AT OTHER POSTSECONDARY INSTITUTIONS:**  
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# NICOLA VALLEY INSTITUTE OF TECHNOLOGY

## COURSE OUTLINE

COURSE NAME: <Language Group> Vocabulary in Place and Socio-Spatial Context II	
COURSE NUMBER: XXXX 220	CREDIT ASSIGNMENT: 3
DEPARTMENT: University Transfer	PREREQUISITE: XXXX 122 or permission of instructor
TOTAL HOURS: 45	OFFICE HOURS: 1.5 per week
INSTRUCTOR QUALIFICATIONS: Relevant Master's Degree or Equivalent	

**COURSE DESCRIPTION:**  
 This course provides students with increased active immersion learning tools following the three principles of (a) leaving English behind, (b) relating to everything and every action in <Language Group> and (c) re-learning the world in <Language Group>. Fluent <Language Group> speakers engage students in activities focused on increasing the interactive use of <Language Group> in selected topics 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 site convened by students and (d) a visit to a traditional gathering selected by students

**STUDENT EVALUATION PROCEDURES:**

Assignments.....	50 - 70%
Final .....	30 - 50%
TOTAL .....	100%

Grading procedures follow NVIT policy.

- LEARNING OUTCOMES:**
- Upon successful completion of this course students will be able to:
- demonstrate the ability to verbalize the protocol words and process required to organize and/or attend special <Language Group> events including story-telling, feast, sacred site visits, and ceremonies in a <Language Group> Immersion setting;
  - demonstrate an ability to explain and practice the protocols, words or phrases expected when visiting traditional sacred sites, participating in traditional feasts, and participating Cultural ceremonies;
  - demonstrate an understanding of <Language Group> stories using an increased level of fluency;
  - demonstrate an ability to participate in <Language Group> during special feast situations;
  - demonstrate an ability to participate in <Language Group> during sacred-site-visitation; and
  - demonstrate an ability to participate in <Language Group> during <Language Group> Ceremonial situations.

**RECOMMENDED TEXT AND MATERIALS:**

Author(s)	Text Title	Date	City	Publishing Co.

**TRANSFER CREDIT AT OTHER POSTSECONDARY INSTITUTIONS:**  
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# NICOLA VALLEY INSTITUTE OF TECHNOLOGY

## COURSE OUTLINE

COURSE NAME: <b>&lt;Language Group&gt; Connections: Context Through Immersion Learning</b>	
COURSE NUMBER: <b>XXXX 230</b>	CREDIT ASSIGNMENT: <b>3</b>
DEPARTMENT: <b>University Transfer</b>	PREREQUISITE: <b>XXXX 132 or permission of instructor</b>
TOTAL HOURS: <b>45</b>	OFFICE HOURS: <b>1.5 per week</b>
INSTRUCTOR QUALIFICATIONS: <b>Relevant Master's Degree or Equivalent</b>	

**COURSE DESCRIPTION:**

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

**STUDENT EVALUATION PROCEDURES:**

Assignments.....	50 - 70%
Final .....	<u>30 - 50%</u>
TOTAL .....	100%

Grading procedures follow NVIT policy.

- LEARNING OUTCOMES:**
- Upon successful completion of this course students should be able to:
- demonstrate an understanding of <Language Group> in different cultural and situational contexts;
  - demonstrate appropriate use relating to invitations, giving directions, relaying information and contextualizing other forms of functional communication; and
  - demonstrate appropriate use in application within schools/classroom, community gatherings and formal situations.

**RECOMMENDED TEXT AND MATERIALS:**

Author(s)	Text Title	Date	City	Publishing Co.

**TRANSFER CREDIT AT OTHER POSTSECONDARY INSTITUTIONS:**

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# NICOLA VALLEY INSTITUTE OF TECHNOLOGY

## COURSE OUTLINE

COURSE NAME: <b>&lt;Language Group&gt; Place and Time: Context Through Immersion Learning</b>	
COURSE NUMBER: <b>XXXX 231</b>	CREDIT ASSIGNMENT: <b>3</b>
DEPARTMENT: <b>University Transfer</b>	PREREQUISITE: <b>XXXX 230 or permission of instructor</b>
TOTAL HOURS: <b>45</b>	OFFICE HOURS: <b>1.5 per week</b>
INSTRUCTOR QUALIFICATIONS: <b>Relevant Master's Degree or Equivalent</b>	

**COURSE DESCRIPTION:**  
 This course is a full immersion course. It utilizes supervised fluent speakers to engage student in full-immersion activities in <Language Group> use. This course will develop proficiency and fluency in contextualizing the speaker and the receiver and third persons in real world situations. The course will increase vocabulary use of simple explanatory statements, responses to questions, use of spatial indicators and appropriate pronoun designations and time differentiation related to present, past and future contexts.

