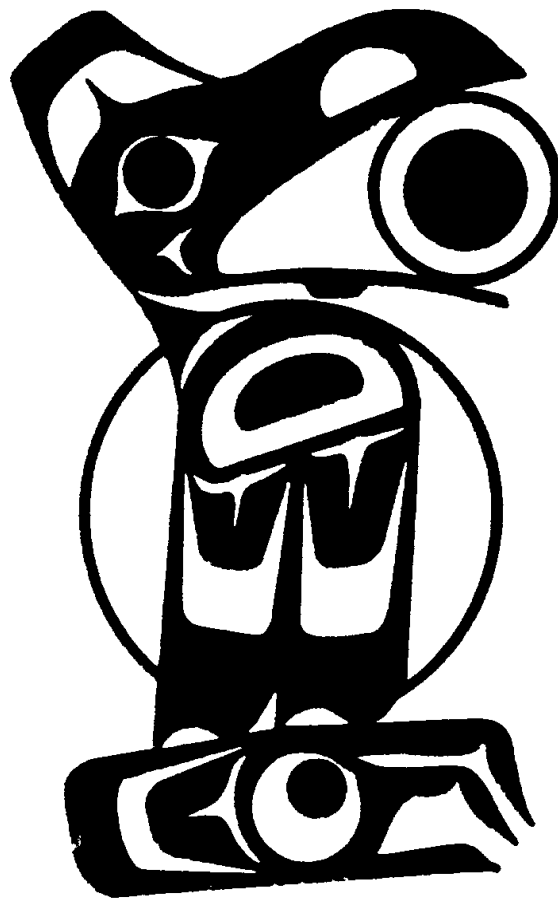


NITEP ELEMENTARY OPTION HANDBOOK



INDIGENOUS TEACHER EDUCATION PROGRAM

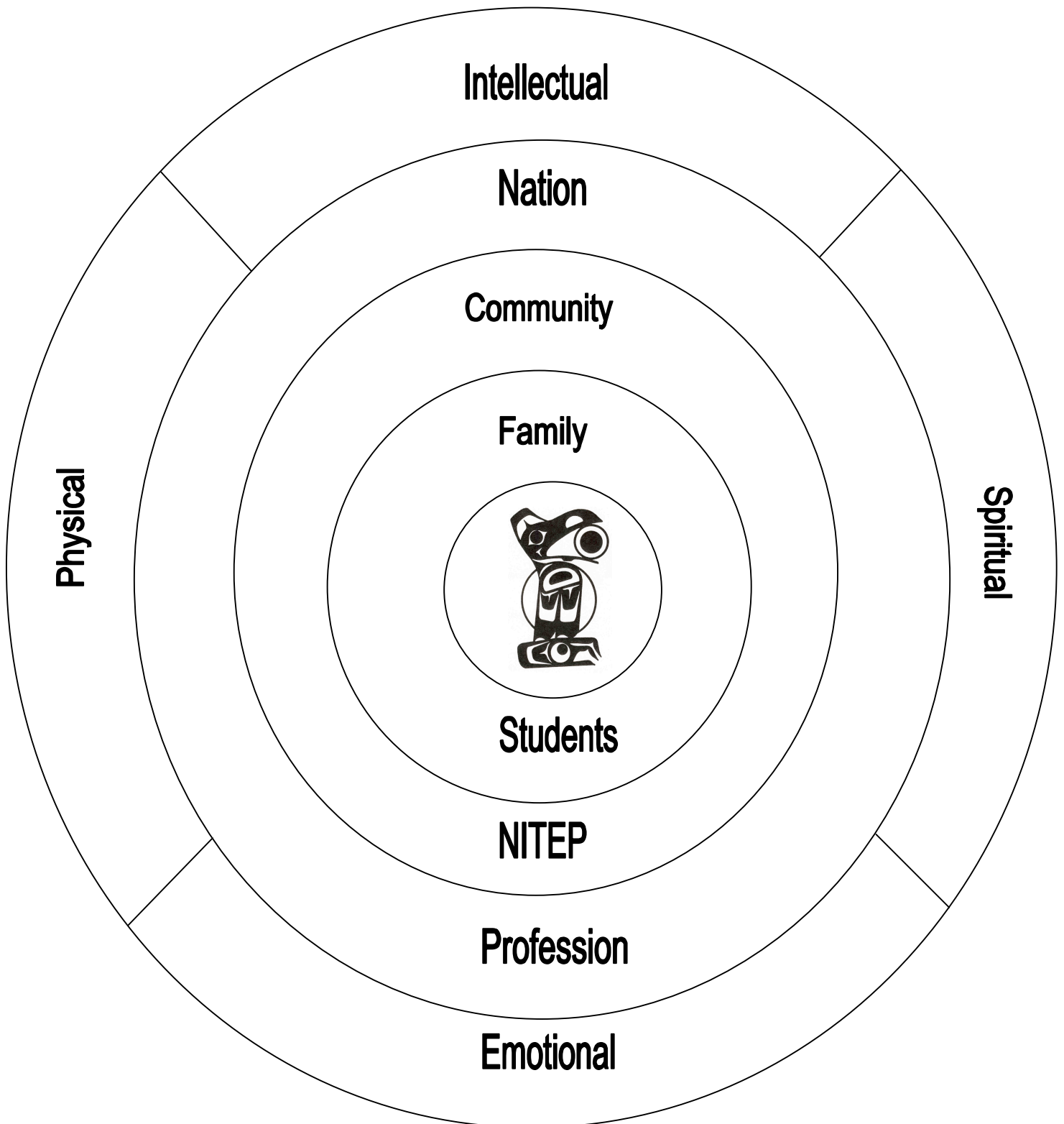
Faculty of Education

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?"

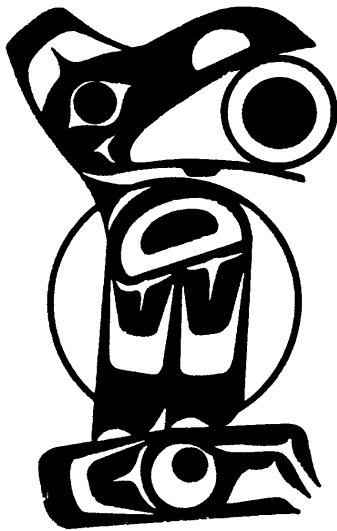
"Where are we now?"

"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 (Oppie) 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 elementary option different from the basic elementary program?

NITEP students are admitted to the Faculty of Education in the first year of university studies. NITEP includes the same basic elementary 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. 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. NITEP students take a combination of arts/science and education courses in each year of their degree program.

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. The arts and science courses are taken through community colleges, university-colleges, and Aboriginal controlled post secondary institutions.

4. How is the NITEP elementary option similar to the basic elementary program?

NITEP students take the same compulsory education courses as students in the basic teaching program. NITEP requires the same graduation requirements as the basic teaching program. 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 evident
- 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, 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

