

### 13.0 Department of Indian Education

#### 13.0.1 Faculty and Staff

##### Department Head

Angelina Weenie

Dr. Linda Goulet  
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##### Staff

D. D. Kaiswatum

#### 13.0.2 Location

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### 13.1 General

The Department of Indian Education program courses are adapted to include First Nations content in all subject areas. Specific Indian Education courses have been designed to introduce students to the unique needs of First Nations pupils and address the issues of First Nation Education. Cultural components are integrated throughout the program with a specific off-campus cultural component offered in the second year of the program (EIOE 215 and EIOE 225).

Though students take most of their education courses through the Department of Indian Education, course electives are available through the University of Regina, Faculty of Education.

#### 13.1.1 Admission Requirements

Students must meet the general University admission requirements as well as the admission requirements of the Department of Indian Education. Applicants for all programs are subject to selection. The Department of Indian Education limits student admission to all programs.

Students enter the faculty through general admission to the university with either high school graduation or the Entrance Program. *Students must apply and be interviewed for admission to the Department of Indian Education programs.* There are two student intake periods: April and July for acceptance into the B. ED. program for the following September, and for the BEAD program for the following January. There will also be one intake period for BEAD students, in October, for the following January, if necessary. Once selected into the program, students are required to plan programs in consultation with assigned faculty advisors. *Appointments for counseling should be made through the Department of Indian Education.*

#### 13.1.2 Academic Regulations

Academic regulations follow those of the University of Regina, with some specific guidelines established by the Department of Indian Education. For further information see the University of Regina General Calendar, Faculty of Education section.

## 13.2 Academic Programs

### 13.2.1 Bachelor of Education- Elementary (Indian Education)

Department of Indian Education offers a four-year Bachelor of Education (B.Ed.) degree in elementary education with a concentration in Indian Education and an emphasis on language arts. Options for other teaching specializations include: Indian Languages, Indian Studies, Indian Health Studies, Indian Art, reading, math, science, social studies, and physical education.

### 13.2.2 Bachelor of Education After Degree Program (BEAD)- Elementary

The Indian Education Department offers a five semester Bachelor of Education After Degree (BEAD) program for those students who have an approved first degree. The BEAD program begins in the winter semester (January), and has a concentration in Indian Education. The Department seeks to prepare teachers who have a well-rounded generalist orientation to the elementary school curriculum, therefore, a background in the liberal arts with some depth in the teaching subjects is expected. The following courses, or equivalents, have been identified as normal prerequisites for acceptance into the program:

- § ENGL 100
- § INST 100
- § MATH 101
- § INLG 100 (Indian Language)

If these courses have not been completed as part of earlier studies, students may apply for admission to the BEAD program and be accepted conditionally upon prerequisites being completed prior to the September commencement of semester 1. Some timetable flexibility of prerequisites exists. *Students should seek counselling as early as possible.*

#### **Field Experience Components:**

The Indian Education program includes extensive field experiences. Early field experiences occur in Year 1 with EPS 116 and EPS 100. The classroom practicum is a component of Year 2 when students take EPS 215 and EPS 225. In these semesters, students take education methodology courses and apply methodologies in the school placements. Year 3 has a required practicum in a band school in Saskatchewan with the EINE 305 class. This semester emphasizes culturally relevant programming, the adaptation and creation of curriculum and methodology to meet the needs of First Nations pupils. Students are expected to apply knowledge in the field experience by preparing and teaching units based on First Nations content, and by using culturally relevant management and teaching strategies. In Year 4, students have a sixteen-week school placement (EFLD 400/405) in a Saskatchewan urban, rural, or band school.

## 13.2.3 Certificate Programs

### 13.2.3.1 Certificate of Extended Studies in Aboriginal Education

The Certificate is designed to fulfill an expressed need for a Saskatchewan specific culturally sensitive training program that can be implemented with and for teachers who work with Aboriginal students and their families. The certificate will assist teachers in gaining additional understanding about Aboriginal culture, language, history, identify, and approaches to knowledge. The certificate addresses the identified need by Saskatchewan Learning to provide opportunities to enhance teacher knowledge in the area of Aboriginal education. This certificate program has been developed through a demonstrated commitment to collaboration and cooperation among the First Nations University of Canada, SUNTEP, Faculty of Education and Centre for Continuing Education.

