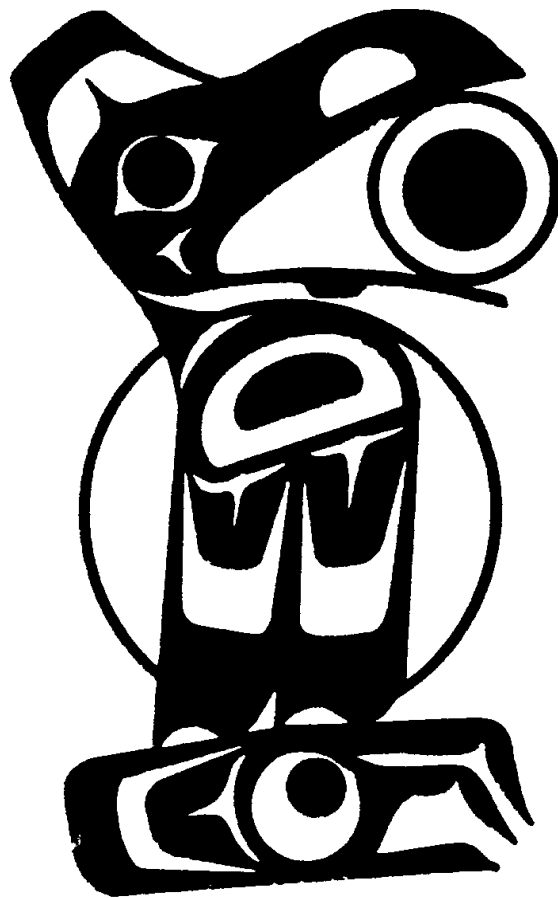


NITEP

Secondary option

HANDBOOK



Indigenous TEACHER EDUCATION PROGRAM

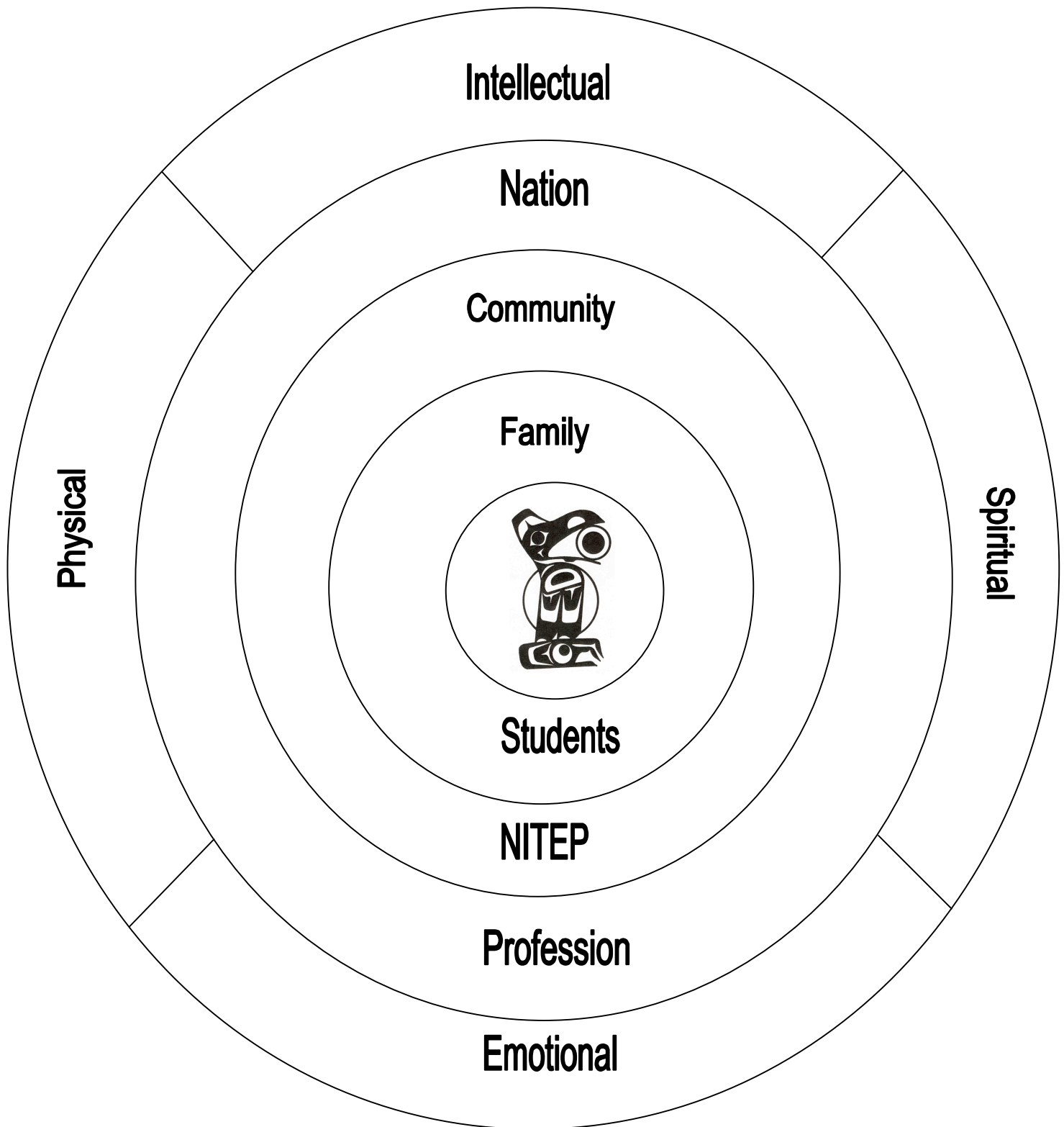
Faculty of Education

The University of British Columbia

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The NITEP Model



The NITEP Model

The NITEP model is used to guide our thoughts and our work throughout our years of study together. We reflect upon the multidimensional relationships in which we engage as we strive for harmony in our intellectual, spiritual, emotional and physical domains. We ask ourselves:

"Where have we been?"