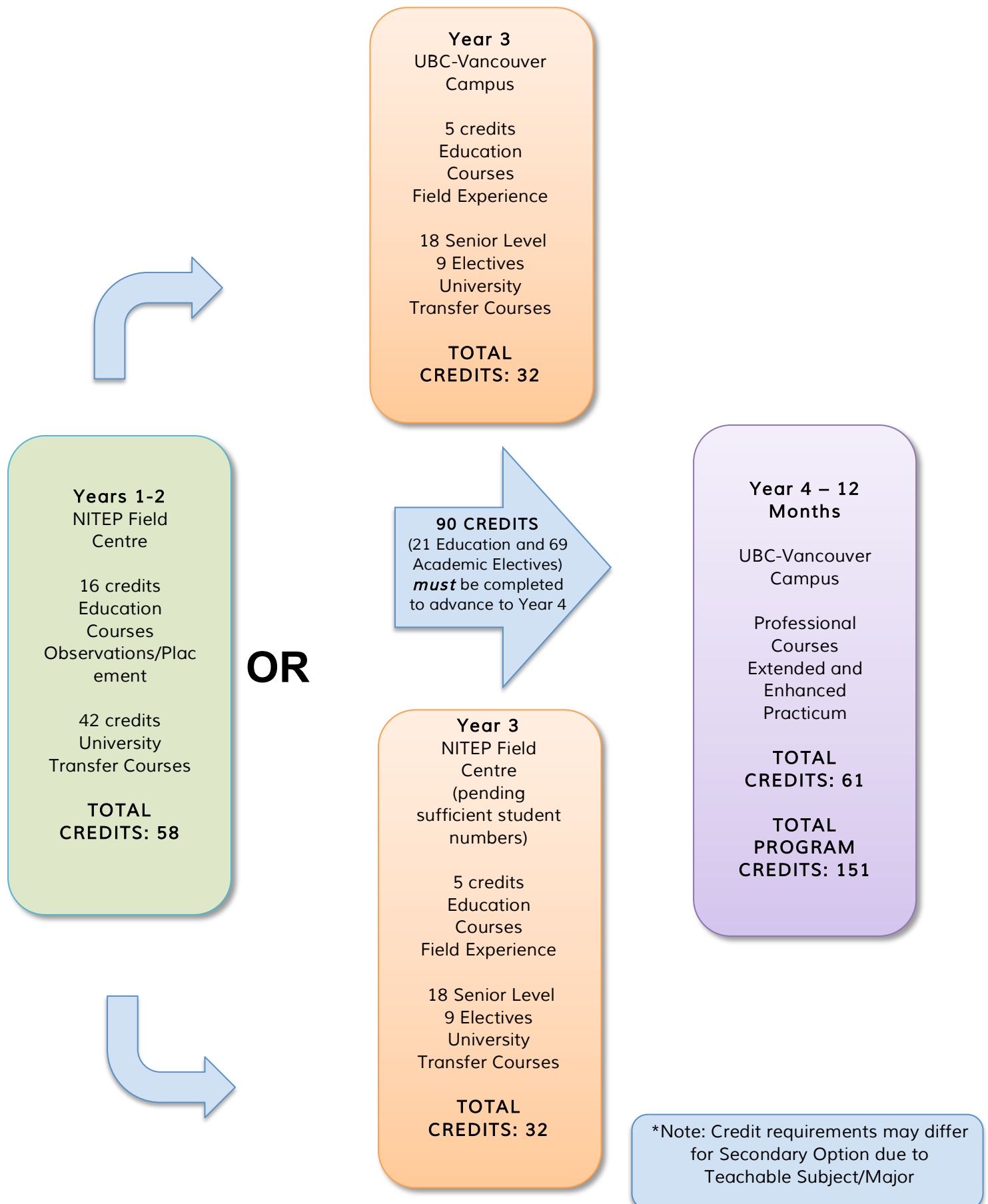
Non-Aboriginal Community: Building Aboriginal Awareness

- 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

A Bachelor of Education (Elementary) degree requires 151 credits of course work including structured educational placements. These schools 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 centers, arts/science courses from the local community colleges or universities 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 remaining years are taken at the main UBC campus in Vancouver, where students complete the remainder of their program. There is a 10-week school practicum and 3 week enhanced practicum in Years 4-5.

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

Years 1-3 Courses 90 Credits

Mandatory Credits

English	English 100 – Literature/Composition	6
Math	(not statistics)	3
Science	(any level lab science)	3
Canadian Studies	(any level – History or Geography)	3 - 6

Academic Electives

Mandatory + Elective credits = 51

Indigenous Education Concentration: UBC Courses

EDUC 140	Introduction to Indigenous Studies	3
EDUC 141	Cultural 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	Issues in Indigenous Education	2
EDCP 362	Curriculum Development and Evaluation	2
LLED 336	Speech Communication for Teachers*	3

