ON CAMPUS LIVING

Whether you are a new or returning student, NVIT Student Housing is always accepting applications.

New students can apply at anytime during the year.

Students are accepted on a “first come, first served” basis so apply now or contact us if you have any questions.

Returning students can reapply internally through our Student Housing front desk between February and March.

We will confirm bedspace, we will send out additional information.

With 72 rooms, the NVIT Student Housing offers a mix of single rooms, family suites and shared two bedroom suites.

With only a limited supply (8 suites) of our family and two bedroom shared suites, we ask you to apply now for these suites in order to avoid disappointment.

Pricing

Single suite - $525/month

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

Family suite (must have one child to qualify)

$1000/month

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

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

Apply online: www.nvithousing.ca or email: info@nvithousing.ca
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. There are many things that make NVIT one of the most unique post-secondary institutions in the country. Whether it is the NVIT Elders’ Council, our 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 to NVIT. Now serving close to 1400 learners, we continue to experience growth in both programming and student population. As we enter into the 2017/18 Academic year, NVIT is embarking on another year of exciting initiatives. This includes our summer institute on Aboriginal Leadership and Governance being offered at our Vancouver campus in July, the introduction of the Executive Assistant diploma, the creation of our Elder’s memorial garden, and the construction of our 9-million-dollar Centre of Excellence in Sustainability capital project.

NVIT strives to offer programming that meets the needs of Aboriginal students and communities. This includes programs in Environmental Resources, Business, Early Childhood, Chemical Addictions, Law Enforcement, Health, Criminology, Trades and Social Work. We also have two mobile trade’s trailers that allows us to bring our Bridging to Trades program into 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 that was living in the NVIT student residences and taking classes at our Merritt campus. The message she was communicating to these parents was that if you want to send your child to a post-secondary institution that cares about their students, NVIT is the place. Hearing a story like that reinforces NVIT’s commitment to being student centered. At NVIT we take great pride in creating a learning community where students are comfortable and can thrive and succeed.

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-centred environment dedicated to student success.

Please feel free to contact us for a guided tour of one of our campuses, or contact an academic planner to help you get started at BC’s 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/CEO

Proud of our humble beginnings...

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

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.
- We acknowledge and use systemic thinking and planning.

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

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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 2017

Ministry Appointed Members:
Jamee Sterritt (Chair) Gitksan Nation BC Aboriginal member-at-large [term ends July 2019]
Shane Coutlee (Vice Chair) Lower Nicola Band NVIT’s 5 founding communities [term ends December 2017]
Paul Donald Simpcw First Nation BC Aboriginal member-at-large [term ends December 2018]
Sasha Leung Wet’suwet’en Nation, Moricetown Band BC Aboriginal member-at-large [term ends December 2018]

Terena Hunt Kwakiutl & Tlingit Bands BC Aboriginal member-at-large [term ends July 2017]
Yvonne Mensies Coldwater Band NVIT’s 5 founding communities [term ends July 2018]

Elected Members:
Faye Atchikian NVIT Faculty Representative [term ends October 2018]
Sandra Tiessen NVIT Support Staff Representative [term ends December 2017]
Nicasio Campos NVIT Student Representative [term ends July 31, 2018]
Crystal Howard NVIT Student Representative [term ends July 31, 2018]

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

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

2017 Education Council Members
Aruna Gore Educational Administrator
Kylie Thomas Educational Administrator
Deborah Canada Educational Administrator
John Chenoweth Educational Administrator
Joanne Armstrong Faculty
Ursula Katic Faculty
Linda Epps Faculty
Eric Ostrowski Faculty
Elaine Herbert Faculty
Mandy Jimmie Faculty
Nedra McKay Faculty
Denise Oswald-Finch Faculty
Tom Willims Faculty
Don Vincent Faculty
Jaime Grimmer Support Staff
James Beck Support Staff
Esther Dowaard Student
Trevor Reed Student
Angela Scott Student
Shane Isaac Student

Ex-Officio Members:
Ken Tournad NVIT President
Sandra Tiessen Board Representative
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 16 members between the Merritt and Vancouver campuses. They come from different backgrounds and nations throughout British Columbia. The NVIT Elders offer guidance, advice, and support, they are our grandparents who teach good questions, answers, tears, wisdom, comfort and love. 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 entering, of the footprints that we are leaving for the next generation. We are here to assist and support student’s success passing on to you. We are here to assist and support student’s success entering, of the footprints that we are leaving for the next generation.

The NVIT Elders' Council is here to support the students as they embark on their journey spiritually and those who are no longer able to join us but passed on their knowledge, culture, tradition and wisdom as we are now. Don Beauchesne

The path that we travel down as we discover our teachings will help us comfort you or to be there when you need to talk. It is crucial for us to know that we are all still learning. We never stop learning no matter how old we are. As long as Mother Earth is alive, we will need her teachings. We invite you to come and share with us; we need your questions, answers, tears, wisdom, comfort and love. We honor those Elders that came before us and who are continuing their journey spiritually and those who are no longer able to join us but are still in our thoughts and prayers.

NVIT Elders – Merritt:

Coldwater
David (Leonard) Antoine
Evelyn Antoine
Nicomen
Lorraine Spence
Nooatsch
Jim Fountain
Antoine
Amelia Washington
Shackan
Rena Sam

NVIT Elders – Vancouver:

Heiltsuk
Mia Hunt
Metis
Philip Gladue
North Vancouver – Tlaeil-Waututh
Margaret George
Saulteau Cree
Betsy Gladue
Sk’way
Ethel Gardner

SCHEDULE OF EVENTS 2017–2018 ACADEMIC YEAR

<table>
<thead>
<tr>
<th>FALL TERM 2017</th>
<th>SPRING TERM 2018</th>
<th>SUMMER TERM 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sept 4</strong></td>
<td>Jan 1</td>
<td>May 7</td>
</tr>
<tr>
<td>Labour Day-NVIT Closed</td>
<td>Statutory Holiday Observed- NVIT closed</td>
<td>First Day of Classes</td>
</tr>
<tr>
<td><strong>Sept 5</strong></td>
<td>Jan 2</td>
<td>May 10</td>
</tr>
<tr>
<td>Institute reopens</td>
<td>Institute reopens</td>
<td>2018 Graduate Program*</td>
</tr>
<tr>
<td><strong>Sept 5</strong></td>
<td>Jan 2</td>
<td>May 10</td>
</tr>
<tr>
<td>STSC 101/First day of classes</td>
<td>First Day of Classes</td>
<td>Merritt Campus Graduation*</td>
</tr>
<tr>
<td><strong>Sept 5</strong></td>
<td>Jan 2</td>
<td>May 10</td>
</tr>
<tr>
<td>Tuition/Fee Deadline</td>
<td>Tuition/Fee Deadline</td>
<td>National Aboriginal Day</td>
</tr>
<tr>
<td><strong>Sept 5-11</strong></td>
<td>Jan 2</td>
<td>May 10-16</td>
</tr>
<tr>
<td>75% tuition refund for courses dropped when course adds do not result in equivalent credits</td>
<td>Jer 9-15</td>
<td>Spring 2017 Graduation*</td>
</tr>
<tr>
<td><strong>Sept 11</strong></td>
<td>Jan 8</td>
<td>May 10-16</td>
</tr>
<tr>
<td>Nominations open of Education Council, Board of Governors</td>
<td>75% tuition refund for courses dropped when course adds do not result in equivalent credits</td>
<td>June 21</td>
</tr>
<tr>
<td><strong>Sept 12-18</strong></td>
<td>Jan 15</td>
<td>June 21</td>
</tr>
<tr>
<td>50% tuition refund for courses dropped when course adds do not result in equivalent credits</td>
<td>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</td>
<td>Canada Day – NVIT Closed</td>
</tr>
<tr>
<td><strong>Sept 18</strong></td>
<td>Jan 15</td>
<td>July 2</td>
</tr>
<tr>
<td>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</td>
<td>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</td>
<td>Statutory Holiday Observed – NVIT Closed</td>
</tr>
<tr>
<td><strong>Sept 20</strong></td>
<td>Jan 21</td>
<td>Aug 10</td>
</tr>
<tr>
<td>Elections open for Education Council, Board of Governors</td>
<td>Reading Break – Classes Rescheduled</td>
<td>Last Day of Summer 2017 classes</td>
</tr>
<tr>
<td><strong>Sept 20</strong></td>
<td>Jan 21</td>
<td>Aug 11-17</td>
</tr>
<tr>
<td>Awards Ceremony – Burnaby Campus</td>
<td>Fall Reading Break – Classes Rescheduled</td>
<td>Final Examinations</td>
</tr>
<tr>
<td><strong>Sept 23</strong></td>
<td>Jan 22</td>
<td>Aug 18</td>
</tr>
<tr>
<td>DRAFT Fall 2016 Final Exam schedule posted</td>
<td>Family Day – NVIT Closed</td>
<td>Final Examinations</td>
</tr>
<tr>
<td><strong>Oct 6</strong></td>
<td>Feb 9</td>
<td>Aug 18</td>
</tr>
<tr>
<td>Thanksgiving Day – NVIT closed</td>
<td>Reading Break – Classes Rescheduled</td>
<td>Final Examinations</td>
</tr>
<tr>
<td><strong>Oct 9</strong></td>
<td>Feb 10</td>
<td>Aug 18</td>
</tr>
<tr>
<td>Last day to notify Registrar’s Office of conflicts in the final exam schedule</td>
<td>Final Examinations</td>
<td>Final Examinations</td>
</tr>
<tr>
<td><strong>Oct 20</strong></td>
<td>Feb 10</td>
<td>Aug 18</td>
</tr>
<tr>
<td>Official Fall 2016 Final Examination Schedule posted</td>
<td>Fall Reading Break – Classes Rescheduled</td>
<td>Final Examinations</td>
</tr>
<tr>
<td><strong>Nov 10</strong></td>
<td>Feb 11</td>
<td>Aug 18</td>
</tr>
<tr>
<td>Fall Reading Break – Classes Rescheduled</td>
<td>Fall Remembrance Day</td>
<td>Final Examinations</td>
</tr>
<tr>
<td><strong>Nov 11</strong></td>
<td>Feb 11</td>
<td>Aug 18</td>
</tr>
<tr>
<td>Remembrance Day</td>
<td>Official Remembrance Day – Observed NVIT Closed</td>
<td>Final Examinations</td>
</tr>
<tr>
<td><strong>Nov 13</strong></td>
<td>Feb 12</td>
<td>Aug 18</td>
</tr>
<tr>
<td>Remembrance Day – Observed NVIT Closed</td>
<td>Official Remembrance Day</td>
<td>Final Examinations</td>
</tr>
<tr>
<td><strong>Nov 14</strong></td>
<td>Feb 12</td>
<td>Aug 18</td>
</tr>
<tr>
<td>Last day to withdraw from an individual class or change from credit to audit status</td>
<td>Official Remembrance Day</td>
<td>Final Examinations</td>
</tr>
<tr>
<td><strong>Dec 11</strong></td>
<td>Feb 17</td>
<td>Aug 18</td>
</tr>
<tr>
<td>Last day of Fall 2016 classes. Last day for full program withdrawal</td>
<td>Final Examinations</td>
<td>Final Examinations</td>
</tr>
<tr>
<td><strong>Dec 12-18</strong></td>
<td>Feb 17</td>
<td>Aug 18</td>
</tr>
<tr>
<td>Final Examinations</td>
<td>Final Examinations</td>
<td>Final Examinations</td>
</tr>
<tr>
<td><strong>Dec 19</strong></td>
<td>Feb 17</td>
<td>Aug 18</td>
</tr>
<tr>
<td>Final grades for Fall 2016 courses available on NVITConnect</td>
<td>Final Examinations</td>
<td>Final Examinations</td>
</tr>
<tr>
<td><strong>Dec 22</strong></td>
<td>Feb 17</td>
<td>Aug 18</td>
</tr>
<tr>
<td>Last Day NVIT is open until the New Year</td>
<td>Final Examinations</td>
<td>Final Examinations</td>
</tr>
</tbody>
</table>

*Events available on NVITConnect.
**Admission**

How to Contact Us
Merritt Campus
Nicola Valley Institute of Technology
4155 Belsham 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: 604-602-3402 - 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. A copy of your high school or post-secondary transcripts should be sent to 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 BC Campus 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 satisfy NVIT’s admission policy? Do you know what program you are applying for?
- Do you meet the program’s admission requirements?

Steps to Apply

Step 1
Fill out an Application
You can apply online using the BC Campus 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
Fax: 604-602-3400

Vancouver Campus
Fax: 250-378-3332
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 institutions you have attended. An official transcript is one that is sealed and sent directly from the institution to NVIT. If previous educational experience includes study outside of Canada, one will need to provide an official IESI evaluation to NVIT.

For more information on IESI evaluations, please visit: http://www. bctc.ca/ies/

Transcripts faxed directly from another institution to NVIT are acceptable. BC high school transcripts can be requested from the high 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 the 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, some courses or credits may be 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. Make sure to include official transcripts from the college or university attended. Allow 6-8 weeks for the transfer credit request to be processed. If the transfer credit requested is not part of a transfer agreement on bctransferguide.ca, one will also need to attach course outlines for the courses used to transfer.

If you have attended another college or university, some courses or credits may be transferable. 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:

1. 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

2. 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?
1. 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.

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

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

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

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

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

1. Two years of full-time study at grade 8 or higher with English as the language of instruction. Studies that are part of an English as a Second Language program cannot be used toward fulfilling this option; or
2. Successful completion of BC English 11 (or equivalent acceptable to NVIT) with a minimum grade of C; or
3. Successful completion of a university transferable post-secondary level English course with a minimum grade of C; or
4. Minimum score of 21 on the computer-based TOEFL (Test of English as a Foreign Language) test with a minimum essay score of 4.0; or
5. Minimum score of 550 on the paper-based TOEFL test and a minimum IELTS (Test of Written English) score of 4.0; or
6. Minimum score of 4 on the OPI (Language Proficiency Index) within the past two years; or
7. Minimum score of 6.0 on each of the academic listening, reading, writing, and speaking modules of the IELTS (International English Language Testing System) exam.

Citizenship
The admission procedures, requirements, and deadlines described in this calendar apply to Canadian citizens, permanent residents, refugees (designated by the Federal government), or direct dependents of members of the diplomatic corps. International students interested in attending NVIT will require IESI 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 course calendars do not provide enough information to determine equivalency.

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

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

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

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

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

Withdrawal from a course: No refunds are made, and the withdrawal is noted on the transcript, although the “W” grade does not affect the GPA. Withdrawals are awarded from the drop deadline to the withdrawal deadline (66% of the term) as indicated in the Schedule of Events.
**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 myNVIT?**
myNVIT Portal is a portal which provides NVIT employees and students with single sign-on access to:
- Internal NVIT processes/applications (such as NVITConnect, Outlook E-mail, Moodle, Colleague WebUI, Informer, etc.);
- External applications like bookmarks, RSS Feeds, weather; and
- Personal Calendars (with Live Colleague and Outlook data), Team Sites, Shared Documents, and current NVIT News and Events.

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

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

**Your username is:** nvit.ca Followed by a lower-case n and your seven digit student number (e.g. Colleague ID 5907 has a username of n005907).

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.

**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.

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

**Office of the Registrar**
Kyle Thomas, Director of Students & Registrar (Merritt & Vancouver)
Jennifer Lisk, Assistant to the Director of Students & Registrar (Merritt & Vancouver)
Rae Tiessen, Manager Institutional Research (Merritt)
Connie Kerridge, Success Centre Manager (Merritt)
Wayne Hegert, Student Success Centre Coordinator (Vancouver)
Charlotte Hopper, Associate Registrar (Vancouver)
Jen Heard, Associate Registrar (Merritt)
Claire Price, Communications and Events Officer (Merritt)
Willie Lewis, Recruitment and Events Officer (Vancouver)
Tessa Queweneze, Recruitment, Admission and Registration Officer (Merritt)
Hilary Leach, Recruitment, Admission and Registration Officer (Merritt)
Lesley Manuel, Recruitment, Admission and Registration Officer (Merritt)
Naomi Narcisse, Recruitment, Admission and Registration Officer (Merritt)

**Student Records**
The Office of the Registrar maintains comprehensive and accurate student record files. Included in the official file for each student is the application for admission, notice of acceptance, academic and financial 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.

**What is NVITConnect?**
NVITConnect is the web-based system that will enable you to search and register for courses, confirm your tuition and fees, check your grades, add/drop courses, print registration statements, apply to graduate and more. NVITConnect is accessible through our website. Just click on the NVITConnect button located on our home page or through the myNVIT portal.

**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 provide the following services:
- Entry Assessments
- Prior Learning Assessment and Recognition
- Transfer Credit
- Processing/evaluation
- Agency Referrals

**Academic 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 identify reading, math and writing skills.

**Definitions of Assessments**
- 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:**
- 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 by any student.

**Portfolio Submissions - Documents or objects produced by the**
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 dates, program eligibility and course loads information should check with an Academic Planner.

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

Contact Information
Merritt Campus: Anna Brown
abrown@nvit.bc.ca
250-378-3361

Vancouver Campus: Stephanie Williams
swilliams@nvit.bc.ca
604-622-3422

Amanda Street
astreet@nvit.bc.ca
250-378-3334

jbeck@nvit.bc.ca
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 an eligible 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 Grant (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 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:
Books are loaned to students through AUG sponsorship and must be returned 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, up to a maximum of $20.00. Visit the Elders’ Office at their campus.

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 student 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 maximum. 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 a Loan Remission:
This is a program designed to reduce debt on BC Student Loans for graduates. 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 BCSPAP 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 full-time and part-time 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 grants to encourage eligible students to attend targeted high priority programs at eligible BC public post-secondary institutions.

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

Canadian 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 Dependents:
This program helps part-time students with dependents 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 Dependents:
This program helps full-time students with dependents 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 students who demonstrate the greatest financial need.

Youth Educational Assistance Fund for Former Youth in Care:
This program provides grants of up to $5,000 to former youth in care students between 17 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 contributions awarded. 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 the 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 (LDBA): 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 (CSPG): This program helps part-time or full-time students with permanent disabilities with the cost of...
Section A (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;
- have a permanent disability as defined by the Canada Student Loan Program;
- have signed your consolidated student loan agreement; and
- have a Canada-BC integrated student loan.

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 (CG-PD), or it can be a $400 bursary if you qualify for a Canada Student Grant for Persons with Permanent Disabilities (CG-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;
- 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.

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.

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 Strayer
250-378-3312
ckerridge@nvit.bc.ca

Vancouver – Success Centre Coordinator
Wayne Hepner
604-602-3438
whepner@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, employee behaviour towards NVIT students and clients, and the NVIT's curriculum design.

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

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

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

Tutoring

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

"The relaxed atmosphere in the Success Centre makes it 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

Grading System Policy C.3.1.0
Approved/revised: March 29, 2006

Letter Grade | Grade Point | Percentage
--- | --- | ---
A+ | 4.33 | 90-100
A | 4.00 | 85-89.9
A- | 3.67 | 80-84.9
B+ | 3.33 | 76-79.9
B | 3.00 | 72-75.9
B- | 2.67 | 68-71.9
C+ | 2.33 | 64-67.9
C | 2.00 | 60-63.9
C- | 1.67 | 56-59.9
D | 1.00 | 50-54.9
F | 0 | 0-49.9

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.

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.

Quick Facts

As BC's Aboriginal public post-secondary institute, we're pleased that in 2016/2017 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 80.5% 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.

Grade Conversion Chart
Letter Grade | Grade Point | Percentage
--- | --- | ---
A+ | 4.33 | 90-100
A | 4.00 | 85-89.9
A- | 3.67 | 80-84.9
B+ | 3.33 | 76-79.9
B | 3.00 | 72-75.9
B- | 2.67 | 68-71.9
C+ | 2.33 | 64-67.9
C | 2.00 | 60-63.9
C- | 1.67 | 56-59.9
D | 1.00 | 50-54.9
F | 0 | 0-49.9

NVIT is recognized as a business based on the provincial transfer guide or established transfer credit agreements.

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.

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

Semester Information
Many programs operate on the following semester basics:
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 Registrars office or the Human Resources Office.

Student Conduct
NVIT expects the members of its community to conduct themselves with respect for the rights of others. A student may be suspended or dismissed from the institute should he or she violate these rules.

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 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, seminars, and to comply with guidelines as directed by the instructor. 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 within a course or program, students must either complete and submit an withdrawal form 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 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 the attending health care provider to the Registrar's Office. The letter must state that the student is not able to fulfill the academic obligations of the course.

STUDENT INFORMATION & ACADEMIC POLICY CONTINUED

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.

Record of Course Change
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 Appeals 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 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 many 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.

22

23
STUDENT INFORMATION & ACADEMIC POLICY CONTINUED

STUDENT INFORMATION & ACADEMIC POLICY CONTINUED

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 (G.P.A.) is below a 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 were placed on Academic Probation in the previous two terms and did not achieve the minimum G.P.A. 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 G.P.A. 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 notification 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 and to implement and maintain 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

i. Criminal Behaviour
a) Assault on individuals
b) Vandalism and theft: this includes damaging or stealing institutional 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 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, consideration 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) 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; or

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 procedures 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 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 misconduct:

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

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 designated NVIT representative.

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, text books, 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 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 her/his name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgments.

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; and
   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.

Fraud
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 class and must ensure that the invigilation of his/her class is carried out in an efficient and effective manner. In the event of disciplinary action, the instructor must notify the appropriate NVIT representative.

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 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 class and must ensure that the invigilation of his/her class is carried out in an efficient and effective manner. In the event of disciplinary action, the instructor must notify the appropriate NVIT representative.

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

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

1. PROCEDURE

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

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

a) Risk assessment of facilities, transportation and equipment;

b) Site inspection and assessment of potential hazards;

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

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

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

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

g) Evacuation plan;

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

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

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

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

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

- number of students and staff;

- dates of the program operation;

- emergency contact number at the off-site location;

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

2. Field Trip Requirements:

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

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

c) Students travel and participate in groups.

