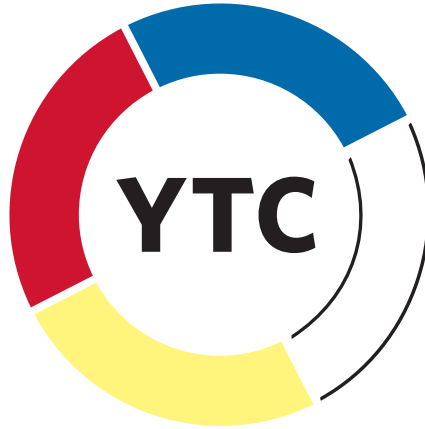


# YELLOWHEAD TRIBAL COLLEGE



2024-2025 ACADEMIC CALENDAR



# YELLOWHEAD TRIBAL COLLEGE

## 2024-2025 ACADEMIC CALENDAR

10045 156 St, Edmonton, AB T5P 2P7

**Toll Free:** 1-877-YTC-EDUC (1-877-982-3382)

**Phone:** 780-484-0303

**Fax:** 780-481-7275

**Email:** [admissions@ytced.ca](mailto:admissions@ytced.ca)

**Website:** [www.ytced.ca](http://www.ytced.ca)

Find us on



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## PROGRAM INFORMATION

### Certificates

28	Four Winds Digital Skills and Academic Upgrading Certificate
29	Academic Upgrading Certificate
33	University & College Entrance Preparation
37	Indigenous Educational Assistant Certificate
40	Indigenous Environmental Stewardship and Reclamation Certificate
44	Indigenous Language Revitalization Certificate
48	Renewable Energy Installation Assistant - Photovoltaic Certificate

### Diplomas

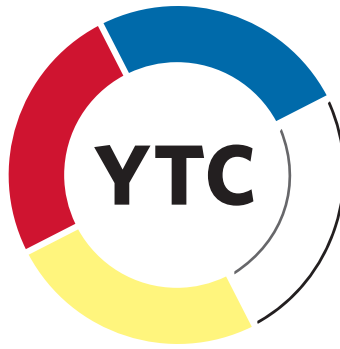
53	Indigenous Administration Diploma
60	Indigenous Environmental Stewardship and Reclamation Diploma/Advanced Diploma
75	Indigenous Health Support Worker Diploma
81	Indigenous Language Revitalization Diploma
88	Indigenous Social Work Diploma
97	Pre-Education Diploma
107	University Studies Diploma

### Degrees

115	Indigenous Bachelor of Administration and Governance
122	Indigenous Bachelor of Social Work
131	Bachelor of Indigenous Language Revitalization
141	Bachelor of Science in Indigenous Environmental Management
157	First Nation Health Administration Degree

### Continuing Education

167	Indigenous Community Engagement Citation
170	Indigenous Community-Industry Relations Certificate
172	Continuing Education
173	Cree Syllabic Star Chart



## YTC AFFILIATIONS

Alberta Council on Admission and Transfer (ACAT)  
Alberta College of Social Workers (ACSW)  
Bears paw First Nation  
Canadian Association for Social Work Education (CASWE)  
Edmonton Public School Board  
First Nations Adult and Higher Education Consortium (FNAHEC)  
Jornada de Derechos Humanos  
National Association of Indigenous Institutes of Higher Learning (NAIHL)  
National Indigenous Accreditation Board (NIAB)  
Treaty Six Education  
World Indigenous Nations Higher Education Consortium (WINHEC)  
Yellowhead Indigenous Education Foundation

## PARTNERSHIPS

Athabasca University  
Box Elder School District, Rocky Boy, MT  
City of Edmonton  
Concordia University  
First Nations Information Connection (FNIC)  
MacEwan University  
Maskwacis Cultural College  
Ministry of Advanced Education  
Ministry of Education  
Ministry of Jobs, Economy, and Innovation  
Ministry of Labour & Immigration  
Nechi Training, Research and Health Promotions Institute  
NorQuest College  
Northern Alberta Institute of Technology  
Old Sun Community College  
Red Crow Community College  
University of Alberta  
University of Calgary  
University of Lethbridge  
Unique Get Together Society, B.C  
University nuhelot'jine thaiyots'j nistameyimâkanak Blue Quills





## MESSAGE FROM OUR CHIEFS

On behalf of our Nations, we welcome you to Yellowhead Tribal College. We commend you on your commitment to your educational goals, and wish you much success in the coming year. We recognize not only you, the student, but also acknowledge the people who have contributed to your education, including our Elders and past Chiefs. Your hard work and dedication are an inspiration to your friends, families, and communities. As you achieve your goals, you will encourage others to strive for theirs. We support each and every one of you in your efforts. Your successes are successes for the community, YTC, and all Native people.

May the Great Spirit guide you in your endeavours.

## MESSAGE FROM THE PRESIDENT

Pursuing your education to fulfill a life-long dream is always special, not only for you, but your family, friends, and your community. Someone is watching and will be inspired by your efforts.

YTC has always strived to develop a community of like-minded individuals that continue to strive for excellence. The environment is conducive to learning and it is because of the culture created with the support of the YTC Chiefs and executive, YTC staff, and most importantly our Elders.

Please take advantage of all the supports and services provided for you to succeed. Just picture yourself walking to the stage and accepting your certificate, diploma, and eventually a degree. You will be glad to have made the decision to continue with your education.

Work hard and know that you are supported.

Ekosi Pitama,

Randy M. Ermineskin

ayHay - IshNish - Miigwetch



# YELLOWHEAD TRIBAL COLLEGE ELDERS

## MESSAGE FROM OUR ELDERS

On behalf of the Elders of Yellowhead Tribal College, we encourage you to learn your languages, and know your culture. Learning and practicing traditional teachings, language and ways of knowing can all lead you to develop a strong sense of identity and an enlightening future. To help you on your path, we encourage you to visit, talk and smudge with us at any time via phone, in person, email and/or Google Meet.

Have a safe academic year, Ishnish, Mii'gwetch, Ay-hay

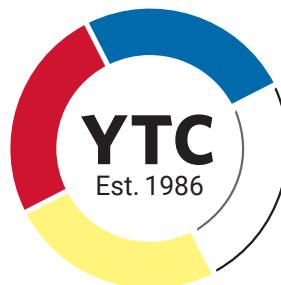


### ELDERS

Alexander First Nation	Terry Newborn
Alexander First Nation	Sylvia Arcand
Alexander First Nation	Tony Arcand
Alexis Nakota Sioux Nation	Dorothy Cardinal
Alexis Nakota Sioux Nation	Phillip Cardinal
Alexis Nakota Sioux Nation	Charlie Letendre
O'Chiese First Nation	Dennis Strawberry
O'Chiese First Nation	Diane Beaverbone
Sunchild First Nation	Gerry Redbear
Sunchild First Nation	Jack Strawberry
Sunchild First Nation	Russel Rowan



# YELLOWHEAD TRIBAL COLLEGE HISTORY



## VISION

Visionary Leaders in First Nations' Education.

## MISSION

To achieve academic excellence and student success by providing culturally foundational academic programs and services.

## MANDATE

To promote and protect our First Nations traditions, culture, and language to meet the needs of our students, our communities, and our future.

## VALUE STATEMENT

To foster a safe, caring, and inclusive environment that nurtures the whole person.



Yellowhead Tribal College (YTC) is a non-profit, First Nations Post-Secondary institution situated on Treaty 6 territory and located at the Orange Hub on the west end of Edmonton, Alberta, Canada. YTC is the only First Nations' institution in Edmonton, YTC houses ten classrooms, two Elders' rooms, two computer labs, a twenty-thousand-volume library, and numerous administrative offices.

YTC was established in 1986 by the Yellowhead Tribal Council (Alexander First Nation, Alexis Nakota Sioux Nation, O'Chiese First Nation, Suncild First Nation and the Enoch Cree Nation) in the context of its primary purpose: to foster the social, political, and economic development essential to the building of sustainable communities. With wisdom and foresight, the founders of YTC knew that education is foundational for the health, productivity, employment, and future growth of the nations of Anishinabe, Nehiyaw, and Nakota Sioux (Isclubee) Peoples.

During the first decade of its history, YTC brokered courses from other Alberta post-secondary institutions; however, since the late 1990's, it has offered its own certificate and diploma programs. Through twenty years of offering Indigenous programming, the college staff have determined

that students learn best in an environment that respects their culture and language, and that provides content and methodology to which they can relate. In 1996, YTC began developing courses to provide students an education grounded in Indigenous culture and language. A member of the Alberta Council on Admissions and Transfer (ACAT) since 2000, YTC has developed, and is recognized through transfer agreements with numerous Alberta post-secondary institutions, including the University of Alberta and Athabasca University. Currently, YTC has more than three hundred transfer agreements with Alberta post-secondary institutions.

Today, fourteen programs with a total of 94 courses in the fields of Human Services, Education, Language and Culture, Environmental Science, and Administration and Governance are accredited by the National Indigenous Accreditation Board (NIAB) and the World Indigenous Nations Higher Education Consortium (WINHEC) Accreditation Board.

Thank you for choosing Yellowhead Tribal College. Your success is our success.

# ACADEMIC SCHEDULE

## DISCLAIMER

The academic calendar is posted as official; however, due to unforeseen circumstances, adjustments or revisions may be necessary. Every effort is made to minimize revisions and/or adjustments.



COLLEGE CLOSED



IMPORTANT DATES



EXAM PERIODS

### SEPTEMBER 2024

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

- 2 Labour Day
- 4-6 Mandatory Student Orientation
- 9 First day of classes
- 20 Last day to change course registrations (Add/Drop for all programs)
- 27 Last day to withdraw without academic penalty
- 30 College closed for National Day for Truth and Reconciliation

### OCTOBER 2024

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

- 4 Last day to withdraw
- 14 Thanksgiving Day
- 16 Deadline for payment of Fall semester tuition and book fees.  
Students who do not pay by the deadline will be required to withdraw.

### NOVEMBER 2024

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

- 8 Graduation
- 11 Remembrance Day
- 12-15 Reading Week/Fall Break (not including UCEP, 4WINDS, IBSW)
- 18 Registration begins for the Winter 2025 Term (all programs)

### DECEMBER 2024

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

- 6 Last day of classes
- 9-13 Final Exam period for all programs
- 19 Last day of Fall 2024 Term
- 20-31 College Closed for Winter Break

### JANUARY 2025

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

- 1-2 College Closed for Winter Break
- 6 College Reopens / First Day of Winter classes / Post-Secondary courses begin
- 16 Last day to change course registration (Add/Drop for all programs)
- 31 Deadline for payment of Winter semester tuition and book fees.

### FEBRUARY 2025

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

- 11 Spring Session Registration
- 17 Family Day
- 18-21 Winter Reading Week – Tuesday, February 20 – Friday, February 23 (not including UCEPP, IBSW, Four Winds)



## MARCH 2025

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

- 10** Registration begins for Spring 2023 Term  
**31** Last day for withdrawal from winter term

## APRIL 2025

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

- 11** Last day of classes  
**14-25** Final Exam period for all Winter programs  
**18** Good Friday  
**21** Easter Monday

## MAY 2025

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

- 5** Spring Courses begin  
**8** Deadline for spring Tuition & Book Fees. Last day to Withdraw  
**9** Last day to change course registrations (Add/Drop for all programs)  
**19** Victoria Day

## JUNE 2025

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

- 13** Last day of classes  
**16-20** Final Exam period for all Spring Term classes  
**23** National Indigenous Peoples Day

## JULY 2025

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

- 1** Canada Day

## AUGUST 2025

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

- 4** Heritage Day

Thirty-nine years of Yellowhead Tribal College in operation

# STUDENT POLICIES AND REGULATIONS

## ACADEMIC REGULATIONS

### Registration

Students are responsible for the completion of their registration. They should plan their individual timetables in such a way as to avoid conflict and course overlap.

Grade Point Average (GPA 4-Point Scale)

At the end of each term (session) of a YTC program, a student's academic standing will be reviewed.

The following guidelines will be used to determine a student's standing:

GPA of 4 - Honours Standing

GPA of 3 - Above Average \*(NOTE: This grade is generally recommended for transferability to other post secondary institutions)

On behalf of our Nations, we welcome you to Yellowhead Tribal College. We commend you on your commitment to your educational goals, and wish you much success in the coming year. We recognize not only you, the student, but also acknowledge the people who have contributed to your education, including our Elders and past Chiefs. Your hard work and dedication are an inspiration to your friends, families, and communities. As you achieve your goals, you will encourage others to strive for theirs. We support each and every one of you in your efforts. Your successes are successes for the community, YTC, and all Native people.

May the Great Spirit guide you in your endeavours.

### Grade Conversion Scale

Letter Grade	Percent	GPA	Letter Grade	Percent	GPA	Letter Grade	Percent	GPA
A+	90-100%	4.0	A	85-89%	4.0	A-	80-84%	3.7
B+	77-79%	3.3	B	73-76%	3.0	B-	70-72%	2.7
C+	67-69%	2.3	C	63-66%	2.0	C-	60-62%	1.7
D+	55-59%	1.3	D	50-54%	1.0	F	0-49%	0.0

### What GPA Means to Students

It is very important that you take responsibility for keeping track of how you are doing in a course and understand that your grade point average (GPA) is cumulative and takes into account all course marks, even if you fail and receive no credit (0).

### Attendance

Regular and punctual attendance is mandatory in all programs. Attendance is recorded and reported routinely to funding agencies. The consequences of absenteeism, more than four (4) unexcused absences per semester, may result in termination of enrollment and academic failure. Students are expected to inform their Program Coordinator in advance of absenteeism.

### Student Conduct

A student will be terminated from a course and/or program upon the recommendation of the Department Head to the Dean of Academic Affairs, President, and/or the Executive of Chiefs for the following reasons:

- Academic misconduct such as cheating, plagiarism, deceit, and other forms of academic dishonesty
- Academic under-achievement
- Non-attendance
- Fraud or misrepresentation
- Disrespect of the facility, staff, other students, or the college environment
- Inappropriate conduct, vandalism, destruction of property, substance abuse, or intoxication
- Physical abuse or issuing threats of physical abuse against students/staff
- Gang membership
- Harassment, including sexual and/or online bullying

# STUDENT POLICIES AND REGULATIONS

## CONTINUED

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### Respectful Relationships and Responsibility

Our traditional teachings emphasize the importance of respectful relationships with all living things. This begins with showing respect for yourself and others inside and outside the classroom. Our Elders can guide you if you have questions about this teaching or other traditional teachings. They can be accessed Monday through Friday in the Elder's room, located in the library to the left of the staff room. Every month, students are given an Elder's schedule, which includes various activities led by the Elders. Please contact them anytime to teach them

respect and other important values.

All YTC students are expected to be knowledgeable about the YTC policy, procedures and expected behaviour.

In addition, students in the Social Work program are expected to be knowledgeable about and adhere to the guidelines set forth by:

- The Alberta College of Social Workers Code of Ethics
- The Alberta College of Social Workers Standards of Practice

### Expectations for Community Relationships

As members of the College's academic community, students commit to upholding the values of responsibility, integrity, respect, and civility in every interaction. This commitment encompasses both academic and professional

dialogues, ensuring an environment where diverse ideas can flourish. Any behaviour disrupting the College's operation will be considered misconduct and may result in disciplinary measures.

### Principles for Academic Integrity and Success

In pursuing academic excellence, personal growth, and the benefit of our shared community, a set of fundamental principles becomes the compass guiding our journey through academic life. These principles, rooted in values such as honesty, transparency, effective communication, and ethical use of resources, form the bedrock of a holistic and inspirational educational experience.

As we navigate our journey, we collectively strive to foster a culture of accountability, critical thinking, and respect for intellectual and interpersonal boundaries. The following Principles for Academic Integrity and Success will lay the foundation for a supportive, inclusive, and ethically guided experience.

These include, but are not limited to:

**Honesty and Transparency:** Uphold the highest standards of honesty in your academic endeavours and interactions with peers, professors, and the academic community. Transparency in communication and actions fosters trust and strengthens relationships.

**Communication:** Effective communication is essential for successful collaboration, fostering a shared understanding and aligning goals within any group or organization. It serves as the catalyst for resolving conflicts, promoting harmony, and building strong personal and professional relationships. In academic and professional contexts, the importance of communication lies in its power to convey

ideas, share knowledge, and create a cohesive environment where innovation and collective achievement thrive.

**Consultation:** To maximize college resources, utilize college facilities, expert faculty guidance, and library resources. Seek help from college resources for support. Prioritizing university resources enhances learning and strengthens our community.

**Continuous Self-Reflection:** Engage in regular self-reflection to assess academic progress and the health of your relationships. Recognize the impact of your actions on others, identify areas for personal growth, and strive to be a positive and supportive member of both academic and social communities.

**Accountability and Responsibility:** Take accountability for your actions academically and in your relationships. Acknowledge mistakes, learn from them, and work towards building stronger connections. Responsible behaviour in academic and personal spheres contributes to a culture of trust and reliability.

**Adherence to Policy and Guidelines:** Adhere to college policy, sacred values, and ethical guidelines academically and in your interactions with others. Respect boundaries, honour commitments, and follow ethical standards in your relationships. Upholding our shared values and expectations strengthens the foundation of trust in academic and personal contexts.

# STUDENT POLICIES AND REGULATIONS

## CONTINUED

**Academic Integrity:** Academic integrity is the cornerstone of a student's ethical conduct, emphasizing honesty, transparency, and originality in their work. Upholding academic integrity ensures that individuals take full responsibility for their learning and avoid any form of dishonest behaviour. In academic pursuits, integrity safeguards the value of one's education and fosters a culture of trust, fairness, and respect within the academic community.

**Originality and Individuality:** Embrace your unique perspective academically and in your relationships. Value the diversity of ideas and backgrounds within your academic community, recognizing that different

viewpoints contribute to a richer and more inclusive learning environment.

**Critical Thinking:** Apply critical thinking skills to your academic pursuits and relationships. Analyze situations, understand different perspectives, and navigate interpersonal dynamics thoughtfully. Encourage others to think critically and engage in constructive dialogues.

**Time Management:** Efficient time management ensures academic success and allows you to maintain a healthy balance between academic and social commitments. Prioritize relationships by allocating time for social interactions, extracurricular activities, and self-care.

## ACADEMIC CONDUCT

It is essential to establish a comprehensive policy that addresses all facets of academic dishonesty. This policy serves as a guide to ethical conduct, defining the boundaries and consequences for breaching them. The policy covers a range of actions that compromise educational integrity, from the subtle nuances of plagiarism to the more blatant transgressions of cheating. It emphasizes individual accountability and collective responsibility to foster a community founded on trust, transparency, and a commitment to upholding the principles of intellectual honesty. Let us delve into the specifics of this policy, which is a crucial roadmap for maintaining the sanctity of academic pursuits at Yellowhead Tribal College.

The policy covers various forms of academic dishonesty, such as cheating, academic fraud, and misrepresentation, including but not limited to:

**Plagiarism:** Defined as presenting someone else's work, ideas, or words as one's own.

This includes:

- A. Quoting without proper citation or in a manner that suggests another's work is one's own.
- B. Submitting work without appropriate source referencing.
- C. Obtain assignments from sources like social media or note-sharing sites and present them as original, regardless of intent to deceive.

**Self-plagiarism or double-dipping:** Submitting coursework that matches or closely resembles previously submitted work

at Yellowhead Tribal College or another institution unless approved by the instructor or Department Head.

**Cheating:** Engaging in actions to dishonestly or unfairly obtain academic benefits, including:

- A. Using unauthorized materials during exams.
- B. Allowing others to complete one's assignments or exams.
- C. Dishonestly obtaining course materials.
- D. Falsifying credentials or records.
- E. Using unauthorized assistance, such as:
  - a. Tutoring websites.
  - b. Misrepresenting academic abilities through editing services.
  - i. Deceptively altering submitted work.
- F. Employing individuals in positions of power to falsely influence, advocate for, or confirm a student's academic work.
- G. Employing relationships with positions of power to influence or benefit a student's position within the academic environment.

**Encouraging or aiding others in academic dishonesty, including:**

- A. Distributing completed assignments or exams online, facilitating plagiarism.
- B. Allowing one's work to be copied by others.
- C. Impersonating someone for course-related tasks.



# STUDENT POLICIES AND REGULATIONS

## CONTINUED

### NON-ACADEMIC CODE OF CONDUCT

All students enrolled at any Yellowhead Tribal College location, including online platforms hosted by Yellowhead Tribal College, whether currently enrolled, on leave, or under suspension, are encompassed by this policy.

**On-Campus Behavior:** Conduct of students on any Yellowhead Tribal College campus.

#### Off-Campus Behavior:

- A. Engage in off-campus activities related to courses or organized class events.
- B. Participate in activities off-campus sanctioned or organized by Yellowhead Tribal College.
- C. Represent the College in external activities, events, or functions.

- D. Display behaviour, irrespective of location, which could disrupt teaching, learning, the institution's operation, or tarnish its reputation.
- E. Host guests on Yellowhead Tribal College premises or any off-campus events, activities, or functions where those guests violate the guidelines defined in this policy.

**Electronic Misconduct:** Students are accountable for any misconduct perpetrated via electronic means, including but not limited to phones, computers, emails, texts, and social media platforms.

**Additional Actions:** Beyond any disciplinary measures for non-academic misconduct, Yellowhead Tribal College maintains the right, regardless of this policy's provisions, to involve civil or criminal authorities in cases of severe misconduct.

### NON-ACADEMIC OFFENSES

**Violence:** Engaging in violence against any Yellowhead Tribal College community member or making threats that could result in physical harm.

**Lateral Violence:** Engaging in lateral violence including but not limited to defamation of character, gossip intentionally or unintentionally causing harm, or other forms of acts that contribute to the harm of individuals, the college or the community.

**Threats and Harm:** Making oral or written threats that jeopardize the safety of faculty, staff, or fellow students, including threats of bodily harm or sexual assault.

**Bullying:** Engaging in actions or statements, verbal or otherwise, intended to intimidate or harm individuals or perceived vulnerable groups.

**Cyberbullying:** Using technology platforms, including social networks and emails, to intimidate, humiliate, or harm another person's well-being or reputation.

**Interference with Education:** Any behaviour that disrupts, impedes or prevents the educational process or activities organized by the institution. This may include vexatious, misinformed, or vindictive complaints or public statements.

**Interference with Rights:** Actions impeding any member's right to engage in activities or associate with others within the College community.

**Possession of Weapons:** Holding real or replica firearms, weapons, explosives, or toxic substances on College premises.

**Substance Impairment:** Displaying behaviour influenced by alcohol, cannabis, prescription or non-prescription medications, or other substances during College-related activities.

**Discriminatory Actions:** Engaging in actions or statements targeting individuals based on various discriminatory factors like race, gender, sexual orientation, etc.

**Harassment:** Creating a hostile environment for any member through any form of harassment, threats, violence, or lateral violence.

**Property Misuse:** Damaging, defacing, or misusing College property without permission.

**Non-compliance:** Not adhering to directives from faculty or College officials.

**Confidentiality Breach:** Violating the privacy or confidentiality of personal/professional information of others.

**Misinformation:** Distributing or fabricating false information, including online or social media publications.

**Deception:** Providing false information during College investigations.

# STUDENT POLICIES AND REGULATIONS

## CONTINUED

**Hazing:** Engaging in activities endangering a student's mental or physical health for initiation or membership purposes.

**Legal Violations:** Breaching provisions of local, provincial, or federal laws or regulations.

**Legal Contraventions:** Violating local, provincial, or federal laws, with the College reserving the right to report such breaches.

**Criminal Convictions (Social Work Program):** Social work students must report post-admission criminal

convictions that may endanger the community. Failure to report can lead to expulsion, with the President's office reviewing cases.

**Conspiracy:** Collaborating or aiding another student in committing any misconduct outlined in this policy.

**Policy Non-compliance:** Disregarding any College policy, law, or regulation may lead to review and appropriate disciplinary actions.

**\*Note:** Further non-academic offences not contained in this list are subject to the YTC policies and procedures.

### Process for Review of Student Conduct and Suitability under this Policy

This Policy outlines the process for addressing professional suitability concerns that may arise in various ways. If a faculty member, practicum supervisor, or fellow student expresses concern about a student's conduct, an Informal Review Process will usually be initiated as the initial step. However, if the Informal Review Process fails to address the matter satisfactorily and it is determined that a Formal Review Process is necessary, it will be initiated. In exceptional circumstances, the Department Head may deem it necessary to commence a Formal Review immediately, such as in cases where a professional suitability concern is so severe that prompt action is required to safeguard clients, students, or staff.

## PENALTIES FOR ACADEMIC AND NON-ACADEMIC OFFENCES

To encourage students to learn and practise academic integrity, the College will normally apply less severe penalties for first offences and increase the severity of penalties for subsequent offences. However, a Department Head, Associate Department Head, Chair, or YTC Leadership may conclude that an academic offence, even a first single offence or multiple offences being discovered at or around the same time, is so serious that a more severe penalty than suggested below is required.

In such cases, the Academic Head may impose a more serious penalty, having presented reasons for doing so. The student can appeal the Academic Head's decision to the College's Student Services Department. The decision of the Student Services Department is final and cannot be

appealed. Note also that an Academic Head or the Student Services Department might conclude that principles of fairness and natural justice require a penalty different from those identified below (e.g., suspension from a program rather than academic dismissal).

Note that should an academic offence come to light after a course has ended, the College reserves the right to retroactively impose a penalty and, thus, change the grade on the student's record. The College also reserves the right to revoke an awarded credential should it be found that the credential would not have been awarded if the College had been aware of breaches of the Academic Integrity and Honesty policy.

## COMPLAINTS PROCESS

### Summary of Student Complaints Process

This document delineates the formalized procedures for addressing student concerns within the academic milieu, ensuring an equitable and expeditious resolution process. All enrolled students are encouraged to adhere to the

prescribed steps outlined herein to seek redress for any grievances they may encounter during their academic journey.

# STUDENT POLICIES AND REGULATIONS

## CONTINUED

### Principles of Fair Consideration

Student complaints and grievances are assured prompt and impartial consideration. The procedures detailed herein are inherent rights accorded to all students, and the pursuit of a grievance is safeguarded against any form of prejudicial treatment.

YTC Faculty and Students must uphold the highest levels of ethical conduct, including raising ethical concerns promptly and in accordance with best practices.

Prior to implementing these processes, the faculty member or student must carefully consider the consequences of acting quickly, delaying, presenting evidence, or any other consideration necessary to ensure a fair and equitable process. Faculty and Students are strongly encouraged to apply an ethical decision-making model when determining if a complaint should proceed.

To ensure a fair and equitable process, faculty and students must adhere to the policies and procedures set out in this academic calendar.

Before implementing these processes, the faculty or student must speak with the individual to notify the person of the specific concerns. Every attempt must be made to seek resolution.

If the faculty or student declines to speak with the person, they must provide adequate reasons in writing for doing so. This may include fear of threat, violence, repercussions, or similar circumstances. These accusations must be supported by evidence—for example, a witness.

### The Circle Process

Yellowhead Tribal College offers students and staff the opportunity to address concerns through our traditional protocols of the Circle Process. The Circle Process seeks to address the situation and look for opportunities for growth and learning.

Students and staff are encouraged to employ the Circle Process at any stage in the complaints process. The Circle process honours the participants through the Natural Law of Love, Honesty, Sharing, and Determination.

In the Circle, everyone will be heard, and participants will have the opportunity to share their feelings, understanding of the situation, needs, and recommendations.

Faculty or students who do not follow these policies and procedures and make unsupported, false, or vexatious complaints may be reviewed and face significant consequences.

All informal and formal complaints submitted to the Department Head will follow the outlined procedures. All complainants will be provided with the following two options:

#### 1. Circle Process

- Students and faculty are encouraged to use the Circle Process for safe and reasonable conflict resolution.
- The Circle process will be encouraged in the informal and formal stages of the complaint processes.
- The Circle Process seeks reconciliation, solutions, and positive outcomes for all.
- The Circle process ensures safety and confidentiality for all participants
- The Circle process is sacred, so all participants must adhere to its decisions.
- The Circle process may be employed in the Informal or Formal stages.

#### 2. Investigative Review Process

- The Investigative Process is founded in professional ethical guidelines. The Investigative Review Process is designed to address both Academic and Non-Academic Misconduct.

Yellowhead Tribal College and its Elders in Residence will facilitate the resolution process rather than offer or impose solutions. Our system and structure depend on everyone committing to finding a resolution.

#### Initiating the Circle Process:

Students and faculty can request and are strongly encouraged to employ the Circle Process whenever concerns or other problems arise.

# STUDENT POLICIES AND REGULATIONS

## CONTINUED

### COMPLAINT PROCESS

Every effort should be made to resolve issues through informal means, adhering to these guidelines:

1. The complainant should inform the individual that their behaviour is inappropriate and provide rationale and examples.
  - a. All individuals who witness or receive reports of discrimination or harassment or have reasonable suspicions of its occurrence and potential for harm may inform the instructor or file a complaint.
    - i. Injured party consent is required before third-party disclosures proceed.
  - b. Students and faculty are encouraged to use the Circle

Process for conflict resolution.

- c. The Circle process will be offered as an option.
- d. The Circle process must receive all parties' consent before proceeding.
  - Where students feel unsafe or unable to approach the student or instructor, they may seek support, advice, and direction from the Student Services Department regarding College policies and procedures.
  - Students who have not followed this procedure will be directed to follow the protocol as outlined. The instructor and/or Student Services liaison will offer direction and support throughout this process.

### INVESTIGATIVE COMPLAINT PROCESS

If a resolution is not reached informally, through the Circle Process, or the Circle Process has been declined, the complainant must inform the faculty member of the unsatisfactory completion of the Informal Complaint Process. At this stage, The complainant can discontinue their complaint or proceed to the Formal Complaint Process.

To progress to the Formal complaint process, the complaint must provide a written summary of the complaint and submit it to the involved faculty.

Completing and submitting the Student Complaints Form in a timely manner is important when advancing to the Formal Complaints Process.

The following steps must be applied to initiate the Formal Complaint Process:

- If the Informal Complaint Process is unsuccessful, the instructor will assess and determine if the complaint has merit to progress to the Formal Complaint Process.
- The instructor may deny or defer the request to progress the complaint on the grounds that:
  - ♦ No further action, resolution, or compensation can be attained.
  - ♦ The Informal Complaint Process was not employed in its full capacity.
  - ♦ Additional reasonable options exist which require further discussion.
- If the instructor/faculty member agrees to progress to the Formal Complaint Process, the complainant will submit a written account of the complaint to the instructor for review and consultation within Ten (10) business days.

- Following the review and approval of the written complaint, the instructor or faculty member will submit the complaint to the Department Head for review and comment.
- The Department Head will assess and review the complaint to determine its merit and options for resolution. In serious matters, the department head will consult with the Vice President or President.
- Where the Department Head deems there is merit in the complaint, the department will respond, inform all parties of the complaint and process, commence the formal review, and develop options according to YTC policy. For serious matters, legal counsel may be consulted.
- When a student feels their safety is at immediate risk, they must act immediately by approaching a faculty member, instructor, or department head to mitigate risk. The student at risk may bypass these procedures and report directly to any faculty member, including the department head or YTC leadership.

To ensure a safe and equitable process, students must familiarize themselves with the College policies and consult with student services.

- Students and faculty who have demonstrated vexatious or malicious intent by applying these policies may be terminated from their program. Where a vexatious or malicious complaint is determined, students may be permanently banned from attending courses or programmes at Yellowhead Tribal College. Appeals may be made to the President's Office.



# STUDENT INFORMATION

## ADULT STUDENTS' INFORMATION

It is the student's responsibility to speak to the appropriate Department Head if personal information is required or outstanding issues need to be resolved. Yellowhead Tribal College follows FOIP (Freedom of Information and Privacy) rules and regulations. Therefore, no other family member or person can deal with the Department Head on behalf of the student. Department Heads are not obligated under any circumstance to provide student information to parents, spouses, or any other person who is either self-appointed or designated to act on behalf of an adult student. All adult students must make requests for their own information in person.

## GRADUATION

To qualify for graduation, students must complete program courses with a mark of 60% or better, achieve a minimum cumulative Grade Point Average (GPA) of at least 1.7, and meet individual program requirements.

## ISSUANCE OF CREDENTIALS

Yellowhead Tribal College issues credentials consistent with standards of academic excellence and Alberta Education as appropriate. YTC confers certificates, diplomas, and degrees.

## CREDIT TRANSFER

Yellowhead Tribal College awards advance credits for courses completed at other post-secondary institutions equivalent to designated YTC program courses up to a maximum of two (2) courses per Fall and Winter semester and one (1) course per Spring and/or Summer session. Official transcripts must be submitted to the Registrar or Department Head directly from the other post-secondary institution(s) prior to advance credit assessment. Credits awarded through advance credit assessment are not counted in YTC's residency requirement. Only successfully completed courses will be considered for advance credit. A passing grade is defined by the institution designating the grade.

- Please note that our post-secondary courses are transferable to Alberta universities and colleges. For individual course transferability please refer to the following link: <https://alis.alberta.ca/pdf/transferralberta/transfers/Yellowhead.pdf>

## CULTURAL KNOWLEDGE

Cultural knowledge is an integral part of Yellowhead Tribal College education programming. YTC affirms that the First Nations Elders are the "Knowledge Keepers" in their Nations. Throughout the academic year, the college provides opportunities for students to experience First Nations' cultural ceremonies including: Sweat lodges, pipe ceremonies, feasts, and other ceremonies. Students will have the opportunity to learn more about First Nations' history, language, worldviews, and protocols through shared traditional oral practices with Elders, cultural advisors, Knowledge Keepers, and other students.

Cultural knowledge is a conduit for all students to further develop their understanding and appreciation of First Nations' culture while affirming First Nations' self-identity.

## CULTURAL KNOWLEDGE (Cont'd)

In support of cultural knowledge, the College has an Elder in Residence Program for students who want additional counselling and/or support. The Elders' in residence also assists instructors to bring First Nations' content into their classrooms. Students who actively participate in cultural knowledge may earn up to three (3) residency credits per academic year. For further information, please inquire with your Program Coordinator or Department Head.

## TRANSCRIPTS (FROM OTHER INSTITUTIONS)

Applicants to most YTC programs are required to submit transcripts from their previous educational institutions (high school and, if applicable, post-secondary institutions). These transcripts must be requested by the applicant from their previous institution(s). Official transcripts may be emailed by the institution to [registrar@ytced.ca](mailto:registrar@ytced.ca) and mailed to:

### Registrar's Office

Yellowhead Tribal College  
10045 156 St. NW  
Edmonton, AB T5P 2P7

# SOCIAL MEDIA POLICY

Yellowhead Tribal College takes care and attention to ensure a safe, caring and inclusive environment and to protect the privacy of individuals. In its Photography and Video recording policy, the use of photographs and video recording for formal learning activities, including lectures is allowed only under specified conditions.

Those conditions are:

1. Students enrolled in a class must be fully informed as to the recording of the activity.
2. Full disclosure is required as per, "What will be the use of the recording or pictures?".
3. Photographs and recording may not be used for any other purposes than the original intended purpose, where consent was given.
4. Students must be able to remove themselves from the recording without excluding them from the learning activities in class.
5. For learning activities outside the normal classroom, students must consent to recordings.
6. Pictures and recordings at events determined to be a public event (e.g., graduation) is not normally considered an invasion of privacy unless the participant asks that the information not be disclosed, in which case YTC has a duty to comply with the request.
7. "In-situ" classrooms, such as fieldwork, including transportation and accommodations, are considered private events and consent of all participants is required prior to any recording taking place.
8. YTC has many events based in First Nations culture and traditions. Recording of any events of this nature is strictly prohibited unless prior consent from the Eminent/Knowledge Keeper is obtained.
  - Proper protocols associated with traditional and cultural events must be followed. If a student is unsure of protocols, they may go to the Cultural Services Facilitator for support and guidance.
  - a Contravening use and disclosure of this information will be considered an academic offense.
2. Social Media:
  - Under no circumstances, should students post or otherwise share images, recordings, or other items on social media. Such information may fall under the FOIP Act and may be considered disclosure of protected information.
  - a Any course where the use of social media platforms for learning occurs requires advance notification to students and that information protocols are in place. Any use of this information other than identified by the course instructor will be considered non-academic misconduct and is a violation of the student code of conduct.

Approved April 8, 2020

# 2023-2024 ACADEMIC YEAR FEE SCHEDULE

## APPLICATION FEE

\$75.00

## POST-SECONDARY TUITION

\$235 / credit

\$705 / 3-credit course

## POST SECONDARY PROGRAMS

Indigenous Educational Assistant, General Studies Diploma, Indigenous Social Work Diploma, Indigenous Governance Certificate, Indigenous Environmental Stewardship and Reclamation, Indigenous Administration Diploma, Indigenous Bachelor of Social Work, and Indigenous Bachelor of Administration and Governance, Bachelor of Science in Indigenous Environmental Management

## UNIVERSITY AND COLLEGE PREPARATION AND ACADEMIC UPGRADING TUITION

\$160 / credit

\$800 / 5-credit course

## INDIGENOUS COMMUNITY INDUSTRY RELATIONS (ICIR) and INDIGENOUS COMMUNITY ENGAGEMENT (ICE)

\$995 / course

\$1095 / land-based course

## NON-INSTRUCTIONAL FEES

Students enrolled in YTC programs must pay required fees as outlined below. Students are responsible for the costs of transcripts, supplemental and deferred examination fees, course extension fees, and change of credential fees. Students are also responsible for ordering and arranging all supplemental examinations.

### Full-time Students (Fall 2023 and Winter 2024)

Library	\$200 / year
Technology	\$230 / year
Student Services and Graduation	\$220 / year
Student Association	\$50 / year
Orientation	\$300 / year
Total Full-time Fees	\$1000 / year

## Part-time Students, Spring or Summer Students

Non-instruction Fee calculation will be based on \$100 / 3-credit course

Professional Development \$350 / 3-credit course

Life-Long Learners \$175 / 3-credit course

Elders  
\$0

## ADDITIONAL FEES

Supplemental Exams \$90/exam

Deferred Exam \$75/exam

Course Withdrawal Fee \$90/course

Course Extension Fee \$75/course

## TRANSCRIPT FEES

Official Transcript Requests\* \$10

Parchment Replacement \$250

\*Official transcripts require 1 week to process

## OUTSTANDING TUITION POLICY

Tuition fees must be paid in full for students to receive their designations from Yellowhead Tribal College. Therefore, a certificate, diploma, or degree will be withheld from the graduating student until the college receives full payment of tuition and other fees associated with their program.

A student may participate in graduation ceremonies, but their certificate, diploma or degree will be maintained at the college until such time as tuition and fees are paid in full. Tuition payment plans are available; please contact the Registrar's Office.

## TEXTBOOK FEES

The estimated cost for textbooks varies for each course and program. You will receive an estimate of textbook costs on your Confirmation of Enrollment letter.

# FINANCIAL ASSISTANCE

## YELLOWHEAD TRIBAL COUNCIL

Eligible First Nation students who are members of Alexander, Alexis Nakota Sioux, O'Chiese, and Suncild First Nations may contact Yellowhead Tribal Council Administration to inquire about the funding application, requirements, and process.

Phone: 587-524-0180

Email: [psssp@ytcadmin.ca](mailto:psssp@ytcadmin.ca)

## FIRST NATIONS STUDENTS

Eligible First Nations students may seek funding by contacting the Education Counselor at their respective First Nation.

## MÉTIS STUDENTS

Métis students may contact the Métis Nation of Alberta or their settlement for funding options. Another option is Rupertsland Institute. For more details, call them directly at 780-423-2237, or visit their website at [www.rupertsland.org](http://www.rupertsland.org)

## STUDENT LOANS

Students in some YTC programs are eligible for student loans. If you are a resident of Alberta, you can apply for government loans online at <https://studentaid.alberta.ca/>. If you live outside Alberta, look into applying for student loan assistance from your home province or territory.

## INDSPIRE

Indspire is an Indigenous-led registered charity that invests in the education of Indigenous people for the long-term benefit of these individuals, their families and communities, and Canada. For more details, call them directly at 1-855-463-7747 ext./ 253, or visit their website at <http://indspire.ca/>

## FREEHORSE FAMILY WELLNESS SOCIETY

Freehorse Family Wellness Society offers post-secondary funding on behalf of Indigenous Services Canada (ISC). The Post-Secondary Funding Program assists Alberta students whose status is the result of Bill 31; students from Nunavut and the Northwest Territories with Indian or Inuit Status are also eligible. For more details, call them directly at 780-944-0172 or go to their website at <http://www.freehorse.org/>

## OTEENOW EMPLOYMENT & TRAINING SOCIETY (2024)

The Oteenow Employment & Training Society will provide Human Resource Development Programs to First Nations' people in the greater Edmonton area to enable them to become self-reliant and subsequently lead productive lives. For more details, call them directly at 780-444-0911, or visit their website at <http://oteenow.com/>

## SCHOLARSHIPS & BURSARIES

There are hundreds of scholarships and bursaries that could help pay for your education. A scholarship is a monetary award given to a student for academic excellence in a specific area of study or for achievements in non-academic areas (such as athletics or community service). A bursary is a monetary grant given to a student based on clearly demonstrated financial need and/or satisfactory academic achievement.

For more details, call 780-644-9992 or visit <https://www.alberta.ca/indigenous-student-supports.aspx>

## YTC BURSARIES AND SCHOLARSHIPS

YTC-sponsored bursaries and scholarships may be available. Contact your Department Head for more information.





# YELLOWHEAD TRIBAL COLLEGE LIBRARY

## LIBRARY SERVICES

### MISSION

Yellowhead Tribal College Library's mission is to:

- Support the program curricula of the college
- Provide information resources and recreational reading materials to YTC students, staff, and communities

### COLLECTION

Our physical collection contains approximately 18,500 items: books, graphic novels, CDs, DVDs, magazines, and print journals. Students, staff, and community members also have access to our Indigenous Collection of works by and about Indigenous Peoples. In addition, thanks to the generous support of the University of Alberta and Alberta Advanced Education, students can access electronic databases via the Lois Hole Campus Alberta Digital Library (LHCADL) and The Alberta Library (TAL) Academic and Special Libraries Universal Core. The First Nations Information Connection (FNIC) connects students to our online catalogue, has guides to Indigenous resources, and more.

### LIBRARY INSTRUCTION

The library provides orientations and library instruction sessions tailored to courses and assignments. Instructors are encouraged to contact the Librarian in advance.

### SERVICES FOR STUDENTS

- Computers and internet access (Wi-Fi)
- Printer, photocopier, and scanner
- Research help
- APA and MLA citation help
- Technology help
- Interlibrary loan
- The Alberta Library (TAL) card
- Resume and cover letter writing support

### STUDENT ID CARD

The YTC Student ID Card is used to borrow materials from the library. All registered students and staff have borrowing privileges.



# STUDENT SUPPORT SERVICES

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## MENTAL HEALTH

As a student of YTC your mental health and wellness are of utmost importance to us. We have a certified clinician on site that is available to students by appointment.

Student Counsellor - Dr. Claude Shema

### Fall 2023 Counselling Hours

Monday - Tuesday - Wednesday  
9:00am to 4:00pm

### Winter 2024 Counselling Hours

Tuesday - Thursday - Friday  
9:00am to 4:00pm

Please make an appointment with Dr. Shema in advance by emailing him at [claudeshema@ytced.ca](mailto:claudeshema@ytced.ca) or calling the Receptionist at (780) 484-0303

## STUDENT SERVICES

The Student Services Coordinator provides support, information, resources and referrals in order to assist students in achieving their academic and personal goals. The Student Services Coordinator also acts as an advocate for students within the College.

### Student Workshops

- Cultural teachings
- Financial literacy
- Resume and Cover Letter Writing
- Health and wellness

## Extracurricular Events

- Holiday luncheons
- Student & Elder Christmas Dinner
- Orange Shirt Day
- Walk for Missing and Murdered Indigenous Women (MMIW)
- Sober walks in partnership with other organizations

## ACADEMIC ADVISING

Your Program Coordinator can assist you with program planning, course selection and career counselling.

## ACCESSIBILITY SERVICES

Students who have a diagnosed disability which may affect their academic performance are encouraged to speak to the Program Coordinator well in advance of the start of term so that the appropriate accommodations can be put into place. Information and assistance is available to students who may have, or suspect they may have, a disability that impacts their academic performance at Yellowhead Tribal College. Additional learning support, exam and assignment accommodations, tutoring and adaptive technologies will be made available to students with learning disabilities.

# ADMISSIONS & APPLICATION PROCEDURE

All applicants must submit the following:

- General College Application form: <https://ytced.ab.ca/admissions/how-apply/>
- \$75 non-refundable application processing fee. Please note this is a mandatory and required payment

Please send the General Application Form & fee payment to YTC's Registrar's office. All forms must be signed and fully completed before the application will be accepted and processed.

## INDIGENOUS EDUCATIONAL ASSISTANT CERTIFICATE

Students applying to the Indigenous Educational Assistant Certificate program must submit additional forms and documentation.

- Official High School Transcripts
  - ◆ Results of English 30-1 or 30-2 (Students with 60%+ in English 30-1 and 60%+ in Math 20-2 will be registered in the University Studies English, while students with 55%+ in English 30-2 and Math 20-2 will be registered in English 150.)
- Mature Student Status (Applicants with Mature Student Status (Age 21+) can write a placement exam or undergo a PLAR assessment for eligibility.)
- A Career Investigation Report
- Personal statement as to why you want to be an Educational Assistant
- Criminal Record Check and Child Intervention Record Check

## INDIGENOUS HEALTH SUPPORT WORKER DIPLOMA

Students applying to the Indigenous Health Support Worker Diploma program must submit these additional forms and documentation:

- All applicants must complete and submit an Indigenous Health Support Worker Program Package, which can be printed from the YTC website, or picked up at YTC: [https://ytced.ab.ca/programs-courses/programs/Indigenous\\_Community\\_Health\\_Worker\\_Program/](https://ytced.ab.ca/programs-courses/programs/Indigenous_Community_Health_Worker_Program/)
- Official High School Transcripts
  - ◆ Results of English 30-1 with at least 55% and higher, or 30-2 with at least 65% and higher
- Applicants may also enter through Mature Status defined as follows: (i) Minimum age of twenty-one; (ii) Successful completion of a skills appraisal test in Math and English. Applicants may also enter with special permission from the Department Head

## INDIGENOUS SOCIAL WORK DIPLOMA PROGRAM

Students applying to the Social Work Diploma program must submit additional forms and documentation.