"Where are we now?"

"Where are we going?"

"How are we going to get there?"

These broad themes are imbedded in seminars through each year of NITEP.

NITEP: Raven's Way



The NITEP logo is based on a legend that comes from the Northwest Coast of BC and is found in one form or another in a number of Aboriginal¹ cultures. The legend tells of the time when the earth was in complete darkness. Raven flew through a hole in the sky and took the sun in his beak. He then brought it back through the hole to give light to the earth.

The logo shows Raven with the sun in his beak superimposed over a circle that represents the hole in the sky. The First Nations Education Council² thought this would be a fitting symbol because NITEP hopes to bring the light of education to First Nations children in a much more effective way than has happened in the past.

The logo was designed by Phillip (Opie) Oppenheim, a Ntla'Kapmx artist.

¹ The term "Aboriginal" used in this handbook refers to First Nations, Inuit or Métis.

² The NITEP Advisory Committee was renamed the First Nations Education Council in February 1995.

What is NITEP?

NITEP began in September of 1974 in response to needs expressed by Aboriginal people throughout B.C. for a more effective and relevant teacher education program. There is a shortage of Aboriginal teachers in BC, and an increasing number of Aboriginal people desire to become teachers. NITEP was designed to meet these particular needs. The program's intention is to build upon and strengthen the cultural heritage and identity of the professionals in training. Using these strengths as a base, students develop the skills and academic knowledge expected of beginning educators.

The First Nations Education Council, which developed and advises the program, is made up of Aboriginal educators from the field centre communities, NITEP student representatives, UBC Faculty, a coordinator representative, and a British Columbia Teachers' Federation (BCTF) representative.

NITEP is unique in that students spend the first two years of study at field centres around the province or at an urban focus centre on campus in Vancouver. The remaining two or more years are completed at UBC in Vancouver. The locations of NITEP field centres are agreed upon jointly by the representatives of the Aboriginal communities, colleges, university-colleges, UBC and cooperating school districts. Field centre locations are subject to change.

NITEP graduates from the Elementary Option are awarded the Bachelor of Education (Elementary) degree and apply to the Teacher Regulation Branch of BC for a Professional Teaching Certificate when they have completed all program requirements. All degree requirements can be completed within 4 years.

NITEP graduates from the Secondary Option are awarded a Bachelor of Education (Secondary) degree and apply to the Teacher Regulation Branch of BC for a Professional Teaching Certificate when they have completed all program requirements. The secondary option program may be completed in 4 academic years and a required summer session in Years 4-5. Many students take courses during other summer sessions. Up to 12 credits may be taken during a summer session.

Common Questions About NITEP

1. Why is there a separate program for Aboriginal people?

Aboriginal people want a teacher education program that addresses educational issues pertinent to school settings where their children attend school. These issues include curriculum, teaching methodology, testing and assessment.

Aboriginal people want a teacher education program that honours and builds upon the individual's culture.

2. What can NITEP offer to students enrolled in the basic teacher education program?

Two on-campus First Nations studies courses are open to all education students:

- EDCP 362d (3): Curriculum Design and Evaluation
- EDUC 440 (3): Aboriginal Education in Canada

3. How is the NITEP secondary option different from the basic secondary program?

NITEP students are admitted to the Faculty of Education in the first year of university studies. NITEP includes the same basic secondary teaching program course requirements, but offers them in a different sequence. NITEP is unique in a number of ways. Twenty-one credits within the B.Ed. (Secondary) degree focus on Aboriginal educational theory, content, and pedagogy.

NITEP also requires additional educational seminars and educational field placements during the first three years. The field placements give the students opportunities to observe and become involved in a variety of educational settings ranging from pre-school to adult education. In addition, the settings may focus on teaching, curriculum development and program planning.

The first two years are offered through a regional field centre so that students can remain near their home community to maintain their family and cultural connections. The students can establish extended family support at the field centre with their peers. A field centre coordinator provides instructional and administrative services. The education courses are taught by locally hired instructors or UBC faculty who travel to the field centres. Arts and/or science courses are taken through community colleges, university-colleges and Aboriginal controlled post secondary institutions.

4. How is the NITEP secondary option similar to the basic 12-month secondary option?

NITEP students take the same professional component - common core as students in the basic 12-month secondary option.

NITEP requires the same graduation requirements as the basic 12-month secondary option.

NITEP graduates can seek jobs in public, independent or First Nations schools.

What are the Benefits of NITEP?

