



## Okanagan Senate

THE FIFTH REGULAR MEETING OF  
THE OKANAGAN SENATE  
FOR THE 2022/2023 ACADEMIC YEAR

**THURSDAY, 26 JANUARY 2023**

**3:30 P.M. | VIA [ZOOM](#)**

- 1. Call to Order – Dr Deborah Buszard**
- 2. Minutes of the Meeting of 15 December 2022 - Dr Deborah Buszard (approval) (docket pages 3-14)**
- 3. Business Arising from the Minutes – Dr Deborah Buszard**
- 4. Remarks from the Acting President -- Dr Deborah Buszard (information)**
- 5. Remarks from the Principal and Deputy Vice-Chancellor – Dr Lesley Cormack (information)**
- 6. Remarks from the Provost – Dr Rehan Sadiq (information)**
- 7. Report from the Presidential Search Committee – Dr Marianne Legault (information)**
- 8. Academic Policy Committee – Dr Jan Cioe**  
Policy Review and Indigenous Strategic Plan Recommendations (information)
- 9. Admissions and Awards Committee – Ms Tamara Ebl**  
New Award – Faculty of Arts and Social Sciences (approval) (docket pages 15-16)  
Revised Admission Requirements – Bachelor of Education (approval) (docket pages 15, 17-20)
- 10. Joint Report from the Admissions and Curriculum Committees – Dr Yves Lucet**  
New Degree Program –Bachelor of St'át'imc Language Fluency (B.Stat.) (approval) (docket pages 21-232)



**11. Curriculum Committee - Dr Yves Lucet**

October Curriculum Proposals (approval) (docket pages 233-245)

**12. Nominating Committee – Dr Jannik Eikenaar**

Committee Appointments (approval)(docket 246)

Appointment of Faculty Member to the President’s Advisory Committee for the Extension of the Vice-President, Students (approval)(docket page 246)

**13. Report from the Provost – Dr Rehan Sadiq**

Establishment of the Egg Farmers of Canada Chair in Sustainability (approval)(docket page 247-249)

**14. Report from the Registrar – Ms Rella Ng**

Academic Year 2023-2024 Term Dates (approval) (docket pages 250-251)

**15. Other Business**

**16. Adjournment**

*The Rules and Procedures of the Okanagan Senate* states that meetings will adjourn no later than 5:30 p.m. Regrets: Telephone 604.822.5239 or e-mail: [facsec@mail.ubc.ca](mailto:facsec@mail.ubc.ca)

*UBC Senates and Council of Senate website: <http://www.senate.ubc.ca>*



## OKANAGAN SENATE

### MINUTES OF 15 DECEMBER 2022

#### DRAFT

#### Attendance

**Present:** L. Cormack, D. Buszard, R. Ng (Secretary), R. Sadiq, S. Barker, P. Simpson, S. Tomášková, G. DiLabio, P. Arthur, R. Campbell, J. Cioe, T. Ebl, J. Eikenaar, S. Hutchinson, P. Lasserre, Y. Lucet, J. Picault, B. Marcolin, S. Hilton, S. Stewart, T. Forneris, S. McNeil, , Y. Zhu, J. Holzman, R. Frost, S. Cherkowski, R. Johnson, K. Hodges, M. Reeves, M. Arthur, P. Aulakh, A. Shatzko, J. Low, M. Martin Panah, G. Jarry-Bolduc, J. Milliken, S. Hafeez, K. Christianson, A. Nair.

**Regrets:** S. Point, H. Berringer, S. Bates, G. Gerrard, J. Hare, M. Evans, I. Parkins, L. Markley, M. Libben, A. Alnaar, H. Chopra, S. Chopra, B. He, J. Olson, M. Tarrant, R. Sugden, J. Jakobi, S. O’Leary, P. Uribe.

**Clerk:** A. Breen

#### Call to Order

The Chair of Senate, Dr Deborah Buszard, called the fourth regular meeting of the Senate for the 2022-2023 academic year to order at 3:36 pm.

#### Minutes of the Meeting of 24 November 2022

A number of typographical errors were sent to the Clerk in advance. Attendance was corrected to confirm that Senators Evans, Garrard, Lalonde, and Legault were attendance at the October meeting. Senator Ebl asked that the statement on page 9 be revised as follows:

“She noted that the most recently approved set of enrolment targets were the subject of considerable debate at the Admissions and Awards Committee and Senate. She stated that enrolment targets should be kept in mind when addressing the scheduling issue as they can contribute to skewed planning.”

Senator Hafeez asked that the minutes reflect that the Provost’s comments related to his travel to UAE were not part of his original remarks, and that they were made in response to a question from Senator Hafeez.



Senator Frost asked that her comments on docket page 12 be revised as follows:

“Senator Frost stated that the heads have been told that they do not have the ability to change schedules. Six out of 18 colleagues in her department are teaching four days per week in Term 2. She noted that there is another scheduling issue, separate from research faculty teaching 4 days per week. That is that the Deans’ Council has, without wider consultation, changed the 9 to 5 teaching workday, extending it to 8:00 am to 6:30 pm. Because the rules state “HR-approved accommodations only”, a faculty member’s childcare responsibilities (for example) may not currently be considered when scheduling courses. If heads have the option to adjust individual teaching schedules it would be very helpful.”

Peter Arthur  
Jan Cioe

*That the Minutes of 24 November 2022 be adopted  
as corrected.*

Approved as  
Amended

### Remarks from the Acting President

The President offered her congratulations to Dr Gage Averill for his appointment as the new Provost and Vice-President, Academic, UBC Vancouver, noting that he had served in the role *pro tem* since April 2022. She recognized Dr Averill’s contributions to the University to date and commented that she looked forward to continuing to work with him. Dr Buszard also extended her congratulations to Dr Susan Parker on her re-appointment as University Librarian for a second five-year term, until August 2027.

The Board of Governors recently approved the 2023-2024 tuition and non-instructional fees, which include a 2% increase in tuition for new and continuing domestic undergraduate and graduate students and increases between 2 and 5% for international students. The President noted that by maintaining the 2% increase for domestic tuition, and a modest increase for international tuition, the base tuition rate upon which future increases will apply will enable the University to cover some inflationary pressures and allow continued investment in the core academic mission of the University. This includes the student learning experience, as well as implementation of recommendations from the Student Affordability Task Force and recommendations outlined in President’s Task Force on Anti-Racism and Inclusive Excellence Report.

The President noted that Premier Eby has appointed Selina Robinson as the Minister for Post-Secondary Education and Future Skills and that she is looking forward to collaborating with Minister Robinson to strengthen and enhance higher education in British Columbia.

Dr Buszard shared that UBC Properties Trust has purchased a small parcel of land in downtown Kelowna, immediately adjacent to the UBCO Downtown project. The new property, known as The McWilliams Centre, was purchased from School District 23 and has been an administrative office space for the district since the 1960s.





As this was the last meeting of 2022, the President offered her best wishes for a joyous holiday season and a restful break. She thanked senators their efforts and contributions over the year, and extended her gratitude and good wishes.

Ms Ebl noted that at the November Senate meeting, Senator Cormack had stated that there are budgetary restrictions anticipated due to payments coming due for two building projects, thereby limiting what other priorities can be funded. She asked if the recent real estate purchase will result in further budgetary restrictions.

The Deputy Vice-Chancellor responded that such an impact is not anticipated as the property is being purchased by UBC Properties Trust; the space is currently rented by District 23 for 1-2 year, which should mitigate a budgetary impact until the properties are developed.

Senator Cioe asked if there had been an opportunity to discuss the disparity in provincial funding for graduate and undergraduate students when the President met with Minister Robinson. The Chair noted that the meeting was introductory and that a more in-depth meeting is anticipated for the new year. She stated that the University is well aware of the issue and that the next meeting with the Minister will deal in more detail on number of issues, including support for student housing and funding formulas.

The Chair noted that she would concede the chair to the Deputy-Vice Chancellor once Dr Cormack shared her remarks.

### **Remarks from the Deputy Vice-Chancellor**

Dr Cormack noted the Development and Alumni Engagement [DAE] office has had several conversations with potential donors and several sizeable donations are anticipated in the near future. She expressed her gratitude to the DAE team for their hard work.

Dr Cormack shared that she had recently met with the newly elected Westbank First Nation Chief, Robert Louie. Chief Louie has indicated that he is very keen to work with the University, particular in the education stream.

The Deputy Vice-Chancellor commented on the first-ever faculty and staff holiday party, noting that it was a great opportunity for community building and an event enjoyed by all. There was also smaller event for community members to showcase the work of the top winners and runners-up of the UBC Three Minute Thesis (3MT) competition. The next competition will be held live on 5 April 2023.

Dr Cormack echoed the President's good wishes for the holiday season and also thanked senators for their efforts and contributions over the last year.



## Remarks from the Provost

The Vice-President Academic and Provost, Dr Rehan Sadiq offered his congratulations to Dr Marie Tarrant on her appointment as the Dean of the Faculty of Health and Social Development, who will be commencing the role on 1 January 2023.

He also shared that the consultation process for the external review of the Faculty of Management is proceeding, and that the external review report is due in mid-January 2023.

Dr Sadiq highlighted the collaboration between the Irving K Barber Faculty of Science and the Faculty of Management towards the establishment of the Egg Farmers of Canada Chair in Sustainability.

This is the second \$1 million contribution by the Egg Farmers of Canada to UBC Okanagan and over the next few years, this funding is making significant contributions towards the growth of research activity in sustainability measurement and management, life-cycle thinking and resource efficiency in the Canadian egg industry, and within the larger context of Canadian agri-food systems.

Dr Sadiq noted that greenhouse gas emissions from agri-food, combined with agriculture's detrimental impact on biodiversity crisis due to land cover change, highlight the environmental and societal imperative of transforming food systems as a key facet of sustainability research and innovation.

The work of the incumbent will contribute towards establishing a research program focused on pathways to net-zero greenhouse gas emissions for the egg industry, while balancing environmental, socio-economic, and animal welfare considerations. Dr. Sadiq extended his gratitude to Egg Farmers of Canada for enabling this generous collaboration.

Senator Ebl asked how effectively UBC was engaging with community members, including alumni, for consultation on such things as external reviews of Faculties. She noted that alumni contact information such email may change over time so the University's records may not be accurate. Senator Ebl questioned how effectively the University is connecting with community, particularly alumni.

The Provost responded that the University has a robust data base regarding alumni, noting events such as Homecoming as an indication of connection with alumni. He stated that he is confident that our records are comprehensive, which has been confirmed by the Development and Alumni Engagement office. He added that the University's outreach and connection with alumni can always be strengthened.

Senator DiLabio reiterated the Provost's comments regarding the role of the newly established chair will extend beyond the egg industry and highlights the strong



partnership between the Faculties of Management and Science and their shared commitment to sustainability and interdisciplinarity. Senator DiLabio thanked Dean Sugden and Dr Sadiq in moving this initiative forward.

### **Report from the Presidential Search Committee**

As the elected Senate representative to the Presidential Search Committee, Dr Legault was invited to provide an update to Senate on the search for the next UBC president. Dr Legault noted that she is to update to Senate on behalf of the search committee chair, Chancellor S. Point, on the progress of the presidential search. These reports will be a standing item for the duration of the search.

Dr Legault noted that the committee held its first meeting on December 1<sup>st</sup> for members to familiarize themselves with processes and procedures. The search committee has discussed opportunities for stakeholder engagement in the search process and more information will be forthcoming as the committee maps out key milestones in the search process.

Dr Legault stated that, in compliance with guiding principles and procedures for presidential searches as approved by the Senate and the Board of Governors, the Executive Committee of the Board has recommended Boyden as the executive search firm to support the committee and that the search committee accepted the recommendation.

Senator Cioe queried whether Senator Hilton will now be replacing Senator Legault on the search committee.

Dr Legault clarified that Dr Hilton is the newly elected faculty representative to the Board of Governors, while she is a member of the search committee as a representative of the Okanagan Senate.

### **Admissions and Awards Committee**

The Chair of the Senate Admissions and Awards Committee, Ms Tamara Ebl, presented.

#### **REVISED AWARD**

*See Appendix A: Awards Report*

Tamara Ebl  
Barbara Marcolin

*That the Senate accept the revised award as listed, that they be forwarded to the Board of Governors for approval, and that letters of thanks be sent to the donors.*

Approved



Senator Ebl thanked Development and Alumni Engagement staff for their hard work towards securing funding to support students.

### **Curriculum Committee**

The Chair of the Senate Curriculum Committee, Dr Yves Lucet, presented.

#### **DISCONTINUATION OF THE MINOR IN MEDIEVAL AND RENAISSANCE STUDIES**

#### **CURRICULUM PROPOSALS FROM FACULTIES OF CREATIVE AND CRITICAL STUDIES AND SCIENCE**

*See Appendix B: Curriculum Report*

Yves Lucet  
Marianne Legault

*That Senate approve and recommend to the Board of Governors for approval the discontinuation of program, revised calendar entries and new and revised courses brought forward by the Faculties of Creative and Critical Studies and Science, as amended*

In response to a question from Senator Lasserre, it was clarified that there are no students currently registered in the discontinued program.

Senator Cioe commented that it is unclear from the two bullet points on page 27 of the docket whether students who need to provide alternatives SPAN 101 and SPAN 102 (6 credits) may take courses from only the listed Spanish courses or from only the specified courses in History, or whether it can be any combination of the two. Dr Lucey confirmed that students can complete 6 credits from either or a combination of options of SPAN and HIST.

The Chair noted that a minor revision to the language would suffice to clarify the intent.

Approved

### **Learning & Research Committee**

The Chair of the Senate Learning & Research Committee, Dr Sally Stewart, presented.

#### **CANDIDATES FOR EMERITUS STATUS**

Sally Stewart  
Jan Cioe

*That the attached list of individuals for emeritus status be approved and that, pursuant to section*



*9(2) of the University Act, they be added to the roll of convocation.*

Senator Lalonde stated there is an individual who should be on the list but appears to be missing.

Dr Stewart responded that the list has been carefully vetted and that the individual's retirement date may be such that their name will be forwarded to Senate at a subsequent meeting.

Senator Hafeez asked whether the omission means that the missing individual would not be recognized at the next convocation ceremony. Dr Cioe clarified that once added to the role of convocation, emeriti may attend graduation ceremonies and may be eligible to serve on Senate as a convocation senator.

Approved

### **Nominating Committee**

The Chair of the Senate Nominating Committee, Dr. Jannik Eikenaar, presented

#### **APPOINTMENT OF SENATORS TO THE PRESIDENT'S ADVISORY COMMITTEE FOR THE SELECTION OF THE VICE-PROVOST AND ASSOCIATE VICE-PRESIDENT, TEACHING AND LEARNING**

Jannik Eikenaar  
Jan Cioe

*That Sally Stewart and Stephen O'Leary be appointed to the President's Advisory Committee for the selection of the Vice-Provost and Associate Vice-President Teaching and Learning*

Approved

In response to a question from Senator Ebl, it was clarified that the role of Vice-Provost and Associate Vice-President Teaching and Learning is system-wide and not limited to the Vancouver campus.

### **Report from the Principal and Deputy Vice-Chancellor**

In the absence of the Deputy Vice-Chancellor, the Chair presented

#### **WALL LEGACY AGREEMENT**



Dr Buszard stated that as senators were informed at the last meeting, UBC has been working with Peter Wall to agree on a new vision and purpose for the Peter Wall Endowment. The Endowment dates back to 1991 and has historically provided funding for the Peter Wall Institute for Advanced Studies at UBC Vancouver.

At its November meeting the Senate was briefed that negotiations with Mr. Wall have led to a new agreement which will replace the Deed of Trust underlying the Peter Wall Endowment. The new agreement provides for the establishment the Wall Research Awards and Wall Fellowships.

The Chair noted that Senate voted at its November meeting to concur with the Vancouver Senate in approving in principle the conceptual outline of the Wall Research Awards and Wall Fellowships on the understanding that more information about the specific implementation would be submitted to Senate when available.

As the text of the new agreement with Mr. Wall can now be shared publicly, it is being submitted to Senate for information. As indicated in the covering memo, comments and questions may be addressed to [viceprovost.avpaa@ubc.ca](mailto:viceprovost.avpaa@ubc.ca) [email address at bottom of memo].

Dr Buszard noted that two Presidential advisory committees will be struck in the near future, one for the adjudication of awards and fellowship, and one for the development of an institute of advanced study. Both advisory committees will include representation from the Okanagan and Vancouver Senates.

Senator Evans stated that past events that have led to the current situation were due to conflicts arising from the governance structure and asked how those fundamental issues around governance will play out in the new arrangement.

The Chair responded that the advisory committees are still under development and that she is looking forward to creating a different model. She added that in the past, governance issues made it difficult for the institute to function, thereby leading to significant accumulation of unspent income from the endowment.

## **Report from the Registrar**

### **2023-2026 TRIENNIAL ELECTION RESULTS**

The Registrar shared the results of the first set of election results for the 2023-2026 triennium, including faculty and staff representation to the Board of Governors.

Further to the call for nominations for faculty members of the Okanagan Campus to fill the sixteen (16) positions for representatives of the Joint Faculties on the Okanagan Senate issued on 27 October 2022, sixteen (16) valid nominations were received. Therefore, pursuant to Section 15 of the *University Act*, the following faculty members are acclaimed as elected as representatives of the Joint Faculties on the Okanagan Senate for terms beginning on 1 September 2023 and ending 31 August 2026 and thereafter until successors are elected:

- Peter Arthur, Professor of Teaching, Faculty of Education



- Jan Cioe, Associate Professor, Faculty of Arts and Social Sciences
- Tamara Ebl, Lecturer, Faculty of Management
- Jannik Eikenaar, Associate Professor of Teaching, Faculty of Applied Science
- Mike Evans, Professor, Faculty of Arts and Social Sciences
- Sandy Hilton, Associate Professor of Teaching, Faculty of Management
- Will Hughes, Professor, Faculty of Applied Science
- Daniel Keyes, Associate Professor, Faculty of Creative and Critical Studies
- Patricia Lasserre, Associate Professor, Faculty of Science
- Yves Lucet, Professor, Faculty of Science
- Stephen O'Leary, Professor, Faculty of Applied Science
- Julien Picault, Professor of Teaching, Faculty of Arts and Social Sciences
- Mark Rheault, Associate Professor, Faculty of Science
- Christine Schreyer, Associate Professor, Faculty of Arts and Social Sciences
- Sally Stewart, Associate Professor of Teaching, Faculty of Health and Social Development
- Ray Taheri, Professor of Teaching, Faculty of Applied Science

The Chair congratulated the incoming senators.

On a separate matter, Senator Cioe noted that the Agenda Committee is currently in the process of reviewing conflict of interest guidelines developed and shared by the Vancouver Senate Agenda Committee. He commented that a current Senator has also been elected as a member of the Board of Governors and asked whether there can be potential issues of hierarchy or prioritization to service between the Senate and the Board. Senator Cioe added that Senate may wish to consider this type of dual relationship, particularly during its review of the proposed conflict of interest guidelines.

The Chair noted that she is a member of both Senates and the Board of Governors. As with the Okanagan faculty representative to the Board being a member of the Senate, the incoming Vancouver faculty representative to the Board is also a senator. She stated that such appointments are not uncommon, and that it may be helpful to have crossover between the two governing bodies. Dr Buszard cautioned that there should be an awareness of potential conflict of interest and the respective responsibilities of serving on both bodies.

In response to a question from Senator Eikenaar, Senator Cioe confirmed that he would support the Nominating Committee also reviewing the conflict of interest guidelines as part of the triennial review process. He noted that both actual and perceived conflict of interest need to be considered.

Senator Legault commented she is a senator and a member of the Board of Governors. She noted that these are two very separate roles and that there are benefits in the dual membership. Nonetheless, she fully supports the Nominating Committee's review of the guidelines.



The Chair echoed Senator Legault's comments, adding that it is beneficial to have well-informed academic voices at the Board table, and this is critical role for the President on both governing bodies.

Senator Ebl asked that her well wishes, along with those of the Senate, be shared with Chris Eaton, Clerk to Senate.

Seeing no other business, the meeting was adjourned at 4:25 p.m.



## **Appendix A**

### **New Awards:**

Proposed Title: **Santa J. Ono Bursary**

Bursaries totaling \$2,000 have been made through an endowment established to honour the work of Santa J. Ono, 15th President and Vice-Chancellor of the University of British Columbia and in recognition of his dedication to the students of UBC. Bursaries are available for students at the UBC Vancouver campus and UBC Okanagan campus. The bursaries are adjudicated by Enrolment Services. (First award available for the 2023/2024 winter session).

### **Revised Award (previously approved award with changes in terms or funding source):**

Amended Award Title: **Audain Travel Award – UBC Okanagan**

Amended description:

A \$7,500 travel award has been made available annually through a gift from the Audain Foundation for Bachelor of Fine Arts or Master of Fine Arts students on the Okanagan campus specializing in Visual Art who are undertaking travel to broaden their knowledge of historical and contemporary art. The Audain Foundation was established in 1997 to champion the visual arts in British Columbia through support for exhibitions, galleries, awards, and capital projects at arts galleries and universities. The award is made on the recommendation of the Department of Creative Studies.

Rationale: To align the Okanagan award description with the Vancouver award description so

## Appendix B

### Curriculum Proposals

- a. From the Faculty of Creative and Critical Studies
  - i. Discontinuation of Program: Minor in Medieval and Renaissance Studies
  - ii. Revised Calendar Entries: Minor in Spanish, Major in Languages
  - iii. New Course: CULT 301
  - iv. New Course: CULT 390
  - v. New Course: ENGL 291
  - vi. New Course: ENGL 391
  - vii. New Course: FREN 390
  - viii. New Course: FREN 470
  - ix. New Course: CORH 506
  - x. New Course: SPAN 427
  - xi. New Course: VISA 285
  - xii. New Course: WRLD 390
  - xiii. New Course: WRLD 440
  
- b. From the Faculty of Science
  - i. New Course: BIOC 211
  - ii. Revised Course: CHEM 211
  - iii. Revised Calendar Entry: Master of Science in Earth and Environmental Sciences
  - iv. New Course: EESC 560
  - v. Revised Course: EESC 550



26 January 2023

**To:** Okanagan Senate

**From:** Admissions and Awards Committee

**Re:** a) New Award – Faculty of Arts and Social Sciences (approval)  
 b) Revised Admission Requirements – Bachelor of Education (approval)

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a) New Award – Faculty of Arts and Social Sciences (approval)

The Committee has reviewed and recommends to Senate for approval the proposed FASS Syilx-Okanagan Graduate Teaching Fellowship. This award will support Syilx Okanagan Indigenous students to lead developments in the Nsyilxcn language fluency degree and other Okanagan content courses in the Indigenous Studies program.

***Motion: That Senate approve and recommend to the Board of Governors for approval the terms of the FASS Syilx-Okanagan Graduate Teaching Fellowship.***

b) Revised Admission Requirements – Bachelor of Education (approval)

The Committee has reviewed and recommends to Senate for approval the revised admission requirements for the Bachelor of Education.

The rationale for the proposal is outlined in the attached proposal form.

***Motion: That Senate approve the revised admission requirements for the Bachelor of Education.***

Respectfully submitted,

Tamara Ebl, Chair  
 Senate Admissions and Awards Committee

## **FASS Syilx-Okanagan Graduate Teaching Fellowship**

### **For approval**

The FASS Syilx-Okanagan Teaching Fellowship is an Excellence Fund initiative. This merit-based Fellowship is awarded to incoming Syilx-Okanagan students undertaking a graduate program at UBCO to take stewardship of Syilx-Okanagan content-rich courses in the Community, Culture and Global Studies suite of offerings. The award value is \$10,000 per taught course. The Faculty of Arts and Social Sciences anticipates awarding one or more Fellowships per year, for a total of \$50,000 / five courses. All applicants who have submitted a complete admission application by the deadline, who have identified as Aboriginal and are recognised as such by the Syilx Okanagan Nation, will automatically be considered for this award. The CCGS Indigenous Awards Committee will determine Fellowship recipients.



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## Admissions Proposal Form Okanagan Campus

<b>Faculty/School:</b> Faculty of Education <b>Dept./Unit:</b> Okanagan School of Education <b>Faculty/School Approval Date:</b> November 21, 2022 <b>Effective Session:</b> 2023W or later	<b>Date:</b> February 24 2022 <b>Contact Person:</b> Dr. Klassen <b>Phone:</b> 250-807-8106 <b>Email:</b> <a href="mailto:wendy.klassen@ubc.ca">wendy.klassen@ubc.ca</a> <b>Contact Person:</b> Dr. Louie <b>Phone:</b> 604-822-5238 <b>Email:</b> <a href="mailto:dustin.louie@ubc.ca">dustin.louie@ubc.ca</a>
<b>Type of Action:</b> Revise Admissions requirements – Program level	
<b>Rationale:</b> <p>The purpose of this admission pathway is to provide a means for which Indigenous students who qualify for university admission to the NITEP Elementary &amp; Middle Years and Secondary Options at UBCV can enter the 16-mo certification program at UBCO.</p> <p>This admission pathway builds on the following:</p> <ul style="list-style-type: none"> <li>• <u>UBC Indigenous Strategic Plan</u> <ul style="list-style-type: none"> <li>○ Provide exceptional and culturally supportive services for Indigenous students, faculty, staff and communities.</li> <li>○ Continue to partner with Indigenous communities locally and globally to develop accredited post-secondary Indigenous knowledge programs that can be delivered in communities and on campus</li> </ul> </li> <li>• <u>UBC Strategic Plan</u> <ul style="list-style-type: none"> <li>○ Partner with Indigenous communities on and off campus to address the legacy of colonialism and to co-develop knowledge and relationships</li> <li>○ We need to ensure that a greater number of Indigenous students have access to a full range of educational opportunities, and we must address embedded colonial biases throughout the system.</li> </ul> </li> <li>• <u>UBC Faculty of Education Strategic Plan: Learning Transformed</u> <ul style="list-style-type: none"> <li>○ Grow inter-campus collaboration between the Departments and School at the Vancouver campus and the School at the Okanagan campus as well as with our campus at Nelson, British Columbia, our Indigenous field centres in rural and First Nations communities provincially, and the UBC Learning Exchange.</li> <li>○ Make Indigenous activities, programs, and research more visible and accessible.</li> </ul> </li> <li>• <u>Existing NITEP program at UBCV</u> <ul style="list-style-type: none"> <li>○ A cohort model that creates community and support amongst NITEP students</li> <li>○ Courses and curricula enhanced through Indigenous perspectives including local Elders &amp; knowledge keepers</li> </ul> </li> <li>• Partnerships with local Indigenous bands (Penticton Indian Band, Westbank First Nation, Okanagan Indian Band)</li> </ul> <p>Graduates of this program will become educators in contributing to their First Nations and local communities.</p> <p>UBCV NITEP students completed 61 credits over 11 months through the certification year. Admitted NITEP students at the Okanagan Field Centre recognize that the certification program offered through UBCO is 60 credits over 16-months.</p>	



NITEP will oversee the administration and hiring of the Okanagan Field Centre coordinator, no additional resources are required.

Students are admitted August 2024, pending all academic requirements are met.

**Proposed Academic Calendar Entry:**  
[Homepage \(draft\) Faculties, Schools, and Colleges Okanagan School of Education Undergraduate Programs](#) Bachelor of Education Admission Requirements

Bachelor of Education Admission Requirements

**[17273]** The B.Ed. degree is a generalist program where B.Ed. students learn through exposure to a variety of pedagogies and through extended practicum and other field experiences. Students can apply to one or both pathways of the program: Teaching Children and Teaching Adolescents. Once enrolled, B.Ed. students will be able to personalize their studies through elective courses during the Summer Institute and through their selection of a Community Field Experience.

Admission Requirements: Teaching Children

[...]

**[17280]** Admission to the Okanagan School of Education is competitive and the Bachelor of Education has limited enrolment. Satisfying the minimum admission requirements does not guarantee admission.

**Draft Academic Calendar URL:**  
<https://www.calendar.ubc.ca/okanagan/prof/edit/index.cfm?tree=18,284,1074,1357>

**Present Academic Calendar Entry:**  
[Homepage \(draft\) Faculties, Schools, and Colleges Okanagan School of Education Undergraduate Programs](#) Bachelor of Education Admission Requirements

Bachelor of Education Admission Requirements

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Admission Requirements: Teaching Children

[...]

**[17280]** Admission to the Okanagan School of Education is competitive and the Bachelor of Education has limited enrolment. Satisfying the minimum



### **Admission from NITEP**

Students who complete the Indigenous Teacher Education Program (NITEP) Elementary & Middle Years Option offered through the Faculty of Education at UBC's Vancouver campus through the UBC Okanagan field centre can be admitted to the Teaching Children pathway of the Okanagan School of Education's Bachelor of Education. To be eligible for admission, applicants must have completed 90 credits of core academic and Indigenous concentration courses as outlined below.

#### Academic Component<sup>1</sup>

<u>English 100-level Literature and Composition</u>	<u>6</u>
<u>Canadian Studies</u>	<u>3</u>
<u>Science</u>	<u>3</u>
<u>Mathematics</u>	<u>3</u>
<u>Senior Academic Courses</u>	<u>18</u>
<u>Approved Electives</u>	<u>36</u>

#### Indigenous Concentration

<u>EDUC 140</u>	<u>3</u>
<u>EDUC 141</u>	<u>3</u>
<u>EDUC 143</u>	<u>2</u>
<u>EDUC 240</u>	<u>3</u>
<u>EDUC 244</u>	<u>2</u>
<u>EDUC 344</u>	<u>2</u>
<u>EDCP 362d</u>	<u>3</u>
<u>LLED 336</u>	<u>3</u>
<u>Total Credits</u>	<u>90</u>

<sup>1</sup> Students should consult with NITEP regarding course planning. All courses must be university level.

admission requirements does not guarantee admission.



**a place of mind**  
THE UNIVERSITY OF BRITISH COLUMBIA

<p><u>NITEP Elementary Education students who are admitted to the Bachelor of Education degree are eligible for the British Columbia Professional Teaching Certificate after completing all prescribed courses and practica.</u></p> <p>[17282] Admission Requirements: Teaching Adolescents</p> <p>[...]</p>	<p>[17282] Admission Requirements: Teaching Adolescents</p> <p>[...]</p>
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THE UNIVERSITY OF BRITISH COLUMBIA

**Office of the Senate**

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26 January 2023

**To:** Okanagan Senate

**From:** Admissions and Awards and Curriculum Committees

**Re:** New Degree Program - Bachelor of St'át'imc Language Fluency (approval)

The Admissions and Awards and Curriculum Committees have reviewed the material forwarded to them by the Faculty and enclose those proposals they deem ready for approval.

Therefore, the following is recommended to Senate:

**Motion:** *That Senate approve and recommend to the Board of Governors for approval the new Bachelor of St'át'imc Language Fluency (B.Stat.) program, STMC course code, STMC courses, and revised Calendar entries.*

- a. From the Faculty of Arts and Social Sciences
  - i. New Degree Program: Bachelor of St'át'imc Language Fluency (B.Stat.)
  - ii. New Course Code: STMC – St'át'imc Language
  - iii. New Courses: STMC 331, 332, 333, 351, 352, 353, 433, 439
  - iv. Revised Calendar Entry: Faculty of Arts and Social Sciences > Introduction; Courses of Study and Degrees Offered

Respectfully submitted,

Ms Tamara Ebl  
 Chair, Admissions and Awards Committee

Dr Yves Lucet  
 Chair, Curriculum Committee



## Executive Summary: Bachelor of St'át'imc Language Fluency Degree (B.Stat.) *Community, Culture, and Global Studies (Indigenous Studies)*

*Irving K. Barber School of Arts and Social Sciences, UBC Okanagan*

### Overview

Indigenous languages are under threat almost everywhere in the world. In Canada over 50 languages are under threat. British Columbia has an extraordinarily rich linguistic heritage, being the ancestral home of more than half of the Indigenous languages of Canada; of the 10 genetically distinct language families in Canada, 7 of these are found in BC. All of the 34 extant First Nations languages of BC are critically endangered, many facing the loss of their last generation of fluent speakers within the next decade. Three languages (Pentlatch, Tsetsaut, Nicola), plus several distinctive dialects, have already been lost. The loss of any one of these languages constitutes an irreplaceable loss of a living expression of intellect, of specific cultural understanding, of a vital link to the past, and potential keys to our collective well-being, health, and sustainability. When languages are at risk, the nested ecological and environmental knowledge that they encode is also endangered. In a region as bioculturally diverse as British Columbia, the Indigenous languages are not only key for community identity, belonging and survival, but also reflect the unique connection between people and their environment.

Indigenous communities know very well how deeply intertwined language and culture are, and understand how language loss marks a crucial threshold in the compounding consequences of colonization. Communities and their institutions along with their collaborators in the wider education system have been working to find innovative ways to sustain and revitalize language traditions, restore language competence, and protect the knowledge of their communities. Most recently the alarming lack of traction in protecting these languages has pushed communities and institutions to innovate and critically examine the situations they face. Time is literally running out on living languages across the Province. The timelines are tight, but the urgency demands this.

Our efforts to reverse this situation must be multifaceted, and provide opportunities for language learning across generations and at all ages. As promising as language nests and immersion programs for children may be, one of the challenges for many language groups is the absence of sufficient numbers of speakers to manage and nurture these nests, as well as other language learning opportunities. In a study completed by the First Nations Schools Association (Williams et. al. 2009), 52 BC First Nations language teachers were surveyed. Information was gathered on a variety of topics, including fluency levels. Of the 52 teachers who completed the survey, only 29 reported having an intermediate or advanced level of fluency in the language they were teaching; almost half (23) reported they had a basic (or lower) command of their language.

In response to call for fluency from both communities and educators the Indigenous Adult and Higher Learning Association (IAHLA) and the First Nations Education Steering Committee (FNESC) commissioned a concept paper, completed by Dr. Jeannette Armstrong in 2011 (see Appendix 1), that identified the need to create a credential within the public post-secondary education system, focused on Indigenous

language fluency<sup>1</sup>. As Armstrong noted in her “Discussion Paper: A First Nation Language Fluency Degree”

A current dilemma facing IAHLA institutes is that they are required to find ways to build fluency in adult learners while at the same time trying to increase the numbers of adult speaker-teachers available to enter the workforce ... IAHLA is also mindful that without the sacrifices of the certified “elder” speaker teachers, many in their late 60’s and 70’s, some spread over many schools, who are currently being overworked and overwhelmed in the system, Aboriginal language programs could not be offered. In fact many can not offer Aboriginal language programs because of the lack of language teachers ... Shifting the focus to produce more young adult speakers [through a language proficiency degree] would allow students to branch off into other post secondary disciplines of their choice. They would be equipped with the essentials in cultural knowledge which they can apply to other necessary disciplines such as health, the social sciences, management, governance and law.

IAHLA and FNEC subsequently called for expressions of interest from public post-secondary institutions (PPSIs) to develop such a degree. Wilp Wilxo'oskwhl Nisga'a (WWN) Institute, University of Northern British Columbia (UNBC) University of British Columbia Okanagan (UBC Okanagan campus), the University of British Columbia Vancouver (UBC Vancouver campus), the Nicola Valley Institute of Technology (NVIT) and the Okanagan Indian Education Resources Society (En'owkin) then formed a consortium, subsequently joined by the University of Victoria (UVic) and Simon Fraser University (SFU), committed to work with those organizations to develop a language fluency framework that could meet the needs of Indigenous peoples<sup>2</sup> in the area of language revitalization.

In partnership with IAHLA and FNEC, we have developed a conceptual framework for an Indigenous Language Proficiency Degree (ILPD), and a partnership framework agreement to outline the commitments of the partners (see Appendix 2 and 3). These frameworks allow language communities to house and deliver appropriate courses for their specific community, while accessing more general courses as appropriate.

We have broad agreement that consistent with the recommendations of Armstrong (2011), the content of the degree must emphasise instruction in and through language, and the delivery of the first two years of instruction should be undertaken in communities themselves (through community institutions in partnership with the appropriate PPSIs, or through direct relationship with an appropriate PPSI). Senior level courses are then to be offered at the appropriate PPSIs to complete the degree. Video conferencing at all levels, into and out of communities, and between institutions, will facilitate the broadest possible participation and the best use of the very scarce human resources available.

This collaboration between PPS institutions and amongst institutions linked by video conferencing will be supported by formal agreements as required. We have identified a ladder framework (Language Certificate, Language Diploma, and Bachelor degree) as the optimal approach. The most fundamental

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<sup>1</sup>During the period leading up to this proposal, the term “fluency” has been superseded by “proficiency”, but historical uses of the terms are nonetheless more or less equivalent.

<sup>2</sup> We acknowledge the considerable debate around the various uses of the terms “Indigenous” and “First Nations”; for the most part we will be using the term Indigenous. By this we mean to be inclusive of those who use the term First Nations, and acknowledge that usage.



component of the degree (and the certificate and diploma nested within it) is language immersion to facilitate the development of fluency and proficiency. There is a need to create new opportunities that focus on language learning and communication in the language. The emphasis is on the creation of new speakers as opposed to the focus on the documentation of language. In order to do that, this program needs to focus on increasing the proficiency and fluency of learners as opposed to learning how to talk about a language. The program is immersion-based.

The UBC Okanagan campus has a longstanding and formal partnership with the Syilx Nation, and on the basis of our successful and ongoing collaborations (in particular with the En'owkin Centre), we have established the Bachelor of Nsyilxcn Language Fluency degree (BNLF) and instruction began in the Fall of 2021. As part of a wider initiative to help build an eco-system of post-secondary language instruction focussed on Interior Salishan languages, the Bachelor of Nłeʔkepmx Language Fluency (BNLEK) was passed through Senate in spring 2022. At the request of colloques at the Lillooet Tribal Council, we now propose a third Interior Salishan language degree – the Bachelor of St'át'imc Language Fluency Degree. Like the structure of NLEK degree, the B.Stat. degree parallels the BNLF; like both the BNLF and the NLEK, the B.Stat. will be enabled through a block transfer agreement with Nicola Valley Institute of Technology (NVIT). Completion of NVIT's 2-year (63 credit) Diploma of St'át'imc Language Fluency is the admission criteria for entry into the UBC Okanagan Degree.

### Credentials to be awarded

Bachelor of St'át'imc Language Fluency

### Location

University of British Columbia, Okanagan campus.

### Faculty

Community, Culture, and Global Studies (Indigenous Studies), Irving K. Barber School of Arts and Social Sciences

### Anticipated program start date

The program will be offered starting with a transition course in 2023 S2 and the full-time degree program in the 2023W academic year.

### Anticipated completion time

The anticipated time for completion of the B.Stat. program is two calendar years of full-time academic study (i.e. August 2023 to April 2025). A work experience term is not required for degree completion.

### Degree Credits

The B.Stat. degree will require 63-credit hours of coursework, in addition to the 63-credit hours of coursework required for the foundation Diploma in St'át'imc Language Fluency from NVIT (see Appendix 8). The degree is highly structured with a preponderance of courses taught in and through St'át'imc Language.

## Program summary

The degree program (and the diploma from NVIT nested within it) is intended to create new speakers in communities whose languages are critically threatened. The fundamental pedagogical approach is to offer as much language instruction as possible, as early in the degree as possible. The programs will be offered in a manner that recognises that learners, knowledge keepers, and their communities as a whole benefit from, and contribute to, the (re)development of language proficiency.

Admission into the degree requires the successful completion of the two-year NVIT St'át'imc Language Diploma program. Completion of the degree requires the completion of 63 credits (see Appendix 6).

## Primary program objectives:

1. To provide comprehensive and high-quality education in Indigenous languages leading to a bachelor degree qualification
2. To foster the revitalization of language use in communities, and the spread of language use across all domains of community life.
3. To train and educate students for subsequent employment within education, governmental, non-governmental, and industrial sectors.
4. To prepare students to go on to further study.
5. To establish a successful model for the development of fluency in other Indigenous languages.

## Anticipated contribution to the mandate of the institution

The proposed Bachelor of St'át'imc Language Fluency aligns with the government's commitment to reconciliation with Indigenous Peoples. This degree is a joint effort to respond to the Calls to Action of the Truth and Reconciliation Commission on the creation of degrees in Aboriginal languages (Call to Action #16), and act on Indigenous peoples' right to revitalize, develop, and transmit their languages, knowledge, and oral traditions, as stated in Article 13 from the UN Declaration on the Rights of Indigenous Peoples.

The program also aligns with the new UBC strategic plan launched in 2018. Specifically, within the plan's core area of Local and Global Engagement through Strategy 17, which highlights the commitment to support the objectives and actions of the renewed 2020 Indigenous Strategic Plan at UBC (specifically Goal 3; Action 12). The plan identifies the multiple steps that UBC must take to respond to the TRC Calls to Action through curriculum design and community relations and partnerships, among others. Further, the degree advances one of the five identified priorities for UBC's Okanagan campus on Indigenous engagement.

## Program Learning Outcomes

Upon successful completion of the Bachelor Degree, students will be able to:

- Demonstrate an overall Proficiency Outcome of Advanced (Low) to Advanced (High) in the Indigenous language listening skills, and Intermediate (High) to Advance (Mid) in the St'át'imc language speaking skills (see Appendix 7 for ACTFL Proficiency Guidelines).



- Contribute to the stability and elaboration of existing domains; contribute to the recovery / development of new domains of language use in the community/nation.
- Contribute to the ongoing learning opportunities for the community as a whole, and innovations in the application of new language.
- Translate and support the adoption of insights/innovations/knowledge of existing superior/masterful St'át'imc Language users by the community/nation.
- Apply techniques for the revitalization of Indigenous languages through the completion of coursework, and the completion of an individual project applying those skills.
- Contribute to the building of a language learning space in the community, in turn contributing to the ongoing sustainability of the language.
- Expand mastery into additional complex domains of St'át'imc language use, and thus expand the domains of language use in their community.

### Linkages between the learning outcomes and curriculum design

In order to achieve the targeted learning outcomes, this program will focus on increasing the proficiency of learners as opposed to learning how to talk about a language (in English). The degree will be immersion based, with the majority of the courses taught in the language and in the community.

The NVIT diploma required for admission into the proposed degree will equip students with the skills and knowledge needed to succeed at UBC's Okanagan Campus. Courses for degree completion were co-created in partnership with NVIT for intentional scaffolding. A transition to university course (EDUC 104), supported by Aboriginal Programs and Services and the School of Education at UBC Okanagan, will also be required for students in their first term at UBC. This will ensure a successful transition into the university environment.

The first two levels of the program (Certificate and Diploma) offered through NVIT focus on comprehension and speaking in the language. Literacy will be a component of the program, but minimally at first, and only to assist learners as a way to document the language for communication purposes and to aid learning. Orthography, grammar, etc. can be included in the first two years in the "Language Structure" courses. In addition, we have identified a range of language/Indigenous knowledge courses. It is optimal that all these courses be taught in the language.

The final year includes an internship with a relevant community partner as well as a personal language project as a capstone for the degree. Through the capstone, students will explore their own interest in their language learning, and practice proficiency-building in a personally meaningful context, possibly presenting to their cohort or broader community when appropriate.

### Social and Economic Benefits

The proposed program supports the provincial government's goal to seek authentic reconciliation with the First Nations and Indigenous Peoples of British Columbia. Specifically, to preserve, restore, and revitalize First Nations heritage, language, arts and culture as established in 1990 by the First People's Heritage, Language and Culture Act. British Columbia is home to over 34 First Nations languages and 61 dialects that are critically endangered.

The agreed upon framework allows for Indigenous languages to be taught through a unique partnership among different post-secondary institutions, First Nations' communities, and institutes. The proposed degree allows for needed language revitalization in order to stop the irreplaceable loss of this living expression of intellect, of specific cultural understanding, of a vital link to the past, and potential keys to our collective well-being, health, and sustainability. As the Okanagan region has a small but aging population of highly proficient fluent language speakers, it is imperative that we act now. Other regions have greater or lesser existing capacity, but all are under intense time pressure.

Through the already established collaboration and partnerships among a variety of post-secondary institutions across the region including IAHLA, the First Nations Education Steering Committee (FNESC), and the En'owkin Centre, this program allows for wide participation and access. The proposal builds on the recently started Nsyilxcn Language Fluency Degree, itself designed as a model for other Interior Salishan language groups should they choose UBC Okanagan as a partner.

Languages have nested ecological and environmental knowledge. In a bio-culturally diverse place like BC, Indigenous languages are not only the key to community identity, belonging and survival, but also reflect the unique connection between people and their environment. Further, interactions with community speakers and immersion in Indigenous knowledge systems is at the core of the degree.

The [2021/22 - 2023/24 BC Budget and Fiscal Plan](#) states that a "strong and sustainable economy that works for everyone means moving forward together through true and lasting reconciliation with Indigenous peoples". Language revitalization across BC will directly contribute to the social progress and communities' wellbeing. This degree is at its core, accessible to and deeply embedded in, a wide variety of the provinces' First Nations communities. Thus, strengthening their culture, identities, and supporting these communities progress towards the economic development and reconciliation as expressed in the [BCAFN Sustainable Development and Fiscal Relations Strategy](#) supported by BC.

#### Potential areas/sectors of employment for graduates and/or opportunities for further study

With the fast-growing pace of Indigenous communities in BC, this program is relevant and timely to support their growth and active engagement in the province's economy. Students who participate in this program will have a high level of proficiency in their Indigenous language, positioning them well to fill current jobs shortages. Additionally, students will have an undergraduate degree which is increasingly needed to fill future jobs in BC as forecasted by the [BC Labour Market Outlook: 2019 Edition](#).

Current job shortages that will be met through this program in the region were identified through a recent (January 2019) survey with representatives of 23 First Nations communities in BC by FNESC (see Appendix 4). Fifty-eight percent of the respondents indicated that there are current jobs for fluent speakers in their community that cannot be filled due to a lack of candidates who are able to meet this language fluency requirement. The top employment sectors identified by the respondents were education, culture and recreation, tourism, and health care and social services. Additionally, 90% of the respondents indicated that there is an existing lack of fluent speakers in the public schools to meet the labour market demand.

A second survey deployed among First Nation schools saw a representation of 27 schools serving 27 different First Nations (see Appendix 5). All respondents indicated there are current jobs within their



schools for which the ability to fluently speak the First Nations language of the community is an essential skill or a requirement. Ninety-three percent of them indicated that there are not enough fluent speakers of the First Nations language of the community to meet the labour needs of their school. Eighty-nine percent of them predict the labour market demand will continue to increase over the next 25 years. (Note that graduates with this degree will be able to move into a post-degree Bachelor of Education, and subsequently be employable as language teachers in the K-12 system; work to develop the details of this laddering is ongoing).

Specific jobs that graduates from this program would be able to successfully fill are:

[NOC 4212](#) Social and community social workers (11,800 projected job openings to 2028; high-demand occupation).

[NOC 4021](#) College and other vocational instructors (4,000 projected jobs to 2028; high-demand occupation).

[NOC 4164](#): Social policy researchers, consultants and program officers (1,630 projected job openings to 2028).

[NOC 4166](#) Education policy researchers, consultants and program officers (1,160 projected job openings to 2028).

[NOC 5125](#) Translators, terminologists and interpreters (670 projected job openings to 2028).

[NOC 0811](#): Managers in natural resources production and fishing (1,090 job openings to 2028).

[NOC 1123](#) Professional occupations in advertising, marketing and public relations (4,300 projected job openings to 2028; high-demand occupation).