The current application package and reference forms are available on the Social Work program webpage at: <https://ytced.ab.ca/programs-courses/programs/indigenous-social-work/>

### Application Requirements

- Complete the Indigenous Social Work Diploma Program (ISWD) Application Package
- Official High School Transcripts
  - ◆ Confirmation of English 30-1 or equivalent course and final mark of at least 65%. Applicants without English 30-1 are invited to apply but must complete the equivalent of English 30-1 prior to the programs start date [May 21, 2023 and update application]
- Official Post-Secondary Transcripts, if applicable
- Verification of 100 hours of volunteer or work experience in human service setting within the previous four years
- Current Resume
- Personal Statement
- Two letters of reference. The first one should be from a supervisor for volunteer or work experience. The second reference should be from community, education, or employment. The reference forms get sent directly to [registrar@ytced.ca](mailto:registrar@ytced.ca) and should have the ISWD first and last names of applicant in the email.
- Applicants identified to move on to next steps in the application process will be invited to do an academic readiness assessment, and then those shortlisted will be invited for a virtual or in-person interview.

# ADMISSIONS & APPLICATION PROCEDURE

## CONTINUED

### INDIGENOUS BACHELOR OF SOCIAL WORK PROGRAM

Students applying to the Indigenous Bachelor of Social Work program must submit additional forms and documentation.

#### Application Requirements

- Complete the Indigenous Bachelor of Social Work (IBSW) Application Package
- Official High School Transcripts
  - ♦ Confirmation of English 30-1 or equivalent course and final mark of at least 65%. Applicants without English 30-1 are invited to apply but must complete the equivalent of English 30-1 prior to [May 21, 2023 and update application]
- Official Post-Secondary Transcripts, if applicable
- Verification of 100 hours of volunteer or work experience in human service setting within the previous four years
- Current Resume
- Personal Statement
- Two letters of reference. The first one should be from a supervisor for volunteer or work experience. The second reference should be from community, education, or employment. The reference forms get sent directly to registrar@ytced.ca and should have IBSW first name, last name of applicant in the email.
- Applicants identified to move on to next steps in the application process will be invited to do an academic readiness assessment, and then those shortlisted will be invited for a virtual or in-person interview.

### FIRST NATION HEALTH ADMINISTRATION DEGREE

Students applying to the First Nation Health Administration degree must submit these additional forms and documentation:

- Complete the FNHA application package. Download here: <https://ytced.ab.ca/programs-courses/programs/first-nation-health-administration-degree/>
- Official High School Transcripts
  - ♦ Confirmation of English 30-1 and final mark of at least 55%, or English 30-2 and final mark of at least 65% prior to the commencement of the program; and Math 20-2 or higher
- Official Post-Secondary Transcripts, if applicable
- Applicants may also enter through Mature Status defined as follows: (i) Minimum age of twenty-one; (ii) Successful completion of a skills appraisal test in Math and English. Applicants may also enter with special permission from the Department Head of the First Nation Health Administration degree
- Two letters of reference from a supervisor, employer or community member that outlines your suitability for the health program. The reference forms (these are included in the FNHA application package) must be sent directly to registrar@ytced.ca
- Criminal Record Check and Child Intervention Record Check
- Current resume;
- Personal Statement; 500 words

## ADMISSION REQUIREMENTS FOR ALL OTHER PROGRAMS:

### POST-SECONDARY PROGRAMS:

A high school diploma, UCEPP, or Mature Student Status is required for admission to post-secondary programs

### UNIVERSITY AND COLLEGE ENTRANCE PREPARATION PROGRAM:

Grade 10 mathematics and reading comprehension levels are required



# PRIOR LEARNING ASSESSMENT AND RECOGNITION (PLAR)

## DETAILS

Prior Learning Assessment and Recognition (PLAR) is the learning adults gain through work, training, and life experiences. The process acknowledges the educational proficiency adults develop outside of educational settings, and that is often consistent with post-secondary-level learning outcomes. Through the use of PLAR as a method of assessing prior learning, adults with substantial experiential learning can be awarded course or program credit. PLAR removes barriers to higher education for adult learners by accrediting the skills, knowledge, and competencies adults gain throughout their lives.

Through PLAR, adults who have extensive experiential learning can be fast-tracked in their educational programming through various assessment methods.

The types of learning that are documented through PLAR are:

## INFORMAL

- Volunteer activities
- Household responsibilities
- Hobbies
- Sports

## NON-FORMAL

- Job training
- Skills learned on the job
- Career development
- Personal development

## ADMISSION PROCESS

Adult learners are not required to be registered in a program before applying to gain course credit through PLAR. There is an open admission policy, but all applicants must:

- Be 18 years of age, on or before September 1, 2022
- Fill out a PLAR application
- Complete a career investigation report
- Pay the \$75 application fee (new students only)
- Meet with the PLAR coordinator

Learners will then complete:

- A structured interview with the PLAR coordinator
- An education plan

- Identification of courses and method of PLAR assessment
- Payment based on credits

## ASSESSMENT METHODS

Learners may use many methods of assessment, including but not limited to:

- Portfolio
- Case study
- Skill demonstration
- Challenge exams
- Standardized tests
- Submission of other materials that document experiential learning

Adult learners must demonstrate that the course learning outcomes are met in order to receive course and/or program credit. After the assessment, learners will undergo a structured interview with a Subject Matter Expert and/or PLAR evaluation committee. Results of the assessment will be made available to learners within ten (10) business days from the final assessment interview. For detailed policies and procedures, please make an appointment with the PLAR coordinator.

### Please note:

1. In the PLAR process, students must clearly demonstrate that they meet the competency level of the course(s) they are being assessed for. Credit in a course and/or program will not be granted if the academic standard is not met.
2. PLAR fees are due before the start of the PLAR process. Once the PLAR assessment begins, refunds may be prorated at the discretion of the Registrar's office.
3. The PLAR assessor or Subject Matter Expert may contact references and employers to authenticate documentation.
4. Once the PLAR process has begun, Yellowhead Tribal College will ensure that the assessment of each course is complete within twelve (12) weeks of assessment completion. In the case of exceptional circumstances, every effort will be made to expedite the process with no additional fees charged to the student.

# PRIOR LEARNING ASSESSMENT AND RECOGNITION CONTINUED

5. PLAR credits can be applied to programs at Yellowhead Tribal College and will not be designated “PLAR credits.” A grade or pass/fail will appear on the official transcript, based on assessment format.

6. All documents presented for the PLAR process must
- be certified as authentic by the student. Any false or altered documents will result in termination of the process and is considered academic misconduct under Yellowhead Tribal College student policies.

**Fees**

After applying for assessment, adult learners must submit the required fees. The fee schedule for PLAR is as follows:

TYPE OF ASSESSMENT	FEE
Challenge Exam for Credit	\$150 per assessment
Skill demonstration	\$200 per assessment
Learning Portfolio	\$200 per credit

Withdrawals appeals will follow Yellowhead Tribal College policy.

# PROGRAM INFORMATION

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## CERTIFICATES

- 28 Four Winds Digital Skills and Academic Upgrading Certificate
- 29 Academic Upgrading Certificate
- 33 University & College Entrance Preparation Certificate
- 37 Indigenous Educational Assistant Certificate
- 40 Indigenous Environmental Stewardship and Reclamation Certificate
- 44 Indigenous Language Revitalization Certificate
- 48 Renewable Energy Installation Assistant Certificate

## DIPLOMAS

- 53 Indigenous Administration Diploma
- 60 Indigenous Environmental Stewardship and Reclamation Diploma/Advanced Diploma
- 75 Indigenous Health Support Worker Diploma
- 81 Indigenous Language Revitalization Diploma
- 88 Indigenous Social Work Diploma
- 97 Pre-Education Diploma
- 107 University Studies Diploma

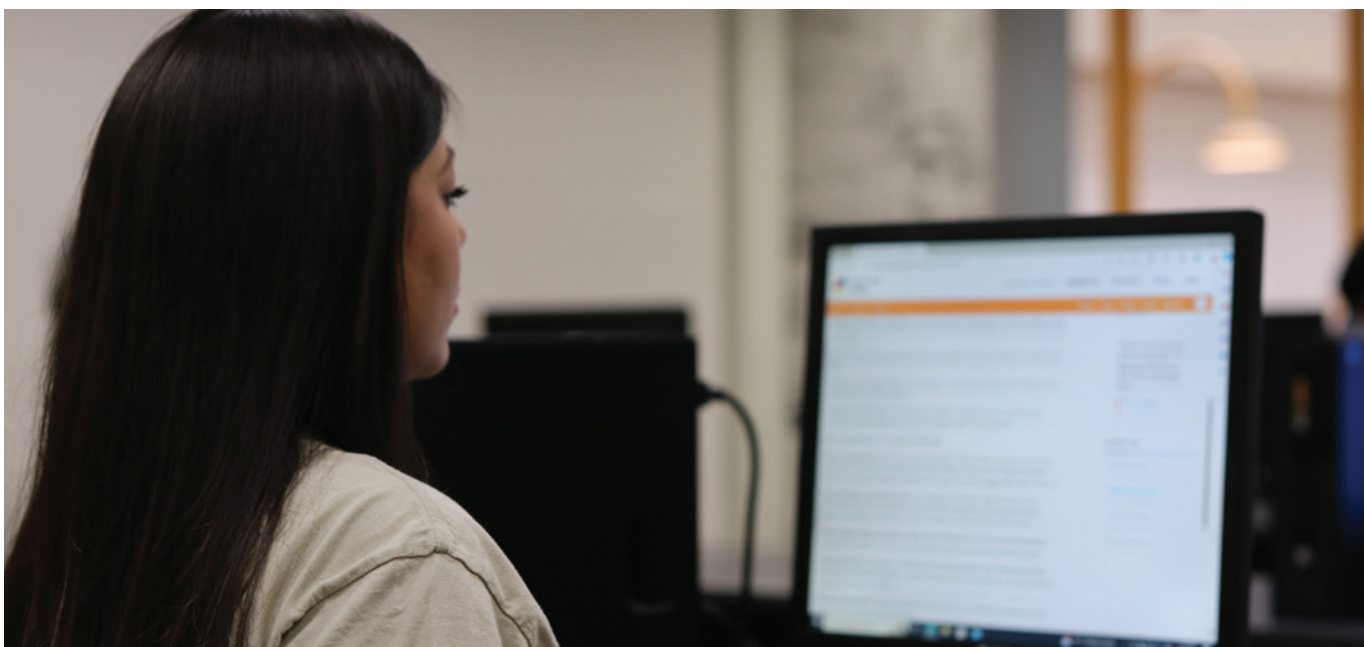
## DEGREES

- 115 Indigenous Bachelor of Administration and Governance
- 122 Indigenous Bachelor of Social Work
- 131 Bachelor of Indigenous Language Revitalization
- 141 Bachelor of Science in Indigenous Environmental Management
- 157 First Nation Health Administration Degree

## CONTINUING EDUCATION

- 167 Indigenous Community Engagement Citation
- 170 Indigenous Community-Industry Relations Certificate
- 172 Continuing Education

# CERTIFICATE PROGRAMS



## FOUR WINDS DIGITAL SKILLS AND ACADEMIC UPGRADING CERTIFICATE

**Improve your digital skills and academic competencies to gain employment or pursue higher education**

The 20-week Digital Skills for Success and Academic Upgrading program is focused on capacity-building and the five foundational skills essential to entering and succeeding in the workforce. The program also includes Basic Academic Upgrading in English, Math, and an Introduction to Indigenous Studies. Students are supported in developing and expanding their competencies across a range of general skills. With access to YTC's full range of student services, students conclude the four-month on-site program with a four-week work placement.

### PROGRAM DETAILS

The program builds on a foundation of traditional Indigenous culture, knowledge, and language. Students are also supported by the wide array of services at the College, including tutoring, counselling, library services, and career exploration. The Four Winds Digital Skills and Academic Upgrading program is offered in partnership with Alberta Advanced Education.

#### Skills for Success:

- Indigenous Identity
- Digital Technology and Computer Literacy
- Document Use
- Oral Communication
- Continuous Learning

#### Academic Upgrading:

- Reading and Writing English
- Basic Math
- Introduction to Indigenous Studies

#### Work Placement:

- Students gain vital experience by contributing to regular work activities, adapting to change, learning from co-workers and supervisors, and taking part in mandatory and unique training opportunities.

### ADMISSION REQUIREMENTS

There are no minimum academic requirements for this program. Applicants are required to complete:

- YTC general application
- Coordinator Interview
- Academic assessment
- Career Investigation Report
- Self-reported assessments of the Office of Literacy and Essential Skills (OLES) indicators

# ACADEMIC UPGRADING

Academic Upgrading offers accredited courses that can be applied towards a high school diploma

## PROGRAM DETAILS

Academic Upgrading offers YTC-developed and Alberta Education-accredited courses that can be applied towards a high school diploma or entry into UCEPP and Trades and Technology Preparation Programs.

## ADMISSION REQUIREMENTS

Students must have completed Grade 9, 10, or 11 and provide their most recent transcripts. Students must read at a Grade 9/10 level. Applicants may present documentation of Grade 9/10 completion or complete an assessment process including a skills appraisal test.

## ACADEMIC UPGRADING

### COURSE DESCRIPTIONS

#### **ABST 10: ABORIGINAL STUDIES 10**

5 CREDITS

Aboriginal Studies 10 is a provincial course suitable for all students in Alberta schools. The course is based on perspectives and worldviews of Aboriginal peoples. It includes the study of traditions and history of Aboriginal peoples in Canada and particularly in Alberta. Student learning outcomes provide opportunities to examine such topics as governmental structures, literature, the arts and the sciences.

Prerequisite: Social Studies 9 (Alberta Curriculum)

#### **ABST 20: ABORIGINAL STUDIES 20**

5 CREDITS

Aboriginal Studies 20 focuses on the evolution of Aboriginal Peoples from a Canadian and Albertan perspective. It includes the study of policies, legislation conflict, and cultural change. Four themes are examined: the Métis conflict and cultural change, treaties and cultural change, legislation, policies and cultural change, and schooling.

Prerequisite: ABST 10

#### **ABST 30: ABORIGINAL STUDIES 30**

5 CREDITS

Aboriginal Studies 30 focuses on the Canadian Aboriginal Peoples' inherent right to self-government and self-determination. Oral tradition, confederacy, treaties, nation, constitutional rights and freedoms, self-determination, inherent rights, government, and interdependence make up the content of this course.

Prerequisite: ABST 20

#### **BIOL 20: BIOLOGY 20**

5 CREDITS

Students study energy and matter exchange in the biosphere, how energy is transferred in the biosphere, cycles of matter, ecosystems and their diversity, photosynthesis and cellular respiration, and the mechanisms of biological change.

Prerequisite: SCIN 10 (65%)

#### **BIOL 90: BIOLOGY 90**

5 CREDITS

Biology 90 introduces students to the study of our human systems: digestion, human health, and how the systems interact. Reproduction and development, as well as cell division, genetics and molecular biology, are included in this course. Biology 90 prepares students to write the Biology 30 Diploma Examination.

Prerequisite: BIOL 20 (65%)

#### **CHEM 20: CHEMISTRY 20**

5 CREDITS

Chemistry 20 introduces students to the diversity of matter, forms of matter, matter as solutions, and quantitative change in matter. Students will learn to use the scientific method and understand the relationship to chemical change.

Prerequisites: MATH 10-C and SCIN 10 (65%)



# ACADEMIC UPGRADING

## CONTINUED

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### **CHEM 90: CHEMISTRY 90**

5 CREDITS

Chemistry 90 extends the concepts of systems learned in Chemistry 20. Students will learn about thermochemical change, electrochemical change, chemical changes of organic compounds, and equilibrium in chemical changes. Chemistry 90 prepares students to write the Chemistry 30 Diploma Examination.

Prerequisites: CHEM 20 and MATH 20-1 (65%)

### **CREE 20: CREE LANGUAGE AND CULTURE 20**

5 CREDITS

Cree 20 focuses on language and stresses the importance of the link between communication and beliefs and customs of the Cree People. Students will learn verbal and written communication and will be able to read and comprehend selections that are specific to certain situations. The cultural component includes Cree values, traditional practices, storytelling, and respect for Elders and reflects the seasonal/ cyclical nature that is inherent to Cree culture and beliefs.

Prerequisite: CREE 10

### **CREE 30: CREE LANGUAGE AND CULTURE 30**

5 CREDITS

Cree 30 expands upon the language and cultural components introduced in Cree 20. Students are expected to verbally respond to any situation in Cree language and be able to communicate clearly in prose or poetry. Cultural beliefs and customs remain a strong component in assisting students in becoming aware of their Cree heritage.

Prerequisite: CREE 20

### **ENGL 10: ENGLISH 10**

5 CREDITS

Students in this course will explore thoughts, ideas, feelings, and experiences, and will develop the skills to comprehend various forms of literature and other texts in oral, print, visual and multimedia forms. Students will develop skills to respond personally, critically, and creatively. Students will learn how to manage ideas and information.

Prerequisite: Completion of English 9 (Alberta Curriculum)

### **ENGL 20: ENGLISH 20**

5 CREDITS

Students in this course are expected to lay a foundation for the development of critical and analytical reading skills by studying a variety of print and non-print texts, including short stories, popular non-fiction, a book-length work of fiction or nonfiction, poetry, and film. Students are expected to develop strategies to improve sentence construction skills and be able to detect and correct common sentence faults while responding personally and critically to literary texts. The goal of the course is to foster "an appreciation of the significance and artistry of literature" and to facilitate a student's ability to "understand and appreciate language and to use it confidently for a variety of purposes and in a variety of situations for communication, personal satisfaction and learning."

Prerequisite: ENGL 10

### **ENGL 90: ENGLISH 90**

5 CREDITS

English 90 is a comprehensive survey of forms, periods, and genres, including the essay, short story, novel, poetry, and film in English literature and Aboriginal literature. The course also concentrates on composition and grammar and on the development of writing, reading and critical thinking skills necessary for university and college studies.

Prerequisite: ENGL 20

### **INFO PRO 100: INFORMATION PROCESSING - INTRODUCTORY**

3 CREDITS

Information Processing - Introductory is an introduction to basic computer use with a focus on mastering the keyboard and word processing.

### **INFO PRO 200: INFORMATION PROCESSING - INTERMEDIATE**

3 CREDITS

Information Processing - Intermediate builds on skills acquired in the introductory information processing course, and includes an introduction to Excel and PowerPoint.

Prerequisite: INFO PRO 100

# ACADEMIC UPGRADING

## CONTINUED

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### **MATH 10-C: MATHEMATICS 10-C**

5 CREDITS

Math 10-C introduces students to trigonometry, factoring polynomials, graphing linear relations, and solving linear equations. This course integrates the larger governing principles of math and science and prepares students to appreciate how logic and mathematical processes apply to daily life.

Prerequisite: MATH 10-3 (65%)

### **MATH 20-1: MATHEMATICS 20-1**

5 CREDITS

Math 20-1 introduces students at the pre-calculus level and builds the foundation students require in their pursuit of higher math/ science degrees. This includes trigonometry, manipulating and solving rational expressions, and quadratic equations.

Prerequisite: MATH 10-C

### **MATH 20-2: MATHEMATICS 20-2**

5 CREDITS

Math 20-2 introduces and prepares students who are planning on attending college, trade school or university. Mathematics 20-2 consists of five sections: measurement, geography, number & logic, statistics, and relations & functions.

Prerequisite: MATH 10-C (60%)

### **MATH 20-3: MATHEMATICS 20-3**

5 CREDITS

Math 20-3 introduces students to workplace and apprenticeship mathematics. This course is designed for students who intend to go into the trades, certificate/ diploma occupations, or the immediate workforce. Concept approaches include: slopes and rate of change, graphical representations, surface area, volume and capacity, trigonometry, scale representations, financial services, and personal budgets.

Prerequisite: MATH 10-3 (65%)

### **MATH 90: MATHEMATICS 90**

5 CREDITS

Mathematics 90 introduces students to the Grade 12-level pre-calculus required for entrance into University math. The curriculum emphasizes algebra, graphing, deductive and symbolic methods to solve problems and determine if and under what conditions a concept is true. Students will continue to develop communication skills to state problems and solutions clearly. Mathematics 90 prepares students to write the Pure Mathematics 30 Diploma Examination.

Prerequisite: MATH 20-1 (65%)

### **MATH 90-1: MATHEMATICS 90-1**

5 CREDITS

Mathematics 90-1 is a senior-level secondary course meant for students who will be going on to postsecondary courses/programs that require calculus. Students will be given a foundation in pre-calculus mathematics such as transformations of several types of functions, applications of trigonometric functions, logarithms, and calculating probability. Students will also extend their knowledge and appreciation of general mathematical principles and processes and their application to daily life. Mathematics 90-1 is equivalent to Mathematics 30-1. Mathematics 90-1 prepares students to write the Pure Mathematics 30-1 Diploma Examination.

Prerequisite: MATH 20-1 (65%)

### **SCIN 10: SCIENCE 10**

5 CREDITS

Science 10 is an introduction to major scientific concepts, encouraging students to explore, examine, and analyze the interrelationships between the major science disciplines, and to develop an understanding of the application of science to the world around them inherent in the technology and environment they live in.

Co-requisite: MATH 10-C

# ACADEMIC UPGRADING

## CONTINUED

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### **SOST 90: SOCIAL STUDIES 90**

5 CREDITS

Social Studies 90 emphasizes the development of critical thinking, writing, and analytical skills essential for post-secondary study. The focus of this course is the study of democratic and authoritarian governments, economies, and societies on a global front in the twentieth and early twenty-first centuries, and Aboriginal history in Canada from the pre-contact era to the present. This provides a global perspective on lasting effects of colonialism. Social Studies 90 prepares students to write the Social Studies 30-1 Diploma Examination.

Prerequisites: SOST 20 and ENGL 20



# UNIVERSITY AND COLLEGE ENTRANCE PREPARATION PROGRAM (UCEPP)

**Complete high school courses to obtain your high school diploma or gain admission into a post-secondary program**

## PROGRAM DETAILS

The University and College Entrance Preparation Program is designed to prepare students for postsecondary programs in a supportive and friendly environment. Yellowhead Tribal College offers YTC- and Alberta Education-accredited high school courses that can be applied towards your high school diploma and/or meet admission requirements at the university/college level. High school diploma exams are offered on-site for interested students. This is a two-semester program. Each course is delivered over 4 months. The first semester starts September 8th and ends in December with final exams. The second semester begins in early January and ends in April with final exams.

## ADMISSION REQUIREMENTS

Students must have completed Grade 11 and provide their most recent transcripts. If students have not completed Grade 11, they must write a placement test prior to admission into the program.

## UCEPP

### COURSE DESCRIPTIONS

#### **ABST 10: ABORIGINAL STUDIES 10**

5 CREDITS

Aboriginal Studies 10 is a provincial course suitable for all students in Alberta schools. The course is based on perspectives and worldviews of Aboriginal peoples. It includes the study of traditions and history of Aboriginal peoples in Canada and particularly in Alberta. Student learning outcomes provide opportunities to examine such topics as governmental structures, literature, the arts and the sciences.

Prerequisite: Social Studies 9 (Alberta Curriculum)

#### **ABST 20: ABORIGINAL STUDIES 20**

5 CREDITS

Aboriginal Studies 20 focuses on the evolution of Aboriginal Peoples from a Canadian and Albertan perspective. It includes the study of policies, legislation conflict, and cultural change. Four themes are examined: the Métis conflict and cultural change, treaties and cultural change, legislation, policies and cultural change, and schooling.

Prerequisite: ABST 10

# UCEPP

## CONTINUED

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### **ABST 30: ABORIGINAL STUDIES 30**

5 CREDITS

Aboriginal Studies 30 focuses on the Canadian Aboriginal Peoples' inherent right to self-government and self-determination. Oral tradition, confederacy, treaties, nation, constitutional rights and freedoms, self-determination, inherent rights, government, and interdependence make up the content of this course.

Prerequisite: ABST 20

### **BIOL 20: BIOLOGY 20**

5 CREDITS

Students study energy and matter exchange in the biosphere, how energy is transferred in the biosphere, cycles of matter, ecosystems and their diversity, photosynthesis and cellular respiration, and the mechanisms of biological change.

Prerequisite: SCIN 10 (65%)

### **BIOL 90: BIOLOGY 90**

5 CREDITS

Biology 90 introduces students to the study of our human systems: digestion, human health, and how the systems interact. Reproduction and development, as well as cell division, genetics and molecular biology, are included in this course. Biology 90 prepares students to write the Biology 30 Diploma Examination.

Prerequisite: BIOL 20 (65%)

### **CHEM 20: CHEMISTRY 20**

5 CREDITS

Chemistry 20 introduces students to the diversity of matter, forms of matter, matter as solutions, and quantitative change in matter. Students will learn to use the scientific method and understand the relationship to chemical change.

Prerequisites: MATH 10-C and SCIN 10 (65%)

### **CHEM 90: CHEMISTRY 90**

5 CREDITS

Chemistry 90 extends the concepts of systems learned in Chemistry 20. Students will learn about thermochemical change, electrochemical change, chemical changes of organic compounds, and equilibrium in chemical changes. Chemistry 90 prepares students to write the Chemistry 30 Diploma Examination.

Prerequisites: CHEM 20 and MATH 20-1 (65%)

### **CREE 20: CREE LANGUAGE AND CULTURE 20**

5 CREDITS

Cree 20 focuses on language and stresses the importance of the link between communication and beliefs and customs of the Cree People. Students will learn verbal and written communication and will be able to read and comprehend selections that are specific to certain situations. The cultural component includes Cree values, traditional practices, storytelling, and respect for Elders and reflects the seasonal/ cyclical nature that is inherent to Cree culture and beliefs.

Prerequisite: CREE 10

### **CREE 30: CREE LANGUAGE AND CULTURE 30**

5 CREDITS

Cree 30 expands upon the language and cultural components introduced in Cree 20. Students are expected to verbally respond to any situation in Cree language and be able to communicate clearly in prose or poetry. Cultural beliefs and customs remain a strong component in assisting students in becoming aware of their Cree heritage.

Prerequisite: CREE 20

### **ENGL 10: ENGLISH 10**

5 CREDITS

Students in this course will explore thoughts, ideas, feelings, and experiences, and will develop the skills to comprehend various forms of literature and other texts in oral, print, visual and multimedia forms. Students will develop skills to respond personally, critically, and creatively. Students will learn how to manage ideas and information.

Prerequisite: Completion of English 9 (Alberta Curriculum)



# UCEPP

## CONTINUED

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### **ENGL 20: ENGLISH 20**

5 CREDITS

Students in this course are expected to lay a foundation for the development of critical and analytical reading skills by studying a variety of print and non-print texts, including short stories, popular non-fiction, a book-length work of fiction or nonfiction, poetry, and film. Students are expected to develop strategies to improve sentence construction skills and be able to detect and correct common sentence faults while responding personally and critically to literary texts. The goal of the course is to foster “an appreciation of the significance and artistry of literature” and to facilitate a student’s ability to “understand and appreciate language and to use it confidently for a variety of purposes and in a variety of situations for communication, personal satisfaction and learning.”

Prerequisite: ENGL 10

### **ENGL 90: ENGLISH 90**

5 CREDITS

English 90 is a comprehensive survey of forms, periods, and genres, including the essay, short story, novel, poetry, and film in English literature and Aboriginal literature. The course also concentrates on composition and grammar and on the development of writing, reading and critical thinking skills necessary for university and college studies.

Prerequisite: ENGL 20

### **INFO PRO 100: INFORMATION PROCESSING - INTRODUCTORY**

3 CREDITS

Information Processing - Introductory is an introduction to basic computer use with a focus on mastering the keyboard and word processing.

### **INFO PRO 200: INFORMATION PROCESSING – INTERMEDIATE**

3 CREDITS

Information Processing - Intermediate builds on skills acquired in the introductory information processing course, and includes an introduction to Excel and PowerPoint.

Prerequisite: INFO PRO 100

### **SCIN 10: SCIENCE 10**

5 CREDITS

Science 10 is an introduction to major scientific concepts, encouraging students to explore, examine, and analyze the interrelationships between the major science disciplines, and to develop an understanding of the application of science to the world around them inherent in the technology and environment they live in.

Co-requisite: MATH 10-C

### **MATH 10C: MATHEMATICS 10C**

5 CREDITS

Math 10C introduces students to trigonometry, factoring polynomials, graphing linear relations, and solving linear equations. This course integrates the larger governing principles of math and science and prepares students to appreciate how logic and mathematical processes apply to daily life.

Prerequisite: MATH 10-3 (65%)

### **MATH 20-1: MATHEMATICS 20-1**

5 CREDITS

Math 20-1 introduces students at the pre-calculus level and builds the foundation students require in their pursuit of higher math/ science degrees. This includes trigonometry, manipulating and solving rational expressions, and quadratic equations.

Prerequisite: MATH 10-C (65%)

### **MATH 20-2: MATHEMATICS 20-2**

5 CREDITS

Math 20-2 introduces and prepares students who are planning on attending college, trade school or university. Mathematics 20-2 consists of five sections: measurement, geography, number & logic, statistics, and relations & functions.

Prerequisite: MATH 10-C (65%)

# UCEPP

## CONTINUED

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### **MATH 20-3: MATHEMATICS 20-3**

5 CREDITS

Math 20-3 introduces students to workplace and apprenticeship mathematics. This course is designed for students who intend to go into the trades, certificate/diploma occupations, or the immediate workforce. Concept approaches include: slopes and rate of change, graphical representations, surface area, volume and capacity, trigonometry, scale representations, financial services, and personal budgets.

Prerequisite: MATH 10-3 (65%)

### **MATH 30-1: MATHEMATICS 30-1**

5 CREDITS

Mathematics 90-1 is a senior-level secondary course meant for students who will be going on to postsecondary courses/programs that require calculus. Students will be given a foundation in pre-calculus mathematics such as transformations of several types of functions, applications of trigonometric functions, logarithms, and calculating probability. Students will also extend their knowledge and appreciation of general mathematical principles and processes and their application to daily life. Mathematics 90-1 is equivalent to Mathematics 30-1. Mathematics 90-1 prepares students to write the Pure Mathematics 30-1 Diploma Examination.

Prerequisite: MATH 20-1 (65%)

### **SOST 90: SOCIAL STUDIES 90**

5 CREDITS

Social Studies 90 emphasizes the development of critical thinking, writing, and analytical skills essential for post-secondary study. The focus of this course is the study of democratic and authoritarian governments, economies, and societies on a global front in the twentieth and early twenty-first centuries, and Aboriginal history in Canada from the pre-contact era to the present. This provides a global perspective on lasting effects of colonialism. Social Studies 90 prepares students to write the Social Studies 30-1 Diploma Examination.

Prerequisites: SOST 20 and ENGL 20



# INDIGENOUS EDUCATIONAL ASSISTANT CERTIFICATE

The Indigenous Educational Assistant program prepares students for a rewarding career supporting student success in the classroom

## PROGRAM DETAILS

The Indigenous Educational Assistant program prepares students for a rewarding career supporting student success in the classroom. In this program you will learn how to work with diverse students in an inclusive environment and understand how to help them to succeed in school. As an Educational Assistant you qualify for jobs at pre-school, Head Start, and K-12 levels within a school, but also have qualifications that extend to job opportunities in specialized settings outside of schools.

## PROGRAM PLAN

FALL	TITLE	CREDITS
CREE 100	Introduction to Cree Language and Culture	3
ENGL 250	Writing Skills	3
IEA 101	Roles and Responsibilities	3
IEA 103	Exceptional Learners / Observation Assessment Level 1	3
IEA 112	Numeracy and Mathematics	3
WINTER	TITLE	CREDITS
IEA 110	Language and Literacy	3
IEA 106	Exceptional Learners / Observation and Assessment Level 2	3
IEA 115	Developing Traditional Resources	3
IEA 124	Child and Adolescent Development	3
IEA 114	Practicum	3

# INDIGENOUS EDUCATIONAL ASSISTANT CERTIFICATE CONTINUED

## INDIGENOUS EDUCATIONAL ASSISTANT CERTIFICATE

### COURSE DESCRIPTIONS

#### **CREE 100: INTRODUCTION TO CREE LANGUAGE AND CULTURE**

3 CREDITS

This introductory Cree language course is designed to provide students the opportunity to comprehend simple sentences written in Standard Roman Orthography, (SRO) through their knowledge of vocabulary, word agreements, and word order. This course will give students a basic understanding of the “Y” dialect Cree language sound system. Cree 100 is a 3-credit course which provides preparations for the intermediate Cree course.

#### **ENGL 250: WRITING SKILLS**

3 CREDITS

English 250 is an introductory composition course designed to aid the student in developing writing, reading and critical thinking skills essential for university study, with an emphasis on correct and clear style. The course, which focuses on essay writing, includes the study of model essays, the writing of paragraphs, the summary, essays, and a short research paper.

#### **IEA 101: ROLES AND RESPONSIBILITIES**

3 CREDITS

The roles and responsibilities of the Indigenous Educational Assistant Certificate Program are the core of the certificate. It is crucial that students become clear on the nature of this career as a paraprofessional who assists teachers in the classroom. Specific to the role are the explicit expectations, knowledge, and skills that are expected from the Indigenous educational assistant as they assist students with tasks. Exceptional learners require a variety of accommodations, adaptations, and/or modifications in order to complete school tasks. In addition, there is a strict code of ethics which accompanies the Indigenous educational assistant role and an explicit delineation of the tasks between the teacher and the Indigenous educational assistant. Professional conduct is to be adhered to at all times.

#### **IEA 103: EXCEPTIONAL LEARNERS / OBSERVATION AND ASSESSMENT LEVEL 1**

3 CREDITS

This course examines the nature of exceptional learners, with an emphasis on proactive intervention strategies that have proven successful over the years. Indigenous education assistants will learn the diagnoses and presenting behaviours in each case and practice the strategies to be used in the classroom when working with these students. Some of these students will require support for medical conditions and psychiatric support. Indigenous educational assistants will be guided through the process involved when dealing with each condition as well as the ethical conduct and confidential treatment required in each case.

#### **IEA 106: EXCEPTIONAL LEARNERS / OBSERVATION AND ASSESSMENT LEVEL 2**

3 CREDITS

This course examines Positive Behavior Interventions and Supports in Schools and Classrooms. It is a way to support everyone-- especially students with disabilities-- in order to create environments in which all students are successful. When PBIS is carried out well, students will achieve improved social and academic outcomes. The course focuses on relationships, behaviour, and effective strategies when dealing with a variety of severe situations.

Prerequisite: IEA 103

# INDIGENOUS EDUCATIONAL ASSISTANT CERTIFICATE CONTINUED

## **IEA 110: LANGUAGE AND LITERACY (BASED ON THE ALBERTA LANGUAGE ARTS CURRICULUM)**

3 CREDITS

Language and literacy are at the central core of all basic learning in schools. This course focuses on all areas of the Alberta Language Arts Curriculum, namely: listening, viewing, speaking, reading, writing, and representation. The aim is to develop literacy from the early childhood years to adulthood. This is a special emphasis on early literacy and the foundations necessary to success in communication and, in particular, in the areas of reading and writing. Content areas include science, social studies, and Indigenous studies. Students will be introduced to a variety of verbal and non-verbal means of communication; written communication is emphasized in the form of narrative, poetry, and expository and persuasive writing.

## **IEA 112: NUMERACY AND MATHEMATICS**

3 CREDITS

This course introduces students to the Alberta Math Curriculum (Western Canada Protocol) and covers concepts learned in grades K-12. At the high school level exceptional learners will have a modified program as outlined on their IPPs. Indigenous educational assistants will receive training in the nature of tutoring that these students will require. The math curriculum is divided into four strands: 1) numbers, 2) patterns and relations, 3) shape and space, and 4) statistics and probability. Students will be instructed in the specific strategies to solve math problems in each of these strands and will become familiar with the terminology used in the language of math.

## **IEA 114: PRACTICUM**

3 CREDITS

Students are assigned to field experience in local schools in the Edmonton area; the practicum consists of 6 weeks, every day, all week. Students experience the role of an Indigenous educational assistant working directly with an assigned teacher in the classroom. This experience helps the Indigenous educational assistant to actively practice the knowledge, skills, and strategies they have learned in the classroom in the fall semester. In addition, students are able to understand the dimensions of the role, and the nature of the exceptional students that are part of an inclusive classroom in today's schools.

Prerequisites: IEA 101, IEA 103, IEA 112, CREE 100 and ENGL 250

## **IEA 115: DEVELOPING TRADITIONAL RESOURCES**

3 CREDITS

This course examines the traditional ways of communication among Indigenous people and the importance of oral language. The strengths of the culture as exemplified in storytelling, mythology, poetry, and song are examined and experienced. Students will learn how important it is to link this strong cultural background of experience to everyday learning tasks in order to develop greater understanding of the new concepts being taught in schools. The value of oral language as a key prerequisite to reading and writing is an important component of this course.

## **IEA 124: CHILD AND ADOLESCENT DEVELOPMENT**

3 CREDITS

This course examines the stages of child growth and development from birth to the adolescent years. Theories on cognition, language acquisition, and physical and socio-emotional development is examined within the context of classroom learning. There is a particular focus on Indigenous culture in the relationship to these theories. The uniqueness of the First Nations People and the impact of traditions, beliefs, and values are integrated as to how these attributes can contribute to school success.





# INDIGENOUS ENVIRONMENTAL STEWARDSHIP & RECLAMATION CERTIFICATE

The Indigenous Environmental Stewardship and Reclamation program prepares students for the demanding and evolving field of environmental safeguarding, reclamation, and restoration

## PROGRAM DETAILS

The Indigenous Environmental Stewardship & Reclamation (IESR) certificate is a full-time program that prepares students for a variety of roles in the environmental stewardship and reclamation industry. The IESR certificate can be completed in one year, over three semesters (Semester 1: September to December; Semester 2: January to April; Semester 3: May and June).

## PROGRAM PLAN

FALL	TITLE	CREDITS
(21 credits)		
CHEM 90	Chemistry 90	5
ENGL 90	English 90	5
MATH 90	Mathematics 90	5
NTST 101	Native Issues	3
Choose 1 language course (3-credit):		
CREE 100	Introduction to Cree Language and Culture	3
ISGA 115	Introduction to Stoney Language and Culture	3

# INDIGENOUS ENVIRONMENTAL STEWARDSHIP & RECLAMATION CERTIFICATE

## CONTINUED

WINTER	TITLE	CREDITS
(15 credits)		
IESR 100	Environmental Monitoring and Assessment	3
IESR 110	Ecology of Water Systems	3
IESR 120	Geology and the Use of Water Systems	3
IESR 130	Air Quality Monitoring and Improvement	3
IESR 140	Water Quality Monitoring and Improvement	3

SPRING	TITLE	CREDITS
(5 credits)		
IESR 290-1	Land-based Field Work	1
IESR 290-2	Land-based Field Work	1
IESR 195	Practicum 1 Science, Culture and the Environment*	3

\* The practicum course will run until the end of July

TOTAL CREDITS: 41

## INDIGENOUS ENVIRONMENTAL STEWARDSHIP & RECLAMATION CERTIFICATE COURSE DESCRIPTIONS

### CHEM 90: CHEMISTRY 90

5 CREDITS

Chemistry 90 extends the concepts of systems learned in Chemistry 20. Students will learn about thermochemical change, electrochemical change, chemical changes of organic compounds, and equilibrium in chemical changes. Chemistry 90 prepares students to write the Chemistry 30 Diploma Examination.

Prerequisites: CHEM 20 and MATH 20-1 (65%)

### CREE 100: INTRODUCTION TO CREE LANGUAGE AND CULTURE

3 CREDITS

This introductory Cree language course is designed to provide students the opportunity to comprehend simple sentences written in Standard Roman Orthography, (SRO) through their knowledge of vocabulary, word agreements, and word order. This course will give students a basic understanding of the “Y” dialect Cree language sound system. Cree 100 is a 3-credit course which provides preparations for the intermediate Cree course.

### ENGL 90: ENGLISH 90

5 CREDITS

English 90 is a comprehensive survey of forms, periods, and genres, including the essay, short story, novel, poetry, and film in English literature and Aboriginal literature. The course also concentrates on composition and grammar and on the development of writing, reading and critical thinking skills necessary for university and college studies.

Prerequisite: ENGL 20

### IESR 100: ENVIRONMENTAL MONITORING AND ASSESSMENT

3 CREDITS

Environmental assessment and monitoring programs are powerful tools in the process of environmental, economic, and socially sustainable development. This course is designed to introduce students to different types of environmental assessment and monitoring, their components and associated regulations and guidelines, with particular focus on Alberta. This introduction will provide students with a foundational understanding of

# INDIGENOUS ENVIRONMENTAL STEWARDSHIP & RECLAMATION CERTIFICATE

## CONTINUED

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### **IESR 100: ENVIRONMENTAL MONITORING AND ASSESSMENT** CONTINUED

the process of environmental management in Alberta and Canada. It will help students reflect on how environmental management impacts their lives and work, and will provide the tools needed to embark on further learning related to environmental assessment and monitoring. The practical aspects of this course will cover data collection and management. Information collected in environmental assessment and monitoring is only valuable if collected in a scientifically rigorous manner with the end uses in mind. Data must also pass legislative and scientific scrutiny. Students will be introduced to the basics of designing environmental monitoring plans, methods and techniques for monitoring, sampling procedures, measures of various parameters, and methods to ensure data quality and management meet the objectives of the assessment/monitoring program. Students will have hands-on opportunities with sampling tools and techniques, and will complete the course with basic skills and knowledge to participate in environmental monitoring and assessment programs.

Prerequisites: CHEM 90, ENGL 90, and MATH 90

### **IESR 110: ECOLOGY OF WATER SYSTEMS** 3 CREDITS

This course is a general introduction to freshwater systems. The characteristics that define the different types of freshwater systems will be examined. The abiotic and biotic components of freshwater systems will be identified and examined. Building on that base knowledge, the way abiotic and biotic components interact to produce the complex relationships and interactions observed in freshwater systems will be examined through examples and case studies. Lastly, students will be introduced to some of the major threats freshwater ecosystems are facing and the conservation, restoration, and management actions being taken to reduce, mitigate, or eliminate these threats.

Prerequisites: CHEM 90, ENGL 90, and MATH 90

### **IESR 120: GEOLOGY AND USE OF WATER SYSTEMS** 3 CREDITS

In this course, students are introduced to the concepts surrounding physical hydrogeology. From learning the basic principles of hydrogeology, students should be able to demonstrate a thorough knowledge of the occurrence, dissemination, and movement of water in various situations. Students will show that they understand the effects geography engenders for water in relation to these factors, and moreover, how these factors affect the availability of water as a resource, looking at groundwater specifically. Other topics covered include the hydrologic cycle, the relationship between surface and groundwater, the construction of wells, quantitative & qualitative groundwater flow assessments, and the determination of hydraulic properties of hydro stratigraphic units. Altogether, this course should formulate for a proficient understanding of the behavior of water in all of Earth's environments.

Prerequisites: CHEM 90, ENGL 90, and MATH 90

### **IESR 130: AIR QUALITY MONITORING AND IMPROVEMENT** 3 CREDITS

This course focuses on managing and monitoring the quality of the air we breathe. Air pollution control equipment and pollution abatement techniques for the control of point source gas/vapor and particulate emissions - including the effectiveness and operational limitations - are therefore examined in this course. Air dispersion modeling, point source, fugitive emissions, and ambient air monitoring methods are also a point of focus. Because many of the methods used to monitor ambient air quality are similar to those used to assess indoor air quality, a portion of the course is devoted to techniques used to monitor indoor (e.g. workplace/residential) air quality as well. Laboratory exercises introduce point source manual monitoring, fugitive emissions monitoring, air emission assessments, operation and calibration of continuous analyzers and indoor air sampling techniques.

Prerequisites: CHEM 90, ENGL 90, and MATH 90

# INDIGENOUS ENVIRONMENTAL STEWARDSHIP & RECLAMATION CERTIFICATE

## CONTINUED

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### **IESR 140: WATER MONITORING AND ANALYSIS**

3 CREDITS

In this course, students are given an in-depth study of the concerns, methods, and history about measuring water quality. This provides insight to students about ongoing problems and challenges involved in monitoring water from a variety of sources and in a multitude of environments. After learning proper techniques to draw from such sources in monitoring efforts, students learn how to draw conclusions from the data they gather, comprising the analysis portion of this course. Being able to take into account the biological, physical, and chemical components of water in their measurements, students learn how analysis is to be conducted both in the field and in the lab. After this course, students will have a comprehensive knowledge of ensuring water quality, from measurement to examination, and from field to lab.

Prerequisites: CHEM 90, ENGL 90, and MATH 90

### **IESR 195: PRACTICE 1 SCIENCE, CULTURE, AND THE ENVIRONMENT**

3 CREDITS

In this practicum, students will be matched with a partner organization to gain hands-on experience in a relevant field. Specific projects and work activities will be determined by the partner organization and student but should include applied learnings from science-based courses in the context of environmental planning, management or monitoring. Activities/projects should help students build technical knowledge and skills and improve understanding of a career in environmental management. Students will evaluate their experiences and learnings through written assignments.

Prerequisites: IESR 100, IESR 110, IESR 120

### **IESR 290-1: LAND-BASED FIELD WORK**

1 CREDIT

A vital component of the Indigenous Environmental Stewardship and Reclamation program is the fieldwork. In this course, students learn about the symbols and values that are connected with environmental science. Students will go on the land and spend time identifying the systems on the land and their cultural significance.

### **IESR 290-2: LAND-BASED FIELD WORK**

1 CREDIT

In IESR 290-2, students will continue to learn the fundamentals of environmental science from the system of Native Education. Learning from Eminent scholars and Knowledge Keepers, students will go out on the land to explore the relationship between science and First Nations culture.

Prerequisites: IESR 290-1

### **ISGA 115: INTRODUCTION TO STONEY**

3 CREDITS

This course is an introduction to the Stoney language. Students will master sounds and the sound• symbol correspondence, develop a working vocabulary, acquire a knowledge of basic grammar and be introduced to oral discourse in Stoney. Students will develop an awareness and appreciation of Stoney culture and traditions through the Stoney language.

### **MATH 90: MATHEMATICS 90**

5 CREDITS

Mathematics 90 introduces students to the Grade 12-level pre-calculus required for entrance into University math. The curriculum emphasizes algebra, graphing, deductive and symbolic methods to solve problems and determine if and under what conditions a concept is true. Students will continue to develop communication skills to state problems and solutions clearly. Mathematics 90 prepares students to write the Pure Mathematics 30 Diploma Examination.

Prerequisite: MATH 20-1 (65%)

### **NTST 101: NATIVE ISSUES**

3 CREDITS - SOCIAL SCIENCE

This is an introductory course, introducing students to key social, religious, cultural, economic, and political issues which have emerged as a result of a relationship between the Canadian federal government and First Nations people. Taking a historical perspective, this course examines Euro-Canadians' perception of the First Nations cultures and attempts mounted by the federal government to undermine and destroy First Nations cultures through its oppressive policy of "Indian" assimilation.





