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Indigenization at Coast Mountain College

October 2019

*Follow-up to Aboriginal Student Support at
Northwest Community College 2016-2017*

Indigenization at Coast Mountain College



This page: Student Holly Harris, at the North Pacific Cannery National Historic Site during the Relationship and Language: Truth and Reconciliation field school.

Cover photo: Student Randal Wesley, during a contracted delivery of the Construction Trades Helper & Labourer at Kitselas, where students assisted in the building of a smoke house.

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Coast Mountain College is honoured and privileged to have the campuses, teaching and learning situated on the unceded traditional territories of the Gitxsan, Witset, Tsimshian, Haida, Haisla, Tahltan and the treaty lands of the Nisga'a Nation.

Thank you to the Indigenous Nations for allowing the college to be a part of the goals and dreams of your children and communities. This is a responsibility we embrace and cherish.

In the spirit of partnership and friendship, Coast Mountain College continues our commitment to truth and reconciliation.

Acknowledgments

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Introduction

In 2017, Coast Mountain College (CMTN) issued a report outlining the various ways that the institution supports cross-cultural understanding, Indigenization of teaching and learning, and improved access to education for Indigenous students. Two years on, we are reviewing our progress and our next steps.

This report is organized to show our accountability for progress on four key mandates:

- The Truth and Reconciliation Commission’s Calls to Action.
- The UN’s Declaration on the Rights of Indigenous Peoples.
- Our internal Stepping Stones Guide to Improved Relationships.
- BC’s Ministry of Advanced Education, Skills and Training (AEST’s) Post-Secondary Education and Training Policy Framework and Action Plan: 2020 Vision for the Future.

Included in our responses to these mandates, we’ve shared some personal experiences and stories of success from staff and faculty. In doing so, we hope to highlight how each member of the organization is able to take some ownership of reconciliation and share in the benefits of Indigenization.

The Coast Mountain College Region

Coast Mountain College (CMTN) provides quality affordable educational opportunities to the communities of BC’s rugged northwestern region including coastal campuses at Prince Rupert, Queen Charlotte, and Masset, and inland campuses at Hazelton, Terrace and Smithers. Coast Mountain College offers a unique educational experience for students who want to learn a vocation, upgrade skills, or begin an educational journey on a transfer pathway in Business, Health, Arts and Science, Human Services, or Applied Sciences.

Coast Mountain College campuses are located on the traditional territories of multiple First Nations ranging from Haida to the west to Witsat in the east, which includes the traditional territory of the Gitksan, Nisga’a and Tsimshian people. The First Nations Council (FNC) is composed of representatives from these nations, including Tahltan nation, who work with the College to support the educational success of Indigenous students.

As of September 2019, 1433 students at CMTN have self-declared as Indigenous. This represents 36% of our student body. However, some Indigenous students do not self-declare. We estimate that 43 to 48% of our students are Indigenous. This represents significant growth since 2016, when the reported number was 26% and the actual number was 33 to 38% of the student body.

WHAT IS MEANT BY INDIGENIZATION?

Indigenous Corporate Training Inc. defines this process as follows:

- *Indigenization recognizes validity of Indigenous worldviews, knowledge and perspectives.*
- *Indigenization identifies opportunities for Indigeneity to be expressed.*
- *Indigenization incorporates Indigenous ways of knowing and doing.*

Indigenization requires non-Indigenous people to be aware of Indigenous worldviews and to respect that those worldviews are equal to other views. Indigenization is about incorporating Indigenous worldviews, knowledge and perspectives into the education system, right from primary grades to universities.

It must be acknowledged that there is not a homogenous Indigenous worldview, and that each Indigenous nation or community will have their own worldview. There may be similarities and common points but it is a frequently made assumption that they are all the same. Therefore, when an organization, say a school district, makes a commitment to Indigenize their curriculum they need consult with the Indigenous community on whose land the schools stand for input on how to incorporate their knowledge and ways of doing into the curriculum. ...¹

CMTN regularly consults with our First Nations Council (FNC), made up of representatives from the various Indigenous communities in which the college operates, to understand how their worldviews can be woven through our daily work and how we can best support student success.

Many of our course offerings include Indigenized ways of knowing and learning, including experiential learning, individualized pathways to education, narrative approaches to sharing knowledge, inclusion of multi-generational voices in teaching, and community involvement as part of learning. More detail on these approaches is included later in the document and ideally will inspire future course content updates.

CMTN has one of the largest Indigenous student populations of any institution in the province and credentials awarded to Indigenous students in the last three years have increased by 82%². These facts tell us that we are making progress and that with additional efforts, CMTN is in a unique position to lead the country in demonstrating what an Indigenized college can be.

...credentials awarded to Indigenous students in the last three years have increased by 82%.

1 <https://www.ictinc.ca/blog/a-brief-definition-of-decolonization-and-indigenization> March 29, 2017

2 http://www.aved.gov.bc.ca/interactive_reporting/welcome.htm

Addressing the Truth and Reconciliation Commission's Calls to Action on Education

CMTN's Early Childhood Care and Education (ECCE) department has representation of Indigenous communities on its advisory committee.

CMTN is committed to supporting and furthering the process of reconciliation in ways that align with our location in BC and our role as a public college. In this section we have outlined the ways that we are addressing those Calls to Action that are applicable to our institution. The full Truth and Reconciliation Commission reports and calls to action can be viewed here: <http://nctr.ca/reports.php>

Call to Action 1: *We call upon the federal, provincial, territorial, and Aboriginal governments to commit to reducing the number of Aboriginal children in care by ... Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the history and impacts of residential schools. ... Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the potential for Aboriginal communities and families to provide more appropriate solutions to family healing.*

CMTN offers Social Service Worker (SSW) Certificate and Diploma programs. These programs include an introductory study of First Nations peoples of BC. The course highlights land claims, education, Aboriginal rights, Indigenous status and political actions, giving students an overview of Indigenous issues at a local level. The program also includes two Social Service Worker practicums. Many students do their practicums in Indigenous communities and within Indigenous organizations. Through these practicums and other coursework, students are introduced to alternative ways of managing child welfare issues and realities.

Call to Action 5: *We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate parenting programs for Aboriginal families.*

CMTN's Early Childhood Care and Education (ECCE) department has representation of Indigenous communities on its advisory committee. ECCE faculty have worked directly with local Indigenous organizations to support the development of culturally relevant child care facilities and programs in remote Indigenous communities. Additionally, at the request of these communities, the College provides free workshops about early childhood/childcare issues and concerns.

All ECCE courses are experiential in design. They include work with Indigenous children and families, provide relationship-building opportunities between Indigenous and non-Indigenous students, and include visits with Elders from local communities. This local community focus and the inclusion of various perspectives and experiences of childcare provide a strong platform for professional development.

Angelo Cavagnaro, Freda Diesing School graduate, with guest facilitator during a workshop on the CMTN Terrace campus.



Left to right: Students Adrienne Weget, Suzanne Cavanaugh and Jacqueline Brown at Tow Hill during the Haida Gwaii: First Nations Culture and Language field school where students learn from Elders and the Haida people about the ancient history, culture, language, lifeways, connections to the land, and the impacts of colonialism.



Call to Action 7: We call upon the federal government to develop with Aboriginal groups a joint strategy to eliminate educational and employment gaps between Aboriginal and non-Aboriginal Canadians.

Lack of high school completion can create a major barrier to future education and employment opportunities, particularly for individuals with first-hand experience or intergenerational trauma of residential schools. Dr. Laurie Waye, Dean of Business, Access Education and Fine Arts, is working with her team to update the college's Career and College Preparation (CCP) program to remove this barrier by changing the way that CCP courses are offered and how success is measured.

"It's time to do things differently for Indigenous students that are seeking a way forward through the education system" says Laurie Waye. "This means changing the spirit and feeling in the classrooms and the methods of assessment." CMTN President Ken Burt also feels strongly about change to the CCP programs. "Adult Basic Education will continue to be an important aspect of our role as a college", says Burt. "And we are getting better at accommodating different learning styles. More than that, though, we need to look at redesigning pathways to post-secondary in collaboration with our First Nations Council and Indigenous students and educational experts. Finding pathways that are effective is going to take time. There is a tendency to revert to traditionally linear academic pathways, and that is not the answer. New things need to be invented."

Earlier this year Lana Reid, a CMTN Business Administration and Link to Employment and Academic Pathways (LEAP) instructor, interviewed 73 students and 22 faculty members about their experiences in the CCP program. The data from these interviews helped to break the ground to focus on addressing some of the barriers and issues in the departmental cluster meetings. This has fostered an environment where instructors can try new approaches to teaching and assessment, in order to better meet students' goals.

The CCP department faculty also participated in a 1.5 day retreat with Dr. Carrie Nolan, Dean of Strategic Initiatives, about how to improve outcomes for students. One result of this retreat is a plan to offer science and math courses by video conference so that students have improved access to these graduation requirements.

The self-directed nature of the CCP courses also poses a barrier, so the department is now aiming for more instructor-led courses. Self-directed studies are very challenging for most students. Instructor-led courses, where a group of students learn together and support each other as a cohort, is a much more successful model.

One of Dr. Waye's primary goals is to start by offering Grade 8 and 9 English, math and career planning in this instructor-led cohort model. As Waye points out, "if the college can help students achieve their Grade 10 math and English requirements, that opens up access to nine college programs which can lead to all kinds of different careers including culinary, automotive, carpentry, and hairdressing trades."

In addition, Julie Morris of the CCP department has developed English 057 – English for Academic Purposes. This course is, in part, an attempt to decolonize the teaching of Academic English. It can be taken as an English 12 equivalent and meet a common requirement for post-secondary education. The curriculum focuses on listening, speaking, reading and writing skills, as opposed to ENGL 190 that concentrates primarily on writing and grammar skills. The course is designed to develop confidence and competence in academic English skills and draws on both Canadian and First People's culture for its content. Currently this is the only course of its kind in British Columbia.

