Curriculum and Resources for First Nations Language Programs in BC First Nations Schools

Resource Directory
1. Linguistic Resources
   Academic linguistics articles, reference materials, and online language resources for each BC First Nations language.

2. Language-Specific Resources
   Practical teaching resources and curriculum identified for each BC First Nations language.

3. Adaptable Resources
   General curriculum and teaching resources which can be adapted for teaching BC First Nations languages: books, curriculum documents, online and multimedia resources. Includes copies of many documents in PDF format.

4. Language Revitalization Resources
   This section includes general resources on language revitalization, as well as resources on awakening languages, teaching methods for language revitalization, materials and activities for language teaching, assessing the state of a language, envisioning and planning a language program, teacher training, curriculum design, language acquisition, and the role of technology in language revitalization.

5. Language Teaching Journals
   A list of journals relevant to teachers of BC First Nations languages.

6. Further Education
   This section highlights opportunities for further education, training, certification, and professional development. It includes a list of conferences and workshops relevant to BC First Nations language teachers, and a spreadsheet of post-secondary programs relevant to Aboriginal Education and Teacher Training - in BC, across Canada, in the USA, and around the world.

7. Funding
   This section includes a list of funding sources for Indigenous language revitalization programs, as well as a list of scholarships and bursaries available for Aboriginal students and students in the field of Education, in BC, across Canada, and at specific institutions.

8. Organizations
   A list of governmental and non-governmental organizations and contacts relevant to BC First Nations language teachers and programs.
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Helpful Hint:

To search for a specific language or subject in one of the resource directory files, press Command-F on a Mac, or Control-F on a PC, to bring up a search box.
1. Linguistic Resources
Linguistic Resources by Language

General Linguistic Resources on BC Languages


Dene Language Family

General Linguistic Articles:

DESCRIPTION: A brief overview of the morphological structure of Athapaskan languages, with emphasis on the phonology & syntax of this polysynthetic language family's verbs.
LOCATION: UVic, online.

Cook, Eung-Do and Keren Rice, (Eds.) (1989) ATHAPASKAN LINGUISTICS: CURRENT PERSPECTIVES ON A LANGUAGE FAMILY
DESCRIPTION: This volume in the Trends in Linguistics: State-of-the-Art Reports, containing an Introduction & 14 Chapters, provides an overview of the status of Athapaskan linguistic studies as of the mid-1980s.
LOCATION: UVic

Dakelh (Carrier)

Language Resources Online:


Linguistic Articles:
DESCRIPTION: A pamphlet describing the Carrier language. Contains information about where the language is spoken, its dialects and relationships to other languages, the writing systems used, and the grammar of the language. Intended to be understandable by the general public, it should be useful for classes in First Nations Studies, anthropology, social studies, and so forth.
LOCATION: Yinka Dene Language Institute.

DESCRIPTION: Carrier-English dictionary with English index, containing about 3000 entries. Accompanied by a brief grammatical sketch by Richard Walker and an appendix on kinship terminology by Shirley Walker.
LOCATION: Yinka Dene Language Institute.

DESCRIPTION: Carrier-English dictionary for use in primary school classes, containing about 300 entries. Contains items not found in 1974 CLC dictionary and often uses different example sentences.
LOCATION: Yinka Dene Language Institute.

LOCATION: UVIC, UBC, online.

DESCRIPTION: A booklet consisting of maps of the area near Stuart Lake, primarily to the North and East, labelled with Carrier names.
LOCATION: Yinka Dene Language Institute.

DESCRIPTION: List of plants organized by scientific classification, with Carrier names and in some cases uses. Data is taken both from published sources and from Compton's work with a number of speakers. [YDLI]

DESCRIPTION: A discussion of miscellaneous issues in the phonology of Stuart/Trembleur Lake dialect Carrier, mostly of an allophonic nature. [YDLI]
LOCATION: UVic, online JSTOR
DESCRIPTION: Discusses Sarcee, Chilcotin, and Central Carrier.
LOCATION: UVic, JSTOR

DESCRIPTION: A brief discussion of the status of the velar and palatal nasals.
LOCATION: UVic, online.

DESCRIPTION: Vocabulary collected by Dawson in 1875 in the Blackwater and near Fort George is given under the heading “Takulli” on pp. 63-77. The dialect represented appears to be that of Lheidli. The quality of the recording is not very good. Ejectives are not noted, and the voiced velar fricative is not distinguished from the cognate stop.

DESCRIPTION: Compares the prosody of the Nak'albun/Dzinghubun (Stuart/Trembleur Lake) dialect as previously described in the literature with that of Lheidli dialect.

DESCRIPTION: A phonetic and phonological study of tone and stress in Lheidli dialect, with comparison to the Stuart/Trembleur Lake dialect.

DESCRIPTION: On pp. 570-629 contains 103 words provided by A. Anderson of the Hudson's Bay Company, who had been factor at Fort Fraser. The language is referred to as “Tahkali”. Hale explains his transcription at pp ix-xii.

DESCRIPTION: The journal begins on April 29, 1800 and ends on August 1819. Most of the Carrier language material is in the second appendix, in a list of vocabulary on pp. 353-364. There are a few Carrier words in the journal proper, for a total of 313 forms. The vocabulary recorded reflects a mixture of the Stuart Lake and Nadleh dialects.
Harrington, John Peabody (1939). Field notes from three weeks spent in Fort Saint James in 1939 during which he worked with John Prince. LOCATION: The original notes are in the Smithsonian Institution in Washington, D.C. They are to be found on reels 013 and 014 of the microfilm edition of Harrington’s notes available from Norman Ross Publications.


Kari, James (1975). Babine, a New Athabaskan Linguistic Grouping. Alaska Native Language Center, Fairbanks, Alaska. DESCRIPTION: Argues that the Babine dialects should be treated as a distinct language, not as dialects of Carrier.


Kew, Michael (1973). Notes on Preliminary Ethnographic Fieldwork Among the Southern Carrier Indians. 1972. Department of Anthropology and Sociology, University of British Columbia. DESCRIPTION: Unpublished manuscript describing fieldwork focussed on Nazko, with some material from Kluskus and Red Bluff. Although more ethnographic than linguistic in orientation, it contains a considerable amount of information on place names and kinship terms. No attempt was made to obtain grammatical information. There are some errors in transcription. Contains a lexicostatistical comparison of Nazko Carrier, Central (Fort Saint James) Carrier, and Chilcotin. [YDLI]


Mackenzie, Alexander (1801). Voyages from Montreal on the River St. Laurence, through the Continent of North America to the Frozen and Pacific Oceans: In the Years 1789 and 1793. London. [Edited by Milo Milton Quaife and reissued at Chicago by the Lakeside Press, 1931.] DESCRIPTION: This is the journal of Alexander Mackenzie, who passed through the Blackwater on the Grease Trail on the way to Bella Coola in 1793. On pp. 188-189 he gives a vocabulary of 25 Carrier words. This is the earliest known recording of the language. [YDLI]
DESCRIPTION: A brief exposition of the Carrier syllabics, with phonetic values given in terms of the idiosyncratic phonetic transcription he 
used in his scholarly works. [YDLI]

DESCRIPTION: Devoted largely to Carrier.

DESCRIPTION: A discussion of the Carrier syllabics by their creator.

Morice, Adrien-Gabriel (1932). The Carrier Language. Mödling bei Wien, St. Gabriel, Austria: Verlag der Internationalen Zeitschrift 
Anthropos. 
DESCRIPTION: A massive description of the Stuart/Trembleur Lake dialect by a priest resident in Fort Saint James for 19 years. Contains a 
great deal of vocabulary but not really organized as a dictionary. Reviewed (in German) by C. C. Uhlenbeck in Anthropos 27.973-77 (1932).

DESCRIPTION: Describes and analyzes personal and place names.

DESCRIPTION: A discussion of the tonal system of the Stuart/Trembleur Lake dialect, which is argued to be a pitch accent system similar to 
that of Japanese. A rather complex set of dependencies on neighbouring consonants is described. These will be recognized as segmental 
perturbations of fundamental frequency that are normally undetected or abstracted away from in impressionistic descriptions; the tone pattern 
of the language is therefore not nearly as exotic as it might at first seem.

Poser, William J. (1994). The Latin Hymns in the Carrier Prayer Book. ms. of paper presented at the Athabaskan Languages Conference, 
Stoney Creek, British Columbia. 16 June 1994. 
DESCRIPTION: The Latin hymns in the syllabic version of the Carrier Prayer Book are not simply a syllabic transcription of the Latin, even in 
a Church Latin pronunciation. They are best explained on the assumption that they reflect the adaptation to the sound system of Carrier of 
Latin pronounced according to French orthographic conventions. 
LOCATION: Yinka Dene Language Institute

Poser, William J. (1997). Distribution of Features in Carrier Dialects and Babine. manuscript. 
DESCRIPTION: A listing of over 50 features distinguishing Carrier dialects and Babine-Witsuwit'en. (The B-W information was provided by 
Sharon Hargus.) Periodically updated. 
LOCATION: Yinka Dene Language Institute
DESCRIPTION: A chart, with accompanying notes, comparing the Carrier Linguistic Committee writing system, the roman writing system used by Father Morice in his scholarly writing and in the third edition of the Prayer Book, the related roman system used by elder Nick Prince and some others with phonetic and phonemic transcriptions in the International Phonetic Alphabet.
LOCATION: Yinka Dene Language Institute

DESCRIPTION: A discussion of the fact that in Carrier it is not possible to express the source and goal of motion in the same clause. Although based on data from the Saik'uz (Stoney Creek) dialect, the phenomenon appears to be true of all dialects.

DESCRIPTION: Carrier-English/English-Carrier dictionary with over 15,000 Carrier-English entries.
LOCATION: Yinka Dene Language Institute.

DESCRIPTION: A draft grammatical sketch of the Nak'albun/Dzinghubun dialect.

DESCRIPTION: A chart showing the Carrier syllabics with row and column labels in the Carrier Linguistic Committee writing system. This is the same chart as in the paper The Carrier Syllabics but larger and on a page by itself. Two versions are available. One transcribes the syllabics in the Carrier Linguistic Committee writing system. The other uses the International Phonetic Alphabet.

LOCATION: Transcription and translation of the headstones written in the Carrier language in syllabics, with notes on orthographic practices and identification of the graves.

DESCRIPTION: Carrier-English/English-Carrier dictionary with over 6800 Carrier-English entries. Contains root list, stem lists, affix list, and indices of placenames, scientific names, and loanwords.

DESCRIPTION: Transcription and translation of the headstones written in the Carrier language in syllabics, with notes on orthographic practices and identification of the graves.
DESCRIPTION: Transcription and translation of the headstones written in the Carrier language in syllabics, with notes on orthographic practices and identification of the graves.

DESCRIPTION: Discussion of the negative particle ‘aw and it’s leftward scope which is influenced by the choice of dummy verb.
LOCATION: Yinka Dene Language Institute website.

DESCRIPTION: The paper contains a nearly exhaustive list of the known monosyllabic noun stems of the Stuart/Trembleur Lake dialect.

DESCRIPTION: Carrier-English/English-Carrier A bilingual dictionary with over 4500 Carrier-English entries.

DESCRIPTION: A short technical discussion of problematic points in the Carrier Linguistic Committee writing system, including ambiguities, questions of level of representation, and dialect variation.

DESCRIPTION: In Southern Carrier dialects valence /d/ is not deleted when there is no D-Effect as it is in the Nak'albun/Dzinghbun dialect. This is an interesting case of dialect difference in rule ordering.
LOCATION: Yinka Dene Language Institute

DESCRIPTION: A brief but detailed exposition of the Carrier syllabic writing system, including characters and orthographic conventions not described by Father Morice for the original version of the system. Two versions of this paper are available. One transcribes Carrier words in the Carrier Linguistic Committee writing system. The other uses the International Phonetic Alphabet.

DESCRIPTION: Carrier-English/English-Carrier dictionary with 7600 Carrier-English entries. Contains root list, stem list, list of stems sorted by root, affix list, list of affixes by English gloss and indices of placenames, scientific names, and loanwords.
LOCATION: Yinka Dene Language Institute.

DESCRIPTION: A discussion of the variety of forms of noun classification in the Stuart/Trembleur Lake dialect.
LOCATION: Yinka Dene Language Institute website


DESCRIPTION: Fairly extensive list of French loans into the Stuart/Trembleur Lake dialect. Discusses the phonological motivation for certain aspects of the adaptation of these loans to Carrier.

DESCRIPTION: A discussion of the derivation of the sound systems of Babine and Carrier from Proto-Athabaskan, with particular attention to Babine. Story's conclusions form an important part of the evidence for the treatment of Babine-Witsuwi't'en and Carrier as distinct languages.

DESCRIPTION: An early version of Story's analysis of tonal phenomena in the Stuart/Trembleur Lake dialect.

DESCRIPTION: A detailed discussion of tone in the Stuart/Trembleur Lake dialect, with particular emphasis on its relationship to the verbal morphology.

DESCRIPTION: A comparison, almost entirely lexical, of Stuart Lake Carrier, Ulkatcho Carrier, and Chilcotin, with a computation of lexicostatistical distance.

DESCRIPTION: A brief sketch of aspects of the grammar of the Stuart/Trembleur Lake dialect, primarily of verb conjugation.
DESCRIPTION: A description of the phonemic contrasts and allophonic rules of the Nak'azdli (Fort Saint James) dialect.

DESCRIPTION: A brief exposition of the kinship system of the Stuart/Trembleur lake dialect.

DESCRIPTION: Extensive field notes, especially verb paradigms, collected from John Prince, son of Louis-Billy Prince, by a linguist well acquainted with Navajo. Young accompanied the famous John Peabody Harrington on a tour of Canadian Athabaskan languages that included this three week December stint in Fort Saint James. Written in a Navajo-based writing system. [Yinka Dene Language Institute]
LOCATION: Yinka Dene Language Institute.

**Dane-zaa (Beaver)**
*(To be researched.)*

**Danezágé' (Kaska)**
*(To be researched.)*

**Dene K'e (Slavey)**

**Language Resources Online:**

DESCRIPTION: This contains two language articles and a North Slavey audio recording from the Deline First Nation.

**Linguistics Articles:**


Hoijer, Harry (1966) "Hare Phonology: An Historical Study," Language 42.499-507. Based on unpublished data collected in 1929 by Fan-Kuei Li.


Rice, Keren (1977) A Preliminary Grammar of Fort Good Hope Slavey (Hare). Ottawa: Department of Indian Affairs and Northern Development.


Rice, Keren (1991) "Prosodic constituency in Hare (Athabaskan): evidence for the foot," Lingua 82.201-245.


Rice, Keren (1993) "A Sketch of Slave (Northern Athapaskan)," ms. University of Toronto.


Den k'e (Tagish)
(To be researched.)

Nedut'en (Babine)

Language Resources Online:

DESCRIPTION: This site has a short description of whom the Babine are and where the language of the Babine is spoken.

DESCRIPTION: In Babine/Witsuwit'en (B/W), an Athabaskan language, the first person plural subject prefix exhibits interesting allomorphy. One allomorph of this verbal prefix is used in syllable-initial contexts, and the other allomorph is used syllable-finally. The choice between allomorphs in environments where either could, in principle, be used reveals information about the phonology of B/W.
Harvey, Christopher. “Dakelh – (Carrier) Language http://www.languagegeek.com/dene/dakelh/dakelh.html. August 2006 DESCRIPTION: This site listed Witsuwit’en-Nedut’en as a very close relative to Carrier, mentioning that it is sometimes thought of as a dialect of Carrier. It has comprehensive details on the phonetics of the Carrier language and its variations.

Gordon, Raymond G., Jr. “Ethnologue: Languages of the World, Fifteenth edition” http://www.ethnologue.com/. 2005. DESCRIPTION: This site had detailed information about the Babine language, as well as several good links to both academic and vernacular publications about this language.


Yinka Déné Language Institute. “Babine-Witsuwit’en” http://www.ydli.org/langs/bw.htm. 2006. DESCRIPTION: This was a very short, concise site providing some information of the regions that the language is spoken, dialects, and alternate spellings. [AL]

Linguistics Articles:


Kari, James. 1975. Babine, a New Athabaskan Linguistic Grouping. ms. Alaska Native Language Center, Fairbanks, Alaska. DESCRIPTION: Argues that the Babine dialects should be treated as a distinct language, not as dialects of Carrier.

DESCRIPTION: This is primarily a description of Nak'azdli Carrier, but the section on dialect differences contains some information on Babine – Witsuwit’en.

DESCRIPTION: Describes and analyzes personal and place names. Morice uses the term "Carrier" in the broad sense, in which it includes B-W.

Poser, William J. 1997. Distribution of Features in Carrier Dialects and Babine. manuscript.
DESCRIPTION: A listing of over 50 features distinguishing Carrier dialects and Babine-Witsuwit’en. The Babine-Witsuwit’en information was provided by Sharon Hargus. Periodically updated.

DESCRIPTION: A discussion of the derivation of the sound systems of Babine and Carrier from Proto-Athabaskan, with particular attention to Babine. Story's conclusions form an important part of the evidence for the treatment of Babine-Witsuwit’en and Carrier as distinct languages.
LOCATION: UBC, UVic, UNBC, GC-LA

Summer Institute of Linguistics. 1977. Nedut'een Habikinic = Northern Carrier Reader Burns Lake (B.C.) : Lake Babine Band
LOCATION: UVic

Reference Materials:

LOCATION: UBC, UNBC, SFU, GC-LA


Taltan
(To be researched.)

Tse’khene/Tsek’ehne/Tsek’hene
(To be researched.)
Tsilhqot’in (Chilcotin)

Language Resources Online:

Native Languages of the Americas
http://www.native-languages.org/chilcotin.htm
A minimal site with links to The Ethnologue and a substantial Bibliography (all print, no websites).

Wikipedia
http://en.wikipedia.org/wiki/Chilcotin_language
A Wikipedia article giving an overview of the sounds (consonant, vowels, tone and phonological processes) of the language. A number of other sites were simply direct citations from this article.

Linguistics Articles:

LOCATION: UBC

DESCRIPTION: Demonstrate how the concept of syllable weight may be applied to the stem inflections’ description of three Athapaskan languages, & present a criticism of Newman’s proposal on the basis of Athapaskan data.

DESCRIPTION: The consonants of Chilcotin, an Athapaskan language of British Columbia, are classified into three subclasses to account for the vocalic alternation known as “flattening.”

DESCRIPTION: […] Eung-Do Cook - Chilcotin Tone and Verb Paradigms - explores problematic issues relating to tone in Chilcotin, arguing that Chilcotin has high-marked & forward-spreading tone. A detailed analysis of verb morphology supports the analysis of tone. […] [LLBA]

DESCRIPTION: An autosegmental analysis of flattening or pharyngealization in Chilcotin, a Northern Athabaskan language of British Columbia.
LOCATION: GC-LA

LOCATION: GC-LA

DESCRIPTION: Autosegmental analysis of the tonal phenomena of Chilcotin, an Athapaskan language, shows that tones in this language must be assigned by the prelinking method usually associated with pitch accent. However, the presence of tonal assimilation processes & of words containing no H-toned syllables makes Chilcotin look more like a tone language.

DESCRIPTION: Following a description of Chilcotin (Athabaskan) phonology, morphology, & tonology, & an outline of autosegmental phonology's treatment of tone, Chilcotin stem tone alternations on verbs with the first person duopluar prefix /id-/ are accounted for by two autosegmental rules.

Reference Materials:

DESCRIPTION: Contains First Nations Languages – Conferences, Tsilqot’in – Language.
LOCATION: UVic, UBC, SFU, UNBC

DESCRIPTION: Edition varies. Accompanied by texts entitled: Nenqayni ch’ih ?ech’eyalt+g. Subtitle supplied by cataloguer. Chilcotin language character set or Romanization tables unavailable; only the form, not the pronunciation of special characters has been approximated.
LOCATION: UBC

DESCRIPTION: Accompanied by workbooks entitled: Nenqayni ch’ih ?ech’ede?ijez. Chilcotin language character set or Romanization tables unavailable; only the form, not the pronunciation of special characters has been approximated.
LOCATION: UBC

DESCRIPTION: “This bibliography brings together the relevant materials in linguistics, anthropology, archaeology, folklore, and ethnomusicology for the Athapaskan Indian languages.
LOCATION: UVic, UBC, SFU, UNBC

DESCRIPTION: Examined here are factors that influence children’s language acquisition in Chilcotin, an Athabaskan language spoken in central British Columbia.

Tutchone
(To be researched.)

Language Resources Online:

Yukon Native Language Resource website on Tutchone: [http://www.ynlc.ca/languages/nt/nt.html](http://www.ynlc.ca/languages/nt/nt.html)

Witsuwit'en (Wet'suwet'en)

Language Resources Online:


DESCRIPTION: This site provides a brief summary of the specifics and some statistical information about the language.

Yinka Déné Language Institute. “Babine-Witsuwit’en” [http://www.ydli.org/langs/bw.htm](http://www.ydli.org/langs/bw.htm). 2006. DESCRIPTION: This was a very short, concise site providing some information of the regions that the language is spoken, dialects, and alternate spellings. [AL]

Linguistics Articles:


DESCRIPTION: A theoretically-oriented account of wh-movement in Witsuwit'en.
LOCATION: SFU, GC-LA


DESCRIPTION: In this paper reports on the distribution of third-person object prefixes in Babine-Witsuwit'en and Athapaskan language spoken in central British Columbia.

DESCRIPTION: A discussion of the phonological properties associated with the boundary between the conjunct and disjunct prefixes.

DESCRIPTION: An argument that the disjunct prefixes are in fact prefixes and not clitics.

LOCATION: GC-LA

Hargus, Sharon L. 1999. Comparison of the Hildebrandt and revised systems for the Bulkley Valley/Lakes District language. Manuscript, Department of Linguistics, University of Washington.
DESCRIPTION: A technical comparison of the several writing systems and presentation of the revisions adopted by Moricetown with a discussion of their applicability to other dialects. Includes important new data on the vowel system.

DESCRIPTION: Witsuwit'en Grammar will be of interest to anthropologists interested in the history of the Athapasakan language family, linguists interested in comparative Athapaskan grammar, or any linguist interested in phonetics-phonology or phonology-morphology interaction.

LOCATION: UBC

DESCRIPTION: Contains evidence against the treatment of Babine and Witsuwit'en as dialects of Carrier.

DESCRIPTION: This is primarily a description of Nak'azdli Carrier, but the section on dialect differences contains some information on Babine – Witsuwit’en.

**DESCRIPTION:** Describes and analyzes personal and place names. Morice uses the term “Carrier” in the broad sense, in which it includes B-W.

Poser, William J. 1997. Distribution of Features in Carrier Dialects and Babine. manuscript.
**DESCRIPTION:** A listing of over 50 features distinguishing Carrier dialects and Babine-Witsuwit'en. The Babine-Witsuwit'en information was provided by Sharon Hargus. Periodically updated.

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**LOCATION:** UBC, UVic, UNBC, GC-LA

Summer Institute of Linguistics. 1977. Nedut'een Habikinic = Northern Carrier Reader Burns Lake (B.C.) : Lake Babine Band
**LOCATION:** UVic

Reference Materials:

**DESCRIPTION:** A discussion primarily of life-form terms and other higher-level nomenclature.

**Ktunaxa Language Family**

**Ktunaxa (Kootenay, Kutenai)**

*(To be researched.)*

**Lingít Language Family**

**Lingít (Tlingít)**

**Language Resources Online:**


Many links to academic publications; Another source of geographic location, alternate spellings and language family tree.

There are two links that redirect to ‘Alaskool’ which is mentioned previously, but all other links are new, especially since most of the links are not external sources; There is a 5 page paper to read that outlines and explains the differences between English and Tlingit and the difficulties new learners will encounter; Tribe map and tribe names.


Yukon Native Language Centre website on Tlingit http://www.ynlc.ca/languages/tl/tl.html

Linguistics Articles:


DESCRIPTION: In Tlingit wh-questions, wh-words are obligatorily fronted into the left periphery of the clause. This fronting of the wh-word is shown to be a secondary effect of the fronting of a question particle c-commanding the wh-word. This analysis of wh-questions in Tlingit holds clear consequences for the analysis of wh-movement in more well-studied European languages. Moreover, if it is assumed that wh-movement in all languages proceeds as in Tlingit, then a new perspective on the nature of obligatory pied-piping begins to emerge.

DESCRIPTION: The report is targeted to a general audience of 'intermediate level' students of Tlingit, and no special background in linguistics is presupposed. This paper is an informal grammatical study of the interrogative words of Tlingit.

DESCRIPTION: Within Tlingit, the morpho-phonological exponents of perfective aspect and subject agreement are often "combined" with surrounding prefixes into a single portmanteau morph. I present an analysis of this system whose unique advantages rest upon its use of Fusion operations. The conceptual advantages of the analysis demonstrate that if one looks beyond the "phonological appearance" of the alternations in
question, and considers the morpho-syntactic features being combined, one can begin to see generalizations and connections that are otherwise hidden.

Location(s): GCLA

DESCRIPTION: Many early grammatical descriptions of Tlingit, a Na-Dene lang spoken primarily in Alaska, describe the language as being O-subject-V (OSV). Evidence is given, based on texts published in J. Swanton's "Tlingit Myths and Texts" (Bureau of American Ethnology Bulletin, 1909, 39, Washington, DC: Smithsonian Instit), that this is not the case, at least given contemporary notions. Text counts show Tlingit word order to be rather free, although SOV is most frequent. The early claims of OSV order are apparently based on clauses containing a preverbal ditic or subject prefix.

DESCRIPTION: The relationship of Haida to Athabaskan-Eyak-Tlingit is re-evaluated, drawing on improved Haida data that have become available in recent decades. Tentative cognates are identified, & proposals are made as to sound changes, as well as changes in morphology & syntax, which may have taken place in the prehistory of Haida & differentiated it from the rest of Na-Dene. The problem of loans between Haida & its neighbours, especially Tlingit, is discussed, & likely loanwords are listed.

DESCRIPTION: Would give the beginner a good overview of some of the qualities of the Tlingit Language. Many Tlingit words are integrated. [JH]

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Location(s): GCLA, UNBC

Location(s): ANLC, GCLA, CMCLA, UNBC, UVIC, UBC, UNBC, full PDF available through ERIC Tlingit pp 150-162.
DESCRIPTION: An analysis of verbs in Tlingit, begins with an overview of its situation and usage and of previous research. LOCATION(S): ANLC, UVIC, full PDF available through ERIC

DESCRIPTION: This article reports on a phonetic investigation of Tlingit, the principal indigenous language of Southeast Alaska, based on fieldwork with several speakers in Juneau.

DESCRIPTION: Sound wave analysis of Tlingit speech. Some translated text included. [JH]

Location(s): GCLA


DESCRIPTION: Investigates the genetic relationship between the Athapaskan, Haida and Tlingit languages.

LOCATION(S): UVIC, GCLA

LOCATION(S): BCARCH, UVIC, UBC, SFU

LOCATION(S): GCLA, UNBC, VPL, UVIC, UNBC

Reference Materials:

LOCATION(S): BCARCH, GCLA, UVIC[microform], UBC[microform], SFU[microform], UNBC[microform]
DESCRIPTION: Rather outdated, but still useful for understanding word structure and the uses of commonly seen affixes. Northern Tlingit dialect. [JH]
LOCATION(S): GCLA, CMCLA, UVIC, UBC, SFU, also available through rosettaproject.org

DESCRIPTION: The six legends told here, in Tlingit on the left page and in English on the right page, are told by Elizabeth Nyman, a Tlingit elder of the Taku River clan. The narratives represent a portion of the clan’s oral history.
LOCATION(S): ANLC, YNLC, GCLA, UBC, UNBC, VPL

DESCRIPTION: This article discusses the history of the Tlingit language of southern Alaska through the historical lens of the impact of Christian missionary boarding schools on the Tlingit people & on Native American cultural groups in general.

**Łingít (Inland Tlingit)**
*(To be researched.)*

**Nuxalk Language Family**

**Nuxalk (Bella Coola)**

**Language Resources Online:**
A grammar of Bella Coola -- http://www.umt.edu/ling/UMOPL/umopl13.htm This website is very small, providing just some minimal information on the Nuxalk grammar.

The Linguist List -- http://linguistlist.org/forms/langs/LLDescription.cfm?code=blc This website provides some basic information on Nuxalk such as it’s family and alternate names.

**Linguistics Articles:**
DESCRIPTION: Catherine Browman & Louis Goldstein's gestural model of phonology, in which articulatory gestures constitute the fundamental units of analysis, is applied to develop an account of phonological alternations in the reduplicant in Bella Coola, a Salish language of British Columbia also known as Nuxalk.
LOCATION: Online

DESCRIPTION: A full account of phonological syllable structure in Bella Coola is outlined in which it is seen that Bella Coola does have syllables, of a relatively standard type, in which only sonorant segments may occupy the nucleus position.
LOCATION: JSTOR, UVic, UBC, SFU, UNBC


LOCATION: UVic, UBC, SFU, VPL, UNBC, JSTOR

LOCATION: JSTOR

DESCRIPTION: Optimality theory is applied to a unified account of reduplication in Nakanai, an Austronesian language, & Nuxalk, a Salish language, to show that the patterns selected for the reduplicant in each language follow from a universal syllabic sonority markedness constraint that favors a maximal rise in sonority from onset to nucleus.

LOCATION: JSTOR

DESCRIPTION: An investigation of the semantics of a morpheme -m- in Bella Coola (Salishan). A hypothesis is presented that permits the relating of the semantics of -m- (of a second morpheme -amk-) to a cognitive principle labeled asymmetry-symmetry. The parallel presence of this principle in other languages is noted & illustrations show how it operates outside language.
LOCATION: JSTOR, UVic, UBC, SFU, UNBC

DESCRIPTION: Providing many examples, this article is about control and development in the Nuxalk language.
LOCATION: UVic, UBC, SFU, UNBC, JSOT

DESCRIPTION: This article is an attempt to explain Nuxalk’s s- and si- prefixes.
LOCATION: UVic, UBC, SFU, UNBC, JSTOR

DESCRIPTION: This article describes “the semantic category of control as a stems and show[s] how its values are expressed in the grammar” of the Nuxalk Language. [Adapted from source document]
LOCATION: UVic, UBC, SFU, UNBC, JSTOR

DESCRIPTION: This article focuses on the particle “su” in Nuxalk, discussing when it occurs and what its function is. [AS]
LOCATION: UVic, UBC, UNBC, SFU, JSTOR

DESCRIPTION: As a follow-up to previous articles on the Nuxalk deictic roots, this article is centred on verbal root deictics. [AS]
LOCATION: UVic, UBC, SFU, UNBC, JSTOR

DESCRIPTION: An attempt to explain Nuxalk cause and effect.
LOCATION: UVic, UBC, SFU, UNBC

DESCRIPTION: A more detailed division of the set of suffixes in Bella Coola than that undertaken previously is discussed.[S. Karganovic]
LOCATION: UVic, UBC, SFU, UNBC, JSTOR

DESCRIPTION: The principal nominal deictic affixes of Bella Coola, a Salishan language of British Columbia, are examined. Semantically, a 3-way distinction is found: proximal, middle, & distal for deictic space; present, near past, & distant past for deictic time. The notion of neighborhood & a definition of natural & unnatural circumstance are introduced to explain the usage of the affixes & the observed neutralization of the semantic components of space & time. [HA]
LOCATION: UVic, UBC, SFU, UNBC

DESCRIPTION: A preliminary investigation into the syntactic structure of the Bella Coola language within the government & binding (GB) framework. The three main sections deal respectively with the salient aspects of the language's syntax, its typological classification, & the adequacy of this particular GB approach to Bella Coola. Primary emphasis is given to the noun/verb distinction (or lack thereof), & the problems this creates for the classification of the parts of speech & the structure of the syntax. [AA]

LOCATION:

DESCRIPTION: De-transitive clauses are investigated in a quantitative analysis of Bella Coola (Salish) narrative data from P. W. Davis & R. Saunders (1980). Syntax & morphology are addressed, & relative agent/patient topicality by anaphoric (referential distance) & cataphoric (topic persistence) referential continuity are measured. De-transitives are functionally identified as agent-suppressing passives, although diachronic-comparative analysis indicates an earlier semantic inverse system. [S. Novak]
LOCATION: UVic, UBC

DESCRIPTION: This paper examines the syllable structure of Bella Coola (Salish) vowelless words within an optimality theory (OT) framework. OT constraints are posited to account for simple vowelless forms plus various types of reduplicative forms. The success of the OT account for these forms is then examined.

DESCRIPTION: “A description of Bella Coola phonology, morphonology, morphology, and syntax” with attention “given to historical, areal, and typological aspects of Bella Coola and its language.” [Nater, adapted from source document]
LOCATION: UVic, UBC

DESCRIPTION: An in-depth explanation of Nuxalk’s phonology. [AS]
LOCATION: UVic, UBC, SFU, UNBC

DESCRIPTION: A discussion of possible borrowings from Athabaskan languages into Nuxalk at various stages. According to Nater, some go back to Pre-Proto-Athabaskan. A number of possible loans from Carrier into Nuxalk are discussed.

DESCRIPTION: Discussion of Nuxalk’s adoption of Athapaskan language qualities. [AS]
LOCATION: UVic, UBC, SFU, UNBC
DESCRIPTION: A short article addressing the origin of the Nuxalk suffix /-uks/.
LOCATION: UVic, UBC, SFU, UNBC

DESCRIPTION: “This article examines the prefixes of Salish [and Nuxalk] as members of functional categories (pronouns, aspects, tenses, etc.)” [Newman, adapted from source document]
LOCATION: UVic, UBC, SFU, UNBC

DESCRIPTION: Newman discusses Nuxalk affixes (suffixes and prefixes), reduplication, consonant and vowel change, grammatical processes, classification, particles, and intransitives, causatives and intransitives. [AS]
LOCATION: UVic, UBC, UNBC, SFU

DESCRIPTION: This journal article discusses Nuxalk phonology, covering consonants (including a consonant IPA chart), vowels, phonetic structure, phonological changes, and morphophonemic changes. [AS] LOCATION: UVic, UBC, UNBC, SFU

Reference Materials:
LOCATION: UVic, UBC, SFU

LOCATION: UVic, UBC, SFU, UNBC,

Coast Salish Language Family

Éy7á7juuthem

Language Resources Online:

**Linguistics Articles:**

Anderson, Gregory 0 5 (1999) “Reduplicated Numerals in Salish” in International Journal of American Linguistics, 65, 4, Oct, 407-448. DESCRIPTION: In an examination of reduplicated forms of numerals in the Salishan languages, two patterns are reconstructed for Proto-Salish: (1) an extension of diminutive *CV.*reduplication to form numerals for counting animals; & (2) a *CVC.*reduplication pattern creating counting forms for people, which might extend another *CVC* subtype, eg, plural or attributive reduplication.


Blake, Susan J. (1997) “Another Look at Passives in Sliammon (Salish),” International Conference on Salish and Neighboring Languages 32.86-143. Locations: A copy can be obtained from UBC Working Papers in Linguistics. Email: Linguistics-UBCWPL@arts.ubc.ca

Blake, Susan J. (1999) “Toward and Analysis of Schwa in Sliammon,” International Conference on Salish and Neighboring Languages 34. Locations: A copy can be obtained from UBC Working Papers in Linguistics. Email: Linguistics-UBCWPL@arts.ubc.ca

Blake, Susan J. (2000) “On the distribution and representation of schwa in Sliammon (Salish) [microform]: descriptive and theoretical perspectives” (Thesis, University of British Columbia). DESCRIPTION: The goals of this dissertation are two-fold. My first major goal is descriptive, to contribute to the documentation of the Central Coast Salish language spoken by the Sliammon, Kiahoose and Homalco peoples. My second major goal is theoretical, to deepen our understanding of the distribution and representation of schwa in Sliammon.


Davis, John H. (1970) “Some Notes on Mainland Comox Phonology,” International Conference on Salish Languages 5. Locations: A copy can be obtained from UBC Working Papers in Linguistics. Email: Linguistics-UBCWPL@arts.ubc.ca


Davis, John H. (1973) “Permutations of a Sliammon Sentence,” International Conference on Salish Languages 8. Locations: A copy can be obtained from UBC Working Papers in Linguistics. Email: Linguistics-UBC WPL@arts.ubc.ca

Davis, John H. (1978) “Pronominal Paradigms in Sliammon,” International Conference on Salish Languages 13.208-238. Locations: UVic, or a copy can be obtained from UBC Working Papers in Linguistics. Email: Linguistics-UBCWPL@arts.ubc.ca

Davis, John H. (1978) “Sliammon Subordinate Clauses with the Proclitic s and a Possible Syntactic Change,” International Conference on Salish Languages 13.239-243. Locations: UVic, or a copy can be obtained from UBC Working Papers in Linguistics. Email: Linguistics-UBCWPL@arts.ubc.ca


Harris, H. (1981) “A Grammatical Sketch of Comox.” Ph.D. dissertation, University of Kansas. DESCRIPTION: There are two distinct dialects whose most striking difference is an s-theta correspondence and an aveolar interdental affricate correspondence. Since the island dialect is about to die out and has not been extensively studied, this dissertation attempts it description before the dialect is lost.


Urbanczyk, Suzanne (2000)
DESCRIPTION: Phenomena of double reduplication in three Salishan languages, Lushootseed, Mainland Comox, & St’at’imcets (Lillooet), are analyzed in the framework of optimality theory to show that the reduplicants involved have distinct bases.


Reference Materials:


Timmers, Jan (1978) Comox Stem List. Leiden: [no publisher].

**Hul’qumi’num’ / Ḥən̓q̓ə mín̓əm / Halq’eméylem**

Language Resources Online:
Hul’qumi’num Treaty Group. <http://www.hulquminum.bc.ca>. DESCRIPTION: The Hul’qumi’num Treaty Group was founded in 1993. It is comprised of 6,200 members in six first nations tribes, all of which share the hul’qumi’num language. The website has access to HTG news releases and history of the six nations that speak the hul’qumi’num language. [Mj]

Sto:lo Nation's Xáy:tem interpretive centre http://www.xaytem.ca/

Linguistics Articles:
LOCATION: UBC


LOCATION: VPL

DESCRIPTION: A relational grammar framework is applied to the analysis of causative & desiderative formations of intransitive verbs in Halkomelem, a Salishan language.

DESCRIPTION: Syntax and relational grammar for Halkomelem Salish. [Mj]
LOCATION: UVic, UBC, SFU, VPL

DESCRIPTION: The middle voice suffix in Halkomelem is ubiquitous, both in frequency of use & in its range of constructions. As in other languages of the world with middle morphology, the Halkomelem middle suffix occurs on a variety of intransitive verbs, including verbs expressing motion, change in body posture, grooming, speech acts, & natural reciprocals.

DESCRIPTION: In Halkomelem, the relational applicative suffix -me' is suffixed to an intransitive psychological predicate to form a transitive construction where the experiencer is the subject & the stimulus is the object. We detail the morphosyntactic properties of psych applicatives & contrast them with other constructions formed on the same predicates. A brief look at other languages reveals that psych applicatives are relatively rare in languages of the world but robustly attested in Salish languages.

DESCRIPTION: Mapping theory adds a level of morphosyntactic argument structure to the theory of relational grammar (RG), & provides a way to capture cross-linguistic generalizations that were previously uncharacterizable in "classic" RG. A mapping theory treatment of several voice phenomena - applicatives, antipassives, reflexives, & passives - is developed here with special reference to data from Halkomelem Salish. The mapping analysis is shown to be better than the classic RG analysis in several respects. [LLBA]


DESCRIPTION: A comparison of two Coast Salish languages, Halkomelem (Cowichan dialect, Cw) & Lushootseed (Skagit dialect, Sk) shows virtual formal identity of attributive clause constructions, where clause type corresponds to the understood relationship between the attributive clause & its head. The two languages differ in that Cowichan uses subordinate clause subject affixes while Skagit does not.


DESCRIPTION: A text is presented from Halkomelem, a Coast Salishan language spoken on Vancouver Island & the neighboring British Columbian mainland. The basic narrative structure consists of a predicate followed by optional complements denoting grammatical relations such as subject & O. Three clause types may occur: independent, dependent, & absolute. A large affixation system serves to mark such functions as grammatical relations, transitivity, aspect, & V class.


DESCRIPTION: Wiltschko (2003) proposes that Halkomelem Salish possesses interpretable T features on D, & as a consequence lacks both nominative Case & a TP projection. In this reply to Wiltschko's paper, I argue instead that Salish languages have tense & Case systems which are fundamentally similar to those of English. I then discuss the consequences of these findings for a theory of cross-linguistic variation. I suggest that there will be no languages with interpretable T features on D, & that we should reject the use of parameters with which have consequences in disparate modules of the grammar.


DESCRIPTION: This paper looks at the distribution of Halkomelem -exw, which occurs on certain transitive suffixes in certain environments (ie, with third-person objects). Two analyses are compared: (1) -exw can be analyzed as being part of some transitive suffixes (lexw & stexw) or (2) -exw can be analyzed as a third-person object agreement suffix. On the basis of empirical evidence having to do with passive & reflexive morphology, I argue that we should analyze -exw as a third-person object agreement suffix. This analysis implies that Halkomelem should not be analyzed as a split ergative language, given that third-person intransitive subject agreement does not pattern with third-person object agreement.


DESCRIPTION: For sentences where the object is coreferent with the subject of the clause (ie, reflexive sentences), Upriver Halkomelem uses either a special reflexive suffix or the regular object suffix. Given what we know about the distribution of dedicated reflexive forms, the Upriver Halkomelem pattern is unexpected. In this paper, I argue that the special reflexive forms of Upriver Halkomelem are lexicalized, & as a consequence, they cannot block the occurrence of regular object suffixes in a reflexive environment.

DESCRIPTION: Like many other Salish languages, in Halkomelem Salish, with transitive verbs, it is not possible to combine a 3rd person with a 2nd person. We propose that this *3/2 constraint is morphological in nature. In particular, we show that person-based gaps in transitive verb paradigms receive a morpho-syntactic explanation & that apparent restrictions on the distribution of the [animate] feature actually reflect the lexical semantics of the predicate. [LLBA]


DESCRIPTION: This paper investigates the syntax of independent pronouns in Halkomelem Salish & argues that they are morphosyntactically complex. In particular, the paper shows that independent pronouns contain a syntactically active determiner, & concludes that they are full DPs with an elliptical NP.

Reference Materials:

DESCRIPTION: 1 Reel. Title based on content. How to write Squamish. How to write Halkomelem(Cowichan).
LOCATION: BCArch

LOCATION: UVic


LOCATION: UVic, UBC

LOCATION: UVic, UBC, SFU, VPL

LOCATION: UBC

LOCATION: BCArch

LOCATION: UVic
LOCATION: UBC, BCArch

SENĆOTEN/Malchosen /Lekwungen/Semiahmoo/T’Sou-ke

Language Resources Online:

The Northern Straits Salish Language
http://www.ydli.org/langs/straits.htm
This site briefly tells where the language is spoken and which dialects are still in use. It gives some links to more detailed pages.

Salish, Straits
http://www.ethnologue.com/show_language.asp?code=str
This site gives brief statistics on the location and use of the language and its dialects.

Sančaθon (Tim Montler’s Saanich Site)
http://www.ling.unt.edu/~montler/Saanich/
This site has a classified word list as well as an extensive phonology and morphology outline for Saanich language.

Saanich Language (Samish, Lummi, North Straits Salish)
http://www.native-languages.org/saanich.htm
This site gives the same general description as found elsewhere, and has a good list of related links for linguistic and cultural resources.

SENĆOTEN (Saanich, Northern Straits Salish)
http://www.languagegeek.com/salishan/sencoten.html
This site focuses on the Sencoten writing system and phonetics, and has consonant and vowel charts.

Linguistics Articles:

Caldecott, Marion. 1999. A Comparison of Glottalized Resonants in Sencoten and St’aímcets. M.A. thesis, University of British Columbia. DESCRIPTION: Deals with the languages commonly known in English as Saanich (Straits) and Lilloet. [Timothy Montler] LOCATION: UBC

LOCATION: A copy can be obtained from UBC Working Papers in Linguistics. Email: Linguistics-UBCWPL@arts.ubc.ca

Efrat, Barbara S. 1965. Research on Sooke, a Dialect of Songish, Coast Salish.
LOCATION: CMC-LA

Efrat, Barbara S. 1965? A Tentative Phonology of Sooke, a Coast Salish Language.
DESCRIPTION: Includes 1 page of handwritten notes.
LOCATION: CMC-LA

LOCATION: UVic, SFU, BCArch, GC-LA


DESCRIPTION: This volume presents a description of the phonology and morphology of the Samish dialect of the Straits Salish language, together with a text and word list, classified by semantic domain, of the same language. The preface discusses the precarious survival of this little documented dialect through the movement of two families from their homeland in the vicinity of Anacortes, Washington and adjacent islands to Vancouver Island in British Columbia.
LOCATION: UVic (missing), UBC, SFU, UNBC, GC-LA, VPL

DESCRIPTION: Examined is the Samish dialect of Straits Salish, a native language spoken in the state of Washington & in British Columbia. Concern is expressed for whether or not this dialect will survive or become extinct. Evidence is presented demonstrating the current status of the dialect. It is concluded that studies focusing on the sign of dialect death can explain questions & anomalies in linguistic information gathered from last speakers.

LOCATION: UVic, UBC, SFU, UNBC, GC-LA, VPL

DESCRIPTION: Contains a description of Songish, the dialect once spoken around Victoria. [Timothy Montler]
LOCATION: A copy can be obtained from UBC Working Papers in Linguistics. Email: Linguistics-UBCWPL@arts.ubc.ca

DESCRIPTION: Syntax & possible quantification structures in Straits Salish are described. It is argued that Straits Salish lacks verb/noun distinctions; all open class roots allow valence affixes & internal arguments that make them function as predicates. Straits Salish is also a pronominal argument language, & hence overt noun phrases function as adjoined clauses.

DESCRIPTION: It is argued that second-position clitic strings are composed of functional heads expressing tense, aspect, &/or modality features & adjoining pronominal arguments that raise from the verb phrase (VP) to avoid a semantic constraint of novelty that disallows nonexistent variables in VP at logical form; overt vs covert movement of definites out of VP is parameterized.
LOCATION: GC-LA

DESCRIPTION: Salish scholars have long noted certain eccentricities in the distribution of constructions labeled "passive" or "active" in these langs. It is shown that a principled account of these "gaps" in verbal paradigms in Lummi & certain other Coast Salish languages may be given in terms of an agent hierarchy.

DESCRIPTION: An analysis of Straits Salish syntax proposes that these languages lack a noun/verb contrast at word level.

DESCRIPTION: The compositional meaning of reduplication in the Salish language family is analyzed; some semantic uses of reduplication are noted, including iteration & plurality/collectivity, saturation, or plurality or size. It is shown that semantic extensions & lexicalizations also occur in complex expressions.

LOCATION: UVic, UBC, SFU, UNBC, GC-LA
DESCRIPTION: Based on work with speakers of the American Indian language Saanich, a dialect of North Straits Salish, an analysis is provided for the unusual morphophonemics of a very productive aspectual morpheme, the "actual" (a kind of imperfective). The actual has three variant forms whose distribution is predictable from the phonetic environment but seem to have nothing phonetically in common: a /(glottal stop)/ infix, C1 reduplication, & metathesis of C2 & a following vowel.

LOCATION: A copy can be obtained from UBC Working Papers in Linguistics. Email: Linguistics-UBCWPL@arts.ubc.ca


DESCRIPTION: A reconstruction of what is probably the earliest recorded text in any Straits Salishan language is presented. The text, a traditional tale told by Thomas James of Songhees, near Victoria, British Columbia, was recorded & first published in 1907 by Charles Hill-Tout.

LOCATION: A copy can be obtained from UBC Working Papers in Linguistics. Email: Linguistics-UBCWPL@arts.ubc.ca

DESCRIPTION: Possible sources of k & s in modern Klallam & Saanich (dialects of Straits Salishan languages, Northern Straits) are investigated from field note data.

DESCRIPTION: Within Salishan linguistics, the term "Straits" has been used with various meanings. This article shows that Straits Salishan is composed of two very closely related languages: Klallam & Northern Straits. This article summarizes the history of the terminological confusion, demonstrates that Klallam is a distinct language, lists distinguishing features of the varieties, & discusses problems & complicating factors, including dialect identification, gender differences, generational differences, & new, revitalized varieties of these endangered languages.

DESCRIPTION: A Sketch of the grammar of the Klallam dialect of Straits Salish, spoken on the Olympic Penninsula in the United States and on the extreme Southern tip of Vancouver island. [TM] 
LOCATION: GC-LA
DESCRIPTION: Tests for category membership in Klallam & Northern Straits can be found in the distribution of the constituents of what have been called complex predicates, the first element of these typically has no overt morphology. Among these first elements, we can identify a category of auxiliary & three categories of nonpredicative, adverbial intensifiers. Verbs, as opposed to nominal & adjectival lexical items, can be identified as the class of lexical items that may follow auxiliaries. Among the remaining lexical items, nouns can be distinguished from adjectives & adjectives from auxiliaries by syntactic position & in certain constructions, number agreement.


Reference Materials:

DESCRIPTION: Tells the story of Dave Elliott, a Saanich fisherman who almost singlehandedly resurrected Sencoten, the dying language of his people, by creating an alphabet system. His work has been carried on by his son John and daughter Linda. The Saanich school has developed a language curriculum that includes using digital technology to record the elders and teach the children. LOCATION: Uvic, UBC, SFU, GC-LA

DESCRIPTION: Contains a considerable amount of terminology. [Timothy Montler]
LOCATION: UBC, SFU, GC-LA, CMC-LA, VPL

She shashishalhem
(To be researched.)

Sḵwx̱ Ḗw̓ ú7mesh
(To be researched.)
Language Resources Online:
Squamish: http://www.squamish.net

Interior Salish Language Family

Nleʔ kepimxcín ~ Nlhaʔkápmx

Language Resources Online:
The Thompson Language http://www.ydli.org/langs/thompson.htm  Area language is spoken, term for the people and explains why.

Bibliography of Materials on the Thompson Language http://www.ydli.org/biblios/thombib.htm List of journal articles and books on Thompson and Related Languages

Thompson Language (Nlaka’pamux) http://www.native-languages.org/thompson.htm List of Language Resources on the internet as well as cultural links

Interior Salish http://en.wikipedia.org/wiki/Interior_Salish  Wikipedia article which divides the Interior Salish languages into 2 regions where Nlaka’pamux is Northern

Nlekepmxcin/Nlhakapmx (Thompson) http://www.languagegeek.com/salishan/nlekepmxcin.html Consonant and Vowel Orthography of Thompson

Thompson: A Language of Canada http://www.ethnologue.com/show_language.asp?code=thp  population statistics, region, alternate names, etc.