# INDIGENOUS LANGUAGE REVITALIZATION CERTIFICATE

**Learn Cree, Stoney/Nakoda-Sioux, and Anishinaabe languages and cultures in addition to language acquisition and revitalization practices**

## PROGRAM DETAILS

This one-year, 10 course certificate in Indigenous Language Revitalization provides students with a strong foundation in all three of the following languages: Cree, Stoney/ Nakoda-Sioux, and Anishinaabe. A worldview from Cree, Stoney/Nakoda-Sioux, and Anishinaabe ensures the capacity to promote and advocate for the revitalization of the languages and cultures as gifted to us from the Creator.

Graduates will develop the following knowledge bases, and capacities:

- Proficiency in three Indigenous languages
- Advocacy for revitalization of Indigenous languages, culture, and land-based practices
- Ancestral knowledge of the lands; and understanding the spirit of our relations

The program will be delivered through a pedagogy of observing, speaking, and writing an Indigenous language, along with developing an understanding of the culture and traditional knowledge. The Indigenous Language Revitalization Program will provide a holistic experience and land-based education led by respected Elders, Eminent Scholars, and Knowledge Keepers.

## ADMISSION REQUIREMENTS

- Applicants are required to have completed either English 30-1 with at least 55%, or English 30-2 with at least 65%
- Applicants will demonstrate an interest in or desire to learn one of the languages as measured through a proficiency test in one of the languages
- Applicants may also enter through Mature Status defined as follows: (i) Minimum age of twenty-one; (ii) Successful completion of a skills appraisal test in Math and English



# INDIGENOUS LANGUAGE REVITALIZATION CERTIFICATE CONTINUED

## PROGRAM PLAN

### CORE COURSE REQUIREMENTS

(15 credits)

COURSE	TITLE	CREDITS
CREE 100	Introduction to Cree Language and Culture	3
ISGA 115	Introduction to Stoney Language and Culture	3
ANIS 150	Introductory Anishnaabe	3
NEHI 110	Cree Morphology: Introduction I	3
NTST 103	Native Social Structures	3

### ELECTIVE COURSES

(15 credits) - Choose 5 courses

COURSE	TITLE	CREDITS
ANIS 151	Intermediate Anishinaabe	3
CREE 200	Cree Language and Culture II	3
ISGA 125	Intermediate Stoney	3
LING 105	Traditional Materials Development	3
LING 115	Second Language Acquisition	3
NEHI 106	Nehiyawewin and Syllabics: The Cultural Aspect	3
NEHI 111	Cree Morphology: Introduction II	3
NTST 155	Native Song and Dance	3

## INDIGENOUS LANGUAGE REVITALIZATION CERTIFICATE COURSE DESCRIPTIONS

### ANIS 150: INTRODUCTORY ANISHINAABE

3 CREDITS

This introductory Anishinaabe language course is designed to provide students the opportunity to learn a new language; Anishinaabe is similar in many ways to Cree. Students will learn the phonology and double vowel sounds in the Anishinaabe language, and will also learn to comprehend words, greetings, and simple sentence structures, through their knowledge of the Standard Roman Orthography (SRO). Students will be introduced to a variety of traditional and cultural words and beliefs. Anishinaabe 150 is a 3-credit course that prepares students for Anishinaabe 151.

### ANIS 151: INTERMEDIATE ANISHINAABE

3 CREDITS

Intermediate Anishinaabe is a 3-credit course designed to increase students' understanding of the Anishinaabe language. Anishinaabe 151 provides in-depth storytelling skills, comprehension of the morphology of Anishinaabe words, proper word orders, and sentence and paragraph structures. The influence of root words, names, and places will also be explored. Students will be introduced to a variety of traditional and cultural words, beliefs, and values. Anishinaabemowin is a spiritual language that has double vowels and sounds, encompassing all aspects of communication including verbal and non-verbal language, smells, and touch.

Prerequisite: ANIS 150

# INDIGENOUS LANGUAGE REVITALIZATION CERTIFICATE CONTINUED

## **CREE 100: INTRODUCTION TO CREE LANGUAGE AND CULTURE**

3 CREDITS

This introductory Cree language course is designed to provide students the opportunity to comprehend simple sentences written in Standard Roman Orthography, (SRO) through their knowledge of vocabulary, word agreements, and word order. This course will give students a basic understanding of the “Y” dialect Cree language sound system. Cree 100 is a 3-credit course which provides preparations for the intermediate Cree course.

## **CREE 200: CREE LANGUAGE AND CULTURE II**

3 CREDITS

This intermediate Cree language course provides further study of the “Y” dialect and the Cree sound system using the Cree syllabics. Cree 200 will focus on more complex Cree grammatical structures with more time given to translation to and from Cree, an increased opportunity for reading Cree texts, conversational practice in the Cree language, and working on individual projects. The course will also provide increased cultural content, such as cultural stories and activities. This is a 3-credit course which provides preparation for an Advanced Cree course.

Prerequisite: CREE 100

## **ISGA 115: INTRODUCTION TO STONEY**

3 CREDITS

This course is an introduction to the Stoney Nakoda language. Students will master sounds and the sound-symbol correspondence, develop a working vocabulary, acquire a knowledge of basic grammar, and be introduced to oral discourse in Stoney/ Nakoda-Sioux. Students will develop an awareness and appreciation of Stoney culture and traditions through the Stoney/Nakoda-Sioux language.

## **ISGA 125: INTERMEDIATE STONEY**

3 CREDITS

This course is a continuation of ISGA 115. Students will continue the mastery of sounds and the sound-symbol correspondence, continue to develop a working vocabulary and grammar, and become proficient in Stoney discourse, both spoken and written. Students will continue the study of Stoney culture and traditions through the Stoney language.

Prerequisite: ISGA 115

## **LING 105: TRADITIONAL MATERIALS DEVELOPMENT**

3 CREDITS

Within the Traditional Materials Development course, students will participate in culturally appropriate classroom material development for teaching Indigenous languages. Students will begin to explore the theory and application of curriculum development to second language programs: displaying designs, organizational patterns, and materials. Students will engage in learning strategies and self-evaluation techniques. Micro-teaching provides opportunities for practicing teaching methods under study. Language in land-based learning involving stories, songs and hands-on activities are all part of this learning process.

## **LING 115: SECOND LANGUAGE ACQUISITION**

3 CREDITS

The purpose of this course is to examine the contexts of first and second language learning. The goal is to provide you with information to inform your own second language learning and teaching context so as to choose the appropriate approach, methodology and program to meet the needs of your students. The learning and teaching context of First Nations’ children is the focus. Students will examine effective approaches to teaching a second language and demonstrate these through the development of a multidimensional unit, oral presentations and class discussions. It will also encourage students to look at how we acquired our own mother tongue and the way we were immersed and taught by our parents and extended families and how these strategies and techniques can be applied to help revitalize and re-generate our language.

## **NEHI 106: NEHIYAWEWIN AND SYLLABICS THE CULTURAL ASPECT**

3 CREDITS

YTC has a commitment to helping students achieve success in their life-long learning utilizing their first language in the courses offered in the YTC program. YTC’s first priority is to ensure students know their Indigenous identity, including their language. All students are encouraged to learn and speak their language. To achieve this outcome, the Cree Immersion language courses will teach them to speak and write in Cree Syllabics. Developing Cree literacy includes language learning to enhance comprehension which enables reading and writing. The syllabics require

# INDIGENOUS LANGUAGE REVITALIZATION CERTIFICATE CONTINUED

## NEHI 106: NEHIYAWEWIN AND SYLLABICS

### THE CULTURAL ASPECT CONTINUED

skill and practice to achieve comprehension. Each class will entail total physical response (TPR), guest speakers, practice labs and presentations. Learning the skill of connection between language and culture will be emphasized.

# NEHI 110: CREE MORPHOLOGY: INTRODUCTION I

3 CREDITS

The word morphology means studying the form and structure of things; how things are put together (morph means form/structure; ology is the study of). With this introductory class we will be looking at the morphology of the Nehiyawewin (Cree language). A fluent Cree speaker is able to “paint pictures in our minds and hearts” by drawing from the smallest organic pieces of meaning (called morphemes) contained in/on Mother Earth, Water, Sky and everything that Creator has made. We will study a variety of Cree words, including Intransitive and Transitive Verbs, and in so doing we will explore how Cree words are made by looking at the many small parts contained inside the words. We will also examine how they are connected to other words and where these small organic pieces of meaning are found. Examining the structure of Cree words by taking them apart and tying them back together will expose many morphemes, including Roots, Terminations, prefixes, affixes, suffixes, etc. Some grammatical categories will also be introduced in our analysis, such as tense, person, and so forth. In this class, there will be opportunities for students to grow in practicing to speak Cree, learning new Cree words from Language Helpers/Elders, and of course enjoying themselves by participating in Cree language games.

## NEHI 111: CREE MORPHOLOGY: INTRODUCTION II

3 CREDITS

The general word ‘morphology’ means studying the form and structure of things, how things are put together (morph – means ‘form/structure’; ology – is ‘the study of’). With this introductory class we will be looking at morphology with regards to the study of languages, specifically ᐅᐱᐩᐃᐩᐃᐩᐃᐩ nehiyawewin (Cree language). A fluent Cree speaker is able to “paint pictures in our minds and hearts” by drawing from the many smallest organic pieces of meaning (called ‘morphemes’) contained in/on Mother Earth, Water, Sky and

## NEHI 111: CREE MORPHOLOGY: INTRODUCTION II CONTINUED

everything that Creator has made. We will study a variety of Cree words, including Intransitive and Transitive Verbs, and in so doing we will explore how nehiyaw-itwewina (Cree words) are made by looking at the many parts contained inside the words, how they are connected to other words and where these small organic pieces of meaning are found. Examining the structure of Cree words by taking them apart and tying them back together will expose many morphemes including Roots, Terminations, prefixes, affixes, suffixes etc. Some grammatical categories will also be introduced in our analysis such as tense, person and so forth. In this class, there will be opportunities for students to also grow in practicing to speak Cree, learning new Cree words from Elders//Language Keepers/Language Helpers and of course enjoying themselves by participating in Cree language games! In Conclusion, the hope is that students begin to get a glimpse into the genius of Creator who gave this powerful gift of nehiyawewin to nehiyawak (Cree Nation) here on Turtle Island and that we begin to recognize the Life and Spirit in nehiyawewin and how it connects us with “All our Relations” here on Mother Earth and those who have gone ahead of us.

## NTST 103: NATIVE SOCIAL STRUCTURES

3 CREDITS

Native Social Structures is an introductory course in Native Knowledge Systems; students will develop an understanding of the fundamentals of Native culture through oral tradition. NTST 103 offers students a cultural foundation for understanding kinship, systems of governance, treaties and the social structure of our communities. Coursework is divided into two sections: classroom instruction and fieldwork.

## NTST 155: NATIVE SONG AND DANCE

3 CREDITS

This course will provide students with the opportunity to learn the Plains Nehiyaw dialect language through listening to various stories and legends like the Creation Story and the legends for ceremonial songs and dances. Students will also study the Plains Nehiyaw dialect language through learning the sounds and meaning of the individual symbols of the nine levels of syllabics. The class will be conducted in the classroom as well as out on the land for specific land-based teachings.





# RENEWABLE ENERGY INSTALLATION ASSISTANT - PHOTOVOLTAIC CERTIFICATE

**Train in the growing field of photovoltaic (solar) panel installation**

## PROGRAM DETAILS

This one-year, 12-course certificate program prepares and trains students for careers in the growing field of photovoltaic panel (also known as solar panel) installation. This program will provide students with a background in theory and practice, including laboratory work and field experiences. Learning from academic, industry, and community experts as well as Indigenous Elders, students will learn how renewable energy technology and Traditional Ecological Knowledge (TEK) are vital in balancing traditional values and the needs of industry and communities in the development of green energy. Graduates of the program will possess the skills necessary to meet the growing demand for experts in the renewable energy sector. They will gain knowledge in such areas as photovoltaic systems and components, project analysis, energy storage, the economics of renewable energy and energy policies, regulations, and audits. Graduates will help to meet the labour needs of Alberta's (and Canada's) expanding green energy economy, particularly within First Nation communities.

## ADMISSION REQUIREMENTS

- All applicants must complete a competency test in Math and English.
- Applicants are required to have an Alberta High School Diploma or equivalent, including English 20-2 or higher, Mathematics 20-2 or higher, and Science 10 or higher, or equivalent courses, with grades of 65% or higher, for admission to the program.
- University and college course credits may be accepted as equivalent to a high school diploma.
- Applicants may also enter through Mature Student Status if they are over age 21 and successfully complete a Skills Appraisal Test in Math and English.
- Applicants may also enter with special permission from the Department Head, Science & Technology, but may be required to take up to an additional nine (9) credits or preparation courses in mathematics, communication, and/or the sciences.

# RENEWABLE ENERGY INSTALLATION ASSISTANT - PHOTOVOLTAIC CERTIFICATE CONTINUED

## PROGRAM PLAN

### Core Course Requirements

FALL	TITLE	CREDITS
REIA 100	Photovoltaic Cells: An Introduction	3
REIA 110	Introduction to Photovoltaic Systems	3
REIA 115	Occupational Health and Safety	1
NTST 103	Native Social Structures	3

### Choose 1 language course:

CREE 100	Introduction to Cree Language and Culture (Part 1)	3
ISGA 115	Introduction to Stoney	3

WINTER	TITLE	CREDITS
REIA 120	Project Analysis	3
REIA 125	Photovoltaic Microgeneration	3
REIA 130	Economics of Renewable Energy	3
REIA 135	Photovoltaic Energy Storage	1
NTST 206	Cultural and Environmental Impact Assessment	3

### Choose 1 language course:

CREE 200	Introductory Cree (Part 2)	3
ISGA 125	Intermediate Stoney	3

SPRING	TITLE	CREDITS
REIA 140	Introduction to Energy Audits	3
REIA 150	Energy Law	3
REIA 199	Practicum Placement	3



# RENEWABLE ENERGY INSTALLATION ASSISTANT - PHOTOVOLTAIC CERTIFICATE

## CONTINUED

### RENEWABLE ENERGY INSTALLATION ASSISTANT - PHOTOVOLTAIC CERTIFICATE COURSE DESCRIPTIONS

#### **CREE 100: INTRODUCTION TO CREE LANGUAGE AND CULTURE - PART 1**

3 CREDITS

This introductory Cree language course is designed to provide students the opportunity to comprehend simple sentences written in Standard Roman Orthography, (SRO) through their knowledge of vocabulary, word agreements, and word order. This course will give students a basic understanding of the “Y” dialect Cree language sound system. Cree 100 is a 3-credit course which provides preparations for the intermediate Cree course.

#### **CREE 200: CREE LANGUAGE AND CULTURE II**

3 CREDITS

This intermediate Cree language course provides further study of the “Y” dialect and the Cree sound system using the Cree syllabics. Cree 200 will focus on more complex Cree grammatical structures with more time given to translation to and from Cree, an increased opportunity for reading Cree texts, conversational practice in the Cree language, and working on individual projects. The course will also provide increased cultural content, such as cultural stories and activities. This is a 3-credit course which provides preparation for an Advanced Cree course. Prerequisite: CREE 100

#### **CREE 250: INTERMEDIATE CREE**

6 CREDITS

Cree 250 is an intermediate Cree language course which provides further study of the “Y” dialect and the

Cree 250 is an intermediate Cree language course which provides further study of the “Y” dialect and the Cree sound system using the Cree syllabics. Cree 250 will focus on more complex Cree grammatical structures with more time given to translation to and from Cree, an increased opportunity for reading Cree texts, conversational practice in the Cree language, and work on individual projects. The course will also provide increased cultural content, i.e., cultural stories, and opportunity to take part in cultural activities. Cree 250 is a 6-credit course which provides preparation for Advanced Cree 350.

Prerequisites: CREE 100, CREE 200, CREE 150 or equivalent

#### **ISGA 115: INTRODUCTION TO STONEY**

3 CREDITS

This course is an introduction to the Stoney Nakota language. Students will master sounds and the sound-symbol correspondence, develop a working vocabulary, acquire a knowledge of basic grammar, and be introduced to oral discourse in Stoney Nakota. Students will develop an awareness and appreciation of Stoney culture and traditions through the Stoney Nakota language.

#### **ISGA 125: INTERMEDIATE STONEY**

3 CREDITS

This course is a continuation of ISGA 115. Students will continue the mastery of sounds and the sound-symbol correspondence, continue to develop a working vocabulary and grammar, and become proficient in Stoney discourse, both spoken and written. Students will continue the study of Stoney culture and traditions through the Stoney language.

Prerequisite: ISGA 115

#### **NTST 103: NATIVE SOCIAL STRUCTURES**

3 CREDITS

Native Social Structures is an introductory course in Native Knowledge Systems; students will develop an understanding of the fundamentals of Native culture through oral tradition. NTST 103 offers students a cultural foundation for understanding kinship, systems of governance, treaties and the social structure of our communities. Coursework is divided into two sections: classroom instruction and fieldwork.

#### **NTST 206: CULTURAL AND ENVIRONMENTAL IMPACT ASSESSMENT**

3 CREDITS

This course is based on the Anishinaabe knowledge of the natural environment. The main focus of this course is to understand the structural content of the land. The instructor will focus on the connections of plants, animals, and natural water systems. The course is meant to provide a holistic understanding of the natural balance with our natural environment. Students will learn how to identify the

# RENEWABLE ENERGY INSTALLATION ASSISTANT - PHOTOVOLTAIC CERTIFICATE CONTINUED

## **NTST 206: CULTURAL AND ENVIRONMENTAL IMPACT ASSESSMENT** CONTINUED

balance of the environment. In turn, students will also learn what needs to be done to restore the imbalances that are occurring today due to industrial expansion. This course is beneficial to those who are interested in developing a strong background in environmental consultation with industries and First Nations. The course is overall beneficial for learning about the balance of the natural state of our environment.

Prerequisite: NTST 103

## **REIA 100: PHOTOVOLTAIC CELLS: AN INTRODUCTION**

3 CREDITS

Through this introductory course, students will gain a basic understanding of photovoltaic solar energy systems, terminology, and the benefits and challenges facing the solar industry. Upon completion, students will have a sufficient understanding of how solar systems work and the industry mechanisms as a whole, including the benefits of solar PV, market challenges, and climate change. Physical PV components investigated through this course include off-grid inverters, DC optimizers, panel boards, cabling, batteries, and racking systems. The course will focus on Alberta-based solar PV and compare other jurisdictions around Canada as well as the world. Similarities and differences of technical social factors affecting solar PV will be observed to potentiate positive local outcomes.

Prerequisites: MATH 20-2 and ENGL 20-2

## **REIA 110: INTRODUCTION TO PHOTOVOLTAIC SYSTEMS**

3 CREDITS

This is an introductory three-credit course in solar operation. It is designed to provide practical information about solar energy and the management of related equipment. It covers how small and large solar photovoltaic panels operate as well as how other types of solar energy systems are being used globally. This includes solar lighting, heating water, and heating residential and commercial buildings. This course is for students who want to learn enough about solar energy to enter the job market as a solar energy technician, salesperson, installer, or repair-person.

Prerequisites: MATH 20-2 and ENGL 20-2

## **REIA 115: OCCUPATIONAL HEALTH AND SAFETY**

1 CREDIT

This course will present an overview of the Occupational Health and Safety (OH&S) Legislation, Code, and Regulation. It will introduce the student to the 14 Principles of the Health and Safety Management System (PHSM). This introduction to solar construction safety provides information to help develop safe work practices for typical solar construction projects. Photovoltaic (PV) cell is the technical term for solar cell, which is used to convert sunlight directly into electricity. PV technology is being used to power homes and commercial buildings. The course will be instrumental in reviewing common hazards and safety techniques, and after completion, students will have the tools to help them create safety policies and procedures to ensure safety in the workplace.

## **REIA 120: PROJECT ANALYSIS**

3 CREDITS

The aim of this course is to provide the student with the expertise to enter the job market as a solar energy installation or repair assistant. The course highlights the overall PV system installation process, beginning with the prospective client's initial consultation, then the drawing/design phase, and finally the activation of the PV system. Students are presented with practical real-world risk(s) and safety information, so students can understand the PV system business in its entirety.

Prerequisites: REIA 100 and REIA 110

## **REIA 125: PHOTOVOLTAIC MICROGENERATION**

3 CREDITS

The aim of this three-credit course is to provide the student with the expertise to enter the job market and highlights the Photovoltaic Microgeneration system, including best practices, electrical codes, equipment, bonding, and, lastly, safety and disconnection procedures. Students will review practical, real-world risk(s) and safety information, so students can fully grasp the solar PV business in its entirety.

Prerequisites: REIA 100 and REIA 110

# RENEWABLE ENERGY INSTALLATION ASSISTANT - PHOTOVOLTAIC CERTIFICATE CONTINUED

## REIA 130: PHOTOVOLTAIC MICROGENERATION

3 CREDITS

This three-credit course explores the topic of renewable energy and potential business opportunities within it. The challenges of the energy industry are front and centre today, as many are considering turning to newer forms of renewable energy. Globally, non-renewable forms of energy generation continue to power the majority of economies today, but this is beginning to change as industries look to avoid the risks and issues with traditional energy sources. Students will be introduced to issues in this development in the energy industry using business and economic concepts and real-life examples.

Prerequisites: REIA 100 and REIA 110

## REIA 135: PHOTOVOLTAIC ENERGY STORAGE

1 CREDIT

This is an introductory one-credit course designed for the PC System Project Analysis technician in particular. It is designed to provide practical hands-on information about solar energy installation, management, and operation. By the end of this course, students will be able to explain basic concepts related to solar energy storage safety and procedure concerns in the installation and operation of energy equipment.

## REIA 140: INTRODUCTION TO ENERGY AUDITS

3 CREDITS

This course will provide students an overview of how our homes, businesses, and actions interact with the environment. Students will learn how government legislation impacts actions that tackle climate change and the increased adoption of renewable energies into our day-to-day lives across the planet. Knowing the goals, objectives, and requirements, students will learn about their homes and buildings and will gain a more detailed understanding of the building envelope, mechanical systems, ventilation systems, and the integration of various types of renewable energy. We will study and understand the different rating

## REIA 140: INTRODUCTION TO ENERGY AUDITS CONTINUED

systems across Canada and what is required to be part of the industry. Combining the knowledge of what we need to do as a society, the available technologies, and the understanding of our buildings, students will learn how to audit a building and create an action plan to reduce their environmental footprint and operating costs. A full module on the integration of renewable energy will close off a rounded understanding of energy auditing.

## REIA 150: ENERGY LAW: UNDERSTANDING CLIMATE CHANGE POLITICS AND POLICY

3 CREDITS

This course explores the legal and political background for climate change response in Alberta and Canada, particularly with respect to the solar photovoltaic (PV) industry. Topics covered include a general background to climate change, Indigenous and colonial law, how national energy and environmental policy and politics affect climate change response and facilitate or hinder the development of solar PV in Canada, especially Indigenous communities.

## REIA 199: PRACTICUM

3 CREDITS

In this practicum, students will be matched with a partner organization to gain hands-on experience in a relevant field in photovoltaic installation. Specific projects and work activities will be determined by the partner organization and student, but should include applied learnings from the technology-based courses in the context of solar panel planning and assessment, management, policy, and installation. The practicum work projects should help students build technical knowledge and skills as well as improve their understanding of a career in the photovoltaic/renewable energy sector. Students will evaluate their experiences and learnings through written assignments.

# DIPLOMA PROGRAMS



## INDIGENOUS ADMINISTRATION DIPLOMA

**Ideal either for those interested in starting their leadership training, or as professional development for those already well into their careers**

### PROGRAM DETAILS

This is a two-year program that provides skills training for students entering the fields of business management, administration, banking, economic development, human resource development, business ownership, and Indigenous Governance. Students will study for three terms (10 months) per year over the Fall, Winter and Spring terms. Students who have completed their YTC Indigenous Governance Certificate in addition to the Indigenous Administration Diploma may be eligible for the Indigenous Bachelor of Administration & Governance credential.

### ADMISSION REQUIREMENTS

- Alberta High School Diploma with 65% in Math 30-1 (or equivalent), and English 30-1 (or equivalent)
- University or College course credits can be accepted as equivalent to a high school diploma

# INDIGENOUS ADMINISTRATION DIPLOMA

## CONTINUED

### PROGRAM PLAN YEAR 1

FALL	TITLE	CREDITS
ENGL 200	Business Communications	3
ISBM 300	Advanced Applications of Information Systems	3
MNGT 100	Introduction to Management	3
MATH 100*	Business Mathematics	--

\*year-long course which continues into the Winter term

WINTER	TITLE	CREDITS
ACCT 100	Introductory Accounting	3
LAW 369	Business Law	3
MATH 100*	Business Mathematics	3
ORGB 264	Organizational Behaviour	3

\*year-long course

SPRING	TITLE	CREDITS
COMM 300	Conflict Resolution	3
ACCT 200	Introduction to Managerial Accounting	3

### YEAR 2

FALL	TITLE	CREDITS
ECON 200	Macroeconomics	3
ORGB 286	Human Resources Management	3
MKTG 301	Marketing and Society	3
SMDE 430	Small Business Management	3
WINTER	TITLE	CREDITS
ECON 100	Microeconomics	3
ADMN 400	Business Practices	3
FNCE 301	Introduction to Corporate Finance	3



# INDIGENOUS ADMINISTRATION DIPLOMA

## CONTINUED

### PROGRAM PLAN YEAR 2

WINTER CONTINUED	TITLE	CREDITS
1 course (3-credit) chosen from:		
NTST 101	Native Issues	
IGOV 301	Introduction to Renewing Ceremonial Life	3
IGOV 303	Decolonizing Leadership in Indigenous Governance	3
IGOV 304	Indigenous Governance	3
IGOV 305	Indigenous Political Thought and Resurgence	3
IGOV 309	Indigenous-Settler Relations	3
IGOV 311	Protocols for Indigenous Governance	3
ANIS 150	Introductory Anishinaabe	3
CREE 100	Introduction to Cree Language and Culture	3
ISGA 115	Introduction to Stoney	3
SPRING	TITLE	CREDITS
BETH 200	Business Ethics	3
LEAD 200	Leadership	3
		TOTAL CREDITS: 57

## INDIGENOUS ADMINISTRATION DIPLOMA

### COURSE DESCRIPTIONS

#### ACCT 100: INTRODUCTORY ACCOUNTING

3 CREDITS

This course concentrates on providing an introduction to accounting concepts and the environment of accounting. The areas that will be reviewed are: the objective of accounting, users of accounting information, the accounting profession/accounting organizations, forms of business organizations, kinds of business activities, basic concepts/principles, financial accounting, and financial statements.

Prerequisites: MATH 90 or equivalent

#### ACCT 200: INTRODUCTION TO MANAGERIAL ACCOUNTING

3 CREDITS

ACCT 200 is an introductory course in managerial accounting. Managerial Accounting parallels the shift in today's business world, focusing not just "on the numbers," but on the functions of management: planning, decision-making, controlling, and performance evaluation.

Prerequisite: ACCT 100

# INDIGENOUS ADMINISTRATION DIPLOMA

## CONTINUED

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### **ADMN 400: BUSINESS PRACTICES**

3 CREDITS

ADMN 400 focuses on management at the micro level. It is designed to give Management Studies students practical approaches to deal with the tasks and issues faced on a day-to-day basis in managing or supervising offices. Assignments will have a practical focus: students will learn to perform tasks associated with managing an office. Three areas considered are work environments, dealing with people, and supervising/organizing an office.

### **ANIS 150: INTRODUCTORY ANISHINAABE**

3 CREDITS

This introductory Anishinaabe language course is designed to provide students the opportunity to learn a new language; Anishinaabe is similar in many ways to Cree. Students will learn the phonology and double vowel sounds in the Anishinaabe language, and will also learn to comprehend words, greetings, and simple sentence structures, through their knowledge of the English vocabulary (SRO). Students will be introduced to a variety of traditional and cultural words and beliefs and values through active participation, practice, and repetition. Anishinaabe 150 is a 3-credit course that prepares students for Anishinaabe 151.

### **BETH 200: BUSINESS ETHICS**

3 CREDITS

Ethics are defined as "Principle(s) of conduct governing an individual or group." Business Ethics 200 covers ethical issues that arise in the market-place. Students will be asked to examine the concepts and issues of business ethics with special attention to the Canadian scene. This course is intended to help participants further develop their abilities to understand ethical systems and participate effectively in business situations. First Nations examples / content will be integrated into the study.

### **COMM 300: CONFLICT RESOLUTION**

3 CREDITS

The purpose of this course is to teach students methods of conflict resolution that can be applied to issues of community development. Exercises in the course will be related to potential areas of conflict in First Nation administration, as well as common conflicts that occur in primary and secondary contacts (family and community). The course emphasizes an understanding of the nature of conflict resolution modes (their strengths and weaknesses), models of mediating with basic practice in the mediation process. The course focuses on aboriginal content so that case studies and practices reflect the cultural values and traditions of First Nation peoples.

### **CREE 100: INTRODUCTION TO CREE LANGUAGE AND CULTURE**

3 CREDITS

This introductory Cree language course is designed to provide students the opportunity to comprehend simple sentences written in Standard Roman Orthography, (SRO) through their knowledge of vocabulary, word agreements, and word order. This course will give students a basic understanding of the "Y" dialect Cree language sound system. Cree 100 is a 3-credit course which provides preparations for the intermediate Cree course.

### **ECON 100: MICROECONOMICS**

3 CREDITS

The objective of this course is to provide students with an introductory understanding of economic theory and how the economy works. This course focuses on how prices are determined; the behavior of consumers and businesses and how they interact with each other and with the government; the different types of market structures that exist in our economy today; and how government intervention affects economic and business activity. The uniqueness of this course is that, for the first time, it attempts to supplement the various theories and issues with a First Nations perspective, where possible.

# INDIGENOUS ADMINISTRATION DIPLOMA

## CONTINUED

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### **ECON 200: MACROECONOMICS**

3 CREDITS

The objective of this course is to provide students with an introductory understanding of economic theory and how the economy works. It is designed to introduce students to the basic concepts and techniques of macroeconomics analysis in a Canadian context. Major topics include various measures of national income, Keynes and Classical approaches to macroeconomics, monetary policy and the Canadian banking system, inflation and unemployment, government fiscal and monetary policy, international trade and the foreign exchange market. The uniqueness of this course is it attempts to supplement the various theories and issues with a First Nations perspective, where possible.

### **ENGL 200: BUSINESS COMMUNICATION**

3 CREDITS

This course is a second-year composition and communications course designed to review grammar and basic elements of rhetoric, and to enable business administration students to master the forms of business writing essential to functioning in management both in the public and private spheres. First Nations content is integrated into the study of business writing and the course attempts to be particularly sensitive to the needs of First Nations learners and the communities they will be serving.

### **FNCE 301: INTRODUCTION TO CORPORATE FINANCE**

3 CREDITS

Finance 301 introduces the student to the concepts, computations and tools that are needed for the modern business student in relation to corporate finance. The use of money, credit availability and risk management will be discussed, and concepts will be applied in case studies and practical exercises. Fundamental principles of investment and the available types of investments will be reviewed including mutual funds, stocks and bonds. In addition, the course introduces the student to effective personal financial management, which involves tax planning, financial goal setting and using the time value of money calculations for savings, investment and purchases efficiently.

Prerequisite: MATH 100

### **IGOV 301: INTRODUCTION TO RENEWING CEREMONIAL LIFE**

3 CREDITS

This introductory course centers the teachings of Elders and Knowledge Keepers in relation to diverse Indigenous “ways of knowing.” The course is complemented by the writing of Indigenous intellectuals that sustain the regeneration of Indigenous knowledge and ceremonial life as critical for Indigenous governance in a contemporary context.

### **IGOV 303: DECOLONIZING LEADERSHIP IN INDIGENOUS GOVERNANCE**

3 CREDITS

Decolonizing Leadership in Indigenous Governance describes the impact of colonization on leadership from an Indigenous perspective. The course looks critically at a colonial worldview and ways of being to deconstruct and challenge contemporary Indigenous leadership to be rooted in Indigenous teachings.

### **IGOV 304: INDIGENOUS GOVERNANCE**

3 CREDITS

This course affirms Indigenous nationhood from within Indigenous peoples’ teachings and the political relationships among Indigenous Nations. Teachings of Indigenous political leaders and scholars illuminate self-determination in an Indigenous context.

### **IGOV 305: INDIGENOUS POLITICAL THOUGHT AND RESURGENCE**

3 CREDITS

This course identifies political philosophies and Indigenous resurgence as a way and means of regenerating Indigenous peoples, families, communities, and nations within the context of ongoing colonialism. The course uses foundational and recent writings, videos, and other representations in the scholarship of Indigenous resurgence.

# INDIGENOUS ADMINISTRATION DIPLOMA

## CONTINUED

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### **IGOV 309: INDIGENOUS-SETTLER RELATIONS**

3 CREDITS

This course examines the contemporary relationship between Indigenous and settler populations. Course materials are drawn from contemporary writings of decolonization scholars who have looked critically at the struggle to transform interactions between Indigenous and settler peoples in the landscape or ongoing colonial relations.

### **IGOV 311: PROTOCOLS FOR INDIGENOUS GOVERNANCE**

3 CREDITS

This introductory governance / protocols course is designed to provide students the opportunity to learn about the Natural Laws, teachings, gender roles, and protocols. To learn about ceremony and protocols. To comprehend the meanings and value of ceremony and spirit. The influence of the belief system, how we are related to everything on Mother Earth, animals and the Cosmos. Students will be introduced to a variety of traditional and cultural teachings and beliefs and values through active participation, practice and repetition. Protocols for Indigenous Governance is a 3 credit course that prepares students for a greater understanding of Natural Laws.

### **ISGA 115: INTRODUCTION TO STONEY**

3 CREDITS

This course is an introduction to the Stoney language. Students will master sounds and the symbol correspondence, develop a working vocabulary, acquire a knowledge of basic grammar, and be introduced to oral discourse in Stoney. Students will develop an awareness and appreciation of Stoney culture and traditions through the Stoney language.

### **ISMB 300: ADVANCED APPLICATIONS OF INFORMATION SYSTEMS**

3 CREDITS

This is an intermediate-level course focusing on the application of Integrated Business Software in

Indigenous administrations and businesses, with special emphasis on opportunities and threats associated with computer communications and global networking.

### **LAW 369: BUSINESS LAW**

3 CREDITS

The course is an introduction to contract law in Canada. The topics and the main text have been selected on the assumption that the student has not previously taken a course in contract law or any other branch of law. For this reason, a unit describing the legal system in Canada has been incorporated into the course. As the course is intended to be applied towards the Management Studies Program the curriculum attempts to focus on the law of contracts as it relates to business administration.

### **LEAD 200: LEADERSHIP**

3 CREDITS

This course explores the topic of leadership. The challenge of dynamic leadership is front and center today, as many organizations are consistently plagued with the symptoms of being over-managed and under-led. Globally, inept leadership and general bad management have brought financial crisis, decay and ultimately ruin to many longstanding organizations. The student will be introduced to the well-developed theories of leadership using hands-on approach and practical real-life examples.

### **MATH 100: BUSINESS MATHEMATICS**

3 CREDITS

The aim of this course is to provide a basic understanding of the practical aspects of business math. After finishing this course, students will have knowledge and skills enabling them to handle the practical financial and mathematical problems that are routinely tackled by the business community. The course will also address the issue of building confidence in mathematical ability.

Prerequisites: MATH 90, MATH 30-2 or equivalent

# INDIGENOUS ADMINISTRATION DIPLOMA

## CONTINUED

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### **MKTG 301: MARKETING AND SOCIETY**

3 CREDITS

This course introduces marketing concepts, functions, and institutions in Canadian society. It examines the influence of marketing at the macro-level in the Canadian economy and, to a lesser extent, internationally; however, marketing issues will also be analyzed with the needs and wants of Aboriginal businesses in mind at the micro level. The focus of this course is on marketing as a central process of the entire business or service organization. Thus, marketing will include all of the various actions of the organization that are aimed at getting a superior value to the customers. Case studies provide real-life examples of marketing problems.

### **MNGT 100: INTRODUCTION TO MANAGEMENT**

3 CREDITS

This course is designed to help students become more familiar with the role of the manager in organizations and how the manager can make organizations, whether in the private or public sector, more responsive to client and market needs. Through case studies, students learn to make organizational decisions and to become better managers. Particular emphasis will be on Aboriginal-run businesses and organizations. Students will prepare a case study about an Aboriginal organization or manager.

### **NTST 101: NATIVE ISSUES**

3 CREDITS

This is an introductory course, introducing students to key social, religious, cultural, economic, and political issues that have emerged as a result of a relationship between the Canadian federal government and First Nations people. Taking a historical perspective, this course examines Euro-Canadians' perception of the First Nations cultures and attempts mounted by the federal government to undermine and destroy First Nations cultures through its oppressive policy of "Indian" assimilation.

### **ORGB 264: ORGANIZATIONAL BEHAVIOUR**

3 CREDITS

This course introduces behavioural science research as it applies to organizations. "People problems" are among the most significant faced by any manager and are often impediments in a career. All managers must learn to utilize human resources effectively. This course is designed to increase competency and skill in using available human resources. Special attention will be given to Aboriginal organizations.

### **ORGB 286: HUMAN RESOURCES MANAGEMENT**

3 CREDITS

This course introduces the study of human resources. Some major topics included in the course is dealing with diversity, staffing, employee development, compensation, and governance issues such as discipline and workplace safety. Wherever possible, emphasis will be placed on Indigenous organizations.

### **SMDE 430: SMALL BUSINESS MANAGEMENT**

3 CREDITS

Individuals are increasingly creating their own jobs through entrepreneurship. This is an introductory course focusing on the practical aspects of entrepreneurship and small business ventures and better management of existing small businesses. Students will identify market niches for small businesses or non-profit organizations in the public and/or private sectors that best suit their personal values and interests. The importance of the cultural and social contexts of entrepreneurship and small business development is highlighted. Students will develop a financial statement and business plan for a new or existing business, whether Indigenous or mainstream.





# INDIGENOUS ENVIRONMENTAL STEWARDSHIP & RECLAMATION TECHNOLOGIST DIPLOMA & ADVANCED DIPLOMA

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## PROGRAM DETAILS - 2 YEAR DIPLOMA

The IESR Technologist Diploma is a full-time program that prepares students for a variety of roles in the environmental stewardship and reclamation industry. The IESR Technologist Diploma can be completed in two years, over six semesters (Semesters 1 & 4: September to December; Semesters 2 & 5: January to April; Semesters 3 & 6: May and June).

## PROGRAM DETAILS - ADVANCED 3 YEAR DIPLOMA

Once completed all the above courses (or equivalents), students must follow graduation procedures and can apply for graduation with a Diploma from the IESR Program. Upon graduation, an optional third year of IESR courses can be taken over the course of one academic year. These courses allow for IESR students to acquire more transfer credits to other partnering institutions towards a BSc. Environmental Sciences. Please note: these courses will only be offered if there is sufficient enrolment.

## ADMISSION REQUIREMENTS

- All applicants must complete a competency test in Math and English.
- Applicants are required to have an Alberta High School Diploma or equivalent, including English 20-1 or English 20-2, and Pure Mathematics 30, or equivalence to these courses, with grades of 60% or better, for admission to the program. University and college course credits are accepted as equivalent to a high school diploma.
- Applicants may also enter through Mature Student Status defined as follows:
  - ♦ Minimum age of twenty-one
  - ♦ Successful completion of a Skills Appraisal Test in Math and English.
- Applicants may also enter with special permission from the Department Head, but will be required to take nine credits or preparation courses in mathematics, communication, and science.

# INDIGENOUS ENVIRONMENTAL STEWARDSHIP & RECLAMATION TECHNOLOGIST DIPLOMA CONTINUED

## PROGRAM PLAN - 2 YEAR DIPLOMA YEAR 1

FALL	TITLE	CREDITS
(21 credits)		
CHEM 90	Chemistry 90	5
ENGL 90	English 90	5
MATH 90	Mathematics 90	5
NTST 101	Native Issues	3

Choose 1 language course (3-credit):

CREE 100	Introduction to Cree Language and Culture	3
ISGA 115	Introduction to Stoney	3

WINTER	TITLE	CREDITS
(15 credits)		
IESR 100	Environmental Monitoring and Assessment	3
IESR 110	Ecology of Water Systems	3
IESR 120	Geology and the Use of Water Systems	3
IESR 130	Air Quality Monitoring and Improvement	3
IESR 140	Water Quality Monitoring and Improvement	3

SPRING	TITLE	CREDITS
(5 credits)		
IESR 290-1	Land-based Field Work	1
IESR 290-2	Land-based Field Work	1
IESR 195	Practicum 1 Science, Culture and the Environment*	3

\* The practicum course will run until the end of July

TOTAL CREDITS: 41

# INDIGENOUS ENVIRONMENTAL STEWARDSHIP & RECLAMATION TECHNOLOGIST DIPLOMA CONTINUED

## YEAR 2

FALL	TITLE	CREDITS
(15 credits)		
<b>IESR 200</b>	<b>Soil Science</b>	<b>3</b>
Choose 1 Statistics course (3-credit):		
<b>IESR 270</b>	<b>Statistical Methods for Environmental Science</b>	<b>3</b>
<b>STAT 151</b>	<b>Introduction to Statistics</b>	<b>3</b>
Choose 1 English course (3-credit):		
<b>ENGL 124</b>	<b>English 124 Literary Analysis</b>	<b>3</b>
<b>ENGL 125</b>	<b>Aboriginal Literature</b>	<b>3</b>
<b>ENGL 250</b>	<b>Writing Skills</b>	<b>3</b>
Choose 1 biology course (3-credit):		
<b>IESR 210</b>	<b>Biology an Exploration of Biological Diversity</b>	<b>3</b>
<b>BIOL 100</b>	<b>Biology 100</b>	<b>3</b>
Choose 1 language course (3-credit):		
<b>ISGA 125</b>	<b>Intermediate Stoney</b>	<b>3</b>
<b>CREE 200</b>	<b>Cree Language and Culture II</b>	<b>3</b>
WINTER	TITLE	CREDITS
(15 credits)		
<b>IESR 220</b>	<b>Environmental Ethics and Communication</b>	<b>3</b>
<b>IESR 250</b>	<b>Ecological Stewardship</b>	<b>3</b>
<b>IESR 260</b>	<b>English for Scientific and Community Reporting</b>	<b>3</b>
Choose 1 earth science course (3-credit):		
<b>EASC 101</b>	<b>The Dynamic Earth: Introductory Earth Science</b>	<b>3</b>
<b>IESR 240</b>	<b>Geology</b>	<b>3</b>
Choose 1 science course (3-credit):		
<b>BIOC 200</b>	<b>Introduction to Biochemistry</b>	<b>3</b>
<b>GEOG 151</b>	<b>Landscapes, Cultures and Societies</b>	<b>3</b>

# INDIGENOUS ENVIRONMENTAL STEWARDSHIP & RECLAMATION TECHNOLOGIST DIPLOMA CONTINUED

## YEAR 2 CONTINUED

SPRING	TITLE	CREDITS
(8 credits)		
IESR 280	Contaminated Site Evaluating and Management	3
IESR 290-3	Land-based Field Work	1
IESR 290-4	Land-based Field Work	1
IESR 295	Practicum 2: Stewardship, Policy and Practice	3

TOTAL CREDITS: 38

## PROGRAM PLAN - ADVANCED 3 YEAR DIPLOMA YEAR 3

FALL	TITLE	CREDITS
(12 credits)		
IESR 300	Land Reclamation	3
IESR 310	Introduction to Plant Taxonomy	3
IESR 320	Geographical Mapping and Application*	3

\*Students with GIS/GPS training may receive transfer credit for this course.

Choose 1 law course (3-credit):

IESR 340	Environmental and Natural Resource Law	3
LAW 369	Contract Law	3
WINTER	TITLE	CREDITS

(15 credits)

ISMB 300	Advanced Applications of Information Systems	3
IESR 330	Forestry Management	3

Choose 1 governance course (3-credit):

IESR 350	Indigenous Ethics - Guides for Use and Dissemination	3
IGOV 304	Indigenous Governance	3

# INDIGENOUS ENVIRONMENTAL STEWARDSHIP & RECLAMATION TECHNOLOGIST DIPLOMA CONTINUED

## YEAR 3 CONTINUED

Choose 1 community relations course (3-credit):

<b>IESR 360</b>	<b>Community Engagement and Planning</b>	<b>3</b>
<b>IGOV 309</b>	<b>Indigenous-Settler Relations</b>	<b>3</b>
<b>IESR 370</b>	<b>Conservation and Habitat Management</b>	<b>3</b>

Choose 1 research course (3-credit):

<b>IESR 380</b>	<b>Research Methods</b>	<b>3</b>
<b>IGOV 307</b>	<b>Introduction to Indigenous Community Research</b>	<b>3</b>

<b>SPRING</b>	<b>TITLE</b>	<b>CREDITS</b>
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(5 credits)

<b>ISER 290-5</b>	<b>Land-based Field Work</b>	<b>1</b>
<b>IESR 290-6</b>	<b>Land-based Field Work</b>	<b>1</b>
<b>IESR 395</b>	<b>Practicum 3: Environmental Management and Admin</b>	<b>3</b>

TOTAL CREDITS: 32

## INDIGENOUS ENVIRONMENTAL STEWARDSHIP & RECLAMATION TECHNOLOGIST DIPLOMA

### COURSE DESCRIPTIONS

#### BIOL 100: BIOLOGY 100

3 CREDITS

This course will enable students to have a broad and proficient understanding of the mechanisms of evolution and how these mechanisms have led to the vast diversity of organisms present. Students will understand and appreciate the interconnectedness of evolution, ecology, and biological diversity by investigating the characteristics and importance of Prokaryotes, Fungi, Plants, and Animals. To complete the discussion, students will delve into conservation and sustainability to demonstrate human and non-human causes of diversity losses. From learning the basic principles of evolution of biological diversity, students should be able to demonstrate a thorough knowledge of how biological diversity is formed, how humans are impacted by diversity, and how we influence diversity.

Prerequisite: MATH 90 and CHEM 90

#### BIOC 200: INTRODUCTION TO BIOCHEMISTRY

3 CREDITS

This is a one semester survey course of biochemistry and will focus on an introduction to proteins, nucleic acids, carbohydrates and the lipid family of biological molecules. In addition, we will discuss how a cell performs signaling and hence the regulation of metabolism of biomolecules in the body. In order to appreciate these, students will be taught the basic structure of these molecules and the biochemical reactions that allow them to form more advanced macromolecules in the organism. The overall goal is for students to understand that many of these reactions or metabolic pathways relate to each other in the organism.

