



SUBJECT	ACADEMIC PRESENTATION: INDIGENOUS STUDIES PROGRAM, UBC OKANAGAN
MEETING DATE	FEBRUARY 14, 2020

Forwarded on the Recommendation of the President

APPROVED FOR SUBMISSION

Santa J. Ono, President and Vice-Chancellor

FOR INFORMATION

Report Date	January 16, 2020
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Presented By Deborah Buszard, Deputy Vice-Chancellor and Principal, UBC Okanagan
 Ananya Mukherjee Reed, Provost and Vice-President Academic, UBC Okanagan
 Jeanette Armstrong, Professor and
 Canada Research Chair in Okanagan Indigenous Knowledge and Philosophy

EXECUTIVE SUMMARY

The presentation will discuss the program of Indigenous studies at UBC Okanagan and its work over the past several years in responding to the TRC Calls to Action. Professor Armstrong will offer her thoughts about the work at UBCO which aims to find ways to sensitise and decolonize curriculum and services for Indigenous students. In particular she will discuss the collaboration with the Okanagan Nation’s En’owkin Centre to develop a framework for a Bachelor’s degree in Nsyilxcn Language Fluency. The UBCO team is led by Dr. Michael Evans, who chairs the Provincial Consortium of six other public Institutes implementing the framework for their BC Indigenous language groups. The presentation will conclude with Professor Armstrong’s reflections on some broad reflections on this initiative, and its meaning for the community, especially in relation to the TRC commitments announced by UBCO in September 2019.

Jeannette Armstrong, Syilx Okanagan, is an Associate Professor in Indigenous Studies. She is Canada Research Chair in Okanagan Indigenous Knowledge and Philosophy and leads the De-Colonization, Indigeneity and Adaptation cluster in the Institute for Community Engaged Research (ICER). Her CRC research collaborates with the Southern Interior Salish speaking nation groups to re-establish historical relationships based on food and resource sharing, trading and protection practices. She is a recipient of the Eco Trust USA Buffett Award in Indigenous Leadership and serves on Canada’s Aboriginal Traditional Knowledge Subcommittee of the Committee on the Status of Endangered Wildlife in Canada (COSEWIC).

STRATEGIC CORE AREAS SUPPORTED

- ✓ People and Places
- Research Excellence
- ✓ Transformative Learning
- ✓ Local / Global Engagement

INDIGENOUS LANGUAGE FLUENCY AT UBC OKANAGAN



FEBRUARY 5, 2020

Dr. Jeanette Armstrong

Canada Research Chair in Okanagan Indigenous Philosophy, UBC Okanagan

FNESC and IAHLA: The Vision



FNESC: The First Nations Education Steering Committee (est. 1992) is led by a board of 117 First Nations community representatives. It is an independent non-profit society.



IAHLA: Indigenous Adult and Higher Learning Association (est. 2002) represents Aboriginal-controlled adult and post-secondary education institutes in BC. There are 40 member institutes.

The creation of a province-wide, First Nations language proficiency / fluency degree, which will reflect and embed the culturally distinct requirements of the First Nations community and First Nations post-secondary institute partners.

Guiding Principles

- Increasing FN language fluency is primary objective.
- Accessibility through FN community-based delivery in first 2 years.
- Equitable Partnerships with FN communities.
- Meet Quality Assurance requirements of Public Institutions
- Transferability of community-based programs and courses.
- Flexibility to allow for multiple exit points within the program.
- Respect of Intellectual Property within FN protocols.

Language Proficiency / Fluency Degree Consortium Partners

- Okanagan Indian Educational Resources Society (En'owkin Centre)
- Wilp Wilxo'oskwhl Nisga'a (WWN)
- Nicola Valley Institute of Technology (NVIT)
- Simon Fraser University
- University of British Columbia Vancouver (UBCV)
- University of British Columbia Okanagan (UBCO)
- University of Northern British Columbia (UNBC)
- University of Victoria



Bachelor of Indigenous Language Proficiency Fluency Degree Framework.

Language Courses include four foci for language proficiency/fluency building courses (all are immersive as much as possible):

1. whole (albeit guided) language experience - “swimming in the language”;
2. parts of language and mechanics of meaning (including pronunciation);
3. domain specific language acquisition (day-to-day communication);
4. language/Indigenous knowledge (in and through language).

Revitalization Courses - supporting language acquisition and language learning (w/o necessarily being language informed), courses on learning support, archiving, digital resources, curriculum, upper level linguistics (not language courses)

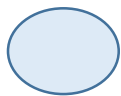
Revitalization/Other allows flexibility for communities to focus on language in core, and develop additional parallel programs specifically designed for university preparations (Arts 100/Eng 1xx)

Other – Electives including pathways to additional degrees e.g. PDPP, M.A., MSC

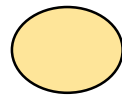
Bachelor of Indigenous Language Proficiency Framework

Year 4	Term 2	Language	Language	Language/Indigenous Knowledge IVb - Indigenous Creative, Constructive & Performative Arts (Execution of performance entirely in language - including supports / provisioning etc.) : Other projects possible.	Individual Capstone Project	Other
	Term 1	Language	Language	Language (stream 3)	Revitalization - recovering/repurposing and reclaiming - Archival and Colonial Materials; developing resources from/with community speakers	Other
Year 3	Term 2	Language	Language	Language/Indigenous Knowledge IVa - Indigenous Creative, Constructive & Performative Arts (Preparation of materials for public performance) : Other projects possible	Comparative Languages Analysis/ Courses in another Indigenous Language / Anthropological Linguistics / History of Colonization, Language Loss, and Revitalization / Developing Curricular materials/etc.	Other
	Term 1	Language	Language	Language	Comparative Revitalization (comparative approaches to governance, programs, documentation and resources, practical opportunities)	Other
Year 2: Diploma	Term 1-3	Language	Language	Language	Language/Indigenous Knowledge - Indigenous Narrative & Oraliture; History (Humanities) Language/Indigenous Knowledge - Family, Community, and Social Connection (Social Science)	Revitalization /Other/Capstone
Year 1: Certificate	Term 1-3	Language	Language	Language	Language/Indigenous Knowledge - Indigenous Science + Math/Technology/Biology (Science) Language/Indigenous Knowledge - Indigenous Land Tenure, Occupancy & Guardianship (Geography, Governance, Ecology)	Language Learning Supports / Revitalization

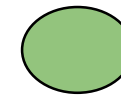
Other electives could include pathways to additional degrees e.g. PDPP, M.A., MSC



Four streams core courses in language;. 1. Language learning tools . 2.Ellements of Communication. 3. Full Immersion. 4. Language informed Knowledge (48ll/36ul credits)



Revitalization courses from relevant disciplines (6-12ll/12 ul credits)



Other Courses - including required courses (12 credits)

Language Fluency Degree Partnership Activities to Date

- Signing of partnership agreement including all major PPSI engaged in Indigenous Language programming in the Province.
- Adult Language Educators Focus Group and Indigenous Languages Fluency Symposium.
- Degree Framework Development Activities (Nested certificate/diploma/degree outline) - Passed by the Partnership Table April 2019 Submitted to the Ministry of Advanced Education May 2019.
- Partners each develop Degree Program through their separate institutional process. (UBCO Bachelor's in Nsyilxcn Language Fluency currently going through internal approvals process.)