



**RED RIVER COLLEGE**  
OF APPLIED ARTS, SCIENCE AND TECHNOLOGY

**Aboriginal Language Specialist**  
**Curriculum Validation – Program Renewal**

**Final Report**

**June 2006**

**Submitted to:**  
Marti Ford, Dean  
Aboriginal Education

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## ***Introduction***

The Aboriginal Language Specialist (ALS) is a two year diploma program that starts each September. It is designed to train students in Aboriginal language instruction, Aboriginal language planning, interpreting, and translating.

## ***Curriculum Validation Deliverables:***

The Aboriginal Language Specialist Curriculum Validation process involved the standard 7 interrelated deliverables plus a focus group of ALS graduates to obtain feedback on the strengths and weaknesses of the program:

1. Environmental Scan and Analysis of the key findings of similar programs across Canada.
2. Industry Occupational Analysis (DACUM)
3. Graduate Skills and Abilities Chart
4. Graduate Profile
5. Program Renewal Plan
6. A 5-year Program Renewal Plan in Gantt Chart format
7. Graduate Focus Group Summary
8. Final Report

## ***Outcomes from the Deliverables:***

### **1. Environmental Scan and Key Findings (Appendix A)**

The Environmental Scan provides the faculty and chair with information about similar programs that are offered in Colleges and Universities locally and nationally. The Curriculum Validation facilitator gathered information on similar programs and trends influencing their development and direction. The information was gathered by the Curriculum Validation Facilitator through web sites, email and telephone contact. The scan gathered information under the following categories:

- Name of institution, location, contact person
- Size of program
- Credential offered
- Program features
- Curriculum Model
- Curriculum Content
- Student Assessment
- Current and Coming Challenges
- Curriculum Renewal
- Partnerships

The following information was added at the request of the faculty.

- Student Retention
- Technology used

For the Aboriginal Language Specialist Curriculum Validation – Program Renewal, 11 programs were scanned. They included:

- Language Teacher Education Program: Developmental Standard Term Certificate in Kwakwala/Liq'wala and Coast Salish Languages – University of Victoria, Victoria, B.C.
- Developmental Term Certificate – A Teaching Credential for Teachers of Aboriginal Languages and Culture – Malaspina University College, Nanaimo, B.C.
- Department of Indian Languages, Literatures & Linguistics (DILLL) – First Nations University of Canada, Regina, SK.
- Aboriginal Languages 1 and Aboriginal Languages 2 (mostly Ojibwe) – Algonquin College, Ottawa, ON.
- Cree Interpreter-Translator Techniques Program – James Bay Education Centre, Northern College, Moosonee, ON.
- Aboriginal Education Program Blackfoot and Cree (alternating) – Mount Royal College, Calgary, AB.
- Navajo Language Program (started 35 years ago) – Dine College, Tsaile, Arizona, U.S.A.
- Cree/Chippewa Language Program – Stone-Child College, Box Elder, Montana, U.S.A.
- Crow Language Program – Little Big Horn College, Crow Agency, Montana, U.S.A.
- Chinuk WaWa Language Program – Lane Community College, Eugene, Oregon, U.S.A.
- Blackfeet Language Program – Blackfeet Community College, Browning, Montana, U.S.A.

New Zealand has excellent Maori Language Programs in their schools. The internet was helpful and some information was documented, however, only an abbreviated scan was possible.

## **Key findings from the Environmental Scan**

Key findings from the Environmental Scan are as follows:

### **Credentials:**

An Associate Arts Degree is the equivalent to a diploma in the U.S.A. and is awarded to graduates of the two year programs. Certificates are awarded in Aboriginal Language Programs that are less than two years in duration and diplomas are awarded to two year programs. The universities awarded Bachelor Degrees and a university college awarded a Permanent Teacher Certificate.

**Partnerships:**

Most programs have strong partnerships within their own college and the surrounding high schools, especially their feeder schools. The colleges and university colleges usually meet the high school teachers of Aboriginal Languages at conferences or workshops. The high schools with Aboriginal Language Programs keep in contact with many of the colleges' instructors to ensure that their students are sufficiently prepared to take the next level of the Aboriginal Language Program. Some of the colleges and university colleges send their students to the local schools to do their practicum thus creating good collaborative partnerships. All the colleges researched have excellent communication with the universities and some share the delivery of the Aboriginal Languages Program.

**Communities/Elders:**

The Aboriginal communities generally support and have great respect for the colleges and university colleges with Aboriginal Language and Cultural Programs. There is strong evidence of community pride of First Nations Colleges and Universities. There are a few colleges and universities who have resident Elders to complement their Aboriginal Language Programs. The Elders are utilized for: guidance and counseling; sharing circles; smudging; prayers; teachings and story telling about First Nation culture, traditions, spirituality, and Aboriginal Language. Specifically, they help translate words and expressions that are not commonly used and these new words are added to established Aboriginal Language dictionaries. Generally, there is good communication between the program and the Aboriginal communities, the Tribal Government/Chief and Council of the Community, and local businesses, who often hire college graduates.

**Prerequisite Skills and Credentials:**

All the programs need high school diploma or GED standing. Some programs offer 2 streams: 1) requiring oral and written fluency and; 2) the Beginners Program for non-speakers

**Experiential Learning Component:**

Many programs have one of the following:

- practicum;
- work experience;
- co-operative education

This depends on the location of the College and how accessible they are to experiential learning environments. Those with this component find it extremely valuable for the students to get feedback from supervisors and employers. .

**Common Delivery Features:**

Half of the programs visited offer their programs during 2 years with 2 or 3 semesters each. A couple of the programs are 3 years long with 3 semesters each, and there are two degree programs which are 4 and 5 years in length with 3 semesters each. The programs are delivered mostly in the classroom or lab with the instructor doing the teaching. Some of the programs use online occasionally. One of the programs is using distance education for their students.

Five of the Colleges offer their programs on a full time basis, while four others offer theirs on full time and part time basis to allow students who must work, time off from their classes. The Chinuk WaWa language program delivery uses benchmarks, which are statements to students, teachers and parents of what students of the Language need to know and do in order to make progress toward proficiency.

**Course Content:**

Algonquin College has a Genealogy course which is rather unique. The rationale for including this course is that the Aboriginal Language will have to be used in names of people, relatives, and cultural and historical events.

The Chippewa-Cree Language Program from Stone Child College, Montana, offers an Associate of Arts Degree in Native American Studies which includes the following options:

- Liberal Arts

- Math

- General Science

- Teacher Education with concentration on elementary education

Most of the programs offer courses in the Aboriginal Language avoiding the use of English as much as they can. Computer labs are used extensively, to enable students to keep track of assignments and papers.

**Oral Fluency:**

Each of the different Aboriginal Languages reviewed stressed oral fluency in the Aboriginal Language being studied. Conversational fluency and knowledge of the Aboriginal Culture go hand in hand. Storytelling in the Aboriginal Language is a common means of sharing culture and ideas, however, the story or ideas could be distorted when translated into English.

**Writing System:**

Most of the institutions reviewed use the Roman orthography in their writing system. The Interpreter and Translator program use syllabics.

Some programs use accents, glottal stops, and hyphens in their writing system.

Most classes explore the structure and writing systems. Essay writing is expected in the university program.



**Resources:**

Aboriginal Languages printed resources are more abundant now. Both CD's and textbooks are available in various Aboriginal Languages and are easily accessible. The Aboriginal Community people, especially the Elders are invaluable resources.

**Student Assessment:**

The faculty assesses the students using the following methods:

- grading of final projects;
- small quizzes;
- oral presentations;
- practicum evaluation done by the professional teachers and student supervisor;
- a large amount of reflective journaling.

All programs use oral assessment. Many programs have the student do an oral presentation on a topic related to the Aboriginal culture being studied assessing two things at the same time, oral language skills and cultural knowledge. All programs evaluate the students with written tests, and essay writing. Some colleges use observation of the student-teacher during the experiential learning components and assess on knowledge of the language and presentation skills.

**Accreditation:**

The British Columbia College of Teachers (BCCT) has accredited two Aboriginal Language programs, the First Nation Language Certificate program from the University of Victoria and the Developmental Standard Term Certificate in First Nation Languages offered at Malaspina University College in Namaimo, BC.

In addition to the 2 accredited Aboriginal Language programs, Northern Ontario College from James Bay Education Center, an accredited College, offers a 2 year Cree Interpreter-Translator Technique program. Upon completion of this program, the students receive an Ontario Ministry of Training Colleges and Universities Certificate. This program is preceded by an Access program of three semesters for students who are not totally ready to be accepted into the program.

**Curriculum Assessment:**

Some of the Aboriginal Language Programs are assessed at the end of each semester not only by the Faculty but by the students also, who are given a questionnaire to fill out two weeks before their final exams.

In some colleges and university colleges, members of the College Board and Faculty Department Heads, go over the faculty assessments, along with the students' responses, assess each program, and make changes wherever necessary to improve the program.

### **Current and forecasted challenges:**

The current and forecasted challenges that are reported to be national in scope are:

- Funding, Federal and Community are a big challenge. Many students have to work while attending classes, which takes them longer to complete their program. Others, who cannot balance classes and work, often withdraw from the program altogether.
- It is a real challenge meeting all the needs of students in the program due to the fact that they all arrive at the College in different stages of their Aboriginal Language knowledge. Some need much extra help with the program before they could comfortably follow the classes.
- Some Aboriginal Languages have different dialects and it is always a challenge deciding which dialect to teach.
- Some colleges have to check on student interest in certain programs before they offer them. If there are not enough registrants, the course is usually cancelled before classes begin.
- The drop out rate before completion of the program is high.
- English writing skills and development of acceptable work skills is a challenge.
- Moving into a college atmosphere is a real challenge for students who have been out in the workforce for some time.
- Some colleges that have dual tracks – one for Aboriginal Language speakers and another track for non-Aboriginal Language speakers and making sure that each program meets the students' needs is a challenge. Sometimes the faculty wants to move students too quickly which results in their falling behind their group.

### **Other Information from the environmental scan:**

#### **Student Retention**

Student retention in the Aboriginal Language programs is an issue with most colleges and university colleges. Usually the retention levels off at about 2 or 3 months into the program. There are many reasons why students leave the program:

- Some students are not adequately prepared academically and find the program too difficult;
- Others who are working and trying to support a family while studying find the pace too rigorous and really are overwhelmed with work and classes;
- There are those, who, for one reason or other, decide to leave the program;
- Aboriginal students who are non speakers at times get discouraged with the program and leave.

#### **Technology:**

Computers are used very extensively for research, writing reports, preparing projects, and communicating with others. Some use the internet for research.

## **Environmental Scan: Highlighted Program Details**

### **The Language Teacher Education Program: Developmental Standard Term Certificate in Kwakwaka'wakw/Liq'wala and Coast Salish Languages, University of Victoria, Victoria, B.C.**

Aboriginal Education, within the Faculty of Education at the University of Victoria is three years into implementing this four year program, First Nation Teachers (BCCT) Certification of the Developmental Standard Term Certificate (DSTC) in First Nations Language and Culture:

- 1<sup>st</sup> step – completion of language courses allow students to apply to the BCCT for their First Nations Language Teacher Certificate (FNLC);
- 2<sup>nd</sup> step – completion of course work, apply to the University of Victoria Certificate in Aboriginal Language Revitalization (CALR);
- 3<sup>rd</sup> step – completion of DSTC course requirements to be recommended by the Dean of Faculty of Education and local Language Authorities to the BCCT for the Developmental Standard Term Certificate;
- 4<sup>th</sup> and final step is the completion of the University of Victoria's B.Ed. Professional Degree Program.

Of particular interest is the laddered degree program allowing students to join the work force after acquiring a certificate and later be able to pick up from where they left off. There is consideration for the students who have long distances to travel and ferry schedules, so steps were taken to allow them to take the courses at the North Island College Comox Valley Campus. Instructors from the University travel up to the communities on week ends to deliver the courses. There is good working relationship between the University of Victoria and other universities, colleges, and the communities.

### **Developmental Term Certificate: A Teaching Credential for Teachers of Aboriginal Languages and Culture – a five year program, Malaspina University College, Nanaimo, B.C.**

The British Columbia College of Teachers grants the three levels of teacher certification:

- Developmental Standard Term Certificate – Teacher of Language and Culture - 3 years of study – 90 credits;
- Standard Teaching Certificate – Elementary Classroom Teacher – all subjects – 4 years of study;
- Professional Teaching Certificate – Permanent Certificate to teach at any level 5 years of study.

The laddering process, which grants three levels of teacher certification, makes it easier for Aboriginal graduates to take a teaching position while continuing with the program until they have completed all three levels and have received their certificate.

## **Department of Indian Languages, Literatures, & Linguistics (DILL) First Nations University of Canada, Regina, Sk.**

Curriculum Model: "No culture will survive without the retention of its language."

The goal is to strengthen first Nation People's identity and to instill in students pride in the knowledge and use of the first Nation's languages. The University built its programs on its previous experience of when it was the Saskatchewan Indian Federated College. It offers Cree, Saulteaux, Nakoda, Dakota and Dene as well as Linguistics Programs.

Their Cooperative Education Program:

- allows students "hands on" experience applying the knowledge they glean in the classroom to the real world.
- incorporates classroom theory, practice and principles into real-life, work settings;
- offers students registered in Arts and business and Public Administration the opportunity to obtain their degree by alternating academic studies with credit and non-credit, paid work terms;
- participate in Talking Circles and career planning, resume writing, and job search activities;
- also supports student success, recruitment and retention strategies.
- allows students to successfully compete in the work force and contribute to their communities when they graduate.

## **Aboriginal Languages 1 and 2 (Mostly Ojibwe) Algonquin College, Ottawa, ON**

In this program:

- Students are expected to create their own dictionaries. This exercise helps them acquire a large vocabulary. Each student is marked on her/his dictionary and how well he or she uses it.
- Students are assessed on group assignments and individual projects.
- Non-Aboriginal speakers, who take the program, often end up with more success than the Aboriginal speakers.
- The program has an orientation program for all the students where they spend three days in the bush without electricity or indoor plumbing. The three days are spent on learning survival skills, working together, getting acquainted, and learning to mix with other students. Elders are part of this outing and help teach the different traditions, culture, and the Ojibwe language in an immersion setting.
- All new students are taken on an orientation tour of the city. They visit all the Aboriginal Organizations such as the friendship Centre, assembly of first Nations and others who have offices in the city.

### **The James Bay Education Centre, Northern College, Moosonee, ON**

- This is a two year Interpreter-Translator program with a 4 month Access program to prepare the students for college entrance.
- Upon completion of the 1<sup>st</sup> year, the successful graduates receive an Interpreter-Translator certificate at which time they may start working as translators and interpreters of elders' stories, recording and producing material, and assisting elders with interpreting.
- After completing the 2<sup>nd</sup> year, which emphasizes interpreting and translating in the medical and law fields, the graduates receive a diploma and usually work in the law courts, corrections, and hospitals.

### **Aboriginal Education Program: Blackfoot and Cree (alternating) Mount Royal College, Calgary, AB**

Mixture of Blackfoot and Cree take the course out of interest.

- When Elders are guest speakers, they are asked to use some of the terms in the Aboriginal Languages to help students get a better picture of the use of certain terms.
- The program helps students get jobs as Teacher Aides, Head Start, etc.
- The cultural part of the program helps the Aboriginal students acquire that positive self image, while the non-Aboriginal students learn about the rich contribution of Aboriginal People to today's society, thus becoming more appreciative of the Aboriginal Culture.

### **Navajo Language, Dine College, Tsaile, Arizona**

"Our Language perpetuates our way of life" is the mission statement of the Navajo Language Program at Dine College.

- Full-time programs, but to accommodate working people, some courses are offered to part-time students.
- Tracking students through electronic media: non-speakers track and Navajo speakers track.
- For program assessment, students take a standardized pre-test to determine the baseline of student knowledge at the beginning and take a post-test to measure the learning outcomes of the students at the end of the semester.
- Every year for refining improvement, the Chair for the Center for Dine Studies reviews course syllabi and collects samples of student portfolios, standardized pre and post test questionnaires, and critical writings for analysis.

### **Chippewa-Cree Language Program, Stone Child College, Box Elder, Montana**

- There are evening classes for teachers who want to specialize in, and become certified Chippewa-Cree Language Teachers.
- Chippewa-Cree Elders are involved in the program.
- Stone Child College has articulation agreements with the three Montana State Universities – Bozeman, Great Falls and Billings.

### **Crow Language Program, Little Big Horn College, Crow Agency, Montana**

- Members of federally recognized tribes must submit a copy of their Certificate of Indian Blood.
- During Crow Language classes, only the Crow Language is spoken.
- Elders, Community people, videos, and CD's are used to teach the History of the Crow.
- Students who do well in the Crow Language usually go to university to get their teaching degree and come back to teach the Crow Language.
- Every three years each program is reviewed by 8 Academic leaders from the College. Students have the opportunity to assess the programs by completing evaluation forms.

### **Chinuk WaWa Language Program, Lane Community, College, Eugene, Oregon**

- The curriculum is based on four broad criteria: content, function, text type, and accuracy.
- Five sentences in Chinuk WaWa are learned in conversation groups on a daily basis.
- The order of learning adhered to is:
  - . listening/understanding;
  - . speaking;
  - . reading;
  - . writing;

Along with all the above is a strong component of knowledge of the culture.

- The program is evaluated after each semester.
- Lane Community College is a member of the Northwest Indian Language Institute (NILI) and is in contact with the latest in any NILI policies and development.

### **Blackfeet Language, Blackfeet Community College, Browning, Montana**

- After a few weeks of classes, Blackfeet Language only is used during classes.
- Local Elders are very much a part of the program, through telling legends, cultural stories and important historical events.
- Since 2005, Media Relations tape all Blackfeet Language classes and air them every evening on their local PBS station to promote teaching the community their Blackfeet Language.

## **2. Industry Occupational Analysis (DACUM) Chart (Appendix B)**

The Industry Occupational Analysis using the DACUM process is a familiar component of the curriculum development process at Red River College and provides the program with a description of regional occupational needs. Included in the process is the identification of emerging and retiring industry trends.

The Aboriginal Language Specialist DACUM was facilitated by Craig Edwards and Gene Semchych at Red River College on March 9<sup>th</sup> and 10<sup>th</sup>, 2006. Participants were asked to identify the major competencies and related tasks required by entry-level Aboriginal Language Specialists. The 15 Aboriginal Language Specialists who took part in this exercise represented a wide spectrum of professions and organizations and included teachers, Aboriginal education consultants; Aboriginal Health Services providers; and representatives from the Aboriginal Seniors' Resource Centre, Manitoba First Nations Education Resource Centre, and Manitoba First Nations Disability Services.

The resulting Aboriginal Language Specialist DACUM identified the following emerging and retiring trends:

### **Emerging Trends:**

- group and focused training
- more partnerships – in delivery and training
- need for language workers who are literate (read and write) (i.e. broadcast services – APTN and NCI radio)
- Department of Education is integrating Aboriginal perspectives into Aboriginal curriculum in language and culture (K – S4) curriculum
- using technology (mentioned 4 times)
- integration of culture and language
- reviving language – promoted by principals and teachers in schools
- need for certified linguists (trained to teach)
- need for better instructors – who integrate the language and are flexible
- shorter length in hospitals – less contact with patients
- confusion in languages and dialects
- preserving language in communities

### **Retiring Trends:**

- one-to-one consultation
- silos (jurisdictional boundaries)
- need for translation/interpreting
- written method of instruction (teaching words and phrases in isolation)
- teachers trained in the Aboriginal language
- option to teach first language is decreasing
- need for non-specialized trainers/teachers

### **3. Graduate Skills and Abilities Chart (Appendix C)**

The workshop on graduate skills and abilities, which enables the faculty to take a realistic look at the learning goals of their program graduates, was organized by the Curriculum Validation Facilitator (CVF) and facilitated by the Curriculum Consultant (CC) on April 12, 2006.