Prerequisites: BIOL 100, IESR 110, IESR 120, IESR 140, and IESR 210



# INDIGENOUS ENVIRONMENTAL STEWARDSHIP & RECLAMATION TECHNOLOGIST DIPLOMA CONTINUED

## **CHEM 90: CHEMISTRY 90**

5 CREDITS

Chemistry 90 extends the concepts of systems learned in Chemistry 20. Students will learn about thermochemical change, electrochemical change, chemical changes of organic compounds, and equilibrium in chemical changes. Chemistry 90 prepares students to write the Chemistry 30 Diploma Examination.

Prerequisites: CHEM 20 and MATH 20-1 (65%)

## **CREE 100: INTRODUCTION TO CREE LANGUAGE AND CULTURE**

3 CREDITS

This introductory Cree language course is designed to provide students the opportunity to comprehend simple sentences written in Standard Roman Orthography, (SRO) through their knowledge of vocabulary, word agreements, and word order. This course will give students a basic understanding of the “Y” dialect Cree language sound system. Cree 100 is a 3-credit course which provides preparations for the intermediate Cree course.

## **CREE 200: CREE LANGUAGE AND CULTURE II**

3 CREDITS

This intermediate Cree language course provides further study of the “Y” dialect and the Cree sound system using the Cree syllabics. Cree 200 will focus on more complex Cree grammatical structures with more time given to translation to and from Cree, an increased opportunity for reading Cree texts, conversational practice in the Cree language, and working on individual projects. The course will also provide increased cultural content, such as cultural stories and activities. This is a 3-credit course which provides preparation for an Advanced Cree course.

Prerequisite: CREE 100

## **GEOG 151: LANDSCAPES, CULTURES AND SOCIETIES**

3 CREDITS

Landscapes, Cultures and Societies is the study of people and their relationships with the environment. Landscapes, Cultures and Societies also has a global orientation, which emphasizes the interdependence which has become so characteristic of the modern world. The analysis of global interdependence follows the strategy outlined by the world system model, which defines different areas of the world as core, semi-peripheral, and peripheral. Patterns and trends in demography, agriculture, economic development, urbanization, and geopolitics are surveyed. Cultural landscapes including the global distribution of linguistic and religious diversity and the emergence of postmodern places are also reviewed.

Prerequisites: First year ENGL

## **EASC 101: THE DYNAMIC EARTH - INTRODUCTORY EARTH SCIENCE**

3 CREDITS

This course is a non-laboratory introduction to the study of the origin and evolution of the earth and solar system. Foci of exploration are the theory of plate tectonics, the composition and history of the Earth, minerals and the rock cycle, key phenomena such as earthquakes and volcanoes, climate, and the various forces that change and mould the Earth. Students will become aware of the critical importance of the Earth's resources to human society and the need to use those resources wisely. Students will come to understand that the whole Earth is a dynamic, changing, unified system of interwoven cycles and processes. Although the course does not include a formal laboratory component, an essential aspect of the course will be hands-on explorations of key geological phenomena.

## **ENGL 90: ENGLISH 90**

5 CREDITS

English 90 is a comprehensive survey of forms, periods, and genres, including the essay, short story, novel, poetry, and film in English literature and Aboriginal literature. The course also concentrates on composition and grammar and on the development of writing, reading and critical thinking skills necessary for university and college studies.

Prerequisite: ENGL 20

# INDIGENOUS ENVIRONMENTAL STEWARDSHIP & RECLAMATION TECHNOLOGIST DIPLOMA CONTINUED

## **ENGL 124: ENGLISH 124 LITERARY ANALYSIS**

3 CREDITS

Literary Analysis introduces students to post-secondary studies in English by developing their skills in the close reading of language, genre, narrative, and poetic form. Rather than focusing on historical or cultural contexts, this course concentrates on literary forms and structures, and on developing critical vocabulary for literary analysis. The course covers a variety of shorter genres in the literary tradition (short stories, poems, creative nonfiction, plays, and essays), as well as film and other visual media.

Prerequisite: ENGL 90 or equivalent

## **ENGL 125: ABORIGINAL LITERATURE**

3 CREDITS

This course introduces students to post-secondary studies in English through works by Aboriginal writers. It addresses aesthetics, concepts, approaches, and debates that inform the production and study of Aboriginal identities, communities, and histories. Works by non-Aboriginal writers may be included to provide comparative reference points for exploring broader historical, cultural, and literary contexts of Aboriginal texts. The course examines various genres including oral stories, fiction, poetry, drama, and essays.

Prerequisite: ENGL 90 or equivalent

## **ENGL 250: WRITING SKILLS**

3 CREDITS

English 250 is an introductory composition course designed to aid the student in developing writing, reading and critical thinking skills essential for university study, with an emphasis on correct and clear style. The course, which focuses on essay writing, includes the study of model essays, the writing of paragraphs, the summary, essays, and a short research paper.

Prerequisite: ENGL 90 or equivalent

## **IESR 100: ENVIRONMENTAL MONITORING AND ASSESSMENT**

3 CREDITS

Environmental assessment and monitoring programs are powerful tools in the process of environmental, economic, and socially sustainable development. This course is designed to introduce students to different types of environmental assessment and monitoring, their components and associated regulations and guidelines, with particular focus on Alberta. This introduction will provide students with a foundational understanding of the process of environmental management in Alberta and Canada. It will help students reflect on how environmental management impacts their lives and work, and will provide the tools needed to embark on further learning related to environmental assessment and monitoring. The practical aspects of this course will cover data collection and management. Information collected in environmental assessment and monitoring is only valuable if collected in a scientifically rigorous manner with the end uses in mind. Data must also pass legislative and scientific scrutiny. Students will be introduced to the basics of designing environmental monitoring plans, methods and techniques for monitoring, sampling procedures, measures of various parameters, and methods to ensure data quality and management meet the objectives of the assessment/monitoring program. Students will have hands-on opportunities with sampling tools and techniques, and will complete the course with basic skills and knowledge to participate in environmental monitoring and assessment programs.

Prerequisites: CHEM 90, ENGL 90, and MATH 90

# INDIGENOUS ENVIRONMENTAL STEWARDSHIP & RECLAMATION TECHNOLOGIST DIPLOMA CONTINUED

## **IESR 110: ECOLOGY OF WATER SYSTEMS**

3 CREDITS

This course is a general introduction to freshwater systems. The characteristics that define the different types of freshwater systems will be examined. The abiotic and biotic components of freshwater systems will be identified and examined. Building on that base knowledge, the way abiotic and biotic components interact to produce the complex relationships and interactions observed in freshwater systems will be examined through examples and case studies. Lastly, students will be introduced to some of the major threats freshwater ecosystems are facing and the conservation, restoration, and management actions being taken to reduce, mitigate, or eliminate these threats.

Prerequisites: CHEM 90, ENGL 90, and MATH 90

## **IESR 120: GEOLOGY AND USE OF WATER SYSTEMS**

3 CREDITS

In this course, students are introduced to the concepts surrounding physical hydrogeology. From learning the basic principles of hydrogeology, students should be able to demonstrate a thorough knowledge of the occurrence, dissemination, and movement of water in various situations. Students will show that they understand the effects geography engenders for water in relation to these factors, and moreover, how these factors affect the availability of water as a resource, looking at groundwater specifically. Other topics covered include the hydrologic cycle, the relationship between surface and groundwater, the construction of wells, quantitative & qualitative groundwater flow assessments, and the determination of hydraulic properties of hydro stratigraphic units. Altogether, this course should formulate for a proficient understanding of the behavior of water in all of Earth's environments.

Prerequisites: CHEM 90, ENGL 90, and MATH 90

## **IESR 130: AIR QUALITY MONITORING AND IMPROVEMENT**

3 CREDITS

This course focuses on managing and monitoring the quality of the air we breathe. Air pollution control equipment and pollution abatement techniques for the control of point source gas/vapor and particulate emissions - including the effectiveness and operational limitations - are therefore examined in this course. Air dispersion modeling, point source, fugitive emissions, and ambient air monitoring methods are also a point of focus. Because many of the methods used to monitor ambient air quality are similar to those used to assess indoor air quality, a portion of the course is devoted to techniques used to monitor indoor (e.g. workplace/residential) air quality as well. Laboratory exercises introduce point source manual monitoring, fugitive emissions monitoring, air emission assessments, operation and calibration of continuous analyzers and indoor air sampling techniques.

Prerequisites: CHEM 90, ENGL 90, and MATH 90

## **IESR 140: WATER MONITORING AND ANALYSIS**

3 CREDITS

In this course, students are given an in-depth study of the concerns, methods, and history about measuring water quality. This provides insight to students about ongoing problems and challenges involved in monitoring water from a variety of sources and in a multitude of environments. After learning proper techniques to draw from such sources in monitoring efforts, students learn how to draw conclusions from the data they gather, comprising the analysis portion of this course. Being able to take into account the biological, physical, and chemical components of water in their measurements, students learn how analysis is to be conducted both in the field and in the lab. After this course, students will have a comprehensive knowledge of ensuring water quality, from measurement to examination, and from field to lab.

Prerequisites: CHEM 90, ENGL 90, and MATH 90

# INDIGENOUS ENVIRONMENTAL STEWARDSHIP & RECLAMATION TECHNOLOGIST DIPLOMA CONTINUED

## **IESR 195: PRACTICE 1 SCIENCE, CULTURE, AND THE ENVIRONMENT**

3 CREDITS

In this practicum, students will be matched with a partner organization to gain hands-on experience in a relevant field. Specific projects and work activities will be determined by the partner organization and student but should include applied learnings from science-based courses in the context of environmental planning, management or monitoring. Activities/projects should help students build technical knowledge and skills and improve understanding of a career in environmental management. Students will evaluate their experiences and learnings through written assignments.

Prerequisites: IESR 100, IESR 110, IESR 120

## **IESR 200: SOIL SCIENCE**

3 CREDITS

The course introduces soils and plant identification. It introduces the natural history of soils and soil formation, the Canadian System of Soil Classification, soil nomenclature and identification, soil formation processes, and soils across Canada and specifically Alberta. Focus is on the physical, biological and chemical properties of soils and include: horizon descriptions, Mansell color, hand texturing, hydrometer analysis, sieve analysis, field sampling, bulk density analysis, pore space, water- holding capacity, von Post scale of decomposition, humus forms, and carbon content (loss of ignition). There are two mandatory field trips:

1. Monolith collection at the University of Alberta;
2. Exposed soil horizon in the North Saskatchewan River Valley. Further, the course introduces the identification of non-vascular and vascular plants of Alberta and the use of botanical dichotomous keys (Flora of Alberta - vascular plants). Concepts and use of botanical nomenclature, species epithet, and author are taught. Further, the course introduces concepts of eco-site manuals, indicator species, habitat, invasive species, native species, rare species, species range, biodiversity, and how to collect and create permanent herbarium records. There is one mandatory field trip to the North Saskatchewan River Valley.

Prerequisites: IESR 100, IESR 110, IESR 120 and IESR 140

## **IESR 210: AN EXPLORATION OF BIOLOGICAL DIVERSITY**

3 CREDITS

Biochemists investigate life processes at the molecular level. This involves a basic knowledge of biology and chemistry and an ability to apply it to the many chemical reactions which occur within and between cells. In this course, you will be learning how to think as a biochemist. In the first part of the course, this will include acquiring the ability to understand the structure and function of proteins. The second part of this course focuses on the metabolism of carbohydrates and how this is linked to the production and utilization of energy within the cell; specifically, how ATP production is regulated. Key to understanding the chemistry of the cell is a familiarity with the properties of water and membrane lipids as they affect cellular compartmentalization which should be mostly reviewed from your chemistry and biology prerequisite courses.

Prerequisite: BIOL 100

## **IESR 220: ENVIRONMENTAL ETHICS AND COMMUNICATIONS**

3 CREDITS

This course is designed to develop students' oral and written communication skills by writing, editing, and reviewing various forms of written technical communications. These will include workplace correspondence, short reports, and project proposals. An emphasis will be placed on the importance and role of ethics in science, including the legal implications of plagiarism and intellectual property. Students will also use work processing applications to import graphics, charts, and tables into a document as well as apply standard formatting conventions, desktop publishing and mail merge functions.

Prerequisites: 2nd year enrollment in the IESR diploma program and 3 credits first year English.

## **IESR 240: GEOLOGY**

3 CREDITS

In this course students are introduced to the study of the earth and issues related to earth forming processes with an emphasis placed on the geology of western Canada. The first half of the course will deal with major elements of geology related to the earth and rock forming processes. The second half of the course will cover practical applications of geology such as industrial uses (mining, oil and gas extraction), water supply from the earth (water wells), aggregate (gravel) and limestone (concrete). Other topics will include issues associated with subsurface and groundwater contamination, and mechanisms of treatment of contaminants.

Prerequisites: IESR 100, IESR 110, IESR 120 and IESR 140

# INDIGENOUS ENVIRONMENTAL STEWARDSHIP & RECLAMATION TECHNOLOGIST DIPLOMA CONTINUED

## **IESR 250: ECOLOGICAL STEWARDSHIP**

3 CREDITS

This course will introduce basic biotic and abiotic components of ecosystems as well as some of the many complicated interactions that humans have with their environment. Students will learn about the principles behind resource management with examples from several sectors (forestry, fisheries, and minerals), including the environmental and social challenges that environmental managers face.

Prerequisite: IESR 2nd year enrollment

## **IESR 260: ENGLISH FOR SCIENTIFIC AND COMMUNITY REPORTING**

3 CREDITS

This course is designed to develop students' oral and written communication skills by writing, editing, and reviewing various forms of written technical communications. These will include workplace correspondence, short reports, and projects proposals, amongst other things. An emphasis will be placed on the importance and role of ethics in science, including the legal implications of plagiarism and intellectual property. Students will also use MS Word applications to import graphics, charts, and tables into a document as well as apply standard formatting conventions, desktop publishing and mail merge functions.

Prerequisites: 2nd year enrollment in the IESR diploma program and 3 credits first year English.

## **IESR 270: STATISTICAL METHODS FOR ENVIRONMENTAL SCIENCES**

3 CREDITS

This is an introductory statistics course designed to give students the ability to organize and select appropriate statistical tests; and utilize descriptive and inferential statistics to evaluate biological data. Learning topics will focus on descriptive statistics and data analysis, probability theory, hypothesis testing and regression analysis. Learning objectives will be reinforced with biological problems and/or case studies.

Prerequisites: 2nd year enrollment in the IESR program, MATH 90 and CHEM 90

## **IESR 280: CONTAMINATED SITE EVALUATING AND MANAGEMENT**

3 CREDITS

Contaminated sites do not conform to a standard set of rules and characteristics - they are highly variable and must be treated in a site-specific manner. In this course, students will learn the theory and process of assessment and management of contaminated sites. After exploring the regulatory framework that governs site assessments and contamination management in Canada and in Alberta, students will learn about common contaminants, how they affect the environment, and how to identify them. Throughout the course, students will be required to apply learned material to future assignments and site assessment components and group work are also emphasized, as these are essential to a career in contaminated site management. Students will work in groups to collect information and document learnings that will be components of larger term assignments. The last part of the course explores the more advanced topics associated with management of contaminated sites including remediation, risk assessment, and reclamation.

Prerequisites: IESR 200, IESR 210, IESR 220, IESR 230, IESR 240, and IESR 250

## **IESR 290-1: LAND-BASED FIELD WORK**

1 CREDIT

A vital component of the Indigenous Environmental Stewardship and Reclamation program is the fieldwork. In this course, students learn about the symbols and values that are connected with environmental science. Students will go on the land and spend time identifying the systems on the land and their cultural significance.

## **IESR 290-2: LAND-BASED FIELD WORK**

1 CREDIT

In IESR 290-2, students will continue to learn the fundamentals of environmental science from the system of Native Education. Learning from Eminent scholars and Knowledge Keepers, students will go out on the land to explore the relationship between science and First Nations culture.

Prerequisites: IESR 290-1



# INDIGENOUS ENVIRONMENTAL STEWARDSHIP & RECLAMATION TECHNOLOGIST DIPLOMA CONTINUED

## **IESR 290-3: LAND-BASED FIELD WORK**

1 CREDIT

A vital component of the Indigenous Environmental Stewardship and Reclamation program is the fieldwork. In this course, students learn about the symbols and values that are connected with environmental science. Students will go on the land and spend time identifying the systems on the land and their cultural significance.

Prerequisites: IESR 290-1 and IESR 290-2

## **IESR 290-4: LAND-BASED FIELD WORK**

1 CREDIT

A vital component of the Indigenous Environmental Stewardship and Reclamation program is the fieldwork. In this course, students learn about the symbols and values that are connected with environmental science. Students will go on the land and spend time identifying the systems on the land and their cultural significance.

Prerequisites: IESR 290-1, IESR 290-2, and IESR 290-3

## **IESR 295: PRACTICUM 2 STEWARDSHIP, POLICY AND PRACTICE**

3 CREDITS

In this practicum, students will be matched with a partner organization to gain hands-on experience in a relevant field. Specific projects and work activities will be determined by the partner organization and student, but should include applied learnings pertaining to environmental policy and stewardship. Activities/projects should help students build technical knowledge and skills and improve understanding of a career in environmental management. Students will evaluate their experiences and learnings through written assignments.

Prerequisites: IESR 200, IESR 210, IESR 220, IESR 230, IESR 240, IESR 250

## **ISGA 115: INTRODUCTION TO STONEY**

3 CREDITS

This course is an introduction to the Stoney language. Students will master sounds and the sound / symbol correspondence, develop a working vocabulary, acquire a knowledge of basic grammar and be introduced to oral discourse in Stoney. Students will develop an awareness and appreciation of Stoney culture and traditions through the Stoney language.

## **ISGA 125: INTERMEDIATE STONEY**

3 CREDITS

This course is a continuation of Isga 115. Students will continue the mastery of sounds and the sound-symbol correspondence, continue to develop a working vocabulary and grammar, and become proficient in Stoney discourse, both spoken and written. Students will continue the study of Stoney culture and traditions through the Stoney language.

Prerequisites: ISGA 115

## **MATH 90: MATHEMATICS 90**

5 CREDITS

Mathematics 90 introduces students to the Grade 12-level pre-calculus required for entrance into University math. The curriculum emphasizes algebra, graphing, deductive and symbolic methods to solve problems and determine if and under what conditions a concept is true. Students will continue to develop communication skills to state problems and solutions clearly. Mathematics 90 prepares students to write the Pure Mathematics 30 Diploma Examination.

Prerequisite: MATH 20-1 (65%)

## **NTST 101: NATIVE ISSUES**

3 CREDITS - SOCIAL SCIENCE

This is an introductory course, introducing students to key social, religious, cultural, economic, and political issues which have emerged as a result of a relationship between the Canadian federal government and First Nations people. Taking a historical perspective, this course examines Euro-Canadians' perception of the First Nations cultures and attempts mounted by the federal government to undermine and destroy First Nations cultures through its oppressive policy of "Indian" assimilation.

# INDIGENOUS ENVIRONMENTAL STEWARDSHIP & RECLAMATION TECHNOLOGIST DIPLOMA CONTINUED

## STAT 151: INTRODUCTION TO STATISTICS

3 CREDITS

Statistics 151 is a theory and laboratory-based course in which students are introduced to fundamental concepts, techniques, and procedures of quantitative data analysis. Students complete the course with a working knowledge and understanding of descriptive and inferential statistics. Although mathematical theory is kept to a minimum, this course assumes students have taken Mathematics 30. The course content sets a foundation of understanding in descriptive statistics where the focus is one of describing

sample data. This descriptive foundation is built upon with inferential statistics where students use the knowledge gained for describing samples to generalize to and predict for populations. Students have access to a computer lab and are required to work with a variety of data sets coinciding with the theory.

Prerequisites: 2nd year enrollment in the IESR program and MATH 90

## INDIGENOUS ENVIRONMENTAL STEWARDSHIP & RECLAMATION TECHNOLOGIST ADVANCED DIPLOMA COURSE DESCRIPTIONS

### IESR 290-5: LAND-BASED FIELD WORK

1 CREDIT

A vital component of the Indigenous Environmental Stewardship and Reclamation program is the fieldwork. In this course, students learn about the symbols and values that are connected with environmental science. Students will go on the land and spend time identifying the systems on the land and their cultural significance.

Prerequisites: IESR 290-1, IESR 290-2, IESR 290-3 and IESR 290-4

### IESR 290-6: LAND-BASED FIELD WORK

1 CREDIT

Course Description Forthcoming.

### IESR 300: LAND RECLAMATION

3 CREDITS

This course introduces students to the study of various methods, techniques, and measures that can be used to counter, restore, and/or reclaim certain soil and vegetation conditions. Specifically, this course will focus on the process involving the restoration of uplands and wetlands, paying attention to methods used to stabilize and control erosion whilst exploring reclamation efforts using vegetation and soil restoration. Students will be prepared to deal with the environmental issues sought to be corrected through

### IESR 300: LAND RECLAMATION CONTINUED

restoration and reclamation projects, as well as the legal issues brought by them. Field trips will give students hands-on experience and insight into the situations and conditions encountered in pursuit of bringing back local vegetation and soil to their natural state. Students will understand different soils and vegetation so as to properly devise plans to restore them wherever they may be disturbed.

Prerequisites: IESR 200, IESR 210, IESR 230, IESR 240, IESR 270, IESR 280

### IESR 310: INTRODUCTION TO PLANT TAXONOMY

3 CREDITS

In this course, students are introduced to the application of taxonomy of the vascular plants of the Boreal and Parkland natural regions. It is intended to provide students with an understanding of plant morphology and anatomy, contemporary systems of classification, principles of nomenclature, and the process of identifying plants. A background in biology is an asset, but is not necessary in learning these concepts. After this course, students should be able to use the course material to identify many common plants found in the Parkland and Boreal natural regions. Students should be able to apply the concepts of taxonomy to broaden their plant identification skills to other regions of interest in the future.

Prerequisites: IESR 200, IESR 210, IESR 230

# INDIGENOUS ENVIRONMENTAL STEWARDSHIP & RECLAMATION TECHNOLOGIST DIPLOMA CONTINUED

## **IESR 320: GEOGRAPHICAL MAPPING AND APPLICATIONS**

3 CREDITS

This course focuses on learning how to use GPS (Global Positioning Systems) and GIS (Global Information Systems) programs and applications. In particular, students will learn how to use these two types of systems in relation to mapping natural resources. GIS will be used to generate maps and prepare a natural resource plan. GPS on the other hand will be used to collect spatial and attribute data in the field for integration with existing GIS datasets.

Prerequisites: IESR 240 and IESR 270

## **IESR 330: FORESTRY MANAGEMENT**

3 CREDITS

This course is a general introduction to forest management, with all of its complexities and considerations. A summary of plant anatomy, physiology and wood science followed by a study of relationships between trees, soil, water, wildlife will provide the foundation for this topic. The forest-harvest cycle will be reviewed in detail including: establishing the forest, stand-tending techniques and harvesting for timber. Students will practice using field tools to calculate volume of timber and predict growth and yield of the forest stand. Forest Health is an important element of forest management; pathology, pests and wildlife prevention and protection will also be discussed. Forest Tenure in Alberta will be explored as will applicable provincial and federal legislation and the responsibilities of the professional while working on public land.

Prerequisites: IESR 200, IESR 210, IESR 230, IESR 240, and IESR 280

## **IESR 340: ENVIRONMENTAL AND NATURAL RESOURCE LAW**

3 CREDITS

The objective of this course is to explore the legal frameworks and processes in Canada related to natural resource management. After a general review of the Canadian legal system with a particular focus on administrative law, national and international regulatory frameworks related to the ownership and disposition of specific natural resources are explored. Through class discussion, case studies and presentation, the law governing the use and development of natural resources is examined and critiqued.

Prerequisite: IESR 260

## **IESR 350: COMMUNITY ENGAGEMENT AND PLANNING**

3 CREDITS

In this course, students are given the background necessary to understand how the history of Canada's relationship with Indigenous People has given rise to the field of community engagement. Community engagement is based in the recognition and understanding of Indigenous Rights; these rights have been asserted by Indigenous communities and upheld by the Supreme Court of Canada. As a result, every level of government has developed, at a minimum, policies that address implementation of the Duty to Consult while communities have their own protocols and procedures for being engaged. The learning objectives of this course will be attained through readings, formal presentations, discussions and application of engagement skills. After this course, students will be able to carry out engagement in accordance with Federal and Provincial (Alberta) Crown requirements and will possess the tools necessary to effectively and meaningfully engage Indigenous communities over the short and long term.

Prerequisites: NTST 101 and IESR 260

## **IESR 360: COMMUNITY ENGAGEMENT AND PLANNING**

3 CREDITS

In this course, students are given the background necessary to understand how the history of Canada's relationship with Indigenous People has given rise to the field of community engagement. Community engagement is based in the recognition and understanding of Indigenous Rights; these rights have been asserted by Indigenous communities and upheld by the Supreme Court of Canada. As a result, every level of government has developed, at a minimum, policies that address implementation of the Duty to Consult while communities have their own protocols and procedures for being engaged. The learning objectives of this course will be attained through readings, formal presentations, discussions and application of engagement skills. After this course, students will be able to carry out engagement in accordance with Federal and Provincial (Alberta) Crown requirements and will possess the tools necessary to effectively and meaningfully engage Indigenous communities over the short and long term.

# INDIGENOUS ENVIRONMENTAL STEWARDSHIP & RECLAMATION TECHNOLOGIST DIPLOMA CONTINUED

## **IESR 370: CONSERVATION AND HABITAT MANAGEMENT**

3 CREDITS

In this course, we will examine wildlife as a natural resource, with emphasis on principles of conservation, ecology, and management. The course has three integrated sections: the first part deals primarily with historical and contemporary human dimensions of wildlife ecology and management; we then move into understanding the applied aspects of ecological principles that are the foundation for wildlife management; and then examine the management of wildlife in different contexts.

Prerequisites: IESR 260, IESR 270 and IESR 280

## **IESR 380: RESEARCH METHODS**

3 CREDITS

This class is a general introduction to the practice of science, with a particular emphasis on environmental science. This course provides STE students with an overview of the scientific method and process, particularly within the context of observation-driven investigations. We will examine the steps of crafting scientific questions and hypotheses, research design, experimentation and data collection, data analysis, interpretation and presentation. The course will include an introduction to the tools and methods used in science writing, the presentation and statistical analysis of scientific data, and searching and review of the scientific literature. Finally, we will consider the nature of the theories that arise from, and provide a framework for, the practice of science. It is expected that the students in this course will have backgrounds that include high school or college algebra and college courses in natural science. Students should be comfortable with algebra, probability, and presentation of quantitative information in graphical and tabular forms.

Prerequisites: IESR 260 and IESR 270

## **IESR 395: PRACTICUM 3 ENVIRONMENTAL MANAGEMENT AND ADMIN**

3 CREDITS

In this practicum, students will be matched with a partner organization to gain hands-on experience in a relevant field. Specific projects and work activities will be determined by the partner organization and student, but should include applied learnings pertaining to environmental management and administration. Environmental management is an integrative discipline that requires a broad technical background on the sciences used to manage ecosystems, plus the skills to assess and address management situations from a social and economic perspective, based on land use planning, systems analysis and other management and decision-making tools. Activities/projects will help students build technical knowledge and skills through practical experience, and ultimately enhance understanding of a career in environmental management.

Prerequisites: IESR 195 and IESR 295

## **IGOV 304: INDIGENOUS GOVERNANCE**

3 CREDITS

This course affirms Indigenous nationhood from within Indigenous peoples' teachings and the political relationships among Indigenous Nations. Teachings of Indigenous political leaders and scholars illuminate self-determination in an Indigenous context.

## **IGOV 307: COMMUNICATION FOR INDIGENOUS GOVERNANCE**

3 CREDITS

This course will strengthen learner's communication and writing skills for the type of work they will do in Indigenous Governance agencies and institutions, including brief notes, proposals, reports, press releases, and newsletters. Students will learn about concepts such as community planning, collaboration and consensus-building by participating in instructor-led activities, group discussions and oral presentations that are designed to enhance their technical and interpersonal skills as well as their ability to effectively communicate in both oral and written capacities.

# INDIGENOUS ENVIRONMENTAL STEWARDSHIP & RECLAMATION TECHNOLOGIST DIPLOMA CONTINUED

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## **IGOV 309: INDIGENOUS-SETTLER RELATIONS**

3 CREDITS

This course examines the contemporary relationship between Indigenous and settler populations. Course materials are drawn from contemporary writings of decolonization scholars who have looked critically at the struggle to transform interactions between Indigenous and settler peoples in the landscape or ongoing colonial relations.

Prerequisite: Enrollment in the 3rd year of the IESR program

## **ISMB 300: INFORMATION SYSTEMS FOR MANAGEMENT AND BUSINESS**

3 CREDITS

This is an intermediate level course focusing on the application of Integrated Business Software in Indigenous administrations and businesses, with special emphasis on opportunities and threats associated with computer communications and global networking.

## **LAW 369: CONTRACT LAW**

3 CREDITS

The course is an introduction to the law of Contract in Canada. The topics and the main text have been selected on the assumption that the student has not previously taken a course in contract law or any other branch of law. For this reason, a unit describing the legal system in Canada has been incorporated into the course. As the course is intended to be applied towards the Management Studies Program the curriculum attempts to focus on the law of contracts as it relates to business administration.

Prerequisite: IESR 260





# INDIGENOUS HEALTH SUPPORT WORKER DIPLOMA

**The Indigenous Health Support Worker Diploma provides students with a top-quality education in community health combined with education in Indigenous culture and healing practices**

## PROGRAM DETAILS

Graduates will have a deep understanding of the unique health challenges in Indigenous communities, and of the historical causes impacting the social determinants of health of Indigenous peoples, including colonization and intergenerational trauma. The program, the first of its kind in Alberta, will help meet the growing and largely unmet need for healthcare workers who can provide culturally appropriate, culturally safe healthcare services to Indigenous peoples and communities in Alberta.

## ADMISSION REQUIREMENTS

- Applicants are required to have completed either English 30-1 with at least 55%, or English 30-2 with at least 65%
- Applicants may also enter through Mature Status defined as follows:
  - ♦ (i) Minimum age of twenty-one;
  - ♦ (ii) Successful completion of a skills appraisal test in Math and English.
- Applicants may also enter with special permission from the Department Head.

# INDIGENOUS HEALTH SUPPORT WORKER DIPLOMA CONTINUED

## YEAR 1

FALL	TITLE	CREDITS
SOWK 100	Introduction to Social Welfare and Social Work	3
IHSW 100	Interpersonal Communication & Basic Counseling	3
IHSW 101	Childhood Adversity & Health Outcomes	3
IHSW 102	Healing Through Ceremony	3
CREE 100	Introduction to Cree Language and Culture	3
ENGL 250	Writing Skills	3
WINTER	TITLE	CREDITS
IHSW 103	Family Relationships	3
IHSW 104	Mental Health	3
IHSW 208	Indigenous Community Based Research	3
IHSW 206	Alternative Methods of Healing	3
CREE 200	Cree Language and Culture II	3
SPRING	TITLE	CREDITS
IHSW 107	Practicum	3

## YEAR 2

FALL	TITLE	CREDITS
IHSW 200	Historical Trauma	3
IHSW 201	Addictive Pharmaceutical and Psychotropic Drugs	3
IHSW 202	Community Development and Healing	3
IHSW 204	Nutrition and Health	3
IHSW 106	Determinants of Indigenous Peoples' Health in Canada	3
WINTER	TITLE	CREDITS
IHSW 205	Health and Traditional Medicines	3
IHSW 207	Suicide Prevention and Crisis Management	3
IHSW 209	Development across the Lifespan: Birth through Adulthood	3
IHSW 105	Infectious Chronic and Contagious Diseases	3
IHSW 203	Addictions and Treatment	3
SPRING	TITLE	CREDITS
IHSW 210	Practicum II	3

# INDIGENOUS HEALTH SUPPORT WORKER DIPLOMA CONTINUED

## INDIGENOUS HEALTH SUPPORT WORKER DIPLOMA

### COURSE DESCRIPTIONS

#### YEAR 1

##### **IHSW 100: INTERPERSONAL COMMUNICATION AND BASIC COUNSELLING SKILLS**

3 CREDITS

Given the traumatic childhood background of many indigenous (and non-Indigenous) adults, this course starts off with an overview of how childhood trauma rewires the developing brain, the family factors that optimize brain development, and the rewiring process adults need to engage in to regain control over a nervous system that tends to be hyper-reactive. As students master the skills of mindfulness – one of the strategies associated with rewiring the brain – they are, through the use of role play, introduced to a variety of interpersonal skills that enhance their ability to interact more effectively with family members and co-workers.

##### **IHSW 100: CHILDHOOD ADVERSITY AND HEALTH OUTCOMES**

3 CREDITS

This course, is divided into 2 parts, first introduces students to a scientifically based understanding of how one's intergenerational legacy of neglect, maltreatment, childhood adversity and insecure attachment impact health outcomes due to major transformations in the architecture of a child's developing brain. In essence, the body and brain of a child subjected to chronic stress and anxiety, if left untreated, marinated in toxic inflammatory chemicals throughout the life span of the individual thus ensuring vulnerability to diseases in the future. The second part of this course introduces students to indigenous and other approaches to healing in the context of teachings associated with the Medicine Wheel while also introducing students to skills that train their brains, minds, and bodies to be mindfully present in their family relationships thus ensuring an environment that is conducive to the healing process.

##### **IHSW 102: HEALING THROUGH CEREMONY**

3 CREDITS

This introductory course centres on the teachings of Elders and Knowledge Keepers in relation to the diverse Indigenous "Ways of Knowing". The course is complemented by the writing of Indigenous intellectuals that sustain the regeneration of Indigenous knowledge and ceremonial life as critical for gaining Indigenous knowledge about ceremonies in a contemporary context. Students will be offered to experience land-based teachings for a portion of the course.

##### **CREE 100: INTRODUCTION TO CREE LANGUAGE AND CULTURE**

3 CREDITS

This introductory Cree language course is designed to provide students the opportunity to comprehend simple sentences written in Standard Roman Orthography, (SRO) through their knowledge of vocabulary, word agreements, and word order. This course will give students a basic understanding of the "Y" dialect Cree language sound system. Cree 100 is a 3-credit course which provides preparations for the intermediate Cree course.

##### **ENGL 250: WRITING SKILLS**

3 CREDITS

English 250 is an introductory composition course designed to aid the student in developing writing, reading and critical thinking skills essential for university study, with an emphasis on correct and clear style. The course, which focuses on essay writing, includes the study of model essays, the writing of paragraphs, the summary, essays, and a short research paper. In order to pass the course and receive credit, the term average must be a minimum grade of 50%, and a minimum mark of 50% on the final examination must be achieved.

# INDIGENOUS HEALTH SUPPORT WORKER DIPLOMA CONTINUED

## IHSW 103: FAMILY RELATIONSHIPS

3 CREDITS

This course explores the nature of intimate relationships from a family systems perspective as well from a psychological perspective. The family systems perspective provides students with a better understanding of the varied relationship patterns (triangles, cut-off, conflict, etc.) that couples/families inherit as relationship templates from prior generations, as well as the process of changing these patterns. Additionally, due to the variety of stresses families are forced to cope with (addictions, divorce, spouse and child abuse, etc.), this course also explores the impact of trauma and addiction on intimate relationships, the healing process that helps transform victims into survivors (a prerequisite to healthier relationships), and the nature of healthy intimate relationships.

## IHSW 104: MENTAL HEALTH

3 CREDITS

There are many challenges facing our mental health. Depression and anxiety are two of the most significant mental health issues in the present day. There are several definitions of "Mental Health" one of which is the World Health Organization definition as "a state of well-being in which every individual realizes his/her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community." What is the optimum functioning in a perfect world however life happens and the individual's life, the community and the society in which s/he lives, through socialization and personal experiences, at one time or another in her/his life, will experience some form of mental health challenge or distress. These may not lead to mental illness, but it will challenge the individual's ability to "learn, feel, express and manage and have good relationships with others."

## IHSW 208: INDIGENOUS COMMUNITY BASED RESEARCH

3 CREDITS

This course illustrates Indigenous approaches to community research by critically examining the impact of western research on Indigenous peoples and re-centers an introduction to Indigenous approaches to research. The course will examine the local Indigenous research protocols, including Indigenous ways of knowing, Indigenous methodologies, notions of relationship, spirituality, community, and responsibility in the context of Indigenous knowledge-building.

Prerequisite: ENGL 250

## IHSW 206: ALTERNATIVE METHODS OF HEALING

3 CREDITS

Utilizing a combination of lecture, experiential learning and guided reflection, this course will introduce students to the concept of complementary and alternative medicine (CAM). Alternative ways for one to reach an optimum sense of health, balance and wholeness has become a billion-dollar industry. Those working in the areas of health and wellness or have a desire to practice within this framework must expand their knowledge of the concept of helping as opposed to the concept of healing. Presentations and demonstrations by practitioners in the following areas (this is not an exhaustive list): herbal medicine, traditional Chinese medicine/acupuncture, chiropractic care, and massage therapy, are an integral part of the course. This course is *informative* only. You will not learn to be a practitioner of any of these modalities, you will only be learning about said therapies.

## CREE 200: CREE LANGUAGE AND CULTURE II

3 CREDITS

This intermediate Cree language course provides further study of the "Y" dialect and the Cree sound system using the Cree syllabics. Cree 200 will focus on more complex Cree grammatical structures with more time given to translation to and from Cree, an increased opportunity for reading Cree texts, conversational practice in the Cree language, and working on individual projects. The course will also provide increased cultural content, such as cultural stories and activities. This is a 3-credit course which provides preparation for an Advanced Cree course.

Prerequisite: CREE 100

## IHSW 107: PRACTICUM I

3 CREDITS

This course introduces students to the role of a Health Support worker through placement in various Health related settings. Students will have an opportunity to apply the knowledge and skills learned in the first-year courses and demonstrate/apply these skills in their practice setting.

# INDIGENOUS HEALTH SUPPORT WORKER DIPLOMA CONTINUED

## YEAR 2

### **IHSW 200: HISTORICAL TRAUMA**

3 CREDITS

The first part of this course explores how the experience of colonization and the incarceration of Indigenous children in residential schools –spanning a period of five generations– severely undermined the emotional well being of the students and their families as well as the reasons why this psychologically damaging experience is still wreaking havoc in Indigenous communities. Students will be introduced to the concept of Complex Post Traumatic Stress Disorder as an “emotional aftershock” associated with the residential school experience that is still reverberating in Indigenous families as reflected in the high levels of violence, suicide, sexual abuse, poverty, and alcohol and substance abuse. The interface between the experience of colonization and the resulting disruption of traditional ways of being, the residential school experience, CPTSD, disrupted family attachments, impaired brain development due to chronic stress, and pervasive poverty and addiction will be clearly delineated. The second part of this course introduces students to traditional Indigenous belief systems as well as traditional Indigenous approaches to healing.

Prerequisite: IHSW 100

### **IHSW 201: ADDICTIVE PHARMACEUTICAL AND PSYCHOTROPIC DRUGS**

3 CREDITS

The course provides an introduction/overview to the understanding of the role of human nutrition in health and disease. It will also provide background to the impact of colonization on the diets and nutrition-related disease risks on Indigenous people. Provides students with the knowledge of the differences between psychoactive and psychotropic drugs. The course considers the impact on both Indigenous and non-Indigenous users. It will assist students to know the different types of illicit drugs and over the counter drugs.

Open to all programs.

### **IHSW 202: COMMUNITY DEVELOPMENT AND HEALING**

3 CREDITS

In this course, the students will study the concept of community development which includes the historical emergence and evolution, conceptualization and the implementation of community development in the Indigenous communities. The course explores the major concepts, theory, and practice(s) of community development that invite community members to be a part of the community development process from planning, implementation to evaluation. The course will focus on First Nations, Metis and Inuit community projects that help community members heal from colonization and intergenerational issues, while respecting the community's values, wisdom, and cultural norms.

Prerequisite: IHSW 102

### **IHSW 204: NUTRITION AND HEALTH**

3 CREDITS

This course provides students with the nutrition fundamentals across the lifespan to support the understanding of the role nutrition plays in health and reduction of risk of chronic disease. The course examines factors that impact food and nutrition choices for individuals and communities and considers the impact of traditional foods of Indigenous peoples and its role in promoting health. This course will assist students in strengthening their understanding of the role of science in understanding nutrition while considering the influence and importance of culture and community in food and nutrition choices.

### **IHSW 106: DETERMINANTS OF INDIGENOUS PEOPLES' HEALTH IN CANADA**

3 CREDITS

This course provides an introductory survey of Indigenous health, both at a personal and at a community level, with a focus on historical, social, economic, and medical determinants. It contrasts western and Indigenous perspectives regarding determinants of health, and encourages students to explore ways to strengthen both personal and community health through advancing positive health determinants.

Prerequisite: ENGL 250



# INDIGENOUS HEALTH SUPPORT WORKER DIPLOMA CONTINUED

## **IHSW 205: HEALTH AND TRADITIONAL MEDICINES**

3 CREDITS

This course is an introduction to the diverse field of Indigenous health and Indigenous traditional medicines. While many courses across the country in various post-secondary institutions focus on the illness or deficit paradigm and current disparities in Indigenous health, this course will examine what systems were in place within Indigenous societies that kept them healthy (specifically from an anishinaabe and nehiyawak perspective) for millennia. Students will gain an understanding of miyopimatisiwin, how environmental health is intricately related to human health, the Treaty promise to health, the process for transferring cultural and medicinal knowledge in the midewin/mitêwikamik, an overview of some traditional medicines and how they are related to our Creation teachings, prevention mechanisms for maintaining health, and sexual health.

## **IHSW 207: SUICIDE PREVENTION AND CRISIS MANAGEMENT**

3 CREDITS

The dramatic attacks of 9/11 shocked the world, leaving professionals wondering how best to help survivors. Closer to home was the Fort McMurray fire and the relentless attack of Mother Nature as she swept across Northern Alberta, destroying hundreds of homes and displacing thousands of people. Hundreds of lesser crises and traumatic events have taken place, each leaving in its wake people who are attempting to make sense and meaning of the respective crisis. The need for effective and efficient crisis intervention and trauma counselling has never been greater. The increasing idea that early intervention prevents long term mental health issues is based in evidence-based treatment interventions.

Prerequisite: IHSW 104

## **IHSW 209: DEVELOPMENT ACROSS THE LIFESPAN - BIRTH THROUGH ADULTHOOD**

3 CREDITS

This course covers the major physical, cognitive, and psychosocial development of normal growth throughout the human lifespan. There will be a focus on historical and cultural perspectives including those from the North, theories of development, research findings, and methods employed in the field of developmental psychology. Students will concentrate their assignments and exams on the developmental range they anticipate for their

## **IHSW 209: DEVELOPMENT ACROSS THE LIFESPAN CONTINUED**

professional practice, in keeping with their projected career area. All students will be required to demonstrate an understanding of the major theorists in the field of developmental psychology and the implications of these theories for their practice in the health field.

## **IHSW 105: INFECTIOUS CHRONIC AND CONTAGIOUS DISEASES**

3 CREDITS

This course is intended to advance learners' understanding of chronic, infectious and contagious diseases with a focus on diseases that are most prevalent in Indigenous communities in Canada. The content of this course is divided into four modules intended to increase learners' ability to recognize, understand and communicate verbally and in writing, key concepts around the connection between a history of colonization, social determinants of health, inequity in health services and how the effective integration of the two systems of healing (Western and Indigenous) is the best way forward if we are to safely and effectively improve the health and wellness for Indigenous individuals, families and communities.

## **IHSW 203: ADDICTIONS AND TREATMENT**

3 CREDITS

This course is based on classroom delivery. It relies on class lecture, reading, reflective writing, in-class discussion, and group presentation as the primary modes of knowledge acquisition and demonstration. The course provides a broad overview of addiction and treatment options, with the aim of equipping students with an understanding of the complexity and challenges surrounding addiction, treatment, aftercare, and prevention. Both western and Indigenous theories and perspectives will be presented.

Prerequisite: IHSW 201

## **IHSW 210: PRACTICUM II**

3 CREDITS

This course offers the opportunity to students to engage more actively in their placement in various Health care related settings. Students will apply their knowledge and skills from the first- and second-year courses to demonstrate how these skills and theories are applied in a practice setting. Students will have the opportunity to present their gained knowledge and skills to both placement supervisor and practicum supervisor.

Prerequisite: IHSW 107 (Practicum I)



# INDIGENOUS LANGUAGE REVITALIZATION DIPLOMA

**The Indigenous Language Revitalization diploma provides language acquisition and revitalization practices in Cree, Stoney/Nakoda-Sioux, and Anishinaabe languages and cultures**

## PROGRAM DETAILS

Indigenous Language Revitalization Diploma provides students with a strong foundation in all three of the following languages: Cree, Stoney/ Nakoda-Sioux, and Anishinaabe. A worldview from Cree, Stoney/Nakoda-Sioux, and Anishinaabe ensures the capacity to promote and advocate for the revitalization of the languages and cultures as gifted to us from the Creator.

Graduates will develop the following knowledge bases, and capacities:

- Proficiency in one or more of these Indigenous languages
- Advocacy for revitalization of Indigenous languages, culture, and land-based practices
- Ancestral knowledge of the lands; and understanding the spirit of our relations

The program will be delivered through a pedagogy of observing, speaking, and writing an Indigenous language, along with developing an understanding of the culture and traditional knowledge. The Indigenous Language Revitalization Program will provide a holistic experience and land-based education led by respected Elders, Eminent Scholars, and Knowledge Keepers.

## ADMISSION REQUIREMENTS

- Applicants are required to have completed either English 30-1 with at least 55%, or English 30-2 with at least 65%
- Applicants will demonstrate an interest in or desire to learn one of the languages as measured through a proficiency test in one of the languages
- Applicants may also enter through Mature Status defined as follows: (i) Minimum age of twenty-one; (ii) Successful completion of a skills appraisal test in Math and English.