Another way that CMTN is working to eliminate education and employment gaps between Indigenous and non-Indigenous Canadians is to improve access to education through in-community programming, so that Indigenous learners have the option of education and skills training in their home communities.

CMTN also offers a range of student supports for Indigenous students at our campuses to help make the educational journey more accessible and comfortable. These supports include First Nations Access Coordinators (FNACs) who assist learners with funding applications and create a welcoming, culturally rich campus environment. (For more information on the roll of FNACs, see Indigenous Student Support Team on page 10.)

Call to Action 10: *We call on the federal government to draft new Aboriginal education legislation with the full participation and informed consent of Aboriginal peoples. The new legislation would include a commitment to sufficient funding and would incorporate the following principles:*

- i. Providing sufficient funding to close identified educational achievement gaps within one generation.*
- ii. Improving education attainment levels and success rates.*
- iii. Developing culturally appropriate curricula.*
- iv. Protecting the right to Aboriginal languages, including the teaching of Aboriginal languages as credit courses.*
- v. Enabling parental and community responsibility, control, and accountability, similar to what parents enjoy in public school systems.*
- vi. Enabling parents to fully participate in the education of their children.*
- vii. Respecting and honouring Treaty relationships*

While this Call to Action is not specific to post-secondary institutions, there are things we do to support it.

Responding to point i: CMTN applies for Aboriginal Service Plan (ASP) funding each year from the Ministry of Advanced Education, Skills and Training, to hire and support critical Indigenous student support staff and programs. Our First Nations Council meets regularly to discuss the ways that this funding should be allocated, based on First Nations Council priorities to support Indigenous student success. In addition, the CMTN foundation continues to grow scholarship and bursary programs making post-secondary education more attainable for those who do not have adequate financial resources.

Clear communication of available services and programs is important to make access to student supports easier. For this reason, an Indigenous Resources tab was added to our website in 2018 making information quicker to find on the website. It includes a drop-down menu of student supports and thus improves access to this information. In addition, there is an explanation here of the benefits of self-declaration. This was added because, for a variety of reasons, some students opt not to declare their Indigenous heritage. The statement explains that having an accurate understanding of the number of Indigenous students at the college helps the administration to access adequate government funding for services thereby helping to close the educational and employment gap that currently exists.

Responding to point ii: CMTN provides a range of student supports that are instrumental in increasing enrolment, retention, and success rates for all students. These include academic advising, assistance with bursary and scholarship applications, tutoring services, and mental, emotional, spiritual and physical wellness resources for students, and Elders on campus, among others.

Responding to point iii: To foster attainment and success, CMTN has created a staffing structure to serve the specific needs of our Indigenous students and foster achievement and success. (see Indigenous Student Support Team on page 10.)

Responding to point iv: With language revitalization as a priority for our First Nations Council, CMTN hosted a conference on this topic in May 2019. About 75 people participated in the Northwest Coast Language Revitalization Conference. In addition, CMTN president Ken Burt has

stated that, as a public college, we are in a position to provide facilities and support for third parties that wish to undertake language education initiatives.

First Nation's Council and students have a pivotal role in advising CMTN on how to effectively service and support Indigenous student success. Insight and guidance is exchanged at First Nations Council meetings as well as through student feedback forms, gatherings, and student forums.

Responding to point v: FNACs offer Indigenous students the opportunity to spend time with Elders on campus so they can connect with their heritage and receive culturally appropriate guidance and support as they undertake their education. Additionally, Elders, community members, and cultural knowledge keepers are welcomed into classrooms to share their knowledge and experience, enhancing the curriculum.

Responding to point vi: CMTN recognizes the traditional territories at College events and meetings and on the website. Some staff and faculty also acknowledge the traditional territories in their email signatures—a practice that could become more widespread.

With language revitalization as a priority for our First Nations Council, CMTN hosted a conference on this topic in May 2019.



CMNT First Nation's Access Coordinators (FNACs) help Indigenous students overcome barriers to education by connecting them to a range of supports for tuition, transportation, child care, housing and physical, spiritual, emotional and mental wellness. They also organize on-campus cultural events and host high-school visits.

Indigenous Student Support Team

Student supports are instrumental in increasing enrolment, retention, and success rates for all students. A staffing structure at Coast Mountain College has been developed to better serve the specific needs of our Indigenous students. Coast Mountain College is proud to have staff that are dedicated to delivering the services outlined below.

Since the hiring of First Nations Access Coordinators in 1995, Indigenous student services and community relations have evolved. As of 2016, we have Ali McDougall in the role of Indigenous Relations and Executive Advisor. We also have Bridie O’Brien in the role of Associate Dean, Indigenous Learning Transformation.

Haidax (Ali McDougall)

Nation: Gitxsan

Clan: Lax Gibuu

Indigenous Relations and Executive Advisor

Responsibilities:

- Provide support for First Nations Council by arranging regular meetings, receiving and ensuring questions and concerns are appropriately dealt with.
- Build and maintain community partnerships and relationships with First Nations leaders.
- Assist with the Stepping Stones document, ensuring goals, objectives, and actions are monitored and implemented.
- Develop and monitor a First Nations Protocol document.
- Organize cultural awareness training for Board of Governors, faculty, staff and students.
- Work collaboratively with the Associate Dean, Indigenous Learning Transformation.

Hlo’ox (Bridie O’Brien)

Nation: Gitxsan

Clan: Lax Gibuu – Wolf Clan

Associate Dean, Indigenous Learning Transformation

Responsibilities:

- To lead the development and implementation of services that will enhance Indigenous students’ cultural, academic, personal, and social development at CMTN.
- To supervise, guide and support First Nations Access Coordinators.
- To develop and maintain collaborative relationships with local communities and partners.
- To act as first-line supervisor for campus staff and students, campus operations, and administration at the Hazelton campus.

First Nations Access Coordinators (FNAC)

Responsibilities:

- Be the first point of contact for both Indigenous students and First Nations education coordinators.

- Provide a welcoming and inclusive environment for Indigenous students.
- Assist Indigenous students in the transition to CMTN.
- Provide support in accessing economic, emotional, and social resources and helping to address any barriers that Indigenous students are facing as they pursue their education.
- Ensure Indigenous students have what they need to be successful at CMTN.
- Undertake Indigenous student recruitment, when appropriate.
- Coordinate and host cultural and spiritual events, activities, and workshops.

Next steps:

While this staffing structure is working well, it could be improved further through a more systemic cultural shift at the college. Staff and faculty are on board with supporting the success of Indigenous students, but some individuals stand at the sidelines, believing that the responsibility for Indigenous student success rests with a few designate people. All staff and faculty need to embrace broader familiarity with the goals outlined in this document through engagement, open discussions and active participation in cultural activities.





Victoria Louie, student in our Construction Trades Helper and Labourer program delivered to Kitselas.

Call to Action 11: *We call upon the federal government to provide adequate funding to end the backlog of First Nations students seeking a post-secondary education.*

CMTN is working to address this Call to Action both in terms of funding and in terms of helping high school graduates with a smooth transition to the post-secondary programs of their choice.

In terms of funding, our First Nations Access Coordinators (FNACs) support Indigenous students in securing post-secondary tuition through the Adult Upgrading Grant funding, Indigenous post-secondary funding and/or through scholarships and bursaries. The CMTN Foundation has been working hard to build community and corporate funding that goes directly to the students that need it and many of these scholarships and bursaries are designated specifically for Indigenous students. (See the list on the following page.)

Sometimes there are unforeseen and urgent financial needs that create barriers for students. There are two bursaries available for Indigenous students who need emergency funding:

- Aboriginal Emergency Fund is administered by FNACs. Students are eligible for up to \$700 from this fund in an academic year.
- President’s Aboriginal Emergency Fund is administered by the President’s Office. Students can access this funding only once.

Bursaries and Scholarships for Indigenous Students and Indigenous Studies

A listing of all available bursaries and scholarships at Coast Mountain College can be found on our website at <https://www.coastmountaincollege.ca/student-services/financial-aid/cmtn-awards-bursaries-scholarships>.

Freda Diesing Endowment Fund

An endowment of \$300,000 specifically for students entering the second year of the Freda Diesing Program. The endowment is comprised of a \$250,000 donation from an anonymous benefactor combined with \$50,000 of matching funds contributed by the CMTN Foundation.

TransCanada Bursaries

A total of \$40,000 will be disbursed to students from 2019-2021. In the 2019-20 program year, 26 bursaries valued at \$750 each will be available; in 2020-21, 27 bursaries at \$750 will be available.

In each year, 11 of the bursaries will be awarded to Indigenous students from the following communities: Blueberry River, Halfway River, West Moberly, Saulteau, McLeod Lake, Doig River, Lheidli-T'enneh, Yekooche, Burns Lake, Nadleh Whut'en, Nak'azdli, Nee Tahi Buhn, Saik'uz, Skin Tyee, Stellat'en, Witset, Hagwilget, Kitselas, and Haisla.

William McLennan Award

William McLennan has been an integral asset to the Freda Diesing School of Northwest Coast Art.

In 1975, McLennan began working at the Museum of Anthropology. In 1993, he began curating exhibits. His first exhibit as curator was called 'The Transforming Image,' after his discovery through extensive research that infrared film could reveal Northwest Coast paintings that had disappeared under the patina of age.

'The Transforming Image' is studied by students of the Freda Diesing School of Northwest Coast Art and will be for years to come. The book helps current generations of Northwest Coast First Nations access the creative achievement of their ancestors and build on the cultural knowledge that the old paintings reveal.