The outcome of these workshops was a single, composite chart that outlines the graduate skills and abilities. The chart is an integration of:

- Competencies identified in the Industry Occupational Analysis (DACUM) Chart,
- College Wide Learning Outcomes (CWLOs), and
- Resulting revisions to the chart based on faculty's assessment of what would constitute realistic learning expectations of students in the program.

This Skills and Abilities chart serves as the focus for curriculum renewal and the basis for the development of Graduate Profile.

### **4. Graduate Profile (Appendix D)**

Through the use of the *Graduate Skills and Abilities Chart*, the Graduate Profile was developed by the Curriculum Validation Facilitator and the Curriculum Consultant in consultation with faculty and the Dean at a workshop on April 19, 2006. The Graduate Profile provides the focus for program curriculum renewal and development.

### **5. Program Renewal Plan (Appendix E)**

The program renewal plan is the result translating the preceding four deliverables into a coherent plan for the renewal of the program. The plan, complete with a vision, goals and actions was developed at a Faculty Visioning Session with participation of the Dean, Marti Ford.

The Aboriginal Language Specialist Visioning Workshop was facilitated by Craig Edwards and Flora Zaharia on May 8<sup>th</sup>, 2006. Participants were Mina McKay, Ida Bear, Annie Boulanger, David Beaudin, and Marti Ford.

#### **Vision:**

The Aboriginal Language Specialist program will be a leader in the provision of holistic and culture-based education and training that prepares graduates for a variety of entry-level positions in translation, interpretation, and teaching in an Aboriginal language.



## **5 - Year Renewal Plan Goals:**

### Faculty Development

1. Create a long-range (5 year) Professional Development plan for all program staff with a specific plan for each year.

### Resource Centre

2. Design and create an Aboriginal centre for developing language materials and resources, for lending, training, and marketing.

### Student Recruitment

3. Develop a creative recruitment strategy for the department that increases the number of students enrolled.

### Partners and Promotion

4. Develop strong partnerships for collaboration and promotion with communities, educational institutions, industry, and other organizations across Canada.

### Traditional Teachings

5. Contract Elders who speak an Aboriginal language to incorporate traditional teachings into the program and to instruct the learners and program staff in the language.

### Technology

6. Use technology appropriate for Aboriginal language instruction and development.

### Program Design and Delivery

7. Offer quality programming for the learner by balancing theory, practical learning, and language immersion.

## **6. 5-Year Program Renewal Program in Gantt Chart Format (Appendix F)**

Please see the detailed timeline from 2006 to 2011 for the renewal goals and implementation tasks - found in Appendix F.

## **7. Graduate Focus Group Summary (Appendix G)**

At the request of the faculty and Dean an additional deliverable was added to the Curriculum Validation-Program Renewal for the Aboriginal Language Specialist program. Craig Edwards and Flora Zaharia facilitated a focus group of ALS graduates to obtain feedback on the strengths and weaknesses of the program to be considered in the renewal of the program.

Four questions were asked:

1. Which part(s) of the ALS program has (have) been the most helpful in preparing you for your current work/job?
2. Which part(s) of the ALS program has (have) been the least helpful in preparing you for your current work/job?
3. What changes would you recommend to increase the relevance of the program to the work that you do?
4. Would you recommend the program to others? Why, or why not?

## **8. Conclusions**

The Curriculum Validation – Program Renewal process has provided a benchmark against which the renewal of the Aboriginal Language Specialist program can be tracked and measured. The program renewal goals that were identified will ensure that the program is recognized as a leader in the provision of training that prepares graduates for a variety of employment opportunities: translation, interpretation, and education. The program renewal plan will serve to guide the Chair and Dean with the assignment of resources to accomplish the renewal goals within a 5-year timeframe.

## ***Appendix A - Environmental Scan and Key Findings***

## Environmental Scan

<b>College Name</b>	<b>Red River College</b> Winnipeg, MB R3H 0J9	<b>Algonquin College</b> Ottawa, Ontario K2G 1V8	<b>First Nations University of Canada</b> Regina, SK S4S 7K2	<b>James Bay Ed Centre Northern College</b> Moosonee, ON P0L 1Y0	<b>Malaspina University College</b> Nanaimo, B.C. V9R S5S	<b>Mount Royal College</b> Calgary, Alberta T3E 6K6
<b>Website</b>	www.rrc.mb.ca	http://www.algonquincollege.com	www.firstnationsuniversity.ca	www.northerncollege.on.ca	www.mala.ca	www.mtroyal.ca
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<b>Program</b>	<b>Aboriginal Language Specialist</b>	<b>Aboriginal Languages 1 Aboriginal Languages 2 (Mostly Ojibwe)</b>	<b>Department of Indian Languages Literatures &amp; Linguistics (DILLL)</b>	<b>Cree Interpreter-Translator</b>	<b>Developmental Term Certificate</b>	<b>Aboriginal Education Program</b> Blackfoot and Cree (alternating)
<b>Size of Program</b> Number of Students Number of Faculty	<ul style="list-style-type: none"> <li>• Currently 9 – Normally 20</li> <li>• 2 Full time and 2 Part time</li> </ul>	<ul style="list-style-type: none"> <li>• 29 – 30</li> <li>• 1</li> </ul>	<ul style="list-style-type: none"> <li>• 100</li> <li>• 8 Full time</li> </ul>	<ul style="list-style-type: none"> <li>• 15</li> <li>• 2</li> </ul>	<ul style="list-style-type: none"> <li>• 15</li> <li>• 1</li> </ul>	<ul style="list-style-type: none"> <li>• 12 – 15</li> <li>• 1</li> </ul>
<b>Credential Issued</b>	<ul style="list-style-type: none"> <li>• Diploma</li> </ul>	<ul style="list-style-type: none"> <li>• Certificate, diploma, degree certificate</li> </ul>	<ul style="list-style-type: none"> <li>• Bachelor of Arts Degree</li> </ul>	<ul style="list-style-type: none"> <li>• Certificate on Cree Interpreter-Translator techniques after year one</li> <li>• Diploma after completion of 2<sup>nd</sup> year</li> </ul>	<ul style="list-style-type: none"> <li>• The British Columbia College of Teachers grants three levels of teacher certification. This creates a “laddering” process of certification for First Nations learners</li> </ul>	<ul style="list-style-type: none"> <li>• Certificate - Part of College Programs</li> </ul>

<b>University of Victoria</b> Victoria, B.C. V8W 3N4	<b>Blackfeet Community College</b> Browning, Montana 59417	<b>Dine College</b> Tsaile, AZ 86556-0067	<b>Lane Community College</b> Eugene, Oregon 97405	<b>Little Big Horn College</b> Crow Agency, Montana 59022	<b>Stone Child College</b> Box Elder, Montana 59521
www.uvic.ca	www.bfcc.org	www.dinecollege.edu	http://babel.oregon.edu	www.lbhc.cc.mt.us	www.montana.edu/wwwscc
Dr. Judith Lapadat, PhD 250 721-7855	Marvin Weather Wax (406) 338-5421 Ext. 220 Fax: (406) 338-3272 Email: wax34@hotmail.com	Oj A.G. Vecenti Division Chair and Navajo Language Instructor Phone:(928) 724-6671 Fax (928) 724- 3327 gvecenti@dinecollege.edu	Janne Underriner Director of NW Indian Languages Institutes Dept of Language and Comm Programs 541463-5481 Email: jlu@darkwing.uoregon.edu	Alden Big Man (406) 638-3100 Fax (406) 638-3169	Robert Murie Phone: 406 395-4313 Fax: 406 395-4836
<b>Developmental Standard Term Certificate</b> in Kwakwala/ Liq'wala and Coast Salish Languages	<b>Blackfeet language</b>	<b>Navajo Language</b>	<b>Chinuk Wawa</b>	<b>Crow Language Program</b>	<b>Chippewa/Cree Language Program</b>
<ul style="list-style-type: none"> <li>• 14</li> <li>• 2</li> </ul>	<ul style="list-style-type: none"> <li>• 500 students</li> <li>• 2 FT and 6 PT</li> </ul>	<ul style="list-style-type: none"> <li>• 5000 students</li> <li>• 10</li> </ul>	<ul style="list-style-type: none"> <li>• 20</li> <li>• 5</li> </ul>	<ul style="list-style-type: none"> <li>• 30</li> <li>• 1 full time and 1 support teacher</li> </ul>	<ul style="list-style-type: none"> <li>• 30</li> <li>• 2</li> </ul>
<ul style="list-style-type: none"> <li>• The degree program is ♦1<sup>st</sup> step – completion of language courses allows students to BBCT for their <b>First Nations Language Teacher Certificate (FNLC)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Associate Degree</li> </ul>	<ul style="list-style-type: none"> <li>• An Associate Arts Degree</li> </ul>	<ul style="list-style-type: none"> <li>• Associate Degree</li> <li>• May transfer to University to take 4 year program</li> </ul>	<ul style="list-style-type: none"> <li>• Recognized as part of total program.</li> <li>• Credit toward University entrance</li> </ul>	<ul style="list-style-type: none"> <li>• Associate of Arts Degree recognized by Montana and salary comparable to Teacher's</li> </ul>

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Credential Issued cont'd					<ul style="list-style-type: none"> <li>○Developmental Standard Term Certificate –</li> <li>◆<b>Teacher of Language and Culture</b></li> <li>3 years of study – 90 credits</li> <li>○Standard Teaching Certificate</li> <li>◆<b>Elementary Classroom Teacher- all subjects</b></li> <li>4 years of study</li> <li>○Professional Teaching Certificate</li> <li>◆<b>Permanent Certificate to teach at any level</b> 5 years of study</li> </ul>	

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<p>◆2<sup>nd</sup> step-- completion of course work, apply to <b>University of Victoria Certificate in Aboriginal Language Revitalization (CALR)</b></p> <p>◆3<sup>rd</sup> step – completion of DSTC course requirements and recommended by Dean of Faculty of Education and local Language Authorities to the BCCT for the <b>Developmental Standard Term Certificate</b></p> <p>◆4<sup>th</sup> and final step is the completion of the <b>University of Victoria's B.Ed. Professional Degree Program.</b></p>					

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Program Features	<ul style="list-style-type: none"> <li>• Length <ul style="list-style-type: none"> <li>▪2 years</li> </ul> </li> <li>• Division of Academic Year <ul style="list-style-type: none"> <li>▪2 semesters per year</li> </ul> </li> <li>• Entrance Requirements <ul style="list-style-type: none"> <li>▪Manitoba Senior 4</li> <li>▪Fluency in or familiarity with an Algonquin language (Cree, Ojibwe, Oji-Cree, Michif)</li> <li>▪Successfully complete the prescribed reading skills test</li> <li>▪Take an Oral Fluency Test in an Aboriginal/ Algonquin language</li> <li>▪Participate in an interview</li> <li>▪Complete a supplemental application form</li> </ul> </li> <li>• PLAR: <ul style="list-style-type: none"> <li>▪No</li> </ul> </li> <li>• Special Selection Process: <ul style="list-style-type: none"> <li>▪No</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Length: <ul style="list-style-type: none"> <li>▪2 semesters or 1 year</li> </ul> </li> <li>• Division of Academic Year: <ul style="list-style-type: none"> <li>▪16 – 18 weeks per semester</li> </ul> </li> <li>• Entrance requirement: <ul style="list-style-type: none"> <li>▪Grade 12</li> </ul> </li> <li>• PLAR <ul style="list-style-type: none"> <li>▪Prior knowledge of Cree or Ojibwe is an asset</li> </ul> </li> <li>• Selection process: <ul style="list-style-type: none"> <li>▪Grade 12 or GED</li> </ul> </li> <li>• Graduation requirements: <ul style="list-style-type: none"> <li>▪Completion of program and a pass in final exams. Some students continue at College in a vocational stream; or Take 2<sup>nd</sup> year in General Arts, or go into workforce with Aboriginal organizations: <ul style="list-style-type: none"> <li>▪Early Childhood education,</li> <li>▪Police,</li> <li>▪Corrections</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Length: <ul style="list-style-type: none"> <li>▪4 years</li> </ul> </li> <li>• Division of Academic Year: <ul style="list-style-type: none"> <li>▪4 semesters: <ul style="list-style-type: none"> <li>▪Fall, Winter, Spring &amp; Summer (Summer semester often overlaps)</li> </ul> </li> </ul> </li> <li>• Students must have a High School Diploma or a GED standing to be accepted into the First Nations University of Canada</li> <li>• PLAR <ul style="list-style-type: none"> <li>▪If a student is fluent in the Aboriginal Language, she/he may be placed in a higher level.</li> </ul> </li> <li>• Graduation Requirement: <ul style="list-style-type: none"> <li>▪His/her application will be reviewed by the faculty to ensure that all classes are completed and meet</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Length: <ul style="list-style-type: none"> <li>▪2 years</li> </ul> </li> <li>• Division of Academic Year: <ul style="list-style-type: none"> <li>▪3 semesters</li> </ul> </li> <li>• Entrance requirement: <ul style="list-style-type: none"> <li>▪Grade 12 or CAAT tested</li> <li>▪For those who do not have Grade 12 the Access Program is required</li> </ul> </li> <li>• Access Program consists of one semester: <ul style="list-style-type: none"> <li>▪English Communications Fundamentals</li> <li>▪Cree Communications Fundamentals</li> <li>▪Key-boarding</li> <li>▪Role of the Interpreter/ Translator</li> <li>▪Cycle of Life</li> </ul> </li> <li>• PLAR: <ul style="list-style-type: none"> <li>▪None</li> </ul> </li> <li>• Graduation Requirement: <ul style="list-style-type: none"> <li>▪Successful completion of all course work</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Length: <ul style="list-style-type: none"> <li>▪5 years for full time students and longer for part time students. The “laddering” process allows students to start teaching after completion of 3 years.</li> </ul> </li> <li>• Division of Academic Year: <ul style="list-style-type: none"> <li>▪3 semesters: Fall, Spring and Summer</li> </ul> </li> <li>• Entrance Requirements <ul style="list-style-type: none"> <li>▪Before any student could enroll in the Developmental Standard Term Certificate, the student must take The Introductory Hul’qumi’num.</li> </ul> </li> <li>• Graduation Requirements <ul style="list-style-type: none"> <li>▪Completion of 3 years’ course work.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Length: <ul style="list-style-type: none"> <li>▪1 semester each</li> </ul> </li> <li>• 3 semesters dependent on academic standing and the requirements of the faculty of student’s choice.</li> <li>• Division of Academic Year: <ul style="list-style-type: none"> <li>▪September to December</li> <li>▪January to April</li> </ul> </li> <li>• Entrance Requirements <ul style="list-style-type: none"> <li>▪Entrance test</li> <li>▪Provide transcript</li> <li>▪Attend an orientation/information session</li> <li>▪Secure own funding (loans, etc.)</li> </ul> </li> <li>• PLAR; <ul style="list-style-type: none"> <li>▪None</li> </ul> </li> </ul>



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<ul style="list-style-type: none"> <li>• Length: <ul style="list-style-type: none"> <li>▪ 5 years full-time, longer for part-time</li> </ul> </li> <li>• Division of Academic year.: <ul style="list-style-type: none"> <li>▪ 3 semesters per year</li> </ul> </li> <li>• Entrance requirements: <ul style="list-style-type: none"> <li>▪ Letters of support, High School Diploma/ GED</li> </ul> </li> <li>• PLAR: <ul style="list-style-type: none"> <li>▪ Students' prior knowledge of the First Nation Language is an asset</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Length: <ul style="list-style-type: none"> <li>▪ 2 year program</li> </ul> </li> <li>• Division of Academic year: <ul style="list-style-type: none"> <li>▪ 2 Semesters (Fall and Spring) 15 weeks each</li> </ul> </li> <li>• Entrance requirements: <ul style="list-style-type: none"> <li>▪ High School Diploma or G.E.D.</li> </ul> </li> <li>• PLAR: <ul style="list-style-type: none"> <li>▪ Blackfeet speakers have a challenge oral test if they feel that they are ready to go on to reading and writing sooner than their classmates, however this does not happen very often since most of the students' first language is English.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Length: <ul style="list-style-type: none"> <li>▪ 3 years</li> </ul> </li> <li>• Division of Academic year: <ul style="list-style-type: none"> <li>▪ 2 semesters per year</li> </ul> </li> <li>• Entrance requirement: <ul style="list-style-type: none"> <li>▪ Grade 12</li> </ul> </li> <li>• PLAR: <ul style="list-style-type: none"> <li>▪ None</li> </ul> </li> <li>• Graduation Requirements: <ul style="list-style-type: none"> <li>▪ completion of 66 credits</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Length: <ul style="list-style-type: none"> <li>▪ 2 years</li> </ul> </li> <li>• Division of Academic year: <ul style="list-style-type: none"> <li>▪ 3 semesters per year</li> </ul> </li> <li>• Entrance Requirements: <ul style="list-style-type: none"> <li>▪ Foundation 100 Pre-requisite for Chinuk WaWa 101</li> </ul> </li> <li>• PLAR: none</li> <li>• Selection Process: <ul style="list-style-type: none"> <li>▪ Students that know the language a little and willing to improve and master the language.</li> </ul> </li> <li>• Graduation Requirement <ul style="list-style-type: none"> <li>▪ In Oregon, students need to demonstrate proficiency in a second language to receive a Certificate of Initial Mastery (CIM) to gain admission to public universities.</li> </ul> </li> </ul>	<p><b>Crow Language and Crow Culture 1 and 2</b> are part of the overall Native American studies</p> <ul style="list-style-type: none"> <li>• Length: <ul style="list-style-type: none"> <li>▪ 3 hours weekly, i.e. 40 hours per semester</li> </ul> </li> <li>• Division of Academic Year <ul style="list-style-type: none"> <li>▪ 3 semesters- Fall, Winter and Spring</li> </ul> </li> <li>• Entrance Requirements <ul style="list-style-type: none"> <li>▪ High School diploma, or GED certificate.</li> </ul> </li> <li>• Graduation requirements: <ul style="list-style-type: none"> <li>▪ Minimum of 60 semester hours of credit and GPA of 2.00</li> <li>▪ A minimum of "C" standing in all courses.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Length: <ul style="list-style-type: none"> <li>▪ 2 years</li> </ul> </li> <li>• Division of Academic Year: <ul style="list-style-type: none"> <li>▪ The program is from August (last week) to December 18 January to May 31 and June (last week) to August (8 weeks of intensive work)</li> <li>▪ Year round program</li> </ul> </li> <li>• Entrance Requirements <ul style="list-style-type: none"> <li>▪ Grade 12 diploma is a pre-requisite or GED.</li> </ul> </li> <li>• PLAR: <ul style="list-style-type: none"> <li>▪ No credits are given</li> </ul> </li> <li>• Special Selection Process: <ul style="list-style-type: none"> <li>▪ Students meeting the requirements are admitted.</li> </ul> </li> <li>• Graduation Requirements <ul style="list-style-type: none"> <li>▪ Successful completion of program is necessary to graduate.</li> </ul> </li> </ul>