### Delivery methods

The primary methods of instruction are:

1. Immersive language learning augmented by additional targeted / supportive techniques
2. Mentor-apprentice; mentor-pod; peer-to-peer and individual enquiry (including the use of video-conferencing technologies for connecting community and PPSI learning contexts)
3. Experiential and place-based learning
4. In-house and video-linked course lectures and seminars
5. Language laboratories and archives

To offer this degree, UBC's Okanagan campus will leverage courses taught through NVIT. Video conferencing and other distance learning technologies will be used for the cross teaching with UBC's Vancouver campus, communities, and other PPSIs.

### Program strengths

The UBC Okanagan campus has an Indigenous Studies program offered by Indigenous faculty members and hosted in the Cultural, Community and Global Studies (CCGS) department of the Irving K. Barber School of Arts and Sciences. CCGS as a whole includes five tenure/tenure-track faculty with expertise in the area (Dr. Jeannette Armstrong, Ms. Mandy Jimmie, John Lyon, Dr. Christine Schreyer, and Dr. Shannon Ward; additional and language specific support is being provided by Drs. Henry Davis and Lisa Matthewson of the Linguistic Department at UBC Vancouver). Already existing courses for this program complement the new degree, as well as many of the Arts and Social Science courses available in the



Faculty. The Faculty of Creative and Critical Studies also offers courses with a focus on Indigenous culture and fine arts.

The strong partnership we have with NVIT will be leveraged to create other language courses needed for this degree. Courses accredited through NVIT, and supported by Indigenous Adult and Higher Learning Association (IAHLA) institutions, and taught in community will be offered in certificate and diploma programs, which will then ladder into the UBC Okanagan degree for the 3<sup>rd</sup> and 4<sup>th</sup> years.

The Access Studies program is already successful in supporting Aboriginal students wishing to transition to UBCO. The proposed degree counts on the supports that have been built in this program to assist with the transitions of incoming students.

Finally, through collaboration with other PPSIs in the province, we hope to leverage their expertise and community relationships to share teaching in the program. UBCO is currently investing in classroom video conference capabilities with flexible learning set-up to facilitate the sharing of courses (example of such distributed models in the province are in the medical physics and medicine programs). Note that shared courses of this type have been piloted with UBC Vancouver already, and the commitment to pursue these sorts of shared courses is part of the ILP/FD Framework. Such collaboration will also be formalized through appropriate agreements.

#### Support and recognition from other post-secondary institutions

In response to call for fluency from both communities and educators, IAHLA and FNECSC commissioned a concept paper completed by Dr. Jeannette Armstrong in 2011. The paper identified the need to create a credential within the public post-secondary education system focused on Indigenous language fluency. IAHLA and FNECSC subsequently called for expressions of interest from PPSIs to develop such degree(s). A consortium to develop the framework behind the proposed degree was selected including:

- Wilp Wilxo'oskwhl Nisga'a Institute (WWNI),
- University of Northern British Columbia (UNBC)
- University of British Columbia Okanagan (UBC Okanagan campus)
- University of British Columbia Vancouver (UBC Vancouver campus)
- Nicola Valley Institute of Technology (NVIT)
- The Okanagan Indian Education Resources Society (En'owkin)

Subsequently, the University of Victoria (UVic) and Simon Fraser University (SFU) joined the consortium as well. Conversations continue to welcome other interested PPSIs to further serve other Indigenous communities in the province.

This consortium subsequently unanimously approved a degree framework and associated materials, as did all members of the associates partnership table (i.e. including representatives of IAHLA and FNECSC); the framework was then submitted to the Ministry in 2018.

This degree conforms closely to the ILP/FD Framework developed and formally supported by the ILP/FD Framework Partnership. A symposium in 2017 co-organized by the Consortium of PPSIs and



IAHLA/FNESC brought together PPSIs, IAHLA Institutes, and communities for an extensive knowledge sharing event. The development of the degree structure and content was done by consensus over several extended meetings and workshops from 2016-2019. Thorough consultation has been done through the consortium and continues with the support of IAHLA, FNESC, and the Indigenous Policy and Engagement arm of the Ministry of Advanced Education, Skills and Training. This dialogue is ongoing, and other institutions have indicated that they will offer a similar degree across the province, as per agreed upon degree framework by the consortium. Conversations to develop require links through the BCCAT system are also ongoing.

### Related programs

The program directly parallels the BNLF and BNLEK programs, and would be the third of its kind in BC; it is intended to be one of several similarly structured degrees across the Province. Other language revitalization programs exist in the Province; this would be the second bachelor degree solely focused on achieving an advanced language fluency through full immersion in the community, and the first focused on the St'át'imc Language. Further, this degree leverages existing courses offered through NVIT in the St'át'imc Language. As additional communities and PPSIs develop similar degrees, this will add to the pool of related language programs and cover other Indigenous languages as appropriate, based on their geographic location and/or community relationships. The ILP/FD Framework provides for ongoing collaborations and resource sharing among these degrees.

[UBC Okanagan](#) offers the BNLF and BNLEK degrees, programs with a structure very similar to the one in this proposal. We anticipate synergies between the programs and productive cross-cohort supports to develop over time.

[UBC Vancouver](#) offers a Major or Minor in First Nations and Endangered Languages Program. The program offers learning of Musqueam languages as well as processes and protocols of the reclamation of endangered languages. Community immersion programming is not the focus of the degree, but the program does complement the degree proposed and we intend close collaboration with colleagues at UBC Vancouver.

[UVic](#) offers a Certificate, Diploma, and a Bachelor of Education in Indigenous Language Revitalization. Their focus is on supporting communities' language revitalization initiatives and through the B.Ed., support those who would like to become teachers of their language. Similarly, [NVIT](#) offers a Certificate, Diploma, and Advanced Diploma in Indigenous Language Teaching.

[SFU](#) offers a Certificate and Diploma in First Nations Language Proficiency covering a wide variety of Indigenous languages and including Nsyilxcn. Students who complete these would be welcomed to transfer to UBC Okanagan and complete the proposed bachelor degree.

[Wilp Wilxo'oskwhl Nisga'a Institute \(WWNI\)](#) and UNBC are in the process of developing a BA with a major in Nisga'a Language Fluency. This program will be language specific, but some of the language revitalization and other general courses may be transferrable.

It is anticipated that we will develop a strong partnership with these institutions to share expertise and courses for the benefit of the students across the province. These four institutions are part of the consortium behind this degree framework.



### Contact information

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Title: Professor - Community, Culture, and Global Studies Department

Phone number: Cell 250-681-2949

E-mail: [michael.evans@ubc.ca](mailto:michael.evans@ubc.ca)

## Appendices

1. Discussion paper Armstrong (2011)
2. Partnership agreement for the advancement of an Indigenous Language Fluency Degree Framework
3. Partnership agreement for the advancement of an Indigenous Language Fluency Degree Framework  
Amending agreement
4. FNEESC survey results to communities
5. FNEESC survey results to schools
6. B.Stat. Degree Structure
7. ACTFL Proficiency Guidelines (2012)
8. NVIT Diploma Program Structure



October 19, 2022

To Whom it May Concern,

RE: St'át'imc Language Fluency Degree Program

As British Columbia's Indigenous Public Post-Secondary Institute, Nicola Valley Institute of Technology (NVIT) offers innovative and relevant credentials for future leaders in the fields of wellness, technology, governance, land, and economic development. We are particularly excited to be partnering with Lillooet Tribal Council (LTC) for a St'át'imc Language Fluency Degree Program. This work has been a longstanding commitment of ours, and indeed is intrinsically linked to wellness, governance, and the land. We presently offer a number Indigenous Language certificates and diplomas.

NVIT has a long history with the LTC, and we are very much committed to working with their communities as we have in the past. We have served LTC communities for decades, and we look forward to ongoing and fruitful partnerships in the coming years. We are very happy that there is a robust community-based delivery aspect of this program and commit on our part to do what is required and expected of us.

This province is in desperate need for post-secondary educated young adults fluent in Indigenous languages and cultural knowledge. This degree model challenges present and bias in post-secondary learning. The degree will move them forward to higher learning to graduate degree programs and infuse Indigenous expertise in professional and academic areas that will transform all levels of advancement. Fully prepared fluent speaker professionals are needed as teachers, lawyers, leaders and other qualified roles in management and administration in each of our organizations and businesses. We look forward to the implementation of this program.

John Chenoweth, PhD

Vice President - Academics

**NICOLA VALLEY INSTITUTE OF TECHNOLOGY**

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4155 Belshaw St,  
Merritt, BC, V1K 1R1

**TOLL FREE: 1.877.682.3300**

**WEBSITE: [nvit.ca](http://nvit.ca)**



**VANCOUVER CAMPUS:**  
200-4355 Mathissi Place  
Burnaby, BC, V5G 4S8



October 24, 2022

To Whom It May Concern,

RE: Support and Collaboration with Bachelor St'at'imc Language Fluency program

I am very pleased to provide a letter of support and collaboration for the Bachelor of St'at'imc Language Fluency (BSLF). Indigenous Programs and Services is looking forward to welcoming BSLF students as they transition from their Nicola Valley Institute of Technology (NVIT) diploma to the UBC Okanagan campus. In partnership with the program, Indigenous Programs and Services will provide orientation and transitionary programming and services for BSLF students as they start their studies on campus. This orientation programming will be unique, as it will allow BSLF students to arrive before the start of term 1 during the summer and become acquainted with the campus while participating in programming along with enrolment in EDUC 104. Indigenous Programs and Services has been working in partnership with the Okanagan School of Education and EDUC 104 over the last seven years as it is a course that Aboriginal Access Studies students enrol in as part of their transition to university studies. This combination of orientation programming which will provide learning skills along with other resources and EDUC 104 will provide students with a solid foundation and preparation to transition to university studies.

Indigenous Programs and Services has a relational and wholistic approach to providing programming and services and one of the department's Indigenous Student Advisor's areas of responsibility will be designated to advising students in this program from the time of application through to graduation. This individual will be able to connect with incoming students and NVIT to ensure the application process and transition is navigable for students. Additionally, the advisor will be able to continue to connect with the students throughout their studies at the Okanagan campus and support their progression through regular conversations and academic planning. Indigenous Programs and Services is dedicated to the success, progression and retention of Indigenous students and will work with the program to have learning supports and resources in place for BSLF students and these could include peer tutors and supplemental learning opportunities similar existing programming offered by Indigenous Programs and Services.

The Truth and Reconciliation Commission's Calls to Action call for the development of culturally appropriate curricula as well as the protection of the right to Aboriginal languages. British Columbia's Declaration on the Rights of Indigenous peoples Act Action Plan also commits to Indigenous language revitalization. It is exciting to see that the UBC Okanagan campus is taking steps in implementing these goals in equal partnership with the community. This program is a key initiative that engages not only the core principals of the campus' commitments to Truth and Reconciliation but also the overall UBC Strategic Plan. As institutes across Canada are looking to answer the Truth and Reconciliation Commission's Calls to Action through Indigenization and decolonizing practices, this program is essential and a leading example of working collaboratively with Indigenous communities.

This program will significantly contribute to the work of Indigenous language revitalization in Canada and worldwide. I recommend and fully endorse the program and if I may provide further information, please feel free to connect with me at 250.807.8639 or [adrienne.vedan@ubc.ca](mailto:adrienne.vedan@ubc.ca)

limlāmt | thank you,



**Adrienne Vedan**

Director | Aboriginal Programs and Services | AVP Students  
 Senior Advisor on Indigenous Affairs to the Principal and Deputy Vice Chancellor  
 The University of British Columbia | Okanagan Campus | Syilx Okanagan Nation Territory  
 3272 University Way Kelowna BC | Kelowna BC | V1V 1V7 Canada  
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# LILLOOET TRIBAL COUNCIL

650 Industrial Place, PO Box 1420, Lillooet BC, V0K - 1V0  
 T: 250-256-7523 F: 250-256-7119 [info@lillooettribalcouncil.ca](mailto:info@lillooettribalcouncil.ca)

October 19, 2022

Degree Quality Assessment Board,  
 Government of BC

Dear Board Members,

RE: Bachelor of St'át'imc Language Fluency

I am very pleased to write this letter in support of the application by the University of British Columbia Okanagan Campus to the Ministry of Advanced Education for approval of the proposed Bachelor of St'át'imc Language Fluency. The Lillooet Tribal Council is in full support of the proposed Bachelor of St'át'imc Language and congratulates the UBCO and its partners, in the tremendous amount of work they have undertaken in its planning and development. In particular the innovative and community-based delivery aspects of this program in partnership with the Nicola Valley Institute of Technology and Lillooet Tribal Council.

As Chair of the Lillooet Tribal Council, I am fully aware of the significance of this endeavour for the St'át'imc people in each of the five communities of our tribal council and our future generations. It will be a shining example of the University's response to the Truth and Reconciliation Commission of Canada Calls to Action and represents a major contribution to the recovery of our precious language. As well, it is a way to implement recognition of the rights of our tribal council members to education in their own language as is called for in the BC Declaration on the Rights of Indigenous Peoples Act.

Beyond the obvious need for our tribal council members to have the opportunity of higher learning to develop fluency in the St'át'imc language, there is a great need in each of our communities for fluent speakers. Each of our five communities provide essential services requiring fluent speakers. Employable fluent speakers are necessary in program areas of child-care, elder in-home care, women and family support, youth wellness as well as in the delivery of social service programs and in the health clinics in the communities. Each band as well as the Lillooet Tribal Council and other tribal council level organizations provide overarching programs for the tribal council in Health and Wellness, Crisis Intervention, and Drug and Alcohol Treatment. Elders and knowledge keepers utilizing Traditional Ecological Knowledge (which is intimately tied up with the St'át'imc language) in areas of Fisheries and species restoration and the management of Natural Resources. There remains a huge gap in the number of fluent speakers available for employment in the School District and Band Operated Schools



that deliver bi-lingual and language immersion in elementary, middle and high school programs as well as in the many adult language-learning initiatives in our communities. Public schools in each of the school districts are continuously voicing a need for employable fluent speakers to work in their programs to Indigenize curriculum and to provide student cultural liaison services. This degree is central to preparing our learners, especially young people, to take on these crucial positions.

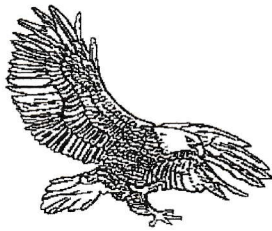
Access to young adults to this degree will greatly enhance the ability of adults in our community to recover the St'át'imc knowledge embedded in the language. This degree lays the foundation for many young adults to move forward in higher learning to graduate degree programs and infuse our expertise in professional and academic areas that will transform all levels of advancement in our Nation. We need such fluent speakers as teachers, lawyers, leaders and other qualified roles in management and administration in each of our organizations and businesses.

Please do not hesitate to contact me at the above contact information should you require further information.

Yours Sincerely

A handwritten signature in blue ink, appearing to read 'Justin Kane', written over a horizontal line.

Chief, Justin Kane  
Lillooet Tribal Council Chair



## Ucwalmicw Centre Society

P.O. Box 152  
Lillooet, B.C. VOK-IVO  
Phone (250) 256-0101  
Fax (250) 256-0454  
Email: [ucwalmicw@yahoo.ca](mailto:ucwalmicw@yahoo.ca)

October 20, 2022

Degree Quality Assessment Board,  
Government of BC

RE: Bachelor of St'át'imc Language Fluency

Dear Board Members,

I am very pleased to write this letter in support of the application by the University of British Columbia Okanagan Campus to the Ministry of Advanced Education for approval of the proposed Bachelor of St'át'imc Language Fluency. Úcwalmicw Centre Society is in full support of the proposed Bachelor of St'át'imc Language program.

As Director for the Úcwalmicw Centre Society, I am fully aware of the significance of this endeavour for the St'át'imc people. Beyond the obvious need for our community members to have the opportunity of higher learning to develop fluency in the St'át'imc language, there is a great need in each of our communities for fluent speakers. Employable fluent speakers are necessary in all program areas of social service programs, natural resources programs, academic programs and politics and leadership.

School District #74 is continuously voicing a need for employable fluent speakers to work in their programs to Indigenize curriculum and to provide student cultural liaison services. This degree is central to preparing our learners, especially young people, to take on these crucial positions.

Access to young adults to this degree will greatly enhance the ability of adults in our community to recover the St'át'imc knowledge embedded in the language. This degree lays the foundation for many young adults to move forward in higher learning to graduate degree programs and infuse our expertise in professional and academic areas that will transform all levels of advancement in our community. We need such fluent speakers as teachers, lawyers, leaders and other qualified roles in management and administration in each of our organizations and businesses.

Please do not hesitate to contact me at the above contact information should you require further information.

Yours Sincerely

Mildred Mackenzie, Director  
Úcwalmicw Centre Society

# UPPER ST'ÁTIMC LANGUAGE, CULTURE AND EDUCATION SOCIETY

PO Box 1420, Lillooet BC V0K 1V0

October 20, 2022

Degree Quality Assessment Board,  
Government of BC

RE: Bachelor of St'át'imc Language Fluency

Dear Board Members,

I am happy to write this letter in support of the application by the University of British Columbia Okanagan Campus to the Ministry of Advanced Education for approval of the proposed Bachelor of St'át'imc Language Fluency. Upper St'át'imc Language, Culture & Education Society (USLCES) is in full support of the proposed Bachelor of St'át'imc Language. It is exciting to witness the UBCO and its partners, in the tremendous amount of work they have undertaken in its planning and development. In particular the innovative and community-based delivery aspects of this program in partnership with the Nicola Valley Institute of Technology.

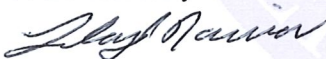
As the President of USLCES, I am fully aware of the significance of this endeavour for the St'át'imc Nation. Revitalizing and maintaining St'át'imcets is one of USLCES' main objective. There has been over 30 years of language programs within the upper St'át'imc Nation with limited fluency. We are optimistic with the focus of teaching and learning St'át'imcets moving from proficiency to fluency. Also, having the language courses accredited will provide a more stable and readily available opportunity to learn St'át'imcets

There is a great need for fluent speakers. School District #74 is continuously seeking St'át'imc Language teachers and St'át'imc fluent speakers to work in their programs to Indigenize curriculum and to provide student cultural liaison services. This degree is central to preparing our learners, especially young people, to take on these crucial positions.

Access to young adults to this degree will greatly enhance the ability of adults in our community to recover the St'át'imc knowledge embedded in the language. This degree lays the foundation for many young adults to move forward in higher learning to graduate degree programs and infuse our expertise in professional and academic areas that will transform all levels of advancement in our community.

Please do not hesitate to contact me at the above contact information should you require further information.

Yours Sincerely



Lloyd Narcisse, President  
Upper St'át'imc Language, Culture & Education Society

# Discussion Paper: A First Nation Language Fluency Degree

Prepared for  
First Nation Education Steering Committee and  
Indigenous Adult and Higher Learning Association

By Jeannette Armstrong, PhD

November 24, 2011



## **Acknowledgements:**

The British Columbia Ministry of Advanced Education

The First Nation Education Steering Committee

The Indigenous Adult and Higher Learning Association

Members of the First Nation Language Degree/DSTC Development Team

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## **The UN Declaration on the Rights of Indigenous Peoples:**

### *Article 13*

*1. Indigenous peoples have the right to revitalize, use, develop and transmit to future generations their histories, languages, oral traditions, philosophies, writing systems and literatures, and to designate and retain their own names for communities, places and persons.*

### *Article 14*

*1. Indigenous peoples have the right to establish and control their educational systems and institutions providing education in their own languages, in a manner appropriate to their cultural methods of teaching and learning.*

(Adopted by General Assembly Resolution 61/295 on 13 September 2007)

## **The Universal Declaration of Linguistic Rights:**

### *General Principles: Article 7*

*All languages are the expression of the collective identity and of a distinct way of perceiving and describing reality and must, therefore, be able to enjoy the conditions required for their development in all functions.*

### *Section II, Article 24*

*All language communities have the right to decide to what extent their language is to be present, as a vehicular language and as an object of study, at all levels of education within their territory, pre-school, primary, secondary, technical and vocational, and adult education.*

(Universal Declaration of Linguistic Rights, Barcelona, June 1996)

## **United Nations Education, Scientific and Cultural Organization**

*Each and every language embodies the unique cultural wisdom of a people. The loss of any language is thus a loss for all humanity.*

(UNESCO Ad hoc Expert Group on Endangered Languages, 2003)

## **Guiding Principles of a First Nation Language Fluency Degree**

The First Nation language fluency degree, in the structure, delivery and accessibility of its program components and courses, must be accessible by all language families in BC, and must therefore be structured to be delivered, in part, as community-based, and in part through completions at a public institution.

The First Nation language fluency degree must be based on rigor which insures the quality assurance requirements of a degree program and insures the quality assurance requirements of the First Nations and FNESC and IAHLA. A BC First Nation accreditation body will be a necessary development to insure successful implementation.

The framework must be centered on producing First Nation language fluency level outcomes and must place the weighting of language fluency acquisition course work as the academic core in introductory, foundational and completion years as the underpinning of building a deeper cultural fluency in the language.

The framework must insure that language fluency outcomes are achievable and reflects First Nation defined cognitive aspects and objectives.

The framework will utilize the most current best-practice adult immersion methods and natural learning methodologies in which adult language learning is focused on fluency in language *mentalese*.

The framework for language learning must incorporate interaction within their community of speakers and be immersed in revitalization of Indigenous knowledge systems.

The framework will structure best-practice Indigenous learning method by establishing cohorts of learners who move through the levels and provide learning and conversational support to each other.

The framework will establish language acquisition outcomes through achievable minimum threshold levels of fluency in keeping with Indigenous approaches and are measurable through appropriate competency evaluations reflecting First Nation defined required fluency levels.



The framework will utilize a First Nation language speaker-teacher expert council. The make up of such a council would necessarily be structured to provide quality assurance and provide oversight, advice and evaluation for pedagogical, articulation, programming and delivery issues.

The framework will require that the language community's intellectual, tangible and intangible properties are respected and knowledge transfer therein is within the protocols and cultural frameworks necessary to the integrity of that language family.

The framework will require articulation and the ownership and use of locally-developed courses which are crucial to First Nations.

The framework will insure that locally developed courses for articulation would be recognized province wide by all post-secondary institutions.

The framework will focus on community-based partnering which is founded and governed through First Nation principles and protocol requirements of partnering with First Nation language communities.

The framework will insure a funding process in which the First Nation or IAHLA Institute and the partner public institution are in a process of resources equity partnering

The framework for the degree will be centered on the requirement that each delivering IAHLA institute or First Nation accomplish a seamless process of laddering into the degree program.

The framework's program levels must be pedagogically sound as a ladder process in terms of exit competencies achieved at each year and have the ability to branch off into a number of exit areas and/or degrees.

The framework will insure that the First Nation Degree program must have place and presence within the partner public institution as a degree program which reflects and embeds the culturally distinct and different requirements of the partner IAHLA institutions.

## **The Purpose of the Discussion Paper**

The purpose of the discussion paper is to provide an informational base and context to the concepts framed in discussions by the First Nation Language Degree/Teacher Education Program Development Team (FNLD/TEP) organized by the First Nation Education Steering Committee (FNEC) which included committee members of FNEC, the Indigenous Adult and Higher Learning Association (IAHLA), the First Nation Language Subcommittee, the Indian Studies Support Program Committee (ISSP), the First Peoples Language and Culture Council (FPLCC) as well as invited First Nation Post-Secondary Education Experts.

The discussion roundtable of the FNLD/TEP Team was organized by FNEC Language Program to provide policy direction in the development of a framework of post-secondary programming that would contribute to improving competencies desired for Aboriginal Language teaching.

The points raised in the discussion paper are organized to provide an informational scaffold intended to assist in the work of the Development Team to recommend direction toward more appropriate programs of higher learning for First Nation Adults in the organizing of strategic educational support for Aboriginal Language revitalization and recovery in British Columbia.

Of central focus is the concern and intent expressed by IAHLA as an Association of First Nation Institutes arising from their collective expertise as First Nation Institutes of Higher Learning, that they utilize their frontline experience to participate in the framing and development of programs which address the needs of the communities they serve. In particular, their expertise is required in the endeavours to identify post-secondary competencies required for the academic preparation of First Nation adults in the overwhelming task of the restitution of languages to First Nation communities.

The central purpose of this discussion paper is to characterize the intent by FNEC and IAHLA to expand the concept of the Developmental Standard Term Certification for Aboriginal Language Teachers into a framework which would focus on critically necessary acquisition of First Nation adult language speaker fluency.

The intent for the expansion of the post-secondary framework into a First Nation Language Speaker Degree includes a configuration in which the Development Standard Term Certification (DSTC), leading to an Education Degree, is one option of several exit points in terms of Degree Options.

## **Intent for a First Nation Language Fluency Degree**

The institutions of higher learning created by First Nation communities provide programs uniquely designed to respond to the adult higher learning needs identified in their various communities. The First Nation institutions of higher learning focus on training and educational needs not being met by public institutions and are created to respond to the unique situations and requirements of their specific communities. As such, IAHLA institutions are at the front lines in the delivery of First Nation community-based programs. They are the first responders to changing factors which impact the success or failure of adult higher learning programs. Each is uniquely structured to deliver higher learning, through programs such as the DSTC, which are partnered with public institutions.

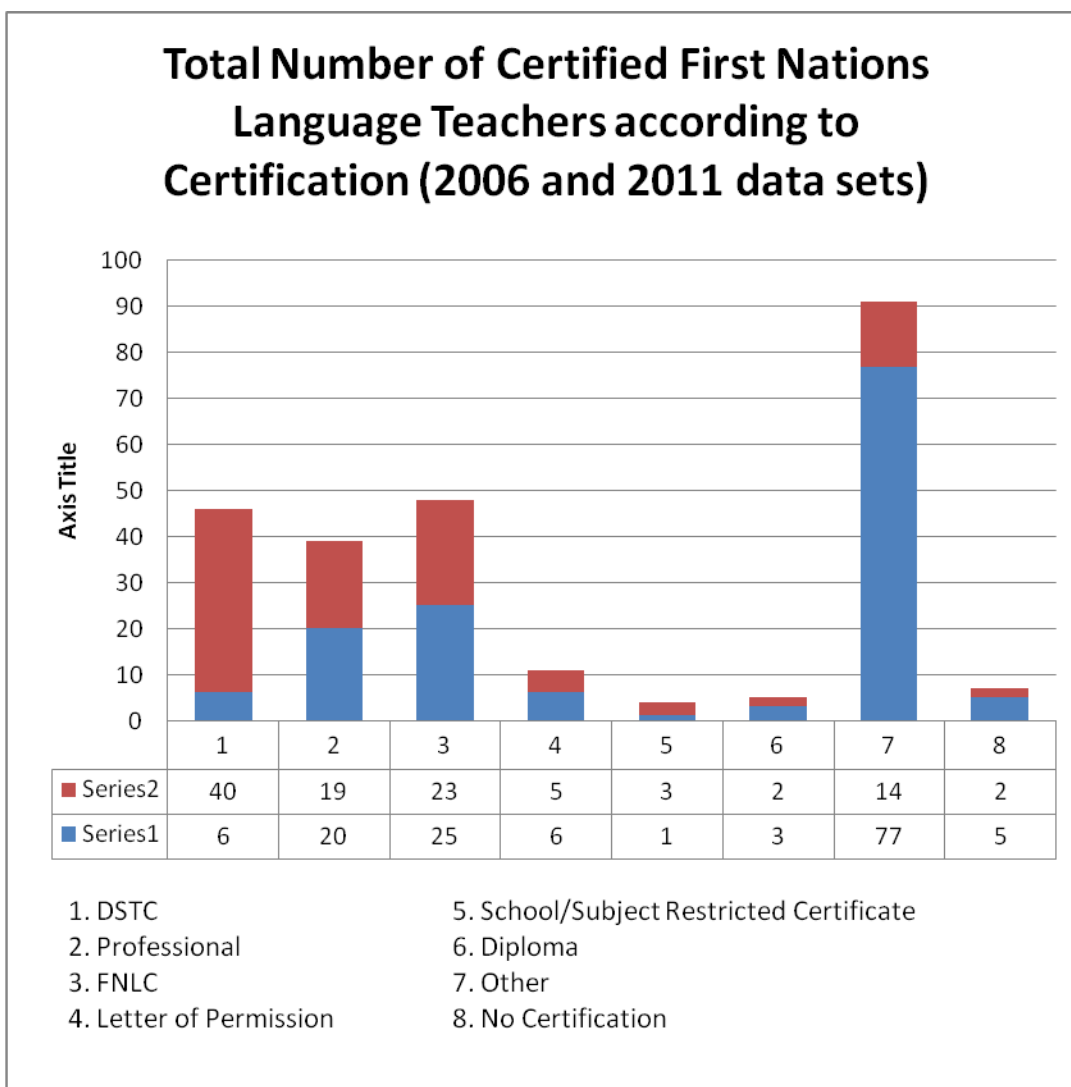
As Institutions of higher learning, IAHLA institutions provide programs specific to the capacity and cultural configurations required by their various First Nation communities. They are expert in the development of programs which are based in and are actively responding to locally-defined relevant needs expressed by their First Nation leadership and social organizations. Language revitalization and cultural recovery are among the highest priorities expressed by most First Nation communities as a response to the serious decline in living First Nation languages in British Columbia.

The crisis presented by First Nation language decline in British Columbia has prompted IAHLA institutes and First Nations to develop academic, professional and more informal programs to address the need for adult First Nation language acquisition and fluency building. It is clear the situation is becoming more acute as IAHLA Institutes and First Nation communities attempt to respond to an increasing need for First Nation language-speaker teachers in pre-school, elementary, middle, high-school and adult language courses. The highly successful work at all levels Province wide to support and implement culture and language curricula and programs in Band Operated and Public schools has resulted in a rapid expansion of capacity to hire trained language-speaker teachers. At the same time, an equally rapid decline in the numbers of fluent language-speakers available to become teachers has taken place, impacting the ability of schools to implement language curricula and programs.

A recent survey conducted by FNESEC, canvassed early childhood development programs, independent band schools, public schools with First Nations programs, and adult education programs which gathered data on First Nation language teachers and active language programs in the system. The survey covered the five year period between 2006 and 2011. The survey reported that 173 programs had responded.

Data features of the recent survey report significant to this discussion paper are captured in the data table excerpted below.

An important feature for this discussion's purpose is that the data table also displays a comparison with earlier data collected by Dr. Lorna Williams for FNEESC in 2006. The comparison illustrates at a glance, the overall trend in numbers of language teachers in the system.



Series 1 represents the data from this survey, (2011)

Series 2 represents the Williams data (2006).

Excerpted from: Nyce, Allison. *First Nations Languages Teacher and Programs Survey*. Vancouver: FNESEC Data Report. 2011.

The 2011 data on language teachers in the schools surveyed displayed two glaring areas of change from the 2006 data. The greatest change from 2006 to 2011 is in the sharp decline in listed numbers in the “DSTC” category of certified language teachers from 40 to 6. The second significant area of change is the startling rise in listed numbers in the set listed as “other” from 14 to 77. The author identified “other” earlier in the report as being language teachers who are either “fluent speakers, Elders or holders of ECE, TPR and language proficiency certificates”.

Although the data displayed was focused on numbers of language teachers in the system, it also illustrates two serious trends significant to this discussion paper. The most significant trend is the overall fewer numbers of professionally trained language teachers (listed as categories 1 and 2). Comparing a consolidation of the 2006 categories, listed as 1 and 2, with a consolidation of the same categories in the 2011 data, reveals a drop from 59 to 26, representing an alarming 44% drop in professionally trained language teachers working in the system over the short five year period.

The second trend requires the consolidation of the numbers in category 1 listed as “DSTC” with category 2 listed as “Professional” in the 2011 data series yielding 26 and a consolidation of all other categories in the same series yielding 117 into a comparative set. The consolidations reveal that for every 1 professionally trained teacher working in the system, there are 4.5 informally prepared teachers in the teaching system. The same consolidation of numbers for comparison to the 2006 data displays 59 professionally trained language teachers compared with 49 informally prepared teachers, revealing a less than 1 to 1 comparative of informally prepared teachers.

The most important factor is the 44% drop in numbers of professionally trained teachers in the system in such a short time span. Although the survey does not capture data on indicators for this significant drop, one can extrapolate that only an irreversible decline indicator, such as the age demographic of the professionally trained language-speaker teachers would have such dramatic results. Given that steep decline as a continuing trend, a data prediction model would reveal a catastrophic consequence in five years, in the same percentage drop of professionally trained teachers if no replacement language-speakers are available for professional teacher training.

The data is significant in that it can be interpreted as an indicator of the response by schools to the current need for language teachers in the hiring of teachers without professional training.

The data is also important to be read as an indicator of a trend in learner and First Nation community response to the applicability of the DSTC and the BC teacher certification framework, within the larger issue of the current language crisis and the declines in fluent speakers. The trend indicates that there is an increase in the qualification of language teachers by First Nations, schools and organizations, and in doing so, avoiding the DSTC and BC teacher certification framework.

Although the trend in hiring informally prepared fluent speakers to provide “language teacher” service within the system is not at issue in this discussion, the trend can be extrapolated to point to the fact that the DSTC and BC teacher certification framework does not address an underlying pedagogical issue critical to this discussion. Most fluent speakers are fluent because their tongues have not been colonized and are therefore disadvantaged at the outset in the framework for professional teacher training and certification because the system requires academic fluency in English to navigate and achieve.

## **Considerations: Expanding Outward From the DSTC**

The FNEHC/IAHLA intent to expand the focus in First Nation language work emerged from a developing consensus among the IAHLA institutions delivering the DSTC that the desired outcomes envisioned in their implementation of the DSTC is being impacted by the diminishing pool of fluent speakers available to enter DSTC programs.

Of particular concern is the hopelessness experienced by younger adult students who have little or no language fluency, who enrol in DSTC programs, in the hope of gaining an adequate level of functional language fluency to teach the language.

FNEHC and the IAHLA institutes are aware that the focus of support in the language strategy in the last decade has been directed toward increasing language speakers at the school-age level. The development and the delivery of the DSTC First Nation language teacher certification framework was conceptualized and implemented to provide a mechanism for language speakers to achieve teacher certification specializing in teaching First Nation language and culture. Responding to the need to provide teacher training to fluent language speakers was a central consideration in the development of the DSTC in that the DSTC framework allows language speakers to become certified to teach as language and culture specialists in three years. The framework provides leeway to

complete other requirements for a degree and certification in elementary education within eight years of achieving the DSTC, thus providing opportunity for DSTC holders to enter the workforce as certified teachers within a minimum of three years. The concept and major consideration in the DSTC framework was to provide opportunity for schools to implement and staff First Nation Language programs with qualified language teachers in a shorter timeframe.

The reality is that the framework of the DSTC/teacher education can only accommodate a limited number of language and linguistic based courses within its structure. The courses are most often organized by the community and lack adequate academic support to achieve desired language learning outcomes resulting in serious impacts on completions in the DSTC. The central consideration of this discussion is focused on the consensus that the issue has a broader context of language loss and is of a deeper concern which cannot be remedied through the DSTC framework alone.

IAHLA and FNEESC have become aware of the current trend that up to 50% or over of First Nation language teachers are hired because they are a language speakers rather than as a result of certification. In addition to current data reports, IAHLA institutes report that younger new-learner adult speakers are being snapped up by schools before they are fully fluent and before they achieve BC College of Teacher certification specializing in teaching language and culture. The phenomenon is new as indicated by current research data and is creating new unique challenges to the success of the DSTC in its present framework.

The DSTC strategy continues to have strong merit in terms providing certified First Nation language teachers to counteract the crises in BC's First Nation languages. In her 1998 report, on the need for Education and Language Teacher Certification in BC, Dr. Marianne Ignace outlined for FNEESC, ample justification for emergency measures to put First Language teachers into the schooling system, as a strategy focused on producing First Nation school-aged speakers. Although the goal to increase the numbers of school-age speakers is severely hampered by many factors such as lack of language program funding and the lack of structural capacity in schools to accommodate First Nation language programming, those programs are vital and critically needed, more so now than in 1998. The intent of FNEESC and IAHLA to broaden the discussion on the DSTC includes consideration that the DSTC is necessary and is producing results which are directly benefiting language communities.

The intent of FNEESC and IAHLA for a First Nation Language Fluency Degree is a longer term goal in the interests of the strategy to produce more certified First Nation language teachers by shifting the focus to counteract one of the major factors hampering the success of the DSTC. In their review of the DSTC for FNEESC undertaken in 2006,

Craig and Associates report that one of the serious factors is the diminishing number of fluent speakers. They reported that more than half of students enrolled in the DSTC programs reviewed were over 40 years old. Dr. Lorna Williams also pointed to the need to increase language fluency and reports that 55% of language teachers surveyed in her report of 2009, rated their fluency as being intermediate or above, which means that 45% of the language teachers surveyed rated their fluency level below the intermediate level. The two indices, that over half of the future teachers are over 40 and that almost half are only semi-fluent as language teachers, taken together, forecast a grim future for the languages. This trend can only worsen more quickly as fluency levels decline further and an increasingly older demographic of speaker-teachers are the remaining pool left for schools to access. A major consideration of FNEESC and IAHLA is that unless serious successful measures can respond promptly to this glaring data, by producing young adult fluent speakers who have access to remaining fluent speaker teachers, the gap will widen suddenly and exponentially in this next decade. The main consideration for FNEESC and IAHLA is that we must take action now to prevent the unthinkable.

A primary consideration in any new framework must now be focused on an intensified strategy to improve adult language fluency building as a foundation in adult and higher learning programming. The focus must now be directed toward creating new adult language speakers who will increase the availability of First Nation adults to become language teachers. FNEESC and IAHLA are taking into consideration that any framework which builds adult language fluency must also be structured in a way that allows teacher certification education to be accessed parallel to the ability to contribute to language teaching within a community.

As First Nations assert their right to language learning programs through Local Education Agreements or by creating First Nation schools centrally focused on language and culture, they are experiencing severe language-speaker teacher shortages in programs negotiated and approved for language learning. The gap, in relation to the number of First Nation students who could be exposed to learning their language, is widening rather than narrowing. The intent of FNEESC and IAHLA to create a First Nation Language Fluency Degree which will produce both academically prepared and functionally fluent younger adult speakers who would then be available to become teachers to fill that gap as well as to respond to the larger underlying issue of language and culture loss.

In the 2008 report by FNEESC on *Best Practices for Aboriginal Language Immersion Programs*, authors McDonald, Katenies Research and Management, provide clarity that immersion education is by far the most effective means for achieving fluency in any language. They point out that next to being raised in the language, immersion learning is the most effective method of creating fluent speakers in a short period of time. They also point out that immersion language revitalization efforts must be structured around



immersion interactions with more proficient members of a language community. They provide clarity that cognition, beliefs and values initiated from immersion interaction with the language community is also central and core in that the learner becomes socialized in their own ways of knowing and doing. The central consideration by FNEC and IAHLA is to create a FN Language Fluency Degree program which can serve all language families based in their own language communities in BC and which utilizes the IAHLA institutes located in the language communities that they are mandated by.

The intent by FNEC and IAHLA is to create a First Nation Language Fluency Degree which will utilize the most current immersion pedagogy in producing culturally and functionally fluent adult speakers who will be engaged in their community of speakers. Current immersion pedagogy, as recommended by McDonald and Katenies Research and Management, must be situated within community and have a high level of community involvement to be successful. An important outcome of a community-based immersion method is that more adults would be available to engage in such programs and have access to more fluent speakers within the community which would also proactively encourage language revitalization internally. All such students would become the language teachers, whether through formal certification in the BC school systems or through community language authority certification and qualifications being exercised within community language initiatives.

The 40 separate institutions of adult higher learning which make up IAHLA are strategically situated geographically, culturally and academically to play a critically vital role in the development, delivery and success of language learning programs as immersion best-practice models because of the way they have been constituted within cultural and language communities. The intent of FNEC and IAHLA is to create a First Nation language speaker degree program which, in part, is a decentralized model that draws on and is delivered within the language community and thereby also enhances, enriches and revitalizes language speaking in those communities. The Indigenous institutes of higher learning, as experts in serving First Nation communities, each of which is uniquely constituted by the language community it serves, are of vital and central significance to the implementation, delivery and success of higher learning.

Any new framework must take into consideration that the plan for building the First Nation Language Fluency Degree must be solid from the ground up. It must be based on the principle that Indigenous pedagogy is unique to each First Nation language community and that the different approaches of each, in the delivery of an immersion methodology, is essential for successful outcomes.

The FNEC and IAHLA intent is to put into the program quality assurances that revolve around the core necessity to produce new adult speakers who are language-fluent in their

community's culture and knowledge. The goal to produce new fluent adult speakers will require a quality assurance process in which those who are holders of and expert in the First Nation language, are directly involved in determining the academic requisite standards for courses and program levels to be achieved. Recognition and therefore accreditation, articulation and transferability of courses and programming must be tied directly to the goal to produce new, fluent adult speakers.

With that goal in mind, the FNESC and IAHLA intent is take all necessary measures to actualize fluency outcomes for adult learners, including the need to break outside of the idea that the framework must conform to fit within existing public academic disciplines or pedagogical approaches. FNESC and IAHLA are committed to find ways to work together with all agencies and organizational levels to help to create new approaches which take into consideration the realities of First Nation communities, in order to develop a framework for the pedagogy required to produce new adult speakers.

### **Rights to Language and Policy Considerations**

An expert paper prepared by Anders-Baer in 2008 for the UN Permanent Forum on Indigenous Issues, for deliberations on the UN Economic and Social Council agenda, outlined the way in which dominant state language policies, whether through overt or covert means, affect Indigenous peoples and result in language shift and loss. The paper reiterates and situates the position of his earlier UN expert paper with Ole Henrik-Magga and others in 2004 on dominant state "medium of instruction" policies and their extremely negative consequences. Anders-Baer outlines that such policies create barriers which trigger negative consequences as they are directed toward rendering Indigenous languages to a state of being "underdeveloped in more formal areas" (Anders-Baer 2008) because they create linguistic, pedagogical and psychological barriers. His paper argues that such policies affect rates of educational attainment, family income and rates of depression and suicide. He cites concrete research that such policies have resulted in social dislocation, psychological, cognitive, linguistic and educational harm. He identifies the concept as "submersion education" and frames the colonization of Indigenous language through biased educational policies as "ethnocide" as characterized for the UN by Rodolfo Stavenhagen as a form of linguistic and or cultural genocide.

Anders-Baer uses the term "submersion" and "subtractive" education to characterize the means by which Indigenous languages are erased through forced assimilation policies when state dominant language is the sole medium of education. He provides clarity on forced implementation measures used in such policies by using peace researcher Johan

Galtung's differentiation between the three forms of force as a way to characterize state policies as "sticks, carrots and ideas", each with different effects. (Anders-Baer, 6-8)

Anders-Baer characterizes "sticks" as "subtractive and immersion education" which includes the physical removal of children by force from its cultural community and its speakers and incorporates punishment for language-use. Total alienation from community and cultural identity is the result, which produces and creates mental and social dysfunction with a consequent rapid loss of language-use.

Anders-Baer includes economic incentives as "immersion education" or "assimilation education" strategically crafted as government initiatives, such as access to grants, programs and jobs as well as relocation for career opportunities, as a characteristic of the use of "carrots". "Carrots" also include strategic economic reinforcements for colonizing language-use and learning which is inextricably linked to literacy programs, career/job training and higher learning. He further characterized "carrots" as economic incentives combined with negative reinforcements dissuading continued indigenous language-use and insisting on greater proficiency and literacy in dominant language, as a beneficial and an educational goal norm. His arguments underline that "carrots" produce profound inter-generational language shift and cultural decline.

Anders-Baer includes as "subtractive education" the "ideas" embedded in schooling and academic study which characterize Indigenous communities and its speakers not fully assimilated as "backward, underprivileged, under-developed, illiterate, uneducated, disadvantaged and ignorant". For example, Webster's English dictionary definition of "indigent" is "poor or needy", creating a clear parallel between the ideas of poverty and being Indigenous. Such ideas psychologically produce, negative attitudes in the public discourse toward being Indigenous and negative attitudes toward Indigenous languages, cultures, ways of knowing and ways of living. The effects are external as well as internal to the Indigenous language groups, obstructing systemic efforts to continue to exercise language rights as well as obstructing efforts in the rescue of language and cultural rights within institutions serving the public. He argues that "ideas", through the medium of education, create profound social, economic and educational barriers for Indigenous peoples in the exercise of their language rights. (Anders Baer 8-15)

Erica Neegan, in her article *Excuse Me; Who Are the First Peoples of Canada? A Historical Analysis of Aboriginal Education in Canada Then and Now*, in the *International Journal of Inclusive Education*, 9 (2005) provides critical analysis that every form of forced subtractive and submersion education has been utilized in Canada. Whether overtly or covertly through Federal education policy under the guise of the Indian Act in residential school policy, or whether in concert with Provincial public

education policy, the result has been the severe losses, declines and extinctions of First Nation languages throughout Canada.

Indigenous scholar, Andrea Bear-Nicholas, Chair in Native Studies, outlined in a 2008 position paper for the AFN Languages Expert Group, what she terms as the “continuing linguistic genocide and educational failure” and the need for “positive linguistic rights and educational success”. Drawing on her specific expertise on her work with Indigenous language in New Brunswick, she identified the link to education policy in the way it prevents availability and adequacy of public funding dedicated to First Nation language programs and curricula at all levels through the labelling of such programs and curriculum as non-essential, non-compulsory, extra-curricular and non fiduciary. Despite legal and moral obligations being clarified and a consensus calling for action otherwise, in International Forums, by First Nations leadership and by First Nation and other scholars across Canada, she identifies a continuing deep resistance to policy changes. She maintains that “subtractive/linguicidal” education for Indigenous Peoples is the primary cause of mental and physical harm and for educational failure and for social and cultural destruction and requires strong pro-active actions by Indigenous Peoples. (Bear-Nicholas, 9-15)

Dr. Marie Battiste, in *Indigenous Knowledge and Pedagogy in First Nations Education: A literature Review with Recommendations*, prepared for the National Working Group on Education and INAC in 2002, provided a comprehensive overview of the historical and contemporary constructs and effects of Canada’s policies and included recommendations for strong policy reform. She provides academic clarity regarding the rights to and the benefits of Indigenous knowledge for Indigenous communities, as well as the intellectual value to the rest of the world to the benefits of “Indigenous knowledge and Pedagogy”. Battiste develops and provides the strongest of justifications for a National Policy for the protection of Indigenous people’s heritage and which require consequent local educational reforms. Her recommendations include the necessity for education policy reforms to affirm, support and recognize Indigenous knowledge, which is being constantly systemically eroded as a result of the legacy of racist and assimilation focussed educational policy. She recommends National laws that ensure the use of traditional languages in education, arts and mass media and government support for the control of local education through community-managed programmes with the use of traditional pedagogy and methods. She emphasises the critical role of and the need to support Indigenous knowledge learning centres and colleges and the need to remunerate Indigenous knowledge holders and workers as “national resources”.

An analysis for AFN in 2005, by David Leitch provides strong argument and clarity on Aboriginal rights to language education and rights for the protection and restitution of languages in his legal interpretation for special rights under sections of the constitution.

As an alternative to special rights considerations, he also clearly outlines language rights which could be legislated as policy at the will of Federal and Provincial governments without breaching equality of rights obligations. His situates governments as having compelling obligations to do better than the abysmal record that the statistics on Aboriginal languages reveal, whether those obligations remain undefined by legal remedy or are moral obligations as set by international standards of other developed countries such as New Zealand and Australia.