Indigenous Education Concentration credits = 21

Senior Level Subject Areas (300-400 level) = 18 credits

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

EDUC 450	Inquiry Seminar I	2
EDUC 440	Aboriginal Education in Canada	3
EPSE 310	Assessment and Learning in the Classroom: Elementary	2
EPSE 311	Cultivating Supportive School and Classroom: Elementary	1
EPSE 308	Understanding Diverse Learners	2
EPSE 307	Applying Developmental Theories in the Classroom	1
EDST 401	Education, School and Society	2
EDST 402	Education and Media	1
LLED 353	Teaching and Learning English as an additional language: Elementary	2
LLED 350	Classroom Discourses: Elementary	2
EDUC 315	School-Based Practicum I: Pre-Practicum Experience	2

WINTER TERM 2: 12 WEEKS

EDUC 451	Inquiry Seminar II	2
EDST 403	Education, Knowledge and Curriculum	1
LLED 351	Literacy Practices and Assessment: Elementary	3
LLED 352	Introduction to Teaching and Learning French: Elementary	2
EDCP 301	Art – Elementary: Curriculum and Pedagogy	2
EDCP 340	Mathematics – Elementary and Middle Years: Curriculum and Pedagogy	2
EDCP 308	Music – Elementary: Curriculum and Pedagogy	2
EDCP 320	Phys. Ed. – Elementary: Curriculum and Pedagogy	2
EDCP 349	Science – Elementary: Curriculum and Pedagogy	2
EDCP 331	Social Studies – Elementary: Curriculum and Pedagogy	2
EDUC 321	School-Based Practicum II: Pre-Practicum Experience	1

SUMMER TERM 1

EDUC 418	School-Based Practicum III: Elementary, 10 weeks	12
EDUC 430	Enhanced Practicum: 3 weeks	1

SUMMER TERM 2: EDUCATION SEMESTER D

EDUC 452	Inquiry Seminar III: Graduation E-folio	2
EDST 404	Ethics in Teaching	1
EPSE 317	Development and Exceptionality in the Regular Classroom	3
EDUC 442	Critical Issues in Indigenous Education	1

DEGREE TOTAL: 151 CREDITS

University Core Courses: Specific Requirements

English 100 Level:

6 credits of First Year English

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.

Mathematics:

3-6 credits of Mathematics must be completed. Ensure that the course chosen is not a Statistics course either in name or description and that the course transfers to UBC: for example, MATH 230 [3] or MATH 335 [4]. The minimum Mathematics requirement is 3 credits.

Science:

Students must complete 3-6 credits of a Laboratory Science (Biology, Chemistry, Physical Geography, Geology, or Physics). A lab is a requirement of the Science course. Psychology or Computer Science courses do not satisfy the Laboratory Science requirement. The minimum Science requirement is 3 credits.

Canadian Studies:

3 credits of Canadian History or Geography will meet the Elementary Social Studies curriculum requirement. An additional 3 credits of Canadian Studies from an academic discipline is recommended.

NOTE: All core courses must be completed before proceeding to Years 4-5.

Please ensure that all official transcripts from other institutions and Letters of Permission (LOPs) are forwarded to the NITEP Program Advisor at the end of each term. See your coordinator for mailing instructions.

Please refer to the UBC Calendar for complete course descriptions.

Education Course Descriptions: Years 1-3

- 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 Classroom Observation I (Pass/Fail)**
- EDUC 244 (2) Seminar And Classroom Observation II (Pass/Fail)**
- EDUC 344 (2) Issues in Indigenous Education (Pass/Fail)**
- EDCP 362 (3) Curriculum Design And Evaluation**
Practical and conceptual issues of developing and evaluating elementary school 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)

Senior Level Subject Areas

Please refer to Appendix E.

Students are required to complete 18 credits at the senior level (courses numbered 300 or higher) in one or more subject areas. Please refer to Appendix E for the Senior Level subject areas.

It is critical that students plan ahead. Thoroughly preview the senior level course descriptions in the calendar. Ensure that prerequisites, if any, are completed before enrolling in the senior courses chosen.