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<b>Program Features cont'd</b>	<ul style="list-style-type: none"> <li>• Graduation Requirements               <ul style="list-style-type: none"> <li>▪ Successful completion of total program</li> </ul> </li> </ul>	<p>and other fields. Some may go into Teacher Training at the University</p>	<p>all the grade point average requirements The faculty will inform the student if there are any missing requirements.</p>		<p>Students may want to continue with the 4 and 5 years' programs</p>	
<b>Curriculum Model</b>	<ul style="list-style-type: none"> <li>• Experiential Component:               <ul style="list-style-type: none"> <li>▪ 4<sup>th</sup> Semester students are placed for 4 weeks at: Hospitals, Courts, Receiving Homes, Headstart, Schools, First Nation Disability</li> </ul> </li> <li>• Program Majors/ Streams               <ul style="list-style-type: none"> <li>▪ Cree, English, Ojibwe</li> </ul> </li> <li>• Delivery Options               <ul style="list-style-type: none"> <li>▪ Full Time</li> </ul> </li> <li>• Distance Education               <ul style="list-style-type: none"> <li>▪ Nil</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Experiential Component:               <ul style="list-style-type: none"> <li>▪ No experiential component. Prior knowledge of the Ojibwe and Cree Languages and their cultures is an asset.</li> </ul> </li> <li>• Program Majors/ Streams               <ul style="list-style-type: none"> <li>▪ The curriculum teaches both the Ojibwe Language and the Ojibwe Culture. Cree is offered also if there are enough applicants. By the time students complete the 2 year</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• The goal of the First Nations University of Canada's Department of Indian Languages, Literatures and Linguistics is to strengthen the First Nation People's identity and to instill in students, pride in the knowledge and use of First use of First Nation's languages.</li> <li>• Experiential Component:               <ul style="list-style-type: none"> <li>▪ Students need 45 credit hours completed before they can go into the Co-operative Program</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Experiential Component:               <ul style="list-style-type: none"> <li>▪ Students will be placed on community services/ projects where translation services are needed for 3-4 weeks in total.</li> </ul> </li> <li>• Program Majors               <ul style="list-style-type: none"> <li>▪ Cree and English Languages</li> </ul> </li> <li>• Delivery options               <ul style="list-style-type: none"> <li>▪ This is a full time program</li> </ul> </li> <li>• Experiential Component:               <ul style="list-style-type: none"> <li>▪ Students will be placed on community services/ projects where translation services are needed for 3-4 weeks in total.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Experiential Component:               <ul style="list-style-type: none"> <li>▪ The DSTC (Developmental Standard Term Certificate) program is designed as a holistic learning experience focused on enhancing personal growth, while developing the capacities of an effective language teacher. Students come to understand themselves more fully as they develop background knowledge, professional qualities,</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Experiential Component:               <ul style="list-style-type: none"> <li>▪ There is no practicum nor co-op program</li> </ul> </li> <li>• Program Streams:               <ul style="list-style-type: none"> <li>▪ There are two languages being taught: Blackfoot and Cree (alternating)</li> </ul> </li> <li>• Delivery Options:               <ul style="list-style-type: none"> <li>▪ Full time</li> </ul> </li> <li>• Distance Education:               <ul style="list-style-type: none"> <li>▪ Some online courses. The classes have a mixture of students who are speakers of Blackfoot or Cree and want to do further study. Others, who are often</li> </ul> </li> </ul>

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<ul style="list-style-type: none"> <li>• Experiential Component <ul style="list-style-type: none"> <li>▪ Practicum of 3 weeks during year One</li> <li>▪ Practicum of 5 weeks during year Three</li> </ul> </li> <li>• Program Majors/ Streams: <ul style="list-style-type: none"> <li>▪ Aboriginal Language and English Language</li> </ul> </li> <li>• Delivery Options: <ul style="list-style-type: none"> <li>▪ Program is on a full-time basis</li> </ul> </li> <li>• Distance Education: <ul style="list-style-type: none"> <li>▪ None</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Initial classes, Blackfeet Language and English are used. After a few weeks only Blackfeet is used during classes. The goal is everyone should be able to understand, speak, read and write Blackfeet by the end of the two year program. Blackfeet culture is included in every lesson. Videos on Blackfeet history and stories from the elders as well as textbooks on Blackfeet</li> </ul>	<ul style="list-style-type: none"> <li>• Experiential Component no practicum</li> <li>• Mission: “Our Language perpetuates our way of life”</li> <li>• Goals based on mission statement <ul style="list-style-type: none"> <li>◆ What students are expected to know.</li> <li>◆ What students will be able to do.</li> <li>◆ What students will be able to value.</li> </ul> </li> </ul> <p>The purpose of the Associate Arts in Navajo Language is to prepare students to enter teacher Certification programs and become:</p> <p>a) Navajo</p>	<ul style="list-style-type: none"> <li>• Experiential Component: <ul style="list-style-type: none"> <li>▪ The students have work study as part of their financial aid package. They are hired and paid by the school to do different jobs related to their Aboriginal Language Program such as: cleaning up old tapes and transcribing Tututenic, Chinuk WaWa, or other Northwest Indian Language tapes; working as Language Lab Assistant, other jobs related to their</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• During Crow Language classes, the only language spoken is Crow.</li> <li>• Experiential Component: None</li> <li>• Delivery Options: <ul style="list-style-type: none"> <li>▪ Courses are offered on a full time basis</li> </ul> </li> <li>• Distance Education/ Online: <ul style="list-style-type: none"> <li>▪ No.</li> <li>▪ potential is there with upgrading technology</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• The Chippewa/ Cree Language Program is divided into: <ul style="list-style-type: none"> <li>▪ Chippewa/ Cree Language 1.</li> <li>▪ Chippewa/ Cree Language 2</li> <li>▪ Chippewa- Cree Language 3</li> </ul> </li> <li>• Experiential Component:</li> <li>• Practicum is self-designed .....3 Credits</li> <li>• It is 16 – 17 weeks in duration with part time at practicum site which may be one of the following: Headstart; Kindergarten; Elementary School or High School. The student may program himself to spend 6 hours</li> </ul>

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<b>Curriculum Model cont'd</b>		<p>program, the Ojibwe speakers are ready to go into career fields where they will use the Ojibwe Language. The objective is to have as many as possible of the Ojibwe speakers graduate from the program and go into fields of their choice where they will be able to use the Ojibwe language. Both oral and written Ojibwe is taught. The Roman Orthography is used – no syllabics. If Cree is taught, Plains Cree is used. It would be too difficult to teach all the different Cree dialects. Furthermore, in addition to the Ojibwe students, there are Algonquins, students from British</p>	<ul style="list-style-type: none"> <li>• Placement, is 4 months. During the 4 year program, students must do 3 work terms.</li> <li>• Majors/ Streams <ul style="list-style-type: none"> <li>▪The language programs offered are Cree, Saulteaux, Nakoda, Dakota and Dene and Linguistics.</li> </ul> </li> <li>• Delivery Options <ul style="list-style-type: none"> <li>▪The introductory courses, offered on a full time basis, consist of conversational fluency. More advanced classes explore: structure, writing systems, literatures, principles of translation, expository and creative writing and oral traditions.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Program Majors <ul style="list-style-type: none"> <li>▪Cree and English Languages</li> </ul> </li> <li>• Delivery options <ul style="list-style-type: none"> <li>▪This is a full time program</li> </ul> </li> <li>• Distance Education/ Online <ul style="list-style-type: none"> <li>▪The computer with both Roman Orthography and Syllabics keyboards are used for the program</li> </ul> </li> </ul>	<p>positive relationships and understanding of teaching and learning. Learning occurs in the context of community, through the study of research and theory, reflection, observation, and practice. During first year, students are given a few days of observation .In the second year, students do observation and teaching for a week. The third year takes students to a four weeks' practicum. Course work delivery is shared between Chemainus Native College and Malaspina University-College</p> <ul style="list-style-type: none"> <li>• Program Majors. <ul style="list-style-type: none"> <li>▪Chemainus Language and</li> </ul> </li> </ul>	<p>Non-Aboriginal, take it out of interest. The Blackfoot/ Cree Cultural component is an essential part of the program. If available, Elders – Cree or Blackfoot speakers are invited as guest speakers. In their talks on history, cultural material and traditions, they are asked to use some terms in the Aboriginal Language to help students get a better picture of the use of certain terms. The courses include oral, reading and writing. The Roman Orthography is used.</p>

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	<p>history and stories from the elders as well as textbooks on Blackfeet history and culture are available.</p>	<p>language teachers or</p> <p>b) well-prepared bilingual teachers or</p> <p>c) students can also proceed to work in interpretation, translation, anthropology, linguistics,</p>	<p>language program. Students take turns at the work study on a continuous basis, so that everyone has his/her turn. The curriculum is based on four broad criteria: content, function, text type and accuracy.</p> <p><b>Content</b> refers to what one can talk about. Students at lower proficiency levels will be limited to talking about simple things in their immediate environment, such as objects or people. At higher levels, students are expected to talk about activities, areas of study, traditions and abstract concepts such as beliefs, mythology and politics.</p> <p><b>Functions</b> are what one can do with the language, for example, “identify objects and people”,</p>		<p>a week at the chosen practicum site and spend the rest at the College following other classes.</p> <ul style="list-style-type: none"> <li>• Program Streams/ Majors <ul style="list-style-type: none"> <li>▪ There are evening classes for teachers who want to specialize in, and become certified Chippewa-Cree Language Teachers</li> </ul> </li> <li>• Delivery Options: <ul style="list-style-type: none"> <li>▪ The program is offered on a full time basis.</li> </ul> </li> <li>• Distance Education/ Online <ul style="list-style-type: none"> <li>▪ Chippewa-Cree on data base use. Internet resources used</li> </ul> </li> </ul>

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Curriculum Model cont'd		<p>Columbia, Alberta, and the Yukon. Students do presentations using the Aboriginal language. Besides speaking, reading and writing the Aboriginal Language, the students are expected to create their own dictionaries. This exercise really helps them acquire a large vocabulary</p> <ul style="list-style-type: none"> <li>• Delivery Options <ul style="list-style-type: none"> <li>▪ Full time basis</li> </ul> </li> <li>• Distance Education/ Online <ul style="list-style-type: none"> <li>▪ None</li> </ul> </li> </ul>	<p>Most of the language and linguistics classes are offered at the Regina Campus. Cree and Saulteaux (the western dialect) are offered at the Saskatoon Campus and Dene is offered at the Northern Campus (Prince Albert)</p> <ul style="list-style-type: none"> <li>• Distance Education, <ul style="list-style-type: none"> <li>▪ Yes, SC - Television and a Web CT course are offered.</li> </ul> </li> <li>• Online <ul style="list-style-type: none"> <li>▪ Yes,</li> </ul> </li> </ul>		<p>First Nations Culture.</p> <ul style="list-style-type: none"> <li>• Delivery options <ul style="list-style-type: none"> <li>▪ The Developmental Standard Term Certificate program can be completed on a part time or full time basis. The course work of 90 credits is the equivalent of 3 years of full time study.</li> </ul> </li> <li>• Distance Education/ Online <ul style="list-style-type: none"> <li>▪ None</li> </ul> </li> </ul>	

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	<ul style="list-style-type: none"> <li>• Experiential Component: <ul style="list-style-type: none"> <li>▪ College Elders work with students in the classroom 3 hours a week for 15 weeks a semester.</li> <li>▪ Practicum: 3 weeks during Year 1 and 4 weeks during Year 2.</li> </ul> </li> <li>• Delivery Options: <ul style="list-style-type: none"> <li>▪ Some students take the courses on a full time basis, others decide to take it on a part time basis only.</li> </ul> </li> <li>• Distance Education, online <ul style="list-style-type: none"> <li>▪ Since 2005, Beginning Blackfeet Language classes are offered online. Since 2005, Media Relations tape all Blackfeet Languages classes and air them every</li> </ul> </li> </ul>	<p>and related fields.</p> <ul style="list-style-type: none"> <li>• Program Streams <ul style="list-style-type: none"> <li>▪ Dine College offers upper division courses in the areas of Navajo language and culture 300 through 400 are intended for students majoring in Navajo Language, and for degree teachers seeking certificates for Navajo Language teaching in New Mexico and Arizona. The Navajo courses will address the requirement of critical enquiry and intensive writing, and ethnic, race or gender. Instructors submit course syllabus before each semester to determine the relationship between</li> </ul> </li> </ul>	<p>“express feelings”</p> <p><b>Text type</b> is the kind of language a student can produce. At first, students are only expected to say isolated words. Later they must progress to phrases and sentences.</p> <p><b>Accuracy</b> is measured in primarily by how well a student can communicate with another person. If pronunciation or grammar mistakes make it impossible for listeners to understand the student’s speech, that student will be counted off for accuracy.</p>		

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Curriculum Model cont'd						



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	evening on their local PBS station to promote teaching the community their Blackfeet Language.	course content, program goals and program expectations. <ul style="list-style-type: none"> <li>• Delivery Options <ul style="list-style-type: none"> <li>▪ Mostly full time, however, to accommodate working people, courses are offered to part-time students.</li> </ul> </li> <li>• Distance Education/ Online <ul style="list-style-type: none"> <li>▪ Tracking students through electronic media</li> <li>▪ Non-speaker track and Navajo speaker track.</li> </ul> </li> </ul>			

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<b>Curriculum Content</b>	<p><b>Year 1 Term 1</b></p> <ul style="list-style-type: none"> <li>• Structure of Algonquian Languages 1</li> <li>• Academic Writing 1</li> <li>• Curriculum Design &amp; Methods 1</li> <li>• Aboriginal Interpreting &amp; Translation 1</li> <li>• Algonquin Linguistics 1</li> <li>• Aboriginal Language Planning 1</li> <li>• Seminar on Aboriginal Topics 1</li> <li>• Computers 1</li> <li>• Introductory Cree 1</li> <li>• Introductory Ojibwe 1</li> <li>• Introductory Ojibwe 1 for Non-speakers</li> <li>• Introductory Cree 1 for Non-speakers</li> </ul> <p><b>Term 2</b></p> <ul style="list-style-type: none"> <li>• Structures of Algonquian Languages 2</li> <li>• Academic Writing 2</li> <li>• Curriculum Design &amp; Methods 2</li> <li>• Aboriginal Interpreting &amp; Translation 2</li> <li>• Algonquin Linguistics 2</li> </ul>	<p>Courses that the students take during the first year for the Certificate in Aboriginal Studies are:</p> <p><b>Course titles</b></p> <ul style="list-style-type: none"> <li>• Aboriginal Language (Cree or Ojibwe)</li> <li>• Aboriginal Culture and Heritage</li> <li>• Aboriginal Community Development</li> <li>• Contemporary Aboriginal Issues</li> <li>• Aboriginal Law and Government</li> <li>• Genealogy</li> <li>• English</li> <li>• Computers</li> <li>• Contemporary Aboriginal Careers</li> </ul> <p>3 hours weekly</p> <ul style="list-style-type: none"> <li>• Syllabus and/ course <ul style="list-style-type: none"> <li>▪Language is being prepared for the Website to be available to everyone in the fall.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• BA Major in Cree Language Studies</li> <li>• Honours Major in Cree Language Studies</li> <li>• Minor in Cree Language Studies</li> <li>• Minor in Nakota Language Studies</li> <li>• BA Major in Saulteaux Language Studies</li> <li>• Honours Major in Saulteaux Lang. Studies</li> <li>• Minor in Saulteaux Language Studies</li> </ul> <p><b>Linguistic Program.</b></p> <ul style="list-style-type: none"> <li>• BA Major in Linguistics</li> <li>• BA Honours Major in Linguistics</li> <li>• Minor in Linguistics</li> </ul> <p>15 Credits per semester ( 3 credits per Course)</p>	<p>The Cree Interpreter-Translator Program is as follows:</p> <p><b>Semester 1</b></p> <ul style="list-style-type: none"> <li>• Communications 1 (English)</li> <li>• Communications 11 (Cree)</li> <li>• Computer Applications 1</li> <li>• Keyboarding (Cree)</li> <li>• Cultural Reorientation /Awareness</li> </ul> <p><b>Semester 2</b></p> <ul style="list-style-type: none"> <li>• Communication 11 (English)</li> <li>• Communication 11 (Cree)</li> <li>• Translation Skills 1 and Lab 1</li> <li>• Interpreting Skills 1 and Lab 1</li> <li>• Canadian and First Nation Government</li> </ul>	<p>Course titles</p> <p><b>Foundation Coursework</b></p> <ul style="list-style-type: none"> <li>• Composition and Literature (English 115/116, 111/112 or equivalent)</li> </ul> <p><b>First Nations Studies and Language</b></p> <ul style="list-style-type: none"> <li>• Linguistics 112</li> <li>• Linguistics 350</li> <li>• 15 credits Aboriginal Language</li> <li>• FNAT 103</li> <li>• FNAT 104</li> <li>• FNAT 271 or 272</li> <li>• One of: FNAT 325, 425, 420</li> <li>• English 213 and 214 or FNAT 320</li> </ul> <p><b>Education Course Work</b></p> <ul style="list-style-type: none"> <li>• EDTE 325 Second Language acquisition 1</li> <li>• EDAB 350 (6) Language acquisition 2</li> <li>• 2EDTE 327 Social Studies Methods</li> <li>• EDTE 118 Child Development</li> <li>• EDTE 312 Classroom Management</li> </ul>	<p>Course Titles:</p> <ul style="list-style-type: none"> <li>• Blackfoot Language</li> <li>• Cree Language</li> </ul> <p>• Course hours: 4 hours weekly</p>

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<p><b>Year One</b></p> <ul style="list-style-type: none"> <li>• Ling 159 First Nations Language 1(a) 1.5</li> <li>• Ling 159 First Nations Language 1(b) 1.5</li> <li>• Ling 359 First Nations Language 111(a) 1.5</li> <li>• Ling 359 First Nations Language 111(b) 1.5</li> <li>• Ling 359 First Nations Language 111© 1.5</li> <li>• Ling 359 First Nations Language 111(d) 1.5</li> <li>• Approved English 3.0</li> <li>• Educ 200 School experience and three week practicum 1.0</li> <li>• Educ 302 Literacy &amp; Language in the</li> </ul>	<p>Course Titles</p> <ul style="list-style-type: none"> <li>• Beginning Blackfeet Language -- Levels 1, 2, and 3 each 3 Credits</li> <li>• Intermediate Blackfeet Language 240, 241, 242, and 243 each 6 Credits</li> <li>• Blackfeet Language 245 6 Credits</li> <li>• Blackfeet Independent Studies 6 Credits</li> </ul> <p>(Some of the above have 2 classes depending on number of registrants). The Blackfeet Language Curriculum satisfies requirements toward a NAS (Native American Studies) field. This course of study fulfills the Office of Public Instruction Class 7 certification. To obtain an Associate of Arts Degree in Blackfeet</p>	<ul style="list-style-type: none"> <li>• Associate of Arts in Navajo Language – General Education Requirements are:</li> </ul> <p><b>Program Requirements</b></p> <ul style="list-style-type: none"> <li>• Navajo 212 , 289,301, 350, 351, 401, and NIS 371 23 Credits</li> </ul> <p><b>General Education Requirements</b></p> <ul style="list-style-type: none"> <li>• Communi- cation 9 hrs.</li> <li>• Humanities/ Fine Arts 6 hrs.</li> <li>• Mathematics 4 hrs</li> <li>• Navajo &amp; Indian Studies 9 hrs.</li> <li>• Physical Education 2 hrs</li> <li>• .Science 4 hrs.</li> <li>• Social Science 9 hrs.</li> </ul> <p>43 Credits</p> <p>Total Credits 66</p> <p>Credits</p> <p><b>Recommended Electives:</b></p> <ul style="list-style-type: none"> <li>• NAV 231, 291, 478, NIS 226, 220, 293, and Edu 111, 292</li> </ul>	<p>Course titles</p> <ul style="list-style-type: none"> <li>• AIL 100 Foundations of American Indian Languages (3 credits)</li> <li>• AIL 101 American Indian Languages (4 or 5 credits)</li> <li>• AIL 102 American Indian Languages (5 credits)</li> <li>• AIL 103 American Indian Languages (5 credits)</li> <li>• Course Hours <ul style="list-style-type: none"> <li>▪4 Credit Hours</li> <li>▪5 Credit Hours also available</li> </ul> </li> <li>• Syllabus and course <ul style="list-style-type: none"> <li>▪Course starts with conversational practice going over sounds. The order of learning is adhered to: <ul style="list-style-type: none"> <li>▪Listening /understand- ing</li> <li>▪Speaking</li> <li>▪Reading</li> <li>▪Writing</li> </ul> </li> </ul> </li> </ul> <p>Along with all this is a strong component of knowledge of</p>	<ul style="list-style-type: none"> <li>• Core Requirements <ul style="list-style-type: none"> <li>▪Students need 35-36 credits</li> <li>Students must take one course from each of the following categories per semester:</li> </ul> </li> <li>• <b>Crow Language 3 Credits</b> <ul style="list-style-type: none"> <li>▪Crow Language 1</li> <li>▪Crow Language 2</li> <li>▪Conversa- tional Crow</li> <li>▪Intermediate Crow</li> </ul> </li> <li>• <b>College Writing 3 Credits</b> <ul style="list-style-type: none"> <li>▪Composition 1</li> </ul> </li> <li>• <b>Quantitative Reasoning 3 Credits</b> <ul style="list-style-type: none"> <li>▪College Algebra</li> <li>▪Pre-Calculus</li> </ul> </li> <li>• <b>College Seminar 3 Credits</b> <ul style="list-style-type: none"> <li>▪Public speaking</li> <li>▪Interpersonal Communi- cation Skills</li> <li>▪Research Writing</li> <li>▪Business and Business Communi- cation</li> </ul> </li> </ul>	<p>Course Titles</p> <ul style="list-style-type: none"> <li>• The Chippewa- Cree Language Program is in the General Studies working towards an Associate of Arts Degree in Native American Studies which includes: <ul style="list-style-type: none"> <li>♦ Liberal Arts Option</li> <li>♦ Math Option</li> <li>♦ General Science Option.</li> <li>♦ Teacher Education Option with concentration on Elementary Education.</li> </ul> </li> </ul>