**STUDENT EVALUATION PROCEDURES:**

Assignments.....	50 - 70%
Final .....	<u>30</u> - 50%
TOTAL .....	100%

Grading procedures follow NVIT policy.

- LEARNING OUTCOMES:**
- Upon successful completion of this course students will be able to:
- demonstrate an understanding of the <Language Group> in real “place” and “time” in a conversational context;
  - demonstrate an ability to utilize key phrases and statements indicating “place” and “time” in <Language Group>;
  - demonstrate an understanding of, and ability to verbalize <Language Group> use of spatial indicators;
  - demonstrate use of appropriate use of pronoun designation;
  - demonstrate use of tense differentiation in <Language Group>;
  - demonstrate an increased fluency in real-world situations;
  - demonstrate an ability to make explanatory statements; and
  - demonstrate an ability to make questions related to “time” and “place”.

**RECOMMENDED TEXT AND MATERIALS:**

Author(s)	Text Title	Date	City	Publishing Co.

**TRANSFER CREDIT AT OTHER POSTSECONDARY INSTITUTIONS:**

For more information visit: [www.bctransferguide.ca](http://www.bctransferguide.ca)

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# NICOLA VALLEY INSTITUTE OF TECHNOLOGY

## COURSE OUTLINE

<b>COURSE NAME:</b> <Language Group> Immersion: Pod/Cohort Learning through Multiple Mentors	
<b>COURSE NUMBER:</b> XXXX 330	<b>CREDIT ASSIGNMENT:</b> 6
<b>DEPARTMENT:</b> University Transfer	<b>PREREQUISITE:</b> XXXX 231 or permission of instructor
<b>TOTAL HOURS:</b> 90	<b>OFFICE HOURS:</b> 1.5 per week
<b>INSTRUCTOR QUALIFICATIONS:</b> Relevant Master's Degree or Equivalent	

**COURSE DESCRIPTION:**  
 This course builds on the apprentice <Language Group> Immersion where students will expand beyond the on elements of the oral immersion language learning tools (literacy) and communication (phrases for use). Students will gain experience hearing different fluent speakers of each <Language Group> speaking community with the intent of increasing usage and vocabulary. Students will form be a part of the "Mentor pod" process as a cohort which is unique in that students will be with a cohort of advanced immersion learners moving from one community of fluent speakers Elder Mentor to another. Students (rather than having one Elder per one speaker). Students will assist to organize within their own community the have immersion eventtopics with each of the fluent speakers

**STUDENT EVALUATION PROCEDURES:**

Assignments – Oral Exercises ..... 50 - 70%  
 Final – Oral Presentations..... 30 - 50%  
 TOTAL ..... 100%

Grading procedures follow NVIT policy.

**LEARNING OUTCOMES:**

Upon successful completion of this course students will be able to:

- demonstrate improved <Language Group> language use while immersed in community with Mentor pod events speakers;
- demonstrate an understanding of the differences in phrasing or pronunciation from community-to-community through listeningt dialects of the Mentor pod Elder fluent speakers;
- apply entry-immersion conversational skills with Nsyilxcen Mentorcommunity speakers sharing daily-life routines and daily life conversation; and
- apply entry-immersion skills with <Language Group> Mentor speakers contextualized to the community event; and
- expand their learning for the differences with protocols from community-to-communityin special topics.

**RECOMMENDED TEXT AND MATERIALS:**

Author(s)	Text Title	Date	City	Publishing Co.

**TRANSFER CREDIT AT OTHER POSTSECONDARY INSTITUTIONS:**

For more information visit: [www.bctransferguide.ca](http://www.bctransferguide.ca)

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# NICOLA VALLEY INSTITUTE OF TECHNOLOGY COURSE OUTLINE

<b>COURSE NAME:</b> <Language Group> Immersion: Introduction to Mentored Special Topics	
<b>COURSE NUMBER:</b> XXXX 350	<b>CREDIT ASSIGNMENT:</b> 3
<b>DEPARTMENT:</b> University Transfer	<b>PREREQUISITE:</b> XXXX 211 & XXXX 221 or permission of instructor
<b>TOTAL HOURS:</b> 45	<b>OFFICE HOURS:</b> 1.5 per week
<b>INSTRUCTOR QUALIFICATIONS:</b> Relevant Master's Degree or Equivalent	

**COURSE DESCRIPTION:**

This course is an introductory mentored special topics course. The course provides students immersion learning following a special topics model. Fluent <Language Group> topic mentors engage students in total immersion sessions focused on increasing the use of <Language Group>. Implementing a situational learning practice to guide the topics plan for selected sessions. Situational learning topics may include indoor, outdoor, or other practical learning experiences.