In light of this clarity, the Assembly of First Nations undertook to reiterate clear political strategic direction in the *First Nations Language Strategy* in 2007 following the report of *Canada's Task Force on Aboriginal Languages and Cultures* in 2005, which outlined a strategy for First Nation, Métis and Inuit languages and Cultures. The AFN strategy focused on government policy and legislative changes and the implementation of funding support mechanisms which would result in the ability to implement five major goals in reversing and halting language loss. The five major goals envisioned as part of the strategy are to:

- 1) Increase the number of First Nations people who speak their language by increasing the opportunities to learn their language.
- 2) Increase the opportunities to use First Nations languages by increasing the number of circumstances and situations where First Nations languages can be used.
- 3) Improve the proficiency levels of First Nations citizens in speaking, listening to, reading and writing First Nations languages.
- 4) Increase the rate of which First Nations languages can be enhanced, revitalized and developed so that they can be used in the full range of modern activities.
- 5) Foster among First Nations and Non-First Nations a positive attitude towards, and accurate beliefs and positive values about First Nations languages so that multi-lingualism becomes a valued part of Canadian society.

An AFN survey of First Nation languages 1990 and a broad-based report on First Nation languages by the First Nation Cultural Centres of Canada in 2002, point out that BC is unique from other provinces in its language needs.

The unique situation arises from the diversity of language communities and the demographic distribution of BC's First Nation bands. Both reports underline that the number of diverse approaches for language revitalization work in each of BC's First Nation Bands parallels their cultural diversity.

The BC First Nation bands are mostly small in population and are situated in many diverse resource landscapes that form a core context for each in their cultural practise and language use.

The First Nations Educational Steering Committee, the First Nation Language Sub-Committee in BC and the Indigenous Adult and Higher Learning Association of BC have dedicated their work and advocacy on these overarching principles from Indigenous scholars and International Indigenous leadership and these strategic plans from the First Nations leadership.

There is no question that there is a lack of recognition within academic formal structures and government educational policy that First Nation languages are knowledge documentation systems and must be valued and supported as knowledge transfer systems within the formal academic and educational strata of this country. There is no doubt that there must be a systemic shift in understanding how education policy can either support or destroy culture and language.

## **The Case for a First Nation Adult Language Fluency Degree**

Study examples presented in the *Review of the Developmental Standard Term Certificate (DSTC) in First Nations Language and Culture Final Report* prepared for FNEC by Franki Craig and Associates in 2006, revealed that one of the major revisions which became necessary in many DSTC programs after their implementation, was the need to add new courses which would provide language fluency-building to students enrolling. The report outlines a number of challenges to the success of the DSTC with “access to fluent speakers” the main reason as elders passed on or become too frail at the top of the list of challenges. The report also makes clear that the DSTC alone “is not equal to the task of preserving and revitalizing the languages and increasing the numbers of qualified Aboriginal language teachers in the BC education systems.” (Craig, lvi)

The First Peoples Language and Culture Council (FPLCC), in their various reports and statistical collections of annual language surveys on the state of First Nation languages in BC, provide increasingly alarming statistics of a diminishing pool of mother-tongue fluent speakers. Mother-tongue fluent speakers are in the age-population demographic of the majority being over sixty years of age. Even general examinations of those reports also indicate, from extrapolation of correlative data, that the majority of new and

beginning speakers could be assumed not to be mother-tongue language speakers. The majority of new and beginning speakers can in fact be assumed to be second language learners who require a different strategy to increase their culture-knowledge fluency levels.

In the 2008 report by FNEESC on *Best Practices for Aboriginal Language Immersion Programs*, authors McDonald and Katenies Research and Management, provide clarity that immersion is by far the most effective means for achieving fluency in any language. They point out that being raised in the language, which produces mother-tongue fluency, is the best method of language learning. They also point to immersion in the language being spoken by mother-tongue speakers in an everyday context as the second most effective method of creating fluent speakers in a short period of time. They point out that revitalization efforts must be structured around immersion interactions with proficient speakers of a language community, because language cognition is founded in the beliefs and values initiated from immersion interaction as a core for the new learner to become grounded in their own ways of knowing and doing.

New and intermediate learner adults and children require exposure to mother-tongue fluent speakers in everyday language use to increase their fluency levels. Such exposure is only available in the community where the language is resident in mother-tongue speakers. Obvious from even a cursory correlation of data provided on the FPLCC website reveals that the problem is much more critical in BC because of the wide physical distribution and differences in numbers of mother-tongue fluent speakers in each First Nation Band population. The annual surveys collected by First Peoples Culture and Language Council also reveal by general extrapolation that there is a slow increase of young adult beginning and intermediate speakers, however, the pool of mother-tongue fluent speakers in each First Nation Band and overall in the language families are on a more rapid trajectory of diminishment toward an absence of any mother-tongue speakers. The total absence of mother-tongue speakers using the language in an everyday context is already the case in an increasing number of the First Nation Bands. This alarming reality predicts an increasing gap between school-age children speakers and fluency building opportunities with adult mother-tongue speakers using it in an everyday language use context in the community

The larger issues in language loss and shift in this province present a bigger educational challenge for adult learners than the success or failure of the DSTC framework. Even within the context of language teachers currently in schools, Craig and Associates remind that over half of speaker-teachers are over 40. Correlated with data from FPLCC that the majority of mother-tongue speakers are over 65, we can predict that we are now beginning to lose our pools of remaining certified mother-tongue fluent-speaker teachers to retirement and death. The trend will grow exponentially in the next decade. The

question being responded to by IAHLA in proposing a broadening of the DSTC is focused on the reality of the remaining numbers of mother-tongue fluent language teachers and their average age and the consequences of the point in time at which only semi-fluent second language speakers of the language are all that is available for adult language fluency building. A continuing language shift and loss of original language resident in mother-tongue fluency will be the result unless immediate action is taken to refocus the language strategy in BC toward adult fluency building while there remain mother-tongue fluent speakers available to adult learners to form a solid foundation for increasing the pool of language teacher trainees.

Attention must be expanded and re-focused on the main underlying reason for which the DSTC framework was created. The overarching rationale for the creation the DSTC was a strategic response to the crisis state of BC's First Nation languages. The fundamental goal of language recovery toward the revitalization of everyday use as living languages continues to be central to the development of the DSTC framework by which language speakers could be fast-tracked to specialize as certified language and culture teachers and thereby increase opportunities to create new speakers. We cannot afford to lose sight of that main goal by focusing our efforts and funds solely on one vehicle moving in the direction of that goal. Maintaining a singular policy focus on development and funding support to fix the current DSTC framework is tantamount to an obstruction to the work which must be undertaken and falls in line with the concept of a provincial policy "carrot".

FNESC and IAHLA are mindful that with few exceptions languages in BC are on a serious decline, critically endangered or moribund, which means that there is an almost non-existent pool of fluent speakers in the majority of First Nation Bands and a diminishing pool in entire language families. It is clear that language learning by school-age learners can only be strengthened, by addressing the underlying gap widening between school-age students and the current pools of available adult speakers within the education system. It is clear that the focus can no longer be solely directed at Aboriginal language teacher certification as the pool of speakers dwindles down to fewer and older speakers in First Nation communities.

The DSTC model was structured to professionalize and certify already fluent speakers. In the samples examined by Craig and Associates which required revisions to accommodate new language learning and fluency building, it is obvious that the DSTC framework could at best only introduce foundational language learning to students. Producing fluency requires daily interaction through being immersed in language use in the context of everyday life, as has been pointed out by McDonald et al and others in earlier references. Fluency is an objective that cannot be met through a program mandated and structured to create teachers rather than to build language fluency and



would therefore lack solutions for revisions to its framework to address adult fluency objectives. The question reverberating through IAHLA institutes is how to stop our current failing programs and produce fluency!

The reality is that fluency building is not the goal of the DSTC. The post-secondary discipline of Education must place its focus on the study of how to teach. With no other alternatives available, many non-speaker or learner-speakers enrol with the dream to gain fluency within the number of credits for language and culture courses and become disillusioned or are forced to abandon their goal to teach the language, when they realize that fluency cannot be achieved within the limitations of the courses available to them.

In most cases DSTC structures being delivered reveal a mix of courses in language and culture cobbled together and articulated from scratch by the First Nation community. There are no institutions with a degree granting discipline that is focused solely on First Nation language fluency building. IAHLA institutes delivering aspects of the DSTC are being made increasingly aware by their internal statistics, that many students enter only for the language and culture courses and exit once those courses have been completed. Fewer continue on in degree programs, including in education and opt out of the DSTC program by moving into another discipline which can be achieved in the four years of undergrad support funding available to them through their band education funds within the criteria set by Federal policy. A clearer view of the aspects of this trend would surface by the collection of data.

At the same time IAHLA is also being reminded in its workshops and conferences that while there is a desperate need for First Nation adult fluent mother-tongue speakers who are academically capable, willing and young enough to wish to enter the education field to become specialized as language teachers, the remaining speakers can only be stretched over a limited number of programs.

The DSTC programs are set up for failure in that the current desire to equip students with language fluency through the DSTC cannot be met. In most cases it only provides, language teacher skills suited to First Nation community learning situations. Language communities and indeed adult learners have broader expectations and learning requirements for language learning outcomes which are unrealistic to expect to accomplish in the DSTC model. Such programs commonly lack post-secondary sustained support adequate to meet the needs of First Nations communities for language fluency building. To continue to populate courses and utilize the DSTC programs effectively there is an immediate need for students who are functionally fluent. We need pools of young adult speakers to draw from in each language family. In almost all language families there are none.

With only one exception, the DSTC review by Craig and Associates revealed that DSTC language courses are linguistics based, conforming to disciplines available in the public institutions holding the DSTC. The mitigating factor present in this is that in the discipline of linguistics, the focus of study is conducive to the preservation work of languages that are moribund and in critical endangerment. Linguistics is structured for the documentation and study of a language's grammar and morphology, and the development of orthographies rather than structured to provide ways to become fluent speakers, although flexibility in such programs allowing for language learning is being implemented in willing cooperation with linguistics programs.

Linguists are acutely aware of the crisis state of First Nation languages in BC and are our allies in trying to find solutions within the limitations of their linguistic study mandate. However, it cannot be ignored that linguistics is a tedious and slow route to learn the fundamentals of a language and is not focused to gaining fluency of use and can only offer limited exposures for students to everyday contexts of fluency-building. Students can attain some fluency through a halting process; however, the academic focus of the discipline eliminates and deters many would-be speaker-learners. As well, linguistics programs do not allow for and are not mandated to engage in providing know-how to teach learning in language fluency, although there are examples of good modeling of multi-discipline cooperation in existence between First Nation language revitalization programs and Linguistics and Education programs.

A current dilemma facing IAHLA institutes is that they are required to find ways to build fluency in adult learners while at the same time trying to increase the numbers of adult speaker-teachers available to enter the workforce. At the same time the re-structuring and strengthening of the DSTC framework must continue to increase efficiencies for students who qualify for and are enrolled in a DSTC program. However, increasingly obvious are First Nation adult learner needs for language fluency building programs. A shift is necessary to focus on critical factors which will allow language fluency increases

IAHLA is also mindful that without the sacrifices of the certified "elder" speaker teachers, many in their late 60's and 70's, some spread over many schools, who are currently being overworked and overwhelmed in the system, Aboriginal language programs could not be offered. In fact many can not offer Aboriginal language programs because of the lack of language teachers. Therefore improving the DSTC is a necessary and critical work that must continue. However, while the DSTC must be preserved, we cannot afford to allow that work to co-opt the most critical work now before us in addressing the time sensitive larger problem looming over us which is to produce new adult speakers.

Shifting the focus to produce more young adult speakers would allow students to branch off into other post secondary disciplines of their choice. They would be equipped with the essentials in cultural knowledge which they can apply to other necessary disciplines such as health, the social sciences, management, governance and law. Communities need for their adult learners to have the advantage to come to their choice of higher education from within their own First Nation worldviews, values and practices. Language learning immersed in real-world community setting and contexts provides for the transmission of knowledge and an affirmation of identity and ways of doing things. It is much more than simply learning words and proper grammar. It provides the ability to think and function in the real world from within the First Nation worldview of their land, their heritage and ways of being in their own language.

## **Framework Considerations in a First Nation Language Degree for BC**

A foundational requirement in a framework for a First Nation language speaker degree needs to establish and insure Ministry approval of the development of a new Degree and have assurance of establishing transferability of courses by collaborating with one degree granting public institution. The *Degree Authorization Act, S.B.C, 2002 c. 24* requires consent and approval for a new degree through a quality assessment board which reviews new degree programs proposed by the provinces public institutions.

A foundational requirement in a framework for a First Nation language speaker degree in the structure, delivery and accessibility of its program components and courses must be accessible by language families in BC, in part through a community-based delivery mechanism that is feasible as well as meeting the quality assurances required in a degree program. While the *Degree Authorization Act* allows for private institutions to grant degrees through a quality assessment process to obtain ministerial consent, the uniqueness of a degree, the foundational years of which are offered through multiple private IAHLA institutes, presents challenges requiring a new framework. A fundamental necessity is the First Nation language speaker degree must deliver language fluency acquisition specific to each language community and therefore must be a decentralized model. As a degree the framework must take into consideration the demographic reality of potential student numbers completing the degree. A model decentralized to the IAHLA institutes and First Nation communities in the first two years of the degree

framework would provide for and increase the level of sustainability required in the final two years of the degree that would be completed in the public institution.

Many IAHLA Institutes are already delivering adult language learning courses and programs whether through their own unique structures or through affiliations and agreements for program and course accreditation and transferability. The framework must find ways to encompass successful relationships between IAHLA institutes and their partners within the degree framework as a part of a seamless process of laddering into the degree program, within the quality assurance standards set by the degree program. The British Columbia Council on Admissions and Transfer is an agency which deals with existing courses and programs between public institutions and private institutions in BC. The challenge in the framework will be to harmonize course transfer across the multiple IAHLA institutions and their affiliate partners. It is a challenge currently before the Association of British Columbia Deans of Education (ABCDE) and IAHLA with DSTC courses and forms a solid model which could be expanded upon.

The framework must take into consideration that there are established working relationships between some IAHLA Institutes and different Public Post Secondary Institutes. The way the degree framework ladders from each of these Public partners to one selected degree granting institution which will host the new degree must be coherent within its structure. Quality assurance requires that the framework should provide for block transferability and course transferability options which are applicable and operative within the existing post-secondary system. The establishment of a First Nation course articulation council is indicated as a necessity to negotiate and achieve appropriate equivalencies and will require a specific process in the framework development work.

A critical concept for consideration for quality assurance is to incorporate and to build on successful adult language fluency-building programs and courses through relationships some IAHLA member institutes have already forged and are expert in. Maintaining and expanding on these highly successful programs which demonstrate successful community-based delivery models which are founded and governed through First Nation principles and protocol requirements is crucial. Two of the IAHLA institutes, the Nicola Valley Institute of Technology (NVIT) and Wilp Wilxo'oskwhi Nishga'a (WWNI) have strong programs supporting language fluency-building, which could serve in the model for third year diploma exits or applied degree exits. WWNI, has a Bachelor of Arts: First Nation Studies Degree Nishga'a Language and Culture through a federated accreditation agreement with UNBC. NVIT is a provincially legislated First Nations public institution which has affiliation agreements for accreditation of language and cultural fluency programs with seven language families. These two IAHLA institutes could form core year three bridging components in the degree framework for the language families they serve. The framework would be best served by an accredited First Nation institution to

bridge between the IAHLA institutes and the selected First Nation fluency degree granting public institution for quality assurance and pedagogical coherence.

The framework must structure a seamless ladder process into the degree program, founded on moving outward from the IAHLA institute delivery level to the degree granting public institution. Program and course accreditation for quality assurance considerations which meet both the First Nation requirements and the Post-Secondary system in BC will be a central structural component in the framework. Of academic necessity, courses must be language fluency-acquisition courses, as defined in course outcome and listing, rather than as course outcomes in any of the alternative academic fields and degrees that IAHLA public-partner institutions are structured to offer.

The DSTC review report by Craig and Associates identify serious issues of transferability by accepting institutions, for language learning courses. Craig and Associates recommend in their review of the DSTC that FNEESC work with IAHLA and post-secondary institutions to explore a new range of options for submitting locally developed courses for accreditation that would be recognized province wide by all post-secondary institutions. The development of a BC First Nation accreditation body, informed and cognizant of the unique requirements of First Nation pedagogy and realities of First Nations would be a priority option that is indicated.

The framework must structure ways through which course or program accreditation at the community-based levels of delivery is governed by a First Nation accreditation process to insure rigor in fluency outcomes and integrity in First Nation control.

The framework must insure that accreditation of courses and programs being delivered in IAHLA institutions have quality standards, not only to the selected degree granting institution, but have recognition through accreditation and therefore transferability for exits at Certificate, Diploma and Associate and Applied Degree status levels, as desired.

Quality assurance requires that the defined language and cultural knowledge fluency results are achievable and measurable and are being achieved.

Quality assurance also requires that the degree program requirements in terms of defined exit skill levels and required qualifications for entry into higher levels are being achieved.

Quality assurance means that the qualifications of instructional faculty are being maintained at the highest performance levels required in the delivered components.

Quality assurance also means that quality curricula, materials, technical support and methodologies employed in the delivery are provided and available.

A requirement for the framework would necessitate the development of an academic First Nation Experts council of language-speaker teachers. The make up of such a council would necessarily be structured to provide quality assurance and could provide oversight, advice and evaluation for pedagogical, articulation, programming and delivery issues.

A quality assurance requirement in a framework for a First Nation language degree would need to define and address the issue of overarching control and oversight of the delivery partners in the “degree” in terms of the on-going administrative management and funding process by the First Nation or IAHLA Institutes and the partner public institutions in a process of resources equity partnering.

A quality assurance requirement will be that the language community’s intellectual, tangible and intangible properties are being respected and knowledge transfer therein is within the protocols and cultural frameworks necessary to the integrity of that language family and or Band community.

The accreditation and the ownership and use of locally-developed courses crucial to First Nations, is an issue which must be addressed through appropriate affiliation agreement mechanisms with post-secondary institutions whose practice is to assume ownership and copyright for accredited courses. Oversight and an approved standard in MOU and MOA agreement formulae which sets out conditions is necessary to be developed and essential to the framework.

Consideration for the development of a BC First Nation accreditation body is a necessary component to the successful implementation of the Degree Framework in that the accreditation process set out for private institutions under the Private Career Training Institutions Agency of BC (PCTIA), does not have the capacity to insure the level of quality assurance necessary. Consideration to structure a BC First Nation Accreditation Authority in association with the World Indigenous Nations Higher Education Consortium Accreditation Authority (WINHEC) would provide necessary process and insure evaluative and measurable quality assurance standards critical to the unique requirements of a First Nation language fluency degree.

In 2006 IAHLA produced the report *Post-Secondary Quality Assurance Practices*, prepared by Barrister and Solicitor Nancy Morgan and Law Student Melissa Louie, which outlined the process and requirements of this process and from which relevant informational sections, including the WINHEC process, are appended. The challenge will be the harmonization of course recognition and transferability within the Public Institutions of BC.

The most critical consideration will be in the selection and affiliation with one degree granting public institution which is willing and flexible enough to work with the IAHLA

institutes towards an appropriate academic process which takes into consideration all aspects of the framework. The selection of a degree granting institution is important to work through the required institutional internal approval procedures and to lobby the Degree through the process of Ministry Approval.

The Craig and Associates' report provides the insightful statement that post-secondary partners "will need to create both conceptual and physical space for First Nations to fulfill their goals through the university rather than expecting them to fit into existing slots within the institutions." (Craig, lvi). This means that the First Nation Degree program must have place and presence within the partner public institution as a degree program which reflects and embeds the culturally distinct and different requirements of the partner IAHLA institutions that student cohorts are associated with.

Provincial frameworks in post-secondary education present some limits on how degree programs are may be approved if the program does not conform to the disciplines and fields designed for mainstream public purposes.

## **Pedagogical Aspects - Degree Requirements**

Creation of the Framework's development structural scaffolding requirements and considerations which define the role of each delivering IAHLA institution as well as NVIT and Wilp Wilxo'oskwhl Nisga'a for year 3 diploma and or associate or applied degree exits, as well as the role of the selected Public Institution will assist in the identification of how the pedagogical aspects will be organized and delivered.

The conceptualized scaffolding will be utilized to better define the language pedagogy which utilizes the psychology and experiential aspects of language learning specifically designed for language immersion resources and First Nation language community engagement at different levels of capacity in BC.

The pedagogical work in the development of the framework will establish the level of the programs and number of courses delivered as IAHLA community-based offerings. The Framework will establish the First Nation pedagogical goals and outcomes as established structural pedagogical requirements for the degree program.

A central pedagogical requirement of the degree framework must be structured to ensure fluency level outcomes are achievable and appropriate competency evaluations are

developed to reflect First Nation defined cognitive aspects and objectives. In conjunction with First Nation objective-based competency standards, the pedagogical framework must be structured to produce the standard of degree program exit competencies from years 1 to year 4 throughout the program, wherever and however it is delivered.

A major pedagogical requirement of the degree framework is that the program levels from the first year onward must be pedagogically sound as a ladder process in terms of exit competencies achieved at each year and have the ability to branch off into a number of exit areas and/or other degree areas.

The weighting of language fluency acquisition course work must be core in the foundational years underpinning the building of deeper fluency expanding cultural fluency in the language. The weighting of identifiable core language competencies in each year is essential both at the foundational language learning levels and in the incorporation of core language learning to underpin other cultural fluency building disciplines in terms of language use and First Nation language terminology in health, social sciences, governance, science, the arts and humanities and law. For those reasons the pedagogical framework must be established on defined solid minimum outcome thresholds of for each course and for each year in terms of what is to be achieved. Minimum threshold language acquisition outcomes achieved in keeping with Indigenous approaches to success are proposed as an evaluative measure rather than a competitive system of evaluation of the highest level achievements expected.

The pedagogical framework would utilize the most current best practice adult immersion, including Total Physical Response and Natural Learning methodologies in which adult language learning is focused on acquisition of fluency in language *mentalese*. The focus must be on the providing a foundation for the ability to think in the cultural idiom which language-use provides.

At the first level, the acquisition of foundational language fluency in cognitive development would focus on building understanding of the language in use. At the second level the acquisition of foundational fluency would focus on functionality of language verbalization through community experiential and project-based models as well as master-apprentice supported learning of language-in-everyday-use. At the third level the focus would expand outward to the acquisition of foundational fluency in various cultural contexts supported by functional literacy in the First Nations Language orthography supported by linguistic based courses.

The pedagogical framework will institute the most current best-practice language learning methods which are responsive to adult learning in style, pacing and method of delivery. At the same time the pedagogical framework for language learning must



incorporate actual interaction with the community of speakers and be immersed in revitalization of Indigenous knowledge systems. In that way the language learning will be based in Indigenous pedagogy delivered in natural or real-world learning experiences and will incorporate a variety of community speaker mentors

The pedagogical framework will structure the language learning as a best-practice Indigenous learning method by establishing cohorts of learners who move through the levels and provide learning and conversational support to each other. The pedagogical framework must place priority on “speaker” outcomes of the cohort and language use as a community of speakers as an Indigenous evaluative measure which has merit in the benchmark achievement outcomes.

A primary pedagogical program consideration in the framework is that core courses articulate as (A) list courses and (B) list courses which can be selected by other disciplines in Public Institutions to meet their degree requirements especially in Education, Indigenous Studies and Linguistics

A primary pedagogical consideration in the framework development is to create a specialized degree, for example a BA in FN Language Fluency which is a language speaker degree and not a stream in an education degree or a linguistics degree.

A primary pedagogical consideration in the framework development is to define specific laddering options with competency exit points at each year level structured to move into different streams like Education, Linguistics, and Indigenous Studies. The primary consideration in the framework must allow for exit completions of a Certificate in year 1 , a Diploma in yr 2 and an Associate Degree in year 3, and a Baccalaureate or Professional Degree in year 4 and therefore can move up to Master’s and beyond and establish Master’s requisites

## **Degree Program Sustainability**

Projection utilizes a model of a very conservative average of a 15 student intake per IAHLA/First Nation per year. Projection based on 40 IAHLA institutes plus 10 First Nation programs.

50 First Nation institutions province-wide x 15 students each (1 & 2<sup>nd</sup> years of program)  
= 750 (75 FTE) per year at IAHLA institutes.

750 x 2 levels (3 & 4<sup>th</sup> years of program) = 1500 (150 FTE) potential intake at degree granting institution.

The model demonstrates good economic sense for program delivery in utilizing First Nation institution facility already in place, as well as to lower costs for the adult learners who do not have to relocate. The model can insure efficiency and quality control with more accessibility to fluent speakers and other cultural supports as well as the capacity to manage cohort models within community in first two years. IAHLA institutes are uniquely situated as service providers to the selected degree granting institution.

While each IAHLA would have small cohorts in their institutions, larger intakes of students would be a result in years 3 and 4 by the degree granting institution as students transfer from the IAHLA to the selected degree granting institution.

The model projects sustainability for the degree program.

The model projects a way to meet increasing demand for speaker-teachers and at the same time produce fluent adult speakers for other professions and higher learning.

Similar to ATEP and careers employment skills development, this model also fully supportable within careers tracks and could be an outcome in one of the community-based exit options.

### **Clarification of Roles of Partners in Development, Implementation and Delivery.**

Public Institutions: Partnering for transfer credit and holders of Associate and Baccalaureate and Professional degrees.

IAHLA Institutes: Community Based language, culture and program delivery through immersion fluency certificates and immersion diplomas.

IAHLA as an Organization: Provincial expert body on First Nation adult and higher learning, community-based models, Indigenous pedagogy, academic transition issues and academic partnering issues.

FNESC: Provincial FN Policy Frameworks, Political Advocacy, Negotiations, Technical Advisory on FN education issues, Funding Considerations and dissemination of information.

Ministry of Advanced Education: Approval table for Proposed Framework as New Degree under Universities and Colleges Act.

Ministry Agencies- ABCDE: Course and Block Transfer Policy Considerations and Institution to institution agreement negotiation frameworks.

Post-Secondary Partners Table: Student service and support mechanisms and advocacy.

FN Political Leadership: Approval and lobby of Government and development of implementation funding.

AFN: Federal budget allocation and special envelope funding from ISSP

INAC: Funding-program operations, facility and student support mechanisms.

## **Process and Strategic Areas for Framework Development**

A Language Degree Advancement Committee (LDAC) needs to be selected which is politically tasked to undertake Language Development Team framework approval and consultation process.

The LDAC requires a Terms of Reference and be properly authorized to speak at decision making levels by FNESC and IAHLA.

The LDAC would develop strategic discussions at the Ministry level at the Partners table, with ABCDE and others to initiate and follow through the process.

The LDAC would establish advocacy and public relations strategy for First Nations on the benefits of a Language Speaker Degree.

The LDAC would establish a strategy for political position ammunition to help set policy direction that FNESC and IAHLA can push to develop funding through costing rationalization.

The LDAC would develop the variety of Policy Task groups, Academic Work Groups and Curriculum Committees and Language Approval Councils to provide academic viability to other institutions.

The LDAC would oversee the selection and work of a Framework Development Team.

A Framework Development Team (FDT) is required which could set out working meetings with targeted DSTC and Language-learning delivery IAHLA institutes to hammer out the strategic course of action that would work for each institution.

The Framework Development Team would meet and broker with NVIT to work out accreditation agreement structures with the participating IAHLA's and with the Degree granting Post Secondary Institutes toward identifying the scaffolding for tripartite agreements.

The Framework Development Team (FDT) would find a University that would agree to work with the Team from the outset all the way through in the work to develop, articulate and negotiate approval for the new degree.

The Framework Team would recommend acceptability of current programs in place and establish strategy and process with the Provincial Articulation Committee on this framework. Other possible Post Secondary Education Partners and ABCDE need to be on board.

## **Resources and Identified Framework Development Cost Indicators**

Resources for the LDAC team and work it needs to undertake to advocate, initiate and negotiate the framework. A Costs and benefits analysis based in structural requirements for partnering for transfer credit and partnering and the proposing and negotiating the structure through the various partner roles and stages of partnering.

Resources are required for the FDT as First Nation academic and technical team who have specific expertise in the BC Universities system, to be formalized and tasked to do the work.

Resources for the FDT to undertake specific tasks in terms of the framework direction and pedagogical scaffolding which require specific academic tools and mechanisms

which will legally ensure cultural ownership and autonomy to each language group, of its pedagogical approaches methods, materials and intellectual properties.

Resources for a curriculum team, which can develop the course outcomes detailing the utility of current immersion learning methodologies situated for adult learning in community based situations is required.

Resources and tasking of a courses curriculum and articulation team which will take on the task of undertaking the work of identifying university and college transfer credit to develop and negotiate the province wide transferability required.

Resources for a task force of BC language speaker experts and immersion methodology experts as no such curriculum exists.

Resources to undertake an examination of transferability options in terms of precedents that have been already set by the Province which has already articulated seven Private Post Secondary Institutions which accredit their courses in the BC CAAT process to determine how we may do this with different languages.

Resources for a Costs and Benefits exercise related to IAHLA institutes and their delivery capacity in relation to the program funding and facility requirements of each.

A review of IAHLA institutions' community-based delivery mechanisms and access issues for language resources and collections and capacity related to community of speaker Instructor qualifications

Resources are required to bring together IAHLA Institutes for workshops on the pedagogical framework and best practice immersion for adult language fluency learning and fluency building to provide clarifications on how courses work and content. Presenting framework options that they can use to move towards articulating and accrediting language courses and in that way begin the process. As the framework goals are achieved and in place they can slide their courses into the degree framework.

Resources are required to solicit presentations and reports on what the IAHLA institutes have in place already in terms of promising practices to add to the collective vision and resources.

A projected model of costing for Instructor in-service training needs and professional development in the best practice model envisioned for delivery would be in order.

An inventory of all available fluent mother-tongue speakers and language resources in each language family would be necessary.

A research review of First Nations that work with other Public Post Secondary Institutes and a review of their partnerships would be required.

A research review for the development of a language immersion template that all language groups could utilize, and more specifically for those who don't have formal processes and programs in place.

A comprehensive inventory of First Nation communities must be undertaken of language courses that are not accredited to begin the process of accrediting such courses for the degree program.

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**Partnership Agreement**  
**For the Advancement of a**  
**Indigenous Language Fluency Degree Framework**  
**BETWEEN**  
**The First Nations Education Steering Committee**  
**AND**  
**The Indigenous Adult and Higher Learning Association**  
**AND**  
**The Okanagan Indian Educational Resources Society**  
**(En'owkin)**  
**AND**  
**Wilp Wilxo'oskwhl Nisga'a**  
**AND**  
**The University of British Columbia Vancouver**  
**AND**  
**The University of British Columbia Okanagan**  
**AND**  
**The Nicola Valley Institute of Technology**  
**AND**  
**The University of Northern British Columbia**

**(The partners)**

**May 2016**

WHEREAS, the First Nations Education Steering Committee (FNESC), the Indigenous Adult and Higher Learning Association (IAHLA) and the Language Fluency Degree Consortium (LFDC) have come together to collaborate on the creation of an Indigenous<sup>1</sup> language fluency degree framework; and

WHEREAS, First Nations languages in British Columbia are endangered, and all efforts need to be made to revitalize these languages;

WHEREAS, optimal use of scarce human and infrastructural resources benefits from a Province-wide and collaborative approach;

WHEREAS, the partners herein desire to enter into this partnership agreement setting forth the intent and purpose of the partnership, roles and responsibilities of each partnering organization and the other partnership mechanisms;

WHEREAS, the partners acknowledge the authority of First Nations and Indigenous communities over the education of their people and their languages;

WHEREAS the partners are committed to the implementation of the vision and goals of the Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan, including its focus on systemic change within the BC Post-Secondary Education System.

## **1. Purpose of the Partnership**

1.1 The parties have come together to work towards the creation of a province-wide, Indigenous language fluency degree framework, which will reflect and embed the culturally distinct requirements of the Indigenous community and Indigenous post-secondary institute partners.

1.2 The purpose of the partnership is for the partners to share expertise and resources to work towards the development of a comprehensive language fluency degree framework that will receive the approval of Indigenous communities, Indigenous post-secondary institutes, public post-secondary institutions, government agencies and regulatory bodies. Upon receiving all levels of approval, we envision the launch of a pilot project (or projects) to be followed by province-wide implementation.

## **2. Description of Partner Organizations**

2.1 The First Nations Education Steering Committee (FNESC) is a First Nations-controlled collective organization focused specifically on advancing quality education for all First Nations learners. FNESC's mandate is "to facilitate discussion about education matters affecting First Nations in BC by disseminating information and soliciting input from First

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<sup>1</sup> The use of the term indigenous allows for the encapsulation of all Aboriginal communities in BC, however, with regards to this specific partnership agreement, the initial work will focus on the existing partnerships between public post-secondary institutions, First Nations post-secondary institutions and BC First Nations communities.

Nations. The primary goal is to promote and support the provision of a quality education to First Nations learners in BC.”

2.2 The Indigenous Adult and Higher Learning Association (IAHLA) was created to support and represent Aboriginal-controlled adult and post-secondary education institutes in British Columbia. IAHLA provides a unified voice for forty member institutes, and strives to support Aboriginal adult and post-secondary institutes through research, professional development, and networking opportunities. IAHLA also is committed to building strategic partnerships to enhance the quality of education available for Aboriginal adult and post-secondary learners.

The First Nations Leadership Council has identified FNEC and IAHLA as the lead organizations representing First Nations on PSE issues in BC. FNEC has a formal protocol with the First Nations Leadership Council that recognizes FNEC as the lead policy and advocacy body on First Nations education in BC

### 3. Guiding Principles for the Indigenous Language Fluency Degree

The Indigenous Language Fluency Degree will have a **unique** place and presence within the partner public post-secondary institution as a degree program or group of programs that will reflect and embed the culturally distinct requirements of the First Nation community and First Nation post-secondary institute partners.

The following principles will inform the development of the Indigenous Language Fluency Degree:

1. The Indigenous Language Fluency Degree will be centred on producing language **fluency**, therefore:
  - Any other program requirements, including departmental or faculty program requirements, must, to the fullest extent possible, build fluency, or contribute to students’ ability to develop fluency at the degree level of the program;
  - Program(s) will focus on meeting language acquisition outcomes, measured through Indigenous-defined requirements;
  - Significant portions of the program will be delivered in the Indigenous community; and,
  - Program(s) will utilize the most current best-practice adult learning methodologies, including immersion, establishing cohorts of learners to move through the levels and provide learning and conversational support to each other, and incorporating interactions within the community of speakers.
2. The Indigenous Language Fluency Degree will be **accessible** to all Indigenous language families in BC that are interested in partnering to design and deliver a program. Indigenous communities from across BC have the right to develop and deliver a degree program or programs in partnership with post-secondary institutions of their

choosing, and all efforts will be made to ensure the accreditation and transferability of credits between degree programs and institutions where possible.

3. The Indigenous Language Fluency Degree will be designed, delivered and assessed through **partnerships** that are:
    - Founded on and governed by Indigenous principles and protocol requirements; and,
    - Equitable with respect to resourcing program development, delivery and assessment.
  4. The Indigenous Language Fluency Degree will meet the **quality assurance** requirements of degree programs in British Columbia as well as the quality assurance requirements of Indigenous communities, as established by Indigenous language speaker-teacher experts and Language Authorities.
  5. Courses within the Indigenous Language Fluency Degree program(s) and degree(s) will be **transferable** to other public post-secondary institutions where it is possible to do so, including:
    - courses delivered in Indigenous community and those delivered by Indigenous post-secondary institutes shall be designed, to ladder seamlessly into degree program(s) at partner institutions;
    - degree program(s) shall be designed, to meets entrance requirements for key post-degree programs, such as Bachelor of Education programs.
- :
6. The Indigenous Language Fluency Degree will be **flexible** to accommodate the diverse and evolving needs of Indigenous communities and individuals, including multiple exit points within the program (e.g. certificate and diploma options).
  7. The Indigenous language family's **intellectual, tangible and intangible properties** will be respected and knowledge transfer will respect the protocols and cultural frameworks necessary to the integrity of the language family. Language course content will be developed, owned and the copyright held by the Indigenous community and/or Indigenous post-secondary institute. The degree framework will be considered the joint property of BC indigenous Nations and no actions shall be taken to hinder the development of the program with alternative post-secondary institutions.

#### 4. Roles and Responsibilities

The parties will work collaboratively to advance the language fluency degree framework. Each organization possesses unique expertise and skills which are required to successfully complete this project. The partners will allocate staff time and resources to fulfill the roles and responsibilities best suited to their organizational structure and described below.

**4.1 FNEsc:**

- represent the voice of BC First Nations communities on a provincial scale;
- coordinate advocacy and negotiations with provincial and federal government ministries;
- seek support of additional partner agencies for LFD development;
- advocate for systemic change needed to implement LFD with necessary regulatory bodies;
- seek funding to support degree program development, First Nations language pedagogical research, and resourcing of First Nations communities and Aboriginal post-secondary institutes;
- support funding applications by project partners which are in agreement with the purpose and guiding principles outlined in this partnership agreement;
- disseminate information about the degree and its development; and
- consult with First Nations communities.

**4.2 IAHLA:**

- represent the voice of Aboriginal post-secondary institutes;
- seek support of additional partner agencies for LFD development;
- advocate for systemic change needed to implement LFD with necessary regulatory bodies;
- seek funding to support degree program development, Indigenous language pedagogical research, and resourcing of Indigenous communities and Aboriginal post-secondary institutes;
- support funding applications by project partners which are in agreement with the purpose and guiding principles outlined in this partnership agreement;
- disseminate information about the degree and its development;
- consult with Aboriginal post-secondary institutes; and
- coordinate advocacy and negotiations with the provincial and federal government ministries.

**4.3 Language Fluency Degree Consortium****4.3.1 En'owkin**

- represent the 7 bands of the Okanagan Nation and its 5000+ Okanagan tribal members, in the revitalization of language and culture through education, advocacy, and organizational capacity support;
- advocate for policy and systemic changes at Provincial policy tables for language and cultural program support;
- advocates for community based programming, to meet the needs of community learners;

- works with public post-secondary Institutions in the development of frameworks to ensure language is included across a wide array of certificate, diploma and degree programs;
- represent affiliated partnerships with NVIT for university transfer courses in Okanagan language and culture, and with UBC Okanagan for Okanagan studies courses;
- seek support of additional partner agencies for LFD Development;
- advocate for systemic change needed to implement LFD with necessary regulatory bodies including, the Okanagan Indian Education Resources Society Board of Directors, Okanagan Nation Chiefs Alliance, and the Okanagan Language Authority, and the Okanagan Language Teacher Association;
- seek funding support for Community Based program delivery, within the LFD framework;
- approves, in consultation with the Okanagan Language Authority, language instructors for community based program delivery;
- support funding applications by project partners which are in agreement with the purpose and guiding principles outlines in this partnership agreement;
- disseminate information about the degree and its development; and
- consult with relevant government and regulatory bodies within the post-secondary education sector of British Columbia.

#### 4.3.2 **NVIT**

- advocates for the communities for which it delivers Language programming;
- approves, in consultation with the appropriate Language Authority, language instructors for community based program delivery;
- advocates for policy and systemic changes at Provincial policy tables for language and cultural program support;
- advocates for community based programming, to meet the needs of Community learners;
- works with other public post-secondary Institutions in the development of frameworks to ensure Language is included across a wide array of certificate, diploma and degree programs through transfer agreements;
- represent affiliated partnerships with IAHLA Institutions, for university transfer courses in language and culture;
- seek support of additional partner agencies for LFD Development;
- advocate for systemic change needed to implement LFD with necessary regulatory bodies including, the NVIT Education Council, the NVIT Board of Directors, Okanagan and Thompson Tribal Chiefs, and various Language Authorities;

- seek funding support to support degree development, and for Community Based program delivery, for Indigenous language pedagogical research, and for offering courses in the LFD at NVIT, and other relevant educational Institutions;
- support funding applications by project partners which are in agreement with the purpose and guiding principles outlines in this partnership agreement;
- disseminate information about the degree and its development; and
- consult with relevant government and regulatory bodies within the post-secondary education sector of British Columbia.

#### **4.3.3 UBC Okanagan**

- represent stakeholders on the UBC Okanagan campus;
- seek support of additional partner agencies for LFD development;
- advocate for systemic change needed to implement LFD with necessary regulatory bodies, including the UBC Okanagan Senate;
- seek funding to support degree program development, Indigenous language pedagogical research, and offering the LFD at the relevant educational Institutions, including the resourcing of Indigenous communities and Aboriginal post-secondary institutes;
- support funding applications by project partners which are in agreement with the purpose and guiding principles outlined in this partnership agreement;
- dissemination of information;
- Consultation with relevant government and regulatory bodies within the post-secondary educational sector of British Columbia.

#### **4.3.4 UBC Vancouver**

- represent stakeholders on the UBC Vancouver campus;
- seek support of additional partner agencies for LFD development;
- advocate for systemic change needed to implement LFD with necessary regulatory bodies, including the UBC Vancouver Senate;
- seek funding to support degree program development, Indigenous language pedagogical research, and offering the LFD at the relevant educational Institutions, including the resourcing of Indigenous communities and Aboriginal post-secondary institutes;
- support funding applications by project partners which are in agreement with the purpose and guiding principles outlined in this partnership agreement;
- disseminate information about the degree and its development; and
- consult with relevant government and regulatory bodies within the post-secondary educational sector of British Columbia.

#### **4.3.5 WWN**

- represent the Nisga'a Nation in the revitalization of language and culture through education, advocacy, and organizational capacity support;
- advocate for policy and systemic changes at Provincial policy tables for language and cultural program support;
- advocate for community based programming, to meet the needs of community learners;
- work with public post-secondary Institutions in the development of frameworks to ensure Language is included across a wide array of certificate, diploma and degree programs;
- approves, in consultation with the Nisga'a Language Authority, language instructors for community based program delivery;
- seek support of additional partner agencies for LFD development;
- advocate for systemic change needed to implement LFD with necessary regulatory bodies;
- seek funding support for community based program delivery, within the LFD framework;
- support funding applications by project partners which are in agreement with the purpose and guiding principles outlines in this partnership agreement;
- disseminate information about the degree and its development; and
- consult with relevant government and regulatory bodies within the post-secondary education sector of British Columbia.

#### **4.3.6 UNBC**

- as appropriate, facilitate and support community interests from the UNBC region;
- seek support of additional partner agencies for LFD development;
- advocate for systemic change needed to implement LFD to regulatory bodies, including the UNBC Senate;
- collaborate in seeking resources to support degree program development, Indigenous language pedagogical research, and the ongoing delivery of the LFD at the relevant educational Institutions;
- support funding applications by project partners which are in agreement with the purpose and guiding principles outlined in this partnership agreement;
- disseminate information about the degree and its development; and
- consult with relevant government and regulatory agencies in the post-secondary educational sector of British Columbia ;



## **5. Communications**

### ***5.1 Communications within the Language Fluency Degree Partnership***

In order build an effective partnership, the partners will strive to maintain regular communication. Communication from one party to the other will flow through a designated lead contact. Partners may change their lead contact at any time by informing the other partners. The current lead contacts for each organization are as follows:

#### **LFD Consortium:**

Mike Evans PhD

Professor | Community, Culture & Global Studies | Irving K. Barber School of Arts & Sciences and Director | Institute for Community Engaged Research

The University of British Columbia | Okanagan Campus

Arts 368c – 1147 Research Rd. Kelowna, BC Canada V1V 1V7

Phone 250 807 9401

[mike.evans@ubc.ca](mailto:mike.evans@ubc.ca)

#### **FNESC:**

Jesse Fairley

Manager of Languages and Culture

First Nations Education Steering Committee

#113 - 100 Park Royal South, West Vancouver, BC V7T 1A2

Phone 604-925-6087 ext. 122 or 1-877-422-3672

[jessef@fnesc.ca](mailto:jessef@fnesc.ca)

#### **IAHLA:**

Chair, IAHLA Board of Directors,

c/o Manager of Post-Secondary Education and Training

First Nations Education Steering Committee

#113 - 100 Park Royal South, West Vancouver, BC V7T 1A2

Phone 604-925-6087 ext. 122 or 1-877-422-3672

[shamp@fnesc.ca](mailto:shamp@fnesc.ca)

### ***5.2 Communications from the Language Fluency Degree Partnership***

External communications coming from the Language Fluency Degree Partnership as a collective will need to be approved by each of the respective organizations that make up the Partnership.

## **6. Co-operation with Third Parties**

6.1 In the event that it is seen as beneficial by all members of the partnership to co-operate with a third party for an activity which supports the purpose and intent of this partnership

agreement, the partners will discuss and agree to third party inclusion prior to any outside co-operation commencing.

6.2 When a partner identifies an appropriate and needed role for a third party, that partner will discuss the matter with the other partners and explain the following:

- Why the assistance of the third party is needed or desired; and
- The specific activities the third party will undertake and/or the support they will offer.

6.3 As all partners are dedicated to working in the spirit of collaboration for the advancement of a shared goal, the inclusion of third parties, when deemed appropriate and valuable by all partners, should be encouraged.

## **7. Governance**

7.1 Each of the organizations involved in this partnership has an existing governance structure. It will be important for the partners to respect and honour each organization's governance requirements, and, in the case of communities, their autonomy and authority over their own language, culture and knowledge.

7.2 When it is deemed suitable for the partners at the table to make a decision, this will be done by consensus.

7.3 On occasions when a decision cannot be made by the representatives at the partnership table, each partner will bring forward the information to their respective governance structures. In these cases, each partner will:

- Provide any supporting materials to the other partners that are needed to inform decision-making; and
- Endeavour to advance decisions through their governance structures as efficiently as possible.

## **8. Monitoring and Evaluation**

8.1 The partners have committed to the development of a work plan, in which, the partners have identified a series of milestones and target dates. These milestones shall act as a monitoring and evaluation tool for the effectiveness of the partnership.

8.2 At each in-person meeting of the LFD Partnership, the partners will review the milestones and target dates, to discuss and adjust appropriately.

## **9. Modifications**

9.1 This partnership agreement shall be seen as a living document, which can evolve with the project and the partnership itself. As such, the need may arise to modify the partnership agreement from time to time. When the partners agree to a revision, that

revision will go through each partner's governance structure for final approval, and the document amended accordingly.

## **10. Dispute Resolution**

10.1 If there is a dispute between the partners with respect to any matter arising from this agreement, or relating to the interpretation and application of this agreement, the partners agree to use their best efforts to resolve such disputes in a reasonable and timely manner and in good faith.

10.2 Where there is a dispute between the partners, the partners agree they will attempt to use any and all face-to-face means to resolve the dispute at the point closest to which the dispute first arises before referring the dispute to senior level representatives.

10.3 If a matter remains unresolved after being considered by the partners, the dispute may be referred to the senior officials of the partners for resolution.

## **11. Withdrawals**

11.1 In the event that a partner wishes to withdraw from the partnership, that organization shall inform the rest of the partners of their decision in writing. The remaining project partners shall endeavour to cover the contribution of the withdrawing partner, either by assuming their tasks or by asking one or more new partners to join the partnership.

The parties by the signatures affixed on the following pages do hereby signify their understanding and acceptance of the provisions of this partnership agreement.