When McLennan retired, a study grant was established in his name. The grant will be offered to two students from the third year of the Freda Diesing program to travel and study ancestral objects at the Museum of Anthropology in Vancouver, British Columbia.

Award Covers: Return flight from Terrace to Vancouver (3 days, 2 nights); 2 Nights stay on-campus at the University of British Columbia; \$75 Per diem for meals for 3 days (\$225); Taxi to and from the airport to campus accommodations (\$40); Airport parking in Terrace (\$30).

Vera Henry Memorial Award

The First Nations Council of Women of Terrace has established a \$300 annual award in memory of Vera Henry who was a member of the Traditional Council of the First Nations Council of Women. The award will be presented to an Indigenous woman enrolled full-time in the Career and College Preparation program or a post-secondary program at the Terrace Campus of CMTN. The recipient must demonstrate goal orientation, leadership and commitment to the well-being of Indigenous women and their families (socio-economically, politically, culturally or spiritually). \$300

Northern Savings Credit Union

Northern Savings Credit Union is proud to have been a part of the financial co-operative movement since 1940. The Made in the North - Northern Savings Credit Union Awards recognize students in their academic pursuits in the areas of Community, Financial Literacy, Leadership, and Environment. Students obtaining these awards will be future leaders in strengthening and growing Northwest communities.

Four awards valued at \$1,000 each will be distributed to student in specific program areas including the Associate Degree, First Nations Studies Specialization - Prince Rupert or Terrace Campus preferred (1 x \$1,000)



Graduate Christina Sam (Kitsumkalum) during the 2019 CMTN convocation ceremony in Terrace.

CMTN also welcomes Indigenous communities to request use of college space to support teaching and learning Indigenous languages ...

Call to Action 12: *We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate early childhood education programs for Aboriginal families.*

CMTN College works in collaboration with local Indigenous communities in the development of grant proposals for hosting Indigenous, community-based ECCE programs. Although these efforts are not always successful due to funding limitations, this act of collaboration has provided a wealth of learning and understanding about the unique needs, traditions, values, and beliefs related to child care in Indigenous cultures and communities.

Some years ago, CMTN developed an ECCE Indigenization specialization (3 courses). This Indigenous specialization is not a provincial certification requirement; therefore, it is not part of the core programming. Because government funding is limited to core programming, the ECCE Indigenous Specialization is no longer offered. Although the ECCE curriculum does not offer specialization or Indigenous-specific courses, such as First Nations Studies, the ECCE faculty does embed local Indigenous knowledge, culture, values and history into the teaching and learning throughout the program. For additional information on ECCE courses, please refer back to Call to Action 5 at the beginning of this section.

Call to Action 16: *We call upon post-secondary institutions to create university and college degree and diploma programs in Aboriginal languages.*

While CMTN does have Indigenous language courses, we do not offer programs or courses in Indigenous languages at this time. We understand the significance of language revitalization as part of the reconciliation process and seek creative ways to incorporate language learning into our existing programs. Some elements of traditional languages are taught during field schools including the following:

- People of the Skeena Field School.
- Relationships and Language: Truth and Reconciliation in North Western BC Field School.
- Haida Gwaii: First Nations Culture and Language Field School.

First Nations Studies *FNST 120 Aboriginal Languages - Preservation and Revitalization* prepares students to engage in language revitalization. Students learn strategies and practical methods for community-based projects such as intellectual and cultural property, gathering of language materials, digital recording and editing, documenting language (literacy and orthography), and ways to deliver the materials to the community.

First Nations Council identified language revitalization as one of their top priorities for Aboriginal Service Plan (ASP) funding. In May 2019, CMTN and First Nations Council co-hosted an Indigenous Language Conference hosted at Waap Galst’ap (longhouse) at the Terrace campus.

CMTN also welcomes Indigenous communities to request use of college space to support teaching and learning Indigenous languages through classes or workshops. These requests can be made through the President’s office.

Northwest Coast Language Revitalization Conference

Planning for the CMTN & FNC Northwest Coast Language Revitalization Conference began in November 2018 with a small group of FNC Members and staff from CMTN. The language conference on May 3, 2019 was a huge success. Registrations peaked at 75 and included language program students, community members already teaching language courses, Indigenous organizations showcasing their language successes, and funding agents.

Presenters from the Tsimshian, Tahltan, and Gitksan nations held the audience captive with information on how to support language revitalization in Indigenous communities. We were fortunate to have First Peoples’ Culture Council and First Nations Education Steering Committee present on funding opportunities and resources.

Presenter Victoria Wells, from First Peoples’ Culture Council, joined us for the day via Bluejean Videoconference as did Edōsdi (Dr. Judy Thompson) who presented on the Tahltan Nation’s efforts and successes of their revitalize language programs, projects, materials, tools and resources.

Here is a sampling of comments from the conference participants:

‘The conference was a wonderful showcase of language revitalization in the Northwest. There were many takeaways from the presentations. The present is looking bright and the future brighter. A big thank you to all the presenters. The Suwilaawks Community School Dance Group was beyond heartening. Overall, the conference was well organized and provided an important venue to showcase language revitalization in Northwest communities and available resources. Thank you (T’oyaxsut’nüün)’

‘I completed a survey at the event but need to say again that everything went very well, even with those dreaded technical issues. Great job! General feedback from the survey is: I would very much like to see CMTN find ways to support language learning, either through language courses, or labelling more things around campus in Smalgyax (I.e. Door, desk, etc.), more conferences just like this one.’

‘I enjoyed the day. I especially appreciated the number of representatives that attended from around the region. The chance to mix and mingle briefly was a highlight. Charlotte did an excellent job of M.C.ing the event and keeping the momentum going. I liked how she gave the Elders a chance to identify themselves. I think more opportunities for sharing would have been nice, i.e. small groups. Overall, I enjoyed the day very much. Being in the Longhouse is in itself a beautiful experience.’

Women's Studies student Laura Nielson during the Relationship and Language: Truth and Reconciliation Field School in Northwest BC.

- Call to Action 23: We call upon all levels of government to:
- i. Increase the number of Aboriginal professionals working in the health-care field.
 - ii. Ensure the retention of Aboriginal health-care providers in Aboriginal communities.
 - iii. Provide cultural competency training for all health-care professionals

Responding to i. & ii.: In collaboration with Indigenous communities, Health Care Assistance programs are delivered in Indigenous communities, with a video conference option. Program curriculum is focused on the specific needs of Indigenous communities in our area.

Responding to iii.: All CMTN nursing students are required to take courses that will help develop cultural competency. Details are outlined under Call to Action 24.

Call to Action 24: We call upon medical and nursing schools in Canada to require all students to take a course dealing with Aboriginal health issues, including the history and legacy of residential schools, the United Nations Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, and Indigenous teachings and practices. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.

CMTN offers a two-year Northern Collaborative Baccalaureate Nursing program consisting of 136 credits, 95 of which are required credits in nursing; Intro to Social and Cultural Anthropology (ANTH 102) and Intro to First Nations Health (NURS 205) are mandatory credits, focusing entirely on Indigenous Peoples. The remaining courses touch on the unique health, cultural and communication considerations in respect to Indigenous Peoples.

ANTH 102 Intro Social and Cultural Anthropology: With a global and comparative perspective, students will study a variety of customs and beliefs of Indigenous peoples. Specific topics will include rituals, kinship, politics, economics, mythology, art and religion.

NURS 205 Intro to First Nations Health: This course provides an overview of First Nations health, factors influencing health status, and issues arising from Northern and remote living. Historical events and their impact on health are introduced. Current barriers to health are explored. Culturally sensitive nursing implications are explored.





Students Keegan Bellamy and Julia Roberts at Clearwater Lakes trail system during the Coast Mountain Ecology field school where students explore the diversity of our regional ecosystems.

Call to Action 62: We call upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples, and educators, to:

- i. Make age-appropriate curriculum on residential schools, Treaties, and Aboriginal peoples' historical and contemporary contributions to Canada a mandatory education requirement for Kindergarten to Grade Twelve students.
- ii. Provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms.
- iii. Provide the necessary funding to Aboriginal schools to utilize Indigenous knowledge and teaching methods in classrooms.
- iv. Establish senior-level positions in government at the assistant deputy minister level or higher dedicated to Aboriginal content in education.

While this call to action is focused on the K to 12 system, we are supporting it at the college level:

Addressing 62.1: ASP Funding has been approved for the employment of an Indigenous Educator. The duties of this position include: working alongside the Centre of Learning and Transformation team to incorporate Indigenous knowledge into curriculum and pedagogy; liaising with Indigenous communities to provide increased mentoring for faculty; developing community-based opportunities for learning and teaching; and collaborating with the Indigenous Relations and Executive Advisor to offer cultural awareness training and learning opportunities to faculty.

Already we have many courses that cover important historical and contemporary issues relevant to Indigenous peoples of Canada and unique teaching methods (See the section called “Indigenized Teaching and Learning for more detail.)

Addressing 62.2 and 62.4: There are several ways in which CMTN is Indigenizing our academic programming:

- Through administration of education policy.
- Through creative curriculum development.
- Through training partnerships and community engagement.

Indigenous pedagogy is at the discretion of our faculty members. Therefore, Indigenous pedagogy varies within courses and programs. Former Chair of ACPAC, Emily Suderman, is very positive about the Indigenization efforts of CMTN Instructors:

I know that some of our formally documented learning outcomes don't do justice to what instructors are really exploring in the classroom. Field schools frequently incorporate Indigenous experiences and guest speakers although some of these courses are science based and don't adequately describe the ways in which they Indigenize coursework in the course outlines. But Indigenization is not only happening in Field Schools. Many of the faculty in a range of programs take the time to analyze the best ways to deliver and engage their learners in Indigenized material. Our faculty don't wait until curriculum goes through the formal approval process to change the way learning outcomes are met. If they see an opportunity to incorporate local Indigenous knowledge, worldviews and ways of learning, they seize that opportunity.