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<b>Curriculum Content cont'd</b>	<ul style="list-style-type: none"> <li>• Aboriginal Language Planning 2</li> <li>• Seminar on Aboriginal Topics 2</li> <li>• Computers 2</li> <li>• Introductory Cree 2</li> <li>• Introductory Ojibwe 2</li> <li>• Introductory Ojibwe 2 for Non-speakers</li> <li>• Introductory Cree 2 for Non-speakers</li> </ul> <p><b>Year 2</b></p> <p><b>Term 3</b></p> <ul style="list-style-type: none"> <li>• Structure of Algonquian Languages 3</li> <li>• Academic Writing 3</li> <li>• Curriculum Design &amp; Methods 3</li> <li>• Aboriginal Interpreting &amp; Translation 3</li> <li>• Algonquin Linguistics 3</li> <li>• Aboriginal Language Planning 3</li> <li>• Seminar on Aboriginal Topics 3</li> <li>• Computer 3</li> <li>• Intermediate Cree 3</li> <li>• Intermediate Ojibwe 3</li> <li>• Introductory Ojibwe 3 for Non-Speakers</li> </ul>				<ul style="list-style-type: none"> <li>• EDAB 430 Issues in Education</li> <li>• EDTE 210 Personal/Professional Development</li> <li>• EDTE 418 Child Development and Special Needs</li> <li>• EDTE 220 Principles of Teaching Seminar</li> <li>• EDFE 313 Field Experience</li> </ul> <p><b>Electives</b> 12 Credits selected from relevant courses such as</p> <ul style="list-style-type: none"> <li>• Educ 113T. Pathways.</li> <li>• HSER 251 Working with Behaviour.</li> <li>• WOST 210 Introduction to Women's Studies.</li> <li>• FNAT 320 Colonization of Aboriginal Peoples.</li> <li>• FNAT 420 First Nations Families &amp; Communities.</li> <li>• FNAT 425 De-colonization First Nations Self-government.</li> </ul>	

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<p>Elementary school 1.0</p> <p>Total Credits 14.5</p> <p><b>Year Two</b></p> <ul style="list-style-type: none"> <li>•Ling 180 Language Revitalization Principles and Practice 3.0</li> <li>•Ling 181 Introductory Linguistics for Language Revitalization 1.5</li> <li>•Ling 182 Language Learning &amp; Teaching In Situations of Language Loss 1.5</li> <li>•Ling 401 Salish or Ling 405 Wakashan 1.5</li> <li>•Ling 461 Lingistic Field Methods 1.5</li> <li>•S. 372 (EDCI 372) Aboriginal Ways of Knowing 1.5</li> <li>•Approved Canadian studies 1.5</li> <li>•Educ 301 Learners and Learning Environments 1.5</li> </ul>	<p>Studies, all students must meet the General Education Core Requirements as follows</p> <ul style="list-style-type: none"> <li>• Blackfeet Art Basics/History 3 Credits</li> <li>• Pikunii Humanities 3 Credits</li> <li>• History of the Blackfeet 3 Credits</li> <li>• Beginning Blackfeet Language 2w/lab 3 Credits</li> <li>• Blackfeet Beading and Sewing 3 Credits</li> <li>• Blackfeet Chiefs and Societies 3 Credits</li> <li>• Tribal Government and State Relations 3 Credits</li> <li>• Contemporary Blackfeet History 3 Credits</li> <li>• Blackfeet Language Teaching Methods 3 Credits</li> <li>• Intermediate Blackfeet Lang. 2 w/lab 3 Credits</li> </ul>	<p>For Navajo Language Courses, a one hour conversation practice workshop is mandatory</p> <ul style="list-style-type: none"> <li>• 101 Navajo as a second language (4).</li> <li>• 102 Navajo as a second language (4)</li> <li>• 102 Navajo as a second language (4)</li> <li>• 201 Intermediate</li> <li>• 202 Intermediate</li> <li>• 211 Navajo Literacy for Speakers (3)</li> <li>• 212 Navajo Literacy and Grammar for Speakers (3)</li> <li>• 231 Medical Terminology of the Navajo (3)</li> <li>• Appropriate for Non-Navajos and Navajos who are working in clinic/hospital settings</li> <li>• 287 Navajo Transcription (3)</li> <li>• Interpretation,</li> <li>• 289 Navajo Linguistics (3)</li> </ul>	<p>the culture – moving into culture spirit → plants, fish, etc. Students are expected to gather Chinuk WaWa stories and songs. Lane College involves Elders in their Chinuk WaWa Language program in the oral category. Students are required to demonstrate proficiency in oral and written language. Proficiency in oral language refers to how much and how well students can communicate in a conversation. Listening proficiency skills as well as speaking skills are required for this type of communication. Proficiency in reading and writing refers to how much and how well students can</p>	<ul style="list-style-type: none"> <li>• <b>Diversity 3 Credits</b></li> <li>• Cultural Anthropology</li> <li>• <b>Course Hours</b></li> <li>• 3 hours weekly, i.e. 40 hours per semester</li> </ul>	

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<b>Curriculum Content cont'd</b>	<ul style="list-style-type: none"> <li>• Introductory Cree 3 for Non-Speakers</li> <li>• <b>Term 4</b></li> <li>• Structures of Algonquian Languages 4</li> <li>• Academic Writing 4</li> <li>• Curriculum Design &amp; Methods 4</li> <li>• Aboriginal Interpreting &amp; Translation 4</li> <li>• Algonquin Linguistics 4</li> <li>• Aboriginal Language Planning 4</li> <li>• Seminar on Aboriginal Topics 4</li> <li>• Computers 4</li> <li>• Intermediate Cree 4</li> <li>• Intermediate Ojibwe 4</li> <li>• Introductory Ojibwe 4 for Non-Speakers</li> <li>• Introductory Cree 4 for Non-Speakers</li> <li>• <b>Term 5</b></li> <li>• Practicum</li> </ul> <p style="margin-left: 20px;">•150 course hours</p>				<ul style="list-style-type: none"> <li>• FNST 325 First Nations Perspective and the natural environment natural environment.</li> <li>• EDUC 200 Introduction to Teaching and Learning.</li> <li>• EDUC 100 Introduction to Teaching and Learning</li> </ul> <p>90 Credit hours</p>	

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<ul style="list-style-type: none"> <li>• Educ 408 Promoting Prosocial Behaviour 1.5</li> <li>• Learning skills Workshop Total Credits... 15.0</li> <li><b>Year Three</b></li> <li>• Ling 459 First Nations Language IV 1.5</li> <li>• Ling 459 First Nations Language V 1.5</li> <li>• I.S. 371/Edc 371 The History of First Nations Education in Canada 1.5</li> <li>• I.S. 400 Special Topics Seminar in Indigenous Studies 1.5</li> <li>• Approved Mathematics or Approved Elective 1.5</li> <li>• Approved Laboratory Science or Approved Elective 1.5</li> <li>• Educ 300A School Experience and Five Week Practicum 2.5</li> <li>• Educ 305 Drama</li> </ul>	<ul style="list-style-type: none"> <li>• Intensive Intermediate Blackfeet Lang.2w/lab 6 Cr</li> <li>• Early Indian Health and Medicine Health practices 4 Cr</li> <li>• Advanced Blackfeet Research and Practicum 3 Cr</li> <li>• Bear (Marias) River Massacre Workshop 1 Cr</li> <li>Blackfeet Language Studies Requirements offered as shown: Blackfeet Studies – 18 credits (Choose from the following)</li> <li>• BIS141 Beginning Blackfeet Language 1 w/lab Fall 3 Cr.</li> <li>• BIS142 Beginning Blackfeet Language 2 w/lab- Spring 3 Cr.</li> </ul>	<ul style="list-style-type: none"> <li>• 291 Advanced Navajo Public Speaking (3)</li> <li>• 301 Navajo descriptive and Narrative Writing (3)</li> <li>• 350 Teaching Navajo to the Native speakers (4)</li> <li>• 351 Teaching Navajo as a Second Language(4)</li> <li>• 401 Navajo Grammar and applied linguistics(3)</li> <li>• 478 The Athapaskan roots of Navajo (3)</li> </ul> <p>66 Credit Hours</p>	<p>extract meaning from authentic written sources or how much and how well a student can communicate in writing. Proficiency in culture refers to how well students can demonstrate their understanding of cultural heritage and traditions in their community and the larger world around them. Cultural content standards are incorporated into the other proficiency areas to ensure that language curriculum is culturally based.</p>		

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Curriculum Content cont'd						



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<p>Education – A Medium For Learning 2.0</p> <ul style="list-style-type: none"> <li>• Educ 406 Instructional Technology 1.0</li> <li>• Educ 487 Special Topics: Immersion Teaching 1.0</li> </ul> <p>Total Credits 15.5</p> <p>30-40 hours per course</p>	<ul style="list-style-type: none"> <li>• BIS145 Beginning Intensive Blackfeet Lang. 1 – Fall 6 Cr.</li> <li>• BIS147 Blackfeet Sign Language Spring 3 Cr.</li> <li>• BIS240 Blackfeet Language Teaching Methods Spring 3 Cr</li> <li>• BIS241 Intermediate Blackfeet Language 1 w/lab Fall 3 Cr</li> <li>• BIS242 Intermediate Blackfeet language 2 w/lab Spring 3 Cr</li> <li>• .BIS245 Intermediate Intensive Blackfeet Language 2 Spring 6 Cr.</li> <li>• BIS280 Advanced Blackfeet Research/ Practicum Spring 3 Cr</li> </ul> <p>Blackfeet Studies – 15 Credits (Choose from the following)</p> <ul style="list-style-type: none"> <li>• BIS109 Blackfeet Art,</li> </ul>				

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Curriculum Content cont'd						

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	<ul style="list-style-type: none"> <li>Basic History Spring 3 Cr</li> <li>• BIS110 Pikunii Humanities Spring 3 Cr.</li> <li>• BIS129 History of the Blackfeet Fall &amp; Spring 3 Cr.</li> <li>• BIS141 Beginning Blackfeet Language 1 w/lab Fall 3 Cr.</li> <li>• BIS231 Blackfeet Philosophy Fall 3 Cr.</li> <li>• BIS265 Early Indian Health &amp; Medicine Practice Spring 3 Cr</li> <li>• BIS280 Advanced Blackfeet Research and Practicum Spring 3 Cr</li> </ul> <p>Since 2005, Media Relations tapes all the Blackfeet Languages classes and airs them every evening on their local PBS station to promote teaching the community their Blackfoot Language.</p>				

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Student Assessment	<ul style="list-style-type: none"> <li>• Theory Content: <ul style="list-style-type: none"> <li>▪ The evaluation methods used are: <ul style="list-style-type: none"> <li>▪grading of final projects.</li> <li>▪small quizzes.</li> <li>▪oral participation .</li> </ul> </li> </ul> </li> <li>• Skills Assessment: <ul style="list-style-type: none"> <li>▪careful assessment of progress in the lab</li> </ul> </li> <li>• Assessment Practices: <ul style="list-style-type: none"> <li>▪practicum evaluations done by professional teachers and supervisors.</li> <li>▪large amount of reflective journaling</li> </ul> </li> </ul> <p>Flexibility is the key in most evaluative Methods.</p>	<ul style="list-style-type: none"> <li>• Skills Assessment: <ul style="list-style-type: none"> <li>▪Students are assessed on their oral and written presentations on given topics</li> </ul> </li> <li>• Assessment Practices: <ul style="list-style-type: none"> <li>▪Each student is marked on her/his dictionary and how well he or she uses it. Students are assessed on group assignments and Individual projects</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Content theory Assessment: <ul style="list-style-type: none"> <li>▪Oral and written exams as theory is put into practice</li> </ul> </li> <li>• Skills Assessment: <ul style="list-style-type: none"> <li>▪Oral exams throughout program</li> </ul> </li> <li>• Assessment practices: <ul style="list-style-type: none"> <li>▪ Both oral and written exams at the end of the course.</li> <li>▪Practicum is done as students are placed in schools for a few weeks of each term.</li> <li>▪The cooperative Education Program allows students “hands-on” experience applying the knowledge they glean in the classroom to the real world. The Cooperative Education Program incorporates classroom</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Students are assessed on all phases of the program They will be assessed on the training they have received in preparation for work in the medical, legal, education, government, and social services fields</li> <li>• Assessment practices: <ul style="list-style-type: none"> <li>▪Students are placed with community projects -</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Content Theory/ Assessment: <ul style="list-style-type: none"> <li>▪Weekly tests on content both orally and written</li> </ul> </li> <li>• Skills assessment: <ul style="list-style-type: none"> <li>▪Oral presentations</li> </ul> </li> <li>• Assessment practices <ul style="list-style-type: none"> <li>▪Continuous assessment of students’ learning, work, practicum, oral presentations</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>•Content Theory: <ul style="list-style-type: none"> <li>▪Students are assessed on their understanding of the language</li> </ul> </li> <li>• .Skills Assessment: <ul style="list-style-type: none"> <li>▪They are tested in the oral, reading and writing, whatever level they are at.</li> </ul> </li> </ul>

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	<ul style="list-style-type: none"> <li>• An oral and a written test are given at: <ul style="list-style-type: none"> <li>▪the beginning of each semester</li> <li>▪mid-term</li> <li>▪end of term</li> </ul> </li> <li>▪graduation plus an inter-faculty assessment (including the Principal, Chairman of the Tribal College, and a member from the Education Board of the State of Montana). Students are assessed on their practicum immediately after completion of each practicum period.</li> </ul>	<ul style="list-style-type: none"> <li>• Both oral and written exam is taken on the day of exam and all records/ information are kept on file. Dine College NAV 301 300 word exams are valued for one year from class taken. Students take a standardized pre test to determine the baseline of student knowledge at the beginning and take a post test to measure the learning outcome of students at the end of the semester for program assessment.</li> <li>• Skills assessment <ul style="list-style-type: none"> <li>▪Students take a critical and intensive writing essay focusing on Navajo Cultural values at the beginning</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Understanding the meaning of written discourse in context. <ul style="list-style-type: none"> <li><b>Writing skills</b> – The production of meaningful written communication in authentic contexts, e.g. a shopping list, descriptions, a telephone message, a family tree, a paragraph, an essay.</li> <li><b>Culture</b> – Understanding and demonstrating the relationship between language and culture in the local area and larger communities.</li> </ul> </li> <li>• Assessment practices: <ul style="list-style-type: none"> <li>▪Students are assessed on a continual basis while they are doing their work study.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Crow Language 1 - Oral testing (speaking and reading) each student by instructor and a written test on Crow History.</li> <li>• Crow Language 2 – Oral testing plus paragraph writing, and a written test on Crow History. There is continuous evaluation of students by the instructor on the various parts of the program. Final exams are held during the final week of each semester. A student missing 6 consecutive instruction of a class without prior notification will give the instructor the option to withdraw student from that class.</li> <li>• Standings are: A- Excellent; B-Good; C- Average;</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing and after each semester an exam is given by the Instructor.</li> <li>• Skills Assessment <ul style="list-style-type: none"> <li>▪Ongoing and after each semester, an oral exam is held for each student with the help of Chippewa-Cree Elders who are speakers of the language. A different exam is given in each semester, with different emphasis on each level. There is flexibility in the scheduling of working students. Written exams are part of the assessment. Students are assessed on their practicum after completion of each</li> </ul> </li> </ul>

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Student Assessment cont'd			<p>theory, practice and principles into real-life, work settings. It offers students registered in Arts and Business and Public Administration the opportunity to obtain their degree by alternating academic studies with credit and non-credit, paid work terms. Students in the Cooperative Education Program participate in Talking Circles and career planning, resume writing, and job search activities. They attend classes, and then apply for a paid work term to put their classroom knowledge to use. By the time they graduate, they have 12 to 16 months of career-related work experience. The Cooperative Education Program also</p>			

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		of each semester and retake the writing at the end of each semester for program assessment. Proficiency in a language literacy (comprehension, speaking, reading, writing, and the culture of the Language) is required in teaching foreign language		D-Minimally passing; I- Incomplete; F- Failure	practicum period

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Student Assessment cont'd			<p>supports students success recruitment and retention strategies, as well as allowing academic and business partners to collaborate with the university in the development of well-educated students able to successfully compete in the workforce and contribute to their communities when they graduate. The students are assessed through interviews with employers and the Faculty responsible for the program.</p>			



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<b>Current and Coming Challenges</b>	<ul style="list-style-type: none"> <li>• Building up of English and Aboriginal literacy</li> <li>• Delivery of Program: <ul style="list-style-type: none"> <li>▪Teacher courses plus Interpreting (oral)</li> <li>▪Translation (written)</li> <li>▪Student retention and absenteeism</li> </ul> </li> <li>• Changes to Industry Requirements: <ul style="list-style-type: none"> <li>▪ under review</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• It is a challenge to meet the needs of the different levels of language that students have prior to coming to the program, as well as the different dialects, while still delivering a good program. Another big challenge is having non Aboriginal speakers take the program, who often end up with more success than the Aboriginal speakers.</li> <li>• Orientation: <ul style="list-style-type: none"> <li>▪In the fall at the beginning of the school year, all the students who are taking the General Arts and Science – Aboriginal Studies have an orientation as follows: All those students are taken out into the bush where there is no working electricity, no indoor plumbing, for 3 days to learn survival skills,</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Faculty trying to cover total content of program within limited time. The sensitive nature of cultural differences is a big challenge</li> <li>• Delivery of Program: <ul style="list-style-type: none"> <li>▪It is a challenge to meet all the needs of the students who are at different levels in their knowledge and use of the First Nations Language Program</li> </ul> </li> <li>• Changes to Industry Requirements <ul style="list-style-type: none"> <li>▪Annual review of courses to ensure that the First Nations University of Canada meets Industry requirements</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Ensuring that all students are adequately prepared for the program through the access program. Ensuring that all students will complete the program and fill the needs of the community</li> </ul>	<ul style="list-style-type: none"> <li>• Challenges include English writing and development of acceptable work skills. Curriculum development protocols – all resource materials have to be approved by the First Nation</li> <li>• Delivery of program: <ul style="list-style-type: none"> <li>▪Start locally and move to College environment gradually.</li> </ul> </li> <li>• Changes to Industry Requirements <ul style="list-style-type: none"> <li>▪Students become quite proficient in the use of technology, computer and other learning electronic equipment to prepare them for their careers.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Student retention due to working to support family and education. More and more Aboriginal students, whose first language is English are taking the program. This is a real challenge not only for the students but for the Elder as well. He has to divide his groups – speakers of the Aboriginal Language and the non-speakers. The biggest challenge is to meet the individual needs. These two programs are often used as an entrance to university or College or to further study. If some students do not want to continue their studies, their knowledge of the programs may assist them in acquiring employment in Headstart</li> </ul>