# INDIGENOUS LANGUAGE REVITALIZATION DIPLOMA CONTINUED

## PROGRAM PLAN

### YEAR 1

#### CORE COURSE REQUIREMENTS

(15 CREDITS)

COURSE	TITLE	CREDITS
CREE 100	Introduction to Cree Language and Culture	3
ISGA 115	Introduction to Stoney	3
ANIS 150	Introductory Anishnaabe	3
NEHI 110	Cree Morphology: Introduction I	3
NTST 103	Native Social Structures	3

#### ELECTIVE COURSES

(15 CREDITS) - Choose 5 courses

COURSE	TITLE	CREDITS
ANIS 151	Intermediate Anishinaabe	3
CREE 200	Cree Language and Culture II	3
ISGA 125	Intermediate Stoney	3
LING 105	Traditional Materials Development	3
LING 115	Second Language Acquisition	3
COURSE	TITLE	CREDITS
NEHI 106	Nehiyawewin and Syllabics: The Cultural Aspect	3
NEHI 111	Cree Morphology:	3
NTST 155	Native Song and Dance	3

### YEAR 2

#### CORE COURSE REQUIREMENTS

(15 CREDITS)

COURSE	TITLE	CREDITS
ANIS 250	Intermediate Anishinaabe II	3
ISGA 215	Advanced Stoney	3
LING 212	Language Revitalization: Technology Tools for Digital Learning	3
LING 295	Practicum I Seminar	3
LING 296	Practicum I	3

# INDIGENOUS LANGUAGE REVITALIZATION DIPLOMA CONTINUED

## ELECTIVE COURSES

(15 CREDITS) - Choose 5 courses

COURSE	TITLE	CREDITS
CREE 200	Cree Language and Culture II	3
NEHI 210	Cree Morphology – Intermediate I	3
IGOV 301	Introduction to Renewing Ceremonial Life	3
IGOV 302	Applied Ceremonial Life	3
EDIT 202	Computers for Teaching	3
ENGL 214	Introduction to Creative Writing	3

## INDIGENOUS LANGUAGE REVITALIZATION DIPLOMA

### COURSE DESCRIPTIONS

#### ANIS 150: INTRODUCTORY ANISHINAABE

3 CREDITS

This introductory Anishinaabe language course is designed to provide students the opportunity to learn a new language; Anishinaabe is similar in many ways to Cree. Students will learn the phonology and double vowel sounds in the Anishinaabe language, and will also learn to comprehend words, greetings, and simple sentence structures, through their knowledge of the Standard Roman Orthography (SRO). Students will be introduced to a variety of traditional and cultural words and beliefs. Anishinaabe 150 is a 3-credit course that prepares students for Anishinaabe 151

#### ANIS 151: INTERMEDIATE ANISHINAABE

3 CREDITS

Intermediate Anishinaabe is a 3-credit course designed to increase students' understanding of the Anishinaabe language. Anishinaabe 151 provides in-depth storytelling skills, comprehension of the morphology of Anishinaabe words, proper word orders, and sentence and paragraph structures. The influence of root words, names, and places will also be explored. Students will be introduced to a variety of traditional and cultural words, beliefs, and values. Anishinaabemowin is a spiritual language that has double vowels and sounds, encompassing all aspects of communication including verbal and non-verbal language, smells, and touch.

Prerequisite: ANIS 150

#### ANIS 250: INTERMEDIATE ANISHINAABE II

3 CREDITS

This course will look at conversational Anishinaabe within the context of daily routines: going to town for groceries, getting ready for school, going to work, and other scenarios. Students will be taught the mode and tense of Anishinaabe words, sentences, and word association, as they relate to particular settings and surrounding environments.

Prerequisite: ANIS 151

#### CREE 100: INTRODUCTION TO CREE LANGUAGE AND CULTURE

3 CREDITS

This introductory Cree language course is designed to provide students the opportunity to comprehend simple sentences written in Standard Roman Orthography, (SRO) through their knowledge of vocabulary, word agreements, and word order. This course will give students a basic understanding of the "Y" dialect Cree language sound system. Cree 100 is a 3-credit course which provides preparations for the intermediate Cree course.



# INDIGENOUS LANGUAGE REVITALIZATION DIPLOMA CONTINUED

## **CREE 200: CREE LANGUAGE AND CULTURE II** 3 CREDITS

This intermediate Cree language course provides further study of the “Y” dialect and the Cree sound system using the Cree syllabics. Cree 200 will focus on more complex Cree grammatical structures with more time given to translation to and from Cree, an increased opportunity for reading Cree texts, conversational practice in the Cree language, and working on individual projects. The course will also provide increased cultural content, such as cultural stories and activities. This is a 3-credit course which provides preparation for an Advanced Cree course.

Prerequisite: CREE 100

## **EDIT 202: INFORMATION TECHNOLOGY FOR EDUCATORS** 3 CREDITS

This course is intended to provide the basic skills for the application of desktop productivity and multimedia software in teaching and learning, as well as a framework for the understanding and effective use of computer technology in the classroom. These are placed in context by an examination of the history and development of computer technology, its impacts upon education, and basic hardware components and functions. Reference is also made in the course to standards for technology in teaching and learning, and to commonly applied models of pedagogy, as they apply to the use of computer technology.

## **ENGL 214: INTRODUCTION TO CREATIVE WRITING** 3 CREDITS

Creative writing takes a personal approach to generating material for writing fiction, poetry, and creative nonfiction. Emphasis is placed on craft and revision as opposed to inspiration as a motivation for creative writing. Students are encouraged to explore and experiment with genre and in the process develop a deeper understanding of story and poem structure in the analysis of text.

Prerequisites: ENGL 124, ENGL 125, ENGL 250 or permission of the Department Head.

## **ENGL 250: WRITING SKILLS** 3 CREDITS

English 250 is an introductory composition course designed to aid the student in developing writing, reading, and critical thinking skills essential for university study, with an emphasis on correct and clear style. The course, which focuses on essay writing, includes the study of model essays, the writing of paragraphs, the summary, essays, and a short research paper. In order to pass the course and receive credit, the term average must be a minimum grade of 50%, and a minimum mark of 50% on the final examination must be achieved.

## **IGOV 301: INTRODUCTION TO RENEWING CEREMONIAL LIFE** 3 CREDITS

This introductory course centers the teachings of Elders and Knowledge Keepers in relation to diverse Indigenous “ways of knowing.” The course is complemented by the writing of Indigenous intellectuals that sustain the regeneration of Indigenous knowledge and ceremonial life as critical for Indigenous governance in a contemporary context.

## **IGOV 302: APPLIED RENEWING CEREMONIAL LIFE** 3 CREDITS

This course will continue the experiential learning achieved through the introductory course, which includes a land-based field trip to Jasper National Park. This advanced course affirms connection to the land and elements of creation through wisdom keepers’ teachings. Students will learn about traditional cultural ceremonies and lodges, which have historically influenced Indigenous perspectives, worldviews, leadership, and governance.

Prerequisite: IGOV 301

## **ISGA 115: INTRODUCTION TO STONEY** 3 CREDITS

This course is an introduction to the Stoney Nakoda language. Students will master sounds and the sound-symbol correspondence, develop a working vocabulary, acquire a knowledge of basic grammar, and be introduced to oral discourse in Stoney/ Nakoda-Sioux. Students will develop an awareness and appreciation of Stoney culture and traditions through the Stoney/Nakoda-Sioux language.

## **ISGA 125: INTERMEDIATE STONEY** 3 CREDITS

This course is a continuation of ISGA 115. Students will continue the mastery of sounds and the sound-symbol correspondence, continue to develop a working vocabulary and grammar, and become proficient in Stoney discourse, both spoken and written. Students will continue the study of Stoney culture and traditions through the Stoney language.

Prerequisite: ISGA 115

## **ISGA 215: ADVANCED STONEY** 3 CREDITS

This course is designed to expand on the basic grammar and vocabulary introduced in Stoney 115. Students will be encouraged to expand on language through comprehension



# INDIGENOUS LANGUAGE REVITALIZATION DIPLOMA CONTINUED

## ISGA 215: ADVANCED STONEY CONTINUED

in reading and writing, providing the foundation to carry on a conversation without hesitation. The Stoney concepts of “input, intake, and output” will be the focal point of working toward immersion using the sounds and the sound-symbol correspondence, thus, developing a basic to advanced vocabulary. Students will develop an awareness and appreciation of the culture and traditions through the stony Language.

Prerequisite: ISGA 115

## LING 105: TRADITIONAL MATERIALS DEVELOPMENT 3 CREDITS

Within the Traditional Materials Development course, students will participate in culturally appropriate classroom material development for teaching Indigenous languages. Students will begin to explore the theory and application of curriculum development to second language programs: displaying designs, organizational patterns, and materials. Students will engage in learning strategies and self-evaluation techniques. Micro-teaching provides opportunities for practicing teaching methods under study. Language in land-based learning involving stories, songs and hands-on activities are all part of this learning process.

## LING 115: SECOND LANGUAGE ACQUISITION 3 CREDITS

The purpose of this course is to examine the contexts of first and second language learning. The goal is to provide you with information to inform your own second language learning and teaching context so as to choose the appropriate approach, methodology and program to meet the needs of your students. The learning and teaching context of First Nations' children is the focus. Students will examine effective approaches to teaching a second language and demonstrate these through the development of a multidimensional unit, oral presentations and class discussions. It will also encourage students to look at how we acquired our own mother tongue and the way we were immersed and taught by our parents and extended families and how these strategies and techniques can be applied to help revitalize and re-generate our language.

## LING 212: LANGUAGE REVITALIZATION: TECHNOLOGY TOOLS FOR DIGITAL LEARNING 3 CREDITS

This course explores the principles and practices concerning the use of technology in the planning strategies, protocols, analysis, and organization associated with Indigenous language learning and revitalization. The course will not only help participants practice technical skills to digitally record texts, sounds, images,

## LING 212: LANGUAGE REVITALIZATION CONTINUED

or videos in Indigenous languages and incorporate recordings into interactive resources for access by community-based learners and Indigenous language teachers, but also utilize technology for professional communication, collaboration, and efficiency improvement by participating in online discussions and digital projects.

## LING 295: 2ND YEAR BLOCK PRACTICUM 3 CREDITS

The Yellowhead Tribal College Indigenous Language Revitalization Program provides a practicum course, LING 295 for the end of the second year of studies. Students are required to complete 180 hours of practicum experience in order to graduate. Included within these 180 hours are the actual field placements as well as integration seminars.

## LING 296: 2ND YEAR INTEGRATION SEMINAR 3 CREDITS

Integration seminars are part of the practicum course and are offered online. These integration seminars provide students the opportunity to come together on scheduled occasions with the intention of exploring issues, sharing experiences and being reflective of their own practice experiences, successes and challenges. Reflective practice is essential to effective language support practice and Integration Seminars provide the student with the opportunity to learn this skill and practice with fellow students as their colleagues. Integral to this approach, ‘Indigenous Ways of Knowing’ and language acquisition methodologies will be discussed and integrated with opportunities for practice of the language approaches.

## NEHI 106: NEHIYAWEWIN AND SYLLABICS THE CULTURAL ASPECT 3 CREDITS

YTC has a commitment to helping students achieve success in their life-long learning utilizing their first language in the courses offered in the YTC program. YTC's first priority is to ensure students know their Indigenous identity, including their language. All students are encouraged to learn and speak their language. To achieve this outcome, the Cree Immersion language courses will teach them to speak and write in Cree Syllabics. Developing Cree literacy includes language learning to enhance comprehension which enables reading and writing. The syllabics require skill and practice to achieve comprehension. Each class will entail total physical response (TPR), guest speakers, practice labs and presentations. Learning the skill of connection between language and culture will be emphasized.

# DIPLOMA CONTINUED

## NEHI 110: CREE MORPHOLOGY: INTRODUCTION I

3 CREDITS

The word morphology means studying the form and structure of things; how things are put together (morph means form/structure; ology is the study of). With this introductory class we will be looking at the morphology of the Nehiyawewin (Cree language). A fluent Cree speaker is able to “paint pictures in our minds and hearts” by drawing from the smallest organic pieces of meaning (called morphemes) contained in/on Mother Earth, Water, Sky and everything that Creator has made. We will study a variety of Cree words, including Intransitive and Transitive Verbs, and in so doing we will explore how Cree words are made by looking at the many small parts contained inside the words. We will also

examine how they are connected to other words and where these small organic pieces of meaning are found. Examining the structure of Cree words by taking them apart and tying them back together will expose many morphemes, including Roots, Terminations, prefixes, affixes, suffixes, etc. Some grammatical categories will also be introduced in our analysis, such as tense, person, and so forth. In this class, there will be opportunities for students to grow in practicing to speak Cree, learning new Cree words from Language Helpers/Elders, and of course enjoying themselves by participating in Cree language games.

## NEHI 111: CREE MORPHOLOGY: INTRODUCTION II

3 CREDITS

The general word ‘morphology’ means studying the form and structure of things, how things are put together (morph – means ‘form/structure’; ology – is ‘the study of’). With this introductory class we will be looking at morphology with regards to the study of languages, specifically ᓂᕐᕈᖅᑦᑎᕐᕈᖅᑦ nehiyawewin (Cree language). A fluent Cree speaker is able to “paint pictures in our minds and hearts” by drawing from the many smallest organic pieces of meaning (called ‘morphemes’) contained in/on Mother Earth, Water, Sky and everything that Creator has made. We will study a variety of Cree words, including Intransitive and Transitive Verbs, and in so doing we will explore how nehiyaw-itwewina (Cree words) are made by looking at the many parts contained inside the words, how they are connected to other words and where these small organic pieces of meaning are found.

Examining the structure of Cree words by taking them apart and tying them back together will expose many morphemes including Roots, Terminations, prefixes, affixes, suffixes etc. Some grammatical categories will also be introduced in our analysis such as tense, person and so forth. In this class, there will be opportunities for students to also grow in practicing to speak Cree, learning new Cree words from Elders/Language Keepers/Language Helpers and of course enjoying themselves by participating in Cree language games! In Conclusion, the hope is that students begin to get a glimpse into the genius of Creator who gave this powerful gift of nehiyawewin to nehiyawak (Cree Nation) here on Turtle Island and that we begin to recognize the Life and Spirit in nehiyawewin and how it connects us with “All our Relations” here on Mother Earth and those who have gone ahead of us.

## NEHI 210: CREE MORPHOLOGY – INTRANSITIVE VERBS (INTERMEDIATE) I

3 CREDITS

q̣'U Δ-Δ' ΔU·Δ' VΔ: ∇ <P∩σδΔ-γλx̄ ▷C Γ°ba<sup>m</sup>  
Γσ°∩dx ∇b·▷b̂Δ·L̂ ·<∩P+▷Γ° ∇ P̂▷Γ°ΔδΔ-γλm̄. ▷L  
P°Δγ∇Δ·σe·Γe PΔLσ∩° PΓγde° ∇b·<·ĵC°Δδλx̄  
b̂γ° p̂b+. kehte-ayak itwewak esa: e-pakitinikowisiyahk  
ôta miskanahk-ministikohk ekwa okâwîmâw-askey ohci e-kî-  
osiñikowisiyahk. ôma kinehiyawewininaw mîna kisemanitow  
kimiyikonaw ekwa e-wâhkôhtahikoyahk kahkiyaw kîkway.  
'Cree Elders have said that it is here on Turtle Island that  
Creator placed us nehiyawak who were created from Mother  
Earth and whom Creator gave us our Cree Language and  
made us related to everything.' We will be respectfully  
aware that nehiyawewin is spiritual, designed by Creator,  
and carries the teachings of our Ancestors who lived

on these homelands of Turtle Island for millennia. This Intermediate Cree Morphology course will build on the foundation established in the prerequisite Introductory Cree Morphology classes (CREE 110 & CREE 111). Through the age-old storytelling methodology each student's speaking proficiency, understanding, and connection to her/his Spirit will grow. Through deeper text-based analysis of their stories, songs, group language activities and relaxed interactive class participation with each other and the Elders/Language Keepers, the climate will be conducive for a rich mutual learning experience.

Prerequisites: CREE 100 and CREE 111

# INDIGENOUS LANGUAGE REVITALIZATION DIPLOMA CONTINUED

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## **NTST 101: NATIVE ISSUES**

3 CREDITS

This is an introductory course, introducing students to key social, religious, cultural, economic, and political issues that have emerged as a result of a relationship between the Canadian federal government and First Nations people. Taking a historical perspective, this course examines Euro Canadians' perception of the First Nations cultures and attempts mounted by the federal government to undermine and destroy First Nations cultures through its oppressive policy of "Indian" assimilation.

## **NTST 103: NATIVE SOCIAL STRUCTURES**

3 CREDITS

Native Social Structures is an introductory course in Native Knowledge Systems; students will develop an understanding of the fundamentals of Native culture through oral tradition. NTST 103 offers students a cultural foundation for understanding kinship, systems of governance, treaties and the social structure of our communities. Coursework is divided into two sections: classroom instruction and fieldwork.

## **NTST 155: NATIVE SONG AND DANCE**

3 CREDITS

This course will provide students with the opportunity to learn the Plains Nehiyaw dialect language through listening to various stories and legends like the Creation Story and the legends for ceremonial songs and dances. Students will also study the Plains Newiyow dialect language through learning the sounds and meaning of the individual symbols of the nine levels of syllabics. The class will be conducted in the classroom as well as out on the land for specific land-based teachings.



# INDIGENOUS SOCIAL WORK DIPLOMA

**Mission statement: To deliver Indigenous Social Work programs that appropriately integrate social work pedagogy with Indigenous knowledge, traditions, and culture, and to prepare students for social work practice in organizations.**

## PROGRAM DETAILS

The Indigenous Social Work Diploma is a dynamic, culturally informed program focusing on Indigenous Knowledge as a form of decolonization and empowerment. Students are immersed in cultural teachings and discovery while learning the main pillars of social work practice.

The program offers courses on topics ranging from Indigenous natural helping systems, the impacts of colonization, current social policy and a selection of core social work courses. Using a trauma-focused lens, students are introduced to trauma-informed practices with a focus on intergenerational trauma.

Non-social work courses enhance knowledge in English (writing & literary analysis), sociology, psychology, drama, and Indigenous language and governance. Yellowhead Tribal Elders and Knowledge Keepers are available daily through the program, and students are mentored by experienced Indigenous and non-Indigenous social workers and academics during coursework and practicum hours. \*The Indigenous Social Work Diploma is fully accredited by the Alberta College of Social Workers (ACSW). It has a 2-year transfer to the University of Calgary BSW program, Red Crow Community College, Maskwacis Cultural College, University nuhelot'jine thaiyots'j nistameyimâkanak Blue Quills, and our own Indigenous Bachelor of Social Work (IBSW) program.

## ADMISSION REQUIREMENTS

- The Indigenous Social Work Diploma (ISWD) is accredited through the Alberta College of Social Workers
- Graduates of the YTC ISWD are eligible for full registration with the Alberta College of Social Workers
- Students have the opportunity to re-integrate into Indigenous culture or to continue their cultural practices
- Non-Indigenous students have the opportunity to explore their heritage and cultural practices through an Indigenous lens and methodology.
- Land-based Learning
- Intergenerational Trauma program using Indigenous and Western healing Knowledge and practices.
- The YTC ISWD Program values family and community responsibilities while learning to become a competent and effective social worker.
- The YTC ISWD program supports its students by applying a flexible and supportive program design.

# INDIGENOUS SOCIAL WORK DIPLOMA

## CONTINUED

### MODE OF DELIVERY

Yellowhead Tribal College's Indigenous Social Work Diploma is a full-time program delivered through a hybrid model. Students who reside 100km or closer to the College are required to attend class in person. Students who reside 101 km or more from the College may attend classes online. Other considerations for online options may be available. For more

information, please contact the Social Work Department.

Classes are delivered Monday through Wednesday, 9:00 am to 4:30 pm. Practicum may require students to attend classes on Thursdays or Fridays.

### TRAUMA-INFORMED EDUCATION

The Indigenous Social Work Diploma program explores the intricate historical, multigenerational, and contemporary factors influencing Indigenous communities. This exploration is facilitated through discussions and assignments addressing colonization, treaties, residential school systems, child welfare systems, discriminatory practices, and intergenerational trauma.

Grounded in the principles of trauma-informed practice, the program equips students with essential competencies

to navigate the complexities of addressing trauma within themselves and develop the knowledge, skills, and attitudes to address trauma and intergenerational trauma in our communities.

Students are provided with an understanding of trauma processes such as biological, psychological, social, environmental, and spiritual. In addition, the program provides students with an understanding of Indigenous and Western Social Work practices.

### ASSESSING STUDENT SUITABILITY FOR SOCIAL WORK PRACTICE

The Assessment of student suitability in social work practice is ongoing as students learn and develop new skills and competencies. Students must learn and adhere to the Indigenous Ethics and Values of the Culture and College and the Social Work Code of Ethics and Standards of Practice. To support students in their learning, students must review and complete a social work suitability assessment at the start of their program and again prior to their practicum.

Social Work Program students follow established ethical obligations and professional standards recognized by the Canadian Association of Social Workers, the Alberta College of Social Workers Code of Ethics and Standards of Practice, and the National Indigenous Accreditation Board (NIAB).

Values and principles underlying ethical and professional conduct, as defined by the Canadian Association of Social Workers (2024):

Values and principles underlying ethical and professional conduct, as outlined through the Seven Sacred Teachings and the NIAB Elders Declaration:

**Value 1: HUMILITY**

**Value 2: LOVE**

**Value 3: WISDOM**

**Value 4: COURAGE**

**Value 5: HONESTY**

**Value 6: RESPECT**

**Value 7: TRUTH**

**Value 1: Respecting the Dignity and Worth of All People**

**Value 2: Promoting Social Justice**

**Value 3: Pursuing Truth and Reconciliation**

**Value 4: Valuing Human Relationships**

**Value 5: Preserving Integrity in Professional Practice**

**Value 6: Maintaining Privacy and Confidentiality**

**Value 7: Providing Competent Professional Services**



# INDIGENOUS SOCIAL WORK DIPLOMA

## CONTINUED

### ADMISSION REQUIREMENTS

- All applicants must complete and submit an Indigenous Social Work Diploma package.
- The package is available from the Yellowhead Tribal College website: <https://ytced.ab.ca/programs-courses/programs/indigenous-social-work/>
- Complete the College application and upload the application package at <https://ytced.ab.ca/admissions/how-apply/>.
- Official High School Transcripts (unofficial transcripts can be uploaded in the YTC application portal with official transcripts to follow to: Registrar@ytced.ca)
- Official Post-Secondary Transcripts, if applicable (unofficial transcripts can be uploaded in the YTC application portal with official transcripts to follow to: Registrar@ytced.ca)
- Confirmation of English 30-1 or equivalent course and final mark of at least 65%. Applicants without English 30-1 are invited to apply but must complete the equivalent of English 30-1 prior to the program start date.
- Verification of 100 hours of volunteer or work experience in a human service setting within the previous five years
- Current Resume
- Personal Statement
- Two letters of reference. Reference forms are available on the IBSW degree program page on the YTC website. The first one should be from a supervisor for volunteer or work experience. The second reference should be from community, education, or employment. The reference forms get sent directly to and should have the ISWD first name and last name of the applicant in the email: registrar@ytced.ca.
- Complete Information Waiver, Career, Investigation Report, and Payment Agreement.
- Pay the \$75.00 non-refundable application fee.
- Applicants identified to move on to the next steps in the application process will be invited to do an academic readiness assessment, and then those shortlisted will be invited for a virtual interview.

### PROGRAM PLAN

#### YEAR 1

FALL	TITLE	CREDITS
SOWK 100	Introduction to Social Welfare and Social Work	3
SOWK 101	Interpersonal Communication	3
CREE 100	Introduction to Cree Language and Culture	3
ENGL 250	Literary Writing Skills	3
INDE 101*	Indigenous Epistemology	non-credit
SFAS 101*	Strategies for Academic Success	non-credit

\*year-long course which continues into the Winter term

# INDIGENOUS SOCIAL WORK DIPLOMA

## CONTINUED

WINTER	TITLE	CREDITS
CREE 200	Conversational Cree: Part 2	3
ENGL 124	Literary Analysis	3
SOWK 102	Natural Helping Systems in Social Work Practice	3
SOWK 103	Mental Health and Addictions	3
SOWK 105	Counselling: A Generalist Approach	3
INDE 101*	Indigenous Epistemology	non-credit
SFAS 101*	Strategies for Academic Success	non-credit

\*year-long course

SPRING	TITLE	CREDITS
SOWK 104	Practicum I	6
SOWK 205	Practice with Organizations	3

## YEAR 2

FALL	TITLE	CREDITS
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Choose 1 sociology course (3-credit):

SOCI 100	Intro to Sociology	3
SOCI 101	Canadian Society	3
SOWK 200	Introduction to Social Policy	3
SOWK 201	Breaking the Cycle of Trauma (Through a Family Lens)	3
SOWK 202	Practice with Groups and Families	3
SOWK 203	Community Development and Healing	3
INDE 201*	Indigenous Epistemology	non-credit
SFAS 201*	Strategies for Academic Success	non-credit

\*year-long course which continues into the Winter term

WINTER	TITLE	CREDITS
SOWK 205	Leadership in Social Work Organizations	3
SOWK 206	Conflict Management in Social Work Practice	3
PSYC 223	Developmental Psychology	3
FAMI 350	Family Life Cycle	3

Choose 1 elective course (3-credit):

DRAM 149	Dramatic Process I	3
NTST 325	Aboriginal Self-Governments: A Comparative Perspective	3
ANTH 350	Anthropology and Multiculturalism	3

The program may offer and determine variations of electives for delivery years.

SOWK 204	Practicum II	6
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# INDIGENOUS SOCIAL WORK DIPLOMA

## CONTINUED

### INDIGENOUS LANGUAGE REVITALIZATION DIPLOMA

#### COURSE DESCRIPTIONS

##### **ANTH 350: ANTHROPOLOGY AND MULTICULTURALISM**

3 CREDITS

Anthropology 350 presents an anthropological perspective on multiculturalism. Multicultural ideals, values, and programs promote the acceptance and accommodation of diversity in its various forms such as language, ethnicity, religion, race, gender, and sexual orientation. The impact of multiculturalism on society in general and on politics, law, economics, education, and entertainment in particular will be surveyed. The course also reviews theories of multiculturalism and its origins, history, and diffusion throughout the contemporary world.

Prerequisite: ANTH 101

##### **CREE 100: INTRODUCTION TO CREE LANGUAGE AND CULTURE**

3 CREDITS

This introductory Cree language course is designed to provide students the opportunity to comprehend simple sentences written in Standard Roman Orthography, (SRO) through their knowledge of vocabulary, word agreements, and word order. This course will give students a basic understanding of the “Y” dialect Cree language sound system. Cree 100 is a 3-credit course which provides preparations for the intermediate Cree course.

##### **CREE 200: CONVERSATIONAL CREE - PART 2**

3 CREDITS

This intermediate Cree language course provides further study of the “Y” dialect and the Cree sound system using the Cree syllabics. Cree 200 will focus on more complex Cree grammatical structures with more time given to translation to and from Cree, an increased opportunity for reading Cree texts, conversational practice in the Cree language, and working on individual projects. The course will also provide increased cultural content, such as cultural stories and activities. This is a 3-credit course which provides preparation for an Advanced Cree course.

Prerequisite: CREE 100

##### **DRAM 149: DRAMATIC PROCESS I**

3 CREDITS - FINE ARTS

Drama 149 will provide students with experience in speech and movement improvisation, the process of acting, and dramatic form, emphasizing drama as a form of self-expression, a creative discipline, and a social art. Attention will be given to the role of drama in Indigenous society past and present.

##### **ENGL 124: CRITICAL THINKING SKILLS**

3 CREDITS

Literary Analysis introduces students to postsecondary studies in English by developing their skills in the close reading of language, genre, narrative, and poetic form. Rather than focusing on historical or cultural contexts, this course concentrates on literary forms and structures and on developing critical vocabulary for literary analysis. The course covers a variety of shorter genres in the literary tradition (short stories, poems, creative nonfiction, plays, and essays), as well as film.

##### **ENGL 250: LITERARY WRITING SKILLS**

3 CREDITS

English 250 is an introductory composition course designed to aid the student in developing writing, reading, and critical thinking skills essential for university study, emphasizing correct and clear style. The course, which focuses on essay writing, includes studying model essays, writing paragraphs, summary essays, and a short research paper.

##### **DRAM 149: DRAMATIC PROCESS I**

3 CREDITS

Drama 149 will provide students with experience in speech and movement improvisation, the process of acting, and dramatic form, emphasizing drama as a form of self-expression, a creative discipline, and a social art. Attention will be given to the role of drama in Indigenous society, past and present.

# INDIGENOUS SOCIAL WORK DIPLOMA

## CONTINUED

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### **FAMI 350: THE FAMILY LIFE CYCLE**

3 CREDITS

Social Psychology provides a study of human interaction in society and its psychological basis. Major topics covered include aggression, altruism, attitudes, attraction, conformity, group dynamics, perception of self and others, prejudice, social roles, and social power. Social Psychology is a rapidly changing field with many implications for other areas of Psychology and Sociology and all the other events in our lives.

Prerequisites: PSYC 104 and PSYC 105

The Department may use either DRAM 149 or NTST 325 as electives for program delivery years.

### **INDE 101: INDIGENOUS EPISTEMOLOGY**

NON-CREDIT

September - June

This course introduces students to Indigenous epistemology through how Indigenous knowledge can be known via a series of readings by Indigenous scholars and connection to broad YTC non-credit Indigenous ways of knowing learning events. The specifics of the INDE non-credit series change yearly.

### **INDE 201: INDIGENOUS EPISTEMOLOGY**

NON-CREDIT

September - June

This course introduces students to Indigenous epistemology through how Indigenous knowledge can be known via a series of readings by Indigenous scholars and connection to broad YTC non-credit Indigenous ways of knowing learning events. The specifics of the INDE non-credit series change yearly.

### **NTST 325: ABORIGINAL SELF-GOVERNMENTS: A COMPARATIVE PERSPECTIVE**

3 CREDITS

Course Description Forthcoming.

### **PSYC 223: DEVELOPMENTAL PSYCHOLOGY**

3 CREDITS

This course examines human development from infancy through the theories and principles of physical growth, cognition, emotional development, personality, learning, intelligence, and social relationships. Theories and current factual developmental content and research are examined, as well as the individual biological, social, emotional, and intellectual aspects across the lifespan.

Prerequisites: PSYC 104 and PSYC 105

### **SFAS 101: STRATEGIES FOR ACADEMIC SUCCESS**

NON-CREDIT

September - June

This course introduces students to strategies for academic success and interconnects with professional development via a series of learning events offered monthly that vary from year to year.

### **SFAS 201: STRATEGIES FOR ACADEMIC SUCCESS**

NON-CREDIT

September - June

This course introduces students to strategies for academic success and interconnects with professional development via a series of learning events offered monthly that vary from year to year.

### **SOCI 100: INTRODUCTORY SOCIOLOGY**

3 CREDITS

This course introduces students to sociology through the study of their own social relations, community, and society. It prepares students for advanced courses in the discipline by introducing classical theoretical models. The concepts of culture, socialization, stratification, deviance and social change are dealt with. There will be an overview of the institutions of Canadian society, such as family, politics, economy, ethnicity, education, and religion.

# INDIGENOUS SOCIAL WORK DIPLOMA

## CONTINUED

### **SOCI 101: CANADIAN SOCIETY**

3 CREDITS

Sociology 101 provides an overview of the development of the discipline of sociology in Canada and focuses on Canadian social issues, using a case study approach. Students should have a general knowledge of the fundamental concepts of sociology before taking this course.

Prerequisites: SOCI 100

### **SOWK 100: INTRODUCTION TO SOCIAL WELFARE AND SOCIAL WORK**

3 CREDITS

This course introduces students to the practice of social work and social welfare through an Indigenous lens. It examines the history of social work and the evolution of the profession in Canada, paying particular attention to the influence of the European worldview on traditional ways of knowing. Indigenous beliefs in balance, reconciliation, and living a good life are explored in today's world while acknowledging the process of healing intergenerational wounds.

### **SOWK 101: INTERPERSONAL COMMUNICATION**

3 CREDITS

This introductory interviewing course will assist students in developing beginner social work interviewing and communication skills necessary for the ethical and effective generalist practice of social work. The communication skills for each phase of the interview process will also be examined with special attention to working from Indigenous belief systems and a solid understanding of the diversity of needs of various client groups. Once students have demonstrated mastery of the skills associated with counselling, they will learn how to conduct counselling sessions, followed by acquiring interpersonal influencing skills that will facilitate a client's self-change process. Students will be introduced to strategies that will enhance their capacity to engage in self-regulation and acquire communication skills that will improve their ability to work as generalist social workers. The topic of trauma will be introduced, and the impact of trauma on both the client and the counsellor will be explored at an introductory level.

### **SOWK 102: NATURAL HELPING SYSTEMS IN SOCIAL WORK PRACTICE**

3 CREDITS

The course will explore the relationship between natural helping systems and Indigenous knowledge in social work practice. Students are introduced to the unit themes through readings, facilitated sharing circles, Indigenous experiential learning, lectures, and discussion. The course further evaluates person-in-environment, structural, anti-oppressive, deep ecology, and spiritual theories and practices in social work. A central objective of the course is to provide social work students with an introduction to long-held Indigenous ways of knowing, which pre-date contemporary social work practice. This is reviewed in the context of natural helping systems such as relationships to place, the environment, the Elder's teachings, ceremony and community. This course will assist students and strengthen their understanding of Indigenous wisdom and emerging perspectives on Indigenous social work practice.

Prerequisites: SOWK 100 and SOWK 101

### **SOWK 103: MENTAL HEALTH AND ADDICTIONS**

3 CREDITS

This course provides students with the examination of current mental health and addiction legislation, theories, approaches, and resources to support individuals, families and communities. The course further considers Indigenous and Westernized perspectives in exploring the historical and contributing factors impacting mental health and addictions. This course will assist students and strengthen their understanding of emerging perspectives on Indigenous social work practice.

Prerequisites: SOWK 100 and SOWK 101

### **SOWK 104: PRACTICUM I**

6 CREDITS

300 Hours

This course introduces students to the practice of social work and social welfare through a placement in a social work setting. Students must determine the knowledge and skills learned in their first-year courses and demonstrate/apply them in their practice setting.

Prerequisites: SOWK 100 and SOWK 101



# INDIGENOUS SOCIAL WORK DIPLOMA

## CONTINUED

### **SOWK 105: COUNSELLING: A GENERALIST APPROACH**

3 CREDITS

Given the painful effects of historical trauma that are so evident in many Indigenous families and communities, this course starts with an overview of how childhood trauma undermines brain development, thus hindering the developing child's capacity to engage in self-regulation. Students will be introduced to strategies that will enhance their capacity to engage in self-regulation and acquire communication skills that will improve their approach to parenting while also learning to communicate more effectively in their adult relationships. Having acquired the skill of using their prefrontal cortex to initiate the necessary changes in themselves and in their personal relationships, students will then be introduced to a counselling process based on the premise of cultural intentionality. Once students have demonstrated mastery of the micro skills associated with intentional counselling, they will learn how to conduct a five-stage counselling session followed by the acquisition of interpersonal influencing skills that will facilitate a client's self-change process.

### **SOWK 200: INTRODUCTION TO SOCIAL POLICY**

3 CREDITS

This course will explore the relationship between Indigenous Peoples and Canadian colonialism through social policy and the historic and contemporary relationship to social work. The course further evaluates various policy eras and impacts of colonization, including the 60's scoop, Residential Schools, and Indigenous people's responses to these genocidal policy eras. A central objective of the course is to provide social work students with critical thinking and decolonizing policy analysis skills to practice from an anti-colonial and indigenous perspective. This course will assist students and strengthen their understanding of emerging perspectives on Indigenous social work practice.

### **SOWK 201: BREAKING THE CYCLE OF TRAUMA [THROUGH A FAMILY LENS]**

3 CREDITS

A central characteristic that has contributed to the intergenerational transmission of trauma is the inherited emotional legacy of shame. Due to the profoundly transformative nature of shame on family relationships and its central role in the transmission of historical trauma, this course is divided into three(3) sections: the first section introduces students to the various factors that contribute to the transmission of trauma: the second section utilizing a family systems perspective, explores how shame transforms family relationships thus ensuring the transmission of trauma to future generations: and the final section, through a better understanding of implicit memory and mindsight empowers students to engage in a self-transformative process that facilitates a better sense of control over their brains, therefore, transforming how their lives unfold.

### **SOWK 202: PRACTICE WITH GROUPS AND FAMILIES**

3 CREDITS

Students will develop an understanding of the purpose and use of groups in social work practice. They will identify group dynamics and develop skills to promote effective individual and collective behaviour in groups. Knowledge and skills in consensus building and conflict resolution are developed and practiced within group activities, the primary tool being the Circle process. Students will learn how to facilitate a Family Circle and Family Group Conference as collaborative approaches to working with families.

### **SOWK 203: COMMUNITY DEVELOPMENT AND HEALING**

3 CREDITS

This course will review the theory and practice of community social work, emphasizing equipping students with the skills necessary to practice within Indigenous settings. The course will be taught in ways that respect the wisdom of the students and that of the communities they belong to. Teaching methodologies will include lectures, small group discussions, learning circles, "hands-on" learning activities, student-directed community research, student presentations, context-based learning, guest speakers and attendance at relevant community events.

Prerequisites: SOWK 100 and SOWK 102

# INDIGENOUS SOCIAL WORK DIPLOMA

## CONTINUED

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### **SOWK 204: PRACTICUM - YEAR 2**

6 CREDITS

This course introduces students to the practice of social work and social welfare through a concurrent practicum experience in the classroom and in various social work agency settings during the Fall and Winter semester. Students will draw upon the two years of social work coursework they have completed, including Practicum I. Knowledge and skills learned in two years of courses will be demonstrated through application in social work practice settings.

Prerequisites: SOWK 101 and SOWK 104

### **SOWK 205: PRACTICE WITH ORGANIZATIONS**

3 CREDITS

This course introduces the role of social work leadership within human service organizations that are either Indigenous organizations or organizations that serve Indigenous people, within the broader Canadian context. The course contrasts Eurocentric concepts of leadership with Indigenous 'ways of knowing' with which to understand the spectrum of organizational types and structures that serve Indigenous peoples in Canada and their challenges. This course will explore the range of organizations that serve Indigenous people as well as the structure and function of organizations. Students will learn the importance of administration in organizations that provide social services and the relationship between services and the implementation of various policies. Within this context, students will learn mainstream management and leadership concepts as well as Indigenous perspectives on leadership. Students will explore the challenges of Indigenous leadership development within the current Canadian context of government legislative and funding systems that influence the actualization of autonomous Indigenous decolonizing efforts. Within this spectrum of service delivery and environmental influences, students will apply critical thinking skills that will assist them in developing their own leadership styles or preferences within the scope of practice that most interests them.

### **SOWK 206: CONFLICT MANAGEMENT IN SOCIAL WORK PRACTICE**

3 CREDITS

Conflict Management in Indigenous Social Work Practice introduces theoretical approaches and practical skills with which to engage in conflict interventions in social work practice. The focus is on the processes and skills that link culture and conflict, interpersonal and system dynamics, and conflict/alternative dispute resolution in Indigenous social work practice. In this course, students will learn the theoretical dynamics of conflict, conflict/alternative dispute perspectives and intervention methods. It gives students the basic conflict/alternative dispute resolution skills necessary for effective conflict engagement and intervention. Students will be allowed to engage in practical applications of conflict resolution processes. Traditional Indigenous Holism Theory and Medicine Wheel practice models will also be used to enhance student personal and professional learning and understanding of the impacts of these processes in social work practice through critical self-reflection.



# PRE-EDUCATION DIPLOMA

**Yellowhead Tribal College is now offering a 2-year Pre-Education Diploma program leading to a B.Ed. in Indigenous Languages.**

## PROGRAM DETAILS

This two-year program is designed to provide students with 60 credits of introductory university-level courses that are applicable to a Bachelor of Education Degree (B.Ed.) program. The first- and second-year introductory university courses are transferable to other post-secondary institutions, including the University of Alberta, the University of Calgary, Concordia, and MacEwan University.

Yellowhead Tribal College has designed this program specifically for students who wish to begin their education in a tribal college setting. The study of Indigenous languages along with Indigenous worldviews and practices will be delivered through an Indigenous lens. Students in their first year must enrol in 10 of 19 core courses. Students in their second year will choose 10 of 21 courses in Education, the General Studies program and/or the Indigenous Governance Program (see listing in year 1 and 2).

## ADMISSION REQUIREMENTS

- Official high school transcripts
- English 30-1, or ENGL 90 (or equivalent) with a minimum grade of 65% or English 30-2 with a minimum grade of 75%
- One other 30-level or 90-level course (or equivalent)
- Previous successful completion of university-level courses (if applicable)
- Mature student status: Age 21 and over with a skills assessment

# PRE-EDUCATION DIPLOMA CONTINUED

## PROGRAM PLAN

### YEAR 1

#### CORE COURSE REQUIREMENTS

(30 credits)

COURSE	TITLE	CREDITS
ENGL 250	Writing Skills	3*

\* ENGL 250 is required for all 1st year students.

Choose 9 courses (27 credits total) from the list below.

COURSE	TITLE	CREDITS
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#### EDUCATION

INED 100	Current Trends in Educational Pedagogy	3
INED 110	Education Foundations: Ethics, Roles, Principles	3
INED 155	Inclusive Education	3

#### GENERAL STUDIES

ANTH 101	Anthropology 101	3
EASC 101	Earth and Atmospheric Science	3
DRAM 149	Dramatic Process I	3
GEOG 151	Landscapes, Cultures and Societies	3
HIST 100	Western Civilization: 1500 – Present	3
NTST 101	Native Issues	3
NTST 102	THE Imaginary Indian	3
NTST 103	Native Social Structures	3
PSYC 104	Introduction to Psychology: Basic Psychological Processes	3
PSYC 105	Introduction to Psychology: Individual and Social Behaviours	3
SOCI 100	Introductory Sociology	3
SOCI 101	Canadian Society	3
STAT 151	Intro to Applied Statistics	3

#### INDIGENOUS LANGUAGES

ANIS 150	Introduction to Anishinaabe	3
ANIS 151	Intermediate Anishinaabe	3
CREE 100	Introduction to Cree Language and Culture	3
CREE 200	Introductory Cree (Part 2)	3
ISGA 115	Introduction to Stoney	3
ISGA 215	Advanced Stoney	3

# PRE-EDUCATION DIPLOMA CONTINUED

## SENIOR LEVEL COURSE REQUIREMENTS - YEAR 2

(30 credits)

COURSE	TITLE	CREDITS
ENGL 214*	INTRODUCTION TO CREATIVE WRITING	3

\* ENGL 214 is required for all 2nd year students.

Choose 9 courses (27 credits total) that are 200 level or higher from the list below.

COURSE	TITLE	CREDITS
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### EDUCATION

INED 210	Parallels of Education Between Cultures	3
EDIT 210	Introduction to Information Technology for Educators	3

### GENERAL STUDIES

ANTH 350	Anthropology and Multiculturalism	3
ENGL 314	Creative Writing	3
DRAM 247	Oral Communication	3
NTST 204	Anishinaabe Clan Systems	3
NTST 205	Value-based Learning	3
NTST 206	Cultural and Environmental Impact assessment	3
NTST 350	Comparative Studies in the History of the Indigenous Peoples of the Americas and the Pacific: 15th Century to the Present	3
PSYC 233	Personality	3
PSYC 253	Abnormal Psychology	3
SOCI 215	Sociology of Family	3
SOCI 300	Research Methods	3
SOCI 350	Racism and Global Inequality	3

### INDIGENOUS GOVERNANCE

IGOV 301	Introduction to Renewing Ceremonial Life	3
IGOV 302	Applied Renewing Ceremonial Life	3
IGOV 306	Introduction to Community Research	3
IGOV 307	Communication for Indigenous Governance	3
IGOV 309	Indigenous Governance	3



# PRE-EDUCATION DIPLOMA CONTINUED

## PRE-EDUCATION DIPLOMA COURSE DESCRIPTIONS - YEAR 1

### **ANIS 150: INTRODUCTORY ANISHINAABE**

3 CREDITS

This introductory Anishinaabe language course is designed to provide students the opportunity to learn a new language; Anishinaabe is similar in many ways to Cree. Students will learn the phonology and double vowel sounds in the Anishinaabe language, and will also learn to comprehend words, greetings, and simple sentence structures, through their knowledge of the English vocabulary (SRO). Students will be introduced to a variety of traditional and cultural words and beliefs and values through active participation, practice and repetition. Anishinaabe 150 is a 3-credit course that prepares students for Anishinaabe 151.

### **ANIS 151: INTERMEDIATE ANISHINAABE**

3 CREDITS

Intermediate Anishinaabe is a 3-credit course designed to increase students' understanding of the Anishinaabe language. Anishinaabe 151 provides in-depth storytelling skills, comprehension of the morphology of Anishinaabe words, proper word orders, and sentence and paragraph structures. The influence of root words, names, and places will also be explored. Students will be introduced to a variety of traditional and cultural words, beliefs, and values through active participation, practice, and repetition. Anishinaabemowin is a spiritual language that has double vowels and sounds, encompassing all aspects of communication including verbal and non-verbal language, smells, and touch.

Prerequisite: ANIS 150

### **ANTH 101: INTRO ANTHROPOLOGY 101**

3 CREDITS

Anthropology 101 teaches students about the discipline of anthropology as a way of understanding different world views and appreciating the cross-cultural diversity of the world. Readings will provide students with a general understanding of the four subdisciplines of anthropology: biological anthropology, archaeology, cultural anthropology, and linguistics.

### **CREE 100: INTRODUCTION TO CREE LANGUAGE AND CULTURE**

3 CREDITS

This introductory Cree language course is designed to provide students the opportunity to comprehend simple sentences written in Standard Roman Orthography, (SRO) through their

### **CREE 100: INTRODUCTION TO CREE LANGUAGE AND CULTURE CONTINUED**

knowledge of vocabulary, word agreements, and word order. This course will give students a basic understanding of the "Y" dialect Cree language sound system. Cree 100 is a 3-credit course which provides preparations for the intermediate Cree course.

### **CREE 200: CREE LANGUAGE AND CULTURE II**

3 CREDITS

This intermediate Cree language course provides further study of the "Y" dialect and the Cree sound system using the Cree syllabics. Cree 200 will focus on more complex Cree grammatical structures with more time given to translation to and from Cree, an increased opportunity for reading Cree texts, conversational practice in the Cree language, and working on individual projects. The course will also provide increased cultural content, such as cultural stories and activities. This is a 3-credit course which provides preparation for an Advanced Cree course.

Prerequisite: CREE 100

### **DRAM 149: DRAMATIC PROCESS I**

3 CREDITS

Drama 149 will provide students with experience in speech and movement improvisation, the process of acting, and dramatic form, emphasizing drama as a form of self-expression, a creative discipline, and a social art. Attention will be given to the role of drama in Indigenous society past and present.

### **EASC 101: EARTH AND ATMOSPHERIC SCIENCE**

3 CREDITS

This course is a non-laboratory introduction to the study of the origin and evolution of the Earth and solar system. Foci of exploration are the theory of plate tectonics, the composition and history of the Earth, minerals and the rock cycle, key phenomena such as earthquakes and volcanoes, climate, and the various forces that change and mold the Earth. Students will become aware of the critical importance of the Earth's resources to human society and the need to use those resources wisely. Students will come to understand that the whole Earth is a dynamic, changing, unified system of interwoven cycles and processes. Although the course does not include a formal laboratory component, an essential aspect of the course will be hands-on explorations of key geological phenomena.