CMTN has two key groups that oversee education policy and course and program articulation: Education Council (EdCo) and the Aboriginal, Course, Program Articulation committee (ACPAC).

EdCo mandates that classes support the First Peoples Principles of Learning and recognize the relationship between the traditional cultures of our region and success of our students.

All new programs or program changes which come to EdCo are first considered for approval at a meeting of the Aboriginal, Course, Program Articulation Committee (ACPAC). ACPAC will examine whether the course/program incorporates an appropriate degree of Indigenous knowledge, culture, and/or pedagogy. If it does not, ACPAC will review, with the developer, how the course/program can include both Indigenous and non-Indigenous knowledge, culture and/or pedagogy.

Should ACPAC recommend that the course/program incorporate additional Indigenous knowledge, culture, and/or pedagogy, ACPAC will offer suggestions to the developer and will refer the developer to specific resources as identified by First Nations Council and supported through the Center for Learning Transformation. When possible, ACPAC will also assign a mentor to guide and assist with curriculum development.

At present, ACPAC composition includes three voting members from First Nations Council (FNC) and one Aboriginal student-voting member, as well as representatives from college faculties and relevant administrative departments. ACPAC conducts open meetings to encourage input from everyone; only members are eligible to vote.

ACPAC is guided in their considerations by policy and guidelines from FNC and CMTN's Centre of Learning Transformation (CoLT)

Next Steps: While efforts have been made in this area, there is still more work to be done. It is unfair, for example, to expect Indigenous non-employees to volunteer significant amounts of time in mentorship and guidance through ACPAC. To address this, CMTN is looking to hire an Indigenous Educator (see previous page for details). Ideally, this person will be able to set up an advisory committee and be a liaison with community advisors. This will make the process more effective and efficient for everyone so CMTN faculty can benefit from the wealth of knowledge that our community partners have to offer in terms of developing appropriate learning outcomes.

Call to Action 92: *We call upon the corporate sector in Canada to ... Provide education for management and staff on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal-Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.*

Various courses within the Business Department have embedded Indigenous culture, history, colonization, rights and title, land claims, and impacts and realities of the Indian Act into course outlines and curriculum. For those courses that, at this time, do not have local Indigenous content embedded into course outlines, faculty have, to varying degrees, begun to incorporate Indigenous history, culture and values.

Dr. Laurie Waye and Indigenous business instructor Annette Sorensen, along with two other institutions, are looking broadly at ways to Indigenize business curriculum and student assessments, and surveying past graduates to understand how CMTN programs can be improved to meet the needs of business in our local region. "This is the beginning of a 12-month research project" says Dean Laurie Waye. "We are considering a number of things including learning assessments. When the majority of an assessment rests on one or two traditional exams, this can create a barrier for some students and not accurately reflect the depth of their learning. A practical, in-community display of knowledge that is aligned with a student's goals is more appropriate for many learners. If the student's goal is to work in an Indigenous Community or organization, replicating tasks specific to that role or employment environment would be a more appropriate method of assessment.



Left to right: David Wells, Vera Dudoward, and Sam Dudoward during a "Welcome Back Feast" hosted at Waap Galts'ap on the Terrace campus.



Left to right: Coast Mountain College Instructors
Christane Carr and Sheree Ronaasen

Indigenized Teaching and Learning

Anthropology professor Sheree Ronaasen has been teaching at the college since 2001. At that time, she developed a field school, based on a timely issue: protection of the Kitlope, one of the largest intact coastal rainforests in the world. Ronaasen worked with Haisla people to develop the field school. Haisla Elders, Chiefs, and Watchmen took the class out to see the area and graciously shared their knowledge, history and culture. This became the model for CMTN Field Schools. “The most significant statement that students used to describe the Kitlope field school experience was ‘transformative’” says Ronaasen. “They found the Haisla-guided experience of the ecosystem and the cultural learning completely shifted their worldviews.”

Over the years field schools have become a signature learning experience at CMTN. They offer the unique opportunity to be out on the land and engage in immersive learning from local people and places. During many of the field schools, students gain an understanding of the social and political systems of the communities, and the laws and social and environmental responsibilities that are ingrained in local cultures.

In her more traditional courses, Ronaasen also makes Indigenization of the classroom a priority:

I try to maintain a multi-generational education experience, because that is appropriate for our Indigenous students. Not only can they invite their Elders into the classroom as guest speakers, students are welcome to bring their children on field trips when it is safe to do so. Not every student chooses to do this, but it is very meaningful to those that do.

I try to incorporate one or two field trips in my classes each semester. We also have field assignments, like attending the workshops or guest speaker presentations put on by the First Nations Access Coordinators. Experiential learning is so important and there are many ways to incorporate it.

I try to be sensitive to cultural obligations. If a student needs to miss a class because of the illness or death of a family member, I work with them to accommodate that. And for those with children that have to be at home over spring break, again, I’m happy to make accommodations. It’s so important to remove barriers wherever you can and be conscious of the importance of family duties in local Indigenous cultures.

If there are current issues that are on the minds of students, we address those in class. For example, I think it is important to have discussion about the stereotyping and systemic racism that Indigenous students experience all the time, but which other students may not be aware of. To challenge and break stereotypes these issues need to be discussed.

It’s important to foster a safe environment for communication and as an instructor I can model that and set the stage for respectful listening. If a student chooses to share their personal experience, that can be a great learning opportunity for the whole class. But any sharing must be organic and voluntary.

The progress that professors like Ronaasen have made with Indigenization have far reaching impacts in our community. She gives one example of how aspiring teachers are prepared for their careers.

Our University Credit courses ladder into the Bachelor of Education program at UNBC. The strong Indigenous focus of our field schools and experiential learning approach is an advantage for those preparing to be teachers in this region. Students at CMTN have so many opportunities to broaden their cultural awareness. CMTN graduates enter the B.Ed. program with a wealth of knowledge from Elders and community leaders in this region and this sets our grads apart from other B.Ed. students.

Measuring up to the UN's Declaration on the Rights of Indigenous Peoples (UNDRIP)

Canada signed on to the UN's Declaration on the Rights of Indigenous Peoples in 2016. This document outlines a "standard of achievement to be pursued in a spirit of partnership and mutual respect."¹ Below you will find the Articles relevant to our institution and the ways in which we are pursuing these as a college. The full declaration can be read here: <https://www.un.org/development/desa/indigenouspeoples/declaration-on-the-rights-of-indigenous-peoples.html>

Article 11 .1

1. Indigenous peoples have the right to practice and revitalize their cultural traditions and customs. This includes the right to maintain, protect and develop the past, present and future manifestations of their cultures, such as archaeological and historical sites, artifacts, designs, ceremonies, technologies and visual and performing arts and literature.

Coast Mountain College takes seriously the position that it holds no rights or ownership of Indigenous knowledge and culture. To ensure that this position is respected and honoured in everything we do, the following clause appears on contracts to clarify CMTN's respect for Indigenous course content, including culture, knowledge and practices:

There is no intention under this Agreement that any cultural or intellectual property of the Contract Party used in the program or to administer the program will be transferred or assigned to CMTN or licensed to CMTN for any use outside the program and CMTN expressly waives any rights to the cultural intellectual property of the contract Party used in the Program or to administer the program.

The Freda Diesing School of Northwest Coast Art

The Freda Diesing School of Northwest Coast Art brings all nations together in the pursuit of higher education, and sets new standards for aspiring artists. It is the only school of its kind in Canada, focusing on traditional First Nations Pacific Northwest Coast art and the cultural transfer of knowledge that goes along with the practice of art.

The program includes field trips to important cultural events and sites, museums and galleries. Visiting artists, dignitaries and cultural advocates enhance the learning environment with their knowledge, wisdom and experience. Students mount a number of public art exhibits each year to hone the skills required by professional artists to display, promote and sell their own creative work, sustaining and revitalizing these art forms for new generations.

The Freda Diesing School has piloted two new initiatives this year: A third year for the program that includes jewelry design and business courses and a summer residency program with the Artist-based Aboriginal Canadian Entrepreneurs™ (A-ACE) for practicing Indigenous artists in BC, in partnership with UVIC and Emily Carr University.

The A-ACE pilot has yet to be evaluated, but the addition of a third year to the regular program is a confirmed success. Based on feedback received from participants and instructors, the third year program will be further developed to make it more effective and it will run on alternate years.

¹ United Nations Declaration on the Rights of Indigenous Peoples (A/RES/61/295) English PDF version accessed on April 22, 2019 from <https://www.un.org/development/desa/indigenouspeoples/declaration-on-the-rights-of-indigenous-peoples.html>



"It's an absolutely amazing program. There's nothing like it in Canada. The teachers are incredible and really supportive. We just learn so much. I think it's so important to carry on these traditions, it is such a beautiful art form. There's nothing that exists like it in the world, and it's a real privilege to be able to do this kind of artwork."

– Kiri Geen, student, Freda Diesing School of Northwest Coast Art.

The Freda Diesing School of Northwest Coast Art ... is the only school of its kind in Canada, focusing on traditional First Nations Pacific Northwest Coast art and the cultural transfer of knowledge that goes along with the practice of art.

BC government funding for this initiative is critical to make it a success. In addition to the program funding, more space is needed to accommodate the extra students. To support this, the Coast Mountain College Foundation will be running a campaign to raise money for expanded facilities. Right now, one third of the funding for the program comes to the college through the Cargill foundation. The Cargill foundation has agreed to support the final portion of the cost of an expansion of the school, but first the College Foundation must raise the bulk of the capital through private and corporate donations and government grants. The campaign to raise these funds kicks off in September of 2019.