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<ul style="list-style-type: none"> <li>• The initial intake of 25 students has reduced to 14 students. The demands of travel, school, family, work, community can prove too much for some students. The 14 students are dedicated leaders, teachers and learners of their languages and cultures. Aside from attending classes, working and attending to family and community responsibilities, DSTC students are also undertaking their first practicum. Most of the students in the program are already involved in teaching their language in some capacity within their communities, the university tried to incorporate</li> </ul>	<ul style="list-style-type: none"> <li>• For beginning Blackfeet Language speakers, it is at times frustrating. It is a real challenge for beginning speakers.</li> <li>• Delivery of program <ul style="list-style-type: none"> <li>▪ Full time basis. The program is delivered to meet the needs of students. Some students who are working may take the program on a part time basis and complete it whenever they are able to.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Preparation to go into 4 year Degree Program is sometimes far into the distance for some students who would rather go into the workforce immediately as soon as they complete the first two years.</li> <li>• Delivery of Program <ul style="list-style-type: none"> <li>▪ A challenge ensuring all students are benefiting from the total program prepared for their needs.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• It s a challenge retaining all students who register for the course, which some find too overwhelming. Usually by the end of the first month the drop out stabilizes.</li> <li>• Delivery of program <ul style="list-style-type: none"> <li>▪ The Chinuk WaWa language program delivery uses benchmarks, which are statements to students, teachers and parents of what students of the Language need to know and do in order to make progress toward proficiency.</li> </ul> </li> <li>• Changes to Industry Requirements <ul style="list-style-type: none"> <li>▪ Program is well paced proves to be successful. After completion of the 2 years,</li> </ul> </li> </ul>	<p>The continuous loss of the Crow Language is the biggest challenge. The older Crow Language speakers are dying and the younger generation is not totally equipped with the Crow Language. The drop out rate of students at the beginning of the semester is another challenge, about 20% of registrants usually drop out during the first month or two of classes.</p>	<ul style="list-style-type: none"> <li>• It is a challenge completing the total curriculum content – so much to cover.</li> <li>• Delivery of Program <ul style="list-style-type: none"> <li>▪ A big challenge is ensuring that all students’ individual needs are being met. Student retention is a big challenge due to lack of Federal education funding for post secondary education.</li> </ul> </li> </ul>

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<b>Current and Coming Challenges</b>		together, getting acquainted and learning to mix with other students. Elders are invited to be part of this outing and help teach the different traditions, culture and the Ojibwe language in an immersion atmosphere. All the new students are taken on an orientation tour of the city. They visit all the Aboriginal Organizations such as the Friendship Center, Assembly of First Nations.				where they are using the Aboriginal Language. The programs may help them get a position as a Teacher Aide. An orientation is given to students who are arriving from outside of Calgary and who do not know the city.

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<p>those kinds of community-based classes of varying age groups into their practicum. Students are carrying out practicum in</p> <ul style="list-style-type: none"> <li>▪Head Start Programs,</li> <li>▪Adult Education Classes,</li> <li>▪Local Community Elementary and Secondary Schools</li> </ul> <p>The biggest challenge is to develop a new cohort and continuous cohorts of students who are as dedicated and are numerous enough to allow the program to continue.</p> <ul style="list-style-type: none"> <li>• <b>Delivery of program</b> <ul style="list-style-type: none"> <li>▪Aboriginal Education in the Faculty of Education administers the program</li> </ul> </li> </ul>			<p>students who do not wish to go on to their degree, often get employment as instructors of Chinuk WaWa, others seek employment with the various Tribal offices and businesses.</p>		

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<b>Current and Coming Challenges cont'd</b>						

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<p>Program being offered on a part time basis in the Campbell River, Comox Valley area – two courses are offered per semester- 30-40 hours of class per course. This is due to the needs of the students, who work full time, have many family and community obligations and often have to travel significant distance to get to class. The language courses are in Kwakwaka'wakw/ Liq'wala, and the shared Coast Salish language of the Sliammon, Homalco and Klahoose people. All education courses are being delivered on the Campbell River</p>					

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<b>Current and Coming Challenges cont'd</b>						



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<p>campus of North Island College (NIC). The Linguistics courses are being delivered at the North Island College Comox Valley Campus. This is due to the ferry schedules to and from Powell River and Cortes Island. Instructors from University of Victoria travel up and deliver the courses on weekends. Requisite English, Math and Science courses for the program can be taken through local institutes such as North Island College and Malaspina University-College, which are located in the areas of the Central Island.</p>					

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<b>Curriculum Renewal</b>	<ul style="list-style-type: none"> <li>• Process: <ul style="list-style-type: none"> <li>▪External</li> </ul> </li> <li>• Frequency <ul style="list-style-type: none"> <li>▪This is the first time since program inception in 1997.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• A self-evaluation of teaching, methodologies being used is done co-operatively with supervisor sometimes.</li> <li>• Frequency <ul style="list-style-type: none"> <li>▪Teacher evaluates her own programs and makes changes where there are weaknesses at the end of each semester</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• There is an annual information session of each course taught, to review the different aspects of the total program and see if any constructive changes need to be made. This review is done with Faculty and students so as to have everyone's constructive input.</li> <li>• Frequency <ul style="list-style-type: none"> <li>▪Depending on the course, some are reviewed after each semester.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• New program</li> </ul>	<ul style="list-style-type: none"> <li>• At the end of each semester, programs are evaluated</li> <li>• Frequency: <ul style="list-style-type: none"> <li>▪Changes made where necessary. Members of the College Board and Department Heads along with the Faculty assess the programs. The students' assessment of the programs is considered very useful by the College.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Staff and Department Head review the program with the help of students' comments on questionnaire</li> <li>• Frequency: <ul style="list-style-type: none"> <li>▪Annually</li> </ul> </li> </ul>

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<ul style="list-style-type: none"> <li>• Evaluation takes place at the completion of each of the 3 semesters. Total group – Faculty and Students</li> <li>• Frequency <ul style="list-style-type: none"> <li>▪ After each semester</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Process <ul style="list-style-type: none"> <li>▪ Self-evaluation after each semester.</li> <li>▪ Accredited agency evaluation</li> </ul> </li> <li>• Frequency <ul style="list-style-type: none"> <li>▪ Once a year</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Every year for refining improvement, the Chair for the Center for Dine Studies reviews course syllabi and collects for analysis, samples of: student portfolios, standardized Pre and Post test questionnaires and critical and intensive writing</li> <li>• Frequency <ul style="list-style-type: none"> <li>▪ Annually</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• The program is evaluated after each semester. Students' input through questionnaires, which are distributed before the final exams of each semester, are an important part of assessment.</li> <li>• Frequency <ul style="list-style-type: none"> <li>▪ After each semester</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Every three years each program is reviewed by 8 Academic leaders from the College. Students have the opportunity to assess the programs also. Evaluation forms are handed out to the students about 2 weeks before Final Exams. Students use the forms to adequately and objectively criticize the course work, textbooks, labs, delivery of the course, as well as the instructor and other activities. The evaluations are a valuable tool to assist the College in meeting the expectations and needs of the students. Written evaluations are especially beneficial and helpful.</li> </ul>	<ul style="list-style-type: none"> <li>• A board composed of College officials is set up to evaluate the program. The students have the opportunity to evaluate their programs after each semester by filling forms which were prepared for this purpose. Their input is given much consideration in the total assessment</li> <li>• Frequency <ul style="list-style-type: none"> <li>▪ After each semester.</li> </ul> </li> </ul>

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<b>Partnerships</b>	<ul style="list-style-type: none"> <li>• High School: <ul style="list-style-type: none"> <li>▪None</li> </ul> </li> <li>• Post-Secondary: <ul style="list-style-type: none"> <li>▪University of Winnipeg</li> </ul> </li> <li>• Business &amp; Industry: <ul style="list-style-type: none"> <li>▪None</li> </ul> </li> <li>• Government: <ul style="list-style-type: none"> <li>▪None</li> </ul> </li> <li>• Union : <ul style="list-style-type: none"> <li>▪None</li> </ul> </li> <li>• International: <ul style="list-style-type: none"> <li>▪None</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• High School <ul style="list-style-type: none"> <li>▪Developing opportunities to share.</li> </ul> </li> <li>• Post Secondary <ul style="list-style-type: none"> <li>▪Informal meetings</li> </ul> </li> <li>• Business and Industry <ul style="list-style-type: none"> <li>▪Not yet</li> </ul> </li> <li>• Government <ul style="list-style-type: none"> <li>▪Tribal Government</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• High Schools <ul style="list-style-type: none"> <li>▪Good communication between the First Nations University of Canada and several High Schools, especially the feeder High Schools</li> </ul> </li> <li>• Post Secondary <ul style="list-style-type: none"> <li>▪The University of Regina and many other Post Secondary Institutions have good working partnership with the First Nations University of Canada.</li> </ul> </li> <li>• Business and Industry <ul style="list-style-type: none"> <li>▪There is good collaboration between the University and the various.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• High School <ul style="list-style-type: none"> <li>▪ Omuskego Education Centre</li> </ul> </li> <li>• Post secondary <ul style="list-style-type: none"> <li>▪Other Northern College Campuses</li> </ul> </li> <li>• Government <ul style="list-style-type: none"> <li>▪Community services</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• High School: <ul style="list-style-type: none"> <li>▪ Surrounding High Schools</li> </ul> </li> <li>• Post Secondary: <ul style="list-style-type: none"> <li>▪ Share course work with Chemainus Native College. This group is affiliated with the University of British Columbia Native Indian Teacher Education Project (NITEP)</li> </ul> </li> <li>• Government: <ul style="list-style-type: none"> <li>▪ Tribal Government</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• High School: <ul style="list-style-type: none"> <li>▪The various communities who recommend students to the College</li> </ul> </li> <li>• Post-Secondary: <ul style="list-style-type: none"> <li>▪Other Colleges and the University of Alberta</li> </ul> </li> <li>• Business: <ul style="list-style-type: none"> <li>▪Aboriginal Community</li> </ul> </li> <li>• Government: <ul style="list-style-type: none"> <li>▪Federal and Aboriginal communities for funding</li> </ul> </li> </ul>

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<ul style="list-style-type: none"> <li>• High School: <ul style="list-style-type: none"> <li>▪ A partnership project of the Cape Mudge, Campbell River, Klahoose and Homalco First Nations, Sliammon First Nation, School District #72 (Campbell River)</li> </ul> </li> <li>• Post Secondary: <ul style="list-style-type: none"> <li>▪ The University of Victoria's Faculty of Education Linguistics Department in the Faculty of Humanities, and North Island College. The program is taught in the Territories of the First Nations partners, largely on the campuses of North Island College</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• High School: <ul style="list-style-type: none"> <li>▪ There is good collaboration between the College and The Browning High School to ensure that students are given a chance to take Blackfeet. Language as early as is possible</li> </ul> </li> <li>• Post Secondary <ul style="list-style-type: none"> <li>▪ Montana State University at Bozeman, Montana has a good working relationship with the College, since it receives many students from there</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• High School: <ul style="list-style-type: none"> <li>▪ Good communication with High Schools</li> </ul> </li> <li>• Post Secondary <ul style="list-style-type: none"> <li>▪ On going contact with the other Dine colleges</li> </ul> </li> <li>• Business and Industry <ul style="list-style-type: none"> <li>▪ Businesses are consulted regarding their educational needs for potential employees.</li> </ul> </li> <li>Government <ul style="list-style-type: none"> <li>▪ The Federal Government and the Tribal Government for funding and placements.</li> </ul> </li> <li>• International <ul style="list-style-type: none"> <li>▪ Keep abreast of the developments for the World Council of Education for</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• High School: <ul style="list-style-type: none"> <li>▪ High Schools which sent their students here are kept informed of any changes in the Program.</li> </ul> </li> <li>• Post Secondary <ul style="list-style-type: none"> <li>▪ Lane Community College is a member of the Northwest Indian Language Institute (NILI) and is in contact with the latest developments in any NILI policies and developments</li> </ul> </li> <li>• Business and Industry <ul style="list-style-type: none"> <li>▪ The Reservation businesses where graduates from Lane Community College find employment</li> </ul> </li> <li>• Government <ul style="list-style-type: none"> <li>▪ The Tribal Government</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Process: <ul style="list-style-type: none"> <li>▪ Every three years</li> </ul> </li> <li>• High School: <ul style="list-style-type: none"> <li>▪ Not formally, however, the Crow Language program is being taught in all the Crow Tribal Schools</li> </ul> </li> <li>• Post-secondary <ul style="list-style-type: none"> <li>▪ Not formally but meet teachers from Montana's two Universities at Educational Workshops, meetings</li> </ul> </li> <li>• Business <ul style="list-style-type: none"> <li>▪ No</li> </ul> </li> <li>• Government <ul style="list-style-type: none"> <li>▪ Crow Tribal Government</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• High School <ul style="list-style-type: none"> <li>▪ Stone Child College keeps a good working relationship with the neighboring feeder High Schools where Chippewa-Cree is being taught. (Chippewa-Cree is being taught in the nearby reservation schools from Head Start to Grade 12 thus preparing every student to be successful in the Chippewa-Cree Language.).</li> </ul> </li> <li>• Post-Secondary: <ul style="list-style-type: none"> <li>▪ Stone Child College has articulation agreements</li> </ul> </li> </ul>

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Partnerships cont'd			<p>cooperative partners</p> <ul style="list-style-type: none"> <li>• Government <ul style="list-style-type: none"> <li>▪Much support from the Government</li> </ul> </li> <li>• Union <ul style="list-style-type: none"> <li>▪Yes</li> </ul> </li> <li>• International <ul style="list-style-type: none"> <li>▪The University has entered into over twenty-five agreements with Indigenous peoples' institutions in Canada, South, North and Central America and Asia and signed agreements with academic institutions in Siberia (Russia), Inner Mongolia (China) and Tanzania. The University has been a member of the Association of Universities and Colleges of Canada (AUCC) since 1994.</li> </ul> </li> </ul>			

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<ul style="list-style-type: none"> <li>• Government: <ul style="list-style-type: none"> <li>▪ The various Aboriginal Nations and Communities whose students are in the program</li> </ul> </li> <li>• International <ul style="list-style-type: none"> <li>▪ The program keeps informed of the international progress being made in other Aboriginal Language Programs.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Business and Industry <ul style="list-style-type: none"> <li>▪ Many of the graduates from Blackfeet College have jobs in the surrounding businesses and industries.</li> </ul> </li> <li>• Government <ul style="list-style-type: none"> <li>▪ The Blackfeet Tribal government employs many graduates.</li> </ul> </li> <li>• International: <ul style="list-style-type: none"> <li>▪ Burns Telecommunication Center's Staff has provided unlimited support to the College and helps host the Annual Web CT Training.</li> </ul> </li> </ul>	<p>Indigenous People.</p>	<ul style="list-style-type: none"> <li>• International <ul style="list-style-type: none"> <li>▪ Through NILI, Lane Community College keeps abreast of the latest in the teaching of Indian Languages</li> </ul> </li> </ul>		<p>with the three Montana State Universities – Bozeman, Great Falls and Billings</p> <ul style="list-style-type: none"> <li>• Business <ul style="list-style-type: none"> <li>▪ The various businesses in the area.</li> </ul> </li> <li>• Government <ul style="list-style-type: none"> <li>▪ The Tribal Governments</li> </ul> </li> <li>• International <ul style="list-style-type: none"> <li>▪ Not formally, however, the College keeps abreast of the latest developments in International Indigenous/ Aboriginal/ Native/ Indian education</li> </ul> </li> </ul>

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<b>Other Comments</b>	<ul style="list-style-type: none"> <li>Students who complete the Aboriginal Language Specialist Program at the College, and do one year in the vocational education program, can transfer to the University of Winnipeg to complete the B.Ed. program with a language specialization in 2 years</li> </ul>	<ul style="list-style-type: none"> <li>This is a new program and I chose it because it has much potential for expansion. A good point is after students have been exposed to college life, some go into other professions where their use of the Aboriginal Language is an asset. The experience at the College, if a good experience was had, could attract students to register and give them a good start in learning more thoroughly the Aboriginal Languages.</li> </ul>	<ul style="list-style-type: none"> <li>There are 3 resident Elders at the First Nations University of Canada. They are available for: <ul style="list-style-type: none"> <li>counseling</li> <li>talking circles</li> <li>pipe ceremonies</li> <li>guest speakers</li> <li>storytelling</li> </ul> </li> <li>The Elders Program is an important component of the University. Students really like it and take advantage of what is being offered to them. The First Nations University of Canada's holistic approach to post-secondary education begins with the Elders, whose presence, wisdom, and counsel are the mainstay not only for students but also for the University as a whole</li> </ul>		<ul style="list-style-type: none"> <li>This program's holistic learning experience is of great benefit to the students, who are given a chance to enhance their personal growth, while taking the steps to become effective Aboriginal Language teachers. One of its many good features is that their resource material has to be approved by the local Aboriginal community.</li> </ul>	<ul style="list-style-type: none"> <li>There are close to 500 Aboriginal students, 62 Nations from across Turtle Island, small campuses. There is bonding and close friendships are formed which last a lifetime.</li> </ul>



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<p>Aboriginal Education, within the Faculty of Education at University of Victoria is three years into implementing this pilot First Nations Teachers Education program leading into the BC College of Teachers (BCCT) certification of the Developmental Standard Term Certificate in First Nations Language and Culture(DSTC ) Most of the students are already involved in teaching their language in some capacity within the communities, and the University has incorporated those kinds of community-based classes of varying age groups into their practicum.</p>	<p>Blackfeet community College campus, owned and run by the Blackfeet Tribe, is located in Browning, Montana on the Blackfeet Indian Reservation with a population of approximately 8000. Browning serves as the center for trade and cultural activities. Browning is the Headquarter Tribal Offices, Bureau of Indian Affairs, Indian Health Services and School District # 9. The Blackfeet Community College is on the southern edge of the town of Browning off Highway 2 and 89.</p>	<ul style="list-style-type: none"> <li>• The Aboriginal Language Program appears to be very successful. The Dene College is run by the Navajo Nation/Tribe.</li> </ul>	<ul style="list-style-type: none"> <li>• Lane Community College is very involved in the NILI, since the Chinuk WaWa Language Instructor is the Co-ordinator of the Summer Program, which offers training in methodologies, applied linguistics, curriculum and materials development for teachers and students of Indian Languages of the Northwest. (Passing on the voices of our Elders)</li> </ul>	<ul style="list-style-type: none"> <li>• The Little Big Horn College is one of the 35 federally recognized Tribal Colleges and Universities in the United States, who service approximately 30,000 full and part-time students.</li> </ul>	<ul style="list-style-type: none"> <li>• This Program appears to be very sound with much community input. The Chippewa-Cree College is run by the Tribal Community and is an accredited College.</li> </ul>

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<b>Other Comments cont'd</b>			The Elders' knowledge of First Nations' traditions, culture, and spirituality establishes a unique support service.			