Linguistics Articles:

DESCRIPTION: A number of recent studies have shown that Salish languages typically show obligatory marking in predicates indicating whether the protagonist is in control of the situation or not. As part of this system in two Interior Salish languages a reduplicative morpheme creates forms indicating emphatic non-control. A survey of other Salish languages reveals a similar reduplicative morpheme with similar force operative in several languages in different subgroups of the family, inviting the hypothesis that such a morpheme may go back to Proto-Salish.
DESCRIPTION: An atemporal optimality theoretic analysis of the reduplicative diminutive morpheme in Thompson River Salish (a Salishan language of British Columbia, Canada) predicts the form & distribution of consonant (C) + vowel (V) & single-C allomorphs as consequences of general vowel distribution constraints motivated by phonetic perceptibility: a constraint *Unstr-V that rules out unstressed vowels possessing features, & a higher-ranking constraint that avoids the formation of C + glottal stop clusters.


LOCATION: UVic, UBC, SFU, UNBC


DESCRIPTION: The morphology & surface syntax of relative clauses & related focusing constructions in Thompson River Salish (Southwestern British Columbia) are described.


DESCRIPTION: The morphosyntax of focusing & questioning possessors in Thompson River Salish is examined.


DESCRIPTION: It is shown that the morpheme //xi// in Thompson River Salish does not have a "benefactive" meaning in all cases. Review of cognate forms in other Salish languages indicates the existence of a P-Salish element //xi// whose function is to introduce a person for whom or on behalf of whom an action is done or at whom it is directed.


Thompson, L.C. & Thompson M.T. (1992). The Thompson Language. Missoula, Montana: Linguistics Laboratory, University of Montana. (University of Montana Occasional Papers in Linguistics, No. 8). DESCRIPTION: This book is divided into 4 parts. The first, Phonology, includes an in-depth linguistic exploration of consonants, vowels, stress and intonation, and sounds in combination. Part two, Morphology, details grammatical organization, personal, size, and number inflection, voice,
nominalization, etc. Part three deals with syntax with the subheadings of predicates, complements, adjuncts, etc. Part four is three appendixes of the numeral and kinship system as well as orthography conversion tables.

LOCATION: UVic, UBC, SFU, UNBC, CMC-LA


Reference Materials:

Church of England. (1880). Offices for the solemnization of matrimony, the visitation of the sick, and the burial of the dead [microform] / translated into the Nitlakapamuk or Thompson Indian tongue by J.B. Good. Victoria, BC: [s.n.]
DESCRIPTION: Type-written documents of the procedures regarding marriage, the sick, and the dead as written by the Church and translated into Thompson by JB Good. [CW]
LOCATION: UVic, SFU, UNBC, GC-LA


DESCRIPTION: Handwritten characters in the Thompson language.
LOCATION: UVic, UBC, SFU, UNBC, BCArch, GC-LA, CMC-LA

LOCATION: UVic, UBC, SFU, UNBC, BCArch, GC-LA, CMC-LA, VPL

Le Jeune, J.M.R. (1897). Thompson manual, or, Prayers, hymns and catechism in the Tompson or Ntla Kapmah language [microform]. Kamloops, B.C. : [s.n.]. DESCRIPTION: Same to the previous translated prayers to Thompson but different handwriting.
LOCATION: UVic, UBC, SFU, UNBC, GM-LA, CMC-LA

DESCRIPTION: The Thompson Indian people utilized at least 350 species of native plants in traditional activities as well as nearly 40 introduced species. Plants were used as a food source, for technology, for trade, and for medicine. Today, Thompson people use only a few native species. The plants' function in medicine is practiced by the oldest generation with only a few exceptions.

LOCATION: UVic, UBC, SFU, UNBC, GC-LA, CMC-LA, VPL


DESCRIPTION: This is a traditional Thompson River Salish legend recorded by Professor Laurence Thompson in 1975. The legend’s teller is Annie York. The text is laid out with the Thompson and English morph-by-morph gloss lines first, followed by a translation line. Additional linguistic, folkloric, and ethnographic comments are footnoted throughout the text.

Nsyilxcən

Language Resources Online:

http://www.native-languages.org/okanagan.htm
DESCRIPTION: This site contains general demographic information on the Okanagan language and the distribution of speakers in British Columbia and the United States. It contains a minimal list of vocabulary that includes ten common words in both the Coville and Nespelem dialects. Pending funding, eventually a list of 100 common words will be compiled with phonetics and audio. On the site are links to history of the Okanagan people and information on the different bands in the area.

http://www.syilx.org/index.php
DESCRIPTION: This is the official website of the Okanagan Nation Alliance (also known as the Syilx Nation). Information of the demographics, history, and culture of the Okanagan people are located on this site. There is also a collection of songs with audio links by artists in the area.

http://www.okanaganfirstpeoples.ca/language.htm
DESCRIPTION: This website gives a detailed of the Okanagan language. It discusses area dialects, specific language rules of the Nsyilxcən language (for example, differences between male and female speakers), and the relation of the Okanagan language to the other Salish languages.

Linguistics Articles:


Bessel, Nicola J. 1998. Local and Non-Local Consonant-Vowel Interaction in Interior Salish. Phonology 15. 1. 1-40. DESCRIPTION: Faucal effects of uvular & pharyngeal consonants on adjacent & distant vowels are examined in nine Southern Interior Salish languages. Faucal vowel allophones are consistently lower or farther back than nonfaucal ones.


Haeberlin, Herman K. 1974. Distribution of the Salish Substantival (lexical) Suffixes (T.M. Thompson, ed.). Bloomington, Indiana: Anthropology Department. DESCRIPTION: Classification of lexical suffixes of Salish languages. Editor’s introduction discusses orthography usage and problems in the data concerning velars, laterals, and glottalization. Author’s introduction overviews variants in lexical elements of the Salish languages. Lexical suffixes specific to the Okanagan language are in section 10. Section 3.2 contains an English index to Salish suffixes. LOCATION: Uvic

LOCATION: UBC

DESCRIPTION: Includes examples from several Salish languages. Okanagan is discussed and incorporated into sentences in terms of historical phonology, prefixation, morphological properties of noun and verb, unmarked and core obliques, article form, temporal and conditional clauses, casual clauses, conjunctive clauses, negative constructions, time dependent references, perception complements, question forms, nominalization, and fronting.

LOCATION: Uvic

DESCRIPTION: Appellatives, or address terms, in Okanagan-Colville (Salish) are discussed. Because the majority of these address terms are also kin reference terms, a discussion is provided of the kinship system. Particular attention is given to hypocoristic forms, which are obtained through a variety of phonological processes. These include baby talk forms, pet names, step forms, & other miscellaneous forms. The rich address system is shown to correlate with a complex social organization.

DESCRIPTION: 170 page dissertation provides a grammatical sketch of the Colville language, based on four summers of field work from 1968 to 1971. Outlines phonology, morphology, and syntactical patterns of the language.
LOCATION: UMI digital dissertations.

DESCRIPTION: Discussed are Colville Salishan (North American Indian) lexical items in which some element in the root interacts with a suffix element at a distance of several phonemes & often one or more morphemes. There occur some Colville words which have shifted a pharyngeal resonant from the root to the stressed suffix: the root has lost a pharyngeal, & the suffix has added one. Furthermore, the suffix vowel is lowered to [a], homorganic with the (immediately preceding) inserted pharyngeal. The pharyngeal shift is probably a function of the combination of several factors, including the stress properties of roots & affixes. All Interior Salishan languages at one time shared these or similar phenomena.

DESCRIPTION: Described are several Colville-Okanagan (Cv) imperative forms: intransitive (singular & plural), & transitive & ditransitive (singular & plural). Also treated are Cv negative unrealized aspect forms that function as negative imperatives. Extant discussions of imperatives in five other Interior Salishan languages are reviewed. Several suggestions about the protosystem are made, & more detailed studies of cognate phenomena in the related interior languages are suggested.

DESCRIPTION: A discussion of four major suffixes comprising the core of the transitive grammar of Colville-Okanagan (interior Salishan). Two are properly transitive while the other two form a ditransitive subset that refers to three entities. The grammar of these affixes is described, & ways in which reflexive & reciprocal stems resemble these transitive stems are examined. [LLBA]

DESCRIPTION: Overview of some of the prosodic and morphophonological phenomena of Okanagan, discussing truncated and elided forms, multi-word lemmas, rhetorical length of vowels and consonants, various simplifications of consonant sequences, [glottal stop]-V metathesis, laryngealization of y, some cases of i → a lowering, and a-insertions. Done in collaboration with the University of Montana, the En’okwin Centre, and the Colville Language Preservation.
LOCATION: Uvic, UBC

DESCRIPTION: Section 1 overviews the person markers of Okanagan; the paradigms listed are defined by the person markers together with other inflection markers (section 2). Sections 3-6 account exhaustively for all the sentences that comprise the text Skunk and Fisher, a Colville myth recorded in 1970. Section 7 contains all of the fragments found in the text; section 8 contains statistical summaries of the sentence types in the text. Done in collaboration with the University of Montana and the En’okwin Centre.
LOCATION: Uvic, UBC

DESCRIPTION: This thesis describes the role of aspect and category in the word formation processes of Okanagan. The goal of the thesis is to articulate when it is that Okanagan speakers about lexical items that allows them to derive new words and inflect them properly.
LOCATION: SFU

DESCRIPTION: Salish O pronouns are investigated. Both singular & plural pronouns are taken into account. The Salish O pronouns lack a distinctive form for the third person plural. Phonological changes in the pronouns are analyzed & innovations in the O paradigms are discussed. Borrowings by Kalispel-Spokane & Okanagan-Colville from Kutenai are pointed out. A merger of the neutral & causative O paradigms, & its diverse patterns in the Coast langs are discussed.

LOCATION: UBC

DESCRIPTION: Ph. D. thesis. The introduction summarizes research to date on Okanagan linguistics and the geographic environment. Section on phonology discusses phoneme distribution, syllabification, allophonic variations, and glottalization in stylish speech. Discussion of morphology includes Okanagan stems, affixes, and verbalizers. Final section on morphophonemics includes alteration and vowel and consonant patterns.

LOCATION: UVic, SFU

LOCATION: UBC, SFU, UBCO, VPL, GC-LA, ORL

Reference Materials:

LOCATION: SFUK

Bouchard, Randy, Turner, Nancy J, & Kennedy, Dorothy I.D. 1973-1976. British Columbia Indian Language Project fonds. Victoria: British Columbia Indian Language Project. DESCRIPTION: Many linguistic and ethnographic works were produced under the Project's auspices, including word lists, studies of dialects, and studies of Indian people's uses of wildlife. The Project's scope was later expanded to the study of Indians in the Pacific Northwest. The fonds consists of manuscript of "Indian Legends of the North Pacific Coast of America", translation by Dietrich Bertz of Franz Boas' work "Indianische Sagen von der Nord-Pazifischen Kuste Amerikas", typescripts of works on the following subjects: ethnobotany of the Squamish and Okanagan Indians; knowledge and usage of land mammals, birds, insects, reptiles and amphibians; studies of the Bella Coola Indians; Lillooet stories; and utilization of fish by the Colville Okanagan, Mount Currie, Te'u'hus, Squamish, and Chase Shuswap Indians.
LOCATION: BCAUL

LOCATION: UBC

LOCATION: Uvic

Kennedy, Dorothy I.D., & Bouchard, Randy. 1975. Utilization of Fish by the Colville Okinagan Indian People. Victoria: British Columbia Indian Language Project.
DESCRIPTION: Copy in UBC library is a typescript. Copies can be obtained from the British Columbia Indian Language Project. [AM]
LOCATION: UBC

DESCRIPTION: Contains Catholic morning, evening, confession, communion prayers. Also includes catechisms, contrition, and hymns. Titles are in English, text is written in Duployan shorthand.
LOCATION: Uvic, SFU, UNBC, GC-LA

DESCRIPTION: Contains Gospel readings of John chapter 4, 5, 9, and 11; Luke chapter 8; Hymn to Holy Ghost. Title descriptions are in English or French, text is written in Duployan shorthand.
LOCATION: Uvic, UBC, SFU, UNBC, GC-LA

DESCRIPTION: 64 pages describing Catholic beliefs and morals, including the Ten Commandments, Capital Sins, Annunciation, and Acts of Love. Also has directions for Communion, Great Truths of the Bible, and questions; written in Duployan shorthand with English titles. [AM]
LOCATION: Uvic, UBC, SFU, UNBC, GC-LA, VPL

Le Jeune, J.M.R. 1897. Okanagan manual, or, Prayers and hymns and catechism in the Okanagan language [microfiche]. Kamloops, BC.
DESCRIPTION: 32 pages of Catholic prayers, hymns, and catechism written in Duployan shorthand, with English titles.
LOCATION: Uvic, UBC, SFU, UNBC, GC-LA, CMC-LA, VPL

DESCRIPTION: Biography, history, and genealogy of Okanagan people.
LOCATION: SFU, ORL

LOCATION: SFUK, ORL

LOCATION: SFUK, ORL

DESCRIPTION: The Golden Woman is a tale of European origin. A kings four sons set off to explore the world, when the unknowingly stumble upon a man-eaters house and become guests for the night. The book includes a continuous English translation, analysis of the storyline, the Colville text and interlinear translation, and a full glossary of Colville morphemes that occur in the text.
LOCATION: Uvic, UBC, SFU


DESCRIPTION: Ethnobotany describes native plant species of the Okanagan region that were used by the Native peoples of this area. Each entry includes the common English name, scientific name, Native name, description of the plant, location of the plant, significance in the community, and directions for preparation and use. Pictures for identification and visualization of the usage of several species is also included.

LOCATION: Uvic, UBC, SFU, SFUK, VPL, ORL


LOCATION: UBC

Secwepemc

Language Resources Online:

This website provides an overview of the Secwepemc Nation in many categories. Some of the main categories described include the language of the Secwepemc, who the Secwepemc are, a map of the Secwepemc Territory, bands of the Secwepemc nation, news, education, and general information. There is also additional information on the Shuswap Nation.

http://secwepemc.sd73.bc.ca/sec_Intro/sec_introfs.html
This website provides an introduction to the Secwepemc Nation. Furthermore, this website provides information on the Secwepemc’s language, origin story, village life, as well as archeology. In addition, there is also a glossary and resources page.

This website describes the Secwepemc’s land, people, history, legend, language, as well as songs and dances. There is also a links, resources, and site features for additional information.

http://www.mnsu.edu/emuseum/cultural/northamerica/secwepemc.html
With a couple of thumbnail pictures, this short and colourful website provides an extremely brief overview of the Secwepemc’s language, history, and daily life activities.

Wikipedia, the free online encyclopedia, provides an extremely vague overview of the Secwepemc. The website states where they reside, their language, and how many and what kind of people speak their language. Each point is only stated in one sentence.
http://www.answers.com/topic/okanagan-shuswap
This website provides a brief overview of the Shuswap. Some of the facts addressed include its geography, history, as well as some past parliament election results.

http://www.ydli.org/langs/shuswap.htm
This website addresses the language of the Shuswap and what kind of language it is (Salishan).

Linguistics Articles:

Reference Materials:

DESCRIPTION: This book has 152 pages and is 23 cm. [NL]
LOCATION: UVic, UBC, SFU, UNBC, BCArch, GC-LA, VPL

DESCRIPTION: This book has 1 microfiche (44 fr). [NL]
LOCATION: UVic, SFU, UNBC, BCArch, GC-LA, CMC-LA, VPL

Le Jeune, Jean Marie Raphaël. 1896. Shushwap manual, or, Prayers, hymns and catechism in Shushwap. Kamloops, B.C.: [s.n.].
DESCRIPTION: This book has 1 microfiche (34 fr). [NL]
LOCATION: UVic, UBC, SFU, UNBC, GC-LA, CMC-LA

DESCRIPTION: This book has 2 microfiches (75 fr). [NL]
LOCATION: UVic, UBC, SFU, GC-LA, CMC-LA

Le Jeune, John Mary. 1925. Prayers before and after Holy Communion in several languages of the natives of British Columbia [sic] in the diocese of Vancouver, extracted from the various books of the various tribes approved by the ordinary. Kamloops, B.C.: [s.n.]
DESCRIPTION: This 19cm book has 22 pages. [NL]
LOCATION: UVic, UNBC, GC-LA, CMC-LA, VPL

DESCRIPTION: This book is 36 cm. [NL]
LOCATION: UVic, UBC, GC-LA
St'át'imc

Language Resources Online:

http://www.canadianheritage.gc.ca/progs/pa-app/progs/ila-ali/index_e.cfm
Outlines the Aboriginal Languages Initiative’s government funding for 2001/2002.

http://www.ethnologue.com/
A comprehensive website offering exceptionally useful information on numerous aboriginal languages and their families.

http://www.fourdir.com/lillooet.htm
A clearly laid out description of the language and its speakers; an extensive list of present locations; a chronological list of historical British Columbia Lillooet events.

http://www.innkeepers-exchange.com/can-an-lillooet.htm
This website offers scenic landscape photographs of the Lillooet area, links to local lodgings, and a helpful roadmap for travelers.

http://www.lillooetbc.com/first_nations.php
The Lillooet BC tourism website displaying local attractions, events and businesses.

http://www.ydli.org/langs/lillooet.htm
Includes an extensive bibliography and provides a basic background of the Lillooet language, including a geographical outline and interesting facts.

Linguistics Articles:

DESCRIPTION: Originally presented as the author’s thesis (1985). Text in English with examples in Lillooet. [JP] 
LOCATION: CMC-LA, GC-LA, SFU, UBC, UNBC, UVic, VPL

LOCATION: UVic, SFU, UBC

DESCRIPTION: Author’s M.A. thesis. Microform. LOCATION: CMC-LA

LOCATION: UBC, UVic

DESCRIPTION: A thorough examination of St’at’imcets; explores its unusual and individual linguistic aspects. [JP]
LOCATION: UVic, SFU, UBC

Reference Materials:

Le Jeune, Jean Marie Raphaël. 1897. Lillooet Manual, or, Prayers, Hymns and the Catechism in the Lillooet or Stlatliemoh Language [microform]. Kamloops: B.C. DESCRIPTION: 1 microfiche (19fr.) filmed from a copy of the original publication held by the Library of the Public Archives of Canada. [JP]
LOCATION: CMC-LA, GC-LA, SFU, UBC, UNBC, UVic, VPL

DESCRIPTION: An introductory overview of the Lillooet language, stating its geographic location and broad linguistic characteristics. [JP]
LOCATION: UVic, SFU, UBC

Tepper, Leslie H. 1987. The Interior Salish Tribes of British Columbia: A Photographic Collection. Vancouver: B.C. DESCRIPTION: A photograph of, James Alexander Teit (1864-1922) taken in 1913 on the Spences Bridge in British Columbia. He was a shaman of St’atl’imx (Lillooet) ancestry. His Lillooet name was Kwalip meaning “black moss”, but was also called “tloitsa” stabbed skin or robe.
LOCATION: CMC-LA

Tsimshianic Language Family

Gitsenimx/Gitksanimx/Gitxsanimax
(To be researched.)

Nisga’a
Language Resources Online:

DESCRIPTION: A website with information on the models that shaped the realization of the aging Nisga’a language.
Locations: http://www-md3.csa.com

The website is a short definition of the Nisga’a language and it shows how it is a part of the Tsimshianic language.
http://www.ydli.org/langs/nisgaa.htm


This website offers insight to the Nisga’a way of life; spiritually, through marriage, and the communities of the Nass Valley.
http://www.citytel.net/~nisga1/

This website tells the difference in the language Nisga’a and its dialects and families.
http://www.ethnologue.com/14/show_language.asp?code=NCG

This website is much like Wikipedia, but offers some more insight to the language.
http://www.answers.com/topic/nisga-a-language

Linguistics Articles:

DESCRIPTION: A book containing Nisga’a syntax and the ergativity hypothesis. [FT]
LOCATION: UVic, UBC

Reference Materials:

DESCRIPTION: Contains the Nisga’a language syntax as well as the ergative constructions of the language.
LOCATION: UVic, UBC
DESCRIPTION: A book made by the Nisga’a people and surrounding area, includes the culture of the Nisga’a as well as language, tribes, traditions, clothing, and history. [FT]
LOCATION: UVic, UBC, UNBC

DESCRIPTION: A book with dialogues of the Nisga’a and their conversations with the Church Missionary Society.
LOCATION: UVic

McCullagh, J. B. (James Benjamin), Church of England. 1897. A Nish'ga version of portions of the Book of common prayer: Shaonsgum limik. Library Division, Provincial Archives of British Columbia, Ottawa: Canadian Institute for Historical Microreproductions.
DESCRIPTION: A book of common prayer based on Nisga’a beliefs. Contains hymns, antiques, the Nisga’a language and prayers.
LOCATION: UNBC, Geoffrey R Weller Library


DESCRIPTION: A material book containing the Nisga’a language and grammar usage.
LOCATION: UVic

DESCRIPTION: A book with an outline on the Nisga’a agreement.
LOCATION: UBC

Ski:xs
Sm’algyax

Linguistics Articles:

DESCRIPTION: About the Tsimshian language, also includes maps of the Tsimshian territory.
LOCATION: UVIC, UBC, SFU, UNBC

DESCRIPTION: A book that describes Tsimshian phonology and grammar.
LOCATION: UVIC, UBC, SFU, UNBC

Reference Materials:

DESCRIPTION: About the Tsimshian language from pages 285-422 in the text.
LOCATION: UVIC, GC-LA, CMC-LA

DESCRIPTION: three microfiches of Tsimshian legends and language text.
LOCATION: UVIC, SFU, GC-LA, CMC-LA, VPL

DESCRIPTION: a book that includes the folklore of many native peoples including the Tsimshian.
LOCATION: UVIC, UBC, SFU, CMC-LA

DESCRIPTION: A copy of the original publication held by the Library of Division, Provincial Archives of B.C.
LOCATION: GC-LA

Wakashan Language Family

Language Resources Online:


Curriculum and Resources for First Nations Language Programs in BC First Nations Schools

Bibliographies:


Voegelin, Carl F. “Bibliography of American Indian Linguistics, 1938-41.” Language 18.2 (1942): 133-139. Freely available online through Project Muse and also as an eJournal. Wakashan is named as one of the materials listed in this journal article.

Diitiidʔ aaʔ tsex
(To be researched.)

Hailhzaqyla
(To be researched.)

Oowekyala
(To be researched.)

Kwakiutl Language Resources Online:


Bibliographies:


Linguistics Articles


Reference Materials:


Nuučaan̓uł

Language Resources Online:

http://www.languagegeek.com/wakashan/nuuchahnulth.html

This website contains a chart of all the consonants and vowels in Nuu-Chah-Nulth. It is written in NAPA, not IPA.
http://journals.cambridge.org/download.php?file=%2FPHO%2FPHO18_01%2FS0952675701004018a.pdf&code=1c0a8ae2c0227bb23395fd739ff44a29
This is an article written by Douglas Pulleyblank about the nature of glottalized consonants in Nuu-Chah-Nulth and other North American indigenous languages.

http://journals.cambridge.org/download.php?file=%2FIPA%2FIPA33_02%2FS0025100303001282a.pdf&code=b0afc1118f60205e417e3dfa463249ff
An article by Drs. John Esling and Barry Carlson about the phonetic typology of Nuu-Chah-Nulth and the shift from uvular consonants to pharyngeal consonants in its dialects.

http://journals.cambridge.org/download.php?file=%2FIPA%2FIPA31_02%2FS0025100301002092a.pdf&code=8abf4d9f6ff7e6d417e3dfa463249ff
A detailed description of the phonetic components (including stress) of Nuu-Chah-Nulth in IPA by Dr. Esling et al.

This is a paper by Dr. John Stonhan and Winnie Yiu about the morphological properties of Nuu-Chah-Nulth.

**Linguistics Articles:**

DESCRIPTION: In microform format. [MJ]
LOCATION: UBC

DESCRIPTION: Attached and sent as part of the progress report is a paper entitled: "Encliticization in Nitinaht" which is an extract from the overall grammar of Nitinaht that the author is preparing [CMC-LA]
LOCATION: CMC-LA

DESCRIPTION: Detailed description of the Nuu-Chah-Nulth morphology and syntax systems.[MJ]
LOCATION: UVic, UBC, SFU, UNBC

DESCRIPTION: A Master’s Thesis regarding the possessive morphology in Nuu-Chah-Nulth, in microform format.
LOCATION: UBC
DESCRIPTION: A description of the grammar of the Kyoquot dialect of Nuu-Chah-Nulth.
LOCATION: UVic

DESCRIPTION: A dissertation on Nuu-chah-nulth phonology, with a focus on glottalization.
LOCATION: UVic

LOCATION: UVic, UBC, SFU, UNBC, GC-LA

LOCATION: UVic, UBC, SFU

New York : Palgrave Macmillan.
DESCRIPTION: A text focussing on Nuu-Chah-Nulth morphology and word formation.
LOCATION: UVic, UBC, SFU

DESCRIPTION: Nuu-chah-nulth denominal verbs (DNVs) are created by attaching one of many DNV suffixes to the first word of a noun phrase. In the framework of Head-driven Phrase Structure Grammar (HPSG), constraints on phrases can apply to items in the lexicon. Word-order domains allow constraints on linear order, such as one that requires words with DNV suffixes to be first in their domain.

DESCRIPTION: A dissertation regarding Nuu-Chah-Nulth morphology, specifically affixes. In microform format. [MJ]
LOCATION: UBC

Reference Materials:

LOCATION: UBC

DESCRIPTION: Narratives and legends in Nuu-Chah-Nulth as recorded by Edward Sapir, with grammatical analysis. [MJ]
LOCATION: UBC
DESCRIPTION: Handwritten manuscript of a folk legend as recorded by Edward Sapir. In Nuu-Chah-Nulth, with English translation. [MJ] 
LOCATION: CMC-LA

LOCATION: UVic

DESCRIPTION: Scanned from a microfiche, also available online. [MJ] 
LOCATION: UBC, UVic, SFU, UNBC


X̕aad̕a7iel  X̕aad̕a7išel "To be researched." 

X̕aad̕a7išel Language Family

X̕aad̕a7išel (Haida)

Language Resources Online:
http://www.civilization.ca/aborig/haida/haindexe.html
http://www.virtualmuseum.ca/Exhibitions/Haida/java/english/home/
http://www.haidalanguage.org/
http://www.ydli.org/biblios/haidbib.htm
http://www.languagegeek.com/isolate/xaadas.html

Haida language website: http://www.haidalanguage.org/


**Linguistics Articles:**


DESCRIPTION: The technical, emotional, & ideological issues in reversing language shift in Southeast Alaska are discussed, noting that the Tlingit, Haida, & Tsimshian languages meet the criteria of obsolescence: the age gradient of speakers ends in the adult population, children do not learn these languages at home, there is a rapid decline in the numbers of speakers, the entire population is bilingual, & there is no literacy in these languages.


DESCRIPTION: It is argued that Haida constituent order is largely determined by the nominal or pronominal status of the subject (Sbj). Examined is Haida constituent order to determine its basic order typology.


DESCRIPTION: In Haida, a linguistic isolate on the northwest coast of North America, the communicative function of contrastiveness & of new /old information takes precedence over grammatical categories, eg, subject & O in the structural organization of sentences.


DESCRIPTION: It is shown how Haida syntax is governed by linearization principles that refer solely to the pragmatic functions topic & focus & the syntactic functions subject & V. In Haida, pragmatic functions appear to be the primary determinants of constituent order. Investigated is whether Haida might lack assignment of the syntactic function O such that its apparent O-subject-V (OSV) order might be better seen as X-subject-V (XSV).


DESCRIPTION: Subordination in Haida is accomplished by affixing an -s to a clause or phrase which is subordinate to the main predication of the sentence. This process is seen to underlie several morphological units previously described by Haida linguists. The -s in all these units
marks the dependency of the -s-marked constituent with respect to the main clause. The pragmatic function of subordination is considered as it relates to the speaker's communicative intention.

DESCRIPTION: Described are two particles that function in Haida to mark sentence elements with respect to time & space. One of them, k(w), binds elements spatially or temporally to the context of the utterance, while the other gaa, delimits those elements outside of a sentence's context to indicate they are fixed in space or time.

DESCRIPTION: Haida has generally been argued to have subject-O-V (SOV) word order. However, others have indicated that both SOV & O-subject-V (OSV) orders occur frequently. Three short Haida texts are examined for evidence of an animacy hierarchy that appears to affect the ordering of constituents within the sentence. Similar hierarchies are found in other North Amerindian langs. 6 References. B. Annesser Murray.

DESCRIPTION: Previous examinations of word order in Haida are reviewed & it is claimed that word order is fixed only in those cases where it is necessary for identification of subject & O. A variety of data relating to marking of topic & focus are examined.

DESCRIPTION: Textual & elicited material is analyzed to arrive at four main result.

DESCRIPTION: A series of publications by Franz Boas & Horatio Hale between 1888 & 1894, centering on the question of whether Tlingit & Haida constitute a linguistic stock, is examined to clarify shifts in Boas's theoretical positions during this period & the next decades.

Reference Materials:

DESCRIPTION: In addition to promising workshops & college credit classes at University of Alaska Southeast, the newly funded proposal will develop semi-immersion materials for kindergarten through second grade on the Tlingit model & will add a master-apprentice component to create daily lessons using the total physical response method.

LOCATION: CMC-LA
Yip, Moira. The Lexical Phonology of Masset Haida. Language. 1993. 69. [LLBA]

**Algonquian Language Family**

Anishnaubemowin (Saulteau)

*To be researched.*

Nehiyawewin (Plains Cree)

*To be researched.*

**Michif**

**Reference Materials**


This is Peter Bakker’s description of the Michif language, its origins and grammar. It is a very interesting read and contains a lot of useful information, but it is not much of a teaching aid. It is available from Amazon.com as well as many libraries.

**Chinuk Wawa**

**Bibliographies**

2. Language-Specific Resources
Teaching Resources by Language

General Resources

FPHLCC’s Lists of Community-Identified Resources:  http://maps.fphlcc.ca/fphlcc/language_index. Select a language from the index, then click on Language Resources on the menu on the right.

FirstVoices Language Archives:  http://www.firstvoices.com

Dene Language Family

Dakelh (Carrier)
(To be researched.)

Dane-zaa (Beaver)
(To be researched.)


Organizations

Blueberry Band Trust Society
Rd 139
Buick, BC, V0C 2R0
Phone: 250-630-2584
Fax: 250-630-2588

Danezāgé’ (Kaska)
(To be researched.)
Dene K’e (Slavey)

Language Resources Online:

Language Geek. www.languagegeek.com
This website has pronunciation and orthographic information, as well as a keyboard download, and also contains two Slavey language texts.

Dictionaries, Texts, and Other Printed Materials:


DESCRIPTION: The second part of the book contains over 150 pages of texts in Slave with interlinear glosses. The first part contains free English translations of the texts with introductions to the various genres.


Cultural Revitalization Department, Fort Nelson First Nation, Theresa Fincaryk.
DESCRIPTION: A brochure describing the programs offered by the Fort Nelson First Nation’s Cultural Revitalization Department.

DESCRIPTION: Bingo cards with vocabulary in both Dene Tha and Cree: body parts, colours, money, numbers, animals, places

DESCRIPTION: A summary of programs offered by the Fort Nelson First Nation’s Cultural Revitalization Department.
Den k'e (Tagish)
(To be researched.)

Nedut'en (Babine)

Language Resources Online:

Dictionaries, Texts, and Other Printed Materials:

DESCRIPTION: Profusely illustrated, mostly with colour photographs. Softcover, with laminated covers. In English and Nedut'en (Babine). Tells about a nine-year old girl's activities at different times of the year.
LOCATION: UVic, UBC, GC-LA

DESCRIPTION: Profusely illustrated, mostly with colour photographs. In English and Nedut'en (Babine). Softcover, with laminated covers. Tells about a young boy's summer trips to Old Fort.
LOCATION: UBC, GC-LA

DESCRIPTION: Babine-English children's dictionary for use in primary school classes, in large print, with illustrations and example sentences. Contains about 600 entries.
LOCATION: UBC, UNBC, GC-LA

LOCATION: UBC, UVic, GC-LA

DESCRIPTION: An account of a little girl's potlatch, from her point of view, told in Nedut'en (Babine), with English translation.
LOCATION: UBC, UNBC, SFU, GC-LA, VPL

Taltan

*(To be researched.)*

Tse’khene/Tsek’ehne/Tsek’he

*(To be researched.)*

Tsilhqot’in (Chilcotin)

**Dictionaries, Texts, and Other Printed Materials:**

DESCRIPTION: This appears to be a program of a cultural event, perhaps for children, as many songs, eg. "Finger Action Song: Tsimshian" are for children. People who presented the songs are contemporary. [UBC]
LOCATION: UBC

King, Quindel. (197-). Chilcotin Alphabet. Alexis Creek, BC: Canadian Evangelical Mission.
DESCRIPTION: Contains Chilcotin alphabet and language curricula.
LOCATION: UBC

DESCRIPTION: Chilcotin language curricula. Part of Nenqayni Ch’ih 7ech’eyalttg [Chilcotin Language Series].
LOCATION: UBC

DESCRIPTION: Chilcotin language study and teaching. Part of Nenqayni Ch’ih 7ech’eyalttg [Chilcotin Language Series].
LOCATION: UBC

DESCRIPTION: A sample comment sheet for recording student progress.

DESCRIPTION: Learning outcomes for Tsilhqot’in language classes, K5 to grade 9.
Tutchone

(To be researched.)

Witsuwit'en (Wét'suwet'en)

Dictionaries, Texts, and Other Printed Materials:

DESCRIPTION: A collection of stories, with glosses and translation, together with discussion of selected aspects of the vocabulary and an explanation of the writing system. Accompanied by two audio cassettes.

DESCRIPTION: A dictionary organized by topic rather than alphabetically. Accompanied by an alphabetical English index.

Recordings:

DESCRIPTION: A collection of stories, with glosses and translation, together with discussion of selected aspects of the vocabulary and an explanation of the writing system. Accompanied by two audio cassettes.

Ktunaxa Language Family

Ktunaxa (Kootenay, Kutenai)

DESCRIPTION: A collection of stories told by the Elders of the Ktunaxa Nation. In English with a few words and names in Ktunaxa; glossary included. 59 pages.

Ktunaxa Language Program. (2000) Kaʔ amakna= a Kaʔ ak=ukaqwa= a Kaʔ aq=smaknma=na= a A Primary Reader.  
DESCRIPTION: A primary reader in the Ktunaxa language, with stories by Elizabeth Gravelle and illustrations by Lillian Ignatius. Includes vocabulary lists for numbers, colours, months, and days. Received by Don Maki, Ktunaxa Nation
Organizations:

Ktunaxa Nation Council (Ktunaxa Language Program)
7468 Mission Road
Cranbrook, BC V1C 7E5
Phone: (250) 417-4001 or (250) 489-2464
Fax: (250) 489-5760
info@ktunaxa.org
http://www.ktunaxa.org

Columbia Basin Trust
828D Baker Street
Cranbrook, BC V1C 1A2
Phone: (250) 426-8810
cbt@cbt.org
www.cbt.org

CBT works closely with people who live in the Basin to develop and deliver programs and initiatives that respond to their needs and support communities.

Lingít Language Family

Lingít (Tlingít)

Language Resources Online:

National Endowment for the Humanities - Lesson Plans: Traditions and Languages of Three Native Cultures: Tlingit, Lakota, and Cherokee.
http://edsitement.neh.gov/view_lesson_plan.asp?id=378


DESCRIPTION: Alphabet, grammar, spelling and phonology in an interactive setting; Links to Tlingit dictionaries and learning retreats and immersion programs.

DESCRIPTION: Interactive online resource for Tlingit alphabet, consonant vowel chart, audio storybooks and audio samples. More resources on Tlingit instruction and learning aids are available through the YNLC. The YNLC (Yukon Native Language Center) is a training and research facility, which provides a range of linguistic and educational services to Yukon First Nations and to the general public.

DESCRIPTION: Mainly a Tlingit language teaching and learning aid; Contains an English-Tlingit dictionary of nouns (adapted from Story-Naish 1963); Interactive reading and writing lessons; Text made available that outlines linguistic history of Tlingit speech - Williams 1978.

DESCRIPTION: An encyclopedia than provides a well rounded discussion of the language. It covers the history, classification, dialects, phonology and writing system; Like other online encyclopedias, many words and names are made available as links to provide even further understanding and reinforcement.

Alaska Native Language Center http://www.uaf.edu/anlc/languages.html
DESCRIPTION: This is a language archive site which provides a great overview of the language with hard copy resources made available online, Interactive language family tree; Alternate spellings and names given to the language.

DESCRIPTION: Over 30 listed journals and books on the Tlingit language.

DESCRIPTION: Another language archive site that provides instruction on how to pronounce Tlingit and also shows a lengthy translation from Tlingit to English, but this is the extent of it. Otherwise, it would serve as another source of language resource links (external).

DESCRIPTION: Briefly compares the differences to neighbouring languages; Lists the dialects of Tlingit; Provides links back to the Sealaska Heritage Institute

Dictionaries, Texts, and Other Printed Materials:

DESCRIPTION: This book is for learning to pronounce and spell Tlingit. It is designed for: (1) Tlingit speakers who want to learn to spell; (2) students taking a course in spoken Tlingit; and (3) adults learning Tlingit through self-study. This book can help teach children to spell Tlingit, but should not be used to teach them to speak Tlingit. The Tlingit Spelling Book complements Beginning Tlingit. The Tlingit Spelling Book complements Beginning Tlingit, and is recommended as an accompaniment.

LOCATION: SEA, UNBC

DESCRIPTION: “Haa Tuvunaagu Yis, for Healing Our Spirit” is the first publication of Tlingit oratory recorded in performance. It features Tlingit texts with facing English translations and detailed annotations; photographs of the orators and the settings in which the speeches were delivered; and biographies of the elders. There are thirty-two speeches by twenty-one Tlingit elders. Most were taped between 1968 and 1988, but two speeches were recorded on wax cylinders by the Harriman Expedition in Sitka in 1899, and are the oldest known sound recordings of Tlingit.
Location(s): this work is also available in print through BCARCH, SEA, UVIC, UBC, SFU, UNBC

DESCRIPTION: Eleven classic stories by 13 elders. Includes Naatsilanei (the origin of the killer whale), The Strong Man, The Woman Who Married the Bear, Kaats’ (The Man Who Married the Bear), and two stories about the coming of the white man. Features Tlingit texts with facing English translations. Explanation of Tlingit phonetics and grammar as well as extensive historical and linguistic notes.
Location(s): this work is also available in print through BCARCH, SEA, UVIC, UBC, SFU, UNBC

DESCRIPTION: an introduction to Tlingit social and political history. The book features the biographies and life histories of more than 50 men and women, most born between 1880 and 1910, and includes a special section on the founders of the Alaska Native Brotherhood (ANB). The appendices feature Tlingit texts with facing English translations, and previously unpublished documents, including material from the National Archives and the minutes from the historically important 1929 Haines ANB Convention.
Location(s): BCARCH, SEA, UVIC, UBC, SFU, UNBC

DESCRIPTION: Beginning Tlingit combines a systematic introduction to Tlingit grammar with phrases and conversations for everyday use. Moving from the easiest and advancing to more complex, the book teaches students how to make new sentences of their own. The Fourth Edition includes four CD’s so students can hear how the language sounds, and follow along with the lessons. The CD’s are set up so listeners can interact, sometimes repeating the words, sometimes guessing the answers. A detailed introduction explains the drills and suggests ways of using the book at home, in schools, and in Tlingit communities.
LOCATION: SEA, UVIC, UNBC, VPL

Location(s): GCLA, UNBC, ANLC
DESCRIPTION: Preface, Introduction (4 pages), consonant and vowel charts. The Main section (159 pages) is organized by semantic categories. There are numerical and key word indexes. The Tlingit section (104 pages) lists nouns in the Tlingit alphabetic order. The English section (211 pages) is organized by key words in the glossary for each Tlingit noun. The Classificatory Verb section (13 pages) lists many nouns associated with 37 verbs. There is an index by major semantic type and stem, and an alphabetic index.
Location(s): YNLC, GCLA

Location(s): GCLA, BCARCH

DESCRIPTION: A book compiled by Jeff Leer for the YNLC that is designed to be used with an instructor that illustrates the sound contrasts.
Location(s): YNLC, GCLA

DESCRIPTION: This work represents an important advance in Tlingit studies, a lang spoken in coastal Alaska. The dialect chosen for the V forms is the Central, spoken in Juneau, Sitka, Hoonah, & Angoon. The dictionary is compiled mainly for use by Tlingit speakers, its features being adapted accordingly: (1) the English section is the most detailed, & (2) alphabetical order is adapted to a new Tlingit orthography (using English characters) according to articulation. These features, however, do not make it difficult for the linguist's usage. Difficulties in looking up Vs in a lang which is largely prefixing are alleviated by a morphological outline. Vs are filed by both stem & theme, but only themes are defined. Although some minor improvements could be made, these will be forthcoming as more is known about Tlingit & a more complete dictionary is compiled.[ T. Lamb]

Location(s): ANLC

DESCRIPTION: Each Language Lesson set consists of a booklet and an accompanying audio recording. The sets are intended for use by adults who want to study one of the eight Yukon Native Languages. This set focuses on the Tlingit language covering the Teslin and Carcross dialects.
Location(s): YNLC

DESCRIPTION: One in a series introducing students to Southeast Alaska Native languages, this booklet presents simple dialogues in Tlingit with English translations following. The 14 dialogues, consisting of 4 responses each, provide practice with a variety of basic sentence patterns. Dialogues include social greetings and questions about name, age, and tribal origin; five dialogues ask and answer questions about the weather. Line drawings illustrate each dialogue.
Curriculum and Resources for First Nations Language Programs in BC First Nations Schools

Teaching Resources by Language

Location(s): GCLA

Location(s): YNCL

Location(s): YNLC

Location(s): YNLC, UBC

DESCRIPTION: Listening exercises with accompanying text. Includes three audio storybooks written by Liz Smith and Margaret Bob for the Yukon Native Language Center. The books are entitled “At Home”, “Camping” and “Fish Camp” Children’s or beginners level books written in Tlingit with a small section of Tlingit – English translations in each book.
Location(s): YNLC. Please note that one of these books “At Home” is also available in print in two separate dialects (Teslin by Smith L & Bob M. and Carcross by Wren L.) – see below.

LOCATION: GCLA (book), YNLC (interactive version available through their website with a listening feature)

Location(s): ANLC, UNBC, GCLA, UVIC, UBC, BCARCH, Interactive online version available through Alaskool.org.

DESCRIPTION: Two sections: English-Tlingit and Tlingit – English. Adverbials, locative particles, directional and pronominals, as found in Tlingit verb expressions, are also discussed in the second section. The appendix provides a grammar sketch, which concentrates on Tlingit verb morphology.
Location(s): ANLC, GCLA, CMCLA, VPL, UVIC, UBC, UNBC, VPL

Location(s): BCARCH
Location(s): BCARCH

DESCRIPTION: [Text, translation, and grammatical analysis of the Tlingit stories, in the Klawock dialect, of the Monster Devilfish and of the Woman who Returned from the Dead.] The two stories given below were dictated to me by Mr. Lester Roberts, a Tlingit Indian from Klawock on Prince of Wales Island, who was a student at the State College of Washington.

DESCRIPTION: Dictated stories from Mr. Lester Roberts to Velten. Some linguistic properties explained.

DESCRIPTION: This bilingual volume in the Tongass dialect of the Tlingit language and in English contains stories about the cultural heritage of the Tlingits. The introduction in English describes the phonology of the dialect. The five stories include free English translations, and are entitled: (1) Concerning Our Heritage; (2) The War at Goochlaakanooow; (3) Concerning Tlingit Medicine; (4) Concerning Food; and (5) The Lazy Woman. Explanatory notes on the text in English are appended.  
Location(s): ANLC, UVIC, UBC, CMCLA, available online through Alaskool.org

DESCRIPTION: Children’s or beginners book written in the Carcross dialect. Includes a small section of English – Tlingit translations.  
Location(s): YNLC

DESCRIPTION: Children’s or beginners storybook written in the Carcross Tlingit dialect. Small section with English – Tlingit translations.  
Location(s): YNLC

DESCRIPTION: Children’s or beginners storybook written in the Carcross Tlingit dialect. Small section of English – Tlingit translations.  
Location(s): YNLC

DESCRIPTION: Children’s or beginners storybook written in the Carcross Tlingit dialect. Small section of English – Tlingit translations.  
Location(s): YNLC, UBC

Articles:


Location(s): SEA

Organizations:

Sealaska Heritage Institute
One Sealaska Plaza, Suite 301
Juneau, Alaska, 99801
Phone: (907) 463-4844
Fax: (907) 586-9293
http://www.sealaskaheritage.org/index.htm

The Sealaska Heritage Institute works with Haida, Tsimshian and Tlingit, and offers regular immersion language camps.

Yukon Native Language Centre
Yukon College
Box 2799 Whitehorse, YT Y1A 5K4
Phone: (867) 668-8820
Fax: (867) 668-8825
Toll Free: 1-877-414-YNLC (9652)
http://www.ynlc.ca/

Lingít (Inland Tlingit)
(To be researched.)

Nuxalk Language Family

Nuxalk (Bella Coola)

Language Resources Online:


(Contact: David Gledhill, davidgledhill@gmail.com.)

Nuxalk Indian Language (Bella Coola) -- [http://www.native-languages.org/nuxalk.htm](http://www.native-languages.org/nuxalk.htm) This website provides links for Nuxalk vocabulary, a pronunciation guide, excerpts from Nuxalk text, a linguistic bibliography, and some historical information.

Nuxalk (Bella Coola) -- [http://www.languagegeek.com/salishan/nuxalk.html](http://www.languagegeek.com/salishan/nuxalk.html) This website provides some information on the letters of the alphabet in relation to the Nuxalk language.

Dictionaries, Texts, and Other Printed Materials:

DESCRIPTION: A descriptive book on the grammar of the Nuxalk language, ranging from the simple sentence to Complex sentences. Includes a bibliography, some entries from German resources.
LOCATION: UVic, UBC, SFU, VPL

DESCRIPTION: Examples of Nuxalk writing.
LOCATION: UVic, UBC, SFU, VPL, UNBC

DESCRIPTION: A Nuxalk-English dictionary including over 2000 entries, written as a sequel to Nater’s Stem List of the Bella Coola Language.
LOCATION: UVic, UBC, SFU, VPL, UNBC

DESCRIPTION: A early version of Nater’s A Concise Nuxalk English Dictionary, a less-detailed Nuxalk-English Dictionary.
LOCATION: UVic, UBC, SFU, VPL,

**Coast Salish Language Family**

**Éy7á7juuthem**

**Recordings:**

Bouchard, Randy. Coast Salish British Columbia Indian Language Project sound recordings (79). Various dates. Locations: CMC-LA

Galloway, Brent D. Coast Salish sound recordings (5). Various dates. Locations: CMC-LA

Powell, J.V. Coast Salish sound recordings (3). Various dates. Locations: CMC-LA


No Author (1964). “Coast Salish Linguistics” [sound recordings]. Locations: CMC-LA

**Hul'qumi'num/Hən̓q̓əmin̓əm̓/ Halq'emeylem**

**Language Resources Online:**


**DESCRIPTION:** This site is a very comprehensive online teaching tool of the Halq’emeylem and Hul’qumi’num languages. The site contains games, online dictionary, and pronunciation guides.


**DESCRIPTION:** This website has a variety of resources including information on the hul’qumi’num language, vocabulary, and pronunciation guide. The dictionary provides common words and verbs, but does not provide sentence structure or a grammatical guide. The website also provides information about the Qwam Qwam Stalicut Community School.

Website with nine lesson plans for Halq’emeylem: http://web.uvic.ca/hrd/hulq/

**Dictionaries, Texts, and Other Printed Materials:**


**LOCATION:** UBC
LOCATION: UBC

LOCATION: UVic

DESCRIPTION: A tool for teachers of the Hulq'umi'num language. [Mj]  
LOCATION: UBC

DESCRIPTION: Dictionary of Island Halkomelem or Hul’qumi’num.  
LOCATION: VIRL

DESCRIPTION: Short Story in Halkomelem  
LOCATION: UBC

LOCATION: UBC

LOCATION: UBC, BCArch

LOCATION: UNBC, VIRL

Wells, Oliver. A vocabulary of native words in the Halkomelem language, as used by the native people of the Lower Fraser Valley, B.C. Sardis (B.C.), 1965.  
LOCATION: UVic, UBC, SFU, UNBC, VPL, VICPL, VIRL

DESCRIPTION: Booklet with pronunciation guide and word lists by topic. Includes useful phrases, verbs, adjectives, and some basic grammar.

DESCRIPTION: Booklet with pronunciation guide and word lists by topic. Includes various types of verbs, place names, and examples of word-building patterns.
DESCRIPTION: This dictionary represents words from speakers of the Chemainus, Nanaimo, and Nansoose dialects of Hul̓ q̓umin̓ um. It is a collective project of research with several elders. Approx. 300 pages.

Articles:
LOCATION: UVic

Post-Secondary Courses:
Nicola Valley Institute of Technology:
Halq̓eméylem (Intro to level IV; Intensive to level IV)
Search on this page for current courses: http://www.nvit.ca/course_search.aspx?all=1&RD=1

Organizations:
Quw’utsun Syuw’entst Lelum’ (Cowichan Teachings House) Culture and Education Centre
5744 Allenby Road, Duncan, BC V9L 5J1
Phone: (250) 715-1022
Fax: (250) 715-1023
education@cowichantribes.com
http://cowichantribes.com/memberservices/Education%20and%20Culture
Promotes the understanding of Cowichan culture and language to both the First Nations and non-First Nations communities, and provides educational support to Cowichan Tribes members.

SENĆOTEN/Malchosen /Lekwungen/Semiahmoo/T’Sou-ke
Language Resources Online:

History of the SENĆOTEN Alphabet
http://www.sisb.bc.ca/sencoten.html
DESCRIPTION: Describes the development of the Sencoten alphabet, and how it is taught in school today.

