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Student Housing

Cost
Single suite - $500/month
Shared - Two-bedroom suite $500 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 Campus Living Centre 250-378-3414
Student Housing available at the Merritt Campus only

Apply online: www.nvithousing.ca or email: info@nvithousing.ca
President’s Message

Tansí (Welcome)

On behalf of the NVIT Board of Governors, and 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 Aboriginal Public Post-Secondary Institute.

Many things make NVIT one of the most unique post-secondary institutions in the country. Whether it is the NVIT Elders’ Council, our Aboriginal mandate, the large percentage of Aboriginal 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 60% of BC’s First Nation’s communities, NVIT continues to welcome a record number of students. Now serving over 1400 learners, we continue to experience growth in both programming and student population. As we enter into the 2016/17 Academic year, NVIT is embarking on another year of exciting initiatives. This includes our summer institute on Aboriginal Leadership and Governance, offering a Master’s Program jointly with UBC at our Merritt campus, and co-hosting conferences on the Aboriginal experience in the Cross-Cultural workplace, as well as the post-secondary response to the recommendations from the Truth & Reconciliation Commission.

NVIT strives to offer programming that meets the needs of Aboriginal students and communities. We are excited to have recently opened our new trades building at NVIT. Learners are now able to access first year trades programs in electrical, plumbing, carpentry, and craft worker. We have also been fortunate to acquire a second mobile trades trailer that allows us to bring our Bridging to Trades program into Aboriginal 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 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.

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 Aboriginal 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-centered 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 Aboriginal 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!

Ken Tourand
President
When we take a historical peek into how our Aboriginal 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 18 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 a 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.
MISSION
Nicola Valley Institute of Technology: A comprehensive public post-secondary institute, governed by the Aboriginal community, leads by anticipating and responding to the educational needs of our learners by providing support, choices, knowledge, and tools to build a better future.

GUIDING PRINCIPLES
- We are student-centered.
- We are grounded in Aboriginal culture, tradition, and Indigenous Knowledge.
- We are committed to the advancement of our students, 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 students 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.

VISION
NVIT is the home of excellence in education grounded in Aboriginal experience and Indigenous Knowledge to strengthen communities, one learner at a time.

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 students and to the provincial government.

Integrity
- We embrace honesty and trust in all of our relationships.
- We encourage the sharing of knowledge and appreciate we are all learners.

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 Aboriginal 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:

- Student-Centered
- Academic Excellence
- Community Relevance
- Organizational Effectiveness
## FALL TERM 2016
- **Sept 5**  Labour Day – NVIT closed
- **Sept 6**  STSC 101/First day of classes
- **Sept 6**  Tuition/Fee Deadline
- **Sept 6-12**  75% tuition refund for courses dropped when course adds do not result in equivalent credits
- **Sept 12**  Nominations open for Education Council and Board of Governors.
- **Sept 13-19**  50% tuition refund for courses dropped when course adds do not result in equivalent credits
- **Sept 19**  Last day to add a class. Last day to drop a class without a notation on the academic record and to receive a partial tuition refund.
- **Sept 21**  Elections open for Education Council and Board of Governors
- **Sept 21**  Awards Ceremony – Burnaby Campus
- **Sept 24**  Awards Ceremony – Merritt Campus
- **Oct 7**  DRAFT Fall 2016 Final Exam Schedule posted
- **Oct 10**  Thanksgiving Day – NVIT closed
- **Oct 11**  Last day to notify Registrar’s Office of conflicts in the final exam schedule
- **Oct 10**  Final grades for Fall 2016 courses available on NVITConnect
- **Oct 23**  Final Day of Classes
- **Oct 23**  Last Day NVIT is open until the New Year

## SPRING TERM 2017
- **Jan 2**  Statutory Holiday Observed- NVIT closed
- **Jan 3**  Institute reopens
- **Jan 3**  First Day of Classes
- **Jan 3**  Tuition/Fee Deadline
- **Jan 3-9**  75% tuition refund for courses dropped when course adds do not result in equivalent credits
- **Jan 10-16**  50% tuition refund for courses dropped when course adds do not result in equivalent credits
- **Jan 16**  Last day to add a class. Last day to drop a class without a notation on the academic record and to receive a partial tuition refund.
- **Jan 23**  DRAFT Spring 2017 Final Exam Schedule posted
- **Feb 3**  Last day to notify Registrar’s Office of conflicts in final exam schedule
- **Feb 6**  Official Spring Final 2017 Final Examination Schedule posted
- **Feb 10**  Reading Break - Classes Rescheduled
- **Feb 13**  Family Day- NVIT Closed
- **Mar 6**  Last day to withdraw from an individual class or change from credit to audit status
- **Mar 11**  Last day to withdraw from an individual class or change from credit to audit status
- **Mar 21**  Deadline to apply for graduation
- **March 31**  Last day of Spring 2017 Classes. Last day for full program withdrawal

## SUMMER TERM 2017
- **May 1**  First Day of Classes
- **May 11**  Vancouver Campus Graduation *
- **May 18**  Merritt Campus Graduation *
- **May 22**  Victoria Day – NVIT closed
- **June 21**  National Aboriginal Day *
- **July 1**  Canada Day – NVIT closed
- **July 3**  Statutory Holiday Observed– NVIT closed
- **Aug 4**  Last day of Summer 2017 Classes
- **Aug 5-11**  Final Examinations
- **Aug 12**  Final grades for Summer 2017 courses on NVITConnect
- **Aug 22**  Fall 2017 Faculty on-campus-Fall Preparation

### Calendar
- **SEPTMBER**
- **OCTOBER**
- **NOVEMBER**
- **DECEMBER**
- **JANUARY**
- **FEBRUARY**
- **MARCH**
- **APRIL**
- **MAY**
- **JUNE**
- **JULY**
- **AUGUST**
### Schedule of Events 2017–2018 Academic Year

#### FALL TERM 2017
- **Sept 4**  Labour Day - NVIT Closed
- **Sept 5**  Institute reopens
- **Sept 5**  STSC 101/First day of classes
- **Sept 5**  Tuition/Fee Deadline
- **Sept 11**  Nominations open of Education Council, Board of Governors
- **Sept 12-18**  50% tuition refund for courses dropped when course adds do not result in equivalent credits
- **Sept 18**  Last day to add a class. Last day to drop a class without a notation on the academic record and to receive a partial tuition refund
- **Sept 20**  Elections open for Education Council, Board of Governors
- **Sept 23**  Awards Ceremony – Burnaby Campus
- **Oct 6**  DRAFT Fall 2016 Final Exam schedule posted
- **Oct 9**  Thanksgiving Day – NVIT closed
- **Oct 20**  Last day to notify Registrar’s Office of conflicts in the final exam schedule
- **Oct 23**  Official Fall 2016 Final Examination Schedule posted
- **Nov 10**  Fall Reading Break – Classes Rescheduled
- **Nov 11**  Remembrance Day
- **Nov 13**  Remembrance Day – Observed NVIT Closed

#### SPRING TERM 2018
- **Jan 1**  Statutory Holiday Observed – NVIT closed
- **Jan 2**  Institute reopens
- **Jan 2**  First Day of Classes
- **Jan 2**  Tuition/Fee Deadline
- **Jan 2-8**  75% tuition refund for courses dropped when course adds do not result in equivalent credits
- **Jan 9-15**  50% tuition refund for courses dropped when course adds do not result in equivalent credits
- **Jan 15**  Last day to add a class. Last day to drop a class without a notation on the academic record and to receive a partial tuition refund
- **Feb 9**  Reading Break – Classes Rescheduled
- **Feb 12**  Family Day – NVIT Closed
- **Feb 13**  DRAFT Spring 2017 Final Exam schedule posted
- **Feb 27**  Last Day to notify Registrar’s Office of conflicts in final exam schedule

#### SUMMER TERM 2018
- **May 7**  First Day of Classes
- **May 10**  Vancouver Campus Graduation*
- **May 17**  Merritt Campus Graduation*
- **May 21**  Victoria Day – NVIT Closed
- **June 21**  National Aboriginal Day
- **July 1**  Canada Day – NVIT Closed
- **July 2**  Statutory Holiday Observed – NVIT Closed
- **Aug 10**  Last Day of Summer 2017 classes
- **Aug 11-17**  Final Examinations
- **Aug 18**  Final grades for Summer 2017 courses available on NVITConnect
- **Aug 21**  Fall 2017 Faculty on-campus – Fall Preparation

#### FALL TERM 2018
- **Nov 14**  Last day to withdraw from an individual class or change from credit to audit status
- **Dec 11**  Last day of Fall 2016 classes. Last day for full program withdrawal
- **Dec 12-18**  Final Examinations
- **Dec 19**  Final grades for Fall 2016 courses available on NVITConnect
- **Dec 22**  Last Day NVIT is open until the New Year

#### DECEMBER
- **Dec 28**  Official Spring 2017 Final Examination Schedule posted
- **March 12**  Last day to withdraw from an individual class or change from credit to audit status
- **March 30**  Good Friday – NVIT Closed
- **March 31**  Deadline to apply for graduation
- **April 2**  Easter Monday – NVIT Closed
- **April 9**  Last day of Spring 2017 classes
- **April 10-16**  Final Examinations
- **April 17**  Final Grades for Spring 2017 courses available on NVITConnect

#### SUMMER TERM 2018
- **May 7**  First Day of Classes
- **May 10**  Vancouver Campus Graduation*
- **May 17**  Merritt Campus Graduation*
- **May 21**  Victoria Day – NVIT Closed
- **June 21**  National Aboriginal Day
- **July 1**  Canada Day – NVIT Closed
- **July 2**  Statutory Holiday Observed – NVIT Closed
- **Aug 10**  Last Day of Summer 2017 classes
- **Aug 11-17**  Final Examinations
- **Aug 18**  Final grades for Summer 2017 courses available on NVITConnect
- **Aug 21**  Fall 2017 Faculty on-campus – Fall Preparation
About Nicola Valley Institute of Technology

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 institute 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/Day care building opened in the Fall of 2010 in Merritt, followed by the Trades building in 2015.

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 remains the same. Exploring knowledge from an Aboriginal perspective is giving our people the Education, Strength and Leadership we need to enhance our communities.
Governance of NVIT

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 Summer 2016

Ministry Appointed Members:
Jamie Sterritt (Chair) Gitksan Nation
Shane Coutlee (Vice Chair) Lower Nicola Band
Paul Donald Simpcw First Nation
Michele Guerin Musqueam First Nation
Lyndale George Skidegate First Nation
Yvonne Mensies Coldwater Band
Charlene Taylor Heiltsuk Nation
Angela Wesley Nuu-chah-nulth Nation

Elected Members:
Faye Ahdemar NVIT Faculty Representative
Sandra Tiessen NVIT Support Staff Representative
VACANT NVIT Student Representative
VACANT NVIT Student Representative

Ex-Officio Non-Voting Members:
Ken Tourand NVIT President
Don Vincent 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.

2016 Education Council Members

Aruna Gore Educational Administrator
Kylie Thomas Educational Administrator
Deborah Canada Educational Administrator
Joanne Armstrong Faculty
Ursula Katic Faculty
Linda Epps Faculty
Vacant Faculty
Elaine Herbert Faculty
Mandy Jimmie Faculty
Vacant Faculty
Denyse Oswald-Finch Faculty
Tom Willms Faculty
Don Vincent Faculty
Jaime Grismer Support Staff
Anna Brown Support Staff
------ Student
------ Student
------ Student

Ex-Officio Members
Ken Tourand NVIT President
Sandra Tiessen Board Representative
Admission and Registration

Admission

How to Contact Us

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

How to Apply

Submit a completed application form by mail, fax or online application along with high school and/or post-secondary transcripts to the Office of the Registrar at the address shown. See step 2 “submit transcripts” below for more information about transcripts. Please note that application to some programs may require the submission of additional documents. You can also apply online with BCCampus Portal at https://applybc.ca/apply

Before You Apply

Planning for College

The most successful college students plan well before they arrive. Make sure you consider your personal, academic and financial readiness to attend NVIT. If you have questions about getting started contact one of our Academic Planners, who can help make sure you’re prepared for college life.

Becoming a Student at NVIT

Before you apply:

• Do you meet the program’s admission requirements?

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
Fax: 250-378-3332
Vancouver Campus
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: 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 on-line through NVITConnect. If you are uncertain about how to register on-line or need more information, please contact Admission and Registration Services for support.
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. Withdrawals are awarded from the drop deadline to the withdrawal deadline (66% of the term) as indicated in the Schedule of Events.
Using myNVIT.ca and NVITConnect - your 'one stop' tool

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 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\nFollowed 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 use 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.

mynvit.ca
Your single source for
EVENTS • MY SITE • CLASS SCHEDULE • ANNOUNCEMENTS • 'YOUR' NVIT!
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 supports 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.

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

Office of the Students & Registrar

Kylie Thomas, Director of Students & Registrar (Merritt & Vancouver)
Jennifer Lisle, Assistant to the Director of Students & Registrar (Merritt)
Rae Tiessen, Manager Institutional Research (Merritt)
Connie Kerridge, Success Centre Manager (Merritt & Vancouver)
Charlotte Heppner, Associate Registrar (Vancouver)
Jennifer Heard, Associate Registrar (Merritt)
Marcia Mejia-Blanco, Communications and Events Officer (Merritt)
Tessa Quewezance, Events & Recruitment Officer (Vancouver)
Charlotte Heppner, Associate Registrar (Vancouver)
Connie Kerridge, Success Centre Manager (Merritt & Vancouver)
Rae Tiessen, Manager Institutional Research (Merritt)
Jennifer Lisle, Assistant to the Director of Students & Registrar (Merritt)
Kylie Thomas, Director of Students & Registrar (Merritt & Vancouver)

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.

Mathematical skill levels before course selection and registration procedures are completed.

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 of 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 work site 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.
**Portfolio Submissions** - Documents or objects produced by the applicants such as reports, videos, or projects representing a body of work from a professional job site.

**Demonstration** - A simulation or presentation of the applicant’s abilities demonstrated live, recorded or videotaped. It may include such activities as oral presentations, role-playing, creating a document or operating equipment or interviewing a client.

Inquiries for PLAR should be directed to Academic and Financial Planners. Academic and Financial Planners will help determine a PLAR faculty to provide detailed information regarding the requirements and process. Expected levels of achievement will be the same as those required by any student regardless of how the credits are earned. PLAR faculty will then grade the course.

NVIT accepts PLAR credits awarded at other post-secondary institutions in the same manner as transfer credit.

**Transfer Credit**

Students can be granted credit for course work completed at other post-secondary institutions based on inter-provincial transfer guides or established transfer credit agreements. NVIT holds a residency requirement of 50%. Half of credits earned for a certificate or diploma must be completed at NVIT. The remaining 50% can be obtained through prior learning assessment. NVIT has successfully negotiated transferability of many of its courses with most of the colleges and universities of BC. Transfer agreements enable students to attend NVIT and earn credit towards a university degree in a variety of disciplines.

**Disability Services**

NVIT provides assistance to students with disabilities to allow them to access educational programs and services. Individualized support is available depending on the nature of the disability. This may include Interpreting, tutoring, note taking, taped books, large print, photocopying, scribes, equipment loans and acquisitions, and exam support.

**Agency Referrals**

NVIT maintains a current directory and network of professional referral options for students requiring additional services and other special help. An Academic and Financial Planner can provide referral information to students regarding medical, dental and health services available in their area.
Financial Assistance

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 load 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 day care. 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 day care, 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.
Financial Aid continued

Tuition Waiver Program
Tuition Waiver programs releases 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.
- 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 gives 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 and 24 years of age.
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 (CSG-PD): 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 postsecondary 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;
- 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 postsecondary institution;
- 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 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 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 additional information.
Financial Aid continued

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;
- are a resident of Canada;
- have a permanent disability; 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;
- have signed your consolidated student loan agreement; 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 Kerridge
250-378-3312
c Kerridge@nvit.bc.ca

Vancouver - Success Centre Coordinator
Wayne Heppner
604-602-3438
wheppner@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 Kerridge at 250-378-3312 or through email at ck Kerridge@nvit.bc.ca.

"The relaxed atmosphere in the Success Centre makes it a great place to study." A. Bolitho College Readiness

"The Success Centre, I find, is a good foundation for learning and is a very helpful place for those in need of academic and peer support." K. Lawrence College Readiness

"I think all of the students really appreciate the food that is supplied in the mornings especially since most of us rush out the door without breakfast. Everyone is so helpful." G. Sheena College Readiness
As BC's Aboriginal public post-secondary institute, we're pleased to share that in 2015/2016 NVIT's student body reflected 58% (117) of BC's First Nations communities, as well as First Nations communities in eight other provinces and territories.

As BC's Aboriginal public post-secondary institute, NVIT is proud of its diverse Aboriginal student population. Over the last five years, an average of 81% of NVIT's student enrolment (by Full Time Equivalent or FTE) was Aboriginal (First Nations, Inuit or Metis). Each of these students contributed to NVIT's diversity representing a breadth of Aboriginal traditions and values.

Highlights of the 2015/16 fiscal year student demographic information follows:

### Grading System

#### 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>
<td>60-63.9</td>
</tr>
<tr>
<td>C-</td>
<td>1.67</td>
<td>55-59.9</td>
</tr>
<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.

### Quick Facts

<table>
<thead>
<tr>
<th>Student Age Ranges</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>under 18</td>
<td>2%</td>
</tr>
<tr>
<td>18 to 21</td>
<td>12%</td>
</tr>
<tr>
<td>22 to 24</td>
<td>12%</td>
</tr>
<tr>
<td>25 to 29</td>
<td>19%</td>
</tr>
<tr>
<td>30 to 39</td>
<td>23%</td>
</tr>
<tr>
<td>40 to 49</td>
<td>15%</td>
</tr>
<tr>
<td>50 to 64</td>
<td>15%</td>
</tr>
<tr>
<td>65 and over</td>
<td>2%</td>
</tr>
</tbody>
</table>

#### Student Gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>65.65%</td>
</tr>
<tr>
<td>Male</td>
<td>35.35%</td>
</tr>
</tbody>
</table>

#### Student Aboriginal Status by Student FTE

<table>
<thead>
<tr>
<th>Status</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aboriginal</td>
<td>81.79%</td>
</tr>
<tr>
<td>Non-Aboriginal</td>
<td>18.21%</td>
</tr>
</tbody>
</table>

#### Student Band Locations

<table>
<thead>
<tr>
<th>Location</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bands from BC</td>
<td>117</td>
</tr>
<tr>
<td>Bands from outside of BC</td>
<td>7</td>
</tr>
</tbody>
</table>
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 procedure. 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 Registrar’s 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.