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 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 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 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 418 (12) Extended Practicum: Elementary

During the 10 week extended practicum each student teacher works closely with experienced teachers. The student teachers are expected to consolidate and practice their understanding of the theoretical bases of modern educational practice. Each student teacher teaches all subjects at either the primary (Grades K-3) or intermediate (Grades 4-7) level. Faculty support, advice, and assessment are provided on a regular basis.

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 reinstated 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. 151 credits of Education, Art and Science course work as outlined.
2. 65% average on the best 60 credits of academic course work. The 60 credits must include the 18 credits of the Senior Academic concentration. The following Education courses can be included in the 60 credits of academic course work EDUC 140, EDUC 141, EDUC 240.
3. EDUC 418 and all related seminars, field placements and education experiences.
4. To qualify for a degree, a candidate must normally complete all requirements within ten years of initial registration in the program. Although the total program may be completed in 4-5 academic years, many students take courses during summer sessions; up to 12 credits may be completed 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 (Elementary) degree must meet the Teacher Regulation Branch of BC guidelines. These guidelines will be reviewed in course selection meetings with the Program Advisor.

First Nations Education Council (FNEC)

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 the Program Advisor.

Please ensure that all official transcripts from other institutions have been forwarded to the Program Advisor at the NITEP office. 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	Course Requirements
APPENDIX F	UBC Course Guide for ENG, LAB SC, MATH, CNST, HIST, GEOG
APPENDIX G	Non-UBC Course Guide for ENG, LAB SC, MATH, CNST



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: Course Requirements

Course Requirements	UBC Sample Courses
6 credits of English Literature and Composition 6 credits of English Literature acceptable but only 3 of Composition	ENGL 110-121, 220-227, 230, any 300 and 400 level courses in English Literature
3 credits of Mathematics Statistics or Business Math are NOT acceptable	MATH 100, 102, 230, 335
3 credits of <u>Canadian</u> History or Geography (Physical Geography not accepted)	HIST 135 GEOG 210, 290
3 credits of a Laboratory Science A course in Science containing a regular science laboratory session (tutorial sessions do not fulfill this requirement)	BIOL 111+140, 112+140 CHEM 111, 113 EOSC 110+111, 112, 114+115, 116+117, ASTR 101, 102
3 credits of Canadian Studies Selected from Canadian History, Geography, Sociology, Literature, etc. Content must pertain solely to the Canadian Society, its culture or literature.	HIST 135, 302, 303, 329 GEOG 210, 290, 327, 328 CDST 350, 450
18 senior credits as described below	See below

Senior Level Subject Areas: Select from ONE of A, B, or C

- A) 18 senior credits (third or fourth year) from one or a combination of:**
Art, Biology, Chemistry, Earth/Geology, English, French, Geography, History, Mathematics, Music, Physics.
- B) 18 senior credits (third or fourth year) from a combination of the following:**
Anthropology, Asian Studies, Astronomy, Biochemistry, Botany, Canadian Studies, Chinese, Classical Studies, Communications, Creative Writing, Dance, Drama, Economics, Family Studies, First Nations Studies, Food Science/Health Nutrition, German, Italian, Japanese, Korean, Kinesiology, Linguistics, Microbiology, Oceanography, Philosophy, Physical Education, Physiology, Political Science, Psychology, Punjabi, Russian, Sociology, Spanish, Statistics, Women's Studies, Zoology.
- C) 18 senior credits (third or fourth year) from any combination of courses from List A and B.**

Excerpts taken from the University of British Columbia's Faculty of Education "Pre-admission Requirements and Student Self-Assessment" Worksheet.