# PRE-EDUCATION DIPLOMA CONTINUED

## **ENGL 250: WRITING SKILLS**

3 CREDITS

English 250 is an introductory composition course designed to aid the student in developing writing, reading, and critical thinking skills essential for university study, with an emphasis on correct and clear style. The course, which focuses on essay writing, includes the study of model essays, the writing of paragraphs, the summary, essays, and a short research paper.

## **ENGL 214: INTRODUCTION TO CREATIVE WRITING**

3 CREDITS

Creative writing takes a personal approach to generating material for writing fiction, poetry, and creative nonfiction. Emphasis is placed on craft and revision as opposed to inspiration as a motivation for creative writing. Students are encouraged to explore and experiment with genre and in the process develop a deeper understanding of story and poem structure in the analysis of text.

Prerequisites: Require ENGL 124, 125, or 250, or permission of the department.

## **GEOG 151: LANDSCAPES, CULTURES AND SOCIETIES**

3 CREDITS

Landscapes, Cultures and Societies is the study of people and their relationships with the environment. Landscapes, Cultures and Societies also has a global orientation, which emphasizes the interdependence which has become so characteristic of the modern world. The analysis of global interdependence follows the strategy outlined by the world system model, which defines different areas of the world as core, semi-peripheral, and peripheral. Patterns and trends in demography, agriculture, economic development, urbanization, and geopolitics are surveyed. Cultural landscapes including the global distribution of linguistic and religious diversity and the emergence of postmodern places are also reviewed.

## **HIST 100: WESTERN CIVILIZATION: 1500 – PRESENT**

3 CREDITS

This is an introductory level course designed to assist students with an introduction to the vocabulary and varying concepts of inclusive education. Students will be challenged to integrate information from an understanding of human rights world views, and respect for the learning spirit in current educational settings. Content is based on current educational psychology, UNESCO publications, UN documentation, Canadian practices and Treaty rights.

## **INED 100: CURRENT TRENDS IN EDUCATIONAL PEDAGOGY**

3 CREDITS

This is an introductory-level course designed to demonstrate the importance of the teaching/learning exchange, which represents excellence in pedagogy and effective classroom instruction. Students will explore strategies in innovative teaching commensurate with the needs of the 21st century. Emphasis on student-centered learning using active learning approaches, personalized instruction furthered by the use of differentiation of instruction. Holistic child development will be explored through the examination of child to adolescent development from a variety of perspectives; psychological, cognitive, affective and motor-kinesthetic domains. Foundations to effective teaching as outlined in the theories of learning and psycho-social development of the child will be introduced. The impact of nature/nurture on student performance is examined by an analysis of the relevant theories namely: attachment theory, social learning theory, and ecological systems theory. Most importantly, an emphasis on strategies to transfer innovative teaching techniques when teaching other languages, in particular, the languages of the Indigenous people.

## **INED 110: EDUCATION ADMIN FOUNDATIONS, ETHICS, AND PRINCIPLES**

3 CREDITS

This is an introductory level course designed to assist students with successful interactions in school environments, as well as development of basic concepts required to ensure personal and professional growth. Students will engage in research and reflection to identify formal and informal roles and responsibilities which are foundational to successful schools. Provincial and non-provincial schools will be considered. The framework of language and culture is a key consideration.

## **INED 155: INCLUSIVE EDUCATION**

3 CREDITS

This is an introductory-level course designed to assist students with an introduction to the vocabulary and varying concepts of inclusive education. Students will be challenged to integrate information from an understanding of human rights world views, and respect for the learning spirit in current educational settings. Content is based on current educational psychology, UNESCO publications, UN documentation, Canadian practices and Treaty rights.

# PRE-EDUCATION DIPLOMA CONTINUED

## **ISGA 115: INTRODUCTION TO STONEY**

3 CREDITS

This course is an introduction to the Stoney Nakoda language. Students will master sounds and the sound-symbol correspondence, develop a working vocabulary, acquire a knowledge of basic grammar, and be introduced to oral discourse in Stoney Nakoda. Students will develop an awareness and appreciation of Stoney culture and traditions through the Stoney Nakoda language.

## **ISGA 215: ADVANCED STONEY**

3 CREDITS

This course is designed to expand on the basic grammar and vocabulary introduced in Stoney 115. Students will be encouraged to expand on language through comprehension in reading and writing, providing the foundation to carry on a conversation without hesitation. The Stoney concepts of “input, intake, and output” will be the focal point of working toward immersion using the sounds and the sound-symbol correspondence, thus, developing a basic to advanced vocabulary. Students will develop an awareness and appreciation of the culture and traditions through the story Language.

Prerequisite: ISGA 115

## **NTST 101: NATIVE ISSUES**

3 CREDITS

This is an introductory course, introducing students to key social, religious, cultural, economic, and political issues that have emerged as a result of a relationship between the Canadian federal government and First Nations people. Taking a historical perspective, this course examines Euro-Canadians’ perception of the First Nations cultures and attempts mounted by the federal government to undermine and destroy First Nations cultures through its oppressive policy of “Indian” assimilation.

## **NTST 102: THE IMAGINARY INDIAN**

3 CREDITS

The primary aim of this course is to introduce students to the theme of the evolution of the concept of “Indianness” and the creation of white images of the Indian in Canada and the United States. On the basis of this main theme students will trace, from a historical perspective, the origins of the concept of “Indianness” and also identify perceptions and beliefs widely held by Europeans about North American Indigenous in the 15th, 16th, and 17th centuries. Other related areas for examination and analysis will include the relationship between Euro-Canadians and Natives in the post-confederation period.

## **NTST 103: NATIVE SOCIAL STRUCTURES**

3 CREDITS

Native Social Structures is an introductory course in Native Knowledge Systems; students will develop an understanding of the fundamentals of Native culture through oral tradition.

NTST 103 offers students a cultural foundation for understanding kinship, systems of governance, treaties and the social structure of our communities. Coursework is divided into two sections: classroom instruction and fieldwork.

## **PSYC 104: INTRODUCTION TO PSYCHOLOGY: BASIC PSYCHOLOGICAL PROCESSES**

3 CREDITS

This general survey course provides students with an understanding of the basic concepts and techniques of modern psychology as a behavioural science. This is the first in a two-course sequence. Principles and development of perceptions, motivation learning, and thinking and their relationship to the psychological functioning of the individual are examined.

## **PSYC 105: INTRODUCTION TO PSYCHOLOGY: INDIVIDUAL AND SOCIAL BEHAVIOURS**

3 CREDITS

This general survey course provides students with an understanding of the basic concepts and the techniques of modern psychology as a behavioural science. This is the second in a two-course sequence. Human individuality, personality and social psychological processes are examined. Some aspects of normal and abnormal human development, psychological assessment and treatment are also covered.

Prerequisite: PSYC 104

## **SOCI 100: INTRODUCTORY SOCIOLOGY**

3 CREDITS

Sociology 100 helps students analyze the components of society and culture, and to critically examine social issues past and present. Students will be exposed to the idea of and develop an appreciation for the social diversity of human society. Students will explore the foundations of sociology and learn methods about scientific investigation of social issues. The readings focus on the historical development of the discipline, the way sociological research is conducted, and the meaning of culture and society. These concepts are critical to understanding society.

# PRE-EDUCATION DIPLOMA CONTINUED

## **SOCI 101: CANADIAN SOCIETY**

3 CREDITS

Sociology 101 provides an overview of the development of the discipline of sociology in Canada and focuses on Canadian social issues, using a case study approach. Students should have a general knowledge of fundamental concepts of sociology before taking this course.

Prerequisite: SOCI 100

## **STAT 151: INTRO TO APPLIED STATISTICS**

3 CREDITS

Statistics 151 is a theory and laboratory-based course in which students are introduced to fundamental concepts, techniques, and procedures of quantitative data analysis. Students complete the course with a working knowledge and understanding of descriptive and inferential statistics. Although mathematical theory is kept to a minimum, this course assumes students have taken Mathematics 30. The course content sets a foundation of understanding in descriptive statistics where the focus is one of describing sample data. This descriptive foundation is built upon with inferential statistics where students use the knowledge gained for describing samples to generalize to and predict for populations. Students have access to a computer lab and are required to work with a variety of data sets coinciding with the theory.

Prerequisites: MATH 30-1, MATH 30-2, MATH 90 or equivalent

## **YEAR 2**

### **ANTH 350: ANTHROPOLOGY AND MULTICULTURALISM**

3 CREDITS

Anthropology 350 presents an anthropological perspective on multiculturalism. Multicultural ideals, values, and programs promote the acceptance and accommodation of diversity in its various forms such as language, ethnicity, religion, race, gender, and sexual orientation. The impact of multiculturalism on society in general and on politics, law, economics, education, and entertainment in particular will be surveyed. The course also reviews theories of multiculturalism and its origins, history, and diffusion throughout the contemporary world.

Prerequisite: ANTH 101

### **EDIT 210: INTRODUCTION TO INFORMATION TECHNOLOGY FOR EDUCATORS**

3 CREDITS

This course will prepare students for planning, implementing, and evaluating appropriate applications of computers, along with computer-based technologies in an educational setting, specifically within Alberta. Existing frameworks and strategies, including issues and trends, will be examined, with an emphasis on hands-on experience, research, and critical thinking. Reference is also made in this course to the standards for technology in teaching and learning, along with commonly applied models of pedagogy as applied to the use of computer technology.

Prerequisite: Introductory computer course

### **INED 210: PARALLELS OF EDUCATION BETWEEN CULTURES**

3 CREDITS

This is an interactive course allowing the students to develop an understanding of multiculturalism, focusing on Indigenous cultures in other countries of the world. Students will learn organizational skills, and the importance of collaborative learning teams, as these skills are essential for teaching in classrooms. In addition, the approach will allow for problem-solving, discussion, and debate. Class participation is an integral part of this course and will be assessed at 40% of the course grade. A project will be assigned in a small group activity to allow for collaboration, an essential part of effective teaching. Students will complete an essay from a possible 8 topics assigned by the instructor. The final exam will be based on the entire course content including the textbook and articles assigned throughout this course.

Prerequisite: INED 100

### **DRAM 247: ORAL COMMUNICATION**

3 CREDITS

The overriding goal of Drama 247 is to aid students in gaining confidence in their oral and creative writing abilities. We will study the composition of formal and informal speeches. As well, we will study and physically practice relaxation techniques and vocal production as it relates to tension in the body, and explore vocal patterns and habits. Moreover, students will be asked to work creatively in the realm of topic and subject matter they find most entertaining through improvisation and physical games.

Prerequisite: Must be in the 2nd year of the General Studies program.



# PRE-EDUCATION DIPLOMA CONTINUED

## **IGOV 301: INTRODUCTION TO RENEWING CEREMONIAL LIFE**

3 CREDITS

This introductory course centres the teachings of Elders and Knowledge Keepers in relation to diverse Indigenous “ways of knowing.” The course is complemented by the writing of Indigenous intellectuals that sustain the regeneration of Indigenous knowledge and ceremonial life as critical for Indigenous governance in a contemporary context.

## **IGOV 302: APPLIED RENEWING CEREMONIAL LIFE**

3 CREDITS

This course will continue the experiential learning achieved through the introductory course, which includes a land-based field trip to Jasper National Park. This advanced course affirms connection to the land and elements of creation through wisdom keepers’ teachings. Students will learn about traditional cultural ceremonies and lodges, which have historically influenced Indigenous perspectives, worldviews, leadership, and governance.

Prerequisite: IGOV 301

## **IGOV 306: INTRO TO COMMUNITY RESEARCH**

3 CREDITS

This course illustrates Indigenous approaches to community research by critically examining the impact of western research on Indigenous peoples and re-centers an introduction to Indigenous approaches to research. The course will examine the local Indigenous research protocols, including Indigenous ways of knowing, Indigenous methodologies, notions of relationship, spirituality, community, and responsibility in the context of Indigenous knowledge-building.

## **IGOV 307: COMMUNICATION FOR INDIGENOUS GOVERNANCE**

3 CREDITS

This course will strengthen the learner’s communication and writing skills for the type of work they will do in Indigenous governance agencies and institutions, including briefing notes, proposals, reports, press releases, and newsletters. Students will learn about concepts such as community planning, collaboration, and consensus-building by participating in instructor-led activities, group discussions, and oral presentations that are designed to enhance their technical and interpersonal skills as well as their ability to effectively communicate in both oral and written capacities.

## **IGOV 309: INDIGENOUS GOVERNANCE**

3 CREDITS

This course examines the contemporary relationship between Indigenous and settler populations. Course materials are drawn from contemporary writings of decolonization scholars who have looked critically at the struggle to transform interactions between Indigenous and settler peoples in the landscape or ongoing colonial relations.

## **NTST 204: ANISHINAABE CLAN SYSTEMS**

3 CREDITS

This course was designed to enhance the understanding of the Anishinaabe Clan System. The Clan system is believed to be the basis for Anishinaabe ceremony, governance, kinship and spiritual relationship to the land. This course will deliver in detail the roles and responsibilities within the 40-clan structure of the Anishinaabe people. These teachings are delivered through oral representation with the assistance of visual and hearing sensory aids, such as PowerPoints, videos, songs and required field work at sacred sites. It is believed that learning the responsibilities of each clan was given by the Creator. It creates a broader comprehension of the relationship we hold with our clan relatives and with the land. The knowledge that is rooted within the medicine wheel requires an extensive consciousness as it relates to all existence of life, not only on earth but also in relation to the cosmos. This course describes Creator’s Laws within the medicine wheel of the four directions as inscribed in the Anishinaabe Clan system.

Prerequisites: ANIS 150 and ANIS 151

## **NTST 205: VALUE-BASED LEARNING**

3 CREDITS

Value-based Learning extends the foundations built in NTST 103 and NTST 203. Building on the protocols associated with Native social strands of society, concepts learned will further knowledge in a wide range of fields, including: education, healthcare, environment and governance.

Prerequisites: NTST 103 and NTST 203



# PRE-EDUCATION DIPLOMA CONTINUED

## **NTST 206: CULTURAL AND ENVIRONMENTAL IMPACT ASSESSMENT**

3 CREDITS

This course is based on the Anishinaabe knowledge of the natural environment. The main focus of this course is to understand the structural content of the land. The instructor will focus on the connections of plants, animals, and natural water systems. The course is meant to provide a holistic understanding of the natural balance with our natural environment. Students will learn how to identify the balance of the environment. In turn students will also learn what needs to be done to restore the imbalances that are occurring today due to industry expansion. The course is beneficial to those who are interested in developing a strong background in environmental consultation with industries and First Nations. The course is overall beneficial for learning about the balance of the natural state of our environment.

Prerequisites: NTST 103 \*Prerequisites may be waived for working professionals at the discretion of the instructor.

## **NTST 350: COMPARATIVE STUDIES IN THE HISTORY OF THE INDIGENOUS PEOPLES OF THE AMERICAS AND THE PACIFIC FROM PRE-CONTACT TIMES TO THE PRESENT**

3 CREDITS

This course surveys selected areas pertaining to the history and culture of the Indigenous peoples of the Americas and the Pacific. The course examines pre-contact native societies, post-contact impact, and present-day issues. Selected cultures from New Zealand, the United States, and Canada are examined in detail in classroom lectures and discussion.

Prerequisites: NTST 101

## **PSYC 233: PERSONALITY**

3 CREDITS

Psychology 233 covers basic personality theory through critical reflection and comparative analysis. Implications for psychological assessment and personal understanding and change may be discussed along with more recent research and theoretical developments.

Prerequisites: PSYC 104 and PSYC 105

## **PSYC 253: ABNORMAL PSYCHOLOGY**

3 CREDITS

Abnormal Psychology is concerned with understanding the nature, etiology and treatment of unusual patterns of behaviour, emotion and thought which may or may not be understood as precipitating a mental disorder. This course provides the student with explanations of the scientific basis of contemporary theories and research in the field from the biological, psychodynamic, behavioural, humanistic and cognitive perspectives. The student will look at an integrative multidimensional perspective. The course will examine how society defines abnormality using the 4 D's: Deviance, Distress, Dysfunction and Danger. The theoretical approach one takes to abnormality may influence one's interpretation of the cause of the disorder and eventually its treatment. The course will provide a link between personality, abnormal behaviour and therapy. Some of the major topics covered include the historical perspective of psychopathology, DSM 1V Classification of Mental Disorders; suicide, stress, depression, anxiety, substance related disorders, sexual variants, abuse and dysfunctions, schizophrenia and disorders of childhood, adolescence and adulthood. The course explores cultural, social and gender issues and looks at life-span developmental influences. It also encourages empathy for people suffering from mental illness.

Prerequisites: PSYC 104 and PSYC 105

## **SOCI 215: SOCIOLOGY OF THE FAMILY**

3 CREDITS

In Sociology 215 we will study the way in which family life is historically and socially constructed, emphasizing the diversity of people's lived experiences in families. There will be a special emphasis on Aboriginal family life, focusing on the historical and contemporary experiences of Aboriginal Peoples in Canada. We will explore the dynamics of families within wider social structures and consider what this means for individual experiences of family.

Prerequisites: SOCI 100 or SOCI 101

# PRE-EDUCATION DIPLOMA CONTINUED

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## **SOCI 300: RESEARCH METHODS**

3 CREDITS

Sociology 300 introduces the methodology of social research. It sets out the rules and techniques for gathering information from human subjects, following the scientific method. The course includes such major topics as an introduction to scientific inquiry, structuring inquiry, modes of observation, and the analysis of data.

Prerequisites: SOCI 100 and MATH 30-1 or MATH 30-2 or MATH 90 or equivalent.

## **SOCI 350: RACISM AND GLOBAL INEQUALITY**

3 CREDITS

Sociology 350 is a senior-level sociology course that introduces students to the historical development of social inequalities in Canada and the modern world system today. The course will help the student examine fundamental and systemic inequities in the world that maintain and support racist ideologies. The student will also read about racism and inequality from the insider's perspective. Finally, the student will examine historical and current resistance movements against racism and social inequalities.

Prerequisites: SOCI 100 or SOCI 101



# UNIVERSITY STUDIES DIPLOMA

**The University Studies program provides students university-transferable courses.**

## PROGRAM DETAILS

The University Studies diploma program provides students with up to 60 transferable credits toward degree programs at Yellowhead Tribal College, or other institutions. Students meet with their Department Head every term to discuss course selections and how they match their desired course of study.

## ADMISSION REQUIREMENTS

- English 30-1, or ENGL 90 (or equivalent) with a minimum grade of 65%, or English 30-2 with a minimum grade of 75%
- One other 30-level or 90-level course (or equivalent), or previous successful completion of university-level courses.
- Students who do not meet the admission requirements may write the Canadian Achievement Test (CAT). A minimum grade of 60% on the CAT is required for admission for the program.

## PROGRAM PLAN

The University Studies program is designed for students to complete 5 courses per term (Fall & Winter) for a total of 20 courses in two years. Students who have a reduced course-load will require additional terms to complete the program.

# UNIVERSITY STUDIES DIPLOMA CONTINUED

## CORE COURSE REQUIREMENTS

(30 credits)

COURSE	TITLE	CREDITS
ENGL 125	Aboriginal Literature	3
Choose 1 additional English course 3-credit)		
ENGL 124	English 124 Literary Analysis	3
ENGL 250	Writing Skills	3

DISCIPLINE	TOTAL CREDITS REQUIRED
<b>HUMANITIES</b> Requires 4 courses (3-credit) chosen from Anthropology, English, History or Philosophy	12
<b>FINE ARTS</b> Requires 1 course (3-credit) chosen from Creative Writing or Drama	3
<b>INDIGENOUS LANGUAGE</b> Requires 2 courses (3-credit) or 1 course (6-credit) chosen from Cree, Stoney or Anishinaabe	6
<b>SCIENCE / SOCIAL SCIENCES</b> Requires 3 courses (3-credit) chosen from Natural Science, Mathematics, Business, Indigenous Studies, Psychology or Statistics	9

## SENIOR LEVEL COURSE REQUIREMENTS

(24 credits)

Requires 8 courses (3-credit) that are 200 level or higher chosen from any discipline.

## UNIVERSITY STUDIES

### COURSE DESCRIPTIONS - YEAR 1

#### ANTH 101: ANTHROPOLOGY 101

3 CREDITS - HUMANITIES

Anthropology 101 teaches students about the discipline of anthropology as a way of understanding different world views and appreciating the cross-cultural diversity of the world. Readings will provide students with a general understanding of the four subdisciplines of anthropology: biological anthropology, archaeology, cultural anthropology, and linguistics.

#### CREE 100: INTRODUCTION TO CREE LANGUAGE AND CULTURE

3 CREDITS - INDIGENOUS LANGUAGE

This introductory Cree language course is designed to provide students the opportunity to comprehend simple sentences written in Standard Roman Orthography, (SRO) through their knowledge of vocabulary, word agreements, and word order. This course will give students a basic understanding of the "Y" dialect Cree language sound system. Cree 100 is a 3-credit course which provides preparations for the intermediate Cree course.

# UNIVERSITY STUDIES DIPLOMA CONTINUED

## **CREE 150: INTRODUCTORY CREE**

6 CREDITS - INDIGENOUS LANGUAGE

This introductory Cree language course is designed to provide students the opportunity to comprehend simple sentences written in Roman orthography through their knowledge of vocabulary, word agreements, and word order. This course will give students with limited vocabulary a basic understanding of the “Y” dialect Cree language sound system using the Cree syllabics. Students will be introduced to a variety of Cree cultural experiences, spiritual beliefs, and values through active participation in ceremonies and various activities. Cree 150 is a 6-credit course which provides preparation for the Intermediate Cree 250. No prior knowledge of Cree is assumed.

## **DRAM 149: DRAMATIC PROCESS I**

3 CREDITS - FINE ARTS

Drama 149 will provide students with experience in speech and movement improvisation, the process of acting, and dramatic form, emphasizing drama as a form of self-expression, a creative discipline, and a social art. Attention will be given to the role of drama in Indigenous society past and present.

## **DRAM 247: ORAL COMMUNICATION**

3 CREDITS - FINE ARTS

The overriding goal of Drama 247 is to aid students in gaining confidence in their oral and creative writing abilities. We will study the composition of formal and informal speeches. As well, we will study and physically practice relaxation techniques and vocal production as it relates to tension in the body, and explore vocal patterns and habits. Moreover, students will be asked to work creatively in the realm of topic and subject matter they find most entertaining through improvisation and physical games. Prerequisite: Must be in the second year of the General Studies Program.

## **EASC 101: THE DYNAMIC EARTH: INTRODUCTION TO EARTH SCIENCE**

3 CREDITS - SCIENCE

This course is a non-laboratory introduction to the study of the origin and evolution of the Earth and solar system. Foci of exploration are the theory of plate tectonics, the composition and history of the Earth, minerals and the rock cycle, key phenomena such as earthquakes and volcanoes, climate, and the various forces that change and mould the Earth. Students will become aware of the critical importance of the Earth's resources to human society and the need to use those resources wisely. Students will come to understand that the whole Earth is a dynamic, changing, unified system of interwoven cycles and processes. Although the course does not include a formal laboratory component, an essential aspect of the course will be hands-on explorations of key geological phenomena.

## **ECON 100: MICROECONOMICS**

3 CREDITS - BUSINESS

The objective of this course is to provide students with an introductory understanding of economic theory and how the economy works. This course focuses on how prices are determined; the behaviour of consumers and businesses and how they interact with each other and with the government; the different types of market structures that exist in our economy today; and how government intervention affects economic and business activity. The uniqueness of this course is that, for the first time, it attempts to supplement the various theories and issues with a First Nations perspective, where possible.

## **ECON 200: MACROECONOMICS**

3 CREDITS - BUSINESS

The objective of this course is to provide students with an introductory understanding of economic theory and how the economy works. It is designed to introduce students to the basic concepts and techniques of macroeconomics analysis in a Canadian context. Major topics include various measures of national income, Keynes and Classical approaches to macroeconomics, monetary policy and the Canadian banking system, inflation and unemployment, government fiscal and monetary policy, international trade and the foreign exchange market. The uniqueness of this course is it attempts to supplement the various theories and issues with a First Nations perspective, where possible.



# UNIVERSITY STUDIES DIPLOMA CONTINUED

## **EDIT 202: COMPUTERS FOR TEACHING**

3 CREDITS - EDUCATION

This course is intended to provide the basic skills for the application of desktop productivity and multimedia software in teaching and learning, as well as a framework for the understanding and effective use of computer technology in the classroom. These are placed in context by an examination of the history and development of computer technology, its impacts upon education, and basic hardware components and functions. Reference is also made in the course to standards for technology in teaching and learning, and to commonly applied models of pedagogy, as they apply to the use of computer technology.

## **ENGL 124: ENGLISH 124 LITERARY ANALYSIS**

(3 CREDITS)

3 CREDITS - ENGLISH

Literary Analysis introduces students to post-secondary studies in English by developing their skills in the close reading of language, genre, narrative, and poetic form. Rather than focusing on historical or cultural contexts, this course concentrates on literary forms and structures, and on developing critical vocabulary for literary analysis. The course covers a variety of shorter genres in the literary tradition (short stories, poems, creative nonfiction, plays, and essays), as well as film and other visual media.

Prerequisites: ENGL 90 or equivalent

## **ENGL 125: ABORIGINAL LITERATURE**

3 CREDITS - REQUIRED COURSE

This course introduces students to post-secondary studies in English through works by Aboriginal writers. It addresses aesthetics, concepts, approaches, and debates that inform the production and study of Aboriginal identities, communities, and histories. Works by non-Aboriginal writers may be included to provide comparative reference points for exploring broader historical, cultural, and literary contexts of Aboriginal texts. The course examines various genres including oral stories, fiction, poetry, drama, and essays.

Prerequisites: ENGL 90 or equivalent

## **ENGL 214: INTRODUCTION TO CREATIVE WRITING**

3 CREDITS - FINE ARTS

Creative writing takes a personal approach to generating material for writing fiction, poetry, and creative nonfiction. Emphasis is placed on craft and revision as opposed to inspiration as a motivation for creative writing. Students are encouraged to explore and experiment with genre and in the process develop a deeper understanding of story and poem structure in the analysis of text.

Prerequisites: ENGL 124, ENGL 125, ENGL 250 or permission of the Department Head.

## **ENGL 250: WRITING SKILLS**

3 CREDITS - ENGLISH

English 250 is an introductory composition course designed to aid the student in developing writing, reading and critical thinking skills essential for university study, with an emphasis on correct and clear style. The course, which focuses on essay writing, includes the study of model essays, the writing of paragraphs, the summary, essays, and a short research paper. In order to pass the course and receive credit, the term average must be a minimum grade of 50%, and a minimum mark of 50% on the final examination must be achieved.

## **FNCE 300: PERSONAL FINANCIAL MANAGEMENT**

3 CREDITS - BUSINESS

This course introduces the student to a wide variety of issues related to personal financial management including how to prepare a system for setting objectives, designing a plan, and structuring and managing personal finances. This course incorporates information from a number of different disciplines including economics, corporate finance, business mathematics, and investment strategy and will provide students with a sound base upon which advanced topics in the area of finance, accounting, insurance and risk management and management of human resources may build.

Prerequisite: MATH 30-1 or equivalent

# UNIVERSITY STUDIES DIPLOMA CONTINUED

## **GEOG 151: LANDSCAPES, CULTURES AND SOCIETIES**

3 CREDITS - SCIENCE

Landscapes, Cultures and Societies is the study of people and their relationships with the environment. Landscapes, Cultures and Societies also has a global orientation, which emphasizes the interdependence which has become so characteristic of the modern world. The analysis of global interdependence follows the strategy outlined by the world system model, which defines different areas of the world as core, semi-peripheral, and peripheral. Patterns and trends in demography, agriculture, economic development, urbanization, and geopolitics are surveyed. Cultural landscapes including the global distribution of linguistic and religious diversity and the emergence of postmodern places are also reviewed.

## **IGOV 303: DECOLONIZING LEADERSHIP IN INDIGENOUS GOVERNANCE\***

3 CREDITS - BUSINESS

Decolonizing Leadership in Indigenous Governance describes the impact of colonization on leadership from an Indigenous perspective. The course looks critically at a colonial worldview and ways of being to deconstruct and challenge contemporary Indigenous leadership to be rooted in Indigenous teachings.

\*While this course will be credited towards the completion of the University Studies diploma, it is currently not transferable to other post-secondary institutions.

## **IGOV 304: INDIGENOUS GOVERNANCE\***

3 CREDITS - BUSINESS

This course affirms Indigenous nationhood from within Indigenous peoples' teachings and the political relationships among Indigenous Nations. Teachings of Indigenous political leaders and scholars illuminate self-determination in an Indigenous context.

\*While this course will be credited towards the completion of the University Studies diploma, it is currently not transferable to other post-secondary institutions.

## **IGOV 305: INDIGENOUS POLITICAL THOUGHT AND RESURGENCE\***

3 CREDITS - BUSINESS

This course identifies political philosophies and Indigenous resurgence as a way and means of regenerating Indigenous peoples, families, communities, and nations within the context of ongoing colonialism. The course uses foundational and recent writings, videos, and other representations in the scholarship of Indigenous resurgence.

\*While this course will be credited towards the completion of the University Studies diploma, it is currently not transferable to other post-secondary institutions.

## **IGOV 306: INTRODUCTION TO INDIGENOUS COMMUNITY RESEARCH\***

3 CREDITS - BUSINESS

This course illustrates Indigenous approaches to community research by critically examining the impact of western research on Indigenous peoples and re-centers an introduction to Indigenous approaches to research. The course will examine the local Indigenous research protocols, including Indigenous ways of

knowing, Indigenous methodologies, notions of relationship, spirituality, community, and responsibility in the context of Indigenous knowledge-building.

\*While this course will be credited towards the completion of the University Studies diploma, it is currently not transferable to other post-secondary institutions.

## **IGOV 307: COMMUNICATION FOR INDIGENOUS GOVERNANCE\***

3 CREDITS - BUSINESS

This course will strengthen the learner's communication and writing skills for the type of work they will do in Indigenous governance agencies and institutions, including briefing notes, proposals, reports, press releases, and newsletters. Students will learn about concepts such as community planning, collaboration, and consensus-building by participating in instructor-led activities, group discussions, and oral presentations that are designed to enhance their technical and interpersonal skills as well as their ability to effectively communicate in both oral and written capacities.

\*While this course will be credited towards the completion of the University Studies diploma, it is currently not transferable to other post-secondary institutions.

# UNIVERSITY STUDIES DIPLOMA CONTINUED

## **IGOV 309: INDIGENOUS GOVERNANCE\***

3 CREDITS - BUSINESS

This course examines the contemporary relationship between Indigenous and settler populations. Course materials are drawn from contemporary writings of decolonization scholars who have looked critically at the struggle to transform interactions between Indigenous and settler peoples in the landscape or ongoing colonial relations.

\*While this course will be credited towards the completion of the University Studies diploma, it is currently not transferable to other post-secondary institutions.

## **ISGA 115: INTRODUCTION TO STONEY**

3 CREDITS - INDIGENOUS LANGUAGE

This course is an introduction to the Stoney language. Students will master sounds and the sound / symbol correspondence, develop a working vocabulary, acquire a knowledge of basic grammar and be introduced to oral discourse in Stoney. Students will develop an awareness and appreciation of Stoney culture and traditions through the Stoney language.

## **ISGA 125: INTERMEDIATE STONEY**

3 CREDITS - INDIGENOUS LANGUAGE

This course is a continuation of Stoney 115. Students will continue the mastery of sounds and the sound-symbol correspondence, continue to develop a working vocabulary and grammar, and become proficient in Stoney discourse, both spoken and written. Students will continue the study of Stoney culture and traditions through the Stoney language.

Prerequisite: ISGA 115

## **LAW 369: BUSINESS LAW**

3 CREDITS - BUSINESS

The course is an introduction to the law of Contract in Canada. The topics and the main text have been selected on the assumption that the student has not previously taken a course in contract law or any other branch of law. For this reason, a unit describing the legal system in Canada has been incorporated into the course. As the course is intended to be applied towards the Management Studies Program the curriculum attempts to focus on the law of contracts as it relates to business administration.

## **NTST 101: NATIVE ISSUES**

3 CREDITS - SOCIAL SCIENCE

This is an introductory course, introducing students to key social, religious, cultural, economic, and political issues which have emerged as a result of a relationship between the Canadian federal government and First Nations people. Taking a historical perspective, this course examines Euro-Canadians' perception of the First Nations cultures and attempts mounted by the federal government to undermine and destroy First Nations cultures through its oppressive policy of "Indian" assimilation.

## **NTST 102: THE IMAGINARY INDIAN**

3 CREDITS - SOCIAL SCIENCE

The primary aim of this course is to introduce students to the theme of the evolution of the concept of "Indianness" and the creation of white images of the Indian in Canada and the United States. On the basis of this main theme students will trace, from a historical perspective, the origins of the concept of "Indianness" and also identify perceptions and beliefs widely held by Europeans about North American Indigenes in the 15th, 16th, and 17th centuries. Other related areas for examination and analysis will include the relationship between Euro-Canadians and Natives in the post-confederation period.

## **PSYC 104: INTRODUCTORY PSYCHOLOGY: BASIC PSYCHOLOGICAL PROCESSES**

3 CREDITS - SOCIAL SCIENCE

This general survey course provides students with an understanding of the basic concepts and techniques of modern psychology as a behavioural science. This is the first in a two-course sequence. Principles and development of perceptions, motivation learning, and thinking and their relationship to the psychological functioning of the individual are examined.

## **PSYC 105: INTRODUCTORY PSYCHOLOGY: INDIVIDUAL AND SOCIAL BEHAVIOUR**

3 CREDITS - SOCIAL SCIENCE

This general survey course provides students with an understanding of the basic concepts and the techniques of modern psychology as a behavioural science. This is the second in a two-course sequence. Human individuality, personality and social psychological processes are examined. Some aspects of normal and abnormal human development, psychological assessment and treatment are also covered.

Prerequisite: PSYC 104

# UNIVERSITY STUDIES DIPLOMA CONTINUED

## **PSYC 223: DEVELOPMENTAL PSYCHOLOGY**

3 CREDITS - SOCIAL SCIENCE

Psychology 223 concerns biological, cognitive and social aspects of psychological development, with special emphasis on infancy and childhood. Topics include prenatal development, heredity and environment, intellectual development and schooling, and socialization.

Prerequisites: PSYC 104 and PSYC 105

## **PSYC 233: PERSONALITY**

3 CREDITS - SOCIAL SCIENCE

Psychology 233 covers basic personality theory through critical reflection and comparative analysis. Implications for psychological assessment and personal understanding and change may be discussed along with more recent research and theoretical developments.

Prerequisites: PSYC 104 and PSYC 105

## **PSYC 241: SOCIAL PSYCHOLOGY**

3 CREDITS - SOCIAL SCIENCE

Psychology 241 is designed to introduce the major areas of social psychology. It is a review of theory and research about the basic topics from social psychology: Attributions, social cognition, attitudes, interpersonal attraction, groups, helping, etc. The student should gain: (a) an understanding of the way in which social psychologists conduct research; (b) an awareness of the way people and their acts depend upon, and fit into, social psychological processes; and (c) a sense of the way social psychological theory and research methods can be applied.

Prerequisites: PSYC 104 and PSYC 105

## **PSYC 253: ABNORMAL PSYCHOLOGY**

3 CREDITS - SOCIAL SCIENCE

Abnormal Psychology is concerned with understanding the nature, etiology and treatment of unusual patterns of behaviour, emotion and thought which may or may not be understood as precipitating a mental disorder. This course provides the student with explanations of the scientific basis of contemporary theories and research in the field from the biological, psychodynamic, behavioural, humanistic and cognitive perspectives. The student will look at an integrative multidimensional perspective. The course will examine how society defines abnormality using the 4 D's: Deviance, Distress, Dysfunction and Danger. The theoretical approach one takes to abnormality may influence one's interpretation of the cause of the disorder and eventually its treatment. The course will provide a link between

## **PSYC 253: ABNORMAL PSYCHOLOGY**

CONTINUED

personality, abnormal behaviour and therapy. Some of the major topics covered include the historical perspective of psychopathology, DSM 1V Classification of Mental Disorders; suicide, stress, depression, anxiety, substance related disorders, sexual variants, abuse and dysfunctions, schizophrenia and disorders of childhood, adolescence and adulthood. The course explores cultural, social and gender issues and looks at life-span developmental influences. It also encourages empathy for people suffering from mental illness.

Prerequisites: PSYC 104 and PSYC 105

## **SOCI 100: INTRODUCTORY SOCIOLOGY**

3 CREDITS - SOCIAL SCIENCE

Sociology 100 helps students analyze the components of society and culture, and to critically examine social issues past and present. Students will be exposed to the idea of and develop an appreciation for the social diversity of human society. Students will explore the foundations of sociology and learn methods about scientific investigation of social issues. The readings focus on the historical development of the discipline, the way sociological research is conducted, and the meaning of culture and society. These concepts are critical to understanding society.

## **SOCI 101: CANADIAN SOCIETY**

3 CREDITS - SOCIAL SCIENCE

Sociology 101 provides an overview of the development of the discipline of sociology in Canada and focuses on Canadian social issues, using a case study approach. Students should have a general knowledge of fundamental concepts of sociology before taking this course.

Prerequisites: SOCI 100

## **SOCI 215: SOCIOLOGY OF THE FAMILY**

3 CREDITS - SOCIAL SCIENCE

In Sociology 215 we will study the way in which family life is historically and socially constructed, emphasizing the diversity of people's lived experiences in families. There will be a special emphasis on Aboriginal family life, focusing on the historical and contemporary experiences of Aboriginal Peoples in Canada. We will explore the dynamics of families within wider social structures and consider what this means for individual experiences of family.

Prerequisites: SOCI 100 or SOCI 101

# UNIVERSITY STUDIES DIPLOMA CONTINUED

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## **SOCI 300: RESEARCH METHODS**

3 CREDITS - SOCIAL SCIENCE

Sociology 300 introduces the methodology of social research. It sets out the rules and techniques for gathering information from human subjects, following the scientific method. The course includes such major topics as an introduction to scientific inquiry, structuring inquiry, modes of observation, and the analysis of data.

Prerequisites: SOCI 100 and MATH 30-1, MATH 30-2, MATH 90 or equivalent

## **STAT 151: INTRODUCTION TO APPLIED STATISTICS**

3 CREDITS - SOCIAL SCIENCE

Statistics 151 is a theory and laboratory-based course in which students are introduced to fundamental concepts, techniques, and procedures of quantitative data analysis. Students complete the course with a working knowledge and understanding of descriptive and inferential statistics. Although mathematical theory is kept to a minimum, this course assumes students have taken Mathematics 30. The course content sets a foundation of understanding in descriptive statistics where the focus is one of describing sample data. This descriptive foundation is built upon with inferential statistics where students use the knowledge gained for describing samples to generalize to and predict for populations. Students have access to a computer lab and are required to work with a variety of data sets coinciding with the theory.

Prerequisites: MATH 30-1, MATH 30-2, MATH 90 or equivalent



# DEGREE PROGRAMS



## INDIGENOUS BACHELOR OF ADMINISTRATION AND GOVERNANCE

**Provides skills training for students entering the fields of business management, administration, banking, economic and human resource development, business ownership and Indigenous governance**

### PROGRAM DETAILS

The Indigenous Bachelor of Administration and Governance program (formerly Management Studies) focuses on the fields of business management, administration, and Indigenous governance. Students who have completed their YTC Indigenous Governance Certificate in addition to the Indigenous Administration Diploma may be eligible for the Indigenous Bachelor of Administration & Governance credential. This is a three-year (93 credit) program comprising courses from Yellowhead Tribal College's Indigenous Administration Diploma and Indigenous Governance courses.

### ADMISSION REQUIREMENTS

- Alberta High School Diploma with 65% in Math 30, and a 30 level English.
- University or College course credits can be accepted as equivalent to a high school diploma.
- Designation of Mature Student Status: Age 21 and over with a skills appraisal test in Math and English

# INDIGENOUS BACHELOR OF ADMINISTRATION AND GOVERNANCE CONTINUED

## YEAR 1

FALL	TITLE	CREDITS
ENGL 200	Business Communications	3
ISBM 300	Advanced Applications of Information Systems	3
MNGT 100	Introduction to Management	3
MATH 100*	Business Mathematics	--

\*year-long course which continues into the Winter term

WINTER	TITLE	CREDITS
ACCT 100	Introductory Accounting	3
LAW 369	Business Law	3
MATH 100*	Business Mathematics	3

\*year-long course

ORGB 264	Organizational Behaviour	3
SPRING	TITLE	CREDITS
COMM 300	Conflict Resolution and Mediation	3
ACCT 200	Introduction to Management Accounting	3

## YEAR 2

FALL	TITLE	CREDITS
ECON 200	Macroeconomics	3
ORGB 286	Human Resources Management	3
MKTG 301	Marketing and Society	3
SMDE 430	Small Business Management	3
WINTER	TITLE	CREDITS
ECON 100	Microeconomics	3
ADMN 400	Business Practices	3
FNCE 301	Introduction to Financial Management	3

1 course (3-credit) chosen from language or governance\*:

ANIS 150	Introductory Anishinaabemowin	3
CREE 100	Introduction to Cree Language and Culture	3
ISGA 115	Introduction to Stoney	3

\*governance elective to be chosen after consultation with Department Head

SPRING	TITLE	CREDITS
BETH 200	Business Ethics	3
LEAD 200	Leadership	3

# INDIGENOUS BACHELOR OF ADMINISTRATION AND GOVERNANCE

## CONTINUED

### YEAR 3

FALL	TITLE	CREDITS
NTST 101	Native Issues	3
IGOV 303	Decolonizing Leadership	3
IGOV 304	Indigenous Governance	3
IGOV 305	Indigenous Political Thought & Resurgence	3
WINTER	TITLE	CREDITS
IGOV 306	Introduction to Indigenous Community Research	3
IGOV 307	Communication for Indigenous Governance	3
IGOV 308	Finance for Indigenous Governance	3
IGOV 309	Indigenous-Settler Relations	3
SPRING	TITLE	CREDITS
IGOV 310	Indigenous Peoples and Technology for Governance	3
IGOV 311	Protocols for Indigenous Governance	3

## INDIGENOUS BACHELOR OF ADMINISTRATION AND GOVERNANCE

### COURSE DESCRIPTIONS

#### ANIS 150: INTRODUCTORY ANISHINAABE

3 CREDITS

This introductory Anishinaabe language course is designed to provide students the opportunity to learn a new language, Anishinaabe, which is similar to Cree; to learn the phonology and double vowel sounds in the Anishinaabe language; and to comprehend words, greetings, and simple sentence structures through their knowledge of the English vocabulary (SRO). Students will be introduced to a variety of traditional and cultural words, beliefs, and values through active participation, practice, and repetition. Anishinaabe 150 is a 3-credit course that prepares students for Anishinaabe 151.

#### ACCT 100: INTRODUCTORY ACCOUNTING

3 CREDITS

This course concentrates on providing an introduction to accounting concepts and the environment of accounting. The areas that will be reviewed are: the objective of accounting, users of accounting information, the accounting profession/accounting organizations, forms of business organizations, kinds of business activities, basic concepts/principles, financial accounting, and financial statements.

Prerequisite: MATH 90 or equivalent

# INDIGENOUS BACHELOR OF ADMINISTRATION AND GOVERNANCE CONTINUED

## **ACCT 200: INTRODUCTION TO MANAGEMENT ACCOUNTING**

3 CREDITS

ACCT 200 is an introductory course in managerial accounting. Managerial Accounting parallels the shift in today's business world, focusing not just "on the numbers," but on the functions of management: planning, decision-making, controlling, and performance evaluation.

Prerequisite: ACCT 100

## **ADMN 400: BUSINESS PRACTICES**

3 CREDITS

ADMN 400 focuses on management at the micro level. It is designed to give Management Studies students practical approaches to deal with the tasks and issues faced on a day-to-day basis in managing or supervising offices. Assignments will have a practical focus: students will learn to perform tasks associated with managing an office. Three areas considered are work environments, dealing with people, and supervising/organizing an office.

## **BETH 200: BUSINESS ETHICS**

3 CREDITS

Ethics are defined as "Principle(s) of conduct governing an individual or group." Business Ethics 200 covers ethical issues that arise in the market-place. Students will be asked to examine the concepts and issues of business ethics with special attention to the Canadian scene. This course is intended to help participants further develop their abilities to understand ethical systems and participate effectively in business situations. First Nations examples / content will be integrated into the study.

## **COMM 300: CONFLICT RESOLUTION AND MEDITATION**

3 CREDITS

The purpose of this course is to teach students methods of conflict resolution that can be applied to issues of community development. Exercises in the course will be related to potential areas of conflict in First Nation administration, as well as common conflicts that occur in primary and secondary contacts (family and community). The course emphasizes an understanding of the nature of conflict resolution modes (their strengths and weaknesses), models of mediating with basic practice in the mediation process. The course focuses on aboriginal content so that case studies and practices reflect the cultural values and traditions of First Nation peoples.

## **CREE 100: INTRODUCTION TO CREE LANGUAGE AND CULTURE**

3 CREDITS

This introductory Cree language course is designed to provide students the opportunity to comprehend simple sentences written in Standard Roman Orthography, (SRO) through their knowledge of vocabulary, word agreements, and word order. This course will give students a basic understanding of the "Y" dialect Cree language sound system. Cree 100 is a 3-credit course which provides preparations for the intermediate Cree course.

## **ECON 100: MICROECONOMICS**

3 CREDITS

The objective of this course is to provide students with an introductory understanding of economic theory and how the economy works. This course focuses on how prices are determined; the behavior of consumers and businesses and how they interact with each other and with the government; the different types of market structures that exist in our economy today; and how government intervention affects economic and business activity. The uniqueness of this course is that, for the first time, it attempts to supplement the various theories and issues with a First Nations perspective, where possible.

## **ECON 200: MACROECONOMICS**

3 CREDITS

The objective of this course is to provide students with an introductory understanding of economic theory and how the economy works. It is designed to introduce students to the basic concepts and techniques of macroeconomics analysis in a Canadian context. Major topics include various measures of national income, Keynes and Classical approaches to macroeconomics, monetary policy and the Canadian banking system, inflation and unemployment, government fiscal and monetary policy, international trade and the foreign exchange market. The uniqueness of this course is it attempts to supplement the various theories and issues with a First Nations perspective, where possible.

# INDIGENOUS BACHELOR OF ADMINISTRATION AND GOVERNANCE CONTINUED

## ENGL 200: BUSINESS COMMUNICATIONS

3 CREDITS

This course is a second-year composition and communications course designed to review grammar and basic elements of rhetoric, and to enable business administration students to master the forms of business writing essential to functioning in management both in the public and private spheres. First Nations content is integrated into the study of business writing and the course attempts to be particularly sensitive to the needs of First Nations learners and the communities they will be serving.