**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 30 days. A decision must be made within 60 days from the day the student/instructor Form is signed.
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.

**Student Emergency Aid Policy C.1.2**  
Approved/revised: May 5, 2009

**POLICY**

NVIT attempts to provide academic and personal support for students. Although normally NVIT does not provide financial assistance outside of the NVIT Scholarship and bursary program, there may be occasions from time to time where students will find themselves in need of immediate funds in order to continue with their studies or deal with family issues.

**GUIDELINES**

The following guidelines have been provided for disbursement of emergency aid funds:

- Elders can provide cash to a maximum of $20.00 to a student at the Elder’s discretion.
- Academic Planners can recommend to the Registrar’s office (see below) to approve student aid with the following provisions:
  - the student has not received emergency aid funds in the current academic year;
  - the request for aid is due to an emergency situation or unexpected expense;
  - any assistance provided may be in the form of food vouchers, bus tickets, etc. – cash may not be provided;
  - that the student has completed a written request for aid and the student Educational Expenses and Income form attached to this policy.
- If the student requests aid in the form of a loan rather than a gift, a realistic repayment schedule will be determined and the student will sign a form promising to repay as per that schedule.

**PROCEDURES**

Once the Academic Planner has determined that the student has a valid need (s)he should contact the Director of Students & Registrar to obtain approval.

**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 1996

**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 the Academic Probation, any required follow-up, and the consequences of not improving his/her academic standing.

* Referral to an Advisor will be included in the letter.

d) The Registrar will be notified, and a notation will be placed on the student record indicating the start of Academic Probation for the term just completed and the next subsequent term. For the next subsequent term:

I. If the student’s term GPA does improve, they will be considered as returned to satisfactory academic standing and their student record will be updated to note this;

II. If the student’s term GPA does not improve to above 2.00, they will be continued on Academic Probation and be notified by the Dean that they are continuing on academic probation and have one final semester to improve their term GPA prior to being required to withdraw from that program.

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.

Student Conduct Policy C.1.6
Approved/Revised: May 20, 2008

POLICY

NVIT is a place of education, of learning, and as such it needs to provide a positive learning environment and encourage academic and personal development. To that end, NVIT asks students to support the creation and maintenance of an environment conducive to learning and teaching while on campus or engaged in an institutional related activity off campus. Students are expected to respect all persons at the institution, maintain integrity in scholastic work, meet contractual obligations, conduct themselves in a manner that does not interfere with the safety, learning or job performance of others, and obey the law. Students who do not maintain satisfactory standards of conduct may face disciplinary action. NVIT reserves the right to take appropriate actions, including legal action or suspension (under the authority of the College and Institute Act), when student behaviour is deemed to be in opposition or serious disagreement with these expectations.

PROCEDURES

A. Behaviours
To foster a safe and respectful environment, students are expected to refrain from behaviours such as but not limited to the following:

1. Inappropriate or Unsafe Behaviour
   i. Causing risks to safety by an act or omission or commission that potentially endangers any individual in the course of any clinical, practicum, work experience, field trip, lab, shop or classroom situation.

   ii. Attending any clinical, practicum, work experience, field trip, lab, shop or classroom situation while under the influence of alcohol or illegal drugs or drugs that may impair performance.

   iii. Bringing alcohol on campus or to an Institute activity.

2. Criminal Behaviour
   i. Assault on individuals
   ii. Vandalism and theft: this includes damaging or stealing institute property or the personal property of instructors, staff or fellow students
   iii. Unlawful entry to any institute buildings and unauthorized areas
   iv. Violation of BC Liquor Regulations and drug related offenses

3. Disruptive Speech or Actions
   i. Behaviours that undermine the dignity, self-worth, and productivity of any member of the NVIT community and that create an atmosphere of anger, hostility and/or anxiety
   ii. Behaviour that contravenes the BC Human Rights Act
   iii. Sexual or personal harassment
   iv. Physical abuse or threats of violence and/or disorderly conduct
   v. Speech or actions that disrupt the ability of other students to learn and instructors to teach such as excessive and unreasonable demands for attention or frequent interruptions with off-topic, rude, or inappropriate remarks
vi. Aggressive speech or action that disrupts the conduct of institute business

4. Misuse of Institute Resources
   i. Misuse or unauthorized use of Institute property, equipment or computers for purposes not related to the course in which the student is registered or not approved by an institute instructor or administrator
   ii. Unauthorized use of the institute name or logo
   iii. Modification of computer set-ups without clear authorization or displaying offensive materials without prior academic approval

5. Academic Misconduct
   i. This area of conduct is addressed in a related separate policy (C.1.7 Academic Integrity)

B. Considerations
   In deciding on an appropriate consequence for academic or personal misconduct, consider may be given to the following:
   • the extent of damage or danger of the misconduct
   • the degree to which the misconduct is deliberate
   • whether the act in question is an isolated incident or part of repeated acts of misconduct
   • any other mitigating or aggravating circumstances
   • the student's awareness of the inappropriateness or total disregard of the seriousness of the acts
   • the impact on the safety or perception of safety by students or employees of the Institute

C. Penalties
   Penalties imposed by Nicola Valley Institute of Technology for personal misconduct may include one or more of the following:
   • a written or verbal warning or reprimand
   • exclusion from specified areas of the institute
   • a fixed probationary period
   • suspension from the Institute
   • notification of the RCMP

Note: Nothing in this policy restricts any member of the NVIT community from immediately reporting any criminal activity to the police or taking action to ensure safety.

D. Incidents
   1. For an incident of disruptive behaviour during instructional time the instructor may, if necessary, dismiss the student. If the student refuses to comply, the class may be dismissed. The instructor must file a written report with the Vice President Learning Services or the relevant Dean (as appropriate) to be placed in the student's file.
   2. For incidents of disruptive behaviour during non-instructional time, students may be required by an instructor or administrator to leave the activity or area. The incident will be reported to the Vice President Learning Services or the relevant Dean.
   3. The Vice President Learning Services or the relevant Dean (or designate), and/or Elder(s) will meet with the student to review the situation to allow the student an opportunity to explain his/her conduct.
   4. Meetings with the Vice President Learning Services or the relevant Dean (or designate) will normally result in one of the following determinations:
      a) that the student continues in the course/program - no action, i.e., the explanation was accepted;
      b) that the student receive a verbal or written warning or reprimand;
      c) that the student continue in the course/program under probation;
      d) that a recommendation be forwarded to the President that the student be suspended from the program
   5. Meetings with the Elder(s) will follow traditional processes as determined by the Elder(s) and may include a traditional circle.

E. Appeal Process
   Any student, who has received a letter of warning, reprimand, probation, or suspension, has the right to appeal the decision to the Appeals Committee. The disciplinary action taken remains in effect while the appeal process is undertaken.
   1. The student should lodge his/her appeal in writing to the Institute President within five working days of the date on the disciplinary letter. The letter of appeal should include a clear and precise statement of:
      a) the decision being appealed
      b) the reasons why the appellant believes the appeal should be allowed
      c) the remedy or relief the appellant is seeking
   A student who does not provide this request in writing to the President within the prescribed time period loses the right to request an appeal.
   2. The Appeals Committee will be composed of:
      a) an NVIT employee appointed by the President
      b) an NVIT employee or currently registered student selected by the student
      c) a chair appointed by the above two members of the committee and selected from NVIT employees
      d) an Elder(s) from the Elders Council
   Employees, students, or Elders cannot be appointed to an appeal committee if they are a family member of the appellant, a student or instructor in the appellant’s program, or involved in the case in some way.
   3. The Appeals Committee will meet and must complete the review within 30 days immediately following the request for appeal made by the student. This time may be extended by mutual consent of the student and the Chair of the Appeals Committee.
   4. The student has the right to meet with the Appeals Committee to present submissions on his/her behalf. The student may also be accompanied by one person of his/her choice for support. As this process is internal to NVIT legal counsel is not permitted.
   5. All members of the Appeals Committee are required to observe confidentiality regarding the discussions and recommendations. Within three working days of the conclusion of the review, the Appeals Committee will advise the President of its decision.
   6. The Appeals Committee will make one of the following decisions:
      a) that the disciplinary action be overturned
      b) that the disciplinary action be upheld
   7. Within five working days of receiving the decision of the Appeals Committee, the President will notify the student in writing.
   8. The decision of the Appeals Committee will be final and binding except for cases where the disciplinary action was a suspension. A student suspended from the institution has the right under the College and Institute Act to appeal to the NVIT Board. Such an appeal cannot be initiated until the above Appeals Process has been completed.
Student Information & Academic Policy continued

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 Learning Services or relevant Dean, one Student and one Elder.
6. The Academic Honesty Committee will decide whether the infraction submitted by the faculty member will receive one of the following academic sanctions:
   - Reprimand: written warning to a student from the Academic Honesty Committee that states their behaviour is unacceptable to NVIT.
   - Reduction of grade: may be applied to an assignment, test or project in consultation with the instructor and the program Department Head.
    
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.

Field Trip Conduct Policy C.1.8
Approved/revised: August 22, 1996

PREAMBLE
Field trips provide an opportunity to gain hands-on knowledge of theory that is instructed in the classroom. These excursions also provide holistic opportunities for students to develop interpersonal skills with their classmates in a safe and relaxed atmosphere.

POLICY
NVIT does not permit the use of alcohol on the premises, nor during instructional activities, nor at official functions. Instructional activities include all regular scheduled and specially organized instructional events and apply 24 hours a day during field trips.

PROCEDURE
Students violating this policy will be subject to disciplinary action according to the student discipline policy #C.1.6.

APPEALS
At the recommendation of the Department Head the institution may impose probation, suspension or dismissal as per institutional policy.

C.1.9 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 require a final examination. A final examination will account for no more that 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 at Nicola Valley Institute of Technology, 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).
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
None.

Tuition Fees
2016/2017

Academic (first & second year) and Career/Technical Programs:
$82.39 per credit (courses range from 2 to 6 credits each).

Academic (third & fourth year) Programs
$119.18 per credit (courses range from 3 to 12 credits each).

Access to Practical Nursing and Practical Nursing Programs:
$85.17 per credit

Electrician Pre-Apprenticeship Program
Program Tuition $2,586.63

Plumbing and Piping Trades Program
Program Tuition $2,637.41

Residential Construction Foundations Certificate Program
Program Tuition $3,102.84

Construction Craft Worker Certificate Program Level 1 and Level 2
Program Tuition per level $497.76

Heavy Equipment Operator Foundation Program
Program Tuition $13,260.00

Heavy Equipment Operator-Excavators Training Program
Program Tuition $10,021.50

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

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: $342.48 (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

<table>
<thead>
<tr>
<th>Program</th>
<th>Tuition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science Courses</td>
<td>$30.00 per course (credit and non-credit)</td>
</tr>
<tr>
<td>Computer Courses</td>
<td>$30.00 per course (credit and non-credit)</td>
</tr>
<tr>
<td>Electrician Pre-Apprenticeship Shop Fees</td>
<td>$275.00</td>
</tr>
<tr>
<td>Plumbing and Piping Shop Fees</td>
<td>$275.00</td>
</tr>
<tr>
<td>Residential Construction Shop Fees</td>
<td>$275.00</td>
</tr>
<tr>
<td>Health Lab Fees</td>
<td>$275.00</td>
</tr>
<tr>
<td>On-Line Course Technology Fees</td>
<td>$100.00</td>
</tr>
</tbody>
</table>

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)
The fee for this program is $39.50 per month from May 1, 2016, to April 30, 2017, & $41.00 per month from May 1, 2017, to April 30, 2018.

Student Health and Dental Insurance
(effective January 1, 2015)) $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 student 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 courses.
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 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 and Authorization for Release of Information 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, or 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.

C.3.16 Institute Fees - Youth in Care

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 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
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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 complete and signed Application for the Youth In Care Tuition Waiver and Authorization for Release of Information 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, or 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
- Sherry Garcia, Library Coordinator
  - sgarcia@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 in Merritt is Sherry Garcia. 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.

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.

Message from the NVIT Student Society

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!
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 250-378-3301
Vancouver 604-602-3426
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
Community Education

Distributed Learning – Community Based Education

Dean
John Chenoweth, MA

Administrative Coordinator, Community Education
Chelsea Vaughan, BGS

Program Assistant
Kristopher Billy, BGS

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

The Philosophy

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.

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

Community Education department has delivered programs across Canada with the following communities and organizations:

- Anahim Lake, BC: Bridging to Trades
- Bella Coola, BC: Chemical Addictions (Diploma)
- Blueberry River, BC: Employment Skills Access
- Burnaby, BC: EDUC 390-Making the Classroom a Healthy Place
- Cache Creek, BC: Health Care Assistant Certificate
- Canim Lake, BC: Bridging to Trades Certificate
- Cat Lake, ON: Chemical Addiction Worker Certificate
- Chilliwack, BC: Employment Skills Access
- Dease Lake, BC: AGLP 155
- Edmonton, AB: ACED 260-Case Studies in CED
- Fort Nelson, BC: College Readiness
- Fort St. John, BC: Bridging to Trades Certificate
- Greenville, BC: STAT 203-Intro to Statistics for the Social Sciences
- Halfway River, BC: Employment Skills Access
- Hazelton, BC: College Readiness
- Kamloops, BC: Indigenous Language Certificate
- Kitimat, BC: Chemical Addiction Worker Certificate
- Kitkatla, BC: Employment Skills Access
- Lillooet, BC: College Readiness
- Merritt, BC: College Readiness (Q2)
- Musqueam, BC: Bridging to Trades Certificate
- Penticton, BC: Aboriginal Early Childhood Education Certificate
- Prince Rupert, BC: Employment Skills Access
  - Heavy Equipment Operator
- Agassiz, BC: Office Administration Certificate
- Savona, BC: Employment Skills Access
  - Environmental Resource Technology
- Takla Landing, BC: Office Administration Certificate
- Terrace, BC: Employment Skills Access
- Thunder Bay, ON: ACED 260-Case Studies in CED
- Vancouver, BC: ACED 180-Project Management
Academic/Career Preparation

BC Adult Graduation Diploma
The BC Adult Graduation Diploma is provincially recognized and is available to adults who take courses to complete graduation through a secondary school, adult education centre or a community college. Students must:
- be 19 years or older (may be 18 if out of school for at least a year providing NVIT accepts the student);
- complete three courses through enrollment in a course, or through Prior Learning Assessment, after enrolling in an Adult Program.
This Diploma requires completion of five courses which must include the completion of three courses in an Adult Program or through Prior Learning Assessment.

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.

The courses that need to be completed for the Diploma include:
- ENGL 060 or ENGL 12/English 12 First Peoples; and
- MATH 057 or 059 or MATH 11; and
- Three additional qualifying courses at the provincial (Grade 12) level or higher, OR INST 050 and two provincial (Grade 12) level or higher qualifying courses.

Qualifying Courses
BIOL 060 Human Biology
CHEM 060 Chemistry - Provincial Level
CRLS 060 (Provincial) - College Readiness Learning Skills
ENGL 060 English - Provincial Level
INST 050 Indigenous Studies I
INST 060 Indigenous Studies II
MATH 057 Intermediate Algebra I
MATH 059 Intermediate Algebra II
MATH 060 Provincial Level Math I
MATH 061 Provincial Level Math II
STSCT 101 Strategies for Success 101

College Readiness
Program Delivery Location
Meritt
Community Based

Department Head
Stefan Zabek, MA

Faculty
Mil Juricic
Faye Ahdemar
Don Vincent

Stefan Zabek
Programs in this Department
BC Adult Graduation Diploma
College Readiness
The College Readiness program 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 CR 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
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.

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.

The Employment Skills Access program focuses on Aboriginal 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).

Completion Plan

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EMSK 041</td>
<td>Cultural Orientation</td>
<td>0</td>
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<tr>
<td>EMSK 042</td>
<td>Personal Development</td>
<td>0</td>
</tr>
<tr>
<td>EMSK 043</td>
<td>Workplace Essentials</td>
<td>0</td>
</tr>
<tr>
<td>EMSK 044</td>
<td>Career Exploration &amp; Networking</td>
<td>0</td>
</tr>
<tr>
<td>EMSK 045</td>
<td>Math in the Workplace</td>
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</tr>
<tr>
<td>EMSK 046</td>
<td>English in the Workplace</td>
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</tr>
<tr>
<td>EMSK 047</td>
<td>Introduction to Workplace Computer Skills</td>
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</tr>
<tr>
<td>EMSK 048</td>
<td>Essential Skills Practicum</td>
<td>0</td>
</tr>
</tbody>
</table>

Admission Requirements

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

Admission is open to learners that are unemployed, underemployed, Aboriginal, immigrant, older workers, persons with disabilities, or who are socially marginalized.
Aboriginal Early Childhood Education- Certificate and Diploma

Program Delivery Location
Merritt
Community Based

Department Head
Denyse Oswald-Finch, ECED, BACYC

Faculty
Denyse Oswald-Finch

Programs in this Department
Aboriginal Early Childhood Education Certificate
Aboriginal Early Childhood Education Diploma

The Aboriginal Early Childhood Education program is designed to meet provincial licensing standards, academic standards, community and First Nations standards to ensure NVIT graduates are successful, effective child development workers in BC communities. The 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 workers, particularly in Aboriginal communities. The program also includes First Aid certification in the Health, Nutrition and Safety Course (AECE 150).

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 is designed to run 10.5 months from the beginning of September to the middle of July.

*Note that practicum placement will be scheduled throughout the Nicola Valley and Thompson Areas.

Licensing
The Aboriginal Early Childhood Education Certificate is approved by the Ministry of Children and Family Development and 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
- Other childcare facilities
- Nursery schools
- Private kindergartens
- Under-3 centres
- Supervisory roles

Certificate Course Completion Plan
In addition to the courses listed below, students will also complete first aid certification.

<table>
<thead>
<tr>
<th>Year 1 Fall</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AECE 102 Early Years Development I</td>
<td>3</td>
</tr>
<tr>
<td>AECE 110 Foundations of ECE (Early Childhood Education)</td>
<td>3</td>
</tr>
<tr>
<td>AECE 134 Guidance for Early Years I</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 110 College Composition</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 131 Applied Interpersonal and Career Development Skills</td>
<td>3</td>
</tr>
<tr>
<td>STSC 101 Strategies for Success</td>
<td>3</td>
</tr>
</tbody>
</table>

| Year 1 Spring | |

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, day camp, 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.