UNIVERSITY OF BRITISH COLUMBIA

ELEMENTARY AND MIDDLE YEARS TEACHER EDUCATION PROGRAM – updated June 2015

Suggestions for courses that fulfill the English, Laboratory Science, Mathematics, History, Geography and Canadian Studies Requirement

INSTITUTIONS	English Literature & Composition	Laboratory Science (3 credits)					Mathematics	Cdn Geography	Cdn History	Other Cdn.
		Biology	Chemistry	Physics	Geography (physical)	Others				
UBC - VANCOUVER	ENGL 100, 110, 111, 112, 120, 121, 220, 221, 222, 223, 224, 226, 227, 468, 209, 210, 343	111+140, 112+140, 121+140, 153, 203, 204, 205, 209, 210, 343	111, 113, 121, 123, 201, 202, 203, 211, 233+235	100, 101, 102, 107, 108+109, 153, 343		ASTR 101, 102, One of: EOSC 110, 112, 114, 116 plus 111 335	100, 101, 102, 103, 104, 105, 110, 120, 180, 184, 230, 335	210, 290, 327, 328, 426	235, 236, 303, 304, 305, 308, 324, 325, 326, 329, 411, 412, 413, 420, 466, 469	ENG 222, 470, CDST 250, 350, 450, SOCI 210, 310, 410, ANTH 220, 321, 329, FNSP 100, 210, POLI 101, 301, 303, 304, 305, GRSP 205, 210, 301
UBC - OKANAGAN	112, 150, 151, 153, 209, 212, 213, 220, 221, 222, 226, 231, 233, 234	104, 116, 117, 122, 125, 126, 131, 133, 204, 205, 209, 210	111, 113, 121, 123, 201, 203, 204, 210, 211	102, 111, 112, 122, 140	108, 109, 200	ASTR 110, 111, EESC 111, 121	100, 111, 116, 125, 126, 160, 200	217, 290	112, 122, 226, 227, 300, 301, 329, 406, 407, 466, 467	ENGL 222, 470, 471, 481, 482, SOCI 203, 211, 221, 222, 223, 311, ANTH 220, POLI 101, INDG 201, 202
CAMOSUN COLLEGE	151, 161, 164, 224, 262, 266, 270, 280, 282, 286, 290	103, 124, 126, 150, 151, 228, 230	110, 112, 120, 121	104, 105, 114, 115	111, 272, 274, 276	GEOS 100, 110, ASTR 101, 102	100, 101, 107, 108, 109, 112, 113, 115	104, 105	110, 112, 204, 206, 214	ANTH 241, ENG270, IST 116, 117, SOC 104, 106, 110, 112, PSC 104, 106, 208
CAPILANO UNIVERSITY	100, 103, 104, 105, 106, 107, 109, 200, 201, 203, 205, 208, 209, 210, 212, 213, 218	104, 105, 106+107, 110, 111	110, 111	104, 110, 111, 114, 115, 116	112, 114	GEOL 110, 111, ASTR 107, HKIN 190, 191	108, 109, 116, 190	106, 208	110, 111, 205, 209	ENGL 203, ANTH 205, 206, SOC 200, 201, POL 104, 202, 204, 208