On behalf of the First Nations Education Steering Committee



Tyrone McNeil, President

November 9, 2016

Date

On behalf of the Indigenous Adult and Higher Learning Association

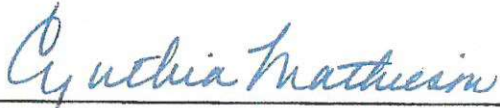


Verna Billy-Minnabarriet, Chair

8 Nov 2016

Date

On behalf of the University of British Columbia Okanagan Campus



Dr. Cynthia Mathieson

17 Oct. 2016

Date

Provost and Vice-Principal Academic

On behalf of the University of British Columbia Vancouver Campus



Dr. Angela Redish

18 Oct 2016

Date

Provost and Vice-Principal Academic

On behalf of the Okanagan Indian Educational Resources Society



Lauren Terbasket

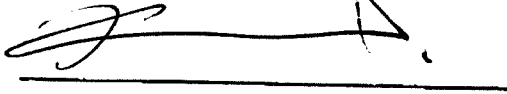
Oct 18/2016

Date

Executive Director

Indigenous Language Fluency Degree  
Partnership Agreement

On behalf of the Nicola Institute of Technology



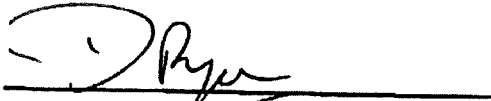
Ken Tourand

President

Oct 17, 2016

Date

On behalf of the University of Northern British Columbia



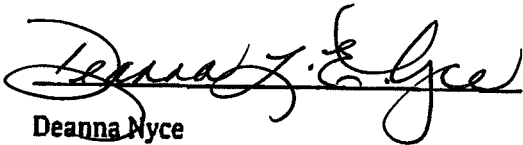
Daniel A.J. Ryan, Ph.D.

Interim Vice-President Academic and Provost

OCT 19 2016

Date

On behalf of Wiip Wilgo'oskwhl Nisga'a Institute



Deanna Nyce

President and Chief Executive Officer

Oct. 20, 2016

Date

**"Partnership Agreement for the Advancement of a Indigenous Language Fluency Degree Framework"**  
**AMENDING AGREEMENT**

**THIS AGREEMENT** made as of \_\_\_\_\_, 2017.

**BETWEEN:**

The First Nations Education Steering Committee  
 ("FNESC")

**AND:**  
 The Indigenous Adult and Higher Learning Association  
 ("IAHLA")

**AND:**  
 The Okanagan Indian Educational Resources Society (En'owkin)  
 ("En'owkin")

**AND:**  
 Wilp Wilxo'oskwhl Nisga'a  
 ("WWN")

**AND:**  
 The University of British Columbia Vancouver  
 ("UBC Vancouver")

**AND:**  
 The University of British Columbia Okanagan  
 ("UBC Okanagan")

**AND:**  
 The Nicola Valley Institute of Technology  
 ("NVIT")

**AND:**  
 The University of Northern British Columbia  
 ("UNBC")

**AND:**  
 Simon Fraser University  
 ("SFU")

**AND:**  
 University of Victoria  
 ("UVic")

**WHEREAS:**

- A. the FNESC, IAHLA, En'owkin, WWN, UBC Vancouver, UBC Okanagan, NVIT and UNBC entered into a Partnership Agreement for the Advancement of a Indigenous Language Fluency Degree Framework dated May 2016;

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- B. FNESC, IAHLA, En'owkin, WWN, UBC Vancouver, UBC Okanagan, NVIT and UNBC wish to add SFU and UVic as parties to the Framework Agreement and SFU and UVic so wish to be added;
- C. the Parties desire to amend the Framework Agreement.

**THEREFORE** this Agreement witnesses that:

**Part 1. INTERPRETATION AND DEFINITIONS**

- 1.1 **Common Meaning** – Capitalized terms used but not defined in this Agreement shall have the meaning given to them in the Framework Agreement.
- 1.2 **Definitions** – In this Agreement, unless the context requires a different meaning, the following words and phrases have the meaning set out below:
  - 1.2.1 **"Agreement"** means this Agreement;
  - 1.2.2 **"Party"** means any of FNESC, IAHLA, En'owkin, WWN, UBC Vancouver, UBC Okanagan, NVIT, UNBC, SFU or UVic and **"Parties"** means all of FNESC, IAHLA, En'owkin, WWN, UBC Vancouver, UBC Okanagan, NVIT, UNBC, SFU and UVic; and
  - 1.2.3 **"Framework Agreement"** means the Framework agreement between the parties dated May 2016.
- 1.3 **Gender** - Wherever the singular or the masculine are used in this Agreement the same will be deemed to include the plural or the feminine or the body politic or corporate where the context so requires.
- 1.4 **Headings** - The headings to sections and articles of this Agreement are inserted for convenience only and shall not affect the construction of it.
- 1.5 **References** - Unless otherwise stated a reference in this Agreement to a numbered or lettered article or section refers to the part of this Agreement bearing that article or section number or letter.
- 1.6 **Governing Law** - This Agreement shall be construed, and the rights of the parties shall be governed and enforced, in accordance with the laws of British Columbia (without regard to any conflict of laws principles) and in accordance with any laws of Canada applicable therein.

**Part 2. Amendments**

- 2.1 SFU and UVic are added as parties to the Framework Agreement.
- 2.2 The following sections are added to the Framework Agreement:

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#### 4.3.7 Simon Fraser University

- represent stakeholders at Simon Fraser University;
- seek support of additional partner agencies for LFD development;
- advocate for systemic change needed to implement LFD with necessary regulatory bodies, including the Simon Fraser University Senate;
- seek funding to support degree program development, Indigenous language pedagogical research, and offering the LFD at the relevant educational Institutions, including the resourcing of Indigenous communities and Aboriginal post-secondary institutes;
- support funding applications by project partners which are in agreement with the purpose and guiding principles outlined in this partnership agreement;
- dissemination of information;
- consultation with relevant government and regulatory bodies within the post-secondary educational sector of British Columbia.

#### 4.3.8 – University of Victoria

- represent stakeholders at the University of Victoria;
- seek support of additional partner agencies for LFD development;
- advocate for systemic change needed to implement LFD with necessary regulatory bodies, including the University of Victoria Senate;
- seek funding to support degree program development, Indigenous language pedagogical research, and offering the LFD at the relevant educational Institutions, including the resourcing of Indigenous communities and Aboriginal post-secondary institutes;
- support funding applications by project partners which are in agreement with the purpose and guiding principles outlined in this partnership agreement;
- dissemination of information;
- consultation with relevant government and regulatory bodies within the post-secondary educational sector of British Columbia.

12. Details of the implementation of any particular initiative resulting from this agreement shall be negotiated between the parties as each specific case may arise, and will result in a separate agreement. All parties understand that financial arrangements will have to be negotiated and will depend on the availability of funds.

13. This Agreement is not intended to create any legally binding obligations on any party but, rather, is intended to facilitate discussions regarding general areas of cooperation.

14. Nothing contained in this Agreement shall be deemed or construed by the Parties, or by any third party, to create the relationship of partnership or joint venture between the Parties.



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**Part X – General**

- 7.1 Framework Agreement ratified** - Except as amended by this Agreement the Framework Agreement remains in full force and effect and is ratified and confirmed.
- 7.2 Counterparts** - This Agreement may be executed by facsimile and in separate counterparts, each of which when so executed and delivered shall be deemed to be an original and all of which taken together shall be deemed to constitute one and the same instrument.

**IN WITNESS WHEREOF** the parties have executed this Agreement with effect as of the date first above written.

**On behalf of the First Nations Education Steering Committee**

\_\_\_\_\_

\_\_\_\_\_  
Date

**On behalf of the Indigenous Adult and Higher Learning Association**

\_\_\_\_\_

\_\_\_\_\_  
Date

**On behalf of the University of British Columbia Okanagan**

\_\_\_\_\_

\_\_\_\_\_  
Date

**On behalf of the University of British Columbia Vancouver**

\_\_\_\_\_

\_\_\_\_\_  
Date

**On behalf of the Okanagan Indian Educational Resources Society**

\_\_\_\_\_

\_\_\_\_\_  
Date

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On behalf of the Nicola Valley Institute of Technology

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Date

On behalf of the University of British Columbia

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Date

On behalf of Wilp Wilxo'oskwhl Nisga'a

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Date

On behalf of Simon Fraser University

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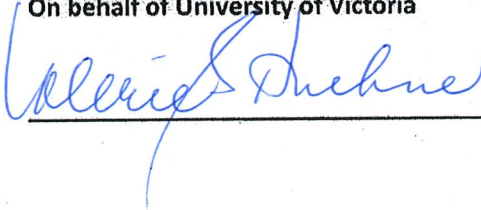
24 November 2017

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Date

On behalf of University of Victoria

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11 DECEMBER 2017

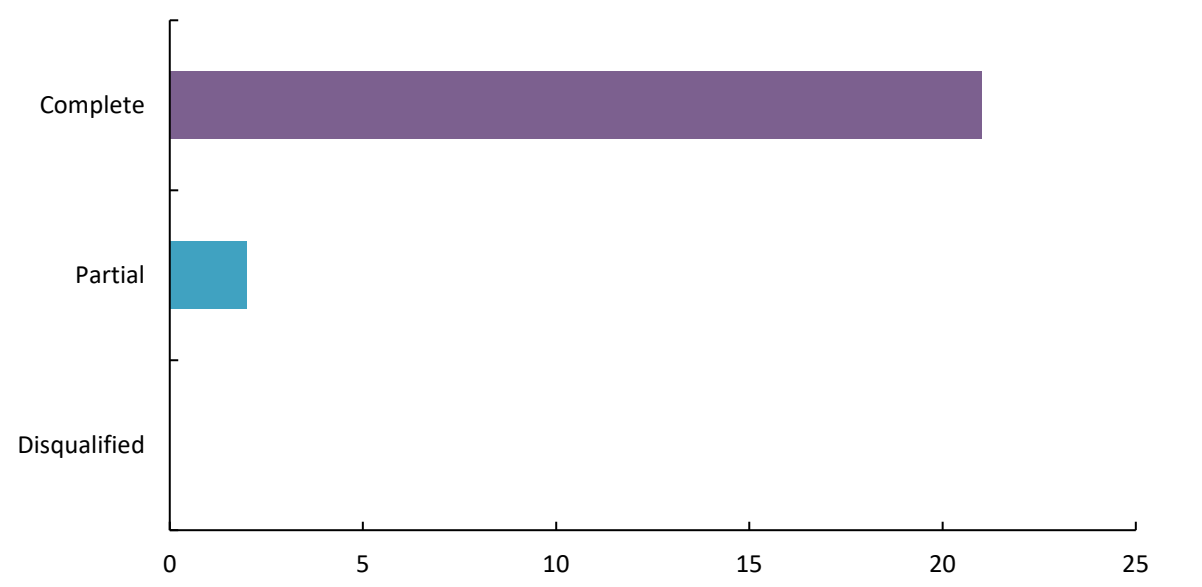
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Date

# Report for Indigenous Language Labour Market Survey for Communities

Indigenous Language Labour Market Survey for Communities

## Response Statistics



	Count	Percent
Complete	21	91.3
Partial	2	8.7
Disqualified	0	0
Totals	23	

# 1.What is the name of the BC First Nations community you represent?

ResponseID	Response
2	test
4	Burns Lake Band
5	Dzawada'enuxw
6	WeWaiKai Nation
7	Skowkale First Nation
8	Okanagan Indian Band
9	Tsawout First Nation
10	Kwantlen First Nation
11	Haida
12	Cowichan Tribes
13	Stswecem'c Xgat'tem First Nation
14	Skidegate
15	Mowachaht/Muchalaht
16	Skatin Nation
17	Alexis Creek
18	Yuutu it ath Government

19	Tkemplúps te Secwépemc
20	GITWANGAK
21	Snuneymuxw
22	Lake Babine Nation Education only
23	Squamish Nation

**2. Within your First Nation, how many jobs currently exist for which being able to fluently speak your First Nations language is an essential skill or a requirement?**

ResponseID	Response
2	test
5	2
6	many
7	None
8	20
9	4
10	3 with FPCC and limited Cultural Funding if there is no grant funding.
11	about 8 and 3 Elders on honouraria
12	10
13	1
14	6
16	17
17	50
18	4
19	14

20	6
21	two
22	Schools only 2
23	4

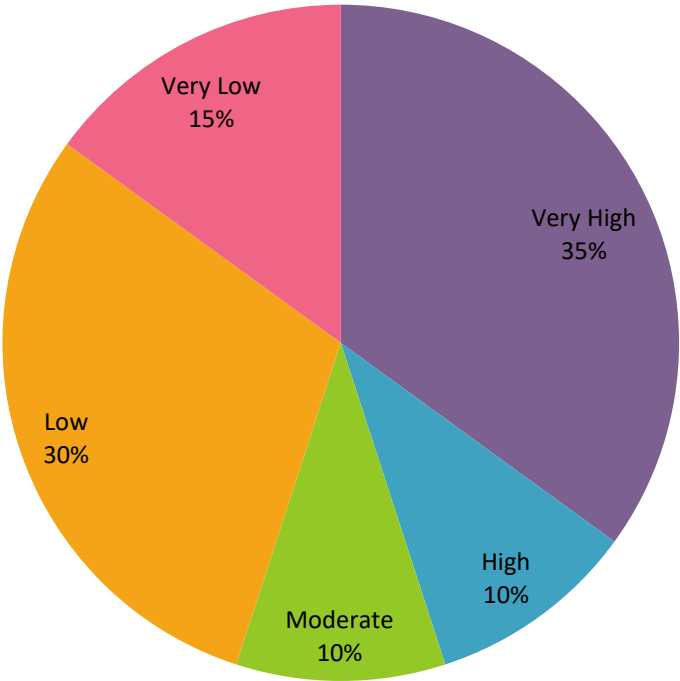
**3. Within your First Nation, how many jobs currently exist for which being able to fluently speak your First Nations language is a highly valued skill?**

ResponseID	Response
2	test
5	2
6	Many
7	none
8	50
9	4
10	3
11	Eight, as i understand the question
12	100
13	1
14	6
15	4
16	none
17	5
18	7
19	10



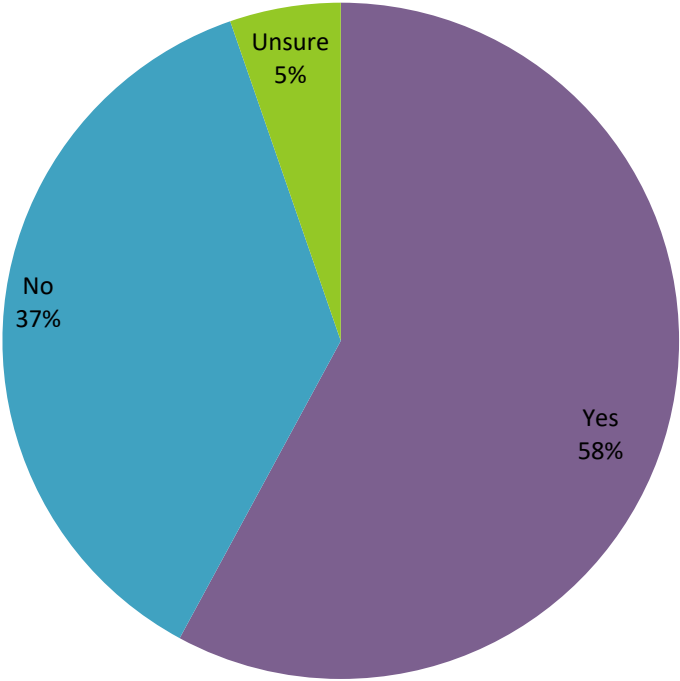
20	10
21	two
22	33 in our schools
23	6

4. Within your geographical region as a whole, how would you characterize the labour market demand for employees who can fluently speak your First Nations language?



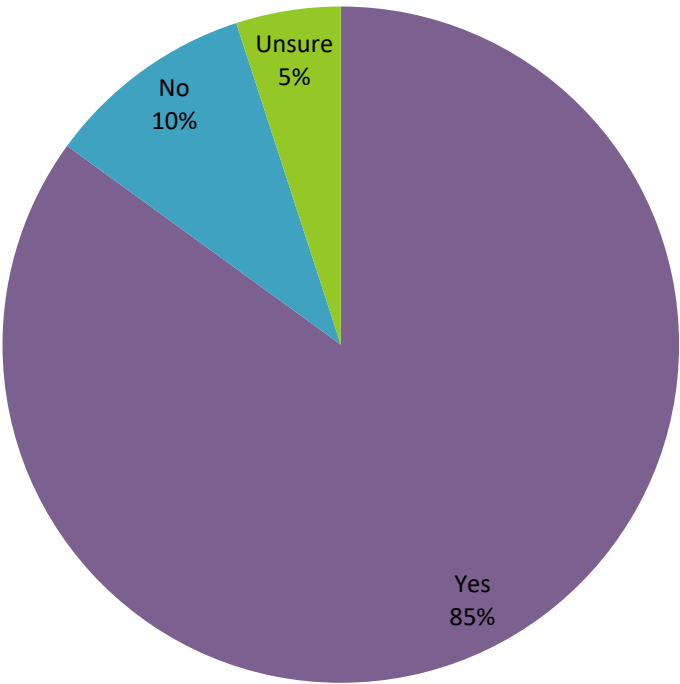
Value	Percent	Count
Very High	35.0%	7
High	10.0%	2
Moderate	10.0%	2
Low	30.0%	6
Very Low	15.0%	3
	Totals	20

5.Are their currently jobs for fluent speakers within your community that cannot be filled due to a lack of candidates who can fluently speak your First Nations language?



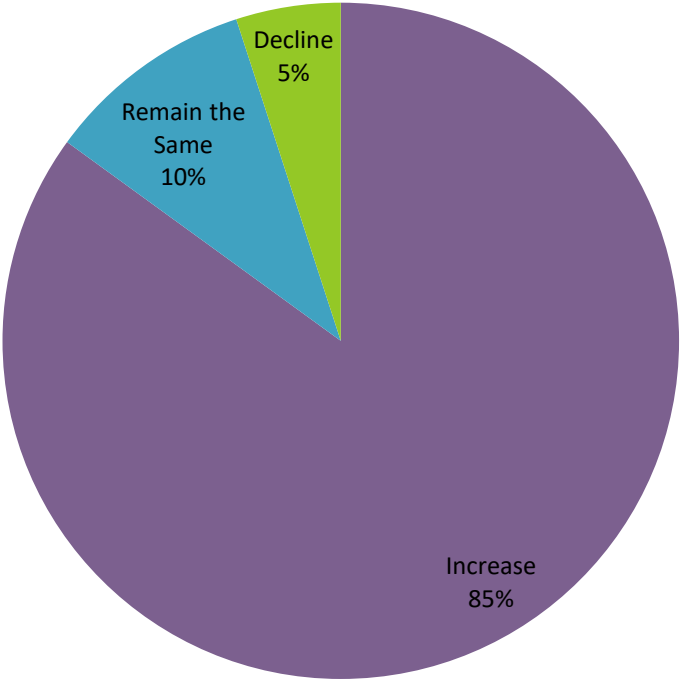
Value	Percent	Count
Yes	57.9%	11
No	36.8%	7
Unsure	5.3%	1
	Totals	19

6.Do you expect that increased availability of fluent speakers of your First Nations language will result in the creation of new jobs in your community?



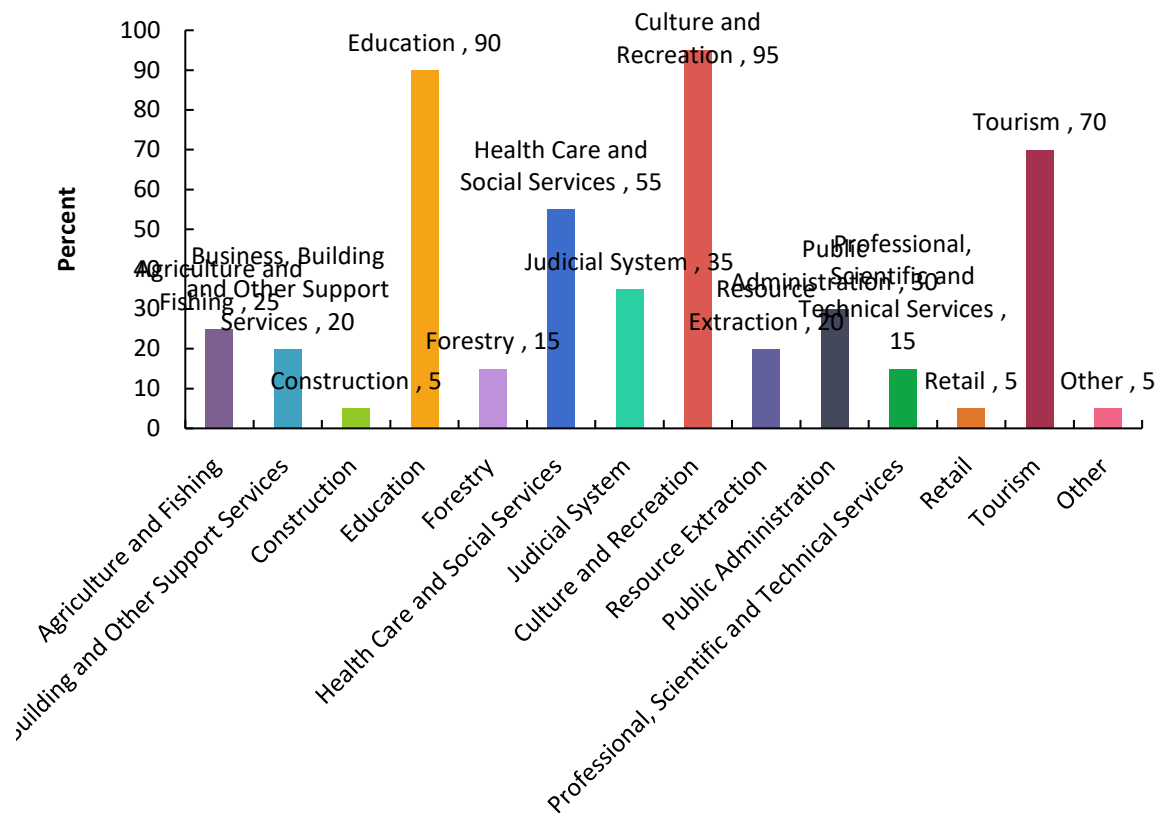
Value	Percent	Count
Yes	85.0%	17
No	10.0%	2
Unsure	5.0%	1
	Totals	20

7.Over the next 25 years, do you project that the labour market demand in your community for fluent speakers of your First Nations language will increase, remain the same, or decline?



Value	Percent	Count
Increase	85.0%	17
Remain the Same	10.0%	2
Decline	5.0%	1
	Totals	20

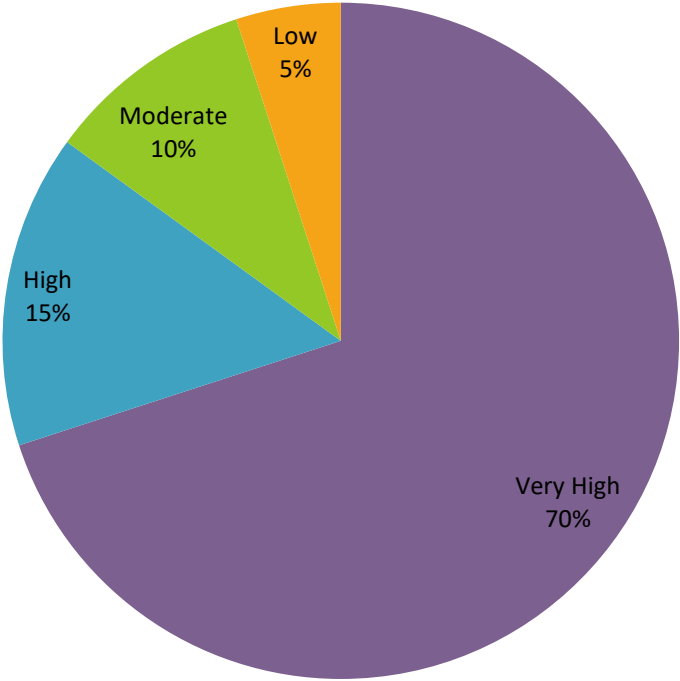
8. In which employment sectors is there currently a labour market demand for fluent speakers of your First Nations language? Check all that apply



Value	Percent	Count
Agriculture and Fishing	25.0%	5
Business, Building and Other Support Services	20.0%	4
Construction	5.0%	1
Education	90.0%	18
Forestry	15.0%	3
Health Care and Social Services	55.0%	11

Judicial System	35.0%	7
Culture and Recreation	95.0%	19
Resource Extraction	20.0%	4
Public Administration	30.0%	6
Professional, Scientific and Technical Services	15.0%	3
Retail	5.0%	1
Tourism	70.0%	14
Other	5.0%	1

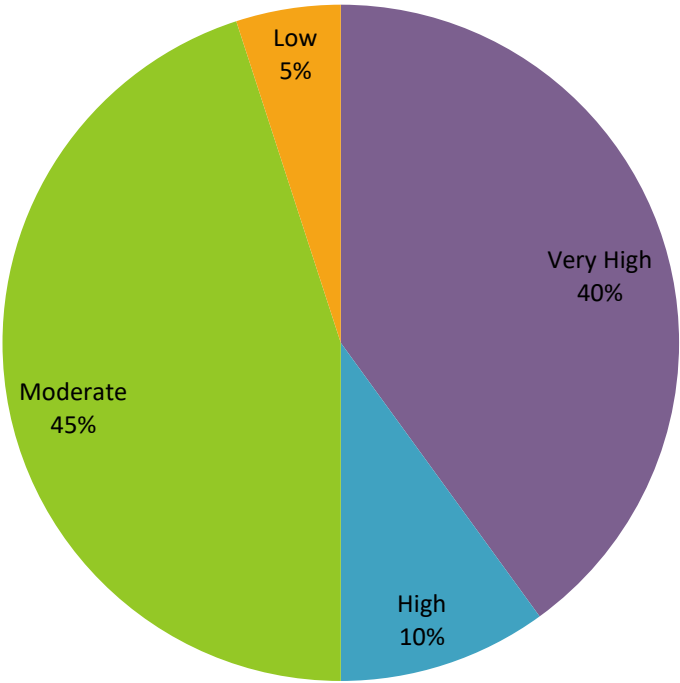
9.How would you characterize the need in your community for an Indigenous Language Proficiency Degree program focused on increasing proficiency in your First Nations language?



Value	Percent	Count
Very High	70.0%	14
High	15.0%	3
Moderate	10.0%	2
Low	5.0%	1
	Totals	20

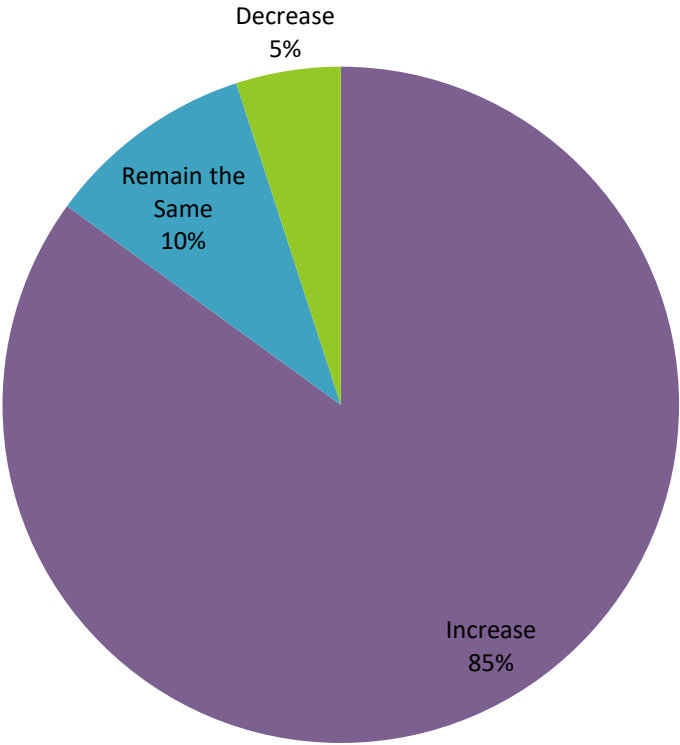


10.How would you characterize the student demand in your community for an Indigenous Language Proficiency Degree program focused on your First Nations language?



Value	Percent	Count
Very High	40.0%	8
High	10.0%	2
Moderate	45.0%	9
Low	5.0%	1
	Totals	20

11.Over the next 25 years, do you predict that student demand for a Language Proficiency Degree program in your community will increase, remain the same, or decrease?



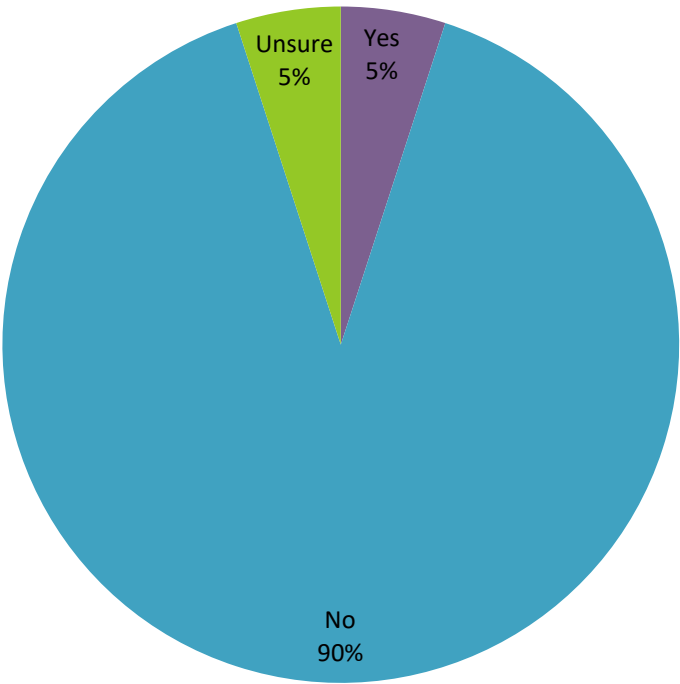
Value	Percent	Count
Increase	85.0%	17
Remain the Same	10.0%	2
Decrease	5.0%	1
	Totals	20

**12.How many students from your community do you predict would apply to enter a Language Proficiency Degree program focused on your First Nations language if it became available in the next three years?**

ResponseID	Response
4	1
5	four
6	2-7
7	4
8	100
9	7
10	50 - 60
11	12 to 20
12	25
13	unsure
14	10
15	3-5
16	not sure
17	25
18	3

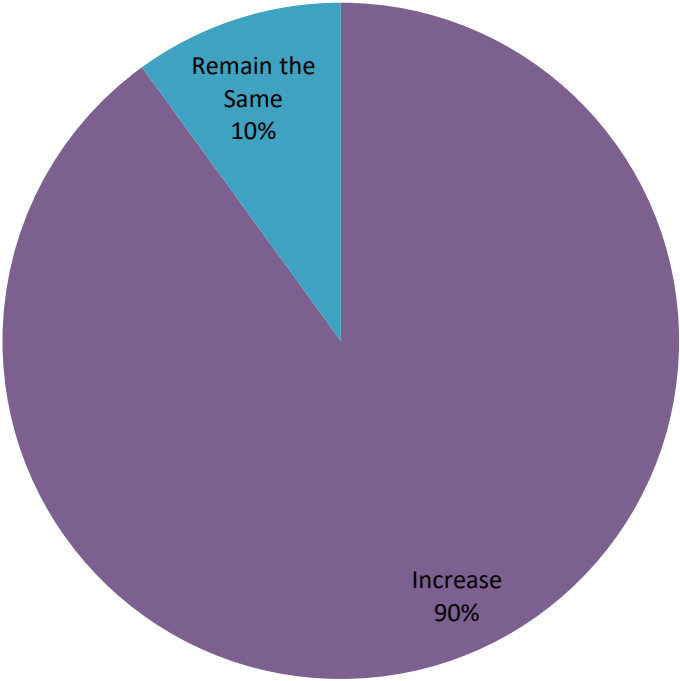
19	15
20	15
21	15-25
22	15-30
23	Unknown

13.Are there an adequate number of fluent speakers in the public schools your students attend to meet the labour market demand?



Value	Percent	Count
Yes	5.0%	1
No	90.0%	18
Unsure	5.0%	1
	Totals	20

14.Over the next 25 years, do you predict that labour market demand for fluent speakers in public schools that your students attend will increase, remain the same, or decrease?



Value	Percent	Count
Increase	90.0%	18
Remain the Same	10.0%	2
	Totals	20

# Report for Indigenous Language Labour Market Survey for First Nations Schools

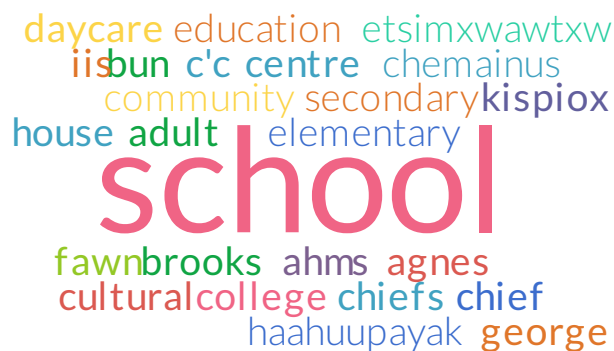
## Response Counts

Completion Rate:	100%		
	Complete		27

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Totals: 27

1. What is the name of the First Nations school (inclusive of adult institutes) you represent?



ResponseID	Response
1	haahuupayak School
2	Lilawagila
3	Senpaq'cin School
4	Squiala Elementary School
5	Nak'al Bun Elementary School
6	SN-C'C' A-MALA?-TN
7	Chief Matthews School
8	Little Chiefs Primary School
9	Ahms Tah Ow and Brooks Secondary (Powell River)
10	ʔaᑭamnik School
11	Tsleil-Waututh Naion School
12	Saanich Adult Education Centre
13	Kispiox Community School
14	Lach Klan School



ResponseID	Response
15	Rosie Seymour School
16	Agnes George Preschool
17	Skatin Community School
18	Quw'utsun Smuneem
19	Outma Sqilx'W Cultural School
20	Tsidel del school
21	qwayaciik?iis Daycare
22	Witset elementary secondary
23	House of Learning
24	Chemainus Native College
25	Little Fawn Nursery
26	Xwemelch'stn Etsimxwawtxw
27	Morris Williams Elementary

## 2. What is the name of the First Nation(s) that your school serves?



ResponseID	Response
1	T seshah First Nation
2	Dzawada'enuxw
3	Okanagan
4	Squiala First Nation, Skowkale First Nation, Tzeachten First Nation, Skway First Nation and Soowahlie First Nation
5	Nak'azdli Whut'en
6	Okanagan Indian Band
7	Haida
8	Williams Lake Indian Band
9	Tla'amin
10	?AQAM
11	Tsleil-Waututh Nation
12	Tsartlip, Tsawout, Tseycum and Pauquachin
13	Gitxsan
14	Gitxaala Nation

ResponseID	Response
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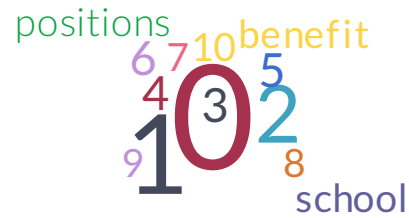
15	Stswecem'c Xgat'tem First Nation
16	Mowachaht? Muchalaht
17	Stl'atl'imx
18	Cowichan
19	Penticton Indian Band
20	Alexis Creek
21	Yuutu it ath Government
22	Witset first Nation
23	Snuneymuxw
24	Stz'uminus First Nation
25	Tk'emlúps te Secwépemc
26	Squamkish Nation
27	Lake Babine Nation

3. Within your school, how many jobs currently exist for which the ability to fluently speak the First Nations language of the community is an essential skill or a requirement?

honouraria  
6<sup>4</sup>  
jobs 10<sup>3</sup> 5<sup>2</sup> elders

ResponseID	Response
1	2
2	one
3	one
4	1
5	1
6	3
7	2 jobs plus two Elders on honouraria
8	1
9	1
11	4
12	1
13	2
14	1
15	1
17	2
18	2
19	6
20	3
22	6
23	two
25	10
26	2
27	3

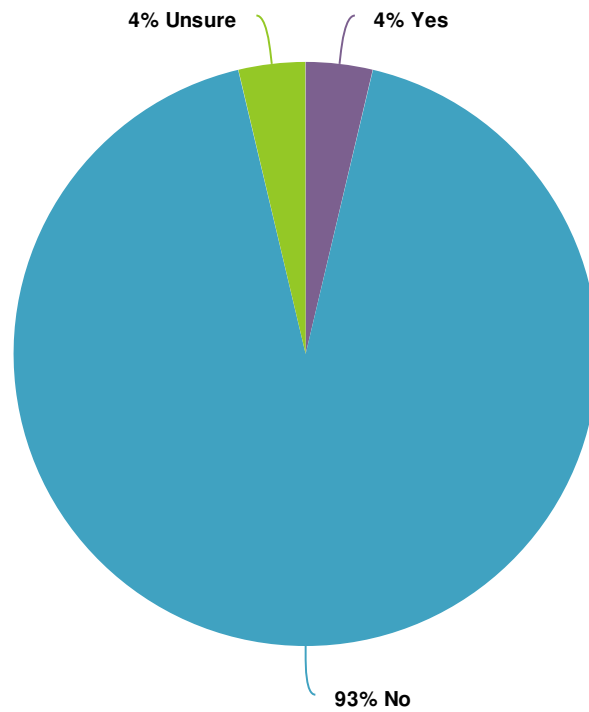
4. Within your school, how many jobs currently exist for which the ability to fluently speak the First Nations language of the community is a highly valued skill?



ResponseID	Response
1	32
2	one
3	two
4	none
5	25 - 30
6	10
7	4
8	1
9	4
10	1
11	All positions in the school would benefit
12	3-4
13	2
14	10

ResponseID	Response
15	1
16	1
17	13
18	1
19	12
20	3
21	2
22	13
23	two
25	10
26	10
27	30

5. Are there enough fluent speakers of the First Nations language of the community to meet the labour needs of your school?

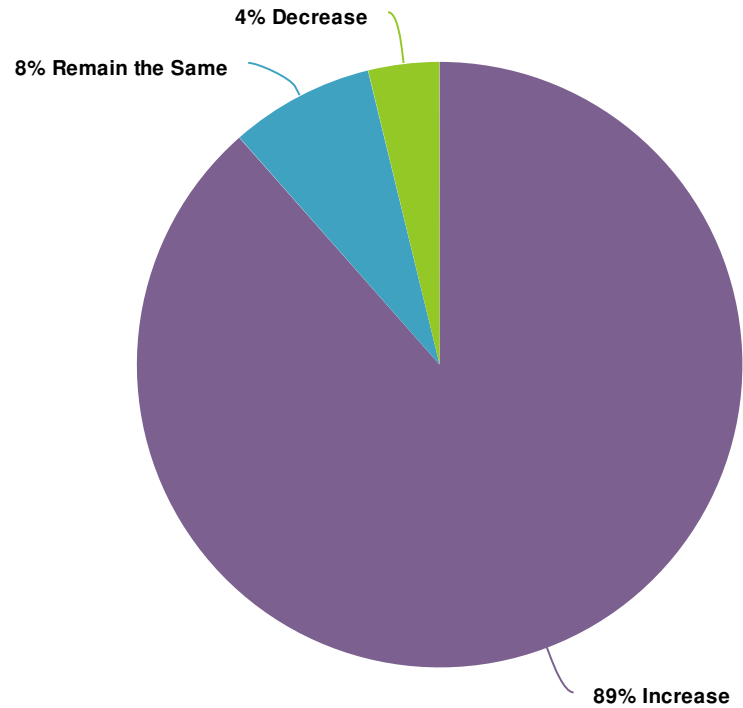


Value		Percent	Responses
Yes	<div><div></div></div>	3.7%	1
No	<div><div></div></div>	92.6%	25
Unsure	<div><div></div></div>	3.7%	1

Totals: 27



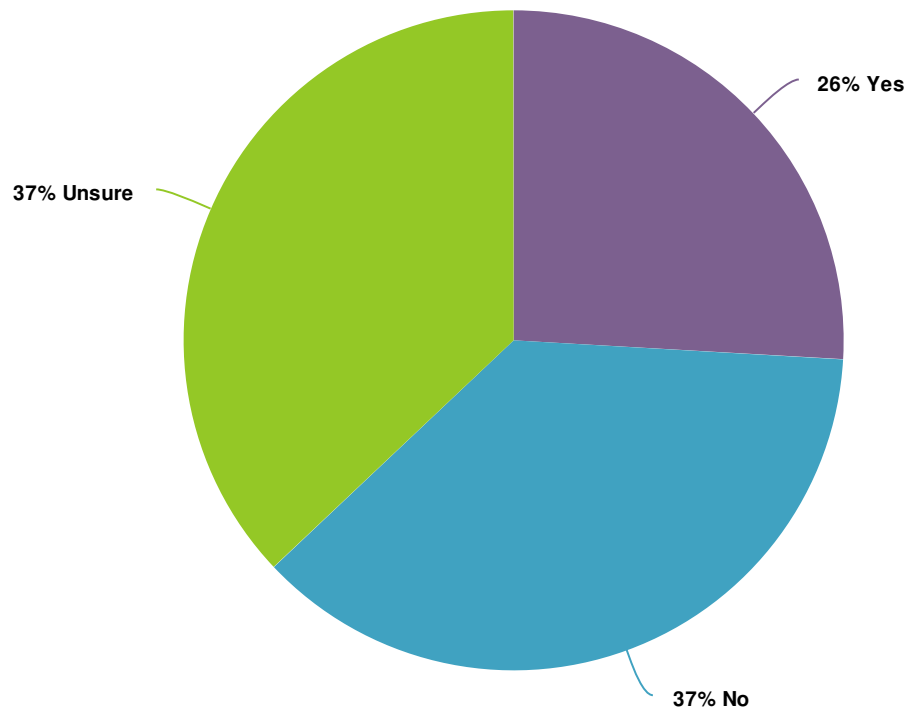
6. Over the next 25 years, do you project that the labour market demand in your school for fluent speakers of the First Nations language of the community will increase, remain the same, or decrease?



Value		Percent	Responses
Increase	<div><div></div></div>	88.5%	23
Remain the Same	<div><div></div></div>	7.7%	2
Decrease	<div><div></div></div>	3.8%	1

Totals: 26

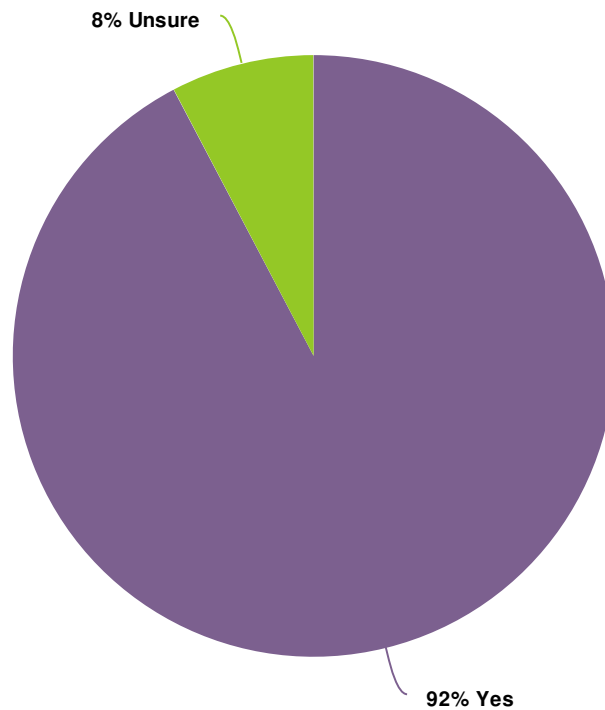
7. Over the next 25 years, do you project that your community will be able to meet the labour market demands for fluent speakers in your school?



Value		Percent	Responses
Yes	<div><div style="width: 25.9%;"></div></div>	25.9%	7
No	<div><div style="width: 37.0%;"></div></div>	37.0%	10
Unsure	<div><div style="width: 37.0%;"></div></div>	37.0%	10

Totals: 27

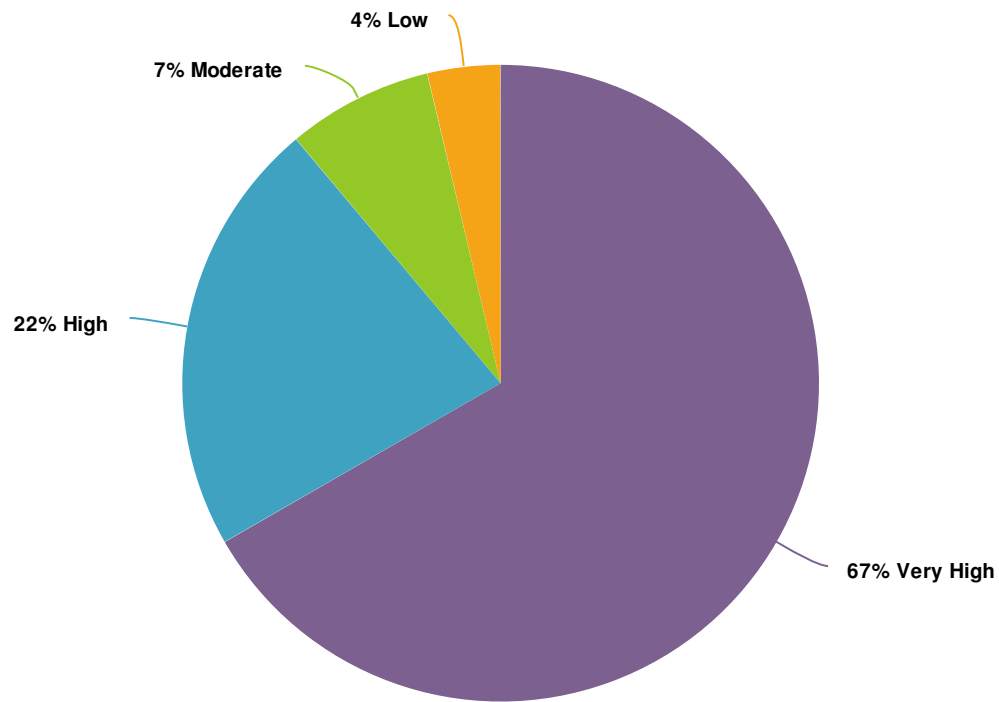
8. If your school had access to more fluent speakers of the community's First Nations language, do you expect that new jobs would be created?



Value		Percent	Responses
Yes	<div><div></div></div>	92.3%	24
Unsure	<div><div></div></div>	7.7%	2

Totals: 26

9. Overall, how would you characterize the need of your school for an Indigenous Language Proficiency Degree program in your community?



Value		Percent	Responses
Very High	<div><div style="width: 66.7%;"></div></div>	66.7%	18
High	<div><div style="width: 22.2%;"></div></div>	22.2%	6
Moderate	<div><div style="width: 7.4%;"></div></div>	7.4%	2
Low	<div><div style="width: 3.7%;"></div></div>	3.7%	1

Totals: 27

10. How many of your staff members do you predict would apply to enter an Indigenous Language Proficiency Degree program if it became available in the next three years?