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<p>Continued success depends upon adequate funding, flexibility, and consistent support from program partners.</p>	<p>The graduates of the Blackfeet Language Program usually get a teaching position to teach the Blackfeet language in the schools and Headstart. Others go into tribal government positions that require skills in translating documents, etc. Some go into the Hospitality field, nursing career, construction, truck driving and other fields where the Blackfeet Language would be an asset. Others go on to University to pursue a Teaching Degree.</p>				



***Appendix B – Industry Occupational Analysis (DACUM) Chart***



## ABORIGINAL LANGUAGE SPECIALIST DACUM

Facilitated by Craig Edwards and Gene Semchych  
 March 9th and 10th, 2006

### DACUM Skill Rating Scale

- 1 - Can perform some parts of this skill satisfactorily but requires assistance and/or supervision to perform the entire skill.
- 2 - Can perform this skill satisfactorily but requires periodic assistance and/or supervision.

- 3 - Can perform this skill competently without assistance or supervision.
- 4 - Can perform this skill competently without, assistance with more than acceptable quality, and with initiative/adaptability to unique situations.

**COMMUNICATE**  
**A**

Respect and establish boundaries A1	Interpret and translate A2	Be resourceful A3	Show empathy A4	Use interpersonal communication skills A5	Write A6	Read A7
1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4
Demonstrate fluency in an aboriginal language A8	Maintain neutrality in translation process A9	Apply counselling skills A10	Use and interpret body language A11	Use common sense A12	Assert oneself A13	Encourage participation in / by others A14
1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4
Develop and use presentation skills A15	Apply interview skills A16	Engage audience in an inclusive manner A17	Incorporate global perspectives A18	Demonstrate fluency in English A19	Listen actively A20	
1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4	

**DEMONSTRATE FLEXIBILITY**  
**B**

Act pro-actively B1	Respect diversity B2	Solve problems B3	Adapt to change B4	Agree to disagree B5	Work with others B6	Manage time B7
1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4
Resolve conflict B8	Accept views of others (be open-minded) B9	Give and take constructive criticism B10				
1   2   3   4	1   2   3   4	1   2   3   4				

HONOUR AND RESPECT  
ALL ASPECTS OF  
ABORIGINAL CULTURES  
C

Relate the history of aboriginal culture, way of life and teachings in each community C1	Model strong moral values C2	Accept cultural diversity in all aboriginal communities C3	Think critically C4	Respect traditional teachings C5	Access elders C6	Use teachings C7
1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4
Respect other cultures C8	Learn about other aboriginal cultures C9					
1   2   3   4	1   2   3   4					

DEMONSTRATE  
CREATIVITY  
D

Take risks D1	Seek help from others D2	Be resourceful D3	Identify own qualities, strengths, beliefs and weaknesses D4	Adopt existing resources D5	Adapt and modify resources for many uses D6
1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4

BE A POSITIVE ROLE  
MODEL  
E

Use language consistently E1	Focus on the positives E2	Display optimism E3	Demonstrate integrity E4	Speak loudly and clearly E5	Act professionally E6	Demonstrate confidence E7
1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4
Show pride in what you do E8	Maintain a sense of humour E9	Walk the talk E10	Demonstrate pride in heritage E11	Honour our "past" E12		
1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4		



APPLY RESEARCH SKILLS  
F

Identify bias and stereotypes F1	Research information F2	Interpret data F3	Involve elders F4	Follow research protocols F5	Apply ethics F6	Surf the internet F7
1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Work within scope of practice / occupation F8	Work within professional limitations F9	Network F10	Share information F11	Evaluate information F12		
1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4		

PROVIDE TRANSLATION SERVICES  
G

Identify area of specialization G1	Demonstrate oral fluency in the language G2	Demonstrate written fluency G3	Demonstrate fluency in language of the work environment G4	Apply linguistic skills (structure, discipline etc.) G5	Use memory G6	Maintain objectivity G7
1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Seek clarification G8	Obtain consent G9					
1 2 3 4	1 2 3 4					

PROVIDE INTERPRETATION SERVICES  
H

Work with different sub-cultures and sub-dialects H1	Demonstrate strong interpersonal skills / abilities H2	Provide information in an accurate and sensitive way H3	Use technology related to interpretation H4	Document H5	Follow documentation procedures / policies H6	Use humour H7
1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Identify different dialects H8	Maintain communication style of the speaker H9	Maintain composure in emotionally charged situations H10				
1 2 3 4	1 2 3 4	1 2 3 4				

ADVOCATE  
I

Advocate for cultural advisors I1	Encourage educational institutions to provide aboriginal language programs I2	Promote aboriginal language I3	Advocate for services I4	Support aboriginal language initiatives verbally and through actions I5	Advocate for patients / families in conflict situations I6	Advocate for co-workers I7
1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Advocate for students I8	Advocate for cultural beliefs I9	Advocate for self I10	Advocate for Professional Development and training I11	Advocate for communities I12	Identify socio-linguistic issues I13	
1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	

MAINTAIN BALANCE  
(SPIRITUAL, MENTAL,  
PHYSICAL, EMOTIONAL)  
J

Maintain a state of healing J1	Maintain balance with family J2	Engage in own spiritual walk J3	Have fun J4	Practice health and wellness J5	Identify and manage stress J6	Persevere in a variety of situations / circumstances J7
1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
Set own goals J8	Take time for nature J9	Demonstrate humility J10				

LEAD  
K

Build partnerships K1	Celebrate successes K2	Be consistent K3	Delegate K4	Be fair K5	Be supportive K6	Empower others K7
1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4
Accept suggestions K8	Involve others in setting goals K9	Use judgement skills K10	Be tactful K11	Display confidence K12	Compliment others K13	Facilitate K14
1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4
Match strengths / abilities with tasks K15						
1   2   3   4						

DEMONSTRATE  
PROFESSIONALISM  
L

Demonstrate customer service skills L1	Participate in professional development (activities, conferences, etc.) L2	Maintain positive relationships L3	Follow a code of conduct L4	Follow a code of ethics L5	Maintain confidentiality L6	Follow protocols L7
1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4
Follow policies and procedures L8	Be punctual L9	Demonstrate organizational skills L10	Promote vision / mission L11	Maintain a current resume / portfolio L12		
1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4		

PERFORM IN THE LANGUAGE  
M

Perform voice overs	Sing	Act	Tell stories	Write scripts	Perform drama	Version (Dubbing)
M1	M2	M3	M4	M5	M6	M7
1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4
Dance	Perform puppetry	Orate				
M8	M9	M10				
1   2   3   4	1   2   3   4	1   2   3   4				

PRODUCE LANGUAGE MATERIALS (WRITTEN, ORAL, VISUAL)  
N

Follow standardized writing system (Roman orthography)	Follow syllabics standardized system	Edit	Produce oral and visual materials	Use variety of media (audio, video, games, etc.)	Focus on selected audience	Differentiate between materials for various ages
N1	N2	N3	N4	N5	N6	N7
1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4
Seek and engage expertise (include elders)	Validate with elders	Use accurate imagery	Evaluate product quality	Relate expressive ideas using art and language	Establish requirements for quality of materials	Comply with copyright regulations
N8	N9	N10	N11	N12	N13	N14
1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4

TEACH  
O

Incorporate personal vision with that of community / organization O1	Role model creativity O2	Apply methodologies O3	Apply linguistic methodology O4	Assess O5	Plan O6	Manage time O7
1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4
Differentiate teaching strategies O8	Be passionate O9	Be motivated O10	Apply protocols O11	Assess and select methodology suitable to given situation O12	Identify teaching strategies O13	Engage students with relevant content O14
1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4
Integrate language into activities O15	Respond to people with disabilities O16	Develop materials O17	Identify own learning style O18	Pass on the pride of the culture O19	Collaborate O20	Set realistic goals / outcomes O21
1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4
Select materials / resources O22	Identify different types of language acquisition O23	Use variety of media in presenting materials O24	Identify and use teaching materials at appropriate level O25	Adapt and modify existing materials O26	Respect student differences O27	
1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4	

DEVELOP CURRICULUM  
P

Apply language acquisition theory P1	Identify subject area P2	Identify learner outcomes P3	Maintain an aboriginal language focus P4	Identify learners P5	Scan and evaluate related curriculum(s) P6	Adapt existing curriculum P7
1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4
Select teaching strategy appropriate to learner levels P8						
1   2   3   4						

USE TECHNOLOGY  
Q

Use aboriginal language dictionary software Q1	Use simultaneous translation equipment Q2	Use production equipment Q3	Use publishing software Q4	Use charting software Q5	Use word processing software Q6	Use spreadsheets Q7
1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4
Keyboard Q8	Use database software Q9	Use e-mail software Q10	Use internet Q11	Use digital scanners and cameras Q12	Use audio equipment Q13	Use audio software Q14
1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4
Transfer materials / documents over networks to CD-Rom, and other media Q15	Use presentation software Q16	Use office equipment Q17	Use computers Q18	Use writing systems (fonts) Q19		
1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4	1   2   3   4		

***Appendix C – Graduate Skills and Abilities Chart***










**ABORIGINAL LANGUAGE SPECIALIST DACUM**  
**Graduate Skills and Abilities Chart**

Facilitated by Craig Edwards  
Date: April 12th

**DACUM Skill Rating Scale:**

- 1 Can perform some parts of this skill satisfactorily but requires assistance and/or supervision to perform the entire skill.
- 2 Can perform this skill satisfactorily but requires periodic assistance and/or supervision.
- 3 Can perform this skill competently without assistance or supervision.
- 4 Can perform this skill competently without assistance, with more than acceptable quality, and with initiative/adaptability to unique situations.

-  Indicates skill rating.
-  DACUM Committee Skill deleted.
-  Skill or Competency added by Faculty or DACUM wording changed.

-  Grey shaded Box = General Areas of Competency (GAC)
-  Unshaded Box = Specific skill within GAC
- Capitalized text in CWLOs = General Area of Competency (GAC)
- Normal text in CWLOs = Specific skills within GAC

Industry DACUM	Faculty Expectations	College-Wide Learning Outcomes (CWLOs)
<b>COMMUNICATE</b> <b>A</b>	<b>COMMUNICATE</b> <b>A</b>	
Respect and establish boundaries A1 1   2   3   4	Respect and establish boundaries A1 1   2   3   4	J3 - be flexible: respect, be open to and supportive of the thoughts, opinions and contributions of others in a group J4 - recognize and respect people's diversity, individual differences and perspectives
Interpret and translate A2 1   2   3   4	Interpret and translate A2 1   2   3   4	A1 - read and understand information presented in a variety of forms (e.g. words, graphs, charts, diagrams)
Be resourceful A3 1   2   3   4	Be resourceful A3 1   2   3   4	G3 - be innovative and resourceful: identify and suggest alternative ways to achieve goals and get the job done
Show empathy A4 1   2   3   4	Show empathy A4 1   2   3   4	J1 - understand and work within the dynamics of a group
Use interpersonal communication skills A5 1   2   3   4	Use interpersonal communication skills A5 1   2   3   4	J7 - lead or support when appropriate, motivating a group for high performance

Use interpersonal communication skills A5 1   2   3   4	Use interpersonal communication skills A5 1   2   3   4	J7 - lead or support when appropriate, motivating a group for high performance
Write A6 1   2   3   4	Write A6 1   2   3   4	A2 - write and speak so others pay attention and understand
Read A7 1   2   3   4	Read A7 1   2   3   4	A1 - read and understand information presented in a variety of forms (e.g. words, graphs, charts, diagrams)
Demonstrate fluency in an aboriginal language A8 1   2   3   4	Demonstrate fluency in an aboriginal language 1) Non-speakers 2 2) Partial speaker 3 3) Speaker 4 A8 1   2   3   4	A1 - read and understand information presented in a variety of forms (e.g. words, graphs, charts, diagrams)
Maintain neutrality in translation process A9 1   2   3   4	Maintain neutrality in translation process A9 1   2   3   4	
Apply counselling skills A10 1   2   3   4	Apply counselling skills A10 1   2   3   4	D1 - assess situations and identify problems
Use and interpret body language A11 1   2   3   4	Use and interpret body language A11 1   2   3   4	A3 - listen and ask questions to understand and appreciate the points of view of others
Use common sense A12 1   2   3   4	Use common sense A12 1   2   3   4	D2 - seek different points of view and evaluate them based on facts
Assert oneself A13 1   2   3   4	Assert oneself A13 1   2   3   4	E1 - feel good about yourself and be confident
Encourage participation in / by others A14 1   2   3   4	Encourage participation in / by others A14 1   2   3   4	J6 - contribute to a team by sharing information and expertise

Develop and use presentation skills	Develop and use presentation skills	
A15	A15	
1   2   3   4	1   2   3   4	
Apply interview skills	Apply interview skills	
A16	A16	
1   2   3   4	1   2   3   4	
Engage audience in an inclusive manner	Engage audience in an inclusive manner	J4 - recognize and respect people's diversity, individual differences and perspectives
A17	A17	
1   2   3   4	1   2   3   4	
Incorporate global perspectives	Incorporate global perspectives	
A18	A18	
1   2   3   4	1   2   3   4	
Demonstrate fluency in English	Demonstrate fluency in English	A2 - write and speak so others pay attention and understand
A19	A19	
1   2   3   4	1   2   3   4	
Listen actively	Listen actively	A3 - listen and ask questions to understand and appreciate the points of view of others
A20	A20	
1   2   3   4	1   2   3   4	

<b>DEMONSTRATE FLEXIBILITY B</b>	<b>DEMONSTRATE FLEXIBILITY B</b>	
Act pro-actively	Act pro-actively	
B1	B1	
1   2   3   4	1   2   3   4	
Respect diversity	Respect diversity	J4 - recognize and respect people's diversity, individual differences and perspectives
B2	B2	
1   2   3   4	1   2   3   4	

Solve problems  B3 1   2   3   4	Solve problems  B3 1   2   3   4	D3 - recognize the human, interpersonal, technical, scientific and mathematical dimensions of a problem D4 - identify the root cause of a problem D5 - be creative and innovative in exploring possible solutions D6 - readily use science, technology
Adapt to change  B4 1   2   3   4	Adapt to change  B4 1   2   3   4	G4 - be open and respond constructively to change G6 - cope with uncertainty K5 - adapt to changing requirements and information
Agree to disagree  B5 1   2   3   4	Agree to disagree  B5 1   2   3   4	G5 - learn from your mistakes and accept feedback J8 - understand the role of conflict in a group to reach solutions J9 - manage and resolve conflict when appropriate
Work with others  B6 1   2   3   4	Work with others  B6 1   2   3   4	B2 - access, analyze and apply knowledge and skills from various disciplines (e.g. the arts, languages, science, technology, mathematics, social sciences, and the humanities) G1 - work independently or as a part of a team J1 - understand
Manage time  B7 1   2   3   4	Manage time  B7 1   2   3   4	F2 - plan and manage time, money and other resources to achieve goals
Resolve conflict  B8 1   2   3   4	Resolve conflict  B8 1   2   3   4	D1 - assess situations and identify problems J8 - understand the role of conflict in a group to reach solutions J9 - manage and resolve conflict when appropriate
Accept views of others (be open-minded)  B9 1   2   3   4	Accept views of others (be open-minded)  B9 1   2   3   4	B2 - access, analyze and apply knowledge and skills from various disciplines (e.g. the arts, languages, science, technology, mathematics, social sciences, and the humanities) G5 - learn from your mistakes and accept feedback J3 - be flexib

Give and take constructive criticism B10 1   2   3   4	Give and take constructive criticism B10 1   2   3   4	D2 - seek different points of view and evaluate them based on facts G5 - learn from your mistakes and accept feedback J5 - accept and provide feedback in a constructive and considerate manner
<b>HONOUR AND RESPECT ALL ASPECTS OF ABORIGINAL CULTURES</b> C	<b>HONOUR AND RESPECT ALL ASPECTS OF ABORIGINAL CULTURES</b> C	
Relate the history of aboriginal culture, way of life and teachings in each community C1 1   2   3   4	Relate the history of aboriginal culture, way of life and teachings in each community C1 1   2   3   4	
Model strong moral values C2 1   2   3   4	Model strong moral values C2 1   2   3   4	H3 - set your own learning goals
Accept cultural diversity in all aboriginal communities C3 1   2   3   4	Accept cultural diversity in all aboriginal communities C3 1   2   3   4	D2 - seek different points of view and evaluate them based on facts J4 - recognize and respect people's diversity, individual differences and perspectives
Think critically C4 1   2   3   4	Think critically C4 1   2   3   4	D2 - seek different points of view and evaluate them based on facts
Respect traditional teachings C5 1   2   3   4	Respect traditional teachings C5 1   2   3   4	
Access elders C6 1   2   3   4	Access elders C6 1   2   3   4	
Use teachings C7 1   2   3   4	Use teachings C7 1   2   3   4	
Respect other cultures C8 1   2   3   4	Respect other cultures C8 1   2   3   4	J4 - recognize and respect people's diversity, individual differences and perspectives

Learn about other aboriginal cultures	Learn about other aboriginal cultures	
C9	C9	
1   2   3   4	1   2   3   4	

<b>DEMONSTRATE CREATIVITY D</b>	<b>DEMONSTRATE CREATIVITY D</b>	
Take risks	Take risks	F3 - assess, weigh and manage risk G6 - cope with uncertainty
D1	D1	
1   2   3   4	1   2   3   4	
Seek help from others	Seek help from others	
D2	D2	
1   2   3   4	1   2   3   4	
Be resourceful	Be resourceful	A5 - use relevant scientific, technological and mathematical knowledge and skills to explain or clarify ideas H4 - identify and access learning sources and opportunities
D3	D3	
1   2   3   4	1   2   3   4	
Identify own qualities, strengths, beliefs and weaknesses	Identify own qualities, strengths, beliefs and weaknesses	F3 - assess, weigh and manage risk G1 - work independently or as a part of a team H2 - assess personal strengths and areas for development
D4	D4	
1   2   3   4	1   2   3   4	
Adopt existing resources	Adopt existing resources	H4 - identify and access learning sources and opportunities
D5	D5	
1   2   3   4	1   2   3   4	
Adapt and modify resources for many uses	Adapt and modify resources for many uses	H4 - identify and access learning sources and opportunities
D6	D6	
1   2   3   4	1   2   3   4	

<b>BE A POSITIVE ROLE MODEL E</b>	<b>BE A POSITIVE ROLE MODEL E</b>	
Use language consistently	Use language consistently	
E1	1) Non-speaker 2 2) Partial speaker 4 3) Speaker 4 E1	
1   2   3   4	1   2   3   4	

Focus on the positives E2 1   2   3   4	Focus on the positives E2 1   2   3   4	E1 - feel good about yourself and be confident J7 - lead or support when appropriate, motivating a group for high performance
Display optimism E3 1   2   3   4	Display optimism E3 1   2   3   4	
Demonstrate integrity E4 1   2   3   4	Demonstrate integrity E4 1   2   3   4	E2 - deal with people, problems and situations with honesty, integrity and personal ethics F4 - be accountable for your actions and the actions of your group
Speak loudly and clearly E5 1   2   3   4	Speak loudly and clearly E5 1   2   3   4	
Act professionally E6 1   2   3   4	Act professionally E6 1   2   3   4	F4 - be accountable for your actions and the actions of your group G3 - be innovative and resourceful: identify and suggest alternative ways to achieve goals and get the job done
Demonstrate confidence E7 1   2   3   4	Demonstrate confidence E7 1   2   3   4	E1 - feel good about yourself and be confident
Show pride in what you do E8 1   2   3   4	Show pride in what you do E8 1   2   3   4	
Maintain a sense of humour E9 1   2   3   4	Maintain a sense of humour E9 1   2   3   4	
Walk the talk E10 1   2   3   4	Walk the talk E10 1   2   3   4	
Demonstrate pride in heritage E11 1   2   3   4	Demonstrate pride in heritage E11 1   2   3   4	