COLLEGE OF NEW CALEDONIA	101, 102, 103, 104, 107, 101, 112, 120, 201, 202	103, 104, 107, 111, 112, 120, 201, 202	111, 112, 113, 114	101, 102, 105, 106	201, 202	ASTR 101, 102	101, 102, 190	103	103, 104, 204, 205, 206, 211	ABST 101, ENGL 203, 204, 219, SOC 102, 203, 204
COLLEGE OF THE ROCKIES	100, 101, 102, 202, 211, 212, 223, 224	101, 102, 151	101, 102	103, 104	101, 102	GEOL 105, 106	101, 102, 103, 104	210	201, 202	ENGL 202
CORPUS CHRISTI COLLEGE	110, 120, 231, 232, 233, 234	112 + 140, 121 + 140		101	102		110+111		105, 106	ENGL, 233, POLI 101
DOUGLAS COLLEGE	1101, 1102, 1106, 1107, 1109, 1112, 1114, 1118, 1130,	1103, 1110, 1203, 1210, 1310	1108, 1110, 1210	1107, 1110, 1207	1110, 1120	ASTR 1105, SCIE 1106, 1107, GEOL 1120, 1121, 1130	1120, 1125, 1130, 1191, 1234	1160, 1180	1113, 1114, 2209, 2210, 2260, 2261, 2270, 3315	ENGL 101, SOCI 1145, ANTH 1120, 1160, PEFA 1101, POLI 1102, 2202
KWANTLEN POLYTECHNIC UNIVERSITY	1100, 1202, 1204, 2301, 3330	1110, 1112, 1210, 2320, 2321	1101, 1105, 1110	1100, 1101, 1102, 1120	1110, 1120	ASTR 1100, 1120, GEOL 1210	1116, 1120, 1130, 1190	1160, 2140	1113, 1114	ENGL 2301, 3301, ANTH 2140, 2142, SOCI 2225, 2230, 2240, 2250, POLI 1120, 2121
LANGARA COLLEGE	1100, 1127, 1128, 1129, 1130, 2223, 2224, 2225, 2231, 2234, 2235, 2237	1115, 1116, 1190, 1191, 1215, 1216	1117, 1118, 1120, 1217	1101, 1118, 1125, 1205	1180, 1190	ASTR 1101, 1102, GEOL 1110, KIN 1190, 1191	1153, 1162, 1171, 1174, 1190, 1253, 1173+1183	1120, 1150, 2230	1116, 1126, 1161, 2207, 2215, 2217, 2225, 2246	ABST 1100, 1116, 2202, ENGL 2225, ANTH 1180, POLI 1119, 2209, 2241, CNST 1110/20/30/40/50
NORTH ISLAND COLLEGE	115 or 125, 120, 121, 126, 202, 203, 212, 213, 224, 225	102, 103, 110 + 111	110, 111	100, 101, 120, 121	105, 106	SSA 100, 101	151, 161, 163, 181, 182	200, 205	111, 112, 225, 250, 251	ENG 212, 213, SOC 212, POL 109, 119