**STUDENT EVALUATION PROCEDURES:**

Assignments – Oral Exercises .....	50 - 70%
Final – Oral Presentations.....	30 - 50%
TOTAL .....	100%

Grading procedures follow NVIT policy.

**LEARNING OUTCOMES:**

Upon successful completion of this course students should be able to:

- demonstrate an understanding of the principles of a Mentor special topics immersion model;
- demonstrate an ability to converse in the special topics at an introductory level;
- exhibit an understanding of the discipline of oral immersion learning within a special topic;
- demonstrate comprehension of situational learning practices through mentored learning experiences;
- demonstrate the ability to use <Language Group> entry-immersion conversational tools;
- demonstrate the ability to work respectfully with Mentor Fluent Elder speakers; and
- demonstrate a competency level of oral fluency in selected immersion settings with a Mentor Fluent Elder speaker.

**RECOMMENDED TEXT AND MATERIALS:**

Author(s)	Text Title	Date	City	Publishing Co.

**TRANSFER CREDIT AT OTHER POSTSECONDARY INSTITUTIONS:**

For more information visit: [www.bctransferguide.ca](http://www.bctransferguide.ca)

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# NICOLA VALLEY INSTITUTE OF TECHNOLOGY

## COURSE OUTLINE

<b>COURSE NAME:</b>		<b>Dynamics of Indigenous Language Shift</b>	
<b>COURSE NUMBER:</b>	<b>INLG 180</b>	<b>CREDIT ASSIGNMENT:</b>	<b>3</b>
<b>DEPARTMENT:</b>	<b>University Transfer</b>	<b>PREREQUISITE:</b>	<b>None</b>
<b>TOTAL HOURS:</b>	<b>45</b>	<b>OFFICE HOURS:</b>	<b>1.5 per week</b>
<b>INSTRUCTOR QUALIFICATIONS:</b>		<b>Relevant Master's Degree or Equivalent</b>	

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

**STUDENT EVALUATION PROCEDURES:**

Assignments..... 50 - 70%  
 Final ..... 30 - 50%  
 TOTAL ..... 100%

Grading procedures follow NVIT policy.

**LEARNING OUTCOMES:**

Upon successful completion of this course students should be able to:

- develop an in-depth understanding of the Truth and Reconciliation Call to action as it applies to language loss and recovery for Indigenous peoples;
- demonstrate an understanding of the impacts of language loss associated with language loss and the intergenerational cycles of trauma;
- demonstrate an understand of revitalization as a pathway to building and strengthen community language learning modeling within Indigenous cultural community systems; and
- develop an in-depth understanding of the United Nations Declaration of the Rights of Indigenous Peoples as it applies to language recovery globally.

**RECOMMENDED TEXT AND MATERIALS:**

Author(s)	Text Title	Date	City	Publishing Co.
	Course Pack			

**TRANSFER CREDIT AT OTHER POSTSECONDARY INSTITUTIONS:**

For more information visit: [www.bctransferguide.ca](http://www.bctransferguide.ca)

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# NICOLA VALLEY INSTITUTE OF TECHNOLOGY

## COURSE OUTLINE

**COURSE NAME:** **Issues, Principles and Practices in Language Revitalization**

<b>COURSE NUMBER:</b> <b>INLG 181</b>	<b>CREDIT ASSIGNMENT:</b> <b>3</b>
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<b>DEPARTMENT:</b> <b>University Transfer</b>	<b>PREREQUISITE:</b> <b>INLG 180</b>
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<b>TOTAL HOURS:</b> <b>45</b>	<b>OFFICE HOURS:</b> <b>1.5 per week</b>
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**INSTRUCTOR QUALIFICATIONS:** **Relevant Master's Degree or Equivalent**

**COURSE DESCRIPTION:**

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

**STUDENT EVALUATION PROCEDURES:**

Assignments.....	50 - 70%
Final .....	30 - 50%
TOTAL .....	100%

Grading procedures follow NVIT policy.

**LEARNING OUTCOMES:**

Upon successful completion of this course students should be able to:

- develop a understanding of the First Peoples Culture Council Mentor apprentice model of learning for the Individuals
- demonstrate understanding of the principles of Indigenous language nests globally for infants and toddlers.
- demonstrate the ability to identify the revitalization practices developed by Indigenous communities that have led to the recovery of language learning; and
- demonstrate an ability to contextualize the political influence that impacted language loss and trauma within Indigenous.

**RECOMMENDED TEXT AND MATERIALS:**

Author(s)	Text Title	Date	City	Publishing Co.
Robinson, H.	<i>Write it on your heart: The epic world of an Okanagan storyteller.</i>	Current Edition	Penticton, BC	Theytus Books

**TRANSFER CREDIT AT OTHER POSTSECONDARY INSTITUTIONS:**

For more information visit: [www.bctransferguide.ca](http://www.bctransferguide.ca)

**DISABILITY SERVICES:**

Students wishing to obtain disability-related academic accommodations and/or auxiliary aids are required to contact the Student Success Centre as soon as possible.