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

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

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

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

3. Participation

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

4. Arrangements for travel

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

5. Student Vehicles/Private Vehicles

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

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

b) Valid class 5 driver’s licence

c) Current driver’s abstract

6. Insurance

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

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

7. Informed Consent

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

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

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/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 department examination.

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. Unauthorized 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 the examination.

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 (administrative, counsellor or other person who can legally sign as guarantor on Canadian Passports) at a educational institution, or other body 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. Supervisors/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:

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 including the examination questions is not to be made.

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.

To supervise the actual final examination(s), to ensure that the student(s) does the exam independently within the prescribed time limit and with only the aids prescribed.

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. Involvement for online examinations must be evident, through conducting the exam in a controlled and timed environment. Instructors must have immediate and secure 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 must then 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 all 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 out an examination.

Final examinations may be conducted in a controlled examination environment for any incident occurring on or off campus involving any (NVIT) position on sexual violence and the response procedures described above for the invigilated examination for the student(s).

C.1.10 Sexual Violence
Approved/revised: November 22, 2016
Applies To: Students, Elders, Board of Governors, Employees, Contractors, Authority: College and Institute Act
Sexual Violence and Misconduct Policy Act
Responsibility: Director of Students and Registrar
SCOPE:
This policy has been developed in response to the Sexual Violence and Misconduct Policy Act (the Act) passed by the BC provincial government May 19, 2016. In accordance with the Act, this policy outlines the Nicola Valley Institute of Technology’s (NVIT) position on sexual violence and the response procedures for any incident occurring on or off campus involving any member of the NVIT community. In the event of a disclosure, complaint, or report the Institute will take necessary and appropriate action to protect the safety and welfare of the NVIT community and learning environment. This may include taking necessary and appropriate action in cases where a member of the NVIT community is accused of serious conduct, and there is a clear nexus to the NVIT community regardless of where the conduct occurred or is alleged to have occurred.

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

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

- B.2.6 Human Rights
- B.3.8 Conflict of Interest
- B.2.9 Health and Safety
- B.4 Acceptable Computer Use
- C.3.6 Student Conduct
- Personnel: Code of Conduct
- NVIT/NVITEA Collective Agreement

Purpose:
NVIT is committed to providing a safe and supportive environment for all members of the NVIT community. The intent of the Sexual Violence Policy is to provide a unified approach to the prevention of and response to incidents of sexual violence. Its purpose is to:
- Promote a safe campus environment in which sexual violence is not tolerated;
- Ensure that those who have experienced sexual violence are supported in a fair and manner; and
- Ensure that incidents of sexual violence are responded to appropriately in a timely manner

Objectives:
NVIT’s response to incidents of sexual violence has the following authoritative objectives:
- To take reasonable steps to mitigate the risk to safety for individuals within the NVIT community;
- To provide appropriate assistance and support to NVIT community members who are affected by sexual violence;
- To provide procedural guidelines for responding to reports of sexual violence;
- To facilitate collaboration between relevant departments and services and involve all relevant and existing policies to effectively respond to cases of sexual violence involving NVIT community members;
- All processes must follow the principles of natural justice and must appropriately protect the rights of both the person making a complaint and the person accused.

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

- Sexual assault: means any type of unwanted sexual act committed by an individual against another that violates the sexual integrity of the individual to whom it is directed. Sexual assault is characterized by a broad range of behaviours that involve the use of force, threats, or control towards a person, which makes that person feel uncomfortable, distressed, frightened, and/or threatened. It is carried out in circumstances in which the person has not freely agreed, consented, or is incapable of consenting to the act.
- Substance-facilitated sexual assault: refers to the use of alcohol and/or drugs in an intentional manner to incapacitate or incapacitate another individual for the purpose of committing a sexual assault.
- Sexual harassment: Sexual harassment is defined under this Policy as to “engage in vexatious comment or conduct of a sexual nature or otherwise be known or sought to reasonably be known to be unwelcome.” Sexual harassment often occurs in environments in which sexist or homophobic jokes and materials have been available, and may involve the use of social media to bring about this unwanted attention.
- Sexual cyber harassment/ cyber stalking: Often used interchangeably, cyber harassment and cyber stalking are defined as repeated, unsolicited, threatening behaviour of a sexual nature by a person or group using cell phone or Internet technology with the intent to bully, harass, and intimidate others. Such harassment can take place in any electronic environment where communication with others is possible, such as on social networking sites, on message boards, in chat rooms, through text messages, through email, etc.

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

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

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

Disclosure: Notification from an individual that they have experienced an incident of sexual violence (different from consent).Complaint: Formal notification to an NVIT representative from an individual who has experienced sexual violence that an incident(s) has taken place. The complaint may be accompanied by a written statement from the individual (from disclosure).

Report: Notification to an NVIT representative from a third party (i.e. someone not directly involved) that an incident of sexual violence has occurred. This could include all student, employees, Elders and contractors.

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

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

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

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

Prevention and education activities will include, but are not limited to:
- Engaging new students through curriculum delivery (e.g. STSC 101) and campus activities designed to communicate the expectations of the NVIT community and introduce relevant policies, reporting procedures, and support services available;
- Training student leaders (Student Society members, Resident Assistants, Student Housing representatives etc.) in bystander intervention strategies;
- Providing specialized sexual assault crisis intervention training to key persons who may be the most likely to receive disclosures of sexual violence;
- Offering bystander intervention training to the broader NVIT community including employees, students and Elders;
- Leveraging print and social media campaigns to increase public education about consent, resources and supports available to those affected by sexual violence;
- Engage students in community-based anti-violence and awareness campaigns;
- Collaborating with community services (e.g. Nicola Family Therapy, Interior Health, Victim Services, RCMP) to develop and deliver comprehensive and integrated prevention and education programming.

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

- To have confidentiality protected;
- To be treated with dignity and respect;
- To be informed about on and off-campus services and resources;
- To be informed about the procedures in place to address sexual violence, and reporting options;
- To decide whether to access available services and choose the supports that they believe will be most beneficial;
- To make an informed decision regarding whether to report the incident to campus authorities and/or local police;
- To have a plan to protect their safety; and
3. A complaint will initiate an investigation and/or resolution process. Procedures under NVIT policy B.2.6 Human Rights involve.

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

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

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

3. Report
   Third party reports of sexual violence should be directed as follows:
   a. Incidents involving students should be reported to the Director of Students and Registrar;
   b. Incidents involving employees, Elders, members of the Board of Governors or contractors should be reported to

   the NVIT Manager Human Resources & Facilities.

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

   Academic Accommodations
   A student who has experienced sexual violence, including sexual violence at a non-NVIT sanctioned activity, and who may require an academic accommodation (for example, exam deferral, an extension on an assignment, withdrawing from a class, changing location of studies to another campus or from home, etc.), will be supported by the NVIT Student Success Centre.
   A student requesting an academic accommodation under this policy is not required to file a report or complaint of sexual violence to receive an academic accommodation.

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

   Limits to Confidentiality: The following circumstances may require the Institute, represented by the Director of Students and the Registrar and/or the Manager of Human Resources and Facilities, or their designate to take immediate action in relation to a disclosure of sexual violence; including, but not limited to, the Institute directly contacting law enforcement authorities.
   • An individual is a minor under the Child, Family and Community Services Act and reporting is required by law
   • An individual is at imminent risk of severe or life-threatening self-harm;
   • An individual is at imminent risk of harming another person;
   • There are reasonable grounds to believe that others in the NVIT community may be at risk of harm based on the information provided.
   NVIT has a responsibility to balance the wishes of the person who has disclosed an experience of sexual violence with the

   Support
   Any member of the NVIT community who has experienced sexual violence may choose to confide in any member of the community. Members of the NVIT community should be prepared to provide a compassionate and reassuring response. A supportive response involves:
   • Listening with acceptance and without judgement;
   • Communicating that those who have experienced sexual violence are not responsible for the occurrence of sexual violence;
   • Helping the individual who has experienced sexual violence to identify and access available on – or off-campus services, including emergency medical care;
   • Respecting the right of the individual to choose the services they feel are most appropriate and decide whether to report to police or campus authorities;
   • Respecting the individual’s choice as to what and how much to disclose about their experience; and
   • Making every effort to respect confidentiality and anonymity.
FEES/PAYMENT OF FEES

Tuition Fees
2017/2018
Academic (first & second year) and Career/Technical Programs: $84.04 per credit (courses range from 2 to 6 credits each).
Academic (third & fourth year) Programs: $121.56 per credit (courses range from 3 to 12 credits each).

Access to Practical Nursing and Practical Nursing Programs: $86.87 per credit

Electrician Pre-Apprenticeship Program Program Tuition $2,638.36
Plumbing and Piping Trades Program Program Tuition $2,690.16
Residential Construction Foundations Certificate Program Program Tuition $3,160.90
Construction Craft Worker Certificate Program Level 1 and Level 2 Program Tuition per level $507.72
Heavy Equipment Operator Foundation Program Program Tuition $13,525.20
Heavy Equipment Operator-Excavators Training Program Program Tuition $10,221.93

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: $349.13 (for international students each College Readiness/Adult Basic Education course is considered equivalent to 3 credits for tuition calculation purposes). Lab and student activity fees also required.

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

Experiential Learning 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) at no charge
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 $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.

Fees/PAYMENT OF FEES

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 the CRA website www.canada.ca/en/revenue-agency.html

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, 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 equal of credit value during the first two calendar weeks of classes for any NVIT approved community, agency and/or organization for tuition and fees must be levied. In the event the student withdraws from a credit class(es) or program(s) and reduces their total number of credit hours during the first two calendar weeks of classes for any given semester, the following shall apply:

100% of tuition will be refunded for withdrawal prior to classes starting
75% of tuition will be refunded for withdrawal before end of first week of classes
50% of tuition will be refunded for withdrawal before end of second week of classes

Lab Fees Refund Policy
If the learner withdraws prior to the start of classes, a full refund for lab fees will be provided. After classes commence*, lab fees will be refunded as follows:

75% of lab fees will be refunded for withdrawal before the end of the first week of classes;
50% of lab fees will be refunded for withdrawal before the end of the second week of classes.

No tuition or lab fee refunds are permitted after the end of the second week of classes*. Directed Studies and/or Prior Learning Assessment Recognition Refund Policy
No refunds are provided for course work involving Directed Studies and/or Prior Learning Assessment Recognition once course work and/or assessment has commenced.

NVIT Student Society Fees and UPASS BC Fees Refund Policy
Should a learner withdraw prior to classes starting* a 100% refund of Student Society Fees will be provided. No refund for Student Society Fees will be provided to any student after classes have commenced.*

As NVIT distributes the UPASS BC Cards monthly, the UPASS BC fees are not refundable once either of the following has occurred:
1. A student has been issued their UPASS BC Card;
2. Or the student has started 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 withdraw 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
**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.312.**
General Information

STUDENT SOCIETY

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!

BOOKSTORE

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

Hours

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

Textbook Cost

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

Refund and Exchange

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

Charge Accounts for Sponsored Students

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

Methods of Payment

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

Contact Information

Merritt 250-378-3320
Vancouver 604-602-3426
CONTINUING STUDIES

Program Delivery Location
Merritt and online

Coordinator
Jennifer Lisle
Tel: 250-376-3365 or jlisle@nvit.bc.ca

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

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

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

If you don’t have time to take a course on campus, try our unique online courses in these non-credit courses offered in cooperation with “ed2go”.

All courses run for six weeks, with a two-week grace period at 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 Mozilla Firefox or Google Chrome’s 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

Distributed Learning – Community Based Education

Dean
Dr. John Chenoweth, PhD
Manager, Community Education
Chelsea Vaughan, BGS

Community Education 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.

The CE Department supports the success of its students by ensuring the curriculum is designed and delivered as follows:

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

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

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

The 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
- 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 - Enhanced Construction Craft Worker Program
- 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
College Readiness

Programs in this Department

BC Adult Graduation Diploma

College Readiness

The College Readiness program offers courses designed to help adults obtain academic prerequisites 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 ongoing individual help and support. A primary goal is to help students to develop and achieve their own learning potential, to take control of their learning and to know how to access support.

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

Admission Requirements

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

Employee Skills Access

Program Delivery Location

Merritt

Community Based

Department Contact

Dean, Dr. John Chenoweth, PhD
250.378.3331
jchenoweth@nvit.bc.ca

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 courses that need to be completed for the Diploma include:

- ENGL 060 or ENGL 12/English 12 First Peoples; and
- MATH 055, MATH 057 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

BIOI 061 - Introduction to Life Sciences

CHEM 060 Chemistry -Provincial Level

CRLS 060 (Provincial) - College Readiness Learning Skills

ENGL 060 English-Provincial Level

FINA 060 - Studio Foundations

FINA 061 - Drawing

FINA 062 - Painting

FINA 063 - Sculpture

FINA 064 - Printmaking

FINA 065 - Publishing

INST 050 - Indigenous Studies I

INST 060 Indigenous Studies II

MATH 053 - Business/Technical Mathematics

MATH 055 - Introduction to Algebra II

MATH 057 - Intermediate Algebra I

MATH 059 - Intermediate Algebra II

MATH 063 - Algebra and Trigonometry

MATH 065 - Calculus

NYSL 060 - Nyoilicen II

Course Prerequisites

ACADEMIC/CAREER PREPARATION

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 Upgrading Grant (AUG). Please direct AUGSAP 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 transferrable to other BC post-secondary colleges and institutes.

Program Delivery Location

Merritt

Community Based

Department Contact

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250.378.3331
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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 may be delivered at either campus (Merritt and Vancouver) or in the community.

Completion Plan

EMSK 041 Cultural Orientation 0.0

EMSK 042 Personal Development 0.0

EMSK 043 Workplace Essentials 0.0

EMSK 044 Career Exploration & Networking 0.0

EMSK 045 Math in the Workplace 0.0

EMSK 046 English in the Workplace 0.0

EMSK 047 Introduction to Workplace Computer Skills 0.0

EMSK 048 Essential Skills Practicum 0.0

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, under-employed, Aboriginal, immigrant, older workers, persons with disabilities, or who are socially marginalized.

ADDITIONAL COURSES

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 Upgrading Grant (AUG). Please direct AUGSAP 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.

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Program Delivery Location

Merritt

Community Based

Department Contact

Dean, Dr. John Chenoweth, PhD
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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 may be delivered at either campus (Merritt and Vancouver) or in the community.

Completion Plan

EMSK 041 Cultural Orientation 0.0

EMSK 042 Personal Development 0.0

EMSK 043 Workplace Essentials 0.0

EMSK 044 Career Exploration & Networking 0.0

EMSK 045 Math in the Workplace 0.0

EMSK 046 English in the Workplace 0.0

EMSK 047 Introduction to Workplace Computer Skills 0.0

EMSK 048 Essential Skills Practicum 0.0

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, under-employed, Aboriginal, immigrant, older workers, persons with disabilities, or who are socially marginalized.
Aboriginal Early Childhood Education Certificate

Admission Requirements
Certificate Admission Requirements
- Grade 12 Diploma or Mature status (19 years of age)
- English 12/English 12 First Peoples or ENGL 060*
- 40 hours of volunteer and/or work experience with 20 hours being in a licensed group, pre-school or childcare facility and under the supervision of a qualified Early Childhood Educator and the remaining 20 hours being in a private setting (sports camp, babysitting, daycare, 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 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.

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

Year 1 Fall
AECG 102 Early Years Development I 3.0
AECG 110 Foundations of ECE (Early Childhood Education) 3.0
AECG 134 Guidance for Early Years I 3.0
ENGL 110 College Composition 3.0
PSYC 131 Applied Interpersonal and Career Development Skills 3.0
STSC 101 Strategies for Success 3.0

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

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

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

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 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 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.

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

Year 1 Fall
AECG 102 Early Years Development I 3.0
AECG 110 Foundations of ECE (Early Childhood Education) 3.0
AECG 134 Guidance for Early Years I 3.0
ENGL 110 College Composition 3.0
PSYC 131 Applied Interpersonal and Career Development Skills 3.0
STSC 101 Strategies for Success 3.0

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 (available from NVIT)
- A professional letter of reference from an individual working in the childcare, education, or special needs field.

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

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 continued

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

<table>
<thead>
<tr>
<th>Year 1</th>
<th>[Credits]</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 102</td>
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<td>CRIM 101</td>
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<td>CRIM 103</td>
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<td>CRIM 131</td>
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<tr>
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<td>HLTH 201</td>
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<tr>
<td>LEPP 165</td>
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Diploma Program

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<tr>
<td>ACHD 230</td>
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<td>CRIM 220</td>
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<td>XXX TBA**</td>
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<td>Total</td>
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</tr>
</tbody>
</table>

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

CAREER TRAINING continued

Environmental Resources Technology

Program Delivery Location
Merritt

Dean
Dr. John Chenoweth, PhD
250.378.3331
jchenoweth@nvit.bc.ca

Department Head
Tom Wilkins
250.378.3328
twilkins@nvit.bc.ca

Faculty
- Darrell Eustache
- Chris Lepsoe
- Don Parno
- Kent Watson
- Shawn Larson

Programs in this Department

Environmental Resources Technician Certificate
Environmental Resources Technologist Diploma

Environmental Resources Technician Certificate - Year 1
The first year of the program provides students with the skill set necessary for data collection work in the field. Students will learn field skills such as tree and plant identification, navigation skills, mapping skills for use in the field and with geographic information systems, soils identification, resource measurements (distance, heights, slopes, 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 Technologist Diploma - Year 2
Two year 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. For example, 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 Advisor 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](http://www.bctransferguide.ca)

Environmental Resources Technician 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

<table>
<thead>
<tr>
<th>Year 1 Fall</th>
<th>[Credits]</th>
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</thead>
<tbody>
<tr>
<td>STSC 101</td>
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<tr>
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<td>ENRT 161</td>
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<td>ENRT 155</td>
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<td>ENRT 160</td>
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</tr>
<tr>
<td>MATH 140</td>
<td>3.0</td>
</tr>
<tr>
<td>Year 1 Spring</td>
<td>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.</td>
</tr>
</tbody>
</table>
### CAREER TRAINING continued

**First Nations Speech and Language Assistant**

**Program Delivery Location**
Merritt

**Program Description**
Community Based

The First Nations Speech and Language Assistant Program (FNSL) is a certificate program. The FNSL program in 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.

**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, contact Chelsea Vaughan 250.378.3378 or cvaughan@nvit.bc.ca

**FNSL Certificate Completion Plan**

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
<th>Notes</th>
</tr>
</thead>
</table>
| STSC 101 Strategies for Success 101              | 3.0     | waived 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.
| ENGL 110 College Composition                     | 3.0     | waive 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 110 Introduction to Speech & Language       | 3.0     | waive 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 130 Language and Literacy Development       | 3.0     | waive 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 140 Language Delays and Disorders           | 3.0     | waive 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 150 Therapy Procedures for Language Delays and Disorders | 3.0     | waive 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 160 Articulation and Phonology              | 3.0     | waive 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 170 Principles of FNSL Intervention          | 3.0     | waive 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 180 Technology and FNSL                      | 3.0     | waive 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 190 Practicum                               | 3.0     | waive 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.
| PSYC 213 Lifespan Human Development              | 3.0     | waive 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.
| STSC 101 Strategies for Success 101              | 3.0     | waive 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.

**TOTAL 33.0**

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### CAREER TRAINING continued

**Law Enforcement Preparation Program**

**Program Delivery Location**
Merritt

**Program Description**

**Dean**
Dr. Aruna Gore, PhD
250.378.3391
gore@nvit.bc.ca

**Program Description**

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 (RAPT) and other entrance exams;
- Apply for entrance 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 area.

**Certificate Completion Plan**

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
<th>Notes</th>
</tr>
</thead>
</table>
| LEPP 100 Physical Education Development          | 3.0     | waive 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.
| LEPP 110 Effective Presentations & Communications| 3.0     | waive 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.
| LEPP 120 Aboriginal Community Relations          | 3.0     | waive 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.
| LEPP 130 Domestic Violence                       | 3.0     | waive 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.
| LEPP 145 Investigative Technique                 | 4.0     | waive 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.

**TOTAL 30 Credits**
**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. (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 is to 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.

**STSC 101 Strategies for Success 101 3.0**

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.

For detailed information on the scope of knowledge and skills taught and assessed in this program, refer to the Program Standards Approved: June 2014

**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 / Pipelining - Machining / Millwright - Welding - Electrical

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

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.

**Construction Craft Worker**

**Dean**

Dr. oahn Chenoweth, PhD

250-378-3337

jchenoweth@nvit.bc.ca

**Program**

NVIT’s Construction Craft Worker program is a two-year program designed to prepare students for entrance into the trades industry through an academic and technical program. The program is designed to offer students a course of study that will prepare them for entry into the trades industry.

**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 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.

**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:

- **Completion Plan**
  - Credits
  - STSC 101 Strategies for Success 101 3.0
  - BYL 060 Essential Skills 0.0
  - BETL 060 Bridging to Trades Electrical 0.0
  - BFTER 060 Bridging to Trades Employment Readiness 0.0
  - BTM 060 Bridging to Trades Millwright 0.0
  - BTPT 060 Bridging to Trades Piping Trades 0.0
  - BTWD 060 Bridging to Trades Welding 0.0

- **Bridging to Trades program is delivered in a cohort model with internships in several communities throughout the province each year.**
General Information

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>
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CONSTRUCTION CRAFT WORKER LEVEL 2- CNCW 102

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<tr>
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<td>5%</td>
<td>100%</td>
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<tr>
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<td><strong>120 TOTAL</strong></td>
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Program Total Hours 720.0

CAREER TRAINING (TRADES)

Electrician Pre-Apprenticeship Program

Program Delivery Location
Merritt

Dean
Dr. John Chenoweth, PhD
250-378-3331
jchenoweth@nvit.bc.ca

Program Duration:
- Road Builder & Heavy Construction Foundation: 4-weeks

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

Technical Training: Level 1 Work Based Training: 350 hours

Heavy Equipment Operator Program

Program Delivery Location
Community Based

Dean
Dr. John Chenoweth, PhD
250-378-3331
jchenoweth@nvit.bc.ca

"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
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, 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)

Program Delivery Location

Merritt

Dean

Dr. John Chenoweth, PhD

250-378-3331

jchenoweth@nvit.bc.ca

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.itac.ca/program/plumber

http://www.itac.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.