* Applicants may be admitted with English 11 or 050 but will be required to take ENGL 060 as part of their program.

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/

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 with 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

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.
Aboriginal Early Childhood Education Diploma

The Aboriginal Early Childhood Education (AECE) 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 AECE certificate, students are required to take the courses, 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 Special Needs children. The program will ensure academic, community and First Nations standards are adhered to so that NVIT graduates are successful, effective child development workers and educators in British Columbia communities. The program is designed to run eight months from the beginning of September to the end of April.

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 AEDE program and the AECE Program Coordinator will distribute to the students when requested. 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

Aboriginal Leadership in the Justice System

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 a two year 60 Credit 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)
- Principals of Math 11 (or MATH 059)
- Criminal Record Check
- 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 Program

Year 1

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADCT 102</td>
<td>Psychology Understanding Human Behavior</td>
<td>3</td>
</tr>
<tr>
<td>CRIM 101</td>
<td>Introduction to Criminology</td>
<td>3</td>
</tr>
<tr>
<td>CRIM 103</td>
<td>Psychological Explanation of Criminal and Deviant Behavior</td>
<td>3</td>
</tr>
<tr>
<td>CRIM 131</td>
<td>Introduction to Criminal Justice System</td>
<td>3</td>
</tr>
<tr>
<td>CRIM 135</td>
<td>Introduction to Criminal Law</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 110</td>
<td>College Composition</td>
<td>3</td>
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<tr>
<td>ENGL 204</td>
<td>Business Communication</td>
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</tr>
<tr>
<td>HLTH 201</td>
<td>Physical Health and Fitness</td>
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Year 2

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>ADCT 294</td>
<td>Ethics and Law</td>
<td>3</td>
</tr>
<tr>
<td>ACHD 230</td>
<td>Mental Health Wellness and Challenges</td>
<td>3</td>
</tr>
<tr>
<td>CRIM 220</td>
<td>Introduction to Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>CRIM 230</td>
<td>Criminal Law in Canada</td>
<td>3</td>
</tr>
<tr>
<td>FNST 100</td>
<td>Introduction to First Nation Studies</td>
<td>3</td>
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<tr>
<td>LEPP 170</td>
<td>Aboriginal Policing</td>
<td>3</td>
</tr>
<tr>
<td>LEPP 180</td>
<td>Field Practicum</td>
<td>3</td>
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<tr>
<td>STAT 203</td>
<td>Introduction to Statistics for the Social Sciences</td>
<td>3</td>
</tr>
<tr>
<td>XXX TBA*</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>XXX TBA**</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

Total 33

*Conflict Resolution
**Theoretical and Applied Perspectives on Conflict Resolution
Post Secondary Education Coordinator Program

Program Delivery Location

Community Based

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

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

Environmental Resources Technology

Program Delivery Location

Merritt

Department Head

Tom Willms

Faculty

Darrell Eustache
Chris Lepsoe
Tom Willms

Programs in this Department

The Environmental Resources Technician Certificate
The Environmental Resources Technologist Diploma

Environmental Resources Technology Certificate - Year 1

The first year of the program provides students with the skills 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 providing 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.

Environmental Resources Technology Diploma - Year 2

Year two of the 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 exist in:

- 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; and
- 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
- 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.
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**

Individual course transfer information may be found at www.bctransferguide.ca

### Environmental Resources Technology Certificate

The Environmental Resources Technician Certificate will be granted to the student who achieves a minimum 2.0 cumulative GPA and who completes the 57 credits outlined in the certificate completion plan.

**Certificate Completion Plan**

#### Year 1 Fall

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>STSC 101</td>
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<tr>
<td>ENRT 110</td>
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<tr>
<td>ENRT 141</td>
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<tr>
<td>ENRT 150</td>
<td>5</td>
</tr>
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<td>ENRT 155</td>
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<tr>
<td>ENRT 160</td>
<td>5</td>
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<tr>
<td>MATH 140</td>
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#### Year 1 Spring

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<tbody>
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<td>COMM 140</td>
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</tr>
<tr>
<td>ENRT 165</td>
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<td>ENRT 170</td>
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<tr>
<td>SCIE 140</td>
<td>5</td>
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</tbody>
</table>

**TOTAL 57**

### Environmental Resources Technology Diploma

The Environmental Resources Technologist Diploma will be granted to the student who achieves an overall GPA of 2.00 and has completed the 57 credit Environmental Resources Technician Certificate and the 56 credits outlined in the diploma program completion plan.

**Diploma Completion Plan**

#### Year 2 Fall

<table>
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<tr>
<th>Course</th>
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</thead>
<tbody>
<tr>
<td>COMM 145</td>
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<td>ENRT 250</td>
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<tr>
<td>ENRT 255</td>
<td>5</td>
</tr>
<tr>
<td>ENRT 260</td>
<td>5</td>
</tr>
<tr>
<td>ENRT 270</td>
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<tr>
<td>ENRT 271</td>
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</tr>
</tbody>
</table>

#### Year 2 Spring

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ENRT 240</td>
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</tr>
<tr>
<td>ENRT 245</td>
<td>3</td>
</tr>
<tr>
<td>ENRT 257</td>
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<td>ENRT 265</td>
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<tr>
<td>ENRT 272</td>
<td>5</td>
</tr>
<tr>
<td>ENRT 273</td>
<td>5</td>
</tr>
</tbody>
</table>

**TOTAL 56**

### First Nations Speech and Language Assistant Program

#### Program Delivery Location

Merritt
Community Based

The First Nations Speech and Language Assistant Program (FNSL) is a certificate program. The FNSL program is a 10-course, 33 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
- Minimum of 19 years of age on or before the first day of classes

For more information, cvaughan@nvit.bc.ca or toll-free at 1-877-682-3300. 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 equivalent of previous course work.

#### FNSL Certificate Completion Plan

Students are required to successfully complete the 36 credits as prescribed below:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 110</td>
<td>3</td>
</tr>
<tr>
<td>FNSL 110</td>
<td>3</td>
</tr>
<tr>
<td>FNSL 130</td>
<td>3</td>
</tr>
<tr>
<td>FNSL 140</td>
<td>3</td>
</tr>
<tr>
<td>FNSL 150</td>
<td>3</td>
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Career Training continued

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FNSL 160</td>
<td>Articulation and Phonology</td>
<td>3</td>
</tr>
<tr>
<td>FNSL 170</td>
<td>Principles of FNSL Intervention</td>
<td>3</td>
</tr>
<tr>
<td>FNSL 180</td>
<td>Technology and FNSL</td>
<td>3</td>
</tr>
<tr>
<td>FNSL 190</td>
<td>Practicum</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 213</td>
<td>Lifespan Human Development</td>
<td>3</td>
</tr>
<tr>
<td>STSC 101</td>
<td>Strategies for Success 101</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>33</strong></td>
<td></td>
</tr>
</tbody>
</table>

Law Enforcement Preparatory Program

Program Delivery Location
Merritt

**Faculty**
Faye Ahdemar  
Mil Juricic  
Nedra McKay  
Matt Pasco  
Sharon McVoy

**Programs in this Department**

Law Enforcement Preparatory Certificate

The Law Enforcement Preparatory Program 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 student's 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. NVIT offers one (1) LEPP course to SD.36 Grade 12 students who are interested in a law enforcement career. 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**

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

English 10;
Math 10;
Be minimum of 18 years of age;
Be a Canadian Citizen;
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 Examination);
-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.

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.

Law Enforcement Preparatory Program Certificate
Certificate Completion Plan
The LEPP Certificate will be issued to the student who achieves a minimum 2.0 cumulative GPA and who completes the 47 credits outlined in the certificate completion plan.

Year 1 Fall

<table>
<thead>
<tr>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>STSC 101 Strategies for Success 3</td>
</tr>
<tr>
<td>LEPP 100 Physical Education Development 3</td>
</tr>
<tr>
<td>LEPP 110 Effective Presentations and Communications 3</td>
</tr>
<tr>
<td>LEPP 120 Aboriginal Community Relations 3</td>
</tr>
<tr>
<td>LEPP 130 Domestic Violence 3</td>
</tr>
<tr>
<td>LEPP 145 Investigational Technique 4</td>
</tr>
<tr>
<td>LEPP 165 Introduction to Law Enforcement 4</td>
</tr>
<tr>
<td>COMP 101 Computer Essentials and the Internet 3</td>
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</table>

Year 1 Spring

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<thead>
<tr>
<th>CREDITS</th>
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</thead>
<tbody>
<tr>
<td>LEPP 140 The Canadian Criminal Justice System 3</td>
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<tr>
<td>LEPP 150 The Criminal Code 3</td>
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<tr>
<td>LEPP 155 Community Based Policing 3</td>
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<tr>
<td>LEPP 170 Aboriginal Policing 2</td>
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<tr>
<td>LEPP 175 Managing Police Function 4</td>
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<tr>
<td>LEPP 180 Field Practicum 3</td>
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<tr>
<td>HLTH 201 Physical Health and Fitness 3</td>
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</table>

Total 47
**Career Training**

**Native Adult Instructor Diploma**

**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.

The Circle is the foundation on which we celebrate and honour each other's gifts and differences. (The Four Worlds Exchange)

**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 24 credits outlined in the certificate completion plan.

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.

<table>
<thead>
<tr>
<th>Course Code</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>NAID 01</td>
<td>Community Based Adult Education</td>
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</tr>
<tr>
<td>NAID 02</td>
<td>Elements of Instruction: Communications Skills</td>
<td>3</td>
</tr>
<tr>
<td>NAID 03</td>
<td>Elements of Instruction: Teaching Strategies</td>
<td>3</td>
</tr>
<tr>
<td>NAID 04</td>
<td>Teaching Native Adults</td>
<td>3</td>
</tr>
<tr>
<td>NAID 05</td>
<td>Instructional Design and Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>NAID 06</td>
<td>Adult Teaching and Learning Theory</td>
<td>3</td>
</tr>
<tr>
<td>NAID 07</td>
<td>Practicum</td>
<td>3</td>
</tr>
<tr>
<td>STSC 101</td>
<td>Strategies for Success 101</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL 24</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Native Adult Instructors Diploma**

**Program Delivery Location**
Community Based

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.
Bridging to Trades

Faculty
Mike Hassel
Bill Kerr

Program Assistant
Kris Billy
For more information, please contact kbilly@nvit.bc.ca

Program Delivery Location
Community Based

Program
The Bridging to Trades program provides students with pre-foundational 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

Bridging to Trades is primarily delivered through NVIT's Community Education department. Community Education is an alternative education model whereby NVIT delivers programming in First Nations communities throughout British Columbia and across Canada. This type of programming delivery provides students with an opportunity to learn in their own community and is often utilized by students who do not wish to move away from their community, or are currently employed. NVIT Community Education Department can deliver all programs and courses that are offered at the NVIT campuses to communities at a reasonable cost.

The Philosophy
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 professionals who are experts in their areas; and
- in a facility that supports experiential learning in a comfortable environment.

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.

Completion Plan

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>STSC 101</td>
<td>Strategies for Success</td>
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</tr>
<tr>
<td>BTES 060</td>
<td>Essential Skills</td>
<td>0</td>
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<tr>
<td>BTEL 060</td>
<td>Bridging to Trades Electrical</td>
<td>0</td>
</tr>
<tr>
<td>BTER 060</td>
<td>Bridging to Trades Employment Readiness</td>
<td>0</td>
</tr>
<tr>
<td>BTMW 060</td>
<td>Bridging to Trades Millwright</td>
<td>0</td>
</tr>
<tr>
<td>BTPT 060</td>
<td>Bridging to Trades Piping Trades</td>
<td>0</td>
</tr>
<tr>
<td>BTWD 060</td>
<td>Bridging to Trades Welding</td>
<td>0</td>
</tr>
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</table>

The Bridging to Trades program is delivered in a cohort model with intakes in several communities throughout the province each year.

Construction Craft Worker

Program
NVIT is offering 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. They 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

Admission Requirements
Grade 10 or equivalent including English 10, Mathematics 10 and Science 10

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.

Construction Craft Worker Certification
Upon successful completion of the two-year Construction Craft Worker program, students will receive NVIT Construction Craft Worker Certificates for both Level 1 and Level 2, and will meet the following:
Career Training

Completion Requirements

Requirement: Level of Achievement Required (Minimum 70% in each level of technical training)

Technical Training

Level 1: 120 hours (or 4 weeks*) and ITA Standardized Written Exam
Level 2: 120 hours (or 4 weeks*)
ITA Interprovincial Red Seal Exam: Minimum 70%
Work-Based Training: 4,000 hours

Recommendation for Certification:
Recommendation for certification signed by the Sponsor and an individual holding credentials eligible for sign-off authority (*Assuming 30 hours in school per week)

Certificate Completion Plan

CONSTRUCTION CRAFT WORKER LEVEL 1 - CNCW 101

<table>
<thead>
<tr>
<th>COURSE NO.</th>
<th>COURSE NAME</th>
<th>% OF TIME</th>
<th>THEORY</th>
<th>PRACTICAL</th>
<th>TOTAL HOURS</th>
</tr>
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<tr>
<td></td>
<td></td>
<td>(120 HOURS)</td>
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<td></td>
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<tr>
<td>LINE A - USE SAFE WORK PRACTICES</td>
<td>10%</td>
<td>100%</td>
<td>0%</td>
<td>12</td>
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<tr>
<td>LINE B - USE TOOLS AND EQUIPMENT</td>
<td>5%</td>
<td>100%</td>
<td>0%</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>LINE C - ORGANIZE WORK</td>
<td>16%</td>
<td>60%</td>
<td>40%</td>
<td>19.2</td>
<td></td>
</tr>
<tr>
<td>LINE D - SITE WORK</td>
<td>20%</td>
<td>70%</td>
<td>30%</td>
<td>24</td>
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</tr>
<tr>
<td>LINE E - SCAFFOLDING AND ACCESS EQUIPMENT</td>
<td>8%</td>
<td>70%</td>
<td>30%</td>
<td>9.6</td>
<td></td>
</tr>
<tr>
<td>LINE F - CONCRETE WORK</td>
<td>25%</td>
<td>30%</td>
<td>70%</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>LINE H - UTILITIES AND PIPELINE</td>
<td>10%</td>
<td>50%</td>
<td>50%</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>LINE I - ROADWORK</td>
<td>6%</td>
<td>100%</td>
<td>0%</td>
<td>7.2</td>
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</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100%</strong></td>
<td><strong>120</strong></td>
<td><strong>120</strong></td>
<td><strong>TOTAL</strong></td>
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CONSTRUCTION CRAFT WORKER LEVEL 2 - CNCW 102

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<tr>
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<th>THEORY</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>(120 HOURS)</td>
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<td></td>
<td></td>
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<tr>
<td>LINE A - USE SAFE WORK PRACTICES</td>
<td>3%</td>
<td>100%</td>
<td>0%</td>
<td>3.6</td>
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<tr>
<td>LINE C - ORGANIZE WORK</td>
<td>23%</td>
<td>40%</td>
<td>60%</td>
<td>27.6</td>
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</tr>
<tr>
<td>LINE D - SITE WORK</td>
<td>14%</td>
<td>60%</td>
<td>40%</td>
<td>16.8</td>
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</tr>
<tr>
<td>LINE E - SCAFFOLDING AND ACCESS EQUIPMENT</td>
<td>10%</td>
<td>50%</td>
<td>50%</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>LINE F - CONCRETE WORK</td>
<td>25%</td>
<td>30%</td>
<td>70%</td>
<td>30</td>
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</tr>
<tr>
<td>LINE G - MASONRY WORK</td>
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<td>100%</td>
<td>0%</td>
<td>12</td>
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</tr>
<tr>
<td>LINE H - UTILITIES AND PIPELINE</td>
<td>10%</td>
<td>100%</td>
<td>0%</td>
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<td></td>
</tr>
<tr>
<td>LINE I - ROADWORK</td>
<td>5%</td>
<td>100%</td>
<td>0%</td>
<td>6</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100%</strong></td>
<td><strong>120</strong></td>
<td><strong>120</strong></td>
<td><strong>TOTAL</strong></td>
<td></td>
</tr>
</tbody>
</table>
Career Training

Electrician Pre-Apprenticeship

Program

Program Delivery Location
Merritt

Department Contact
John Chenoweth

This 24-week 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

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

Admissions 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 12, English 12 First Peoples, Technical and Professional Communications (TPC) 12, 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.

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.

Program Courses

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>ELEC 101</td>
<td>Trades Math</td>
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</tr>
<tr>
<td>ELEC 102</td>
<td>Trades Science Components</td>
<td>72.0</td>
</tr>
<tr>
<td>ELEC 103</td>
<td>Safe Work Practices</td>
<td>36.0</td>
</tr>
<tr>
<td>ELEC 104</td>
<td>Rigging &amp; Hoisting Equipment</td>
<td>18.0</td>
</tr>
<tr>
<td>ELEC 105</td>
<td>Hand Tools</td>
<td>18.0</td>
</tr>
</tbody>
</table>

ELEC 106 Portable Power Tools 18.0
ELEC 107 Principles of Electricity 90.0
ELEC 108 Electrical Circuits 90.0
ELEC 109 Conductors & Raceways 60.0
ELEC 110 Test Equipment 30.0
ELEC 111 AC Motor Controls 60.0
ELEC 112 Prints & Drawings 18.0
ELEC 113 Canadian Electrical Code 60.0
ELEC 114 Solid State Devices 30.0
ELEC 115 Level One Technical Exam 60.0

Program Total Hours 720.0

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
Career Training

Heavy Equipment Operator
Program Delivery Location
Merritt

“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 engineering.

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.

Admissions 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.

… continued

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

Road Builder & Heavy Construction Foundation (4 weeks)
This 4-week 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
• TrafficControl
• Workplace Hazardous Materials Information Systems (WHMIS)
• ITA Certificate of Completion

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.

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,
Career Training

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 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 and Piping Trades Certificate**

**Program Delivery Location**

Merritt

This 24-week (750 hour) program 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.

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

**Admissions 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.

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.

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.