A note about cultural sensitivity

While the Freda Diesing school is often approached by other college departments regarding partnerships on artwork and education, such initiatives should be first discussed with the faculty of the program with sensitivity and then, if deemed appropriate, developed collaboratively. It is important to understand that the Freida Diesing School of Northwest Coast Art (FDSNCA) is very different from a traditional post-secondary art school. FDSNCA is a school of cultural knowledge transmission first and foremost. That cultural knowledge is shared through the practice of art, but its purpose is not specifically to produce great artists. Its purpose is to revitalize and sustain Indigenous culture. This is the only school of its kind in Canada and the students leave the program more connected to their own cultures. The school provides that important cultural link through mentorship. The success of this philosophy is evident in the huge interest shown by graduates for the third-year pilot, many wishing to return for more learning. It is tempting for other college departments to want to celebrate the art and skills of Freda Diesing students while promoting other college initiatives, but this attitude can be disrespectful if it is not part of a collaborative and authentic understanding. There may be some misguided understanding that inclusion of style is enough to meet the needs of reconciliation, when what is needed is inclusion of philosophy. So much has been taken from Indigenous peoples and the damage cannot be repaired by taking more in the form of motifs and art. The college needs to open up to inclusion of and respect for different philosophies, values and worldviews.



Freda Diesing School of Northwest Coast Art instructors and master carvers at the 2019 Student Exhibit, Terrace Art Gallery. Left to right: Ken McNeil, Dempsey Bob and Nakkita Trimble, with her daughter.

Revitalizing and Developing Traditions

In a 2016 survey, students said they chose to attend CMTN for the following reasons: integration of First Nations culture (20 percent), small class sizes (20 percent), and costs (18 percent).

Some of the cultural and spiritual activities that take place at the, Smithers, Hazelton, Terrace, and/or Prince Rupert campuses include the following:

- Regalia design and sewing (traditional button blankets, vests and shawls, rawhide moccasins and gloves)
- Drum making
- Northwest Coast art
- Collecting of native plants and roots to make traditional medicines
- Moose hair tufting
- Birch bark baskets
- Woven cedar hats and baskets
- Talking circles
- National Indigenous Peoples' Day celebrations
- Traditional dancing
- Beading
- Preparing traditional foods
- Learning feasts
- Elder's on campus/Elder's Teas

To ensure CMTN is offering activities that interest students, FNACs have been using a feedback form since October 2016. The form includes a space to suggest ideas for activities, events, speakers and Elders. Results from the feedback form are used to schedule events throughout the school year, thus ensuring cultural and spiritual activities are meeting the needs and interests of our students. FNACs have been promoting these events more widely on campuses and social media. Attendance has increased as a result of these efforts. Ideally, more staff and faculty of all backgrounds will begin to volunteer with the running of events and/or attending them, as a way to further develop their cross-cultural understanding.



Students participate in cedar weaving activity during the People of the Skeena field school located at Gitxsan Eagle Clan's fishing site of Guxts'eliksit.

Article 14

1. Indigenous peoples have the right to establish and control their educational systems and institutions providing education in their own languages, in a manner appropriate to their cultural methods of teaching and learning.

2. Indigenous individuals, particularly children, have the right to all levels and forms of education of the State without discrimination.

3. States shall, in conjunction with Indigenous peoples, take effective measures, in order for Indigenous individuals, particularly children, including those living outside their communities, to have access, when possible, to an education in their own culture and provided in their own language.

CMTN fulfilled 140 Workforce Training contracts with Indigenous communities in the 2018/2019 academic year. These courses are developed in partnership with communities, the college and if appropriate, an industry or private company where employment and economic development opportunities are available. These training opportunities benefit learners of a wide variety of ages and backgrounds.

Through the hard work of FNAC's at each campus we strive to create a warm and welcoming cultural environment for Indigenous students studying at each campus through a variety of services and events outlined in TRC Call to Action 10.

Article 15

1. Indigenous peoples have the right to the dignity and diversity of their cultures, traditions, histories and aspirations which shall be appropriately reflected in education and public information.

2. States shall take effective measures, in consultation and cooperation with the Indigenous peoples concerned, to combat prejudice and eliminate discrimination and to promote tolerance, understanding and good relations among Indigenous peoples and all other segments of society.

As noted under TRC Call to Action 57, CMTN College offers regular cultural awareness training to all staff, management and faculty. The training includes: the history of Indigenous peoples, including the Indian Act and the legacy of residential schools. The College would like to expand this training to include UNDRIP, Truth and Reconciliation Calls to Action, Indigenous rights and title, anti-racism and human rights.

A sample of resources available to staff and faculty online include:

- A Manual on Decolonization produced by the FPSE: https://fpse.ca/decolonization_manual_whose_land_is_it_anyway
- Reconciliation Through Indigenous Education, a free online course offered by UBC: <https://pdce.educ.ubc.ca/reconciliation/>
- Video on the important history of residential schools through the eyes of today's youth: <https://www.youtube.com/watch?v=HU8cBFrB94A>
- Truth and Reconciliation reports and Calls to Action: <http://nctr.ca/reports.php>

In an effort to eliminate discrimination, promote tolerance, and further our reconciliation goals as a college, we suggest that managers share these resources with their teams and provide time to review and discuss at cluster meetings. In addition, we have a comprehensive Harassment and Discrimination policy that all staff and faculty should be familiar with: <https://www.coastmountaincollege.ca/docs/default-source/policies/hr-policies-procedures/human-resources-payroll-policies/harassment-and-discrimination.pdf>

An increased number of Indigenous Governors ... allows for the inclusion of a variety of Indigenous and cultural perspectives incorporated into the planning of the College’s long-term goals and priorities.

Article 18 *Indigenous peoples have the right to participate in decision-making in matters which would affect their rights, through representatives chosen by themselves in accordance with their own procedures, as well as to maintain and develop their own Indigenous decision-making institutions.*

CMTN presently has four Indigenous Board of Governors all of which hold the right to vote. It has been many years, if ever, since CMTN has had a Board of Governors representation that is reflective of the College region. An increased number of Indigenous Governors at the highest level of decision making allows for the inclusion of a variety of Indigenous and cultural perspectives incorporated into the planning of the College’s long-term goals and priorities.

First Nations Council (FNC)

In addition to the Indigenous Board of Governors representation, CMTN has had the privilege of working with Indigenous community representation on the First Nations Council (FNC) since 1996. FNC was established in response to the Stepping Stones to Improved Relationships Action Plan, a community engagement document outlining Indigenous communities and organizations priorities to improved relationships, student success and self-government initiatives. Since that time, FNC has provided years of valuable input and guidance for the College.

CMTN employees, particularly the Aboriginal Relations and Executive Advisor to the President, the Associate Dean of Aboriginal Learning Transformation, and the First Nations Access Coordinators, regularly attend FNC meetings and work collaboratively with FNC.

Indigenous Student Representatives

One student is elected to represent Indigenous students as a voting member on FNC for a term of one academic year. The Indigenous student representative is nominated by five other recognized members of the student body at the same campus. Nominations and elections are held every autumn. The successful student receives \$750 stipend per quarter.

Representation at Education Council (EdCo)

The Chair of First Nations Council is an ex-officio member of EdCo.

Representation at the Aboriginal, Course, Program, Articulation Committee (ACPAC)

ACPAC includes three members of FNC members and one Indigenous student representative.

Indigneous CMTN Board Members

Of the thirteen individuals on our Board of Governors, four are Indigenous and thus bring important perspectives to the overall direction of the College. They are:

X’staam Hana’ax (Nicole Halbauer) – Chair, Community Member

X’staam Hana’ax (Nicole Halbauer), is Tsimshian, from Waap K’oom of the Ganhada clan. Ms. Halbauer is currently employed as the Interim Executive Director for the Pacific Northwest Division of Family Practice. Previous employment includes working with the First Nations Health Authority, involved in community engagement as well as being the general manager at Kalum Kabs Ltd. in Terrace, B.C. Nicole is also a Director for the BC Assessment Authority. She has served as a school board trustee for the Coast Mountains School District and a member of the Kitsumkalum Band Council for health and education portfolios. Ms. Halbauer holds a Master of Business Administration from the University of Northern British Columbia (Prince George), an Associate Degree specializing in criminology from Coast Mountain College and has completed the Directors Education Program through Rotman’s Business School achieving her ICD.D designation. Last but not least, Nicole is now a grandmother.

Hagwil Ganaa’w (Diane McRae) Community Member

Hagwil Ganaa’w (Diane McRae), Gitxsan from the Fireweed clan has worked in administration/finance since 1981 and is currently the Executive Director of the Gitksan Government Commission. Diane has certification in accounting, land management, mediation and conflict resolution. She obtained her designation for financial management in 2006 and most recently obtained her Master’s Certification in Project Management through the University of Northern British Columbia. In her spare time, Diane volunteers for several community events and organizations, she has served as a member of the Gitanmaax Band Council and has been a participant (later Director) of the ‘Ksan Performing Arts dance group since 1972.

Jolene Wesley, Community Member

Jolene Wesley is Tsimshian/Nisga’a and her clan is Killerwhale. Jolene is the Program Director for the Kermode Friendship Society and was previously a First Nations Access Coordinator at Coast Mountain College. Ms. Wesley is actively involved in a variety of community activities including the Rural and Remote Advisory Board with the BC Rural and Remote Homelessness Partnering Strategy and was also on the Ksan Society Volunteer Board. She holds a Bachelor of Arts degree from University of Northern British Columbia.