Honour our "past"	Honour our "past"	
E12	E12	
1   2   3   4	1   2   3   4	

<b>APPLY RESEARCH SKILLS F</b>	<b>APPLY RESEARCH SKILLS F</b>	
Identify bias and stereotypes F1	Identify bias and stereotypes F1	D3 - recognize the human, interpersonal, technical, scientific and mathematical dimensions of a problem J4 - recognize and respect people's diversity, individual differences and perspectives
1   2   3   4	1   2   3   4	
Research information F2	Research information F2	A2 - write and speak so others pay attention and understand B1 - locate, gather and organize information using appropriate technology and information systems
1   2   3   4	1   2   3   4	
Interpret data F3	Interpret data F3	A5 - use relevant scientific, technological and mathematical knowledge and skills to explain or clarify ideas C1 - decide what needs to be measured or calculated
1   2   3   4	1   2   3   4	
Involve elders F4	Involve elders F4	
1   2   3   4	1   2   3   4	
Follow research protocols F5	Follow research protocols F5	
1   2   3   4	1   2   3   4	
Apply ethics F6	Apply ethics F6	
1   2   3   4	1   2   3   4	
Surf the internet F7	Surf the internet F7	A4 - share information using a range of information and communications technologies (e.g. voice, e-mail, computers)
1   2   3   4	1   2   3   4	
Work within scope of practice / occupation F8	Work within scope of practice / occupation F8	
1   2   3   4	1   2   3   4	



Work within professional limitations F9	Work within professional limitations F9	
1 2 3 4	1 2 3 4	
Network F10	Network F10	
1 2 3 4	1 2 3 4	
Share information F11	Share information F11	A4 - share information using a range of information and communications technologies (e.g. voice, e-mail, computers)
1 2 3 4	1 2 3 4	
Evaluate information F12	Evaluate information F12	A5 - use relevant scientific, technological and mathematical knowledge and skills to explain or clarify ideas C1 - decide what needs to be measured or calculated
1 2 3 4	1 2 3 4	

PROVIDE TRANSLATION SERVICES G	PROVIDE TRANSLATION SERVICES G	
Identify area of specialization G1	Identify area of specialization G1	
1 2 3 4	1 2 3 4	
Demonstrate oral fluency in the language G2	Demonstrate oral fluency in the language G2	
1 2 3 4	1 2 3 4	
Demonstrate written fluency G3	Demonstrate written fluency G3	
1 2 3 4	1 2 3 4	
Demonstrate fluency in language of the work environment G4	Demonstrate fluency in language of the work environment G4	
1 2 3 4	1 2 3 4	
Apply linguistic skills (structure, discipline etc.) G5	Apply linguistic skills (structure, discipline etc.) G5	
1 2 3 4	1 2 3 4	

Use memory G6 1   2   3   4	Use memory G6 1   2   3   4	
Maintain objectivity G7 1   2   3   4	Maintain objectivity G7 1   2   3   4	
Seek clarification G8 1   2   3   4	Seek clarification G8 1   2   3   4	
Obtain consent G9 1   2   3   4	Obtain consent for written forms G9 1   2   3   4	

PROVIDE INTERPRETATION SERVICES H	PROVIDE INTERPRETATION SERVICES H	
Work with different sub-cultures and sub-dialects H1 1   2   3   4	Work with different sub-cultures and sub-dialects H1 1   2   3   4	
Demonstrate strong interpersonal skills / abilities H2 1   2   3   4	Demonstrate strong interpersonal skills / abilities H2 1   2   3   4	
Provide information in an accurate and sensitive way H3 1   2   3   4	Provide information in an accurate and sensitive way H3 1   2   3   4	
Use technology related to interpretation H4 1   2   3   4	Use technology related to interpretation H4 1   2   3   4	
Document H5 1   2   3   4	Document H5 1   2   3   4	C2 - observe and record data using appropriate methods, tools and technology C3 - make estimates and verify calculations

Follow documentation procedures / policies H6	Follow documentation procedures / policies H6	
1 2 3 4	1 2 3 4	
Use humour H7	Use humour H7	
1 2 3 4	1 2 3 4	
Identify different dialects H8	Identify different dialects H8	
1 2 3 4	1 2 3 4	
Maintain communication style of the speaker H9	Maintain communication style of the speaker H9	
1 2 3 4	1 2 3 4	
Maintain composure in emotionally charged situations H10	Maintain composure in emotionally charged situations H10	
1 2 3 4	1 2 3 4	

ADVOCATE I	ADVOCATE I	
Advocate for cultural advisors I1	Advocate for cultural advisors I1	
1 2 3 4	1 2 3 4	
Encourage educational institutions to provide aboriginal language programs I2	Encourage educational institutions to provide aboriginal language programs I2	
1 2 3 4	1 2 3 4	
Promote aboriginal language I3	Promote aboriginal language planning I3	C3 - make estimates and verify calculations
1 2 3 4	1 2 3 4	
Advocate for services I4	Advocate for services I4	
1 2 3 4	1 2 3 4	

Support aboriginal language initiatives verbally and through actions I5	Support aboriginal language initiatives verbally and through actions I5	
1 2 3 4	1 2 3 4	
Advocate for patients / families in conflict situations I6	Advocate for patients / families in conflict situations I6	
1 2 3 4	1 2 3 4	
Advocate for co-workers I7	Advocate for co-workers I7	K1 - plan, design or carry out a project or task from start to finish with well-defined objectives and outcomes
1 2 3 4	1 2 3 4	
Advocate for students I8	Advocate for students I8	
1 2 3 4	1 2 3 4	
Advocate for cultural beliefs I9	Advocate for cultural beliefs I9	
1 2 3 4	1 2 3 4	
Advocate for self I10	Advocate for self I10	
1 2 3 4	1 2 3 4	
Advocate for Professional Development and training I11	Advocate for Professional Development and training I11	
1 2 3 4	1 2 3 4	
Advocate for communities I12	Advocate for communities I12	F5 - be socially responsible and contribute to your community
1 2 3 4	1 2 3 4	
Identify socio-linguistic issues I13	Identify socio-linguistic issues I13	F5 - be socially responsible and contribute to your community
1 2 3 4	1 2 3 4	

MAINTAIN BALANCE (SPIRITUAL, MENTAL, PHYSICAL, EMOTIONAL) J	MAINTAIN BALANCE (SPIRITUAL, MENTAL, PHYSICAL, EMOTIONAL) J	
Maintain a state of healing J1 1 2 3 4	Maintain a state of healing J1 1 2 3 4	E4 - take care of your personal health
Maintain balance with family J2 1 2 3 4	Maintain balance with family J2 1 2 3 4	E4 - take care of your personal health F1 - set goals and priorities balancing work and personal life
Engage in own spiritual walk J3 1 2 3 4	Engage in own spiritual walk J3 1 2 3 4	F1 - set goals and priorities balancing work and personal life
Have fun J4 1 2 3 4	Have fun J4 1 2 3 4	
Practice health and wellness J5 1 2 3 4	Practice health and wellness J5 1 2 3 4	E4 - take care of your personal health I1 - be aware of personal and group health and safety practices and procedures, and act in accordance with these
Identify and manage stress J6 1 2 3 4	Identify and manage stress J6 1 2 3 4	
Persevere in a variety of situations / circumstances J7 1 2 3 4	Persevere in a variety of situations / circumstances J7 1 2 3 4	
Set own goals J8 1 2 3 4	Set own goals J8 1 2 3 4	E5 - Show interest, initiative and effort H3 - set your own learning goals
Take time for nature J9 1 2 3 4	Take time for nature J9 1 2 3 4	

Demonstrate humility	Demonstrate humility	
J10	J10	
1   2   3   4	1   2   3   4	

LEAD K	LEAD K	
Build partnerships	Build partnerships	F5 - be socially responsible and contribute to your community
K1	K1	
1   2   3   4	1   2   3   4	
Celebrate successes	Celebrate successes	H5 - plan for and achieve your learning goals
K2	K2	
1   2   3   4	1   2   3   4	
Be consistent	Be consistent	
K3	K3	
1   2   3   4	1   2   3   4	
Delegate	Delegate	G2 - carry out multiple tasks or projects J7 - lead or support when appropriate, motivating a group for high performance K1 - plan, design or carry out a project or task from start to finish with well-defined objectives and outcomes
K4	K4	
1   2   3   4	1   2   3   4	
Be fair	Be fair	J5 - accept and provide feedback in a constructive and considerate manner
K5	K5	
1   2   3   4	1   2   3   4	
Be supportive	Be supportive	
K6	K6	
1   2   3   4	1   2   3   4	
Empower others	Empower others	F5 - be socially responsible and contribute to your community J7 - lead or support when appropriate, motivating a group for high performance
K7	K7	
1   2   3   4	1   2   3   4	
Accept suggestions	Accept suggestions	G5 - learn from your mistakes and accept feedback
K8	K8	
1   2   3   4	1   2   3   4	

Involvement others in setting goals K9 1 2 3 4	Involvement others in setting goals K9 1 2 3 4	G3 - be innovative and resourceful: identify and suggest alternative ways to achieve goals and get the job done J2 - ensure that a team's purpose and objectives are clear K5 - adapt to changing requirements and information
Use judgement skills K10 1 2 3 4	Use judgement skills K10 1 2 3 4	E5 - Show interest, initiative and effort J9 - manage and resolve conflict when appropriate
Be tactful K11 1 2 3 4	Be tactful K11 1 2 3 4	
Display confidence K12 1 2 3 4	Display confidence K12 1 2 3 4	
Compliment others K13 1 2 3 4	Compliment others K13 1 2 3 4	
Facilitate K14 1 2 3 4	Facilitate K14 1 2 3 4	J2 - ensure that a team's purpose and objectives are clear
Match strengths / abilities with tasks K15 1 2 3 4	Match strengths / abilities with tasks K15 1 2 3 4	H2 - assess personal strengths and areas for development

<b>DEMONSTRATE PROFESSIONALISM L</b>	<b>DEMONSTRATE PROFESSIONALISM L</b>	
Demonstrate customer service skills L1 1 2 3 4	Demonstrate customer service skills L1 1 2 3 4	K3 - work to agreed quality standards and specifications
Participate in professional development (activities, conferences, etc.) L2 1 2 3 4	Participate in professional development (activities, conferences, etc.) L2 1 2 3 4	H1 - be willing to continuously learn and grow H5 - plan for and achieve your learning goals

Maintain positive relationships L3 1   2   3   4	Maintain positive relationships L3 1   2   3   4	E3 - recognize your own and other people's good efforts
Follow a code of conduct L4 1   2   3   4	Follow a code of conduct L4 1   2   3   4	E2 - deal with people, problems and situations with honesty, integrity and personal ethics
Follow a code of ethics L5 1   2   3   4	Follow a code of ethics L5 1   2   3   4	E2 - deal with people, problems and situations with honesty, integrity and personal ethics
Maintain confidentiality L6 1   2   3   4	Maintain confidentiality L6 1   2   3   4	
Follow protocols L7 1   2   3   4	Follow protocols L7 1   2   3   4	I1 - be aware of personal and group health and safety practices and procedures, and act in accordance with these
Follow policies and procedures L8 1   2   3   4	Follow policies and procedures L8 1   2   3   4	K1 - plan, design or carry out a project or task from start to finish with well-defined objectives and outcomes
Be punctual L9 1   2   3   4	Be punctual L9 1   2   3   4	
Demonstrate organizational skills L10 1   2   3   4	Demonstrate organizational skills L10 1   2   3   4	K3 - work to agreed quality standards and specifications
Promote vision / mission L11 1   2   3   4	Promote vision / mission L11 1   2   3   4	K3 - work to agreed quality standards and specifications
Maintain a current resume / portfolio L12 1   2   3   4	Maintain a current resume / portfolio L12 1   2   3   4	H1 - be willing to continuously learn and grow



PERFORM IN THE LANGUAGE M	PERFORM IN THE LANGUAGE M	
Perform voice overs M1 1 2 3 4	Perform voice overs M1 1 2 3 4	
Sing M2 1 2 3 4	Sing M2 1 2 3 4	
Act M3 1 2 3 4	Act M3 1 2 3 4	
Tell stories M4 1 2 3 4	Tell stories M4 1 2 3 4	
Write scripts M5 1 2 3 4	Write scripts M5 1 2 3 4	
Perform drama M6 1 2 3 4	Perform drama M6 1 2 3 4	
Version (Dubbing) M7 1 2 3 4	Version (Dubbing) M7 1 2 3 4	
Dance M8 1 2 3 4	Dance M8 1 2 3 4	
Perform puppetry M9 1 2 3 4	Perform puppetry M9 1 2 3 4	

Orate				Orate							
M10				M10							
1	2	3	4	1	2	3	4				

PRODUCE LANGUAGE MATERIALS (WRITTEN, ORAL, VISUAL) N				PRODUCE LANGUAGE MATERIALS (WRITTEN, ORAL, VISUAL) N							
Follow standardized writing system (Roman orthography) N1				Follow standardized writing system (Roman orthography) N1							
1	2	3	4	1	2	3	4				
Follow syllabics standardized system N2				Follow syllabics standardized system N2							
1	2	3	4	1	2	3	4				
Edit N3				Edit N3							
1	2	3	4	1	2	3	4				
Produce oral and visual materials N4				Produce oral and visual materials N4				K2 - develop a plan; seek feedback, test, revise and implement			
1	2	3	4	1	2	3	4				
Use variety of media (audio, video, games, etc.) N5				Use variety of media (audio, video, games, etc.) N5				A4 - share information using a range of information and communications technologies (e.g. voice, e-mail, computers)			
1	2	3	4	1	2	3	4				
Focus on selected audience N6				Focus on selected audience N6							
1	2	3	4	1	2	3	4				
Differentiate between materials for various ages N7				Differentiate between materials for various ages N7				K4 - select and use appropriate tools and technology for a task or project			
1	2	3	4	1	2	3	4				
Seek and engage expertise (include elders) N8				Seek and engage expertise (include elders) N8				H1 - be willing to continuously learn and grow			
1	2	3	4	1	2	3	4				

Validate with elders N9 1   2   3   4	Validate with elders N9 1   2   3   4	K2 - develop a plan; seek feedback, test, revise and implement
Use accurate imagery N10 1   2   3   4	Use accurate imagery N10 1   2   3   4	
Evaluate product quality N11 1   2   3   4	Evaluate product quality N11 1   2   3   4	K3 - work to agreed quality standards and specifications K6 - continuously monitor the success of a project or task and identify ways to improve
Relate expressive ideas using art and language N12 1   2   3   4	Relate expressive ideas using art and language N12 1   2   3   4	
Establish requirements for quality of materials N13 1   2   3   4	Establish requirements for quality of materials N13 1   2   3   4	K3 - work to agreed quality standards and specifications
Comply with copyright regulations N14 1   2   3   4	Comply with copyright regulations N14 1   2   3   4	B2 - access, analyze and apply knowledge and skills from various disciplines (e.g. the arts, languages, science, technology, mathematics, social sciences, and the humanities) K5 - adapt to changing requirements and information
	Project expenses N15 1   2   3   4	H3 - set your own learning goals

TEACH O	TEACH O	
Incorporate personal vision with that of community / organization O1 1   2   3   4	Incorporate personal vision with that of community / organization O1 1   2   3   4	G3 - be innovative and resourceful: identify and suggest alternative ways to achieve goals and get the job done J1 - understand and work within the dynamics of a group
Role model creativity O2 1   2   3   4	Role model creativity O2 1   2   3   4	

Apply methodologies O3 1   2   3   4	Apply methodologies O3 1   2   3   4	K1 - plan, design or carry out a project or task from start to finish with well-defined objectives and outcomes K2 - develop a plan; seek feedback, test, revise and implement
Apply linguistic methodology O4 1   2   3   4	Apply linguistic methodology O4 1   2   3   4	
Assess O5 1   2   3   4	Assess O5 1   2   3   4	C1 - decide what needs to be measured or calculated C2 - observe and record data using appropriate methods, tools and technology K6 - continuously monitor the success of a project or task and identify ways to improve
Plan O6 1   2   3   4	Plan O6 1   2   3   4	K1 - plan, design or carry out a project or task from start to finish with well-defined objectives and outcomes K2 - develop a plan; seek feedback, test, revise and implement
Manage time O7 1   2   3   4	Manage time O7 1   2   3   4	
Differentiate teaching strategies O8 1   2   3   4	Differentiate teaching strategies O8 1   2   3   4	
Be passionate O9 1   2   3   4	Be passionate O9 1   2   3   4	
Be motivated O10 1   2   3   4	Be motivated O10 1   2   3   4	
Apply protocols O11 1   2   3   4	Apply protocols O11 1   2   3   4	I1 - be aware of personal and group health and safety practices and procedures, and act in accordance with these
Assess and select methodology suitable to given situation O12 1   2   3   4	Assess and select methodology suitable to given situation O12 1   2   3   4	K4 - select and use appropriate tools and technology for a task or project K6 - continuously monitor the success of a project or task and identify ways to improve

Identify teaching strategies 013 1   2   3   4	Identify teaching strategies 013 1   2   3   4	
Engage students with relevant content O14 1   2   3   4	Engage students with relevant content O14 1   2   3   4	
Integrate language into activities O15 1   2   3   4	Integrate language into activities O15 1   2   3   4	
Respond to people with disabilities O16 1   2   3   4	Respond to people with disabilities O16 1   2   3   4	I1 - be aware of personal and group health and safety practices and procedures, and act in accordance with these
Develop materials O17 1   2   3   4	Develop materials O17 1   2   3   4	
Identify own learning style O18 1   2   3   4	Identify own learning style O18 1   2   3   4	
Pass on the pride of the culture O19 1   2   3   4	Pass on the pride of the culture O19 1   2   3   4	
Collaborate O20 1   2   3   4	Collaborate O20 1   2   3   4	G4 - be open and respond constructively to change
Set realistic goals / outcomes O21 1   2   3   4	Set realistic goals / outcomes O21 1   2   3   4	J2 - ensure that a team's purpose and objectives are clear
Select materials / resources O22 1   2   3   4	Select materials / resources O22 1   2   3   4	

Identify different types of language acquisition O23	Identify different types of language acquisition O23	
1   2   3   4	1   2   3   4	
Use variety of media in presenting materials O24	Use variety of media in presenting materials O24	
1   2   3   4	1   2   3   4	
Identify and use teaching materials at appropriate level O25	Identify and use teaching materials at appropriate level O25	
1   2   3   4	1   2   3   4	
Adapt and modify existing materials O26	Adapt and modify existing materials O26	
1   2   3   4	1   2   3   4	
Respect student differences O27	Respect student differences O27	
1   2   3   4	1   2   3   4	

DEVELOP CURRICULUM P	DEVELOP CURRICULUM P	
Apply language acquisition theory P1	Apply language acquisition theory P1	
1   2   3   4	1   2   3   4	
Identify subject area P2	Identify subject area P2	
1   2   3   4	1   2   3   4	
Identify learner outcomes P3	Identify learner outcomes P3	
1   2   3   4	1   2   3   4	
Maintain an aboriginal language focus P4	Maintain an aboriginal language focus P4	
1   2   3   4	1   2   3   4	

Identify learners P5 1 2 3 4	Identify learners P5 1 2 3 4	
Scan and evaluate related curriculum(s) P6 1 2 3 4	Scan and evaluate related curriculum(s) P6 1 2 3 4	
Adapt existing curriculum P7 1 2 3 4	Adapt existing curriculum P7 1 2 3 4	
Select teaching strategy appropriate to learner levels P8 1 2 3 4	Select teaching strategy appropriate to learner levels P8 1 2 3 4	K4 - select and use appropriate tools and technology for a task or project