## FNCE 300: PERSONAL FINANCIAL MANAGEMENT

3 CREDITS

This course introduces the student to a wide variety of issues related to personal financial management including how to prepare a system for setting objectives, designing a plan, and structuring and managing personal finances. This course incorporates information from a number of different disciplines including economics, corporate finance, business mathematics, and investment strategy and will provide students with a sound base upon which advanced topics in the area of finance, accounting, insurance and risk management and management of human resources may build.

## FNCE 301: INTRODUCTION TO FINANCIAL MANAGEMENT

3 CREDITS

Finance 301 introduces the student to the concepts, computations and tools that are needed for the modern business student in relation to corporate finance. The use of money, credit availability and risk management will be discussed, and concepts will be applied in case studies and practical exercises. Fundamental principles of investment and the available types of investments will be reviewed including mutual funds, stocks and bonds. In addition, the course introduces the student to effective personal financial management, which involves tax planning, financial goal setting and using the time value of money calculations for savings, investment and purchases efficiently.

Prerequisite: MATH 100

## IGOV 301: INTRODUCTION TO RENEWING CEREMONIAL LIFE

3 CREDITS

This introductory course centers the teachings of Elders and Knowledge Keepers in relation to diverse Indigenous “ways of knowing.” The course is complemented by the writing of Indigenous intellectuals that sustain the regeneration of Indigenous knowledge and ceremonial life as critical for Indigenous governance in a contemporary context.

## IGOV 302: APPLIED RENEWING CEREMONIAL LIFE

3 CREDITS

This course will continue the experiential learning achieved through the introductory course, which includes a land-based field trip to Jasper National Park. This advanced course affirms connection to the land and elements of creation through wisdom keepers’ teachings. Students will learn about traditional cultural ceremonies and lodges, which have historically influenced Indigenous perspectives, worldviews, leadership, and governance.

Prerequisite: IGOV 301

## IGOV 303: DECOLONIZING LEADERSHIP IN INDIGENOUS GOVERNANCE

3 CREDITS

Decolonizing Leadership in Indigenous Governance describes the impact of colonization on leadership from an Indigenous perspective. The course looks critically at a colonial worldview and ways of being to deconstruct and challenge contemporary Indigenous leadership to be rooted in Indigenous teachings.

## IGOV 304: INDIGENOUS GOVERNANCE

3 CREDITS

This course affirms Indigenous nationhood from within Indigenous peoples’ teachings and the political relationships among Indigenous Nations. Teachings of Indigenous political leaders and scholars illuminate self-determination in an Indigenous context.



# INDIGENOUS BACHELOR OF ADMINISTRATION AND GOVERNANCE CONTINUED

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## **IGOV 305: INDIGENOUS POLITICAL THOUGHT AND RESURGENCE**

3 CREDITS

This course identifies political philosophies and Indigenous resurgence as a way and means of regenerating Indigenous peoples, families, communities, and nations within the context of ongoing colonialism. The course uses foundational and recent writings, videos, and other representations in the scholarship of Indigenous resurgence.

## **IGOV 306: INTRODUCTION TO INDIGENOUS COMMUNITY RESEARCH**

3 CREDITS

This course illustrates Indigenous approaches to community research by critically examining the impact of western research on Indigenous peoples and re-centers an introduction to Indigenous approaches to research. The course will examine the local Indigenous research protocols, including Indigenous ways of knowing, Indigenous methodologies, notions of relationship, spirituality, community, and responsibility in the context of Indigenous knowledge-building.

## **IGOV 307: COMMUNICATION FOR INDIGENOUS GOVERNANCE**

3 CREDITS

This course will strengthen the learner's communication and writing skills for the type of work they will do in Indigenous governance agencies and institutions, including briefing notes, proposals, reports, press releases, and newsletters. Students will learn about concepts such as community planning, collaboration, and consensus-building by participating in instructor-led activities, group discussions, and oral presentations that are designed to enhance their technical and interpersonal skills as well as their ability to effectively communicate in both oral and written capacities.

## **IGOV 308: FINANCE FOR INDIGENOUS GOVERNANCE**

3 CREDITS

This introductory course focuses on financial administration. The course includes the development of budgets, accounting, reporting, and other relevant financial administration activities essential for Indigenous governance.

## **IGOV 309: INDIGENOUS GOVERNANCE**

3 CREDITS

This course examines the contemporary relationship between Indigenous and settler populations. Course materials are drawn from contemporary writings of decolonization scholars who have looked critically at the struggle to transform interactions between Indigenous and settler peoples in the landscape or ongoing colonial relations.

## **IGOV 310: INDIGENOUS PEOPLES AND TECHNOLOGY FOR GOVERNANCE**

3 CREDITS

This course explores diverse technologies that can assist in Indigenous governance. The course will include a brief overview of computer systems and applications at the intermediate level with an instructional focus on social media, open source technology, and website development.

## **IGOV 311: PROTOCOLS FOR INDIGENOUS GOVERNANCE**

3 CREDITS

Course Description Forthcoming.

## **ISGA 115: INTRODUCTION TO STONEY**

3 CREDITS

This course is an introduction to the Stoney language. Students will master sounds and the sound / symbol correspondence, develop a working vocabulary, acquire a knowledge of basic grammar and be introduced to oral discourse in Stoney. Students will develop an awareness and appreciation of Stoney culture and traditions through the Stoney language.

## **ISMB 300: ADVANCED APPLICATIONS OF INFORMATION SYSTEMS**

3 CREDITS

This is an intermediate level course focusing on the application of Integrated Business Software in Aboriginal administrations and businesses, with special emphasis on opportunities and threats associated with computer communications and global networking.

# INDIGENOUS BACHELOR OF ADMINISTRATION AND GOVERNANCE CONTINUED

## **LAW 369: BUSINESS LAW**

3 CREDITS

The course is an introduction to the law of Contract in Canada. The topics and the main text have been selected on the assumption that the student has not previously taken a course in contract law or any other branch of law. For this reason, a unit describing the legal system in Canada has been incorporated into the course. As the course is intended to be applied towards the Management Studies Program the curriculum attempts to focus on the law of contracts as it relates to business administration.

## **LEAD 200: LEADERSHIP**

3 CREDITS

This course explores the topic of leadership. The challenge of dynamic leadership is front and center today, as many organizations are consistently plagued with the symptoms of being over-managed and under-led. Globally, inept leadership and general bad management have brought financial crisis, decay and ultimately ruin to many longstanding organizations. The student will be introduced to the well-developed theories of leadership using hands-on approach and practical real-life examples.

## **MATH 100: BUSINESS MATHEMATICS**

3 CREDITS

The aim of this course is to provide a basic understanding of the practical aspects of business math. After finishing this course, students will have knowledge and skills enabling them to handle the practical financial and mathematical problems that are routinely tackled by the business community. The course will also address the issue of building confidence in mathematical ability.

Prerequisites: MATH 90, MATH 30-2 or equivalent

## **MKTG 301: MARKETING AND SOCIETY**

3 CREDITS

This course introduces marketing concepts, functions, and institutions in Canadian society. It examines the influence of marketing at the macro-level in the Canadian economy and, to a lesser extent, internationally; however, marketing issues will also be analyzed with the needs and wants of Aboriginal businesses in mind at the micro level. The focus of this course is on marketing as a central process of the entire business or service organization. Thus, marketing will include all of the various actions of the organization that are aimed at getting a superior value to the customers. Case studies provide real-life examples of marketing problems.

## **MNGT 100: INTRODUCTION TO MANAGEMENT**

3 CREDITS

This course is designed to help students become more familiar with the role of the manager in organizations and how the manager can make organizations, whether private or public sector, more responsive to client and market needs. Through case studies, students learn to make organizational decisions and to become better managers. Particular emphasis will be on Aboriginal-run businesses and organizations. Students will prepare a case study about an Aboriginal organization or manager.

## **NTST 101: NATIVE ISSUES**

3 CREDITS

This is an introductory course, introducing students to key social, religious, cultural, economic, and political issues which have emerged as a result of a relationship between the Canadian federal government and First Nations people. Taking a historical perspective, this course examines Euro-Canadians' perception of the First Nations cultures and attempts mounted by the federal government to undermine and destroy First Nations cultures through its oppressive policy of "Indian" assimilation.

## **ORGB 264: ORGANIZATIONAL BEHAVIOUR**

3 CREDITS

This course introduces behavioral science research as it applies to organizations. "People problems" are among the most significant faced by any manager and are often impediments in a career. All managers must learn to utilize human resources effectively. This course is designed to increase competency and skill in using available human resources. Special attention will be given to Aboriginal organizations.

## **ORGB 286: HUMAN RESOURCES MANAGEMENT**

3 CREDITS

This course introduces the study of human resources. Some major topics included in the course are dealing with diversity, staffing, employee development, compensation, and governance issues such as discipline and workplace safety. Wherever possible, emphasis will be placed on Indigenous organizations.

# INDIGENOUS BACHELOR OF ADMINISTRATION AND GOVERNANCE CONTINUED

## SMDE 430: ENTREPRENEURIAL DEVELOPMENT & SMALL BUSINESS

3 CREDITS

Individuals are increasingly creating their own jobs through entrepreneurship. This is an introductory course focusing on the practical aspects of entrepreneurship and small business ventures and better management of existing small businesses.

Students will identify market niches for small businesses or non-profit organizations in the public and/or private sectors that best suit their personal values and interests. The importance of the cultural and social contexts of entrepreneurship and small business development is highlighted. Students will develop a financial statement and business plan for a new or existing business, whether Indigenous or mainstream.



## INDIGENOUS BACHELOR OF SOCIAL WORK

**Mission statement:** To deliver Indigenous Social Work programs that appropriately integrate social work pedagogy with Indigenous knowledge, traditions, and culture, and to prepare students for social work practice in organizations.

### PROGRAM DETAILS

As a member of the First Nations Adult and Higher Education Consortium (FNAHEC), Yellowhead Tribal College delivers an Indigenous Bachelor of Social Work (IBSW) degree that applies Indigenous knowledge and pedagogies to social work practice. The degree is accredited by the National Indigenous Accreditation Board (<http://www.niab.ca/>) and recognized by a signed agreement on October 25, 2019, with the Canadian Association for Social Work Education (<https://caswe-acfts.ca/>). Graduates of this program qualify for employment provincially, nationally, and internationally. Further, the IBSW program strives to graduate people who will practice social work in a manner true to our sacredness and honours the Ways of Life of the communities they serve" (NIAB, 2018).

### PROGRAM BENEFITS

- The Indigenous Bachelor of Social Work (IBSW) Degree is accredited through the National Indigenous Accreditation Board.
- Graduates of the YTC IBSW are eligible for full registration with the Alberta College of Social Workers
- Students have the opportunity to re-integrate into the Indigenous culture or to continue their cultural practices
- Land-based Learning
- Non-Indigenous students have the opportunity to explore their heritage and cultural practices by applying an Indigenous methodology.
- Intergenerational Trauma program using Indigenous and Western healing Knowledge and practices.
- The YTC IBSW Program values family and community responsibilities while learning to become a competent and effective social worker.
- The YTC IBSW program supports its students by applying a flexible and supportive program design.

# INDIGENOUS BACHELOR OF SOCIAL WORK

## CONTINUED

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### MODE OF DELIVERY

Yellowhead Tribal College's Indigenous Bachelor of Social Work is a full-time program delivered through a Distance Education Learning Circle Model. The IBSW 2023-2025 will begin via distance education, with any synchronous online learning and assignments taking place on Friday evenings and Saturdays. Occasional Sunday and weekday evening scheduling may be needed. In-person/land-based learning may be scheduled for a maximum of one week in the second year of the program. However, this will be determined as the pandemic unfolds and when it is safe to do so.

### TRAUMA-INFORMED EDUCATION

The Indigenous Bachelor of Social Work program explores the intricate historical, multigenerational, and contemporary factors influencing Indigenous communities. This exploration is facilitated through discussions and assignments addressing colonization, treaties, residential school systems, child welfare systems, discriminatory practices, and intergenerational trauma.

Grounded in the principles of trauma-informed practice, the program equips students with essential competencies to navigate the complexities of addressing trauma within themselves and develop the knowledge, skills, and attitudes to address trauma and intergenerational trauma in our communities.

Students are provided with an understanding of trauma processes such as biological, psychological, social, environmental, and spiritual. In addition, the program provides students with an understanding of Indigenous and Western Social Work practices.

### ASSESSING STUDENT SUITABILITY FOR SOCIAL WORK PRACTICE

The Assessment of student suitability in social work practice is ongoing as students learn and develop new skills and competencies. Students must learn and adhere to the Indigenous Ethics and Values of the Culture and College and the Social Work Code of Ethics and Standards of Practice. To support students in their learning, students must review and complete a social work suitability assessment at the start of their program and again prior to their practicum.

Social Work Program students follow established ethical obligations and professional standards recognized by the Canadian Association of Social Workers, the Alberta College of Social Workers Code of Ethics and Standards of Practice, and the National Indigenous Accreditation Board (NIAB).

Values and principles underlying ethical and professional conduct, as defined by the Canadian Association of Social Workers (2024):

**Value 1: Respecting the Dignity and Worth of All People**

**Value 2: Promoting Social Justice**

**Value 3: Pursuing Truth and Reconciliation**

**Value 4: Valuing Human Relationships**

**Value 5: Preserving Integrity in Professional Practice**

**Value 6: Maintaining Privacy and Confidentiality**

**Value 7: Providing Competent Professional Services**

Values and principles underlying ethical and professional conduct, as outlined through the Seven Sacred Teachings and the NIAB Elders Declaration:

**Value 1: HUMILITY**

**Value 2: LOVE**

**Value 3: WISDOM**

**Value 4: COURAGE**

**Value 5: HONESTY**

**Value 6: RESPECT**

**Value 7: TRUTH**

# INDIGENOUS BACHELOR OF SOCIAL WORK

## CONTINUED

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### PROGRAM ADMISSION

The Indigenous Bachelor of Social Work Degree program is a cohort-based program. Cohorts are currently admitted once every two years. IBSW Admissions is looking for applications from self-determining learners committed to decolonization who have both academic and personal readiness to strengthen the learning of Indigenous ways of knowing and engage in a professional program of study. Applicants will be required to identify a Knowledge Keeper/Elder mentor to support their learning during the program of study.

### APPLICANT ELIGIBILITY

- Graduate of a Social Work diploma
- Graduate of a related diploma or degree
- Students with a minimum of 60 credits from a recognized College or University will be reviewed for transferability. These students may be required to take additional Social Work and Indigenous knowledge foundational courses. Please contact the Social Work department for more information.

### ADMISSION REQUIREMENTS

- All applicants must complete and submit an Indigenous Social Work Diploma package.
- The package is available from the Yellowhead Tribal College website: <https://ytced.ab.ca/programs-courses/programs/indigenous-social-work/>
- Complete the College application and upload the application package at <https://ytced.ab.ca/admissions/how-apply/>.
- Official High School Transcripts (unofficial transcripts can be uploaded in the YTC application portal with official transcripts to follow to: Registrar@ytced.ca)
- Official Post-Secondary Transcripts, if applicable (unofficial transcripts can be uploaded in the YTC application portal with official transcripts to follow to: Registrar@ytced.ca)
- Confirmation of English 30-1 or equivalent course and final mark of at least 65%. Applicants without English 30-1 are invited to apply but must complete the equivalent of English 30-1 prior to the program start date.
- Verification of 100 hours of volunteer or work experience in a human service setting within the previous five years
- Current Resume
- Personal Statement
- Two letters of reference. Reference forms are available on the IBSW degree program page on the YTC website. The first one should be from a supervisor for volunteer or work experience. The second reference should be from community, education, or employment. The reference forms get sent directly to and should have the ISWD first name and last name of the applicant in the email: registrar@ytced.ca.
- Complete Information Waiver, Career, Investigation Report, and Payment Agreement.
- Pay the \$75.00 non-refundable application fee.
- Applicants identified to move on to the next steps in the application process will be invited to do an academic readiness assessment, and then those shortlisted will be invited for a virtual interview.



# INDIGENOUS BACHELOR OF SOCIAL WORK

## CONTINUED

### PROGRAM PLAN YEAR 1

(3rd year of a Social Work degree)

FALL	TITLE	CREDITS
ISWK 300	Indigenous Ethics and Cultural Protocols	3
ISWK 311	Indigenous Language and Philosophy of Social Work I	3
ISWK 353	Critical Analysis of Generalist Social Work Theory and Practice	3
ISWK 365	Global Indigenous Worldviews	3
SFAS 301*	Strategies for Academic Success	non-credit
INDE 301*	Indigenous Epistemology	non-credit

\*year-long course which continues into the Winter term

WINTER	TITLE	CREDITS
ISWK 324	Healing through the Sacred	3
ISWK 355	Indigenous Research Methodologies	3
PSYC 450	Neurobiology of Relationships	3
HIST 375	Roots of Imperialism	3
SFAS 301*	Strategies for Academic Success	non-credit
INDE 301*	Indigenous Epistemology	non-credit

\*year-long course

SPRING	TITLE	CREDITS
ISWK 304	Community Learning	6

### YEAR 2

(4th year of a Social Work degree)

FALL	TITLE	CREDITS
ISWK 400	Indigenous Ethics and Cultural Protocols	3
ISWK 463	Critical Analysis of International Social Work	3
SOCI 461	Applying Indigenous Knowledge: Selected Issues I	3
LING 411	Indigenous Language and Philosophy of Social Work II	3
SFAS 401*	Strategies for Academic Success	non-credit
INDE 401*	Indigenous Epistemology	non-credit

\*year-long course which continues into the Winter term

# INDIGENOUS BACHELOR OF SOCIAL WORK

## CONTINUED

WINTER	TITLE	CREDITS
ECON 100	Microeconomics	3
SOCI 461	Applying Indigenous Knowledge: Selected Issues II	3
ISWK 462	Utilizing Indigenous Knowledge to Restore Global Wellness	3
ISWK 470	Social Work Leadership and Change	3
SFAS 401*	Strategies for Academic Success	non-credit
INDE 401*	Indigenous Epistemology	non-credit
SPRING	TITLE	CREDITS
ISWK 404	Community Learning	6

TOTAL CREDITS 60

Note: The IBSW program may make program changes prior to delivery each year and as a result, changes to the program plan may occur.

## INDIGENOUS BACHELOR OF SOCIAL WORK

### COURSE DESCRIPTIONS

#### HIST 375: ROOTS OF IMPERIALISM

3 CREDITS

Examinations of imperialism are often limited to how European states have and continue to impose their political and commercial powers on other parts of the world. As part of examining the historical and ideological roots of imperialism, this course offers a nuanced exploration of the interactions in various colonial settings. Drawing upon colonial and post-colonial studies, we will consider how Indigenous peoples and anti-imperial social movements have challenged acts of genocide and other expressions of colonialism. This course traces the development of European colonies from the late seventeenth century and concludes with an examination of the interplay between globalization and contemporary forms of imperialism.

#### INDE 301: INDIGENOUS EPISTEMOLOGY

NON-CREDIT

September - June

This course introduces students to Indigenous epistemology through how Indigenous knowledge can be known via a series of readings by Indigenous scholars and connection to broad YTC non-credit Indigenous ways of knowing learning events. The specifics of the INDE non-credit series change yearly.

#### INDE 401: INDIGENOUS EPISTEMOLOGY

NON-CREDIT

September - June

This course introduces students to Indigenous epistemology through how Indigenous knowledge can be known via a series of readings by Indigenous scholars and connection to broad YTC non-credit Indigenous ways of knowing learning events. The specifics of the INDE non-credit series change yearly.

# INDIGENOUS BACHELOR OF SOCIAL WORK

## CONTINUED

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### **ISWK 300: INDIGENOUS ETHICS AND CULTURAL PROTOCOLS**

3 CREDITS

Learners will experience a variety of helping and healing approaches in cultural, ceremonial, and teaching circles from local community Knowledge Keepers, Elders, and leaders. Participants will learn about traditional protocols to seek new insights. They will have the experience of participating in talking circles with Elders to explore the meanings of various ceremonies. This course is intended to provide students with the opportunity to learn about traditional First Nations' values, philosophy, spirituality and ceremonies. Students are expected to participate fully and purposefully in activities to the best extent possible to assist their development of knowledge of First Nations' worldview, culture and way of life. With the guidance of your lead Instructor, Knowledge Keepers and Elders, participants will have the opportunity to understand the interconnectedness between themselves, the land, spirituality and the people. They will gain a deeper appreciation for First Nations' worldviews and be able to voice this perspective through their words and actions.

### **ISWK 304: COMMUNITY LEARNING**

6 CREDITS

The purpose of this course is to provide opportunities for development, integration, and reinforcement of competence through performance in actual situations in a social work practice setting. The aim is to foster the acquisition of knowledge, values and skills relevant to emerging social work practice trends and First Nation peoples' issues. The Practicum is intended to offer practical and supervised opportunities to develop students' existing social work knowledge and skills to affirm Indigenous practices. The community learning placement promotes the integration of the theory and skills into the social work practice students are learning in foundational courses with their professional practice and social work identity.

### **ISWK 311: INDIGENOUS LANGUAGE AND PHILOSOPHY OF SOCIAL WORK**

3 CREDITS

This portfolio course runs in the Fall and Winter semesters. Classes consist of seminars to synthesize common threads emerging in the course content and to explore what language tells us about a particular issue. Students will be introduced to various language learning methods. They will seek language mentors to facilitate the development of a personal glossary of Indigenous words that describe the social work concepts that emerge in each course. As a group, students will synthesize their personal learnings into a collective lexicon of language terms that describe the key social work concepts identified in a specific course or ceremony. Activities will include stories, assignments and language labs to support class discussions to explore Cree, Stoney, Anishinaabe, or their language terms to extend their Indigenous Knowledge.

### **ISWK 324: HEALING THROUGH THE SACRED**

3 CREDITS

This course runs in the Fall and Winter semesters and utilizes breath work, guided meditation, Yin/Hatha Yoga, and expressive art therapies to move students into mindfulness. Simple mindfulness techniques will dissolve anxiety and stress and have been proven to enhance creativity, problem-solving and decision-making – skills that are needed not only by “creatives” but by anyone who wants to optimize their work, life and overall well-being. Students will evolve their Indigenous social work practice to create sacred space and engage in personal reflection to let go of past trauma, intergenerational trauma, and the impacts of residential school. Students will develop their Indigenous social work portfolio and develop sacred space in their personal and professional practice.

# INDIGENOUS BACHELOR OF SOCIAL WORK

## CONTINUED

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### **ISWK 353: CRITICAL ANALYSIS OF GENERALIST SOCIAL WORK THEORY AND PRACTICE**

3 CREDITS

This course utilizes Indigenous Knowledge systems to examine and assess generalist Canadian social work theory and practice. Students will explore the historical and philosophical foundation of a variety of social work theories and approaches. Through the works of Indigenous scholars, front-line social workers and social work educators, the course also features a critical assessment of ideological, political and socio-economic approaches to social work practice. Course activities include the application of these approaches to current social issues. Students will be presented with opportunities to consider the strengths and limitations of specific theoretical frameworks from the vantage point of Indigenous knowledge paradigms.

### **ISWK 365: GLOBAL INDIGENOUS WORLDVIEWS**

3 CREDITS

This course will introduce students to what it means to be Indigenous as a foundation for personal and collective wellness. Elders and knowledge holders will engage students in Indigenous practices that promote balance, wellness, and ontological responsibilities with a focus on those practiced in the summer. Students will be introduced to cultural protocols for ceremonial and cultural engagement and will explore the relevance of these protocols to their work with communities. Students will learn about the intellectual colonization of Indigenous peoples and focus on the ontology and epistemology of Indigenous peoples as they relate to diverse Indigenous identities. Throughout the course, students will be invited to enhance their self-awareness and reflect on how their personal values, beliefs and experiences may impact their work with communities. The course will be delivered using traditional Indigenous pedagogical practices of experiential learning, oral knowledge sharing, and cultural mentorship. Students will also engage in scholarly learning that draws upon relevant academic sources.

### **ISWK 400: INDIGENOUS ETHICS AND CULTURAL PROTOCOLS**

3 CREDITS

Learners will experience a variety of helping and healing approaches in cultural, ceremonial, and teaching circles from local community Knowledge Keepers, Elders, and leaders. Participants will learn about traditional protocols to seek new insights. They will have the experience of participating in talking circles with Elders to explore the meanings of various ceremonies. This course will teach students about traditional First Nations values, philosophy, spirituality and ceremonies. Students are expected to participate fully and purposefully in activities to the best extent possible to assist in developing knowledge of First Nations' worldview, culture, and way of life. With the guidance of your lead Instructor, Knowledge Keepers and Elders, participants will have the opportunity to understand the interconnectedness between themselves, the land, spirituality and the people. They will gain a deeper appreciation for First Nations' worldviews and be able to voice this perspective through their words and actions.

### **ISWK 404: COMMUNITY LEARNING**

6 CREDITS

Integration of theory and practice within the context of the community learning placement. Elders often advise that when we move beyond discussing concepts and embody our knowledge, we move closer to that state of "coming to know our heart". The community learning education component offers students practical and supervised opportunities to develop the skills and knowledge they require to become competent and ethical generalist practitioners. The Integrative seminar will facilitate the student's integration of prior learning into their community learning experiences. Students will have an opportunity to reflect upon their community learning experiences in a supportive environment to explore the relationship between social work theory and social work practice. The group setting of the seminar allows students to learn from each other and take advantage of peer support through group discussions and by being prepared to share, listen to classmates, provide honest feedback, and respect confidentiality. Students will participate in collaborative discussions regarding professional issues, practice situations, and ethical dilemmas from their community learning placement settings. Students are expected to integrate knowledge and skills from (to seek balance) the Indigenous social work framework into their own developing practice framework. Emphasis will be placed on integrating social work practice methods (to be in a good life)

# INDIGENOUS BACHELOR OF SOCIAL WORK

## CONTINUED

### **ISWK 404: COMMUNITY LEARNING** CONTINUED

with personal and professional development. Critically reflect upon their own and others' practice experience. Engage in a collaborative learning process and demonstrate competence in critical thinking and translating theory into practice to consider the economic, social and political dynamics that impact the delivery of social services. Integrative seminar learning activities include identifying strategies for developing a social work practice model founded upon diverse Indigenous knowledge. Utilize indigenous ways of knowing to inform practice and competency in the community to restore collective healing and well-being. Students will engage in experiential learning and build practice skills through interaction, self-reflection, case discussion, and transaction among the instructor/students. These seminars occur on a scheduled basis and all students are expected to attend and participate fully. Students who complete this course will be provided with opportunities to develop the knowledge and skills required to develop and strengthen their professional identity as an Indigenous social worker.

Prerequisite: ISWK 340

### **ISWK 411: INDIGENOUS LANGUAGE AND PHILOSOPHY OF SOCIAL WORK II**

3 CREDITS

This portfolio course builds on ISWK 311: Indigenous Language and Philosophy of Social Work I. Classes consist of seminars to synthesize common threads that are emerging in the course content and to explore what language tells us about a particular issue. Students will be introduced to various language learning methods. They will seek language mentors to facilitate the development of a personal glossary of Indigenous words that describe the social work concepts that emerge in each course. As a group, students will synthesize their personal learnings into a collective lexicon of language terms that describe the key social work concepts identified in a specific course or ceremony. Activities will include stories, assignments, language labs, or guests to support class discussions to explore Cree, Stoney, Anishinaabe or their own language terms to extend their Indigenous Knowledge.

Prerequisite: ISWK 311

### **ISWK 415: APPLICATIONS OF INDIGENOUS ETHICS AND CULTURAL PROTOCOL**

3 CREDITS

This course is condensed and usually set to happen early in the 4th year; however, scheduling is dependent on several factors and subject to change. Learners will experience various helping and healing approaches in cultural, ceremonial, and teaching circles from local community Knowledge Keepers, Elders, and leaders. Participants will learn about traditional protocols to seek new insights and be in talking circles with Knowledge Keepers and Elders to explore the meanings of various ceremonies. This course is intended to allow students to learn about traditional First Nations values, philosophy, spirituality and ceremonies. Students are expected to participate fully and purposefully in activities to the best extent possible to assist their development of knowledge in Indigenous worldviews, culture and way of life. With the guidance of the lead Instructor, Knowledge Keepers and Elders, participants will have the opportunity to understand the interconnectedness between themselves, the land, spirituality and the people. They will gain a deeper appreciation for the Indigenous worldviews and, after the term, be able to voice this perspective through their words and actions.

Prerequisite: ISWK 315

### **ISWK 424: HEALING THROUGH THE SACRED**

3 CREDITS

The course topics and experiences are customized and vary for delivery years. This course includes a critical and experiential introduction to mindfulness practices, theories, and philosophy as it is applied to personal and professional social work practice.

### **ISWK 455: INDIGENOUS RESEARCH METHODOLOGIES**

3 CREDITS

This course illustrates Indigenous approaches to community research by critically examining the impact of Western research on Indigenous peoples and re-centers Indigenous approaches to research. The course will examine the local Indigenous research protocols, including Indigenous ways of knowing, Indigenous methodologies, notions of relationship, spirituality, community, and research in the context of Indigenous knowledge-building.



# INDIGENOUS BACHELOR OF SOCIAL WORK

## CONTINUED

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### **ISWK 462: UTILIZING INDIGENOUS KNOWLEDGE TO RESTORE GLOBAL WELLNESS**

3 CREDITS

Learners will gain an in-depth understanding of Indigenous knowledge as it relates to wellness efforts in Canada and globally, particularly through language revitalization, ecological knowledge, spiritual and ceremonial practices, and community capacity-building. Weekly readings, in-class discussions and assignments will prepare learners to integrate global Indigenous knowledge into a framework for wellness within their own community.

### **ISWK 463: CRITICAL ANALYSIS OF INTERNATIONAL SOCIAL WORK PRACTICE**

3 CREDITS

This course examines international social work practice from local, Indigenous, and global perspectives. Building on an overview of the historical development of international social welfare, students will explore the cultural, economic, environmental, health, political, and social impacts of neo-liberal globalization. As part of this analysis, students will consider how the discipline and profession of social work are immersed within the confluence of competing political agendas and multiple conceptions of “social justice.” Students will be invited to consider connecting social work practice with larger social movements. Emphasis will be placed on developing strategies for supporting the use of Indigenous, local and regional knowledge to address the impacts of global colonization.

### **ISWK 470: SOCIAL WORK LEADERSHIP AND CHANGE**

3 CREDITS

This course explores the challenges, dynamics, and key steps in an organizational or community change process from an Indigenous perspective. Students will become familiar with the range of organizations that serve Indigenous people and the structure and function of organizations. Students will learn the importance of administration in organizations that provide social services and the relationship between services and implementing plans and programs. Within this context, students will learn mainstream management and leadership concepts and Indigenous perspectives on leadership. Students will apply critical thinking skills that will assist them in developing their leadership styles or preferences within the scope of practice that most interest them, as well as enhance their professional communication skills. They will practice reflecting on their experience, anti-oppression, wise practice, and self-direction to increase their ability to lead others in social work practice.

### **PSYC 450: NEUROBIOLOGY OF RELATIONSHIPS**

3 CREDITS

Given the emotional aftershocks associated with the collective experience of historical trauma in Canada's Indigenous population, this course explores how the disruption in parent-child attachment relationships – associated with the residential school experience and spanning several generations – is still a major contributing factor to adverse childhood experiences and the attendant problems Indigenous adults encounter in the areas of memory, self-organizations, the regulation of emotions, and the ability to cope with stress. Humans, fortunately, are gifted with neuroplasticity brains, so this course also introduces students to scientifically validated approaches to promoting healthy brain development, resilience and secure attachment.

### **SFAS 301: STRATEGIES FOR ACADEMIC SUCCESS**

NON-CREDIT

This course introduces students to strategies for academic success and interconnects with professional development via a series of learning events that vary from year to year. The sessions are likely to be offered on a monthly basis throughout the Fall/Winter semesters.

### **SFAS 401: STRATEGIES FOR ACADEMIC SUCCESS**

NON-CREDIT

This course introduces students to strategies for academic success and interconnects with professional development via a series of learning events that vary from year to year. The sessions are likely to be offered monthly throughout the Fall/Winter semesters.

### **SOCI 361: APPLYING INDIGENOUS KNOWLEDGE - SELECTED ISSUES**

3 CREDITS

This course covers select topics depending on the year offered.

### **SOCI 461: APPLYING INDIGENOUS KNOWLEDGE - SELECTED ISSUES I**

3 CREDITS

This course covers select topics depending on the year offered.



# BACHELOR OF INDIGENOUS LANGUAGE REVITALIZATION

**The Bachelor of Indigenous Language Revitalization provides advanced language acquisition and revitalization practices in Cree, Stoney/Nakoda-Sioux, and Anishinaabe languages and cultures**

**The Indigenous Language Revitalization Degree is a three-year cohort-based program that provides language acquisition and revitalization practices in Cree, Stoney/Nakoda-Sioux, and/ or Anishinaabe languages and cultures.**

## PROGRAM DETAILS

The Bachelor of Indigenous Language Revitalization will provide students with a strong foundation in the following languages: Cree, Stoney/Nakoda-Sioux, and Anishinaabe. A worldview from Cree, Stoney/Nakoda-Sioux, and Anishinaabe ensures the capacity to promote and advocate for the revitalization of the languages and cultures as gifted to us from the Creator.

Graduates will develop the following knowledge bases, and capacities:

- Advanced proficiency in one or more of these Indigenous languages;
- Advocacy for revitalization of Indigenous languages, culture, and land-based practices;
- Ancestral knowledge of the lands; and understanding the spirit of our relations.

The program will be delivered through a pedagogy of observing, speaking, and writing an Indigenous language, along with developing an understanding of the culture and traditional knowledge. The Indigenous Language Revitalization Program will provide a holistic experience and land-based education led by respected Elders, Eminent Scholars, and Knowledge Keepers.

## ADMISSION REQUIREMENTS

- Applicants are required to have completed either English 30-1 with at least 55%, or English 30-2 with at least 65%
- The degree program may accept 1st and 2nd year university transfer courses
- Applicants will demonstrate an interest in or desire to learn one of the languages as measured through a proficiency test in one of the languages
- Applicants may also enter through Mature Status defined as follows: (i) Minimum age of twenty-one; (ii) Successful completion of a skills appraisal test in Math and English

# BACHELOR OF INDIGENOUS LANGUAGE REVITALIZATION CONTINUED

## PROGRAM PLAN

### YEAR 1

#### CORE COURSE REQUIREMENTS

(15 credits)

COURSE	TITLE	CREDITS
CREE 100	Introduction to Cree Language and Culture	3
ISGA 115	Introduction to Stoney Language and Culture	3
ANIS 150	Introductory Anishnaabe	3
NEHI 110	Cree Morphology: Introduction I	3
NTST 103	Native Social Structures	3

#### ELECTIVE COURSES

(15 credits) - Choose 5 courses

COURSE	TITLE	CREDITS
ANIS 151	Intermediate Anishinaabe	3
CREE 200	Cree Language and Culture II	3
ISGA 125	Intermediate Stoney	3
LING 105	Traditional Materials Development	3
LING 115	Second Language Acquisition	3
NEHI 106	Nehiyawewin and Syllabics: The Cultural Aspect	3
NEHI 111	Cree Morphology: Introduction II	3
NTST 155	Native Song and Dance	3

### YEAR 2

#### CORE COURSE REQUIREMENTS

(15 credits)

COURSE	TITLE	CREDITS
ANIS 250	Intermediate Anishinaabe II	3
ISGA 215	Advanced Stoney	3
LING 212	Language Revitalization: Technology Tools for Digital Learning	3
LING 295	Practicum I Seminar	3
LING 296	Practicum I	3

# BACHELOR OF INDIGENOUS LANGUAGE REVITALIZATION CONTINUED

## YEAR 2 CONTINUED

### ELECTIVE COURSES

(15 credits) - Choose 5 courses

COURSE	TITLE	CREDITS
CREE 200	Cree Language and Culture II	3
NEHI 210	Cree Morphology – Intermediate I	3
IGOV 301	Introduction to Renewing Ceremonial Life	3
IGOV 302	Applied Ceremonial Life	3
EDIT 202	Computers for Teaching	3
ENGL 214	Introduction to Creative Writing	3

## YEAR 3

### CORE COURSE REQUIREMENTS

(15 credits)

COURSE	TITLE	CREDITS
LING 315	Language Revitalization: How to Awaken our People to Ownership	3
LING 350	Advanced Language Revitalization (Anishinaabe, Cree, Nakota-Sioux)	3
NEHI 310	Cree Morphology: Intermediate II	3
LING 395	Practicum I	3
LING 396	Practicum I Seminar	3

### ELECTIVE COURSES

(15 credits) - Choose 5 courses or 3 courses (9 credits) & 1 course (6 credits):

COURSE	TITLE	CREDITS
LING 396	Practicum I Seminar	3
CREE 300	Cree Language and Culture IV	3
ENGL 250	Writing Skills	3
IGOV 303	Decolonizing Leadership in Indigenous Governance	3
LING 305	Curriculum and Instruction in Second Language Acquisition	6
LING 355	Indigenous Plant Knowledge from The Lands	3
NTST 303	Natural Law and Environment	3
NTST 308	Opikihawâsiwin: An Introduction to Anishinaabe ekwa nehiyaw Child Rearing Practices	3
IGOV 311	Protocols for Indigenous Governance	3

# BACHELOR OF INDIGENOUS LANGUAGE REVITALIZATION CONTINUED

## INDIGENOUS LANGUAGE REVITALIZATION DEGREE

### COURSE DESCRIPTIONS

#### **ANIS 150: INTRODUCTORY ANISHINAABE**

3 CREDITS

This introductory Anishinaabe language course is designed to provide students the opportunity to learn a new language; Anishinaabe is similar in many ways to Cree. Students will learn the phonology and double vowel sounds in the Anishinaabe language, and will also learn to comprehend words, greetings, and simple sentence structures, through their knowledge of the Standard Roman Orthography (SRO). Students will be introduced to a variety of traditional and cultural words and beliefs. Anishinaabe 150 is a 3-credit course that prepares students for Anishinaabe 151.

#### **ANIS 151: INTERMEDIATE ANISHINAABE**

3 CREDITS

Intermediate Anishinaabe is a 3-credit course designed to increase students' understanding of the Anishinaabe language. Anishinaabe 151 provides in-depth storytelling skills, comprehension of the morphology of Anishinaabe words, proper word orders, and sentence and paragraph structures. The influence of root words, names, and places will also be explored. Students will be introduced to a variety of traditional and cultural words, beliefs, and values. Anishinaabemowin is a spiritual language that has double vowels and sounds, encompassing all aspects of communication including verbal and non-verbal language, smells, and touch.

Prerequisite: ANIS 150

#### **ANIS 250: INTERMEDIATE ANISHINAABE II**

3 CREDITS

This course will look at conversational Anishinaabe within the context of daily routines: going to town for groceries, getting ready for school, going to work, and other scenarios. Students will be taught the mode and tense of Anishinaabe words, sentences, and word association, as they relate to particular settings and surrounding environments.

Prerequisite: ANIS 151

#### **CREE 100: INTRODUCTION TO CREE LANGUAGE AND CULTURE**

3 CREDITS

This introductory Cree language course is designed to provide students the opportunity to comprehend simple sentences written in Standard Roman Orthography, (SRO) through their knowledge of vocabulary, word agreements, and word order. This course will give students a basic understanding of the "Y" dialect Cree language sound system. Cree 100 is a 3-credit course which provides preparations for the intermediate Cree course.

#### **CREE 200: CREE LANGUAGE AND CULTURE II**

NON-CREDIT

This intermediate Cree language course provides further study of the "Y" dialect and the Cree sound system using the Cree syllabics. Cree 200 will focus on more complex Cree grammatical structures with more time given to translation to and from Cree, an increased opportunity for reading Cree texts, conversational practice in the Cree language, and working on individual projects. The course will also provide increased cultural content, such as cultural stories and activities. This is a 3-credit course which provides preparation for an Advanced Cree course.

Prerequisite: CREE 100

#### **CREE 300: CREE LANGUAGE AND CULTURE IV**

3 CREDITS

Cree 300 is designed to teach students the Cree syllabic system and its origins. With the help of Elders/ Mentors/ Language Keepers, students will be assisted in hearing, recognizing, and reproducing specific sounds contained in each syllabic used in writing the spoken Cree words already known and the new Cree words they are learning to say. The four skills (listening, speaking, reading, writing) essential to mastering a language, will be facilitated by using syllabics. In addition, the syllabic sound system will enhance students' capacity to accurately write the Standard Roman Orthography (SRO) currently in use. Students will be able to read and write syllabics and transliterate into SRO and vice versa.

Prerequisite: CREE 200



# BACHELOR OF INDIGENOUS LANGUAGE REVITALIZATION CONTINUED

## **EDIT 202: COMPUTERS FOR TEACHING**

3 CREDITS

This course is intended to provide the basic skills for the application of desktop productivity and multimedia software in teaching and learning, as well as a framework for the understanding and effective use of computer technology in the classroom. These are placed in context by an examination of the history and development of computer technology, its impacts upon education, and basic hardware components and functions. Reference is also made in the course to standards for technology in teaching and learning, and to commonly applied models of pedagogy, as they apply to the use of computer technology.

## **ENGL 214: INTRODUCTION TO CREATIVE WRITING**

3 CREDITS

Creative writing takes a personal approach to generating material for writing fiction, poetry, and creative nonfiction. Emphasis is placed on craft and revision as opposed to inspiration as a motivation for creative writing. Students are encouraged to explore and experiment with genre and in the process develop a deeper understanding of story and poem structure in the analysis of text.

Prerequisites: ENGL 124, ENGL 125, ENGL 250 or permission of the Department Head.

## **ENGL 250: WRITING SKILLS**

3 CREDITS

English 250 is an introductory composition course designed to aid the student in developing writing, reading, and critical thinking skills essential for university study, with an emphasis on correct and clear style. The course, which focuses on essay writing, includes the study of model essays, the writing of paragraphs, the summary, essays, and a short research paper. In order to pass the course and receive credit, the term average must be a minimum grade of 50%, and a minimum mark of 50% on the final examination must be achieved.

## **IGOV 301: INTRODUCTION TO RENEWING CEREMONIAL LIFE**

3 CREDITS

This introductory course centers the teachings of Elders and Knowledge Keepers in relation to diverse Indigenous “ways of knowing.” The course is complemented by the writing of Indigenous intellectuals that sustain the regeneration of Indigenous knowledge and ceremonial life as critical for Indigenous governance in a contemporary context.

## **IGOV 302: APPLIED RENEWING CEREMONIAL LIFE**

3 CREDITS

This course will continue the experiential learning achieved through the introductory course, which includes a land-based field trip to Jasper National Park. This advanced course affirms connection to the land and elements of creation through wisdom keepers’ teachings. Students will learn about traditional cultural ceremonies and lodges, which have historically influenced Indigenous perspectives, worldviews, leadership, and governance.

Prerequisite: IGOV 301

## **IGOV 303: DECOLONIZING LEADERSHIP IN INDIGENOUS GOVERNANCE**

3 CREDITS

Decolonizing Leadership in Indigenous Governance describes the impact of colonization on leadership from an Indigenous perspective. The course looks critically at a colonial worldview and ways of being to deconstruct and challenge contemporary Indigenous leadership to be rooted in Indigenous teachings.

## **ISGA 115: INTRODUCTION TO STONEY**

3 CREDITS

This course is an introduction to the Stoney Nakoda language. Students will master sounds and the sound-symbol correspondence, develop a working vocabulary, acquire a knowledge of basic grammar, and be introduced to oral discourse in Stoney/ Nakoda-Sioux. Students will develop an awareness and appreciation of Stoney culture and traditions through the Stoney/Nakoda-Sioux language.

## **ISGA 125: INTERMEDIATE STONEY**

3 CREDITS

This course is a continuation of ISGA 115. Students will continue the mastery of sounds and the sound-symbol correspondence, continue to develop a working vocabulary and grammar, and become proficient in Stoney discourse, both spoken and written. Students will continue the study of Stoney culture and traditions through the Stoney language.

Prerequisite: ISGA 115

# BACHELOR OF INDIGENOUS LANGUAGE REVITALIZATION CONTINUED

## **ISGA 215: ADVANCED STONEY**

3 CREDITS

This course is designed to expand on the basic grammar and vocabulary introduced in Stoney 115. Students will be encouraged to expand on language through comprehension in reading and writing, providing the foundation to carry on a conversation without hesitation. The Stoney concepts of “input, intake, and output” will be the focal point of working toward immersion using the sounds and the sound-symbol correspondence, thus, developing a basic to advanced vocabulary. Students will develop an awareness and appreciation of the culture and traditions through the stony Language.

Prerequisite: ISGA 115

## **LING 105: TRADITIONAL MATERIALS DEVELOPMENT**

3 CREDITS

Within the Traditional Materials Development course, students will participate in culturally appropriate classroom material development for teaching Indigenous languages. Students will begin to explore the theory and application of curriculum development to second language programs: displaying designs, organizational patterns, and materials. Students will engage in learning strategies and self-evaluation techniques. Micro-teaching provides opportunities for practicing teaching methods under study. Language in land-based learning involving stories, songs and hands-on activities are all part of this learning process.

## **LING 115: SECOND LANGUAGE ACQUISITION**

3 CREDITS

The purpose of this course is to examine the contexts of first and second language learning. The goal is to provide you with information to inform your own second language learning and teaching context so as to choose the appropriate approach, methodology and program to meet the needs of your students. The learning and teaching context of First Nations’ children is the focus. Students will examine effective approaches to teaching a second language and demonstrate these through the development of a multidimensional unit, oral presentations and class discussions. It will also encourage students to look at how we acquired our own mother tongue and the way we were immersed and taught by our parents and extended families and how these strategies and techniques can be applied to help revitalize and re-generate our language.

## **LING 212: LANGUAGE REVITALIZATION: TECHNOLOGY TOOLS FOR DIGITAL LEARNING**

3 CREDITS

This course explores the principles and practices concerning the use of technology in the planning strategies, protocols, analysis, and organization associated with Indigenous language learning and revitalization. The course will not only help participants practice technical skills to digitally record texts, sounds, images, or videos in Indigenous languages and incorporate recordings into interactive resources for access by community-based learners and Indigenous language teachers, but also utilize technology for professional communication, collaboration, and efficiency improvement by participating in online discussions and digital projects.

## **LING 295: 2ND YEAR BLOCK PRACTICUM**

3 CREDITS

The Yellowhead Tribal College Indigenous Language Revitalization Program provides a practicum course, LING 295 for the end of the second year of studies. Students are required to complete 180 hours of practicum experience in order to graduate. Included within these 180 hours are the actual field placements as well as integration seminars.