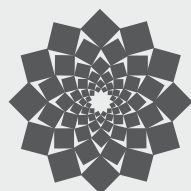


ResponseID	Response
1	12
2	one
3	two
4	1
5	1 - 3
6	3
7	6 to 10
8	2
9	Unsure
10	1
11	4
12	2-3
13	4

ResponseID	Response
14	5
15	2
16	2
17	6
18	11
19	10
20	10
21	2
22	4
23	6
24	3
25	10
26	unsure
27	10

		Immersive Language Courses			Language Revitalization Courses	Other Required Courses
Year 4	Term 2 (15 cr)	INDG 499 (6) Indigenous Studies Capstone Project		STMC 439 (3) Language Immersion on Capstone Topic	At least 6 credits from: INLG 481 (3) Heritage Resources in Endangered Language Revitalization INDG 405 (3) Indigenous Education: History and Revitalization INLG 480/ ANTH 473 (3) Living Languages: Critical Approaches to Endangered Languages INLG 382 (3): Lexicography for Endangered Languages INLG 380 (3) Technologies for Endangered Language Documentation and Revitalization: Digital	INDG 301 (3) Examining an Indigenous Methodology: En'owkinwixw
	Term 1 (12 cr)	INDG 460 (3): Indigenous Studies Internship	STMC433 (3) Language Practice and Pedagogy: Special Topics	INDG 401 (3) Research Applications		
	Summer Term (9 cr)	STMC 353 (3) Language Applications: Traditional Ecological Knowledge	STMC 333 (3) Language Practice and Pedagogy: Traditional Ecological Knowledge	INDG 307 (3) Traditional Ecological Knowledge		
Year 3	Term 2 (12 cr)	STMC 352 (3) Language Applications: Literature and Performative Arts	STMC 332 (3) Language Practice and Pedagogy: Creative, Constructive and Performative Arts	INDG 202 (3) Interior Salishan Concepts and Frameworks	INLG 282 (3) Structures of Endangered Languages	
	Term 1 (12 cr)	STMC 351 (3) Language Applications: Numeracy and Math	STMC 331 (3) Language Practice and Pedagogy: Praxis in Different Immersion Contexts		INLG 281 (3) Sounds of Endangered Languages	ENGL 112 (3) Studies in Composition: ENGL 114 (3) Studies in Composition: Aboriginal Perspectives: or ENGL 154 (3) Indigenous Narrative
Year 2	Summer Term (3 cr)	Finalization of NVIT's Diploma Program (Summer Courses)				EDUC 104 (3) Introduction to Academic Pedagogy: An Aboriginal Perspective

# ACTFL PROFICIENCY GUIDELINES 2012



## ACTFL

**AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES**

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## ACKNOWLEDGMENTS

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*ACTFL is deeply indebted to the many individuals who contributed to the previous editions of the Proficiency Guidelines.*

*In addition, ACTFL wishes to acknowledge the principal authors and editors of this 3rd Edition of the Proficiency Guidelines: Elvira Swender, Daniel J. Conrad, and Robert Vicars; and the invaluable contributions of the project consultants: Mahdi Alesh, Karen Breiner-Sanders, Ray T. Clifford, Helen Hamlyn, David Hiple, Judith Liskin-Gasparro, Pardee Lowe, Jr., Cynthia Martin, Karl F. Otto, Jr., Benjamin Rifkin, Mildred Rivera-Martinez, and Erwin Tschirner.*

*Finally, ACTFL is most appreciative of the comments and feedback from the many members of the profession who contributed generously of their time and expertise in reviewing earlier drafts of this document.*

*The ACTFL Proficiency Guidelines 2012 may be used for non-profit, educational purposes only, provided that they are reproduced in their entirety, with no alterations, and with credit to ACTFL.*

## *General Preface*

### *to the* **ACTFL Proficiency Guidelines 2012**

The ACTFL Proficiency Guidelines are descriptions of what individuals can do with language in terms of speaking, writing, listening, and reading in real-world situations in a spontaneous and non-rehearsed context. For each skill, these guidelines identify five major levels of proficiency: Distinguished, Superior, Advanced, Intermediate, and Novice. The major levels Advanced, Intermediate, and Novice are subdivided into High, Mid, and Low sublevels. The levels of the ACTFL Guidelines describe the continuum of proficiency from that of the highly articulate, well-educated language user to a level of little or no functional ability.

These Guidelines present the levels of proficiency as ranges, and describe what an individual can and cannot do with language at each level, regardless of where, when, or how the language was acquired. Together these levels form a hierarchy in which each level subsumes all lower levels. The Guidelines are not based on any particular theory, pedagogical method, or educational curriculum. They neither describe how an individual learns a language nor prescribe how an individual should learn a language, and they should not be used for such purposes. They are an instrument for the evaluation of functional language ability.

The ACTFL Proficiency Guidelines were first published in 1986 as an adaptation for the academic community of the U.S. Government's Interagency Language Roundtable (ILR) Skill Level Descriptions. This third edition of the ACTFL Proficiency Guidelines includes the first revisions of Listening and Reading since their original publication in 1986, and a second revision of the ACTFL Speaking and Writing Guidelines, which were revised to reflect real-world assessment needs in 1999 and 2001 respectively. New for the 2012 edition are the addition of the major level of Distinguished to the Speaking and Writing Guidelines, the division of the Advanced level into the three sublevels of High, Mid, and Low for the Listening and Reading Guidelines, and the addition of a general level description at the Advanced, Intermediate, and Novice levels for all skills.

Another new feature of the 2012 Guidelines is their publication online, supported with glossed terminology and annotated, multimedia samples of performance at each level for Speaking and Writing, and examples of oral and written texts and tasks associated with each level for Reading and Listening.

The direct application of the ACTFL Proficiency Guidelines is for the evaluation of functional language ability. The Guidelines are intended to be used for global assessment in academic and workplace settings. However, the Guidelines do have instructional implications. The ACTFL Proficiency Guidelines underlie the development of the ACTFL Performance Guidelines for K-12 Learners (1998) and are used in conjunction with the National Standards for Foreign Language Learning (1996, 1998, 2006) to describe how well students meet content standards. For the past 25 years, the ACTFL Guidelines have had an increasingly profound impact on language teaching and learning in the United States.

# ACTFL PROFICIENCY GUIDELINES 2012 — SPEAKING

## *Preface*

### **The ACTFL Proficiency Guidelines 2012 – Speaking**

describe five major levels of proficiency: Distinguished, Superior, Advanced, Intermediate, and Novice. The description of each major level is representative of a specific range of abilities. Together these levels form a hierarchy in which each level subsumes all lower levels. The major levels Advanced, Intermediate, and Novice are divided into High, Mid, and Low sublevels.

The Guidelines describe the tasks that speakers can handle at each level, as well as the content, context, accuracy, and discourse types associated with tasks at each level. They also present the limits that

speakers encounter when attempting to function at the next higher major level.

These Guidelines can be used to evaluate speech that is either Interpersonal (interactive, two-way communication) or Presentational (one-way, non-interactive).

The written descriptions of speaking proficiency are accompanied online by speech samples illustrating the features of each major level.

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## **DISTINGUISHED**

Speakers at the Distinguished level are able to use language skillfully, and with accuracy, efficiency, and effectiveness. They are educated and articulate users of the language. They can reflect on a wide range of global issues and highly abstract concepts in a culturally appropriate manner. Distinguished-level speakers can use persuasive and hypothetical discourse for representational purposes, allowing them to advocate a point of view that is not necessarily their own. They can tailor language to a variety of audiences by adapting their speech and register in ways that are culturally authentic.

Speakers at the Distinguished level produce highly sophisticated and tightly organized extended discourse. At the same time, they can speak succinctly, often using cultural and historical references to allow them to say less and mean more. At this level, oral discourse typically resembles written discourse.

A non-native accent, a lack of a native-like economy of expression, a limited control of deeply embedded cultural references, and/or an occasional isolated language error may still be present at this level.

# ACTFL Proficiency Guidelines 2012 — SPEAKING

## SUPERIOR

Speakers at the Superior level are able to communicate with accuracy and fluency in order to participate fully and effectively in conversations on a variety of topics in formal and informal settings from both concrete and abstract perspectives. They discuss their interests and special fields of competence, explain complex matters in detail, and provide lengthy and coherent narrations, all with ease, fluency, and accuracy. They present their opinions on a number of issues of interest to them, such as social and political issues, and provide structured arguments to support these opinions. They are able to construct and develop hypotheses to explore alternative possibilities.

When appropriate, these speakers use extended discourse without unnaturally lengthy hesitation to make their point, even when engaged in abstract elaborations. Such discourse, while coherent, may still be influenced by language patterns other than those of the target language. Superior-level speakers employ a variety of interactive and discourse strategies, such as turn-taking and separating main ideas from supporting information through the use of syntactic, lexical, and phonetic devices.

Speakers at the Superior level demonstrate no pattern of error in the use of basic structures, although they may make sporadic errors, particularly in low-frequency structures and in complex high-frequency structures. Such errors, if they do occur, do not distract the native interlocutor or interfere with communication.

## ADVANCED

Speakers at the Advanced level engage in conversation in a clearly participatory manner in order to communicate information on autobiographical topics, as well as topics of community, national, or international interest. The topics are handled concretely by means of narration and description in the major time frames of past, present, and future. These speakers can also deal with a social situation with an unexpected complication. The language of Advanced-level speakers is abundant, the oral paragraph being the measure of Advanced-level length and discourse. Advanced-level speakers have sufficient control of basic structures and generic vocabulary to be understood by native speakers of the language, including those unaccustomed to non-native speech.

### Advanced High

Speakers at the Advanced High sublevel perform all Advanced-level tasks with linguistic ease, confidence, and competence. They are consistently able to explain in detail and narrate fully and accurately in all time frames. In addition, Advanced High speakers handle the tasks pertaining to the Superior level but cannot sustain performance at that level across a variety of topics. They may provide a structured argument to support their opinions, and they may construct hypotheses, but patterns of error appear. They can discuss some topics abstractly, especially those relating to their particular interests and special fields of expertise, but in general, they are more comfortable discussing a variety of topics concretely.

Advanced High speakers may demonstrate a well-developed ability to compensate for an imperfect grasp of some forms or for limitations in vocabulary by the confident use of communicative strategies, such as paraphrasing, circumlocution, and illustration. They use precise vocabulary and intonation to express meaning and often show great fluency and ease of speech. However, when called on to perform the complex tasks associated with the Superior level over a variety of topics, their language will at times break down or prove inadequate, or they may avoid the task altogether, for example, by resorting to simplification through the use of description or narration in place of argument or hypothesis.

# ACTFL Proficiency Guidelines 2012 — **SPEAKING**

## Advanced Mid

Speakers at the Advanced Mid sublevel are able to handle with ease and confidence a large number of communicative tasks. They participate actively in most informal and some formal exchanges on a variety of concrete topics relating to work, school, home, and leisure activities, as well as topics relating to events of current, public, and personal interest or individual relevance.

Advanced Mid speakers demonstrate the ability to narrate and describe in the major time frames of past, present, and future by providing a full account, with good control of aspect. Narration and description tend to be combined and interwoven to relate relevant and supporting facts in connected, paragraph-length discourse.

Advanced Mid speakers can handle successfully and with relative ease the linguistic challenges presented by a complication or unexpected turn of events that occurs within the context of a routine situation or communicative task with which they are otherwise familiar. Communicative strategies such as circumlocution or rephrasing are often employed for this purpose. The speech of Advanced Mid speakers performing Advanced-level tasks is marked by substantial flow. Their vocabulary is fairly extensive although primarily generic in nature, except in the case of a particular area of specialization or interest. Their discourse may still reflect the oral paragraph structure of their own language rather than that of the target language.

Advanced Mid speakers contribute to conversations on a variety of familiar topics, dealt with concretely, with much accuracy, clarity and precision, and they convey their intended message without misrepresentation or confusion. They are readily understood by native speakers unaccustomed to dealing with non-natives. When called on to perform functions or handle topics associated with the Superior level, the quality and/or quantity of their speech will generally decline.

## Advanced Low

Speakers at the Advanced Low sublevel are able to handle a variety of communicative tasks. They are able to participate in most informal and some formal conversations on topics related to school, home, and leisure activities. They can also speak about some topics related to employment, current events, and matters of public and community interest.

Advanced Low speakers demonstrate the ability to narrate and describe in the major time frames of past, present, and future in paragraph-length discourse with some control of aspect. In these narrations and descriptions, Advanced Low speakers combine and link sentences into connected discourse of paragraph length, although these narrations and descriptions tend to be handled separately rather than interwoven. They can handle appropriately the essential linguistic challenges presented by a complication or an unexpected turn of events.

Responses produced by Advanced Low speakers are typically not longer than a single paragraph. The speaker's dominant language may be evident in the use of false cognates, literal translations, or the oral paragraph structure of that language. At times their discourse may be minimal for the level, marked by an irregular flow, and containing noticeable self-correction. More generally, the performance of Advanced Low speakers tends to be uneven.

Advanced Low speech is typically marked by a certain grammatical roughness (e.g., inconsistent control of verb endings), but the overall performance of the Advanced-level tasks is sustained, albeit minimally. The vocabulary of Advanced Low speakers often lacks specificity. Nevertheless, Advanced Low speakers are able to use communicative strategies such as rephrasing and circumlocution.

Advanced Low speakers contribute to the conversation with sufficient accuracy, clarity, and precision to convey their intended message without misrepresentation or confusion. Their speech can be understood by native speakers unaccustomed to dealing with non-natives, even though this may require some repetition or restatement. When attempting to perform functions or handle topics associated with the Superior level, the linguistic quality and quantity of their speech will deteriorate significantly.

# ACTFL Proficiency Guidelines 2012 — SPEAKING

## INTERMEDIATE

Speakers at the Intermediate level are distinguished primarily by their ability to create with the language when talking about familiar topics related to their daily life. They are able to recombine learned material in order to express personal meaning. Intermediate-level speakers can ask simple questions and can handle a straightforward survival situation. They produce sentence-level language, ranging from discrete sentences to strings of sentences, typically in present time. Intermediate-level speakers are understood by interlocutors who are accustomed to dealing with non-native learners of the language.

### Intermediate High

Intermediate High speakers are able to converse with ease and confidence when dealing with the routine tasks and social situations of the Intermediate level. They are able to handle successfully uncomplicated tasks and social situations requiring an exchange of basic information related to their work, school, recreation, particular interests, and areas of competence.

Intermediate High speakers can handle a substantial number of tasks associated with the Advanced level, but they are unable to sustain performance of all of these tasks all of the time. Intermediate High speakers can narrate and describe in all major time frames using connected discourse of paragraph length, but not all the time. Typically, when Intermediate High speakers attempt to perform Advanced-level tasks, their speech exhibits one or more features of breakdown, such as the failure to carry out fully the narration or description in the appropriate major time frame, an inability to maintain paragraph-length discourse, or a reduction in breadth and appropriateness of vocabulary.

Intermediate High speakers can generally be understood by native speakers unaccustomed to dealing with non-natives, although interference from another language may be evident (e.g., use of code-switching, false cognates, literal translations), and a pattern of gaps in communication may occur.

### Intermediate Mid

Speakers at the Intermediate Mid sublevel are able to handle successfully a variety of uncomplicated communicative tasks in straightforward social situations. Conversation is generally limited to those predictable and concrete exchanges necessary for survival in the target culture. These include personal information related to self, family, home, daily activities, interests and personal preferences, as well as physical and social needs, such as food, shopping, travel, and lodging.

Intermediate Mid speakers tend to function reactively, for example, by responding to direct questions or requests for information. However, they are capable of asking a variety of questions when necessary to obtain simple information to satisfy basic needs, such as directions, prices, and services. When called on to perform functions or handle topics at the Advanced level, they provide some information but have difficulty linking ideas, manipulating time and aspect, and using communicative strategies, such as circumlocution.

Intermediate Mid speakers are able to express personal meaning by creating with the language, in part by combining and recombining known elements and conversational input to produce responses typically consisting of sentences and strings of sentences. Their speech may contain pauses, reformulations, and self-corrections as they search for adequate vocabulary and appropriate language forms to express themselves. In spite of the limitations in their vocabulary and/or pronunciation and/or grammar and/or syntax, Intermediate Mid speakers are generally understood by sympathetic interlocutors accustomed to dealing with non-natives.

Overall, Intermediate Mid speakers are at ease when performing Intermediate-level tasks and do so with significant quantity and quality of Intermediate-level language.

## ACTFL Proficiency Guidelines 2012 — **SPEAKING**

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### **Intermediate Low**

Speakers at the Intermediate Low sublevel are able to handle successfully a limited number of uncomplicated communicative tasks by creating with the language in straightforward social situations. Conversation is restricted to some of the concrete exchanges and predictable topics necessary for survival in the target-language culture. These topics relate to basic personal information; for example, self and family, some daily activities and personal preferences, and some immediate needs, such as ordering food and making simple purchases. At the Intermediate Low sublevel, speakers are primarily reactive and struggle to answer direct questions or requests for information. They are also able to ask a few appropriate questions. Intermediate Low speakers manage to sustain the functions of the Intermediate level, although just barely.

Intermediate Low speakers express personal meaning by combining and recombining what they know and what they hear from their interlocutors into short statements and discrete sentences. Their responses are often filled with hesitancy and inaccuracies as they search for appropriate linguistic forms and vocabulary while attempting to give form to the message. Their speech is characterized by frequent pauses, ineffective reformulations and self-corrections. Their pronunciation, vocabulary, and syntax are strongly influenced by their first language. In spite of frequent misunderstandings that may require repetition or rephrasing, Intermediate Low speakers can generally be understood by sympathetic interlocutors, particularly by those accustomed to dealing with non-natives.

# ACTFL Proficiency Guidelines 2012 — **SPEAKING**

## NOVICE

Novice-level speakers can communicate short messages on highly predictable, everyday topics that affect them directly. They do so primarily through the use of isolated words and phrases that have been encountered, memorized, and recalled. Novice-level speakers may be difficult to understand even by the most sympathetic interlocutors accustomed to non-native speech.

### Novice High

Speakers at the Novice High sublevel are able to handle a variety of tasks pertaining to the Intermediate level, but are unable to sustain performance at that level. They are able to manage successfully a number of uncomplicated communicative tasks in straightforward social situations. Conversation is restricted to a few of the predictable topics necessary for survival in the target language culture, such as basic personal information, basic objects, and a limited number of activities, preferences, and immediate needs. Novice High speakers respond to simple, direct questions or requests for information. They are also able to ask a few formulaic questions.

Novice High speakers are able to express personal meaning by relying heavily on learned phrases or recombinations of these and what they hear from their interlocutor. Their language consists primarily of short and sometimes incomplete sentences in the present, and may be hesitant or inaccurate. On the other hand, since their language often consists of expansions of learned material and stock phrases, they may sometimes sound surprisingly fluent and accurate. Pronunciation, vocabulary, and syntax may be strongly influenced by the first language. Frequent misunderstandings may arise but, with repetition or rephrasing, Novice High speakers can generally be understood by sympathetic interlocutors used to non-natives. When called on to handle a variety of topics and perform functions pertaining to the Intermediate level, a Novice High speaker can sometimes respond in intelligible sentences, but will not be able to sustain sentence-level discourse.

### Novice Mid

Speakers at the Novice Mid sublevel communicate minimally by using a number of isolated words and memorized phrases limited by the particular context in which the language has been learned. When responding to direct questions, they may say only two or three words at a time or give an occasional stock answer. They pause frequently as they search for simple vocabulary or attempt to recycle their own and their interlocutor's words. Novice Mid speakers may be understood with difficulty even by sympathetic interlocutors accustomed to dealing with non-natives. When called on to handle topics and perform functions associated with the Intermediate level, they frequently resort to repetition, words from their native language, or silence.

### Novice Low

Speakers at the Novice Low sublevel have no real functional ability and, because of their pronunciation, may be unintelligible. Given adequate time and familiar cues, they may be able to exchange greetings, give their identity, and name a number of familiar objects from their immediate environment. They are unable to perform functions or handle topics pertaining to the Intermediate level, and cannot therefore participate in a true conversational exchange.



# ACTFL PROFICIENCY GUIDELINES 2012 — WRITING

## *Preface*

### **The ACTFL Proficiency Guidelines 2012 – Writing**

describe five major levels of proficiency: Distinguished, Superior, Advanced, Intermediate, and Novice. The description of each major level is representative of a specific range of abilities. Together these levels form a hierarchy in which each level subsumes all lower levels. The major levels Advanced, Intermediate, and Novice are divided into High, Mid, and Low sublevels.

The Guidelines describe the tasks that writers can handle at each level as well as the content, context, accuracy, and

discourse types associated with the writing tasks at each level. They also present the limits that writers encounter when attempting to function at the next higher major level.

These Guidelines can be used to describe written text that is either Presentational (essays, reports, letters) or Interpersonal (instant messaging, e-mail communication, texting). Moreover, they apply to writing that is spontaneous (immediate, unedited) or reflective (revised, edited). This is possible because the Guidelines describe the product rather than the process or purpose of the writing.

The written descriptions of writing proficiency are accompanied online by writing samples illustrating the features of each major level.

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# ACTFL Proficiency Guidelines 2012 — WRITING

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## DISTINGUISHED

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Writers at the Distinguished level can carry out formal writing tasks such as official correspondence, position papers, and journal articles. They can write analytically on professional, academic and societal issues. In addition, Distinguished-level writers are able to address world issues in a highly conceptualized fashion.

These writers can use persuasive and hypothetical discourse as representational techniques, allowing them to advocate a position that is not necessarily their own. They are also able to communicate subtlety and nuance. Distinguished-level writing is sophisticated and is directed to sophisticated readers. Writers at this level write to their audience; they tailor their language to their readers.

Distinguished-level writing is dense and complex; yet, it is characterized by an economy of expression. The writing is skillfully crafted and is organized in a way that reflects target-culture thought patterns. At the Distinguished level, length is not a determining factor. Distinguished-level texts can be as short as a poem or as long as a treatise.

Writers at the Distinguished level demonstrate control of complex lexical, grammatical, syntactic, and stylistic features of the language. Discourse structure and punctuation are used strategically, not only to organize meaning but also to enhance it. Conventions are generally appropriate to the text modality and the target culture.

## SUPERIOR

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Writers at the Superior level are able to produce most kinds of formal and informal correspondence, in-depth summaries, reports, and research papers on a variety of social, academic, and professional topics. Their treatment of these issues moves beyond the concrete to the abstract.

Writers at the Superior level demonstrate the ability to explain complex matters, and to present and support opinions by developing cogent arguments and hypotheses. Their treatment of the topic is enhanced by the effective use of structure, lexicon, and writing protocols. They organize and prioritize ideas to convey to the reader what is significant. The relationship among ideas is consistently clear, due to organizational and developmental principles (e.g., cause and effect, comparison, chronology). These writers are capable of extended treatment of a topic which typically requires at least a series of paragraphs, but can extend to a number of pages.

Writers at the Superior level demonstrate a high degree of control of grammar and syntax, of both general and specialized/professional vocabulary, of spelling or symbol production, of cohesive devices, and of punctuation. Their vocabulary is precise and varied. Writers at this level direct their writing to their audiences; their writing fluency eases the reader's task.

Writers at the Superior level do not typically control target-language cultural, organizational, or stylistic patterns. At the Superior level, writers demonstrate no pattern of error; however, occasional errors may occur, particularly in low-frequency structures. When present, these errors do not interfere with comprehension, and they rarely distract the native reader.

# ACTFL Proficiency Guidelines 2012 — WRITING

## ADVANCED

Writers at the Advanced level are characterized by the ability to write routine informal and some formal correspondence, as well as narratives, descriptions, and summaries of a factual nature. They can narrate and describe in the major time frames of past, present, and future, using paraphrasing and elaboration to provide clarity. Advanced-level writers produce connected discourse of paragraph length and structure. At this level, writers show good control of the most frequently used structures and generic vocabulary, allowing them to be understood by those unaccustomed to the writing of non-natives.

### Advanced High

Writers at the Advanced High sublevel are able to write about a variety of topics with significant precision and detail. They can handle informal and formal correspondence according to appropriate conventions. They can write summaries and reports of a factual nature. They can also write extensively about topics relating to particular interests and special areas of competence, although their writing tends to emphasize the concrete aspects of such topics. Advanced High writers can narrate and describe in the major time frames, with solid control of aspect. In addition, they are able to demonstrate the ability to handle writing tasks associated with the Superior level, such as developing arguments and constructing hypotheses, but are not able to do this all of the time; they cannot produce Superior-level writing consistently across a variety of topics treated abstractly or generally. They have good control of a range of grammatical structures and a fairly wide general vocabulary. When writing at the Advanced level, they often show remarkable ease of expression, but under the demands of Superior-level writing tasks, patterns of error appear. The linguistic limitations of Advanced High writing may occasionally distract the native reader from the message.

### Advanced Mid

Writers at the Advanced Mid sublevel are able to meet a range of work and/or academic writing needs. They demonstrate the ability to narrate and describe with detail in all major time frames with good control of aspect. They are able to write straightforward summaries on topics of general interest. Their writing exhibits a variety of cohesive devices in texts up to several paragraphs in length. There is good control of the most frequently used target-language syntactic structures and a range of general vocabulary. Most often, thoughts are expressed clearly and supported by some elaboration. This writing incorporates organizational features both of the target language and the writer's first language and may at times resemble oral discourse. Writing at the Advanced Mid sublevel is understood readily by natives not used to the writing of non-natives. When called on to perform functions or to treat issues at the Superior level, Advanced Mid writers will manifest a decline in the quality and/or quantity of their writing.

### Advanced Low

Writers at the Advanced Low sublevel are able to meet basic work and/or academic writing needs. They demonstrate the ability to narrate and describe in major time frames with some control of aspect. They are able to compose simple summaries on familiar topics. Advanced Low writers are able to combine and link sentences into texts of paragraph length and structure. Their writing, while adequate to satisfy the criteria of the Advanced level, may not be substantive. Writers at the Advanced Low sublevel demonstrate the ability to incorporate a limited number of cohesive devices, and may resort to some redundancy and awkward repetition. They rely on patterns of oral discourse and the writing style of their first language. These writers demonstrate minimal control of common structures and vocabulary associated with the Advanced level. Their writing is understood by natives not accustomed to the writing of non-natives, although some additional effort may be required in the reading of the text. When attempting to perform functions at the Superior level, their writing will deteriorate significantly.

# ACTFL Proficiency Guidelines 2012 — WRITING

## INTERMEDIATE

Writers at the Intermediate level are characterized by the ability to meet practical writing needs, such as simple messages and letters, requests for information, and notes. In addition, they can ask and respond to simple questions in writing. These writers can create with the language and communicate simple facts and ideas in a series of loosely connected sentences on topics of personal interest and social needs. They write primarily in present time. At this level, writers use basic vocabulary and structures to express meaning that is comprehensible to those accustomed to the writing of non-natives.

### Intermediate High

Writers at the Intermediate High sublevel are able to meet all practical writing needs of the Intermediate level. Additionally, they can write compositions and simple summaries related to work and/or school experiences. They can narrate and describe in different time frames when writing about everyday events and situations. These narrations and descriptions are often but not always of paragraph length, and they typically contain some evidence of breakdown in one or more features of the Advanced level. For example, these writers may be inconsistent in the use of appropriate major time markers, resulting in a loss of clarity. The vocabulary, grammar, and style of Intermediate High writers essentially correspond to those of the spoken language. Intermediate High writing, even with numerous and perhaps significant errors, is generally comprehensible to natives not used to the writing of non-natives, but there are likely to be gaps in comprehension.

### Intermediate Mid

Writers at the Intermediate Mid sublevel are able to meet a number of practical writing needs. They can write short, simple communications, compositions, and requests for information in loosely connected texts about personal preferences, daily routines, common events, and other personal topics. Their writing is framed in present time but may contain references to other time frames. The writing style closely resembles oral discourse. Writers at the Intermediate Mid sublevel show evidence of control of basic sentence structure and verb forms. This writing is best defined as a collection of discrete sentences and/or questions loosely strung together. There is little evidence of deliberate organization. Intermediate Mid writers can be understood readily by natives used to the writing of non-natives. When Intermediate Mid writers attempt Advanced-level writing tasks, the quality and/or quantity of their writing declines and the message may be unclear.

### Intermediate Low

Writers at the Intermediate Low sublevel are able to meet some limited practical writing needs. They can create statements and formulate questions based on familiar material. Most sentences are recombinations of learned vocabulary and structures. These are short and simple conversational-style sentences with basic word order. They are written almost exclusively in present time. Writing tends to consist of a few simple sentences, often with repetitive structure. Topics are tied to highly predictable content areas and personal information. Vocabulary is adequate to express elementary needs. There may be basic errors in grammar, word choice, punctuation, spelling, and in the formation and use of non-alphabetic symbols. Their writing is understood by natives used to the writing of non-natives, although additional effort may be required. When Intermediate Low writers attempt to perform writing tasks at the Advanced level, their writing will deteriorate significantly and their message may be left incomplete.

# ACTFL Proficiency Guidelines 2012 — WRITING

## NOVICE

Writers at the Novice level are characterized by the ability to produce lists and notes, primarily by writing words and phrases. They can provide limited formulaic information on simple forms and documents. These writers can reproduce practiced material to convey the most simple messages. In addition, they can transcribe familiar words or phrases, copy letters of the alphabet or syllables of a syllabary, or reproduce basic characters with some accuracy.

### Novice High

Writers at the Novice High sublevel are able to meet limited basic practical writing needs using lists, short messages, postcards, and simple notes. They are able to express themselves within the context in which the language was learned, relying mainly on practiced material. Their writing is focused on common elements of daily life. Novice High writers are able to recombine learned vocabulary and structures to create simple sentences on very familiar topics, but are not able to sustain sentence-level writing all the time. Due to inadequate vocabulary and/or grammar, writing at this level may only partially communicate the intentions of the writer. Novice High writing is often comprehensible to natives used to the writing of non-natives, but gaps in comprehension may occur.

### Novice Mid

Writers at the Novice Mid sublevel can reproduce from memory a modest number of words and phrases in context. They can supply limited information on simple forms and documents, and other basic biographical information, such as names, numbers, and nationality. Novice Mid writers exhibit a high degree of accuracy when writing on well-practiced, familiar topics using limited formulaic language. With less familiar topics, there is a marked decrease in accuracy. Errors in spelling or in the representation of symbols may be frequent. There is little evidence of functional writing skills. At this level, the writing may be difficult to understand even by those accustomed to non-native writers.

### Novice Low

Writers at the Novice Low sublevel are able to copy or transcribe familiar words or phrases, form letters in an alphabetic system, and copy and produce isolated, basic strokes in languages that use syllabaries or characters. Given adequate time and familiar cues, they can reproduce from memory a very limited number of isolated words or familiar phrases, but errors are to be expected.

## *Preface*

### **The ACTFL Proficiency Guidelines 2012 – Listening**

describe five major levels of proficiency: Distinguished, Superior, Advanced, Intermediate, and Novice. The description of each major level is representative of a specific range of abilities. Together these levels form a hierarchy in which each level subsumes all lower levels. The major levels Advanced, Intermediate, and Novice are divided into High, Mid, and Low sublevels. The subdivision of the Advanced Level into High, Mid, and Low is new. This makes the Listening descriptions parallel to the other skill-level descriptions.

Listening is an interpretive skill. Listening comprehension is based largely on the amount of information listeners can retrieve from what they hear and the inferences and connections that they can make. By describing the tasks that listeners can perform with different types of oral texts and under different types of circumstances, the Listening Proficiency Guidelines describe how listeners understand oral discourse. The Guidelines do not describe how listening skills develop, how one learns to listen, nor the actual cognitive processes involved in the activity. Rather, they are intended to describe what listeners understand from what they hear.

These Guidelines apply to listening that is either Interpretive (non-participative, overheard) or Interpersonal (participative).

The written descriptions of listening proficiency are accompanied online by authentic speech samples and the functional listening tasks associated with each major level.

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# ACTFL PROFICIENCY GUIDELINES 2012 — LISTENING

# ACTFL Proficiency Guidelines 2012 — LISTENING

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## DISTINGUISHED

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At the Distinguished level, listeners can understand a wide variety of forms, styles, and registers of speech on highly specialized topics in language that is tailored to different audiences. Listeners at the Distinguished level can understand language such as that found in classical theater, art films, professional symposia, academic debates, public policy statements, literary readings, and most jokes and puns. They are able to comprehend implicit and inferred information, tone, and point of view, and can follow highly persuasive arguments. They are able to understand unpredictable turns of thought related to sophisticated topics. In addition, their listening ability is enhanced by a broad and deep understanding of cultural references and allusions. Listeners at the Distinguished level are able to appreciate the richness of the spoken language.

Distinguished-level listeners understand speech that can be highly abstract, highly technical, or both, as well as speech that contains very precise, often low-frequency vocabulary and complex rhetorical structures. At this level, listeners comprehend oral discourse that is lengthy and dense, structurally complex, rich in cultural reference, idiomatic and colloquial. In addition, listeners at this level can understand information that is subtle or highly specialized, as well as the full cultural significance of very short texts with little or no linguistic redundancy.

Distinguished-level listeners comprehend language from within the cultural framework and are able to understand a speaker's use of nuance and subtlety. However, they may still have difficulty fully understanding certain dialects and nonstandard varieties of the language.

## SUPERIOR

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At the Superior level, listeners are able to understand speech in a standard dialect on a wide range of familiar and less familiar topics. They can follow linguistically complex extended discourse such as that found in academic and professional settings, lectures, speeches and reports. Comprehension is no longer limited to the listener's familiarity with subject matter, but also comes from a command of the language that is supported by a broad vocabulary, an understanding of more complex structures and linguistic experience within the target culture. Superior listeners can understand not only what is said, but sometimes what is left unsaid; that is, they can make inferences.

Superior-level listeners understand speech that typically uses precise, specialized vocabulary and complex grammatical structures. This speech often deals abstractly with topics in a way that is appropriate for academic and professional audiences. It can be reasoned and can contain cultural references.

# ACTFL Proficiency Guidelines 2012 — LISTENING

## ADVANCED

At the Advanced level, listeners can understand the main ideas and most supporting details in connected discourse on a variety of general interest topics, such as news stories, explanations, instructions, anecdotes, or travelogue descriptions. Listeners are able to compensate for limitations in their lexical and structural control of the language by using real-world knowledge and contextual clues. Listeners may also derive some meaning from oral texts at higher levels if they possess significant familiarity with the topic or context.

Advanced-level listeners understand speech that is authentic and connected. This speech is lexically and structurally uncomplicated. The discourse is straightforward and is generally organized in a clear and predictable way.

Advanced-level listeners demonstrate the ability to comprehend language on a range of topics of general interest. They have sufficient knowledge of language structure to understand basic time-frame references. Nevertheless, their understanding is most often limited to concrete, conventional discourse.

### Advanced High

At the Advanced High sublevel, listeners are able to understand, with ease and confidence, conventional narrative and descriptive texts of any length as well as complex factual material such as summaries or reports. They are typically able to follow some of the essential points of more complex or argumentative speech in areas of special interest or knowledge. In addition, they are able to derive some meaning from oral texts that deal with unfamiliar topics or situations. At the Advanced High sublevel, listeners are able to comprehend the facts presented in oral discourse and are often able to recognize speaker-intended inferences. Nevertheless, there are likely to be gaps in comprehension of complex texts dealing with issues treated abstractly that are typically understood by Superior-level listeners.

### Advanced Mid

At the Advanced Mid sublevel, listeners are able to understand conventional narrative and descriptive texts, such as expanded descriptions of persons, places, and things, and narrations about past, present, and future events. The speech is predominantly in familiar target-language patterns. Listeners understand the main facts and many supporting details. Comprehension derives not only from situational and subject-matter knowledge, but also from an increasing overall facility with the language itself.

### Advanced Low

At the Advanced Low sublevel, listeners are able to understand short conventional narrative and descriptive texts with a clear underlying structure though their comprehension may be uneven. The listener understands the main facts and some supporting details. Comprehension may often derive primarily from situational and subject-matter knowledge.



# ACTFL Proficiency Guidelines 2012 — LISTENING

## INTERMEDIATE

At the Intermediate level, listeners can understand information conveyed in simple, sentence-length speech on familiar or everyday topics. They are generally able to comprehend one utterance at a time while engaged in face-to-face conversations or in routine listening tasks such as understanding highly contextualized messages, straightforward announcements, or simple instructions and directions. Listeners rely heavily on redundancy, restatement, paraphrasing, and contextual clues.

Intermediate-level listeners understand speech that conveys basic information. This speech is simple, minimally connected, and contains high-frequency vocabulary.

Intermediate-level listeners are most accurate in their comprehension when getting meaning from simple, straightforward speech. They are able to comprehend messages found in highly familiar everyday contexts. Intermediate listeners require a controlled listening environment where they hear what they may expect to hear.

### Intermediate High

At the Intermediate High sublevel, listeners are able to understand, with ease and confidence, simple sentence-length speech in basic personal and social contexts. They can derive substantial meaning from some connected texts typically understood by Advanced-level listeners although there often will be gaps in understanding due to a limited knowledge of the vocabulary and structures of the spoken language.

### Intermediate Mid

At the Intermediate Mid sublevel, listeners are able to understand simple, sentence-length speech, one utterance at a time, in a variety of basic personal and social contexts. Comprehension is most often accurate with highly familiar and predictable topics although a few misunderstandings may occur. Intermediate Mid listeners may get some meaning from oral texts typically understood by Advanced-level listeners.

### Intermediate Low

At the Intermediate Low sublevel, listeners are able to understand some information from sentence-length speech, one utterance at a time, in basic personal and social contexts, though comprehension is often uneven. At the Intermediate Low sublevel, listeners show little or no comprehension of oral texts typically understood by Advanced-level listeners.

# ACTFL Proficiency Guidelines 2012 — LISTENING

## NOVICE

At the Novice level, listeners can understand key words, true aural cognates, and formulaic expressions that are highly contextualized and highly predictable, such as those found in introductions and basic courtesies.

Novice-level listeners understand words and phrases from simple questions, statements, and high-frequency commands. They typically require repetition, rephrasing, and/or a slowed rate of speech for comprehension. They rely heavily on extralinguistic support to derive meaning.

Novice-level listeners are most accurate when they are able to recognize speech that they can anticipate. In this way, these listeners tend to recognize rather than truly comprehend. Their listening is largely dependent on factors other than the message itself.

### Novice High

At the Novice High sublevel, listeners are often but not always able to understand information from sentence-length speech, one utterance at a time, in basic personal and social contexts where there is contextual or extralinguistic support, though comprehension may often be very uneven. They are able to understand speech dealing with areas of practical need such as highly standardized messages, phrases, or instructions, if the vocabulary has been learned.

### Novice Mid

At the Novice Mid sublevel, listeners can recognize and begin to understand a number of high-frequency, highly contextualized words and phrases including aural cognates and borrowed words. Typically, they understand little more than one phrase at a time, and repetition may be required.

### Novice Low

At the Novice Low sublevel, listeners are able occasionally to recognize isolated words or very high-frequency phrases when those are strongly supported by context. These listeners show virtually no comprehension of any kind of spoken message, not even within the most basic personal and social contexts.

# ACTFL PROFICIENCY GUIDELINES 2012 — READING

## *Preface*

### **The ACTFL Proficiency Guidelines 2012 – Reading**

describe five major levels of proficiency: Distinguished, Superior, Advanced, Intermediate, and Novice. The description of each major level is representative of a specific range of abilities. Together these levels form a hierarchy in which each level subsumes all lower levels. The major levels Advanced, Intermediate, and Novice are divided into High, Mid, and Low sublevels. The subdivision of the Advanced level is new. This makes the Reading descriptions parallel to the other skill level descriptions.

Reading is an interpretive skill. Reading comprehension is based largely on the amount of information readers can retrieve from a text, and the inferences and connections that they can make within and across texts. By describing the tasks that readers can perform with different types of texts and under different types of circumstances, the Reading Proficiency Guidelines describe how readers understand written texts. These Guidelines do not describe how reading skills develop, how one learns to read, nor the actual cognitive processes involved in the activity of reading. Rather, they are intended to describe what readers are able to understand from what they read.

These Guidelines apply to reading that is either Interpretive (books, essays, reports, etc.) or Interpersonal (instant messaging, texting, email communication, etc.).

The written descriptions of reading proficiency are accompanied online by authentic text samples and the functional reading tasks associated with each major level.

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# ACTFL Proficiency Guidelines 2012 — **READING**

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## **DISTINGUISHED**

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At the Distinguished level, readers can understand a wide variety of texts from many genres including professional, technical, academic, and literary. These texts are characterized by one or more of the following: a high level of abstraction, precision or uniqueness of vocabulary; density of information; cultural reference; or complexity of structure. Readers are able to comprehend implicit and inferred information, tone, and point of view and can follow highly persuasive arguments. They are able to understand unpredictable turns of thought related to sophisticated topics.

Readers at the Distinguished level are able to understand writing tailored to specific audiences as well as a number of historical, regional, and colloquial variations of the language. These readers are able to appreciate the richness of written language. Distinguished-level readers understand and appreciate texts that use highly precise, low-frequency vocabulary as well as complex rhetorical structures to convey subtle or highly specialized information. Such texts are typically essay length but may be excerpts from more lengthy texts.

Distinguished-level readers comprehend language from within the cultural framework and are able to understand a writer's use of nuance and subtlety. However, they may still have difficulty fully understanding certain nonstandard varieties of the written language.

## **SUPERIOR**

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At the Superior level, readers are able to understand texts from many genres dealing with a wide range of subjects, both familiar and unfamiliar. Comprehension is no longer limited to the reader's familiarity with subject matter, but also comes from a command of the language that is supported by a broad vocabulary, an understanding of complex structures and knowledge of the target culture. Readers at the Superior level can draw inferences from textual and extralinguistic clues.

Superior-level readers understand texts that use precise, often specialized vocabulary and complex grammatical structures. These texts feature argumentation, supported opinion, and hypothesis, and use abstract linguistic formulations as encountered in academic and professional reading. Such texts are typically reasoned and/or analytic and may frequently contain cultural references.

Superior-level readers are able to understand lengthy texts of a professional, academic, or literary nature. In addition, readers at the Superior level are generally aware of the aesthetic properties of language and of its literary styles, but may not fully understand texts in which cultural references and assumptions are deeply embedded.

# ACTFL Proficiency Guidelines 2012 — **READING**

## ADVANCED

At the Advanced level, readers can understand the main idea and supporting details of authentic narrative and descriptive texts. Readers are able to compensate for limitations in their lexical and structural knowledge by using contextual clues. Comprehension is likewise supported by knowledge of the conventions of the language (e.g., noun/adjective agreement, verb placement, etc.). When familiar with the subject matter, Advanced-level readers are also able to derive some meaning from straightforward argumentative texts (e.g., recognizing the main argument).

Advanced-level readers are able to understand texts that have a clear and predictable structure. For the most part, the prose is uncomplicated and the subject matter pertains to real-world topics of general interest.

Advanced-level readers demonstrate an independence in their ability to read subject matter that is new to them. They have sufficient control of standard linguistic conventions to understand sequencing, time frames, and chronology. However, these readers are likely challenged by texts in which issues are treated abstractly.

### Advanced High

At the Advanced High sublevel, readers are able to understand, fully and with ease, conventional narrative and descriptive texts of any length as well as more complex factual material. They are able to follow some of the essential points of argumentative texts in areas of special interest or knowledge. In addition, they are able to understand parts of texts that deal with unfamiliar topics or situations. These readers are able to go beyond comprehension of the facts in a text, and to begin to recognize author-intended inferences. An emerging awareness of the aesthetic properties of language and of its literary styles permits comprehension of a wide variety of texts. Misunderstandings may occur when reading texts that are structurally and/or conceptually more complex.

### Advanced Mid

At the Advanced Mid sublevel, readers are able to understand conventional narrative and descriptive texts, such as expanded descriptions of persons, places, and things and narrations about past, present, and future events. These texts reflect the standard linguistic conventions of the written form of the language in such a way that readers can predict what they are going to read. Readers understand the main ideas, facts, and many supporting details. Comprehension derives not only from situational and subject-matter knowledge but also from knowledge of the language itself. Readers at this level may derive some meaning from texts that are structurally and/or conceptually more complex.

### Advanced Low

At the Advanced Low sublevel, readers are able to understand conventional narrative and descriptive texts with a clear underlying structure though their comprehension may be uneven. These texts predominantly contain high-frequency vocabulary and structures. Readers understand the main ideas and some supporting details. Comprehension may often derive primarily from situational and subject-matter knowledge. Readers at this level will be challenged to comprehend more complex texts.

# ACTFL Proficiency Guidelines 2012 — **READING**

## INTERMEDIATE

At the Intermediate level, readers can understand information conveyed in simple, predictable, loosely connected texts. Readers rely heavily on contextual clues. They can most easily understand information if the format of the text is familiar, such as in a weather report or a social announcement.

Intermediate-level readers are able to understand texts that convey basic information such as that found in announcements, notices, and online bulletin boards and forums. These texts are not complex and have a predictable pattern of presentation. The discourse is minimally connected and primarily organized in individual sentences and strings of sentences containing predominantly high-frequency vocabulary.

Intermediate-level readers are most accurate when getting meaning from simple, straightforward texts. They are able to understand messages found in highly familiar, everyday contexts. At this level, readers may not fully understand texts that are detailed or those texts in which knowledge of language structures is essential in order to understand sequencing, time frame, and chronology.

### Intermediate High

At the Intermediate High sublevel, readers are able to understand fully and with ease short, non-complex texts that convey basic information and deal with personal and social topics to which the reader brings personal interest or knowledge. These readers are also able to understand some connected texts featuring description and narration although there will be occasional gaps in understanding due to a limited knowledge of the vocabulary, structures, and writing conventions of the language.

### Intermediate Mid

At the Intermediate Mid sublevel, readers are able to understand short, non-complex texts that convey basic information and deal with basic personal and social topics to which the reader brings personal interest or knowledge, although some misunderstandings may occur. Readers at this level may get some meaning from short connected texts featuring description and narration, dealing with familiar topics.

### Intermediate Low

At the Intermediate Low sublevel, readers are able to understand some information from the simplest connected texts dealing with a limited number of personal and social needs, although there may be frequent misunderstandings. Readers at this level will be challenged to derive meaning from connected texts of any length.

# ACTFL Proficiency Guidelines 2012 — **READING**

## NOVICE

At the Novice level, readers can understand key words and cognates, as well as formulaic phrases that are highly contextualized.

Novice-level readers are able to get a limited amount of information from highly predictable texts in which the topic or context is very familiar, such as a hotel bill, a credit card receipt, or a weather map. Readers at the Novice level may rely heavily on their own background knowledge and extralinguistic support (such as the imagery on the weather map or the format of a credit card bill) to derive meaning.

Readers at the Novice level are best able to understand a text when they are able to anticipate the information in the text. At the Novice level, recognition of key words, cognates, and formulaic phrases makes comprehension possible.

### Novice High

At the Novice High sublevel, readers can understand, fully and with relative ease, key words and cognates, as well as formulaic phrases across a range of highly contextualized texts. Where vocabulary has been learned, they can understand predictable language and messages such as those found on train schedules, roadmaps, and street signs. Readers at the Novice High sublevel are typically able to derive meaning from short, non-complex texts that convey basic information for which there is contextual or extralinguistic support.

### Novice Mid

At the Novice Mid sublevel, readers are able to recognize the letters or symbols of an alphabetic or syllabic writing system or a limited number of characters in a character-based language. They can identify a number of highly contextualized words and phrases including cognates and borrowed words but rarely understand material that exceeds a single phrase. Rereading is often required.

### Novice Low

At the Novice Low sublevel, readers are able to recognize a limited number of letters, symbols or characters. They are occasionally able to identify high-frequency words and/or phrases when strongly supported by context.