#### 13.2.3.1.1 Program Structure and Curriculum

The Certificate of Extended Studies in Aboriginal Education is a 30-credit hour certificate program with 24 credit hours of core requirements and 6 credit hours of electives. Students are required to complete EINE 405 within the first 15 credit hours of the program. Of the core requirements, ECCU 400 and EINE 405 are new courses. The rest of the certificate program draws on existing and approved courses offered through the First Nations University of Canada, SUNTEP and the Faculty of Education.

### 13.2.3.1.2 Admission Requirements

The courses will require foundational knowledge of teaching principles and practices. Applicants must have a Bachelor of Education Degree to be eligible for admission into this program. Applicants must apply for admission through the University of Regina, the Credit Studies Division, Centre for Continuing Education.

#### Core Requirements

EINE 405  
EINE 205/or/ECCU 200  
ECCU 300  
ECCU 400  
INDG 100  
INDG 101  
INDG 221

#### Elective Courses ( one of)

HUM 250  
HUM 251  
EISP 332  
INAH 100  
INA 210/or/220  
MU 112  
INDG 208  
INDG 210 <These  
INDG 215 <courses  
INDG 216 <require  
INDG 218 <approval.  
INDG 219 <  
INDG 281 <

*One of: Course content must be relevant to Aboriginal Education*

CREE 100  
SAUL 100  
DENE 100  
NAK 100  
DAK 100

Or one approved elective

### 13.2.3.2 Certificate of Extended Studies in First Nations Languages

The Certificate has been developed for those who hold a Bachelor of Education degree with an Indian Language background who want to increase their knowledge and training in First Nations language teaching. The Certificate of Extended Studies in First Nations Languages is a 30 credit hour certificate program. It is an Additional Qualification Certificate and teachers will be eligible for reclassification through BTEC according to the *The Sask. Ed Teacher Certification and Classification Regulations 2002*.

#### 13.2.3.2.1 Program Outline

##### REQUIRED COURSES (30 Credit Hours)

Note: Students who have completed any of the required courses below in their Bachelor of Education degree program will have access to the Elective courses below to make up the necessary credit hours in the certificate.

#### 13.2.3.2.2 Courses

CREE/ SAULTEAUX 202  
CREE/ SAULTEAUX 209  
CREE/SAULTEAUX 330  
EINL 225  
EINL 200  
EINL 325  
EINL 335  
EINL 450  
ECMP 355  
THEA 160

#### ELECTIVES\*\*

\*\*These courses will be open to students who have completed required courses in their Bachelor of Education degree program but must fulfill 30 credit hours to obtain additional qualifications through BTEC.

CREE/ SAULTEAUX 205  
CREE/SAULTEAUX206  
CREE/SAULTEAUX 340  
MU 112  
HUM 250/HUM251  
LING 327

## 13.3 Program Description

### 13.3.1 B.ED. – Indian Education – Elementary Program

First Nations University of Canada – University of Regina  
In Cooperation with the Faculty of Education

YEAR 1	
<b>FALL</b>	<b>WINTER</b>
EPS 116	EPS 100
ILNG 100	EPSY 205
INST/INDG 100	EINE 205
ENGL 100	ELNG 205
MATH 101	EAES 215
TOTAL: 30 credit hours	
YEAR 2	
<b>FALL</b>	<b>WINTER</b>
EPS 215	EPS 225
EMTH 215	ESCI 215
ESST 215	EIHE 215
EPE 215	ERDG 215
EPSY 225	EIOE 215
EIOE 215	
TOTAL: 30 credit hours	
YEAR 3	
<b>FALL</b>	<b>WINTER</b>
EINE 305	INAH 100
HJ 380AD	*ELEC
EIAD 355	*ELEC
ELNG 325	*ELEC
ELEC	ELEC
TOTAL: 30 credit hours	
YEAR 4	
<b>FALL</b>	<b>WINTER</b>
EFLD 405	BIOL 140
	*ELEC
	*ELEC
	*ELEC
	ELEC
TOTAL: 30 credit hours	

\* 6 Academic Electives

#### **Notes:**

- A. Required 120 Credits
- B. Minimum of 39 hours outside of Education
- C. 12 hours outside of Education above the 100 level
- D. G.P.A. of 65% to graduate

# First Nations University of Canada

## 13.3.2 BEAD – Indian Education – Elementary Program

First Nations University of Canada – University of Regina  
In Cooperation with the Faculty of Education