Individual: Support and Personal Growth

- Aboriginal community lifestyle is in evidence
- NITEP includes the family in the program
- Each cohort has a place for students to gather
- NITEP promotes Aboriginal group social gatherings
- NITEP offers direction and support from coordinators when problems arise
- NITEP provides a communication bridge with non-Aboriginals
- Students are encouraged to recognize Aboriginal values within education and at the same time to recognize values of other nations and cultures
- Peer support is encouraged
- Students learn about career options open to people with university education
- Self expression is encouraged

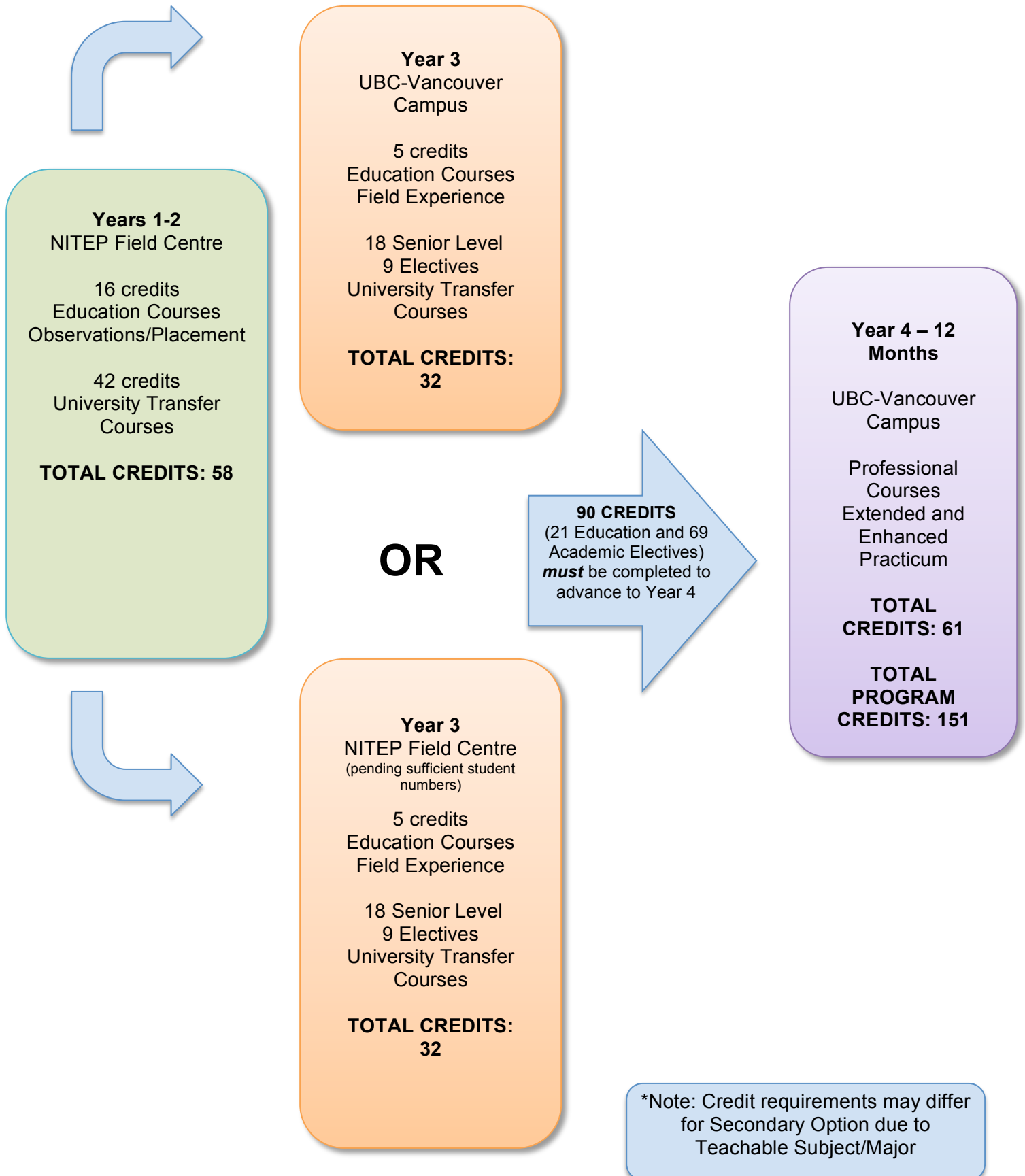
Non-Aboriginal Community: Building Aboriginal Awareness

- Aboriginal awareness for UBC as a whole has increased
- Students may influence the stereotypical attitudes others may have
- Teachers-in-training can bring awareness and understanding of Aboriginal issues and needs to sponsor teachers
- NITEP provides practical approaches to cross-cultural education

Aboriginal Communities: NITEP Contributions

- NITEP students and graduates are role models for Aboriginal children
- More teaching experience equals more experienced teachers
- Educational leadership will be strengthened
- Resource people are available from the different communities represented by NITEP students and graduates
- Literacy resources for Aboriginal courses are developed
- An active commitment to Aboriginal philosophy of autonomy in education is encouraged
- The diversity of Aboriginal cultures represented in the program expands everyone's knowledge of cultural issues
- NITEP allows opportunities for connecting and learning about other Aboriginal cultures
- Individual Aboriginal identity may be strengthened
- NITEP provides a forum and structure to revive, promote, and maintain Aboriginal culture
- Being in a university environment allows students to expand and develop skills that are critical to Aboriginal communities (i.e., analysis, research, writing, planning, technical and personal skills)

NITEP Program Overview



Program Sequence–Course Information

The Bachelor of Education (Secondary) requires a minimum of 151 credits of course work. The maximum number of required credits will vary depending on the student's choice of a major, major/concentration or concentration/concentration (please refer to Appendix E). Structured educational placements are also required. These school and community placements give students an opportunity to assess their potential for teaching and to relate their academic studies meaningfully to their classroom experiences.