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Name</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PPFT 101</td>
<td>Use safe work Practices</td>
<td>48.0</td>
</tr>
<tr>
<td>PPFT 102</td>
<td>Use Tools and Equipment</td>
<td>240.0</td>
</tr>
<tr>
<td>PPFT 103</td>
<td>Organize Work</td>
<td>252.0</td>
</tr>
<tr>
<td>PPFT 104</td>
<td>Install and Service Piping Systems</td>
<td>180.0</td>
</tr>
<tr>
<td>PPFT 105</td>
<td>Technical Exams</td>
<td>30.0</td>
</tr>
</tbody>
</table>

**Program Total Hours**

750

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
Career Training

Residential Construction Foundations Program

Program Description
This 24-week program 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.

Entrance 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.

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.

Course # Course Name Hours
RCST 101 Work Safe 60.0
RCST 102 Trades Mathematics 50.0
RCST 103 Drawings and Specifications 70.0
RCST 104 Materials 110.0
RCST 105 Tools and Equipment 204.0
RCST 106 Bldg. Science/Special Const. 60.0
RCST 109 Site Layout, Concrete Forms 150.0
RCST 110 Frame Residential Housing 190.0

RCST 111 Level One Carpentry Final Exam 6.0

Program Total Hours 900

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 courses are evaluated consistent with the NVIT Grading System. 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, providing 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 Foundation (coming soon)

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.

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.

Entrance 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.

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.

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. As welding is a physically demanding trade, students should be physically fit and have good vision, hearing, and respiration.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>WELD 101</td>
<td>Safety</td>
<td>30.0</td>
</tr>
<tr>
<td>WELD 102</td>
<td>Oxy Fuel Cutting (P2)</td>
<td>45.0</td>
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<tr>
<td>WELD 103</td>
<td>Oxy -Acet Weld/Brazing (P3)</td>
<td>75.0</td>
</tr>
<tr>
<td>WELD 104</td>
<td>Shielded Metal Arc Weld (P4)</td>
<td>360.0</td>
</tr>
<tr>
<td>WELD 105</td>
<td>Air Carbon Arc Cutting (P5)</td>
<td>30.0</td>
</tr>
<tr>
<td>WELD 106</td>
<td>Gas Metal Arc Welding (P6)</td>
<td>100.0</td>
</tr>
<tr>
<td>WELD 107</td>
<td>Flux Cored Arc Welding (P6)</td>
<td>100.0</td>
</tr>
<tr>
<td>WELD 108</td>
<td>Material Handling</td>
<td>30.0</td>
</tr>
<tr>
<td>WELD 109</td>
<td>Blueprint Reading 1</td>
<td>40.0</td>
</tr>
<tr>
<td>WELD 110</td>
<td>Metallurgy</td>
<td>30.0</td>
</tr>
</tbody>
</table>

Program Total Hours 840
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.
Career Training

Health Care Assistant
Program Delivery Location
Merritt

Department Head
TBA

The Health Care Assistant Program is designed to provide students 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.

Entrance Requirements
- High 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
- Updated immunizations – measles, mumps, rubella, polio, tetanus, diphtheria, hepatitis B, and current influenza vaccination.

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.

*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:

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-centered 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 assistant 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.
Career Training

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.

Credential
Students receive an NVIT certificate upon successful completion of the program.

Level One

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>STSC 101 Strategies for Success</td>
<td>3</td>
</tr>
<tr>
<td>HTCA 104 Interpersonal Communications</td>
<td>2.0</td>
</tr>
<tr>
<td>HTCA 111 Health: Lifestyle and Choices</td>
<td>1.0</td>
</tr>
<tr>
<td>HTCA 116 Introduction to Practice</td>
<td>1.0</td>
</tr>
<tr>
<td>HTCA 121 Health &amp; Healing: Concepts for Practice</td>
<td>2.5</td>
</tr>
<tr>
<td>HTCA 126 Personal Care Assistant I</td>
<td>2.0</td>
</tr>
<tr>
<td>HTCA 166 Clinical I</td>
<td>1.5</td>
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</table>

Level Two

<table>
<thead>
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<th>Course</th>
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<td>HTCA 152 Cognitive and Mental Challenges</td>
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</tr>
<tr>
<td>HTCA 153 Common Health Challenges</td>
<td>4.0</td>
</tr>
<tr>
<td>HTCA 156 Personal Care Assistance II</td>
<td>2.0</td>
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<tr>
<td>HTCA 159 Community Practicum</td>
<td>2.0</td>
</tr>
<tr>
<td>HTCA 176 Clinical II</td>
<td>2.0</td>
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</table>

Level Three

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HTCA 186 - Clinical III</td>
<td>6.0</td>
</tr>
</tbody>
</table>

Program Total: 31 Credits

Courses at each level are prerequisites for the next level.

Access to Practical Nursing Diploma

Program Delivery Location
Merritt

Department Head
TBA

Students should expect to be in class for a total of 27 hours a week.

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).

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
Career Training

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 - approx 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 their understanding and socialization into the reality of nursing.

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.

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.

Program Completion Plan

<table>
<thead>
<tr>
<th>Level 4</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRNS 242</td>
<td>Professional Practice IV</td>
</tr>
<tr>
<td>PRNS 243</td>
<td>Professional Communication IV</td>
</tr>
<tr>
<td>PRNS 246</td>
<td>Variations in Health IV</td>
</tr>
<tr>
<td>PRNS 247</td>
<td>Health Promotion IV</td>
</tr>
<tr>
<td>PRNS 248</td>
<td>Integrated Nursing Practice IV</td>
</tr>
<tr>
<td>PRNS 249</td>
<td>Consolidated Practice Experience IV</td>
</tr>
<tr>
<td>PRNS 245</td>
<td>Transition to Preceptorship</td>
</tr>
<tr>
<td>PRNS 250</td>
<td>Preceptorship</td>
</tr>
</tbody>
</table>

Admissions 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)
Career Training

- English 12 with a grade of C+ or higher, OR Technical Communications 12 with a grade of B+ or higher (alternately, an English Assessment can be arranged through the Student Services department)

- Math 11 with a grade of C or higher (previous BC. curriculum), 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 Student Services department.

- Human Anatomy & 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 or 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.

- Negative TB skin test. In the 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.

Aboriginal Community & Health Development Certificate and Diploma

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 problem;
- 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.

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

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.

Aboriginal Community and Health Certificate

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.

ACHD 120 Developing Community Health Leadership 3
ACHD 122 Basic Counselling in the Health Field 3
ACHD 123 Traditional Health & Wellness Practices 3
ACHD 125 Community Health and Development 3
ACHD 126 Self, Health and Wellness 3
ACHD 127 Health Care Policies 3
ACHD 129 Introduction to Aboriginal Family & Counseling Systems 3
BUSM 200 Finite Mathematics 3
ENGL 110 Aboriginal Research 3
PSYC 111 Introduction to Psychology I 3
STSC 101 Strategies for Success 3

Aboriginal Community and Health Development Diploma

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 total of 60 credits. An overall minimum GPA of 2.33 is required.

ACHD 220 Developing Community Health Leadership 3
ACHD 222 Basic Counselling in the Health Field 3
ACHD 223 Current Issues in Health 3
ACHD 224 Addictions and Recovery 3
ACHD 225 Health Promotion: Gerontology 3
ACHD 226 Aboriginal Research 3
ACHD 227 Contemporary Health & Medical Practices 3
ACHD 228 Case Management: Roles & Responsibilities of Community Health 3
ACHD 229 Advanced Aboriginal Family & Counseling Systems 3
ACHD 230 Mental Health Wellness and Challenges 3
ACHD 231 Health Administration and Program Development 3
ACHD 232 Practicum I 3

Aboriginal Governance & Leadership Certificate, Diploma and Advances Diploma

About this Program

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.

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.

**AGLP Certificate Term 1**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>STST 101</td>
<td>Strategies for Success</td>
<td>3</td>
</tr>
<tr>
<td>AGLP 150</td>
<td>Into. To Traditional Aboriginal Leadership</td>
<td>3</td>
</tr>
<tr>
<td>AGLP 151</td>
<td>Leadership Concepts &amp; Theories</td>
<td>3</td>
</tr>
<tr>
<td>AGLP 155</td>
<td>Aboriginal Leadership Principles &amp; Ethics</td>
<td>3</td>
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<tr>
<td>ENGL 110</td>
<td>College Composition</td>
<td>3</td>
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<tr>
<td>COMM 111</td>
<td>Business Communications</td>
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**AGLP Certificate Term 2**

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<tbody>
<tr>
<td>AGLP 1XX</td>
<td>Advanced Communications</td>
<td>3</td>
</tr>
<tr>
<td>BUSM 200</td>
<td>Finite Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>ACED 180</td>
<td>Project Management</td>
<td>3</td>
</tr>
<tr>
<td>AGLP 111</td>
<td>Aboriginal Governance &amp; The Indian Act</td>
<td>3</td>
</tr>
<tr>
<td>AGLP 160</td>
<td>Aboriginal Leadership &amp; Governance Systems</td>
<td>3</td>
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**AGLP Diploma Term 1**

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<tr>
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</thead>
<tbody>
<tr>
<td>ACED 161</td>
<td>Negotiations &amp; Contract Management</td>
<td>3</td>
</tr>
<tr>
<td>ACED 100</td>
<td>Aboriginal Community Economic Development</td>
<td>3</td>
</tr>
<tr>
<td>FNPA 250</td>
<td>Economics &amp; Taxation</td>
<td>3</td>
</tr>
<tr>
<td>ACED 205</td>
<td>Aboriginal Governance Development</td>
<td>3</td>
</tr>
<tr>
<td>FNPA 227</td>
<td>First Nations Fiscal &amp; Statistical Management Act</td>
<td>3</td>
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</table>

**AGLP Diploma Term 2**

<table>
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<tr>
<th>Course Code</th>
<th>Course Name</th>
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</thead>
<tbody>
<tr>
<td>AGLP 260</td>
<td>Aboriginal Governance Policy I</td>
<td>3</td>
</tr>
<tr>
<td>AGLP 265</td>
<td>Aboriginal Governance Policy II</td>
<td>3</td>
</tr>
<tr>
<td>STAT 203</td>
<td>Introduction to Statistics for the Social Sciences</td>
<td>3</td>
</tr>
<tr>
<td>AGLP 290</td>
<td>Indigenous Research</td>
<td>3</td>
</tr>
<tr>
<td>AGLP 299</td>
<td>AGLP Internship</td>
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**AGLP Advanced Diploma Term 1**

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<th>Course Code</th>
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<tr>
<td>BUSM 294</td>
<td>Business Law</td>
<td>3</td>
</tr>
<tr>
<td>AGLP 321</td>
<td>Aboriginal Government &amp; Intergovernmental Relations</td>
<td>3</td>
</tr>
<tr>
<td>AGLP 350</td>
<td>Nation Building</td>
<td>3</td>
</tr>
<tr>
<td>AGLP 322</td>
<td>Aboriginal Organizational Development</td>
<td>3</td>
</tr>
<tr>
<td>AGLP 335</td>
<td>Aboriginal Governance Tools</td>
<td>3</td>
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**AGLP Advanced Diploma Term 2**

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<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
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<tbody>
<tr>
<td>AGLP 311</td>
<td>Canadian Government Systems &amp; Aboriginal Representation</td>
<td>3</td>
</tr>
<tr>
<td>AGLP 360</td>
<td>Indigenous Policy</td>
<td>3</td>
</tr>
<tr>
<td>AGLP 340</td>
<td>Indigenous Governance Tools</td>
<td>3</td>
</tr>
<tr>
<td>AGLP 371</td>
<td>International Indigenous Government Relations</td>
<td>3</td>
</tr>
<tr>
<td>AGLP 399</td>
<td>International Internship</td>
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</tbody>
</table>

**Aboriginal Human Services Diploma**

**Program Description:**

The Aboriginal Human Services Diploma program provides students with training, knowledge, and skills to assess needs, and to formulate and implement strategies to enhance the quality of life for Aboriginal children, families, and communities. It is a two-year diploma program that prepares students to provide direct and indirect services to individuals, families, and communities in a variety of multi-disciplinary settings. Aboriginal values, beliefs, and approaches to helping are the basis for the program. It will instill graduates with a commitment to promote well-being, and to work for empowerment and social justice with Aboriginal people. Contemporary theoretical perspectives and practice methods in human service delivery complement these Aboriginal values, beliefs, and practices.

**Program Objectives**

The Aboriginal Human Service diploma will prepare students to:

- Practice in a broad variety of social and human service delivery settings inclusive of Aboriginal delegated and non-delegated authorities as well as in urban and rural or remote Aboriginal communities;
- Understand the processes and interconnection of human, family, organizational and community development.
- Understand how systemic forces influence Aboriginal individuals,
families and community dynamics to both promote and impair self-determination, Aboriginal community relations, and relations with other Canadians through provincial and federal authorities.

- Describe, analyze and critique various knowledge, skills, and approaches for human service practice and community development.

- Create and implement interventions for change through individual and group counselling, family support, case management, crisis intervention, and community development.

- Articulate personal and professional ethical conduct consistent with Aboriginal values and beliefs and consistent with professional and social work codes of ethics, in order to mitigate the historical and contemporary oppression of Aboriginal people.

Program Structure
The Aboriginal Human Services Diploma consists of 19 courses and one supervised field placement. Each course will consist of a minimum of 45 student/instructor contact hours and includes assignments and examinations. Learners may be assessed for how prior learning meets the program and course learning outcomes. The program may be delivered flexibly in Aboriginal communities as determined by NVIT in conjunction with those partners.

An Aboriginal Human Services Diploma will be granted to students who successfully maintain a minimum GPA of 2.00 and complete 30 credits in the NVIT Foundational Skills in Counselling Certificate, or 30 credits in the NVIT Understanding Disabilities in Human Services Certificate, plus 30 credits of specified Aboriginal Human Services Diploma program courses.

Guiding Principles for Personal Suitability
Applicants to the Aboriginal Human Services Program will be required to demonstrate their suitability for human service practice, and their concurrence with the generalist, interdisciplinary approach to working with Aboriginal and rural communities. Experience in health and social service organizations (paid or voluntary) will improve an applicant's ability to demonstrate suitability for the program.

Diploma Program Admission Requirement
Successful completion of the Foundational Skills Certificate in Counselling or the Understanding Disabilities in Human Services Certificate and: Math 11 or MATH 051

*ENGL 110 or ENGL 229 - Oral and Written Communication
*SOCI 299 or SOCI 121 - Introduction to Sociology II

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.

Year 2 Fall Diploma*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BUSM 200</td>
<td>Finite Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 110</td>
<td>College Composition</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 299</td>
<td>Directed Studies</td>
<td>3</td>
</tr>
<tr>
<td>SOCW 200A</td>
<td>Introduction to Social Work Practice</td>
<td>3</td>
</tr>
<tr>
<td>SOCW 200B</td>
<td>Introduction to Social Welfare in Canada</td>
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Year 2 Spring Diploma

<table>
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<th>Course Code</th>
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<tr>
<td>ACED 280</td>
<td>Community Development II</td>
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<tr>
<td>ACHD 130</td>
<td>Introduction to Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>ACHD 226</td>
<td>Aboriginal Research</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 111</td>
<td>Introduction to Sociology I</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 262</td>
<td>Culture and Identity</td>
<td>3</td>
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</tbody>
</table>

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

Chemical Addictions Worker Certificate

Program Delivery Location
Community Based
Merritt / Vancouver

The Chemical Addictions Worker program provides core skills required for First Nations Wellness Addictions Workers, and includes Aboriginal specific content. This program will assist individuals who currently are Alcohol and Drug Counsellors and/or Addictions Workers, who may need to obtain professional development to meet job requirements. In addition, this program is open to individuals who wish to seek employment in the addictions field.

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.

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.

Program Structure
To receive a Chemical Addiction Worker Certificate, the student must maintain a minimum GPA of 2.00 (C) and complete 33 credits. The Chemical Addiction Worker Certificate will ladder into the Chemical Addiction Worker Diploma upon successful completion of the prescribed 33 credits. A Chemical Addiction Worker Diploma will be granted to students who successfully maintain a minimum GPA of 2.00 and complete the prescribed 63 credits in the NVIT Chemical Addiction Worker Program.

The Diploma consists of 20 courses and one supervised field practicum (200 hours). Each course will consist of a minimum of 45 student/instructor contact hours and includes assignments and examinations. Learners may be assessed for how prior learning
meets the program and course learning outcomes. The program may be delivered flexibly in Aboriginal communities as determined by NVIT in conjunction with those community partners.

Guiding Principles for Personal Suitability
Applicants to this program will be required to demonstrate their suitability for human service practice, and their concurrence with the generalist, interdisciplinary approach to working with Aboriginal and rural communities. Suitability will be assessed through a 5-page personal statement which the Department Coordinator will review. Experience in working in the areas of addictions in health and/or social service organizations (paid or voluntary) may improve an applicant’s ability to demonstrate suitability for the program.