**Prerequisites:** Approved degree, ENGL 100, MATH 101, INDG 100 and ILNG 100

<b>YEAR 1</b>	
<b>WINTER (Semester One)</b>	
EPS 100	
EPSY 205	
EINE 205	
EAES 215	
ELNG 205	
TOTAL: 15 credit hours	
<b>YEAR 2</b>	
<b>FALL</b>	<b>WINTER</b>
EPS 215	EPS 225
EMTH 215	ESCI 215
ESST 215	EIHE 215
EPE 215	ERDG 215
EPSY 225	EIOE 215
EIOE 215	
TOTAL: 30 credit hours	
<b>YEAR 3</b>	
<b>FALL (Semester Four)</b>	<b>WINTER (Semester Five)</b>
EINE 305	EFLD 405
HJ 380AD	
EIAD 355	
ELNG 325	
TOTAL: 27 credit hours	

**TOTAL:** 72 credit hours

A G.P.A. of 65% is required to graduate.

Note: *This program starts in the winter semester.*

## 13.3.3 Bachelor of Education After Degree (B.E.A.D) Secondary Program

The Department of Indian Education offers a two-year Bachelor of Education After Degree (BEAD) program for those students who have an approved first degree. Secondary teachers require a major and a minor in their B. Ed. degree. The Department of Indian Education will be offering the classes needed for students to complete a major in Indigenous (Indian/Native) Studies as well as other required core education classes with a focus on First Nations education. Minors may be chosen from those available through the Faculty of Education program offerings (pending approval): Biology, Business, Chemistry, English, French, Health, Math, Music, Physical Education, Physics, General Science, Social studies, Visual Arts (minor only). Students with a first degree that is not in Indian (Native) Studies may choose to enter the program and take majors and minors through the Faculty of Education offerings. Space in courses is limited so early application is advised. Students will be required to meet prerequisite courses for their minor and may need to take specific courses required for their major, especially if they hold a three-year degree.

# First Nations University of Canada

## Field Experience Components:

The Indian Education Program includes student teaching experiences in each semester of the program including EPS 100, EPS 200, EPS 350, EINE 305 and EFLD 400. EINE has a requirement for practicum in a band school in Saskatchewan. In EFLD 400, students have a sixteen-week school placement in an urban, rural or band school.

## Cultural Components:

The Department of Indian Education courses emphasize First Nations content and processes. Cultural components are integrated throughout the program with a specific off-campus cultural camp component offered.

**Prerequisites:** EPS 100, most arts and science courses to fulfill major and minor requirements.

Note: BEAD applicants are required to have achieved at least a 65% WPA on their (approved) previous degree.

In order to proceed to internship, students must have a WPA of 70% in their major and to graduate must have an overall average of 65%.

### 13.3.3.1 BEAD – Indian Education – Secondary Program

First Nations University of Canada – University of Regina  
In Cooperation with the Faculty of Education

**Prerequisite:** EPS 100 required for admission

#### YEAR ONE

FALL	WINTER
EINE 205	EPS 350
EPS 200	EPSY 350
E (major curr. course)	E (major educ. course)
E (minor curr. course)	E (major instr. course)
Elective	Elective
	Total: 30 cr. hrs.

#### YEAR TWO

ED 350
EFLD 051
EIAD 355
EINE 305
EPSY 322
HJ 380AD
EFLD 400 (internship)
Total: 30 cr. hrs.

TOTAL: 60 Credit Hours  
Elective = Approved Elective

# First Nations University of Canada

## 13.3.3.2 B.ED. – Indian Education – Secondary Program

First Nations University of Canada – University of Regina

In Cooperation with the Faculty of Education

### YEAR ONE

FALL	WINTER
EINE 205	EPS 100
ENGL 100	Major
Major	Major
Minor	Minor
Elective	Elective
	Total: 30 cr. hrs.

### YEAR TWO

FALL	WINTER
EPS 200	Major
Major	Major
Major	Minor
Minor	Minor
Minor	Elective
	Total: 30 cr. hrs.

### YEAR THREE

FALL	WINTER
E (major curr. course)	EPS 350
E (minor curr. course)	EPSY 350
Major	E (major educ. course)
Elective	E (major instr. course)
Elective	Elective
	Total: 30 cr. hrs.