Bibliography of Materials on the Straits Salish Language
http://www.ydli.org/biblios/strabib.htm
DESCRIPTION: This site gives a good list of materials, with dates ranging from 1863 to as recently as 2001.

Language Resources: SENĆOTEN / Malchosen / Lekwungen / Semiahmoo / T'Sou-ke
http://www.fphlcc.ca/tk_lang_straits.aspx
DESCRIPTION: This site has a set of links to a variety of language resources including films, lessons and books.

First Voices Sencoten Community Portal
http://www.firstvoices.com/scripts/WebObjects.exe/FirstVoices.woa/3/wa/enterLanguageArchive?archive=3c39bcf779c644e3&wosid=gdDpKYH6xIU0yYOz1QnkPw
DESCRIPTION: This site has language learning games, and sound bytes with pronunciation for certain words.

Dictionaries, Texts, and Other Printed Materials:

LOCATION: UVic, UBC, SFU, BCArch, GC-LA

DESCRIPTION: This publication is a semantically classified list of over 2800 words in the Saanich dialect of North Straits Salish, an Amerindian language spoken on Vancouver Island in British Columbia. The list is organized according to the Northwest semantic categories used in the Royal British Columbia Museum, Victoria, word list. An extensive list of place names has been added as well as many words for both traditional and modern concepts. The classified section of the word list is supplemented with thorough indexes to both English and Saanich words. [UBC]
LOCATION: UVic, UBC, SFU, UNBC, BCArch, GC-LA, VPL

Recordings:

Bouchard, Randy. 1972. Coast Salish British Columbia Indian Language Project [sound recordings].
DESCRIPTION: Strt 001. Straits (Saanich) Language Course. [CMC-LA]
LOCATION: CMC-LA
DESCRIPTION: B.C. Language Project - requisition 1974. How to write the Straits Language - Saanich dialect (Revised version). Box 5, #8. HTWT 021. MG 1247. [CMC-LA]
LOCATION: CMC-LA

LOCATION: CMC-LA

Efrat, Barbara S. 1964. Coast Salish Stories and Songs [sound recording].
LOCATION: CMC-LA

Efrat, Barbara S. 1965. Record and transcription tapes collected on Vancouver Island in the Sooke, Songish and Clallam dialects [textual records].
DESCRIPTION: Tape transcription of Sooke, Songish and Clallam dialects. [CMC-LA]
LOCATION: CMC-LA

Galloway, Brent. 1984. Coast Salish Linguistics [sound recordings].
LOCATION: CMC-LA

She shashishalhem
*(To be researched.)*

Skwxwú7mesh

Post-Secondary Courses:
Nicola Valley Institute of Technology:  
Skwxwú7mesh (Intro to level III)  
Search on this page for current courses:  http://www.nvit.ca/course_search.aspx?all=1&RD=1

**Interior Salish Language Family**

*Nleʔ kepmpxcín ~ Nlhaʔkápmx*

**Language Resources Online:**

Thompson Language  http://globalrecordings.net/language/3485  Recordings of the language


A Page from the Thompson River Salish Dictionary n`ekepmxcín  http://www.umt.edu/ling/UMOPL/umopl12.htm  With Reviews

**Dictionaries, Texts, and Other Printed Materials:**

DESCRIPTION: English to Chinook and English to Thompson vocabulary lists, numerals, phrases (“conversations”) as well as the Lord’s Prayer, and outlines of grammar such as the noun and the verb ‘to be.’ [CW] LOCATION: UVic, UNBC


DESCRIPTION: This Thompson-English/English-Thompson dictionary is of over 1400 pages. This dictionary includes explanations of symbols and the alphabet as well as an explanation of the organization of dictionary entries. A root, suffix, and affix list is also included.  
LOCATION: UVic, SFU, GC-LA, VPL

Stein Valley Nlakapamux School Parent / Student Handbook. Stein Valley Nlakapamux School
DESCRIPTION: A Parent / Student Handbook outlining the school’s 16 foundational statements, including statements on Language, Culture, Elders, and Community.

Sisqéʔ Place Names. Siska Traditions
DESCRIPTION: A booklet accompanying the Sisqéʔ Place Names Project and DVD. Includes place names, their meanings, photographs, and discussion in Nłeʔkepmxcín and English.

Recordings:


Post-Secondary Courses:
Nicola Valley Institute of Technology:
Nłeʔkepmxcín (I to IV)
Search on this page for current courses: http://www.nvit.ca/course_search.aspx?all=1&RD=1

Nsyilxcen

Language Resources Online:
http://www.youtube.com/watch?v=Tv8SueGqah0
DESCRIPTION: Salish language lesson: colour song.

Nkwusm Video #1-Practice
http://www.youtube.com/watch?v=-SQMunFl9Gc&feature=channel

http://www.umt.edu/ling/resources/ConsRes.htm
DESCRIPTION: There are several grammar and vocabulary lessons compiled on this website. Some of the words and phrases have audio links. There is also information on typing the Okanagan language and different commands to form the phonetic letters.

http://enowkin.tripod.com/id13.html
DESCRIPTION: Homepage of En’owkin Centre: a cultural, educational, ecological, and creative arts organization. The Centre offers an Okanagan Language Program. Course descriptions and dates are on this site.

http://www.sd53.bc.ca/aboriginal/olirp
DESCRIPTION: This website has a link to a Nsyilxcen integrated resource package for teaching Nsyilxcen in grades 5 to 12. Outlined in the resource package are prescribed learning outcomes and teaching techniques for the different grade groups.

http://www.nvit.ca/course_search.asp?all=1
DESCRIPTION: The website of Nicola Valley Institute of Technology provides information on courses offered at the facility. Inst 061, Inst 111, Inst 112, and Inst 113 are the four courses offered in learning the Okanagan language. Several other courses, relating to teaching and education, are also available.

Dictionaries, Texts, and Other Printed Materials:

DESCRIPTION: Contains 11 selected papers from the first Mokakit conference on Indian education in Canada. Mokakit, a Blackfoot word meaning "to strive for wisdom," was selected as the name of the sponsoring organization, which promotes the participation of Indians at all levels of educational research.

DESCRIPTION: English translation of Okanagan words. [AM]
LOCATION: UBC, CMC-LA

DESCRIPTION: Comparison of interior Salish languages with English translation. Contains 182 entries of Okinaken words including general place names, weather descriptors, body parts, common verbs, and numbers. [AM]
LOCATION: Uvic

DESCRIPTION: A two part Colville-Okanagan to English and English to Colville-Okanagan dictionary. In the Colville-Okanagan to English section, there are five types of entries: roots, particle skeletons, affix skeletons, full affixes, and words. The introduction to the dictionary describes the language
territory, native speakers, and Mattina’s work with them. Mattina used an ethnogeography and ethnobotany to include descriptions of place names and botanical terms in the dictionary. [AM]

LOCATION: UBC, CMC-LA


Somday, James B. 1980. Colville Indian Language Dictionary. Grand Forks, ND: University of North Dakota. DESCRIPTION: 942 page dissertation is intended to stimulate native speakers to record their memory of the language and encourage younger tribal members to learn the native language. There is an alphabetized English-Colville section and an unalphabetized Colville-English translation. English entries contain as many translations into Colville that could be easily obtained; furthermore, there are approximate equivalents, words associated with English entries, and antonyms. Entry words are incorporated into phases and sentences when possible. The dictionary is designed to be used with the aid of a native speaker or someone who can accurately describe the manner and place of production of the sounds of the Colville Language. [AM] LOCATION: Uvic

Barnes, Pamela and Wilfred. Westbank First Nation. Syilx Language & Traditional Practises. DESCRIPTION: A course outline/workplan for syilx language and culture classes offered in the fall of 2008, along with a sample course evaluation form and a program report based on students’ responses. See resources collected from FNSA Language Assessment Project 2009.

1997-1998 WVC nsalxcín Language Class Lessons 1-5 Student workbook with six lessons, titled Greetings, I am fine, Who?, A man’s relatives, A woman’s relatives, and Brothers and sisters. Each lesson includes a short reading text, vocabulary list, translation exercises, and explanations of grammar and usage. Received by Modesta Betterton, Osoyoos First Nation

Betterton, Modesta, Osoyoos First Nation. The Raccoon Berry Pickin’ Song.
Handwritten and hand-illustrated copy of a song in nsəlxcín. Three copies.

Betterton, Modesta, Osoyoos First Nation. *An Introduction to Introductory Okanagan Language.* A course outline / list of topics for an nsəlxcín language class.


Betterton, Modesta, Osoyoos First Nation. *Read & Mach the Colour.* A word list and matching game with nsəlxcín colour words.


Betterton, Modesta, Osoyoos First Nation. A list of 10 sentences in nsəlxcín.

Betterton, Modesta, Osoyoos First Nation. Nsəlxcín alphabet list with example words and English translations.

Betterton, Modesta, Osoyoos First Nation. Okanagan Alphabet An illustrated alphabet chart.

Betterton, Modesta, Osoyoos First Nation. A consonant chart with five example words for each sound.

Catalog of Okanagan Language Materials. (Nselxcin_book_list.pdf) List of materials developed by the Paul Creek Language Association (Keremeos, BC) and the Center for Interior Salish (Spokane, WA). Includes textbooks, workbooks, story books, song books, activity books, colouring books, and a teachers’ manual – many with accompanying audio CDs. Also includes videos and SalishTutor software. Paul Creek Language Association website: http://www.interiorsalish.com/tpcla.html

Articles:


Herbert, Yvonne. 1986. Teaching Native Indian Language in the Elementary School. Vancouver: University of British Columbia. DESCRIPTION: Compilation of resources on teaching eight native languages in the elementary classroom, including Okanagan. [AM] LOCATION: UBC

LOCATION: UBC

Recordings:

Bouchard, Randy. 197?. Okanagan British Columbia Indian Language Project [sound recordings].
DESCRIPTION: Tapes 37-40 describe customs and Moeurs at coutumes of the Okanagan people. [AM]
LOCATION: CMC-LA

Bouchard, Randy. 1972. British Columbia Indian Language Project [sound recordings].
DESCRIPTION: How to write Okanagan (Penticton dialect) and Shuswap (Dead Mans Creek dialect).
LOCATION: CMC-LA

Bouchard, Randy. 1972. Okanagan British Columbia Indian Language Project [sound recordings].
DESCRIPTION: Tapes 1-36 describe linguistics, texts, songs, chansons, winter dances, and dance songs of the Okanagan people. [AM]
LOCATION: CMC-LA

DESCRIPTION: How to write Okanagan; revised version, 1974. [CMC-LA]
LOCATION: CMC-LA

Bouchard, Randy. 1974. Okanagan British Columbia Indian Language Project [sound recordings].
DESCRIPTION: Three tapes on discussion of Okanagan ethnozoology (fish). [CMC-LA]
LOCATION: CMC-LA

Bouchard, Randy. 1974. Okanagan British Columbia Indian Language Project [sound recordings].
DESCRIPTION: Okanagan legends and customs. [CMC-LA]
LOCATION: CMC-LA

Hebert, Yvonne, & Parker, David. 1981. Thompson Linguistic [sound recordings]. Kelowna, BC.
DESCRIPTION: Interview on Okanagan Language (tape 27, 28) with Dave Parker concerning his alphabet and teaching in Kelowna. [CMC-LA]
LOCATION: CMC-LA

DESCRIPTION: Sound recordings for English speakers. [ORL]
LOCATION: ORL

Post-Secondary Courses:

Nicola Valley Institute of Technology:
N'syilxcen (I and II)
Search on this page for current courses: http://www.nvit.ca/course_search.aspx?all=1&RD=1

Organizations:

En'owkin Centre
Lot 45 Green Mountain Road,
Penticton, BC, V2A 6J7
250-493-7181
250-493-5302
enowkin@vip.net
http://www.enowkincentre.ca/index.html
Contact: Jeannette Armstrong,
Executive Director and Aboriginal Language Revitalization Program academic advisor

Contacts:

- Chris Eneas
- Delphine Derrickson

Secwepemc

Language Resources Online:

Dictionaries, Texts, and Other Printed Materials:

Curriculum and Resources for First Nations Language Programs in BC First Nations Schools

Teaching Resources by Language

DESCRIPTION: This 2 volume book is 28 cm. [NL]
LOCATION: UVic, VPL

DESCRIPTION: This book has 62 leaves and is 28 cm. [NL]
LOCATION: UVic

DESCRIPTION: This book has 19 leaves and is 28 cm. [NL]
LOCATION: UVic

DESCRIPTION: This book has 150 leaves and is 28 cm. [NL]
LOCATION: UVic, GC-LA, VPL

DESCRIPTION: The title on the cover of this 28cm book is Shuswap songs & dances and is accompanied by a bibliography. [NL]
LOCATION: UVic, UBC, SFU, BCArch, GC-LA, CMC-LA, VPL

DESCRIPTION: This 28cm book has 70 pages, maps, and 1 sound cassette. It is accompanied by a sub-title on cassette: Pronunciation guide by Bridget Dan and a bibliography. [NL]
LOCATION: UVic, CMC-LA

DESCRIPTION: This 2 volume book is 28 cm. [NL]
LOCATION: UVic, UBC, SFU, GC-LA, VPL

Secwepemc Cultural Education Society - Secwepemc Language Resources
Order Form  List of materials developed by the Secwepemc Cultural Education Society, including posters, books, CDs, dictionaries, songbooks and song recordings, computer programs, videos and DVDs, teacher’s guides, and maps.  Secwepemc Cultural Education Society

St'át'imc

Language Resources Online:
Curriculum and Resources for First Nations Language Programs in BC First Nations Schools  

Teaching Resources by Language

http://cayoosh.net/statimcets.html
An abstract as well as a way to online-order a book about the technical linguistics of St’at’imcets.

http://www.uslces.org
This website represents USLCES (The Upper St’at’imcets Language, Culture and Education Society): the registered charitable organization working to enhance and maintain cultural language through education.

http://www.webjunction.org/do/DisplayContent?id=11206
This library website is used to preserve and promote local cultural heritage by posting audio nursery rhyme St’at’imcets translations to allow everyone access to the spoken language.

http://em.wikipedia.org/wiki/St’at’imcets_language
Contains phonological tables of Lilooet language sounds and grammar, also a textual translation from a St’at’imcets author.

http://www.worldlanguage.com/Languages/Lillooet.htm
An online “language store” that allows you to purchase computer software containing the Lilooet language characters and fonts for use when typing.

Draft for Language Immersion Program Discussion. Xit’olacw Community School
DESCRIPTION: A draft plan for an immersion language program, developed in about 2003. Includes an estimation of numbers of teachers and curriculum developers required, and projected costs.

Tsa7ts7acw lhkan Clao7alcw. Xit’olacw Community School
DESCRIPTION: Samples of student-made Valentines, using the St’át’imc language.

Dictionaries, Texts, and Other Printed Materials:

LOCATION: UBC, SFU, VPL

DESCRIPTION: Dictionary completed while author was a visiting scholar at the Department of Linguistics at the University of Victoria. Includes bibliographical information.
LOCATION: UBC
DESCRIPTION: Text in English and Lillooet.
LOCATION: SFU, UBC, UVic, VPL

LOCATION: UBC, UNBC, SFU, VPL

**Articles:**

DESCRIPTION: Now a part of the Lillooet language curriculum.
LOCATION: UBC

**Recordings:**

LOCATION: CMC-LA, UBC, UVic

**Post-Secondary Courses:**

Nicola Valley Institute of Technology:
Introduction to St’at’imcets Language [http://www.nvit.ca/course.aspx?crsNumber=STLG+100&expandDept=true](http://www.nvit.ca/course.aspx?crsNumber=STLG+100&expandDept=true)

**Tsimshianic Language Family**

**Gitsenimy/Gitksanimx/Gitxsanimax**

Ludwig, Kathleen and Roy Sakata. Gitsegukla Elementary School. Primary Progress Reports.
DESCRIPTION: Sample copies of a student’s progress reports, illustrating how the Gitksan language program progresses from kindergarten through grade 1. Gitksan language progress reports include lists of learning outcomes and space to rate the student’s progress on a 4-point scale.

A list of school goals, including goals for the Gitksan language program.


Nisga’a

Language Resources Online:

DESCRIPTION: A website dedicated to preserving and possibly reviving, should it die, the Nisga’a language. It has an electronic alphabet that pronounces the letters and characters for you in the Nisga’a language.
LOCATION: Website listed above.

YouTube video about the national anthem O Canada in Nisga’a: http://www.youtube.com/watch?v=4S6aWgygwRU

Dictionaries, Texts, and Other Printed Materials:

DESCRIPTION: A book about the Nisga’a nations community teachers teaching British Columbia about the Nisga’a language. [FT]
LOCATION: UBC

DESCRIPTION: A book containing students essay papers on British Columbia’s first nations languages. Contains Haida, Sliammon, Nisga’a, Squamish, Sechelt, Chemanus, Cowichan, Tseshaha, and Carrier languages. [FT]
LOCATION: UBC

DESCRIPTION: A book for daily school curriculum used in New Aiyansh and the Nass River locations. It contains orthography, spelling, reading, and lectures all based on the Nisga’a language. [FT]
Locations: UNBC, Geoffrey R Weller Library

LOCATION: UBC

DESCRIPTION: A dictionary of the Nisg̱a’a language that contains usage, terms and phrases. Translating from English to Nisg̱a’a. Mostly used to translate Nisg̱a’a phrases. [FT]
LOCATION: UNBC, Geoffrey R Weller Library

DESCRIPTION: A dictionary translating the Nisg’a language into English, and English to Nisg’a.
LOCATION: UNBC.

DESCRIPTION: A handbook/manual for students with the Nisg'a language and grammar for in-depth knowledge of the language Nisg’a. [FT]
LOCATION: UNBC, Geoffrey R Weller Library

DESCRIPTION: A handbook with information on the Nisg’a language, mostly focusing on grammar for instructor’s usage. [FT]
LOCATION: UNBC, Geoffrey R Weller Library

Yvonne Herbert. 1986. Teaching native indian language in the elementary School.
Vancouver, BC: University of British Columbia.
DESCRIPTION: A book on teaching native languages in elementary school’s in British Columbia. The languages include Nisg’a, Tsimshian, Okanagan, Nlaka’pamux, Haisla, Halkomelem, Secwepemc, First Nations of the Yukon, and the Lilooet region. [FT]
LOCATION: UBC

Websites about the Nisg’a Language

Articles:

DESCRIPTION: The curriculum and language of the Nisg’a people.
LOCATION: UBC

Recordings:
DESCRIPTION: 3 videocassettes (180 min) discussing issues important to the Nisga’a treaty negotiations, emphasizing the First Nations perspective. The first tape contains self-government issues, the second tape contains fisheries issues, and the third tape contains legal and moral issues. These videocassettes also contain land tenure issues as well as Government relations and the Nisga’a treaty. [FT]
LOCATION: UVic

Post-Secondary Courses:

Organizations:

Gitmaxmak’ay Nisga’a Prince Rupert/Port Edward Society
860 3rd Avenue West
Prince Rupert, BC, V8J 1M6
Phone: (250) 627-1595, ext. 226
Fax: (250) 627-1575
gitinispr@citytel.net
http://www.nisgaahall.ca/prog.htm (Click on Language & Cultural Program PDF button.)
Contact Person: Tenille Spencer - Programs & Services Assistant
DESCRIPTION: The goals of the Gitmaxmak’ay Nisga’a Prince Rupert / Port Edward Society include: preserving the Nisga’a language, culture, traditions and history through any appropriate means, including: public education; assisting and supporting the repatriation of Nisga’a cultural artifacts; and promoting and protecting Nisga’a Spirituality.

Ski:xs
(To be researched.)

Sm̓algyax

Language Resources Online:

Dictionaries, Texts, and Other Printed Materials:
LOCATION: UVIC, UBC, SFU, UNBC, GC-LA, CMC-LA, VPL


Robinson, Beatrice. 1996. *Ts’ilaykdís Tsm’oogit Dildaalt = Txamsm visits Chief Echo* / from an original narrative told by Henry Tate; retold in Sm’algyax by Beatrice Robinson with the Sm’algyax Language Committee; illustrated by Bill Helin. Prince Rupert: Tsimshian Nation and School District 52. DESCRIPTION: An illustrated children’s book rewritten in Tsimshian. LOCATION: UVIC


Sm’algyax Alphabet Flash Cards. 1979. Hartley Bay B.C. Hartley Bay Band. DESCRIPTION: Flash cards of the Tsimshian language used to study and teach the language. LOCATION: UBC
DESCRIPTION: Chiefly in English: some stories in English and Tsimshian.
LOCATION: SFU

DESCRIPTION: Language functions and social interactions -- Language, culture and the social order -- School culture, classroom discourse and the zone of proximal development -- The implications for aboriginal students -- Aboriginal language, a practical initiative and a possible solution -- The legacy of colonialism -- School culture, classroom discourse and aboriginal students -- Sm'algyax: a practical initiative and a possible solution.
LOCATION: UNBC

Sm’algyax dictionary / produced by the Ts’msean Sm’algyax Authority. 2001. B.C.: Ts’msean Sm’algyax Authority.
DESCRIPTION: v. 1. English to Sm'algayx.--v.2. Sm'algayx to English.
LOCATION: UNBC

LOCATION: BCArch

Organizations:

Sealaska Heritage Institute
One Sealaska Plaza, Suite 301
Juneau, Alaska, 99801
Phone: (907) 463-4844
Fax: (907) 586-9293
http://www.sealaskaheritage.org/index.htm
The Sealaska Heritage Institute works with Haida, Tsimshian and Tlingit, and offers regular immersion language camps.

Contacts:

- Beatrice Robinson: Lach Klan
Wakashan Language Family

Diiitiid? aa? tx
(To be researched.)

Hailhzaqvla

Post-Secondary Courses:
Nicola Valley Institute of Technology:
Hailhzaqv 050  http://www.nvit.ca/course.aspx?crsNumber=INLG+050&expandDept=true

Oowekyala
(To be researched.)

Kwak’wala

Language Resources Online:
Kwakiutl Language (Kwak’wala, Kwakwaka’wakw).  http://www.native-languages.org/kwakiutl.htm
Vocabulary and animal words in Kwak’wala.

Kwak’wala consonants, vowels, orthography.

Kwakiutl (Kwak’wala).  http://omniglot.com/writing/kwakiutl.htm
Kwak’wala writing systems and sample text.

Dictionaries, Texts, and Other Printed Materials:
LOCATION: McGill University (Library). Humanities and Social Sciences McLennan Bldg. PM1641 Z5 G7 1977 [Regular Loan].

Hunt, Mary. Wagulus School. Kwakwala Report Language / Cultural / Dance Program
DESCRIPTION: A list of 12 learning outcomes with space to rate student’s progress on a 4-point scale.
*Kwakiutl Legends.* LOCATION: Greater Victoria Public Library. 398.2 WAL.

*Kwakwala hymns.* Alert Bay, BC.
LOCATION: Greater Victoria Public Library - Central Library local history room. 497.9 KWA.

School District No. 72, Campbell River. *Aboriginal Education School District No. 72 (Campbell River) Catalogue.*
A catalogue of curriculum and teaching resources developed by the School District No. 72 Aboriginal Education department. Language resources are available for Liq̓íqwala / Kwak̓̓qwala and Homalco (Éy7̓á7juuthem), along with resources for incorporating Aboriginal content across the curriculum. Received by Pam Holloway, School District No. 72.

Willie, Mikael. Lilawagela School. *K'amdama Sa Gangnanam*
DESCRIPTION: A DVD of children’s songs in Kwak̓̓qwala, illustrated with video footage of students from the Dzawada'enuxw community. 13 minutes.

Articles:


Recordings:

McGill University (Library). Humanities and Social Sciences Serials/Microforms (McLennan Bldg, 2nd floor). FC19 C36 no.14302 Micro fiche. More recent primary material in audio format.

Organizations:

Kwakuitl District Council
1400 Wewaikum Rd
Campbell River BC, V9W 5W8
Phone: (250) 286-3263
Fax: (250) 286-3268

Contact person:
Priscilla Henderson

Nuučaan̓ uł

Language Resources Online:

http://nuuchahnulth.org/
The Nuu-Chah-Nulth official website contains information about the Nuu-Chah-Nulth people, and has a language section with recorded speech, phrases, stories and vocabulary.

http://www.jstor.org/view/00027294/ap020118/02a00030/0
A classic article written by Edward Sapir regarding culture, language, and local differences among language groups.

Dictionaries, Texts, and Other Printed Materials:


DESCRIPTION: A vocabulary list of Nuu-Chah-Nulth words compiled in 1816 by Captain John R. Jewitt.
LOCATION: CMC-LA

LOCATION: VPL

LOCATION: UVic, UBC, SFU

DESCRIPTION: A handbook for staff, Elders, and parents at the Huu-ay-aht Language Nest. Contains specific examples of activities used at the Language Nest, as well as Guidelines for Language Learning which apply to any Language Nest immersion program. Written in a very accessible style.

DESCRIPTION: Each issue has a language and culture page, and a “One Word at a Time” article which elaborates on the forms, uses, and cultural meanings of a particular word. Available online at http://www.huuyaht.org/


Wells, Victoria. (2008). We are ?Esaʔ k stal. Tahsis
A list of affirmations to encourage First Nations language speakers to be respectful of other dialects and supportive of language learners. Written for Nuučḥul, but adaptable to all languages.

List of language resources available at Ditidaht Community School, as catalogued for the Nuučḥul IRP. Adam Werle, Ditidaht Community School

Articles:
DESCRIPTION: Unpublished loose-leaf lessons in Ahousaht, obtained through the Royal B.C. Museum.
LOCATION: UVic

DESCRIPTION: Unpublished loose-leaf lessons in Ohiaht, obtained through the Royal B.C. Museum.
LOCATION: UVic

DESCRIPTION: Curriculum development plan for teaching Nuu-Chah-Nulth language in a school immersion program.
LOCATION: UBC

Recordings:

Bouchard, R. [197-]. Nootka British Columbia Indian Language Project [sound recordings].
Canadian Museum of Civilization.
LOCATION: CMC-LA

DESCRIPTION: Nuu-Chah-Nulth legends and stories as told by elder Caroline Little. Includes text in English and Nuu-Chah-Nulth, and two CDs of audio recordings.
LOCATION: UBC

Ms., Canadian Museum of Civilization.
LOCATION: CMC-LA

Post-Secondary Courses:

Organizations:

Nuu-chahnhulth Economic Development Corporation’s (NEDC) Language and Culture Initiative
918 Island Highway
Campbell River, BC V9W 2C3
Dictionaries, Texts, and Other Printed Materials:

LOCATION: UBC, SFU, UVic

LOCATION: UBC

LOCATION: UVic (Special Collections)

Articles:

DESCRIPTION: This dissertation addresses Native American students' learning and participation styles with regard to second language acquisition in such a context: The Haidas of British Columbia learning their ancestral language in an elementary school classroom.

Organizations:

Sealaska Heritage Institute
The Sealaska Heritage Institute works with Haida, Tsimshian and Tlingit, and offers regular immersion language camps. An online course in Elementary Haida 1 is taught in conjunction with the University of Alaska Southeast.

Skidegate Haida Immersion Program
Box 1301 Skidegate
V0T 1S1 Haida Gwaii
Phone: (250) 559-4436
Fax: (250) 559-8471
ship@sd50.bc.ca

Contacts: Kevin Borserio; Diane Brown
The Skidegate Haida Immersion Program (SHIP) offers a diploma program. In addition to developing an orthography for the Skidegate dialect, SHIP has produced over twenty Skidegate Haida Language CD's for sale in the community, audio-recorded over 350 CDs of spoken Haida, compiled a glossary of over 8500 word, written and/or recorded over 10,000 idiomatic phrases, recorded over 700 Haida place names, video-recorded elders speaking over 500 words, listing animals, birds, invertebrates, fish and plants, and video-documented many Haida legends and myths.

Gwaii Trust Society
PO Box 588
162 Raven Avenue
Masset, BC V0T 1MO
Phone: (250) 626-3654
Fax: (250) 626-3261

**Algonquian Language Family**

Anishnaubemowin (Saulteaux)

**Language Resources Online:**

How are you in Saulteaux (and other phrases).
Website: http://www.youtube.com/watch?v=_bZvv6RII04&feature=related
Nehiyawewin (Plains Cree)

Language Resources Online:

Four Directions Teachings: An interactive website featuring Elders' teachings from the Mi'kmaq, Mohawk, Ojibwe, Cree and Blackfoot nations. http://www.fourdirectionsteachings.com/

Alberta Education – Teachers: This is the government of Alberta teacher resources website. It has a wide range of materials online, including full curriculum for teaching Cree, with teaching methods, evaluation methods, and hundreds of teaching tips and aids included. This is all downloadable. http://Education.alberta.ca/teachers.aspx

Alberta Education (2005) Cree Language and Culture Twelve-year Program (K–12). This program of studies is intended for students who are beginning their study of Cree language and culture in Kindergarten or Grade 1. It constitutes the complete Cree Language and Culture Twelve-year (12Y) Program. http://www.education.alberta.ca/teachers/program/aborlang/languages/cree.aspx

Alberta Education, (2009) Cree Language and Culture Nine-year Program (4–5–6). This program of studies is intended for students who are beginning their study of Cree language and culture in Grade 4. It constitutes the first three years of the Cree Language and Culture Nine-year (9Y) Program (Grade 4 to Grade 12). http://www.education.alberta.ca/teachers/program/aborlang/languages/cree.aspx

Alberta Education, (2007). Cree Language and Culture Six-year Program (7–8–9). This program of studies is intended for students who are beginning their study of Cree language and culture in Grade 7. It constitutes the first three years of the Cree Language and Culture Six-year (6Y) Program. The Cree Language and Culture 10-6Y, 20-6Y, 30-6Y Program of Studies constitutes the last three years of the six-year program. http://www.education.alberta.ca/teachers/program/aborlang/languages/cree.aspx

Alberta Education (2007). Cree Language and Culture 10-3Y, 20-3Y, 30-3. This program of studies is intended for students who began their study of Cree language and culture in Grade 7. It constitutes the last three years of the Cree Language and Culture Six-year (6Y) Program. The Cree Language and Culture Six-year Program, Grades 7–8–9, constitutes the first three years of the six-year program. http://www.education.alberta.ca/teachers/program/aborlang/languages/cree.aspx

Michif

Language Resources Online:

This is a site created by Rita Flammand, a Métis Elder from Camperville, Manitoba.  It is a useful resource for hearing examples of the language, though what grammar presented is not very clear, and the writing system is not entirely consistent.  That said, this is one of the best and oldest resources on the web for Michif.  Besides language materials, it is also a repository of Métis stories and history.

Michif and Métis Cultural Site.  http://www.saskschools.ca/curr_content/creelang/
This website highlights one of the main issues in Michif studies.  Michif refers to three distinct languages, Métis French, Métis Cree, and Michif.  This website is an extremely good source for Métis Cree, and includes sound recordings, lesson plans, and some vocabulary lists.

This website is a product of the Métis Nation of BC.  It has several videos (posted on YouTube) with conversations by Michif speakers.  The website suffers from what appears to be a lack of knowledge of linguistics:  the spelling varies radically, audio descriptions do not always match recordings, and translations do not necessarily match.  The material is not organized with any sort of pattern, meaning that it is lacking as a learning resource.

This website contains both the audio and text files for a CD recording of Michif vocabulary, sentences, a short story and a Michif prayer.

This is the longest text in Michif available online.  It is the story of Cinderella, *La Pchit Sandrieuz*, told by Norman Fleury.  It is presented with a parallel English translation.

The Virtual Museum of Métis History and Culture.  www.metismuseum.ca/exhibits/voices/index.php
This is a collection of the oral history of the Métis in Manitoba.  It contains two documents in Michif, as well as several interviews in Michif, and online versions of several children’s books in Michif (almost impossible to read because of a bizarre break up of the words).  The same organization is also involved in the creation of a list of Michif speakers from all Métis communities, however this resource is not available online.

Dictionaries, Texts, and Other Printed Materials:

This is the only dictionary available of Michif, and as such, is invaluable.  It is the product of three elders from the Turtle Mountain reservation in Minnesota.  The orthography is English-based, and takes some getting used to, but over all it is well done.  Every entry includes one or two sample
sentences, although the entry headings are not always the base form of a word. This book is available from several libraries, although it is not currently in print.
3. Adaptable Resources
Adaptable Resources

Books:


The Voice of the Land is in Our Languages: Teachings of First Nations Elders on First Nations Language (1996). Assembly of First Nations. Ottawa, Canada. ISBN 0-919682-47-2. (This is a teacher’s guide and companion piece to the video, ‘The Voices of the Land is in our Languages’. It comes in six sections. Available for Interlibrary loan from University of Alberta, Cameron Library.)

Documents:

<table>
<thead>
<tr>
<th>Title</th>
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<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
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<td>A list of affirmations to encourage First Nations language speakers to be respectful of other dialects and supportive of language learners. Written for Nuu-chah-nulth, but adaptable to all languages.</td>
<td>Victoria Wells, Tahsis, 2008.</td>
</tr>
<tr>
<td>The Ontario Curriculum: Native Languages</td>
<td>Curriculum policy documents outlining a Native language program to be delivered in Ontario schools. The program covers grades 1-12, and may be offered in any of the following languages: Cayuga, Cree, Delaware, Mohawk, Ojibwe, Oji-Cree, and Oneida.</td>
<td>Ontario Ministry of Education, 1999-2001. [<a href="http://www.edu.gov.on.ca/eng/curriculum/secondary/nativelan">http://www.edu.gov.on.ca/eng/curriculum/secondary/nativelan</a> g.html](<a href="http://www.edu.gov.on.ca/eng/curriculum/secondary/nativelan">http://www.edu.gov.on.ca/eng/curriculum/secondary/nativelan</a> g.html)</td>
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<tr>
<td>The Ontario Curriculum: Native Languages. A Support Document for the Teaching of Language Patterns – Ojibwe and Cree.</td>
<td>A resource guide for teachers of Ontario Ojibwe and Cree, intended to organize and reinforce teachers’ knowledge of the linguistic patterns that occur in these languages. While this resource is not directly adaptable to most BC First Nations languages, it serves as an example of a type of resource which could be developed for BC languages.</td>
<td>Ontario Ministry of Education, 2002. [<a href="http://www.edu.gov.on.ca/eng/curriculum/secondary/nativelan">http://www.edu.gov.on.ca/eng/curriculum/secondary/nativelan</a> g.html](<a href="http://www.edu.gov.on.ca/eng/curriculum/secondary/nativelan">http://www.edu.gov.on.ca/eng/curriculum/secondary/nativelan</a> g.html)</td>
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<td>Cree Language and Culture Twelve-year Program (K–12)</td>
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<td>Alberta Education, 2005 <a href="http://www.education.alberta.ca/teachers/program/aborlang/languages/cree.aspx">http://www.education.alberta.ca/teachers/program/aborlang/languages/cree.aspx</a></td>
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<td>Alberta Education, 2009 <a href="http://www.education.alberta.ca/teachers/program/aborlang/languages/cree.aspx">http://www.education.alberta.ca/teachers/program/aborlang/languages/cree.aspx</a></td>
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<td>Alberta Education, 2007</td>
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<tr>
<td><strong>Cree Language and Culture 10-3Y, 20-3Y, 30-3Y</strong></td>
<td>This Cree Language and Culture Three-year (3Y) Program is intended for students who are beginning their study of Cree language and culture in senior high school.</td>
<td>Alberta Education, 2007</td>
</tr>
<tr>
<td><strong>Blackfoot Language and Culture 10–20–30 (Senior High)</strong></td>
<td>Blackfoot Language and Culture 10-20-30 serves as a means to fulfill the expressed needs of the Blackfoot people, as well as promoting intercultural communication. This program of studies includes the rationale, philosophy, and general and specific learner expectations.</td>
<td>Alberta Education, 1993</td>
</tr>
<tr>
<td><strong>Blackfoot Language and Culture Program (ECS–Grade 9)</strong></td>
<td>This program of studies identifies the required and elective expectations for Blackfoot Language and Culture learning in Alberta for ECS to Grade 9. The document also provides the rationale, philosophy, and linguistic and cultural outcomes for this program.</td>
<td>Alberta Education, 1990</td>
</tr>
<tr>
<td><strong>Teaching Native Languages in High School, Teacher Resource Manual</strong></td>
<td>These webpages outline curriculum for K-12 using the communicative approach as the mode of teaching along with resource-based learning to ensure holistic language learning.</td>
<td>Alberta Education, 1993</td>
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<td><strong>Aboriginal Languages: A Curriculum Guide for Kindergarten to Grade 12</strong></td>
<td>These webpages are for administrators to help them develop an awareness of the philosophy, objectives and instructional orientation of Indian Languages; as well as assist them in</td>
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<tr>
<td><strong>An Information Bulletin for Administrators</strong></td>
<td>This bulletin supports the implementation of the Aboriginal Languages K-12 curriculum.</td>
<td>Western Canadian Protocol for Collaboration in Basic Education, 2000</td>
</tr>
<tr>
<td><strong>The Common Curriculum Framework for Aboriginal Language and Culture Programs, Kindergarten to Grade 12</strong></td>
<td>This document is for schools or regions within the Western provinces and the territories wishing to develop curricula, learning resources or strategies dealing with Aboriginal languages.</td>
<td><a href="http://education.alberta.ca/teachers/program/aborlang/resources.aspx">http://education.alberta.ca/teachers/program/aborlang/resources.aspx</a></td>
</tr>
<tr>
<td><strong>Aboriginal Languages K–10 Syllabus</strong></td>
<td>A syllabus within the K-10 Curriculum Framework that is specific to the learning of Aboriginal Languages by students attending schools in New South Wales, Australia.</td>
<td><a href="http://www.boardofstudies.nsw.edu.au/syllabus_sc/aboriginal-languages.html">http://www.boardofstudies.nsw.edu.au/syllabus_sc/aboriginal-languages.html</a></td>
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<tr>
<td><strong>Life Skills Years 7–10: Advice on Planning, Programming and Assessment</strong></td>
<td>See Section 12, which deals with Aboriginal language. The other sections are not related to language.</td>
<td><a href="http://www.boardofstudies.nsw.edu.au/syllabus_sc/aboriginal-languages.html">http://www.boardofstudies.nsw.edu.au/syllabus_sc/aboriginal-languages.html</a></td>
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<tr>
<td><strong>Aboriginal Languages Advice on Programming and Assessment for Stages 4 and 5</strong></td>
<td>This programming and assessment document has been designed to help teachers understand key aspects of the new Aboriginal Languages K–10 Syllabus and to provide guidance for its implementation. This support document shows how these aspects can be incorporated into teaching and learning programs, and how these programs are underpinned by the principles of assessment for learning (Aboriginal Languages K–10 Syllabus, p 66).</td>
<td><a href="http://www.boardofstudies.nsw.edu.au/syllabus_sc/aboriginal-languages.html">http://www.boardofstudies.nsw.edu.au/syllabus_sc/aboriginal-languages.html</a></td>
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<tr>
<td>Dillingham City Schools Curriculum Guide</td>
<td>Guide including Yup’ik values, beliefs and bilingual-bicultural learning outcomes for Language other than English as a second language.</td>
<td><a href="http://ankn.uaf.edu/curriculum/Yupiag/Dillingham_City/Schools_District/index.html">http://ankn.uaf.edu/curriculum/Yupiag/Dillingham_City/Schools_District/index.html</a></td>
</tr>
<tr>
<td>Yup’ik Language and Culture Curriculum for High School, Level 1 Teacher's Guide</td>
<td>Example of curriculum including day-to-day lesson plan guides and month at a glance outline, materials and evaluations.</td>
<td>Lower Kuskokwim School District, Bilingual / Bicultural Department, 1987 <a href="http://ankn.uaf.edu/IKS/Subsistence/YHS/index.html">http://ankn.uaf.edu/IKS/Subsistence/YHS/index.html</a></td>
</tr>
<tr>
<td>Kindergarten to Gr.12 Aboriginal Languages and Cultures Manitoba Curriculum Framework of Outcomes</td>
<td>This document is intended to provide the basis for Kindergarten to Grade 12 Aboriginal language programming in Manitoba.</td>
<td><a href="http://www.edu.gov.mb.ca/abedu/framework/index.html">http://www.edu.gov.mb.ca/abedu/framework/index.html</a></td>
</tr>
<tr>
<td>The Northwest Indian Languages Benchmarks</td>
<td>Benchmarks are a statement to students, teachers and parents of what students of Northwest Indian languages need to know and do in order to make progress toward proficiency in their languages. These benchmarks do not specify curricular or teaching methodology. Teachers are free to teach whatever they wish in whatever manner they see fit, as long as students meet the minimum standards articulated here. This document outlines six benchmarks of student performance. They are analogous to the proficiency guidelines established by the American Council on the Teaching of Foreign Languages (ACTFL).</td>
<td>Northwest Indian Languages Institute <a href="http://www.uoregon.edu/~nwili/assessment.html">http://www.uoregon.edu/~nwili/assessment.html</a></td>
</tr>
</tbody>
</table>
## Adaptable IRP Elements Online:

<table>
<thead>
<tr>
<th>Country/Region</th>
<th>Page Title</th>
<th>URL</th>
<th>Brief Description</th>
</tr>
</thead>
</table>

## Teaching Resources Online:

<table>
<thead>
<tr>
<th>Country/Region</th>
<th>Page Title</th>
<th>URL</th>
<th>Brief Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>British Columbia</td>
<td>Online interactive alphabets, language learning games and activities.</td>
<td><a href="http://www.galsworthyart.com/bellacoolafs.htm">http://www.galsworthyart.com/bellacoolafs.htm</a></td>
<td>Aboriginal language teachers can now meet students on their level - in the digital age. We have the skillset to digitize much of the language learning content and make it fun and student centred - freeing up the teacher to extend his or her skills on an individual basis with each student in the classroom. Book with us now so we can help make the coming year an exciting one for your students. <a href="mailto:davidgledhill@gmail.com">davidgledhill@gmail.com</a> 1-867-473-8999</td>
</tr>
<tr>
<td>British Columbia</td>
<td>Columbia Basin Water Stewardship Education Program - Lesson Plans</td>
<td><a href="http://www.cbeen.org/wsep_lesson.php">http://www.cbeen.org/wsep_lesson.php</a></td>
<td>31 lesson plans; each group of lessons covers some of the same basics (What is a Watershed?, Conservation, Pollution, Aboriginal Culture), but lessons become more sophisticated for higher</td>
</tr>
<tr>
<td>Province</td>
<td>Region</td>
<td>Website</td>
<td>Description</td>
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</tr>
<tr>
<td>British Columbia</td>
<td>FPHLCC, Language - General Resources</td>
<td><a href="http://www.fphlcc.ca/language/language-toolkit/resources/general-resources">http://www.fphlcc.ca/language/language-toolkit/resources/general-resources</a></td>
<td>FPHLCC Language Toolkit Links</td>
</tr>
<tr>
<td>British Columbia</td>
<td>UBC First Nations House of Learning</td>
<td><a href="http://www.longhouse.ubc.ca/">http://www.longhouse.ubc.ca/</a></td>
<td>UBC First Nations House of Learning, including information on various programs and initiatives</td>
</tr>
<tr>
<td>British Columbia</td>
<td>Aboriginal Language Projects - BC</td>
<td><a href="http://www.nald.ca/aborlang/searching.asp?id=75">http://www.nald.ca/aborlang/searching.asp?id=75</a></td>
<td>The Empowering Through Literacy pilot project is using specific interventions to train teachers to coach volunteers and learners to become peer tutors.</td>
</tr>
<tr>
<td>British Columbia</td>
<td>BC Teachers’ Federation</td>
<td><a href="http://www.bctf.ca/TeachingResources.aspx">http://www.bctf.ca/TeachingResources.aspx</a></td>
<td>List of teaching resources including IRPs and lesson aids.</td>
</tr>
<tr>
<td>Alberta</td>
<td>Alberta Education - Teachers</td>
<td>Education.alberta.ca/teachers.aspx</td>
<td>This is the government of Alberta teacher resources website. It has a wide range of downloadable materials online, including full curriculum for teaching Cree, with teaching methods, evaluation methods, and hundreds of teaching tips and aids included.</td>
</tr>
<tr>
<td>Alberta</td>
<td>Welcome to Edukits</td>
<td><a href="http://www.edukits.ca/aboriginal.htm">www.edukits.ca/aboriginal.htm</a></td>
<td>This is an Alberta based website that provides small teaching modules on aboriginal identity, language, spirituality, culture, sports, leadership, health, and others. It is designed to be used in the classroom.</td>
</tr>
<tr>
<td>Saskatchewan</td>
<td>Aboriginal Education Research Centre</td>
<td><a href="http://www.aerc.usask.ca/resources_fn.html">http://www.aerc.usask.ca/resources_fn.html</a></td>
<td>Indigenous education resources.</td>
</tr>
<tr>
<td>Canada</td>
<td>First Nations SchoolNet</td>
<td><a href="http://www.fnschools.ca">http://www.fnschools.ca</a></td>
<td>Organizational guide to FN school happenings, resources, events.</td>
</tr>
<tr>
<td>Canada</td>
<td>Good Minds</td>
<td><a href="http://www.goodminds.com">www.goodminds.com</a></td>
<td>Educational resources for Native American Studies, including books, videos, and kits by and about First Nations / Native Americans.</td>
</tr>
<tr>
<td>Canada</td>
<td>Native languages</td>
<td><a href="http://www.languagegeek.com">www.languagegeek.com</a></td>
<td>This is the best site for computer resources for All</td>
</tr>
<tr>
<td>Country</td>
<td>Organization</td>
<td>Website</td>
<td>Description</td>
</tr>
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</tr>
<tr>
<td>Canada</td>
<td>Structurum</td>
<td><a href="http://www.structurum.ca">http://www.structurum.ca</a></td>
<td>The founder is a font creator who has worked with many groups to develop keyboard layouts and language specific fonts. It is all downloadable.</td>
</tr>
<tr>
<td>Canada</td>
<td>Hot Potatoes</td>
<td><a href="http://hotpot.uvic.ca/">http://hotpot.uvic.ca/</a></td>
<td>Language activities: hands-on guide to reading; writing, speaking, and listening activities.</td>
</tr>
<tr>
<td>USA</td>
<td>Content Based Language Teaching with Technology (CoBaLTT)</td>
<td><a href="http://www.carla.umn.edu/cobaltt/lessonplans/cbi_template.html">http://www.carla.umn.edu/cobaltt/lessonplans/cbi_template.html</a></td>
<td>This is a template to create unit plans.</td>
</tr>
<tr>
<td>USA</td>
<td>Content Based Language Teaching with Technology (CoBaLTT)</td>
<td><a href="http://db.carla.umn.edu/cobaltt/lessonplans/submit.html">http://db.carla.umn.edu/cobaltt/lessonplans/submit.html</a></td>
<td>How to Create Content-Based Units</td>
</tr>
<tr>
<td>USA</td>
<td>Fluency in Play Center for Educational Resources in Culture, Language and Literacy (CERCLL)</td>
<td><a href="http://fluencyinplay.cercll.arizona.edu/">http://fluencyinplay.cercll.arizona.edu/</a></td>
<td>Fluency in Play: Computer Game Design for Less Commonly Taught Language Pedagogy was written to provide K-16 teachers with an introduction to designing and building computer games for the foreign language classroom.</td>
</tr>
<tr>
<td>USA</td>
<td>State University</td>
<td>MaxAuthor – University of Arizona Computer Aided Language Instruction Group</td>
<td><a href="http://cali.arizona.edu/docs/wmaxa/">http://cali.arizona.edu/docs/wmaxa/</a></td>
</tr>
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</tr>
<tr>
<td>USA</td>
<td>Proficiency-Oriented Language Instruction and Assessment: A Curriculum Handbook for Teachers</td>
<td><a href="http://www.carla.umn.edu/articulation/polia_tasks.html">http://www.carla.umn.edu/articulation/polia_tasks.html</a></td>
<td>This handbook for teachers was designed to provide world language teachers with the background knowledge, ideas, and resources for implementing proficiency-oriented language instruction and classroom-based performance measures into their curriculum.</td>
</tr>
<tr>
<td>USA</td>
<td>National Capital Language Resource Center - Vocabulary Activities</td>
<td><a href="http://www.nclrc.org/teachers_corner/classroom_solutions_yana/vocabulary_activities.html">http://www.nclrc.org/teachers_corner/classroom_solutions_yana/vocabulary_activities.html</a></td>
<td>Vocabulary Activities</td>
</tr>
<tr>
<td>USA</td>
<td>NCLRC - Planning a Lesson</td>
<td><a href="http://www.nclrc.org/essentials/planning/plindex.htm">http://www.nclrc.org/essentials/planning/plindex.htm</a></td>
<td>An example lesson plan and lesson planning worksheet, available as pdf files, provide step-by-step guidance for lesson development. A supervisor observation worksheet allows supervisors to give specific feedback on a written lesson plan or an observed lesson.</td>
</tr>
<tr>
<td>USA</td>
<td>NHLRC Resources – Curriculum Guidelines</td>
<td><a href="http://www.international.ucla.edu/languages/nhlrc/resources/article.asp?parentID=24734">http://www.international.ucla.edu/languages/nhlrc/resources/article.asp?parentID=24734</a></td>
<td>Curriculum Guidelines For Heritage Language Classrooms</td>
</tr>
<tr>
<td>USA</td>
<td>Community Language Learning Theory and Lesson Plan</td>
<td><a href="http://members.fortunecity.com/nadabs/communitylearn.html">http://members.fortunecity.com/nadabs/communitylearn.html</a></td>
<td>Community Language Learning Lesson Plan that was created especially for Adult Learners.</td>
</tr>
<tr>
<td>USA</td>
<td>Alaska Native Knowledge Network</td>
<td><a href="http://www.ankn.uaf.edu/Publications/language.html">http://www.ankn.uaf.edu/Publications/language.html</a></td>
<td>This page contains a bibliography of resources for teaching indigenous languages, as well as several links.</td>
</tr>
<tr>
<td>USA</td>
<td>Large Free Pictures</td>
<td><a href="http://www.free-pictures-photos.com">www.free-pictures-photos.com</a></td>
<td>An online source of free images, useful for teaching aids – flash card development, etc.</td>
</tr>
<tr>
<td>Country</td>
<td>Resource Name</td>
<td>Website Link</td>
<td>Description</td>
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</tr>
<tr>
<td>USA</td>
<td>SchoolNet</td>
<td><a href="http://www.schoolnet.com">www.schoolnet.com</a></td>
<td>An online resource center for teachers, updated frequently and has articles sorted by a viewer rating system.</td>
</tr>
<tr>
<td>USA</td>
<td>TPR World</td>
<td><a href="http://www.tpr-world.com">www.tpr-world.com</a></td>
<td>The main page for total physical response, managed by the founder of TPR, James Asher. It is a source for all of his publications.</td>
</tr>
<tr>
<td>USA</td>
<td>TPR Stories</td>
<td><a href="http://www.tprstories.com">www.tprstories.com</a></td>
<td>This is a website dedicated to explaining a TPR storytelling technique developed by Blaine Ray. It also has a lot of useful links to other TPR resources.</td>
</tr>
<tr>
<td>North America</td>
<td>Starfall</td>
<td><a href="http://www.starfall.com/n/N-info/download.htm">http://www.starfall.com/n/N-info/download.htm</a></td>
<td>A website with downloadable materials and printouts. In English for English but could use design/layout ideas as templates.</td>
</tr>
<tr>
<td>North America</td>
<td>ACORNS</td>
<td><a href="http://cs.sou.edu/~harveyd/acorns/">http://cs.sou.edu/~harveyd/acorns/</a></td>
<td>An intuitive, open source language teaching software requiring minimal technical training that was designed to support language revitalization efforts of North America.</td>
</tr>
<tr>
<td>Region</td>
<td>Resource Name</td>
<td>Website Link</td>
<td>Description</td>
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<tr>
<td>North America</td>
<td>Kaboose</td>
<td><a href="http://www.kaboose.com/index.html">http://www.kaboose.com/index.html</a></td>
<td>One of the largest family-focused online media companies, has content and applications to help parents plan and share their family life, includes crafts/activities that can be used as reference to develop local equivalents for teaching.</td>
</tr>
<tr>
<td>North America</td>
<td>Native Web Home</td>
<td><a href="http://www.nativeweb.org">www.nativeweb.org</a></td>
<td>This website listing Native Resources – it includes a large list of resources relevant to First Nations education, including language books and teaching aids.</td>
</tr>
<tr>
<td>Global</td>
<td>Foreign Language Lesson Plans and Resources for Teachers</td>
<td><a href="http://csun.edu/~hcedu013/eslsp.html">http://csun.edu/~hcedu013/eslsp.html</a></td>
<td></td>
</tr>
<tr>
<td>Global</td>
<td>Curriki</td>
<td><a href="http://www.curriki.org">http://www.curriki.org</a></td>
<td>Free Classroom Resources</td>
</tr>
<tr>
<td>Global</td>
<td>EL Easton Language Links</td>
<td><a href="http://www.eleaston.com">http://www.eleaston.com</a></td>
<td></td>
</tr>
<tr>
<td>Global</td>
<td>Magic Pencil</td>
<td><a href="http://magicpencil.britishcouncil.org/news/eltmaterials">http://magicpencil.britishcouncil.org/news/eltmaterials</a></td>
<td>English language teaching materials (could be...</td>
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<tr>
<td>Global</td>
<td><a href="http://teachers.net/">http://teachers.net/</a></td>
<td>A clip art website.</td>
<td></td>
</tr>
<tr>
<td>Global</td>
<td><a href="http://hcmc.uvic.ca/clipart/">http://hcmc.uvic.ca/clipart/</a></td>
<td>The University of Victoria’s Language Teaching Clipart Library</td>
<td></td>
</tr>
<tr>
<td>Global</td>
<td><a href="http://www.tefl.net/esl-lesson-plans-esl.activities">http://www.tefl.net/esl-lesson-plans-esl.activities</a></td>
<td>Lesson plans and activities for learning a language – e.g., cooking using new vocab.</td>
<td></td>
</tr>
<tr>
<td>Global</td>
<td><a href="http://www.tefl.net/esl-lesson-plans/esl-games">http://www.tefl.net/esl-lesson-plans/esl-games</a></td>
<td>Games for identifying sounds, letters, and words of language – e.g. ring-a-word</td>
<td></td>
</tr>
<tr>
<td>Global</td>
<td><a href="http://www.eslcafe.com/idea/index">http://www.eslcafe.com/idea/index</a></td>
<td>Games teaching directions in a new language – e.g. Blind Man’s Mayhem.</td>
<td></td>
</tr>
</tbody>
</table>
### Multimedia