***For further information, contact:***

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### *Diploma in St'at'imc Language Fluency*

		<b>Stream 1: Language learning tools</b>	<b>Stream 2: Elements of communication</b>	<b>Stream 3: Full immersion</b>	<b>Revitalization Language / Academic support</b>
Diploma	T3	STMC 350 St'at'imc Language Immersion: Introduction to Mentored Special Topics		STMC 330 St'at'imc Language Immersion: Pod / Cohort Learning through Multiple Mentors	UBC Okanagan's EDUC 104 (3) Introduction to Academic Pedagogy: An Aboriginal Perspective
	T2	STMC 211 St'at'imc Language Translation / Transliteration	STMC 221 St'at'imc Language Structure & Syntax	STMC 231 St'at'imc Language: Place and time through Immersion learning	INLG 262 Ways of knowing: the St'at'imc land culture
	T1	STMC 210 St'at'imc Linguistics	STMC 220 St'at'imc vocabulary in place and socio-spatial context II	STMC 230 St'at'imc Language conjunctions through immersion learning	INLG 162 Ways of knowing: St'at'imc Social Foundations
Certificate	T3	STMC 112 St'at'imc Language: Introduction to writing	STLG 122 St'at'imc vocabulary in place and socio-spatial context I	STMC 132 St'at'imc Language: interpersonal interactions through immersion	
	T2	STMC 111 St'at'imc Language Pronunciation	STMC 121 St'at'imc Language: everyday action and interaction	STMC 131 Special topics: St'at'imc language immersion	INLG 181 Issues, Principles and Practices in Language Revitalization
	T1	STMC 110 St'at'imc language pronunciation -learning the sounds	STMC 120 St'at'imc Language: everyday social language	STMC 130 St'at'imc language entry tools: Introduction to full immersion.	INLG 180 Dynamics of Indigenous Language shift





**Curriculum Proposal Form**  
**New/Change to Course/Program – Okanagan campus**

<b>Category: 1</b>	
<b>Faculty/School:</b> Barber School of Arts and Social Sciences <b>Dept./Unit:</b> Community, Culture and Global Studies <b>Faculty/School Approval Date:</b> 20221202 <b>Effective Session:</b> 2023W	<b>Date:</b> 20221011 <b>Contact Person:</b> Dr. Michael Evans <b>Phone:</b> 250.681.2949 <b>Email:</b> michael.evans@ubc.ca
<b>Type of Action:</b> New Calendar Description – Program overview	
<p><b>Rationale:</b> In April of 2018 a document entitled “Proposal for an Indigenous Language Proficiency Degree Framework” was submitted to the Province of British Columbia to the Ministry of Advanced Education on behalf of a Province-wide consortium of PPSIs partnered with the First Nations Education Steering Committee and the Indigenous and Adult Higher Learning Association. That proposal was the culmination of several years of work to articulate how post-secondary institutions might better assist Indigenous communities struggling to maintain their languages, and then to create a consensus on how nested certificates, diplomas, and degrees could be linked across the Province, and provide the best possible eco-system for Indigenous communities to work with allies to protect and restore their linguistic heritage.</p> <p>The framework was based on a set of principles laid out in a partnership agreement. There is a fundamental acknowledgement of the communities’ ownership of their languages, and the central role of communities in any revitalization effort. There is also a commitment on the part of the Public Post-Secondary Institutions (PPSIs) involved to share resources when possible, and to support communities and their institutions through ongoing partnerships. Although language content will vary, the framework sets out a common structure, where language intensive curricula are offered through community institutions in the first two years (a certificate and diploma), with the PPSIs then responsible for offering the final two years of the degree, and collaborating with communities to mount language intensive courses within those final years.</p> <p>This UBC Okanagan initiative is our third such degree, in St’át’imc Language, and based on partnership with the Nicola Valley Institute of Technology (NVIT). Completion of NVIT’s 2-year (63 credit) St’át’imc Language Diploma is the admission criteria for entry into the UBC Okanagan Degree. This St’át’imc Language degree builds on the template for additional Interior Salishan language degrees provided by the Bachelor of Nsyilxcn Language Fluency.</p>	



<p><b>Proposed Academic Calendar Entry:</b></p> <p><b><u>Program Overview</u></b></p> <p><b><u>The Bachelor of St'át'imc Language Fluency (B.Stat.) degree is a language-specific program emphasizing immersion-based language learning and community engaged partnerships for Indigenous language revitalization. The B.Stat. is a block-transfer program; the Department of Community, Culture and Global Studies provides the third- and fourth-year of the four-year degree program. Admission is based on previous completion of a two-year Diploma of St'át'imc Language Fluency at the Nicola Valley Institute of Technology.</u></b></p> <p><b><u>Students take intensive immersion language courses, language courses focused on domain specific language acquisition, language-informed culture courses, and language-revitalization courses. The curricula are highly structured, and language specific.</u></b></p>	<p><b>Draft Academic Calendar URL:</b></p> <p>N/A</p> <p><b>Present Academic Calendar Entry:</b></p> <p>N/A</p>
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THE UNIVERSITY OF BRITISH COLUMBIA

## Curriculum Proposal Form New/Change to Course/Program – Okanagan campus

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<b>Type of Action:</b> Add new undergraduate degree listing on the FASS “Introduction” page.	
<b>Rationale:</b> See B.Stat. executive summary.	
<p><b>Proposed Academic Calendar Entry:</b></p> <p><b>Introduction</b></p> <p><b>[12442] Faculty of Arts and Social Sciences</b></p> <p>[...]</p> <p><b>[12445]</b> The Irving K. Barber Faculty of Arts and Social Sciences brings together a diverse and unique community of learning and research that integrates the humanities and the social sciences as well as the computational and mathematical sciences. Our undergraduate and graduate programs provide many paths to a rich learning experience through traditional disciplinary programs, interdisciplinary options, co-op opportunities and UBC’s GoGlobal international programs. For a complete list of undergraduate academic programs offered by the Faculty of Arts and Social Sciences, please see the <a href="#">Bachelor of Arts</a>, <a href="#">Bachelor of Nl̓eʔkepmx Language Fluency</a>, <a href="#">Bachelor of Nsyilxcn Language Fluency</a>, <a href="#">Bachelor of St’át’imc Language Fluency</a> pages and the <a href="#">College of Graduate Studies</a> page for graduate programs.</p> <p><b>[20103]</b> Credentials offered:</p> <ul style="list-style-type: none"> <li>• Bachelor of Arts (B.A.)<sup>1</sup></li> <li>• Bachelor of Nl̓eʔkepmx Language Fluency (B.Nl̓ek)</li> </ul>	<p><b>Draft Academic Calendar URL:</b></p> <p><a href="http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tre=18,282,900,0">http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tre=18,282,900,0</a></p> <p><b>Present Academic Calendar Entry:</b></p> <p><b>Introduction</b></p> <p><b>[12442] Faculty of Arts and Social Sciences</b></p> <p>[...]</p> <p><b>[12445]</b> The Irving K. Barber Faculty of Arts and Social Sciences brings together a diverse and unique community of learning and research that integrates the humanities and the social sciences as well as the computational and mathematical sciences. Our undergraduate and graduate programs provide many paths to a rich learning experience through traditional disciplinary programs, interdisciplinary options, co-op opportunities and UBC’s GoGlobal international programs. For a complete list of undergraduate academic programs offered by the Faculty of Arts and Social Sciences, please see the <a href="#">Bachelor of Arts</a>, <a href="#">Bachelor of Nl̓eʔkepmx Language Fluency</a>, <a href="#">Bachelor of Nsyilxcn Language Fluency</a> pages and the <a href="#">College of Graduate Studies</a> page for graduate programs.</p> <p><b>[20103]</b> Credentials offered:</p> <ul style="list-style-type: none"> <li>• Bachelor of Arts (B.A.)<sup>1</sup></li> <li>• Bachelor of Nl̓eʔkepmx Language Fluency (B.Nl̓ek)</li> <li>• Bachelor of Nsyilxcn Language Fluency (B.N.L.F.)</li> </ul>



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Bachelor of Nsyilxcn Language	B.N.L.F.																																																		
<b><u>Bachelor of St'át'imc Language Fluency</u></b>	<b><u>B.Stat.</u></b>																																																		
Master of Arts	M.A.																																																		
Doctor of Philosophy	Ph.D.																																																		
Faculty of Applied Science																																																			
Bachelor of Applied Science	B.A.Sc.																																																		
Master of Applied Science	M.A.Sc.																																																		
Master of Engineering	M.Eng.																																																		
Master of Design	M.Des.																																																		
Doctor of Philosophy	Ph.D.																																																		
Faculty of Arts and Social Sciences																																																			
Bachelor of Arts	B.A.																																																		
Bachelor of Nl̓eʔkepmx Language Fluency	B.Nl̓ek.																																																		
Bachelor of Nsyilxcn Language	B.N.L.F.																																																		
Master of Arts	M.A.																																																		
Doctor of Philosophy	Ph.D.																																																		



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## Curriculum Proposal Form New/Change to Course/Program – Okanagan campus

<b>Category: 1</b>	
<b>Faculty/School:</b> Barber School of Arts and Social Sciences <b>Dept./Unit:</b> Community, Culture and Global Studies <b>Faculty/School Approval Date:</b> 20221202 <b>Effective Session:</b> 2023W	<b>Date:</b> 20221011 <b>Contact Person:</b> Dr. Michael Evans <b>Phone:</b> 250.681.2949 <b>Email:</b> michael.evans@ubc.ca
<b>Type of Action:</b> Add new page linked from B.Stat. contents page	
<b>Rationale:</b> see B.Stat. executive summary	
<p><b>Proposed Academic Calendar Entry:</b></p> <p><u><b>Academic Regulations</b></u></p> <p><u><b>In addition to the general policies and regulations set out in Policies and Regulations, the following academic regulations apply to undergraduate students in this Faculty.</b></u></p> <p><u><b>Academic Standing</b></u>  <u><b>Supplementary to the University's policy on Academic Standing, the regulations below are applicable to B.Stat. students in this Faculty.</b></u></p> <p><u><b>On Academic Probation</b></u>  <u><b>On Academic Probation will be assigned to a student who, while not falling under the provisions for Failed standing, has:</b></u></p> <ul style="list-style-type: none"> <li>• <u><b>earned a sessional cumulative average of less than 55%; or</b></u></li> <li>• <u><b>enrolled in 18 or more credits in a session and passed fewer than 60% of those credits; or</b></u></li> <li>• <u><b>enrolled in fewer than 18 credits in a session and passed fewer than 50% of those credits.</b></u></li> </ul> <p><u><b>A student placed On Academic Probation at the end of the Winter Session will normally be allowed to register in a maximum of 9 credits in the following term. This restriction may be</b></u></p>	<p><b>Draft Academic Calendar URL:</b> N/A</p> <p><b>Present Academic Calendar Entry:</b> N/A</p>



waived at the discretion of the Faculty. The credit restriction will only be enforced if the student is notified before the subsequent term begins.

On Academic Probation is changed to In Good Standing if a student's cumulative average in the term in which he or she was on Academic Probation is 55% or higher.

#### Failed Standing

A student placed on Failed standing for the first time will normally be required to discontinue his or her studies for a period of one academic year (12 months) prior to resuming his or her program of study. A student who already has a Failed standing on his or her academic record (from any UBC program) will be required to withdraw from the University and may only be readmitted under the Advancement Regulations. Failed standing will be assigned at the end of the Winter Session (April) based on performance in that session. The evaluation will consider all courses taken in the session. Failed standing will be assigned to a student who has:

- a sessional cumulative average less than 50%, passing fewer than 50% of the credits attempted in that session; or
- a sessional cumulative average of less than 45%.

Courses taken in the Summer Session are not taken into consideration for assigning Failed standing, although they are applicable for On Academic Probation.

#### Dean's List

Students in any Winter Session with a sessional average of at least 85% while taking 24 or more credits will receive the notation "Dean's List" on their official transcript of academic record.





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### Admissions Proposal Form Okanagan campus

<b>Faculty/School:</b> Barber School of Arts and Social Sciences <b>Dept./Unit:</b> Community, Culture and Global Studies <b>Faculty/School Approval Date:</b> 20221202 <b>Effective Session:</b> 2023W	<b>Date:</b> 20221011 <b>Contact Person:</b> Dr. Michael Evans <b>Phone:</b> 250.681.2949 <b>Email:</b> michael.evans@ubc.ca
<b>Type of Action:</b> Add new page linked from B.Stat. contents page	
<b>Rationale:</b> See B.Stat. executive summary	
<p><b>Proposed Academic Calendar Entry:</b></p> <p><u><b>Admission Requirements</b></u></p> <p><u><b>Application for admission to the Bachelor of St'át'imc Language Fluency program must be made through Enrolment Services. Procedures, policies, and admission requirements of the UBC Okanagan campus are specified in Admissions.</b></u></p> <p><u><b>Block Transfer Admission from Diploma of St'át'imc Language Fluency Program (NVIT)</b></u></p> <p><u><b>Students who successfully complete the 63 credit St'át'imc Language Diploma at NVIT will be eligible to have those 63 credits recognized as a block of transfer credits toward admission into the B.Stat. at UBC Okanagan. Students entering UBC Okanagan under this agreement must meet the University's admissions requirements for students admitted on the basis of post-secondary transfer, with the exception of the English Language Admission Standard, which may be waived.</b></u></p> <p><u><b>Upon admission, students admitted into the B.Stat. on the basis of this block transfer agreement will first undertake a transition course (offered in an intensive format during the summer prior to the beginning of full-time degree study in September of the same given</b></u></p>	<p><b>Draft Academic Calendar URL:</b> N/A</p> <p><b>Present Academic Calendar Entry:</b> N/A</p>



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year - i.e. term 1 of the Degree). Successful completion of this course will be required before students are able to proceed into the full-time degree program.



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**Curriculum Proposal Form**  
**New/Change to Course/Program – Okanagan campus**

<b>Category: 1</b>	
<b>Faculty/School:</b> Barber School of Arts and Social Sciences <b>Dept./Unit:</b> Community, Culture and Global Studies <b>Faculty/School Approval Date:</b> 20221202 <b>Effective Session:</b> 2023W	<b>Date:</b> 20221011 <b>Contact Person:</b> Dr. Michael Evans <b>Phone:</b> 250.681.2949 <b>Email:</b> michael.evans@ubc.ca
<b>Type of Action:</b> Add new undergraduate degree listing on the FASS Contents page.	
<b>Rationale:</b> See B.Stat. executive summary. A new link is needed for the new (proposed) B.Stat.	
<b>Proposed Academic Calendar Entry:</b>  <b>Faculty of Arts and Sciences</b>  <b>Contents</b> Introduction → Bachelor of Arts Programs → Bachelor of Nl̓eʔkepmx Language Fluency → Bachelor of Nsyilxcn Language Fluency → <u><b>Bachelor of St'át'imc Language Fluency</b></u>  Academic Staff	<b>Draft Academic Calendar URL:</b> <a href="https://www.calendar.ubc.ca/okanagan/proof%20/edit/index.cfm?tree=18,282,0,0">https://www.calendar.ubc.ca/okanagan/proof%20/edit/index.cfm?tree=18,282,0,0</a>  <b>Present Academic Calendar Entry:</b>  <b>Faculty of Arts and Sciences</b>  <b>Contents</b> Introduction → Bachelor of Arts Programs → Bachelor of Nsyilxcn Language Fluency → Bachelor of Nl̓eʔkepmx Language Fluency Academic Staff



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**Curriculum Proposal Form**  
**New/Change to Course/Program – Okanagan campus**

<b>Category: 1</b>	
<b>Faculty/School:</b> Barber School of Arts and Social Sciences <b>Dept./Unit:</b> Community, Culture and Global Studies <b>Faculty/School Approval Date:</b> 20221202 <b>Effective Session:</b> 2023W	<b>Date:</b> 20221011 <b>Contact Person:</b> Dr. Michael Evans <b>Phone:</b> 250.681.2949 <b>Email:</b> michael.evans@ubc.ca
<b>Type of Action:</b> Create new course code	
<p><b>Rationale:</b> see B.Stat. executive summary. This new course code is needed to identify the new core courses specific to and required for the new B.Stat.</p> <p>The new STMC code stands for St'át'imc Language and will be used to identify courses where the language of instruction is St'át'imcets.</p>	



### Proposed Academic Calendar Entry:

#### Course Descriptions

#### Courses by Subject Code

[...]

SOCW

Social Work

SPAN

Spanish

STAT

Statistics

**STMC**

**St'át'imc**

SUST

Sustainability

THTR

Theatre

SOCW

Social Work

[...]

### Draft Academic Calendar URL:

<http://www.calendar.ubc.ca/okanagan/proof/edit/courses.cfm?go=code>

### Present Academic Calendar Entry:

#### Course Descriptions

#### Courses by Subject Code

[...]

SOCW

Social Work

SPAN

Spanish

STAT

Statistics

SUST

Sustainability

THTR

Theatre

SOCW

Social Work

[...]



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### Curriculum Proposal Form New/Change to Course/Program – Okanagan campus

<b>Category: 1</b>	
<b>Faculty/School:</b> Barber School of Arts and Social Sciences <b>Dept./Unit:</b> Community, Culture and Global Studies <b>Faculty/School Approval Date:</b> 20221202 <b>Effective Session:</b> 2023W	<b>Date:</b> 20210721 <b>Contact Person:</b> Dr. Michael Evans <b>Phone:</b> 250.681.2949 <b>Email:</b> michael.evans@ubc.ca
<b>Type of Action:</b> Add new page linked from B.Stat. contents page	
<b>Rationale:</b> See B.Stat. executive summary	
<b>Proposed Academic Calendar Entry:</b> <u><b>Degree Requirements</b></u> <u><b>In addition to the previous completion of the St'at'imc Language Fluency Certificate and Diploma (63 credits), students must complete an additional 63 credits as follows:</b></u> <ul style="list-style-type: none"> <li>• <u><b>3 credits from EDUC 104</b></u></li> <li>• <u><b>3 credits from ENGL 112, ENGL 114; or ENGL 154</b></u></li> <li>• <u><b>6 credits from INLG 281 and 282</b></u></li> <li>• <u><b>12 credits from INDG 202, INDG 301, INDG 307, and INDG 401;</b></u></li> <li>• <u><b>6 credits chosen from language revitalization courses: INLG 380, INLG 382, INDG 405, INLG 480 or ANTH 473, INLG 481, and INLG 482;</b></u></li> <li>• <u><b>12 credits of immersive language learning courses: STMC 331, STMC 332, STMC 333, and STMC 433;</b></u></li> <li>• <u><b>12 credits of domain focused language learning STMC 351, STMC 352, STMC 353, STMC 439;</b></u></li> <li>• <u><b>3 credits of INDG 460;</b></u></li> <li>• <u><b>6 credits of INDG 499.</b></u></li> </ul>	<b>Draft Academic Calendar URL:</b>  N/A  <b>Present Academic Calendar Entry:</b>  N/A



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**Curriculum Proposal Form**  
**New/Change to Course/Program – Okanagan campus**

<b>Category: 1</b>	
<b>Faculty/School:</b> Barber School of Arts and Social Sciences <b>Dept./Unit:</b> Community, Culture and Global Studies <b>Faculty/School Approval Date:</b> 20221202 <b>Effective Session:</b> 2023W	<b>Date:</b> 20221011 <b>Contact Person:</b> Dr. Michael Evans <b>Phone:</b> 250.681.2949 <b>Email:</b> michael.evans@ubc.ca
<b>Type of Action:</b> Create new course code on FASS Course Descriptions page	
<b>Rationale:</b> see B.Stat. executive summary. This new course code is needed to identify the new core courses specific to and required for the new B.Stat..  The new STMC code stands for St'át'imc Language and will be used to identify courses where the language of instruction is St'át'imcets.	



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### Proposed Academic Calendar Entry:

#### Course Descriptions

#### Faculty of Arts and Social Sciences

This chapter provides an archive of courses offered by the UBC Okanagan campus. For current course sections and schedules, please visit the online [Course Schedule](#).

<a href="#">ANTH</a>	<a href="#">Anthropology</a>
<a href="#">ECON</a>	<a href="#">Economics</a>
<a href="#">GWST</a>	<a href="#">Gender and Women's Studies</a>
<a href="#">GEOG</a>	<a href="#">Geography</a>
<a href="#">GERO</a>	<a href="#">Gerontology</a>
<a href="#">HIST</a>	<a href="#">History</a>
<a href="#">INLG</a>	<a href="#">Indigenous Language</a>
<a href="#">INDG</a>	<a href="#">Indigenous Studies</a>
<b><a href="#">NLEK</a></b>	<b><a href="#">Nle?kepmx Language</a></b>
<a href="#">NSYL</a>	<a href="#">Nsyilxcn</a>
<a href="#">PHIL</a>	<a href="#">Philosophy</a>
<a href="#">POLI</a>	<a href="#">Political Science</a>
<a href="#">PSYO</a>	<a href="#">Psychology</a>
<a href="#">SOCI</a>	<a href="#">Sociology</a>
<b><a href="#">STMC</a></b>	<b><a href="#">St'át'imc Language</a></b>

### Draft Academic Calendar URL:

<http://www.calendar.ubc.ca/okanagan/proof/edit/courses.cfm?go=code&institution=3>

### Present Academic Calendar Entry:

#### Course Descriptions

#### Faculty of Arts and Social Sciences

This chapter provides an archive of courses offered by the UBC Okanagan campus. For current course sections and schedules, please visit the online [Course Schedule](#).

<a href="#">ANTH</a>	<a href="#">Anthropology</a>
<a href="#">ECON</a>	<a href="#">Economics</a>
<a href="#">GWST</a>	<a href="#">Gender and Women's Studies</a>
<a href="#">GEOG</a>	<a href="#">Geography</a>
<a href="#">GERO</a>	<a href="#">Gerontology</a>
<a href="#">HIST</a>	<a href="#">History</a>
<a href="#">INLG</a>	<a href="#">Indigenous Language</a>
<a href="#">INDG</a>	<a href="#">Indigenous Studies</a>
<a href="#">NSYL</a>	<a href="#">Nsyilxcn</a>
<a href="#">PHIL</a>	<a href="#">Philosophy</a>
<a href="#">POLI</a>	<a href="#">Political Science</a>
<a href="#">PSYO</a>	<a href="#">Psychology</a>
<a href="#">SOCI</a>	<a href="#">Sociology</a>

**Commented [WL1]:** We are only indicating this here as the BNLEK is still awaiting ministry approval. Once we receive approval from the ministry, this course code will need to go into the next calendar release. This was Senate approved 2021 W.





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## Curriculum Proposal Form New Course – Okanagan campus

<b>Category: 1</b>	
<b>Faculty/School:</b> Barber School of Arts and Social Sciences <b>Dept./Unit:</b> Community, Culture and Global Studies <b>Faculty/School Approval Date:</b> 20221202 <b>Effective Session:</b> 2023W	<b>Date:</b> 20221004 <b>Contact Person:</b> Dr. Michael Evans <b>Phone:</b> 250.681.2949 <b>Email:</b> michael.evans@ubc.ca
<b>Type of Action:</b> New Course	
<b>Rationale:</b> The B.Stat. will cover the full scope of the Indigenous language it serves. Full immersive learning is a core element of the program, and vital for students to enhance and improve their proficiency. This class employs the vocabulary, morphology, and syntax acquired in the co-requisite class (STMC 351), combined with several core pedagogies to enhance mathematical language skills as well as familiarity and competencies in the immersion pedagogies used in the course. These pedagogies will be used in all subsequent immersion courses.	
<b>Proposed Academic Calendar Entry:</b>  <u><b>STMC 331 (3) Language Practice and Pedagogy: Praxis in Different Immersion Contexts</b></u> <u><b>Language acquisition pedagogies in and through practice. The language of instruction is Státimc Language. Restricted to students in the Bachelor of Státimc Language Fluency program. [1-0-4]</b></u> <u><b>Corequisite: STMC 351.</b></u>	<b>Draft Academic Calendar URL:</b>  <b>Present Academic Calendar Entry:</b> N/A

### ***STMC 331 (3) Language Practice and Pedagogy: Praxis in Different Immersion Contexts***

#### **Academic Calendar Entry**

Language acquisition pedagogies in and through practice. The language of instruction is St'át'imc. Restricted to students in the Bachelor of St'át'imc Language Fluency program. [1-0-4]  
Corequisite: STMC 351.

#### **Course Format**

One lecture and two tutorials a week. The lecture portion of this course will include theory and demonstration. During the tutorials, students will have the opportunity to demonstrate the material learned during the lecture. Tutorials will be led and supported by one or more community language expert as well as the instructor. The language of instruction is St'át'imc.

#### **Course Overview, Content, and Objectives**

This course exposes learners to language immersion theories followed by immediate practice to achieve appropriate use of language. Through listening, conversation, and discussion, students will expand their vocabulary and apply it for debate within a variety of immersion methodologies: total physical response (TPR), situational immersion, mentor-apprentice pod immersion, immersion among learning peers, and mentored-individualized aural immersion.

#### **Learning Outcomes**

After completing this course, students will be able to:

- Demonstrate understanding of the five immersion methodologies; effectively apply at least one of these methodologies in a group setting
- Explain, in St'át'imc, the five immersion methodologies used in the classroom for language learning
- Engage in debate and discussions, in St'át'imc, using each of the immersion methodologies
- Develop specialized language knowledge about a variety of topics.

#### **Evaluation Criteria and Grading**

Students are required to complete five quizzes that will include oral and written questions based on the lecture and tutorials of that and/or previous week.

The mid-term exam will be written and will cover all theories and concepts covered in the course so far.

A final project will be required. Oral and written skills will be used to demonstrate accomplishment of the above listed learning outcomes.

	Exceeds Expectations	Meets Expectations	Below Expectations	Needs work
Comprehensibility - 5% ( <i>how well does the audience understand me?</i> )				
Level of discourse - 5% ( <i>how do I express myself?</i> )				
Vocabulary use - 5% ( <i>how developed is my vocabulary?</i> )				
Organization and capacity to answer questions from the audience - 5%				
Content relevancy and depth - 15% ( <i>does the project reflect my learning in this course?</i> )				

Summary of evaluation criteria and grading:

- Five oral and/or written quiz (10%) = 50%
- Mid-term exam = 15%
- Final group project including oral and written demonstrations = 35%

### **Course Schedule, Required Readings and Videos**

Include lecture topic covered, any required readings (e.g. textbook chapters), exam dates.

	Topics and/or exam (quiz, midterm, final)	Required Reading(s) and/or Videos
<b>Week 1</b>	Introduction to Immersive Language Pedagogies	Additional materials available through NVIT / UBC Okanagan Library partnership  Brown (2007), Nunan & Richards (2015)

<b>Week 2</b>	Total Physical Response Immersion I	Asher (1988), Hinton (2001), Whitley (n.d.)
<b>Week 3</b>	Total Physical Response Immersion II Quiz 1	Asher (1969), Silvers (1988), Whitley (n.d.)
<b>Week 4</b>	Situational Immersion Learning I	Richard-Amato (2003)
<b>Week 5</b>	Situational Immersion Learning II Quiz 2	Blair (1982)
<b>Week 6</b>	Learning Peers Immersion Quiz 3	Krashen (1981)
<b>Week 7</b>	Written midterm	
<b>Week 8</b>	Mentor-Apprentice Pod Immersion I	Hinton (2001), Upper St'at'imc Language Authority (2004)
<b>Week 9</b>	Mentor-Apprentice Pod Immersion II Quiz 4	First Peoples Cultural Council MAP toolkit
<b>Week 10</b>	Mentored - individualized aural immersion I	Additional audio materials available through NVIT / UBC Okanagan Library partnership
<b>Week 11</b>	Mentored - individualized aural immersion II Quiz 5	Additional audio materials available through NVIT / UBC Okanagan Library partnership
<b>Week 12</b>	Group project work (focus in one of the five learned methods)	
<b>Week 13</b>	Presentation of Final Projects	

**Readings and other materials:**

Asher, James J. 1988. *Brainswitching: A Skill for the 21<sup>st</sup> Century*, Los Gatos, CA: Sky Oaks Productions

Asher, James J. 1969. Total Physical Response approach to second language learning. *The Modern Language Journal* 53(1):3-17

Blair, Robert W. (ed.). 1982. *Innovation Approaches to Language Teaching*. New York, NY: Newbury House Publishers.

Brown, Douglas H. 2007. *Principles of Language Learning and Teaching* (5<sup>th</sup> Edition). White Plains, NY: Pearson Education Inc.

Davis, Henry, Beverley Frank, Rose Whitley and the Upper St'át'imc Language Authority. To appear. *Nqwal'uttenlhkálha: An English-Upper St'át'imcets Dictionary*. Vancouver and Lillooet, B.C.: PNWLL Press and the Upper St'át'imc Language, Culture and Education Society.

Doughty, Catherine J. & Michael H. Long (eds.) 2003. *The Handbook of Second Language Instruction*. Malden, MA & Oxford, UK: Blackwell.

First Peoples Cultural Council. n.d. *Mentor-Apprentice Program toolkit*. Accessed online 10-2022 at: [https://fpcc.ca/resource/area/language/programs\\_and\\_grants/mentor-apprentice-program/resource\\_type/program-toolkit/](https://fpcc.ca/resource/area/language/programs_and_grants/mentor-apprentice-program/resource_type/program-toolkit/)

Garcia, Ramiro & James J. Asher. 1985. *Instructor's Notebook: How to Apply TPR for Best Results*. Los Gatos, CA: Sky Oaks Productions,

Hinton, Leanne & Kenneth Hale (eds.). 2001. *The Green Book of Language Revitalization in Practice*. San Diego, CA: Academic Press.

Krashen, Stephen D. 1981. *Second Language Acquisition and Second Language Learning* (online edition). Pergamon Press:  
[http://www.sdkrashen.com/content/books/sl\\_acquisition\\_and\\_learning.pdf](http://www.sdkrashen.com/content/books/sl_acquisition_and_learning.pdf)

Nassaji, Hossein & Sandra Fotos. 2011. *Teaching Grammar in Second Language Classrooms: Integrating Form-Focused Instruction in Communicative Context*. New York, NY: Routledge.

Nunan, David & Jack C. Richards (eds.). 2015. *Language Learning Beyond the Classroom*. New York, NY: Routledge.

Richard-Amato, Patricia, A. 2003. *Making it Happen: from Interactive to Participatory Language Learning Theory and Practice*, White Plains, NY: Pearson Education Inc.

- Silvers, Stephen M. 1988. *The Command Book*. Los Gatos, CA: Sky Oaks Productions Inc.
- Upper St'át'imc Language Authority (ed. by Henry Davis). 2004. *St'át'imcets Phrases and Greetings*. Lillooet, B.C.: the Upper St'át'imc Language, Culture and Education Society.
- Van Eijk, Jan. 2013. *A Dictionary of the Lillooet Language*. 2013. Vancouver, B.C.: UBC Occasional Papers in Linguistics. Available online at [https://lingpapers.sites.olt.ubc.ca/files/2018/01/Van\\_Eijk\\_Lillooet-English-Dictionary1-1.pdf](https://lingpapers.sites.olt.ubc.ca/files/2018/01/Van_Eijk_Lillooet-English-Dictionary1-1.pdf)
- Whitley, Rose Agnes. n.d. *Teaching St'át'imcets Through Action*. Lillooet, B.C.: the Upper St'át'imcets Language, Culture and Education Society.



### Curriculum Proposal Form New Course – Okanagan campus

<b>Category: 1</b>	
<b>Faculty/School:</b> Barber School of Arts and Social Sciences <b>Dept./Unit:</b> Community, Culture and Global Studies <b>Faculty/School Approval Date:</b> 20221202 <b>Effective Session:</b> 2023W	<b>Date:</b> 20221005 <b>Contact Person:</b> Dr. Michael Evans <b>Phone:</b> 250.681.2949 <b>Email:</b> michael.evans@ubc.ca
<b>Type of Action:</b> New Course	
<b>Rationale:</b> The B.Stat. will cover the full scope of the Indigenous language it serves. Full immersive learning is a core element of the program, and vital for students to enhance and improve their proficiency. This class employs the vocabulary, morphology, and syntax acquired in the co-requisite class (STMC 352), combined with several core pedagogies to develop performative language skills. Visual arts practice and the language associated with protocols for design and materials production will also be a foci. These pedagogies will be used in all subsequent immersion courses.	
<b>Proposed Academic Calendar Entry:</b>  <u><b>STMC 332 (3) Language Practice and Pedagogy: Creative, Constructive and Performative Arts</b></u> <u><b>Intensive language immersion class demonstrating, in and through practice, traditional Státimc visual arts. The language of instruction is St'át'imcets. Restricted to students in the Bachelor of Státimc Language Fluency program. [1-0-4]</b></u> <u><b>Prerequisite: STMC 331.</b></u> <u><b>Corequisite: STMC 352.</b></u>	<b>Draft Academic Calendar URL:</b>  <b>Present Academic Calendar Entry:</b> N/A



## ***STMC 332 (3) Language Practice and Pedagogy: Creative, Constructive and Performative Arts***

### **Academic Calendar Entry**

Intensive language immersion class demonstrating, in and through practice, traditional St'át'imc visual arts. The language of instruction is St'át'imcets. Restricted to students in the Bachelor of St'át'imc Language Fluency program. [1-0-4]

*Prerequisite:* STMC 331.

*Corequisite:* STMC 352.

### **Course Format**

One lecture and two tutorials a week. The lecture portion of this course will include theory and demonstration. During the tutorials, students will have the opportunity to demonstrate the material learned during the lecture. Tutorials will be led and supported by one or more community language expert as well as the instructor. The language of instruction is St'át'imcets.

### **Course Overview, Content, and Objectives**

This course exposes learners to St'át'imc visual and performative arts practices and conventions. Intensive immersive processes focused on the creation of an object, story, and/or performance. Through listening, conversation, and discussion, students will expand their language proficiency, and apply it to a series of traditional arts creations.

### **Learning Outcomes**

After completing this course, students will be able to:

- Demonstrate understanding of the meaning behind materials and arts construction.
- Discuss in St'át'imcets the conventions and protocols that apply to specific materials and arts practices.
- Develop, execute, and explain a performance in St'át'imcets.
- Create a personal artistic statement in St'át'imcets.

### **Evaluation Criteria and Grading**

Learning outcomes are assessed through evidence of learning.

Students are required to complete five quizzes that will include oral and written questions based on the lecture and tutorials of that and/or previous week.

The mid-term exam will be written and will cover all theories and concepts covered in the course so far.

A final project will be required. Oral and written skills will be used to demonstrate accomplishment of the above listed learning outcomes.

	Exceeds Expectations	Meets Expectations	Below Expectations	Needs work
Comprehensibility - 5% ( <i>how well does the audience understand me?</i> )				
Level of discourse - 5% ( <i>how do I express myself?</i> )				
Vocabulary use - 5% ( <i>how developed is my vocabulary?</i> )				
Organization and capacity to answer questions from the audience - 5%				
Content relevancy and depth - 15% ( <i>does the project reflect my learning in this course?</i> )				

Summary of evaluation criteria and grading:

- Five oral and/or written quiz (10%) = 50%
- Mid-term exam = 15%
- Final group project including oral and written demonstrations = 35%

**Course Schedule, Required Readings and Videos**

	Topics and/or exam (quiz, midterm, final)	Required Reading(s) and/or Videos
<b>Week 1</b>	Introduction to Traditional St'át'imc Arts (Contexts, Frameworks, and Conventions)	Teit (1906), Boas et al. (1928), Corner (1968), Tepper (1995)
<b>Week 2</b>	Visual Arts and Design I (Materials and conventions)	Teit (1906), Boas et al. (1928), Corner (1968), Tepper (1995), York

		(1993)
<b>Week 3</b>	Visual Arts and Design II (Expressive conventions and communication through design)	Teit (1906), Boas et al. (1928), Corner (1968), Tepper (1995), York (1993)
<b>Week 4</b>	Visual Arts and Design III (Application/Project)	Teit (1906), Boas et al. (1928), Corner (1968), Tepper (1995), York (1993)
<b>Week 5</b>	Visual Arts and Design IV (Reading and understanding artistic expression)	Teit (1906), Boas et al. (1928), Corner (1968), Tepper (1995)
<b>Week 6</b>	Art in Cultural Context: public, private, and sacred art	Teit (1906), Boas et al. (1928), Corner (1968), Tepper (1995)
<b>Week 7</b>	Midterm	
<b>Week 8</b>	Performance I (expressive conventions in oral story)	Maud (1978), Alexander (2016), Edwards et al. (2017), Mitchell (2022)
<b>Week 9</b>	Performance II (immersion, embodiment, and expression in oral story)	Maud (1978), Alexander (2016), Edwards et al. (2017), Mitchell (2022)
<b>Week 10</b>	Performance III (expressive conventions in oral music and dance)	Upper St'át'imc Language, Culture and Education Societ. (2003, 2004)
<b>Week 11</b>	Performance IV (immersion, interpretative expression in music and dance)	Upper St'át'imc Language, Culture and Education Societ. (2003, 2004)

<b>Week 12</b>	Preparation and Planning group project	
<b>Week 13</b>	Presentation of Final Projects	

### **Readings and other materials:**

Boas, Franz, H.K. Haeberlin, James Teit and Helen Roberts. 1928. Coiled Basketry in British Columbia and Surrounding Region. Washington, DC: *Forty-First Annual Report of the Bureau of American Ethnology, 1919-1924*: 119-484.

Corner, John. 1968. *Pictographs (Indian Rock Paintings) in the Interior of British Columbia*. Vernon, B.C. Wayside Press.

Edwards, Bill, Martina LaRochelle and Sam Mitchell. 2017. *Sqwéqwel's nelh Skelkekla7lhkálha (Tales of our Elders)*, recorded by Aert Kuipers and Jan van Eijk, transcribed, translated and edited by Henry Davis, John Lyon, and Rose Whitley. Vancouver, B.C.: UBC Occasional Papers in Linguistics. Available online at <https://lingpapers.sites.olt.ubc.ca/opl-volumes/sqweqwels-nelh-skelkekla7lhkalha-tales-of-our-elders/>

Gustafson, Paula. 1980. *Salish Weaving*, Vancouver, B.C. Douglas & McIntyre Ltd.

Maud, Ralph 1978. *The Salish People: The Local Contributions of Charles Hill-Tout. Vol. 2, The Squamish and the Lillooet*. Vancouver, B.C.: Talonbooks.

Mitchell, Sam. 2022. *Wa7 Sqwéqwel's Sam: St'át'imcets Stories from Sam Mitchell*, recorded by Randy Bouchard, transcribed, translated and edited by Henry Davis and John Lyon. Vancouver and Lillooet, B.C.: PNWLL Press and the Upper St'át'imc Language, Culture and Education Society. Available online at <https://lingpapers.sites.olt.ubc.ca/wa7-sqweqwel-ssam-statimcets-stories-from-sam-mitchell/>

Teit, James. 1906. The Lillooet Indians. *Memoirs of the American Museum of Natural History: The Jesup North Pacific Expedition. Vol. II, Pt. V*. New York, American Museum of Natural History.

Tepper, Leslie H. 1995. *Threads of the Land:; clothing traditions from Three Indigenous Cultures*. Canadian Museum of Civilization, Hull, Quebec.

Thevarge, Laura. 2008. *Wenácw Iz': True Stories by Laura Thevarge*. Vancouver, B.C.: University of British Columbia Working Papers in Linguistics 22.

Upper St'át'imc Language, Culture and Education Society. 2003. *Tsítsel s7í'tems i Státimca (New Státimc Hand drum Songs)*. CD manufactured by Spin Digital Media Corp. Lillooet, B.C.: the Upper St'át'imc Language, Culture and Education Society.

Upper St'át'imc Language, Culture and Education Society. 2004. *Smatqsa i Státimca (Journey of the Státimc)*. CD manufactured by Spin Digital Media Corp.

York, A. Daly, R. & Arnett, C. 1993. *They write their dreams on the rock forever*. Talonbooks, Vancouver, BC.



## Curriculum Proposal Form New Course – Okanagan campus

<b>Category: 1</b>	
<b>Faculty/School:</b> Barber School of Arts and Social Sciences <b>Dept./Unit:</b> Community, Culture and Global Studies <b>Faculty/School Approval Date:</b> 20221202 <b>Effective Session:</b> 2023W	<b>Date:</b> 20221005 <b>Contact Person:</b> Dr. Michael Evans <b>Phone:</b> 250.681.2949 <b>Email:</b> michael.evans@ubc.ca
<b>Type of Action:</b> New Course	
<b>Rationale:</b> The B.Stat. will cover the full scope of the Indigenous language it serves. Full immersive learning is a core element of the program, and vital for students to enhance and improve their proficiency. This class employs the vocabulary, morphology, and syntax acquired in the co-requisite class (STMC 353), through immersive learning to apply TEK and TEK-related language to assess, monitor, mitigate, and conserve ecological systems. These pedagogies will be used in all subsequent immersion courses.	
<b>Proposed Academic Calendar Entry:</b>  <u><b>STMC 333 (3) Language Practice and Pedagogy: Traditional Ecological Knowledge Intensive language immersion class focused on the application of traditional ecological knowledge (TEK), in and through practice. The language of instruction is Státimcets. May be offered on the land. Restricted to students in the Bachelor of Státimc Language Fluency program. [1-4-0]</b></u> <u><b>Prerequisite: STMC 332.</b></u> <u><b>Corequisite: STMC 353.</b></u>	<b>Draft Academic Calendar URL:</b>  <b>Present Academic Calendar Entry:</b> N/A

### ***STMC 333 (3) Language Practice and Pedagogy: Traditional Ecological Knowledge***

#### **Academic Calendar Entry**

Intensive language immersion class focused on the application of traditional ecological knowledge (TEK), in and through practice. The language of instruction is St'át'imcets. May be offered on the land. Restricted to students in the Bachelor of St'át'imc Language Fluency program. [1-4-0]

*Prerequisite:* STMC 332.

*Corequisite:* STMC 353.

#### **Course Format**

One lecture and two labs (2 hours each) a week. Students will be grouped at the beginning for the course to complete field and lab-based learning. These will provide the opportunity to apply knowledge learned in the lecture and complete lab reports. The language of instruction is St'át'imc. May be offered on the land.

#### **Course Overview, Content, and Objectives**

This course will provide students with direct experience applying traditional ecological knowledge to a significant contemporary area of interest in the St'át'imc. They will develop increased proficiency in language and understanding of language conventions for dealing with ecology and ecological knowledge applications. The contemporary policy contexts in which TEK is used will be explored. Applications of TEK for monitoring, assessment, mitigation, restoration, and conservation will be explored.

#### **Learning Outcomes**

After completing this course, students will be able to:

- Converse, debate, and communicate in a variety of contexts and conventions related to St'át'imc TEK and its application in ecosystems management.
- Use St'át'imc language to explain ecological processes, conditions and frameworks for generating information.
- Demonstrate and apply TEK-related language.
- Discuss ecological issues and processes in the appropriate St'át'imc settings in St'át'imc language.
- Write lab reports using TEK applications and present them to peers in St'át'imc language.

#### **Evaluation Criteria and Grading**

Learning outcomes are assessed through evidence of learning.

Students are required to complete five lab reports based on the lectures and field trip (if

applicable).

The mid-term exam will be written and will cover all theories and concepts covered in the course so far.

A final presentation will be required. Oral and written skills will be used to demonstrate accomplishment of the above listed learning outcomes.

	Exceeds Expectations	Meets Expectations	Below Expectations	Needs work
Comprehensibility - 5% ( <i>how well does the audience understand me?</i> )				
Level of discourse - 5% ( <i>how do I express myself?</i> )				
Vocabulary use - 5% ( <i>how developed is my vocabulary?</i> )				
Organization and capacity to answer questions from the audience - 5%				
Content relevancy and depth - 15% ( <i>does the project reflect my learning in this course?</i> )				

Summary of evaluation criteria and grading:

- Five lab reports (10% each) = 50%
- Mid-term exam = 20%
- Final group project including oral and written demonstrations = 30%



**Course Schedule, Required Readings and Videos**

	<b>Topics and/or exam (quiz, midterm, final)</b>	<b>Required Reading(s) and/or Videos</b>
<b>Week 1</b>	Introduction to the contemporary contexts of TEK use and application. Includes: ecological monitoring, assessment, mitigation, restoration, and conservation	Armstrong (2009), Cajete (1999).
<b>Week 2</b>	Monitoring I (parameters and techniques)  Report required.	Turner et al. (1987), Davis and van Eijk (2013).
<b>Week 3</b>	Monitoring II (data analysis and synthesis)  Report required.	Turner et al. (1987), Davis and van Eijk (2013).
<b>Week 4</b>	Assessment I (parameters and techniques)	Klassen et al (2009).
<b>Week 5</b>	Assessment II (data analysis and synthesis)  Report required.	Klassen et al (2009).
<b>Week 6</b>	Midterm	
<b>Week 7</b>	Mitigation (parameters and techniques)	St'át'imc Chiefs Council (2004)
<b>Week 8</b>	Restoration (parameters and techniques)	St'át'imc Chiefs Council (2004)
<b>Week 9</b>	Conservation (parameters and techniques)	St'át'imc Chiefs Council (2004)
<b>Week 10</b>	Mitigation, restoration, conservation (Project Proposal/Report - mitigation lab section)	St'át'imc Chiefs Council (2004)

<b>Week 11</b>	Mitigation, restoration, conservation (Project Proposal/Report - restoration lab section)	St'át'imc Chiefs Council (2004)
<b>Week 12</b>	Mitigation, restoration, conservation (Project Proposal/Report - conservation lab section)	St'át'imc Chiefs Council (2004)
<b>Week 13</b>	Presentation of Final Projects	

### **Readings and other materials:**

Armstrong, Jeannette C. 2009. *Constructing Indigeneity: Syilx Okanagan Oraliture and tmix<sup>w</sup>centrism*. Retrieved from <https://ok.ubc.ca/okanagan-stories/indigenous-voices/>

Cajete, Gregory. Ed. (1999) *A People's Ecology: Explorations in Sustainable Living*. Santa Fe, NM: Clear Light Publishers.

Hayden, Brian (ed.). 1992. *A Complex Culture of the British Columbia Plateau: Traditional Stl'atl'imx Resource Use*. Vancouver, B.C.: UBC Press.

Ignace, Marianne. 1996. Introduction: Aboriginal Peoples' Plant Use and Knowledge in the Southern Interior of British Columbia." In: R. Coupe, R. Parish and D. Lloyd, *Plants of the Southern Interior of British Columbia*. Victoria, B.C.: B.C. Ministry of Forests and Lone Pine Publishing.

Klassen, Michael A., Rick Budhwa and Rudy Reimer/Yumks. 2009. First Nations, forestry and the transformation of archeological practice in British Columbia, Canada. *Heritage Management* 2(2):199-238.

Pokotylo, David L. & Mitchell, Donald (1998) *Prehistory of the Northern Plateau*. In *Handbook of North American Indians, Volume 12: Plateau*. Washington, DC: Smithsonian Institution Scholarly Press.

Powell, I.W., Indian Commissioner for BC. (1874) BC Indians - Land Use Need Interviews. RG 88, Volume 494, Library and Archives Canada.

Report of the Royal Commission on Aboriginal Peoples (RCAP). Library and Archives Canada. Transcript of Presentations. Merritt, BC. November 5, 1992  
<https://data2.archives.ca/rcap/pdf/rcap-276.pdf>

St'át'imc Chiefs Council. 2004. Nxekekmenlkhálha lti Tmícwa: St'át'imc Preliminary Draft Land Use Plan, Part I. Available online at <http://www.firstnations.de/media/06-4-0-statimc.pdf>

St'át'imc Chiefs Council & Western Canada Wilderness Committee. 2007. Welcome to St'át'imc Territory. Available online at [https://www.wildernesscommittee.org/sites/all/files/publications/StatimcTerritory\\_0.pdf](https://www.wildernesscommittee.org/sites/all/files/publications/StatimcTerritory_0.pdf)

Teit, James. 1906. The Lillooet Indians. *Memoirs of the American Museum of Natural History: The Jesup North Pacific Expedition. Vol. II, Pt. V.* New York, American Museum of Natural History.