### YEAR FOUR

FALL	WINTER
ED 350	
EFLD 051	
EIAD 355	
EINE 305	
EPSY 322	
HJ 380AD	
EFLD 400 (internship)	
	Total: 30 cr. hrs

TOTAL: 120 Credit Hours  
Elective = Approved Elective

Number of major and minor classes will vary according to specific major and minor class requirements:

EPS 100 field - 7 half days

EPS 200 field - 10 half days

EPS 350 field - 7 half days plus one week block

EINE 305 field - one week, two week block in band school

### 13.3.4 B.ED. – Indian Education – Secondary Program (INDG Major/Minor)

#### 13.3.4.1 Proposed Indigenous Studies Major

EINE 305 - Curriculum and Instruction Adaptation for Indian Education

EINS 300 - Introduction to Secondary Native Studies Education

EINS 350 - Instruction and Evaluation in Secondary Native Studies Education

EINS 400 - Issues in Secondary Native Studies Education

Eight academic courses to be chosen as follows:

INDG 100 - Introduction to Indigenous Studies 1

INDG 101 - Introduction to Indigenous Studies 2 (or recognized equivalent)

One of INDG 208, 210, 215, 216, 218, 219, 221 or 222

One of INDG 224, 225

One of INDG 228, 229

Plus three other approved courses:

Indigenous Studies courses above the 100 level, HJ 380AD

#### 13.3.4.2 Proposed Indigenous Studies Minor

EINS 300 - Introduction to Secondary Native Studies Education

INDG 100 - Introduction to Indigenous Studies 1

INDG 101 - Introduction to Indigenous Studies 2 or recognized equivalent

Plus three other courses from:

Indigenous Studies courses above the 100 level, HJ 380AD

Approved Elective

#### 13.3.4.3 Course Descriptions

##### **EINE 305 - 3.3-0**

##### **Curriculum and Instruction Adaptation for Indian Education**

Culturally relevant teaching methodologies for Indian pupils are examined. Planning skills are developed for integration of Indian content across the curriculum.

##### **EINS 300 - 3.3-0**

##### **Introduction to Secondary Native Studies Education**

An introduction to Native Studies Education in secondary schools including a critical examination of Native Studies curriculum, instructional methods, assessment and evaluation. Philosophies of First Nations education will also be explored.

##### **EINS 350 - 3.3-0**

##### **Instruction and Evaluation in Secondary Native Studies Education**

This course will examine instructional methods and pedagogy for teaching Secondary Native Studies to effect positive personal and social change. Program evaluation and evaluation of student learning will be also be examined.

##### **EINS 400 - 3.3-0**

Issues in Secondary Native Studies Education

This course will examine issues that impact the teaching of Secondary Native Studies including First Nations historical and contemporary issues. Appropriate methodologies to address the issues of race, culture, identity and ethnicity will be explored.

##### **HJ 380AD - 3.3-0**

This course examines and analyses different forms of racism with a focus on institutional racism, particularly in education. Participants are engaged in a variety of group activities and discussions where personal reflections on how institutional racism affects schooling practices are presented for consideration.

# First Nations University of Canada

## Programs & Courses

### 13.3.5 B.ED. – Indian Education – Secondary Program – Indigenous Studies Major

First Nations University of Canada – University of Regina

In Cooperation with the Faculty of Education

#### YEAR ONE

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<b>FALL</b>	<b>WINTER</b>
EINE 205	EPS 100
ENGL 100	INDG 101
INDG 100	Minor
Minor	Elective
Elective	Elective
	Total: 30 cr. hrs.

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#### YEAR TWO

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<b>FALL</b>	<b>WINTER</b>
EPS 200	INDG 288 or 229
INDG 224 or 225	INDG Approved Elective
INDG Approved Elective	Minor
Minor	Minor
Minor	Elective
	Total: 30 cr. hrs.

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#### YEAR THREE

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<b>FALL</b>	<b>WINTER</b>
EINS 300	EINS 350
E (minor curr. course)	EINS 400
INDG Approved Elective	EPS 350
Elective	EPSY 350
Elective	Elective
	Total: 30 cr. hrs.

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#### YEAR FOUR

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ED 350	HJ 380AD
EFLD 051	EFLD 400 (internship)
EIAD 355	
EINE 305	
EPSY 322	
	Total: 30 cr. hrs.