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: Apprenticeship and Workplace Mathematics 10, Foundations of Mathematics and Pre-Calculus 10, an equivalent Adult Basic Education (MATH 041 from NVIT), or equivalent assessment.

Technical Training: Level 1

Program Delivery Location

Merritt

Dean

Dr. John Chenoweth, PhD

250-378-3331

jchenoweth@nvit.bc.ca

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.itac.ca/program/carpenter

Graduates of this program receive credit for Level 1 apprenticeship technical training and may also be granted
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.

Program Total Hours

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.
**Health Care Assistant Program**

**Program Delivery Location**

Merritt

**Dean**

Dr. Aruna Gore, PhD  
250-378-3391  
agore@nvit.bc.ca

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 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.

**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.

**Program Structure**

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

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

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

**Evaluation**

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

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

**Credential**

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

**Level One Credits**

- HTCA 101 Health: Lifestyle and Choices 1.0
- HTCA 111 Introduction to Practice 1.0
- HTCA 116 Health: Lifestyle and Choices 1.0
- HTCA 121 Health & Healing: Concepts for Practice 2.5
- HTCA 126 Personal Care Assistant I 2.0
- HTCA 166 Clinical I 1.5

**Level Two Credits**

- HTCA 152 Cognitive and Mental Challenges 2.0
- HTCA 153 Common Health Challenges 4.0
- HTCA 156 Personal Care Assistant II 2.0
- HTCA 159 Community Practicum 2.0
- HTCA 176 Clinical II 2.0

**Level Three Credits**

- HTCA 186 - Clinical III 6.0

**Program Total Credits**

31

**Course Topics**

Courses at each level are prerequisites for the next level.

**Access to Practical Nursing Diploma Program**

**Program Delivery Location**

Merritt

**Dean**

Dr. Aruna Gore, PhD  
250-378-3391  
agore@nvit.bc.ca

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

The Access to Practical Nursing Program was initiated in 2000. 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.

The program consists of 46 weeks of classroom, laboratory and clinical training. The student plans time for self-study and is responsible for completing assignments, practicum experiences, and the像个 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 Nurses 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.

**Preparation/Orientation to Program**

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

- Level 3 examines a continuum of care in the community health setting and applies concepts from Level A in the management of stable clients across the lifespan.

- Level 4 integrates knowledge from previous levels and examines concepts related to the care of the medical/surgical client.

Each level is supported by a Consolidated Practice Experience (CPE) which reinforces the learning that has taken place within each level. Eligibility to enter the CPE at the end of each level is dependent upon the successful completion of all of the courses within that level. Each level must be successfully completed before the next one can be attempted.

A final practice experience, or Preceptorship, prepares the learner for the role and expectations of the graduate.

**Practicum Duration**

The Access to Practical Nursing Program is approximately 56 weeks in length. Students will be given breaks during this time.
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 Details
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 practicums 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 (off-campus 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 preceptorship 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 graduation requirements. 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
Level A
STSC 101 Strategies to Success 3.0
PRNS 222 Professional Practice A 3.0
PRNS 223 Professional Communication A 3.0
PRNS 226 Variations in Health A 3.0
PRNS 227 Health Promotion A 2.0
PRNS 229 Pharmacology A 4.0
PRNS 228 Integrated Nursing Practice A 12.0
PRNS 229 Consolidated Practice Experience CPE A 8.0

Level 3
PRNS 222 Professional Practice III 1.5
PRNS 223 Professional Communication III 1.5
PRNS 226 Variations in Health III 3.0
PRNS 227 Health Promotion III 2.5
PRNS 228 Integrated Nursing Practice III 8.0
PRNS 229 Consolidated Practice Experience III 4.0

Level 4
PRNS 242 Professional Practice IV 1.5
PRNS 243 Professional Communication IV 1.5
PRNS 246 Variations in Health IV 3.5
PRNS 247 Health Promotion IV 1.5
PRNS 248 Integrated Nursing Practice IV 12.0
PRNS 249 Consolidated Practice Experience IV 13.5
PRNS 245 Transition to Preceptorship 2.0
PRNS 250 Preceptorship 12.0

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)
• English 12 with a grade of C+ or higher, OR Technical Communications 12 with a grade of B+ or higher (alternatively, 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

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. Collaboration 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 addressing 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;

Aboriginal Community & Health Development 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 3.0
ACHD 122 Basic Counselling in the Health Field 3.0
ACHD 123 Traditional Health & Wellness Practices 3.0
ACHD 125 Community Health and Development 3.0
ACHD 126 Self, Health and Wellness 3.0
ACHD 127 Health Care Policies 3.0
ACHD 129 Introduction to Aboriginal Family & Counselling Systems 3.0
BUSH 200 Finite Mathematics 3.0
ENGL 110 College Composition 3.0
PSYC 111 Introduction to Psychology I 3.0
STSC 101 Strategies for Success 3.0

Aboriginal Community and Health Development Diploma
The Aboriginal Community Development (ALD) 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 ACHD 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 223 Current Issues in Health 3.0
ACHD 224 Addictions and Recovery 3.0
ACHD 225 Health Promotion Gerontology 3.0
ACHD 226 Aboriginal Research 3.0
ACHD 227 Contemporary Health & Medical Practices 3.0
ACHD 228 Case Management: Roles & Responsibilities of Community Health 3.0
ACHD 229 Advanced Aboriginal Family & Counseling Systems 3.0
ACHD 230 Mental Health Wellness and Challenges 3.0
ACHD 231 Health Administration and Program Development 3.0
ACHD 232 Practicum I 3.0

The final week of the diploma and advanced diploma programs 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 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.
General Information

Management Act

AGLP Diploma Term 2
Credits
AGLP 260 Aboriginal Governance Policy I 3.0
AGLP 265 Aboriginal Governance Policy II 3.0
STAT 203 Introduction to Statistics for the Social Sciences 3.0
AGLP 340 Indigenous Research 3.0
AGLP 299 AGLP Internship 3.0

AGLP Advanced Diploma Term 1
Credits
BUSM 294 Business Law 3.0
AGLP 321 Aboriginal Government & Intergovernmental Relations 3.0
AGLP 350 Nation Building 3.0
AGLP 322 Aboriginal Organizational Development 3.0
AGLP 335 Aboriginal Governance Tools 3.0

AGLP Advanced Diploma Term 2
Credits
AGLP 311 Canadian Government Systems & Aboriginal Representation 3.0
AGLP 360 Indigenous Policy 3.0
AGLP 340 Indigenous Governance Tools 3.0
AGLP 371 International Indigenous Government Relations 3.0
AGLP 399 International Internship 3.0

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 impede 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 these partners.

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, integrative 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 201

*ENGL 110 or ENGL 229-Oral and Written Communication

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 2.0 or higher with a minimum of 60 credits or equivalent of previous course work.

Year 2 Fall Diploma*

Credits
BUSM 200 Finite Mathematics 3.0
ENGL 110 College Composition 3.0
SOCI 299 Directed Studies 3.0

AGLP 204A Introduction to Social Work Practice 3.0
AGLP 206B Introduction to Social Welfare in Canada 3.0

Year 2 Spring Diploma

Credits
ACED 200 Community Development II 3.0
ACHD 130 Introduction to Disabilities 3.0
ACHD 226 Aboriginal Research 3.0
SOCI 271 Introduction to Sociology I 3.0
SOCI 262 Culture and Identity 3.0

For more information contact vaughan@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 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 2.0 or higher with a minimum of 60 credits or equivalent of previous course work.

Program Structure
To receive a Chemical Addictions Worker Certificate, the student must maintain a minimum GPA of 2.00 (C) and complete 33 credits. The Chemical Addictions Worker Certificate will ladder into the Chemical Addictions 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 Addictions Worker Program.

The Diploma consists of 20 courses and one supervised field placement. Students complete a total of 33 credits. 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 and/or social service organizations (paid or voluntary) may improve an applicant’s ability to demonstrate suitability for the program.

Courses
Certificate Completion Plan
Credits
STSC 101 Strategies for Success 3.0
ACHD 126 Self, Health and Wellness 3.0
ACHD 129 Intro to Aboriginal Family & Counselling Systems 3.0
ACHD 224 Addiction and Recovery 3.0
ADCT 101 Counselling Skills, Processes, Theory and Methods 3.0
ADCT 102 Psychology, Understanding Human Behavior 3.0
ADCT 103 Introduction to Mental Health 3.0
ADCT 104 Case Management 3.0
ADCT 200 Pharmacology & Psyctheutics Chemicals 3.0
ENGL 109-Research 3.0
SOCI 133 Group Dynamics 3.0

Diploma Completion Plan
Credits
ACHD 223 Current Issues in Health 3.0
ACHD 228 Case Management: Roles & Responsibilities of Community Health 3.0
ACHD 230 MOH Health Wellness and Challenges 3.0
ADCT 105 Sociology of Aboriginal Communities 3.0
ADCT 203 Special Issues in Counselling I 3.0
ADCT 204 Advanced Counselling 3.0
ADCT 205 Practicum - Directed Practice in Addictions Counseling 3.0
ADCT 296 Ethics and the Law 3.0
PSYC 115 Adolescence and Addiction 3.0
PSYC 225 Historical Trauma on First Nations People 3.0
STAT 203 Introduction to Statistics for the Social Sciences 3.0

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.

Credits
CHAD 324 Addiction and Nutrition 3.0
CHAD 327 Blood Borne Pathogens 3.0
Aboriginal Community Economic Development Certificate and Diploma

Program Delivery Location
Community Based

Programs in this Department
Aboriginal Community Economic Development Certificate
Aboriginal Community Economic Development Diploma

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

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

Admission Requirements
Grade 12 graduation or equivalent with:
• C+ minimum grade in Math 11 Foundations or MATH 059; and
• C+ minimum grade in English 12/English 12 First Peoples or ENGL 060.

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

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

Admission Requirements
Grade 12 graduation or equivalent with:
• C+ minimum grade in Math 11 Foundations or MATH 059; and
• C+ minimum grade in English 12/English 12 First Peoples or ENGL 060.

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 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
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.

CREDITS
ACED 100 Introduction To Community Economic Development 3.0

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

CREDITS
ACED 180 Project Management 3.0
ACED 200 Planning in Aboriginal Communities 3.0
ACED 220 First Nations Law and Community Economic Development 3.0
ACED 230 Venture Development II 3.0
ACED 240 Contemporary First Nation Issues 3.0
ACED 260 Case Studies in Community Economic Development 3.0
ACED 280 Community Development II 3.0
BUSM 207 Introduction to Statistics 3.0
BUSM 211 Introduction to Finance 3.0
BUSM 223 Human Resources Management 3.0

Administrative Studies - Certificate and Diploma

Program Delivery Location
Merritt

Faculty
Matt Pasco

Programs in this Department
Administrative Studies Certificate
Administrative Studies Diploma
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:

- 1/2 – 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.

Administrative Studies Certificate
The Administrative Studies 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 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 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.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADMIN 115</td>
<td>Accounting I</td>
<td>3.0</td>
</tr>
<tr>
<td>BUSM 200</td>
<td>Finite Mathematics</td>
<td>3.0</td>
</tr>
<tr>
<td>CMSH 109</td>
<td>Computer Applications</td>
<td>3.0</td>
</tr>
<tr>
<td>ENGL 110</td>
<td>College Composition</td>
<td>3.0</td>
</tr>
<tr>
<td>*STSC 101 Strategies for Success</td>
<td>1.0</td>
<td></td>
</tr>
</tbody>
</table>
Office Administration Certificate Program
Program Delivery Location
Merritt/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. This program is offered over two consecutive terms or seven months.

Career Opportunities:
Employment possibilities range from entry-level administrative positions, such as:
- office clerk
- office manager
- secretary
- receptionist
- executive assistant positions

Admission Requirements
High school graduation or mature student status.

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

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

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

Certificate Completion Plan

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

Term 2
APBT 111 Records Management 3.0
APBT 120 Business Calculators & Mathematics 3.0

Executive Assistant Diploma Program
Program Delivery Location
Merritt/Community

Program
The Executive Assistant Diploma Program is designed to provide training in office management.

After successfully completing the Office Administration Assistant Program, students will continue to develop administrative and professional skills; work with computer technology; network with professionals in the field; and prepare for a wide range of careers within the business world.

This program is offered over two consecutive terms.

Career Opportunities:
Employment opportunities include upper-level administrative positions, such as:
- administration clerk
- office coordinator
- office administrator
- executive secretary
- assistant to senior executives to management

Admission Requirements
Complete of Office Administration Assistant Certificate Program

Year 1
CREDITS

Term 1
DMN 190 Technical Communication 3.0
APBT 210 Administrative Procedures 2 3.0
APBT 220 Executive Assistant Accounting 3.0
APBT 222 Business Math and Calculators 3.0
COMP 113 Keyboarding 2 3.0
ENGL 110 College Composition 3.0

Term 2
ADNN 191 Technical Communications 2 3.0
APBT 221 Executive Assistant Accounting 3.0
APBT 290 Simulated/Integrated Project 3.0
COMP 105 Databases 3.0

Certificate Program Admission Requirements
Applicants must meet the following requirements for admission:
- English 060 or English 12/English 12 First Peoples or equivalent assessment
- Math 050 or Math 11 or equivalent assessment

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
Applicants must meet the following requirements for admission:
- English 060 or English 12/English 12 First Peoples or equivalent assessment
- Math 050 or Math 11 or equivalent assessment

Year 1
CREDITS

Term 1
ADMN 115 Accounting I 3.0
BUSM 200 Finite Mathematics 3.0
BUSM 222 Organizational Behavior 3.0
BUSM 223 Human Resources Management 3.0
BUSM 250 Principles Of Marketing 3.0
BUSM 251 Introduction To Economics 3.0

Term 2
DMN 190 Technical Communication 3.0
APBT 210 Administrative Procedures 2 3.0
APBT 220 Executive Assistant Accounting 3.0
APBT 222 Business Math and Calculators 3.0
COMP 113 Keyboarding 2 3.0
ENGL 110 College Composition 3.0

Term 2
ADNN 191 Technical Communications 2 3.0
APBT 221 Executive Assistant Accounting 3.0
APBT 290 Simulated/Integrated Project 3.0
COMP 105 Databases 3.0
UNIVERSITY TRANSFER

Academic and Indigenous Studies (University Transfer)

Department Head
Nedra McKay
250.378.3359
nmckay@nvit.bc.ca

Faculty
Dr. Catharine Crow
Mandy Jimmie
Mil Juricic
Kathleen Wascase
Nedra McKay
Dr. Eric Ostrowidzki
Don Vincent

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 arts 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 graduation requirements. A waiver from STSC 101 is granted only through the Dean’s office. Those applying for a waiver from STSC 101 must have a minimum cumulative GPA of 3.0 or higher with a minimum of 60 credits or equivalent of previous course work.

Transferability
NVIT 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 BC CAT 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/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 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.

Year 1

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRIM 101 Introduction to Criminology</td>
<td>3.0</td>
</tr>
<tr>
<td>CRIM 104 Sociological Explanations of Criminal and Deviant Behaviour</td>
<td>3.0</td>
</tr>
<tr>
<td>ENGL 110 Critical Thinking</td>
<td>3.0</td>
</tr>
<tr>
<td>PHIL 100 Introduction to Critical Thinking</td>
<td>3.0</td>
</tr>
<tr>
<td>POLI 111 Canadian Government and Politics</td>
<td>3.0</td>
</tr>
<tr>
<td>PSYC 121 Introduction to Psychology I</td>
<td>3.0</td>
</tr>
<tr>
<td>PSYC 122 Introduction to Psychology II</td>
<td>3.0</td>
</tr>
<tr>
<td>STSC 101 Strategies for Success</td>
<td>3.0</td>
</tr>
<tr>
<td>Elective English UT 100 Level</td>
<td>3.0</td>
</tr>
<tr>
<td>Elective Laboratory Science UT 100 Level</td>
<td>3.0</td>
</tr>
</tbody>
</table>

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>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRIM 103 Psychological Explanations of Criminal and Deviant Behavior</td>
<td>3.0</td>
</tr>
<tr>
<td>CRIM 131 Introduction to Criminal Justice System</td>
<td>3.0</td>
</tr>
<tr>
<td>CRIM 135 Introduction to Canadian Law</td>
<td>3.0</td>
</tr>
<tr>
<td>CRIM 220 Introduction to Research Methods</td>
<td>3.0</td>
</tr>
<tr>
<td>CRIM 230 Criminal Law in Canada</td>
<td>3.0</td>
</tr>
<tr>
<td>CRIM 231 Introduction to the Judicial Process</td>
<td>3.0</td>
</tr>
<tr>
<td>SOC 111 Intro to Sociology</td>
<td>3.0</td>
</tr>
<tr>
<td>STAT 203 Introduction to Statistics for the Social Sciences</td>
<td>3.0</td>
</tr>
<tr>
<td>Elective Math, Statistics or Sciences UT 100 Level</td>
<td>3.0</td>
</tr>
<tr>
<td>Elective Criminology UT 200 Level</td>
<td>3.0</td>
</tr>
<tr>
<td>Elective UT Elective 100 or 200 Level</td>
<td>3.0</td>
</tr>
</tbody>
</table>

Associate of Arts Degree – First Nations Studies

Program Delivery Location
Merritt
Vancouver

The Associate of Arts Degree - First Nations 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 Nations 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 count towards graduation requirements. 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.

Year 1

Students are required to successfully complete the 27 credits prescribed below:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHIL 100 Introduction to Critical Thinking</td>
<td>3.0</td>
</tr>
<tr>
<td>PSYC 121 Introduction to Psychology I</td>
<td>3.0</td>
</tr>
<tr>
<td>PSYC 122 Introduction to Psychology II</td>
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<td>3.0</td>
</tr>
<tr>
<td>Elective English UT 100 Level</td>
<td>3.0</td>
</tr>
<tr>
<td>Elective Laboratory Science UT 100 Level</td>
<td>3.0</td>
</tr>
</tbody>
</table>

Year 2

Upon successful completion of Year 1, students are required to successfully complete 12 credits as prescribed below plus six elective credits and three credits of a 200 level English. Three credits of a 200 First Nation Women Studies, three credits of a 200 level Sociology and three credits of a Laboratory Science Elective.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMSC 109 Computer Applications</td>
<td>3.0</td>
</tr>
<tr>
<td>FNED 150 International Indigenous Studies</td>
<td>3.0</td>
</tr>
<tr>
<td>FNST 203 First Nations of the Americas</td>
<td>3.0</td>
</tr>
<tr>
<td>FNWS 206 Visionaries and Dreamers: First Nations Women's Artistic Traditions</td>
<td>3.0</td>
</tr>
</tbody>
</table>

Associate of Arts Degree – General Arts

Program Delivery Location
Merritt
Vancouver

Associate of Arts - General Arts is a combination of social science, humanities, science and academic elective courses. The program gives the learner general knowledge in a variety of areas and develops the learners critical and analytical thinking skills. The program gives the learner the foundation to develop reasoned thoughts and opinions and to support their ideas. In addition, the program gives the students required, transferrable credits to enter a variety of disciplines at the third year level.

Admission Requirements

Grade 12 graduation with a C+ minimum in the following:
- English 12/English 12 First Peoples or ENGL 060
- Foundations of Math 11 or MATH 057 or MATH 059

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.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 110 College Composition</td>
<td>3.0</td>
</tr>
<tr>
<td>ENGL 111 Introduction to Modern Fiction</td>
<td>3.0</td>
</tr>
<tr>
<td>FNST 100 Introduction to First Nations Studies I</td>
<td>3.0</td>
</tr>
<tr>
<td>FNST 101 Introduction to First Nations Studies II</td>
<td>3.0</td>
</tr>
<tr>
<td>HIST 100 Introduction to General Canadian History I</td>
<td>3.0</td>
</tr>
<tr>
<td>HIST 101 Introduction to General Canadian History II</td>
<td>3.0</td>
</tr>
<tr>
<td>SOC 111 Introduction to Sociology I</td>
<td>3.0</td>
</tr>
<tr>
<td>STAT 203 Introduction to Statistics for Social Science</td>
<td>3.0</td>
</tr>
<tr>
<td>STSC 101 Strategies for Success</td>
<td>3.0</td>
</tr>
</tbody>
</table>
General Information

university transfer

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 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/HALO/NADU/NLEK/NSYL/SECW/SKWX) and six arts elective credits.

CREDITS
STSC 101 Strategies for Success 3.0
HIST 110 Approaches to History 3.0
SCIE 150 Aspects of Plateau Ethnoscience 3.0
200 level target language: History of Culture 3.0

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/HALO/NADU/NLEK/NSYL/SECW/SKWX) plus six arts elective credits in Canadian Studies, Anthropology or English.

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 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/HALO/NADU/NLEK/NSYL/SECW/SKWX) and six arts elective credits. CREDITS
STSC 101 Strategies for Success 3.0
HIST 110 Approaches to History 3.0
SCIE 150 Aspects of Plateau Ethnoscience 3.0
200 level target language: History of Culture 3.0

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/HALO/NADU/NLEK/NSYL/SECW/SKWX) plus six arts elective credits in Canadian Studies, Anthropology or English.

Advanced Diploma in Indigenous Language Teaching (ADILT)

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

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

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

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.