# NICOLA VALLEY INSTITUTE OF TECHNOLOGY

## COURSE OUTLINE

**COURSE NAME:** **Ways of Knowing: <Language Group> Social Foundations**

<b>COURSE NUMBER:</b> <b>INLG 16X</b>	<b>CREDIT ASSIGNMENT:</b> <b>3</b>
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<b>DEPARTMENT:</b> <b>University Transfer</b>	<b>PREREQUISITE:</b> <b>None</b>
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<b>TOTAL HOURS:</b> <b>45</b>	<b>OFFICE HOURS:</b> <b>1.5 per week</b>
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**INSTRUCTOR QUALIFICATIONS:** **Relevant Master's Degree or Equivalent**

**COURSE DESCRIPTION:**

This course is an introduction to <Language Group> Social Foundation. It gives a fundamental overview of the concepts and worldview contained in key <Language Group> language words and stories. Students are introduced to the roles and responsibilities of individuals as <Language Group> within their society in relation to the land, to community and to family in the key areas of the use and protection of land and resources, the protection and service to community; the strength of family and roles within family and how each relates education, economics, political and spiritual practice.

**STUDENT EVALUATION PROCEDURES:**

Assignments..... 50 - 70%  
 Final ..... 30 - 50%  
 TOTAL ..... 100%

Grading procedures follow NVIT policy.

**LEARNING OUTCOMES:**

Upon successful completion of this course students should be able to:

- demonstrate use of the in-depth meanings of the <Language Group> language words to describe social roles, relationship and responsibilities of the <Language Group> people to the land& living creatures, to community, to family and to each other;
- apply the foundational concepts of <Language Group> society in current context;
- draw on how the <Language Group> oral stories provide direction in values and social function within <Language Group> Society;
- connect the roles and responsibilities of <Language Group> people to the land, to community and family;
- apply the basic concepts in relation to land and resource use and protection;
- describe the role of the <Language Group> individual within their family, community and society; and
- demonstrate an ability to identify the role of education, economics, politics and spiritual practice.

**RECOMMENDED TEXT AND MATERIALS:**

Author(s)	Text Title	Date	City	Publishing Co.

**TRANSFER CREDIT AT OTHER POSTSECONDARY INSTITUTIONS:**

For more information visit: [www.bctransferguide.ca](http://www.bctransferguide.ca)

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# NICOLA VALLEY INSTITUTE OF TECHNOLOGY

## COURSE OUTLINE

**COURSE NAME:** **Ways of Knowing: The <Language Group> Land Culture**

<b>COURSE NUMBER:</b> <b>INLG 26X</b>	<b>CREDIT ASSIGNMENT:</b> <b>3</b>
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<b>DEPARTMENT:</b> <b>University Transfer</b>	<b>PREREQUISITE:</b> <b>INLG 16X</b>
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<b>TOTAL HOURS:</b> <b>45</b>	<b>OFFICE HOURS:</b> <b>1.5 per week</b>
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**INSTRUCTOR QUALIFICATIONS:** **Relevant Master's Degree or Equivalent**

**COURSE DESCRIPTION:**

This course will introduce students to the study of pre-contact <Language Group> culture. Traditional knowledge, systems and practices are examined in relation to roles and responsibilities, worldview, philosophy and spirituality.

**STUDENT EVALUATION PROCEDURES:**

Assignments..... 50 - 70%  
 Final ..... 30 - 50%  
 TOTAL ..... 100%

Grading procedures follow NVIT policy.

**LEARNING OUTCOMES:**

Upon successful completion of this course students should be able to:

- demonstrate teaching and instruction of hunting, fishing, gathering techniques, practices and seasonal changes;
- discuss medicines and spiritual practices, general knowledge and stages, and specialist knowledge;
- discuss oral language and history, political relationships, genealogy and how they are passed on in family and community practice;
- describe family and community relationships: rites of passage, community responsibilities, roles, and extended family;
- analyze the traditional <Language Group> oral story system passing of cultural information down generations;
- demonstrate an ability to recognize major land forms, important sites, and pictographs in relation to history and meaning;
- discuss <Language Group> Creation, Prophecy, and Archetypes; and
- describe fundamental features of <Language Group> world-view/philosophy, spirituality, land and resource use, governance, economics and social structure.

**RECOMMENDED TEXT AND MATERIALS:**

Author(s)	Text Title	Date	City	Publishing Co.

**TRANSFER CREDIT AT OTHER POSTSECONDARY INSTITUTIONS:**

For more information visit: [www.bctransferguide.ca](http://www.bctransferguide.ca)

**DISABILITY SERVICES:**

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