<table>
<thead>
<tr>
<th>Title</th>
<th>Description</th>
<th>Source</th>
<th>Ordering Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Montgomery County Immersion Video Training</td>
<td>Each program is available in 1/2” VHS (NTSC) format and is accompanied by a Teacher's Activity Manual. Available titles in this professional development series include: <em>What it Means to be an Immersion Teacher</em> <em>Foreign Language Immersion An Introduction</em> <em>Second Language Acquisition in Children</em> <em>Negotiation of Meaning</em> <em>Planning for Instruction in the Immersion Classroom</em> <em>Reading and Language Arts in the Immersion Classroom: Grades K-2</em> <em>Reading and Language Arts in the Immersion Classroom: Grades 3-6</em> <em>Teaching Math and Science in the Immersion Classroom</em> <em>Teaching Social Studies in the Immersion Classroom</em> <em>Teaching Culture in the Immersion Classroom</em> <em>Assessment in the Immersion Classroom</em></td>
<td>Developed and produced by Montgomery County Public Schools, Rockville, Maryland, USA, with funding through a federal grant from the U.S. Department of Education. <a href="http://www.carla.umn.edu/">http://www.carla.umn.edu/</a></td>
<td>Requests should be addressed to: Foreign Language Coordinator Department of Academic Skills Montgomery County Public Schools 850 Hungerford Drive Rockville, Maryland 20850-1747 Phone: 301-279-3911 Orders for these programs should be accompanied by a check for each video in the amount of US $25 (US $30 for international orders) per program.</td>
</tr>
<tr>
<td>THE VOICES OF THE LAND IS IN OUR LANGUAGES: Teachings of First Nations Elders on First Nations Language</td>
<td>This is a teacher’s guide and companion piece to the video of the same name.</td>
<td>Assembly of First Nations, Ottawa, Canada (1996) ISBN 0-919682-47-2</td>
<td>Interlibrary loan with: University of Alberta, Cameron Library Edmonton AB T6G 2J8 Phone: 780-492-1715 (Lending Services); 780-492-3795 (Borrowing Services) FAX: 780-492-4327</td>
</tr>
</tbody>
</table>
4. Language Revitalization Resources
Language Revitalization Resources

1) General Language Revitalization Resources

Online Resources

American Indian Language Development Institute. University of Arizona
Website: [http://www.u.arizona.edu/~aildi/](http://www.u.arizona.edu/~aildi/)

BC government policy on Aboriginal Languages
Website: [http://www.bced.gov.bc.ca/policy/policies/language_educ.htm](http://www.bced.gov.bc.ca/policy/policies/language_educ.htm)

Website: [http://www.lsadc.org/info/ling-fields-diversity.cfm](http://www.lsadc.org/info/ling-fields-diversity.cfm)

Website: [http://www.ankn.uaf.edu/interview.html](http://www.ankn.uaf.edu/interview.html)

Website: [http://ankn.uaf.edu/publications/language.html](http://ankn.uaf.edu/publications/language.html)

Indigenous Language Links
Website: [http://jan.ucc.nau.edu/~jar/links.html](http://jan.ucc.nau.edu/~jar/links.html)

Website: [http://www.nwt.literacy.ca/aborig/land/cover.htm](http://www.nwt.literacy.ca/aborig/land/cover.htm)

Native American Culture: Languages
Website: [http://www.ewebtribe.com/NACulture/lang.htm](http://www.ewebtribe.com/NACulture/lang.htm)

New Zealand Maori language nests.
Website: [http://www.kohanga.ac.nz/index.htm](http://www.kohanga.ac.nz/index.htm)

Online Classes Help Preserve the Navajo Language.
Website: [http://www.edutopia.org/technology-education-navajo-language-preservation](http://www.edutopia.org/technology-education-navajo-language-preservation)

- An article about the American Academy’s online Navajo Language courses.
Piegan Institute
Website: http://www.pieganinstitute.org/index.htm
- A vehicle to research, promote and preserve Native languages. Includes the program Cuts Wood School which is nationally recognized as a successful and effective model for Native language immersion with a multi-generational approach.

Report on the Royal Commission on Aboriginal Peoples
Website: http://www.ainc-inac.gc.ca/ap/rrc-eng.asp
- Including RCAP material on traditional knowledge keepers

Website: http://www.ece.gov.nt.ca/Publications/indexPublications.htm

Website: http://www.uaf.edu/olcg/native/elders.html

Yukon Native Language Centre
Website: www.ynlc.ca

Articles, Books and Other Printed Material
- Contains several excellent papers on the role of languages in empowerment, culture, education, etc.


- Still perhaps the best general overview, although biased towards school-based programs.

Website: [http://jan.ucc.nau.edu/~jar/ILAC/ILAC_10.pdf](http://jan.ucc.nau.edu/~jar/ILAC/ILAC_10.pdf)

- This paper offers a general review of literature relating to the maintenance, development, and enhancement of Aboriginal languages in North America, especially Canada. [http://jan.ucc.nau.edu/~jar/SIL/](http://jan.ucc.nau.edu/~jar/SIL/)

Website: [http://jan.ucc.nau.edu/~jar/ILAC/](http://jan.ucc.nau.edu/~jar/ILAC/)

Website: [http://www.ncela.gwu.edu/pubs/stabilize/index.htm](http://www.ncela.gwu.edu/pubs/stabilize/index.htm)


Website: [http://jan.ucc.nau.edu/~jar/NABE11-20.html#12](http://jan.ucc.nau.edu/~jar/NABE11-20.html#12)

Website: [http://jan.ucc.nau.edu/~jar/NNL/](http://jan.ucc.nau.edu/~jar/NNL/)


Website: [http://www.ncela.gwu.edu/pubs/stabilize/conclusion.htm](http://www.ncela.gwu.edu/pubs/stabilize/conclusion.htm)

- A comprehensive survey by a world-renowned linguist. Thirteen case studies include Maori (New Zealand) and Navajo. Argues strongly for the central importance of the family in language retention and revival. Includes case studies of Maori and Navajo.


Website:  http://jan.ucc.nau.edu/~jar/RIL_2.html


Website: http://jan.ucc.nau.edu/~jar/TIL_19.html


Website:  http://jan.ucc.nau.edu/~jar/NNL/


- For those who can read French, an excellent survey of Aboriginal languages in Quebec, with some attention to both the Canadian and North American contexts. Includes essays by native speakers on the survival of nine Aboriginal languages, and a chapter on language retention and revival strategies.


- The purpose of this paper is to summarize the literature to date on Indigenous language revitalization strategies and to provide discussion questions and future directions for the continuation of Indigenous languages.


Website: http://jan.ucc.nau.edu/~jar/NALI_Contents.html


• The first such survey in Canada, and still a useful overall reference.


• Written with a heavy bias towards non-Aboriginal linguists, but covers important issues such as the development of standard forms and teaching materials, bilingual education and literacy. Includes examples of Lushootseed and Yakima language programs.

Website: http://jan.ucc.nau.edu/~jar/TIL_21.html

• A ground-breaking report on Aboriginal language policy and the results of a national language survey.

• Continues and extends the analysis in Towards Linguistic Justice. Includes a survey of language teachers.


Website: http://jan.ucc.nau.edu/~jar/LIB/lib6.html

Website: http://jan.ucc.nau.edu/~jar/NNL/
Other media

Website: www.nutaaq.com/finding_our_talk.html

- DVD - THE LINGUISTS joins David Harrison and Gregory Anderson, scientists racing to document languages on the verge of extinction. David and Greg’s ‘round-the-world journey takes them deep into the heart of the cultures, knowledge, and communities at stake.

2) Awakening languages (Sleeping languages)

Online resources

Website: http://www.native-languages.org/revive.htm


Articles, Books and Other Printed Material


Fishman, Joshua A. (2001). If threatened languages can be saved, then can dead languages be revived? *Current Issues in Language Planning* 2:222–30.


Website: [http://ijl.oxfordjournals.org/cgi/content/abstract/19/3/257](http://ijl.oxfordjournals.org/cgi/content/abstract/19/3/257)
3) Teaching methods for language revitalization

Online resources


- Contains links to publications, Web sites, and listservs that offer additional information about second language teaching methodology. This Resource Guide concludes with an annotated bibliography of ERIC documents on this topic.

Articles, Books and Other Printed Material


Curriculum and Resources for First Nations Language Programs in BC First Nations Schools

Language Revitalization Resources

Website: http://jan.ucc.nau.edu/~jar/ILAC/ILAC_15.pdf

- An analysis of the kohanga reo program and its applicability to North American conditions.


- A passionate plea for support for a "language nest" type program.

Website: http://jan.ucc.nau.edu/~jar/TIL_6.html


Website: http://jan.ucc.nau.edu/~jar/NNL/

Website: http://jan.ucc.nau.edu/~jar/NALI1.html

Website: http://www.ncela.gwu.edu/pubs/stabilize/iv-education/adult.htm


Website: http://www.csse.ca/CJE/Articles/FullText/CJE19-2/CJE19-2-03McAlpine.pdf

Website: http://www.ankn.uaf.edu/SOP/sopv6i4.html#elders

Website: http://jan.ucn.edu/~jar/LIB/lib6.html

Website: http://www.saee.ca/pdfs/AboriginalBrief.pdf

Website: http://jan.ucn.edu/~jar/TIL_Contents.html

Website: http://jan.ucn.edu/~jar/TIL_1.html

Website: http://www.cal.org/crede/pubs/PracBrief2.htm

4) Immersion Teaching and Programs
Online resources

   ● “A groundswell of language revitalization efforts has led to successful Indian immersion schools in Hawaii, Montana and New York.”

Language Immersion Centre
Website: http://kke.ee/index.php?lang=eng&menus_ID=3&pages_ID=3&mark=0

Articles, Books and Other Printed Material


   ● Immersion education plays a distinct role in language and cultural revitalisation of Mäori and other indigenous peoples. This book summarises research findings on the benefits of immersion education for Mäori, their whänau, and their communities.


Website: http://jan.ucc.nau.edu/~jar/NNL/NNL_1.pdf

- A well-known study showing that children taught in Navajo and English did better than those in an English-only program.


- Instead of viewing English learners as a problem needing remediation, educators should build an enriched bilingual program for all students. In successful two-way programs, both language groups stay together throughout the school day, serving as peer tutors for each other. After five or six years, English learners can demonstrate English and native-language proficiency and outperform monolingual students on academic tests.


5) Ways of Knowing

Online resources

*Articles, Books and Other Printed Material*


6) Materials and Activities for Language Teaching

Online resources

*Articles, Books and Other Printed Material*

Kitao, Kenji and S. Kathleen Kitao. Selecting and Developing Teaching/learning Materials
Website: [http://iteslj.org/Articles/Kitao-Materials.html](http://iteslj.org/Articles/Kitao-Materials.html)
- For ESL but can be adapted.

Aboriginal Teaching Resources. Curriculum Laboratory. University of Lethbridge.
Website: [http://www.uleth.ca/edu/currlab/handouts/aboriginal.html](http://www.uleth.ca/edu/currlab/handouts/aboriginal.html)

Website: www.nclrc.org/essentials

Website: www.nclrc.org/essentials

7) Assessing the state of a language

Online Resources

First Peoples' Language Map of B.C. First People’s Heritage, Language and Culture Council.
Website: http://maps.fphlcc.ca/

Language Assessment. (2009). SIL International
Website: http://www.sil.org/sociolx/assessment.html

Website: http://atlas.nrcan.gc.ca/site/english/maps/peopleandsociety/lang/aboriginallanguages/1
- Maps examining the critical state of Aboriginal languages in Canada as reflected in the 1996 Census.

Website: http://www.unesco.org/culture/ich/index.php?pg=00206

Articles, Books and Other Printed Material


Curriculum and Resources for First Nations Language Programs in BC First Nations Schools

- Contains relevant questions when considering assessment.

- Section 1.2 is on assessing language vitality.

- Beginning of chapter outlines assessment of resources, assessment of language vitality, assessment of language variation and assessment of need, goals and attitudes.


- A detailed review of the existing documentation (dictionaries, grammars, text, and university-level textbooks) for the native languages of British Columbia. Includes discussion of the uses of documentation and of the extent of on-going research.

8) Envisioning / Planning a Language Program

Online resources


Articles, Books and Other Printed Material


- A good example of a school-based program with community support.


Website: http://jan.ucc.nau.edu/~jar/ILR/


- Provides useful insights into the process of integrating Aboriginal languages into the existing system of government. See also the government’s response, published in October 1986, and its *Strategy for Literacy in the NWT*, published in 1990.


- A well-known study showing that children taught in Navajo and English did better than those in an English-only program.


- See especially Spolsky’s own chapter on “American Indian Bilingual Education” for a still-valid analysis of the forces against bilingual programs.


- An overview of the Yukon situation, based on extensive community consultation.


- An introduction to the Hualapai Bilingual/Bicultural Program and the American Indian Languages Development Institute.
Website: http://www.edu.gov.mb.ca/abedu/proactive_report.pdf

9) Teacher Training

**Articles, Books and Other Printed Material**
Website: http://jan.ucc.nau.edu/~jar/NNL/

Website: http://www.indigenous-language.org/Publications/index.html

Website: http://jan.ucc.nau.edu/~jar/LIB/lib6.html

Website: www.nclrc.org/essentials


10) Curriculum Design

**Online resources**

Aboriginal Education Research and Curriculum Resources. Board of Studies NSW Australia
Website: http://www.boardofstudies.nsw.edu.au/aboriginal_research/
Aboriginal Teaching Resources. Curriculum Laboratory. University of Lethbridge.
   Website: http://www.uleth.ca/edu/currlab/handouts/aboriginal.html

   Website: http://www.occe.ou.edu/aii/

Curriculum and course planning and design. BC Ministry of Education, Skills and Training.

   Website: http://www.bced.gov.bc.ca/abed/planguide/welcome.htm

Articles, Books and Other Printed Material


   ● An exhaustive analysis of the various ways in which both Aboriginal and non-Aboriginal languages can be included in the school curriculum.

   ● A concise summary of the same issues. A good primer for curriculum developers. Includes case studies of Cree, Inuit, Montagnais and Dene.

   ● A fundamental collection of studies on Aboriginal literacy, including case studies in Cree, Inuit, Montagnais and Dene communities.

Cummins, Jim and Merril Swain. (1986) Bilingualism in Education. Longman.
   ● An important survey by two Canadian experts, including recommendations on the organization of the bilingual curriculum.

   Website: http://www.indigenous-language.org/Publications/index.html


11) Language Acquisition
Curriculum and Resources for First Nations Language Programs in BC First Nations Schools

Language Revitalization Resources

**Online resources**

Indian Language as a Second Language Aboriginal Languages: A Curriculum Guide for Kindergarten to Grade 12. Saskatchewan Education

**Articles, Books and Other Printed Material**

- A brief summary of research findings on some of the most important issues in bilingual education.

Website: [http://www.indigenous-language.org/Publications/index.html](http://www.indigenous-language.org/Publications/index.html)

Website: [http://www.ncela.gwu.edu/pubs/stabilize/iv.htm](http://www.ncela.gwu.edu/pubs/stabilize/iv.htm)

Website: [http://jan.ucc.nau.edu/~jar/NABE11-20.html#17](http://jan.ucc.nau.edu/~jar/NABE11-20.html#17)

**12) Technology in language revitalization**

**Online resources**

APTN online discussion of whether ceremonies should or shouldn't be recorded.

Australian Aboriginal Language Dictionary Program
- A dictionary program designed for any Aboriginal language.

FNESC Handbook for Recording Aboriginal Languages
Volume 1: [http://www.fnesc.ca/Attachments/Publications/PDF%27s/pdf/old/FNESC%20Vol1-Recording%20AB%20LANG.pdf](http://www.fnesc.ca/Attachments/Publications/PDF%27s/pdf/old/FNESC%20Vol1-Recording%20AB%20LANG.pdf)
Volume 2: [http://www.fnesc.ca/Attachments/Publications/PDF%27s/pdf/old/FNESC%20Vol2-Preserving%20AB%20LANG.pdf](http://www.fnesc.ca/Attachments/Publications/PDF%27s/pdf/old/FNESC%20Vol2-Preserving%20AB%20LANG.pdf)
Nisga'a Words: Families
Website: http://www.youtube.com/watch?v=Go5H0iul5L8

Online Language Environment (OLE). University of Arizona.
Website: http://www.ltc.arizona.edu/resources_tools_ole.cfm

Reznet
Website: http://www.reznetnews.org/multimedia/video/youtube-native-americans-25340
- A Native American news, information and entertainment Web site that also trains and mentors American Indian college students around the country as they prepare for journalism careers.

**Articles, Books and Other Printed Material**

Website: http://jan.ucc.nau.edu/~jar/NNL/


Website: http://www.ltc.arizona.edu/Modeltosharepdf.pdf
5. Language Teaching Journals
### Language Teaching Journals

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<td>Anthropology and Education Quarterly</td>
<td><a href="http://www.wiley.com/bw/journal.asp?ref=0161-7761">http://www.wiley.com/bw/journal.asp?ref=0161-7761</a>&lt;br&gt;University of California Press, Journals Division, 2000 Center Street, Suite 303, Berkeley, CA 94704-1223.</td>
<td><a href="http://www.wiley.com/bw/subs.asp?ref=0161-7761&amp;site=1">http://www.wiley.com/bw/subs.asp?ref=0161-7761&amp;site=1</a></td>
<td>Anthropology &amp; Education Quarterly is a peer-reviewed journal that publishes scholarship on schooling in social and cultural context and on human learning both inside and outside of schools. Articles rely primarily on ethnographic research to address immediate problems of practice as well as broad theoretical questions. AEQ also publishes on the teaching of anthropology.</td>
<td>0161-7761 Print: 0161-7761 Online: 1548-1492</td>
</tr>
<tr>
<td>American Indian Quarterly</td>
<td>University of Nebraska Press&lt;br&gt;1111 Lincoln Mall&lt;br&gt;Lincoln, NE 68588-0630&lt;br&gt;USA</td>
<td>Individual -1 yr $73.00&lt;br&gt;Institution -1 yr $159.00&lt;br&gt;Orders and Customer Service: 1-402-472-3581&lt;br&gt;Fax: 1-402-472-6214&lt;br&gt;E-mail: <a href="mailto:pressmail@unl.edu">pressmail@unl.edu</a>&lt;br&gt;Journals E-mail: <a href="mailto:journals@unl.edu">journals@unl.edu</a></td>
<td>American Indian Quarterly has earned its reputation as one of the dominant journals in American Indian studies by presenting the best and most thought-provoking scholarship in the field. AIQ is a forum for diverse voices and perspectives spanning a variety of academic disciplines. The common thread is AIQ’s commitment to publishing work that contributes to the development of American Indian studies as a field and to the sovereignty and continuance of American Indian nations and cultures. In addition to peer-reviewed articles, AIQ features reviews of books, films, and exhibits.</td>
<td>0095-182X</td>
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<td>Journal Name</td>
<td>Address</td>
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<tr>
<td>Canadian Journal of Native Education</td>
<td>Department of Educational Policy Studies 7-104 Education Centre North University of Alberta Edmonton, Alberta T6G 2G5</td>
<td>Canada: one year $26.75; two years $53.50; three years $80.25 (including GST and postage); Address communications regarding subscriptions to: Email Jennifer Gammon: <a href="mailto:jennifer.gammon@ualberta.ca">jennifer.gammon@ualberta.ca</a> Telephone: (780) 492-3678 Fax: (780) 492-2024</td>
<td>The Canadian Journal of Native Education is published twice yearly: in spring/summer a theme issue is compiled at the First Nations House of Learning at the University of British Columbia; and in fall/winter a general edition is compiled by the First Nations Graduate Education Program at the University of Alberta. Occasional supplements are also published.</td>
<td>0710-1481</td>
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<td>Canadian Journal of Education / Revue canadienne de l'éducation</td>
<td><a href="http://www.csse.ca/CJE/General.htm">http://www.csse.ca/CJE/General.htm</a> Canadian Society for the Study of Education Samuel Robinson, Editor, CJE College of Education University of Saskatchewan</td>
<td>The Canadian Journal of Education is published by the Canadian Society for the Study of Education. Membership fees are:  * regular, $100  * students, retired persons and other persons earning under $30,000 annually, $50</td>
<td>The Canadian Journal of Education (CJE) is published by CSSE. CJE is the leading bilingual journal of educational scholarship in Canada.</td>
<td>1918-5979</td>
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<td>Canadian Journal of Educational Administration and Policy</td>
<td><a href="http://www.umanitoba.ca/publications/cjeap/">http://www.umanitoba.ca/publications/cjeap/</a></td>
<td></td>
<td>The Journal seeks to publish thoughtful work that raises important questions and promotes debates on problems of educational practice and policy. Although each published article is called an &quot;issue,&quot; it is published when it is ready, not necessarily according to a regular schedule such as is typical of print journals. Submissions may take various forms, such as case studies, policy analyses, reflections on dilemmas of practice, reports or reviews of research, and extended editorials.</td>
<td>1207-7798</td>
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<td>Alberta Journal of Educational Research</td>
<td><a href="http://www.education.ualberta.ca/educ/journals/ajer.html">http://www.education.ualberta.ca/educ/journals/ajer.html</a></td>
<td>$52.50 per year for individuals (includes GST) $63.00 per year for institutions (includes GST)</td>
<td>AJER is a quarterly journal, published in Canada, devoted to the dissemination, criticism, interpretation, and encouragement of all forms of systematic enquiry into education and fields</td>
<td>0002-4805</td>
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Print + Online - $59  
Online Only - $54 | related to or associated with education. AJER is published in the Spring, Summer, Fall, and Winter by the Faculty of Education, University of Alberta.  

The Journal of Linguistic Anthropology (JLA), a semiannual publication of the Society for Linguistic Anthropology (SLA) welcomes contributions of relevance to linguistic anthropology. Articles, while presenting research results, should develop general theoretical implications and larger issues of debate. Other contributions might include critical essays, interviews, commentaries, discussions, brief translations, and reviews of recent books in linguistic anthropology and closely related topics. | Print: 1055-1360. Online: 1548-1395. |
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<td>Education Canada</td>
<td>Canadian Education Association</td>
<td>5 issues (1 year) $39.95 + GST = $41.95* 10 issues (2 years) $69.95 + GST = $73.45*</td>
<td>Education Canada, CEA's flagship magazine, is published five times a year. Its editorial stance stimulates thought and provides a forum for ideas and perspectives on current educational issues. Organized by themes, it provides readers with articles of educational significance that are readable and credible. Education Canada is available through selected bookstores.</td>
<td>0013-1253</td>
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| Journal of Multicultural Counseling and Development | http://www.multiculturalcenter.org/jmcld/                                      | AMCD members receive the journal as a benefit of membership.  
Professional - $155/year  
Regular - $155/year  
New Professional - $89/year  
Student - $89/year  
Retired - $89/year | A scholarly and professional journal publishing articles pertinent to multicultural and ethnic minority interests in all areas of counseling and human development. Coverage includes state-of-the-art multicultural research and reports on the application of the most recently developed theoretical ideas and concepts. An official publication of the Association for Multicultural Counseling and Development (AMCD). | 0883-8534 |
| Language Learning                                | http://edr.sagepub.com/                                      | Personal: Print + Online $110  
Student: Print + Online $54  
Institutional: Print + Online $427  
Print Only $388  
Online Only $388  | Language Learning is a scientific journal dedicated to the understanding of language learning broadly defined. It publishes research articles that systematically apply methods of inquiry from disciplines including psychology, linguistics, cognitive science, educational inquiry, neuroscience, ethnography, sociolinguistics, sociology, and semiotics. It is concerned with fundamental theoretical issues in language learning such as child, second, and foreign language acquisition, language education, bilingualism, literacy, language representation in mind and brain, culture, cognition, pragmatics, and intergroup relations. | 0023-8333 |
| Educational Researcher                          | http://edr.sagepub.com/                                          | Institutional, Combined (Print & E-access) $331.00  
Institutional Subscription & Backfile Lease, Combined Plus Backfile (Current Volume Print & All Online Content) $364.00 | Educational Researcher is published 9 times per year and is received by all members of AERA. It contains scholarly articles that come from a wide range of disciplines and are of general significance to the education research community. The Features section of ER | 0013-189X |
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<td><strong>Curriculum and Resources for First Nations Language Programs in BC First Nations Schools</strong></td>
<td><strong>Language Teaching Journals</strong></td>
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<td><strong>Teaching Indigenous Languages</strong></td>
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<td><strong>Learn in Beauty: Indigenous Education for a New Century</strong></td>
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<td><a href="http://www.teqjournal.org/">http://www.teqjournal.org/</a></td>
<td>$75 (individual)/$150 (institutional)/$50 (students) per year</td>
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<td><strong>The Journal of the Imagination in Language Learning</strong></td>
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<td>The Center for the Imagination in Language Learning</td>
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<td>New Jersey City University</td>
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<td>publishes articles that report, synthesize, review, or analyze scholarly inquiry, with emphasis placed on articles that focus on the interpretation, implications, or significance of research work in education. Manuscripts should be of interest to the broad community of education researchers. Manuscripts that speak only to scholars in particular subfields should be submitted to more specialized journals.</td>
<td>(RC 021 328)</td>
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<td>&quot;Teaching Indigenous Languages&quot; web site is an outgrowth of a series of annual conferences started in 1994 at Northern Arizona University to help achieve the goals of the Native American Languages Act. The conferences focus on the linguistic, educational, social, and political issues related to the survival of the endangered Indigenous languages of the world.</td>
<td>(RC 022 648)</td>
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<tr>
<td>Collection of papers regarding Language, Culture, and Teaching; Indigenous Perspectives; and Issues Surrounding Indigenous Pedagogy.</td>
<td>(RC 022 648)</td>
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<tr>
<td>Teacher Education Quarterly has emerged as one of the leading scholarly publications in the teacher education field. Each volume focuses on a major current topic in the preparation, study, and training of education professionals, in articles written by the top researchers and practitioners in the field from across the country.</td>
<td>0737-5328</td>
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<td>The Journal is concerned with theoretical and practical relationships between the imagination and the acquisition of first and subsequent languages. This publication is of interest to teachers at all levels as well as to administrators of educational programs, linguists and those involved in any aspect of language use and planning.</td>
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<td><strong>Applied Linguistics</strong></td>
<td>Free online: <a href="http://applij.oxfordjournals.org/">http://applij.oxfordjournals.org/</a></td>
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<td><strong>Computer Assisted Language Learning</strong></td>
<td>Print Only: US$159.00 Online Only: US$512.00 Print &amp; Online: US$539.00 Add Canadian Duty to all the above.</td>
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<td><strong>International Review of Applied Linguistics in Language Teaching (IRAL)</strong></td>
<td>Print only or online only: Euro 229.00 Print + online Euro 263.00</td>
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<td><strong>American Council on the Teaching of Foreign Languages</strong></td>
<td>Free for ACTFL members. Membership fees: see website. (Ranges $25/year to $75/year) For Organizations: Print + Online: $250 Print Only: $227 Online Only: $227</td>
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| **Language Teaching** | http://journals.cambridge.org/action/displayJournal?jid=LTA | Organizational:  
- Online & Print: $244.00  
- Online only: $210.00  
- Individual:  
  - Online & Print: $75.00 | University; co-sponsored by the Center for Applied Linguistics, Washington, DC.  
Language Teaching is the essential research resource for language professionals providing a rich and expert overview of research in the field of second-language teaching and learning.  
0261-4448 |
| **Northwest Journal of Linguistics** | http://www.sfu.ca/nwjl/ | Free online:  
- http://www.sfu.ca/nwjl/ | The Northwest Journal of Linguistics is dedicated to the description and analysis of indigenous languages of northwestern North America. NWJL is committed to the description and dissemination of primary language data. NWJL is completely free and accessible worldwide.  
1718-8563 |
| **Journal of American Indian Education** | http://jaie.asu.edu/  
Journal of American Indian Education  
Center for Indian Education  
Attn: Laura Williams, Subscription Manager  
Box 871311, Arizona State University  
Tempe, AZ 85287-1311  
Phone: (480) 965-6292  
Laura.Williams@asu.edu | $23.50 (individual) and $48.50 (institutional) for Canadian subscribers  
Full text of pass volumes available at:  
http://jaie.asu.edu/vols.html | The Journal of American Indian Education (JAIE) was founded in 1961, and has been published continuously since then. The JAIE is a professional journal that publishes papers directly related to the education of American Indian/Alaska Natives. The JAIE also invites scholarship on educational issues pertaining to Native Peoples of the world.  
US 0021-8731 |
| **Language and Communication** | http://www.sciencedirect.com/science/journal/02715309 | Available for free download at:  
http://www.sciencedirect.com/science/journal/02715309  
Also available for hardcopy subscription. | This journal is unique in that it provides a forum devoted to the discussion of topics and issues in communication which is of interdisciplinary significance. It publishes contributions from researchers in all fields relevant to the study of verbal and non-verbal communication.  
0271-5309 |
6. Further Education
Curriculum and Resources for First Nations Language Programs in BC First Nations Schools
Post-Secondary Programs

Language Teacher Education Programs and Training Opportunities in British Columbia

This document augments the information on post-secondary programs relevant to Aboriginal Education and Teacher Training found in the Post-Secondary.xls spreadsheet.

Currently, the two main training opportunities for language teachers within BC are certificate programs, and programs leading to a teacher education certification. In certain cases, certificate programs in language or language revitalization lead into teacher certification. Often those programs lead to a Developmental Standard Term Certificate. In other cases, certificates lead into undergraduate degree programs in other areas such as First Nations Studies. The following list includes relevant certificates offered in and near BC, and language teacher education programs within BC.

First Nations Language Certificate
UBC
Contact: Patricia Shaw, Director
shawpa@interchange.ubc.ca
The University of British Columbia offers a First Nations Language Certificate with different languages offered, often in different locations. These courses transfer into an undergraduate degree program.

Certificate in Aboriginal Language Revitalization
UVIC
Contact: Brenda Weatherston, Acting Director
bweatherston@uvic.ca
The University of Victoria offers a Certificate in Aboriginal Language Revitalization, usually delivered in summer institutes either in Penticton, BC or at the UVIC campus in Victoria, BC. The program also has the capacity to partner with a language community for community delivery.

Certificate in First Nations Language Proficiency
SFU Kamloops Program
SFU_kamloops@sfu.ca
Simon Fraser University offers courses in their Kamloops Program for students wishing to build proficiency in their language.

Community Linguist Certificate
University of Alberta
cildi@ualberta.ca
Coursework towards this certificate is taken through the Canadian Indigenous Language and Literacy Development Institute summer session at the University of Alberta.

Aboriginal Language Teacher Training and Summer Institute
SFU Kamloops Program
SFU_kamloops@sfu.ca

Developmental Standard Term Certificates
This certification process earns a temporary certificate equivalent to three years towards a Bachelor of Education degree, and full professional teacher certification.

There are several Developmental Standard Term Certificate programs in BC, where a partnership is developed between a language community and a university or college partner. The institutions listed below are either currently offering a DSTC program or have offered DSTC programs in the past, in partnership with language communities. Communities interested in developing a DSTC should contact Laura
Bickerton at the BC College of Teachers ([lbickerton@bcct.ca]), and an institution able to meet the Teacher Education component needs, such as one of those listed below.

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<tr>
<th>Institution</th>
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<td>University of Victoria</td>
<td>Kwak’swala &amp; Ey7á7juuthem</td>
<td>Aliki Marinakis <a href="mailto:aliki@uvic.ca">aliki@uvic.ca</a></td>
<td>Current program (finishing)</td>
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<tr>
<td>Vancouver Island University</td>
<td>Hul’q’umi’num’</td>
<td></td>
<td>Finished</td>
</tr>
<tr>
<td>UNBC</td>
<td>Gitsenimx / Gitksanimx / Gitxsanimax</td>
<td>Paul Michel, Director, First Nations Centre, <a href="mailto:michelp@unbc.ca">michelp@unbc.ca</a> Monty Palmantier, <a href="mailto:palmantm@unbc.ca">palmantm@unbc.ca</a></td>
<td>Current programs</td>
</tr>
<tr>
<td></td>
<td>Nisg’a’a</td>
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<tr>
<td></td>
<td>Ts’msyen Smágva’x</td>
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<td></td>
<td>Dakelh</td>
<td></td>
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</tr>
<tr>
<td>UBC Okanagan</td>
<td>Nsyílxcən</td>
<td>Lyle Mueller, <a href="mailto:lyle.mueller@ubc.ca">lyle.mueller@ubc.ca</a></td>
<td>Current program</td>
</tr>
<tr>
<td>SFU</td>
<td>Halq’eméylem</td>
<td></td>
<td>Finished</td>
</tr>
</tbody>
</table>
Conferences and Workshops

Numerous locally developed workshops, language conferences and language summits are hosted by language communities every year. There are also several annual and biennial conferences on Indigenous languages which are affiliated with post-secondary institutions or province-wide organizations. This list includes relevant conferences and workshops in British Columbia, across North America, and around the world.

<table>
<thead>
<tr>
<th>Country/Region</th>
<th>Conference Name</th>
<th>Dates</th>
<th>Location</th>
<th>URL</th>
<th>Brief Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>British Columbia</td>
<td>First Nations Education Steering Committee Regional Sessions</td>
<td>Various throughout calendar year</td>
<td>various</td>
<td><a href="http://www.fnesc.ca/conferences/index.php">http://www.fnesc.ca/conferences/index.php</a></td>
<td>FNESC promotes the sharing of information through conferences, workshops and regional sessions.</td>
</tr>
<tr>
<td>British Columbia</td>
<td>First Nations Education Steering Committee 15th Provincial Conference on Aboriginal Education</td>
<td>November 5-7, 2009 – further details will become available on their website in September 2009</td>
<td>Vancouver, BC</td>
<td><a href="http://www.fnesc.ca/conferences/index.php">http://www.fnesc.ca/conferences/index.php</a></td>
<td>The largest FNESC conference of the year is the Provincial Conference on Aboriginal Education, which draws approximately 800 educators from First Nations schools, public schools and other education bodies. This conference is hosted jointly by FNESC and the BC Ministry of Education.</td>
</tr>
<tr>
<td>British Columbia</td>
<td>FNSA AGM and Conference - Realizing the Potential of Each Student: Approaches That Work</td>
<td>April 24-25, 2009 – future date not yet announced</td>
<td>Vancouver, BC</td>
<td><a href="http://www.fnsa.ca/currentevents.htm">http://www.fnsa.ca/currentevents.htm</a></td>
<td>Over 20 different workshops on a variety of topics of interest to First Nations Schools.</td>
</tr>
<tr>
<td>British Columbia</td>
<td>Peer Training for Diversity</td>
<td>Various courses / levels throughout the year</td>
<td>Victoria, BC</td>
<td><a href="http://www.peer.ca/FNW.html">http://www.peer.ca/FNW.html</a></td>
<td>Courses designed for persons who are working with youth from diverse backgrounds to establish state-of-the-art peer-led programs for youth. Aboriginal customs and traditions are integrated into both the process and content of the workshop.</td>
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</tr>
<tr>
<td>British Columbia</td>
<td>BC Teachers and Librarians Conference</td>
<td>Oct 22 – 23, 2009</td>
<td>Richmond, BC (location changes annually)</td>
<td><a href="http://bctf.ca/bctla/conference/">http://bctf.ca/bctla/conference/</a></td>
<td>This year’s conference is designed around three themes: Imagination, Innovation and Information. The sessions will be grouped into these themes.</td>
</tr>
<tr>
<td>Region</td>
<td>Event Description</td>
<td>Frequency</td>
<td>Location</td>
<td>Contact Information</td>
<td>Description</td>
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</tr>
<tr>
<td>British Columbia</td>
<td>Aboriginal Language Teacher Training and Summer Institute</td>
<td>Annual; courses for specific languages may be available as requested.</td>
<td>British Columbia</td>
<td><a href="http://www.sfu.ca/kamloops/languages.html">http://www.sfu.ca/kamloops/languages.html</a></td>
<td>For the professional development of present and future First Nations language teachers, credit courses are offered in: Curriculum Development; Language Literacy and Teaching Methodology; Linguistic Field Methods and Multimedia Applications.</td>
</tr>
<tr>
<td>British Columbia</td>
<td>BCTF Workshops for Aboriginal parents</td>
<td>as requested</td>
<td>Throughout BC (travel expenses covered)</td>
<td>Marjorie Dumont, BCTF Phone: 604-871-1854 Toll free: 1-800-663-9163, local 1854 Email: <a href="mailto:mdumont@bctf.ca">mdumont@bctf.ca</a></td>
<td>Workshops by aboriginal teachers for aboriginal parents on addressing the needs of aboriginal students.</td>
</tr>
<tr>
<td>Ontario</td>
<td>various workshops</td>
<td>Various throughout the year (see brochure)</td>
<td>Ontario</td>
<td><a href="http://livingartscentre.ca/schooltrips/for_teachers">http://livingartscentre.ca/schooltrips/for_teachers</a></td>
<td>Teaching workshops focusing on visual and performing arts.</td>
</tr>
<tr>
<td>Country</td>
<td>Conference / Workshop</td>
<td>Date</td>
<td>Organizer / Details</td>
<td>URL</td>
<td>Description</td>
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<tr>
<td>Canada</td>
<td>First Nations Language Keepers Conference: “Supporting Language Education”</td>
<td>December 8 – 9, 2009</td>
<td>Saskatchewan Indian Cultural Centre, Saskatoon, SK</td>
<td><a href="http://www.sicc.sk.ca/">http://www.sicc.sk.ca/</a> Delores Musqua or Donna Paskemin at (306) 244-1146</td>
<td>First Nations Elders and educators gather for workshops and discussions on language revitalization in Saskatchewan.</td>
</tr>
<tr>
<td>Canada</td>
<td>Conference held by Education Alberta &amp; First Nation, Métis, and Inuit Services</td>
<td>2007</td>
<td>unannounced</td>
<td><a href="http://education.alberta.ca/teachers/fnmi.aspx">http://education.alberta.ca/teachers/fnmi.aspx</a></td>
<td>Previous topic was ‘Promising Practices to Enhance High School Completion Amongst FNMI Students Conference’. There has been request for a repeat conference.</td>
</tr>
<tr>
<td>Canada</td>
<td>Canadian Association of Second Language Teachers</td>
<td>Various – check website</td>
<td>Various – check website</td>
<td><a href="http://www.caslt.org/">http://www.caslt.org/</a></td>
<td>This is an organization that exists to support second language teachers in Canada. It provides various annual free conferences / workshops on request, though school boards are expected to meet transportation costs.</td>
</tr>
<tr>
<td>Canada</td>
<td>Canadian Council on Learning Workshops</td>
<td>Various – check website</td>
<td>Various – check website</td>
<td><a href="http://www.ccl-cca.ca/CCL/Events/">http://www.ccl-cca.ca/CCL/Events/</a></td>
<td>The Canadian Council on Learning (CCL) is an independent, non-profit corporation that promotes and supports research to improve all aspects of learning. Offered are various workshops, lectures, and events for teachers.</td>
</tr>
<tr>
<td>Canada</td>
<td>First Nations SchoolNet Workshops</td>
<td>Various – check website</td>
<td>Various – check website</td>
<td><a href="http://www.fnschools.ca/in_service_ws">http://www.fnschools.ca/in_service_ws</a></td>
<td>Provides 1-day workshops on a range of software related programs; specific topics can be requested.</td>
</tr>
<tr>
<td>Canada</td>
<td>Woodland Cultural Centre &amp; Sweetgrass</td>
<td>May 26-27, London</td>
<td></td>
<td><a href="http://www.woodland-">http://www.woodland-</a></td>
<td>The Woodland Cultural Centre Language department in conjunction with...</td>
</tr>
<tr>
<td>Conference/Event</td>
<td>Year</td>
<td>Location</td>
<td>Leaflet</td>
<td>Description</td>
<td></td>
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<tr>
<td>10th Canadian Indigenous Languages and Literacy Development Institute (CILLDI)</td>
<td>July 6 - July 24, 2009</td>
<td>University of Alberta, Edmonton, AB</td>
<td><a href="http://www.uofaweb.ualberta.ca/cilldi/">http://www.uofaweb.ualberta.ca/cilldi/</a></td>
<td>CILLDI (pronounced “sill-dee”) is an intensive, annual summer school held at the University of Alberta, whose goal is to train First Peoples speakers and educators in endangered language documentation, linguistics, language acquisition, second language teaching methodologies, curriculum development, and language-related research and policy-making.</td>
<td></td>
</tr>
<tr>
<td>Lakota, Dakota, Nakota Language Summit</td>
<td>Nov. 12 – 14, 2009</td>
<td>Rapid City, SD, USA</td>
<td><a href="http://www.tuswecatiospaye.org/2009-summit">http://www.tuswecatiospaye.org/2009-summit</a></td>
<td>The Language Summit is an effort to unite the Lakota, Dakota, and Nakota (&quot;Sioux&quot;) oyate (&quot;peoples&quot;) in both the United States and Canada in a</td>
<td></td>
</tr>
</tbody>
</table>
Curriculum and Resources for First Nations Language Programs in BC First Nations Schools

Conferences and Workshops

collective and committed effort to revitalize and strengthen the their languages.