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/HALO/NADU/NLEK/NSYL/SECW/SKWX) and two language teaching practicums.

CREDITS
EDUC 250 Application of Assessment & Evaluation 3.0
EDUC 260 Innovative Teaching & Planning 3.0
EDUC 270 Language Acquisition: Theory & Practice 3.0
EDUC 280 Methods in Second Language Teaching 3.0
EDUC 285 Technological Innovations & Language I 3.0
EDUC 286 Technical Innovations & Language II or EDUC 300 level (TRU) 3.0
EDUC 290 Principles of Effective Teaching 3.0
Elective 200 level 3.0

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, NSW 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 4th-year practicum placement within a mandated protection setting with the Ministry of Child and Family Development (MCFD) or a fully delegated Aboriginal Child and Family Service Agency. Students who wish to specialize in child welfare, but who do not intend to work in mandated child protection settings after graduation may choose to complete their fourth-year practicum in a non-delegated child welfare setting that works with at risk children, youth, and their families.

Graduates completing a practicum with MCFD child protection only will be required to complete less post-employment training than non-protection CWS students, as they will have met most of the competency requirements for MCFD.

Affiliation Agreement
The NVIT BSW program is offered through an affiliation agreement with Thompson Rivers University.

This affiliation agreement is a mutual collaboration between NVIT and TRU to provide an opportunity for students to complete a BSW degree at NVIT, and to enhance the programs of both institutions by building on the strengths and expertise that each contributes.

The Bachelor of Social Work Degree is conferred by Thompson Rivers University and Nicola Valley Institute of Technology.

Admission Requirements and Application Process

If applying to Merritt Campus:

Amanda Street
Phone: 1-250-378-3374
Toll-Free: 1-877-682-3300
Fax: 1-250-378-3332
Email: astrebt@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: 1-604-362-3400
Email: jbeck@nvit.bc.ca

Stephanie Williams
Phone: 1-604-602-3422
Toll-Free: 1-877-682-3300
Fax: 1-604-362-3400
Email: swilliamsd@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+) for equivalent Social Work 200A and Social Work 200B or equivalent;
• Completion of 3 credits of academic English composition (ENGL 110) or 6 credits of English literature.

B. Personal Suitability Criteria

Applicants to the program will be required to demonstrate their suitability for social work practice, and their concurrence with the generalist, interdisciplinary 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 typed, written or submitted as a video or audio-tape; and
• Paid or volunteer experience in the health and/or human services field.

Record Check

All students are required to complete a Criminal Record Check once they have been admitted into the BSW program. This requirement is with accordance to the provincial government’s Criminal Record Review Act. For further details on how to complete this criminal record check, see the NVIT Bachelor of Social Work program website at nvit.ca. For further clarification and more details about the Criminal Review Act, visit the Ministry of Public Safety and Solicitor General website.

C. Admission Decisions

All necessary documentation must be submitted by the deadlines outlined below:
• Early Admission: January 31 annually (Students will be notified of admission decision after April 1)
• Final Admission: April 30 annually (Students will be notified of admission decision after June 1)

Late applications will only be considered if there are seats available.

Once a complete application has been received and transcript(s) evaluated by the Admissions Department, the package will be forwarded to the Bachelor of Social Work Department for evaluation. The BSW Department will assess the application based on admission statement, related experience, and grade point average and determine whether the applicant will be granted admission to the program. Once a decision has been made students will be notified and will receive instructions on how to register.

D. Preference

Preference will be given to students who identify themselves as being of Aboriginal origin who meet all of the requirements for admission to the BSW program. People of all cultures and backgrounds with an interest in studying social work from an Aboriginal perspective are welcome.

Third and Fourth Year Core and Elective Courses

Third Year Courses

SOCW 301 Introduction to Social Work Research 3.0
SOCW 304 Field Practice 6.0
SOCW 306 Theory and Ideology of Social Work 3.0
SOCW 320 Trauma Informed Social Work Theory & Practice 3.0
SOCW 311 Aboriginal Perspectives on Social Policy 3.0
SOCW 353 Social Work Practice with Individuals 3.0

Fourth Year Courses

SOCW 402 Social Work Field Practice II 9.0
SOCW 404 Ethical Practice in Aboriginal Communities 3.0
SOCW 457 Aboriginal Social Work Theory 3.0
SOCW 465 Aboriginal Social Work Practice 3.0

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

Fall

SOCW 301 3.0
SOCW 304 3.0
SOCW 306 3.0
SOCW 311 3.0
SOCW 353 3.0
SOCW 376 3.0
SOCW 389 3.0
SOCW 402 9.0
SOCW 440 3.0
SOCW 457 3.0
SOCW 490 3.0

Spring

SOCW 301 3.0
SOCW 304 3.0
SOCW 320 3.0
SOCW 457 3.0

Summer

SOCW 301 3.0
SOCW 304 3.0

Credits

SOCW 301 3.0
SOCW 304 3.0
SOCW 306 3.0
SOCW 311 3.0
SOCW 353 3.0
SOCW 376 3.0
SOCW 389 3.0
SOCW 402 9.0
SOCW 440 3.0
SOCW 457 3.0
SOCW 490 3.0

TOTAL 15 Social Work credits
Field Placement Agencies
Two social work practica (SOCW 304 and SOCW 404) are required to complete the BSW degree. Students must have current, clear Criminal Record Check to participate in practicums. 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 our academic advisors.

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
- 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

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.

Course Details

Academic Institution:

<table>
<thead>
<tr>
<th>Course Abbreviations</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACED 100</td>
<td>Introduction to Community Economic Development</td>
<td>3 Credits</td>
</tr>
<tr>
<td>ACED 115</td>
<td>Introduction to Accounting for Continuing Studies</td>
<td>3 Credits</td>
</tr>
<tr>
<td>ACED 120</td>
<td>Venture Development I</td>
<td>3 Credits</td>
</tr>
<tr>
<td>ACED 140</td>
<td>Introduction to Marketing</td>
<td>3 Credits</td>
</tr>
</tbody>
</table>

Prerequisites:

ACED 115
Introduction to Accounting for Continuing Studies
ACED 115 is an in-depth study of the concepts, principles and practice for external business financial reporting. Consideration of issues related to the measurement and reporting of cash, receivables, 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 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 impact on the presentation of financial results by corporations and other entities.

Prerequisites:

ACED 100, 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 an emphasis 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:

ACED 100, ACED 120, or permission of instructor.
**General Information**

The purpose of this course is to study current领导思维 and behavior in organizations and in CED. It also explores the relationship between leadership and decision-making in those settings. This emphasis in this course is on developing a better understanding of self and one's role as a leader.

**Prerequisites**: ADMN 121 (Previously ADMN 151), ADMN 100, or permission of instructor.

**ACED 160**

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 a research, investigative, assessment, and analytical perspective. The course highlights how data on the five functions may be collected, and how the analysis of the data can help Community Economic Development officers clarify challenges and opportunities and use the information to direct and inform action planning.

**Prerequisites**: English 11, Foundations of Math 11, or equivalent assessments, or permission of instructor.

**ACED 161**

Negotiations and Contract Management

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, case studies, and class exercises. The course will allow students to monitor their own progress in the course. This course is targeted for those who are employed and/or have administrative experience.

**Prerequisites**: English 11, Foundations of Math 11, or equivalent assessments, or permission of instructor.

**ACED 180**

Project Management

Examines project management from a First Nations perspective, using models based on First Nations communities. Project experiential models provide the opportunity to introduce core concepts, individual and class exercises, and organizational skills, while allowing 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 182**

Proposal Writing

The content of this workshop is timed for delivery over a period of 45 hours. Proposal writing was designed to address training 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 development, (5) business planning, (6) financing, and other alternatives. There will be a focus on opportunities for entrepreneurial development in Aboriginal community planning in challenges such as downsizing, restructuring, and organizing strategies.

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

**ACED 205**

Aboriginal Governance Models

This course focuses on the topics of leadership and the role and mandate of the Board of Governors or Tribal Council. This includes balancing the leadership and management needs of an organization, and sharing these functions effectively with the board. The governance functions of the mission statement, role of the board, recruiting and orienting new board members, and board-executive director relations will be critically examined through experiential models and practices.

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

**ACED 220**

First Nations Law and Community Economic Development

ACED 220 will provide the student with knowledge of contemporary First Nations Law and Economic Development. The course will discuss the concepts of self-government and also of community development. Analysis will include studying the Indian Act and also studying contemporary economic initiatives. In addition, this course will discuss the communities’ control over resources, creation of corporations, and economic development. Systemic issues such as historical background, history of treaties, and Canada-First Nation relations will be studied. This course will provide a historical understanding of contemporary events as well as current legal and political developments.

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

**ACED 230**

Venture Development II

ACED 230 introduces students to the field of ‘entrepreneurship’. Students examine the concepts, activities, and 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 development; (5) business planning; (6) financing, and other alternatives. There will be a focus on opportunities for entrepreneurial development in Aboriginal community planning in challenges such as downsizing, restructuring, and organizing strategies.

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

**ACED 240**

Contemporary First Nation Issues

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

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 typically more responsive 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 CED that integrates CED theory and practice. It empowers local communities through actions that balances economic, social, and ecological objectives.

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

**ACED 280**

Community Development II

ACED 280 is an in-depth study of practical and theoretical applications of “community organizing” case study from the U.S. The course introduces students to the concepts, principles and practice of community organizing. The course explores the current movement of community organizing which include: some of the sophisticated networks of foundations, corporations, intermediaries, technical assistance providers, with local, state, and federal agencies in the design and implementation of community economic development and organizing strategies.

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

**ACED 295**

Integrating Knowledge and Experience

This professional development course is a capstone course for the next national Council for the Advancement of Native Officers (CANDO) Certified Economic Developer Program (CEDP). 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 in 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.

**ACCHD 100**

Prenatal Health Care for First Nations I

This course is an introduction to the study of prenatal care. It focuses on prenatal care and health, including living, nutritional needs, and support for Aboriginal women.

**Prerequisites**: Program admission or permission of the Dean.

**ACCHD 120**

Developing Community Health Leadership

Students will investigate challenges faced by Aboriginal communities in the areas of health and wellness and how these can be addressed. Community and group dynamics will be examined through an analysis of issues in the current communities system. 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 and 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 system.

**Prerequisites**: Program admission or permission of the Dean.

**ACCHD 122**

Basic Counselling in the Health Field

This course provides students with an introduction to basic counselling skills, and processes and core conditions associated with effective counselling practice. Focus will be on skills that promote an understanding of the counselling relationship as it relates to health and wellness. Students will be prepared to deliver counselling services to people in 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 system.

**Prerequisites**: Program admission or permission of the Dean.

**ACCHD 123**

Traditional Health and Wellness Practices

This course will provide students with a historical context of colonization and residential schools. Students will examine the historical and current policies on Aboriginal and residential communities. This will lead into examining traditional practices among Aboriginal and residential peoples 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 system. Students will also explore the impacts on their own family systems and then examine how traditional practices among Aboriginal peoples 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 system.

**Prerequisites**: Program admission or permission of the Dean.
In this course, students will address the legacy of physical and sexual abuse in residential schools, including the intergenerational impacts by providing students with the opportunity to learn about legislation and policies affecting schools, including the intergenerational impacts by providing students with the opportunity to know how to conduct culturally sensitive research in communities, particularly around the topic of residential school and the legacies around residential school.

Prerequisites: ENGL 110

3 Credits

ACHD 227 Contemporary Health and Medical Practices

This course will introduce various research methods with an emphasis on how to conduct culturally sensitive research in health care professionals. Students will examine mainstream research methods as well as indigenous research methods with an emphasis on how to conduct culturally sensitive research in communities, particularly when working in Aboriginal communities. Students will gain critical thinking skills and conduct research in an Aboriginal community as a participatory assignment. Students will explore the concept of 'Aboriginal ways of knowing' and how research can be empowering and useful to Aboriginal communities and organizations when it is approached with cultural-sensitivity and sound ethics. This course will address the legacy of physical and sexual abuse in residential schools, including intergenerational impacts by providing students with the opportunity to know how to conduct culturally sensitive research in communities, particularly around the topic of residential school and the legacies around residential school.

Prerequisites: PSYC 111

3 Credits

ACHD 228 Care 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 other health professionals. Students will also 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

3 Credits

ACHD 229 Advanced Aboriginal Family and Counselling Systems

In this course, students will learn advanced counselling techniques from western and traditional approaches to incorporate into practice with individuals and families. Students will learn how to conduct family assessments including the development of specific techniques for family genograms. Students will continue to learn specific approaches of counselling and examine the impact of cultural policies 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 systems 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 develop their counselling skills with an emphasis on providing counselling for residential school survivors and intergenerational members.

Prerequisites: ACHD 129

3 Credits

ACHD 230 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 approaches. Areas of focus will include contemporary approaches, rehabilitation, habilitative and palliative care. Case studies will include but not be limited to organic illness, genetic mental health problems, post-traumatic disorder, psychotic and neurotic conditions, personality disorder, 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

3 Credits

ACHD 231 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, budgeting 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 program development in contemporary 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 Aboriginal schools and their families in communities and how programs can network and enhance the support system.

Prerequisites: ACHD 125

3 Credits

ACHD 232 Practice Counselling

by the Aboriginal Community & Health Development Diploma Practicum is required to complete the program. Nicola Valley Institute of Technology utilizes an extensive network of Aboriginal and non-Aboriginal health professionals. The development of an appropriate practicum placement is a collaborative effort between NTIT, the student, and the agency that

3 Credits
### Course Details

**ADCT 101 Counseling 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

| Credits | 3 |

**ADCT 102 Psychology, Understanding Human Behaviour**

This course is an introduction to native psychology. It introduces the psychological understanding of human development 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 recovery.

Prerequisites: Program admission

| Credits | 3 |

**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

| Credits | 3 |

**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 diagnosis 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 and standards.

Prerequisites: Program admission

| Credits | 3 |

**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 the opportunity for students to examine and discuss present day issues through the lens of significant contemporary, historical and legislative events.

Prerequisites: Program admission

| Credits | 3 |

**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, counseling, treatment and referral of clients. Prerequisites: Completion of all Chemical Addiction Worker program courses. MATH 050, ENGL 100, Or Math 11, English 12 and (or) English 12 First Peoples or permission of instructor.

| Credits | 3 |

**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

| Credits | 3 |

**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

| Credits | 3 |

**ADCT 203 Special Issues in Counseling**

Students explore the significance of communication and diversity as a foundation of basic counseling. Concepts such as cultural socialization, multiple worldviews, race, ethnicity, and gender are examined. The course provides students with a unique treatment of interpersonal/counseling skills as a mechanism for examining special issues in the counseling process.

Prerequisites: Program Admission

| Credits | 3 |

**ADCT 204 Advanced Counseling**

Students explore, compare and contrast Aboriginal and non-Aboriginal counseling practice models. They examine theoretical frameworks such as cognitive-behavioral, tasks-centered, crisis intervention and ecological approaches. Students focus on anti-discriminatory and anti-oppressive perspectives as they relate to traditional teachings. Students research common threads/themes that connect Aboriginal and non-Aboriginal counseling practices.

Prerequisites: Program Admission

| Credits | 3 |

**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 direction of the program.

Prerequisites: Program admission

| Credits | 3 |

**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 counseling professions. The course examines the code of ethics of addiction counselors, legal and mental health standards, confidentiality, discipline, client welfare, public statements, competence, client-counselor relationships, responsibility, and interpersonal relationships with regards to the role of the counselor. Cultural diversity is always an integral component of the course work.

Prerequisites: Program admission

| Credits | 3 |

**ADMN 115 Accounting I**

ADMN 115 is an in-depth study of the concepts, principles and practice for external business financial reporting. Consideration is given to the measurement and reporting of cash, receivable, inventories, property, plant and equipment, intangibles, investments, revenue, expense and financial statements. The study includes the measurement of liabilities (short and long-term), the structure of stockholders' equity, taxes, leases, pensions, and accounting changes. Students are encouraged to extend the principles of generally accepted accounting principles on the business environment as a whole. Recognition and measurement principles (short and long-term), the structure of financial statements and the measurement of assets, liabilities, owner's equity, taxes, leases, pensions, and accounting changes are also covered in the course. Current generally accepted standards for financial reporting are also analyzed, as is their effect on the presentation of financial results by corporations and other entities.

Prerequisites: English 12, English 12 First Peoples, or equivalent assessment, and Math 057 or Foundations of Math 11 or equivalent assessment, or permission of instructor.

| Credits | 3 |

**ADMN 121 Introduction to Management**

ADMN 121 provides the student with an introduction to management. The course 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 057, or English 12/English 12 First Peoples and Math 057 or Foundations of Math 11 or permission of instructor.

| Credits | 3 |

**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 CEDs (Community Economic Development) officer(s) in their communities and globally.

Prerequisites: ADMN 115 or Math 12 First Peoples, or equivalent assessment, and Math 057 or Foundations of Math 11 or equivalent assessment, or permission of instructor.

| Credits | 3 |

**ADMN 150 Leadership and Problem Solving**

An introduction to the contemporary theories of leadership styles, problem solving, conflict resolution 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, 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 "The Seven Habits of Highly Effective People" and an accepted 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

| Credits | 3 |

**ADMN 165 Introduction to Computing Systems**

Introduces students to the fundamentals of computing systems. The course will examine the hardware and software components, and the interrelationships of computing systems. Students will be able to properly compose internal and external messages, and utilize computing systems; this course will review examples of computing systems that 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.

| Credits | 3 |

**ADMN 190 Technical Communications I**

This course introduces students to the fundamentals of written communications for the professional situation. Upon completion, students will be able to properly compose internal and external messages, and utilize computing systems; this course will review examples of computing systems that 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: Program admission

| Credits | 3 |

**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 the student will be able to plan, research, and present technical reports.

Prerequisites: ADMN 190, or permission of instructor

| Credits | 3 |
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 practices to age ten. AECE 102 will ensure students are aware of development within a holistic framework.

Prerequisites: AECE 102, AECE 124, or AECE 102, 124, & 116

Corequisites: AECE 101, AECE 135, AECE 120, or AECE 101, 120, & 135

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 cultural and context within the child care 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 teaching learning 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 permission by the Dean.

AECE 134 Guidance for Early Years

In the 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 development environments. The uniqueness of this course is that it presented from both an Aboriginal and non-Aboriginal context.

Prerequisites: AECE 102, AECE 124, or AECE 102, 124, & 116

Corequisites: AECE 101, AECE 135, AECE 120, or AECE 101, 120, & 135

AECE 136 Observing in the Early Years

In the Observing and 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 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 age 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, daycare centers, 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, ENGL 110. Corequisites: AECE 125, AECE 100

AECE 149 Clinical Competencies

The goal of AECE 149 is that student will have a 120 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 149, AECE 145, AECE 190. Corequisites: AECE 100, 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 practices within 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 explored through online discussions, conference calls (tele-classses) 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 young children from conception 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 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 prenatally to three years of age. This course will also examine various interventions used by professionals to guide development of exceptional children.

Prerequisites: AECE 104 or AECE Certificate or equivalent

AECE 208 Special Topics in Child Care

Students will explore language and culture related to their Aboriginal heritage. This is a variable content course and is designed to allow students the opportunity to investigate specific cultural practices or special needs relevant to a daycare setting. Emphasis is placed on learning an Aboriginal language that will be used in your daycare setting.

Prerequisites: AECE Certificate or equivalent

AECE 210 Working with Families

This course will examine public policy, social issues, and personal attitudes and values as they relate to children and families in a childcare setting. An emphasis will be placed on the influence of family, culture and community within the context of Aboriginal and other settings. Students learn that family dynamics and relationships are central to positive and empowering relationships.

Prerequisites: AECE Certificate or equivalent

AECE 212 Family and Professional Communication

Students will explore advanced communication techniques, which include verbal, nonverbal and listening skills. They will examine interpersonal relationships and interpersonal conflict resolution. Emphasis will be on communication with individuals and within families of various structures. Topics covered include the foundations, philosophies and history of communication in Aboriginal communities and other cultures. Communication roles and responsibilities between teachers and the Aboriginal communities will also be examined.

AECE 216 Administrative Licensing & Leadership

Students will study the differences between transformational and transactional leadership styles. Students will identify and practice the leadership skills, required to be a daycare supervisor or to be an administrator. Additionally, students will examine program management, fiscal management, licensing, personal management and organizational structure.

AECE 220 Programming for Infants and Toddlers

Students will explore program planning, curriculum and environment development as they relate to infants and toddlers in an early childhood daycare setting. Aboriginal approaches to Early Childhood daycare programming and curriculum will be investigated. Topics specific to this course will include theories of development and use of these theories to plan developmentally appropriate curriculum and environment.

Prerequisites: AECE certificate or equivalent

AECE 222 Programming for Exceptional Children

Students will explore program planning, curriculum and environment development as they relate to exceptional children. Aboriginal approaches to Early Childhood development and educational programs will be discussed throughout the course. Students will explore and examine the relationship of inclusion, developmentally appropriate programs, accessibility, indigenous programs and specific cultural curriculum. Aboriginal perceptions and approaches will be discussed throughout the course.