Courses
Certificate Completion Plan

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>STSC 101</td>
<td>Strategies for Success</td>
<td>3</td>
</tr>
<tr>
<td>ACHD 126</td>
<td>Self, Health and Wellness</td>
<td>3</td>
</tr>
<tr>
<td>ACHD 129</td>
<td>Intro to Aboriginal Family &amp; Counselling Systems</td>
<td>3</td>
</tr>
<tr>
<td>ACHD 224</td>
<td>Addiction and Recovery</td>
<td>3</td>
</tr>
<tr>
<td>ADCT 101</td>
<td>Counselling Skills, Theory and Methods</td>
<td>3</td>
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<tr>
<td>ADCT 102</td>
<td>Psychology, Understanding Human Behaviour</td>
<td>3</td>
</tr>
<tr>
<td>ADCT 103</td>
<td>Introduction to Mental Health</td>
<td>3</td>
</tr>
<tr>
<td>ADCT 104</td>
<td>Case Management</td>
<td>3</td>
</tr>
<tr>
<td>ADCT 200</td>
<td>Pharmacology &amp; Psychoactive Chemicals</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 110</td>
<td>College Composition</td>
<td>3</td>
</tr>
<tr>
<td>SOCI 133</td>
<td>Group Dynamics</td>
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Diploma Completion Plan

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>ACHD 223</td>
<td>Current Issues in Health</td>
<td>3</td>
</tr>
<tr>
<td>ACHD 228</td>
<td>Case Management: Roles &amp; Responsibilities of Community Health</td>
<td>3</td>
</tr>
<tr>
<td>ACHD 230</td>
<td>Mental Health Wellness and Challenges</td>
<td>3</td>
</tr>
<tr>
<td>ADCT 105</td>
<td>Sociology of Aboriginal Communities</td>
<td>3</td>
</tr>
<tr>
<td>ADCT 203</td>
<td>Special Issues in Counselling I</td>
<td>3</td>
</tr>
<tr>
<td>ADCT 204</td>
<td>Advanced Counselling</td>
<td>3</td>
</tr>
<tr>
<td>ADCT 205</td>
<td>Practicum - Directed Practice in Addictions Counselling</td>
<td>3</td>
</tr>
<tr>
<td>ADCT 294</td>
<td>Ethics and the Law</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 115</td>
<td>Adolescence and Addiction</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 225</td>
<td>Historical Trauma on First Nations People</td>
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</tr>
<tr>
<td>STAT 203</td>
<td>Introduction to Statistics for the Social Sciences</td>
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</table>

Advanced Diploma Completion Plan

The Chemical Addictions Worker Advanced Diploma provides core skills required for National Native Alcohol and Drug Abuse Program (NNADAP) Treatment Centre Counsellors and Community Prevention Workers and includes Aboriginal specific content. This program will assist individuals who currently are Alcohol and Drug Counsellors and/or Addictions Workers and may need to obtain professional development to meet job requirements. In addition this program is open to individuals who wish to seek employment in the addictions field.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>CHAD 324</td>
<td>Addiction and Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>CHAD 327</td>
<td>Blood Borne Pathogens</td>
<td>3</td>
</tr>
<tr>
<td>CHAD 333</td>
<td>Psychosocial Trauma Healing: Addiction Theory and the grief process</td>
<td>3</td>
</tr>
<tr>
<td>CHAD 334</td>
<td>Relapse Prevention</td>
<td>3</td>
</tr>
<tr>
<td>CHAD 335</td>
<td>Working with FASD in Aboriginal Communities</td>
<td>3</td>
</tr>
<tr>
<td>CHAD 339</td>
<td>Cultural Perspectives on Stress and Trauma</td>
<td>3</td>
</tr>
<tr>
<td>ACED 160</td>
<td>Community Analysis</td>
<td>3</td>
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<tr>
<td>ACED 161</td>
<td>Negotiations and Contract Management</td>
<td>3</td>
</tr>
<tr>
<td>ACED 180</td>
<td>Project Management</td>
<td>3</td>
</tr>
<tr>
<td>ACED 182</td>
<td>Proposal Writing</td>
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</tbody>
</table>
Certificate 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.

- ACED 100 Introduction To Community Economic Development
- ACED 115 Introduction To Accounting For Continuing Education
- ACED 140 Introduction to Marketing
- ACED 160 Community Analysis
- ACED 161 Negotiations and Contract Management
- ADMN 121 Introduction to Management
- ADMN 130 Community Development I
- ADMN 165 Introduction To Computing Systems
- BUSM 200 Finite Mathematics
- ENGL 110 College Composition

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 Completion Plan

- ACED 180 Project Management
- ACED 200 Planning in Aboriginal Communities
- ACED 220 First Nations Law and Community Economic Development
- ACED 230 Venture Development II
- ACED 240 Contemporary First Nation Issues
- ACED 260 Case Studies in Community Economic Development
- ACED 280 Community Development II
- BUSM 207 Introduction to Statistics
- BUSM 211 Introduction to Finance
- BUSM 223 Human Resources Management

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/First Peoples or ENGL 060.

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.
Business Administration-Certificate and Diploma

Program Delivery Location
Merritt

Faculty
Al Fukushima
Matt Pasco

Programs in this Department
Business Administration Certificate
Business Administration Diploma

Business Administration provides programs 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 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 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.

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:

• 1 1/2 - 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.

Business Administration 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.

CREDITS
ADMN 115 Accounting I 3
ADMN 121 Introduction to Management 3
ADMN 130 Community Development I 3
ADMN 165 Introduction to Computing Systems 3
BUSM 200 Finite Mathematics 3
BUSM 222 Organizational Behavior 3
BUSM 250 Principles of Marketing 3
ENGL 110 College Composition 3
Econ 101 Principles of Macroeconomics 3
*STSC 101 Strategies for Success 3

*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.

Business Administration Diploma

Diploma Program 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.
First Nation Public Administration
Program Delivery Location
Vancouver
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 equivalent of previous course work.

FNPA Certificate (Year 1) Completion Plan
FNPA Certificate is awarded to recognize the successful completion of one year of study. It requires 33 credits as prescribed below.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACED 115</td>
<td>Introduction to Accounting for Continuing Education</td>
<td>3</td>
</tr>
<tr>
<td>ACED 161</td>
<td>Negotiations and Contract Management</td>
<td>3</td>
</tr>
<tr>
<td>ADMN 121</td>
<td>Introduction to Management</td>
<td>3</td>
</tr>
<tr>
<td>ADMN 130</td>
<td>Community Development I</td>
<td>3</td>
</tr>
<tr>
<td>BUSM 200</td>
<td>Finite Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>BUSM 222</td>
<td>Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td>BUSM 251</td>
<td>Introduction To Economics</td>
<td>3</td>
</tr>
<tr>
<td>BUSM 294</td>
<td>Business Law</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 110</td>
<td>College Composition</td>
<td>3</td>
</tr>
<tr>
<td>POLI 111</td>
<td>Canadian Government and Politics</td>
<td>3</td>
</tr>
<tr>
<td>STSC 101</td>
<td>Strategies for Success 101</td>
<td>3</td>
</tr>
</tbody>
</table>

FNPA Diploma (2 Year) Completion Plan
An FNPA Diploma will be granted to the student who successfully maintains a minimum GPA of 2.00 (C) and has completed the 33 credit FNPA Certificate and 30 credits outlined in the diploma completion plan.

Admission Requirements
Completion of the First Nation Public Administration Certificate program.

Diploma Completion Plan
Students must complete the 18 credits as prescribed below plus 12 elective credits with a cumulative GPA of 2.00:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACED 180</td>
<td>Project Management</td>
<td>3</td>
</tr>
<tr>
<td>ACED 205</td>
<td>Aboriginal Governance Development</td>
<td>3</td>
</tr>
<tr>
<td>ACED 240</td>
<td>Contemporary First Nation Issues</td>
<td>3</td>
</tr>
<tr>
<td>BUSM 207</td>
<td>Introduction To Statistics</td>
<td>3</td>
</tr>
<tr>
<td>BUSM 211</td>
<td>Introduction to Finance</td>
<td>3</td>
</tr>
<tr>
<td>BUSM 223</td>
<td>Human Resources Management</td>
<td>3</td>
</tr>
</tbody>
</table>

Education Administration Stream
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FNPA 200</td>
<td>Politics and Education</td>
<td>3</td>
</tr>
<tr>
<td>FNPA 210</td>
<td>Band School Organization</td>
<td>3</td>
</tr>
<tr>
<td>FNPA 220</td>
<td>Educational Leadership</td>
<td>3</td>
</tr>
</tbody>
</table>
Office Administration Certificate Program

Program Delivery Location
Merritt/Vancouver/Community

Program
This program is to develop office administration skills and provide the 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.

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.

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.

Office Administration Certificate
The Office Administration Certificate is granted after the completion of 36 credits earned in the two terms, or seven months, of the program. A minimum 2.00 cumulative GPA is required to earn the Office Administration Certificate.

Certificate Completion Plan
Term 1
- APBT 110 Administrative Procedures 3.0
- APBT 130 Human Relations for Career Success 2.0
- COMM 101 Business English 3.0
- COMP 101 Computer Essentials and the Internet 3.0
- COMP 102 Word Processing 1 3.0
- COMP 103 Keyboarding 1 2.0
- STSC 101 Strategies for Success 3.0

Term 2
- APBT 111 Records Management 3.0
- APBT 120 Business Calculators & Mathematics 3.0
- COMM 111 Business Communication 3.0
- COMP 104 Spreadsheets 2.0
- COMP 112 Word Processing II 3.0
- APBT 149 Practicum 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.

Certificate Program 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

Year 1

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADMN 115</td>
<td>Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>BUSM 200</td>
<td>Finite Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>BUSM 222</td>
<td>Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td>BUSM 223</td>
<td>Human Resources Management</td>
<td>3</td>
</tr>
<tr>
<td>BUSM 250</td>
<td>Principles Of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>BUSM 251</td>
<td>Introduction To Economics</td>
<td>3</td>
</tr>
</tbody>
</table>
Career Training

Academic and Indigenous Studies (University Transfer)

Department Head
Catharine Crow, MA, RSW, EdD

Faculty
Dr. Catharine Crow
Mandy Jimmie
Mil Juricic
Sharon Mclvor
Lara-Lisa Condello
Dr. Eric Ostrowidzki
Don Vincent
Kathleen Wasacase

Programs in this Department
Associate of Arts Degree - Criminology
Associate of Arts Degree - First Nations Studies
Associate of Arts Degree - General Arts

Academic and Indigenous Studies (University Transfer) offers courses to earn Associate of Arts Degrees as well as courses for transfer in many areas of concentration: social sciences, humanities, and sciences at the first and second-year level. Courses are offered for university transfer and are open to all qualified applicants. Part-time students are welcome.

Admission Requirements
All applicants for admission to Academic and Indigenous Studies are required to meet the following admission requirements:

- Completion of grade 12 education with a minimum of C+ (65%) average (Completion of grade 12 education may be demonstrated by a certificate from a BC secondary school or equivalent within the last two years). An applicant who does not have evidence of English 12/English 12 First Peoples completion within the last two years may demonstrate English competency by writing a language proficiency test.

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.

Transferability
NVIT has successfully negotiated transferability of many of its courses with most colleges, institutes and universities in BC. For a full listing of transferable courses students are advised to refer to the BCCAT Transfer Guide, online version www.bctransferguide.ca

In BC, post-secondary institutions guarantee credit for courses or programs completed at other institutions, provided that they are listed in the BC Transfer Guide. Students may also be able to receive transfer credit for other courses not listed in the Guide, but will have to inquire individually for them. All the BC institutions that participate in the transfer process are listed in the Guide. Students can determine how courses will transfer to other institutions by searching the online Transfer Guide at www.bctransferguide.ca

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/First Peoples or ENGL 060
- C+ minimum grade in Foundations of Math 11 or MATH 057 or MATH 059

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.

Year 1
Students are required to successfully complete the 30 credits prescribed below:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRIM 101</td>
<td>Introduction to Criminology</td>
<td>3</td>
</tr>
<tr>
<td>CRIM 104</td>
<td>Sociological Explanations of Criminal and Deviant Behaviour</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 110</td>
<td>College Composition</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 100</td>
<td>Introduction to Critical Thinking</td>
<td>3</td>
</tr>
<tr>
<td>POLI 111</td>
<td>Canadian Government and Politics</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 111</td>
<td>Introduction to Psychology I</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 121</td>
<td>Introduction to Psychology II</td>
<td>3</td>
</tr>
<tr>
<td>STSC 101</td>
<td>Strategies for Success</td>
<td>3</td>
</tr>
<tr>
<td>Elective English UT 100 Level</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Elective Laboratory Science UT 100 Level</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>
University Transfer continued

Year 2
Upon successful completion of Year 1, students are required to complete the 27 credits prescribed below plus three elective credits.

<table>
<thead>
<tr>
<th>Credits</th>
<th>Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>CRIM 103 Psychological Explanations of Criminal and Deviant Behavior</td>
</tr>
<tr>
<td>3</td>
<td>CRIM 131 Introduction to Criminal Justice System</td>
</tr>
<tr>
<td>3</td>
<td>CRIM 135 Introduction to Canadian Law</td>
</tr>
<tr>
<td>3</td>
<td>CRIM 220 Introduction to Research Methods</td>
</tr>
<tr>
<td>3</td>
<td>CRIM 230 Criminal Law in Canada</td>
</tr>
<tr>
<td>3</td>
<td>CRIM 231 Introduction to the Judicial Process</td>
</tr>
<tr>
<td>3</td>
<td>SOCI 111 Intro to Sociology I</td>
</tr>
<tr>
<td>3</td>
<td>STAT 203 Introduction to Statistics for the Social Sciences</td>
</tr>
<tr>
<td>3</td>
<td>Elective Math, Statistics or Sciences UT 100 Level</td>
</tr>
<tr>
<td>3</td>
<td>Elective Criminology UT 200 Level</td>
</tr>
<tr>
<td>3</td>
<td>Elective UT Elective 100 or 200 Level</td>
</tr>
</tbody>
</table>

Associate of Arts Degree – First Nations Studies

Program Delivery Location
Merritt
Vancouver

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
University Transfer continued

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)

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.

Year 1
Successful completion of 30 credits as prescribed below:

<table>
<thead>
<tr>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 credits* of Social Science (CRIM, ECON, FNSS, POLI, PSYC, SOCI)</td>
</tr>
<tr>
<td>6</td>
</tr>
<tr>
<td>6 credits* of Humanities (FNED, FNST, HIST, PHIL)</td>
</tr>
<tr>
<td>6</td>
</tr>
<tr>
<td>3 credits* of Science</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>CMSC 109 Computer Applications</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>ENGL 110 College Composition</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>ENGL 111 Introduction to Modern Fiction</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>STAT 203 Introduction to Statistics for the Social Sciences</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>STSC 101 Strategies for Success</td>
</tr>
<tr>
<td>3</td>
</tr>
</tbody>
</table>

Year 2
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*.

*credits must be fully transferable

Indigenous Languages Program

Program Delivery Location
Community Based
Merritt

Programs in this Department
Indigenous Language Certificate
Indigenous Language Diploma
Advanced Diploma in Indigenous Language Teaching

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 mjimmie@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
• 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. The Indigenous Language Certificate is awarded to recognize the successful completion of the equivalent of one-year of full-time study with an option of continuing to the second year diploma.

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 the factors:

• Grade 12 Diploma or mature status (19 years of age)
• C+ minimum grade in English 12/English 12 First Peoples or ENGL 060

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.
Certificate Completion Plan

Students must complete nine 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>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 110</td>
<td>Approaches to History</td>
<td>3</td>
</tr>
<tr>
<td>SCIE 150</td>
<td>Aspects of Plateau Ethnoscience</td>
<td>3</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 Completion Plan

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 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>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 250</td>
<td>Application of Assessment &amp; Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 260</td>
<td>Innovative Teaching &amp; Planning</td>
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</tr>
<tr>
<td>EDUC 270</td>
<td>Language Acquisition: Theory &amp; Practice</td>
<td>3</td>
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<tr>
<td>EDUC 280</td>
<td>Methods in Second Language Teaching</td>
<td>3</td>
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<tr>
<td>EDUC 285</td>
<td>Technological Innovations &amp; Language I</td>
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<tr>
<td>EDUC 286</td>
<td>Technical Innovations &amp; Language II</td>
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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 combine's 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.

Program 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.

Native Indian Teacher Education Program (NITEP)

For information on the NITEP program, please visit: http://nitep.educ.ubc.ca/
Bachelor of Social Work

Program Delivery Location
Merritt
Vancouver

Department Head
Elaine Herbert, MSW

Faculty
Joanne Armstrong, MSW
Tim Dueck, MSW RSW
Elaine Hebert, MSW RSW
Ursula Katic, MSW RSW
Michelle Reid, MSW RSW

Programs in this Department
Bachelor of Social Work Degree

The NVIT BSW degree program is the only Aboriginal-centered BSW program in British Columbia and only one of three across Canada. 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 fourth-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.

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.

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 approach to working in Aboriginal and non-Aboriginal communities. Experience in health and social service organizations (paid or voluntary) 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 in 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**

**Third Year Courses**

- **SOCW 301** The Research Practitioner in the Human Services 3
- **SOCW 304** Field Practice 6
- **SOCW 306** Theory and Ideology of Social Work 3
- **SOCW 320** Trauma Informed Social Work Theory & Practice 3
- **SOCW 311** Aboriginal Perspectives on Social Policy 3
- **SOCW 353** Communication Skills 3

**Fourth Year Courses**

- **SOCW 402** Social Work Field Practice II 9
- **SOCW 404** Ethical Practice in Aboriginal Communities 3
- **SOCW 457** Aboriginal Social Work Theory 3
- **SOCW 486** Aboriginal Social Work Practice 3

**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.

**Sample Completion Schedule**

<table>
<thead>
<tr>
<th>Fall</th>
<th>CREDITS</th>
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<tbody>
<tr>
<td>SOCW 306</td>
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<tr>
<td>SOCW 300</td>
<td>3</td>
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<tr>
<td>SOCW 311</td>
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<tr>
<td>SOCW 353</td>
<td>3</td>
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<tr>
<td>Elective</td>
<td>3</td>
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**CREDITS**

15 Social Work credits

<table>
<thead>
<tr>
<th>Spring</th>
<th>CREDITS</th>
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<tbody>
<tr>
<td>SOCW 301</td>
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<tr>
<td>SOCW 304</td>
<td>6</td>
</tr>
<tr>
<td>SOCW 457</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
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</tbody>
</table>

30 Social Work credits
Bachelor of Social Work

**Summer**

Social Work Elective 3  
Social Work Elective 3  36 Social Work credits

**Fall**

SOCW 404 3  
SOCW 486 3  
Social Work Elective 3  
Social Work Elective 3  48 Social Work credits

**Spring 2014**

SOCW 402 9  
Social Work Elective 3  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 at both campuses. 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 BCASW Code of Ethics and may be required to withdraw from school for violating these provisions.
For current transfer information on NVIT courses please refer to the BC Transfer Guide found at: www.bctransferguide.ca

### Course Name Abbreviations

- ACED: Aboriginal Community Economic Development
- ACHD: Aboriginal Community and Health Development
- ADCT: Addictions Counsellor Training
- ADMN: Administrative Studies
- AECE: Aboriginal Early Childhood Education
- AGLP: Aboriginal Governance & Leadership
- ANTH: Anthropology
- BIOL: Biology
- BTEL: Bridging to Trades
- BUSM: Business Management
- CHEM: Chemistry
- COMP: Computing
- CMSC: Computing
- CRIM: Criminology
- CRLS: College Readiness and Learning Skills
- ECON: Economics
- EDUC: Education
- EMSK: Employment Skills
- ENGL: English
- ENRT: Environmental Resource Technology
- FINA: Fine Arts
- FCNO: Finance
- FNEG: First Nations Education
- FNPA: First Nation Public Administration
- FNSC: First Nations Science
- FNSL: First Nations Speech and Language
- FNSS: First Nations Social Sciences
- FNST: First Nations Studies
- FNWS: First Nation Women Studies
- GEDP: GED Preparation
- HALQ: Halq'eméylem Language
- HIST: History
- HTCA: Health Care Assistant
- INLG: Indigenous Languages
- INST: Indigenous Studies
- LEPP: Law Enforcement Preparation
- MATH: Mathematics
- NAID: Native Adult Instructor
- NLEK: Nleʔkepmx̣ín
- NSYL: Nsylíičen
- PHIL: Philosophy
- PRNS: Practical Nursing
- PHYS: Physics
- POLI: Political Science
- PSYC: Psychology
- READ: Reading Skills
- SCIE: Science
- SECW: Secwépemctsin
- SKWX: Skwxwú7mesh Language
- SOCI: Sociology
- SOCW: Social Work
- STAT: Statistics
- STLG: Státʼátlimc
- TRAN: Transition
- TRMG: Tourism Management
- WMGT: Water Management

### 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 140  
**Introduction to Marketing**

In this course, students will be introduced to the concepts, activities, and decisions that relate to the marketing function in business and non-business organizations in the community, regional, national and international settings. There will be a focus on development and implementation of marketing strategies through the use of marketing mix variables of product, price, place, and promotion. Ethical issues in marketing will be discussed, and the creative use of Internet marketing entertained.