During the first two years at one of the NITEP field centres, arts and/or science courses from the local community colleges or university-colleges are taken, as well as education courses from UBC. The education placements are both during and at the end of each academic year. The NITEP year begins in September and for the first three years concludes with the final education placement in May. The next three years are taken at the main UBC campus in Vancouver, where students complete the remainder of their program.

In order to be promoted to the Professional Year (Years 4-5), students must complete all academic requirements for the teachable subjects and obtain a 65% average on the required senior courses (300 and 400 levels) for each teaching field. All education placements must be completed. Year 4-5 begins in September and ends the following August. "Students are committed to 12 months of accelerated studies from September to August. There are no extended holiday breaks scheduled. Vacations, weddings and other personal events must not conflict with classes or practica" (*Excerpt taken from the Faculty of Education's Student Handbook.*)

It is the students' responsibility to do regular program planning with the Program Advisor during each year of the program.

Years 1-3: 90 Credits

Mandatory English

English	English 100 – Literature/Composition	6
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Mandatory English credits = 6

Indigenous Education Concentration: UBC Courses

EDUC 140	Introduction to Indigenous Studies	3
EDUC 141	Indigenous Studies	3
EDUC 240	Issues in Indigenous Education	3
EDUC 143	Seminar and Observation I	2
EDUC 244	Seminar and Observation II	2
EDUC 344	Indigenous Education Seminar	2
EDCP 362	Curriculum Development and Evaluation	2
LLED 336	Speech Communication for Teachers*	3

Indigenous Education Concentration credits = 21

Academic Courses (Major/Concentration) credits = 63

TOTAL FOR YEARS 1 – 3 = 90 CREDITS

Years 4-5 (12 Months)

61 Credits: Professional Courses

Promotion To Years 4-5:

In order to be promoted to Years 4-5, students must have completed at least 90 credits (including the mandatory credits, academic electives, First Nations Education concentration courses including the NITEP seminars and education placements) by the end of the summer session prior to the fall term of Years 4-5. The student must achieve an average of 65% on the best 60 credits of the 90 credits. All courses that have a Standing Deferred (SD) must be cleared. Registration will be blocked until all requirements are met.

WINTER TERM 1: 15 WEEKS – 20 CREDITS

EDUC 450	Inquiry Seminar I	3
EDST 402	Education and Media	1
EDST 401	Education, School and Society	2
EPSE 307	Applying Developmental Theories in the Classroom	1
EPSE 308	Understanding Diverse Learners	2
LLED 363	Teaching and Learning English as an additional language: Secondary	1
LLED 360	Classroom Discourses: Secondary	2
EDCP/LLED	Curriculum I – Required	3
EDCP/LLED	Curriculum II – Elective	3
EDUC 315	School-Based Practicum I: Pre-Practicum Experience	2

WINTER TERM 2: 12 WEEKS – 20 CREDITS

EDUC 451	Inquiry Seminar II	3
EPSE 310	Assessment and Learning in the Classroom: Secondary	3
EPSE 311	Cultivating Supportive School and Classroom Environments	1
EDUC 329	School-Based Practicum III: Secondary – 12 weeks	12
EDUC 430	Enhanced Practicum: 3 weeks	1

SUMMER TERM 1 – 8 CREDITS

EDST 403	Education, Knowledge and Curriculum	1
EDST 404	Ethics and Teaching	1
EDUC 440	Aboriginal Education in Canada	3
LLED 361	Literary Practices and Assessment	3

SUMMER TERM 2: 13 CREDITS

EDUC 452	Inquiry Seminar III: Graduation E-portfolio	3
EPSE 317	Development and Exceptionality in the Regular Classroom	3
EDCP/LLED	Curriculum III – Elective	3
ELECTIVE		3
EDUC 442	Critical Issues in Indigenous Education	1

DEGREE TOTAL: 151 CREDITS

Credit total may differ due to Teachable Subject/Major

Required English 100 – Literature/Composition

English Composition:

A 200-300 level 3-6 credit course in English Composition or Creative Writing is recommended. However, some university-colleges may offer only one 3 credit composition course. In this instance, students may complete the 3 credit composition course and in addition complete another second level English of their choice. Creative Writing 301 or its university transfer equivalent is accepted. Students may choose to take English 303 at UBC.

First Nations Education Concentration Courses

EDUC 140 (3) Introduction to Indigenous Studies

Selected issues affecting BC First Nations; the cultural and historical antecedents to these issues; First Nations viewpoints towards these issues. The course draws from various disciplines as well as from the knowledge of First Nations resource people.

EDUC 141 (3) Indigenous Studies

The study of a First Nations cultural group with an emphasis on traditional values and practices related to education.

EDUC 240 (3) Issues in Indigenous Education

EDUC 143 (2) Seminar and Observation I (Pass/Fail)

EDUC 244 (2) Seminar and Observation II (Pass/Fail)

EDUC 344 (2) Indigenous Education Seminar (Pass/Fail)

EDCP 362d(3) Curriculum Design and Evaluation

Practical and conceptual issues of developing and evaluating elementary and/or secondary school curricula will be discussed in relation to concurrent classroom pre-service or in-service experience.