Prerequisites: AECE Certificate or equivalent
AEC 224 Programming for Early Years 2
Students will explore programming, curriculum and environment development as they relate to infant to three years of age (as well as children with exceptionalities) in a supportive, child-centered setting. This course will provide background and foundational knowledge to meet the needs of children in Early Childhood education settings. 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 environments.
Prerequisites: AEC 124, AEC certificate or equivalent

AEC 226 Nutrition Environments in Child Care
Students will study the natural outdoor environment as a learning center for curriculum and programming. Teachers’ roles, responsibilities, and policies regarding outdoor play will be a key component. Connecting Aboriginal values, and traditions with the outdoor curriculum will also be addressed. Topics will include culture and the environment, value of outdoor play, and sustainable materials and equipment.
Prerequisites: AEC Certificate or equivalent

AEC 230 Guidance for Infants and Toddlers
This course will examine direct and indirect guidance in Early Childhood Education. Secure and nurturing relationships will be discussed in relation to Aboriginal views and moral beliefs. The concepts of classroom management, self-esteem, resilience, stress, and anger will be discussed with respect to infants and toddlers.
Prerequisites: Certificate or equivalent

AEC 232 Guidance for Exceptional Children
Students will explore the skills required for specialized care and guidance of exceptional children, infant through the kindergarten years. This course will stress the importance of identification and assessing exceptionalities and the resources required to provide the maximum benefit for the child.
Prerequisites: AEC Certificate or equivalent

AEC 234 Guidance for Early Years 2
This course will examine direct and indirect guidance in Early Childhood Education. Secure and nurturing relationships will be discussed in relation to Aboriginal views and moral beliefs. Concepts of classroom management, self-esteem, resilience, 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: AEC 124, AEC certificate or equivalent

AEC 250 Advanced Health, Safety and Nutrition
Students will study the implementation and evaluation of health and safety practices for infants to three year olds.
Prerequisites: AEC certificate or equivalent

AEC 252 Safe and Healthy Inclusive Environments
Students will learn the requirements necessary to ensure that environments with exceptional children are healthy and safe. The students will develop appropriate nutritious menus as a key component of this course. Aboriginal and non-Aboriginal nutrition dietary requirements will be discussed.
Prerequisites: AEC certificate or equivalent

AEC 253 Administration and Licensing
This course will study issues which students may face as future daycare supervisors and/or potential administrators. The students will examine sound program management, fiscal management, licensing, personal management and organizational structure.
Prerequisites: AEC certificate or equivalent

AEC 255 Administrative Leadership
This course will study issues which students may face as future daycare supervisors and/or potential administrators. The students will examine sound program management, fiscal management, licensing, personal management and organizational structure.
Prerequisites: AEC certificate or equivalent

AEC 260 Infant/Toddler Practicum
Students will complete 212 hours of a supervised practicum, in a variety of settings designed to enhance the skills, knowledge and attitudes for working with children, infant through three years of age. Students will be exposed to theory and applied skills and practice, which address the needs of children, parents and families in a culturally-appropriate manner.
Prerequisites: AEC 201, AEC 253, AEC 250, AEC 230, AEC 220, AEC 210

AEC 265 Special Needs Practicum
The special needs practicum consists of 212 hours of guided, supervised experience in a variety of educational settings with children who require extra support. Emphasis is on developing skills, knowledge, and self in the student, and providing quality care and educational opportunities for children and families. This course includes both theory and developmentally appropriate practice.
Prerequisites: AEC 222, AEC 220, AEC 205, AEC 252, AEC 232, AEC 212

AEC 151 Developmental Pathways I
This course focuses on development from conception through toddlerhood. Learners who successfully complete this course will be able to apply knowledge of prenatal, infant, and toddler development to Aboriginal and mainstream settings. This course will provide an overview of the historical development of the child. Foundational and contemporary research related to child development is covered.
Prerequisites: Admission to the program

AEC 154 Guiding and Caring for Young Children
The course, Guiding and Caring for Young Children, provides learners with practical skills for use in Early Childhood Education programs. Learners will explore strategies and develop skills for showing respect and guiding young children's behaviour. Both mainstream and traditional Aboriginal concepts of guidance are explored.
Prerequisites: Admission to the program

AEC 155 Engaging Programs I
Program Planning I prepares learners to evaluate and design Early Childhood Education programs for developmentally appropriate practice and holistic child development within mainstream and Aboriginal contexts. Topics covered include learning through play, developmentally appropriate practice, anti-bias curriculum development, and creating Early Childhood Education programs that support diversity and inclusion.
Prerequisites: Admission to the program

AEC 157 Exploring Perspectives
This course explores learning through respect in Early Childhood Education programs, preparing learners to create quality ECE experiences and programs rooted in Aboriginal beliefs and foundational theories of child development. Topics covered include the history, foundations, and philosophies of contemporary and Aboriginal Early Childhood Education programs as well as the contemporary and historical role of the teacher in Aboriginal communities.
Prerequisites: Admission to the program

AEC 161 Developmental Pathways II
Preschool and school-aged child development focuses on the growth and development of the child aged 3 to 11. Students who successfully complete this course will have the ability to apply knowledge of preschool and school-aged child development to Aboriginal and mainstream ECE settings. Aboriginal beliefs and child rearing practices regarding children aged 3 to 11 are explored. Issues related to child development of the child aged 3 to 11 are discussed from the perspective of the Aboriginal community. Emphasis is placed on generic and environmental factors that influence the holistic development of the child. Foundational and contemporary research related to child development is covered.
Prerequisites: Admission to the program

AEC 164 Respectful Leadership
Professional interactions provides an opportunity for learners to develop skills related to active listening, reflection, self-challenge, and appropriate self-disclosure. Furthermore, learners will develop skills in showing appreciation for and enjoyment of others as well as being patient and professional. Learners will be expected to articulate their personal values and assess their own strengths and weaknesses as an educator, as they explore giving and receiving constructive criticism. In addition, setting personal limits, exploring growth and change, and developing skills in self care are covered.
Prerequisites: Admission to the program

AEC 166 Engaging Programs II
Program Planning II provides learners with experience in evaluating and designing Early Childhood Education programs and support the wellbeing and inclusion of young children. Emphasis is placed on observation-based planning. Learners explore ways to create a supportive learning environment from both a mainstream and Aboriginal perspective.

AEC 167 Responsive Curriculum Development I
Curriculum development focuses on developing, planning, and implementing activities for young children and building skills within the learner to ensure the needs of individual children are being met. Learners explore topics, such as, promoting creativity within an Aboriginal context, supporting play in culturally sensitive programs, using appropriate dialogue, and developing group times that are inclusive of Aboriginal culture.

AEC 170 Mindful Observation
Observing and recording children’s behavior encourages learners to observe and record children’s behavior in order to evaluate children’s developmental abilities and assess their needs. Learners will discuss the relationship between the seven major areas of development and Aboriginal culture. This course provides learners with the opportunity to use mainstream theories and traditional Aboriginal beliefs to evaluate the development of an individual child. Learners will have the opportunity to use an unbiased and non-judgmental approach to observing and recording the development of young children.
Prerequisites: AEC 151, AEC 161

AEC 172 Health Safety and Wellness
Learners in the health safety and nutrition course develop skills in creating healthy inclusive programs for infants, toddlers, and young children in 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

AEC 175 Experiences in Language
Through the use of quality Aboriginal and Canadian literature, Language and Literature in Early Childhood Education focuses on promoting the role 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: AEC 151, AEC 161, AEC 165, AEC 175; courses must have a grade of C or better

AEC 177 Authentic Relationships
Working as an early childhood educator offers an opportunity for learners to develop effective culturally inclusive skills for use in working with children and families. The course explores the importance of understanding 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 included.
Prerequisites: Admission to the program
Developmental Pathways I focuses on the multiple pathways of childhood development. Developmental Pathways III focuses on the multiple pathways of Developmental Pathways III

AECL 264
Respectful Leadership
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, program 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: AECL/AECE certificate or equivalent

AECL 267
Responsive Curriculum Development II (Infant Toddler)
Responsive Curriculum II builds on the knowledge and skills of previous curriculum courses and expands to creating an inclusive caring and learning environment for all children from birth to three years of age. Students continue to explore building collaborative relationships with families, communities and professional team networks to support and acknowledge cultural identities, particularly in relation to Aboriginal communities and cultures. Reciprocal, responsive, respectful program planning based on observation of children and their communities is emphasized. Prerequisites: AECE/AECL certificate or equivalent

AECL 277
Responsive Curriculum Development III (Diverse Abilities)
Responsive Curriculum 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 team networks to support and acknowledge cultural identities, particularly in relation to Aboriginal communities and cultures. Reciprocal, responsive, respectful program planning based on observation of children and their communities is emphasized. Prerequisites: AECE/AECL certificate or equivalent

AECL 290
Practicum III Infant and Toddler
Practicum III infant and toddler 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: AECL/AECE certificate or equivalent

AECL 295
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 children 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: AECL/AECE certificate or equivalent

AGLP 111
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 peoples and explores best practices for leaders to move beyond the limitations of the Indian Act. Prerequisites: ENGL 106, MATH 057, MATH 111 or Permission of the Instructor

AGLP 150
Intro to Traditional Aboriginal Leadership
In this course, learners will explore and develop an enhanced understanding of traditional Aboriginal leadership values, community protocols, ceremonies, responsibilities, and the role of elders, 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: ENGL 12, ENGL 12 First Peoples, ENGL 106, or equivalent, or permission of the instructor.

AGLP 151
Leadership Concepts and Theories
In this course, learners will reflect on their current leadership style and explore other Indigenous leadership concepts and models. Learners will develop an understanding of interpersonal and group dynamics, and how they impact organizational effectiveness. Learners will be expected to explore individual values and principles and their definitions. A focus on various organization models will be examined to better understand the difference between First Nations administration/management and governmental leadership. Prerequisites: English 12, English 12 First Peoples, ENGL 106, or equivalent, or permission of the instructor.

AGLP 155
Aboriginal Leadership Principles and Ethics
In this course, learners will explore leadership values (Aboriginal and Western perspectives), understand how the foundations of an organization, and understand the importance of aligning values to develop effective institutions and governments. Learners will work to explore their own values, how they define each value, and their associated behaviour, and establish plans to align personal values to establish personal integrity in their leadership practice. Learners will also gain an understanding of governance principles and apply them to their leadership challenges (Aboriginal and Western), learn to observe issues/resolve interpersonal problems, and learn to develop trust in group settings, and refine professional ethics in their role. Prerequisites: English 12, English 12 First Peoples, ENGL 106, or equivalent, or permission of the instructor.

AGLP 160
Aboriginal Leadership & Governance Systems
This course is designed to teach learners how to undertake problem solving from a systems perspective—mapping an Aboriginal community’s governance systems, and developing strategies to improve existing systems. Learners will utilize this knowledge to reflect upon real world community challenges, and apply their learning in the continued development of their year two internship. Prerequisites: ENGL 106 or English 12 and/or English 12 First Peoples and MATH 057 or Foundations of Math 11 or permission of instructor.

AGLP 214
Indigenous People of British Columbia
This course serves as an introduction to the present situation of the First Nations people of British Columbia. The course is designed to provide learners with an understanding of cultural relevant norms and encourage exploration of the notion of the term “at risk” and how it influences childhood development. In particular, Developmental Pathways III, AECL 251, AECL 175, AECL 177. Prerequisite courses must have a grade of C or better

AGLP 223
Responsive Curriculum III
Responsive Curriculum III builds on the knowledge and skills of previous curriculum courses and expands to creating an inclusive caring and learning environment for all children from birth to three years of age. Students continue to explore building collaborative relationships with families, communities and professional team networks to support and acknowledge cultural identities, particularly in relation to Aboriginal communities and cultures. Reciprocal, responsive, respectful program planning based on observation of children and their communities is emphasized. Prerequisites: AECE/AECL certificate or equivalent

AGLP 264
Practicum I
Practicum I is an introductory practicum to the work of being an Early Childhood Educator. Emphasis is placed upon gaining the skills needed to become a qualified 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 on their practicum experience. Prerequisites: AECL 115, AECL 117, AECL 156, AECL 154, (Prerequisite courses must have a grade of C or better)

AGLP 267
Responsive Curriculum Development II (Diverse Abilities)
Responsive Curriculum 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 team networks to support and acknowledge cultural identities, particularly in relation to Aboriginal communities and cultures. Reciprocal, responsive, respectful program planning based on observation of children and their communities is emphasized. Prerequisites: AECE/AECL certificate or equivalent

APBT 110
Administrative Procedures
The dynamic office of today requires that office workers demonstrate the ability to communicate effectively, think critically, apply problem-solving skills, and work effectively with other members of the office team. The rapid pace of change in the office of today demands that office workers have the ability to develop new skills and understand new processes as jobs evolve. In this course, learners will master essential organizational skills and develop efficient office practices in preparation for entry into the contemporary office. (4 hour course) 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 as used by workers in today's workplace. These skills include self-examination and assessment, effective communication skills, interpersonal relationships, 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 experience the real-world aspects of working in various industries. The practicum will be conducted under the supervision of experienced instructors who will guide and support the students throughout the course.

**BIOI 050**

*General Information*

This course covers the basic principles of biology, detailing biological processes and diversity with respect to ecology and evolution. BIOI 050 covers the Core Topics for Biology: Advanced Level set out in the A.B.E. BC Articulation Handbook available at http://www.aved.gov.bc.ca/abe/docs/handbook.pdf.

**Prerequisites:** SCI 040, or advisor assessed equivalent or permission of instructor.

**course details**

<table>
<thead>
<tr>
<th>course</th>
<th>credits</th>
<th>description</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUSM 200</td>
<td>3</td>
<td>** Finite Mathematics** This course is designed to build a mathematical base for persons planning to become involved in administration and/or business management. In recent years, there has been a dramatic increase in the need for business professionals to be able to use mathematics in numerous business contexts, particularly in decision-making. This course is designed to expose students to the areas of mathematics that are likely to be required in their future jobs or areas of study. Topics include linear equations, sets and counting, probability, matrices, linear programming and solving financial problems. Prerequisites: MATH 057, ENGL 060, ENGL 060 of English 12 and/or First Peoples, and MATH 059 or PRIC 11 or permission of instructor.</td>
</tr>
<tr>
<td>BTEL 060</td>
<td>0</td>
<td>** 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 detailed overview of 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 English.</td>
</tr>
<tr>
<td>BTER 060</td>
<td>0</td>
<td>** 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.</td>
</tr>
<tr>
<td>BTES 060</td>
<td>0</td>
<td>** Essential Skills** This course supports students to develop and increase essential skills in reading text, applying numerical applications, and using documents relevant to trades training programs. This course will also help prepare students to acquire test-taking strategies relevant to their programs.</td>
</tr>
<tr>
<td>BTHW 060</td>
<td>0</td>
<td>** Bridging to Trades Millwright** This course provides students with the skills and theory required for entrance to the millwright trade. Basic theory and related information along with hands-on experience will provide students with the concepts and skills needed to become familiar with basic millwright duties. This course also introduces students to manual and imperial measuring instruments. Employment skills and workplace safety will be emphasized. Prerequisites: ENGL 040, MATH 040, or Gr. 10 Math, Gr. 10 English.</td>
</tr>
<tr>
<td>BTPT 060</td>
<td>0</td>
<td>** Bridging to Trades Piping Trades** This course provides students with the areas of pipe fitting and plumbing. This course offers a student a brief introduction to this trade. Students will learn to fit pipe materials together as well as some basic plumbing procedures. Students will be required to join pipes using thread cutting machines. The piping material will be both metal and plastic. Students will also be introduced to the basic plumbing procedures required to perform tasks such as changing fixtures and assembling plumbing apparatus. Employment skills and workplace safety will be emphasized. Prerequisites: ENGL 040, MATH 040, or Gr. 10 Math, Gr. 10 English.</td>
</tr>
<tr>
<td>BTWD 060</td>
<td>0</td>
<td>** Bridging to Trades Welding** This course offers students the skills and theory required for entrance to the welding trade. Students will be shown how welding skills are used in many trades. They will learn to cut metals and join them by the use of welding process using general welding equipment. Employment skills and workplace safety will be emphasized. Prerequisites: ENGL 040, MATH 040, Gr. 10 Math, Gr. 10 English.</td>
</tr>
</tbody>
</table>
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, contracts, 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 057, ENGL 060 of English 12 and/or English 12 First Peoples, and MATH 057 or Foundations of Math 11; or permission of instructor.

CHAD 324 3 Credits
Addiction 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 and design 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 or alcohol.
Prerequisites: Advanced diploma program admission or permission of instructor.

CHAD 327 3 Credits
Blood Borne Pathogens
This course describes basic prevention techniques and introduces psychosocial trauma training and grief management approaches. The course includes an introduction to blood-borne pathogens, such as Human Immunodeficiency Virus (HIV), Acquired Immunodeficiency Syndrome (AIDS), Opportunistic infections, and Hepatitis (A, B, C). Myths and taboos regarding blood-borne pathogens and transmission will also be discussed. As well, community education and modern approaches to health will be explored to prepare the student for a career in health care.
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 focusing on trauma and appropriate intervention strategies within a Western theoretical and philosophical paradigm, this course will conduct an in-depth review of stress and trauma within the social and cultural contexts in which they have occurred, including the impact of historical racism on Aboriginal identity which has resulted in cultural loss.
Prerequisites: Advanced diploma program admission or permission of instructor.

CHEM 050 0 Credits
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 our 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 the B.C. Articulation Handbook http://www.aved.gov.bc.ca/abe/docs/handbook.pdf.

CHEM 060 0 Credits
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 B.C. Articulation Handbook http://www.aved.gov.bc.ca/abe/docs/handbook.pdf.

CHAD 334 3 Credits
Relapse Prevention
This course is designed to assist participants in understanding the recovery/re-lapse 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 learning 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 strategies, and to provide support for individuals and families living with an FASD. To be truly effective, the learner will continue to acquire ongoing learning, time in the field, and practice using the knowledge acquired.
Prerequisites: Advanced diploma program admission or permission of instructor.

CMSC 109 3 Credits
Computer Applications
This 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.

COMP 040 3 Credits
Business Communication
Business Communication teaches learners how to plan, organize, and write correct and effective “reader friendly” business documents appropriate for use in the workplace 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.

COMP 050 0 Credits
Computers for Healthcare
This course is an introduction to basic computer operation. Students will learn about the computer processing cycle, familiarize themselves with basic commands and terminologies, and be introduced to the various skills required to use computers. The course will cover word processing, basic computer operation, and internet technologies.
Prerequisites: COMP 040, Instructor permission, or advisor assessed equivalent.

COMP 060 0 Credits
Computer Studies- Provincial Level
The goals for this Provincial Level Computing Studies course will focus on computing and its various roles in personal, work and educational situations. Computer skills are introduced at the foundational level to help students gain the confidence to perform basic computer operations. Topics include keyboarding, basic knowledge of computers, word processing and electronic communications.
Prerequisites: Instructor permission or advisor assessed equivalent.

COMP 090 3 Credits
Computer Studies- Intermediate Level
Computer Studies Intermediate Level is a straightforward program in personal, work and social situations. Students will be introduced to some of the basic computer concepts that will provide the foundation for further study.
Prerequisites: COMP 040, Instructor permission, or advisor assessed equivalent.

COMP 101 3 Credits
Business English
Business English will focus 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 3 Credits
Business Communication
Business Communication teaches learners how to plan, organize, and write correct and effective “reader friendly” business documents appropriate for use in the workplace 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 145 3 Credits
Technical Writing
This course will provide students with the skills necessary to write technical papers as clearly, accurately, and succinctly as possible. Students will learn how to take accurate field notes, the difference between primary and secondary source information, and learn how to research and read technical papers. A major component of the course will focus on writing a research and review paper.
Prerequisites: ENRT 170

COMM 146 3 Credits
Publications & 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.
Course Details

COMP 101

Computer Essentials and the Internet

This program acts as the Introduction to Computers and the Internet (ICO). 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. 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

3 Credits

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 memos. 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

3 Credits

COMP 103

Keyboarding I

This course provides learners with the necessary techniques to type accurately at a minimum of 25 wpm using the alpha and numeric keyboard. Keyboarding accuracy is a valuable skill for all. Students must be enrolled in 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/Occupational Administration Certificate at BC public colleges. Students planning to complete a college certificate program must meet college entrance requirements.

Prerequisites: Program admission requirements

3 Credits

COMP 104

Spreadsheets

This course provides students with a working knowledge of electronic spreadsheets using the current Microsoft Excel. Students will learn how to design, create, modify, and present professional-looking spreadsheets for use in their 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

3 Credits

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

3 Credits

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 keyboard 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/Occupational Administration Certificate at BC public colleges. Students planning to complete a college certificate program must meet college entrance requirements.

Prerequisites: COMP 103

2 Credits

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 use and enter database structures and report as well as apply GIS techniques for such functions as creating views, tables, and printing maps. Students will also incorporate the use of global positioning systems data with GIS.

Prerequisites: Program admission/instructor permission

5 Credits

CRIM 101

Introduction to Criminology

This course provides a general overview of criminology. It explores the history and evolution of criminological theories and reviews criminological concepts like 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

3 Credits

CRIM 103

Psychological Explanations of Criminal and Deviant Behavior

This course introduces and critically examines biogenic, 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

3 Credits

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 implications. Critical 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: SOC1 111

3 Credits

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

3 Credits

CRIM 135

Introduction to Canadian Law

This course is a general introduction to the fundamental concepts 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

3 Credits

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 and sampling distribution, hypothesis formulation and research design, types of research techniques, types of research strategies, and analysis of qualitative and quantitative data. The first half of each class will be devoted to research methodology 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)

3 Credits

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 131

3 Credits

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 functioning of the criminal justice system and the relationships among law enforcement agencies, courts, and the legal system.

This course will review the appointment, tenure and removal of judges; the social psychology of courts, the jury system, plea bargaining, judicial behaviour of the courts and the courts real and perceived role in Canadian society.

Prerequisites: CRIM 131

3 Credits

ECN 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 interventions 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 030, or Foundations of MATH 01 or permission of instructor.

3 Credits

ECON 101

Microeconomics

Course topics include markets, applications of supply and demand analysis, the theory of consumer behaviour and the impact of government regulations and interventions 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 030, or Foundations of MATH 01 or permission of instructor.

3 Credits
The use of computers is an essential skill needed in the workplace. This course will assist the learners in developing workplace essential skills.