<table>
<thead>
<tr>
<th>USA</th>
<th>5th Annual Conference on Endangered Languages &amp; Cultures of Native America</th>
<th>March 27-29, 2009</th>
<th>University of Utah, Salt Lake City, Utah, USA</th>
<th><a href="http://www.cail.utah.edu/?pageId=1049">http://www.cail.utah.edu/?pageId=1049</a></th>
<th>A conference on documentation and teacher education for Native American languages.</th>
</tr>
</thead>
<tbody>
<tr>
<td>USA</td>
<td>28th Annual National Association for Bilingual Education Association Conference</td>
<td>February 3 – 6, 2010</td>
<td>Denver, CO, USA</td>
<td><a href="http://www.nabe.org/conference.html">http://www.nabe.org/conference.html</a></td>
<td>The National Association for Bilingual Education is a professional organization and advocate for minority-language students.</td>
</tr>
<tr>
<td>Country</td>
<td>Event Name</td>
<td>Location</td>
<td>Dates</td>
<td>Contact Information</td>
<td>Venue</td>
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<tr>
<td>USA</td>
<td>“Maintaining Native Languages throughout early childhood education: a conference for educators and tribal communities.”</td>
<td>University of New Mexico, Albuquerque, NM, USA</td>
<td>March 20-21, 2009</td>
<td>Dr. Christine Sims, Assistant Professor: (505)277-3175 <a href="mailto:csims@unm.edu">csims@unm.edu</a> OR Dr. Penny Bird, Program Manager: (505) 277-0537 <a href="mailto:cpbirdsd@unm.edu">cpbirdsd@unm.edu</a></td>
<td>University of New Mexico, Albuquerque, NM, USA</td>
</tr>
<tr>
<td>USA</td>
<td>International Indigenous Language Policy Research Symposium</td>
<td>University of New Mexico, Albuquerque, NM, USA</td>
<td>April 23-24, 2009</td>
<td>Dr. Christine Sims, Assistant Professor: (505)277-3175 <a href="mailto:csims@unm.edu">csims@unm.edu</a> OR Dr. Penny Bird, Program Manager: (505) 277-0537 <a href="mailto:cpbirdsd@unm.edu">cpbirdsd@unm.edu</a></td>
<td>University of New Mexico, Albuquerque, NM, USA</td>
</tr>
<tr>
<td>USA</td>
<td>2nd Annual Meeting Native American and Indigenous Studies</td>
<td>Tucson, AZ, USA</td>
<td>May 20 – 22, 2010</td>
<td><a href="http://www.instituteofnativeamericanstudies.com/">http://www.instituteofnativeamericanstudies.com/</a></td>
<td>Tucson, AZ, USA</td>
</tr>
<tr>
<td>Association</td>
<td>OR</td>
<td>Native American and Indigenous Studies Association as a professional organization dedicated to supporting those who work inside and outside the academic world in the scholarly field of Native American/ American Indian/ First Nations/ Aboriginal and Indigenous studies.</td>
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<tr>
<td>USA</td>
<td>American Indian Teacher Education Conference</td>
<td>June 12-13 2009</td>
<td>College of Education, Northern Arizona University, Flagstaff, AZ, USA</td>
<td>No future conference date has been set yet; however, there has been interest and there may be another conference in one or two years. Check <a href="http://nau.edu/AIE">http://nau.edu/AIE</a> for any announcements.</td>
<td>This is a conference to bring together teachers to discuss education, specifically teacher preparation methods for Native Education.</td>
</tr>
<tr>
<td>USA</td>
<td>Workshop on American Indigenous Languages (WAIL)</td>
<td>May 8-9, 2009</td>
<td>University of California, Santa Barbara, CA, USA</td>
<td><a href="http://orgs.sa.ucsb.edu/nailsg/">http://orgs.sa.ucsb.edu/nailsg/</a></td>
<td>The annual Workshop on American Indigenous Languages (WAIL) is a forum for the discussion of theoretical and descriptive linguistic studies of indigenous languages of the Americas. WAIL is sponsored by the UCSB Linguistics Department at the University of California, Santa Barbara and presented by the Native American Indian Languages study group (NAIL).</td>
</tr>
<tr>
<td>Country</td>
<td>Conference/Workshop Details</td>
<td>Dates</td>
<td>Location</td>
<td>Website</td>
<td>Description</td>
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<tr>
<td>USA</td>
<td>30th annual American Indian Language Development Institute</td>
<td>June 8 - July 2, 2009</td>
<td>University of Arizona, Tucson, AZ, USA</td>
<td><a href="http://www.u.arizona.edu/~aildi/">http://www.u.arizona.edu/~aildi/</a></td>
<td>The American Indian Language Development Institute's (AILDI) mission is to mobilize efforts to document, revitalize and promote Indigenous languages, reinforcing the processes of intergenerational language transfer.</td>
</tr>
<tr>
<td>Netherlands</td>
<td>7th International Symposium on Bilingualism</td>
<td>July 8-11, 2009</td>
<td>Utrecht University, Netherlands</td>
<td><a href="http://cms.let.uu.nl/hsb7/index.php">http://cms.let.uu.nl/hsb7/index.php</a></td>
<td>A bi-annual, international symposium on various topics related to bilingualism; initiated in 1997.</td>
</tr>
<tr>
<td>Global</td>
<td>17th Annual Stabilizing Indigenous Languages Symposium</td>
<td>June 17-20, 2010</td>
<td>University of Oregon, Eugene, OR, USA</td>
<td><a href="http://www.uoregon.edu/~nwili/SILS/SILS.html">http://www.uoregon.edu/~nwili/SILS/SILS.html</a></td>
<td>SILS is the only international gathering to focus specifically on the revitalization, maintenance, and teaching of Indigenous languages. The focus for 2009 was: Bring together Indigenous language</td>
</tr>
<tr>
<td>Global</td>
<td>Western Symposium on Language Issues (WeSLI) – Linking Theory &amp; Practice In conjunction with 17th Annual Stabilizing Indigenous Languages Symposium</td>
<td>June 17-20, 2010</td>
<td>University of Oregon, Eugene, OR, USA</td>
<td><a href="http://www.uoregon.edu/~nwili/summer_2010_index.html">http://www.uoregon.edu/~nwili/summer_2010_index.html</a></td>
<td>WeSLI will combine the 17th Stabilizing Indigenous Languages Symposium, the 45th International Conference on Salish and Neighbouring Languages, the Athabascan/Dene Languages Conference, and the Hokan-Penutian Languages Conference. This will allow community members and linguists to come together to share ideas, successes, and problems.</td>
</tr>
<tr>
<td>Global</td>
<td>InField 2010: Institute for Field Linguistics and Language Documentation</td>
<td>June 21 – July 30, 2010</td>
<td>University of Oregon, Eugene, OR, USA</td>
<td><a href="http://www.uoregon.edu/~nwili/summer_2010_index.html">http://www.uoregon.edu/~nwili/summer_2010_index.html</a> <a href="http://www.linguistics.ucsb.edu/faculty/infield/index.html">http://www.linguistics.ucsb.edu/faculty/infield/index.html</a></td>
<td>InField is an opportunity for linguists, graduate students in linguistics, and native speakers of minority languages to receive training in a range of skills needed to document, maintain, and/or revitalize minority languages. InField is divided into two parts: a two-week session of workshops on a range of topics related to language documentation, maintenance, and revitalization, followed by a four-week session of Field Training, an intensive course similar to a doctoral course on field methods, where students utilize the skills taught in the workshops.</td>
</tr>
<tr>
<td>Region</td>
<td>Conference Name</td>
<td>Dates</td>
<td>Location</td>
<td>Website</td>
<td>Description</td>
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<tr>
<td>Global</td>
<td>Northwest Indian Language Institute</td>
<td>June 21 – July 5, 2010</td>
<td>University of Oregon, Eugene, OR, USA</td>
<td><a href="http://www.uoregon.edu/~nwili/Summerinstitute/summer.html">http://www.uoregon.edu/~nwili/Summerinstitute/summer.html</a></td>
<td>Courses will cover a range of topics, including Northwest Native languages, linguistics, materials and technology, and teaching methods.</td>
</tr>
<tr>
<td>Global</td>
<td>1st International Conference on Language Documentation and Conservation: Supporting Small Languages Together</td>
<td>March 12-14, 2009 Future dates not yet announced</td>
<td>University of Hawai‘i, Honolulu, Hawai‘i, USA</td>
<td><a href="http://nflrc.hawaii.edu/ICLD09/">http://nflrc.hawaii.edu/ICLD09/</a></td>
<td>This conference is about evaluating progress in documentation and community involvement. It will include sections on interdisciplinary topics.</td>
</tr>
<tr>
<td>Global</td>
<td>World Indigenous Peoples’ Conference on Education</td>
<td>Dec 7-11, 2008 The next WIPCE will be held in 2011.</td>
<td>Melbourne, Australia The next WIPCE will be held in Cusco, Peru.</td>
<td><a href="http://www.wipce2008.com/">http://www.wipce2008.com/</a></td>
<td>The World Indigenous Peoples Conference: Education (WIPCE) is a triennial conference The purpose of WIPCE is to provide a forum to come together, share and learn and promote best practice in Indigenous education policies, programs and practice.</td>
</tr>
<tr>
<td>Program Name</td>
<td>Program Level</td>
<td>Discipline</td>
<td>Department/Faculty</td>
<td>University</td>
<td>Program Summary</td>
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<tr>
<td>First Nations Education Doctoral Degree - EdD Program</td>
<td>Teacher Education</td>
<td>Education</td>
<td>U British Columbia</td>
<td></td>
<td>Specialized in indigenous approach to education</td>
</tr>
<tr>
<td>Ts'kel Education Program Doctoral Degree - EdD Program</td>
<td>Teacher Education</td>
<td>Education</td>
<td>U British Columbia</td>
<td></td>
<td>Bicultural &amp; interdisciplinary approach to education</td>
</tr>
<tr>
<td>Linguistics Doctoral Degree - PhD Program</td>
<td>Aboriginal Languages, Literatures and Linguistics</td>
<td>Linguistics</td>
<td>U Victoria</td>
<td></td>
<td>Linguistic research &amp; coursework in areas of interest</td>
</tr>
<tr>
<td>Masters Degree in First Nations Studies Masters Degree</td>
<td>Aboriginal Studies</td>
<td>First Nations Studies</td>
<td>U Northern BC</td>
<td></td>
<td>Relevant to the First Nations of Canada and indigenous peoples of the world</td>
</tr>
<tr>
<td>Graduate Program for Indigenous Language Senior Instructors Masters Degree</td>
<td>Aboriginal Languages, Literatures, Education</td>
<td>Education</td>
<td>U Victoria</td>
<td></td>
<td>Educational option for university graduates whose work requires knowledge of Aboriginal issues</td>
</tr>
<tr>
<td>Graduate Certificate in Indigenous Language and Culture Revitalization and Maintenance Post Degree Certificate</td>
<td>Aboriginal Languages, Literatures and Linguistics</td>
<td>Aboriginal Studies</td>
<td>U Victoria</td>
<td></td>
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</tr>
<tr>
<td>Graduate Diploma in Indigenous Language and Culture Revitalization and Maintenance Post Degree Certificate</td>
<td>Aboriginal Languages, Literatures and Linguistics</td>
<td>Aboriginal Studies</td>
<td>U Victoria</td>
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</table>
### Post-Secondary Programs in BC with a Teacher Education Component or an Indigenous Language Component

**June, 2009**

Programs are designated by the following colour codes:
- Certificate / Diploma / Associate Degree: Undergraduate Degree
- Bachelor of Arts / Bachelor of Science: Undergraduate Degree
- Bachelor of Education: Undergraduate Degree
- Bachelor of Education (Teacher Education): Undergraduate Degree
- Bachelor of Education (Teacher Education) – First Nations focus: Undergraduate Degree
- Joint Major in Archaeology and First Nations Studies: Undergraduate Degree
- Minor Program in Aboriginal Studies: Undergraduate Degree

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Program Level</th>
<th>Discipline</th>
<th>Department / Faculty</th>
<th>University</th>
<th>Program Summary</th>
<th>Type of Delivery</th>
<th>Pracicum / Special Items</th>
<th>Graduate Thesis</th>
<th>Link to website</th>
</tr>
</thead>
<tbody>
<tr>
<td>Post Baccalaureate Diploma in First Nations Studies</td>
<td>Post Degree Diploma</td>
<td>Aboriginal Studies</td>
<td>First Nations Studies</td>
<td>Simon Fraser U</td>
<td>First Nations cultures, indigenous knowledge, historical contexts, natural &amp; cultural resource management, &amp; legal &amp; public policy issues</td>
<td>In person</td>
<td>none listed</td>
<td>none listed</td>
<td><a href="http://students.sfu.ca/calendar/firstnationsstudies.htm#">http://students.sfu.ca/calendar/firstnationsstudies.htm#</a> (scroll down)</td>
</tr>
<tr>
<td>Linguistics (Applied Linguistics option)</td>
<td>Undergrad Degree</td>
<td>Aboriginal Languages, Literatures and Linguistics</td>
<td>Linguistics</td>
<td>U Victoria</td>
<td>General background in all aspects of linguistic description and theory, with ability to specialize in area of interest</td>
<td>In person</td>
<td>Practicum required for Applied students</td>
<td>none listed</td>
<td><a href="http://web.uvic.ca/ling/students/undergraduate/undergrad_programs.htm">http://web.uvic.ca/ling/students/undergraduate/undergrad_programs.htm</a></td>
</tr>
<tr>
<td>Bachelor of Arts – First Nations Studies – major/minor</td>
<td>Undergrad Degree</td>
<td>Aboriginal Studies</td>
<td>Aboriginal Education</td>
<td>Vancouver Island U</td>
<td>Collaboration between MUC &amp; First Nations of Vancouver Island and Coastal BC</td>
<td>In person</td>
<td>none listed</td>
<td>none listed</td>
<td><a href="http://www.malu.ca/fns/bafns.asp">http://www.malu.ca/fns/bafns.asp</a></td>
</tr>
<tr>
<td>Bachelor of Education - First Nations focus</td>
<td>Undergrad Degree</td>
<td>Teacher Education</td>
<td>Education</td>
<td>Vancouver Island U</td>
<td>Teacher training</td>
<td>In person</td>
<td>none listed</td>
<td>none listed</td>
<td><a href="http://web.uvic.ca/education/programs/b_e_focus.asp">http://web.uvic.ca/education/programs/b_e_focus.asp</a></td>
</tr>
<tr>
<td>Joint Major in Archaeology and First Nations Studies</td>
<td>Undergrad Degree</td>
<td>Aboriginal Studies</td>
<td>Archaeology &amp; First Nations Studies</td>
<td>Simon Fraser U/Kimberley</td>
<td>First Nations issues in archaeology, cultural heritage, resource management, government relations and lands claims</td>
<td>In person</td>
<td>none listed</td>
<td>none listed</td>
<td><a href="http://www.sfu.ca/fns/joint_major.htm">http://www.sfu.ca/fns/joint_major.htm</a></td>
</tr>
<tr>
<td>Minor Program in Aboriginal Studies</td>
<td>Undergrad Degree</td>
<td>Aboriginal Studies &amp; Language</td>
<td>First Nations Studies</td>
<td>Simon Fraser U/Kimberly</td>
<td>Study of traditional &amp; contemporary issues involving the aboriginal peoples of North America</td>
<td>In person</td>
<td>none listed</td>
<td>none listed</td>
<td><a href="http://www.sfu.ca/fns/minor.htm">http://www.sfu.ca/fns/minor.htm</a></td>
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<tr>
<td>Program Name</td>
<td>Program Level</td>
<td>Discipline</td>
<td>Department/Faculty</td>
<td>University</td>
<td>Program Summary</td>
<td>Type of Delivery</td>
<td>Graduate Thesis</td>
<td>Link to website</td>
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</tr>
<tr>
<td>Bachelor of Arts: First Nations Languages</td>
<td>Undergrad Degree</td>
<td>Aboriginal Languages and Literatures</td>
<td>First Nations Program</td>
<td>U British Columbia</td>
<td>Study of linguistic analysis, research methods, and theory, with First Nations Language courses</td>
<td>In person</td>
<td>none listed</td>
<td><a href="http://fnlg.arts.ubc.ca/FG1.htm">http://fnlg.arts.ubc.ca/FG1.htm</a></td>
<td></td>
</tr>
<tr>
<td>Native Indian Teacher Education Program - Elementary</td>
<td>Undergrad Degree - 5 year</td>
<td>Teacher Education</td>
<td>Education</td>
<td>U British Columbia</td>
<td>Collaboration of community members, B.C. &amp; B.C.T.E.U. to train Aboriginal educators for public, band &amp; independent schools</td>
<td>In person On campus &amp; in Field Centres</td>
<td>Practica required</td>
<td><a href="http://teach.educ.ubc.ca/bachelor/nitep/inde.html">http://teach.educ.ubc.ca/bachelor/nitep/inde.html</a></td>
<td></td>
</tr>
<tr>
<td>Native Indian Teacher Education Program - Secondary</td>
<td>Undergrad Degree - 5 year</td>
<td>Teacher Education</td>
<td>Education</td>
<td>U British Columbia</td>
<td>Collaboration of community members, B.C. &amp; B.C.T.E.U. to train Aboriginal educators for public, band &amp; independent schools</td>
<td>In person On campus &amp; in Field Centres</td>
<td>Practica required</td>
<td><a href="http://teach.educ.ubc.ca/bachelor/nitep/inde.html">http://teach.educ.ubc.ca/bachelor/nitep/inde.html</a></td>
<td></td>
</tr>
<tr>
<td>BA Indigenous Studies</td>
<td>Undergrad Degree</td>
<td>Aboriginal Studies</td>
<td>Community, Culture, &amp; Social Studies</td>
<td>UBC Okanagan</td>
<td>Community Indigenous Studies program</td>
<td>In person</td>
<td>Community Research Project</td>
<td><a href="http://okanagan.students.ubc.ca/calendar/?tree=18,282,857,1124">http://okanagan.students.ubc.ca/calendar/?tree=18,282,857,1124</a></td>
<td></td>
</tr>
<tr>
<td>Bachelor of First Nations Studies</td>
<td>Undergrad Degree</td>
<td>Aboriginal Studies</td>
<td>First Nations Studies</td>
<td>UBC Prince George</td>
<td>Interdisciplinary &amp; First Nations Studies program</td>
<td>In person</td>
<td>none listed</td>
<td><a href="http://www.ccwelder.ca/">http://www.ccwelder.ca/</a></td>
<td></td>
</tr>
</tbody>
</table>
### Program Name: Joint Major in First Nations Studies/ Women's Studies
- **Program Level:** Undergrad Degree
- **Discipline:** Aboriginal Studies
- **Department/Faculty:** First Nations Studies
- **University:** U Northern BC
- **Program Summary:** Focuses on the role of women in First Nations societies, political and social institutions, and economies
- **Type of Delivery:** In person
- **Practicum/Special Items:** None listed
- **Graduate Thesis:** None listed
- **Link to website:** [http://www.unbc.ca/calendar/undergraduate/undergraduate_programs/first_nations.html](http://www.unbc.ca/calendar/undergraduate/undergraduate_programs/first_nations.html)

### Program Name: Minor in First Nations Studies
- **Program Level:** Undergrad Degree
- **Discipline:** Aboriginal Studies
- **Department/Faculty:** First Nations Studies
- **University:** U Northern BC
- **Program Summary:** Interdisciplinary First Nations studies
- **Type of Delivery:** In person
- **Practicum/Special Items:** None listed
- **Graduate Thesis:** None listed
- **Link to website:** [http://www.unbc.ca/calendar/undergraduate/undergraduate_programs/first_nations.html](http://www.unbc.ca/calendar/undergraduate/undergraduate_programs/first_nations.html)

### Program Name: Joint Major in First Nations Studies and Linguistics
- **Program Level:** Undergrad Degree
- **Discipline:** Aboriginal Studies, Linguistics
- **Department/Faculty:** First Nations Studies, Linguistics
- **University:** Simon Fraser U
- **Program Summary:** Program will provide an in-depth understanding of at least one First Nations language and will develop skills related to language teaching and curriculum development.
- **Type of Delivery:** In person
- **Practicum/Special Items:** None listed
- **Graduate Thesis:** None listed
- **Link to website:** [http://www.sfu.ca/fns/index.htm](http://www.sfu.ca/fns/index.htm)

### Program Name: Bachelor of Arts Degree - First Nations Studies
- **Program Level:** Undergrad Degree
- **Discipline:** Aboriginal Studies
- **Department/Faculty:** First Nations Studies
- **University:** WWIN
- **Program Summary:** Bachelor of Arts - First Nations Studies - Nisga'a
- **Type of Delivery:** In person
- **Practicum/Special Items:** None listed
- **Graduate Thesis:** None listed
- **Link to website:** [http://wwni.bc.ca/courses.htm](http://wwni.bc.ca/courses.htm)

### Program Name: Aboriginal Culture and Language Support Diploma
- **Program Level:** Undergrad Diploma - 2 year
- **Discipline:** Aboriginal Languages, Literatures and Linguistics
- **Department/Faculty:** Social Work
- **University:** U College Fraser Valley
- **Program Summary:** Providing the knowledge, skills, & perspectives required for employment as an Aboriginal support worker
- **Type of Delivery:** In person
- **Practicum/Special Items:** Can ladder into DSTC
- **Graduate Thesis:** None listed
- **Link to website:** [http://www.ucfv.ca/sws/Programs/ACLS.htm](http://www.ucfv.ca/sws/Programs/ACLS.htm)

### Program Name: Associate of Arts Degree
- **Program Level:** Undergrad Diploma - 2 year
- **Discipline:** Aboriginal Studies
- **Department/Faculty:** Interdisciplinary
- **University:** Langara College
- **Program Summary:** Bachelor of Arts - First Nations Studies - Nisga'a
- **Type of Delivery:** In person
- **Practicum/Special Items:** None listed
- **Graduate Thesis:** None listed
- **Link to website:** [http://www.langara.bc.ca/degrees.html](http://www.langara.bc.ca/degrees.html)

### Program Name: Diploma First Nations Community Studies
- **Program Level:** Undergrad Diploma - 2 year
- **Discipline:** Aboriginal Studies
- **Department/Faculty:** First Nations Studies
- **University:** Camosun College
- **Program Summary:** Diploma of First Nations Community Studies
- **Type of Delivery:** In person
- **Practicum/Special Items:** None listed
- **Graduate Thesis:** None listed
- **Link to website:** [http://www.camosun.ca/learn/programs/fncs.htm](http://www.camosun.ca/learn/programs/fncs.htm)
### Post-Secondary Programs in BC with a Teacher Education Component or an Indigenous Language Component

**June, 2009**

Programs are designated by the following colour codes:

<table>
<thead>
<tr>
<th>Certificate / Diploma / Associate Degree</th>
<th>Undergraduate Degree</th>
<th>Masters / Grad Certificate</th>
<th>PhD</th>
<th>Proposed Programs</th>
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<tr>
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<th>Practicum / Special Items</th>
<th>Graduate Thesis</th>
<th>Link to website</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aboriginal Youth, Culture and Language program</td>
<td>Undergrad Diploma - 2 year, 3 streams</td>
<td>Teacher Education, Aboriginal Language</td>
<td>Aboriginal Youth, Culture &amp; Language</td>
<td>C of the Rockies</td>
<td>Training for Aboriginal Early Childhood Cultural Immersion Workers, Aboriginal Education Support Workers, &amp; First Nations Language Teachers</td>
<td>In person</td>
<td>Community involvement</td>
<td>none listed</td>
<td><a href="http://www.cotr.bc.ca/AYCL/">http://www.cotr.bc.ca/AYCL/</a></td>
</tr>
<tr>
<td>Future Teachers Associate of Arts Degree</td>
<td>Undergrad Assoc Arts - 2 years</td>
<td>none listed</td>
<td>none listed</td>
<td>Douglas C</td>
<td>The Associate of Arts Degree - Future Teachers will help students to meet the course requirements for admission to the teacher training program (PDP) at Simon Fraser University. At the same time it also enables students to complete two years of university transfer courses that can be used toward a Bachelor of Arts Degree</td>
<td>In person</td>
<td>can enroll in Co-op</td>
<td>none listed</td>
<td><a href="http://www.douglas.bc.ca/programs/future-teachers.html">http://www.douglas.bc.ca/programs/future-teachers.html</a></td>
</tr>
<tr>
<td>Associate of Arts Degree in First Nations Studies</td>
<td>Undergrad Assoc Arts - 2 year, transfers to UBC</td>
<td>Aboriginal Studies</td>
<td>First Nations Studies</td>
<td>Nicola Valley Inst of Technology</td>
<td>Interdisciplinary</td>
<td>In person</td>
<td>none listed</td>
<td>none listed</td>
<td><a href="http://www.cfni.ca/programs.html/">http://www.cfni.ca/programs.html/</a></td>
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Post-Secondary Programs in BC with a Teacher Education Component or an Indigenous Language Component
June, 2009

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<th>Practicum / Special Items</th>
<th>Graduate Thesis</th>
<th>Link to website</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developmental Standard Term Certificate - Carrier</td>
<td>Undergrad Diploma - 3 year</td>
<td>Aboriginal Languages, Literatures and Linguistics</td>
<td>Education</td>
<td>U Northern BC</td>
<td>Training &amp; certification for First Nations language teachers</td>
<td>none listed</td>
<td>none listed</td>
<td>none listed</td>
<td>none listed</td>
</tr>
<tr>
<td>Developmental Standard Term Certificate - Aboriginal Language Immersion in Early Learning Certificate program</td>
<td>Undergrad Diploma - 3 year</td>
<td>Teacher Education, Early Childhood Ed</td>
<td>U British Columbia</td>
<td>none listed</td>
<td>none listed</td>
<td>none listed</td>
<td>none listed</td>
<td>none listed</td>
<td>none listed</td>
</tr>
<tr>
<td>Program Name</td>
<td>Program Level</td>
<td>Discipline</td>
<td>Department/Faculty</td>
<td>University</td>
<td>Program Summary</td>
<td>Type of Delivery</td>
<td>Graduate Thesis</td>
<td>Link to website</td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>Developmental Standard Term Certificate - Okanagan, St'at'ymx</td>
<td>Undergrad Diploma - 3 year</td>
<td>Teacher Education, Early Childhood Ed</td>
<td>Education</td>
<td>UBC Okanagan</td>
<td>none listed</td>
<td>in person</td>
<td>none listed</td>
<td><a href="http://okanagan.students.ubc.ca/calendar/courses.cfm?code=EDUC">http://okanagan.students.ubc.ca/calendar/courses.cfm?code=EDUC</a></td>
<td></td>
</tr>
<tr>
<td>Developmental Standard Term Certificate with Chemainus Native College</td>
<td>Undergrad Diploma - 3 year</td>
<td>Aboriginal Languages, Literatures and Linguistics</td>
<td>Aboriginal Education</td>
<td>Vancouver Island U</td>
<td>Training for teachers of First Nations Language and Culture</td>
<td>In person</td>
<td>Includes language learning in community</td>
<td><a href="http://www.unbc.ca/calendar/undergraduate/undergraduate_programs/education.html">http://www.unbc.ca/calendar/undergraduate/undergraduate_programs/education.html</a></td>
<td></td>
</tr>
<tr>
<td>Developmental Standard Term Certificate with SFU</td>
<td>Undergrad Diploma - 3 year</td>
<td>Aboriginal Languages, Literatures and Linguistics</td>
<td>none listed</td>
<td>U College Fraser Valley</td>
<td>Teaching certificate designed by local language authority in partnership with SFU</td>
<td>In person</td>
<td>none listed</td>
<td><a href="http://www.unbc.ca/calendar/undergraduate/undergraduate_programs/education.html">http://www.unbc.ca/calendar/undergraduate/undergraduate_programs/education.html</a></td>
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### Program Name

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<tr>
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<th>Department/Faculty</th>
<th>University</th>
<th>Program Summary</th>
<th>Type of Delivery</th>
<th>Practicum</th>
<th>Graduate Thesis</th>
<th>Link to website</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developmental Standard Term Certificate with U College of Fraser Valley - Sto:Lo</td>
<td>Undergrad Diploma - 3 year</td>
<td>Aboriginal Languages, Literatures and Linguistics</td>
<td>Education</td>
<td>Simon Fraser U</td>
<td>Courses and practicum help Sto:lo student teachers become fluent in their native tongue &amp; meet the requirements of the faculty of education</td>
<td>In person</td>
<td>Practicum</td>
<td>none listed</td>
<td><a href="http://www.sfu.ca/pmar/news_releases/archives/news06210501.htm">http://www.sfu.ca/pa mr/news_releases/arc hives/news0621050 1.htm</a></td>
</tr>
<tr>
<td>Developmental Standard Term Certificate with UVic</td>
<td>Undergrad Diploma - 3 year</td>
<td>Aboriginal Languages, Literatures and Linguistics</td>
<td>North Island C</td>
<td>none listed</td>
<td>none listed</td>
<td>none listed</td>
<td>none listed</td>
<td>none listed</td>
<td>none listed</td>
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</table>
## Post-Secondary Programs in BC with a Teacher Education Component or an Indigenous Language Component

### June, 2009

Programs are designated by the following colour codes:
- Undergraduate Degree
- Masters / Grad Certificate
- PhD
- Proposed Programs

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Program Level</th>
<th>Discipline</th>
</tr>
</thead>
<tbody>
<tr>
<td>UBC NITEP program</td>
<td>Undergrad - 2 year transfer</td>
<td>Education</td>
</tr>
<tr>
<td>UBC NITEP program</td>
<td>Undergrad - 2 year transfer</td>
<td>Aboriginal Education</td>
</tr>
<tr>
<td>Thompson Rivers U</td>
<td>In person</td>
<td>none listed</td>
</tr>
<tr>
<td>Vancouver Island U</td>
<td>In person</td>
<td>none listed</td>
</tr>
<tr>
<td>Alaska Highway Consortium on Teacher Education (AHCOTE)</td>
<td>British Columbia Teaching Certificate - 2 year four months</td>
<td>Education</td>
</tr>
<tr>
<td>Northern Lights C</td>
<td>In person</td>
<td>none listed</td>
</tr>
<tr>
<td>Aboriginal Education Assistant Certificate</td>
<td>Undergrad Certificate</td>
<td>Teacher Education</td>
</tr>
<tr>
<td>Human Services Certificate</td>
<td>Undergrad Certificate</td>
<td>Human Services</td>
</tr>
<tr>
<td>North Island C</td>
<td>In person</td>
<td>none listed</td>
</tr>
<tr>
<td>Aboriginal Teacher Assistant Certificate</td>
<td>Undergrad Certificate</td>
<td>Teacher Education</td>
</tr>
<tr>
<td>C of New Caledonia</td>
<td>In person</td>
<td>none listed</td>
</tr>
<tr>
<td>Arts and Science Diploma - Aboriginal Studies</td>
<td>Undergrad Certificate</td>
<td>Aboriginal Studies</td>
</tr>
<tr>
<td>Langara C</td>
<td>In person</td>
<td>none listed</td>
</tr>
</tbody>
</table>

Program Summary:
- UBC NITEP program: Focuses on teacher training.
- UBC NITEP program: A joint teacher education program offered by Simon Fraser University, Northern Lights College, School Districts 89, 80, and 81, University of Northern British Columbia, and the local teacher associations.
- Aboriginal Education Assistant Certificate: Designed to meet the needs of First Nations teachers.
- Aboriginal Teacher Assistant Certificate: Focuses on practical work experience needed to work effectively as a Teacher Assistant in a variety of educational settings.
- Arts and Science Diploma - Aboriginal Studies: Interdisciplinary Native Studies.
# Post-Secondary Programs in BC with a Teacher Education Component or an Indigenous Language Component

**June, 2009**

Programs are designated by the following colour codes:

- **Certificate / Diploma / Associate Degree**
- **Undergraduate Degree**
- **Masters / Grad Certificate**
- **PhD**
- **Proposed Programs**

## Program Summary

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Program Level</th>
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<th>University</th>
<th>Program Summary</th>
<th>Type of Delivery</th>
<th>Practicum / Special Items</th>
<th>Graduate Thesis</th>
<th>Link to website</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate in Aboriginal Language Revitalization</td>
<td>Undergrad Certificate - 1 - 2 years</td>
<td>Teacher Education, Aboriginal Languages, Literatures and Linguistics</td>
<td>U Victoria &amp; En'owkin Centre</td>
<td>Summer Institutes &amp; Flexible elective offerings; develop knowledge &amp; practical strategies for language revitalization</td>
<td>On &amp; Off-campus; courses - Block sessions</td>
<td>none listed</td>
<td>none listed</td>
<td><a href="http://www.uvcso.uvic.ca/calr/">http://www.uvcso.uvic.ca/calr/</a></td>
<td></td>
</tr>
<tr>
<td>Certificate in First Nations Language</td>
<td>Undergrad Certificate</td>
<td>Aboriginal Languages and Literatures and Linguistics</td>
<td>First Nations Program</td>
<td>U Northern BC, WWN</td>
<td>First Nations Studies through a concentrated program of courses on the Nisga’a First Nation</td>
<td>In person</td>
<td>none listed</td>
<td>none listed</td>
<td><a href="http://www.unbc.ca/calendar/certificates/first_nations.html#fnl">http://www.unbc.ca/calendar/certificates/first_nations.html#fnl</a></td>
</tr>
<tr>
<td>Certificate in Nisga’a Studies</td>
<td>Undergrad Certificate</td>
<td>Aboriginal Studies</td>
<td>First Nations Program</td>
<td>U Northern BC, WWN</td>
<td>First Nations Studies through a concentrated program of courses on the Nisga’a First Nation</td>
<td>In person</td>
<td>none listed</td>
<td>none listed</td>
<td><a href="http://www.unbc.ca/calendar/certificates/first_nations.html#ns">http://www.unbc.ca/calendar/certificates/first_nations.html#ns</a></td>
</tr>
<tr>
<td>Certificate in First Nations Language Proficiency</td>
<td>Undergrad Certificate</td>
<td>Aboriginal Languages and Literatures and Linguistics</td>
<td>Simon Fraser U-Kamloops</td>
<td>For those who wish to acquire and/or improve their conversational and literacy skills in a particular First Nations language for cultural reasons or professional objectives.</td>
<td>In person full-time or part-time</td>
<td>none listed</td>
<td>none listed</td>
<td><a href="http://www.sfu.ca/kamloops/languages.html">http://www.sfu.ca/kamloops/languages.html</a></td>
<td></td>
</tr>
<tr>
<td>Certificate in Native Studies Research</td>
<td>Undergrad Certificate</td>
<td>Interdisciplinary</td>
<td>Unspecified</td>
<td>Simon Fraser U-Kamloops</td>
<td>This provides a program to be a joint program, with the Rockies program by the 6 colleges; In person practicum</td>
<td>none listed</td>
<td>none listed</td>
<td><a href="http://www.sfu.ca/kamloops/certificates.html">http://www.sfu.ca/kamloops/certificates.html</a></td>
<td></td>
</tr>
<tr>
<td>Associate of Arts Degree First Nations Studies</td>
<td>Undergrad Assoc Arts - 2 years</td>
<td></td>
<td>Selkirk C</td>
<td></td>
<td>Program was to be a joint program, online by the 6 colleges; In person</td>
<td>CL</td>
<td>none listed</td>
<td>none listed</td>
<td><a href="http://www.selkirk.bc.ca/degrees/software/programs/1progress">http://www.selkirk.bc.ca/degrees/software/programs/1progress</a></td>
</tr>
<tr>
<td>Associate of Arts Degree First Nations Studies</td>
<td>Undergrad Assoc Arts - 2 years</td>
<td></td>
<td>Selkirk C</td>
<td></td>
<td>Program was to be a joint program, online by the 6 colleges; In person</td>
<td>CL</td>
<td>none listed</td>
<td>none listed</td>
<td><a href="http://www.selkirk.bc.ca/degrees/software/programs/1progress">http://www.selkirk.bc.ca/degrees/software/programs/1progress</a></td>
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<tr>
<td>Associate of Arts Degree First Nations Studies</td>
<td>Undergrad Assoc Arts - 2 years</td>
<td></td>
<td>Selkirk C</td>
<td></td>
<td>Program was to be a joint program, online by the 6 colleges; In person</td>
<td>CL</td>
<td>none listed</td>
<td>none listed</td>
<td><a href="http://www.selkirk.bc.ca/degrees/software/programs/1progress">http://www.selkirk.bc.ca/degrees/software/programs/1progress</a></td>
</tr>
<tr>
<td>Associate of Arts Degree First Nations Studies</td>
<td>Undergrad Assoc Arts - 2 years</td>
<td></td>
<td>Selkirk C</td>
<td></td>
<td>Program was to be a joint program, online by the 6 colleges; In person</td>
<td>CL</td>
<td>none listed</td>
<td>none listed</td>
<td><a href="http://www.selkirk.bc.ca/degrees/software/programs/1progress">http://www.selkirk.bc.ca/degrees/software/programs/1progress</a></td>
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<td>Selkirk C</td>
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<td>Program was to be a joint program, online by the 6 colleges; In person</td>
<td>CL</td>
<td>none listed</td>
<td>none listed</td>
<td><a href="http://www.selkirk.bc.ca/degrees/software/programs/1progress">http://www.selkirk.bc.ca/degrees/software/programs/1progress</a></td>
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<tr>
<td>Associate of Arts Degree First Nations Studies</td>
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<td></td>
<td>Selkirk C</td>
<td></td>
<td>Program was to be a joint program, online by the 6 colleges; In person</td>
<td>CL</td>
<td>none listed</td>
<td>none listed</td>
<td><a href="http://www.selkirk.bc.ca/degrees/software/programs/1progress">http://www.selkirk.bc.ca/degrees/software/programs/1progress</a></td>
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<td>Undergrad Assoc Arts - 2 years</td>
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<td>Selkirk C</td>
<td></td>
<td>Program was to be a joint program, online by the 6 colleges; In person</td>
<td>CL</td>
<td>none listed</td>
<td>none listed</td>
<td><a href="http://www.selkirk.bc.ca/degrees/software/programs/1progress">http://www.selkirk.bc.ca/degrees/software/programs/1progress</a></td>
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<tr>
<td>Associate of Arts Degree First Nations Studies</td>
<td>Undergrad Assoc Arts - 2 years</td>
<td></td>
<td>Selkirk C</td>
<td></td>
<td>Program was to be a joint program, online by the 6 colleges; In person</td>
<td>CL</td>
<td>none listed</td>
<td>none listed</td>
<td><a href="http://www.selkirk.bc.ca/degrees/software/programs/1progress">http://www.selkirk.bc.ca/degrees/software/programs/1progress</a></td>
</tr>
</tbody>
</table>

Program was to be a joint program, online by the 6 colleges; In person

 Selkirk C

 Royal Roads U
Post-Secondary Programs in BC with a Teacher Education Component or an Indigenous Language Component  
June, 2009

Programs are designated by the following colour codes:

<table>
<thead>
<tr>
<th>Certificate / Diploma / Associate Degree</th>
<th>Undergraduate Degree</th>
<th>Masters / Grad Certificates</th>
<th>PhD</th>
<th>Proposed Programs</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Program Level</th>
<th>Discipline</th>
<th>Department/ Faculty</th>
<th>University</th>
<th>Program Summary</th>
<th>Type of Delivery</th>
<th>Undergraduate Practicum / Special Items</th>
<th>Graduate Thesis</th>
<th>Link to website</th>
</tr>
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<tbody>
<tr>
<td>Kwantlen UC</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>nothing found on website for language or education</td>
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<tr>
<td>Capilano C</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>nothing found on website for language or education</td>
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<tr>
<td>Northwest Community C</td>
<td></td>
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<td></td>
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<td></td>
<td></td>
<td>nothing found on website for language or education</td>
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<tr>
<td>Okanagan C</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>nothing found on website for language or education</td>
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<tr>
<td>Vancouver Community C</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>nothing found on website for language or education</td>
</tr>
<tr>
<td>SFU Linguistics (Burnaby)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>nothing found on website</td>
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</table>
Post-Secondary programs in Canada with a Teacher Education Component or an Indigenous Language Component
January, 2008
Programs are designated by the following colour codes:

<table>
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<th>Program Name</th>
<th>Program Level</th>
<th>Discipline</th>
<th>Department/ Faculty</th>
<th>University</th>
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<th>Undergrad Practicum/ Special Items</th>
<th>Graduate Thesis</th>
<th>Link to website</th>
</tr>
</thead>
<tbody>
<tr>
<td>PhD in Native Studies</td>
<td>Doctoral Degree</td>
<td>Indigenous Studies</td>
<td>Native Studies</td>
<td>U Saskatchewan</td>
<td>none listed</td>
<td>In person</td>
<td>none listed</td>
<td>none listed</td>
<td><a href="http://www.usask.ca/nativestudies/Curriculum/index.html">http://www.usask.ca/nativestudies/Curriculum/index.html</a></td>
</tr>
<tr>
<td>PhD in Indigenous Studies</td>
<td>Doctoral Degree</td>
<td>Indigenous Studies</td>
<td>Indigenous Studies</td>
<td>Trent U</td>
<td>Interdisciplinary Indigenous studies</td>
<td>In person</td>
<td>none listed</td>
<td>Dissertatio n</td>
<td><a href="http://www.trentu.ca/academic/nativestudies/grdprgms.htm">http://www.trentu.ca/academic/nativestudies/grdprgms.htm</a></td>
</tr>
<tr>
<td>PhD in Indigenous Peoples Education</td>
<td>Doctoral Degree- 3 years</td>
<td>Aboriginal Languages, Literatures &amp; Linguistics</td>
<td>Education</td>
<td>U of Alberta</td>
<td>Three-year PhD program that prepares graduates for administrative and faculty positions in colleges, schools and universities.</td>
<td>In person</td>
<td>none listed</td>
<td>Thesis &amp; 6 core courses</td>
<td><a href="http://www.uofaweb.ualberta.ca/edpolicystudies/nav04.cfm?nav04=14196&amp;nav03=14192&amp;nav02=14104&amp;nav01=13947">http://www.uofaweb.ualberta.ca/edpolicystudies/nav04.cfm?nav04=14196&amp;nav03=14192&amp;nav02=14104&amp;nav01=13947</a></td>
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<tr>
<td>Graduate Program in Indian &amp; Northern Education</td>
<td>Masters Degree</td>
<td>Teacher Education, Aboriginal Languages, Literatures &amp; Linguistics</td>
<td>Education</td>
<td>U of Saskatchewan</td>
<td>MEd program is designed to allow you to integrate courses in Aboriginal Education, Lifelong Learning, and Foundations of Education In person (OL optional)</td>
<td>none listed</td>
<td>none listed</td>
<td>Thesis or Project are mandatory</td>
<td><a href="http://www.usask.ca/education/indexfiles/programs.html">http://www.usask.ca/education/indexfiles/programs.html</a></td>
</tr>
<tr>
<td>Masters in Native Studies</td>
<td>Masters Degree</td>
<td>Indigenous Studies</td>
<td>Native Studies</td>
<td>U of Manitoba</td>
<td>Interdisciplinary program, with Cree &amp; Ojibway language courses</td>
<td>none listed</td>
<td>none listed</td>
<td>Thesis required</td>
<td><a href="http://umanitoba.ca/faculties/arts/departments/native_studies/grad/index.html">http://umanitoba.ca/faculties/arts/departments/native_studies/grad/index.html</a></td>
</tr>
<tr>
<td>Certificate of Extended Studies in Aboriginal Education</td>
<td>Graduate Certificate</td>
<td>Teacher Education</td>
<td>Indigenous Education</td>
<td>First Nations U</td>
<td>Assists teachers in gaining additional understanding about Aboriginal culture, language, history, identify, and approaches to knowledge.</td>
<td>none listed</td>
<td>none listed</td>
<td>none listed</td>
<td><a href="http://www.firstnationsuniv.edu/repository.aspx?page=28">http://www.firstnationsuniv.edu/repository.aspx?page=28</a></td>
</tr>
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<td>Program Name</td>
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<td>Department/Faculty</td>
<td>University</td>
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</tr>
<tr>
<td>BA in International Indigenous Studies</td>
<td>Undergraduate Degree- 4 years</td>
<td>Indigenous Studies</td>
<td>Social Sciences</td>
<td>U of Calgary</td>
<td>program highlighting issues of importance to Aboriginal peoples around the globe</td>
<td>transferring to campus for final 2 years, block</td>
<td>experiential learning courses in Indigenous communities are</td>
<td>none listed</td>
<td><a href="http://www.ucalgary.ca/futurestudents/ss_indg">http://www.ucalgary.ca/futurestudents/ss_indg</a></td>
</tr>
<tr>
<td>BA in Native Studies</td>
<td>Undergraduate Degree- 3-4 years</td>
<td>Indigenous Studies</td>
<td>Native Studies</td>
<td>Laurentian U &amp; U Sudbury</td>
<td>Interdisciplinary Native Studies</td>
<td>In person</td>
<td>none listed</td>
<td>none listed</td>
<td><a href="http://www.usudbury.com/EN/Departments/Native_Studies/Native_Studies.html">http://www.usudbury.com/EN/Departments/Native_Studies/Native_Studies.html</a></td>
</tr>
<tr>
<td>B Ed (Native &amp; Northern)</td>
<td>Undergraduate Degree</td>
<td>Teacher Education, Aboriginal Languages, Literatures &amp; Linguistics</td>
<td>Education</td>
<td>Memorial University</td>
<td>Teacher training &amp; undergraduate degree combined</td>
<td>In person</td>
<td>Internship</td>
<td>none listed</td>
<td><a href="http://www.mun.ca/regoff/calendar/sectionNo=EDUC-0277">http://www.mun.ca/regoff/calendar/sectionNo=EDUC-0277</a></td>
</tr>
<tr>
<td>BA in Race, Ethnicity, &amp; Indigeneity</td>
<td>Undergraduate Degree</td>
<td>Indigenous Studies</td>
<td>Liberal Arts</td>
<td>York U</td>
<td>Critical understanding of social structures &amp; discourses of power that produce racialization, ethnicization &amp; other forms of social inequality</td>
<td>In person</td>
<td>none listed</td>
<td>none listed</td>
<td><a href="http://www.yorku.ca/web/futurestudents/programs/template.asp?id=642">http://www.yorku.ca/web/futurestudents/programs/template.asp?id=642</a></td>
</tr>
<tr>
<td>BA in Aboriginal Studies</td>
<td>Undergraduate Degree</td>
<td>Indigenous Studies</td>
<td>Aboriginal Studies</td>
<td>U of Toronto</td>
<td>Program focuses on the languages, cultures, histories, arts, creativity and well-being of Indigenous Peoples and on their knowledges within Canada and worldwide.</td>
<td>In person</td>
<td>none listed</td>
<td>none listed</td>
<td><a href="http://www.utoronto.ca/abs/">http://www.utoronto.ca/abs/</a></td>
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<tr>
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<td>Program Level</td>
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<td>Department/Faculty</td>
<td>University</td>
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</tr>
<tr>
<td>BA in Aboriginal Studies</td>
<td>Undergraduate</td>
<td>Indigenous</td>
<td>Multidisciplinary Programs</td>
<td>U of Ottawa</td>
<td>General-knowledge base covered, while also focusing on Aboriginal history, philosophy, religions, cultures and arts, and on the languages of Canadian and North American Aboriginal peoples</td>
<td>In person</td>
<td>none listed</td>
<td>none listed</td>
<td><a href="http://www.arts.uottawa.ca/eng/aboriginalstudies.html">http://www.arts.uottawa.ca/eng/aboriginalstudies.html</a></td>
</tr>
<tr>
<td>BA in First Nations Studies</td>
<td>Undergraduate</td>
<td>Indigenous</td>
<td>Social Sciences</td>
<td>U of Western Ontario</td>
<td>Interdisciplinary program</td>
<td>In person</td>
<td>none listed</td>
<td>none listed</td>
<td><a href="http://www.anthropology.uwo.ca/firstnations/">http://www.anthropology.uwo.ca/firstnations/</a></td>
</tr>
<tr>
<td>BA in Native Studies</td>
<td>Undergraduate</td>
<td>Aboriginal</td>
<td>Native Studies</td>
<td>U of Alberta</td>
<td>Specializations include language &amp; culture, community-based research, self-governance, and land &amp; resources</td>
<td>In person</td>
<td>none listed</td>
<td>none listed</td>
<td><a href="http://www.ualberta.ca/NA">http://www.ualberta.ca/NA</a> TIVESTUDIES/</td>
</tr>
<tr>
<td>BA in Native Studies</td>
<td>Undergraduate</td>
<td>Indigenous</td>
<td>Native Studies</td>
<td>U of Manitoba</td>
<td>Interdisciplinary program, with Cree &amp; Ojibway language courses</td>
<td>In person</td>
<td>Emphasizes experiential learning</td>
<td>none listed</td>
<td><a href="http://umanitoba.ca/faculties/arts/departments/native_studies/undergrad/index.html">http://umanitoba.ca/faculties/arts/departments/native_studies/undergrad/index.html</a></td>
</tr>
<tr>
<td>BA in Native Studies and Education</td>
<td>Undergraduate</td>
<td>Teacher</td>
<td>Native Studies</td>
<td>U of Alberta</td>
<td>Specializations include language &amp; culture, community-based research, self-governance, and land &amp; resources</td>
<td>In person</td>
<td>none listed</td>
<td>none listed</td>
<td><a href="http://www.ualberta.ca/NA">http://www.ualberta.ca/NA</a> TIVESTUDIES/</td>
</tr>
<tr>
<td>BA Native Studies</td>
<td>Undergraduate</td>
<td>Indigenous</td>
<td>Native Studies</td>
<td>St. Thomas U</td>
<td>Interdisciplinary program</td>
<td>In person</td>
<td>none listed</td>
<td>none listed</td>
<td><a href="http://w3.stu.ca/stu/academic/departments/native_studies/native_studies.aspx">http://w3.stu.ca/stu/academic/departments/native_studies/native_studies.aspx</a></td>
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</tr>
<tr>
<td>BA/ BEd Native American Studies</td>
<td>Undergraduate Degree</td>
<td>Teacher Education, Aboriginal Languages, Literatures &amp; Linguistics</td>
<td>Native American Studies</td>
<td>U Lethbridge</td>
<td>Native American Studies is a multidisciplinary program offering courses from a Native perspective in History, Culture, Law, Politics, Language, Art and Literature.</td>
<td>In person</td>
<td>Co-op Education available</td>
<td>none listed</td>
<td><a href="http://www.uleth.ca/ross/acadprog/undergrad/arts_and_sciences/nas.html">http://www.uleth.ca/ross/acadprog/undergrad/arts_and_sciences/nas.html</a></td>
</tr>
<tr>
<td>Native Teacher Education Program</td>
<td>Undergraduate Degree</td>
<td>Teacher Education</td>
<td>Education</td>
<td>Lakehead U</td>
<td>Program allows students to pursue B Ed &amp; BA concurrently</td>
<td>On and off campus</td>
<td>none listed</td>
<td>none listed</td>
<td><a href="http://aboriginalinitiatives.lakeheadu.ca/?display=page&amp;pageid=46">http://aboriginalinitiatives.lakeheadu.ca/?display=page&amp;pageid=46</a></td>
</tr>
<tr>
<td>BA in Indigenous Learning</td>
<td>Undergraduate Degree</td>
<td>Aboriginal Languages, Literatures &amp; Linguistics</td>
<td>Education</td>
<td>Lakehead U</td>
<td>Interdisciplinary program</td>
<td>In person</td>
<td>Experiential learning</td>
<td>none listed</td>
<td><a href="http://aboriginalinitiatives.lakeheadu.ca/?display=page&amp;pageid=47">http://aboriginalinitiatives.lakeheadu.ca/?display=page&amp;pageid=47</a></td>
</tr>
<tr>
<td>Aboriginal Teacher Education Program</td>
<td>Undergraduate Degree- 3 &amp; 4 years</td>
<td>Teacher Education, Aboriginal Languages, Literatures &amp; Linguistics</td>
<td>Education</td>
<td>U of Alberta</td>
<td>ATEP is an off-campus elementary teacher education program designed to improve the educational success of Aboriginal children by increasing the number of Aboriginal teachers in communities in northern Alberta.</td>
<td>Off-campus, through partnership with multiple community colleges</td>
<td>none listed</td>
<td>none listed</td>
<td><a href="http://www.uofaweb.ualberta.ca/elementaryed/nav02.cfm?nav02=14566&amp;nav01=14024">http://www.uofaweb.ualberta.ca/elementaryed/nav02.cfm?nav02=14566&amp;nav01=14024</a></td>
</tr>
<tr>
<td>BA in Native Studies (Minor in Native Language)</td>
<td>Undergraduate Degree- 3-4 years</td>
<td>Aboriginal Languages, Literatures &amp; Linguistics</td>
<td>Native Studies</td>
<td>Brandon U</td>
<td>Program includes Aboriginal literature and creative writing, current</td>
<td>In person</td>
<td>none listed</td>
<td>none listed</td>
<td><a href="http://www.brandonu.ca/native/native_studies_at_brandon_univer.htm">http://www.brandonu.ca/native/native_studies_at_brandon_univer.htm</a></td>
</tr>
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<tr>
<td>BA Mikmaq Studies</td>
<td>Undergraduate</td>
<td>Aboriginal Languages, Literatures &amp; Linguistics</td>
<td>Heritage &amp; Culture</td>
<td>Cape Breton U</td>
<td>Program prepares students for careers in government; legal and education sectors; graduate studies geared towards teaching Mi'kmaq language, culture, history and traditions</td>
<td>In person</td>
<td>none listed</td>
<td>none listed</td>
<td><a href="http://www.cbu.ca/cbu/_main/default_main.asp?topic=programs&amp;id=mikmaq_studies&amp;menu=aboriginal">http://www.cbu.ca/cbu/_main/default_main.asp?topic=programs&amp;id=mikmaq_studies&amp;menu=aboriginal</a></td>
</tr>
<tr>
<td>Saskatchewan Urban Native Teacher Education Program</td>
<td>Undergraduate</td>
<td>Teacher Education, Aboriginal Languages, Literatures &amp; Linguistics</td>
<td></td>
<td></td>
<td>UNTEP program includes Native Studies and cross-cultural education with an emphasis on Métis and First Nations history and culture. The program also provides a solid foundation in the theories and skills of teaching.</td>
<td>On-campus and by extension</td>
<td>4 month internship</td>
<td>none listed</td>
<td><a href="http://www.gdins.org/GDIProgramsandServices.shtml#suntep">http://www.gdins.org/GDIProgramsandServices.shtml#suntep</a></td>
</tr>
<tr>
<td>Program Name</td>
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<td>Discipline</td>
<td>Department/ Faculty</td>
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<tr>
<td>BA in Indian Teacher Education</td>
<td>Undergraduate Degree</td>
<td>Teacher Education</td>
<td>Education</td>
<td>U of Saskatchewan</td>
<td>Education program designed for First Nations students interested in obtaining a Bachelor of Education degree.</td>
<td>In person</td>
<td>Cross-cultural training with Elders</td>
<td>none listed</td>
<td><a href="http://www.usask.ca/education/itep/index.html">http://www.usask.ca/education/itep/index.html</a></td>
</tr>
<tr>
<td>Northern Teacher Education Program</td>
<td>Undergraduate Degree/ Post-Degree Teacher Certification</td>
<td>Teacher Education</td>
<td>Education</td>
<td>Brandon U</td>
<td>Program presents a real alternative to traditional campus-based teacher training by being delivered in communities.</td>
<td>Community-based</td>
<td>Extensive teaching experience</td>
<td>none listed</td>
<td><a href="http://www.brandonu.ca/academic/education/buntep/buntep-1.asp">http://www.brandonu.ca/academic/education/buntep/buntep-1.asp</a></td>
</tr>
<tr>
<td>Program for the Education of Native Teachers</td>
<td>Undergraduate Degree/ Post-Degree Teacher Certification</td>
<td>Teacher Education</td>
<td>Education</td>
<td>Brandon U</td>
<td>Students combine paraprofessional work in their community schools from September to April with courses at Brandon University from April to July.</td>
<td>On-campus and in communities</td>
<td>Extensive teaching experience</td>
<td>none listed</td>
<td><a href="http://www.brandonu.ca/academic/education/pent/pent-about.asp">http://www.brandonu.ca/academic/education/pent/pent-about.asp</a></td>
</tr>
<tr>
<td>B Ed for Aboriginal Students</td>
<td>Undergraduate Degree/ Teacher Certification</td>
<td>Teacher Education, Aboriginal Languages, Literatures &amp; Linguistics</td>
<td>Education</td>
<td>U of New Brunswick</td>
<td>Teacher training &amp; undergraduate degree combined</td>
<td>In person</td>
<td>none listed</td>
<td>none listed</td>
<td><a href="http://www.unbf.ca/education/mmi/bed.html">http://www.unbf.ca/education/mmi/bed.html</a></td>
</tr>
<tr>
<td>Program Name</td>
<td>Program Level</td>
<td>Discipline</td>
<td>Department/ Faculty</td>
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<td>Program Summary</td>
<td>Type of Delivery</td>
<td>Undergrad Practicum/ Special Items</td>
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<tr>
<td>B Ed in Aboriginal Adult Education</td>
<td>Undergraduate Degree/ Teacher Certification</td>
<td>Teacher Education, Aboriginal Languages, Literatures &amp; Linguistics</td>
<td>Education</td>
<td>Brock U</td>
<td>Courses focus on working with Adult education and Aboriginal culture; classes are offered in a facilitated learning cohort model, face-to-face at numerous locations across the province</td>
<td>In person</td>
<td>none listed</td>
<td>none listed</td>
<td><a href="http://nativeadult.ed.brocku.ca/aboradulted/index.html">http://nativeadult.ed.brocku.ca/aboradulted/index.html</a></td>
</tr>
<tr>
<td>B Ed in Aboriginal Teacher Education</td>
<td>Undergraduate Degree/ Teacher Certification</td>
<td>Teacher Education, Aboriginal Languages, Literatures &amp; Linguistics</td>
<td>Education</td>
<td>Queen's University</td>
<td>Training for First Nation teacher Candidates who already posses an undergraduate degree</td>
<td>On or off-campus options</td>
<td>none listed</td>
<td>none listed</td>
<td><a href="http://educ.queensu.ca/atep/index.shtml">http://educ.queensu.ca/atep/index.shtml</a></td>
</tr>
<tr>
<td>B Ed in Education Including Indigenous Knowledge &amp; Land-Based Curriculum</td>
<td>Undergraduate Degree/ Teacher Certification</td>
<td>Teacher Education, Aboriginal Languages, Literatures &amp; Linguistics</td>
<td>Education</td>
<td>Brock U &amp; Northern Nishnawbe Education Council</td>
<td>Programs provides teacher certification with a strong emphasis on the linguistic and other cultural gifts of the Anishnawbek</td>
<td>In person</td>
<td>none listed</td>
<td>none listed</td>
<td><a href="http://www.nnec.on.ca/bed/about.html">http://www.nnec.on.ca/bed/about.html</a></td>
</tr>
<tr>
<td>Aboriginal Teacher Certificate Program</td>
<td>Teacher Certification</td>
<td>Teacher Education, Aboriginal Languages, Literatures &amp; Linguistics</td>
<td>Education</td>
<td>Nipissing University</td>
<td>Trains Native teachers who will be able to provide the Ontario elementary school curriculum combined with traditional values and culture</td>
<td>In person (2 summers)</td>
<td>2 internships</td>
<td>none listed</td>
<td><a href="http://www.nipissingu.ca/educationcalendar/acedu_certificate.asp">http://www.nipissingu.ca/educationcalendar/acedu_certificate.asp</a></td>
</tr>
<tr>
<td>Certificate in Education for First Nations &amp; Inuit</td>
<td>Teacher Certification</td>
<td>Teacher Education</td>
<td>Education</td>
<td>McGill U</td>
<td>Program certifies students to teach in First Nation and Inuit communities</td>
<td>Full &amp; Part-time available</td>
<td>none listed</td>
<td>none listed</td>
<td><a href="http://www.mcgill.ca/education/integrated/fnie/programs/#CERT01">http://www.mcgill.ca/education/integrated/fnie/programs/#CERT01</a></td>
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<tr>
<td>Program Name</td>
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<tr>
<td>Native Teacher Education Program</td>
<td>Teacher Certification</td>
<td>Teacher Education</td>
<td>Education</td>
<td>Brock U</td>
<td>Part-time program meets the need for Aboriginal teachers by providing certification through a program that supports Aboriginal culture and values</td>
<td>In person</td>
<td>none listed</td>
<td>none listed</td>
<td><a href="http://www.ed.brocku.ca/pr-e-service/native/">http://www.ed.brocku.ca/pr-e-service/native/</a></td>
</tr>
<tr>
<td>Nunavut Teacher Education Program</td>
<td>Teacher Certification</td>
<td>Teacher Education, Aboriginal Languages, Literatures &amp; Linguistics</td>
<td>Unspecified</td>
<td>Nunavut Arctic College &amp; McGill University</td>
<td>Prepares Inuit to become Language instructors to teach Inuktitut/Inuinnaqtun</td>
<td>In person</td>
<td>none listed</td>
<td>none listed</td>
<td><a href="http://www.ntep.ca/home.htm">http://www.ntep.ca/home.htm</a></td>
</tr>
<tr>
<td>Community-Based Native Teacher Education Program</td>
<td>Teacher Certification-2 years</td>
<td>Teacher Education, Aboriginal Languages, Literatures &amp; Linguistics</td>
<td>Education</td>
<td>U of Ottawa</td>
<td>Training for students without an undergraduate degree</td>
<td>On and off-campus</td>
<td>Teaching experience</td>
<td>none listed</td>
<td><a href="http://www.education.uottawa.ca/programs/teachered/native.html">http://www.education.uottawa.ca/programs/teachered/native.html</a></td>
</tr>
<tr>
<td>Northern Teacher Education Program</td>
<td>Teaching Certificate</td>
<td>Teacher Education</td>
<td>Education</td>
<td>U of Saskatchewan &amp; U Regina</td>
<td>Program is largely field-based: students come to the NORTEP Centre in La Ronge for classes, which are given in a series of 2 weeks/month units, and return to schools in their home community, where they work with a co-operating teacher for the classroom component of their teacher preparation.</td>
<td>In person &amp; community-based teaching experience</td>
<td>none listed</td>
<td>none listed</td>
<td><a href="http://www.usask.ca/education/program/abprog.htm">http://www.usask.ca/education/program/abprog.htm</a></td>
</tr>
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<tr>
<td>Aboriginal Teacher Education Diploma</td>
<td>Undergraduate Diploma</td>
<td>Teacher Education, Aboriginal Languages, Literatures &amp; Linguistics</td>
<td>Education</td>
<td>Queen's University</td>
<td>Training for students without an undergraduate degree</td>
<td>Part-time, community-based</td>
<td>none listed</td>
<td>none listed</td>
<td><a href="http://educ.queensu.ca/atep/index.shtml">http://educ.queensu.ca/atep/index.shtml</a></td>
</tr>
<tr>
<td>Diploma in Native &amp; Northern Education (Language specialization)</td>
<td>Undergraduate Diploma</td>
<td>Teacher Education, Aboriginal Languages, Literatures &amp; Linguistics</td>
<td>Education</td>
<td>Memorial University</td>
<td>Teacher training</td>
<td>In person</td>
<td>none listed</td>
<td>none listed</td>
<td><a href="http://www.mun.ca/regoff/calendar/sectionNo=EDUC-0430">http://www.mun.ca/regoff/calendar/sectionNo=EDUC-0430</a></td>
</tr>
<tr>
<td>Native Classroom Assistant Diploma Program</td>
<td>Undergraduate Diploma</td>
<td>Teacher Education, Aboriginal Languages, Literatures &amp; Linguistics</td>
<td>Education</td>
<td>Nipissing University &amp; INAC</td>
<td>Trains Native classroom assistants</td>
<td>In person</td>
<td>none listed</td>
<td>none listed</td>
<td><a href="http://www.nipissingu.ca/educationcalendar/acedu_ncadp.asp">http://www.nipissingu.ca/educationcalendar/acedu_ncadp.asp</a></td>
</tr>
<tr>
<td>Diploma in Native Language Teacher Training</td>
<td>Undergraduate Diploma- 1-2 years</td>
<td>Teacher Education, Aboriginal Languages, Literatures &amp; Linguistics</td>
<td>Unspecified</td>
<td>Yukon College &amp; Yukon Native Language Centre</td>
<td>Program carries on from the Certificate with more training in technology &amp; research</td>
<td>In person classes in week blocks</td>
<td>Practicum</td>
<td>none listed</td>
<td><a href="http://me.rrc.mb.ca/Catalogue/Default.aspx?Link=ProgramFrame.asp?ProgCod">http://me.rrc.mb.ca/Catalogue/Default.aspx?Link=ProgramFrame.asp?ProgCod</a></td>
</tr>
<tr>
<td>Aboriginal Language Specialist Program</td>
<td>Undergraduate Diploma- 2 years</td>
<td>Aboriginal Languages, Literatures &amp; Aboriginal Education</td>
<td>Red River College</td>
<td>Yukon College &amp; Yukon Native Language Centre</td>
<td>Program covers culture and heritage, contemporary issues, including language</td>
<td>In person</td>
<td>none listed</td>
<td>none listed</td>
<td><a href="http://www.ynlc.ca/training/diploma.html">http://www.ynlc.ca/training/diploma.html</a></td>
</tr>
<tr>
<td>Diploma in Aboriginal Studies</td>
<td>Undergraduate Diploma- 2 years</td>
<td>Indigenous Studies</td>
<td>Arts &amp; Sciences</td>
<td>Algonquin College</td>
<td>Program covers culture and heritage, contemporary issues, including language</td>
<td>In person</td>
<td>none listed</td>
<td>none listed</td>
<td><a href="http://extraweb.algonquincollege.com/fulltime_programs/programOverview.aspx">http://extraweb.algonquincollege.com/fulltime_programs/programOverview.aspx</a></td>
</tr>
<tr>
<td>Diploma in Northern First Nations Studies</td>
<td>Undergraduate Diploma- 2 years</td>
<td>Indigenous Studies</td>
<td>Arts &amp; Sciences</td>
<td>Yukon College</td>
<td>Interdisciplinary approach to First Nations issues, including language</td>
<td>none listed</td>
<td>none listed</td>
<td>none listed</td>
<td><a href="http://www.yukoncollege.yk.ca/arts_science/programs/first_nations_studies.php">http://www.yukoncollege.yk.ca/arts_science/programs/first_nations_studies.php</a></td>
</tr>
<tr>
<td>Program Name</td>
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<tr>
<td>Native Special Education Assistant Diploma Program</td>
<td>Undergraduate Diploma</td>
<td>Teacher Education, Aboriginal Languages, Literatures &amp; Linguistics</td>
<td>Education</td>
<td>Nipissing University &amp; INAC</td>
<td>Training to work with handicapped children, and with children experiencing behavioural problems, in their community environment</td>
<td>In person (3 summers)</td>
<td>1 practicum</td>
<td>none listed</td>
<td><a href="http://www.nipissingu.ca/educationcalendar/acedu_nseadp.asp">http://www.nipissingu.ca/educationcalendar/acedu_nseadp.asp</a></td>
</tr>
<tr>
<td>Native Language Instructors Diploma</td>
<td>Undergraduate Diploma, 4 summers</td>
<td>Teacher Education, Aboriginal Languages, Literatures &amp; Linguistics</td>
<td>Education &amp; Languages</td>
<td>Lakehead U</td>
<td>Training in Native language enrichment and literacy skills; to prepare teachers who will be teaching Cree, Ojibwe or another Algonquian language</td>
<td>In person</td>
<td>none listed</td>
<td>none listed</td>
<td><a href="http://aboriginalinitiatives.lakeheadu.ca/?display=page&amp;pageid=49">http://aboriginalinitiatives.lakeheadu.ca/?display=page&amp;pageid=49</a></td>
</tr>
<tr>
<td>Associates Degree in Native Language Education</td>
<td>Undergraduate Associates Degree</td>
<td>Teacher Education, Aboriginal Languages, Literatures &amp; Linguistics</td>
<td>Unspecified</td>
<td>Yukon Native Language Centre &amp; U Alaska Fairbanks</td>
<td>For Native Language teachers who would like to continue their training and obtain a university degree</td>
<td>none listed</td>
<td>none listed</td>
<td>none listed</td>
<td><a href="http://www.ynlc.ca/training/aas.html">http://www.ynlc.ca/training/aas.html</a></td>
</tr>
<tr>
<td>Certificate for Nunavut Aboriginal Language Specialist</td>
<td>Undergraduate Certificate</td>
<td>Teacher Education, Aboriginal Languages, Literatures &amp; Linguistics</td>
<td>Unspecified</td>
<td>Nunavut Arctic College</td>
<td>Prepares Inuit to become Language Instructors to teach Inuktitut/Inuinnuqatun</td>
<td>In person</td>
<td>Practicum</td>
<td>none listed</td>
<td><a href="http://nac.nu.ca/node/307">http://nac.nu.ca/node/307</a></td>
</tr>
<tr>
<td>Certificate in Aboriginal Literacy Education</td>
<td>Undergraduate Certificate</td>
<td>Teacher Education, Aboriginal Languages, Literatures &amp; Linguistics</td>
<td>Education</td>
<td>McGill U</td>
<td>Program provides a deeper understanding of indigenous language, especially in its written form, for those interested in teaching</td>
<td>Through partnership with communities</td>
<td>none listed</td>
<td>none listed</td>
<td><a href="http://www.mcgill.ca/educationintegrated/fnie/programs/#CERT02">http://www.mcgill.ca/educationintegrated/fnie/programs/#CERT02</a></td>
</tr>
<tr>
<td>Program Name</td>
<td>Program Level</td>
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<tr>
<td>Certificate in Indigenous Learning</td>
<td>Undergraduate</td>
<td>Teacher</td>
<td>Aboriginal Languages, Literatures &amp; Linguistics</td>
<td>Lakehead U</td>
<td>Interdisciplinary program</td>
<td>In person</td>
<td>Experiential learning</td>
<td>none listed</td>
<td><a href="http://aboriginalinitiatives.lakeheadu.ca/?display=page&amp;pageid=48">http://aboriginalinitiatives.lakeheadu.ca/?display=page&amp;pageid=48</a></td>
</tr>
<tr>
<td>Certificate in Methods of Teaching Heritage Languages</td>
<td>Undergraduate</td>
<td>Teacher</td>
<td>Aboriginal Languages, Literatures &amp; Linguistics</td>
<td>U of Saskatchewan</td>
<td>Certificate of proficiency for teachers of heritage languages in out-of-school contexts.</td>
<td>In person</td>
<td>none listed</td>
<td>none listed</td>
<td><a href="http://www.usask.ca/education/program/heritage.htm">http://www.usask.ca/education/program/heritage.htm</a></td>
</tr>
<tr>
<td>Certificate in Native Language Teacher Training</td>
<td>Undergraduate</td>
<td>Teacher</td>
<td>Aboriginal Languages, Literatures &amp; Linguistics</td>
<td>Yukon College &amp; Yukon Native Language Centre</td>
<td>The objective of the program is to prepare students to be professional classroom instructors of their native languages</td>
<td>In person</td>
<td>Practicum</td>
<td>none listed</td>
<td><a href="http://www.ynlc.ca/training/certificate.html">http://www.ynlc.ca/training/certificate.html</a></td>
</tr>
<tr>
<td>Certificate in Translation (Inuktitut)</td>
<td>Undergraduate</td>
<td>Teacher</td>
<td>Aboriginal Languages, Literatures &amp; Linguistics</td>
<td>Continuing Education</td>
<td>Translation &amp; Interpretation skills</td>
<td>In person</td>
<td>none listed</td>
<td>none listed</td>
<td><a href="http://nac.nu.ca/interpreter_and_translation">http://nac.nu.ca/interpreter_and_translation</a></td>
</tr>
<tr>
<td>Certificate for Aboriginal Teacher Assistant</td>
<td>Undergraduate</td>
<td>Teacher</td>
<td>Aboriginal Languages, Literatures &amp; Linguistics</td>
<td>Northern College of Applied Arts &amp; Technology</td>
<td>Program trains Aboriginal Teacher assistants to being Aboriginal culture into classrooms</td>
<td>In person</td>
<td>none listed</td>
<td>none listed</td>
<td><a href="http://www.northernc.on.ca/programs/aboriginal/ta.html">http://www.northernc.on.ca/programs/aboriginal/ta.html</a></td>
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<tr>
<td>Certificate in Anishinaaabemowin Immersion</td>
<td>Undergraduate Certificate- 1 year</td>
<td>Aboriginal Languages, Literatures &amp; Linguistics</td>
<td>Native Education</td>
<td>Sault College of Applied Arts &amp; Technology</td>
<td>Ojibwe language immersion</td>
<td>In person</td>
<td>none listed</td>
<td>none listed</td>
<td><a href="http://www.saultcnt.on.ca/Programs/1033.asp">http://www.saultcnt.on.ca/Programs/1033.asp</a></td>
</tr>
<tr>
<td>Certificate in Linguistics for Native Languages (Certificat en technolinguistique autochtone)</td>
<td>Undergraduate Certificate- 1 year</td>
<td>Aboriginal Languages, Literatures &amp; Linguistics</td>
<td>Etudes Amerindienes</td>
<td>U de Quebec a Chicoutmi</td>
<td>Linguistic training to aid native language speakers with language preservation work in their community</td>
<td>none listed</td>
<td>none listed</td>
<td>none listed</td>
<td><a href="http://wprod6.uqac.ca/prog_par_module/desc_prog.html?code=4144">http://wprod6.uqac.ca/prog_par_module/desc_prog.html?code=4144</a></td>
</tr>
<tr>
<td>Certificate in Native Language Transmission (Certificat de perfectionnement en transmission d'une langue autochtone)</td>
<td>Undergraduate Certificate- 1 year</td>
<td>Teacher Education, Aboriginal Languages, Literatures &amp; Linguistics</td>
<td>Etudes Amerindienes</td>
<td>U de Quebec a Chicoutmi</td>
<td>Training for teachers and speakers of native languages to teach native languages at primary through secondary level in their community</td>
<td>In person</td>
<td>none listed</td>
<td>none listed</td>
<td><a href="http://wprod6.uqac.ca/prog_par_module/desc_prog.html?code=4661">http://wprod6.uqac.ca/prog_par_module/desc_prog.html?code=4661</a></td>
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<tr>
<td>Native Language Instructors Program</td>
<td>Undergraduate Certificate- 3 summers</td>
<td>Teacher Education, Aboriginal Languages, Literatures &amp; Linguistics</td>
<td>Education &amp; Languages</td>
<td>Lakehead U</td>
<td>Summer program for Native Language teachers</td>
<td>In person</td>
<td>none listed</td>
<td>none listed</td>
<td><a href="http://aboriginalinitiatives.lakeheadu.ca/?display=page&amp;pageid=48">http://aboriginalinitiatives.lakeheadu.ca/?display=page&amp;pageid=48</a></td>
</tr>
<tr>
<td>Canadian Indigenous Languages &amp; Literacy Development Institute</td>
<td>For-Credit courses</td>
<td>Teacher Education, Aboriginal Languages, Literatures &amp; Linguistics</td>
<td>Education</td>
<td>U of Alberta</td>
<td>A summer institute offered to both undergraduate and graduate students interested in learning an Indigenous language and/or gaining expertise in the area of linguistics, language and literacy, curriculum development, second language teaching and research.</td>
<td>none listed</td>
<td>none listed</td>
<td>none listed</td>
<td><a href="http://www.uofaweb.ualberta.ca/elementaryed/CILLDI.cfm">http://www.uofaweb.ualberta.ca/elementaryed/CILLDI.cfm</a></td>
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</table>
## Post-Secondary programs in the US with a Teacher Education Component or an Indigenous Language Component

January, 2008

Programs are designated by the following colour codes:
- Certificate / Diploma / Associate Degree
- Undergraduate Degree
- Masters / Grad Certificate
- PhD
- Proposed Programs

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Program Level</th>
<th>Discipline</th>
<th>Department/ Faculty</th>
<th>University</th>
<th>Program Summary</th>
<th>Type of Delivery</th>
<th>Undergrad Practicum/ Special Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>PhD in Hawaiin &amp; Indigenous Language &amp; Culture Revitalization</td>
<td>Doctoral Degree- PhD Program</td>
<td>Aboriginal Languages, Literatures &amp; Linguistics</td>
<td>College of Hawaiian Language</td>
<td>U Hawaii at Hilo</td>
<td>none listed</td>
<td>In person</td>
<td><a href="http://www.uhh.hawaii.edu/academics/graduate/">http://www.uhh.hawaii.edu/academics/graduate/</a></td>
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<tr>
<td>Master in Education Administration</td>
<td>Masters Degree</td>
<td>Aboriginal Languages, Literatures &amp; Linguistics</td>
<td>none listed</td>
<td>Dine College</td>
<td>Prepare Diné administrators for Diné schools</td>
<td>In person</td>
<td><a href="http://cdte.dinecollege.edu/nsap/usdepted.htm">http://cdte.dinecollege.edu/nsap/usdepted.htm</a></td>
</tr>
<tr>
<td>Master of Arts in Bilingual/ Multicultural Education</td>
<td>Masters Degree</td>
<td>Teacher Education</td>
<td>Department of Language, Reading &amp; Culture, College of Education</td>
<td>U Arizona</td>
<td>Theory, research and practice concerning bilingual/multicultural education &amp; strategies for</td>
<td>In person</td>
<td><a href="http://coe.arizona.edu/pages/deg_lrc/lrc_ma_bilingual.php">http://coe.arizona.edu/pages/deg_lrc/lrc_ma_bilingual.php</a></td>
</tr>
<tr>
<td>Master of Arts in Hawaiian Language &amp; Literature</td>
<td>Masters Degree</td>
<td>Aboriginal Languages, Literatures &amp; Linguistics</td>
<td>College of Hawaiian Language</td>
<td>U Hawaii at Hilo</td>
<td>none listed</td>
<td>In person</td>
<td><a href="http://www.uhh.hawaii.edu/academics/graduate/">http://www.uhh.hawaii.edu/academics/graduate/</a></td>
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<tr>
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<tr>
<td>Masters Degree in Hawaiian Language &amp; Literature</td>
<td>Masters Degree</td>
<td>Aboriginal Languages, Literatures &amp; Linguistics</td>
<td>College of Hawaiian Language</td>
<td>U Hawaii at Hilo</td>
<td>Program uses the large corpus of Hawaiian literature to promote the Hawaiian language</td>
<td>In person</td>
<td><a href="http://www.olelo.hawaii.edu/khuok/mhhma.php">http://www.olelo.hawaii.edu/khuok/mhhma.php</a></td>
</tr>
<tr>
<td>Masters Degree in Language Documentation &amp; Conservation</td>
<td>Masters Degree</td>
<td>Aboriginal Languages, Literatures &amp; Linguistics</td>
<td>Linguistics</td>
<td>U Hawaii Manoa</td>
<td>Theoretical, descriptive, anthropological, and practical approaches to the study of the Hawaiian language</td>
<td>In person</td>
<td><a href="http://www.ling.hawaii.edu/graduate/degreesandrequirements.html">http://www.ling.hawaii.edu/graduate/degreesandrequirements.html</a></td>
</tr>
<tr>
<td>Masters in Applied Linguistics</td>
<td>Masters Degree</td>
<td>Aboriginal Languages, Literatures &amp; Linguistics</td>
<td>Linguistics</td>
<td>U Alaska Fairbanks</td>
<td>Teacher training, including for Hawaiian language schools</td>
<td>In person</td>
<td><a href="http://www.uaf.edu/linguist/ma.html">http://www.uaf.edu/linguist/ma.html</a></td>
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<tr>
<td>Masters of Education in Teaching</td>
<td>Masters Degree</td>
<td>Teacher Education</td>
<td>College of Education</td>
<td>U Hawaii Manoa</td>
<td>M Ed program focusing on Bilingual education, resulting in K-12 State Bilingual endorsement</td>
<td>Off campus</td>
<td><a href="http://coe.arizona.edu/pages/deg_lrc/lrc_med.php">http://coe.arizona.edu/pages/deg_lrc/lrc_med.php</a></td>
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<tr>
<td>Masters of Education in Bilingual/ Bicultural Education</td>
<td>Masters of Education</td>
<td>Teacher Education</td>
<td>Department of Language, Reading &amp; Culture, College of Education</td>
<td>U Arizona</td>
<td>Teacher training, including for Hawaiian language schools</td>
<td>In person</td>
<td><a href="http://www.hawaii.edu/coe/departments/met/index.shtml">http://www.hawaii.edu/coe/departments/met/index.shtml</a></td>
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<tr>
<td>B Ed in Early Childhood and Elementary</td>
<td>Undergraduate Degree</td>
<td>Teacher Education</td>
<td>College of Education</td>
<td>U Hawaii Manoa</td>
<td>Aboriginal studies through teaching, research, and responsible community collaborations</td>
<td>In person</td>
<td><a href="http://www.hawaii.edu/coe/departments/ite/prog_bed_elem.shtml">http://www.hawaii.edu/coe/departments/ite/prog_bed_elem.shtml</a></td>
</tr>
<tr>
<td>BA in American Indian Studies</td>
<td>Undergraduate Degree</td>
<td>Aboriginal Languages, Literatures &amp; Linguistics</td>
<td>American Indian Studies</td>
<td>U Illinois Urbana-Champaign</td>
<td>Aboriginal studies through teaching, research, and responsible community collaborations</td>
<td>In person</td>
<td><a href="http://www.nah.uiuc.edu/ais.htm">http://www.nah.uiuc.edu/ais.htm</a></td>
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<tr>
<td>Program Name</td>
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<tr>
<td>BA in American Indian Studies</td>
<td>Undergraduate Degree</td>
<td>Aboriginal Languages, Literatures &amp; Linguistics</td>
<td>American Indian Studies</td>
<td>U South Dakota</td>
<td>Interdisciplinary Native Studies, including language</td>
<td>In person</td>
<td><a href="http://www.usd.edu/iais/major.cf">http://www.usd.edu/iais/major.cf</a></td>
</tr>
<tr>
<td>BA in Elementary Education</td>
<td>Undergraduate Degree</td>
<td>Aboriginal Languages, Literatures &amp;</td>
<td>none listed</td>
<td>Dine College</td>
<td>Program prepares Native language instructors or language specialists for schools</td>
<td>In person</td>
<td><a href="http://cdte.dinecollege.edu/elementedstudents.htm">http://cdte.dinecollege.edu/elementedstudents.htm</a></td>
</tr>
<tr>
<td>BA in Inupiaq or Yupik Eskimo</td>
<td>Undergraduate Degree</td>
<td>Aboriginal Languages, Literatures &amp; Linguistics</td>
<td>Alaska Native Languages</td>
<td>U Alaska Fairbanks</td>
<td>Program prepares Native language instructors or language specialists for schools</td>
<td>In person</td>
<td><a href="http://www.uaf.edu/catalog/current/programs/eskimo.html">http://www.uaf.edu/catalog/current/programs/eskimo.html</a></td>
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<tr>
<td>Undergraduate Degree in Hawaiian Studies</td>
<td>Undergraduate Degree</td>
<td>Aboriginal Languages, Literatures &amp; Linguistics</td>
<td>College of Hawaiian Language</td>
<td>U Hawaii at Hilo</td>
<td>Program incorporates language, culture &amp; history</td>
<td>In person</td>
<td><a href="http://www.olelo.hawaii.edu/khok/">http://www.olelo.hawaii.edu/khok/</a></td>
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<tr>
<td>Kahuawaiola Indigenous Teacher Education Program</td>
<td>Teaching Certificate</td>
<td>Teacher Education, Aboriginal Languages, Literatures &amp; Linguistics</td>
<td>College of Hawaiian Language</td>
<td>U Hawaii at Hilo</td>
<td>Program aims to prepare teachers to teach in Hawaiian medium schools</td>
<td>In person</td>
<td><a href="http://www.olelo.hawaii.edu/khok/mhhkahuawaiola.php">http://www.olelo.hawaii.edu/khok/mhhkahuawaiola.php</a></td>
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<tr>
<td>A. A. in Early Childhood Education</td>
<td>Undergraduate Associates Degree</td>
<td>Teacher Education</td>
<td>none listed</td>
<td>Dine College</td>
<td>Navajo language and culture as well as Non-Native content used to support</td>
<td>None listed</td>
<td><a href="http://cdte.dinecollege.edu/ecacourses.htm">http://cdte.dinecollege.edu/ecacourses.htm</a></td>
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<tr>
<td>A. A. in Elementary Education</td>
<td>Undergraduate Associates Degree</td>
<td>Teacher Education</td>
<td>none listed</td>
<td>Dine College</td>
<td>Navajo language and culture as well as Non-Native content used to support</td>
<td>None listed</td>
<td><a href="http://cdte.dinecollege.edu/elementedstudents.htm">http://cdte.dinecollege.edu/elementedstudents.htm</a></td>
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<tr>
<td>Associate of Applied Science in Ojibwe Language Instruction</td>
<td>Undergraduate Associates Degree</td>
<td>Teacher Education, Aboriginal Languages, Literatures &amp; Linguistics</td>
<td>Nishnaabemwin Language Instructor College</td>
<td>Bay Mills Community College</td>
<td>Promotes the preservation of Ojibwe language &amp; prepares students as language instructors</td>
<td>In person</td>
<td><a href="http://www.bmcc.org/ProgramsFaculty/associateprograms.html#oli">http://www.bmcc.org/ProgramsFaculty/associateprograms.html#oli</a></td>
</tr>
<tr>
<td>Certificate in Basic Hawaiian Culture</td>
<td>Undergraduate Certificate</td>
<td>Aboriginal Languages, Literatures &amp; Linguistics</td>
<td>College of Hawaiian Language</td>
<td>U Hawaii at Hilo</td>
<td>Undergraduate Certificate with options of language, culture, and history classes</td>
<td>In person</td>
<td><a href="http://www.olelo.hawaii.edu/khok/mhhpalapa/ala.php">http://www.olelo.hawaii.edu/khok/mhhpalapa/ala.php</a></td>
</tr>
<tr>
<td>Certificate in Languages of Hawaii &amp; the Pacific</td>
<td>Undergraduate Certificate</td>
<td>Aboriginal Languages, Literatures &amp; Linguistics</td>
<td>Linguistics</td>
<td>U Hawaii Manoa</td>
<td>Systematic study for students interested in the languages of Hawai'i and the Pacific</td>
<td>In person</td>
<td><a href="http://www.ling.hawaii.edu/undergraduate/certificates.html#paci">http://www.ling.hawaii.edu/undergraduate/certificates.html#paci</a></td>
</tr>
<tr>
<td>Certificate in Native Language Education</td>
<td>Undergraduate Certificate</td>
<td>Teacher Education, Aboriginal Languages, Literatures &amp; Linguistics</td>
<td>Alaska Native Languages</td>
<td>U Alaska Fairbanks</td>
<td>Trains teachers of Native language and culture, providing course work in</td>
<td>In person</td>
<td><a href="http://www.uaf.edu/anlc/classes.html">http://www.uaf.edu/anlc/classes.html</a></td>
</tr>
<tr>
<td>Dena'ina Language Institute</td>
<td>For-Credit courses</td>
<td>Aboriginal Languages, Literatures &amp; Linguistics</td>
<td>Alaska Native Languages</td>
<td>U Alaska Fairbanks, Kenai Peninsula College, Interior Athabascan Tribal College</td>
<td>Intensive summer language program open to anyone interested in learning and sharing Dena’ina language</td>
<td>In person</td>
<td><a href="http://www.uaf.edu/anlc/kenai.html">http://www.uaf.edu/anlc/kenai.html</a></td>
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<tr>
<td>Institute</td>
<td>For-Credit courses</td>
<td>Aboriginal Languages, Literatures &amp; Linguistics</td>
<td>Language Institute</td>
<td>U Oregon</td>
<td>aimed toward</td>
<td>In person</td>
<td><a href="http://www.uoregon.edu/~nwili/">http://www.uoregon.edu/~nwili/</a></td>
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<tr>
<td>American Indian Language Development Institute</td>
<td>For-Credit courses</td>
<td>Teacher Education, Aboriginal Languages, Literatures &amp; Linguistics</td>
<td>Department of Language, Reading &amp; Culture, College of Education</td>
<td>U Arizona</td>
<td>Four-week summer institute has been training Indigenous language teachers and activists since 1978.</td>
<td>In person</td>
<td><a href="http://www.u.arizona.edu/~aildi/">http://www.u.arizona.edu/~aildi/</a></td>
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<tr>
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<tr>
<td>Master of Indigenous Languages Education</td>
<td>Masters Degree</td>
<td>Teacher Education, Aboriginal Languages, Literature &amp; Linguistics</td>
<td>Indigenous Studies</td>
<td>U Sydney, Australia</td>
<td>Courses are for Indigenous educators who wish to develop their skills in Indigenous languages teaching. Prior teaching certification required</td>
<td>In person, Block classes available</td>
<td></td>
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<tr>
<td>Master of Linguistics in Language Endangerment Studies</td>
<td>Masters Degree</td>
<td>Aboriginal Languages, Literature &amp; Linguistics</td>
<td>Linguistics</td>
<td>Monash U, Australia</td>
<td>Explores languages, language acquisition and intercultural communication; no background in Linguistics necessary</td>
<td>Online</td>
<td></td>
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<tr>
<td>Masters in Applied Linguistics</td>
<td>Masters Degree</td>
<td>Language Education</td>
<td>Linguistics</td>
<td>U of New England, Australia</td>
<td>Designed to give students thorough theoretical and applied training in Language Endangerment Studies</td>
<td>In person, with community research project</td>
<td></td>
</tr>
<tr>
<td>Masters in Indigenous Studies</td>
<td>Masters Degree</td>
<td>Aboriginal Languages, Literature &amp; Linguistics</td>
<td>Te Tumu: Māori Pacific &amp; Indigenous Studies</td>
<td>U of Otago, New Zealand</td>
<td>Designed to give students thorough theoretical and applied training in Language Endangerment Studies</td>
<td>In person or Online</td>
<td></td>
</tr>
<tr>
<td>Masters in Maori Studies</td>
<td>Masters Degree</td>
<td>Indigenous studies</td>
<td>Te Kawa a Maui Maori Studies</td>
<td>U of Wellington, New Zealand</td>
<td>Designed to give students thorough theoretical and applied training in Language Endangerment Studies</td>
<td>In person</td>
<td></td>
</tr>
<tr>
<td>Masters of Maori Development- Language Specialisation</td>
<td>Masters Degree</td>
<td>Aboriginal Languages, Literature &amp; Linguistics</td>
<td>Applied Sciences</td>
<td>Auckland U of Technology, New Zealand</td>
<td>Allows suitably competent speakers of te reo Maori to participate in a multi-disciplinary programme of development, integrating research, management, business, communications &amp; technology</td>
<td>In person, with community research or Online</td>
<td></td>
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</table>

URLs:
- http://www.otago.ac.nz/te_tumu/degrees/mand/c.html
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<tr>
<th>Program Name</th>
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</thead>
<tbody>
<tr>
<td>Graduate Diploma in Maori Medium Teaching</td>
<td>Graduate Diploma</td>
<td>Teacher Education, Aboriginal Languages, Literatures &amp; Linguistics</td>
<td>Education</td>
<td>U Waikato, New Zealand</td>
<td>Provides an opportunity for teachers to broaden their knowledge in Māori medium teaching</td>
<td>In person</td>
<td><a href="http://edlinked.soe.waikato.ac.nz/programmes/index.php?prog_id=41">Link</a></td>
</tr>
<tr>
<td>Graduate Certificate in Indigenous Languages Education</td>
<td>Graduate Certificate</td>
<td>Teacher Education, Aboriginal Languages, Literatures &amp; Linguistics</td>
<td>Indigenous Studies</td>
<td>U Sydney, Australia</td>
<td>Courses are for indigenous educators who wish to develop their skills in indigenous languages teaching</td>
<td>In person, Block classes available</td>
<td><a href="http://www.lorri.ual.edu.au/indigenous/programs/indigenoustudies.php">Link</a></td>
</tr>
<tr>
<td>Graduate Certificate in Linguistics in Language Endangerment Studies</td>
<td>Graduate Certificate-1 year</td>
<td>Aboriginal Languages, Literatures &amp; Linguistics</td>
<td>Linguistics</td>
<td>Monash U, Australia</td>
<td>Designed to give students basic theoretical &amp; applied training in Language Endangerment studies</td>
<td>In person, Full or Part-Time</td>
<td>[Link](<a href="http://arts.men(at(=)ah.edu.au/linguistics/pilanguage:endangermentstudies.php)">http://arts.men(at(=)ah.edu.au/linguistics/pilanguage:endangermentstudies.php)</a></td>
</tr>
<tr>
<td>Graduate Diploma in Indigenous Languages Education</td>
<td>Graduate Diploma-1 year</td>
<td>Teacher Education, Aboriginal Languages, Literatures &amp; Linguistics</td>
<td>Indigenous Studies</td>
<td>U Sydney, Australia</td>
<td>Open to applicants with 2 years of teacher training or an equivalent course. Students study areas of Linguistics &amp; Languages Education</td>
<td>In person, Block classes available</td>
<td><a href="http://www.lorri.ual.edu.au/indigenous/programs/indigenoustudies.php">Link</a></td>
</tr>
<tr>
<td>Postgraduate Diploma in Linguistics in Language Endangerment Studies</td>
<td>Postgraduate Diploma-1 year</td>
<td>Aboriginal Languages, Literatures &amp; Linguistics</td>
<td>Linguistics</td>
<td>Monash U, Australia</td>
<td>Designed to give students basic theoretical &amp; applied training in Language Endangerment studies</td>
<td>In person, Full or Part-Time</td>
<td>[Link](<a href="http://arts.men(at(=)ah.edu.au/linguistics/pilanguage:endangermentstudies.php)">http://arts.men(at(=)ah.edu.au/linguistics/pilanguage:endangermentstudies.php)</a></td>
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<tr>
<td>BA in Maori Cultural Studies</td>
<td>Undergraduate Degree-3 years</td>
<td>Literatures &amp; Linguistics</td>
<td>Faculty of Arts</td>
<td>U Waikato, New Zealand</td>
<td>Interdisciplinary Indigenous Studies</td>
<td>In person</td>
<td><a href="http://www.waikato.ac.nz/enrol/undergrad/BA.shtml">Link</a></td>
</tr>
<tr>
<td>BA in Maori Language</td>
<td>Undergraduate Degree-3 years</td>
<td>Aboriginal Languages, Literatures &amp; Linguistics</td>
<td>Faculty of Arts</td>
<td>U Waikato, New Zealand</td>
<td>Maori language studies</td>
<td>In person</td>
<td><a href="http://www.waikato.ac.nz/enrol/undergrad/BA.shtml">Link</a></td>
</tr>
<tr>
<td>BA in Maori Language</td>
<td>Undergraduate Degree-3 years</td>
<td>Māori Studies</td>
<td>Te Kawa a Maui</td>
<td>U of Wellington, New Zealand</td>
<td>Competent in te reo encompassing oral &amp; written competency &amp; a sound grounding in the analysis of the language</td>
<td>In person</td>
<td><a href="http://www.victoria.ac.nz/maori/degrees/bachelor-arts.aspx">Link</a></td>
</tr>
<tr>
<td>BA in Maori Studies</td>
<td>Undergraduate Degree-3 years</td>
<td>Aboriginal Languages, Literatures &amp; Linguistics</td>
<td>Te Kawa a Maui</td>
<td>U of Wellington, New Zealand</td>
<td>Graduates will be competent speakers of the Māori language &amp; will have a well-rounded</td>
<td>In person</td>
<td><a href="http://www.victoria.ac.nz/maori/degrees/bachelor-arts.aspx">Link</a></td>
</tr>
<tr>
<td>BA in Teaching (Maori Language specialisation)</td>
<td>Undergraduate Degree</td>
<td>Teacher Education, Aboriginal Languages, Literatures &amp; Linguistics</td>
<td>Faculty of Arts</td>
<td>U Waikato, New Zealand</td>
<td>Prepares students for teaching in English language, bilingual (Māori &amp; English) &amp; total immersion (Māori) settings</td>
<td>In person</td>
<td><a href="http://edlinked.soe.waikato.ac.nz/programmes/index.php?prog_id=5">Link</a></td>
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<tr>
<td>Program Name</td>
<td>Program Level</td>
<td>Discipline</td>
<td>Department/ Faculty</td>
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<tr>
<td>Doctor of Applied Linguistics</td>
<td>Doctoral Degree</td>
<td>Language Education</td>
<td>Linguistics</td>
<td>MacQuarie U, Australia</td>
<td>Introduces students to the nature and development of language; prepares practitioners for work in language, and associated fields.</td>
<td>Doctoral Degree</td>
<td><a href="http://www.ling.mq.edu.au/">http://www.ling.mq.edu.au/</a></td>
</tr>
<tr>
<td>PhD in Maori Studies</td>
<td>Doctoral Degree</td>
<td>Aborigional Language, Literatures &amp; Linguistics</td>
<td>Te Tumu Maori &amp; Indigenous Studies</td>
<td>U of Otago, New Zealand</td>
<td>Degree is by thesis only, &amp; should demonstrate research that shows originality &amp; makes a significant contribution</td>
<td>PhD</td>
<td><a href="http://www.otago.ac.nz/degrees/phd/index.html">http://www.otago.ac.nz/degrees/phd/index.html</a></td>
</tr>
<tr>
<td>Diploma in Maori Language</td>
<td>Undergraduate</td>
<td>Aborigional Language, Literatures &amp; Linguistics</td>
<td>Te Tari Whakarongo o Māori</td>
<td>School of Maori Studies, University of Waikato, New Zealand</td>
<td>Includes an introduction to 'conversational' Maori.</td>
<td>Diploma</td>
<td><a href="http://www.mmiw.ac.nz/departments/te_tariwhakarongo/programmes.aspx">http://www.mmiw.ac.nz/departments/te_tariwhakarongo/programmes.aspx</a></td>
</tr>
<tr>
<td>Certificate in Maori Language</td>
<td>Undergraduate</td>
<td>Aborigional Language, Literatures &amp; Linguistics</td>
<td>Te Wananga o Aotearoa, New Zealand</td>
<td>U of Wellington, New Zealand</td>
<td>Increases knowledge of Te Reo Maori &amp; Taonga in order to develop fluency, may lead to Diploma.</td>
<td>Certificate</td>
<td><a href="http://www.otago.ac.nz/degrees/bachelor.html">http://www.otago.ac.nz/degrees/bachelor.html</a></td>
</tr>
<tr>
<td>PhD in Field Linguistics</td>
<td>Doctoral Degree</td>
<td>Aborigional Language, Literatures &amp; Linguistics</td>
<td>Department of Linguistics</td>
<td>School of African and Oriental Studies (SOAS), University of London, England</td>
<td>Specializes in the study of minority and endangered languages.</td>
<td>PhD</td>
<td><a href="http://www.mpi.org/hlp/index/">http://www.mpi.org/hlp/index/</a></td>
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7. Funding
### Funding Sources for Indigenous Language Revitalization Projects