Prerequisites: ADMN 190, ACED 100, ACED 120, ADMN 130 or permission of instructor.

#### ACED 151  
**Leadership Development**

The purpose of this course is to study current leadership thinking and behavior in organizations and in CED. It also explores the...
ACED 160 3 Credits
Community Analysis
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 3 Credits
Negotiations and Contract Management
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 3 Credits
Project Management
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 3 Credits
Proposal Writing
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.
Course Details continued

**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 Canada-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.  
Prerequisites: ACED Certificate or permission of instructor.

**ACED 260**  
Case Studies in Community Economic Development  
3 Credits

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  
3 Credits

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  
3 Credits

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 120**  
Developing Community Health Leadership  
3 Credits

Students will investigate challenges faced by Aboriginal communities in the areas of social, political, cultural, economics, 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  
3 Credits

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  
3 Credits

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  
3 Credits

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 3 Credits
**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 3 Credits
**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 3 Credits
**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 3 Credits
**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 3 Credits
**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 approach 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 3 Credits
**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 3 Credits
**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 3 Credits
**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.
Course Details continued

particularly around the topic of residential school and the legacies around residential school.

Prerequisites: ENGL 110

ACHD 227  3 Credits
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: ACHD 129

ACHD 228  3 Credits
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  3 Credits
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: ACHD 129

ACHD 230  3 Credits
Mental Health Wellness and Challenges
Students will have the opportunity to apply concepts and principles of long-term care for individuals and families with chronic, complex mental health problems and/or developmental needs. They will also explore the difference between long-term care and short-term care treatment approaches. Areas of focus will include contemporary approaches (rehabilitative, habilitative and palliative care). Case studies will include but not be limited to organic illness, genetic mental disability, post-traumatic stress disorder, psychotic and neurotic conditions, personality disorders, impact of trauma and multi-generational trauma. 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 specifically about trauma and multi-generational impact of residential schools.

Prerequisites: ACHD 224

ACHD 231  3 Credits
Health Administration and Program Development
This course will introduce students to all aspects of health administration. They will explore what is involved in administering a health program, particularly in Aboriginal communities, including funding, budgetary and reporting requirements, staffing, case work, policy development and guidelines, ethics, and codes of conduct. Students will become familiar with program development and the differences between how programs are developed in Aboriginal communities and non-Aboriginal communities. This course will review contemporary program development in Aboriginal communities with an emphasis on health care programs, health transfer and holistic perspectives to program development and administration. Students will have the opportunity to explore culturally sensitive programs that can be designed for survivors of residential school and their families in communities and how programs can network and enhance the support to families.

Prerequisites: ACHD 125

ACHD 232  3 Credits
Practicum I
An Aboriginal Community & Health Development Diploma Practicum is required to complete the program. Nicola Valley Institute of Technology utilizes an extensive number of Aboriginal and non-Aboriginal service agencies and Bands for practicum. The development of an appropriate practicum placement is a collaborative effort between NVIT, the student, and the agency that will maximize the students’ learning potential. Practicum I is intended to build upon practice and work experience to provide opportunities to strengthen skills, knowledge, and understanding of current values and attitudes. The practicum, more than a work experience, is a continuation of the educational learning process. The students will be exposed to specific learning objectives, structured supervision, and the opportunity to apply theory to practice.

Prerequisites: Must complete 45 credits to be eligible for practicum placement.

ADCT 101  3 Credits
Counselling Skills, Processes, Theory and Methods
This course introduces students to several theoretical perspectives used in the counseling process. Students examine practice concepts such as problem solving, goal-setting, self-awareness and intervention methods. An Aboriginal perspective citing “ways of knowing” is explored as a mechanism in the process of problem identification. Students compare and contrast the ecological approach with traditional teaching of the medicine wheel as conceptual frameworks within the counseling process.

Prerequisites: Program admission.

ADCT 102  3 Credits
Psychology, Understanding Human Behaviour
This course is an introduction to native 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 103 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 104 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 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 200 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, counselling, 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 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 thread/themes 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 counselors, legal and moral standards, confidentiality, discrimination, client welfare, public statements, competence, client-counselor 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.

ADMN 190

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.

ADMN 191

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.

AECE 102

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.

AECE 104

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

AECE 110

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

AECE 124

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.

AECE 125

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
COURSE DETAILS

Department Head.

**AECE 134  
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 planning 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 Prerequisites.

**AECE 136  
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

**AECE 140  
Music and Art in ECE**

The course provides students with an introduction to the study of music and art in relation to programming in the early childhood education field. Students will learn the connection between theory and practice in the area of creativity as individual expression as well as for cultural identity. The course ensures that students know the development of aesthetic, musical, and sensory experiences in Aboriginal and non-Aboriginal settings.

Prerequisites: Program Admission

**AECE 145  
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.

**AECE 148  
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,

**AECE 149  
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  
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  
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  
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  
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  
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.
Course Details continued

**AECE 208  
Special Topics in Child Care**  
3 Credits  
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 or equivalent.

**AECE 210  
Working with Families**  
3 Credits  
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  
Family and Professional Communication**  
3 Credits  
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  
Exploring Perspectives In Communication**  
3 Credits  
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  
Administrative Licensing & Leadership**  
3 Credits  
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  
Programming for Infants and Toddlers**  
3 Credits  
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 124, AECE certificate or equivalent.

**AECE 222  
Programming for Exceptional Children**  
3 Credits  
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  
Programming for Early Years 2**  
3 Credits  
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**  
3 Credits  
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**  
3 Credits  
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**  
3 Credits  
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**  
3 Credits  
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**  
2 Credits  
Students will study the implementation and evaluation of health and safety practices for infants to three year olds.  
Prerequisites: AECE certificate or equivalent.
The course, Guiding and Caring for Young Children, provides learners with practical skills for use in Early Childhood Education programs.

AECL 154
Guiding and Caring for Young Children

Prerequisites: Admission to the program

AECL 156
Engaging Programs I

Prerequisites: AECL 154, AECL 157, AECL 161, AECL 166, AECL 167

AECL 157
Exploring Perspectives

Prerequisites: AECL 154, AECL 157, AECL 161, AECL 166, AECL 167

AECL 161
Developmental Pathways II

Prerequisites: AECL 154, AECL 157, AECL 161, AECL 166, AECL 167

AECL 166
Engaging Programs II

Prerequisites: AECL 154, AECL 157, AECL 161, AECL 166, AECL 167

AECL 167
Responsive Curriculum Development I

Prerequisites: AECL 154, AECL 157, AECL 161, AECL 166, AECL 167
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 Mindful Observation**
3 Credits
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 Health Safety and Wellness**
3 Credits
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 Experiences in Language**
3 Credits
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 of C or better.

**AECL 177 Authentic Relationships**
3 Credits
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 Practicum I**
4 Credits
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 and professional 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.
Prerequisites:
AECL 190, AECL 177, AECL 175, AECL 172, AECL 170, AECL 191, (Pre or Co requisite), AECL 175, AECL 177. Prerequisite courses must have a grade of C or better.

**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.
Prerequisites:
AECL 190, AECL 177, AECL 175, AECL 172, AECL 170, AECL 191, (Pre or Co requisite), AECL 175, AECL 177. Prerequisite courses must have a grade of C or better.

**AECL 251 Developmental Pathways III**
3 Credits
Developmental pathways III focuses on the multiple pathways of supporting the diverse abilities and growth of young children. The course encourages learners to see young children through many lenses in addition to the western paradigm of competency reaching. Throughout the course, learners will examine how genetics, diverse abilities, culture, and other life experiences play a role in early childhood development. In particular, Developmental Pathways III, encourages exploration of the notion of the term “at risk” and how it has been applied to Aboriginal children, families, and communities. The course encourages learners to look at how they internalize assumptions related to ways of being and make decisions about working with children based on popular knowledge versus developing an understanding of cultural relevant norms.
Prerequisites: AECE/AECL certificate or equivalent

**AECL 260 Perspectives for Practice**
3 Credits
Students will examine Aboriginal and British Columbia Early Learning Frameworks and what it means for an educator to engage in a conforming, reforming, and transforming reflective process. The concepts and application of pedagogical narrations of ordinary moments will also be examined through the lens of a transformative vision. Discussions and explorations will be rooted in connections to Aboriginal knowledge as a valid way of knowing and understanding the world and integral to professional practices.
Prerequisites: AECE/AECL certificate of equivalent

**AECL 264 Respectful Leadership**
3 Credits
This course will study issues which students may face as future daycare supervisor and/or potential administrators. The students will examine sound program management, fiscal management, licensing, personal management and organizational structure with regards to infant/toddler programs and inclusive programs. Additionally students will discuss respectful leadership with regards to transformational and transactional leadership styles.
Prerequisites: AECE/AECL certificate or equivalent.
Responsive Curriculum Development II (Infant Toddler)

Responsive Curriculum Development II builds on the knowledge and skills of previous curriculum courses and expands to creating an inclusive caring and learning environment for all children aged three to six. Students continue to explore building collaborative relationships with families, communities and professional teams. The course focuses on observation of children and their communities is emphasized. Prerequisites: AECE/AECL certificate or equivalent.

Responsive Curriculum Development III (Diverse Abilities)

Responsive Curriculum Development III builds on the knowledge and skills of previous curriculum courses and expands to creating an inclusive caring and learning environment for all children aged three to six. Students continue to explore building collaborative relationships with families, communities and professional teams. The course focuses on observation of children and their communities is emphasized. Prerequisites: AECE/AECL certificate or equivalent.

Practicum III Infant and Toddler

Practicum III provides learners with experience in applying theory to practice in relation to working with infants and toddlers. Learners take on the role of the Early Childhood Educator in meeting all the needs of the infants and toddlers in their care. This course includes 200 hours in a practicum setting plus ten hours of practicum seminar where learners will focus on working with families in infant and toddler settings. Prerequisites: AECE/AECL certificate or equivalent.

Practicum IV Diverse Abilities

Practicum IV provides learners with experience in applying theory to practice in relation to supporting all children to be capable and competent in their own ways. Learners take on the role of the Early Childhood Educator in meeting all the needs of the infants in their care. This course includes 200 hours in a practicum setting plus ten hours of practicum seminar where learners will focus on working with families in inclusive child care settings. Prerequisites: AECE/AECL certificate or equivalent.

Aboriginal Governance and the Indian Act

This course outlines the effects of the Indian Act on current community development. It also examines the key issues affecting Aboriginal communities and explores best practices for leaders to move beyond the limitations of the Indian Act. Prerequisites: ENGL 060, MATH 057, MATH 11 or Permission of the Instructor.

Intro to Traditional Aboriginal Leadership

In this course, learners will research and develop an enhanced understanding of traditional Aboriginal leadership values, community protocols, ceremonies, responsibilities, and the role of Elders in traditional leadership and governance. Learners will also research historical events that have impacted Aboriginal communities in relation to governance, and their effect on traditional community governance and contemporary organizational leadership. Prerequisites: English 12, English 12 First Peoples, ENGL 060, or equivalent, or permission of the instructor.
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 microscopically 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 1104**

**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

**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

**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.

**BTES 060**

**Essential Skills**

This course supports students to develop and increase essential skills in reading text, applying numeracy applications, and using documents relevant to the curriculum in trades and mine training programs. This course will also help prepare students to acquire test-taking strategies relevant to their programs.
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

**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

**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

**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

**BUSM 250**

**Principles of Marketing**

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
**Course Details continued**

**BUSM 255 3 Credits**  
**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 3 Credits**  
**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 3 Credits**  
**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 324 3 Credits**  
**Addition and Nutrition**  
This course will give the students the opportunity to view addiction as a physiological disease as defined by the World Health Organization. How alcohol and drugs damage the entire body will be reviewed and discussed. Students will examine how Aboriginal health, which had been maintained by a traditional diet and life-style, has been adversely affected by a modern diet and life-style. Furthermore, students will note that Aboriginal people have become predisposed to addictions because of such harmful changes in their diets and life-styles. The current First Nations Canada Food Guide will provide a focus for discussion. Learning to identify healthy food choices using a holistic program model, students will gain the knowledge and skills to help restore people to physical, mental, emotional and spiritual health. As part of these investigations, students will become aware of how a lack of nutrition and the wrong food choices can facilitate cravings for drugs and alcohol.  
Prerequisites: Advanced diploma program admission or permission of instructor.

**CHAD 333 3 Credits**  
**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 3 Credits**  
**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 3 Credits**  
**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 prenatal exposure to alcohol, clinically referred to as 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 on-going mentoring, time in the field, and practice using the knowledge acquired.  
Prerequisites: Advanced diploma program admission or permission of instructor.

**CHAD 339 3 Credits**  
**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.
Course Details continued

**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. CHEM 060 covers the Core Topics for Chemistry: Provincial 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 Science 10 and MATH 057 or Math 11 Foundations or instructor permission.

**CMSC 109**  
Computer Applications  
The course is intended to provide practical skills for the academic usage of computers. Basic concepts and terminology will also be covered. At the end of this course the student will be able to use computers to some common problems found in both the academic community and Aboriginal communities and organizations. Students will have a basic knowledge of computer hardware, office applications and internet technologies.

**COMM 101**  
Business English  
Business English focuses on correct English usage in a business environment and provides students with a comprehensive review of grammar, punctuation, and style, as well as business spelling and vocabulary development. The course materials are presented in small, easily manageable learning segments.

**COMM 111**  
Business Communication  
Business Communication teaches learners how to plan, organize, and write correct and effective “reader friendly” business documents appropriate for use in today’s global business environment. Students will learn how to write business letters, memos, reports, and electronic messages. Each unit begins with a set of learning objectives. The assigned readings, together with the reinforcement exercises, are the principal learning activities.  
Prerequisites: Program admission requirements.

**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.

**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: 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, and 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 Level 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
Keyboarding 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 professionallooking 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
Keyboarding 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 Criminal Justice System
This course provides a general overview of criminal justice. 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
This 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 application, 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 appoint, 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/transformative) 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 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 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.

**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 succeed 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, gain 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 290  
**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
**Course Details continued**

place skills.
Prerequisites: EMSK Program admission.

**EMSK 043 0 Credits**
*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 0 Credits**
*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 0 Credits**
*Math in the Workplace*
Numeracy skills are essential in the workplace. 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 0 Credits**
*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 0 Credits**
*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 0 Credits**
*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 0 Credits**
*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 0 Credits**
*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 compliment 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 0 Credits**
*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**
*English-Advanced Level*
This advanced level course is a grade 11 equivalent focusing on English skills including basic essay format and introductory research skills. Students who have completed advanced level work will have the skills necessary to enter provincial level courses and some vocational, career, and technological programs. Topics may include speaking and listening, reading, research, referencing, and writing.
Prerequisites: ENGL 040, ENGL 10, Instructor permission or, advisor assessed equivalent.

**ENGL 054 0 Credits**
*Communications for Health Care*
This course is designed as an introduction to the language of anatomy, medicine, and health care. In this course students will examine written and oral communication from an integrated approach, drawing on practical and theoretical uses of language in the extended care and medical community. Students will look at health care occupations in BC, as well as study English for communication with co-workers, supervisors and instructors.
Prerequisites: ENGL 040, ENGL 10 or, advisor assessed equivalent.

**ENGL 060 0 Credits**
*English-Provincial Level*
This Provincial level course is a grade 12 equivalent focusing on various essay types including an introduction to the research essay. Elements of literature are also discussed. Students who have completed provincial level work will have the skills necessary to enter many academic, vocational, career, and technological programs. Topics will include critical and creative thinking, speaking and listening, reading, research and referencing, and written communication.
Prerequisites: ENGL 050, English 11 or, advisor assessed equivalent.
Course Details

**English Seminars**
The English seminars are designed as a hybrid instructional model between on-line and face-to-face teaching. The seminars are to assist students in preparing for various types of writing, reading, analyzing, and responding that is expected of the college level student. Students will complete assignments designed to improve their ability to write clearly and correctly, to organize material, use a multi-stage writing process and to carry out basic library research. Students will learn and practice the strategies and processes that successful writers employ as they work to accomplish specific purposes. In college, these purposes include comprehension, instruction, persuasion, investigation, problem resolution, evaluation, and explanation.

**ENGL 101**
*Foundations for Academic Writing*
An introduction to reading and writing in the academic disciplines. Through the study and application of the principles of academic discourse and with emphasis on expository and persuasive writing, this course will introduce students to critical reading and academic writing. In lectures, discussions and on-line exercises, instructors will focus on skills central to academic discourse. Students will examine methods for discovering and arranging ideas, and they will consider ways in which style is determined by situation. Reading and writing assignments will require students to study, analyze, and apply principles of exposition and persuasion.

Prerequisites: English 12, English 12 First Peoples, ENGL 060, or equivalent, or permission of the instructor.

**ENGL 110**
*College Composition*
English 110 prepares students to write successful college essays. This course focuses on the writing process. Students will learn how to develop, organize, write, revise, document, and edit essays.

Prerequisites: ENGL 060, or English 12 and/or English 12 First Peoples or permission of instructor.