**Course Details**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ECON 102</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 240</td>
<td>Communication and Education Planning</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 250</td>
<td>Application of Assessment and Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 260</td>
<td>Innovative Teaching and Planning</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 270</td>
<td>Language Acquisition: Theory and Practice</td>
<td>3</td>
</tr>
<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 and Language I</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 290</td>
<td>Principles of Effective Teaching</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 300</td>
<td>Making the Classroom a Healthy Place</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 020</td>
<td>Fundamental English Reading</td>
<td>3</td>
</tr>
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<td>ENGL 040</td>
<td>English-Intermediate Level</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 046</td>
<td>English in the Workplace</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 047</td>
<td>Intro. to Workplace Computer Skills</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 050</td>
<td>English-Advanced Level</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 054</td>
<td>Cultural Orientation</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 062</td>
<td>Personal Development</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 064</td>
<td>Career Exploration and Networking</td>
<td>3</td>
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<td>ENGL 065</td>
<td>Math in the Workplace</td>
<td>3</td>
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<td>ENGL 070</td>
<td>Essential Skills Practicum</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 073</td>
<td>Workforce Essentials</td>
<td>3</td>
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<td>ENGL 075</td>
<td>Workplace Essentials</td>
<td>3</td>
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<td>ENGL 076</td>
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<tr>
<td>ENGL 078</td>
<td>Workplace Essentials</td>
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<tr>
<td>ENGL 080</td>
<td>Math in the Workplace</td>
<td>3</td>
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</table>

**Prerequisites:**

- ENGL 040, English 10, Instructor permission or, advisor assessed equivalent.
- ENGL 020 or Assessed Placement.
- Prerequisites: EDUC 270.
- Prerequisites: ENGL 020 or Assessed Placement.
- Prerequisites: ENGL 040, English 10, Instructor permission or, advisor assessed equivalent.
ENGL 054 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 healthcare context. Students will look at healthcare careers 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 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, researching and responding, and written communication.
Prerequisites: ENGL 050, English 11 or, advisor assessed equivalent

ENGL 090 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 instruction, instruction, investigation, research and referencing, and written communication. Students will prepare various forms of business letters, memos, reports, project proposals, cover letters, and resumes.
Prerequisites: ENGL 110

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

ENGL 110 College Composition
English 110 prepares students to write successful college essays. 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: ENGL 12 or First Peoples, ENGL 060, or equivalent, or permission of the instructor

ENGL 111 Introduction to Modern Fiction
This course is designed to introduce second year students to the tradition of English literature from its heroic beginnings to Shakespeare and Milton.

ENGL 202 The Cultural Politics of Indigenous Literature
In this course you 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), you will write three essays on short stories, a novel, and a poems to identify and analyze what they disclose about 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 perspicacious, 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 resumes.
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 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 review - and in which students reflect on their writing.
Prerequisites: ENGL 110, ENGL 111

ENGL 206 Creative Writing; Poetry
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 ENGL 12 and/or ENGL 12 First Peoples or permission of instructor

ENGL 207 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 ENGL 12 and/or ENGL 12 First Peoples or permission of instructor

ENGL 211 Survey of English Literature to the 17th Century
A survey course designed to introduce second year students to the tradition of English literature from its heroic beginnings to Shakespeare and Milton.

ENGL 217 Canadian Literature to 1960
This is a survey course tracing the development of Canadian literature up to 1960. The early imported romanticism is contrasted with the existing indigenous tradition. Although some poetry is studied, short stories and novels are the main focus.
Prerequisites: ENGL 111, ENGL 110, or permission of instructor

ENGL 218 Canadian Literature after 1960
This course will survey Canadian literature since 1960. It will examine the role of colonial and neo-colonial discourses in colonizing Indigenous social spaces, i.e., the spaces of Aboriginal communities, sacred sites, and traditional territories. Viewed as an aggregate of texts produced during the course of colonial and neocolonial expansion, "colonial discourse" may include within this definition: explore journals, travel accounts, administrative reports, nationalistic newspapers, scholarly works, Many, literary inquisitions, etc. Engaged with the assumption that social-cultural geographies are interpreted and controlled through "representations of space", this course will examine how colonial discourses have imposed upon indigenous spaces ethnocentric meanings through the mode of textual representations.
Prerequisites: ENGL 110

ENGL 219 English Literature 18th and 19th Century
Surveys the Augustan, Romantic, and Victorian periods of English literature. Second year students will be introduced to the main thematic concerns 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 220 Survey of Indigenous Literature from Canada
This course will survey indigenous literature and oral traditions of First Nations writers and oralists in Canada. Prerequisites: ENGL 110, ENGL 111, or permission of instructor

ENGL 221 English Literature 18th and 19th Century
Surveys the Augustan, Romantic, and Victorian periods of English literature. Second year students will be introduced to the main thematic concerns 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 oralists in Canada. Prerequisites: ENGL 110, ENGL 111, 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 McKeog 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 literature from Australia, New Zealand, Africa, and other areas of the world from the times of European contact 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 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 a research paper, how to prepare a job application (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 used in concert 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 Wildlife 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 Sparrow and Delgamuukw, Aboriginal peoples are asserting their right to be included in decisions made about resource development. Natural resource development can impose significant social and cultural costs on Aboriginal peoples and their communities. This course will examine the history of efforts by First Nations to resist 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 index, fire weather and the Canada Fire Weather 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 tanks, chemical retardant and other equipment likely to be 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**

Cultural and Natural Heritage Surveys

This course is designed to provide students with knowledge and skills to design and field locate natural resource development roads. Students will be introduced to 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 155, Corequisite: COMP 140

**ENRT 155**

Soil Science

This course is designed to develop a basic understanding of soil productivity and the effect management practices have on soil as it pertains to water, grassland, wildlife and timber management. Topics covered are landform and soil formation, physical and chemical properties of soil, description of profiles, Canadian System of Soil Classification, bedrock classification and basic principles of hydrology.

Prerequisites: Program admission/instructor permission

**ENRT 160**

Field Surveys 1

This course is designed to provide the student with a basic understanding of how to operate field survey equipment such as a hand compass, clinometer and distance measuring devices. Students will also learn how to record data to industry standard and be introduced to various electronic data collectors such as global positioning systems receivers. Use of maps and aerial photographs will be included in this course and basic algebra, geometry and trigonometry will be incorporated into various field and classroom exercises.

Prerequisites: Program admission/instructor permission

**ENRT 165**

Field Surveys 2

This course is a continuation of Field Surveys 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**

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 ochre 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 teach students to think critically by exploring and identifying culturally significant features left behind by First Nations people.

**ENRT 170**

Principles of Ecology

This course will study the relationship between organisms and their environment. Topics covered include perspectives in ecology, evolution and adaptation, the physical environment, the flow of energy and materials within society, and community ecology. Contemporary issues in ecology will also be explored.

Prerequisites: ENRT 150, MATH 140, ENRT 155, Corequisite: COMP 140

**ENRT 210**

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 operations. Field exercises will be included. This course will also include such topics as silvicultural systems, tree seed collection and processing. Direct seeding, nursery practices, intensive silviculture (spacing, pruning, fertilization, etc.), tree improvement and ecological impact of forestry practices.

Prerequisites: ENRT 170

**ENRT 255**

Timber Development II

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 operations. Field exercises will be included. This course will also include such topics as silvicultural 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 260**

Forest Surveys

This course is designed to prepare students to assist and eventually take the lead in timber cruasing operations. Timber cruising procedures will be described in the Ministry of Forests, Lands and Natural Resources Operations Cruising Manual and include both interior and coastal procedures.

Prerequisites: ENRT 165

**ENRT 265**

Environmental Assessment Surveys

Both the provincial and federal governments have requirements where certain resource developments proposals undergo an environmental assessment before they can proceed. This course will introduce students to the process of these environmental assessments. Topics include the players involved in the environmental assessment process, legislation and guidelines established by BC and the federal government, steps to conducting an environmental assessment, the various tools and methodologies used to gather, analyze, and interpret data, and monitoring techniques.

Prerequisites: ENRT 165

**ENRT 270**

Fisheries Ecology

This course will introduce 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 recognize and apply appropriate management practices as they relate to fishery resources.

Prerequisites: ENRT 165, ENRT 170

**ENRT 271**

Grasslands Ecology

This course will introduce students to grassland management concentrating on range concepts and plant communities. The course will include range management, short duration grazing, grazing standards, rentals, 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 Health

In this course students will develop a practical working knowledge of living organisms that affect the health of the forest. This course will cover the reasons why the "natural" and sometimes "unnatural" presence of insects, fungi, noxious plants and vertebrates can significantly 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 introduces painting as an expressive art form. It will focus on 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 introduces drawing as an expressive art form. It will focus on image development and design strategies, 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 Nyoosx people.

Prerequisites: ENGL 040 or ENGL 10 or equivalent

**FINA 062**

Painting

(available at Enowkin Indian Education Resources Centre)

This course introduces 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 wired through cultural expression, 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. Nyoosx 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 line blocks, wood cuts, mono prints, embossing, and collages. Indigenous art will be emphasized with special respect to Nnyu designs.
Prerequisites: ENG 040, or ENG 90 or equivalent

FNGC 292
Organizational Behaviour
Organizational behaviour is a field of study that investigates the impact that individuals, groups, and structure have on the behavior within organizations. Behaviour refers to what people do in the organization, what their attitudes are, how they perform. Because the organizations studied are often business organizations, OB is frequently applied to topics such as absenteeism, employment turnover, productivity, Human performance, working in groups, and job satisfaction
Prerequisites: ENG 050, or English 10, or advisor assessed equivalent

FINA 112
Design I
(available at Enswinh Indian Education Resources Centre)
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
(available at Enswinh Indian Education Resources Centre)
An introduction to the fundamentals of drawing. i.e. media, techniques, design element principle, and history. Classes will involve demonstration, projects, group critiques and visits by guest artists.

FINA 175
Painting I
(available at Enswinh Indian Education Resources Centre)
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

FNCO 250
Introduction to Marketing
This course will provide an overview to the fundamental concepts of marketing. Students will be introduced to the concept of demand and supply and the tools of marketing are promoted and 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: ENG 101, or permission of instructor

FNPA 245
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 such as 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 Nations’ communities, businesses and governments. The topics for discussion include, the linkage between financial management and the constitution, management from a stakeholders’ perspective, the changing financial management roles and responsibilities, financial analysis - tools and techniques for interpretation, budgeting processes and responsibility accounting, contract management, financial statement reporting - accountability and disclosure, funding acquisition processes, and investment planning processes.
Prerequisites: BUSM 211

FNPA 250
Economics and Taxation
This course is designed to build on student’s introductory courses in economics and public administration. Students who take this course will be able to understand and discuss the principles of economics and taxation in Canada and relate it to a First Nations context. The course provides a simple introduction to the concepts 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 use in a community or corporate context. Students will gain some exposure to taxation authorities established and set up within First Nation communities.
Prerequisites: BUSM 251

FNSC 106
Exploring the Natural Sciences
This course introduces scientific 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 encouraged to apply 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
Environmental Sciences
This course introduces concepts used in the study of environmental studies. Students will explore fundamental principles of environmental sciences, biogeographic cycles and ecosystem structure, biological diversity and productivity, ecological succession, endangered species, environmental health and pollution, aboriginal environmental 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.
FNSL 110 Introduction to Speech and Language
This course is designed to introduce the student to the certificate program and the Canadian Association for Speech Language Pathologists and Audiologists guidelines for Speech Language Pathologists and Speech Language Assistants. The students will become familiar with the responsibilities of several agencies and professionals that may interact with the speech language profession and the differences of practice in First Nations communities. The ethical concerns regarding research, release of information and working as a team member will be included.
Prerequisites: Program admission

FNSL 130 Language and Literacy Development
This course will look at language, pre literacy and literacy development in children. Theories of language development and different literacy programs will be explored. The effects of language and literacy on academic development will be discussed. Cultural and second language learning issues will also be included in this course.
Prerequisites: Program admission

FNSL 140 Language Delays and Disorders I
This course will explore the types and causes of specific language disorders and language delays that are possible. The effects of the disorder or delay in the social, emotional, cognitive and educational domains of the individual’s development will be discussed. The effects on the immediate and extended family and environments will also be included.
Prerequisites: Program admission

FNSL 150 Therapy Procedures for Language Delays & Disorders
This course will concentrate on teaching the student to be able to use both indirect and direct methods of language intervention to support individuals in their environment with delays or disorders in language acquisition. Understanding of and programming for augmentative and/or alternative forms of communication will also be discussed. Preschool and school age prepared programs for language support will be introduced with adaptations for First Nation culture.
Prerequisites: Program admission

FNSL 160 Articulation and Phonology
This course considers the development of spoken language in children including the student with introductory skills and the theoretical background related to the methodology and treatment of articulation and phonological differences. Normal developmental milestones for speech and oral motor development including First Nations dialects will be covered. Activities and strategies reflective of various treatment approaches will also be discussed.
The role of the speech language assistant in implementing program recommendations will be emphasized throughout.
Prerequisites: Program admission

FNSL 170 Principles of FNSL Intervention
This course will concentrate on the principles of speech and language therapy intervention. Language intervention approaches will be explored addressing the appropriate role for the speech and language assistant in carrying out programs and accommodations in early childhood, preschool and school age populations. Students will be introduced to augmentative forms of communication and how to make these systems functional for the client’s environment as well as adapting the program to reduce barriers for First Nation populations.
Prerequisites: Program admission

FNSL 180 Technology and FNSL
This course will concentrate on giving the student the understanding of the principles and 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 student with experience as an associate 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 student 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 how to complete this form: http://www.pssg.gov.bc.ca/criminal-records-review.
Prerequisites: FNSL 130, FNSL 180, FNSL 190, 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 basic social scientific research from a social science/ criminological perspective. This introductory course will provide students with the professional knowledge and skills needed to design research, models of social scientific research, bridging theory and data, research ethics, sampling, observational methods, attitudinal and unattitudinal research methods and techniques, sociological research, analysis and 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 experiences 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 readings 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, land claims policy, organization, the Canadian government, and economic development.

FNST 102 Indigenous Society, Culture & Identity
This course provides an introduction to Indigenous worldviews, philosophies and identities. The cultural, historical, societal, spiritual and psychological dimensions of pre-contact societies will be explored through an examination of the relationship of Indigenous identity to cultural, social and spiritual personal values utilizing the Medicine Wheel philosophy.

FNST 203 First Nations of the Americas
This course provides 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: ENG 110, or permission of instructor

FNST 100 Introduction to First Nations Women Studies
This introductory course will utilize a multidisciplinary approach to 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, 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: ENG 060, or English 12 and/or English First Peoples, or equivalence within the last two years

FNST 103 First Nations Women and Colonialization: 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 the role of gender and its relationship to the societal status of First Nations women. Further, this class will examine the national themes of this class will focus on the significance and perception of the role of gender and sexuality, historically and cross-culturally. This course will also evaluate and critique visual and written representations of First Nations women. It will provide students with the necessary tools with which to understand their current environmental problems. This course will enable students to develop strategies to fight existing power relations and develop alternative strategies of development.
Prerequisites: ENG 060, or English 12 or English First Peoples equivalent or permission of instructor. Recommended prerequisite FNST 100

FNST 204 Tempered Lives: The Status of First Nations Women
A study of legal, political, economical and cultural issues relating to gender relations and the social status of First Nations women in contemporary society. This class will analyze the socio-political structures and also addresses the impact of residential school syndrome in relation to these issues.
Prerequisites: ENG 060, or English 12 and/or English First Peoples or permission of instructor. Recommended prerequisite FNST 100

FNST 205 First Nations Women and Popular Culture
This course will examine and analyze how the media uses various visual and written expressions, has been a conduit for shaping and transforming the public’s perception of First Nations’ women. Students will evaluate and critique visual and written representations of First Nations women and examine First Nations women’s representations of themselves.
Prerequisites: ENG 060, or English 12 or English First Peoples equivalent or permission of instructor. Recommended prerequisite FNST 100

FNST 206 Visionaries and Dreamers: First Nations Women’s Artistic Traditions
This course, by way of participatory methods and experiential methods, will survey the artistic expressions of First Nations women which allows for a new approach to understanding First Nations women’s articulate and cultural identity in the contemporary world.
COURSE DETAILS

FNWS 207 Storytelling as Metaphor: First Nations Women’s Lives

This course is an exploration of First Nations women’s autobiographies. This course will examine autobiography texts narrated and written by First Nations women. In all of the texts, we will explore the historical, cultural, social, political and spiritual realities of First Nations women as revealed by the telling of their stories. Common themes and issues will be discussed. Prerequisites: ENG 060, or English 12/English 12 First Peoples equivalent or permission of instructor. Recommended prerequisite FNWS 100 3 Credits

FNWS 208 Women’s Activism

This course is a cross-cultural study, from a multidisciplinary perspective regarding the history and philosophy of the women’s activism on a global scale. It offers an introduction to the lives and achievements of women in a range of cultural milieux who’re theorizing and acting as activists in their own society and thus our own. It will cover a wide range of issues related to the lives of the women and cultures featured. The course will cover the historical, cultural, social, political and spiritual realities of First Nations women as revealed by the telling of their stories. Common themes and issues will be discussed. Prerequisites: ENG 060, or English 12/English 12 First Peoples equivalent or permission of instructor. Recommended prerequisite FNWS 100 3 Credits

FNWS 211 Research Methods

This course introduces students to various research practices, including oral history, interviews, case studies, archival and library research, as well as content analysis and field work. The emphasis will be on community-based participatory research within the context of a project designed and implemented by the class. Students will be expected to integrate the data from their investigation with what is known. Prerequisites: ENG 060, or English 12/English 12 First Peoples equivalent or permission of instructor. Recommended prerequisite FNWS 100 3 Credits

FNWS 212 First Nations Women’s Experience, Knowledge and Wisdom

In relation to First Nations women, this course examines the meaning of experience, knowledge and wisdom across time. It will examine what counts as knowledge, question who has access to it, and will examine how this knowledge is transmitted to succeeding generations. A central component of this course will be the analysis of First Nations women’s narrative and expository discourse. Prerequisites: ENG 060, or English 12 and/or English 12 First Peoples or permission of instructor. Recommended prerequisite FNWS 100 3 Credits

FNWS 213 The Politics of First Nations Women’s Health

Using an historical and a contemporary perspective, this course will assess and analyze social structures, social processes and cultural themes in relation to First Nations women’s health. Further, the politics of First Nations women’s health and healing issues will be examined. Additionally, the health practices of First Nations women in both pre- and post- contact cultures will be used to frame discussions of appropriate health practices for First Nations women today. Prerequisites: ENG 060, or English 12/English 12 First Peoples equivalent or permission of instructor. Recommended prerequisite FNWS 100 3 Credits

GEDP 060 General Educational Development (GED) Preparation

This course will prepare students to write the GED examination by explaining, breaking down, and highlighting the content of the five testing areas. This course will use many resources including test tips and strategies, practice tests, textbook references, and application 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 NWIfit 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 0 Credits

HALQ 100 Halq’eméylem Language Introduction (Previously INLG 140)

The Halq’eméylem Language Introduction course is for those who have no or little previous Halq’eméylem instruction. An intensive study of important aspects of pronunciation, vocabulary and grammar are presented through the use of Elders, audiovisual techniques, drills, patterns, flashcards, pictures and videotapes. At the end of the course, the students will know some of the most important basics of speaking Halq’eméylem. 3 Credits

HALQ 110 Halq’eméylem Language I (Previously INLG 141)

Halq’eméylem Language I is a continuation of the introductory Halq’eméylem course. At the end of the course the student will know an additional 250 high-frequency vocabulary items, as well as having mastered all but a few of the difficult sounds of the language and will have started communicating in present, everyday, situations using the language. Prerequisites: HALQ 100 3 Credits

HALQ 111 Halq’eméylem Language II (Previously INLG 142)

Halq’eméylem Language II is an intermediate-level course in the Halq’eméylem language. At the end of the course, students will know an additional 250 high-frequency vocabulary items, 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 Stl’atl’ine Nation archives. Students will also produce short sections from the Stl’atl’ine Nation archives using the Halq’eméylem vocabulary. Prerequisites: HALQ 110 3 Credits

HALQ 112 Halq’eméylem Language III (Previously INLG 143)

Halq’eméylem Language III is an advanced course in the Halq’eméylem language. At the end of the course, students will know an additional 250 high-frequency vocabulary items, and will have gained control of all of the major inflectional endings in the language, (using some verb forms 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 on completion students will have a solid, foundational understanding of the language. Halq’eméylem Language II will also cover issues in dialectal variation in Up’pop speech as a comparison between Up’pop vs. Downriver and Island dialects. Prerequisites: HALQ 110 3 Credits

HALQ 113 Halq’eméylem in Context I

The overall goal of the course is to provide the student with the ability to comprehend a series of short fluent texts in the Halq’eméylem language. Students will learn to take active and collaborative roles in text and vocabulary analysis, story translation, and sound descriptions. At the end of the course, the 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. Prerequisites: English 9 and Math 9 3 Credits

HALQ 114 Halq’eméylem in Context II

This course is the third of four intensive courses in the Halq’eméylem 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, communicative-functional approaches (e.g. questions, game-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 3 Credits

HALQ 211 Intensive Halq’eméylem Level II (Previously INLG 241)

Intensive Halq’eméylem Level II is the second of four intensive courses in the Halq’eméylem 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, communicative-functional approaches (e.g. questions, game-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 3 Credits

HALQ 212 Intensive Halq’eméylem III (Previously INLG 242)

Intensive Halq’eméylem III is the third of four intensive courses in the Halq’eméylem 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, communicative-functional approaches (e.g. questions, game-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 3 Credits

HALQ 213 Intensive Halq’eméylem IV (Previously INLG 243)

Intensive Halq’eméylem IV is the final of the intensive courses in the Halq’eméylem language. Students will master their fourth set of 500 vocabulary items, taking their total vocabulary 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 4 focuses on functional skills, combined with a heavy focus on vocabulary learning, grammar practice, and study of tradition oral texts. Prerequisites: HALQ 212 3 Credits

HALQ 214 Halq’eméylem in Context II (Previously INLG 244)

This course is the third of four intensive courses in the Halq’eméylem language. Students will master the fourth and final 500 vocabulary items, bringing their total vocabulary up to 2,500 high-frequency words in the language. Students will also 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 3 Credits

HIST 100 Canadian History: Pre-Confederation to Confederation

This course will provide an overview of the pre-Confederation to Confederation era 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, French, and Indian 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 major events facing it today. Prerequisites: English 12 and/or English 12 First Peoples or equivalent.