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<tr>
<th>Country/Region</th>
<th>Name</th>
<th>Contact Information</th>
<th>Contact Person</th>
<th>Brief Description</th>
<th>Amounts Available</th>
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<tbody>
<tr>
<td>British Columbia</td>
<td>First Peoples’ Heritage, Language, and Culture Council - Language Program Funding</td>
<td>1A Boat Ramp Road, Brentwood Bay, BC, Canada, V8M 1N9&lt;br&gt;Phone: (250) 652-5952&lt;br&gt;Fax: (250) 652-5953&lt;br&gt;<a href="mailto:info@fphlcc.ca">info@fphlcc.ca</a>, <a href="mailto:deanna@fphlcc.ca">deanna@fphlcc.ca</a>&lt;br&gt;<a href="http://www.fphlcc.ca/language/language-toolkit/fphlcc-language-program-funding">http://www.fphlcc.ca/language/language-toolkit/fphlcc-language-program-funding</a></td>
<td>Xway’Waat (Deanna Daniels)</td>
<td>Provides current available funding for language programs as well as examples of successful proposals and approved projects for ideas and inspiration.</td>
<td>$12,000-$15,000&lt;br&gt;$15,000-$20,000 for language and culture camps; First Citizens’ Fund BC Language Initiative - $600,000/year</td>
</tr>
<tr>
<td>British Columbia</td>
<td>BC Association of Aboriginal Friendship Centres</td>
<td>200 - 506 Fort Street, Victoria, BC, Canada, V8W 1E6&lt;br&gt;Phone: (250) 388-5522; 1-800-990-2432&lt;br&gt;Fax: (250) 388-5502&lt;br&gt;<a href="mailto:info@bcaafc.com">info@bcaafc.com</a>&lt;br&gt;<a href="http://www.gov.bc.ca/arr/cultural/fcf/transportation.html">http://www.gov.bc.ca/arr/cultural/fcf/transportation.html</a></td>
<td>-</td>
<td>Elders’ Transportation Program provides financial assistance to Elders to travel to heritage, cultural and educational workshops and conferences.</td>
<td>-</td>
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<tr>
<td>British Columbia</td>
<td>New Relationship Trust - Culture and Language Programs</td>
<td>Suite 1008, 100 Park Royal South, West Vancouver, BC, Canada, V7T 1A2&lt;br&gt;Phone: (604) 925-3338, 1-877-922-3338&lt;br&gt;<a href="mailto:cfregin@nprt.ca">cfregin@nprt.ca</a>&lt;br&gt;<a href="mailto:lplante@nprt.ca">lplante@nprt.ca</a>&lt;br&gt;<a href="http://www.newrelationshiptrust.ca/programs">http://www.newrelationshiptrust.ca/programs</a></td>
<td>Cliff Fregin, Chief Executive Officer Lana Plante, Administrative Assistant</td>
<td>Programs designed to preserve our First Nations languages and increase the number of trained teachers of those languages.</td>
<td>-</td>
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<tr>
<td>British Columbia</td>
<td>Vancouver Foundation</td>
<td>Vancouver Foundation Suite 1200, 555 W. Hastings St., Box 12132, Harbour Centre, Vancouver, BC, Canada, V6B 4N6 Phone: (604) 688-2204 Fax: (604) 688-4170 <a href="mailto:trishp@vancouverfoundation.ca">trishp@vancouverfoundation.ca</a> <a href="http://www.vancouverfoundation.bc.ca">http://www.vancouverfoundation.bc.ca</a></td>
<td>Trish Pemberton</td>
<td>A foundation based in Vancouver devoted to helping British Columbian communities and non-profits. It provides grants promoting education, with a particular focus on Aboriginal Education. Eligible applicants include: Registered charities and qualified donees under the Income Tax Act; and First Nations that may be considered a public body performing a function of government.</td>
<td></td>
</tr>
<tr>
<td>British Columbia</td>
<td>Victoria Foundation</td>
<td>The Victoria Foundation #109 - 645 Fort Street, Victoria, BC, Canada, V8W 1G2 Phone: (250) 381-5532 Fax: (250) 480-1129 <a href="mailto:info@victoriafoundation.bc.ca">info@victoriafoundation.bc.ca</a> <a href="http://www.victoriafoundation.bc.ca">http://www.victoriafoundation.bc.ca</a> <a href="http://www.victoriafoundation.bc.ca/web/files/GUIDELINES%20FOR%20GRANT%20SEEKERS_0.pdf">http://www.victoriafoundation.bc.ca/web/files/GUIDELINES%20FOR%20GRANT%20SEEKERS_0.pdf</a></td>
<td></td>
<td>The Victoria Foundation supports a wide range of projects in fields such as Arts, Culture &amp; Heritage, and Education &amp; Literacy. The foundation grants to federally registered charities and qualified donees, as defined by the Income Tax Act of Canada. Organizations may also submit an expression of interest through a partnership with a registered charity. Most grants are applicable to the Greater Victoria area. Grants of all sizes will be considered. The average discretionary grant in 2008 was $11,988.</td>
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<tr>
<td>Region</td>
<td>Organization</td>
<td>Address</td>
<td>Details</td>
<td>Funding Sources</td>
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<tr>
<td>British Columbia</td>
<td>New Paths for Education</td>
<td>Suite 113 - 100 Park Royal South West Vancouver, BC V7T 1A2 Phone: (604) 925-6087 Fax: (604) 925-6097 Toll-Free: 1 (877) 422-3672 <a href="mailto:info@fnesc.ca">info@fnesc.ca</a></td>
<td>New Paths for Education (NPE) and Parental and Community Engagement (PCE) programs. Funds must be utilized for the activities outlined in your approved work plans and any changes must be filled on the Community Variation Form and approved by the FNESC Coordinator, Programs.</td>
<td>Unspecified</td>
<td></td>
</tr>
<tr>
<td>British Columbia</td>
<td>The Indian Studies Support Program</td>
<td>Phone: (604) 925-6087 <a href="http://www.fnesc.ca/issp/">http://www.fnesc.ca/issp/</a></td>
<td>The Indian Studies Support Program (ISSP) provides funding to promote access to quality First Nations Post-Secondary learning programs for First Nations learners. Any First Nations Band, Tribal Council, organization, or First Nations Post-secondary Institute located in British Columbia may apply for ISSP funding. The ISSP Committee reviews all funding applications, and makes recommendations to the Department of Indian Affairs about the allocation of ISSP funding.</td>
<td>Established: up to $175,000 University College Entrance Programs (UCEP): up to $70,000 Developmental Project: up to $20,000</td>
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<tr>
<td>Funding Sources</td>
<td>British Columbia Art Starts in Schools</td>
<td>British Columbia ArtsNow</td>
<td>Canada Canada Council for the Arts</td>
<td>Canada Community Foundations of Canada</td>
<td>Canada Canadian Heritage Aboriginal Languages Initiative</td>
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<tr>
<td><strong>Curriculum and Resources for First Nations Language Programs in BC First Nations Schools</strong></td>
<td>ArtStarts in Schools 808 Richards Street Vancouver BC  V6B 3A7 Phone: 1-888-878-7144 <a href="http://www.artstarts.com">http://www.artstarts.com</a></td>
<td>ArtsNow 400-1095 West Pender Street Vancouver, BC V6E 2M6 Phone: (604) 659-1400 <a href="mailto:Arts@2010LegaciesNow.com">Arts@2010LegaciesNow.com</a></td>
<td>Canada Council for the Arts 350 Albert St., Box 1047, Ottawa, ON, Canada, K1P 5V8 Phone: 1-800-263-5588; (613) 566-4414, ext. 5482 Fax: (613) 566-4410 <a href="http://www.canadacouncil.ca/grants/writing/iw127227332247343750.htm">http://www.canadacouncil.ca/grants/writing/iw127227332247343750.htm</a></td>
<td>Community Foundations of Canada 75 Albert St., Suite 301, Ottawa, ON, Canada, K1P 5E7 Phone: (613) 236-2664 Fax: (613) 236-1621 <a href="mailto:info@cfc-fcc.ca">info@cfc-fcc.ca</a> <a href="http://www.cfc-fcc.ca/about-cfs/grant-seekers.html">www.cfc-fcc.ca/about-cfs/grant-seekers.html</a></td>
<td>Aboriginal Affairs Branch Aboriginal Peoples’ Program Directorate Canadian Heritage 15 Eddy Street, 7th Floor Gatineau, QC, Canada, K1A 0M5 Phone: (819) 994-3835 Fax: (819) 953-2673</td>
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<tr>
<td>ArtStarts in Schools is a not-for-profit organization offering educators, artists, parents and students a broad range of programs, services and resources to promote arts and creativity among BC’s young people.</td>
<td></td>
<td>ArtsNow works to enhance the creative and administrative strength of organizations and communities throughout British Columbia through a series of contribution programs and direct activities, to create legacies of the Cultural Olympiad commencing in 2006 and the 2010 Olympic and Paralympic Winter Games.</td>
<td>Grants to Aboriginal writers, storytellers and publishers.</td>
<td>A national membership organization for Canada’s community foundations that provides links to foundations which offer grants for your community.</td>
<td>The Aboriginal Languages Initiative maintains and revitalizes Aboriginal languages for future generations by increasing the number of Aboriginal language speakers, by encouraging the transmission of these languages from generation to generation, and by Not specified, but the application gives figures of $50,000.</td>
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<tr>
<td>Country</td>
<td>Organization</td>
<td>Address</td>
<td>Website</td>
<td>Contact Person</td>
<td>Description</td>
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<tr>
<td>Canada</td>
<td>Social Sciences and Humanities Research Council – Community-University Research Alliance (CURA)</td>
<td>350 Albert Street, P.O. Box 1610 Ottawa, ON, Canada, K1P 6G4</td>
<td><a href="http://www.canadianheritage.gc.ca">Website</a></td>
<td>Gail Zboch Program Officer Strategic Programs and Joint Initiatives Division</td>
<td>Supports the creation of alliances between community organizations and postsecondary institutions which, through collaboration, will foster innovative research, training and the creation of new knowledge in areas of importance for the social, cultural or economic development of Canadian communities. Applications must be submitted jointly by one or more postsecondary institutions and one or more organizations from the community.</td>
</tr>
<tr>
<td>Canada</td>
<td>Anglican Church Healing Fund</td>
<td>Anglican Church of Canada, 80 Hayden St., Toronto, ON, Canada, M4Y 3G2</td>
<td><a href="http://www.anglican.ca">Website</a></td>
<td>Esther Wesley, Indigenous Healing Ellie Johnson, Director</td>
<td>Grants from the Anglican Church's Healing Fund are made and administered by the Healing Response Committee. The purpose of this work is to encourage and support Aboriginal people in creating a healing process that addresses the legacy of the Indian Residential School system.</td>
</tr>
<tr>
<td>Canada</td>
<td>The Primate's World Relief and Development Fund</td>
<td>80 Hayden Street Toronto, ON M4Y 3G2</td>
<td><a href="http://www.pch.gc.ca">Website</a></td>
<td></td>
<td>PWRDF is the Anglican Church of Canada’s agency for sustainable development, relief, and global justice. PWRDF has provided grants for language projects such as the</td>
</tr>
<tr>
<td>Country</td>
<td>Fund Type</td>
<td>Contact Information</td>
<td>Description</td>
<td>Amount</td>
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<tr>
<td>Canada</td>
<td>Gateway Fund</td>
<td>Fax: (416) 924-3483, <a href="mailto:pwrdf@pwrdf.org">pwrdf@pwrdf.org</a>, <a href="http://www.pwrdf.org">www.pwrdf.org</a></td>
<td>Nuu-chah-nulth Economic Development Corporation’s Language and Culture Initiative.</td>
<td>Up to $50,000</td>
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<td>Phone: 1-866-900-0001, <a href="mailto:ccop-pcce@pch.gc.ca">ccop-pcce@pch.gc.ca</a>, <a href="http://www.pch.gc.ca/pgm/pcce-ccop/pgm/gtwy-eng.cfm">http://www.pch.gc.ca/pgm/pcce-ccop/pgm/gtwy-eng.cfm</a></td>
<td>The Department of Canadian Heritage provides funding to projects that increase access to diverse Canadian cultural content online. Funding under the Gateway Fund is available to Canadian not-for-profit organizations or associations incorporated under Part II of the Canada Business Corporations Act or under corresponding provincial or territorial legislation, or a Aboriginal government.</td>
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<td>Funding Sources</td>
<td>USA</td>
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<td>Curriculum and Resources for First Nations Language Programs in BC First Nations Schools</td>
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<td><strong>Global</strong></td>
<td><strong>USA</strong></td>
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<td>The Endangered Language Fund</td>
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<td>Foundation for Endangered Languages</td>
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<tr>
<td>300 George Street, Suite 900 New Haven, CT, USA, 06511 Phone: (203) 865-6163 Fax: (203) 865-8963 <a href="mailto:elf@endangeredlanguagefund.org">elf@endangeredlanguagefund.org</a> <a href="http://www.endangeredlanguagefund.org">www.endangeredlanguagefund.org</a></td>
<td>104 South Fifth St., Philadelphia, PA, USA, 19106 Phone: (215) 440-3429 <a href="mailto:L.Musumeci@amphilsoc.org">L.Musumeci@amphilsoc.org</a> <a href="http://www.amphilsoc.org/grants/phillips.htm">http://www.amphilsoc.org/grants/phillips.htm</a></td>
<td>121 Prospect St., Bellingham, WA, USA, 98225 Phone: (360) 778-8930 Fax: (360) 778-8931 <a href="mailto:jgrant@cob.org">jgrant@cob.org</a> <a href="http://www.whatcommuseum.org/pages/info/info.htm">http://www.whatcommuseum.org/pages/info/info.htm</a></td>
<td>Genographic Legacy Fund c/o National Geographic Society 1145 17th Street NW Washington, DC, USA, 20036 Phone: (202) 857-7333 <a href="mailto:GenographicLegacy@ngs.org">GenographicLegacy@ngs.org</a> <a href="https://www3.nationalgeographic.com/genographic/legacy_fund.html">https://www3.nationalgeographic.com/genographic/legacy_fund.html</a></td>
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<tr>
<td>Provides grants for language maintenance and linguistic field work. The work most likely to be funded is that which serves both the native community and the field of linguistics.</td>
<td>Funding for language research.</td>
<td>Provides funds for community based documentation or materials development.</td>
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<tr>
<td>USA</td>
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<td>USA</td>
<td>Global</td>
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<td>The Hans Rausing Endangered Languages Project</td>
<td>The Hans Rausing Endangered Languages Project Grants</td>
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<tr>
<td>Thornhaugh St., Russell Square, London, United Kingdom, WC1H OXG Fax: +44 (0) 20 7898 4703 <a href="mailto:eldp@soas.ac.uk">eldp@soas.ac.uk</a> <a href="http://www.hrelp.org/aboutus/contactus/">http://www.hrelp.org/aboutus/contactus/</a></td>
<td>Thornhaugh St., Russell Square, London, United Kingdom, WC1H OXG Fax: +44 (0) 20 7898 4703 <a href="mailto:eldp@soas.ac.uk">eldp@soas.ac.uk</a> <a href="http://www.hrelp.org/aboutus/contactus/">http://www.hrelp.org/aboutus/contactus/</a></td>
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<td>Provides grants for language documentation, targeting languages that are extremely endangered.</td>
<td>Provides grants for language documentation, targeting languages that are extremely endangered.</td>
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<td>Up to $4,000 USD</td>
<td>$2,500-$3,500 USD</td>
<td>Up to $25,000 USD</td>
<td>Up to about $2,000</td>
<td>£1.4 million/year to an unspecified number of</td>
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<td>Up to $25,000 USD</td>
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<td><a href="http://www.hrelp.org/grants/">http://www.hrelp.org/grants/</a></td>
<td>applicants</td>
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**Scholarships and Bursaries**

- Aboriginal Student Awards – a resource PDF with awards, bursaries and scholarships for Aboriginal students at the University of Victoria. Also includes general scholarships and bursaries available to Aboriginal students throughout BC.

- Indian & Northern Affairs Canada – Bursary Search: online resource for Aboriginal students

- Aboriginal Multi-media Association – Aboriginal Scholarship / Bursary Guide
  [http://www.ammsa.com/ammsabursary.html](http://www.ammsa.com/ammsabursary.html)

- Aboriginal Learning Links – Financial Support
  [http://aboriginallearning.ca/resources/1/1](http://aboriginallearning.ca/resources/1/1)

- BC Awards
  [www.bcawardsonline.sd61.bc.ca/index.asp](http://www.bcawardsonline.sd61.bc.ca/index.asp)

- FastWeb Scholarship Search
  [www.fastweb.com](http://www.fastweb.com)

- Scholarships Canada
  [www.scholarshipscanada.com](http://www.scholarshipscanada.com)

- Student Awards
  [www.studentawards.com](http://www.studentawards.com)

<table>
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<tr>
<th>Country/Region</th>
<th>Name</th>
<th>Contact Information</th>
<th>Contact Person</th>
<th>Brief Description</th>
<th>Amounts Available</th>
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<td>Country</td>
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<td>Organization</td>
<td>Eligibility</td>
<td>Award Amount</td>
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<tr>
<td>Canada</td>
<td>The Scholarship for Aboriginal Canadians, National Union of Public and General Employees</td>
<td>National Union of Public and General Employees</td>
<td>Open to all Aboriginal Canadian students who plan to enter the first year of a Canadian public post-secondary education institution full-time and who are the children or foster children of a National Union of Public and General Employees member.</td>
<td>$1,500</td>
<td></td>
</tr>
<tr>
<td>Canada</td>
<td>Assembly of First Nations Heroes of Our Time Scholarships</td>
<td>Assembly of First Nations</td>
<td>First Nations students who have demonstrated academic ability and have shown commitment to extracurricular activities and who have completed at least one year of post-secondary education.</td>
<td>The Dr. Freda Ahenakew Award for Education, $2,000 and The Tommy Prince Award for Native Studies, $2,000</td>
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</tr>
<tr>
<td>Canada</td>
<td>Jim Bourque Scholarship / Arctic Institute of North America</td>
<td>Arctic Institute of North America</td>
<td>For Canadian Aboriginal students currently, or intending to enroll, in education, environmental studies, traditional knowledge, or telecommunication. There is no application form for this scholarship. Each applicant must submit, in 500 words or less, a description of their intended program of study and the reasons for their choice of program. Applicants are evaluated based on need, relevance of study, achievements, return of investment and overall presentation of the application.</td>
<td>$1,000</td>
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<tr>
<td>Country</td>
<td>Organization</td>
<td>Address</td>
<td>Phone</td>
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<td>Website</td>
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<tr>
<td>Canada</td>
<td>Foundation for the Advancement of Aboriginal Youth Canadian Council for Aboriginal Business</td>
<td>Canadian Council for Aboriginal Business 250 The Esplanade, Suite 204 Toronto, Ontario M5A 1J2</td>
<td>(416) 961-8663</td>
<td>(416) 961-3995</td>
<td><a href="http://www.ccab.com/faay/">http://www.ccab.com/faay/</a></td>
</tr>
<tr>
<td>Country</td>
<td>Organization</td>
<td>Address</td>
<td>Contact Details</td>
<td>Scholarships Provided</td>
<td>Amount</td>
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<tr>
<td>Canada</td>
<td>National Aboriginal Achievement Foundation</td>
<td>PO Box 759, 2160 Fourth Line Rd, Six Nations of the Grand River, Ohsweken, ON, N0A 1M0</td>
<td>Phone: (416) 926-0775, Fax: (416) 926-7554, <a href="mailto:reception@naaf.ca">reception@naaf.ca</a>, <a href="http://www.naaf.ca">http://www.naaf.ca</a></td>
<td>Scholarships for Aboriginal students.</td>
<td>Unspecified</td>
</tr>
<tr>
<td>Canada</td>
<td>RBC Aboriginal Student Awards</td>
<td>Royal Bank, 3-179 McDermot Ave, Winnipeg MB, R3B 0S1</td>
<td>Phone: 1-866-780-2188, <a href="mailto:aboriginalstudentawards@rbc.com">aboriginalstudentawards@rbc.com</a>, <a href="http://www.rbc.com/careers/aboriginal_student_awards.html">http://www.rbc.com/careers/aboriginal_student_awards.html</a></td>
<td>$4,000 / year</td>
<td></td>
</tr>
</tbody>
</table>
| British Columbia | New Relationship Trust - First Nations NRT Education Scholarship Program and Post-Secondary Student Employment Subsidy | Suite 1008 - 100 Park Royal South, West Vancouver BC, V7T 1A2 | Phone: (604) 925-3338, 1-877-922-3338, cfregin@nrtf.ca, lplante@nrtf.ca, http://www.newrelationshiptrust.ca/programs/education | Provides scholarship funding to First Nations students pursuing post-secondary education from a recognized institution; also provides support to First Nations governments and organizations to provide summer employment opportunities for First Nations students. | * 40 Undergraduate Scholarships of $5,000  
* 20 Masters degree Scholarships of $10,000  
* 10 Doctoral Scholarships of $20,000 |                        |
| British Columbia | The First Citizens Fund student bursary      | BC Association of Aboriginal Friendship Centres, 200 – 506 Fort Street, Victoria, BC, V8W 1E6 | Phone: (250) 388-5522, Fax: (250) 388-5502, www.bcaafc.com | This program provides financial assistance to Aboriginal students enrolled in post-secondary education. Aboriginal students that are ordinarily resident in British Columbia and are enrolled full-time in a program of study. | Determined by need. The maximum level of assistance is $700/year for Band or Tribal Council funded |                        |
### British Columbia

<table>
<thead>
<tr>
<th>Program</th>
<th>Description</th>
<th>Eligibility</th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
<td>Youth Educational Assistance Fund (YEAF)</td>
<td>Provides grants for former B.C. youth in care between 19 and 23 years of age.</td>
<td>For the 2008-09 program year (August 1 - July 31), the grant is $5,500.</td>
<td>$5,500 each</td>
</tr>
<tr>
<td>Irving K. Barber British Columbia Scholarship Fund – Transfer Scholarship</td>
<td>Helping students obtain degrees while studying closer to home longer and at less cost. Scholarships from this fund are available to students who choose to transfer from a public college, university college or institute in B.C. to another public post-secondary institution in B.C. to complete their degree.</td>
<td>$5,000 each</td>
<td>$5,000 each</td>
</tr>
<tr>
<td>Irving K. Barber British Columbia Scholarship Fund – Aboriginal Scholarship</td>
<td>The BC Aboriginal Student Award was established in 2008 as part of the Provincial Government's strategy to improve Aboriginal access and achievement. Its purpose is to support Aboriginal people in</td>
<td>$1,000 - $3,500</td>
<td>$1,000 - $3,500</td>
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<tr>
<td>Location</td>
<td>Scholarship Name</td>
<td>Institution</td>
<td>Description</td>
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</tr>
<tr>
<td>Vancouver, British Columbia</td>
<td>CANNON Memorial Bursary</td>
<td>UBC</td>
<td>Bursaries are awarded to Aboriginal students (Status or Non-status) who have completed at least one undergraduate year and are enrolled in the Faculty of Education. Recipients must have a good academic standing and need financial assistance.</td>
</tr>
<tr>
<td>Vancouver, British Columbia</td>
<td>Wilson DUFF Memorial Bursary</td>
<td>UBC</td>
<td>One or more bursaries are available to students in the field of Aboriginal history and culture. The award pays tribute to Professor Wilson Duff, who worked extensively with BC First Nations as Curator of Anthropology at the Provincial Museum, Victoria, as well as Professor of Anthropology at UBC. In making the award, preference is given to students of Aboriginal ancestry.</td>
</tr>
<tr>
<td>Vancouver, British Columbia</td>
<td>FIRST Nations House of Learning Bursary</td>
<td>UBC</td>
<td>Bursaries have been endowed for First Nations students in any program and year of study.</td>
</tr>
<tr>
<td>Location</td>
<td>Name and Description</td>
<td>UBC Student Financial Assistance &amp; Awards</td>
<td>Details</td>
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<td>-------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Vancouver, British Columbia</td>
<td>Mary and James FYFE-SMITH Memorial Bursary</td>
<td>Brock Hall 1036-1874</td>
<td>Through a bequest of the late Florence Fyfe-Smith, one of three bursaries go to students in the Faculty of Education.</td>
</tr>
<tr>
<td>Vancouver, British Columbia</td>
<td>Jessie MANNING Bursary for Native Indian Students</td>
<td>Brock Hall 1036-1874</td>
<td>A $600 bursary has been endowed by Mrs. V. Z. Manning to assist Aboriginal students. Preference is given to non-status Indians in the Native Indian Teacher Education program.</td>
</tr>
<tr>
<td>Vancouver, British Columbia</td>
<td>Clarence Ludwig MUSCLOW Bursary</td>
<td>Brock Hall 1036-1874</td>
<td>A bursary, endowed by the estate of Clarence Ludwig Musclow, is offered to a British Columbian First Nations student studying First Nations culture, history, language or any other topic which will help preserve the history and culture of First Nations people.</td>
</tr>
<tr>
<td>Vancouver, British Columbia</td>
<td>Alfred and Joan SCOW First Bursary</td>
<td>Brock Hall 1036-1874</td>
<td>Bursaries have been endowed</td>
</tr>
</tbody>
</table>
| British Columbia | Nations Bursary University of British Columbia | Enrollment Services  
Brock Hall 1036-1874  
East Mall, University of British Columbia,  
Vancouver, BC V6T 1Z2  
Phone: (604)-822-5111  
Fax: 604-822-6929  
awards.inquiry@ubc.ca  
http://students.ubc.ca/finance/ | by Judge Alfred and Joan Scow and the University of British Columbia for First Nations students in any year and program of study. |
| Vancouver, British Columbia | Shirley M. WONG Bursary in Education University of British Columbia | UBC Student Financial Assistance & Awards  
Enrollment Services  
Brock Hall 1036-1874  
East Mall, University of British Columbia,  
Vancouver, BC V6T 1Z2  
Phone: (604)-822-5111  
Fax: 604-822-6929  
awards.inquiry@ubc.ca  
http://students.ubc.ca/finance/ | The bursaries are awarded to Aboriginal students in the Faculty of Education who have achieved good academic standing and are in financial need. Multiple bursaries totaling $2,300 |
| Vancouver, British Columbia | Gladys C. CRAWFORD First Nations Bursary University of British Columbia | UBC Student Financial Assistance & Awards  
Enrollment Services  
Brock Hall 1036-1874  
East Mall, University of British Columbia,  
Vancouver, BC V6T 1Z2  
Phone: (604)-822-5111  
Fax: 604-822-6929  
awards.inquiry@ubc.ca  
http://students.ubc.ca/finance/ | Bursaries have been endowed through a bequest by Gladys Caroline Crawford for First Nations students in any year or faculty. Wherever possible, funding is distributed to students enrolled in a wide range of programs at the University. Unspecified |
| Vancouver, British Columbia | VANCOUVER Foundation First Nations Bursary University of British Columbia | UBC Student Financial Assistance & Awards  
Enrollment Services  
Brock Hall 1036-1874  
East Mall, University of British Columbia,  
Vancouver, BC V6T 1Z2  
Phone: (604)-822-5111  
Fax: 604-822-6929  
awards.inquiry@ubc.ca  
http://students.ubc.ca/finance/ | Bursaries totalling $4,000 are offered by the Vancouver Foundation to First Nations students from British Columbia. Bursaries totalling $4,000 |
<table>
<thead>
<tr>
<th>Location</th>
<th>Scholarship Name</th>
<th>Organization</th>
<th>Address</th>
<th>Phone</th>
<th>Fax</th>
<th>Website</th>
<th>Description</th>
<th>Amounts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Victoria, British Columbia</td>
<td>The University of Victoria Office of Indigenous Affairs Award</td>
<td>Aboriginal Education &amp; Community Connections</td>
<td>Ewing Building, Room 272</td>
<td>(250) 370-3299</td>
<td>(250) 370-3291</td>
<td><a href="#">Link</a></td>
<td>This award was established in 2009 by the University of Victoria Office of Indigenous Affairs, and is provided to an Aboriginal student transferring from the First Nations Community Studies/Indigenous Studies Program into an Aboriginal-specific program at the University of Victoria.</td>
<td>Unspecified</td>
</tr>
<tr>
<td>Victoria, British Columbia</td>
<td>M'Akola Housing Society Award Camosun College</td>
<td>Aboriginal Education &amp; Community Connections</td>
<td>Ewing Building, Room 272</td>
<td>(250) 370-3299</td>
<td>(250) 370-3291</td>
<td><a href="#">Link</a></td>
<td>This award, donated through the M'Akola Housing Society, helps support off-reserve students in financial need.</td>
<td>Unspecified</td>
</tr>
<tr>
<td>Victoria, British Columbia</td>
<td>Eulau Howard Memorial Award Camosun College</td>
<td>Aboriginal Education &amp; Community Connections</td>
<td>Ewing Building, Room 272</td>
<td>250-370-3299</td>
<td>250-370-3291</td>
<td><a href="#">Link</a></td>
<td>This award, donated by Art Howard, honours the memory of Eulau Howard and is for students who are generous with their community service.</td>
<td>Unspecified</td>
</tr>
<tr>
<td>Location</td>
<td>Award Name</td>
<td>Organization</td>
<td>Details</td>
<td>Contact Information</td>
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<tr>
<td>Victoria, British Columbia</td>
<td>Deld’alus Te Ten</td>
<td>Aboriginal Education &amp; Community Connections</td>
<td>The name of this award is SENCOTEN for &quot;the arms of mother&quot;. Recognizing the emotional and spiritual aspects of students’ lives, this award is for parents who have children living with them.</td>
<td>(250) 370-3299, (250) 370-3291, <a href="http://camosun.ca/services/fnes/awards.html">http://camosun.ca/services/fnes/awards.html</a></td>
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<tr>
<td>Victoria, British Columbia</td>
<td>Winona Wood Memorial Award</td>
<td>Aboriginal Education &amp; Community Connections</td>
<td>Available to women in any program who plan to become more self-sufficient as a result of their education.</td>
<td>(250) 370-3299, (250) 370-3291, <a href="http://camosun.ca/services/fnes/awards.html">http://camosun.ca/services/fnes/awards.html</a></td>
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<tr>
<td>Victoria, British Columbia</td>
<td>Métis Nation of BC Award</td>
<td>Aboriginal Education &amp; Community Connections</td>
<td>This award was established in 2007 by the Métis Nation BC (MNBC) and honours and helps support students who are members of MNBC and who have completed a minimum of two full-time semesters of study.</td>
<td>(250) 370-3299, (250) 370-3291, <a href="http://camosun.ca/services/fnes/awards.html">http://camosun.ca/services/fnes/awards.html</a></td>
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<tr>
<td>Victoria, British Columbia</td>
<td>Saanich Indian School Board Award</td>
<td>Aboriginal Education &amp; Community Connections</td>
<td>This award is provided by the Saanich Indian School Board. It honours students funded by the Saanich Indian School Board who are dedicated to helping their communities.</td>
<td>(250) 370-3299, (250) 370-3291, <a href="http://camosun.ca/services/fnes/awards.html">http://camosun.ca/services/fnes/awards.html</a></td>
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<tr>
<td>Location</td>
<td>Name of Award</td>
<td>Organization(s)</td>
<td>Address</td>
<td>Phone</td>
<td>Fax</td>
<td>Website</td>
<td>Description</td>
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<tr>
<td>Victoria, British Columbia</td>
<td>Saanich Peninsula Award for First Nations Women</td>
<td>Canadian Federation of University Women (CFUW) and Camosun College</td>
<td>Aboriginal Education &amp; Community Connections Lansdowne Campus Ewing Building, Room 272 Phone: (250) 370-3299 Fax: (250) 370-3291 <a href="http://camosun.ca/services/fnes/awards.html">http://camosun.ca/services/fnes/awards.html</a></td>
<td>This new award, established in 2009 by the Canadian Federation of University Women, benefits First Nations women enrolled in a degree, university transfer or professional studies program at Camosun. The goal of the award is to help support First Nations women as they move toward attaining university degrees and professional careers. Preference will be given to female students of the W̱SÁNEĆ Nation or other female First Nations students living on the Saanich Peninsula.</td>
<td>Unspecified</td>
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<tr>
<td>Victoria, British Columbia</td>
<td>Songhees Nation Affiliation Agreement Award</td>
<td>Aboriginal Education &amp; Community Connections Lansdowne Campus Ewing Building, Room 272 Tel: 250-370-3299 Fax: 250-370-3291 <a href="http://camosun.ca/services/fnes/awards.html">http://camosun.ca/services/fnes/awards.html</a></td>
<td>Recognizing the cultural requirement to acknowledge where we are, and in honour of the affiliation signed by Camosun College and the Songhees Nation, this award is for students who are funded by the Songhees Nation.</td>
<td>Unspecified</td>
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<tr>
<td>Victoria, British Columbia</td>
<td>Tsa Qwa Supp Award for Nuu-chah-nulth Students Camosun College</td>
<td>Aboriginal Education &amp; Community Connections Lansdowne Campus Ewing Building, Room 272 Tel: 250-370-3299 Fax: 250-370-3291 <a href="http://camosun.ca/services/fnes/awards.html">http://camosun.ca/services/fnes/awards.html</a></td>
<td>This award was established by the late Tsa Qwa Supp (Art Thompson). It honours and supports Nuu-chah-nulth students who are achieving well and dedicated to supporting their communities. Available to students who are descendents of one of the 15 Nuu-chah-nulth tribes, Pacheedaht, or Makah Nations who have completed a</td>
<td>Unspecified</td>
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<tr>
<td>Location</td>
<td>Prize Title</td>
<td>Program/Contact Information</td>
<td>Details</td>
<td>Contact Information</td>
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<tr>
<td>Victoria, British Columbia</td>
<td>Treasure Box Award in Memory of James Dick</td>
<td>Aboriginal Education &amp; Community Connections, Lansdowne Campus, Ewing Building, Room 272 Phone: (250) 370-3299 Fax: (250) 370-3291 <a href="http://camosun.ca/services/fnes/awards.html">http://camosun.ca/services/fnes/awards.html</a></td>
<td>Recognizing the spiritual and cultural aspects of students' lives, this award is for students who are culturally knowledgeable and generous with that knowledge. This award is in memory of Jim Dick who, along with his wife Del, was a provider of teachings to Aboriginal Education &amp; Community Connections.</td>
<td>Unspecified</td>
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<tr>
<td>Prince George, British Columbia</td>
<td>Daphne Anderson Memorial Prize</td>
<td>Awards &amp; Financial Aid, University of Northern British Columbia, 3333 University Way Prince George, BC V2N 4Z9 Phone: (250) 960-6319 Fax: (250) 960-5604 <a href="http://www.unbc.ca/calendar/undergraduate/financial_aid/">http://www.unbc.ca/calendar/undergraduate/financial_aid/</a></td>
<td>Available upon application or nomination to individuals or groups who have contributed to the well being of one of the First Nations languages within the UNBC region. This prize will be based on individual achievement, community activities, and/or published studies or curriculum materials that contribute to a First Nations language’s well being.</td>
<td>Unspecified</td>
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<tr>
<td>Institution</td>
<td>Scholarship Name</td>
<td>University</td>
<td>Description</td>
<td>Award Amount</td>
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<tr>
<td>Prince George, British Columbia</td>
<td>McCarthy Tetrault Annual Scholarship</td>
<td>University of Northern British Columbia</td>
<td>McCarthy Tetrault has established this annual scholarship to recognize and congratulate those First Nations students who are enrolled in the Northern Advancement Program and are committed to obtaining a university degree.</td>
<td>$1,000</td>
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<tr>
<td>Prince George, British Columbia</td>
<td>R.R. Smith Bursary in Education</td>
<td>University of Northern British Columbia</td>
<td>This award is for teachers in training who maintain academic proficiency and demonstrate financial need. Available to a full-time undergraduate student enrolled in the Bachelor of Education Program at UNBC.</td>
<td>$500</td>
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<tr>
<td>Prince George, British Columbia</td>
<td>Talisman Energy Scholarship for Aboriginal Students</td>
<td>University of Northern British Columbia</td>
<td>Available to a full or part time undergraduate Aboriginal student. First preference will be given to a resident of British Columbia, Alberta or Saskatchewan.</td>
<td>Two awards of $1,000</td>
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<tr>
<td>Prince George, British Columbia</td>
<td>Marion and Lawrence deGrace Scholarship</td>
<td>University of Northern British Columbia</td>
<td>Available to a full-time student who is a resident of northern British Columbia. The recipient will be enrolled in the Bachelor of Education program.</td>
<td>$1,000</td>
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<tr>
<td>Prince George, British Columbia</td>
<td>UNBC Merit Awards</td>
<td>University of Northern British Columbia</td>
<td>Available to full-time students commencing a course of studies at UNBC for the first time. Criteria: Academic proficiency. UNBC Merit Awards are stand-alone awards, and will not be awarded to recipients of other academic awards of equal or greater value.</td>
<td>Gloria Benazic</td>
<td>E-mail: <a href="mailto:gloria@unbc.ca">gloria@unbc.ca</a></td>
<td>Multiple awards of $1,100</td>
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<tr>
<td>Prince George, British Columbia</td>
<td>Can West Global Communications Scholarship</td>
<td>University of Northern British Columbia</td>
<td>Available to a full-time student with a declared major in northern-specific social science programs (Anthropology, Economics, First Nations Studies, History, International Studies, Northern Studies, Political Science, Women's Studies, Psychology). Preference will be given to First Nations Students and students expressing interest in careers, or pursuing further studies in broadcasting or electronic communications.</td>
<td>Gloria Benazic</td>
<td>E-mail: <a href="mailto:gloria@unbc.ca">gloria@unbc.ca</a></td>
<td>$2,500</td>
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</tr>
</tbody>
</table>

Awards & Financial Aid
University of Northern British Columbia
3333 University Way
Prince George, BC   V2N 4Z9
Phone: (250) 960-6319
Fax: (250) 960-5604
http://www.unbc.ca/calendar/undergraduate/financial_aid/
<p>| Prince George, British Columbia | Celena John Bursary University of Northern British Columbia | Awards &amp; Financial Aid University of Northern British Columbia 3333 University Way Prince George, BC V2N 4Z9 Phone: (250) 960-6319 Fax: (250) 960-5604 <a href="http://www.unbc.ca/calendar/undergraduate/financial_aid/">http://www.unbc.ca/calendar/undergraduate/financial_aid/</a> | Gloria Benazic E-mail: <a href="mailto:gloria@unbc.ca">gloria@unbc.ca</a> | This bursary is intended for students that are pursuing their studies with a view to addressing social justice for Aboriginal people. Available to a full or part-time student, with preference to full-time aboriginal and/or Carrier students. | $1,000 |
| Prince George, British Columbia | Mary E. Affleck Memorial Award University of Northern British Columbia | Awards &amp; Financial Aid University of Northern British Columbia 3333 University Way Prince George, BC V2N 4Z9 Phone: (250) 960-6319 Fax: (250) 960-5604 <a href="http://www.unbc.ca/calendar/undergraduate/financial_aid/">http://www.unbc.ca/calendar/undergraduate/financial_aid/</a> | Gloria Benazic E-mail: <a href="mailto:gloria@unbc.ca">gloria@unbc.ca</a> | Available to a full-time female undergraduate student who is working towards a degree in teaching or library science | $2,000 |
| Kamloops, British Columbia | Anne &amp; Henry Wyse Memorial Scholarship, Thompson Rivers University | Thompson Rivers University Financial Aid and Awards 900 McGill Road Box 3010 Kamloops, BC V2C 5N3 Phone: 250-828-5024 Fax: 250-371-5668 <a href="mailto:finaid@tru.ca">finaid@tru.ca</a> <a href="http://www.tru.ca/finaid/awards.html">http://www.tru.ca/finaid/awards.html</a> | | Income awarded annually to a student in the Bachelor of Education program who has completed year one. | Unspecified |
| Kamloops, British Columbia | Dallaire Family Award Thompson Rivers University | Thompson Rivers University Financial Aid and Awards 900 McGill Road Box 3010 Kamloops, BC V2C 5N3 Phone: 250-828-5024 Fax: 250-371-5668 <a href="mailto:finaid@tru.ca">finaid@tru.ca</a> <a href="http://www.tru.ca/finaid/awards.html">http://www.tru.ca/finaid/awards.html</a> | | Awarded annually to a student in the Bachelor of Education program who demonstrates financial need. Preference to a student who is enrolled in a 200 level French course. | $500 |</p>
<table>
<thead>
<tr>
<th>Location</th>
<th>Scholarship Name</th>
<th>Institution</th>
<th>Award Details</th>
<th>Contact Information</th>
</tr>
</thead>
</table>
| Kamloops, British Columbia | Bruce Roberts Bachelor of Education Endowment                                    | Thompson Rivers University                  | Awarded annually to a second year Bachelor of Education student that has demonstrated high academic achievement in the first year of study. Quality of practical experience in Year 1 will be a major consideration. Preference given to students who have completed some type of volunteer work in the community prior to and during the Bachelor of Education program. | fainaid@tru.ca  
http://www.tru.ca/fainaid/awards.html |
| Kamloops, British Columbia | The Debbie and Kevin Krueger Award                                                | Thompson Rivers University                  | Awarded annually to a student in the Bachelor of Education program who demonstrates financial need.                                                                                                           | fainaid@tru.ca  
http://www.tru.ca/fainaid/awards.html |
| Kamloops, British Columbia | Delta Kappa Gamma Society International, Alpha Province Bursary                   | Thompson Rivers University                  | An annual award to a female student in the education program who demonstrates financial need.                                                                                                               | fainaid@tru.ca  
http://www.tru.ca/fainaid/awards.html |
<table>
<thead>
<tr>
<th>Kamloops, British Columbia</th>
<th>Scholarships and Bursaries</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ed &amp; Gladys Eberlein Award</strong>, Thompson Rivers University</td>
<td>Thompson Rivers University Financial Aid and Awards 900 McGill Road Box 3010 Kamloops, BC V2C 5N3 Phone: 250-828-5024 Fax: 250-371-5668 <a href="mailto:finaid@tru.ca">finaid@tru.ca</a> <a href="http://www.tru.ca/finaid/awards.html">http://www.tru.ca/finaid/awards.html</a></td>
</tr>
<tr>
<td><strong>Elizabeth A. Owen Award</strong>, Thompson Rivers University</td>
<td>Thompson Rivers University Financial Aid and Awards 900 McGill Road Box 3010 Kamloops, BC V2C 5N3 Phone: 250-828-5024 Fax: 250-371-5668 <a href="mailto:finaid@tru.ca">finaid@tru.ca</a> <a href="http://www.tru.ca/finaid/awards.html">http://www.tru.ca/finaid/awards.html</a></td>
</tr>
<tr>
<td><strong>Kathryn McNaughton Scholarship</strong>, Thompson Rivers University</td>
<td>Thompson Rivers University Financial Aid and Awards 900 McGill Road Box 3010 Kamloops, BC V2C 5N3 Phone: 250-828-5024 Fax: 250-371-5668 <a href="mailto:finaid@tru.ca">finaid@tru.ca</a> <a href="http://www.tru.ca/finaid/awards.html">http://www.tru.ca/finaid/awards.html</a></td>
</tr>
<tr>
<td><strong>Margaret H. King Memorial Award</strong>, Thompson Rivers University</td>
<td>Thompson Rivers University Financial Aid and Awards 900 McGill Road Box 3010 Kamloops, BC V2C 5N3 Phone: 250-828-5024 Fax: 250-371-5668 <a href="mailto:finaid@tru.ca">finaid@tru.ca</a> <a href="http://www.tru.ca/finaid/awards.html">http://www.tru.ca/finaid/awards.html</a></td>
</tr>
<tr>
<td>Location</td>
<td>Program/Award</td>
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<tr>
<td>Kamloops, British Columbia</td>
<td>P.E.O. Chapter AC Memorial Award</td>
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<tr>
<td>Kamloops, British Columbia</td>
<td>R. R. Smith Award in Education</td>
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<td>Thompson Rivers University</td>
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<tr>
<td>Kamloops, British Columbia</td>
<td>Retired Teachers’ Bursary</td>
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<td>Thompson Rivers University</td>
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<tr>
<td>Kamloops, British Columbia</td>
<td>TRU Bachelor of Education Faculty Award</td>
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<td>Location</td>
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<tr>
<td>Prince George, British Columbia</td>
<td>Janet Peters Memorial Endowment Bursaries</td>
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<td>Prince George, British Columbia</td>
<td>Janet Peters Memorial Endowment Scholarship</td>
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<td>Burns Lake, British Columbia</td>
<td>George D. Brown Memorial Endowment Bursaries</td>
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<td>Burnaby, British Columbia</td>
<td>Aboriginal Entrance Award Simon Fraser University</td>
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<td>Vancouver Island, British Columbia</td>
<td>BMO Bank of Montreal Awards for BC Aboriginal Students Vancouver Island University</td>
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<tr>
<td>Vancouver Island, British Columbia</td>
<td>Annette De Roux Memorial Award Vancouver Island University</td>
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<tr>
<td>Vancouver Island, British Columbia</td>
<td>Charlotte Ramsay Memorial Award Vancouver Island University</td>
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<tr>
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<tr>
<td><strong>Dennis Alphonse Memorial Award</strong></td>
<td><strong>$500</strong></td>
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<tr>
<td><strong>Elizabeth Newham Award</strong></td>
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<td>Vancouver Island University</td>
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<tr>
<td><strong>Huu-ay-aht / Chatwin Award for Huu-ay-aht Students</strong></td>
<td><strong>$1,000</strong></td>
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<tr>
<td>Vancouver Island University</td>
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</tr>
<tr>
<td><strong>Island Scallops - K'omoks First Nation Education Fund</strong></td>
<td><strong>$750</strong></td>
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<td>Location</td>
<td>Fund/Program/Details</td>
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<td>Island Scallops - Qualicum First Nation Education Fund</td>
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<td>Vancouver Island, British Columbia</td>
<td>Snaw-naw-as / Chatwin Award for Snaw-naw-as Students, $1,000</td>
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<tr>
<td>Vancouver Island, British Columbia</td>
<td>Uchucklesaht / Chatwin Award for Uchucklesaht Students</td>
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<td>Ucluelet First Nations / Chatwin Award for Ucluelet</td>
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<td>Columbia</td>
<td>Students</td>
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<td>Financial Aid &amp; Awards</td>
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<tr>
<td></td>
<td>Building 200</td>
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<tr>
<td></td>
<td>900 Fifth Street</td>
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<tr>
<td></td>
<td>Nanaimo, BC, Canada V9R 5S5</td>
</tr>
<tr>
<td></td>
<td>Phone: 1-888-920-2221</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:FinancialAidInfo@viu.ca">FinancialAidInfo@viu.ca</a></td>
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<tr>
<td>Vancouver Island, British</td>
<td>VIU Chancellor's Entrance Scholarships for Aboriginal</td>
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<tr>
<td>Columbia</td>
<td>Students</td>
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<td>Financial Aid &amp; Awards</td>
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<td>Phone: 1-888-920-2221</td>
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<td><a href="mailto:FinancialAidInfo@viu.ca">FinancialAidInfo@viu.ca</a></td>
</tr>
<tr>
<td>Curriculum and Resources for First Nations Language Programs in BC First Nations Schools</td>
<td>Scholarships and Bursaries</td>
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<tr>
<td><strong>Vancouver Island, British Columbia</strong></td>
<td><strong>Annie May Beck Education Awards</strong> &lt;br&gt; Vancouver Island University</td>
</tr>
<tr>
<td>Financial Aid &amp; Awards &lt;br&gt; Building 200 &lt;br&gt; 900 Fifth Street &lt;br&gt; Nanaimo, BC, Canada V9R 5S5 &lt;br&gt; Phone: 1-888-920-2221 &lt;br&gt; <a href="mailto:FinancialAidInfo@viu.ca">FinancialAidInfo@viu.ca</a> &lt;br&gt; <a href="http://www.viu.ca/calendar/GeneralInformation/FinancialAid/index.asp">http://www.viu.ca/calendar/GeneralInformation/FinancialAid/index.asp</a></td>
<td>Available to students enrolled in the Bachelor of Education program; preference will be given to graduates of School District #68 (Nanaimo). 3 awards of $1,000 each</td>
</tr>
<tr>
<td><strong>Dean's Academic Scholarship</strong> &lt;br&gt; Vancouver Island University</td>
<td><strong>Jennie Hrushowy Award</strong> &lt;br&gt; Vancouver Island University</td>
</tr>
<tr>
<td>Financial Aid &amp; Awards &lt;br&gt; Building 200 &lt;br&gt; 900 Fifth Street &lt;br&gt; Nanaimo, BC, Canada V9R 5S5 &lt;br&gt; Phone: 1-888-920-2221 &lt;br&gt; <a href="mailto:FinancialAidInfo@viu.ca">FinancialAidInfo@viu.ca</a> &lt;br&gt; <a href="http://www.viu.ca/calendar/GeneralInformation/FinancialAid/index.asp">http://www.viu.ca/calendar/GeneralInformation/FinancialAid/index.asp</a></td>
<td>Available to students entering year 3 of the Bachelor of Education program, based on academic achievement, community involvement, and demonstrated financial need $1,500</td>
</tr>
<tr>
<td><strong>Jean Whittaker Memorial Award</strong> &lt;br&gt; Vancouver Island University</td>
<td><strong>Jennie Hrushowy Award</strong> &lt;br&gt; Vancouver Island University</td>
</tr>
<tr>
<td>Financial Aid &amp; Awards &lt;br&gt; Building 200 &lt;br&gt; 900 Fifth Street &lt;br&gt; Nanaimo, BC, Canada V9R 5S5 &lt;br&gt; Phone: 1-888-920-2221 &lt;br&gt; <a href="mailto:FinancialAidInfo@viu.ca">FinancialAidInfo@viu.ca</a> &lt;br&gt; <a href="http://www.viu.ca/calendar/GeneralInformation/FinancialAid/index.asp">http://www.viu.ca/calendar/GeneralInformation/FinancialAid/index.asp</a></td>
<td>Available to mature students who have spent some time in the workforce and are enrolled in, or enrolling in the Education program; based on academic excellence and financial need. 1 award of $500</td>
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<tr>
<td>Location</td>
<td>Organization</td>
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<tr>
<td>Vancouver Island, British Columbia</td>
<td>Irene Shoop Memorial Awards</td>
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<tr>
<td>Vancouver Island, British Columbia</td>
<td>Helga Bonkowski Education Awards</td>
</tr>
<tr>
<td>Vancouver Island, British Columbia</td>
<td>Zonta Club of Nanaimo Bursary</td>
</tr>
</tbody>
</table>

Vancouver Island, British Columbia

Irene Shoop Memorial Awards
Vancouver Island University

Financial Aid & Awards
Building 200
900 Fifth Street
Nanaimo, BC, Canada V9R 5S5
Phone: 1-888-920-2221
FinancialAidInfo@viu.ca

Available to Canadian Citizens and graduates of School District #68, who are entering their final year of study in Bachelor of Education or Bachelor of Science in Nursing at VIU. The award will recognize students who demonstrate both commitment and compassion.

3 awards of $1,000 each

Helga Bonkowski Education Awards
Vancouver Island University

Financial Aid & Awards
Building 200
900 Fifth Street
Nanaimo, BC, Canada V9R 5S5
Phone: 1-888-920-2221
FinancialAidInfo@viu.ca

Available to students returning to fourth year of the Bachelor of Education program, whose objective is to teach in the primary grades (years K-4); for academic achievement, instructor recommendation and financial need.

2 awards of $600 each

Zonta Club of Nanaimo Bursary
Vancouver Island University

Financial Aid & Awards
Building 200
900 Fifth Street
Nanaimo, BC, Canada V9R 5S5
Phone: 1-888-920-2221
FinancialAidInfo@viu.ca

For financial need and academic achievement; available to female students enrolled in Science, Education, or Women's Studies at the Nanaimo Campus, who will be returning to VIU in the Fall semester.

$200
<table>
<thead>
<tr>
<th>Location</th>
<th>Program</th>
<th>Address</th>
<th>Contact Details</th>
<th>Eligibility</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vancouver Island, British Columbia</td>
<td>RR Smith Bursary in Education</td>
<td>Financial Aid &amp; Awards Building 200</td>
<td>Phone: 1-888-920-2221</td>
<td>For deserving students in good standing in the Bachelor of Education or Post Baccalaureate programs.</td>
<td>$500</td>
</tr>
<tr>
<td>Pat &amp; Les Dickason Teacher Education Bursary</td>
<td></td>
<td>Financial Aid &amp; Awards Building 200</td>
<td>Phone: 1-888-920-2221</td>
<td>For satisfactory academic standing and financial need; available to students entering final year of the Teacher Education program at VIU.</td>
<td>$400</td>
</tr>
<tr>
<td>Dr. Grace Elliott Nielsen Bursary</td>
<td></td>
<td>Financial Aid &amp; Awards Building 200</td>
<td>Phone: 1-888-920-2221</td>
<td>Available to First Nations students currently enrolled in first year of a university program, and who are not able to access First Nations Community funding.</td>
<td>$500</td>
</tr>
<tr>
<td>Entrance Awards Nicola Valley Institute of Technology</td>
<td></td>
<td>Merritt Campus: Financial Aid &amp; Awards Office</td>
<td>Phone: (250) 378-3334</td>
<td>Entrance awards.</td>
<td>Twenty-six $1,000 entrance awards</td>
</tr>
<tr>
<td>Vancouver / Merritt, British Columbia</td>
<td></td>
<td>Merritt Campus: Financial Aid &amp; Awards Office</td>
<td>Phone: (250) 378-3334</td>
<td></td>
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<tr>
<td>Location</td>
<td>Award Name</td>
<td>NVIT Contact</td>
<td>Award Description</td>
<td>Amount</td>
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<tr>
<td>Vancouver / Merritt, British Columbia</td>
<td>Community Award Nicola Valley Institute of Technology</td>
<td>Merritt Campus: Jaime Grismer <a href="mailto:jgrismer@nvit.bc.ca">jgrismer@nvit.bc.ca</a></td>
<td>NVIT will sponsor an award for a student from each community (Band, First Nation, etc.) that sponsors three or more students at NVIT. Students must be attending either the Merritt or Burnaby campuses of NVIT and be enrolled in a minimum 60% course load in both semesters.</td>
<td>Unspecified</td>
<td></td>
</tr>
<tr>
<td>Vancouver / Merritt, British Columbia</td>
<td>Catherine and George Ahdemar Memorial Award Nicola Valley Institute of Technology</td>
<td>Merrit Campus: Jaime Grismer <a href="mailto:jgrismer@nvit.bc.ca">jgrismer@nvit.bc.ca</a></td>
<td>One First Year Academic and Indigenous Studies Scholarship in recognition of citizenship</td>
<td>$150</td>
<td></td>
</tr>
</tbody>
</table>
### Crossroads Interior Elders Society Award

**Nicola Valley Institute of Technology**

- **Merritt Campus:** Financial Aid & Awards Office
  - 4155 Belshaw Street
  - Merritt, BC, V1K 1R1
  - Phone: (250) 378-3334
  - Fax: (250) 378-3332
  - Toll Free: 1-877-682-3300

- **Vancouver Campus:** Financial Aid & Awards Office
  - 200-4355 Mathissi Place
  - Burnaby BC V5G 4S8
  - Tel: 604-602-3410
  - [http://www.nvit.bc.ca/services/finaid/awards/index_new.htm](http://www.nvit.bc.ca/services/finaid/awards/index_new.htm)

- **Merritt Campus:** Jaime Grismer
  - jgrismer@nvit.bc.ca

- **Vancouver Campus:** Jessica Jarrette
  - jjarrette@nvit.bc.ca

Awarded to a student who has shown initiative and hard work in their studies.

**Value:** $200

### Nicola Tribal Association Award

**Nicola Valley Institute of Technology**

- **Merritt Campus:** Financial Aid & Awards Office
  - 4155 Belshaw Street
  - Merritt, BC, V1K 1R1
  - Phone: (250) 378-3334
  - Fax: (250) 378-3332
  - Toll Free: 1-877-682-3300

- **Vancouver Campus:** Financial Aid & Awards Office
  - 200-4355 Mathissi Place
  - Burnaby BC V5G 4S8
  - Tel: 604-602-3410
  - [http://www.nvit.bc.ca/services/finaid/awards/index_new.htm](http://www.nvit.bc.ca/services/finaid/awards/index_new.htm)

- **Merritt Campus:** Jaime Grismer
  - jgrismer@nvit.bc.ca

- **Vancouver Campus:** Jessica Jarrette
  - jjarrette@nvit.bc.ca

1st or 2nd year Indigenous/Academic Studies, highest GPA for year.

**Value:** $300

### Aboriginal Student Multi-Purpose Fund

**Oil and Gas Industry and Northern Lights College**

- **Northern Lights College:**
  - 11401 - 8th Street
  - Dawson Creek, BC Canada V1G 4G2
  - Phone: (250) 782-5251
  - Toll Free: 1-866-463-6652
  - Fax: (250) 782-5233
  - appinfo@nlc.bc.ca
  - [http://www.nlcf.lnc.ca/public.award.php](http://www.nlcf.lnc.ca/public.award.php)

This award is made available through donations from the oil and gas industry. Awarded to an Aboriginal student in financial need who must indicate in application the particular service, item, or opportunity that this award will be used for in attaining the student's educational goal.