<b>USE TECHNOLOGY</b> Q	<b>USE TECHNOLOGY</b> Q	
Use aboriginal language dictionary software Q1 1 2 3 4	Use aboriginal language dictionary software Q1 1 2 3 4	
Use simultaneous translation equipment Q2 1 2 3 4	Use simultaneous translation equipment Q2 1 2 3 4	
Use production equipment Q3 1 2 3 4	Use production equipment Q3 1 2 3 4	
Use publishing software Q4 1 2 3 4	Use publishing software Q4 1 2 3 4	
Use charting software Q5 1 2 3 4	Use charting software Q5 1 2 3 4	C2 - observe and record data using appropriate methods, tools and technology

Use word processing software Q6 1   2   3   4	Use word processing software Q6 1   2   3   4	
Use spreadsheets Q7 1   2   3   4	Use spreadsheets Q7 1   2   3   4	
Keyboard Q8 1   2   3   4	Keyboard Q8 1   2   3   4	
Use database software Q9 1   2   3   4	Use database software Q9 1   2   3   4	C2 - observe and record data using appropriate methods, tools and technology
Use e-mail software Q10 1   2   3   4	Use e-mail software Q10 1   2   3   4	A4 - share information using a range of information and communications technologies (e.g. voice, e-mail, computers)
Use internet Q11 1   2   3   4	Use internet Q11 1   2   3   4	A4 - share information using a range of information and communications technologies (e.g. voice, e-mail, computers)
Use digital scanners and cameras Q12 1   2   3   4	Use digital scanners and cameras Q12 1   2   3   4	
Use audio equipment Q13 1   2   3   4	Use audio equipment Q13 1   2   3   4	
Use audio software Q14 1   2   3   4	Use audio software Q14 1   2   3   4	
Transfer materials / documents over networks to CD-Rom, and other media Q15 1   2   3   4	Transfer materials / documents over networks to CD-Rom, and other media Q15 1   2   3   4	B2 - access, analyze and apply knowledge and skills from various disciplines (e.g. the arts, languages, science, technology, mathematics, social sciences, and the humanities)



Use presentation software Q16	1	2	3	4	Use presentation software Q16	1	2	3	4	
Use office equipment Q17	1	2	3	4	Use office equipment Q17	1	2	3	4	
Use computers Q18	1	2	3	4	Use computers Q18	1	2	3	4	A4 - share information using a range of information and communications technologies (e.g. voice, e-mail, computers)
Use writing systems (fonts) Q19	1	2	3	4	Use writing systems (fonts) Q19	1	2	3	4	



## ***Appendix D – Graduate Profile***



## **ABORIGINAL LANGUAGE SPECIALIST PROGRAM GRADUATE PROFILE**

Drafted by: Annie B, Ida B, Mina M, David B, Flora Z, Marti Ford  
Facilitated by: Craig E

### **The graduate of the program will:**

- A. Respectfully communicate in English and in a targeted Aboriginal language, both orally and in writing, so others will listen and understand.
- B. Creatively problem solve and adapt to change in an open-minded and constructive way.
- C. Honour and respect Aboriginal and other histories and incorporate traditional teachings into cultural values.
- D. Demonstrate creativity by taking risks while assessing personal strengths and weakness and seeking help from others.
- E. Be a positive role model by confidently using their Aboriginal language professionally while demonstrating pride, humour, and integrity.
- F. Through the use of the internet and other resources including elders, practice ethical research and share information with people in the community.
- G. Provide translation services by applying linguistic skills and strategies in both English and Aboriginal languages in both oral and written forms.
- H. Provide accurate, consecutive, and simultaneous interpreting from source language (English) to target language (Aboriginal) in various dialects.
- I. Advocate, promote, and support Aboriginal language programs and services.
- J. Maintain and practice health and wellness in all areas of development (spiritual, mental, physical, and emotional).
- K. Provide effective leadership by collaborating, delegating, facilitating, and empowering others and by demonstrating your strengths and abilities.
- L. Demonstrate and maintain professionalism by providing effective customer services following protocol, policies, and procedures.
- M. Perform and/or participate in a variety of artistic expressions using an Aboriginal language.

- N. Produce oral and visual language materials complying with copyright regulations and validated by elders, using a variety of media to relate expressive ideas. Use various teaching methodologies in delivery and assessment:
- O1) Plan and deliver lessons focusing differentiated instructional strategies and techniques that respond to the diverse learning styles of Aboriginal students.
  - O2) Use a variety of assessment techniques through analysis of their purpose, teaching target, method, and quality indicators.
- O. Plan a course using indicators of success including broad assessments, varied instructional techniques, and personalized instruction and applying language acquisition theory to select the teaching strategy to maintain an Aboriginal language focus.
- P. Use various technologies to communicate, create, archive, and promote Aboriginal language materials.

***Appendix E – Program Renewal Plan***





## **5 - Year Renewal Plan - Vision, Goals, and Implementation Tasks:**

### **Vision:**

The Aboriginal Language Specialist program will be a leader in the provision of holistic and culture-based education and training that prepares graduates for a variety of entry-level positions in translation, interpretation, and teaching in an Aboriginal language.

The Aboriginal language Specialist program has developed the following goals and implementation tasks to realize its vision:

### **Goal 1 Faculty Development**

Create a long-range (5 year) Professional Development plan for all program staff with a specific plan for each year.

1. Incorporate faculty PD plan into performance evaluations.
2. Apply for release time to develop new courses (online, Can8, WebCT).
3. Increase training on technology software - i.e. Course Genie, Respondus, CAN 8, WebCT, OCR (OMNI), Desktop publishing for students and staff.
4. Attend new PD workshops introduced at RRC.
5. Participate in planning and organizing a division wide conference.
6. Attend language conferences.
7. Participate in ESL (methodologies) training for staff for English as Second Language learners.
8. Attend measurement, evaluation, and assessment workshops.
9. Offer counseling skills workshops to prepare staff to work with students who need assistance.
10. Attend crisis management workshop.
11. Participate in division-wide cross-cultural training for faculty.
12. Attend workshops for staff on curricula design, implementation, and assessment.

### **Goal 2 Resource Centre**

Design and create an Aboriginal centre for developing language materials and resources, for lending, training, and marketing.

1. Apply for grants and /or program development funds for a feasibility study.
2. Partner with other Aboriginal Language associations/organizations.
3. Purchase/lease required equipment to create materials and resources i.e. quality PC and MAC computers, printer, scanner, OCR software, camera, DVD, TV, VCR.
4. Purchase software for materials, i.e. dictionaries, books, posters.
5. Design in-house syllabic font and keyboarding program.
6. Apply for funding for release time /or remuneration for development.

7. Hire technical assistants (former students) skilled in technology, Aboriginal Languages including RO and syllabics, and curriculum development.
8. Create Aboriginal art graphics (plants, animals, cosmology, icons, hieroglyphs, etc for publishing learning materials (books, posters, charts, lessons, cards, language games, board games).
9. Create an AL library for books, resources, tapes, videos, artifacts.
10. Provide training to staff as needed (equipment, text, cataloguing).
11. Provide on-line language classes, Algonquian linguistics, Algonquian structure, history, and traditional teaching.

### **Goal # 3 Student Recruitment**

Develop a creative recruitment strategy for the department that increases the number of students enrolled.

1. Send brochures to potential communities with potential applicants.
2. Provide on-going communication with students' home community regarding progress.
3. Provide online program information.
4. Use creative scheduling with Biindegini College Studies program.
5. Determine flexible selection criteria in consultation with faculty (CCAT, reading test levels).
6. Allow potential students able to sit in on classes in ALS.
7. Invite education counselors, administrator to tour program at yearly or monthly divisional open house.
8. Promote program on local TV/radio networks and NCI.
9. Design posters and pamphlets to mail/fax to communities in Aboriginal language.
10. Create a broadcast quality video promoting ALS.
11. Provide registration online.

### **Goal #4 Partners and Promotion**

Develop strong partnerships for collaboration and promotion with communities, educational institutions, industry, and other organizations across Canada.

1. Set-up an advisory committee to oversee overall plans.
2. Set-up committees with sister institutions (UCN, U of W, U of M).
3. Partner with U of W for transitioning student to degree program (Bach of Ed with language specialty).
4. Attend conferences/network with similar programs.
5. Create links with similar programs.
6. Set-up business sponsor arrangements for work experience.
7. Connect satellite hook-ups (CAN 8) anywhere/anytime.
8. Complete feasibility study to provide community programming (Cross Lake-Cree, Sandy Bay, Rousseau River, and Garden Hill).

### **Goal # 5 Traditional Teachings**

Contract Elders who speak an Aboriginal language to incorporate traditional teachings into the program and to instruct the learners and program staff in the language.

1. Contract elders who speak an aboriginal language knowledgeable of Traditional Teachings i.e. culture, language and history.
2. Provide mini workshop on Traditional Teachings for all division staff and students.
3. Expand TT locations.
4. Hold Traditional ceremonies (sweats, feasts, medicine teachings, story telling, legends, etc.).
5. Teach drumming and songs.
6. Develop course (led by elders) in aboriginal arts (art, theatre, writing etc.) that can enhance or replace current TT approach.
7. Include vision questing.

### **Goal # 6 Technology**

Use technology appropriate for Aboriginal language instruction and development.

1. Purchase new computers for staff.
2. Install Desktop Publishing software for staff and students that is supported by Computer Services.
3. Provide training for installed software, CAN 8, Desktop Publishing, etc.
4. Utilize existing CAN 8 technology in ALS lab.
5. Link up to First Nation communities with internet access.
6. Purchase voice recognition software.
7. Purchase quality microphones for the lab and staff.
8. Purchase high end linguistic recorders and archival tapes.
9. Purchase Aboriginal language software for building and creating materials.

### **Goal # 7 Program Design and Delivery**






































Offer quality programming for the learner by balancing theory, practical learning, and language immersion.

1. Hire a program coordinator.
2. Deliver hands on training on Employability Skills.
3. Incorporate DACUM ideas into program and courses.
4. Incorporate student self-study.
5. Incorporate courses from Biindegin College Studies program.
6. Facilitate faculty input into use of ALS budget.
7. Offer 1-year certificate, 2-year diploma, and 3-year graduate diploma (university tracked).
8. Incorporate formal streams for specialization.
9. Design and develop course in AL reading and writing in both Roman Orthography and Syllabics.



***Appendix F – 5 –Year Program Renewal Plan in Gantt format***



ID	Task Name	2005		2006		2007		2008		2009		2010		2011		201
		H1	H2	H1	H2	H1	H2	H1	H2	H1	H2	H1	H2	H1	H2	H1
1	<b>Goal #1 Create a long-range (5 year) Professional Development plan for faculty</b>															
2	incorporate faculty PD plan into Performance Evaluations															
3	apply for release time to develop new courses (online, Can8, WebCT)															
4	participate in ESL (methodologies) training for staff for English as Second Language learners															
5	attend measurement, evaluation, and assessment workshops															
6	attend new PD workshops introduced at RRC															
7	attend language conferences															
8	offer counseling skills workshops to prepare staff to work with students who need assistance															
9	participate in division-wide cross-cultural training for faculty															
10	attend crisis management workshop															
11	attend workshops for staff on curricula design, implementation, and assessment															
12	participate in planning and organizing a division wide conference															
13	increase training on technology software															
14	<b>Goal #2 Design &amp; create an Aboriginal centre for developing language materials &amp; resources for lending, training, &amp; marketing.</b>															
15	apply for grants and /or program development funds for a feasibility study															
16	partner with other Aboriginal Language associations/organizations															
17	apply for funding for release time /or remuneration for development															
18	purchase/lease required equipment to create materials and resources															
19	purchase software for materials, i.e. dictionaries, books, posters															
20	design in-house syllabic font and keyboarding program															
21	hire technical assistants (former students) skilled in technology, Aboriginal Languages, and curriculum development															
22	create Aboriginal art graphics															
23	create an AL library for books, resources, tapes, videos, artifacts															
24	provide training to staff as needed (equipment, text, cataloguing)															
25	provide on-line language classes, Algonquian linguistics, Algonquian structure, history, and traditional teachings															
26	<b>Goal #3 Develop a creative recruitment strategy for the department that increases the number of students enrolled.</b>															
27	send brochures to potential communities with potential applicants															
28	provide on-going communication with students' home community regarding progress															
29	use creative scheduling with Biindegin College Studies program															
30	determine flexible selection criteria in consultation with faculty (CCAT, reading test levels)															
31	allow potential students able to sit in on classes in ALS															
32	invite education counselors, administrator to tour program at yearly or monthly divisional open house															
33	promote program on local TV/radio networks and NCI															
34	design posters and pamphlets to mail/fax to communities in Aboriginal language															
35	create a broadcast quality video promoting ALSP															
36	provide online program information															
37	provide registration online															

Project: Aboriginal Language Specialis Date: Wed 10/18/06	Task		Milestone		External Tasks	
	Split		Summary		External Milestone	
	Progress		Project Summary		Deadline	

ID	Task Name	2005		2006		2007		2008		2009		2010		2011		201
		H1	H2	H1	H2	H1	H2	H1	H2	H1	H2	H1	H2	H1	H2	H1
38	<b>Goal #4 Develop strong partnerships for collaboration and promotion with communities, educational institutions, &amp; industry.</b>															
39	set-up an advisory committee to oversee overall plans															
40	set up committees with sister institutions (UCN, U of W, U of M)															
41	partner with U of W for transitioning student to degree program (Bach of Ed with language specialty)															
42	attend conferences/network with similar programs															
43	create links with similar programs															
44	set-up business sponsor arrangements for work experience															
45	connect satellite hook-ups (CAN 8) anywhere/anytime															
46	complete feasibility study to provide community programming (Cross Lak-Cree, Sandy Bay, Rousseau River, Garden Hill)															
47	<b>Goal #5 Contract Elders who speak an Aboriginal language to incorporate traditional teachings into the program.</b>															
48	contract elders who speak an aboriginal language knowledgeable of Traditional Teachings i.e. culture, language and history															
49	provide mini workshop on Traditional Teachings for all division staff and students															
50	expand TT locations															
51	hold Traditional ceremonies (sweats, feasts, medicine teachings, story telling, legends, etc.)															
52	teach drumming and songs															
53	develop course (led by elders) in aboriginal arts (art, theatre, writing etc.) that can enhance or replace current TT approach															
54	include vision questing															
55	<b>Goal #6 Use appropriate technology for Aboriginal language instruction and development.</b>															
56	purchase new computers for staff															
57	provide training for installed software, CAN 8, Desktop Publishing, etc.															
58	install Desktop Publishing software for staff and students that is supported by Computer Services															
59	utilize existing CAN 8 technology in ALS lab															
60	link up to First Nation communities with internet access															
61	purchase voice recognition software															
62	purchase quality microphones for the lab and staff															
63	purchase high end linguistic recorders and archival tapes															
64	purchase AB language software for building and creating materials															
65	<b>Goal #7 Offer quality programming for the learner by balancing theory, practical learning, and language immersion.</b>															
66	hire a program coordinator															
67	deliver hands on training on Employability Skills															
68	incorporate DACUM ideas into program and courses															
69	incorporate student self-study															
70	incorporate courses from Biindegin College Studies program															
71	facilitate faculty input into use of ALS budget															
72	offer 1-year certificate, 2-year diploma, and 3-year graduate diploma (university tracked)															
73	incorporate formal streams for specialization															
74	design and develop course in AL reading and writing in both Roman Orthography and Syllabics															

Project: Aboriginal Language Specialis Date: Wed 10/18/06	Task		Milestone		External Tasks	
	Split		Summary		External Milestone	
	Progress		Project Summary		Deadline	



***Appendix G – Graduate Focus Group Summary***



## **Summary of the Focus Group Session with Aboriginal Language Specialist Graduates**

Facilitated by Flora Zaharia and Craig Edwards

Wednesday, May 2, 2006 in Room F202, Red River College, Winnipeg, MB

### **Four questions were asked:**

#### **1. Which part(s) of the ALS program has (have) been most helpful in preparing you for your current work/job?**

- The program instilled pride and appreciation in the use of one's own Aboriginal Language at home and in the work place.
- The cultural/history courses taught where each cultural group originated geographically - Cree, Ojibwe, OjiCree and Michif.
- The Cree course has been a help in my current position teaching Cree at night school.
- Using the services of Elders in the preparation of a Cree dictionary gave graduates the incentive to prepare a dictionary of medical terms which is being used in the current work place.
- Learning legal and medical terms has been very helpful in work place.
- Linguistics, syllabics, translating were very good courses.
- The Cree program has been very helpful in translating books written in English into Cree using the Roman Orthography.
- What I learned about the writing of Cree syllabics is helping me in making posters at work place to announce different events.
- The course in English has been a great help with report writing in current job.
- The course in public speaking has given me the confidence to speak in front of people, no matter how large a crowd.
- Learning to read and write the Aboriginal Language has been a great help at work place.
- Learning how to write Michif has given me the opportunity to earn a living by translating books into the Michif Language.
- Computer skills was a very important component as it led to communication with others and organizations, as well as doing research.
- Learning to do power point presentations is a real help in present job.
- Having a Traditional Healer/Elder's guidance throughout the program was a very important component of the program.
- The time that was given to practice and learn after school hours was a big part of the program for those who wanted to work ahead or complete assignments.
- Practicum placement led me to current job (2).
- Native Language in reading and writing plus the Ethics, Public speaking, understanding law were helpful.
- The Native cultural and Language component of having a Traditional Healer / Elder as guidance throughout the program

**2. Which part(s) of the ALS has/have been least helpful in preparing you for your current work/job?**

- “Ethics in the work place” course was not covered adequately. Students were required to purchase 2 books, one of which was not used at all. The students were given sheets of paper with questions and told to search for correct answers in one of the books. After completion, these sheets were handed in for marking but they were never returned to students. There was no formal teaching, no follow up activities, no discussions, and no role play.
- Practicum placement was a waste of time and of no benefit at all. The Aboriginal Language was not used at all. The four students at this placement just sat around observing students.
- Not enough time spent on interpreting during the earlier years of the program. Books were bought but were not used. Since graduation, one had to take classes on interpreting through his/her work place.

**3. What changes would you recommend to increase the relevance of the program to the work that you do?**

- At the very beginning of the program, there should be a week’s retreat with instructors, counselors, support staff, and students so that people who have problems/issues will be able to deal with them before starting classes. This will prevent the holding back of students who do not have any serious issues but just want to start learning.
- The language of instruction should be in the Aboriginal Language – total immersion. English should not be used at all.
- “Interpreting” should be taught every day, there should be more effort put into it.
- More time should be spent on interpreting law and medical terms.
- There should have been more Aboriginal Language assignments.
- Journal writing should be in the Aboriginal Language to get more practice in writing it.
- A serious issue was racism, where each group would stick with own cultural group and would not include the other cultural group. At different functions, the Cree students stayed together and so did the Ojibwe. The OjiCree were caught in between. Unkind remarks were made by certain students which created some discomfort.
- There should be a course on counseling skills which would be of great help in work place.
- To avoid wasting other student’s time, there ought to be one track for fluent speakers who are able to follow the pace of the program and another track for those who need more help.
- Whenever the Instructor is sick, a substitute should be there to carry on classes
- There should be Instructor assistants to help with those who need it.
- Students should not be required to buy books which they never used during the program.
- Oral fluency in the Aboriginal language should be a criterion for acceptance into the program.

- More staff to assist in the classroom with students maybe teachers assistants and also a Traditional Healer / Elder for those who need a better understanding of their culture.

**4. Would you recommend the program to others? Why or why not?**

- This program should be recommended for all fluent speakers of an Aboriginal Language who are interested in following a career that requires its use.
- It was helpful in giving me confidence to work in my field.
- Yes, but it helps if the student is motivated and doesn't have a lot of outside issues.
- I would recommend this program to others and will continue to do so while it is still available at RRC.