**COURSE DETAILS**

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<td>HIST 101</td>
<td>Canadian History: Confederation to the Present</td>
<td>3</td>
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<tr>
<td>HIST 110</td>
<td>Approaches to History</td>
<td>3</td>
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<tr>
<td>HIST 204</td>
<td>The Métis of Canada: Historical and Contemporary Perspectives I</td>
<td>3</td>
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<td>HIST 234</td>
<td>History of Nē'qehpmux (Thompson People)</td>
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<td>HIST 235</td>
<td>History of Syilx (Okanagan People)</td>
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<td>HIST 236</td>
<td>History of Secwépemc (Shuswap People)</td>
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<td>HIST 237</td>
<td>History Of St’at’imc (Lillooet People)</td>
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<td>HIST 238</td>
<td>History Of Nadat’en</td>
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<td>HLTH 210</td>
<td>Physical Health and Fitness</td>
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<td>Interpersonal Communications</td>
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**PREPARATION**

In some cases, this practice supervised 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: HTCA104, HTCA106, HTCA126, HTCA121, HTCA116, HTCA111; and program admission.

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**PREPARATION**

In some cases, this practice supervised experience provides students with an opportunity to apply knowledge, understanding, skills and attitudes they have learned in other Health Care Assistant courses with individuals experiencing dementia and other cognitive challenges in a multi-level or complex care setting. Opportunity will be provided for students to gain expertise, confidence and to become ready to undertake the role of the Health Care Assistant within a residential care facility.

Prerequisites: HTCA104, HTCA106, HTCA126, HTCA121, HTCA116; and program admission.

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# COURSE DETAILS

## HTCA 186 Clinical III
6 Credits
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 gaining expertise, confidence and to become ready to undertake the role of the Health Care Assistant within a residential care facility.
Prerequisites: HTCA 102, HTCA 106, HTCA 119, HTCA 108, HTCA 153

## INLG 050 Háilhzaqv Language
6 Credits
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 who we are.

## INST 050 Indigenous Studies I
0 Credits
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
0 Credits
This course is designed to provide students with a knowledge base and understanding of indigenous peoples. Students will explore how histories and responsibilities of indigenous peoples correspond to Indigenous peoples 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
3 Credits
This course will survey the evolution of federal Indian policy in Canada, concentrating on the relationships between policy environments, policy objectives, termination and fiscal restraint, and the attempts by First Nations to influence Indian policy. It will examine the past and present political and administrative structures (i.e. transfer agreements, financial arrangements, devolution and political climate). Current issues will be assessed such as referrals, negotiation versus consultation, institutional structuring and policy development.
Prerequisites: ENGL 060, or English 12 and/or English 12 First Peoples or permission of instructor

## INST 105 Teachings From The Land - Special Topics
3 Credits
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 and cultural). Students and practitioners 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
3 Credits
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 Ohangan Translation/Transliteration
3 Credits
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 Okangan 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’syikxc’en Studies: Social Foundations
3 Credits
This course is an introduction to Okanagan Social Foundation. It gives a fundamental overview of the concepts and worldview contained in key Okanagan language words and stories (Captikwl). Students will be introduced to the roles and responsibilities of individuals as Sk’ulst within this 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
3 Credits
This class will enable students to gain a greater understanding of the educational policies, both federal and provincial, that have guided the educational approaches towards the First Nations of Canada, both children and adults. 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
3 Credits
Post-confederation economic, social and political and geographic factors influencing First Nations will be surveyed. Emphasis will be given to post-WW II changes in governance, economic development, land use and cultural lifestyles.
Prerequisites: INST 202, or permission of instructor

## INST 202 Government Policy and First Nations
3 Credits
Prior to 1867
This course surveys the economic, political, and social factors which impinged upon the 1867 Canada’s Confederation 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
3 Credits
This course will introduce students to the diverse cultural perspectives about the various philosophic world views reflective of indigenous nations on a national, and local, and global perspective.

## INST 241 First Nations Women's Cultural Development I
3 Credits
First Nations women's cultural development forms an integral and unique part of NIV. This course, taught in conjunction with knowledgeable Elders, is aimed at providing students with the opportunity to (1) compare their knowledge systems and philosophic 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: FNSWS 100, or permission of instructor

## INST 242 First Nations Women's Cultural Development II
3 Credits
This course will regularly engage students in appropriate projects and experiential learning activities. Traditional settings such as camps will be utilized to enable students to develop personal and intellectual experience and academic knowledge. In conjunction with knowledgeable Elders students will engage in traditional healing practices such as talking circles, sweat and or medicine ceremonies, womenhood ceremonies, fasting and sweat lodge ceremonies.
Prerequisites: INST 241, or permission of instructor

## INST 245 Okanagan Cultural Development I
3 Credits
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 160 level or permission of instructor

## INST 246 Okanagan Cultural Development II
3 Credits
This course will examine the impact of contact and colonization on the Okanagan people. The underlying value system is examined in relation to the consequent changes to Okanagan culture. This course recognizes that material culture changes but Okanagan values remain. Traditional values and practices are explored to determine how they shape and inform contemporary Okanagan cultural practice and identity.
Prerequisites: INST 245, or permission of instructor

## INST 247 Nyisya Studies: Leadership
3 Credits
This course provides an in-depth study of the meanings contained in Nisg̱a’a lessons associated with the concept of leadership, and an overview of the complexity of the way historical and contemporary leadership is viewed by the Nisg̱a’a People. Students will study the foundations of good leadership in terms of the roles, responsibilities and obligations that are expected of Nisg̱a’a individuals to taking leadership roles in whatever area of endeavor. Students will review the traditional Nisg̱a’a stories that are relevant to leadership and decision making. They will be given foundation in the role of sk’ust (training) of a’ca’a’n (discipline) and kswitmist (dedication). Students will review and analyze various leadership roles and responsibilities within contemporary Nisg̱a’a society, including political leadership, spiritual leadership, education leadership, service leadership, traditional community leadership and family leaderships.
Prerequisites: NSVL 111, INST 145, or permission of instructor

## INST 250 Okanagan MaterialCultural Development
3 Credits
This course provides a foundation in theory and practice in linguistics and literacy. Students will learn the processes that occur in word formation, phrase formation, and sentence formation. A general introduction to linguistics will be given.
Prerequisites: INST 120, or permission of instructor

## INST 255 Linguistics/Literacy
3 Credits
This course provides a foundation in theory and practice in linguistics and literacy. Students will learn the processes that occur in word formation, phrase formation, and sentence formation. A general introduction to linguistics will be given.
Prerequisites: INST 120, or permission of instructor

## INST 270 Aboriginal Title and Modern Treaties
3 Credits
This course surveys the contemporary land claims in Canada. Current issues affecting Aboriginal title, sovereignty and First Nations governments 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
3 Credits
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 Aboriginal 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
3 Credits
This course will critically examine the practices of First Nation, Metis and Inuit law from historical/traditional and contemporary perspectives. Students will examine how First Nation, Metis, and Inuit communities practice social harmony, both in the past in the present.
Prerequisites: INST 108, or permission of instructor

## INST 290 Research Methods
3 Credits
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
This course utilizes a problem-based learning model, requiring students to practice the process of applying an informed, modern approach to investigating criminal offenses, and will learn the procedures and processes of investigational duties as related to policing.

**LEPP 150 The Criminal Code**
This course provides 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 create 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 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 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 through reporting and writing. Students must understand professionalism and discretion as police officers or any occupation viewed as an authority figure. Lastly, students learn about C.A.P.R.A which includes the continuum of practices as related to policing.

**LEPP 170 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.

**LEPP 175 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 with an overview of the various responsibilities 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 Field Practicum**
This field practicum will assist students in developing their understanding and appreciation of law enforcement and its complexities.

**LEPP 190 Studies in Criminal Justice**
This course provides an overview of the field of criminal justice. This course is intended for students who have had little to no exposure to the justice system. This course is the prerequisite for Math 020.

**LEPP 200 Legal Issues and Criminal Justice**
This course provides an overview of legal issues and their relationship to criminal justice. Students will become familiar with the history and development of the criminal justice system. Students will also examine the role of the judiciary, the role of the law enforcement agencies, the role of the corrections system, and the role of the relationship between the three levels of government and the different jurisdictions of the three levels of government involved together. Students will also examine the role of the media in the criminal justice system. Prerequisites: ENG 050 or English 11 and Math 050 or Applications of Math 10 or equivalent
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
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 language, features of sounds and sound structure and patterns and rules of various components of language. This course will also cover the interaction of linguistic components of phonetics, phonology, morphology and syntax as it relates to Nadut’en and some basic comparative studies of the neighboring languages.

Prerequisites: NADU 110 or permission of instructor

NADU 271
Nadut’en Structure and Analysis II

This course will expose the student to an advanced analysis of word-formation and introductory analysis of Nadut’en sentence structure. Topics to be discussed will include various word-structures, basic to more-complex sentence types, and an introductory analysis of traditional narratives. Comparisons will be made with the immediate neighboring languages.

Prerequisites: NADU 270, or permission of instructor

NADU 280
Nadut’en: Practical Speech

This course will focus on developing oral skills for using Nadut’en in everyday situations. Students will apply previous knowledge and communication skills to improve everyday speech 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
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 290
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 350
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

NADU 100
Nadut’en Introduction

The Language Introduction course has been designed for students who have little or no experience in Nadut’en language instruction. Emphasis will be placed on ensuring accurate listening and pronunciation skills as well as basic conversational skills. The knowledge of basic grammatical structures and the sound system of Nadut’en language will also be pursued. In addition, students will be introduced to the Nadut’en language writing system. As an adjunct to this course, an Elder or other fluent speakers may participate in language activity.

Prerequisites: ENGL 060 or English 12 or equivalent or permission of instructor

NADU 110
Nadut’en I

Students will build on their previous Nadut’en language primarily through listening and speaking. Emphasis will be placed on the development of listening, pronunciation, and conversational skills. Understanding grammatical structures and the sounds associated with Nadut’en language will also be considered essential. Integral to this course will be an introduction to basic language protocols and oral traditions. No prior knowledge of the language is expected for this entry level course.

Prerequisites: NADU 100, or permission of the instructor

NADU 111
Nadut’en II

This course is structured so participants will further develop their aural and speaking language skills (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
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 151
Nadut’en Immersion II

This course is structured so students can continue their study of the 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 210
Nadut’en Immersion II

This course is structured so participants will further develop their understanding and speaking skills of Nadut’en. Participants will continue their study of the language structure. Major emphasis will be on conversation (develop speaking and understanding). Secondary emphasis will be on pronunciation and review of the sounds, as well as further discussion on the grammatical structure of language. Prerequisites: NADU 111, or permission of the instructor.

NADU 211
Nadut’en III

This course is structured so participants will further develop their understanding and speaking skills of Nadut’en. Participants will continue their study of the language structure. Major emphasis will be on conversation (develop speaking and understanding). Secondary emphasis will be on pronunciation and review of the sounds, as well as further discussion on the grammatical structure of language. Prerequisites: NADU 111, or permission of the instructor.

NADU 220
Nadut’en IV

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 activities including celebrations, community and recreational events and everyday events.

Prerequisites: NADU 230, or permission of the instructor

NADU 250
Nadut’en Immersion III

The goal of this course is to have students learn advanced Nadut’en language through immersion. It emphasizes spontaneous interaction with fluent speakers, following immersion and Master-Apprentice models. Course materials include an extensive supporting collection of rich multimedia, which students can use before, during, and after the course to prepare for, and then reinforce, their live language work. Prerequisites: NADU 110, or permission of instructor

NADU 251
Nadut’en Immersion IV

This course will continue to build on the Nadut’en skills in NADU 250. Students will advance their understanding of and speaking of
 COURSE DETAILS

NLEK 100 N’le’kepmxcin Introduction

This Language Introduction course has been designed for students who have little or no experience in Nle’kepmxcin instruction. Emphasis will be placed on ensuring accurate listening and pronunciation skills as well as basic conversational skills. The knowledge of basic grammatical structures and the sound system of Nle’kepmxcin will also be pursued. In addition, students will be introduced to the Nle’kepmxcin writing system. As an adjunct to this course, an Elder or other fluent speakers may participate in language activities.

Prerequisites: ENG 060, English 12 equivalent or permission of instructor

3 Credits

NLEK 110 Nle’kepmxcin I (Thompson Language I)

Students will be introduced to N le’kepmxcin primarily through listening and speaking. Emphasis will be placed on the development of listening, pronunciation, and oral skills. Understanding grammatical structures and the sounds associated with N le’kepmxcin will also be considered essential. Integral to this course will be an immersion approach to language protocols and oral traditions. No prior knowledge of the language is expected for this entry level course.

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

3 Credits

NLEK 111 Nle’kepmxcin II (Thompson Language II)

This course is an extension of the preceding N le’kepmxcin course. Students will continue their exploration of N le’kepmxcin primarily through listening and speaking. Students will build upon their development of listening and pronunciation skills and conversational ability in the pursuit of a greater understanding of N le’kepmxcin. Students will continue to study grammatical structures, sounds associated with N le’kepmxcin, basic language protocols, and oral traditions. Prerequisites: NLEK 110, or permission of the instructor

3 Credits

NLEK 150 Special Topics: N’le’kepmxcin Immersion

This N le’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 N le’kepmxcin that involves a wide range of activities in a cultural context. Prerequisites: NLEK 110 or permission of the instructor

3 Credits

NLEK 151 N’le’kepmxcin Immersion II

This goal of this course is to enable learners to advance to an intermediate level of N le’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 151, or permission of instructor

3 Credits

NLEK 210 Nle’kepmxcin III (Thompson Language II)

Students will be introduced to an intermediate level of N le’kepmxcin. In the process of enhancing their ability to understand and speak N le’kepmxcin, they will gain greater fluency, conversational ability, and more extensive knowledge of oral traditions. To achieve these ends, continued focus will be directed toward developing additional listening and pronunciation skills, conversational ability, and understanding grammatical structures in N le’kepmxcin. Basic language protocols and oral traditions are requisite for this course. Prerequisites: NLEK 110, or permission of instructor

3 Credits

NLEK 211 Nle’kepmxcin IV (Thompson Language IV)

This course is a continuation of NLEK 210. Working at the advanced intermediate level of N le’kepmxcin, students will acquire a stronger competency in understanding and speaking N le’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 to practice their intermediate level listening and pronunciation skills, conversational ability, and grammatical structures in N le’kepmxcin. To reinforce language protocols and oral traditions, students will continue to be exposed to them. Prerequisites: NLEK 111, or permission of instructor

3 Credits

NLEK 220 Nle’kepmxcin (Thompson) Oral Tradition

This course will examine both traditional and contemporary orality in the N le’kepmxcin peoples. This course will further explore and immerse students into N le’kepmxcin, enhance their understanding and speaking ability in conversational 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

3 Credits

NLEK 250 Nle’kepmxcin Immersion II

This course will enable students to advance to an intermediate level of N le’kepmxcin. Students will be immersed in a full-time immersion and training 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 151, or permission of instructor

3 Credits

NLEK 270 Nle’kepmxcin Structure and Analysis I

This course will expose the student to the basic structure analysis of N le’kepmxcin. Topics include an overview of the Salish languages, features of sounds and sound structure and patterns and rules of various components of language. This course will also cover the introductory linguistic components of phonetics, phonology and morphology as it relates to N le’kepmxcin and some basic commonalities of the northwest languages.

Prerequisites: NLEK 111

3 Credits

NLEK 271 Nle’kepmxcin Structure and Analysis II

This course will expose the student to an advanced analysis of word-formation and introductory analysis of N le’kepmxcin sentence structures. This course will be focused on includes various word-structures, basic to more-complex sentence types, and an introductory analysis of traditional narratives. Comparisons will be made to immediate neighboring languages. Prerequisites: NLEK 270

3 Credits

NLEK 280 Nle’kepmxcin: Practical Speech

This course will focus on developing oral skills for using N le’kepmxcin in everyday situations. Students will apply previous knowledge and communication skills to improve everyday speaking in N le’kepmxcin. Practical application will be found within the schools and community, in family celebrations and announcements, events, notices, radio announcements, and invitations. Prerequisites: NLEK 111

3 Credits

NLEK 281 Nle’kepmxcin: Practical Writing

This course will focus on developing written skills for using N le’kepmxcin in everyday situations. Students will apply previous knowledge and communication skills to improve everyday writing in N le’kepmxcin. Practical application will be found within the schools and community, newsletters, correspondence, signages, notices and announcements. Prerequisites: NLEK 280

3 Credits

NLEK 290 Nle’kepmxcin V (Thompson Language V)

This goal of this course is to develop an advanced understanding and an advanced level of speaking skills for N le’kepmxcin. Content is further developed with more complex sentence structure. Secondary emphasis will be on developing pronunciation and exploring grammatical structures of the language. Course materials are designed to facilitate on-line learning and include rich multimedia presentations.

Prerequisites: INST 214 or NLEK 211, or permission of instructor

3 Credits

NLEK 310 Nle’kepmxcin VI (Thompson Language VI)

This course builds on the skills developed in NSYL 050. Students learn more complex language 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 narratives. Prerequisites: NLEK 110 or permission of instructor

3 Credits

NSYL 110 ‘N’syílxcen I (Okanagan Language)

This course builds on the skills developed in NSYL 050. Students learn more complex language 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 narratives. The course has an immersion component.

3 Credits

NSYL 111 ‘N’syílxcen II (Okanagan Language)

This course builds on the skills developed in NSYL 050. Students learn more complex language 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 narratives. The course has an immersion component.

3 Credits

NSYL 150 Okanagan Immersion

This course develops Okanagan language proficiency in adult learners and prepares them for careers in the Okanagan language field. The student will actively participate in an Okanagan oral immersion class. This is an introduction to N’syílxcen. Level I is 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 verbs 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

3 Credits

NSYL 151 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 excellent knowledge to understand, listen and speak N’syílxcen. Special topics may include one or more of the following: medicine protocols, roots, berries, fruits, and hunting/fishing protocols, depending on the time of year the course is conducted.

Prerequisites: INST 191, or permission of instructor

3 Credits
N'SYILXEN IMMERSION: Place and Person
This course is an introductory total immersion course. It utilizes supervised fluent speakers to engage students in total immersion Nsylxcen developing fluency with simple explanatory statements, response to questions, use of special indicators and tense differentiation.
Prerequisites: NSYL 111, NSYL 152. NSYL 111, previously INST 112 or permission of instructor.

郑YLS 255
N’SYILXEN IMMERSION: Place & Topic I
This course is an introductory total immersion course. It provides students immersion learning tools following the three principles of (a) learning English behind, (b) relating to everything and every action in Nsylxcen, and (c) “relearning the world” in Nsylxcen. Fluent Nsylxcen speakers engage students in total immersion sessions focused on increasing the use of Nsylxcen in selected topics including (a) workplace activity and description sentences and phrases, (b) school or place of learning activity and description sentences and phrases, (c) gatherings (formal, feast, ceremonies, and meetings), (d) action and description sentences and phrases and (e) elders home visits, action and description sentences and phrases.
Prerequisites: Indigenous Language Certificate in NSYL and permission of instructor.