**Value varies**
<p>| Northern British Columbia | Conoco Phillips Canada Award (Aboriginal) | Northern Lights College 11401 - 8th Street Dawson Creek, BC Canada V1G 4G2 Phone: (250) 782-5251 Toll Free: 1-866-463-6652 Fax: (250) 782-5233 <a href="mailto:appinfo@nlc.bc.ca">appinfo@nlc.bc.ca</a> <a href="http://www.nlc.bc.ca/public.award.php">http://www.nlc.bc.ca/public.award.php</a> | This award is sponsored by Conoco Phillips Canada. Award Criteria: * Aboriginal student * Successful in his/her program (i.e. achieving a C+ or better) * Resident of northeastern BC * Demonstrates a commitment to completing or bettering his/her education * Actively involved with his/her community | $565 |
| Northern British Columbia | Dominion Energy Canada Ltd. Award (Aboriginal) | Northern Lights College 11401 - 8th Street Dawson Creek, BC Canada V1G 4G2 Phone: (250) 782-5251 Toll Free: 1-866-463-6652 Fax: (250) 782-5233 <a href="mailto:appinfo@nlc.bc.ca">appinfo@nlc.bc.ca</a> <a href="http://www.nlc.bc.ca/public.award.php">http://www.nlc.bc.ca/public.award.php</a> | Eligibility Criteria: * Aboriginal student * Good academic record (C+ or higher average) * Actively involved in the community in a way that assists the community to function and develop * Able to provide an indication of future education and career intentions | $320 |
| Northern British Columbia | Eh-Cho-Dene Enterprises Award | Northern Lights College 11401 - 8th Street Dawson Creek, BC Canada V1G 4G2 Phone: (250) 782-5251 Toll Free: 1-866-463-6652 Fax: (250) 782-5233 <a href="mailto:appinfo@nlc.bc.ca">appinfo@nlc.bc.ca</a> <a href="http://www.nlc.bc.ca/public.award.php">http://www.nlc.bc.ca/public.award.php</a> | Eligibility Criteria: * First Nations student studying at the Fort Nelson campus * Good academic record * Commitment to the First Nations Community | $125 |
| Northern British Columbia | Jack and Clarice Baker Award | Northern Lights College, 11401 - 8th St. Dawson Creek, BC Canada V1G 4G2 Phone: (250) 782-5251 Toll Free: 1-866-463-6652 | Eligibility Criteria: * Aboriginal student * Enrolled full-time * High academic achievement | $100 |</p>
<table>
<thead>
<tr>
<th>Organization</th>
<th>Location</th>
<th>Address</th>
<th>Phone</th>
<th>Toll Free</th>
<th>Fax: (250) 782-5233</th>
<th>Email</th>
<th>Website</th>
<th>Eligibility Criteria</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Northland Insurance Services Award</td>
<td>Northern Lights College</td>
<td>11401 - 8th Street</td>
<td>(250) 782-5251</td>
<td>1-866-463-6652</td>
<td>Fax: (250) 782-5233</td>
<td><a href="mailto:appinfo@nlc.bc.ca">appinfo@nlc.bc.ca</a></td>
<td><a href="http://www.nlc.bc.ca/public.award.php">http://www.nlc.bc.ca/public.award.php</a></td>
<td>*University Transfer or Alaska Highway Consortium on Teacher Education</td>
<td>$500</td>
</tr>
<tr>
<td>Talisman Aboriginal Entrance Award</td>
<td>Northern Lights College</td>
<td>11401 - 8th Street</td>
<td>(250) 782-5251</td>
<td>1-866-463-6652</td>
<td>Fax: (250) 782-5233</td>
<td><a href="mailto:appinfo@nlc.bc.ca">appinfo@nlc.bc.ca</a></td>
<td><a href="http://www.nlc.bc.ca/public.award.php">http://www.nlc.bc.ca/public.award.php</a></td>
<td>*Aboriginal student *Enrolled full-time in any program at Northern Lights College *Preference given to students from Northeast BC bands or First Nations *Indicates on application how award will benefit his/her educational goals</td>
<td>Two awards of $2,500 each</td>
</tr>
</tbody>
</table>
UVic External Awards List

Aboriginal Student Awards

Aboriginal Canada Portal Website

A resource website that has a search engine. Type “scholarships” and you will get direct links to over 400 websites that offer funding opportunities.

Web: www.aboriginalcanada.gc.ca/acp/site.nsf/en-frames/index.html

Aboriginal Learning Links

Scholarships, Grants and Bursaries listed. Web: www.aboriginallearning.ca

Aboriginal Nurses Association of Canada

Various awards for aboriginal students listed.

Further Information: Aboriginal Nurses Association of Canada
56 Sparks Street – Suite 502
Ottawa, ON K1P 5A9
Tel: (613) 724-4677 Toll Free: 1-866-724-3049
Fax: (613) 724-4718
E-mail: information@anac.on.ca
Web: www.anac.on.ca/scholarships.html

Aboriginal Scholarship/Bursary Guide

AMMSA- Aboriginal Multi-Media Society provides a listing of Aboriginal scholarships and bursaries.
Web: www.ammsa.com/ammsabursary.html
Aboriginal Veteran's Memorial Scholarship Trust Fund

This scholarship fund is available to all Aboriginal post-secondary education students who are or will be enrolled in a post-secondary program of two years or more. Preference may be given to descendants of Aboriginal veterans.

Apply to:
National Aboriginal Achievement Foundation
PO Box 769
2160 Fourth Line
Ohsweken, ON N0A 1M0
Tel: (416)926-0775 Toll Free: 1-800-329-9780
Fax: (416) 926-7554
E-mail: education@naaf.ca
Web: www.naaf.ca/html/education_program_e.html

Helen Basset Commemorative Student Scholarships

Four awards of $1,000 are available to Aboriginal women of First Nations/Métis descent. To be eligible for the award, you must be pursuing post-secondary studies, or just completing your studies, be under 31 years of age and have demonstrated a commitment to bettering the socio-economic, legal and/or cultural status of Aboriginal women. The application deadline is July 28th.

Apply to:
Youth Intervener c/o
Native Women's Association of Canada
1292 Wellington Street
Ottawa, ON K1Y 3A9
Toll Free: 1-800-461-3033 Ext. 230
Fax: (613) 722-7687
E-mail: youth@nwac-hq.org
Web: www.nwac-hq.org/en/youthscholars.html

BC Aboriginal Student Award

BC Aboriginal Student Awards (BCASA) support gaining access to post-secondary education. Applicants must apply for an initial BCASA award before the second year of any eligible program of study. Awards of $1000 - $3500 are available to Aboriginal students enrolled in postsecondary studies of at least nine weeks long.

Application for this award includes: a brief history and outline of education and career goals; supporting evidence of Aboriginal ancestry from an individual, a band or a recognized Aboriginal organization; evidence of community service either Aboriginal or other; proof of acceptance into an eligible program of study; and evidence of financial need (optional)
Application and documentation due no later than May 15th.

Apply to: Irving K. Barber British Columbia Scholarship Society
c/o The Victoria Foundation
#109 – 645 Fort St.
Victoria, BC  V8W 1G2
Phone: (250) 381-5532  Fax: (250) 480-1129
E-mail: info@bcscholarship.ca
Web: www.bcscholarship.ca

BC ACADRE Aboriginal Health Research Awards & Fellowships

These awards are available to students attending a post-secondary institution in British Columbia and enrolled in health science programs and/or undertaking Aboriginal health related research in the province of British Columbia. Students of Aboriginal ancestry are strongly urged to apply.

NOTE: An annual call for Applications for the Awards and Fellowships is released every fall. This document will be posted on the website at that time. *Please note that the types and numbers of awards may vary each year.

Types of Health Research Awards & Fellowships
The following Aboriginal Health Research Awards & Fellowships are offered by the BC ACADRE. (NOTE: the numbers and amounts of the awards may vary depending upon eligible applications.)

1. Undergraduate Student - Health Research Awards
Up to 5 research awards in the amount of up to $4,048.00 each will be given to students enrolled in health science programs. Applicants must identify a faculty mentor who is willing to supervise their work on the faculty member’s Aboriginal health research project.

2. Master’s Student - Health Research Fellowships
Up to 6 research fellowships in the amount of up to $16,000.00 each (per annum) will be given to students enrolled in health science programs and/or who are conducting research about Aboriginal health. Applicants must indicate their research interests and demonstrate how their program of study addresses Aboriginal health research.

3. PhD Student - Health Research Fellowships
Up to 3 research fellowships in the amount of up to $19,030.00 each (per annum) will be given to students enrolled in health science professional degree programs and/or who are conducting Aboriginal health research. Meritorious candidates may receive an award for a total of 3 years. Applicants must indicate their research interests and demonstrate how their program of study addresses Aboriginal health
research.

4. Post Doctoral Fellowship, New Investigator and Investigator Awards for Aboriginal Faculty
Subject to availability of funds, postdoctoral fellowships or new-investigator grants are made available to students that are identified in a competition.

An applicant will be considered to be meritorious if the following criteria are met: 1. substantial progress in program, 2. continued support from community, and 3. recommendation of supervisor.

Contact: B.C. Aboriginal Capacity and Research Development Environment
Institute for Aboriginal Health
#400-2194 Health Sciences Mall
Instructional Resource Centre
Vancouver, B.C. Canada V6T 1Z3
Tel (604) 827-5464
Toll Free Number 1.866.880.5464 | Fax (604) 822-6612
Email: lindaday@interchange.ubc.ca
Web: www.health-disciplines.ubc.ca/iah/acadre/site_files/capacity/awards_fellowships.htm

BC Hydro - Aboriginal Peoples

Eight $1,000 scholarships are offered to individuals who are status/non-status Indians, Inuit or Métis and are residents of B.C. and who plan to enroll in a full-time public post-secondary institution in B.C. or who are attending a full-time public post-secondary institution in B.C. in any field of study. In addition, one student will be honoured with the $2,000 Randy Brant Memorial Scholarship based on a combination of academic achievement and outstanding community involvement. No essay is required. Application deadline is April 3rd.

Apply to: Aboriginal Scholarship Program
B.C.Hydro Outreach Programs - Scholarships
16th Floor, 333 Dunsmuir Street
Vancouver, BC V68 5R3
Tel:(604) 623-3617
Web: www.bchydro.com/scholarships

BC Ministry of Community, Aboriginal & Women’s Services - First Citizen's Fund

The First Citizens Fund Student Bursary Program provides financial assistance to Aboriginal students enrolled in post-secondary education programs. Students of Aboriginal ancestry who are ordinarily resident in British Columbia and registered full-time in a post-secondary program of two or more years duration can apply. Students must demonstrate financial need and maintain a minimum 2.5 GPA (grade point average) or C+ grade equivalent in order to qualify. The program supports undergraduate and graduate students in degree programs, and students in two-year diploma or certificate programs. Bursaries are also available to students with disabilities who may need a longer period of time to
complete their education. Please contact the BC Association of Aboriginal Friendship Centres or visit their website for application details. Application deadline is May 27th.

Apply to: BC Association of Aboriginal Friendship Centres
200 - 506 Fort Street
Victoria, BC V8W 1E6
Tel: 250 388-5522 or Toll-Free 1-800-990-2432
Fax: 250 388-5502
Email: info@bcaafc.com
Website: www.gov.bc.ca/arr/prgs/fcfund/families.htm#bursary

BCR Group of Companies Scholarships and Bursaries Awards

Seven scholarships of $1000 each and five of $500 are offered. These awards are given to Aboriginal students who are ordinarily residents of British Columbia, and who have successfully completed the first year of a full-time post-secondary education in a discipline relevant to a broad range of B.C. Rail’s neighboring First Nations. Scholarship recipients are selected based on academic standing, as well as evidence of a balanced lifestyle, excellent communication skills and innovation. The level of interest in a BCR Group of Companies career and financial need is also considered. Application deadline is the first Friday in December.

Apply to: BCR Group of Companies
Aboriginal Relations
c/o Leonie Rivers - Community Liaison
P.O. Box 8770
Vancouver, BC V6B 4X6

Calverly Estate Scholarship Fund

Scholarships in the amounts of $300 and $500 will be awarded to non-status Aboriginal applicants who have been BC residents for the last six months and are active members of the United Native Nations local in their area (or be active in their individual community toward the betterment of Aboriginal peoples). Submit application form with school transcript, a letter of recommendation (from UNN Local President, Chief, Council, Band Manager, school counselor, teacher or principal), a personal profile, a letter stating career goals, personal traits/characteristics and involvement with UNN.

The grant will be made bi-annually the 2nd week of December and the 2nd week of August.

Apply to: United Native Nations
110-425 Carrall Street
Vancouver, BC V6B 6E3
CHCI Scholarship and Bursary Programs

Bursaries are available to assist students of Aboriginal ancestry who wish to pursue educational opportunities leading to careers in health professions. Candidates must be Canadian citizens of Aboriginal ancestry who have resided in British Columbia for the last 12 months. Candidates must demonstrate financial need and be acceptable for enrolment in a professional health careers program. A professional health careers program is a post-secondary program in a federally recognized college or university that provides a degree or diploma qualifying graduates for employment in an accredited health career professions, such as medicine, nursing, dentistry, health administration or traditional medicine.

The application deadline is June 16th.

Apply to: First Nations Chiefs' Health Committee
#620-100 Park Royal South
West Vancouver, BC V7T 1A2
Tel: (604) 913-2080 Ext.27 or 1-866-913-0033
Fax: (604) 980-2081
Email: tfrasert@fnchc.ca
Web: www.fnchc.ca/healthcareers.html#scholarship

Chief Joe Matthias BC Aboriginal Scholarship Fund

In order to be eligible a student must be a member of a BC First Nation; show financial need and demonstrable merit; be a current student of a post-secondary institution working towards a degree, certificate or diploma.

Apply to: Chief Joe Matthias British Columbia Aboriginal Scholarship Fund
c/o P.O. Box 49279
2800-1055 Dunsmuir Street
Vancouver, BC V7X 1P4
Tel: (604) 640-4921 (Melissa Arnell) Email marnell@deloitte.ca
Web: www.nuuchahnulth.org/educ/scholarshiplist.htm

CN Aboriginal Awards

Awarded under Aboriginal Achievement Awards
Department of Justice Canada: Financial Assistance

The LSAP program is a bursary program for legal studies available to Métis and Non-Status Indian students. The program is designed to promote equitable representation of Aboriginal people in the legal profession by providing financial assistance to those who wish to enter and to those currently enrolled in a law school program in Canada.

To be considered for bursary under the LSAP Program, an applicant must:

• Be Métis or Non-Status Indian of Canadian citizenship, living in Canada, who has applied to a Canadian law school;

• Attest to Métis or Non-Status Indian ancestry by signing the declaration in the application form;

• Demonstrate financial need by providing financial information on income or other assistance received and expenses as required in the application form; and,

• Demonstrate that they possess the ability to succeed in law school by providing the necessary documentation as identified in the application.

Application deadline is June 15th.

Apply to: The Legal Studies for Aboriginal People Program
Department of Justice Canada
Programs Branch
284 Wellington Street, EMB - 6th floor
Ottawa, Ontario K1A 0H8
Tel: 1-888-606-5111 (Local calls: 941-0388)
E-mail: LSAP06@justice.gc.ca
Web: canada.justice.gc.ca

First Citizens Fund - Student Bursary Program

The First Citizens Fund Student Bursary Program provides financial assistance to Aboriginal students enrolled in post-secondary education programs. Students of Aboriginal ancestry who are ordinarily resident in British Columbia and registered full-time in a post-secondary program of two or more years duration can apply.

Students must demonstrate financial need and maintain a minimum 2.5 GPA (grade point average) or C+ grade equivalent in order to qualify. The program supports undergraduate and graduate students in degree programs, and students in two-year diploma or certificate programs.

Bursaries are also available to students with disabilities who may need a longer period of time to
complete their education.

Contact ;
BC Association of Aboriginal Friendship Centres
3200 – 506 Fort Street
Victoria, BC  v8W 1E6
Tel: (250) 388-5522   Fax: (250) 388-5502
Web: www.bcaafc.com/

First Nations Education Steering Committee

Web: www.fnesc.ca/other/search.php?q=publications

First Nations Health Careers Bursary Program

First Nations Health Careers Bursary Program offers several awards up to a maximum of $2,500 to First Nations students residing in British Columbia who are enrolled in health care programs in recognized postsecondary educational facilities or training centres. The amount of the bursary is determined by need. Application deadline is September 30th.

Apply to:
First Nations Health Careers Bursary
Native Education Centre
285 5th Ave. East
Vancouver BC V5T 1H2
Tel: (604) 873-3761   Fax: (604) 873-9152

Foundation for the Advancement of Aboriginal Youth (FAAY)

FAAY is the scholarship program operated by the Canadian Council for Aboriginal Business (CCAB). Corporate sponsors who support FAAY will award over $225,000 in scholarships and bursaries to Aboriginals (Status, Non-Status, Metis and Inuit). To qualify for a scholarship, students must be enrolled in a Canadian university, college or technical institute. There is no age restriction for post-secondary students.

Scholarships and bursaries are awarded on a national basis and are based on specific criteria, including contributions to the community, academic performance, career goals plus leadership-role model qualities.

Application deadline is October 14th.
GE Foundation Scholar-Leaders Program in Canada

The GE Foundation seeks to increase access to higher education by identifying and recognizing up to 15 accomplished first-year undergraduate students from universities across Canada who are pursuing degrees in the fields of engineering and business/management and are a member of one of the following groups: Aboriginal peoples*, persons with disabilities** and women in engineering programs.

Why Apply?

- A $4000 per year scholarship for the 2nd, 3rd, and 4th years of your undergraduate program
- An opportunity to be mentored by a business leader at GE in Canada
- Inclusion in GE Foundation Scholar-Leaders activities, including a specially designed summer leadership seminar at GE Canada in Mississauga, Ontario
- Participation in community development projects

Application deadline is February 28th

Apply: GE Foundation Scholar-Leaders Program in Canada
Institute of International Education
809 United Nations Plaza
New York, NY 10017
USA

Email: gefslp-canada@iie.org
Phone: 1-800-486-0308
Fax: 1-212-984-5393

Web:www.iie.org/Template.cfm?Section=Programs_Portal&Template=/Activity/ActivityDisplay.cfm&activityid=408
Gitxsan Health Society Bursary

A one-time bursary award available to a post secondary student who is of Gitxsan ancestry who is currently studying in a recognized post secondary institution in a health field. Please submit: a completed application form, current proof of attendance, current transcripts of your study, two letters of reference from non-family members, a personal profile, and an essay (see application form for guidelines).

Application form is available at post secondary institutions, band offices and health stations of: Gitanmaax, Kispiox, Glen Vowell and at the office of Gitxsan Health Society in Hazelton.

The completed application along with all required back-up documentation must be received by Gitxsan Health Society Office by April 30th.

Apply to: Gitxsan Health Society
P.O. Box 223
Hazelton, BC V0J 1Y0
Tel: (250) 842-5165 or 1-800-663-9935
Fax: (250) 842-0079 or (250) 842-5587
E-mail: herthaholland@gitxsan.net

Health Sciences Association of B.C. Aboriginal Bursary Award

One bursary of $500. This bursary is open to Aboriginal students who are continuing or proceeding in any HSA field leading to a recognized certificate, degree or diploma at any college, university or other post-secondary educational institution. Primary consideration is given to residents of British Columbia attending a Canadian post-secondary educational institution. The bursary is based on a combination of scholastic merit, financial need and commitment to pursuing education in a HAS-related field. Previous scholarship or bursary winners are ineligible. The application deadline is late February.

Apply to: Health Sciences Association of B.C. Office
Suite 300 - 5118 Joyce Street
Vancouver, BC V5R 4H1
Tel: (604) 439-0994 Toll Free: 1-800-663-2017
Fax: (604) 439-0976 Toll Free: 1-800-663-6119
Web: www.hsabc.org
Heroes of Our Time Award

Eight awards of $2000 provided to Aboriginal students in need of financial assistance who have completed at least one year in a post-secondary education field of Criminology, Native Studies, Social Work, Political Science, Medicine, Law, Education and Science has demonstrated exceptional academic abilities, and has been involved in and shown commitment to extra-curricular/volunteer activities. Application deadline is June 1st.

Apply to: Heroes of Our Time Awards
Attn: Selection Committee
1 Nicholas Street - #1002
Ottawa, ON K1N 7B7
Tel: (613) 241-6789  Fax: (613) 241-5808
Web: www.afn.ca/ (Look under News)

Elizabeth Hill Chee-Meegwetch Endowment Fund

Funds are available to enhance the education and professional development of First Nations social work students at the University of Victoria. The School of Social Work First Nations Circle administers this fund.

Application deadline is November 30th.

Apply to: Elizabeth Chee-Meegwetch Endowment Fund
School of Social Work
Human and Social Development Building, Room B302
University of Victoria
Victoria, BC V8W 2Y2

Husky Oil Education Awards for Native People

There are up to 7 awards in the amount of $3,000 each for Aboriginal students who are Canadian citizens. They should show financial need and demonstrate a serious interest in furthering their educational and career development. Preference will be given to applicants whose residence is located on or near one of Husky’s exploration, development or operation sites, and who are pursuing a career in the oil and gas industry. Application deadline is May 31st each year.

Apply to: Aboriginal Relations
Husky Oil Operations Ltd
PO Box 6525, Station D
Calgary, AB T2P 3G7
Tel: (403) 298-6780
Imperial Oil Limited – Aboriginal Scholarship Award

Four scholarships ranging from $3,500 to $4,500 awards are available to Aboriginal students enrolled in full-time, petroleum industry related studies and have financial need. Your grades will be considered. You must have been living in B.C., Alberta, Saskatchewan, the Yukon or the Northwest Territories for 12 months before applying. Application deadline is June 15th.

Apply to: Administrator
Aboriginal Scholarship Awards Program
Imperial Oil
237 Fourth Avenue SW
P.O. Box 2480, Station M
Calgary, AB T2P 3M9
Tel: (403) 237-4444 Fax: (403) 237-2593
Web: www.imperialoil.ca/Canada-English/HomePage.asp

Indian and Northern Affairs Canada

The purpose of the Aboriginal Bursary System is to provide Aboriginal students with a valuable tool to facilitate their pursuit of post-secondary studies. These awards are made available by various organizations and institutions. Bursary awards may be searched by region, discipline, providers or key words.

To apply for bursaries the organizations that are awarding them must be contacted. Contact information is provided on the web site.


Pam Koczapska Memorial Award

The Pam Koczapska Memorial Award of up to $1000 will honour students planning a career in education or in any professional field that will benefit the Upper Sto:lo people.

Preference is given to Sto:lo students and then to First Nations students who have lived in the Sto:lo area between Langley and Yale for at least 24 months. Selection is based on personal qualities, volunteer work, marks and financial need. Application deadline is May 1st.
KPMG LLP First Nations and Aboriginal Students Awards Program

Five awards of $1500 will be made available to individuals who are:

- A Canadian citizen and status or non-status First Nations or Metis, Innu or Inuit
- Registered in or already attending a Canadian postsecondary educational institution
- Pursuing a career in business, accounting, political science, economics, law or First Nation financial administration

Apply to: KPMG LLP Chartered Accountants
400 – 177 Victoria Street
Prince George, BV V2L 5R8
Tel: (250) 563-7151 Fax: (250) 563-5693
Web: www.kpmg.ca/en

Legal Studies for Aboriginal People Grants and Scholarships Program

The LSAP program is a bursary program for legal studies available to Métis and Non-Status Indians students. The program is designed to promote equitable representation of Aboriginal people in the legal profession by providing financial assistance to those who wish to enter and to those currently enrolled in a law school program in Canada.

To be considered for bursary under the LSAP Program, an applicant must:

- Be Métis or Non-Status Indian of Canadian citizenship, living in Canada, who has applied to a Canadian law school;
- Attest to Métis or Non-Status Indian ancestry by signing the declaration in the application form;
- Demonstrate financial need by providing financial information on income or other assistance received and expenses as required in the application form; and,
- Demonstrate that they possess the ability to succeed in law school by providing the necessary documentation as identified in the application.

Application deadline is June 15th.
Apply to: Department of Justice Canada
Programs Branch
284 Wellington Street, EMB - 6th floor
Ottawa, Ontario K1A 0H8
Tel: 1-888-606-5111 (Local calls: 941-0388)
E-mail: LSAP@justice.gc.ca

MBSS Scholarship Inventory Listing
Web: www.mbaker.com/scholarships/scholarship_inventory.pdf

Mungo Martin Memorial Award

Ten to fifteen awards of $200 to $500 are given annually to full-time First Nations, Inuit and Metis students.

This award helps Aboriginal students pursue painting, carving, music, dance, folklore or language studies that further their artistic heritage. Students must be living in BC and be enrolled in an accredited post-secondary school. They must submit two references and an official transcript with their application. The application deadline is August 1st.

Apply to: President, Mungo Martin Memorial Awards Society
Box 883
Qualicum Beach, BC V9K 1T2
Tel: (250) 752-8785 Fax: (250) 752-3076
Web: www.ammsa.com/ammsabursary.html

Bill and Elsie More First Nations Bursary

A number of bursaries up to $500 are available. Applicant must be a First Nations (status or non-status) post-secondary student. Preference is given to students who have completed part of their program of study. Applicant must document financial need.

Awards are usually made at the beginning of October. Preference will be given to applicants in the helping professions such as: education, social sciences, nursing/medicine, law and theology. Students should submit a letter of self-description, expressing their sincerity and interest in accomplishing their educational goal plus demonstrated financial need.
Apply to:    Arthur J. More, PHD
            ECPS, University of BC
            c/o 5611 Woods Ave.
            Summerland, BC    V0H 1Z9
            E-mail: art.more@ubc.ca
            Tel & Fax: (250) 494-0307

**Much Music Aboriginal Youth Scholarship**

This $5000 scholarship created in partnership with the AYN (Aboriginal Youth Network) will be awarded to the individual who best demonstrates skill, talent, excellence and enthusiasm in pursuing a future in the broadcast industry. The competition is open to all Aboriginal Canadians under 29. Application deadline is November 30th.

Payment will be made directly toward tuition at the winner’s post-secondary education institution.

Apply to:    AYN c/o Nechi Institute
            Box 34007
            Kingsway PO
            Edmonton, AB    T5G 3G4
            Web: [www.muchmusic.com/mays](http://www.muchmusic.com/mays)

**NAAF – National Aboriginal Achievement Foundation**

NAAF is a nationally registered charity with a mandate to provide financial support to First Nations, Inuit and Metis individuals who are pursuing education and professional development.

- **Aboriginal Health Careers Bursary & Scholarship Awards**

  Students are eligible if they are pursuing accredited health studies leading to employment in the health professions and have demonstrated the potential for academic success. Fields of study include medicine, nursing, dentistry, biology, chemistry, physiotherapy, pharmacy, clinical psychology, laboratory research and technology and any other health field in which a study of the hard sciences is a prerequisite.

  Eligible programs of study include certificate programs, undergraduate, professional and graduate degree programs of at least two academic years at accredited Canadian colleges and universities, CEGEPs and technical institutes. Study outside of Canada is considered for support at graduate level.
• **Fine Arts Bursary Awards**
Eligible fields of study are all areas related to the visual, performing, media, graphic and literary arts.

Eligible programs of study include fine arts degree programs, advanced training and professional development. Internships are also eligible for funding assistance provided the student has received formal instruction in the internship field, prior to the internship itself.

• **Post-Secondary Education Awards Program**
To be eligible, students must be enrolled as a full-time student at the post-secondary level in a program of study that is a minimum of two academic years - at an accredited university, college or CEGEP and pursuing a certificate, diploma or a degree

Eligible fields of study include business, science, law, engineering, information technology, technical studies, education, social work and social sciences

The deadline for application is June 1st.

Apply to: The National Aboriginal Achievement Foundation
PO Box 759
2160 Fourth Line
Ohsweken, ON N0A 1M)
Tel: (416) 926-0775 Toll Free: 1-800-329-9780
Fax: (416) 926-7554
Toll Free: 1-800-329-9780
E-mail: education@naaf.ca
Web: www.naaf.ca

**Native American Students Financial Aid**

This page provides information about financial aid for Native American students. Some Canadian citizens are eligible. Please note: Native American students with at least 50% Indian blood who were born in Canada are eligible for Title IV federal student aid under the jurisdiction of the Jay Treaty of 1794, subsequent treaties, and US Immigration Law.

Web: www.finaid.org/otheraid/natamind.phtml

**New Relationship Trust (NRT) First Nations Scholarship Program**

Successful applicants will be eligible for a maximum of four consecutive years of undergraduate post-secondary funding, a maximum of two years at the Master’s level and a maximum of two years at the
Doctorate level. However, scholarships are awarded annually and students must reapply to the program for any subsequent years. See web site for further information.

The deadline for application is July 15th. Faxed applications are not accepted.

Apply to: New Relationship Trust
Suite 1008 – 100 Park Royal
West Vancouver, BC V7T 1A2
Tel: (604) 925-3338 Fax: (604) 925-3348
Web: www.newrelationshiptrust.ca/pages/download/10_1577

NSERC

The Natural Sciences and Engineering Research Council of Canada (NSERC) is encouraging Aboriginal participation in four different awards programs. These programs are open to all Inuit, Métis, Status and Non-Status First Nation people. The programs are as follows:

The Undergraduate Student Research Awards (USRA) programs offers qualified undergraduate students the opportunity to work on a challenging research project in a university or industrial environment for up to four months (minimum salary of $5000 for 16 weeks). This is a great summer job opportunity for students registered in an honors bachelor's degree program in natural sciences or engineering.

The Postgraduate Scholarships (PGS) program provides financial assistance ($17,300 to $19,100 per year) for up to four years to students pursuing a master's or doctoral degree in the natural sciences or engineering.

The Postdoctoral Fellowships (PDF) program provides financial support ($35000 per year) for up to two years to the most promising young researchers in the natural sciences and engineering.

The University Faculty Awards (UFA) program is open to women and Inuit, Métis, Status and Non-Status First Nation people who are being considered for university faculty positions in natural sciences and engineering. This program makes a substantial contribution, for up to five years, to the salary of each successful candidate nominated by a Canadian university. Application deadline is November 1st.

Apply to: Scholarships and Fellowships Division
Natural Sciences and Engineering Research
350 Albert Street
Ottawa, ON K1A 1H5
Tel: (613) 995-5521
Web: www.nserc.ca/sf_e.asp?nav=sfnav&lbi=pg
Nuu-chah-nulth Post-Secondary Scholarships

The Post Secondary Funding Program provides support for programs that lead to a Bachelor's, Master's or PhD in a recognized Public BC Institution.

The NTC provides tuition and living support for qualified members of the Nuu chah nulth First Nations. Post Secondary Education Staff use the Post Secondary Policy to administer this program, and it runs on a fiscal year basis. Every year, post secondary students are required to apply for education funds by filling out and returning a post secondary application to their First Nations office, or to the NTC by January 31st.

Contact: Nuu-chah-nulth Tribal Council
Box 1383
Port Alberni, BC V9Y 7M2
Tel: (250) 724-5757 Fax: (250) 723-0463
Web: www.nuuchahnulth.org/tribal-council/educ/index.html

NUPGE - National Union of Public and General Employees Scholarship for Aboriginal Canadians

This $1000 scholarship is available to any Aboriginal Canadian student who plans to enter the first year of a Canadian public post secondary education institution full-time and who is the child of or foster child of a National Union of Public and General Employees member. The award will be given to the writer of the best 750-1000 word essay on: "The importance of quality public services in enhancing the quality of life of Aboriginal Canadians." Application deadline for is June 30th.

Apply to: Scholarships - National Union of Public and General Employees
15 Auriga Drive
Nepean, ON K2E 1B7
Tel: (613) 228-9800 Fax (613) 228-9801
E-mail: national@nupge.ca
Web: www.nupge.ca/scholarships%202003.htm

Royal Bank Aboriginal Student Awards

Five Awards of up to $4000 per year for up to four years at university or two years at college are available.
You are eligible if you are a Status Indian, Non-Status Indian, Inuit or Métis, and are a permanent resident/citizen of Canada who will be or already is attending a university or college listed in the Directory of Canadian Universities. You must maintain a full course load leading to a recognized degree, certificate or diploma relevant to the banking industry (e.g. business; economics, computer science) and you show financial need. Application deadline is January 31st.

Apply to: Coordinator
RBC FINANCIAL GROUP ABORIGINAL STUDENT AWARDS
RBC Financial Group
1 PVM, 10th Floor, West
Montreal, PQ H3B 4S6
Email: aboriginalstudentawards@rbc.com
Fax: (514) 874-5453
Web: www.rbc.com/uniquecareers/campus/aboriginal-student-awards.html

Scholarships, Bursaries and Awards Guide for Aboriginal Students

The purpose of this guide is to provide Aboriginal students with a valuable tool to facilitate their pursuit of post-secondary studies. The guide includes more than 400 awards, totaling more than $2 million. These awards are made available by various organizations and institutions.

You will find the detailed descriptions of the awards listed on the following web site.

Contact for information: Indian and Northern Affairs Canada
Ottawa, ON K1A 0H4
Tel: 1-800-567-9604
E-mail: infopubs@ainc-inac.gc.ca

Listings updated December 2008
8. Organizations
**Organizations (General)** (Please see the Language Specific Resources section for organizations dedicated to particular languages.)

<table>
<thead>
<tr>
<th>Country / Region</th>
<th>Name</th>
<th>Contact Info</th>
<th>Contact person</th>
<th>Brief description</th>
</tr>
</thead>
<tbody>
<tr>
<td>British Columbia</td>
<td>First Nations Schools Association</td>
<td>Suite 113 - 100 Park Royal South West Vancouver, BC V7T 1A2 Phone: (604) 925-6087 Fax: (604) 925-6097 <a href="mailto:fnsa@fnesc.ca">fnsa@fnesc.ca</a> <a href="http://www.fnesc.ca/">http://www.fnesc.ca/</a></td>
<td>Marie Matthew, resources contact; support for principals of First Nations schools: <a href="mailto:mlmatthew@direct.ca">mlmatthew@direct.ca</a></td>
<td>This is the association of First Nations Schools in British Columbia.</td>
</tr>
<tr>
<td>British Columbia</td>
<td>First Nations Education Steering Committee &amp; Aboriginal Languages Subcommittee</td>
<td>Suite 113 - 100 Park Royal South West Vancouver, BC V7T 1A2 Phone: (604) 925-6087, 1-877-422-3672 Fax: (604) 925-6097 <a href="mailto:info@fnesc.ca">info@fnesc.ca</a> <a href="http://www.fnesc.bc.ca">http://www.fnesc.bc.ca</a> <a href="http://www.fnesc.ca/about/about_languages_subcommittee.php">http://www.fnesc.ca/about/about_languages_subcommittee.php</a></td>
<td>Riannon Nahane, Receptionist, <a href="mailto:reception@fnesc.ca">reception@fnesc.ca</a> Holly Smith, Special Education Resource Line, <a href="mailto:hollys@fnesc.ca">hollys@fnesc.ca</a> Pearl Morgan, Administrative Asst, <a href="mailto:pearlm@fnesc.ca">pearlm@fnesc.ca</a></td>
<td>Generally, FNESC works as a collective organization to facilitate First Nations support for one another in the area of education, and to communicate with both the federal and provincial governments to ensure that First Nations concerns are being addressed.</td>
</tr>
<tr>
<td>British Columbia</td>
<td>First Nations SchoolNet</td>
<td><a href="http://www.fnschools.ca/">http://www.fnschools.ca/</a> Phone: (604) 925-6087 Fax: (604) 925-6097 <a href="mailto:daynaa@fnesc.ca">daynaa@fnesc.ca</a></td>
<td>Dayna Anderson, SchoolNet Project Coordinator</td>
<td>FN SchoolNet offers programs that increase the use of technology in First Nations schools.</td>
</tr>
<tr>
<td>British Columbia</td>
<td>First Peoples' Cultural Foundation and FirstVoices</td>
<td>1A Boat Ramp Road, Brentwood Bay BC V8M 1N9 Canada Phone: (250) 652-5952 Fax: (250) 652-5953 <a href="mailto:info@fpcf.ca">info@fpcf.ca</a> <a href="http://www.fpcf.ca/">http://www.fpcf.ca/</a> <a href="http://www.firstvoices.com">http://www.firstvoices.com</a></td>
<td>Peter Brand, FirstVoices Coordinator</td>
<td>The First Peoples' Cultural Foundation is a not-for-profit charitable public organization that generates support to raise awareness and funding for Aboriginal language revitalization in British Columbia, Canada. They are also behind the FirstVoices website, a collection of web-based tools designed to support language archiving.</td>
</tr>
<tr>
<td>British Columbia</td>
<td>First Peoples’ Heritage, Language and Culture Council (FPHLCC) Language Program</td>
<td>1A Boat Ramp Road Brentwood Bay, BC V8M 1N9 Phone: (250) 652-5952 Fax: (250) 652-5953 <a href="mailto:info@fphlcc.ca">info@fphlcc.ca</a> <a href="http://www.fphlcc.ca">http://www.fphlcc.ca</a></td>
<td>Deanna Daniels, Language Program Coordinator <a href="mailto:deanna@fphlcc.ca">deanna@fphlcc.ca</a> Tracey Herbert, Executive Director</td>
<td>The First Peoples’ Heritage, Language and Culture Council (the First Peoples' Council) is a provincial Crown Corporation formed by the government of British Columbia in 1990 to administer the First Peoples’ Heritage, Language and Culture Program. FPHLCC provides leadership for the revitalization of Aboriginal languages.</td>
</tr>
<tr>
<td>British Columbia</td>
<td>First Nations Summit</td>
<td>1200-100 Park Royal South, West Vancouver, BC, V7T 1A2 Phone: (604) 926-9903 Fax: (604) 926-9923 <a href="mailto:info@fns.bc.ca">info@fns.bc.ca</a> <a href="http://www.fns.bc.ca">http://www.fns.bc.ca</a></td>
<td>Colin Braker</td>
<td>A forum for First Nations to address issues related to treaty negotiations.</td>
</tr>
<tr>
<td>British Columbia</td>
<td>Ministry of Aboriginal Relations &amp; Reconciliation</td>
<td>Ministry of Aboriginal Relations &amp; Reconciliation</td>
<td>Minister: Honourable George Abbott</td>
<td>This Ministry is leading the way to build new relationships with Aboriginal people, founded on reconciliation, recognition and respect. We negotiate treaties and other agreements to create economic certainty over Crown land and resources, and to improve the lives of Aboriginal people.</td>
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<td>British Columbia</td>
<td>BC Ministry of Education Aboriginal Contacts by School District</td>
<td><a href="http://www.gov.bc.ca/arr/">http://www.gov.bc.ca/arr/</a></td>
<td>Deputy Minister: Bob De Faye</td>
<td>Name, phone, fax and email for the Aboriginal contacts of each school district in BC.</td>
</tr>
<tr>
<td>British Columbia</td>
<td>Ministry of Education, Aboriginal Education Enhancement Branch</td>
<td>835 Humboldt St., Victoria, BC, V8W 9T6</td>
<td>Ted Cadwallader, Field Director</td>
<td>The Aboriginal Education Enhancements Branch is responsible for developing policies, procedures and initiatives related to the education of Aboriginal students in British Columbia</td>
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<td>Organization</td>
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<tr>
<td>BC Association of Aboriginal Friendship Centres</td>
<td>200-506 Fort St, Victoria BC</td>
<td>Fax: (250) 388-5502, Phone: (250) 388-5522, <a href="http://www.bcaafc.com">http://www.bcaafc.com</a></td>
<td>Programs, resources, and events for Aboriginal peoples.</td>
<td></td>
</tr>
<tr>
<td>First Nations Languages Program</td>
<td>Faculty of Arts, UBC, 1866 Main Mall, V6T 1Z1</td>
<td>Phone: (604) 822-2512, <a href="mailto:shawpa@interchange.ubc.ca">shawpa@interchange.ubc.ca</a></td>
<td>Patricia Shaw, FNLG offers courses, develops educational materials and conducts research on First Nations languages.</td>
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<tr>
<td>Organization</td>
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<tr>
<td>The Yinka Dene Language Institute</td>
<td>646 Stoney Creek Rd., Vanderhoof, BC V0J 3A1</td>
<td>(250) 561-5848 (loc 5460)</td>
<td>(250) 561-5874</td>
<td><a href="http://www.ydli.org/">http://www.ydli.org/</a></td>
</tr>
<tr>
<td>BC Teachers’ Federation</td>
<td>British Columbia Teachers’ Federation 100 - 550 West 6th Avenue Vancouver, B.C. Canada V5Z 4P2</td>
<td>(604) 871-2283</td>
<td>1-800-663-9163</td>
<td><a href="http://bctf.ca/">http://bctf.ca/</a></td>
</tr>
<tr>
<td>CAFN Language Department</td>
<td>Champagne and Aishihik First Nations 100-304 Jarvis Street Whitehorse, YT Y1A 2H2</td>
<td>(867) 634-4013</td>
<td>(867) 393-2765</td>
<td><a href="http://www.cafn.ca">http://www.cafn.ca</a></td>
</tr>
<tr>
<td>Woodland Cultural Centre</td>
<td>P.O. Box 1506 184 Mohawk Street Brantford, ON,</td>
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<td>Organizations</td>
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<tr>
<td>Canada Assembly of First Nations</td>
<td>Trebla Building 473 Albert St, Suite 810 Ottawa, ON, K1R 5B4 Phone: (631) 241-6789 Fax: (613) 241-5808</td>
<td>Larry Whiteduck, language sector staff manager</td>
<td>The Assembly of First Nations (AFN) is the national organization representing all First Nations citizens in Canada.</td>
<td></td>
</tr>
<tr>
<td>Canada Aboriginal Languages Initiative</td>
<td>15 Eddy St 7th floor Gatineau Quebec, K1A 0M5 Phone: (819) 994-3835 Fax: (819) 953-2673</td>
<td></td>
<td>Devoted to revitalizing Aboriginal languages in Canada.</td>
<td></td>
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<tr>
<td>Canada Aboriginal Affairs, Aboriginal Peoples' Program Directorate</td>
<td>Canadian Heritage 15 Eddy St., 7th Floor Gatineau, Quebec, K1A 0M5 Phone: (819) 994-3835 Fax: (819) 953-2673</td>
<td></td>
<td>Works with Aboriginal people, primarily off-reserve, to celebrate and strengthen their cultural distinctiveness as an integral part of Canadian diversity.</td>
<td></td>
</tr>
<tr>
<td>Canada Task Force on Aboriginal Languages and Cultures, c/o Aboriginal Languages Directorate Department of</td>
<td>12 York St, 3rd Floor Ottawa, Ontario, K1A 0M5 <a href="mailto:ALD-DLA@pch.gc.ca">ALD-DLA@pch.gc.ca</a></td>
<td></td>
<td>Devoted to revitalizing Aboriginal languages in Canada.</td>
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<td>Country</td>
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<tr>
<td>Canada</td>
<td>First Nations Confederacy of Cultural Education Centres</td>
<td>666 Kirkwood Avenue, Suite 302 Ottawa, Ontario K1Z 5X9 Phone: (613) 728-5999 Fax: (613) 728-2247 <a href="http://www.fnccec.com">www.fnccec.com</a> <a href="mailto:cece@fnccec.com">cece@fnccec.com</a> <a href="mailto:info@fnccec.com">info@fnccec.com</a></td>
<td>The First Nations Confederacy of Cultural Education Centres (FNCCEC) is the national not for profit organization which advocates on behalf of eighty seven First Nations cultural centres and programs which are found across Canada.</td>
<td></td>
</tr>
<tr>
<td>Canada</td>
<td>Indian and Northern Affairs Canada</td>
<td><a href="http://www.ainc-inac.gc.ca/info/cnt-eng.asp">http://www.ainc-inac.gc.ca/info/cnt-eng.asp</a> <a href="http://www.ainc-inac.gc.ca/index-eng.asp">http://www.ainc-inac.gc.ca/index-eng.asp</a></td>
<td>Indian and Northern Affairs Canada supports Aboriginal people (First Nations, Inuit and Métis) and Northerners in their efforts to: improve social well-being and economic prosperity; develop healthier, more sustainable communities; and participate more fully in Canada's political, social and economic development, to the benefit of all Canadians.</td>
<td></td>
</tr>
<tr>
<td>Canada</td>
<td>Canadian Association of Second Language Teachers</td>
<td>Phone: 1-877-727-0994 Fax: (613) 727-3831 <a href="mailto:admin@caslt.org">admin@caslt.org</a> <a href="http://www.caslt.org/">http://www.caslt.org/</a> Nathalie Landry <a href="mailto:educ@caslt.org">educ@caslt.org</a></td>
<td>A government of Canada resource centre for all second language teachers. It includes a dedicated section for teachers of Indigenous languages.</td>
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<td>Canada</td>
<td>Aboriginal Human Resource Council</td>
<td>708 2nd Ave North, Saskatoon SK S7K 2E1</td>
<td>Phone: (866) 711-5091, Fax: (306) 956-5361</td>
<td>An organization devoted to helping Aboriginal people find careers.</td>
</tr>
<tr>
<td>Canada</td>
<td>First Nations Confederacy of Cultural Education Centers</td>
<td>666 Kirkwood Ave., Suite 302, Ottawa, Ontario, K1Z 5X9</td>
<td>Phone: (613) 728-5999, Fax: (613) 728-2247</td>
<td>Devoted to the preservation and maintenance of languages, cultures, and traditions.</td>
</tr>
<tr>
<td>Canada</td>
<td>National Association of Indigenous Institutes of Higher Learning</td>
<td>Phone: (613) 396-2122, Fax: (613) 396-2761</td>
<td>Trevor Lewis</td>
<td>Promoting and enhancing Indigenous languages and cultures.</td>
</tr>
<tr>
<td>Alaska, USA</td>
<td>Alaska Native Knowledge Network</td>
<td>University of Alaska Fairbanks, PO Box 756730, Fairbanks AK 99775-6730</td>
<td>Phone: (907) 474-5897</td>
<td>This organization is dedicated to supporting Alaska’s Indigenous language programs. On the website there is a large collection of curriculum resources, guidelines, and a database of cultural lessons searchable by level and subject.</td>
</tr>
<tr>
<td>Indiana, USA</td>
<td>Lakota Language Consortium</td>
<td>Phone: 1-888-LAKOTA8</td>
<td>Ben Black Bear, Jr.</td>
<td>This organization’s primary mission is the complete revitalization of the Lakota language.</td>
</tr>
<tr>
<td>USA</td>
<td>Society for the Study of Indigenous Languages of the Americas</td>
<td>SSILA, PO Box 555, Arcata, CA 95518, USA</td>
<td>Victor Golla</td>
<td>The Society for the Study of Indigenous Languages of the Americas was founded in 1981.</td>
</tr>
<tr>
<td>Country</td>
<td>Organization Name</td>
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<tr>
<td>USA</td>
<td>Native Languages of the Americas</td>
<td>PO Box 130562 St. Paul, MN, 55113-0005 <a href="http://www.native-languages.org/help.htm">http://www.native-languages.org/help.htm</a></td>
<td>Laura Redish</td>
<td>A non-profit organization dedicated to the preservation and promotion of Native American languages.</td>
</tr>
<tr>
<td>USA</td>
<td>National Alliance to Save Native Language</td>
<td>1455 Pennsylvania Ave, NW Washington, DC 20004; Phone: (206) 420-4638 Fax: (202) 659-1340 <a href="mailto:gsmith@johnstondc.com">gsmith@johnstondc.com</a> <a href="http://www.savenativelanguages.org/home.html">http://www.savenativelanguages.org/home.html</a></td>
<td>Ryan Wilson</td>
<td>NASNL was founded in 2006 to promote the revitalization of Native American languages.</td>
</tr>
<tr>
<td>North America</td>
<td>Ojibwe Cultural Preservation Organization</td>
<td><a href="http://www.ocpo.org/">http://www.ocpo.org/</a></td>
<td></td>
<td>The OCPO mission is to preserve the language, art and history of Ojibwe culture.</td>
</tr>
<tr>
<td>Global</td>
<td>Living Tongues Institute</td>
<td>4676 Commercial St. #454 Salem, OR, 97302 Phone: (503) 540-0090 Fax: (503) 540-0090 <a href="mailto:contactus@livingtongues.org">contactus@livingtongues.org</a> <a href="http://www.livingtongues.org/">http://www.livingtongues.org/</a></td>
<td>Gregory D.S. Anderson &amp; K. David Harrison</td>
<td>LTI’s mission is to promote the documentation, maintenance, preservation and revitalization of endangered languages worldwide.</td>
</tr>
<tr>
<td>Global</td>
<td>Indigenous Language Institute</td>
<td>P.O. Box 5340 Santa Fe, NM 87502 Phone: (505) 820-0311 Fax: (505) 820-0316 <a href="http://www.indigenous-languages.org">http://www.indigenous-languages.org</a></td>
<td>Inée Yang, Executive Director</td>
<td>ILI is a non-profit organization dedicated to the promotion of Indigenous languages world-wide.</td>
</tr>
<tr>
<td>Global</td>
<td>Hans Rausing Endangered Language Project</td>
<td>The Hans Rausing Endangered Languages Project School of Oriental and African Studies Thornhaugh Street Russell Square London WC1H OXG United Kingdom</td>
<td>Alison Kelly</td>
<td>HRELHP aims to document endangered languages, train language documenters, preserve and disseminate documentation materials, and support endangered languages.</td>
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<tr>
<td><strong>Global</strong></td>
<td>Foundation for Endangered Languages</td>
<td>A foundation which supports and documents endangered languages.</td>
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<tr>
<td><strong>Global</strong></td>
<td>Final Cut Film Production</td>
<td>A company which produces films on endangered languages.</td>
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</tbody>
</table>

**Global Foundation for Endangered Languages**

- **Phone:** +44 (0)20 7898 4578
- **Fax:** +44 (0) 20 7898 4349
- **Email:** ak69@soas.ac.uk
- **Website:** [http://www.hrelp.org/](http://www.hrelp.org/)

**Global Final Cut Film Production**

- **Address:** Forbindelsesvej 7 2100 Copenhagen Denmark
- **Phone:** +45 35 43 6043
- **Fax:** +45 35 43 6044
- **Email:** byrge@final-cut.dk
- **Website:** [http://www.final-cut.dk/](http://www.final-cut.dk/)

**Nicholas Ostler**

- **Email:** nostler@chibcha.demon.co.uk

**Signe Byrge Sorensen**

- **Email:** byrge@final-cut.dk