Courses numbers that are underlined are recommended for elementary teaching.

This chart is intended as suggestions to course work available during the current academic session. Previous academic sessions course codes may be different.

INSTITUTIONS	English Literature & Composition	Laboratory Science (3 credits)					Mathematics	Cdn Geography	Cdn History	Other Cdn.
		Biology	Chemistry	Physics	Geography (physical)	Others				
NORTHERN LIGHTS COLLEGE	100, 105, 111, 112, 201, 202, 205, 220, 221	101, 102	103, 104	103, 104	112, 114	GEOL 102	101, 102, 105, 106, 108, 190	103	103, 104, 209, 210	ENGL 205; SOCI 201, 204, 205; ANTH 202, 203; POLI 101
NORTHWEST COMMUNITY COLLEGE	101, 102, 201, 202, 207, 208, 270	101, 102, 202, 203, 205	101, 102, 121, 122	101, 102	150, 160	GEOL 157	101, 102, 190	225, 226, 227	105, 106, 209, 210, 213	ANTH 111, 112; POLI 102; ENGL 207, 208
OKANAGAN COLLEGE	100, 150, 151, 210, 211, 212, 213, 221, 222, 223	111, 112, 121, 122, 131	111, 112, 121, 122	111, 112, 121, 122	111, 121, 212	ASTR 110, 111, EESC 111, 121	111, 112, 160	217, 224	112, 122, 206, 216, 236	ENGL 223, POLI 111 SOCI 203, 211, 221 INDG 201, 202
SELKIRK COLLEGE	110, 111, 112, 114, 200, 201, 202, 203, 204, 205	104, 106	110, 122	102, 103, 104, 105	130, 232	GEOL 132, 142	100, 101, 140, 180	136, 240	104, 105, 203, 210, 215	ENGL 202, 203; SOC 215
SIMON FRASER UNIVERSITY	101, 102, 103, 104, 105, 199, 201, 203, 205, 206, 207, 387	100, 101, 102	111, 121	102+130, 190	111	EASC 101, 103	100, 113, 151, 152, 154, 155, 157, 190	162, 264, 265	101, 102, 201, 204, 322, 323, 327, 330; FNST 325, FNST 326	ENGL 354, 357, 359; SA 100, 286, 300; CNS 160, 210, 280, 360; POL 221, 222, 223; FNST 101, 201, 327, 332; HUM 323; GSWS 201, 311
THOMPSON RIVERS DISTANCE LEARNING	1110, 1110, 1120, 1140, 1210, 2010, 2020, 2040, 2110, 2140, 2150, 2160, 2170, 2180, 2190, 2200, 2210, 2240, 2250, 2260, 2270	1040, 1050, 1110, 1210, 1590, 1690	1500, 1510, 1520	1100, 1130, 1150, 1200, 1250	1000, 2020	GEOL 1110, 2050	1000, 1100, 1130, 1140, 1150, 1240, 1900	2220, 2230, 3270, 3280	1120, 1220, 2020, 2700, 3010, 3040, 3050, 3060, 3120	ANTH 2140, 4050; CNST 2000, 3120; ENGL 2170, 2270; POLI 1110, 2230; SOCI 2100
TRINITY WESTERN UNIVERSITY	1001, 1011, 1019, 1021, 1029, 1031, 1101, 2039, 2059, 2079, 4879	1113+1115, 1213+1215	1503+1505, 1523+1525	1103+1105, 1203+1205	1221	GEOL 1111	1001, 1101, 1141, 1157, 1901, 1909	2221, 2231	1121, 1221, 2251	FNST 1019, 2019; ENGL 1031, 4321, 4341; POLI 1111, 2219, 2229
UNIVERSITY OF THE FRASER VALLEY	103, 104, 213, 214, 217, 218, 219, 222, 391	103, 104, 113, 114, 212, 214	101, 103, 104, 111, 112	111, 112	121	GEOL 109; ENV 121	101, 120, 123, 190	230, 312, 332	135, 136, 332, 334, 335, 340, 391	ENGL 217, 218, 317, 318, 384; HIST 435 POL 234, 332, 340
UNIVERSITY OF NORTHERN BC	105, 108, 115, 120, 130, 150, 170, 280	105, 106, 111, 112, 201, 202	110, 113, 114, 150	101	101, 102, 116	ASTR 104; KPE 170	105, 111, 112	130, 131	101, 102, 205, 221, 329, 426	ENGL 240; SOC 210, 220; ANTH 111, 211; POSC 110, 210
VANCOUVER ISLAND UNIVERSITY	100, 102, 103, 170, 205, 210, 211, 212, 231, 260	101, 102, 110+111	100+120, 101+121	100, 101, 115	210	ENSC 201	100, 101, 105, 152, 190	200, 203, 207	210, 211, 301, 302, 303, 309, 390	ENGL 120, 231, 331, 430, 431; FNST 100; ANTH 215, 316; POL 200, 220
UNIVERSITY OF VICTORIA	111, 112, 115, 116, 200, 201, 205, 206	121, 122, 123, 200	111 or 121, 112 or 122	111, 112	211, 212	ASTR 111; GEOL 111, 112 SCIE 251, 252, 253 PHED 201	111, 112, 121, 122, 131+132, 151	290, 362	111, 112, 205, 206, 210, 211, 230, 231	ENGL 205, 206, 213; SOCI 112, 215; ANTH 121, 221; POLI 221, 222
	115, 135, 146, 147, 200A, B, C, 201, 202, 203, 402	190A, 190B, 215, 225, 230	101, 102	102, 110, 111	103	ASTR 101, 102, 150 EOS 110, 120	100, 101, 102, 120, 151, 161, 162	306, 309	230A, 230B, 322A, 322B, 324B, 324C, 327A, 327B, 328, 330	ENGL 202, 448, 450, 451, 452 453, 456; SOCI 103; CS 101, 102, 200, 201 ANTH 336, 338; POLI 101, 201

Courses numbers that are underlined are recommended for elementary teaching.

This chart is intended as suggestions to course work available during the current academic session. Previous academic sessions course codes may be different.