郑YLS 257
N’SYILXEN IMMERSION Place & Topic II
This course is an advanced total immersion course. It provides students immersion learning tools following the three principles of (a) learning English behind, (b) relating to everything and every action in Nsylxcen and (c) “relearning the world” in Nsylxcen. Fluent Nsylxcen speakers engage students in total immersion sessions focused on increasing the use of Nsylxcen in real-world social settings including: (a) a story gathering exercise by students, (b) a special feast with elders with elders convening by students, (c) a visit to a sacred site convened by students, (d) a visit to a Winter Dance/Sweat ceremony or alternative traditional gathering selected by students.
Prerequisites: Indigenous Language Certificate in NSYL and permission of instructor.
PRNS 229 Nursing Arts I
This practicum experience provides learners with the opportunity to integrate theory from the Access Level into practice. Learners will practice with aging clients and/or those with chronic illness in residential care settings. Medication administration, nursing care, organization, comprehensive health assessment, wound care and introduction to leadership are emphasized in this course. This is a hands-on direct patient care experience supervised by faculty. The Level A competencies are practiced and mastered. Prerequisites: PRNS 222, PRNS 228, PRNS 227, PRNS 226, PRNS 225, PRNS 223
8 Credits

PRNS 232 Professional Practice III
This course integrates the concepts from the previous Professional Practice course and introduces learners to practice in the community setting. The role of the Practical Nurse as leader is emphasized in interactions with clients and their families, and other health care providers. Prerequisites: PRNS 229
1.5 Credits

PRNS 233 Professional Communication III
This course focuses on specific professional communication skills used with clients and care providers, across the lifespan, requiring care in the community. Prerequisites: PRNS 229
1.5 Credits

PRNS 236 Variations in Health III
This course is an introduction to 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
3 Credits

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
2.5 Credits

PRNS 238 Integrated Nursing Practice III
This course builds on the theory and practice from Level A. Through a variety of approaches (e.g. 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
8 Credits

PRNS 239 Consolidated Practice Experience III
On a practical 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 222, PRNS 228, PRNS 227, PRNS 226, PRNS 223
4 Credits

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
1.5 Credits

PRNS 243 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
1.5 Credits

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
2 Credits

PRNS 246 Variations in Health IV
This course focuses on pathophysiology as it relates to acute disease and health promotion 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 249
3.5 Credits

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 promotion strategies during hospitalization to improve or help maintain clients’ health status after discharge occurs. Topics include how to prepare clients for discharge from care through teaching and learning of health promoting strategies. Prerequisites: PRNS 239
1.5 Credits

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 conditions. A variety of approaches (e.g., simulation) will help learners build on theory and practice from Levels III and IV to integrate new knowledge and skills relevant to the acute care setting. Prerequisites: PRNS 239
12 Credits

PRNS 249 Consolidated Practice Experience IV
This practice experience provides learners with the opportunity to integrate theory from all courses into the role of the Practical Nurse in the acute care setting and other practice areas as appropriate. Learners will focus on clients with exacerbations of chronic illness and/or acute illness across the lifespan and will consolidate knowledge and skills such as: post-operative care, surgical wound management, intravenous therapy, focused assessment, and clinical decision-making in acute care settings. Prerequisites: PRNS 239
13.5 Credits

PSY 111 Introduction to Psychology
This course provides an 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: PSY 121 or permission of the instructor
3 Credits

PSY 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: PSY 121 or permission of the instructor
3 Credits

PSY 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 statistical concepts, descriptive and inferential statistical techniques, emphasizing both conceptual and technical understanding of data analysis. Topics include, but are not limited to, display of data, measures of central tendency and variability, probability, sampling distributions, and hypothesis testing. Prerequisites: STAT 203 and PSY 201 or permission of the instructor
3 Credits

PSY 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: PSY 111, PSY 121
3 Credits

PSY 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, psychological and emotional development from infancy to middle and late childhood. Theories will be considered in a multi-cultural framework. Prerequisites: PSY 111, PSY 121, or permission of instructor
3 Credits

PSY 221 Introduction to Cognitive Psychology
This course is an overview of cognition. The course will explore the various factors that influence mental processes including vision, attention, memory, reasoning, and language abilities. Prerequisites: PSY 111, PSY 121
3 Credits
COURSE DETAILS

SCIE 061
Ecology
This course introduces students to Ecological. Being ecologically literate or ecologically aware means understanding the basic principles of ecology and being able to apply the principles in the daily use of Aboriginal communities. This course utilizes an ecological learning environment to demonstrate fundamental concepts of human evolution and processes developed and the Centre for Ecotourism. Concepts are taught by instructors in local ecosystems. Students will engage in fieldwork including mapping and restoration projects.
Prerequisites: INST 090, SCIE 040, or permission of instructor

4.5 Credits

SECW 110
Secwepemctsin Introduction
This course provides a historical overview of the Secwepemctsin language that will explore the theme of personal and collective identity (in the Secwepemctsin Language). Language learning activities designed to teach the learners to identify themselves, tell who they and family members come from, and how they express their ties to their communities and contemporary naming systems (including nicknames) will be explored. Students will also learn how to identify common parts of the body in Secwepemctsin. The course will use communicative style methodologies and focus on oral comprehension and production. Activities will include immersion-like methods, total physical responses, verbal and non-verbal communication, and the use of traditional texts.
3 Credits

SECW 111
Secwepemctsin II
This is a beginning level course that will explore the traditional knowledge of the land in the Secwepemctsin language. It is a continuation of Secwepemctsin I. Language learning activities are designed to help students 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.
3 Credits

SECW 150
Secwepemctsin Immersion I
This course is designed to immerse learners in Secwepemctsin in order to develop language competency. This course will provide the learner with an introduction to Secwepemctsin skills as 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 040, ENGL 12/12 First Peoples or equivalent
3 Credits

SECW 151
Secwepemctsin Immersion II
This course will provide an immersion in Secwepemctsin that assists students in gaining a greater understanding of grammatical structures and expanding their Secwepemctsin vocabulary. Students will continue to enhance their ability to understand and speak Secwepemctsin, thereby gaining greater fluency, conversational ability and enhanced knowledge of oral traditions.
Prerequisites: SECW 150
3 Credits

SECW 210
Secwepemctsin III
This is a beginning level course that will explore the cyclic activity of the Secwepemctsin. It is a continuation of Secwepemctsin I. A major component of this course will focus on seasonal activities and events represented in each of the moons. The course will enhance knowledge of plant and animal utilization, of resource gathering, and of places associated with activities. Human culture, rituals, ceremonies, and the specialized language associated with each of these will also be explored. The course will use activities that will develop language and cultural comprehension and production. Activities will include immersion-like methods, total physical response storytelling, storyboards, and will
3 Credits

SECW 250
Indigenous Reading Skills
This course is designed to introduce learners to basic reading and study skills. Learners will improve their reading proficiency using various written texts as well as First Nations literature and college reading skills textbooks. Learners will enhance oral and silent reading skills and critically evaluate written ideas. This course will complement other College Readiness courses by increasing vocabulary and providing analysis text, as complemented with learning outcomes of College Readiness courses. A holistic approach to learning while attending an academic institute is also examined.
Prerequisites: READ 040, or advisor assessed equivalent

4 Credits

READ 040
Basic Reading Skills
This course is designed to increase learner effectiveness and academic success through the development of the learner's study skills, reading proficiency, test taking and course assignment strategies, and critical thinking skills as complemented with the learning outcomes of College Readiness courses. A holistic approach to learning while attending an academic institute is also examined.
Prerequisites: READ 040, or advisor assessed equivalent

4 Credits

READ 050
Provincial Reading Skills
This course is designed to further increase a learner's reading comprehension, 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 familiar with technical. 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

4 Credits

COURSE DETAILS

PSYC 222
Introduction to Social 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 provide an overview of historical methodology 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 change.
Prerequisites: PSYC 222 or permission of the instructor

3 Credits

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, resilience factors; cultural protectors; culturally sensitive interventions and trauma massage.
Prerequisites: ADCT 102, or permission of instructor

3 Credits

PSYC 241
Introduction to Abnormal Behavior
Introduces students to the area of abnormal psychology. Topics include the definition and classification of pathological, behavioral factors involved in the development of pathology, and evaluation of therapy outcomes.
Prerequisites: PSYC 111, PSYC 121

3 Credits

PSYC 232
Lifespan Human Development II
This course examines the development of the individual over a period of life 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

3 Credits

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). The focus of the course will be to analyze contemporary research in Psychology and compare and contrast current approaches with traditional indigenous pedagogies.
Prerequisites: PSYC 201 or permission of the instructor

3 Credits

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 provide an overview of historical methodology and theory, and will require students to consider traditional indigenous approaches to mental illness through legend, myth and secret

3 Credits

SCIE 040
Human Physiology for Health Care
This course is designed to demonstrate the importance of plant use and ethno botany by Aboriginal people, with particular focus on the pharmaceutical plant culture. Students will have opportunities to demonstrate plant based indigenous knowledge in a variety of traditional ecological contexts: plant use, medicines, technologies, spiritual significance, ecological indicators, and classification systems. The lab portion of this course offers students an opportunity to make direct observations of plant use in the natural environment.
Prerequisites: ENGL 060, ENGL 12/12 First Peoples or assessment

0 Credits
Prerequisites: Completion of Year 2 of the DSTC program, including a highly advanced ability to understand and speak the Secwepemc language, gaining greater fluency, conversational ability, literary skills, and an advanced knowledge of oral traditions. Students in the DSTC program are expected to meet DSTC Language Performance Standards/Competencies related to language proficiency levels set by the Secwepemc Language Authority. Prequisites: SECW 210 or permission of the instructor.

Students will continue to be immersed in the Secwepemc language. Students will demonstrate an advanced ability to understand and speak the Secwepemc language, gaining greater fluency, conversational ability, literary skills, and an advanced knowledge of oral traditions. All students in the DSTC program are expected to meet DSTC Language Performance Standards/Competencies related to language proficiency levels set by the Secwepemc Language Authority. Prequisites: SECW 350, or permission of instructor.

This course will examine both traditional and contemporary orality of the Secwepemc peoples. This course will further expose and immerse students to Secwepemctsin, enhance their understanding and speaking ability in conversation and song. Other aspects of the course include exposing the students to various contemporary and traditional activities including celebrations, community and recreational events and everyday events. Prerequisites: SECW 150, or SECW 111 or permission of instructor.

SKWX 211

Secwepemctsin Immersion III

SKWX 250 will continue to build on the language skills developed in SKWX 150. Students will develop an enhanced ability to understand and speak Secwepemctsin, improving fluency, conversational ability, literary skills, as well as a broader knowledge of traditional oral traditions.

SKWX 293

SKWX 250 will continue to build on the Secwepemctsin skills in SKWX 250. Students will advance their understanding of and speaking Secwepemctsin in through increased language proficiency in more advanced and sophisticated conversation. Students will enhance their knowledge of oral tradition. Prerequisites: SKWX 250, or permission of instructor.

SKWX 287

SKWX 250: Practical Writing

SKWX 287 will introduce students to the Secwepemctsin sound system. Although the phonetic alphabet will be introduced, this course will focus on teaching students the skill of writing Secwepemctsin using the practical alphabet. The majority of the classes will involve learning to transcribe and produce words and phrases as pronounced by Secwepemc Elders. We will also look at the sound changes associated with the major dialect divisions within the Secwepemctsin language. Students will also receive practice in transcribing short texts.

SKWX 310

SKWX 310: Secwepemctsin V

The focus of this course is to maintain and broaden the scope and fluency for proficient language speakers. Students will continue to be immersed in the Secwepemctsin language. Students will demonstrate a highly advanced ability to understand and speak the Secwepemctsin language, gaining greater fluency, conversational ability, literary skills, incorporating in-depth knowledge of grammatical concepts and complex sentence structures in Secwepemctsin.

Prerequisites: Completion of Year 2 of the DSTC program, including SKWX 211 or permission of the instructor.

SKWX 320

SKWX 320: Secwepemctsin Oral Tradition

This course will examine both traditional and contemporary orality of the Secwepemc peoples. This course will further expose and immerse students to Secwepemctsin, enhance their understanding and speaking ability in conversation and song. Other aspects of the course include exposing the students to various contemporary and traditional activities including celebrations, community and recreational events and everyday events. Prerequisites: SECW 150, or SECW 111 or permission of instructor.

SKWX 325

Secwepemctsin Immersion IV

This course will continue to build on the Secwepemctsin skills in SKWX 250. Students will advance their understanding of and speaking Secwepemctsin in through increased language proficiency in more advanced and sophisticated conversation. Students will enhance their knowledge of oral tradition. Prerequisites: SKWX 250, or permission of instructor.

SKWX 390

The Skwxwú7mesh Language Introduction course is for those who have no or little 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. Students will also 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, ENG 12/12F First Peoples equivalency or permission of instructor.

SKWX 110

Skwxwú7mesh Language I

The Skwxwú7mesh Language I course is a continuation of the introductory Skwxwú7mesh Language. Students will learn an additional 250 high-frequency vocabulary items, have mastered the entire sound system of the language, and will become more proficient in understanding and speaking the Skwxwú7mesh Language.

Prerequisites: SKWX 110

SKWX 210

Skwxwú7mesh Language II (Previously INLG 250)

The Skwxwú7mesh Language II is an intermediate-level course in the Skwxwú7mesh Language. Students will learn an additional 250 high-frequency vocabulary items, 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: INLG 153.

SKWX 211

Skwxwú7mesh Language III (Previously INLG 253)

The 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, cultural, socialized, social and gender. Prerequisites: ENGL 060, English 12/12F 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 develop the critical-thinking skills necessary for analyzing group activities and interactions. 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, ENG 12/12F 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 minority 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.

Prerequisites: SOCI 111, or permission of instructor.

SOCW 200A

Introduction to Social Welfare in Canada

An introduction to the various levels and settings of social work practice, including individual, family and community settings, 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 208

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

Introduction to Social Work Research

The 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 future employment in social work. Students will also have the opportunity to contribute to the development of a research project. 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 298

Directed Studies

Under the supervision of an instructor the student will undertake directed research on a cultural/indigenous subject.

SOCW 299

Directed Studies

Under the supervision of an instructor the student will undertake directed research on a cultural/indigenous subject.

SOCW 300

Directed Studies

Under the supervision of an instructor the student will undertake directed research on a cultural/indigenous subject.

SOCW 304

Introduction to Social Work Practice

This course introduces 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 settings, 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 308

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 308

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.
## COURSE DETAILS

### SOCW 302
**Data Analysis in the Health and Human Services Professions**
3 Credits
This course is designed to facilitate learner understanding of the data analysis processes in relation to research-based approaches 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**
6 Credits
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. Prerequisite objectives will be established on a contract basis between students, faculty and the agency. A wide variety of agencies are available.
Prerequisites: SOCW 306, SOCW 353, with a minimum C grade and 3rd year standing

### SOCW 306
**Theory and Ideology of Social Work**
3 Credits
This course explores core 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 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**
3 Credits
Students will explore and critically analyze socio-historical Canadian policies and legislation. Emphasis will be placed on Aboriginal peoples 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 and institutional contexts for the development of social policy in Canada. The policy-making process as well as the role of social policy in promoting social 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**
3 Credits
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). These four aspects include culture, class, discussion, video and other exercises, students will explore a variety of approaches.

### SOCW 330
**International Field Studies**
3 Credits
This course will offer a two-week international study experience in a selected country. Students will learn about the political, economic, cultural, and developmental conditions and their 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 researchers, 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**
3 Credits
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**
3 Credits
This course explores the social work, 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 responsibilities of social workers to uphold these 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**
3 Credits
This course provides an 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 will examine 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**
3 Credits
This course introduces theory and practice approaches to mediation, arbitration, 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
**Advocated Social Work Practice with Individuals**
3 Credits
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 and 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.
Prerequisites: SOCW 200A, SOCW 200B, SOCW 353, third year standing or permission of the department head

### SOCW 375
**Cultural Immersion**
3 Credits
This course provides an opportunity to experience First Nations culture and traditions from a holistic perspective. Students will immerse 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 380
**Child Welfare Practice**
3 Credits
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 connections 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 390
**Social Work Field Practice**
9 Credits
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 440 and 450 completed hours

### SOCW 404
**Ethical Practice in Aboriginal Communities**
3 Credits
This course focuses specifically on ethical considerations and decisions when working in Aboriginal communities. The course will examine codes of ethics in the profession, Aboriginal codes of ethics and cultural and diversity 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**
3 Credits
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 traditions, readings, and lecture. 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 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
**Leadership and Diversity in Social Work Practice**
3 Credits
Through lecture and discussion, films, small group work and case studies, students will gain an understanding of the systemic issues that shape diversity by studying people on a daily basis. Students will explore practical strategies to work with, support and advocate for gay, lesbian, bisexual, transgender, transsexual, two-sex, intersex and pansexual people. Sexuality and disability will also be addressed.
Prerequisites: SOCW 201A, SOCW 208B, third year standing or permission of the department head

### SOCW 440
**Social Work and Mental Health**
3 Credits
This course provides an introduction to the practice of social work in the field of mental health. Students will critically examine historical and contemporary theoretical perspectives on mental illness, Canadian mental health law and policy, cultural and diversity aspects, classification and treatment, ethical issues and an exploration of selected mental health issues. This course is intended to provide introductory foundational knowledge in the field of mental health, rather than advanced knowledge and skills required for mental health practice.
Prerequisites: SOCW 200A, SOCW 200B, third year standing or permission of department head

### SOCW 445
**Aboriginal Health & Wellness**
3 Credits
This course is one of the required courses for the Bachelor of Social Work Aboriginal Healthcare Specialization. The intent of this course is to build capacity for students in their work with Aboriginal people in healthcare. Students will gain advanced knowledge and skills specifically relevant to Aboriginal history and health. An understanding of colonization and implications to health will be explored as well as an analysis of the relationships between social, political, economic issues and health and wellness. Students will be introduced to linkages between government policy and its impact on Aboriginal wellness. Aboriginal traditional healers and medicines will be a significant part of the course teachings.
Prerequisites: Program admissions and/or instructor permission

### SOCW 450
**Leadership in Social Practice Organizations**
3 Credits
This course provides students with a critical introduction to leadership in social service organizations. It covers organizational theory and its application to government and non-profit organizations. Leadership in a diverse workplace, program development, human resource management 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 201A, SOCW 208B, third year standing or permission of the instructor

### SOCW 452
**Education for Social Change**
3 Credits
This course focuses on the use of education as a strategy for individual and social change and introduces students to the concept of education as the practice of freedom and as a process of social
transformation through consciousness. Principles and practices of older 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 individual and group goals. Students will be encouraged to develop specific skills and knowledge for planning and delivering educational programs.

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 the organizational, exclusion and oppression in communities. It outlines social work roles as strategies for change in diverse communities. The history, philosophy, models and methods of social work practice with communities are examined.

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

SOCW 457 Aboriginal Social Work Theory

This course examines social workers' roles and responsibilities in working with diverse Aboriginal peoples such as First Nations, Inuit, Métis, including on and off reserve peoples. The concept and process of decolonization is introduced and connected to contemporary issues, social work program initiatives and practices of Aboriginal peoples. The course examines an understanding of Aboriginal social justice perspective. It explores strategies for reconciliation and building relationships between Aboriginal and non-Aboriginal peoples as well as an understanding of within the social welfare paradigm.

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 group as a therapy and 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 mental states. 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 agencies and organizations that provide services and resources. The course also fosters a critical perspective on legal issues and government policy and addictive substances.

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

SOCW 467 Family Practice

This course introduces students to social work practice with contemporary families with diverse structure and background utilizing a variety of theoretical perspectives including anti-oppression, feminist and Aboriginal. Students develop an understanding of family functioning 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 practice through case discussion, assignments, and experiential exercises.

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

SOCW 469 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. The course will be tailored to meet the needs of the student, the instructor, and the department. 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, 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 behavioral research pertaining to the social sciences.

Prerequisites: MATH 057, or Math 11 Foundations. Please note MATH 059 or Pre-Calculus 11 recommended or permission of instructor

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, conversational ability, 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 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 be introduced to language protocols and oral traditions. No prior knowledge of the language is expected for this entrance level course.

Prerequisites: ENGL 060, ENGL 12 or permission of instructor

STLG 111 St’át’imcets Immersion (Lillooet Language) I

This course will continue to build on the St’át’imcets skills in STLG 110. Students will advance their understanding of and speaking of St’át’imcets through increased proficiency in more advanced and sophisticated conversation. Students will enhance their knowledge and traditions.

Prerequisites: STLG 110, or permission of instructor

STLG 210 St’át’imcets Immersion (Lillooet Language) II

This course will continue to build on the language skills developed in STLG 111. Students will develop an enhanced ability to understand and speak St’át’imcets, gaining greater fluency, conversational ability, literacy skills, as well as a broader knowledge of oral traditions.

Prerequisites: STLG 110, 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

This course 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, literacy skills, as well as a broader knowledge of oral traditions.

Prerequisites: STLG 110, or permission of instructor

STLG 251 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 proficiency in more advanced and sophisticated conversation. Students will enhance their knowledge and traditions.

Prerequisites: STLG 250, or permission of instructor

STLG 270 St’át’imcets Structure and 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 increasing fluency in listening and pronunciation skills, conversational ability, literacy skills, knowledge of grammatical structures, and knowledge of oral traditions.

Prerequisites: STLG 111

STLG 271 St’át’imcets Structure and Analysis II

This course will build on the skills developed in STLG 270 to gain an enhanced understanding of language analysis methodologies and grammatical structures while continuing to expand their understanding 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 structure.

Prerequisites: STLG 270, or permission of instructor
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<th>COURSE DETAILS</th>
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<tr>
<td><strong>STLG 350</strong></td>
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<tr>
<td>St’át’imcets Immersion V (St’át’imcets Language)</td>
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<td>3 Credits</td>
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<td>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 250, or permission of instructor</td>
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<td><strong>STLG 360</strong></td>
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<td>St’át’imcets Mentoring I</td>
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<td>3 Credits</td>
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<td>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 250, or permission of instructor</td>
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<td><strong>STSC 101</strong></td>
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<td>Strategies for Success</td>
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<td>3 Credits</td>
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<td>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.</td>
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<td><strong>THTR 110</strong></td>
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<td>Introduction to Acting</td>
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<td>3 Credits</td>
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<td>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</td>
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<td><strong>TRNG 101</strong></td>
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<tr>
<td>The Tourism Industry</td>
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<td>3 Credits</td>
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<td>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 subset of tourism, students are encouraged to identify educational and professional career paths 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 &amp; English 12/English 12 First Peoples</td>
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<td><strong>TRNG 110</strong></td>
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<tr>
<td>Cultural Tourism</td>
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<td>3 Credits</td>
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<td>This course provides insight into how local, regional, and national communities and the cultures within these communities can be attracted 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</td>
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<tr>
<td><strong>TRNG 250</strong></td>
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<td>Destination Marketing Organizations</td>
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<td>3 Credits</td>
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<td>As tourism expands around the globe, new opportunities for destination marketing emerge, including within the Aboriginal communities and territories they encompass. However, with these opportunities come increasing competition and challenges for the destination marketer. The aim of this course is to provide the learner with some of the basic skills necessary to develop marketing strategies to develop a destination image and attract key market segments, including marketing segments within Aboriginal communities and territories. Prerequisites: BUSM 250</td>
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<td><strong>WAGT 100</strong></td>
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<td>Introduction to Water Management</td>
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<td>3 Credits</td>
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<td>This course will provide students with an opportunity to examine general water safety issues and to increase knowledge and understanding about how to monitor and manage the quality of their drinking water. Students will learn the importance of good water management by: a) identifying causes of water contamination; b) identifying the risks of contaminated water; c) learning how to collect, identify and store drinking water samples; d) keeping records and e) applying quality assurance and quality control techniques and f) reporting water results. This course will enhance and expand the scope of practice for those with some existing knowledge and experience in environmental health/public health field within First Nations Communities through increased collaboration between bands and water technologists in British Columbia. Prerequisites: Program admission or permission of the Dean</td>
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