Mary Denton, Community Member

Mary Denton is currently an account executive for CFNR Radio Network, a Canadian First Nations radio station for Northern Native Broadcasting. She previously worked with Nikita Marketing and Communications and owned Urban Colours Inc. which worked to improve efficiency in commercial rental management. Mary is actively involved in her community; she is a Director on the Community Futures Pacific Northwest board and was on the Prince Rupert Tourism board, Kaien Island Trail Society and Friends of Shames. She is also an active presenter invited to numerous communications sessions and annual regional marketing seminars.

The Chair of First Nations Council is also an ex-officio member of the Board of Governors.

Left to right: CMTN Instructor Christane Carr with students Vivian Clayton and Carrie Breish at North Pacific Cannery National Historic Site during Truth and Reconciliation in North Western BC field school.

Article 21

1. Indigenous peoples have the right, without discrimination, to the improvement of their economic and social conditions, including, inter alia, in the areas of education, employment, vocational training and retraining, housing, sanitation, health and social security.

2. States shall take effective measures and, where appropriate, special measures to ensure continuing improvement of their economic and social conditions. Particular attention shall be paid to the rights and special needs of Indigenous Elders, women, youth, children and persons with disabilities.

CMTN fulfilled more than 140 Workforce Training contracts with Indigenous communities in the 2018/2019 academic year. These are developed in partnership with the communities, the College and, if appropriate, an industry or private company where employment and economic development opportunities are available. These training opportunities benefit learners of a wide variety of ages and backgrounds. When possible the Workforce Training and Contract Services (WTCS) department at Coast Mountain College assists communities in applying for funding to offer community-based programming. These programs often include extra supports based on the needs of the specific community. The WTCS team is aware that addressing potential barriers to education such as child care, transportation or a need for counseling services can help open up more opportunities for community members.

CMTN also offers programs for adults with special learning needs. Link to Employment and Academic Pathways (LEAP) program helps open up academic and employment opportunities and prepare students for the responsibilities of independent living and the demands of entry-level employment.

Recently, the faculty of LEAP have been exploring different definitions of work experience for Indigenous students in the program, in collaboration with Indigenous businesses and community organizations. One student recently participated in an Indigenous men’s snowshoeing and backpacking trip in Tahltan traditional territory as part of his work practicum with the Kermode Friendship centre. This was a transformative experience for him and he returned having gained tremendous self-confidence by being out on the land developing new skills. “We need to look at what can we do in terms of practicum options that are more meaningful for Indigenous students – some alternatives to entry level service jobs,” says Dr. Laurie Wayne, Dean of Business, Access Education and Fine Arts. “Finding options that suit the needs and passions of the students is key, and the LEAP team is working on this.”



Indigenization in the Library

The CMTN Library team has been making strides in Indigenization for many years. Here are some highlights of their work.

Revising Subject Headings

Removing the outdated subject headings that most institutions still use has been an ongoing project for the CMTN Library. Since 2007, every time a new book is added to the collection, the record that describes that book is downloaded. A member of the library team then checks through the record for inappropriate terms and corrects them. This investment of time by CMTN strengthens the provincial library system by making these records available for use by other libraries.

One example:
On the title *Mapping My Way Home: A Gitxsan History* by Neil J. Sterritt, subject headings at UNBC and CMTN are listed as follows:

UNBC Library	CMTN Library
https://wizard.unbc.ca/record=b2108562~S3	https://catalog.coastmountaincollege.ca:1443/uhtbin/cgisirsi.exe/x/0/0/57/5/3?searchdata1=110094{CKEY}&searchfield1=GENERAL^SUBJECT^GENERAL^^&user_id=WEBSERVER (click full description)
<ul style="list-style-type: none">• Hazelton (B.C.) -- History.• Hazelton (B.C.) -- Biography.• Gitxsan Indians -- British Columbia -- Hazelton -- History.• Gitxsan Indians -- British Columbia -- Hazelton -- Biography.• Gitanmaax (First Nation) -- History.• Gitanmaax (First Nation) -- Biography.	<ul style="list-style-type: none">• Gitxsan (North American people)--British Columbia--Hazelton--History.• Gitxsan (North American people)--British Columbia--Hazelton--Biography.• Hazelton (B.C.)--History.• Hazelton (B.C.)--Biography.• Gitanmaax (First Nation)--History.• Gitanmaax (First Nation)--Biography

At this time, CMTN is one of only a few post-secondary institutions taking on the challenge of actively updating these records.

Other Initiatives

The library has also undertaken a number of other initiatives in recent years. After the Canadian Federation of Library Associations created recommendations for libraries in response to the Truth and Reconciliation Calls to Action, the CMTN library created a strategy to address these. The library team has been concentrating their efforts in the following areas:

- Growing the collection of resources about Indigenous knowledge and teaching methods.
- Creating and circulating a “Reading for Reconciliation” list of resources.
- Increasing signage in local languages.
- Training for all library employees in cultural awareness and sensitivity.
- Forming a partnership with the Freda Diesing School of Northwest Coast Art to digitize both the college’s collection of Freda Diesing’s art and art created by students and faculty.
- Growing the library’s collection of local Indigenous history, culture and knowledge.

Alignment with Stepping Stones to Improved Relationships Action Plan

The Stepping Stones to Improved Relationships Action Plan is our own internal document. It reflects the many discussions that took place between local Indigenous representatives, organizations and college representatives over 20 years ago. It is by no means an exhaustive list of actions and goals, however, it does include the most pressing issues in education on the minds of Indigenous communities in the College region. This plan is now monitored by the President’s Office, in collaboration with First Nations Council (FNC) and is a regular agenda item at FNC meetings. Below is a summary of our progress on the key goals to date.

Key Goals	Actions Undertaken to Date
Relationship Between the College and the Communities; Understanding and Addressing Conflicting Expectations	
GOAL 1: Establish a Northwest First Nations Education Council	<ul style="list-style-type: none">Established First Nations Council at CMTN (Previously NWCC), 1996.
GOAL 2: Increase cultural awareness and sensitivity of College staff and personnel	<ul style="list-style-type: none">Regular cultural awareness workshops for faculty and staff (and now students, too).Increased collaboration on student support within the Indigenous Support Team including First Nations Access Coordinators, the Indigenous Relations and Executive Advisor, and the Associate Dean, Indigenous Learning Transformation.Information about cultural sensitivity issues and strategies in this document, which is shared widely with staff, faculty and college supporters.
GOAL 3: Develop effective pathways for communication between the college and the communities	<ul style="list-style-type: none">Pathway for communication between communities and First Nations Access Coordinators, the Indigenous Relations and Executive Advisor, and the Associate Dean, Indigenous Learning Transformation.Increased Indigenous representation on the board of Governors as well as consistent representation on ACPAC and EdCo.FNACs maintain ongoing relationships with First Nations’ Education Coordinators.Indigenous Resources tab added to CMTN homepage for easy access to information.

Key Goals	Actions Undertaken to Date
GOAL 4: Develop programs in partnership w/Indigenous communities	<ul style="list-style-type: none">Campus orientations, cultural and spiritual activities coordinated by FNACs, based on student feedback.CMTN continues to collaborate with local Indigenous communities to offer in-community programming.Field Schools with Indigenous focus including the following: Haida Gwaii: First Nations Culture and Language <i>Students learn from Elders, and other knowledgeable Haida people, about the ancient history, culture, language, lifeways, connections to the land, and the impacts of colonialism. Students meet Elders and leaders committed to restoring and revitalizing the Haida language, and reconciliation efforts that build cultural understanding.</i> People and Place: The History and Geography of British Columbia <i>Through classroom and field experience, explore the cultural and environmental diversity of BC from past to present. Field trips will include historic sites, museums, Indigenous communities and other places of significance on the landscape.</i> Haida Gwaii: People and their Natural Environment <i>The Haida Gwaii field school is an interdisciplinary biocultural studies program, offered with the support of communities on Haida Gwaii. Biocultural studies support conservation, restoration and local control of resources. With the participation of Haida knowledge keepers, Students will learn of the Haida homeland and lifeways and Haida peoples’ concepts about, and interactions with, the ecosystems of Haida Gwaii.</i> People of the Skeena <i>Immerse yourself in the rich and amazing Gitxsan culture and history. People of the Skeena field school takes place in Gitwangak where students visit the Gitxsan Eagle Clan’s fishing site of Guxts’eliksit. At this Language Preservation and Culture Camp, students will be hosted by Skaʔan (Anita Davis), Hereditary Chief/Matriarch, and other Eagle Chiefs/Elders. Students learn traditional use of plants, cedar weaving, and the preparation of smoked salmon.</i>

Key Goals	Actions Undertaken to Date
<i>GOAL 5: Review/assess past relationships between [the college] and the communities</i>	<ul style="list-style-type: none"> Communications and relationships have strengthened over the last several years with new staffing structure to support FNC priorities. A comprehensive listing of the ways the College is supporting Indigenous worldviews, culture and perspectives at the College was compiled into one document titled <i>Aboriginal Student Supports</i> (2017).
<i>GOAL 6: Review hiring practices and policies</i>	<ul style="list-style-type: none"> At present, there is no accurate way to determine the number of Aboriginal staff and/or faculty employed at CMTN. It is a contradiction of the Human Rights Act to request race and ethnicity information from personnel. However, CMTN is seeking ways to increase the number of Indigenous employees. Currently there is a statement on all job postings that reads: <i>We celebrate the diversity of our northern and Indigenous populations and reflect this diversity in our programs, services and workforce. In accordance with CMTN's strategic plan, we encourage applications from Indigenous individuals.</i>

Key Goals	Actions Undertaken to Date
Self-Government Initiatives	
<i>GOAL 1: Jointly support, develop, & implement First Nations studies programs about cultures of the Northwest</i>	<ul style="list-style-type: none"> Freda Deising School of Northwest Coast Art. People of the Skeena Field School. ACPAC reviews of programs and courses. First Nations Council and the College collaborated on a Northwest Coast Language Revitalization Conference at the Terrace Campus in May 2019.
<i>GOAL 2: Create and support ways to incorporate local Indigenous culture within the college</i>	<ul style="list-style-type: none"> Cultural and spiritual activities on campus, promoted with promotional materials and social media. Increased Indigenization of courses. Support for language revitalization efforts such as the Northwest Coast Language Revitalization Conference. Visible and authentic representation of First Nations culture and art on campuses. Increased discussion with FNC and Associate Dean of Learning Transformation regarding infrastructure projects—engaging FNC earlier in the process and taking more of their feedback on board would be preferred.