Teit, James. 1912. Traditions of the Lillooet Indians of British Columbia. *The Journal of American Folklore* Vol. 25, No. 98: 287-371.

Turner, Nancy J., Randy Bouchard, Dorothy I. D. Kennedy, and Jan P. van Eijk. 1987. Plant Knowledge of the Stl'atl'imx (Lillooet) People of British Columbia. Ms., University of Victoria, Victoria, B.C.

Walkem, Ardith. (2000) Bringing water to the land: Re-cognize-ing indigenous oral traditions and the laws embodied within them. Ph.D. dissertation, University of British Columbia. <https://open.library.ubc.ca/soa/cIRcle/collections/ubctheses/831/items/1.0077604>



## Curriculum Proposal Form New Course – Okanagan campus

<b>Category: 1</b>	
<b>Faculty/School:</b> Barber School of Arts and Social Sciences <b>Dept./Unit:</b> Community, Culture and Global Studies <b>Faculty/School Approval Date:</b> 20221202 <b>Effective Session:</b> 2023W	<b>Date:</b> 20221005 <b>Contact Person:</b> Dr. Michael Evans <b>Phone:</b> 250.681.2949 <b>Email:</b> michael.evans@ubc.ca
<b>Type of Action:</b> New Course	
<b>Rationale:</b> The B.Stat. will cover the full scope of the Indigenous language it serves. Mathematical concepts and numeracy (including the concepts of quantification and measurement) are a specific and vital domain of language, and the capacity to function in the language in terms of discussions on, for example, changes in ecology, and the measure of resources and needs in the contemporary context. The course is co-requisite with a full language immersion class (STMC 331), and supports that course by focusing on vocabulary, morphology, and syntax so that students can employ this knowledge through the immersive process.	
<b>Proposed Academic Calendar Entry:</b>  <u><b>STMC 351 (3) Language Applications: Numeracy and Math</b></u> <u><b>Numeracy and math frameworks from a Nle?kepmx perspective towards increased proficiency in functional numeracy. The language of instruction is Státimc Language. Restricted to students in the Bachelor of Státimc Language Fluency program. [1-0-4]</b></u> <u><b>Corequisite: NLEK 331.</b></u>	<b>Draft Academic Calendar URL:</b>  <b>Present Academic Calendar Entry:</b> N/A

### ***STMC 351 (3) Language Applications: Numeracy and Math***

#### **Academic Calendar Entry**

Numeracy and math frameworks from a St'át'imc perspective towards increased proficiency in functional numeracy. The language of instruction is the St'át'imc language. Restricted to students in the Bachelor of St'át'imc Language Fluency program. [1-0-4]

*Corequisite:* STMC 331.

#### **Course Format**

One lecture and two tutorials a week (2 hours each). The lecture portion of this course will include theory and demonstration. During the tutorials, students will have the opportunity to demonstrate the material learned during the lecture. Tutorials will be led and supported by one or more community language expert as well as the instructor. The language of instruction is St'át'imcets.

#### **Course Overview, Content, and Objectives**

This course will provide students with the increased proficiency in functional numeracy from a St'át'imc perspective. We will explore St'át'imc concepts of quantification, measurement, volume and mass, as well as more advanced mathematical concepts associated with geography, geometry, and other forms of quantification and calculation. Students will be able to compute and converse in a variety of settings, and effectively articulate the differences between St'át'imc and Western perspectives on mathematical concepts and frameworks, in St'át'imcets.

#### **Learning Outcomes**

After completing this course, students will be able to:

- Converse, debate, and communicate concepts of math and numeracy in a variety of settings in St'át'imcets.
- Compare and contrast mathematical concepts between St'át'imc and Western perspectives in St'át'imcets.
- Complete a variety of basic arithmetic operations in St'át'imcets.
- Develop capacity to engage in higher-level math operations such as: geometry, percent, ration, currency, algebra in St'át'imcets.

#### **Evaluation Criteria and Grading**

Learning outcomes are assessed through evidence of learning.

Students are required to complete five quizzes that will include oral and written questions based on the lecture and tutorials of that and/or previous week.

The mid-term exam will be written and will cover all theories and concepts covered in the course so far.

A final project will be required. Oral and written skills will be used to demonstrate accomplishment of the above listed learning outcomes.

	Exceeds Expectations	Meets Expectations	Below Expectations	Needs work
Comprehensibility - 5% ( <i>how well does the audience understand me?</i> )				
Level of discourse - 5% ( <i>how do I express myself?</i> )				
Vocabulary use - 5% ( <i>how developed is my vocabulary?</i> )				
Organization and capacity to answer questions from the audience - 5%				
Content relevancy and depth - 15% ( <i>does the project reflect my learning in this course?</i> )				

Summary of evaluation criteria and grading:

- Five oral and/or written quiz (10%) = 50%
- Mid-term exam = 15%
- Final group project including oral and written demonstrations = 35%

### **Course Schedule, Required Readings and Videos**

	Topics and/or exam (quiz, midterm, final)	Required Reading(s) and/or Videos
<b>Week 1</b>	Introduction to vocabulary, numbers and numbering system	Peters et al. (1994), Whitley (n.d.), Davis (in prep.)

<b>Week 2</b>	Introduction to calculation principles and vocabulary Quiz 1	Whitley (n.d.), Davis (in prep.), van Eijk (1997)  Mentored Discussion
<b>Week 3</b>	Application of calculation principles and function	Whitley (n.d.), Davis (in prep.), van Eijk (1997)  Mentored Discussion
<b>Week 4</b>	Measures of distance Quiz 2	Whitley (n.d.), Davis (in prep.), van Eijk (1997), Davis & Mellesmoen (2019)  Mentored Discussion
<b>Week 5</b>	Measures of mass/volume	Whitley (n.d.), Davis (in prep.), van Eijk (1997), Davis (2014)  Mentored Discussion
<b>Week 6</b>	Measures of time Quiz 3	Davis (in prep.)
<b>Week 7</b>	Midterm	
<b>Week 8</b>	Framing differences between St'át'imc and Western approaches to math	Jungić (2022)
<b>Week 9</b>	Intersections of time and space Quiz 4	Davis (in prep.) Mentored Discussion
<b>Week 10</b>	Algebra and Complex Calculations	Davis (in prep.), Whitley (n.d.)  Mentored Discussion

<b>Week 11</b>	Special topics in geometric applications Quiz 5	Whitley (n.d.)  Mentored Discussion
<b>Week 12</b>	Special topics in everyday applications	Davis (in prep.), Whitley (nd)  Mentored Discussion
<b>Week 13</b>	Presentation of Final Projects	

### **Readings and other materials:**

Davis, Henry. In prep. *A Teacher's Grammar of Upper St'át'imcets*. Ms., UBC and the Upper St'át'imc Language, Culture and Education Society, Vancouver and Lillooet, B.C.

Davis, Henry, Beverley Frank, Rose Whitley and the Upper St'át'imc Language Authority. To appear. *Nqwal'uttenlhkálha: An English-Upper St'át'imcets Dictionary*. Vancouver and Lillooet, B.C.: PNWLL Press and the Upper St'át'imc Language, Culture and Education Society.

First Voices: Northern St'át'imcets Community Portal. Online access at <https://www.firstvoices.com/explore/FV/Workspaces/Data/Interior%20Salish/Northern%20St%CC%95%C3%A1t%CC%95imcets/Northern%20St%CC%93%C3%A1t%CC%93imcet>. Victoria, B.C.: First People's Cultural Council.

Jungić, Veselin. 2022. Mathcatcher Outreach Program. *Notices of the American Mathematical Society* 8:1369-1375: online at <https://www.ams.org/journals/notices/202208/rnoti-p1369.pdf?adat=September%202022&trk=2528&cat=education&galt=none>

Peters, Desmond, Sr., Marianne Ignace and Jan van Eijk. 1992. *Introducing St'át'imcets (Fraser River Dialect): A Primer*. Kamloops, B.C.: The Secwepemc Cultural Education Society.

Van Eijk, Jan. 1981. *Cuystwí Malh Ucwalmícwts (Teach Yourself Lillooet) / Ucwalmícwts Curriculum for Advanced Learners*. Mount Currie, BC: Ts'zil Publishing House.

Van Eijk, Jan. 1997. *The Lillooet Language: Phonology, Morphology, Syntax*. Vancouver, B.C.: UBC Press.



Whitley, Rose. n.d. *Upper St'át'imcets TPR Manual*. Lillooet, B.C.: the Upper St'át'imc Language, Culture and Education Society.



## Curriculum Proposal Form

### New Course – Okanagan campus

<b>Category: 1</b>	
<b>Faculty/School:</b> Barber School of Arts and Social Sciences <b>Dept./Unit:</b> Community, Culture and Global Studies <b>Faculty/School Approval Date:</b> 20221202 <b>Effective Session:</b> 2023W	<b>Date:</b> 20221005 <b>Contact Person:</b> Dr. Michael Evans <b>Phone:</b> 250.681.2949 <b>Email:</b> michael.evans@ubc.ca
<b>Type of Action:</b> New Course	
<b>Rationale:</b> The B.Stat. will cover the full scope of the Indigenous language it serves. Conventions for the performance of story, music, and song profoundly shape this specific and vital domain of language, and the capacity to function in the language in terms of performance of and discussions about traditional oral performances. These conventions can overlap artistic domains; subtle shifts in word pronunciation can transform meaning. Words relating to movement and emotion can and do change in the context of performance, evoking variations in the communication through song. The course is co-requisite with a full language immersion class (STMC 332), and supports that course by focusing on vocabulary, morphology, syntax, and the conventions of composition and performance so that students can employ this knowledge through the immersive process.	
<b>Proposed Academic Calendar Entry:</b>  <u><b>STMC 352 (3) Language Applications: Literature and Performative Arts</b></u> <u><b>Emphasis on the language domains of literature and performative arts, and a diverse range of language learning skills that advance competency in conversational fluency, pronunciation, comprehension, vocabulary, oral traditions, literacy, grammatical understanding, and the cultural contextualization of language use in these domains. The language of instruction is Státimcets. Restricted to students in the Bachelor of Státimc Language Fluency program. [1-0-4]</b></u> <u><b>Prerequisite: STMC 351.</b></u> <u><b>Corequisite: STMC 332.</b></u>	<b>Draft Academic Calendar URL:</b>  <b>Present Academic Calendar Entry:</b> N/A

## ***STMC 352 (3) Language Applications: Literature and Performative Arts***

### **Academic Calendar Entry**

Emphasis on the language domains of literature and performative arts, and a diverse range of language learning skills that advance competency in conversational fluency, pronunciation, comprehension, vocabulary, oral traditions, literacy, grammatical understanding, and the cultural contextualization of language use in these domains. The language of instruction is the St'át'imc language. Restricted to students in the Bachelor of St'át'imc Language Fluency program. [1-0-4]

Prerequisite: STMC 351.

Corequisite: STMC 332.

### **Course Format**

One lecture and two tutorials a week (2 hours each). The lecture portion of this course will include theory and demonstration. During the tutorials, students will have the opportunity to demonstrate the material learned during the lecture. Tutorials will be led and supported by one or more community language expert as well as the instructor. The language of instruction is St'át'imc.

### **Course Overview, Content, and Objectives**

This course will provide students with the increased proficiency in language and understanding of language conventions in St'át'imc literature (i.e. oral-literature), performance, and creative practices.

### **Learning Outcomes**

After completing this course, students will be able to:

- Converse, debate, and communicate in a variety of settings concepts and conventions related to St'át'imc oral-literature and performance practices.
- Explain St'át'imc artistic practices and propriety conventions in St'át'imc.
- Describe the four separate types of St'át'imc oral-literature and the appropriate contexts for sharing stories and songs.
- Discuss songs and composition applications in the appropriate St'át'imc settings in St'át'imc language.

### **Evaluation Criteria and Grading**

Students are required to complete five quizzes that will include oral and written questions based on the lecture and tutorials of that and/or previous week.

The mid-term exam will be written and will cover all theories and concepts covered in the course so far.

A final project will be required. Oral and written skills will be used to demonstrate

accomplishment of the above listed learning outcomes.

	Exceeds Expectations	Meets Expectations	Below Expectations	Needs work
Comprehensibility - 5% ( <i>how well does the audience understand me?</i> )				
Level of discourse - 5% ( <i>how do I express myself?</i> )				
Vocabulary use - 5% ( <i>how developed is my vocabulary?</i> )				
Organization and capacity to answer questions from the audience - 5%				
Content relevancy and depth - 15% ( <i>does the project reflect my learning in this course?</i> )				

Summary of evaluation criteria and grading:

- Five oral and/or written quiz (10%) = 50%
- Mid-term exam = 15%
- Final group project including oral and written demonstrations = 35%

### **Course Schedule, Required Readings and Videos**

Include lecture topic covered, any required readings (e.g. textbook chapters), exam dates

	Topics and/or exam (quiz, midterm, final)	Required Reading(s) and/or Videos
<b>Week 1</b>	Introduction to St'át'imc oral conventions and traditions (i.e. oral-literature)	Mitchell (2022), Upper St'át'imc Language Authority (2004).

<b>Week 2</b>	Summary (history and legends) Quiz 1	Davis (2001), Davis & Robertson (2000), Edwards et al. (2017), Maud (1978), Matthewson (2005), Mitchell (2022).
<b>Week 3</b>	Sptakwlh I (laws and origins)	Bouchard & Kennedy (1977), Hill-Tout (1905),
<b>Week 4</b>	Sptakwlh II (coyote - moral values and behaviors) Quiz 2	Van Eijk and Williams (1981).
<b>Week 5</b>	Sptakwlh III (sacred stories) - note: conventions and terminology only.	Davis (2001), Hill-Tout (1905), Kennedy & Bouchard (2010), Teit (1912)
<b>Week 6</b>	Contemporary stories Quiz 3	Adrian et al. (2010), Alexander (2016), Thevarge (2008),
<b>Week 7</b>	Midterm	
<b>Week 8</b>	Oration and public speaking conventions	Upper St'át'imc Language Authority (2004).
<b>Week 9</b>	Performative conventions (ritual, social, and emotive) Quiz 4	Upper St'át'imc Language Authority (2004).
<b>Week 10</b>	Music and Song I : conventions and proprietary rights	Upper St'át'imc Language, Culture & Education Society (2003, 2004). Mentored Discussions
<b>Week 11</b>	Music and Song II: practice, performance and composition	Upper St'át'imc Language, Culture &

	Quiz 5	Education Society (2003, 2004). Mentored Discussions Mentored Practice and Discussion
<b>Week 12</b>	Special topics in story and song	Mentored Practice Projects
<b>Week 13</b>	Presentation of Final Projects	

### **Readings and other materials:**

Adrian, Marcel, Lucas Brigman, Strang Burton, Henry Davis, Valerie Diabolo, Harriet Macdonald, and Linda Redan. 2010. *Delrae's First Hunt*. Illustrated on-line story by Upper St'át'imcets speaker Harriet MacDonald, with sound-file, transcription and translation.

Alexander, Carl. 2016. *Sqwéqwel' Múta7 Sptakwlh: St'át'imcets Narratives by Qwa7yán'ak (Carl Alexander)*, recorded, transcribed, translated and edited by Elliot Callahan, Henry Davis, John Lyon, and Lisa Matthewson. Vancouver, B.C.: UBC Occasional Papers in Linguistics. Available online at <https://lingpapers.sites.olt.ubc.ca/opl-volumes/alexander-stories-collection/>

Bouchard, Randy and Dorothy Kennedy (eds.). 1977. *Lillooet Stories*. Sound Heritage Volume VI, No.1. Victoria, B.C.: Provincial Archives of British Columbia.

Davis, Henry. 2001. *Kayám: An Early St'át'imcets Text*. *Anthropological Linguistics* 43:288-347.

Davis, Henry. 2020. The Burning Church at Shalalth: Two Eyewitness Accounts in St'át'imcets. *Papers for the 55<sup>th</sup> International Conference on Salish and Neighbouring Languages*: 40-61. Vancouver, B.C.: UBC Working Papers in Linguistics. Available online at [https://lingpapers.sites.olt.ubc.ca/files/2020/07/04\\_ICSNL55\\_HDavis1\\_final.pdf](https://lingpapers.sites.olt.ubc.ca/files/2020/07/04_ICSNL55_HDavis1_final.pdf)

Davis, Henry and David Robertson. 2000. "Fox and Cayooty": An Early St'át'imcets-Chinook Jargon bilingual text. *Papers for the 35<sup>th</sup> International Conference on Salish and Neighbouring Languages*: 79-93. Vancouver, B.C.: University of British Columbia Working Papers in Linguistics 3. Available online at [https://lingpapers.sites.olt.ubc.ca/files/2018/03/2000\\_Davis\\_Robertson.pdf](https://lingpapers.sites.olt.ubc.ca/files/2018/03/2000_Davis_Robertson.pdf)

Edwards, Bill, Martina LaRochelle and Sam Mitchell. 2017. *Sqwéqwel's nelh Skelkekla7lhkálha (Tales of our Elders)*, recorded by Aert Kuipers and Jan van Eijk, transcribed, translated and edited by Henry Davis, John Lyon, and Rose

- Whitley. Vancouver, B.C.: UBC Occasional Papers in Linguistics. Available online at <https://lingpapers.sites.olt.ubc.ca/opl-volumes/sqweqwels-nelh-skelkekla7lhkalha-ales-of-our-elders/>
- Hill-Tout, Charles 1905. Report on the Ethnology of the Stl'tat'lumH of British Columbia. *Journal of the Royal Anthropological Institute* 35:126-218.
- Kennedy, Dorothy and Randy Bouchard. 2010 (reprinted 2021). *The Lil'wat World of Charlie Mack*. Vancouver, B.C.: Talonbooks.
- Lyon, John and Henry Davis. 2018. 'The Outlaws': An Upper St'át'imcets Tale by Sam Mitchell. *Papers for the 53<sup>rd</sup> International Conference on Salish and Neighboring Languages*. Vancouver, B.C.: UBC Working Papers in Linguistics 47: 61-109. Available online at [https://lingpapers.sites.olt.ubc.ca/files/2018/07/5\\_Lyon-Davis\\_2018.pdf](https://lingpapers.sites.olt.ubc.ca/files/2018/07/5_Lyon-Davis_2018.pdf)
- Matthewson, Lisa. 2005. *When I Was Small – I Wan Kwikws: A Grammatical Analysis of St'át'imc Oral Narratives*. Vancouver, B.C.: UBC Press.
- Maud, Ralph 1978. *The Salish People: The Local Contributions of Charles Hill-Tout. Vol. 2, The Squamish and the Lillooet*. Vancouver, B.C.: Talonbooks.
- Mitchell, Sam. 2022. *Wa7 Sqwéqwel' sSam: St'át'imcets Stories from Sam Mitchell*, recorded by Randy Bouchard, transcribed, translated and edited by Henry Davis and John Lyon. Vancouver and Lillooet, B.C.: PNWLL Press and the Upper St'át'imc Language, Culture and Education Society. Available online at <https://lingpapers.sites.olt.ubc.ca/wa7-sqweqwel-ssam-statimcets-stories-from-sam-mitchell/>
- Teit, James. 1912. Traditions of the Lillooet Indians of British Columbia. *The Journal of American Folklore* Vol. 25, No. 98: 287-371.
- Thevarge, Laura. 2008. *Wenácw Iz': True Stories by Laura Thevarge*. Vancouver, B.C.: University of British Columbia Working Papers in Linguistics 22.
- Upper St'át'imc Language Authority (ed. by Henry Davis). 2004. *St'át'imcets Phrases and Greetings*. Lillooet, B.C.: the Upper St'át'imc Language, Culture and Education Society.
- Upper St'át'imc Language, Culture and Education Society. 2003. *Tsítsel s7ítems i Státimca (New Státimc Hand drum Songs)*. CD manufactured by Spin Digital Media Corp.
- Upper St'át'imc Language, Culture and Education Society. 2004. *Smatqsa i Státimca (Journey of the Státimc)*. CD manufactured by Spin Digital Media Corp.
- Van Eijk, Jan and Lorna Williams. 1981. *Lillooet Legends and Stories*. Mount Currie, B.C.: Ts'zil Publishing House.



## Curriculum Proposal Form

### New Course – Okanagan campus

<b>Category: 1</b>	
<b>Faculty/School:</b> Barber School of Arts and Social Sciences <b>Dept./Unit:</b> Community, Culture and Global Studies <b>Faculty/School Approval Date:</b> 20221202 <b>Effective Session:</b> 2023W	<b>Date:</b> 20221005 <b>Contact Person:</b> Dr. Michael Evans <b>Phone:</b> 250.681.2949 <b>Email:</b> michael.evans@ubc.ca
<b>Type of Action:</b> New Course	
<b>Rationale:</b> The B.Stat. will cover the full scope of the Indigenous language it serves. Language associated with regional geographies and climatic conditions - both terrestrial and aquatic - are a specific and vital domain of language, and the capacity to function in the language in terms of discussions on, for example, land and waterscape features, climate change in local context, species classification, and changes in land-animal relations. The course is co-requisite with a full language immersion class (STMC 333), and supports that course by focusing on vocabulary, morphology, and syntax so that students can employ this knowledge through the immersive process.	
<b>Proposed Academic Calendar Entry:</b>  <u><b>STMC 353 (3) Language Applications:</b></u> <u><b>Traditional Ecological Knowledge</b></u> <u><b>Emphasis on the language domains of ecology</b></u> <u><b>and traditional ecological knowledge (TEK), and</b></u> <u><b>a diverse range of language learning skills that</b></u> <u><b>advance competency in conversational fluency,</b></u> <u><b>pronunciation, comprehension, vocabulary, oral</b></u> <u><b>traditions, literacy, grammatical understanding,</b></u> <u><b>and the cultural contextualization of language</b></u> <u><b>use in these domains. Restricted to students in</b></u> <u><b>the Bachelor of Státimc Language Fluency</b></u> <u><b>program. [1-0-4]</b></u> <u><b>Prerequisite: STMC 352.</b></u> <u><b>Corequisite: STMC 333.</b></u>	<b>Draft Academic Calendar URL:</b>  <b>Present Academic Calendar Entry:</b> N/A



### ***STMC 353 (3) Language Applications: Traditional Ecological Knowledge***

#### **Academic Calendar Entry**

Emphasis on the language domains of ecology and traditional ecological knowledge (TEK), and a diverse range of language learning skills that advance competency in conversational fluency, pronunciation, comprehension, vocabulary, oral traditions, literacy, grammatical understanding, and the cultural contextualization of language use in these domains. Restricted to students in the Bachelor of St'át'imc Language Fluency program. [1-0-4]

*Prerequisite:* STMC 352.

*Corequisite:* STMC 333.

#### **Course Format**

One lecture and two tutorials a week (2 hours each). Tutorials will provide students the opportunity to apply knowledge learned in the lecture. The language of instruction is St'át'imcets.

#### **Course Overview, Content, and Objectives**

This course will provide students with increased proficiency in language and understanding of language conventions for dealing with ecology and ecological knowledge. The St'át'imc TEK system has four components: 1) regional climatic systems and their impacts 2) specific land features/watersheds and their particular attributes/ecozones 3) specific terrain / watershed features embedded in place names 4) biological life forms and their association with places/ecozones. Students will be introduced to each knowledge type and the ways the knowledge system works as a whole.

#### **Learning Outcomes**

After completing this course, students will be able to:

- Converse, debate, and communicate in a variety of contexts and conventions related to St'át'imc language TEK.
- Use St'át'imc language to explain ecological processes, conditions and frameworks for garnering information.
- Demonstrate and apply TEK-related specialized St'át'imc language vocabulary as a function of ecological understanding.
- Describe and discuss the four separate types of St'át'imc TEK and the relations and intersections of these knowledge types.
- Discuss ecological issues and processes in the appropriate St'át'imc settings in St'át'imc language.

### **Evaluation Criteria and Grading**

Learning outcomes are assessed through evidence of learning.

Students are required to complete five quizzes that will include oral and written questions based on the lecture and tutorials of that and/or previous week.

The mid-term exam will be written and will cover all theories and concepts covered in the course so far.

A final project will be required. Oral and written skills will be used to demonstrate accomplishment of the above listed learning outcomes.

	Exceeds Expectations	Meets Expectations	Below Expectations	Needs work
Comprehensibility - 5% ( <i>how well does the audience understand me?</i> )				
Level of discourse - 5% ( <i>how do I express myself?</i> )				
Vocabulary use - 5% ( <i>how developed is my vocabulary?</i> )				
Organization and capacity to answer questions from the audience - 5%				
Content relevancy and depth - 15%  ( <i>does the project reflect my learning in this course?</i> )				

Summary of evaluation criteria and grading:

- Five oral and/or written quiz (10% each) = 50%
- Mid-term exam = 15%
- Final group project including oral and written demonstrations = 35%

### **Course Schedule, Required Readings and Videos**

Include lecture topic covered, any required readings (e.g. textbook chapters), exam dates.

	<b>Topics and/or exam (quiz, midterm, final)</b>	<b>Required Reading(s) and/or Videos</b>
<b>Week 1</b>	Introduction to St'át'imc language TEK conventions and traditions	Additional materials available through NVIT / UBC Okanagan Library partnership  Armstrong (2009), Kennedy & Bouchard (1977), Turner et al. (1987)
<b>Week 2</b>	TEK 1 (regional climatic systems and their impacts) Vocabulary/Terminology	Hayden (1992)
<b>Week 3</b>	TEK 1 (regional climatic systems and their impacts): Applications of Vocabulary/Terminology  Quiz 1	Kennedy & Bouchard (1992), Turner et al. (1987), Davis & van Eijk (2013)
<b>Week 4</b>	TEK 2 (specific land features/watersheds and their particular attributes/ecozones) : Vocabulary/Terminology	Kennedy & Bouchard (1992), Turner et al. (1987), Davis & van Eijk (2013)
<b>Week 5</b>	TEK 2 (specific land features/watersheds and their particular attributes/ecozones): Application and functional use of vocabulary  Quiz 2	Frank (1994), Frank (1996).

<b>Week 6</b>	Intersections and applications of TEK 1 and 2	Kennedy & Bouchard (1977)
<b>Week 7</b>	Midterm	
<b>Week 8</b>	TEK 3 (specific terrain / watershed features embedded in place names): Vocabulary/Terminology	Kennedy & Bouchard (1977)
<b>Week 9</b>	TEK 3 (specific terrain / watershed features embedded in place names): Applications of Vocabulary/Terminology  Quiz 3	Kennedy & Bouchard (1977)
<b>Week 10</b>	TEK 4 (biological life forms and their association with places/ecozones): Vocabulary/Terminology	Turner et al. (1987), Davis & van Eijk (2013)
<b>Week 11</b>	TEK 4 (biological life forms and their association with places/ecozones): Application and functional use of vocabulary  Quiz 4	Turner et al. (1987), Davis & van Eijk (2013)  Mentored Discussion
<b>Week 12</b>	Intersections and applications of TEK 1,2, 3 and 4  Quiz 5	Hayden (1992).
<b>Week 13</b>	Presentation of Final Projects	

### **Readings and other materials:**

Armstrong, Jeannette C. 2009. Constructing Indigeneity: Syilx Okanagan Oraliture and tmix<sup>w</sup>centrism. Retrieved from <https://ok.ubc.ca/okanagan-stories/indigenous-voices/>

Cajete, Gregory. Ed. 1999. *A People's Ecology: Explorations in Sustainable Living*. Santa Fe: Clear Light Publishers.

Davis, Henry, Beverley Frank, Rose Whitley and the Upper St'át'imc Language Authority. To appear. *Nqwal'uttenlhkálha: An English-Upper St'át'imcets Dictionary*. Vancouver and Lillooet, B.C.: PNWLL Press and the Upper St'át'imc Language, Culture and Education Society.

Davis, Henry and Jan van Eijk. 2014. Lillooet Bird Names. *Anthropological Linguistics* 56:78-99.

Frank, Beverley. 1994. *Preserving Salmon at Home: Cúz'lhkálh Qelhcál ku Sts'úqwaz'*. Lillooet, B.C.: the Upper St'át'imc Language, Culture and Education Society.

Frank, Beverley. 1996. *Fishing Equipment: I K'wel'láka7sa ku wa7 K'úl'em ku Stlháyen*. Lillooet, B.C.: the Upper St'át'imc Language, Culture and Education Society.

Hayden, Brian (ed.). 1992. *A Complex Culture of the British Columbia Plateau: Traditional Stl'átl'imx Resource Use*. Vancouver, B.C.: UBC Press.

Ignace, Marianne. 1996. Introduction: Aboriginal Peoples' Plant Use and Knowledge in the Southern Interior of British Columbia." In: R. Coupe, R. Parish and D. Lloyd, *Plants of the Southern Interior of British Columbia*. Victoria, B.C.: B.C. Ministry of Forests and Lone Pine Publishing.

Kennedy, Dorothy & Randy Bouchard. 1992. Stl'átl'imx (Fraser River Lillooet) Fishing. In Hayden (ed.): 266-354.

Kennedy, Dorothy & Randy Bouchard. 1998. Lillooet. In Walker (ed.): 174-190.

Maud, Ralph 1978. *The Salish People: The Local Contributions of Charles Hill-Tout. Vol. 2, The Squamish and the Lillooet*. Vancouver, B.C.: Talonbooks.

Mitchell, Sam. 2022. *Wa7 Sqwéqwel' sSam: St'át'imcets Stories from Sam Mitchell*, recorded by Randy Bouchard, transcribed, translated and edited by Henry Davis and John Lyon. Vancouver and Lillooet, B.C.: PNWLL Press and the Upper St'át'imc Language, Culture and Education Society. Available online at <https://lingpapers.sites.olt.ubc.ca/wa7-sqweqwel-ssam-statimcets-stories-from-sam-mitchell/>

Narcisse, Cathrena. (translated by Rose Whitley). 1994. *Bridge River Fishcamp: Wa7 Tsítcwem i Ucwalmícwa Láta7 Nxwístena*. Lillooet, B.C.: the Upper St'át'imc Language, Culture and Education Society.

Narcisse, Cathrena. (translated by Rose Whitley). 1997. *John's First Hunt: I kel7ás Tsicw*

*Píxem' kw sJohn*. Lillooet, B.C.: the Upper St'át'imc Language, Culture and Education Society.

Teit, James. 1906. The Lillooet Indians. *Memoirs of the American Museum of Natural History: The Jesup North Pacific Expedition. Vol. II, Pt. V*. New York, American Museum of Natural History.

Teit, James. 1912. Traditions of the Lillooet Indians of British Columbia. *The Journal of American Folklore* Vol. 25, No. 98: 287-371.

Turner, Nancy J., Randy Bouchard, Dorothy I. D. Kennedy, and Jan P. van Eijk. 1987. Plant Knowledge of the Stl'atl'imx (Lillooet) People of British Columbia. Ms., University of Victoria, Victoria, B.C.

Van Eijk, Jan. 2013. *A Dictionary of the Lillooet Language*. 2013. Vancouver, B.C.: UBC Occasional Papers in Linguistics. Available online at [https://lingpapers.sites.olt.ubc.ca/files/2018/01/Van\\_Eijk\\_Lillooet-English-Dictionary1-1.pdf](https://lingpapers.sites.olt.ubc.ca/files/2018/01/Van_Eijk_Lillooet-English-Dictionary1-1.pdf)

Walker, Deward E. Jr. (ed.). 1998. *Handbook of North American Indians, Volume 12: Plateau*. Washington, DC: Smithsonian Institution Scholarly Press.



### Curriculum Proposal Form New Course – Okanagan campus

<b>Category: 1</b>	
<b>Faculty/School:</b> Barber School of Arts and Social Sciences <b>Dept./Unit:</b> Community, Culture and Global Studies <b>Faculty/School Approval Date:</b> 20221202 <b>Effective Session:</b> 2023W	<b>Date:</b> 20221005 <b>Contact Person:</b> Dr. Michael Evans <b>Phone:</b> 250.681.2949 <b>Email:</b> michael.evans@ubc.ca
<b>Type of Action:</b> New Course	
<b>Rationale:</b> The BSTLG will cover the full scope of the Indigenous language it serves. Full immersive learning is a core element of the program, and vital for students to enhance and improve their proficiency. This class combines the vocabulary, morphology, and syntax related a special topic area in an immersive context. The course is cohort based, with students undertaking research about the relevant language domain in and through the language. The course will parallel other Practice and Pedagogy courses with topic/language domains specified, and can be directed at additional language domains as need/opportunities arise. The course augments the range of topics routinely covered in the curriculum.	
<b>Proposed Academic Calendar Entry:</b>  <u><b>STMC 433 (3) Special Topics in Language Practice and Pedagogy</b></u> <u><b>Intensive language immersion course to enhance and improve proficiency. Focused on language pertaining to a specific topic or language domain. The language of instruction is Státimcets. May be offered on the land. Restricted to students in the Bachelor of Státimc Language Fluency program. [0-2-3]</b></u> <u><b>Prerequisite: STLG 333.</b></u>	<b>Draft Academic Calendar URL:</b>  <b>Present Academic Calendar Entry:</b> N/A

## ***STMC 433 (3) Special Topics in Language Practice and Pedagogy***

### ***Law, Legal Language, and Governance***

#### **Academic Calendar Entry**

Intensive language immersion course to enhance and improve proficiency. focused on language pertaining to a specific topic or language domain. The language of instruction is St'át'imcets. May be offered on the land. Restricted to students in the Bachelor of St'át'imc Language Fluency program. [0-2-3]

*Prerequisite:* STMC 333.

#### **Course Format**

One seminar (3 hours) and one lab a week (2 hours). The labs consist on cohort-based exercises with language experts and the instructor. The language of instruction is St'át'imc language. May be offered on the land.

#### **Course Overview, Content, and Objectives**

This course will provide students with a domain-specific and focused set of language skills and knowledge acquired in an immersion context. The focus will be on traditional and contemporary St'át'imc legal concepts, practices, and governance processes. They will develop increased proficiency in language and understanding of language conventions for working in this topic.

#### **Learning Outcomes**

After completing this course, students will be able to:

- Converse, debate, and communicate in a variety of contexts and conventions related to a specific language domain/topic.
- Use St'át'imc language to explain processes, conditions and frameworks for generating information about the domain.
- Demonstrate and apply domain language.
- Discuss issues and processes in the appropriate settings in St'át'imc language.
- Develop materials and presentations using St'át'imc language relevant to the specific domain.

#### **Evaluation Criteria and Grading**

Learning outcomes are assessed through evidence of learning.

Students are required to complete five quizzes that will include oral and written questions based on the lecture and tutorials of that and/or previous week.

The mid-term exam will be written and will cover all theories and concepts covered in the course so far.



A final project will be required. Oral and written skills will be used to demonstrate accomplishment of the above listed learning outcomes.

Rubric:

	Exceeds Expectations	Meets Expectations	Below Expectations	Needs work
Comprehensibility - 5% ( <i>how well does the audience understand me?</i> )				
Level of discourse - 5% ( <i>how do I express myself?</i> )				
Vocabulary use - 5% ( <i>how developed is my vocabulary?</i> )				
Organization and capacity to answer questions from the audience - 5%				
Content relevancy and depth - 10% ( <i>does the project reflect my learning in this course?</i> )				

Summary of evaluation criteria and grading:

- Five oral and/or written quiz (5%) = 50%
- Mid-term exam = 20%
- Individual oral presentations = 30%

**Course Schedule, Required Readings and Videos**

	Topics and/or exam (quiz, midterm, final)	Required Reading(s) and/or Videos

<b>Week 1</b>	Introduction to the St'át'imc legal and governance system	Whitley and Davis (2007)
<b>Week 2</b>	Language for concepts and protocols in law: 1) Social relations 2) Land	Powell (1874), Teit (1906), Drake-Terry (1989), Hayden (1992), Ackerman (1998), Walkem (2000), Kent (2016), Narcisse (2016)
<b>Week 3</b>	Family (Rights and Responsibilities)	Teit (1906), Ackerman (1998)
<b>Week 4</b>	Community (Rights and Responsibilities)	McDonald (1998), Whitley and Davis (2007)
<b>Week 5</b>	Nation (Rights and Responsibilities)	Drake-Terry (1989), RCAP (1992), Smith (1998), Kent (2016), Narcisse (2016)
<b>Week 6</b>	International (Rights and Responsibilities)	Walkem (2000), UNDRIP (2007)
<b>Week 7</b>	Midterm	
<b>Week 8</b>	Traditional Governance (Protocols and Process for dialogue)	Teit (1906), Hayden (1992)
<b>Week 9</b>	Traditional Governance (Protocols and Process for mediation)	Teit (1906), Hayden (1992)
<b>Week 10</b>	Traditional Governance (Protocols and Process for restitution and reconciliation)	Teit (1906), Hayden (1992)
<b>Week 11</b>	Student project development	
<b>Week 12</b>	Student project development	

<b>Week 13</b>	Final presentations	
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### Readings and Other Materials

Ackerman, Lillian A. 1998. Kinship, Family, and Gender Roles. *Handbook of North American Indians, Volume 12: Plateau* (ed. Walker, Dewey Washington, DC: Smithsonian Institute.

Drake-Terry, Joanne. 1989. *The Same as Yesterday: The Lillooet Chronicle the Theft of their Land*. Lillooet, B.C.: Lillooet Tribal Council.

Duff, W. 1964. *The Indian History of British Columbia*. Volume 1: the Impact of the White Man. Anthropology in British Columbia, Memoir No. 5, 1964. Provincial Museum of British Columbia. BC Archives, NW 970.4 A633m No. 5

Hayden, Brian (ed.). 1992. *A Complex Culture of the British Columbia Plateau: Traditional Stl'atl'imx Resource Use*. Vancouver, B.C.: UBC Press.

McDonald, Terence. 1998. Success Factors in inter-community cooperation: a case analysis. MA thesis, UBC. Online at:  
<https://open.library.ubc.ca/soa/cIRcle/collections/ubctheses/831/items/1.0097832>

McNeil, Kent. 2016. Aboriginal Title and Indigenous Governance: Identifying the Holders of Rights and Authority. *Osgoode Legal Studies Research Paper Series* 12(14):1-48.  
<https://digitalcommons.osgoode.yorku.ca/cgi/viewcontent.cgi?article=1180&context=olsrps>

Narcisse, Cathrena. 2016. Indigenous perspectives on the outstanding land issue in British Columbia : "We deny their right to it". Ph.D. dissertation, UBC. Online at:  
<https://open.library.ubc.ca/soa/cIRcle/collections/ubctheses/24/items/1.0305134>

Powell, I.W., Indian Commissioner for B.C.: 1874. BC Indians - Land Use Need Interviews. RG 88, Volume 494, Library and Archives Canada.

Report of the Royal Commission on Aboriginal Peoples (RCAP). 1992. Transcript of Presentations: Library and Archives Canada. <https://data2.archives.ca/rcap/pdf/rcap-276.pdf>

Smith, Trefor. 1998. *Our Stories are Written on the Land: A Brief History of the Upper St'at'imc*. Lillooet, B.C.: the Upper St'at'imc Language, Culture and Education Society.

Teit, James. 1906. The Lillooet Indians. *Memoirs of the American Museum of Natural History: The Jesup North Pacific Expedition. Vol. II, Pt. V*. New York, American Museum of Natural History.

United Nations Declaration of the Rights of Indigenous Peoples (UNDRIP). 2007. United Nations: online at [https://www.un.org/development/desa/indigenouspeoples/wp-content/uploads/sites/19/2018/11/UNDRIP\\_E\\_web.pdf](https://www.un.org/development/desa/indigenouspeoples/wp-content/uploads/sites/19/2018/11/UNDRIP_E_web.pdf)

Walkem, Ardith. 2000. Bringing water to the land: re-cognize-ing indigenous oral traditions and the laws embodied within them.

<https://open.library.ubc.ca/soa/cIRcle/collections/ubctheses/831/items/1.0077604>

Whitley, Rose and Henry Davis. 2009. *Sxeks ta T'ákmensa i P'eg'p'ig'lhha* (Traditional Laws of the P'eg'p'ig'lhha, St'át'imcets version). Lillooet, B.C. T'it'q'et First Nation.

Domain / topic specific. To be drawn once topic is selected.



### Curriculum Proposal Form New Course – Okanagan campus

<b>Category: 1</b>	
<b>Faculty/School:</b> Barber School of Arts and Social Sciences <b>Dept./Unit:</b> Community, Culture and Global Studies <b>Faculty/School Approval Date:</b> 20221202 <b>Effective Session:</b> 2023W	<b>Date:</b> 20221005 <b>Contact Person:</b> Dr. Michael Evans <b>Phone:</b> 250.681.2949 <b>Email:</b> michael.evans@ubc.ca
<b>Type of Action:</b> New Course	
<b>Rationale:</b> This course will allow students to succeed in their capstone project. Given that all students will work on different capstone projects, language support in the selected topic will be provided through this course to ensure the students develop the vocabulary, morphology, and syntax related to their project.	
<b>Proposed Academic Calendar Entry:</b>  <u><b>STMC 439 (3) Capstone: Language Immersion</b></u> <u><b>Project designed to provide students an intensive language immersion experience on a specific topic or domain. Restricted to students in the Bachelor of St'át'imc Language Fluency program.</b></u> <u><b>Corequisite: INDG 499.</b></u>	<b>Draft Academic Calendar URL:</b>  <b>Present Academic Calendar Entry:</b> N/A



## Curriculum Budget Impact Course/Program – Okanagan campus

From:			
Faculty/School/Unit:	Faculty of Arts and Social Sciences		
First & Last Name:	Mike Evans		
Email & Phone:	<a href="mailto:michael.evans@ubc.ca">michael.evans@ubc.ca</a>	250.681.2949	

Curriculum change(s): (One form may be used for multiple changes with similar budget impact)

New Degree: Bachelor of St'at'imc Language Fluency Degree (B.Stat.)

New courses include: STMC 331, 332, 333, 351, 352, 353, 433, 439.

Indicate the implications of the proposed curriculum changes, including any budgetary impact such as teaching commitments, lab costs, TA costs, etc. and provide a brief explanation of additional resources, if required:

This initiative is part of UBC Okanagan's commitments for action in response to the TRC's call to action on reconciliation. It is the third of the Interior Salishan language fluency degrees hosted here, which we expect to contribute to the development of a robust language revitalization ecosystem in the southern Interior involving several Nations and our other partners at NVIT. The program runs at a significant cost (projected at just under 300k per annum for the first several years). As a campus level initiative, we expect that the budget commitment will be similarly campus-wide in scope, and involved central budget initiatives (like the excellence fund) in the first instance. Details are available in the attached spreadsheet.

2 new positions (one Professor of Teaching stream, one M&P as a Community Liaison and Internship Coordinator), plus additional resources for supporting participation of First Language speakers in instructional roles.

Dedicated funds to curricula redevelopment (of pre-existing resources from the old DSTC and associated language courses) and new curricula development (180k)

A small library budget (25k) for acquisition of specialized language materials.

A small travel budget (10k)

### **Select from one of the following two choices:**

- ☐ **NO. The Faculty's assumptions do not need to be reviewed by the Provost Office. The Faculty can cover the risks.**
- ☒ **YES. The assumptions by the Faculty have been reviewed by the Provost Office.**

If YES, approval and signature of the Provost's office will be required before the proposal is presented to Senate. And if the UBC Okanagan Library Curriculum Consultation form indicates that the proposal cannot be supported without additional resources, approval and signature of the Chief Librarian will also be required.



THE UNIVERSITY OF BRITISH COLUMBIA

Signature of Department/Unit Head: \_\_\_\_\_

A handwritten signature in black ink, appearing to be 'Hlea'.

Date: 18 Nov 2022

Signature of Dean: \_\_\_\_\_

A handwritten signature in black ink, reading 'Silvia Tomášková'.

Date: 21 November 2022

Signature of Provost: \_\_\_\_\_

A handwritten signature in black ink, appearing to be 'Bh R'.

Date: November 28, 2022

(mandatory for all new program proposals and for significant curriculum changes)

Signature of Chief Librarian: \_\_\_\_\_

A handwritten signature in blue ink, appearing to be 'J. B.'.

Date: November 30, 2022

(if additional Library budget is required)



## MEMORANDUM

**Date:** November 25, 2020

**To:** Silvia Tomášková, Dean Faculty of Arts and Social Sciences

**Cc.** Senate Curriculum Committee

**From:** Rehan Sadiq, Provost and Vice-President Academic *RS*

**Re:** Program budget projection for the Bachelor of St'át'imc Language Fluency Degree

---

In accordance to Senate Curriculum Guidelines, please find attached the Budget Impact Form for the proposed Bachelor of St'át'imc Language Fluency Degree (B.Stat.).

Although the budget for the program has been reviewed by the Provost's Office, cost details of the program remain to be identified by the Faculty such as IT services-related costs and facilities-related costs, which may be significant, especially until the ICI building becomes available to host Indigenous language fluency degrees. Additionally, there is no Excellence Fund currently approved to support this program, as per discussion between the Dean of FASS and the Provost.

Therefore, I approve the Budget Impact Form with the understanding that the curriculum approval process must move forward to be ready for September 2023. This approval is with the recognition that the Faculty has agreed to absorb the program's revenue shortfall.





THE UNIVERSITY OF BRITISH COLUMBIA

No response will be taken as no interest  
Allow 15 calendar day minimum turnaround

**Please respond by:**

## Curriculum Consultation Request Course/Program – Okanagan campus

20221114

**Originating from:**

Faculty/School/Unit:

FASS/CCGS

First &amp; Last Name:

Mike Evans

Email &amp; Phone:

Michael.evans@ubc.ca

7-

Proposing Curriculum Changes to Course #s / Program Title(s): (See attachments)

New Degree, Bachelor of St'át'imc Language Fluency Degree (B.Stat.)

To be completed by respondent:

**Respondent:**

Faculty/School/Unit:

SMP&lt; faculty of medicine

First &amp; Last Name:

Sarah McCorquodale s

Email &amp; Phone:

Sarah.mccorquodale @ubc.ca

7-

Response: (X a box)

☒ Support☒ No Relevance☐ DO NOT Support (reasons must be detailed below)Respondent's  
Signature, Date:

Nov 1, 2022

Please return signed form to originator.

For a list of Curriculum-related contacts in each Faculty (to email this form), see: <http://senate.ubc.ca/okanagan/curriculum/forms>



THE UNIVERSITY OF BRITISH COLUMBIA

No response will be taken as no interest  
Allow 15 calendar day minimum turnaround

**Please respond by:**

## Curriculum Consultation Request Course/Program – Okanagan campus

20221114

**Originating from:**

Faculty/School/Unit:

FASS/CCGS

First &amp; Last Name:

Mike Evans

Email &amp; Phone:

Michael.evans@ubc.ca

7-

Proposing Curriculum Changes to Course #s / Program Title(s): (See attachments)

New Degree, Bachelor of St'át'imc Language Fluency Degree (B.Stat.)

To be completed by respondent:

**Respondent:**

Faculty/School/Unit:

Faculty of Science

First &amp; Last Name:

Megan Lochhead

Email &amp; Phone:

Megan.lochhead @ubc.ca

7-

Response: (X a box)

☒ Support☐ No Relevance☐ DO NOT Support (reasons must be detailed below)Respondent's  
Signature, Date:

Nov 8, 2022

Please return signed form to originator.