LLED 336 (3) Speech Communication for Teachers

Oral presentation skills. Effectiveness of the teacher's voice in the classroom. (Pass/Fail)

Academic Courses (Major/Concentration)

Academic courses to include:

- Prerequisites for teachable subject areas
- Teachable subject area requirements dependent on major, major/concentration or concentration/concentration (Refer to Appendix E)
- Electives (**only if prerequisites for teachable subject areas are complete**)

The number of credits for academic courses will vary depending on major, major/concentration or concentration/concentration (Refer to Appendix E).

Please refer to the UBC online calendar for course descriptions.

NOTES:

- Students should declare a major, major/concentration or concentration/concentration in Year 1 (Refer to Appendix E).
- It is recommended that students complete English composition requirements before proceeding to Year 3 unless students are completing a major in English, or including English in a major/concentration or concentration/concentration.
- It is strongly recommended that students complete the 21 credits of UBC courses and 39 credits of university transfer coursework before proceeding to Year 3. The **minimum** number of credits needed to proceed to Year 3 is dependent on major, major/concentration or concentration/concentration.

Years 4-5: Professional Year

In order to be promoted to the Professional Year (Years 4-5), students must have completed all academic requirements for the teachable subjects and obtained a 65% average on the required senior courses (300 and 400 levels) for each teaching field. All education placements must be completed.

The secondary option prepares students to teach one or two subject specializations in all grades (8-12) in the secondary school. It comprises 61 credits of coursework.

Students are committed to 12 months of accelerated studies from September to August. There are no extended holiday breaks scheduled. Vacations, weddings and other personal events must not conflict with classes or practica. *(Excerpt from the Faculty of Education's Student Handbook).*

Student Teaching Seminars, Education Placements and Practicum

NITEP seminars and education placements (EDUC 143, 244, and 344) are required in the first three years of the program. The purpose of the seminar is to provide group and individual guidance, advising, and an orientation towards successful teaching. Attention is given to each person's interpersonal and communication skills and to strategies and methods of teaching. Structured classroom observations and educational placements are included.

EDUC 143 (2) Seminar and Classroom Observation I

The seminar focuses on education in the local context. Students are encouraged to:

- develop increased awareness of personal interests and abilities as they relate to teaching
- become reflective practitioners by journaling, building an e-portfolio, and examining their personal philosophy of education
- focus on a holistic approach to learning and teaching, incorporating the NITEP model and the four areas of self (intellectual, emotional, spiritual and physical)
- understand professional qualities and skills expected of teachers

Instructors and students will collaborate in making connections between coursework and the educational placements.

This course requires 26 hours of instructional time throughout the academic year. In addition, students are required to complete an educational placement that consists of 10 days in educational settings. A mandatory 5-day block in one setting is scheduled at the end of the academic year. The remaining 5 days may be added on to the mandatory 5-day block, or they may be spread throughout the academic year (e.g. attending workshops or conferences, giving presentations about NITEP at information or recruitment sessions, and attending career fairs on behalf of NITEP). Placements may be in schools, band offices, curriculum development centres, counseling services, friendship centres, community centres, daycares, etc. (Pass/Fail)

EDUC 244 (2) Seminar and Classroom Observation II

The seminar focuses on Aboriginal education in the local context. Students are encouraged to:

- develop increased awareness of personal interests and abilities as they relate to teaching
- examine their personal philosophy of Aboriginal education

- focus on a holistic approach to learning and teaching, incorporating the NITEP model and the four areas of self (intellectual, emotional, spiritual and physical)
- understand professional qualities and skills expected of teachers
- examine what it means to be a transformative Aboriginal educator

This course requires 26 hours of instructional time throughout the academic year. In addition, students are required to complete an educational placement that consists of 10 days in Aboriginal educational settings. A mandatory 5-day block in one setting is scheduled at the end of the academic year. The remaining 5 days may be added on to the mandatory 5-day block, or they may be spread throughout the academic year (e.g. attending workshops or conferences, giving presentations about NITEP at information or recruitment sessions, and attending career fairs on behalf of NITEP). Placements may be in First Nations schools or Aboriginal programs in other schools, band offices, curriculum development centres, counseling services, friendship centres, community centres, daycares, etc. (Pass/Fail)

EDUC 344 (2) Issues in Indigenous Education

This course requires 26 hours of instructional time throughout the academic year. In addition, students are required to complete an educational placement that consists of 10 days in Aboriginal educational settings. A mandatory 5-day block in one setting is scheduled at the end of the academic year. The remaining 5 days may be added on to the mandatory 5-day block, or they may be spread throughout the academic year (e.g. attending workshops or conferences, giving presentations about NITEP at information or recruitment sessions, and attending career fairs on behalf of NITEP). Placements may be in Aboriginal schools or Aboriginal programs in other schools, band offices, curriculum development centres, counseling services, friendship centres, community centres, daycares, etc. (Pass/Fail)

EDUC 329 (12) School-Based Practicum III: Secondary (12 weeks)

A developmental program of teaching practice, normally in one BC secondary school. Candidates will teach the subjects for which they were academically admitted and for which they are pedagogically prepared. The assignment covers the full school term. (Pass/Fail)

EDUC 430 (1) Enhanced Practicum

Following the extended practicum, the 3-week enhanced practicum provides all teacher candidates with an alternate experience to broaden their concept of educational spaces and opportunities. The experience builds on our current international placements, rural placements and placements in venues such as museums, the space centre, and the aquarium.