Key Goals	Actions Undertaken to Date
Student Support	
<i>GOAL 1: Improve student support service</i>	<ul style="list-style-type: none"> Full-time Indigenous Student Services and management employees. Indigenous student representatives on committees and open student feedback opportunities including face-to-face forums.
<i>GOAL 2: Provide sufficient and appropriate space and facilities</i>	<ul style="list-style-type: none"> Main floor of Waap Galts'ap, is available for student activities on the Terrace campus. Spaces are provided on all campuses for general student gathering. New student residences are scheduled for construction in 2020.
<i>GOAL 3: Provide support for bridging and transitions</i>	<p>Facilitating the transition from high school into college through various activities including:</p> <ul style="list-style-type: none"> Partnerships with secondary schools – ACE IT programs, dual credit. Career fairs, test-drive orientation, campus tours and orientations, brochures and website content. Academic assessments to help with course selection. Education plans customized for each student, upon request. Updates to Career and College Preparation (upgrading) programming are underway to help reduce barriers to completion for prerequisite courses.
<i>GOAL 4: Address issues of education, curriculum and program development in a long-term systematic way</i>	<ul style="list-style-type: none"> Hiring an Indigenous Educator to work with Centre of Learning Transformation to support faculty with incorporating Indigenous content into curriculum and pedagogy. Increasing number of field schools and classroom courses with specific Indigenous learning and teaching approaches itemized throughout this document. Research and new approaches being developed for the CCP and LEAP programs so that students are better served by their time at CMTN.

Key Goals	Actions Undertaken to Date
<i>GOAL 5: Include holistic approaches to education within structures and policies relating to First Nations education</i>	<ul style="list-style-type: none"> EdCo and ACPAC terms of reference support the Indigenization of curriculum.
<i>GOAL 6: Listen to students with respect and understanding</i>	<ul style="list-style-type: none"> Improved cross-cultural understanding for staff, faculty, and management through training. Opportunities for students to participate in talking circles, tea with Elders and other cultural activities suggested by students. FNAC one-on-ones and group forums. Student feedback opportunities at student forums and through event evaluation forums. Students have told us that they would like to see more Indigenous content and culture in the classroom and we are working towards this goal with the proposed hiring of an Indigenous Scholar. Updated Student Complaints Referral Policy is in place as of June 18, 2019.
<i>GOAL 7: Recognize the importance of family and community bonds and support</i>	<ul style="list-style-type: none"> In-community training opportunities. Field schools and other opportunities to learn more about Indigenous cultures. Community involvement in experiential education. Cultural activities including talking circles and tea with Elders, are hosted at each campus. Regular information sharing between College administration and First Nations communities through Indigenous Relations Advisor, Associate Dean Indigenous Learning Transformation, and FNACs.
<i>GOAL 8: Ensure that education for First Nations students is of high quality, with high expectations</i>	<ul style="list-style-type: none"> EdCo and academic integrity policies govern education quality for all students.

Key Goals	Actions Undertaken to Date
<i>GOAL 9: Include, in student support programs, processes that help non-Aboriginal students gain understanding of First Nations students</i>	<ul style="list-style-type: none"> Course content and class discussions. Campus-wide cultural and spiritual activities promoted by FNACs in classrooms and through posters and social media. Attendance has increased as awareness of events increased.

Indigenization in IT

The IT department is, perhaps, not one of the first places you’d expect to find Indigenization progress on a college campus, but Marc Snelling, Director of Information Technology Services takes this initiative seriously and the results have been very positive.

Snelling, who joined the CMTN administration in 2018, takes an Indigenized approach to team organization, which is an exciting change at Coast Mountain College. “I set out the organizational chart for my team as a medicine wheel” says Snelling. “We all have different jobs that keep the circle flowing. Team members develop their power through understanding their identity and where they uniquely fit in the wheel.”

Snelling models staff meetings after a traditional talking circle and uses a talking stick that he created during one of the on-campus workshops hosted by First Nations Access Coordinators. Everyone gets a chance to speak, even if it is just to say that they have nothing to say. But each person on the team has that opportunity to share their thoughts and perspectives in a respectful environment. This has had a very positive impact on team morale. There was skepticism in the beginning, but it has taken hold. “The talking stick is a critical piece of Indigenous technology” points out Snelling. “It will never be obsolete, because it serves an important purpose. Given that we are managers of communications technology for the college, it just makes sense to be open to new solutions – even if they are very old solutions. The human need to communicate clearly is timeless.”

With these approaches, Snelling is helping to shift CMTN’s organizational culture. “There have always been knowledge keepers, throughout human history: those that could interpret the weather, the stars, the stories, through information and experience. Understanding this in our age of technology can really ground you and help you serve students more effectively.”

“The college has already done so much,” says Snelling. “Many of the components of Indigenization are already in place. The college has provided an environment where we can try these kinds of organizational and cultural practices which are so much a part of the fabric of daily life in Northern BC. There is more resistance and doubt at other institutions. We are leading the way here. There is nothing like this college anywhere else that I am aware of,” says Marc, who has worked in numerous cities across the US and Canada.

The positive energy of his team has had proven results for students already. “So far, we have installed new computer labs on campuses at Masset, Smithers, and Hazelton; Prince Rupert will be next. There are now two computer labs on the Terrace campus including a new one in Waap Sa’mn (Spruce Building). We want to make sure that systems are functioning better for students across our region. When you are paying tuition, you should have access to the same current technology no mater what campus you are on.”

Marc Snelling has a few suggestions for ways that every department can incorporate some Indigenization into their work:

- Acknowledge the traditional territory at every meeting. Intent is so important. When you start with good intent, what comes after that is more likely to be successful and positive.
- Use a local Nation’s language words for technology naming conventions and for naming things on signage and displays, to get these words into our day-to-day work and remind us of where we are.
- Attend on-campus presentations by Indigenous advocates and leaders from our communities whenever possible.
- Recognize the value of knowledge that isn’t defined by a PhD or a Master’s degree.

While CMTN is at the forefront of this work, there is still a long way to go. “In some ways, nothing has changed in our society. People are still suffering under prejudice and colonialism. Some individuals on campus get that, but not yet everyone,” says Snelling.



The talking stick used by the IT team during their meetings.

Achievements related to AEST's Post-Secondary Education and Training Policy Framework and Action Plan

The Ministry of Advanced Education, Skills and Training (AEST) set out five goals in their Post-Secondary Education and Training Policy Framework. Each goal, had multiple objectives with short- medium- and long-term desired outcomes. As partners with AEST, we strive to help meet these goals and objectives and facilitate the desired outcomes. Below is a summary of our progress as a college.

GOAL 1: Systemic change means that the public post-secondary education system is relevant, responsive, respectful and receptive to Aboriginal learners and communities and relationships between public post-secondary institutions and Aboriginal communities are based on mutual respect.

OBJECTIVE 1.1: Aboriginal voice is an integral part of the public postsecondary education system.

Currently one third of our Board of Governors is of Aboriginal decent (4 of 13).

OBJECTIVE 1.2: Public post-secondary institutions work in partnership and collaboration with Aboriginal communities, organizations and institutes to create the systemic change needed for public post-secondary institutions to support First Nations, Métis and Inuit peoples' success.

We continue to use our ASP funding to support Indigenous students in a number of ways to increase enrolment, retention, and success rates. These include academic advising, assistance with bursary and scholarship applications, tutoring services, mental, spiritual and physical wellness resources for students, and welcoming cultural spaces and events.

AEST contributed capital infrastructure funding to selected colleges and universities to construct gathering space for Aboriginal students. CMTN, in collaboration with local Indigenous communities, designed and constructed Waap Galts'ap Community Longhouse on the Terrace campus in 2009. There are general gathering spaces available to students on all campuses.

GOAL 2: Community-based delivery of programs is supported through partnerships between public post-secondary institutions and Aboriginal institutes and communities.

OBJECTIVE 2.1: British Columbia public post-secondary institutions and Aboriginal institutes and communities partner in the delivery of community-based programs for Aboriginal learners.

In collaboration with Indigenous communities, Health Care Assistance programs are delivered in Indigenous communities, with a video conference option. Program curriculum is customized to the specific and unique needs of Indigenous communities.

CMTN fulfilled more than 140 Workforce Training contracts with Indigenous communities in the 2018/2019 academic year. These courses are developed in partnership with the communities, the college and if appropriate, an industry or private company.

OBJECTIVE 2.2: Aboriginal institutes have a unique and critical role in British Columbia's post-secondary system to increase Aboriginal learner participation and completion in post-secondary education.

OBJECTIVE 2.3: Aboriginal adult education programs enable Aboriginal learners to transition to post-secondary education and employment.

43 to 48% of our students are Indigenous, meaning that CMTN has one of the largest Indigenous student populations in the province. In the last three years, the number of credentials awarded to Indigenous students has increased by 82%¹.