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TOTAL: 120 Credit Hours

Elective = Approved Elective

# First Nations University of Canada

## 13.3.6 BEAD – Indian Education – Secondary Program -- Indigenous Studies Major

First Nations University of Canada – University of Regina

In Cooperation with the Faculty of Education

### YEAR ONE

FALL	WINTER
EINE 205	EINS 350
EINS 300	EINS 400
EPS 200	EPS 350
E (minor curr. course)	EPSY 350
Elective	Elective
	Total: 30 cr. hrs.

### YEAR TWO

FALL	WINTER
ED 350	HJ 380AD
EFLD 051	EFLD 400 (internship)
EIAD 355	
EINE 305	
EPSY 322	
	Total: 30 cr. hrs.

Elective = Approved Elective

**TOTAL: 60 Credit Hours**

**Prerequisite:** EPS 100 required for admission

## 13.4 Course Descriptions

### 13.4.1 Year 1 (Fall Semester)

#### EPS 116 - 3:3-0

##### Communication Skills

To assist education students in improving their communication skills for better teaching.

**Prerequisite:** Restricted to Indian Education B.ED. students admitted into the program.

#### CREE 100 - 3:3-0

##### Elementary Cree I

Introduction to Cree: basic grammar, reading, writing, oral expression, and practice with electronic learning materials. No prior knowledge of Cree is assumed. Note: Students with standing in CREE 100 will not receive credit for CREE 104.

#### DAK 100 - 3:3-0

##### Conversational Dakota 1

Introduction to the Dakota language, with an emphasis on oral expression, basic grammar, and writing in Roman orthography.

#### NAK 100 - 3:3-0

##### Conversational Nakota 1

Introduction to the Nakota language, with an emphasis on oral expression, basic grammar, and writing in Roman orthography.

### **OJIB 100 - 3:3-0**

#### **Elementary Ojibway 1**

Introduction to basic grammar, reading, and writing. Emphasis on oral expression and practice with electronic learning materials. No prior knowledge of Ojibway is assumed.

### **INDG 100 - 3:3-0**

#### **Introduction to Indian Studies 1**

This course introduces the subject of Indian studies, with reference to the cultural histories and contemporary conditions of Indian societies in Canada.

**Prerequisite:** None.

### **ENGL 100 - 3:3-0**

#### **Literature and Composition 1**

An introduction to poetry and at least one of prose fiction or drama, in conjunction with an introduction to some basic principles of writing.

### **ISW 411 -3:3-0**

#### **Social Work with Victims of Abuse**

This course will focus on 1) Physical, emotional, and sexual abuse perpetrated by persons in positions of trust on less powerful individuals, community-based, and 2) sexual assault by strangers. Individual, community-based, and societal responses to all individuals involved (victims, perpetrators, family members) will be explored. The roles played by the helping professions in the social service, legal, medical, criminal justice fields as well as lobby groups and support services will be discussed.

### **13.4.2 Year 1 (Winter Semester)**

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### **EPS 100 - 3:3-4, or 5**

#### **Introduction to Education: Its Principals and Practices**

The role of schooling and the teacher; the nature of teaching as a career. In-school and on campus labs. This course should be taken in the first year of program.

**Prerequisite:** EPS 116 or permission from department head. Note: Normally Education students only. Space permitting, Others may be admitted with special permission.

### **EPSY 205 - 3:3-0**

#### **Understanding and Enhancing Student Development**

A study of children through the preschool, elementary, and middle school years. The focus is on how students develop and learn. Emphasis is on developing observation, interaction, and mediation skills.

**Prerequisite:** Admission to second semester of the Indian Education elementary program or permission from department head.

### **EINE 205 - 3:3-0**

#### **Introduction to Indian Education**

The implications of culture and cultural change for education are examined using examples from Indian cultures. Ways of inter-grading Indian culture into classroom practice are examined.

**Prerequisite:** Completion of EPS 116 or permission from department head.

### **EAES 215 - 3:3-0**

#### **Introduction to Arts Education**

Introduction to the five disciplines of art, dance, drama, music, and literature as required areas of study in the elementary classroom as reflected in aspects of the provincial curriculum.

**Prerequisite:** Completion of EPS 116 or permission from department head.

### **ELNG 205 - 3:3-0**

#### **Language and Literacy Development**

This course will prepare teachers to foster language development in the classroom by providing an overview of recent theory, research, and practice in language and literacy acquisition.