**ENGL 111**
*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. Conventions of standard English wording will be emphasized. 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.

Prerequisites: ENGL 110, ENGL 111, or permission of instructor.

**ENGL 212**
*Discourse and the Colonization of Indigenous Social Spaces*
This course will examine the role of colonial and neocolonial 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 neocolonial 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.
Course Details continued

**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 Chinua 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.
Prerequisites: ENGL 111, ENGL 110, or permission of instructor.

**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 behaviour 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
Course Details continued

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  5 Credits

Field Surveys 2
This course is a continuation of Field Surveys I 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  3 Credits

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.

ENRT 170  5 Credits

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  5 Credits

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  3 Credits

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  5 Credits

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  5 Credits

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 165

ENRT 257  5 Credits

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  5 Credits

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  5 Credits

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  5 Credits

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
Course Details continued

**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

**ENRT 272**

**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

**ENRT 273**

**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

**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.

**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.

**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.

**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.

**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.

**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 documentation 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.

**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.

**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.
To expand their view of education students will share ideas and perspectives with administrators. 

Prerequisites: ENGL 060, or English 12/English 12 First Peoples

**Course Details continued**

**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.

**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*

FFNPA 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 3 Credits
Advanced Financial Management
FNPA 245 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 3 Credits
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

FNSC 106 3 Credits
Exploring the Natural Sciences
This course reviews concepts used in the study of the natural sciences with an emphasis on biology. Students will explore astronomy, cell biology, genetics, evolution, biological diversity, geology and ecology. Indigenous and contemporary scientific ways of knowing about the natural world will be compared and contrasted. Students will be given an opportunity to explore a specific example of traditional Indigenous knowledge about nature through a final project. The course includes a laboratory component that provides theoretical knowledge and practical experiences in gathering, organizing and analyzing different aspects of natural science.

FNSC 107 3 Credits
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.

FNPA 140 3 Credits
Language Delays and Disorders I
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.

FNPA 150 3 Credits
Therapy Procedures for Language Delays & Disorders
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. Second, this course will examine theories of dominance and its relation to the societal 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.
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<th>Course Code</th>
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<td>FNWS 203</td>
<td>First Nations Women, Power and Environments</td>
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<td>FNWS 204</td>
<td>Tempered Lives: The Status of First Nations Women</td>
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<td>FNWS 205</td>
<td>Neither ‘Indian Princess’ nor ‘Easy Squaw’: First Nations Women</td>
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<td>FNWS 206</td>
<td>Visionaries and Dreamers: First Nations Women's Artistic Traditions</td>
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<td>FNWS 207</td>
<td>Storytelling as Metaphor: First Nations Women's Lives</td>
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<td>FNWS 208</td>
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<td>FNWS 209</td>
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<td>FNWS 210</td>
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<td>FNWS 212</td>
<td>First Nations Women's Experience, Knowledge and Wisdom</td>
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Course Details continued

FNWS 213  
3 Credits  
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 equivalent or permission of instructor. Recommended prerequisite FNWS 100.

GEDP 060  
0 Credits  
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 NIIT 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  
3 Credits  
Halq'emeylem Language Introduction (Previously INLG 140)
The Halq'emeylem Language Introduction course is for those who have had little or no previous Halq'emeylem 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'emeylem.

HALQ 110  
3 Credits  
Halq'emeylem Language I (Previously INLG 141)
Halq'emeylem Language I is a continuation of the introductory Halq'emeylem 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  
3 Credits  
Halq'emeylem Language II (Previously INLG 142)
Halq'emeylem Language II is an intermediate-level course in the Halq'emeylem 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'emeylem vocabulary.
Prerequisites: HALQ 110

HALQ 112  
3 Credits  
Halq'emeylem Language III (Previously INLG 143)
Halq'emeylem Language III is an advanced course in the Halq'emeylem 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'emeylem 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  
3 Credits  
Halq'emeylem 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'emeylem 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  
9 Credits  
Intensive Halq'emeylem I (Previously INLG 240)
Intensive Halq'emeylem I is an intensive course in the Halq'emeylem 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.
Prerequisites: HALQ 112

HALQ 211  
9 Credits  
Intensive Halq'emeylem Level II (Previously INLG 241)
Intensive Halq'emeylem Level II is the second of four intensive courses in the Halq'emeylem language. Students will master their second set of 500 vocabulary items, while learning to use a number of other core grammatical patterns in the language. Methodologies are similar to Intensive Level 1: heavy focus on vocabulary learning, communicative-functional approaches (e.g. dialogues, play-acting), mixed with practice with the grammatical exercises and more advanced focus on the details of pronunciation. Students will also focus on studying a traditional oral text.
Prerequisites: HALQ 210

HALQ 212  
9 Credits  
Intensive Halq'emeylem III (Previously INLG 242)
Intensive Halq'emeylem III is the third of four intensive courses in the Halq'emeylem language. Students will master their third set of 500 vocabulary items, bringing their total vocabulary up to 1500 high-frequency words in the language, while learning some of the more advanced grammatical patterns in the language. Methodologies are similar to Intensive Level 1 and 2: heavy focus on vocabulary learning, communicative-functional approaches (e.g. dialogues, play-acting), mixed with practice with the grammatical exercises and more advanced focus on the details of pronunciation, and study of a fairly extensive oral narrative.
Prerequisites: HALQ 211

HALQ 213  
9 Credits  
Intensive Halq'emeylem IV (Previously INLG 243)
Intensive Halq'emeylem IV is the final of the intensive courses in the Halq'emeylem language. This course brings the students up to a full 2,000 vocabulary set, and completes their study of the major grammatical features of the language. As in the lower-level courses, level IV uses communicative-functional methods combined with a heavy focus on vocabulary learning, grammar practice, and study of tradition oral texts.
Prerequisites: HALQ 212
The overall goal of the course is to provide students experience at an intermediate level in comprehending extended fluent stories. As in the first course in this series, 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 an extended fluent text in the language without any translation. Student familiarity with vocabulary and structure will be strong enough that they can produce their own, slightly simplified, versions of this more extended text. Students will now be able to approach more extended texts in their language on their own, with confidence and ability. Students will again spend a significant amount of time being mentored in online chat with a fluent elder, and will have a solid foundation in online mentoring methodology.

Prerequisites: HALQ 113

HIST 100 Canadian History: Pre-Conference to Confederation

This course will examine some of the principle events in Canadian history from the pre-contact era to Confederation in 1867. The contributions of the three principal players in this time period - Aboriginal peoples, the British and the French - will be explored. Topics will include the following: precontact Aboriginal societies, the early European explorers, First Nations as trading partners and allies, the growth of the British and the French colonies, the expanding fur trade, the Seven Years War and the Royal Proclamation, the ongoing French Canadian issue, the rebellions in Upper and Lower Canada, the acceptance of responsible government, and the formation of Canada. Through this course students will learn about the historic roots of Canada and some of the key challenges facing it today.

Prerequisites: English 12 and/or English 12 First Peoples or equivalent.

HIST 101 Canadian History: Confederation to the Present

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 204 The Métis of Canada: Historical and Contemporary Perspectives I

This course will examine the formation and growth of Canada's Métis people, from the time of the first European contact up to the famous Métis uprising in 1869-70. 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-between" and unworthy of study will thus be given the academic and historical treatment that they deserve.

HIST 205 The Métis 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 of the course include: the emergence of the Métis as a distinct peoples, the dispersal of Métis communities in various parts of what would become known as Canada, Métis experience in the armed struggles of 1870 and 1885, the post-1885 life of the Métis, the diversity of Métis peoples, and the modern emergence and recognition of Métis rights. By considering a variety of perspectives regarding Métis history, you will gain insight into the vitality and complexity of Métis identity.

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 Syilx prior to contact with European cultures, and they will follow the events that progressed to the current status of the Syilx peoples.

Prerequisites: HIST 110, or instructor permission.

HIST 236 History of Secwepemc (Shuswap People)

This course is designed to provide insight of 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.

HIST 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

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
**Course Details continued**

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 104**  
**2 Credits**  
**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 care-giving 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**  
**1 Credit**  
**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**  
**1 Credit**  
**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**  
**2.5 Credits**  
**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**  
**2 Credits**  
**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**  
**2 Credits**  
**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**  
**4 Credits**  
**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**  
**2 Credits**  
**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**  
**2 Credits**  
**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, HTCA166, HTCA126, HTCA121, HTCA116, HTCA111

**HTCA 166**  
**1.5 Credits**  
**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, HTCA126, HTCA104, HTCA111, HTCA116, and program admission.

**HTCA 176**  
**2 Credits**  
**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
### Course Details continued

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:** HTCA 104, HTCA 166, HTCA 126, HTCA 121, HTCA 116, HTCA 111.

**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:** HTCA 152, HTCA 176, HTCA 159, HTCA 156, HTCA 153, HTCA 151, HTCA 111.

**INLG 050 Háilhzaqv Language**

Students will attain a basic comprehension of the speaking, writing and reading of the Háilhzaqv 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 Háilhzaqv, and give insight on how our language is essential to whom we are.

**Prerequisites:** ENGL 040, English 9 or, advisor assessed equivalent. INST 108 or permission of instructor.

**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 language 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**

Major interdependency themes of Canada’s First Nations after European contact, including historical demography, economic interdependency, missionary encounters, and relations with the Canadian state.

**Prerequisites:** ENGL 060, or English 12/English 12 First Peoples equivalent or permission of instructor.

**INST 120 Okanagan Translation/Transliteration**

This course provides foundation in theory and practice for transcribing and translating Okanagan 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 Okanagan 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.

**Prerequisites:** INST 061, or equivalency or permission of instructor.

**INST 145 N’syilxwcn Studies: Social Foundations**

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

**Prerequisites:** INST 060 or permission of the instructor.

**INST 162 Native Education in Canada**

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

**Prerequisites:** INST 202 (Previously INST 100) ENGL 060, or English 12 and/or English 12 First Peoples or permission of instructor.

**INST 201 Government Policy and First Nations 1867 to Present**

Post-confederation economic, social and political and geographic factors influencing First Nations will be surveyed. Emphasis will be given to post World War II changes in governance, economic development, land use and cultural lifestyles.

**Prerequisites:** INST 202, or permission of instructor.
Course Details continued

**INST 202**
**Government Policy and First Nations Prior to 1867**
This course surveys the economic, political, and social factors which impacted First Nations life before 1867. Canada's colonial government policies and practices relating to indigenous peoples will be examined, as well as initiatives in nation-to-nation relations.
Prerequisites: INST 108, or permission of instructor.

**INST 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 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**
**Nsylxix Studies: Leadership**
This course provides an in-depth study of the meanings contained in Nsylxix 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’ust (training) sc’a’xc’axw (discipline) and kwitimist (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 and 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.
**Course Details continued**

**LEPP 110  3 Credits**

**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 10 or equivalent.

**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 statutes.
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 detention, 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 or 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
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 050
Introduction to Algebra
MATH 050 is an introductory algebra course intended for students who have not studied algebra but have a firm background in basic mathematics. Topics include real numbers and algebraic expressions, solving equations and inequalities, operations and factoring, graphs of equations and inequalities, systems of equations, quadratics, radical expressions and equations, and trigonometry.
Prerequisites: MATH 041, F & PC Math 10, advisor assessed equivalent or permission of instructor

MATH 051
Intermediate Algebra
A continuation of MATH 050 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 requiring PC Math 11.
Prerequisites: Math 050, or Math 11 Foundations, or C+ minimum in Math 10, or instructor permission

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 to 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 prerequisite 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 060
Provincial Level Math I
This Provincial Math course is designed to prepare students with the necessary algebra and trigonometry skills to undertake programs requiring an Algebra 12 qualification. It encompasses a study of linear, quadratic, logarithmic and trigonometric functions.
Prerequisites: MATH 051, PC Math 11, or F Math11.

MATH 061
Provincial Level Math II
This Provincial Math level math course completes the study of the subject areas necessary for the completion of Precalculus of Math 12. It includes the study of complex numbers, conic sections, arithmetic and geometric sequences and series, an introduction to statistics and an introduction to calculus.
Prerequisites: MATH 060, F Math12., or PC Math 11.

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
Course Details continued

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**
3 Credits
*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)**
3 Credits
*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)**
3 Credits
*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**
3 Credits
*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: MATH 110, or permission of the instructor.

**NADU 100**
3 Credits
*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**
3 Credits
*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**
3 Credits
*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.

**NADU 150**
3 Credits
*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.

**NADU 210**
3 Credits
*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 111, NADU 150, or permission of the instructor.

**NADU 211**
3 Credits
*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.

**NADU 220**
3 Credits
*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.

**NADU 250**
3 Credits
*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
Course Details continued

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.

NADU 251 3 Credits
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 conversation. Students will enhance their knowledge of oral tradition. Prerequisites: NADU 250 or permission of instructor.

NADU 270 3 Credits
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.

NADU 271 3 Credits
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.

NADU 280 3 Credits
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.

NADU 281 3 Credits
Nadut’en II: 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.

NADU 350 3 Credits
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.

NADU 351 3 Credits
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 3 Credits
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 3 Credits
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 3 Credits
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 3 Credits
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 3 Credits
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 3 Credits
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 3 Credits
Course Details continued

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
Nle’kepmxcin Introduction
3 Credits

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
Nle’kepmxcin I (Thompson Language I)
3 Credits

Students will be introduced to Nle’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 Nle’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
Nle’kepmxcin II (Thompson Language II)
3 Credits

This course is an extension of the preceding Nle’kepmxcin language courses. Students will continue their exploration of Nle’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 Nle’kepmxcin, students will continue to study grammatical structures, sounds associated with Nle’kepmxcin, basic language protocols, and oral traditions.

Prerequisites: NLEK 110, or permission of the instructor.

NLEK 150
Special Topics: Nle’kepmxcin Immersion
3 Credits

This Nle’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 Nle’kepmxcin that involves a wide range of activities in a cultural context.

Prerequisites: NLEK 110 or permission of the instructor

NLEK 151
Nle’kepmxcin Immersion II
3 Credits

This goal of this course is to have students learn advanced Nle’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
Nle’kepmxcin III (Thompson Language III)
3 Credits

Students will be introduced to an intermediate level of Nle’kepmxcin. In the process of enhancing their ability to understand and speak Nle’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 Nle’kepmxcin. Basic language protocols and oral traditions are requisite for this course.

Prerequisites: NLEK 111, or permission of instructor.

NLEK 211
Nle’kepmxcin IV (Thompson Language IV)
3 Credits

This course is a continuation of NLEK 210. Working at the advanced intermediate level of Nle’kepmxcin, students will acquire a stronger competency in understanding and speaking Nle’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 Nle’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
Nle’kepmxcin (Thompson) Oral Tradition
3 Credits

This course will examine both traditional and contemporary orality the Nle’kepmxcin peoples. This course will further expose and immerse students to Nle’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
Nle’kepmxcin Immersion II
3 Credits

This goal of this course is to have students learn advanced Nle’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
Nle’kepmxcin Structure and Analysis I
3 Credits

This course will expose the student to the basics structure analysis of Nle’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 Nle’kepmxcin and some basic comparative study of the neighbouring languages.

Prerequisites: NLEK 111
NLEK 271 3 Credits
N’łk’ęp’mmcแกิน Structure and Analysis II
This course will expose the student to an advanced analysis of word-formation and introductory analysis of N’łk’ęp’mmcแกิน 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 3 Credits
N’łk’ęp’mmcแกิน: Practical Speech
This course will focus on developing oral skills for using N’łk’ęp’mmcแกิน in everyday situations. Students will apply previous knowledge and communication skills to improve everyday speaking in N’łk’ęp’mmcแกิน. Practical application will be found within the schools and community, in family celebrations and announcements, events, notices, radio announcements, and invitations.
Prerequisites: NLEK 111

NLEK 310 3 Credits
N’łk’ęp’mmcแกิน V (Thompson Language V)
The goal of this course is to develop an advanced understanding and an advanced level of speaking skills for N’łk’ęp’mmcแกิน. 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 on-line delivery.
Prerequisites: INST 214 or NLEK 211, or permission of instructor

NLEK 311 3 Credits
N’łk’ęp’mmcแกิน VI (Thompson Language VI)
The goal of this course is to develop advanced understanding and speaking skills for N’łk’ęp’mmcแกิน. 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 the Instructor

NSYL 050 0 Credits
N’Syílxcen 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.

NSYL 060 0 Credits
N’Syílxcen 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.

NSYL 110 3 Credits
N’Syílxcen I (Okanagan Language)
N’Syílxcen (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’Syílxcen Level I. Oral immersion instruction method develops proper pronunciation skills in the forty-seven separate sounds of N’Syílxcen 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 111 3 Credits
N’Syílxcen II (Okanagan Language)
N’Syílxcen II (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’Syílxcen Level II for those who understand, but do not speak N’Syílxcen. Oral immersion instruction method increases vocabulary by adding more complex speech building on previous level one outcomes. Students will add more social language use vocabulary, more sentence building action words designed to increase complex sentence learning and use. 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: NSYL 110, or permission of instructor.

NSYL 150 3 Credits
Okanagan Immersion
This course develops Okanagan language proficiency in adult learners. Students will actively participate in an Okanagan immersion class. All instruction and activities take place in the Okanagan language.
Prerequisites: INST 120, INST 112, or permission of instructor

NSYL 151 3 Credits
Special Topics- N’Syílxcen Immersion
This course uses a multimedia approach to expose and immerse students in the N’Syílxcen language. Students will enhance their basic knowledge and ability to speak the N’Syílxcen language. Students will gain sufficient knowledge to understand, listen and speak basic N’Syílxcen. 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.
Prerequisites: INST 191, or permission of instructor

NSYL 152 3 Credits
N’Syílxcen Immersion: Entry Tools
This course is an introductory-level total immersion course. It provides students immersion-learning tools following the principles of leaving English behind, and conveying every object and process in N’Syílxcen. Students will be relearning the world in N’Syílxcen. The course provides immersion learners with essential N’Syílxcen phrases and assists them with learning language. Students will learn the use of basic phrases as well as the process of participating in an immersion setting.
Prerequisites: NSYL 060
NSYL 153  
*N'syilxcen Immersion: Place and Person*  
This course is an introductory total immersion course. It utilizes supervised fluent speakers to engage students in total-immersion *N'syilxcen* and to assist in the development of fluency by using personal and emphatic first, second, and third person pronouns in selected real-world settings.  
Prerequisites: NSYL 111, NSYL 152, (NSYL 111, previously INST 112) or permission of instructor  

NSYL 154  
*N'syilxcen Immersion: Place and Time*  
This course is an introductory total-immersion course. It utilizes supervised fluent speakers to engage students in total-immersion *N'syilxcen* and to assist in the development of fluency using personal and emphatic first second and third person pronouns in selected real-world settings.  
Prerequisites: NSYL 111, NSYL 152, (NSYL 111, previously INST 112) or permission of instructor  

NSYL 255  
*N'syilxcen Immersion: Place & Topic I*  
This course is an intermediate 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) “relearning the world” in *N'syilxcen*. Fluent *N'syilxcen* speakers 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) gathering action and description sentences and phrases, (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  
*N'syilxcen Immersion Place & Topic II*  
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) “relearning 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, (b) a special feast with elders convened by students, (c) action and description sentences and phrases, and (d) elders home visits, action, and description sentences and phrases.  
Prerequisites: Indigenous Language Certificate in NSYL 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 make 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 permission.  
Corequisites: Principles of Math 11 or MATH 051.  