Interpretation of Pass/Fail Assessment

Some education courses are graded Pass/Fail. The professional program in teacher certification at UBC is committed to a high level of performance among all teacher candidates. It is with this in mind that a pass/fail system has been instituted. While marks are assigned in a few elective courses, all mandatory courses are judged on a pass/fail basis. Achieving a passing mark in our courses is contingent on a high standard of performance in all learning experiences (e.g., courses, practica).

Instructors use criterion-based assessment as a way of ensuring that all teacher candidates achieve a high level of performance in their learning experiences. Our standard for a pass in our B.Ed. program is equivalent to at least a B+ in UBC's standard marking system. Furthermore, attendance is essential to the experiential learning that permeates the B.Ed. program. Students who miss more than 15% of their course work (6 hours in a 3 credit course) are normally expected to repeat the course.

For more information, refer to:

teach.educ.ubc.ca/bachelor/nitep/pass_fail_assessment.php

Academic Year Policy

NITEP students may be required to take a year of transfer (elective) courses in order to meet their academic requirements prior to entering their professional year. All students who are planning to take an academic year must speak with the Program Advisor to obtain a Letter of Permission. In addition, students who plan to take these courses at institutions other than UBC must review their courses with the Program Advisor to ensure they are transferable.

Field centre students who leave NITEP for up to one year to complete these requirements at their host institution can be re-instated to the program upon their return. Students taking more than one year to complete their transfer courses must apply to NITEP for re-admission before returning to the program. Field centre students who include a UBC online course as part of their electives during an academic year(s) do not need to apply to be reinstated, as they would still be considered a UBC student.

Students planning to take an academic year must:

1. Advise the Program Advisor of their decision, obtain a Letter of Permission, and review courses to ensure they are transferable;
2. Contact the Program Advisor at least twice during the academic year (once per term) to review their program planning guide;
3. Apply to be reinstated if they leave NITEP for up to one year to complete transfer (elective) course requirements, or apply for re-admission if they take more than one year to complete transfer (elective) course requirements; and,
4. Send official transcripts to the Program Advisor at the NITEP office at the end of each academic year. Failure to comply with this requirement may result in the student being ineligible to register until they meet with the Program Advisor.

Graduation Requirements

1. A minimum of 151 credits of Education, Arts and Science course work as outlined by teachable subject area(s).
2. An average of 65% on the senior courses - normally numbered 300 and above - is required for each teaching field.
3. EDUC 329 and all related seminars, field placements and education experiences (Years 1 – 5).
4. To qualify for a degree, a candidate must normally complete all requirements within 10 years of initial registration in the program. Although the secondary option program may be completed in 5 academic years and a required summer session in Year 5, students may take courses during other summer sessions. Up to 12 credits may be taken during a summer session.
5. Students apply to the Teacher Regulation Branch of BC for their Professional Teaching Certificate. Forms can be obtained from the Teacher Education Office at UBC or directly from the Teacher Regulation Branch of BC.

Teacher Regulation Branch of BC Requirements

In order to teach in a public school in British Columbia teachers must apply to the Teacher Regulation Branch of BC for certification. The UBC Bachelor of Education (Secondary) degree must meet the Teacher Regulation Branch of BC guidelines. These guidelines will be reviewed in course selection meetings with the Program Advisor.

The Branch requires that the B.Ed. (Secondary) degree include 6 credits of English Literature and Composition and a depth of knowledge related to subjects taught in BC secondary schools.

First Nations Education Council

First Nations Education Council Representative Responsibilities

NITEP is guided by the First Nations Education Council (FNEC). Voting members include Aboriginal educators from the field centre communities, NITEP students, UBC Faculty, a coordinator representative, and a British Columbia Teachers' Federation (BCTF) representative. The committee meets three to four times a year.

NITEP students from each centre choose one representative to sit on the committee. A second student is selected as an alternate representative. Prior to the Council meeting, the representative is expected to meet with their NITEP student groups and submit a report that reflects this student meeting.

A format for the Student Report to Council is as follows (please see Appendix A for the form):

- NITEP group activities
- Student contributions/projects/awards
- Action of Group
 - students
 - coordinator
 - other
- Suggestions
- Additional comments/questions/information

The NITEP student representative will report to classmates at their field centre about the issues raised at the FNEC meeting. Communication is critical to maintaining a healthy program and the student representatives have a key role in this process.

Please ensure that the information contained in this report reflects all members of your group. Professional, ethical and responsible behavior is required in all situations (refer to Teacher Education Handbook). Issues raised in the report should be discussed with the coordinator prior to submission of the report to the FNEC.

A Checklist for Relocating to UBC

☐ **Course Planning and Registration**

Registration for Fall/Winter begins in June. Confirm your course choices with your Program Advisor.

Please ensure that all official transcripts from other institutions have been forwarded to NITEP and the Teacher Education Office (TEO). See your coordinator for the mailing address.

☐ **Family Housing (www.housing.ubc.ca/vancouver.htm)
(604) 822-4411**

Waiting lists are compiled on January 1, May 1 and September 1. Students are advised to complete an application and send the deposit (check amount with Housing) two years in advance. The deposit will have to be paid each year. Family housing has proven to be the best location for students and their families. Check website for deadline for applications.