For a list of Curriculum-related contacts in each Faculty (to email this form), see: <http://senate.ubc.ca/okanagan/curriculum/forms>



## Curriculum Library Consultation Course/Program – Okanagan campus

For new courses or programs, or substantial changes to existing ones, consultation with the Library is essential in the early planning stages. For a list of subject librarians, see:

<https://library.ok.ubc.ca/about/help-contact/subject-librarians/>

Originating from:

Faculty/School/Unit:

Faculty of Arts and Social Sciences

First & Last Name:

Mike Evans

Email & Phone:

michael.evans@ubc.ca

7-

Proposing Curriculum Changes to Course #s / Program Title(s):

(see attached syllabus)

New Degree: Bachelor of St'at'imc Language Fluency Degree (B.Stat.)

New courses include: STMC 331, 332, 333, 351, 352, 353, 433, 439.

This section to be completed by librarian

Response comments:

Although there are a few titles selected which may prove more difficult to acquire, the library should have no issue supporting this program. Additional resources will need to be sought out or purchased, but this can be accomplished with the current collections budget

Response summary: (X a box)

- ☒ Proposal has an impact on the Library and can be supported.
- ☐ Proposal cannot be supported without additional resources; see details appended.
- ☐ Proposal has no impact on the Library.

Librarian's name:

Christian Isbister / Signed by: M.J. D'Elia, Associate Chief Librarian

Signature, Date:

Please return signed form to originator.

November 10, 2022



THE UNIVERSITY OF BRITISH COLUMBIA

Office of the Chief Librarian  
 UBC Library, Okanagan Campus  
 Syilx Okanagan Nation Territory  
 3287 University Way  
 Kelowna, BC, Canada V1V 1V7

Phone 250 807 9142  
 Fax 250 807 9233  
 library.ok.ubc.ca

November 15, 2022

## RE: Library Consultation: Proposed Bachelor of St'at'imc Language Fluency Degree (BSTAT)

In response to the request for Library review of the proposed Bachelor of St'at'imc Language Fluency Degree (BSTAT), please accept the following comments as an addendum to the standard Library curriculum review documentation.

As was the case for prior language fluency programs, I preface this memo with a strong statement of support, and commitment on the part of the Library to work closely with the Department of Community, Culture, and Global Studies (CCGS) to effectively resource the proposed BSTAT.

To ensure transparency, however, we share the following considerations:

- This program may seek to access to print materials that are unique, out of print, and/or difficult to source. Such resources cannot always be acquired – either through purchase, intercampus document delivery, or interlibrary loan – due to their scarcity, and in some cases alternate resources may need to be considered. Further, unique resources can (understandably) be costly. **An early review of the resource lists and bibliographies provided reveals that we believe the majority of titles can be secured within the Library's existing Collections budget.** This review is based on current availability and conditions and is subject to change.
- Based on our experience with the Bachelor of Nysilxcen Language Fluency (BNLF) program, language fluency programs are high touch in terms of Library staff resources. In order to meet these requirements, we have benefitted from the expertise of our Indigenous Initiatives Librarian, who currently occupies a limited term contract position, ending in August 2023. We feel that this specific expertise is critical in order to maintain a competent and consistent level of support for teaching, learning and research related to all language fluency programs. **Should the Indigenous Initiatives Librarian position not be continued as part of regular budget considerations, we cannot guarantee adequate staffing for the comprehensive support of new language fluency programs.** We would, of course, make every effort to provide basic supports within existing resourcing.

I reiterate that we are strongly supportive of this program, and excited at the prospect of working with our colleagues in the Irving K. Barber Faculty of Arts and Social Sciences, CCGS, and Indigenous communities to realize its critical learning outcomes.

Sincerely,

Heather Berringer  
 Chief Librarian and Associate Provost, Academic Operations and Services



THE UNIVERSITY OF BRITISH COLUMBIA

No response will be taken as no interest  
Allow 15 calendar day minimum turnaround

**Please respond by:**

## Curriculum Consultation Request Course/Program – Okanagan campus

20221114

**Originating from:**

Faculty/School/Unit:

FASS/CCGS

First &amp; Last Name:

Mike Evans

Email &amp; Phone:

Michael.evans@ubc.ca

7-

Proposing Curriculum Changes to Course #s / Program Title(s): (See attachments)

New Degree, Bachelor of St'át'imc Language Fluency Degree (B.Stat.)

To be completed by respondent:

**Respondent:**

Faculty/School/Unit:

FCCS

First &amp; Last Name:

R.AdI

Email &amp; Phone:

ramine.adl@ubc.ca

7-

Response: (X a box)

☒ Support☐ No Relevance☐ DO NOT Support (reasons must be detailed below)Respondent's  
Signature, Date:

Ramine Adl

2022 11 10

Please return signed form to originator.

For a list of Curriculum-related contacts in each Faculty (to email this form), see: <http://senate.ubc.ca/okanagan/curriculum/forms>

# BACHELOR OF ST'ÁT'IMC LANGUAGE FLUENCY BLOCK TRANSFER AGREEMENT

BETWEEN

THE UNIVERSITY OF BRITISH COLUMBIA, KELOWNA, BC

AND

NICOLA VALLEY INSTITUTE OF TECHNOLOGY,  
MERRITT, BC

This Bachelor of St'át'imc Language Fluency Block Transfer Agreement (hereinafter the "Agreement") is entered into between The University of British Columbia, through its Okanagan campus ("UBC Okanagan") and the Nicola Valley Institute of Technology ("NVIT").

## 1. Objective of the Agreement

The purpose of this Agreement is to provide a block transfer arrangement through which students who have successfully completed NVIT's St'át'imc Language Fluency diploma program may become eligible for admission to the Bachelor of St'át'imc Language Fluency (B.Stat.) that will be offered at UBC's Okanagan Campus. The Diploma and Bachelor programs that make up this block transfer agreement have been developed according to the principles and protocols outlined in the Indigenous Language Proficiency/Fluency Degree Framework for BC.

## 2. Conditions Precedent of Agreement

The parties hereby agree that this Agreement will take effect only when all the following conditions precedent have been satisfied:

- a) Approval as required by the appropriate academic and administrative governing bodies at each institution. The academic governing bodies at UBC are its Senate and Council of Senates; the administrative governing body at UBC is its Board of Governors. The academic governing body at NVIT is its Education Council; the administrative governing body at NVIT is its Board of Governors; and,
- b) Approval of the B.Stat. degree program by the Minister of Advanced Education, Skills & Training of British Columbia.

The parties will diligently take the steps necessary to obtain the approvals in 2(a) prior to the signing of this agreement.

## 3. Requirements for Block Transfer Admission into the B.Stat.

Under this Agreement, students who successfully complete the 63-credit diploma St'át'imc Language Diploma at NVIT (see Appendix I) will be eligible to have those 63 credits recognized as a block of transfer credits toward admission into the B.Stat. at UBC's Okanagan campus under the following conditions:

- a) A student achieving a minimum cumulative average GPA of 60% (or equivalent) is a

- requirement for successful completion of the NVIT diploma; and,
- b) Students entering UBC Okanagan under this agreement must meet the University's minimum admissions requirements for students admitted on the basis of post-secondary transfer, with the exception of the English Language Admission Standard;
- c) Toward satisfying the expectations for English Language competency at UBC, upon admission, students admitted into the B.Stat. on the basis of this block transfer agreement will first undertake a transition course (offered at the beginning of August in a given year in an intensive format). Successful completion of this course will be required before students are able to proceed into the full-time degree program beginning in September of the same given year (i.e. term 1 of the Degree) (see Appendix II for UBC Okanagan degree requirements).

#### **4. Application and Admission Process**

Each year, prior to December 31, NVIT must advise students wishing to apply to the UBC Okanagan B.Stat. to:

- a) Apply to UBC Okanagan through its standard application process by the deadline and indicate that they are seeking admission to the UBC Bachelor of St'át'imc Language Fluency program starting in the following academic year;
- b) Submit all post-secondary official transcripts and any other required admission documents directly to UBC Okanagan.

Subject to the program limits set out in Sections 4 and 5 of this Agreement, students who have completed the relevant NVIT diploma and who have met the eligibility requirements in Section 3, will be granted admission into Bachelor of St'át'imc Language Fluency.

UBC Okanagan will grant conditional admission for up to 20 students from the NVIT diploma program and permit students to register for courses by June 30 prior to receiving their official NVIT transcripts for the complete diploma program. Once each student completes the diploma program, NVIT will submit their official transcripts to UBC Okanagan. After receiving these transcripts and confirming the student has met the eligibility requirements in Section 3, UBC Okanagan will admit the student into the Bachelor of St'át'imc Language Fluency program.

Over the final summer term of the Diploma, UBC Okanagan and NVIT agree to collaborate to ensure appropriate information sharing and to take the steps necessary to ensure the students can attend the UBC Okanagan transition course, offered in August of each year.

#### **5. Program Limits**

UBC Okanagan will guarantee a maximum of 20 seats per academic year for NVIT students who satisfy the admission requirements set out in Section 3 of this Agreement.

If there are more than 20 students who apply for admission who meet the eligibility requirements set out in this Agreement, UBC Okanagan will (at minimum) admit the 20 students with the highest academic standing in the opinion of UBC Okanagan.

#### **6. Implementation, Review and Curriculum Changes**

Implementation of this Agreement will be through the Registrar's Office at each institution, in consultation with the units responsible for the delivery of the academic programs.

The parties will cooperate to make applicants aware of this Agreement and the terms and conditions under which students may enter the UBC Okanagan B.Stat. The heads of the academic programs will conduct annual reviews of this Agreement in consultation with the Registrar's Office

The required courses for the diploma programs listed on Appendix 1 are determined according to the Indigenous Language Proficiency Degree Framework for BC. Should the courses change in the diploma programs, NVIT will coordinate with UBC Okanagan, with as much lead time as possible regarding any proposed changes that would impact this Agreement.

UBC Okanagan will coordinate with NVIT, with as much lead time as possible regarding any proposed changes to the courses in the UBC Okanagan B.Stat. that would impact this Agreement.

## **7. Notices**

Any notice, request or other document which may or is required to be given under this Agreement will be in writing and be delivered or sent by regular mail as follows:

### **To UBC Okanagan:**

Office of the Deputy Vice-Chancellor and Principal  
Okanagan Campus  
ADM102A - 1138 Alumni Ave  
Kelowna, BC Canada V1V 1V7  
Tel 250 807 9226

### **To NVIT:**

Office of the President  
Merritt Campus  
4155 Belshaw Street,  
Merritt, BC V1K 1R1

or to such other address as NVIT may designate by written notice.

## **8. Term and Termination**

The term of this Agreement shall commence on January 1, 2024, following the satisfaction of all conditions set out in Section 2 of this Agreement and will continue until December 31, 2028. With opportunity for renewal at the express consent of each institution.

Either party may terminate this Agreement upon six months written notice to the other party, and such termination shall take effect the following January 1.

In the event of a termination or expiration of this Agreement NVIT and UBC Okanagan agree that students already enrolled in a diploma program will be permitted continue in their studies until they have concluded the program (completion, withdrawal, academic dismissal or otherwise), and, if eligible and subject to Section 5, will be permitted to transfer to the corresponding degree – the Bachelor of St'át'imc Language Fluency program.

## **9. Confidentiality**

In this Agreement, "confidential information" will mean all information documentation or knowledge, in



any form, not generally known to the public, obtained directly or indirectly from the parties to this Agreement, or any one of them, during the term of this Agreement, including the following:

- a) Information, documentation or knowledge from paper or electronic files accessed during the term of this Agreement;
- b) Personal information about an identifiable individual, including but not limited to student or employee names, addresses, identification numbers, passwords, evaluation tools, educational history, employment history, personal characteristics, and financial situations;
- c) Proprietary or financial information; and
- d) Any other similar information that exists or may arise in the future.


The parties agree not to disclose, directly or indirectly, any confidential information belonging to the other party, either during or after the term of this Agreement except as authorized in writing by the owner of the confidential information or as required by law. This Section will survive termination of this Agreement.

## 10. General


- a) **Entire agreement.** This Agreement is the entire agreement between these parties and no amendment of this Agreement will be valid unless such amendment is in writing and signed by both parties.
- b) **Assignment.** No party will assign its rights and/or obligations under this Agreement without the prior written consent of the other party.
- c) **Relationship of the Parties.** Nothing in this Agreement will be considered to constitute a joint venture, partnership, or employment relationship between the parties.
- d) **Severability.** If a provision of this Agreement is determined to be invalid or unenforceable by a court of competent jurisdiction, such provision will be severed, and all other provisions will remain in full force provided that the original intent of this Agreement is preserved in all material respects.
- e) **Waiver.** No waiver will be inferred or implied by anything done or omitted by the parties save only an express waiver in writing.
- f) **Governing law.** This Agreement will be governed by and construed under the laws of British Columbia and the applicable laws of Canada without reference to its conflict of law rules. Any action or proceeding brought to enforce the terms of this Agreement will be brought in a court in British Columbia, and the parties hereby consent and submit to the exclusive jurisdiction of such court.
- g) **Enduring Effect.** This Agreement will be binding upon and will endure to the benefit of the parties and each of their respective successors and permitted assigns.
- h) **Counterparts.** This Agreement may be executed in separate counterparts, each of which when so executed and delivered will be deemed to constitute an original, but all of which together will constitute one and the same document.

IN WITNESS WHEREOF, the parties have executed this Agreement.

On behalf of Nicola Valley Institute of Technology:


  
 Ken Tourand, President

Nov 18/22  
 Date


  
 John Chenoweth, Vice President, Academics

Nov. 18/22  
 Date


On behalf of The University of British Columbia:

  
 Lesley Cormack, Deputy Vice Chancellor and Principal


25 November 2022  
 Date

  
 Rehan Sadiq, Provost and Vice Principal

November 26, 2022  
 Date

  
 Teresa Lea, Head, Community, Culture and Global Studies

18 November 2022  
 Date

  
 Silvia Tomášková, Dean, Faculty of Arts and Social Sciences

November 30, 2022  
 Date

## Appendix I: NVIT Diploma of Indigenous Languages Structure - St'át'imc

		<b>Stream 1: Language learning tools</b>	<b>Stream 2: Elements of communication</b>	<b>Stream 3: Full immersion</b>	<b>Revitalization Language / Academic support</b>
Diploma	T3	STMC 350 St'át'imc Immersion: Introduction to Mentored Special Topics		STMC 330 (NEW) St'át'imc Immersion: Pod/Cohort Learning through Multiple Mentors	UBC Okanagan's EDUC 104 (3) Introduction to Academic Pedagogy: An Aboriginal Perspective
	T2	STMC 211 St'át'imc Translation / Transliteration	STMC 221 St'át'imc Structure & Syntax	STMC 231 St'át'imc Place and time through Immersion learning	INLG 262 Ways of knowing the Syilx land culture
	T1	STMC 210 St'át'imc, Linguistics	STMC 220 St'át'imc vocabulary in place and socio- spatial context II	STMC 230 St'át'imc conjunctions through immersion learning	INLG 162 Ways of knowing: St'át'imc Social Foundations
Certificate	T3	STMC 112 Introduction to writing St'át'imc	STMC 122 St'át'imc vocabulary in place and socio- spatial context I	STMC 132 St'át'imc interpersonal interactions through immersion	
	T2	STMC 111 St'át'imc Pronunciation	STMC 121 St'át'imc everyday action and interaction	STMC 131 Special topics: St'át'imc immersion	INLG 181 Issues, Principles and Practices in Language Revitalization
	T1	STMC 110 Okanagan language pronunciation - learning the sounds	STMC 120 St'át'imc everyday social language	STMC 130 St'át'imc entry tools: Introduction to full immersion.	INLG 180 Dynamics of Indigenous Language shift

## Appendix II: STMC Degree requirements at UBC

In addition to the previous completion of the St'át'mic Language Diploma, students must complete 63 credits as follows:

- 3 credits from EDUC 104
- 3 credits from ENGL 112 or ENGL 114;
- 6 credits from INLG 281 and 282
- 12 credits from INDG 202, INDG 301, INDG 307, and INDG 401;
- 6 credits chosen from language revitalization courses: INLG 380, INLG 382, INDG 405, INLG 480 or ANTH 473, INLG 481, INLG 482;
- 12 credits of immersive language learning courses: STMC 331, STMC 332, STMC 333, and STMC 433;
- 12 credits of domain focused language learning STMC 351, STMC 352, STMC 353, STMC 439;
- 3 credits of INDG 460;
- 6 credits of INDG 499.



THE UNIVERSITY OF BRITISH COLUMBIA

**Office of the Senate**  
 University Centre | UNC 322  
 3333 University Way  
 Kelowna, BC Canada V1V 1V7

Phone 250.807.9619  
 Fax 250.807.8007  
[www.senate.ubc.ca](http://www.senate.ubc.ca)

26 January 2023

**To:** Okanagan Senate  
**From:** Curriculum Committee  
**Re:** Curriculum Proposals (approval)

---

The Curriculum Committee has reviewed the material forwarded to it by the Faculties and encloses those proposals it deems ready for approval.

Therefore, the following is recommended to Senate:

**Motion:** *That Senate approve and recommend to the Board of Governors for approval the new courses and revised program as presented by the Faculties of Arts and Social Sciences, Creative and Critical Studies, and Education.*

- a. From the Faculty of Arts and Social Sciences
  - i. New Course: GEOG 257
  - ii. New Course: INLG 482
  - iii. Revised Program: Major in Psychology (B.A.)
- b. From the Faculty of Creative and Critical Studies
  - i. New Course: CRWR 385
  - ii. New Course: CRWR 386
  - iii. New Course: IGS 506
- c. From the Faculty of Education
  - i. New Course: EDUC 534

For the Committee,

Dr. Yves Lucet  
 Chair, Curriculum Committee



## Curriculum Proposal Form

### New or Revised Course/Program – Okanagan campus

Proponents are encouraged to review the [Curriculum Submission Guidelines](#) prior to drafting their proposals. Please contact Senate & Curriculum Services at [okanagan.curriculum@ubc.ca](mailto:okanagan.curriculum@ubc.ca) for further assistance.

<b>Category: 1</b>	
<b>Faculty:</b> Arts and Social Sciences <b>Dept./Unit:</b> CCGS - Geography <b>Faculty Approval Date:</b> 2022-11-16 <b>Effective Session:</b> 2023S	<b>Date:</b> 2022-10-18 <b>Contact Person:</b> Jonathan Cinnamon <b>Phone:</b> 250.807.8014 <b>Email:</b> jonathan.cinnamon@ubc.ca
<b>Type of Action: New Course</b>	
<b>Rationale:</b> <p>This is a new course designed to fill a gap in student knowledge of geography as a visual discipline. It does so through critically examining the role of images and geographic visualizations in shaping perspectives on social and environmental issues, and through developing skills in digital image interpretation and visual communication. It provides a foundational course to connect with existing and future courses at 200-, 300-, and 400- levels in which these ideas and skills are developed further. This course will provide a broad survey of themes that will prepare students for future study within one key program ‘stream’ under development now: <i>Digital and Visual Geographies</i>. Within this stream, currently there is one other course on the books at 200 level (GEOG 270 Introduction to Cartography and Mapmaking), and two at the 400-level (GEOG 427 NeoGeography and GEO 473 Cartography and Society). One further course within this stream will be proposed next year (a 300-level course), which will then provide a link through this stream at all levels. Pending further discussions with the GISC program committee, this proposed course could potentially serve as an elective for 300- and 400- level courses in GIS (including the courses that comprise the Geographic Information Science minor, GISC 380, 381, 480). Further, the proposed new course also provides a pathway to advanced instruction in the GEOG social and cultural geographies stream, introducing a mode of critical cultural enquiry that is developed further in courses such as GEOG 358 and GEOG 359.</p>	



<p><b>Proposed Academic Calendar Entry:</b></p> <p><u><b>GEOG 257 (3) Seeing our World: An Introduction to Visual Geographies</b></u>  <u><b>Importance of visual images of the world in historical and contemporary contexts.</b></u>  <u><b>Questioning the role of visual technologies (mapping, photography, film, video games, and virtual reality) in shaping societal attitudes towards social, cultural, and environmental issues. Practical skills in geographic image interpretation and visual communication. Recommended prerequisite: GEOG 109.</b></u>  <u><b>Prerequisite: One of GEOG 128, GEOG 129.</b></u></p>	<p><b>Draft Academic Calendar URL:</b></p> <p>N/A</p> <p><b>Present Academic Calendar Entry:</b></p> <p>N/A</p>
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## Curriculum Proposal Form

### New or Revised Course/Program – Okanagan campus

Proponents are encouraged to review the [Curriculum Submission Guidelines](#) prior to drafting their proposals. Please contact Senate & Curriculum Services at [okanagan.curriculum@ubc.ca](mailto:okanagan.curriculum@ubc.ca) for further assistance.

<b>Category: 1</b>	
<b>Faculty:</b> Arts and Social Sciences <b>Dept./Unit:</b> CCGS <b>Faculty Approval Date:</b> 2022-11-16 <b>Effective Session:</b> 2023S	<b>Date:</b> 2022-10-03 <b>Contact Person:</b> Mike Evans <b>Phone:</b> 250.807.XXXX <b>Email:</b> mike.evans@ubc.ca
<b>Type of Action:</b> New Course	
<b>Rationale:</b> New course to provide flexibility in accessing language revitalization requirements for the Interior Salishan Language fluency degrees.	
<b>Proposed Academic Calendar Entry:</b>  <u><b>INLG 482 (3) Directed Studies:</b></u> <u><b>Language Revitalization</b></u> <u><b>Supervised investigation of an assigned topic in endangered language revitalization. Independent reading and analysis, and a major term paper.</b></u> <u><b>Normally, students may take INLG 482 only once for credit.</b></u> <u><b>Prerequisite: INLG 281 and 282.</b></u> <u><b>Permission of the department head and third-year standing.</b></u>	<b>Draft Academic Calendar URL:</b> n/a  <b>Present Academic Calendar Entry:</b>





## Curriculum Proposal Form

### New or Revised Course/Program – Okanagan campus

Proponents are encouraged to review the [Curriculum Submission Guidelines](#) prior to drafting their proposals. Please contact Senate & Curriculum Services at [okanagan.curriculum@ubc.ca](mailto:okanagan.curriculum@ubc.ca) for further assistance.

<b>Category: 1</b>	
<b>Faculty:</b> Arts and Social Sciences <b>Dept./Unit:</b> PSYO <b>Faculty Approval Date:</b> 2022-12-02 <b>Effective Session:</b> 2023S	<b>Date:</b> 2022-09-24 <b>Contact Person:</b> Jan Cioe <b>Phone:</b> 250.807.XXXX <b>Email:</b> <a href="mailto:jan.cioe@ubc.ca">jan.cioe@ubc.ca</a>
<b>Type of Action: Other/Multiple (Please Specify)</b> Update program requirements	
<b>Rationale:</b> PSYO BA Major  <p>Students have experienced difficulty meeting all five breadth category requirements due to limited course offerings in some areas resulting from staffing issues. Accordingly, we have combined two categories that share considerable overlap and created a new category in keeping with our program learning outcomes. This has allowed our Department to reduce the number of categories from five to four, enabling students to choose an additional 3 credits of upper-year electives at their discretion. It also has allowed us to reorganize and rename many of the categories.</p> <p>This change, however, has an impact on our long-standing use of the center number in 200+-level courses to designate the category. Simply put, we have run out of useable numbers in some of the series [e.g., center number 1]. Consequently, we have removed that part of the Calendar and instead we have listed all the courses that fit within each category. This is the solution that was recommended to us by the Senate Secretariat. There will be a definite adjustment period as we, and our students, transition to the different way of organizing categories, but overall, this change will allow us to continue to expand our course offerings in each of the categories without facing numbering restrictions.</p>	



<p><b>Proposed Academic Calendar Entry:</b></p> <p>[11377] B.A. Major in Psychology [...]</p> <p>[11385] <i>First and Second Years</i></p> <p>[11386] <u>B.A. requirements</u>, including the following: [11388]</p> <ul style="list-style-type: none"> <li>• PSYO 111, 121</li> <li>• PSYO 270, 271</li> </ul> <p>[11389] <i>Third and Fourth Years</i> [11396]</p> <ul style="list-style-type: none"> <li>• Cognitive <u>&amp; Behavioural Neuroscience requirement: at least 3 credits of PSYO 219, 230, 310, 311, 313, 314, 315, 316, 317, 334, 335, 435;</u></li> <li>• Developmental <u>requirement: at least 3 credits of PSYO 220, 321, 322, 323;</u></li> <li>• <u>Mental Health &amp; Wellness requirement: at least 3 credits of PSYO 343, 346, 348, 349, 357, 440;</u></li> <li>• Social <u>Psychology &amp; Personality requirement: at least 3 credits of PSYO 241, 252, 353, 354, 355, 356;</u></li> <li>• At least 30 credits of 300/<u>400-level or higher PSYO</u> courses;</li> <li>• 6 <u>additional</u> credits of <u>PSYO</u> courses at any level.</li> </ul>	<p><b>Draft Academic Calendar URL:</b></p> <p><a href="https://www.calendar.ubc.ca/okanagan/proof%20/edit/index.cfm?tree=18,282,857,989">https://www.calendar.ubc.ca/okanagan/proof%20/edit/index.cfm?tree=18,282,857,989</a></p> <p><b>Present Academic Calendar Entry:</b></p> <p>[11377] B.A. Major in Psychology [...]</p> <p>[11385] <i>First and Second Years</i></p> <p>[11386] <u>B.A. requirements</u>, including the following: [11388]</p> <ul style="list-style-type: none"> <li>• PSYO 111, 121</li> <li>• PSYO 270, 271</li> </ul> <p>[11389] <i>Third and Fourth Years</i> [11396]</p> <ul style="list-style-type: none"> <li>• <del>Students must complete a minimum of 3 credits from each of the following five areas<sup>4</sup>:</del> <ul style="list-style-type: none"> <li>• Cognitive/<del>Learning/Perceptio</del>n;</li> <li>• Developmental;</li> <li>• <del>Biopsychology;</del></li> <li>• <del>Personality/Abnormal;</del></li> <li>• Social/<del>Sex/Forensic</del>.</li> </ul> </li> <li>• At least 30 credits of 300-<del>level or higher Psychology</del> courses;</li> <li>• 6 credits of <b>Psychology</b> courses at any level;</li> <li>• <del>At least 12 credits in 300-level or higher courses outside of Psychology;</del></li> <li>• <del>At least 6 credits in 300-level or higher courses in any discipline, including Psychology.</del></li> </ul>
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	<p><del>[20219]</del><sup>4</sup>Each area is defined by the centre digit in the course number (e.g., PSYO 219 satisfies category 1; PSYO 321 satisfies category 2; etc.); students may complete this requirement with 200-level as well as upper-level courses.</p>
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## Curriculum Proposal Form

### New/Change to Course/Program – Okanagan campus

Category: <b>1</b>	
<b>Faculty/School:</b> FCCS <b>Dept./Unit:</b> Creative Studies <b>Faculty/School Approval Date:</b> 2022 10 31 <b>Effective Session:</b> 2023S	<b>Date:</b> 20221003 <b>Contact Person:</b> Anne Fleming <b>Phone:</b> 250.807.9368 <b>Email:</b> anne.fleming@ubc.ca
<b>Type of Action:</b> New Course	
<b>Rationale:</b>  Writing for Children has been offered twice as a Special Topics course under the CRWR 382 Special Topics umbrella. This change would see the course permanently “on the books” with an intention of offering it on an ongoing basis. The subject area is a significant genre within the field of Creative Writing and warrants a standalone course.	
<b>Proposed Academic Calendar Entry:</b>  <u><b>CRWR 385 (3) Writing for Children</b></u>  <u><b>Advanced workshop in writing for children and young adults. Restricted to students with at least third-year standing. Restricted to Creative Writing Majors and Minors except with permission of the department. Credit will be granted for only one of CRWR 385 and CRWR 382 when the subject matter is of the same nature. [3-0-0]</b></u>  <u><b>Prerequisite: Two of CRWR 205, CRWR 216, CRWR 217, CRWR 218, CRWR 219, CRWR 250, CRWR 260; or two of CRWR 210, CRWR 216, CRWR 217, CRWR 218, CRWR 219, CRWR 250, CRWR 260. For non-majors and non-minors portfolio submission is also required.</b></u>	<b>Present Academic Calendar Entry:</b> None



## Curriculum Proposal Form

### New or Revised Course/Program – Okanagan campus

<b>Category: 1</b>	
<b>Faculty:</b> Creative and Critical Studies <b>Dept./Unit:</b> Creative Studies <b>Faculty Approval Date:</b> 2022-10-31 <b>Effective Session:</b> 2023S	<b>Date:</b> 2022-10-04 <b>Contact Person:</b> Matt Rader <b>Phone:</b> 250.807.8092 <b>Email:</b> matthew.rader@ubc.ca
<b>Type of Action: New Course</b>	
<b>Rationale:</b> To deepen student training in the technical aspects of poetry at the advanced level. Currently, the only upper level poetry course is CRWR 381: Advanced Poetry Workshop. As a strictly workshop-based course, CRWR 381 doesn't provide sufficient space for the in-depth study and practice of poetic genre and form. This course will add a second practice-based course at the 300 level, one weighted more heavily to seminar-style discussion and reading of poetic tradition and practice from a poet's point of view. This course will help develop student's understanding of poetic craft within a historical context. Adding this course to the 300 level, also expands our 300 level offerings, an area that the program has identified as a need. 381 and 386 would be offered in alternating years.	
<b>Proposed Academic Calendar Entry:</b>  <u><b>CRWR 386 (3) Poetic Forms &amp; Genres</b></u>  <u><b>A practice-based exploration of traditional and contemporary poetic forms and genres in English. [3-0-0]</b></u> <u><b>Prerequisite: Either (a) two of CRWR 205, CRWR 216, CRWR 217, CRWR 218, CRWR 219, CRWR 250, CRWR 260 or (b) two of CRWR 210, CRWR 216, CRWR 217, CRWR 218, CRWR 219, CRWR 250, CRWR 260. For non-majors and non-minors portfolio submission is also required.</b></u>	<b>Present Academic Calendar Entry:</b>



## Curriculum Proposal Form

### New/Change to Course/Program – Okanagan campus

<b>Category: 1</b>	
<b>Faculty/School:</b> Creative and Critical Studies <b>Dept./Unit:</b> English and Cultural Studies <b>Faculty/School Approval Date:</b> 2022 02 07 <b>Effective Session:</b> 2023S	<b>Date:</b> 2022/01/21 <b>Contact Person:</b> Drs. Jordan Stouck/ Aisha Ravindran/ Anita Chaudhuri <b>Phone:</b> 250.807.9664 <b>Email:</b> Jordan.stouck@ubc.ca
<b>Type of Action:</b> <b>New Course</b>	
<p><b>Rationale:</b> Research in graduate retention, as well as student demand, have prompted the new Communications and Rhetoric programming, within the Department of English and Cultural Studies, to offer this advanced scholarly communications course. It is intended to assist students in the transition from undergraduate to graduate level research and writing. As noted in the description, it is best suited to students in their first 2 years of graduate study, although we recognize that International graduate students or students who have taken time away from academia may present different timelines.</p> <p>The course is project-based, allowing students to pursue components of their degrees (although not other coursework) and structured around meta concepts in graduate writing to serve students from a range of disciplines. Sentence-level instruction is embedded throughout and the reading list is intended to be completed by the students so that they can demonstrate their research skills and include relevant disciplinary resources. These approaches are supported by the literature on graduate writing.</p> <p>Preparation of this curriculum proposal has included consultation with the College of Graduate Studies, the Centre for Scholarly Communication, the UBC Okanagan library and within the Faculty of Creative and Critical Studies. We also invite supervisors to collaborate at any point during the course, recognizing their valuable disciplinary expertise.</p>	
<b>Proposed Academic Calendar Entry:</b>  <u><b>IGS 506 (3) Advanced Studies in Scholarly Communication</b></u>  <u><b>Graduate-level research and writing, focusing on the transition to graduate genres, writing processes, and professional stance. Practice-based and intended for students from any discipline in their first 2 years of graduate study. Credit will only be granted for one of CORH 506 or IGS 506.</b></u>	<b>Present Academic Calendar Entry:</b>



THE UNIVERSITY OF BRITISH COLUMBIA

## Curriculum Proposal Form

### New/Change to Course/Program – Okanagan campus

Category: <b>1</b>	
<b>Faculty/School:</b> Faculty of Education <b>Dept./Unit:</b> Okanagan School of Education <b>Faculty/School Approval Date:</b> 2022-08-25 <b>Effective Session:</b> 2023S	<b>Date:</b> 2022/05/19 <b>Contact Person:</b> Dr. Sabre Cherkowski <b>Phone:</b> 250.807.9306 <b>Email:</b> sabre.cherkowski@ubc.ca
Type of Action: New course + removal of thematic areas	
<b>Rationale:</b> <ol style="list-style-type: none"> <li>1) <i>Coyote Stories: Pedagogy and Praxis</i> (currently offered as EDUC 562B-Special Topics in Education) has been offered every year since the hire of Dr. Bill Cohen. We would like to make it its own course (EDUC 534) given the frequency of its offering.</li> <li>2) We would like to remove the thematic areas and simply list the courses offered within the School of Education so that students are not under the impression that they can specialize in one particular area. As we are a small school, students are required to take courses across several thematic areas (i.e. Diversity, Educational Leadership &amp; Policy, Digital Learning and Curriculum). The removal of the thematic areas will help clarify the program for prospective students. Courses to be arranged by code and number.</li> </ol>	
<b>Proposed Academic Calendar Entry:</b>  <b>EDUC 534 (3) Coyote Stories: Pedagogy and Praxis</b> <u>Examines how respective Indigenous traditional knowledge stories and storytelling practices inform organic theoretical frameworks, pedagogy, and praxis in place-based schooling, community, and peoples' transforming projects. Credit will be granted for only one of EDUC 534 and EDUC 562 when the subject matter is of the same nature.</u>	<b>Draft Academic Calendar URL:</b> N/A  <b>Present Academic Calendar Entry:</b>  None



THE UNIVERSITY OF BRITISH COLUMBIA

**Proposed Academic Calendar Entry:**

[12148]

**EDUC 501 Research Methodology in Education Pa**

EDUC 517 Contemporary Issues in Education

EDUC 523 Assessment for Learning

EDUC 524 Language Teaching and Learning

EDUC 526 Education and Diversity

EDUC 527 Global Education, Citizenship, and Cross-  
and Learning

EDUC 528 Theory and Practice in Inclusive Education

EDUC 529 Building Communities: Education Beyond

EDUC 530 Educating for Humanity: Citizenship throu

**EDUC 534 Coyote Stories: Pedagogy and Praxis**

EDUC 560 Directed Studies in Education

EDUC 562 Special Topics in Education

EADM 554 Policy and Education

EADM 555 Educational Finance

EADM 556 Conceptualizing Leadership

EADM 557 Leadership for Inclusion and Social Justice

EADM 558 Leadership for Sustainability

EADM 582 Leadership for Change: Systems, Innovat

ETEC 511 Conceptualizing Educational Technology

ETEC 550 Designing Instruction

ETEC 553 Leading and Managing Educational Techn

ETEC 556 Educational Technology and Converging N

ETEC 557 Instructional Strategies for Digital Learning

ETEC 559 Creating ICT-Enhanced Learning Environr

CUST 563 Conceptualizing Curriculum Studies: Theo

CUST 564 Curriculum for Sustainability

CUST 565 Curriculum Studies in Diverse Settings

EDST 588 Environmental Philosophy and Environme

**Draft Academic Calendar URL:**

<https://www.calendar.ubc.ca/okanagan/p/roof/edit/index.cfm?tree=18,285,897,1056>

**Present Academic Calendar Entry:**

[Homepage \(draft\)](#) [Faculties, Schools, and Colleges](#) [College of Graduate Studies](#) [Education Course Offerings](#)

[12148]

**Studies in Diversity**

EDUC 524 Language Teaching and Learning

EDUC 526 Education and Diversity

EDUC 527 Global Education, Citizenship, and Cro  
Teaching and Learning

EDUC 528 Theory and Practice in Inclusive Educa

EPSE 565 Special Topics in Inclusive Education

**Studies in Educational Leadership and Policy**

EADM 554 Policy and Education

EADM 556 Conceptualizing Leadership

EADM 557 Leadership for Inclusion and Social Ju

EADM 558 Leadership for Sustainability

EADM 582 Leadership for Change: Systems, Inno

**Studies in Digital Learning**

ETEC 511 Conceptualizing Educational Technolog

ETEC 550 Designing Instruction

ETEC 553 Leading and Managing Educational Tec

ETEC 557 Instructional Strategies for Digital Lear

ETEC 559 Creating ICT-Enhanced Learning Envir

**Studies in Curriculum**

CUST 563 Conceptualizing Curriculum Studies: T

CUST 564 Curriculum for Sustainability

CUST 565 Curriculum Studies in Diverse Settings

EDST 592 Conceptions of Teaching and Learning

[20141] Note: A maximum of 6 credits for M.Ed.

and 3 credits for M.A. can be taken at the 400-

level with approval from the Director of Graduate

Programs in the Okanagan School of Education.

[16401]

**Commented [CL1]:** Change placement - Move [20141] after all listed courses





THE UNIVERSITY OF BRITISH COLUMBIA

EDST 592 Conceptions of Teaching and Learning	<b>Additional Course Offerings</b> EADM-555 Educational Finance EDST-588 Environmental Philosophy and Environmental Education EDUC-501 Research Methodology in Education Part II EDUC-517 Contemporary Issues in Education EDUC-523 Assessment for Learning EDUC-529 Building Communities: Education Beyond the Classroom EDUC-530 Educating for Humanity: Citizenship through Service Learning EDUC-560 Directed Studies in Education EDUC-562 Special Topics in Education ETEC-556 Educational Technology and Converging Media	<b>Credits</b> 3 3 3 3/6-d 3 3 3 3 3 3
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[20141] Note: A maximum of 6 credits for M.Ed. and 3 credits for M.A. can be taken at the 400-level with approval from the Director of Graduate Programs in the Okanagan School of Education.



16 January 2023

To: Senate

From: Nominating Committee

Re: a) Committee Adjustments

b) Appointment of a Faculty Member to the President's Advisory Committee for the Extension of the Vice-President, Students

a) Committee Adjustments (approval)

The Nominating Committee recommends that Senate approve the following:

***Motion:*** *That Sabre Cherkowski be appointed to the Senate Learning and Research Committee until 31 August 2023 and thereafter until replaced, to fill a vacancy.*

b) Appointment of a Faculty Member to the President's Advisory Committee for the Extension of the Vice-President, Students (approval)

Under Board of Governors Policy AP-14: Appointment and Extension of Appointment of Administrative Vice-Presidents, the Okanagan Senate is responsible for the selection of one Faculty member from UBC Okanagan to serve on the President's Advisory Committee for the Extension of the Vice-President, Students.

A call for nominations was issued to all eligible faculty member at UBC Okanagan. The Nominating Committee is pleased to recommend the appointment of Dr Jonathan Holzman (Professor | Faculty of Applied Science) to the advisory committee.

***Motion:*** *That Senate appoint Dr Jonathan Holzman to the President's Advisory Committee for the Extension of the Vice-President, Students.*

Respectfully submitted,

Dr. Jannik Eikenaar, Chair  
Senate Nominating Committee



## MEMORANDUM

**Date:** November 28, 2022

**To:** UBC Okanagan Senate  
C/O Christopher Eaton, Director, Senate Office

**From:** Dr. Rehan Sadiq, Provost and Vice-President Academic *RS*

**Re:** Request to establish the Egg Farmers of Canada Chair in Sustainability

The Provost Office, on behalf of the Irving K. Barber Faculty of Science submits the attached request for the establishment of the Egg Farmers of Canada Chair in Sustainability.

**Recommendation:**

I recommend that the Senate approve and recommend to the Board of Governors the establishment of the Egg Farmers of Canada Chair in Sustainability in the Faculty of Science at UBC Okanagan.

**Rationale:**

The Irving K. Barber Faculty of Science, together with the Faculty of Management, are collaborating with Egg Farmers of Canada to establish the Egg Farmers of Canada Chair in Sustainability for a five (5) year term. The Faculty of Science will manage the Chair. The incumbent will serve a five (5) year term with a goal of building a research program of excellence focused on sustainability measurement and management, life-cycle thinking and resource efficiency in the Canadian egg industry and within the larger context of Canadian agri-food systems. The incumbent's research will focus on developing technologies aimed at climate change adaptation and mitigation and predictive analytics and optimization modelling to predict sustainability outcomes at the farm level. It will also focus on policy and regulatory frameworks to help move the industry substantially toward net-zero emissions.

The Faculties of Science and Management will jointly pay the base salary and benefits of the incumbent. The Faculty of Science Dean's office will manage the Chair.

Egg Farmers of Canada is a national non-profit organization committed to providing up-to-date information to farmers and consumers, strengthening processes with evidence-based research and supporting the next generation of researchers and industry experts. This will be the organization's second \$1 million contribution to UBC Okanagan to support sustainability research in the agri-food sector.



## Memorandum

Date:	November 28th, 2022
To:	Dr. Rehan Sadiq, Provost and Vice President Academic, UBC Okanagan
cc:	Dr. Roger Sugden, Dean pro tem, Faculty of Management Dr. Phil Barker, Vice Principal Research and Innovation, UBC Okanagan Dr. Lael Parrott, Associate Dean Faculty and Research, Irving K. Barber Faculty of Science Katelyn Singler, Finance Manager, Irving K. Barber Faculty of Science Adrienne Skinner, Executive Director, DAE Okanagan Hillary Gosselin, Associate Vice President, DAE Elizabeth Kershaw, Manager of Development, DAE Okanagan
From:	Dr. Gino DiLabio, Dean, Irving K. Barber Faculty of Science
Subject:	Approval requested - Egg Farmers of Canada Chair in Sustainability

Please find the Irving K. Barber Faculty of Science draft submission to the Okanagan Senate for your consideration requesting approval to establish the ***Egg Farmers of Canada Chair in Sustainability***.

### Background and Rationale:

The Irving K. Barber Faculty of Science requests your approval to establish the ***Egg Farmers of Canada Chair in Sustainability*** for a five-year term in collaboration with the non-profit organization Egg Farmers of Canada. The Chair is a partnership of the Irving K. Barber Faculty of Science and Faculty Management, with Science leading on the Chair establishment process. The Dean's office, Faculty of Science will manage the Chair. The ***Egg Farmers of Canada Chair in Sustainability*** aligns with the interdisciplinary, sustainability, and climate change initiatives in both Faculties.

According to the federal government, in 2019 10% of the nation's greenhouse gas emissions (GHG) came from farming operations in Canada. Globally, recent data from the FAO suggests that 31 per cent of human-caused GHG emissions originate from the world's agri-food systems when accounting for the full life cycle from farm gate to producer. The GHG emissions from agri-food, combined with agriculture's impact on the biodiversity crisis due to land cover change, highlight the environmental and societal imperative of transforming food systems as a key facet of sustainability research and innovation. The ***Egg Farmers of Canada Chair in Sustainability*** will focus on an overarching goal of identifying pathways to a net-zero GHG emissions egg industry, while balancing environmental, socio-economic, and animal welfare considerations. Research will be relevant to the egg industry but apply more broadly to the Canadian food sector.

The incumbent will provide leadership in sustainability measurement and management, life-cycle thinking and resource efficiency in the Canadian egg industry and within the larger context of Canadian agri-food systems. The incumbent's research will focus on developing technologies aimed at climate change adaptation and mitigation and predictive analytics and optimization modelling to predict sustainability outcomes at the farm level.

Part of a national network of researchers across Canada supported by Egg Farmers of Canada, the incumbent will examine existing policy and regulatory frameworks relevant to the net-zero emissions objective to help producers achieve sustainability goals, as well as develop recommendations for policy-makers. The incumbent will teach and supervise graduate students and play an active role in the Bachelor of Sustainability and the Interdisciplinary Graduate Studies (IGS) sustainability theme. The establishment of the Chair aligns with the UBC's climate action plan.

### **Background on Egg Farmers of Canada**

Egg Farmers of Canada (EFC) is a non-profit organization with a mandate to manage the national egg supply and promote egg consumption while representing the interest of over 1,000 regulated egg farmers in all ten provinces and the Northwest Territories. EFC has a strong relationship with UBC Okanagan, collaborating with the faculties of Science and Management in 2016 to recruit Assistant Professor Nathan Pelletier to the campus. Dr. Pelletier's research has contributed to the development of a broad-based program of research to support effective sustainability management in the Canadian egg industry.

EFC supports a network of research chairs across Canada including in Public Policy (University of Waterloo), Economics (University of Laval) and Animal Welfare (University of Guelph). Its comprehensive research program supports a variety of initiatives to foster innovation within the industry, including providing up-to-date information to farmers and consumers, strengthen processes with evidence-based research and supporting the next generation of researchers and industry experts.

### **Financial Plan**

Egg Farmers of Canada has entered into an agreement with UBC Okanagan to commit a total of C\$1,000,000 pledged over five years at C\$200,000 per year. The pledge period began in October 2022 and ends December 2027. As agreed, the Irving K. Barber Faculty of Science in partnership with Faculty of Management will provide the base salary and benefits for the Chair holder; therefore, a financial sustainability plan has not been included in this submission. Annual donor funding will support academic activities of the Chair holder including research, teaching and educational leadership activities; assist with recruitment of graduate students to advance research and train the next generation of sustainability leaders; support knowledge translation activities.

Thank you for your prompt attention to this request.

Sincerely,



Dr. Gino DiLabio,  
Dean, Irving K. Barber Faculty of Science  
The University of British Columbia, Okanagan campus



26 January 2023

To: Okanagan Senate

From: Rella Ng, Associate Vice-President Enrolment Services & Registrar

Re: 2023/24 Academic Year

Key dates for the 2023/24 **Winter Session** are as follows:

### Winter Session Term 1

Term 1 begins	Tuesday, September 5, 2023
Mid-term break	November 13-17, 2023*
Last day of Term 1 classes	Thursday, December 7, 2023
First day of exams for Term 1	Sunday, December 10, 2023
Last day of exams for Term 1	Thursday, December 21, 2023
Number of Teaching Days	62

### Winter Session Term 2

Term 2 begins	Monday, January 8, 2024
Mid-term break	February 19-23, 2024**
Last day of Term 2 classes	Thursday, April 11, 2024
First day of exams for Term 2	Monday, April 15, 2024
Last day of exams for Term 2	Friday, April 26, 2024
Number of Teaching Days	62

\*Inclusive of Remembrance Day (November 11) statutory holiday observed in British Columbia (on November 13).

\*\*Inclusive of Family Day (February 20) statutory holiday observed in British Columbia.

Key dates for the 2024 **Summer Session** are as follows:

### Summer Session Term 1

Term 1 begins	Monday, May 13, 2024
Last day of Term 1 classes	Thursday, June 20, 2024
First day of exams for Term 1	Monday, June 24, 2024
Last day of exams for Term 1	Friday, June 28, 2024
Number of Teaching Days	28



## Summer Session Term 2

Term 2 begins	Tuesday, July 2, 2024
Last day of Term 2 classes	Friday, August 9, 2024
First day of exams for Term 2	Monday, August 12, 2024
Last day of exams for Term 2	Friday, August 16, 2024
Number of Teaching Days	28

Please note that graduate and professional programs may have their own term dates as set out in the Academic Calendar.

Draft term and examination dates for academic years up to and including 2026/27 may be viewed on the Senate website: <https://senate.ubc.ca/okanagan/termdates>.