Research and new approaches are being developed for the CCP and LEAP programs so that students are better served by their time at CMTN.

GOAL 3: Financial barriers to accessing and completing postsecondary education and training are reduced for Aboriginal learners.

OBJECTIVE 3.1: Financial supports to access and complete postsecondary education and training are available to Aboriginal learners who need them.

The Ministry of Advanced Education, Skills and Training provides grant funding to CMTN for Indigenous students that experience unforeseen and urgent financial needs that may affect their ability to continue their studies.

In addition, all students at CMTN have access to numerous local, provincial, and national scholarships, bursaries, and awards. Indigenous students are encouraged and supported to apply for these.

GOAL 4: Aboriginal learners transition seamlessly from K-12 to post-secondary education.

OBJECTIVE 4.1: Teachers support Aboriginal learner success in the K-12 system.

OBJECTIVE 4.2: Aboriginal learners and their families have information and are better supported to make choices for their transition from K-12 to post-secondary and the labour market.

CMTN staff and faculty work hard to make the transition from high school into college as seamless as possible using various strategies including:

- Partnership programs with Secondary Schools (ACE-IT programs and dual credit opportunities).
- Career fairs, test-drive orientation, and campus tours, brochures and website.
- Academic assessments to assist with course selection.
- Education plans customized for each student upon request.
- Study- and life-skills workshops.

When students know what to expect and where to go for help, they are much more likely to make the transition to post-secondary education successfully.

For those that need to do upgrading, our CCP team is researching ways to better accommodate different learning styles and offering more instructor-led and video conference courses in place of self-direct learning.

GOAL 5: Continuous improvement is based on research, data-tracking and sharing of leading practices.

OBJECTIVE 5.1: Sharing of leading practices creates an environment of informed leadership, effective practices and results in Aboriginal postsecondary education.

OBJECTIVE 5.2: Governments, Aboriginal institutes and public post-secondary institutions make evidence-based decisions with respect to Aboriginal post-secondary education.

¹ http://www.aved.gov.bc.ca/interactive_reporting/welcome.htm

Research and new approaches are being developed for the CCP and LEAP programs so that students are better served by their time at CMTN.

CMTN provides regular reports to the Ministry regarding enrolment and program partnerships. We also provide updates to staff and communities through documents such as this one.



Joseph Campbell, First Nations Fine Arts Diploma Graduate, 2019

Conclusion

Over the last three years, CMTN has been making a concerted effort to reinvigorate Indigenization efforts in all parts of college life, from the curriculum to the administration. There have been some bumps along the way, as we learn together, but significant groundwork has been done in terms of Indigenization and addressing reconciliation. This work includes a variety of supports for Indigenous students, cultural sensitivity training for employees and students of the college, incorporating Indigenization into curriculum of some courses, growth of the Freda Diesing School of Northwest Coast Art, and more Indigenous people participating in the direction of the college.

CMTN has one of the largest Indigenous student populations of any institution in the province and credentials awarded to Indigenous students in the last three years have increased by 82%¹. These facts tell us that we are making progress and that with additional efforts, CMTN is in a unique position to lead the country in demonstrating what an Indigenized college can be.

Says Ken Burt, CMTN president, “I’m really proud of what we’ve done as a college for reconciliation and Indigenization. In some cases, this is so much part of our DNA that we don’t even see it. It’s just the way things are at the college. That’s why we do reports like this one: to highlight these initiatives and the things happening on our campuses that some staff, faculty and community members might not be aware of.”

The institution is now at an exciting tipping point where continued, authentic change is going to require some challenging and at times uncomfortable conversations and the participation of all staff and faculty. While a dedicated few have been working hard to make a difference, holistic organizational change requires a team approach. For this reason, there are some recommendations provided below that can help everyone feel confident in stepping up to address reconciliation through Indigenization.

- Volunteer at or participate in campus cultural events. These events shouldn’t just be left to the FNACs to organize and run. All staff will learn from participating or helping out at feasts, workshops and other events. Showing up is an important sign of respect.
- Review departmental policies and documents with a trusted colleague to discover where some of your unconscious biases may be present and how these can be addressed.
- Ensure that Indigenous students feel as respected as their non-Indigenous counterparts at every touch point of the institution including registration, educational advising, housing, financial aid, food services and in the classroom.
- Ensure that the Indigenous individuals on the Board, President’s Council, Edco, etc. feel heard and respected
- Change your email signature to acknowledge the traditional territory on which your campus is located.
- Consider incorporating local Indigenous language into each day at the college – from signs to file naming conventions, so that everyone learns some new words and is reminded of where they are in the world.
- Review one of these resources at your next cluster meeting:
 - *A Manual on Decolonization produced by the FPSE: https://fpse.ca/decolonization_manual_whose_land_is_it_anyway*
 - *Reconciliation Through Indigenous Education, a free online course offered by UBC:*

¹ http://www.aved.gov.bc.ca/interactive_reporting/welcome.htm

<https://pdce.educ.ubc.ca/reconciliation/>

- Video on the important history of residential schools through the eyes of today's youth: <https://www.youtube.com/watch?v=HU8cBFrB94A>
- Truth and Reconciliation reports and Calls to Action: <http://nctr.ca/reports.php>
- Take the time to learn from Indigenous students, Elders and local community members about their worldviews, perspectives on current issues and ways of learning and knowing. Be open to and value contributions in the classroom, the boardroom, and at staff meetings and networking events.
- If someone you work with says or does something hurtful, explain to them how it is so. They most likely did not intend the offence and would like to know about how their words or actions were interpreted so they can prevent future hurt. Creating a culture of safety means having some potentially difficult conversations in a positive and productive way.

Incorporating some or all of these ideas into daily life at the college will keep the forward momentum as we strive to reach the goals of reconciliation and, eventually, decolonization.

Courses with Indigenous Content

Below is a list of courses that specifically cover historic or contemporary culture and experiences of Indigenous Peoples of Canada. Some are required as part of specific certificate and diploma programs and some are restricted to students registered in specific programs.

ACE 134 Fishes of the Pacific Northwest Rearing

ANTH 102 Intro Social and Cultural Anthropology

ANTH 111 First Nations of Canada

ANTH 112 First Nations of B.C.

ANTH 202 Indigenous Cultures in Transition

ANTH 203 Northern Nations of the Northwest Coast

ANTH 205 Archaeology of Northern British Columbia

ANTH 208 The Indigenous Arts of North America, Oceania and Africa

ANTH 209 The Art of North American First Nations

ANTH 212 Cultural Resource Management

ANTH 215 Archaeology of the Americas

ANTH 270 Traditional Knowledge in Practice

ARTH 101 First Nations Art Pacific NWI

ARTH 108 First Nations Art Pacific NWII

ARTH 201 Contemporary First Nations Art of the Northwest Coast

ARTH 210 Northwest Coast Art Museum and Gallery Studies

CRIM 213 Women and Crime (covers missing and murdered Indigenous women and girls.)

ECCE 141 Observation, Documentation, Reflection and Research Practices: Introduces concepts in designing environments that reflect beliefs and values of families and community with an emphasis on recognizing and embracing local First Nations' worldviews.

ECCE 209 Place-based Environments: Topics include setting up environments to reflect Indigenous children and families, use of natural and authentic objects to reflect families, a Family Literacy fair, setting up environments in head start programs.

ECCE 104 Health, Safety and Nutrition: Covers the Aboriginal Food Guide, local foods, food security, respect for food, social issues that have impacts on health and wellbeing of Indigenous children and families.

ECCE 162 Nurturing Creativity in the Young Child: Curriculum using Pacific Northwest Coast art practices and visits to the Freda Diesing school of Northwest Coast Art.

ECCE 163 Language and Literacy in the Early Years: Examines current bi-cultural research and offers practical strategies for creating interesting and culturally relevant language arts curriculum for young children. Combines theory and knowledge of language and literacy development with the creation of materials and resources including First Nations-related children's literature, storytelling, group times, poetry, puppetry, drama, and music.

ECCE 210: Science, Math and the Outdoor Classroom: Develops knowledge and skills in designing curriculum and play spaces to foster physical and cognitive development of young children

reconnecting “to the land” and non-human world. Develops an appreciation of place, an attitude of conservation and restoration.

ECCE 220 Modes of Care for Infants and Toddlers: Provides practical strategies for strengthening relationships with families including those impacted by trauma.

ENGL 057 English for Academic Purposes

ENGL 207 Introduction to First Nations’ Literature in Canada

ETHC 150 Business Ethics

FNST 101 Introduction to First Nations Studies

FNST 120 Aboriginal Languages: Preservation and Revitalization

FNST 200 Aboriginal Community Research

FNST 210 Aboriginal Health: Community Wellness and Healing

FNST 033 Introduction to Aboriginal Health Care (Health Access)

FNST 050 Provincial First Nations Studies

GEOG 222 Economic Geography

GEOG 227 Ethnogeography of Northwest BC

HIST 105 Canada to the Mid-19th Century

HIST 106 Canada Since Mid-19th Century

HIST 209 A History of Native People of Canada

HIST 210 History of Western Canada

MARK 250 Social Media Marketing

MATH 023 Fundamental Math 023

MATH 024 Fundamental Math 024

MATH 026 Fundamental Math 026

MGMT 257 Recruitment and Selection

MGMT 258 Organizational Training and Development

NURS 205 Intro to First Nations Health

PADM 200 Local Government Administration in BC

SEA 115 Understanding Family Dynamics

SOSC 040 Social Science - Advanced

WMST 101 History of Women in Canada

WMST 102 Introduction to Women’s Studies

WMST 203 Women’s Health Issues in Canada

Not all courses are offered every semester. Course offerings are determined by availability of qualified instructors and student registration.

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