☐ **Single Residence (www.housing.ubc.ca/vancouver.htm)
(604) 822-2811**

Applications accompanied by a \$50.00 deposit must be **received** by Housing if students are expecting a place in September. A small number of single residences are reserved for Aboriginal students. You will have to identify yourself as an Aboriginal student on your application. Check website for deadline for applications.

☐ **Daycare**

Waiting lists for childcare services vary from 6 months to one year so plan ahead.

a. Child Care Services

(604) 822-5343

2881 Acadia Road, Vancouver, BC, V6T 1S1

b. University Hill Elementary School – After school care program

(604) 713-5350

5395 Chancellor Boulevard, Vancouver, BC, V6T 1E2

Children must be placed on a waiting list six months in advance.

- ☐ **Parking at UBC (www.parking.ubc.ca) (604) 822-6786**

Parking is sold on a basis of hourly, weekly or annual fees. Permits for term parking may be purchased at the Parking and Security Office in the General Services Administrative Building (GSAB) located on second floor (Room 204) at 2075 Wesbrook Mall, UBC. As there is more demand than spaces available, it is possible to enter a lottery starting mid-April on line at www.parking.ubc.ca.
- ☐ **UBC Student Card (www.ubccard.ubc.ca)**

The UBC student card is your official student identification and it can be picked up once you have registered for classes. Visit www.ubccard.ubc.ca for pick-up locations, dates and times.
- ☐ **UBC Pass (www.upass.ubc.ca)**

The U-Pass is a universal transportation (bus) pass. It is a mandatory pass at a cost of \$30/month over 8 months. Passes need to be picked up each month at the Bookstore. All students are eligible for the U-Pass between September and April inclusive.
- ☐ **Free UBC Email Account (www.netinfo.ubc.ca)**

Sign up for a Campus-Wide Login (CWL) and a UBC email account. The CWL allows you to use the UBC wireless network as well as the myUBC portal and WebCT applications. Every UBC student also receives a free email account. Create a CWL account at www.cwl.ubc.ca and sign up for your email account at www.netinfo.ubc.ca.
- ☐ **Student Computer Lab (at The Longhouse)**

The lab has a number of networked PCs, Macs, laser printers, scanners, and backup devices. Access is restricted to Aboriginal students currently attending UBC.
- ☐ **Medical & Dental Coverage information**

Please “opt out” by deadline **IF** you have coverage. Please refer to: <http://teach.educ.ubc.ca/bachelor/nitep/opt-out-information.php>.
- ☐ **Doctor**

Please refer to: https://www.cpsbc.ca/cps/physician_directory/search for a listing of physicians who are accepting new patients. Read the disclaimer, then enter the city and check the box that says, “Accepting New Patients.”
- ☐ **Dentist**

Please refer to: <http://adsbc.bc.ca/jsp/dentalfacilities.jsp> for a listing of dentists who are accepting new patients.

Appendices

- APPENDIX A First Nations Education Council (FNEC) Student Representative Form
- APPENDIX B Financial Information
- APPENDIX C The Role of the Coordinator
- APPENDIX D Budget Worksheet
- APPENDIX E Teachable Subjects for B.Ed. Secondary Program (12 months)



Appendix A: First Nations Education Council Student Representative Form

This report is based on a meeting held on _____, 20____
with the students I represent. To the best of my ability, this report reflects their group
activities, student contributions/projects/awards/accomplishments, action of group to
date, and suggestions.

Submitted by: _____

Centre: _____

Date: _____

1. NITEP group activities:

2. Student contributions/projects/awards/accomplishments:

3. Action of group to date:

4. Successes and highlights:

5. Additional comments/questions/information:

I have discussed the above noted report with the group that I represent and they are all in agreement with the report as presented.

Signature

Date

Appendix B: Financial Information

NITEP students may secure basic funding from their Bands, INAC, Métis Organizations and/or Canada Student Loans.

1. Band/DIA Funding:

Status students should contact their own Band, Regional Education Office or nearest DIA office as soon as possible to determine their eligibility for financial support. This support includes a living allowance, payment of tuition fees, and books and supplies allowance. Assistance is also available through the Canada Student Loan program and the First Citizens' Fund (see below).

2. Canada Student Loan Program:

To receive a loan or get interest-free status, you must be registered in at least 60% of a full-time course load for your program of study. This means you need to be registered in a minimum number of 9 credits during each term you study. Maintaining your full-time course load is very important, as dropping below this threshold can mean early repayment and loss of funding.

<http://www.aved.gov.bc.ca/studentaidbc/welcome.htm>

3. First Citizens' Fund:

Financial aid is available to both status and non-status students who apply. Contact First Citizens Fund for details and application procedures.

Contact First Citizens Fund
 c/o BC Association of Aboriginal Friendship Centres
 200 - 506 Fort Street
 Victoria, BC
 V8W 1E6
 Telephone: (250) 388-5522
 Fax: (250) 388-5502

<http://www.bcaafc.com/design/pdf/Student%20Bursary%202007.pdf>

Note: Any income received through the First Citizens Fund must be reported on UBC Bursary applications.

4. UBC Student Financial Assistance and Awards (604) 822-5111

Bursaries are non-repayable awards that are designed to help fill your "unmet need," which is the gap between assessed financial need and available government assistance. The General Bursary Program covers most bursaries available to UBC students.