**Prerequisite:** Restricted to students admitted into the program.

### 13.4.3 Year 2 (Fall Semester)

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#### **EPS 215 - 3:3-2, or 10**

##### **Principles and Practices of Elementary Teaching: I**

This course provides instruction on, and practice in, basic instructional approaches. Students will develop further ability in, and understanding of, the roles of teachers in schools.

Pass/fail grade

**Prerequisite:** EPS 100

#### **ESCI 215 - 3:3-0**

##### **Introduction to Teaching of Elementary School Science**

Philosophy, objectives, curriculum materials, structure and teaching of elementary school science. Enquiry approach to science education.

**Prerequisite:** For second year students only.

#### **ESST 215 - 3:3-0**

##### **Social Studies for Elementary School Teachers**

Objectives, methods of teaching, curricular models, and materials in elementary school social studies. Philosophies of social studies are explored.

**Prerequisite:** For second-year students only.

#### **EPE 215 - 3:3-0**

##### **Physical Education in the Elementary School**

An overview of teaching methods, curriculum content and materials, and their application in elementary physical education. Appropriate use of supplies and equipment.

**Prerequisite:** For second year students only.

#### **EPSY 225 - 3:3-0**

##### **Student Learning and Achievement**

An introduction to the psychology of learning in an educational setting and to some basic principles and practiced in assessing student achievement.

Note: Normally offered in fall only.

**Prerequisite:** For second year students only.

#### **EIOE 215 – 1.5:2-0**

##### **First Nations Outdoor Education: Part 1**

Normally co-requisite with EPS 215.

### 13.4.4 year two - Winter Semester

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#### **EPS 225 - 3:3-2, or 10**

##### **Principles and Practices of Elementary Teaching: II**

Building on EPS 215, the course focuses on integrated and learner-centered instruction and the facilitation of learning.

**Prerequisite:** EPS 215

Pass/fail grade.

#### **ERDG 215 - 3:3-0**

##### **The Teaching of Reading**

This course prepares students to teach reading in the elementary school by developing an understanding of reading processes and current pedagogical approaches.

**Prerequisite:** ELNG 205; must be taken in semester with a practicum.

### **EMTH 215 - 3:3-0**

#### **Teaching Mathematics in the Elementary Schools**

This course examines the structure of mathematics and methodology related to major curriculum topics, including problem solving, rational numbers, and geometry. A critical resource-based approach will be used to enable students to become familiar with, and make wise choices about, a variety of teaching strategies and curriculum materials.

**Prerequisite:** For second year students only.

### **EIHE 215 - 3:3-0**

#### **Introduction to First Nations Health Education in Elementary Schools**

The implications of culture and cultural change for education are examined using examples from Indian cultures. Ways of integrating First Nations culture into classroom practice are examined.

**Prerequisite:** For second year students only.

### **EIOE 225 – 1.5:2:0**

#### **First Nations Outdoor Education: Part 2**

Normally co-requisite with EPS 225.

### **13.4.5 Year 3 (Fall Semester)**

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### **EINE 305 - 3:3-7**

#### **Curriculum and Instruction Adaptation for Indian Education**

The implications of culture and cultural change for education are examined using examples from First Nations cultures. Ways of inter-grading First Nations culture into classroom practice are examined.

**Prerequisite:** EINE 205, EPS 225 or permission from Department Head.

### **HJ 380AD - 3:3-0**

#### **Institutional Racism**

Each participant will be engaged in a variety of group activities and discussions where personal reflections on how institutional racism affects schooling practices are presented for consideration. Different forms of racism are presented and analyzed. Topics will originate from assigned readings as well as from participant experiences related to the topic. Each participant will evaluate and modify his/her own developing teaching in order to promote equity.

**Prerequisite:** For third-year students only or permission of department head.

### **EIAD 355 - 3:3-0**

#### **Educational Administration: Indian Education Structure and Process**

**Prerequisite:** For third-year students only or permission of department head. An overview of administration in federal, provincial, and band-controlled schools with reference to constitutional, legal, and economic components.

### **ELNG 325 - 3:3-0**

#### **The Teaching of Writing**

Classroom applications of recent theory, research and practice in the teaching of writing for elementary pre-service teachers. Study of writers' processes and strategies through participation in a writing workshop.