PHYS 060  
*Provincial Level*  
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, available at [http://www.aved.gov.bc.ca/abe/docs/handbook.pdf](http://www.aved.gov.bc.ca/abe/docs/handbook.pdf).  
Prerequisites: PHYS 050 or Physics 11, and MATH 059 or Math 11 Pre-calculus, or instructor permission.  

POLI 100  
*Introduction to Politics*  
This course provides students with the basic structures and theory needed to understand and track politics in Canada. This course introduces students to the key concepts and ideas underpinning modern Western politics, as well as contemporary challenges and those unique to First Nations people. This course is meant to be an introduction to all four key areas of study within political science: Canadian politics, comparative politics, political theory, and international relations. This course uses the template of state and citizen in terms of exploring differing ideologies, sovereignty, authority, democracy, power, rights, and international relations.  
Prerequisites: ENGL 060, or English 12 or English 12 First Peoples, or permission of instructor.  

POLI 111  
*Canadian Government and Politics*  
This is a general course in Canadian politics which will focus on the structures of power, the functions of political institutions and the conflicts within the political system as a whole. While the focus of the course is federal politics, some time will be devoted to understanding the provincial and municipal levels of government. Attention will be given to some contemporary political issues (Quebec separation and Aboriginal concerns) and Aboriginal self-government.  
Prerequisites: ENGL 060, or English 12/English 12 First Peoples equivalency or permission of instructor.
Course Details continued

**POLI 121**  
**Contemporary Political Ideologies**  
This is an introductory course for the study of political ideology. The course will familiarize the student with various and their counter ideologies. In addition, the student should develop an understanding of how to analyze rhetoric and political reality.  
Prerequisites: POLI 111, or permission of instructor.

**POLI 260**  
**Global Politics**  
This course is divided into four phases of study. In the first phase, students will be challenged to think and write about trends and transformations in world politics, focusing on the following topic areas: perceptions and images of world politics, levels of analysis for world politics, and theories of world politics. In phase two, students will study the major actors in world politics, in particular the dynamics at play in the following areas: foreign policy decision making, hegemony, and the challenge of global governance. Phase three involves a study of the politics of global security, focusing on: armed conflict, military power and national security, and international law. In the fourth phase of study, students will engage critical questions about the meanings of globalization, markets and money in a global political economy, human rights and the quest for global justice, population growth, resource scarcity and the preservation of the global environment.

**PRNS 222**  
**Professional Practice A**  
This theory course provides an introduction to the profession of practical nursing (PN). Legislation that informs PN practice within British Columbia will 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 specific to the care of the chronically ill and inter-professional practice will also be addressed.  
Prerequisites: Program admission.

**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 is provided with an opportunity to develop professional communication skills with clients requiring end-of-life care.  
Prerequisites: Program admission.

**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.
COURSE DETAILS

**Course Details continued**

**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 a 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 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 experience models, 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 learning environment as a participating team member. Prerequisites: PRNS 245
Course Details continued

**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 designs. 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 theories, 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
Course Details continued

psychology in Aboriginal and non-Aboriginal environments.
Prerequisites: PSYC 111, PSYC 121

PSYC 241
Introduction to Abnormal Behavior
Introduces students to the area of abnormal psychology. Topics include the definition and classification of pathological, behaviour, 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

READ 040
Introductory Reading Skills
READ 040 is a course designed to introduce learners to basic reading and study skills. Learners will improve their reading proficiency using various written works as well as First Nations literature and college reading skills textbooks. Learners will enhance oral and silent reading skills and will critically evaluate written ideas. This course will complement other College Readiness courses by increasing vocabulary and providing analysis test, as complemented with learning outcomes of College Readiness courses. A holistic approach to learning while attending an academic institution is also examined.
Prerequisites: READ 040, or, advisor assessed equivalent.

READ 060
Provincial Reading Skills
This course is designed to further increase a learner’s reading, comprehension, and retention of written works with a focus on relevant First Nations and community issues. Written works are examined for the organization and development of ideas with learners becoming increasingly critical. Silent and oral reading skills will complement learning outcomes of other College Readiness courses in preparation for work and/or continued post-secondary studies. Participation in formal and informal presentations is expected.
Prerequisites: READ 050, or, advisor assessed equivalent.

SCIE 040
Science- Intermediate Level
Adult education in the natural sciences recognizes the worth of adult experience and the desire to further understand the world around us, ourselves, and our relationship to the natural world. This course provide opportunities for students to develop critical thinking skills, to recognize the uses and limitations of scientific methods, and to acquire the skills and understand the processes and applications of science. This applied science course will stress the practical applications of scientific concepts and skills, enabling adult learners to pursue further education, training, and/or employment opportunities. Topics can include nutrition, human biology, cell biology, machines and energy.
Prerequisites: MATH 041, or permission of instructor.

SCIE 044
Human Physiology for Health Care
This course will provide a general understanding of human anatomy and physiology. The interactions of humans with other organisms will be studied. Healthy lifestyles will be examined by studying nutrition, disease, and aging. The relationship between diet and body structure will also be explored. Comparisons will be made between mainstream and traditional native approaches to wellness.

SCIE 045
Ecoliteracy
This course introduces students to Ecoliteracy. Being ecologically literate or ecoliterate means understanding the basic principles of ecological communities and being able to embody the principle in the daily use of Aboriginal communities. This course utilizes an ecological learning framework based on traditional First Nations community processes and developed by the Centre for Ecoliteracy. Concepts are taught by immersing students in the local ecosystem. Students will engage in fieldwork including mapping and restoration projects.
Prerequisites: INST 050, SCIE 040, or permission of 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 of 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
**Course Details continued**

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 4.5 Credits**

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 4.5 Credits**

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, English 12/English 12 First Peoples or assessment.

**SECW 110 3 Credits**

Secwépmctsín Introduction

Secwépmctsín I is a beginning level course that will explore the theme of personal and collective identity (in the Secwépmctsin Language). Language learning activities are designed to teach students how to identify themselves, tell where they and family members come from, and how to express their ties to their communities. Ancestral and contemporary naming systems (including nicknames) will be explored. Students will also learn how to identify common parts of the body in Secwépmctsín. The course will use communicative style methodologies and focus on oral comprehension and production. Activities will include immersion-like methods, total physical response, total physical response storytelling, storyboards, and the use of traditional texts.

**SECW 111 3 Credits**

Secwépmctsín II

Secwépmctsín II is a beginning level course that will explore the traditional knowledge of the land in the Secwépmctsin Language. It is a continuation of Secwépmctsín I. Learning activities are designed to teach students how to identify common land and river locations, resource gathering sites, and connections to the spiritual landscape. 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 the use of traditional texts.

Prerequisites: SECW 110, or permission of instructor.

**SECW 150 3 Credits**

Secwépmctsín Immersion I

This course is designed to immerse learners in Secwépmctsín 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 3 Credits**

Secwépmctsín Immersion II

This course will provide an immersion in Secwépmctsín that assists students in gaining a greater understanding of grammatical structures and expanding their Secwépmctsín vocabulary. Students will continue to enhance their ability to understand and speak Secwépmctsín, thereby gaining greater fluency, conversational ability and enhanced knowledge of oral traditions.

Prerequisites: SECW 150

**SECW 210 3 Credits**

Secwépmctsín III

Secwépmctsín III is a beginning level course that will explore the cyclic activity of the Secwépmc. It is a continuation of Secwépmctsín 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 111, or permission of instructor.

**SECW 211 3 Credits**

Secwépmctsín IV

Secwépmctsín IV is a beginning level course that will use the stories of the Secwépmec to study their collective origins, folk heroes, values and traditions. It is a continuation of Secwépmctsín 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 210, or permission of instructor.

**SECW 220 3 Credits**

Secwépmctsín Oral Tradition

This course will examine both traditional and contemporary orality of the Secwépmec peoples. This course will further expose and immerse students to Secwépmctsín, 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 3 Credits**

Secwépmctsín 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 Secwépmctsín, gaining greater fluency, conversational ability, literary skills, as well as a broader knowledge of oral traditions.

**SECW 251 3 Credits**

Secwépmctsín Immersion IV

This course will continue to build on the Secwépmctsín skills in SECW 250. Students will advance their understanding of and speaking of Secwépmctsín in 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.
**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’kalilh 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. Students 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.

Prerequisites: ENGL 060, or permission of instructor.

**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 301**  
*The Research Practitioner in the Human Services*  
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 302**  
*Data Analysis in the Health and Human Services Professions*  
This course is designed to facilitate learner understanding of the data analysis process in relation to research-based professional practice in nursing and social work. Students will apply a range of analytical techniques to both quantitative and qualitative data. This course will enhance the learner's ability to analyze data and critically review research literature applicable to their professional practice.

Prerequisites: SOCW 200A, SOCW 200B, or third year standing or permission of the 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.


**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 the department head.

**SOCW 320**  
*Trauma Informed Social Work Theory & Practice*  
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.

**SOCW 330**

*International Field Studies*

This course will offer a two-week international study experience in a selected country. Students will learn about the political, economic, cultural and social conditions of this country, globalization and its effects on citizens, social welfare policy and practice in this country, community development strategies, and about the marginalization and oppression of groups in this country. Activities will involve presentations and seminars by international leaders, professionals and residents, as well as visits to a range of community sites and organizations.

Prerequisites: SOCW 200A, SOCW 200B, third year standing or permission of the department head.

**SOCW 340**

*Social Work & Healthcare*

This is one of the required courses for the Aboriginal healthcare specialization. This course is intended to prepare students for practice within a healthcare setting. The course content will examine the role of social work in healthcare, methods of intervention and health promotion, assessments, treatment interventions, discharge planning, and documentation. The class will build skills through the analysis of theory, policy, ethics and social justice issues within a healthcare setting. Students will be encouraged to critically analyze social determinants of health and their influence on marginalized groups. There will be an emphasis on the implications for Aboriginal people.

**SOCW 350**

*Social Work, Law and Social Policy*

This course examines the social impact of law and policy on children, families and communities involved within various social services, particularly child welfare. Topics will include the Canadian Constitution, the Child, Family and Community Services Act (CFCSA), and court systems. Emphasis will be placed on understanding the rights of clients and the responsibility of social workers to uphold those rights. This course focuses on a critical examination of family and child welfare policy and legislation from an Aboriginal perspective. The conceptual framework will include an examination of ideological influences, as well as the importance of a gender, race and class analysis regarding family and child welfare issues and practice in Canada.

**SOCW 353**

*Social Work Practice with Individuals*

This course provides and introduction to social work practice with individuals by developing communication skills and applying these skills to social work practice. From anti-oppression feminist and Aboriginal perspectives, students learn communication concepts and methods applicable to practice with diverse groups. Through experiential methods, students increase self-awareness and problem solving skills, develop a beginning purposeful intervention framework, and gain experience in the conscious disciplined use of self.

Prerequisites: SOCW 200A, SOCW 200B, third year standing.

**SOCW 358**

*Legal Skills for Social Workers*

This 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.

**SOCW 359**

*Advanced Social Work Practice with Individuals*

This course builds on interview skills and practice with individuals. It introduces students to work with diverse social and cultural groups including Aboriginal, Asian and francophone people within British Columbia. Communication with Aboriginal people is a major emphasis in this course. Students develop a culturally sensitive approach in problem-solving situation while working with individuals. Theories of intervention are introduced, practiced and critiqued by students.

Prerequisites: SOCW 200A, SOCW 200B, SOCW 353, third year standing or permission of the department head.

**SOCW 375**

*Cultural Immersion*

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.

**SOCW 376**

*Child Welfare Practice*

This course will focus on the knowledge, methods and skills of social work practice in the field of child welfare. The course will provide an overview of the current child welfare system, services and practices. Students will explore and analyze the impact of services and practices on the child and family. The course will focus on the connection between child welfare policy and practice with diverse populations, and on understanding the importance of personal and professional values and ethics within a climate of constant change.

**SOCW 402**

*Social Work Field Practice*

The intent of this course is to refine intervention skills at the individual, family, group and community level. Specific 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, fourth year standing with a minimum of 45 social work credits, or permission of the department head.

Corequisites: fourth year standing.

**SOCW 404**

*Ethical Practice in Aboriginal Communities*

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.

**SOCW 420**

*Family Violence and Abuse*

This course provides 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, and anti-oppressive. Family violence is understood in this course to mean...
Course Details continued

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 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 conscientiation. 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- (Previously SOCW 454)**  
**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 practicing 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.
Course Details continued

**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.

**SOCW 490**

**Directed Studies**

This independent study course is designed to allow students the opportunity to investigate a specific issue within a field or topic in social work such as gerontology, mental health, sexual assault or corrections. Consultation with, and permission of, a faculty member and the Dean is required.

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 distributions, 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 100**

**Introduction to St’át’imcets Language**

This course is an introduction to basic St’át’imcets. Learning will be through exposure to vocabulary through listening, speaking, and writing. Emphasis will be placed on ensuring accurate listening and pronunciation skills, basic conversational skills, basic knowledge of grammatical structures, and the sound system of the St’át’imcets language. Little or no prior knowledge of the language is expected.

**STLG 110**

**Introduction To St’át’imcets (Lillooet Language) I**

Students will be introduced to St’át’imcets primarily through listening and speaking. Emphasis will be placed on developing listening and pronunciation skills, conversational ability, understanding of grammatical structures, and sounds associated with St’át’imcets. Students will also be introduced to language protocols and oral traditions. No prior knowledge of the language is expected for this entry level course.

Prerequisites: ENGL 060, ENGL 12 or permission of instructor.

**STLG 111**

**St’át’imcets Immersion (Lillooet Language) II**

St’át’imcets II will build upon the foundation established in St’át’imcets I. Students will continue to learn vocabulary through listening, speaking, and writing. Emphasis will be placed on ensuring accurate listening and pronunciation skills, basic knowledge of grammatical structures, the sound system of St’át’imcets and basic conversational skills.

Prerequisites: STLG 110, or permission of instructor.

**STLG 150**

**St’át’imcets Immersion I**

This course is designed to immerse learners in St’át’imcets in order to develop language competency and prepare them for careers in language teaching. This course will provide the learner with an introduction to communication skills as a part of becoming a beginning speaker. This course will be delivered in a focused and concentrated time period of total immersion in St’át’imcets that involves a wide range of activities in a cultural context.

Prerequisites: STLG 111, or permission of instructor.

**STLG 151**

**St’át’imcets Immersion (Lillooet Language) II**

This course will provide an immersion in St’át’imcets and assists students in gaining a greater understanding of grammatical structures and expanding their St’át’imcets vocabulary. Students will continue to enhance their ability to understand and speak St’át’imcets, thereby gaining greater fluency, conversational ability, literary skills, and enhanced knowledge of oral traditions.

Prerequisites: STLG 150, or permission of instructor.

**STLG 220**

**St’át’imcets Oral Tradition**

This course will examine both traditional and contemporary orality of the St’át’imc peoples. It will further expose to, and immerse students in St’át’imcets, 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: STLG 111, or permission of instructor.

**STLG 250**

**St’át’imcets 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’imcets, gaining greater fluency, conversational ability, literary skills,
Course Details continued

as well as a broader knowledge of oral traditions.
Prerequisites: STLG 151, or permission of instructor.

STLG 251 3 Credits
St’át’imcets Immersion (Lillooet Language) IV
This course will continue to build on the St’át’imcets skills in STLG 250. Students will advance their understanding of and speaking of St’át’imcets 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 3 Credits
St’át’imcets Structure & Analysis I
This course will provide students with the opportunity to build on the skills developed in year 1 of the St’át’imcets programme. They will gain an enhanced understanding of the grammatical structures and language analysis methodologies while continuing to expand their St’át’imcets 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 3 Credits
St’át’imcets 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’imcets. This course will expose the student to an advanced analysis of word-formation and introductory analysis of St’át’imcets sentence structures.
Prerequisites: STLG 270, or permission of instructor.

STLG 350 3 Credits
St’át’imcets Immersion V (Lillooet Language)
The goal of this course is to develop advanced understanding and skills in St’át’imcets. Content is based primarily on St’át’imcets 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 3 Credits
St’át’imcets Mentoring I
This course is intended for advanced learners of St’át’imcets. The focus will be on gathering St’át’imcets 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’imcets in everyday settings. The course will develop advanced vocabulary and grammatical skills in St’át’imcets 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 3 Credits
Strategicies 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 3 Credits
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.

TRMG 101 3 Credits
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 3 Credits
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 3 Credits
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.
APPLICATION FOR ADMISSION

INSTRUCTIONS
1. Fill out this form completely and be sure to sign. 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.

   Reserve Date: are set for the Fall (September) term at the end of July of each year.
   Reserve Date: 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 250-358-2432).

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: (YYYY/MM/DD):

Citizenship: □ Canadian □ Permanent Resident □ Student Visa □ Other

Previous/Maiden Name: _____________________________________________

Email Address: _____________________________________________________

Office Use Only

Program: _______________________ Entered By: ______________________

Please note that your application will be assigned to an NVIT staff member. Please be informed that your application will be forwarded to an NVIT staff member.
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 250-378-3900.

Start Term (Circle One)  Full (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

Notes: 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

Notes: Official post-secondary transcripts must be forwarded from the institution for transfer credit/admissions to be awarded.

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DECLARATION

Applicant understands 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 collected is 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: ____________________________