<http://www.students.ubc.ca/finance/awards.cfm?page=bursaries>

Scholarships are based on academic excellence. When enrolled at UBC, students may be eligible for a wide range of scholarships, bursaries and other awards. Some of the UBC awards are specifically designated for Aboriginal students and are awarded only to those who apply for them on UBC applications for "Winter Session Scholarships and Bursaries"

<http://www.students.ubc.ca/welcome/aboriginal.cfm>

The following are primarily academic awards for which there is no application form:

- | | |
|-------|---|
| 01942 | UBC Alumni NITEP Scholarship |
| 01943 | Robert W. Sterling Memorial Award (to a graduating NITEP student) |
| 01945 | Amy E. Sauder Scholarship |
| 01932 | Sharp Cook Family NITEP Graduation Prize |
| 01994 | Bert McKay Memorial Award (to a graduating NITEP student) |
| 01995 | Joan Ryan Award (to a graduating NITEP student) |

NOTE:

Many bursaries are available and are based on financial need. In order to qualify for bursaries, a student must be receiving a Canada Student Loan.

Other awards are available through a variety of sources and are not administered by UBC.

All NITEP Coordinators and UBC Awards Office staff are available for financial advising, but it is the responsibility of the student to seek assistance, fill out forms and meet the deadlines.

Awards may adjust accordingly depending on interest rates and contributions from donors.

Appendix C: The Role of the Coordinator

1. Arrangement of tutorial assistance for both individuals and groups.
2. Personal and financial advising. Arrangement of professional aid where necessary.
3. Teaching and facilitating seminars.
4. Assisting students to develop teaching skills, arranging and overseeing education placements, and providing opportunities for student reflection and self-evaluation.
5. Liaising with instructors and faculty members, sponsor teachers, principals, school district personnel, community colleges and university-colleges, and with other local groups and agencies.
6. Teaching First Nations Studies (in some centres).
7. Liaising with local and regional Aboriginal bands, associations and agencies.
8. Administering field centre service demands.
9. Contributing to special projects such as: NITEP newsletters, student gatherings, appreciation dinners and open houses.
10. Travelling on NITEP business is a requirement for this position.

Appendix D: Budget Worksheet

The following budget guideline could be used to assess living expenses and academic costs.

LIVING EXPENSES		INCOME/FINANCIAL RESOURCES	
Rent; Shared Student Residence; Room and Board		Savings from All Sources	
Mortgage Payments (include taxes)		Income from Sale of Assets	
Food		Projected Part-time Earnings	
Utilities		Family Allowance	
Local Transportation		Child Support	
Return Transportation (home to school)		Scholarships	
Medical/Dental costs		Social Assistance	
Clothing		Employment Insurance	
Daycare/Baby-sitting		INAC / Band Sponsorship / Tribal Council Sponsorship	
Miscellaneous		Parent/Guardian/Spouse	
TOTAL LIVING COSTS	\$	Student Loans (please attach list)	
EDUCATION COSTS		Other	
Tuition			
Books/Photocopying		TOTAL TERM INCOME	\$
Supplies		CALCULATION OF REQUEST	
Tutoring/Special classes		Total Expenses (from first column)	
Miscellaneous (may include: graduation, emergency travel expenses, placement/practicum clothing allowance, supplies for courses in Year 4, testing)		Total Term Income (above)	
TOTAL EDUCATION COSTS	\$	FINANCIAL ASSISTANCE REQUEST (Income minus Expenses)	\$
TOTAL EXPENSES	\$		

Appendix E: Teachable Subjects

Refer to the following website:

<http://teach.educ.ubc.ca/admissions/BEd-program/academicrequirements.html#secondary>

The Teachable Major

A teachable major comprises 42 credits of general and specific course-work in a subject that is taught in the BC secondary curricula. Of these 42, at least 30 must be at the 3rd and/or 4th year level.

There are two qualifications to be made:

- 1) there are specific content areas which must be covered; and
- 2) some teachable subjects, such as in the areas of social studies and science, require an additional 12 - 18 credits of introductory related coursework.

The Teachable Concentration

A teachable concentration is equal in all respects to the major except that there are 12 senior credits (3rd / 4th year) fewer than the major.

There are some 28 teachable subjects to choose from. Each subject may be presented as a teachable major or a teachable concentration; however, note the special meanings attached to each of the following symbols: **C**, **M**, or ***C** which appear beside a teachable subject.

- C** indicates that the subject may be presented as a teachable concentration (as set out on self-assessment worksheet).
- M** indicates that the subject may be presented as a teachable major (as set out on self-assessment worksheet).
- M~** indicates that a major in that subject requires another teachable concentration.
- *C** indicates that subject can only be presented as a concentration along with a subject not marked with an asterisk. Stated another way, you may not present two subjects marked by an **"*C"**.

Appendix F: Teaching Fields for the Secondary Option

Refer to the following website:

General Subjects

1. Art	CM
2. Business Education	CM
3. Computer Science	CM~
4. English	CM
5. English as a Second Language	*C
6. French	CM
7. Home Economics	CM
8. Mathematics	CM
9. Music	M
10. Physical Education	CM
11. Technology Education	M
12. Theatre	CM

Modern Languages

13. Chinese	*C
14. German	*C
15. Italian	*C
16. Japanese	*C
17. Punjabi	*C
18. Russian	*C
19. Spanish	*C

Science

20. Biology Sciences	CM
21. Chemistry	CM
22. Earth Science	CM
23. Physics	CM

Social Studies

24. Geography	CM
25. History	CM
26. Social Science	*C

Career Preparation

27. Chef Education Concentration	M
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