**Prerequisite:** ELNG 205.

### 13.4.6 Year 3 (Winter Semester)

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#### **MATH 101 - 3:3-0**

##### **Introductory Finite Mathematics 1**

This is an introductory course intended to familiarize the students with the basic concepts of arithmetic, number theory, set theory, symbolic logic and finite mathematics. Topics include logic, sets numeration systems, arithmetic in non-decimal systems, system of integers, elementary number theory and modular arithmetic. There will be a strong emphasis on critical thinking, problem solving, understanding concepts and their applications.

**Prerequisite:** Mathematics A30 or Algebra 20. Note: Mathematics 101 is not algebra, nor pre-calculus, nor calculus. It satisfies the critical thinking requirement in the Faculty of Arts and is required by students in the elementary education program. Mathematics 101 leads to Mathematics 127.

#### **INAH 100 - 3:3-0**

##### **An Introductory Survey of North American Indian Art**

A survey of the North American Indian art from prehistory to the present. Analysis of styles in their historical content; development of the specialist's vocabulary.

#### **INA 220 - 3:3-0**

##### **Two-Dimensional Design in Indian Art**

A studio course to develop awareness of the picture plane expressing traditional and contemporary themes.

**Prerequisite:** Permission of department head. Materials Fees: \$100.

#### **INA 230 - 3:3-0**

##### **Three-Dimensional Design in Indian Art**

A studio course to develop the production of three dimensional art, through exploration of traditional and contemporary Indian art.

**Prerequisite:** Permission of department head.

Materials Fees: \$100.

### 13.4.7 Year 4 (Fall Semester)

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#### **EFLD 400/405 - 15:0**

##### **Secondary/Elementary Internship**

Required of all Elementary/Secondary students in all programs leading to a B.ED. Offered normally in the fall semester, for a minimum of 16 weeks.

**Prerequisite:** Completion of third year of Indian education program.

Pass/fail grade.

### 13.4.7 Year 4 (Winter Semester)

#### **BIOL 140 - 3:3-0**

##### **Human Biology**

The principles of biology at an introductory level with examples taken from humans.

**Prerequisite:** 30 credit hours of University classes. This course is designed to apply the study of biological principles to humans. Biology majors cannot take this course for credit.

### 13.4.8 Department of Indian Education

#### **EIAD 355 - 3:3-0**

**Educational Administration: Indian Education Structure and Process**

**Prerequisite:** EPS 225

#### **EIHE 215 3:3-0**

**Introduction to Indian Health Education in Elementary School**

**Prerequisite:** EPS 100 or permission from department head.

#### **EINE 205 - 3:3-0**

**Introduction to Indian Education**

**Prerequisite:** Completion of EPS 116 or permission from department head.

#### **EINE 305 - 3:3-7**

**Curriculum and Instruction Adaptation for Indian Education**

**Prerequisite:** EINE 205

#### **EINL 200 - 3:3-0**

**Culture and the Acquisition of Language and Literacy**

**Prerequisite:** 2<sup>nd</sup> year standing, or permission of the instructor.

#### **EINL 225 - 3:3-0**

**Indian Language Arts: Oral and Written Communications**

**Prerequisite:** 102-level Indian language or ELNG 205 or permission from department head.

#### **EINL 335 - 3:3-0**

**Community Based Curriculum Development For K-12 First Nations Teachers**

**This course is intended for those students who are fluent in a First Nations language.**

**Prerequisite:** EINL 225 or EINL 325

#### **EINL 325 - 3:3-0**

**Bilingual/Bicultural Language Learning Processes**

**Prerequisite:** An introductory course in the principles of teaching English as a second language or EINL 225.

#### **EINL 450 - 3:3-0**

**Indian Language Immersion**

**Prerequisite:** Fluency in a First Nations language or Indian Language 104 or EINL 325 or permission of department head.

#### **EISP 332 - 3:3-0**

**First Nations Minority Special Education**

**Prerequisite:** EPSY 322

#### **EINE 405 - 6:3-3**

**Foundations of Indigenous Knowledge**

**Prerequisite:** One of Cree 100, SAUL 100, Dene 100, Nak 100, or Dak 100. Accommodation Fee: \$125.00

#### **ECCU 400 - 3:3-0**

**Treaties In The Classroom**

**Prerequisite:** ECCU 300

Please refer to the University of Regina General Calendar for further descriptions of courses and credit hours.