## **LING 296: 2ND YEAR INTEGRATION SEMINAR**

3 CREDITS

Integration seminars are part of the practicum course and are offered online. These integration seminars provide students the opportunity to come together on scheduled occasions with the intention of exploring issues, sharing experiences and being reflective of their own practice experiences, successes and challenges. Reflective practice is essential to effective language support practice and Integration Seminars provide the student with the opportunity to learn this skill and practice with fellow students as their colleagues. Integral to this approach, ‘Indigenous Ways of Knowing’ and language acquisition methodologies will be discussed and integrated with opportunities for practice of the language approaches.

## **LING 305: CURRICULUM AND INSTRUCTION IN SECOND LANGUAGE ACQUISITION**

6 CREDITS

Cree, Nakoda-Sioux, Anishinaabe language learners receive instruction in methodology, development of curriculum, assessment, resources and instructional delivery in second language acquisition. Instructors use the diverse rich methods currently in use by the Maori language revitalization movement in New Zealand.

# BACHELOR OF INDIGENOUS LANGUAGE REVITALIZATION CONTINUED

## LING 315: LANGUAGE REVITALIZATION: HOW TO AWAKEN OUR PEOPLE TO OWNERSHIP

3 CREDITS

This is a foundational course which will bring forward an awareness of the repercussions of colonization and assimilation processes and how these impacted ownership and responsibility to the development, maintenance and revitalization of our own languages and culture. The focus for this course is to review and highlight the need to decolonize and to accept the responsibility of promoting, developing and maintaining our own languages, to reawaken the lack of passion towards our own mother tongues in the Cree/Anishinaabe/Stoney communities. We cannot expect others who are not a part of the Original Peoples' worldviews to play a key role for language awakening in our communities; we are the owners and speakers of our languages. The focus of this course is primarily on processes for footwork in the community to promote ownership. This foundational course will encourage the students to actively work towards revitalizing the ownership of the language within the community.

## LING 350: ADVANCED LANGUAGE REVITALIZATION (ANISHINAABE, CREE, NAKODA-SIOUX)

3 CREDITS

LING 350 has two distinct sections intended for language learners to increase speaking and conversation in their mother tongue – Anishinaabe, Cree, Nakoda-Sioux. The Mentor-Apprentice (M-A) methodology is the focus for the course where the first 14-hour section is about introducing and orienting students to the methods to become an independent language learner. The orientation to M-A will prepare mentors and apprentices to continue language learning in enhanced learning environments.

## LING 355: INDIGENOUS PLANT KNOWLEDGE FROM THE LANDS

3 CREDITS

Does humanity have the necessary wisdom to live more sustainably and with greater sensitivity towards our plants and medicines? Our ancient teachers say that for every sickness there is a medicine out there to heal us. Our Ina Maka, Mother Earth, is undergoing systemic global ecological collapse brought on by human civilization. In turn, ecological collapse is causing significant socio-economic harm to human civilization, including harvesting plants, sustaining our medicines and herbs, recognition of plants, Indigenous names of plants, and indigenous ways of knowing to prepare these medicines. Indigenous knowledge refers to long-standing information, wisdom, traditions and practices of peoples or local communities present for long times predating historic intercontinental colonization. Plant Knowledge refers to identifying plants and learning to care for them, and how to use them in a systematic way. Traditional knowledge of biodiversity concerns the names, uses, and management of plants by our indigenous people. Students are introduced to indigenous knowledge of plants and their traditional uses in maintaining the health of indigenous people. These uses may include medicines, foods and teas. We examine traditional health models used among indigenous people, and explore the bridging of traditional and modern medical systems. Contemporary issues around plant uses are examined, including existing intellectual property frameworks involving indigenous knowledge.

## LING 395: 3RD YEAR BLOCK PRACTICUM

3 CREDITS

The Yellowhead Tribal College Indigenous Language Revitalization Program provides a practicum course, LING 395 for the end of the third year of studies. Students are required to complete 220 hours of practicum experience in order to graduate. Included within these 220 hours are the actual field placements as well as integration seminars

Prerequisite: LING 295

## REVITALIZATION CONTINUED

## LING 396: 3RD YEAR INTEGRATION SEMINAR

3 CREDITS

Integration seminars are part of the practicum course and are offered online. These integration seminars provide students the opportunity to come together on scheduled occasions with the intention of exploring issues, sharing experiences and being reflective of their own practice experiences, successes and challenges. Reflective practice is essential to effective language support practice and Integration Seminars provide the student with the opportunity to learn this skill and practice with fellow students as their colleagues. Integral to this approach, 'Indigenous Ways of Knowing' and language acquisition methodologies will be discussed and integrated with opportunities for practice of the language approaches.

Prerequisite: LING 296

## NEHI 106: NEHIYAWEWIN AND SYLLABICS THE CULTURAL ASPECT

3 CREDITS

YTC has a commitment to helping students achieve success in their life-long learning utilizing their first language in the courses offered in the YTC program. YTC's first priority is to ensure students know their Indigenous identity, including their language. All students are encouraged to learn and speak their language. To achieve this outcome, the Cree Immersion language courses will teach them to speak and write in Cree Syllabics. Developing Cree literacy includes language learning to enhance comprehension which enables reading and writing. The syllabics require skill and practice to achieve comprehension. Each class will entail total physical response (TPR), guest speakers, practice labs and presentations. Learning the skill of connection between language and culture will be emphasized.

## NEHI 110: CREE MORPHOLOGY: INTRODUCTION I

3 CREDITS

The word morphology means studying the form and structure of things; how things are put together (morph means form/structure; ology is the study of). With this introductory class we will be looking at the morphology of the Nehiyawewin (Cree language). A fluent Cree speaker is able to “paint pictures in our minds and hearts” by drawing from the smallest organic pieces of meaning (called morphemes) contained in/on Mother Earth, Water, Sky and everything that Creator has made. We will study a variety of Cree words, including Intransitive and Transitive Verbs, and in so doing we will explore how Cree words are made by looking at

## NEHI 110: CREE MORPHOLOGY: INTRODUCTION I CONTINUED

the many small parts contained inside the words. We will also examine how they are connected to other words and where these small organic pieces of meaning are found. Examining the structure of Cree words by taking them apart and tying them back together will expose many morphemes, including Roots, Terminations, prefixes, affixes, suffixes, etc. Some grammatical categories will also be introduced in our analysis, such as tense, person, and so forth. In this class, there will be opportunities for students to grow in practicing to speak Cree, learning new Cree words from Language Helpers/Elders, and of course enjoying themselves by participating in Cree language games.

## NEHI 111: CREE MORPHOLOGY: INTRODUCTION II

3 CREDITS

The general word ‘morphology’ means studying the form and structure of things, how things are put together (morph – means ‘form/structure’; ology – is ‘the study of’). With this introductory class we will be looking at morphology with regards to the study of languages, specifically ᓂᕐᕈᖅᓴᖅ nehiyawewin (Cree language). A fluent Cree speaker is able to “paint pictures in our minds and hearts” by drawing from the many smallest organic pieces of meaning (called ‘morphemes’) contained in/on Mother Earth, Water, Sky and everything that Creator has made. We will study a variety of Cree words, including Intransitive and Transitive Verbs, and in so doing we will explore how nehiyaw-itwewina (Cree words) are made by looking at the many parts contained inside the words, how they are connected to other words and where these small organic pieces of meaning are found. Examining the structure of Cree words by taking them apart and tying them back together will expose many morphemes including Roots, Terminations, prefixes, affixes, suffixes etc. Some grammatical categories will also be introduced in our analysis such as tense, person and so forth. In this class, there will be opportunities for students to also grow in practicing to speak Cree, learning new Cree words from Elders//Language Keepers/Language Helpers and of course enjoying themselves by participating in Cree language games! In Conclusion, the hope is that students begin to get a glimpse into the genius of Creator who gave this powerful gift of nehiyawewin to nehiyawak (Cree Nation) here on Turtle Island and that we begin to recognize the Life and Spirit in nehiyawewin and how it connects us with “All our Relations” here on Mother Earth and those who have gone ahead of us.



## BACHELOR OF INDIGENOUS LANGUAGE REVITALIZATION CONTINUED

## NEHI 210: CREE MORPHOLOGY – INTRANSITIVE VERBS (INTERMEDIATE)

3 CREDITS

q̄U·Δ̄γ·ΔU·Δ̄γ·γ̄γ: γ̄ <P̄N̄σ̄δΔ̄γ̄γ̄x̄ >Δ̄C̄ Γ̄n̄b̄ā<sup>11</sup>  
Γ̄σ̄n̄D̄x̄ γ̄b̄·Δ̄b̄Δ̄·L̄· <Δ̄n̄P̄+Δ̄"Γ̄ γ̄Δ̄γ̄"Δ̄δΔ̄·γ̄γ̄<sup>11</sup>·Δ̄L̄  
P̄σ̄"Δ̄γ̄Δ̄·σ̄ā·Γ̄ā P̄γ̄L̄σ̄γ̄·P̄Γ̄γ̄Δ̄ā·γ̄b̄·Δ̄̄̄"δ̄"C̄"Δ̄δ̄γ̄  
b̄"p̄γ̄·p̄b̄+. kehte-ayak itwewak esa: e-pakitinikowisiyahk  
ôta miskanahk-ministikohk ekwa okâwîmâw-askiy ohci e-kî-  
osîhikowisiyahk. ôma kinehiyawewininaw mîna kisemanitow  
kimiyikonaw ekwa e-wâhkôhtahikoyahk kahkiyaw kîkway.  
'Cree Elders have said that it is here on Turtle Island that  
Creator placed us nehiyawak who were created from Mother  
Earth and whom Creator gave us our Cree Language and  
made us related to everything.' We will be respectfully  
aware that nehiyawewin is spiritual, designed by Creator,  
and carries the teachings of our Ancestors who lived  
on these homelands of Turtle Island for millennia. This  
Intermediate Cree Morphology course will build on the  
foundation established in the prerequisite Introductory Cree  
Morphology classes (CREE 110 & CREE 111). Through the  
age-old storytelling methodology each student's speaking  
proficiency, understanding, and connection to her/his Spirit  
will grow. Through deeper text-based analysis of their stories,  
songs, group language activities and relaxed interactive  
class participation with each other and the Elders/Language  
Keepers, the climate will be conducive for a rich mutual  
learning experience.

Prerequisites: CREE 100 and CREE 111

## NEHI 310: CREE MORPHOLOGY INTERMEDIATE II TRANSITIVE VERBS

3 CREDITS

[illegible]

We will be respectfully aware that nehiyawewin is spiritual, designed by Creator, and carries the teachings of our Ancestors who lived on these homelands of Turtle Island for millennia. Through the age-old storytelling methodology each student's speaking proficiency, understanding, and connection to her/his Spirit will grow. Through deeper

## NEHI 310: CREE MORPHOLOGY INTERMEDIATE

### II TRANSITIVE VERBS CONTINUED

text-based analysis of their stories, songs, group language activities and relaxed interactive class participation with each other and the Elders/ Language Keepers, the climate will be conducive for a rich mutual learning experience. In this second Intermediate Cree Morphology course we will focus on the vast array of TRANSITIVE VERBS. We will build on the foundation established in the 2 prerequisite Introductory Cree Morphology classes (NEHI 110 & NEHI 111) as well as the first Intermediate NEHI 210 morphology class which dealt with the Intransitive Verbs. In addition, more exposure will be given to the use of a variety of tenses for both the Transitive & Intransitive Verbs.

Prerequisites: NEHI 110, NEHI 111 and NEHI 210

## NTST 101: NATIVE ISSUES

3 CREDITS

This is an introductory course, introducing students to key social, religious, cultural, economic, and political issues that have emerged as a result of a relationship between the Canadian federal government and First Nations people. Taking a historical perspective, this course examines Euro Canadians' perception of the First Nations cultures and attempts mounted by the federal government to undermine and destroy First Nations cultures through its oppressive policy of "Indian" assimilation.

## NTST 103: NATIVE SOCIAL STRUCTURES

3 CREDITS

Native Social Structures is an introductory course in Native Knowledge Systems; students will develop an understanding of the fundamentals of Native culture through oral tradition. NTST 103 offers students a cultural foundation for understanding kinship, systems of governance, treaties and the social structure of our communities. Coursework is divided into two sections: classroom instruction and fieldwork.

## NTST 155: NATIVE SONG AND DANCE

3 CREDITS

This course will provide students with the opportunity to learn the Plains Nehiyaw dialect language through listening to various stories and legends like the Creation Story and the legends for ceremonial songs and dances. Students will also study the Plains Newiyow dialect language through learning the sounds and meaning of the individual symbols of the nine levels of syllabics. The class will be conducted in the classroom as well as out on the land for specific land-based teachings.



# BACHELOR OF INDIGENOUS LANGUAGE REVITALIZATION CONTINUED

## **NTST 303: NATURAL LAW AND ENVIRONMENT**

3 CREDITS

This course will instruct students to understand the connections within traditional forms of governance structures in the natural world. In depth, this class will dissect the spiritual connection we hold to the future generations, not only as Indigenous people but as caretakers alongside animals. This course is part of the universal structure that explains the spiritual laws of the Creator using the matriarchal responsibilities of animals and how we can learn and relate to them as spiritual relatives. Content will be delivered entirely through oral interpretation, as was taught to the instructor through cultural protocol. The instructor will help students connect understandings of the essential role of the traditional matriarchal family structure. It is vital that students participate in the land-based fieldwork for the course, as it will relate all content via hands on indigenous approach.

Prerequisite: NTST 103

## **NTST 308: OPIKIHAWÂSIWIN: AN INTRODUCTION TO ANISHINAABE EKWA NEHIYAW CHILD-REARING PRACTICES**

3 CREDITS

This course is an introduction to opikihawâsiwin (specifically from an Anishinaabe and nehiyawak perspective). Indigenous Peoples on Turtle Island have extensive, detailed, elaborate, and sophisticated methods for raising children that ensure the child reaches their full potential and development, while having protection, prevention, intervention, and fostering success. Students will gain an understanding of opikihawâsiwin, including beliefs on how children arrive to askiy tipimâtsiwin (this Earth life) from the spirit world, nôhtikwêwak âtayohkanak (spiritual grandmothers) responsible for teaching human beings about child-rearing such as otapihkew nôhtikwêw (the grandmother who weaves things, “spider woman”). Pregnancy and child delivery teachings will include a review of traditional birthing practices and explanations on the physical and spiritual relatedness of our body organs to maskihkiya (Indigenous medicines). Anishinaabe ekwa nehiyaw stages of human development and isihcikewina (ceremonies) utilized for prevention, protection, and intervention mechanisms at each stage will be reviewed, as well as Indigenous child adoption practices. Indigenous technologies utilized in opikihawâsiwin such as the waspison (baby moss bag), askotâskopison (cradleboard), and wîwewepison (swing) and their relation to spiritual teachings and ceremonies will be explored. This course will include a land-based practicum to Drumheller, Medicine Hat, and Cypress Hills where students will solidify what they have learned in class, by connecting how these teachings are reflected in the land forms covered through the course.

Prerequisite: NTST 103 or permission of the instructor.



# INDIGENOUS ENVIRONMENTAL MANAGEMENT DEGREE

**Gain the necessary skills to meet the growing demand for environmental practitioners in such fields as environmental management and resource development**

## PROGRAM DETAILS

The Bachelor of Science in Indigenous Environmental Management (IEM) program prepares students for the field of environmental science with a focus on safeguarding and reclaiming the environment. Drawing from the knowledge of academics, Elders, industry professionals, and community experts, students will learn how environmental science and Traditional Ecological Knowledge (TEK) are vital in balancing traditional values and the needs of industry and communities in the continued development of resources. This program will provide students with a background in theory and practice, including laboratory work and field experiences. The IEM degree is accredited through the National Indigenous Accreditation Board (NIAB).

## ADMISSION REQUIREMENTS

- All applicants must complete a competency test in Math and English.
- Applicants are required to have an Alberta High School Diploma or equivalent, including the following courses:
  - ♦ English 30-1 or English 30-2
  - ♦ Mathematics 30-1 (60% or better) or Mathematics 30-2 (65% or better)
  - ♦ Chemistry 30
- Equivalence to these high school courses, with grades of 65% or better, will also be accepted as admission to the program.
- University and college course credits are accepted as equivalent to a high school diploma.
- Applicants may also enter through Mature Student Status defined as follows:
  - ♦ Minimum age of 21
  - ♦ Successful completion of a Skills Appraisal Test in Math and English

# INDIGENOUS ENVIRONMENTAL MANAGEMENT DEGREE CONTINUED

## PROGRAM PLAN YEAR 1

FALL	TITLE	CREDITS
(21 credits)		
<b>CHEM 90</b>	<b>Chemistry 90</b>	<b>5</b>
<b>ENGL 90</b>	<b>English 90</b>	<b>5</b>
<b>MATH 90</b>	<b>Mathematics 90</b>	<b>5</b>
<b>NTST 101</b>	<b>Native Issues</b>	<b>3</b>

Choose 1 language course (3-credit):

<b>CREE 100</b>	<b>Introduction to Cree Language and Culture</b>	<b>3</b>
<b>ISGA 115</b>	<b>Introduction to Stoney Language and Culture</b>	<b>3</b>

WINTER	TITLE	CREDITS
(15 credits)		
<b>IESR 100</b>	<b>Environmental Monitoring and Assessment</b>	<b>3</b>
<b>IESR 110</b>	<b>Ecology of Water Systems</b>	<b>3</b>
<b>IESR 120</b>	<b>Geology and the Use of Water Systems</b>	<b>3</b>
<b>IESR 130</b>	<b>Air Quality Monitoring and Improvement</b>	<b>3</b>
<b>IESR 140</b>	<b>Water Quality Monitoring and Improvement</b>	<b>3</b>
SPRING	TITLE	CREDITS
(5 credits)		
<b>IESR 290-1</b>	<b>Land-based Field Work</b>	<b>1</b>
<b>IESR 290-2</b>	<b>Land-based Field Work</b>	<b>1</b>
<b>IESR 195</b>	<b>Practicum 1 Science, Culture and the Environment*</b>	<b>3</b>

\* The practicum course will run until the end of July

TOTAL CREDITS: 41

# INDIGENOUS ENVIRONMENTAL MANAGEMENT DEGREE CONTINUED

## YEAR 2

FALL	TITLE	CREDITS
(15 credits)		
<b>IESR 200</b>	<b>Soil Science</b>	<b>3</b>
Choose 1 Statistics course (3-credit):		
<b>IESR 270</b>	<b>Statistical Methods for Environmental Science</b>	<b>3</b>
<b>STAT 151</b>	<b>Introduction to Statistics</b>	<b>3</b>
Choose 1 English course (3-credit):		
<b>ENGL 124</b>	<b>English 124 Literary Analysis</b>	<b>3</b>
<b>ENGL 125</b>	<b>Aboriginal Literature</b>	<b>3</b>
<b>ENGL 250</b>	<b>Writing Skills</b>	<b>3</b>
Choose 1 biology course (3-credit):		
<b>IESR 210</b>	<b>Biology an Exploration of Biological Diversity</b>	<b>3</b>
<b>BIOL 100</b>	<b>Biology 100</b>	<b>3</b>
Choose 1 language course (3-credit):		
<b>ISGA 125</b>	<b>INTERMEDIATE STONEY</b>	<b>3</b>
<b>CREE 200</b>	<b>CREE LANGUAGE AND CULTURE II</b>	<b>3</b>
WINTER	TITLE	CREDITS
(15 credits)		
<b>IESR 220</b>	<b>Environmental Ethics and Communication</b>	<b>3</b>
<b>IESR 250</b>	<b>Ecological Stewardship</b>	<b>3</b>
<b>IESR 260</b>	<b>English for Scientific and Community Reporting</b>	<b>3</b>
Choose 1 earth science course (3-credit):		
<b>EASC 101</b>	<b>The Dynamic Earth: Introductory Earth Science</b>	<b>3</b>
<b>IESR 240</b>	<b>Geology</b>	<b>3</b>
Choose 1 science course (3-credit):		
<b>BIOC 200</b>	<b>Introduction to Biochemistry</b>	<b>3</b>
<b>GEOG 151</b>	<b>Landscapes, Cultures and Societies</b>	<b>3</b>
SPRING	TITLE	CREDITS
(8 credits)		
<b>IESR 280</b>	<b>Contaminated Site Evaluating and Management</b>	<b>3</b>
<b>IESR 290-3</b>	<b>Land-based Field Work</b>	<b>1</b>
<b>IESR 290-4</b>	<b>Land-based Field Work</b>	<b>1</b>
<b>IESR 295</b>	<b>Practicum 2: Stewardship, Policy and Practice</b>	<b>3</b>

TOTAL CREDITS: 38

# INDIGENOUS ENVIRONMENTAL MANAGEMENT DEGREE CONTINUED

## PROGRAM PLAN - ADVANCED 3 YEAR DIPLOMA YEAR 3

FALL	TITLE	CREDITS
(12 credits)		
IESR 300	Land Reclamation	3
IESR 310	Introduction to Plant Taxonomy	3
IESR 320	Geographical Mapping and Application*	3
*Students with GIS/GPS training may receive transfer credit for this course.		
Choose 1 law course (3-credit):		
IESR 340	Environmental and Natural Resource Law	3
LAW 369	Contract Law	3
WINTER	TITLE	CREDITS
(15 credits)		
ISMB 300	Advanced Applications of Information Systems	3
IESR 330	Forestry Management	3
Choose 1 governance course (3-credit):		
IESR 350	Indigenous Ethics - Guides for Use and Dissemination	3
IGOV 304	Indigenous Governance	3
Choose 1 community relations course (3-credit):		
IESR 360	Community Engagement and Planning	3
IGOV 309	Indigenous / Settler Relations	3
IESR 370	Conservation and Habitat Management	3
Choose 1 research course (3-credit):		
IESR 380	Research Methods	3
IGOV 307	Introduction to Indigenous Community Research	3
SPRING	TITLE	CREDITS
(5 credits)		
ISER 290-5	Land-based Field Work	1
IESR 290-6	Land-based Field Work	1
IESR 395	Practicum 3: Environmental Management and Admin	3

TOTAL CREDITS: 32



# INDIGENOUS ENVIRONMENTAL MANAGEMENT DEGREE CONTINUED

## YEAR 4

FALL	TITLE	CREDITS
(15 credits)		
IESR 400	Environmental Management	3
IESR 401	Environmental Sustainability	3
IESR 406	Environmental Economics	3
IESR 480	Advanced Research Methods	3
Choose 1 science course (3-credit):		
IESR 410	Traditional Diet and Nutrition	3
ISWK 462	Using Indigenous Knowledge to Restore Global Wellness	3
WINTER	TITLE	CREDITS
(15 credits)		
IESR 414	Environmental Toxicology	3
IESR 431	Indigenous Administration & Project Management	3
IESR 490	Special Topics	3
IESR 420	Regenerative Design	3
IESR 450	Indigenous Environmental Science & the Land	3
SPRING	TITLE	CREDITS
(6 credits)		
IESR 290-7	Land-based Field Work	1
IESR 290-8	Land-based Field Work	1
IESR 290-9	Land-based Field Work	1
IESR 451	Leadership Through the Indigenous Worldview	3

TOTAL CREDITS: 36

# INDIGENOUS ENVIRONMENTAL MANAGEMENT DEGREE CONTINUED

## INDIGENOUS ENVIRONMENTAL MANAGEMENT DEGREE COURSE DESCRIPTIONS

### **BIOL 100: BIOLOGY 100**

3 CREDITS

This course will enable students to have a broad and proficient understanding of the mechanisms of evolution and how these mechanisms have led to the vast diversity of organisms present. Students will understand and appreciate the interconnectedness of evolution, ecology, and biological diversity by investigating the characteristics and importance of Prokaryotes, Fungi, Plants, and Animals. To complete the discussion, students will delve into conservation and sustainability to demonstrate human and non-human causes of diversity losses. From learning the basic principles of evolution of biological diversity, students should be able to demonstrate a thorough knowledge of how biological diversity is formed, how humans are impacted by diversity, and how we influence diversity.

Prerequisite: MATH 90 and CHEM 90

### **BIOC 200: INTRODUCTION TO BIOCHEMISTRY**

3 CREDITS

This is a one semester survey course of biochemistry and will focus on an introduction to proteins, nucleic acids, carbohydrates and the lipid family of biological molecules. In addition, we will discuss how a cell performs signaling and hence the regulation of metabolism of biomolecules in the body. In order to appreciate these, students will be taught the basic structure of these molecules and the biochemical reactions that allow them to form more advanced macromolecules in the organism. The overall goal is for students to understand that many of these reactions or metabolic pathways relate to each other in the organism.

Prerequisites: BIOL 100, IESR 110, IESR 120, IESR 140, and IESR 210

### **CHEM 90: CHEMISTRY 90**

5 CREDITS

Chemistry 90 extends the concepts of systems learned in Chemistry 20. Students will learn about thermochemical change, electrochemical change, chemical changes of organic compounds, and equilibrium in chemical changes. Chemistry 90 prepares students to write the Chemistry 30 Diploma Examination.

Prerequisites: CHEM 20 and MATH 20-1 (65%)

### **CREE 100: INTRODUCTION TO CREE LANGUAGE AND CULTURE**

3 CREDITS

This introductory Cree language course is designed to provide students the opportunity to comprehend simple sentences written in Standard Roman Orthography, (SRO) through their knowledge of vocabulary, word agreements, and word order. This course will give students a basic understanding of the "Y" dialect Cree language sound system. Cree 100 is a 3-credit course which provides preparations for the intermediate Cree course.

### **CREE 200: CREE LANGUAGE AND CULTURE II**

3 CREDITS

This intermediate Cree language course provides further study of the "Y" dialect and the Cree sound system using the Cree syllabics. Cree 200 will focus on more complex Cree grammatical structures with more time given to translation to and from Cree, an increased opportunity for reading Cree texts, conversational practice in the Cree language, and working on individual projects. The course will also provide increased cultural content, such as cultural stories and activities. This is a 3-credit course which provides preparation for an Advanced Cree course.

Prerequisite: CREE 100

### **GEOG 151: LANDSCAPES, CULTURES AND SOCIETIES**

3 CREDITS

Landscapes, Cultures and Societies is the study of people and their relationships with the environment. Landscapes, Cultures and Societies also has a global orientation, which emphasizes the interdependence which has become so characteristic of the modern world. The analysis of global interdependence follows the strategy outlined by the world system model, which defines different areas of the world as core, semi-peripheral, and peripheral. Patterns and trends in demography, agriculture, economic development, urbanization, and geopolitics are surveyed. Cultural landscapes including the global distribution of linguistic and religious diversity and the emergence of postmodern places are also reviewed.

Prerequisites: First year ENGL

# INDIGENOUS ENVIRONMENTAL MANAGEMENT DEGREE CONTINUED

## **EASC 101: THE DYNAMIC EARTH - INTRODUCTORY EARTH SCIENCE**

3 CREDITS

This course is a non-laboratory introduction to the study of the origin and evolution of the earth and solar system. Foci of exploration are the theory of plate tectonics, the composition and history of the Earth, minerals and the rock cycle, key phenomena such as earthquakes and volcanoes, climate, and the various forces that change and mould the Earth. Students will become aware of the critical importance of the Earth's resources to human society and the need to use those resources wisely. Students will come to understand that the whole Earth is a dynamic, changing, unified system of interwoven cycles and processes. Although the course does not include a formal laboratory component, an essential aspect of the course will be hands-on explorations of key geological phenomena.

## **ENGL 90: ENGLISH 90**

5 CREDITS

English 90 is a comprehensive survey of forms, periods, and genres, including the essay, short story, novel, poetry, and film in English literature and Aboriginal literature. The course also concentrates on composition and grammar and on the development of writing, reading and critical thinking skills necessary for university and college studies.

Prerequisite: ENGL 20

## **ENGL 124: ENGLISH 124 LITERARY ANALYSIS**

3 CREDITS

Literary Analysis introduces students to post-secondary studies in English by developing their skills in the close reading of language, genre, narrative, and poetic form. Rather than focusing on historical or cultural contexts, this course concentrates on literary forms and structures, and on developing critical vocabulary for literary analysis. The course covers a variety of shorter genres in the literary tradition (short stories, poems, creative nonfiction, plays, and essays), as well as film and other visual media.

Prerequisite: ENGL 90 or equivalent

## **ENGL 125: ABORIGINAL LITERATURE**

3 CREDITS

This course introduces students to post-secondary studies in English through works by Aboriginal writers. It addresses aesthetics, concepts, approaches, and debates that inform the production and study of Aboriginal identities, communities, and histories. Works by non-Aboriginal writers may be included to provide comparative reference points for exploring broader historical, cultural, and literary contexts of Aboriginal texts. The course examines various genres including oral stories, fiction, poetry, drama, and essays.

Prerequisite: ENGL 90 or equivalent

## **ENGL 250: WRITING SKILLS**

3 CREDITS

English 250 is an introductory composition course designed to aid the student in developing writing, reading and critical thinking skills essential for university study, with an emphasis on correct and clear style. The course, which focuses on essay writing, includes the study of model essays, the writing of paragraphs, the summary, essays, and a short research paper.

Prerequisite: ENGL 90 or equivalent

## **IESR 100: ENVIRONMENTAL MONITORING AND ASSESSMENT**

3 CREDITS

Environmental assessment and monitoring programs are powerful tools in the process of environmental, economic, and socially sustainable development. This course is designed to introduce students to different types of environmental assessment and monitoring, their components and associated regulations and guidelines, with particular focus on Alberta. This introduction will provide students with a foundational understanding of the process of environmental management in Alberta and Canada. It will help students reflect on how environmental management impacts their lives and work, and will provide the tools needed to embark on further learning related to environmental assessment and monitoring. The practical aspects of this course will cover data collection and management. Information collected in environmental assessment and monitoring is only valuable if collected in a scientifically rigorous manner with the end uses in mind. Data must also pass legislative and scientific scrutiny. Students will be introduced to the basics of designing environmental monitoring plans, methods and techniques for monitoring, sampling procedures,

# INDIGENOUS ENVIRONMENTAL MANAGEMENT DEGREE CONTINUED

## **IESR 100: ENVIRONMENTAL MONITORING AND ASSESSMENT** CONTINUED

measures of various parameters, and methods to ensure data quality and management meet the objectives of the assessment/monitoring program. Students will have hands-on opportunities with sampling tools and techniques, and will complete the course with basic skills and knowledge to participate in environmental monitoring and assessment programs.

Prerequisites: CHEM 90, ENGL 90, and MATH 90

## **IESR 110: ECOLOGY OF WATER SYSTEMS** 3 CREDITS

This course is a general introduction to freshwater systems. The characteristics that define the different types of freshwater systems will be examined. The abiotic and biotic components of freshwater systems will be identified and examined. Building on that base knowledge, the way abiotic and biotic components interact to produce the complex relationships and interactions observed in freshwater systems will be examined through examples and case studies. Lastly, students will be introduced to some of the major threats freshwater ecosystems are facing and the conservation, restoration, and management actions being taken to reduce, mitigate, or eliminate these threats.

Prerequisites: CHEM 90, ENGL 90, and MATH 90

## **IESR 120: GEOLOGY AND USE OF WATER SYSTEMS** 3 CREDITS

In this course, students are introduced to the concepts surrounding physical hydrogeology. From learning the basic principles of hydrogeology, students should be able to demonstrate a thorough knowledge of the occurrence, dissemination, and movement of water in various situations. Students will show that they understand the effects geography engenders for water in relation to these factors, and moreover, how these factors affect the availability of water as a resource, looking at groundwater specifically. Other topics covered include the hydrologic cycle, the relationship between surface and groundwater, the construction of wells, quantitative & qualitative groundwater flow assessments, and the determination of hydraulic properties of hydro stratigraphic units. Altogether, this course should formulate for a proficient understanding of the behavior of water in all of Earth's environments.

Prerequisites: CHEM 90, ENGL 90, and MATH 90

## **IESR 130: AIR QUALITY MONITORING AND IMPROVEMENT**

3 CREDITS

This course focuses on managing and monitoring the quality of the air we breathe. Air pollution control equipment and pollution abatement techniques for the control of point source gas/vapor and particulate emissions - including the effectiveness and operational limitations - are therefore examined in this course. Air dispersion modeling, point source, fugitive emissions, and ambient air monitoring methods are also a point of focus. Because many of the methods used to monitor ambient air quality are similar to those used to assess indoor air quality, a portion of the course is devoted to techniques used to monitor indoor (e.g. workplace/residential) air quality as well. Laboratory exercises introduce point source manual monitoring, fugitive emissions monitoring, air emission assessments, operation and calibration of continuous analyzers and indoor air sampling techniques.

Prerequisites: CHEM 90, ENGL 90, and MATH 90

## **IESR 140: WATER MONITORING AND ANALYSIS** 3 CREDITS

In this course, students are given an in-depth study of the concerns, methods, and history about measuring water quality. This provides insight to students about ongoing problems and challenges involved in monitoring water from a variety of sources and in a multitude of environments. After learning proper techniques to draw from such sources in monitoring efforts, students learn how to draw conclusions from the data they gather, comprising the analysis portion of this course. Being able to take into account the biological, physical, and chemical components of water in their measurements, students learn how analysis is to be conducted both in the field and in the lab. After this course, students will have a comprehensive knowledge of ensuring water quality, from measurement to examination, and from field to lab.

Prerequisites: CHEM 90, ENGL 90, and MATH 90

# INDIGENOUS ENVIRONMENTAL MANAGEMENT DEGREE CONTINUED

## **IESR 195: PRACTICE 1 SCIENCE, CULTURE, AND THE ENVIRONMENT**

3 CREDITS

In this practicum, students will be matched with a partner organization to gain hands-on experience in a relevant field. Specific projects and work activities will be determined by the partner organization and student but should include applied learnings from science-based courses in the context of environmental planning, management or monitoring. Activities/projects should help students build technical knowledge and skills and improve understanding of a career in environmental management. Students will evaluate their experiences and learnings through written assignments.

Prerequisites: IESR 100, IESR 110, IESR 120

## **IESR 200: SOIL SCIENCE**

3 CREDITS

The course introduces soils and plant identification. It introduces the natural history of soils and soil formation, the Canadian System of Soil Classification, soil nomenclature and identification, soil formation processes, and soils across Canada and specifically Alberta. Focus is on the physical, biological and chemical properties of soils and include: horizon descriptions, Mansell color, hand texturing, hydrometer analysis, sieve analysis, field sampling, bulk density analysis, pore space, water- holding capacity, von Post scale of decomposition, humus forms, and carbon content (loss of ignition). There are two mandatory field trips:

1. Monolith collection at the University of Alberta;
2. Exposed soil horizon in the North Saskatchewan River Valley. Further, the course introduces the identification of non-vascular and vascular plants of Alberta and the use of botanical dichotomous keys (Flora of Alberta - vascular plants). Concepts and use of botanical nomenclature, species epithet, and author are taught. Further, the course introduces concepts of eco-site manuals, indicator species, habitat, invasive species, native species, rare species, species range, biodiversity, and how to collect and create permanent herbarium records. There is one mandatory field trip to the North Saskatchewan River Valley.

Prerequisites: IESR 100, IESR 110, IESR 120 and IESR 140

## **IESR 210: AN EXPLORATION OF BIOLOGICAL DIVERSITY**

3 CREDITS

Biochemists investigate life processes at the molecular level. This involves a basic knowledge of biology and chemistry and an ability to apply it to the many chemical reactions which occur within and between cells. In this course, you will be learning how to think as a biochemist. In the first part of the course, this will include acquiring the ability to understand the structure and function of proteins. The second part of this course focuses on the metabolism of carbohydrates and how this is linked to the production and utilization of energy within the cell; specifically, how ATP production is regulated. Key to understanding the chemistry of the cell is a familiarity with the properties of water and membrane lipids as they affect cellular compartmentalization which should be mostly reviewed from your chemistry and biology prerequisite courses.

Prerequisite: BIOL 100

## **IESR 220: ENVIRONMENTAL ETHICS AND COMMUNICATIONS**

3 CREDITS

This course is designed to develop students' oral and written communication skills by writing, editing, and reviewing various forms of written technical communications. These will include workplace correspondence, short reports, and project proposals. An emphasis will be placed on the importance and role of ethics in science, including the legal implications of plagiarism and intellectual property. Students will also use work processing applications to import graphics, charts, and tables into a document as well as apply standard formatting conventions, desktop publishing and mail merge functions.

Prerequisites: 2nd year enrollment in the IESR diploma program and 3 credits first year English.

## **IESR 240: GEOLOGY**

3 CREDITS

In this course students are introduced to the study of the earth and issues related to earth forming processes with an emphasis placed on the geology of western Canada. The first half of the course will deal with major elements of geology related to the earth and rock forming processes. The second half of the course will cover practical applications of geology such as industrial uses (mining, oil and gas extraction), water supply from the earth (water wells), aggregate (gravel) and limestone (concrete). Other topics will include issues associated with subsurface and groundwater contamination, and mechanisms of treatment of contaminants.

Prerequisites: IESR 100, IESR 110, IESR 120 and IESR 140



# INDIGENOUS ENVIRONMENTAL MANAGEMENT DEGREE CONTINUED

## **IESR 250: ECOLOGICAL STEWARDSHIP**

3 CREDITS

This course will introduce basic biotic and abiotic components of ecosystems as well as some of the many complicated interactions that humans have with their environment. Students will learn about the principles behind resource management with examples from several sectors (forestry, fisheries, and minerals), including the environmental and social challenges that environmental managers face.

Prerequisite: IESR 2nd year enrollment

## **IESR 260: ENGLISH FOR SCIENTIFIC AND COMMUNITY REPORTING**

3 CREDITS

This course is designed to develop students' oral and written communication skills by writing, editing, and reviewing various forms of written technical communications. These will include workplace correspondence, short reports, and projects proposals, amongst other things. An emphasis will be placed on the importance and role of ethics in science, including the legal implications of plagiarism and intellectual property. Students will also use MS Word applications to import graphics, charts, and tables into a document as well as apply standard formatting conventions, desktop publishing and mail merge functions.

Prerequisites: 2nd year enrollment in the IESR diploma program and 3 credits first year English.

## **IESR 270: STATISTICAL METHODS FOR ENVIRONMENTAL SCIENCES**

3 CREDITS

This is an introductory statistics course designed to give students the ability to organize and select appropriate statistical tests; and utilize descriptive and inferential statistics to evaluate biological data. Learning topics will focus on descriptive statistics and data analysis, probability theory, hypothesis testing and regression analysis. Learning objectives will be reinforced with biological problems and/or case studies.

Prerequisites: 2nd year enrollment in the IESR program, MATH 90 and CHEM 90

## **IESR 280: CONTAMINATED SITE EVALUATING AND MANAGEMENT**

3 CREDITS

Contaminated sites do not conform to a standard set of rules and characteristics - they are highly variable and must be treated in a site-specific manner. In this course, students will learn the theory and process of assessment and management of contaminated sites. After exploring the regulatory framework that governs site assessments and contamination management in Canada and in Alberta, students will learn about common contaminants, how they affect the environment, and how to identify them. Throughout the course, students will be required to apply learned material to future assignments and site assessment components and group work are also emphasized, as these are essential to a career in contaminated site management. Students will work in groups to collect information and document learnings that will be components of larger term assignments. The last part of the course explores the more advanced topics associated with management of contaminated sites including remediation, risk assessment, and reclamation.

Prerequisites: IESR 200, IESR 210, IESR 220, IESR 230, IESR 240, and IESR 250

## **IESR 290-1: LAND-BASED FIELD WORK**

1 CREDIT

A vital component of the Indigenous Environmental Stewardship and Reclamation program is the fieldwork. In this course, students learn about the symbols and values that are connected with environmental science. Students will go on the land and spend time identifying the systems on the land and their cultural significance.

## **IESR 290-2: LAND-BASED FIELD WORK**

1 CREDIT

In IESR 290-2, students will continue to learn the fundamentals of environmental science from the system of Native Education. Learning from Eminent scholars and Knowledge Keepers, students will go out on the land to explore the relationship between science and First Nations culture.

Prerequisites: IESR 290-1

# INDIGENOUS ENVIRONMENTAL MANAGEMENT DEGREE CONTINUED

## **IESR 290-3: LAND-BASED FIELD WORK**

1 CREDIT

A vital component of the Indigenous Environmental Stewardship and Reclamation program is the fieldwork. In this course, students learn about the symbols and values that are connected with environmental science. Students will go on the land and spend time identifying the systems on the land and their cultural significance.

Prerequisites: IESR 290-1 and IESR 290-2

## **IESR 290-4: LAND-BASED FIELD WORK**

1 CREDIT

A vital component of the Indigenous Environmental Stewardship and Reclamation program is the fieldwork. In this course, students learn about the symbols and values that are connected with environmental science. Students will go on the land and spend time identifying the systems on the land and their cultural significance.

Prerequisites: IESR 290-1, IESR 290-2, and IESR 290-3

## **IESR 290-5: LAND-BASED FIELD WORK**

1 CREDIT

A vital component of the Indigenous Environmental Stewardship and Reclamation program is the fieldwork. In this course, students learn about the symbols and values that are connected with environmental science. Students will go on the land and spend time identifying the systems on the land and their cultural significance.

Prerequisites: IESR 290-1, IESR 290-2, IESR 290-3 and IESR 290-4

## **IESR 290-6: LAND-BASED FIELD WORK**

1 CREDIT

Course Description Forthcoming.

## **IESR 290-7: LAND-BASED FIELD WORK**

1 CREDIT

Course Description Forthcoming.

## **IESR 290-8: LAND-BASED FIELD WORK**

1 CREDIT

Course Description Forthcoming.

## **IESR 290-9: LAND-BASED FIELD WORK**

1 CREDIT

Course Description Forthcoming.

## **IESR 295: PRACTICUM 2 STEWARDSHIP, POLICY AND PRACTICE**

3 CREDITS

In this practicum, students will be matched with a partner organization to gain hands-on experience in a relevant field. Specific projects and work activities will be determined by the partner organization and student, but should include applied learnings pertaining to environmental policy and stewardship. Activities/projects should help students build technical knowledge and skills and improve understanding of a career in environmental management. Students will evaluate their experiences and learnings through written assignments.

Prerequisites: IESR 200, IESR 210, IESR 220, IESR 230, IESR 240, IESR 250

## **IESR 300: LAND RECLAMATION**

3 CREDITS

This course introduces students to the study of various methods, techniques, and measures that can be used to counter, restore, and/or reclaim certain soil and vegetation conditions. Specifically, this course will focus on the process involving the restoration of uplands and wetlands, paying attention to methods used to stabilize and control erosion whilst exploring reclamation efforts using vegetation and soil restoration. Students will be prepared to deal with the environmental issues sought to be corrected through restoration and reclamation projects, as well as the legal issues brought by them. Field trips will give students hands-on experience and insight into the situations and conditions encountered in pursuit of bringing back local vegetation and soil to their natural state. Students will understand different soils and vegetation so as to properly devise plans to restore them wherever they may be disturbed.

Prerequisites: IESR 200, IESR 210, IESR 230, IESR 240, IESR 270, IESR 280'

# INDIGENOUS ENVIRONMENTAL MANAGEMENT DEGREE CONTINUED

## **IESR 310: INTRODUCTION TO PLANT TAXONOMY** 3 CREDITS

In this course, students are introduced to the application of taxonomy of the vascular plants of the Boreal and Parkland natural regions. It is intended to provide students with an understanding of plant morphology and anatomy, contemporary systems of classification, principles of nomenclature, and the process of identifying plants. A background in biology is an asset, but is not necessary in learning these concepts. After this course, students should be able to use the course material to identify many common plants found in the Parkland and Boreal natural regions. Students should be able to apply the concepts of taxonomy to broaden their plant identification skills to other regions of interest in the future.

Prerequisites: IESR 200, IESR 210, IESR 230

## **IESR 320: GEOGRAPHICAL MAPPING AND APPLICATIONS** 3 CREDITS

This course focuses on learning how to use GPS (Global Positioning Systems) and GIS (Global Information Systems) programs and applications. In particular, students will learn how to use these two types of systems in relation to mapping natural resources. GIS will be used to generate maps and prepare a natural resource plan. GPS on the other hand will be used to collect spatial and attribute data in the field for integration with existing GIS datasets.

Prerequisites: IESR 240 and IESR 270

## **IESR 330: FORESTRY MANAGEMENT** 3 CREDITS

This course is a general introduction to forest management, with all of its complexities and considerations. A summary of plant anatomy, physiology and wood science followed by a study of relationships between trees, soil, water, wildlife will provide the foundation for this topic. The forest-harvest cycle will be reviewed in detail including: establishing the forest, stand-tending techniques and harvesting for timber. Students will practice using field tools to calculate volume of timber and predict growth and yield of the forest stand. Forest Health is an important element of forest management; pathology, pests and wildlife prevention and protection will also be discussed. Forest Tenure in Alberta will be explored as will applicable provincial and federal legislation and the responsibilities of the professional while working on public land.

Prerequisites: IESR 200, IESR 210, IESR 230, IESR 240, and IESR 280

## **IESR 340: ENVIRONMENTAL AND NATURAL RESOURCE LAW** 3 CREDITS

The objective of this course is to explore the legal frameworks and processes in Canada related to natural resource management. After a general review of the Canadian legal system with a particular focus on administrative law, national and international regulatory frameworks related to the ownership and disposition of specific natural resources are explored. Through class discussion, case studies and presentation, the law governing the use and development of natural resources is examined and critiqued.

Prerequisite: IESR 260

## **IESR 350: COMMUNITY ENGAGEMENT AND PLANNING** 3 CREDITS

In this course, students are given the background necessary to understand how the history of Canada's relationship with Indigenous People has given rise to the field of community engagement. Community engagement is based in the recognition and understanding of Indigenous Rights; these rights have been asserted by Indigenous communities and upheld by the Supreme Court of Canada. As a result, every level of government has developed, at a minimum, policies that address implementation of the Duty to Consult while communities have their own protocols and procedures for being engaged. The learning objectives of this course will be attained through readings, formal presentations, discussions and application of engagement skills. After this course, students will be able to carry out engagement in accordance with Federal and Provincial (Alberta) Crown requirements and will possess the tools necessary to effectively and meaningfully engage Indigenous communities over the short and long term.

Prerequisites: NTST 101 and IESR 260

## **IESR 360: COMMUNITY ENGAGEMENT AND PLANNING** 3 CREDITS

In this course, students are given the background necessary to understand how the history of Canada's relationship with Indigenous People has given rise to the field of community engagement. Community engagement is based in the recognition and understanding of Indigenous Rights; these rights have been asserted by Indigenous communities and upheld by the Supreme Court of Canada. As a result, every

# INDIGENOUS ENVIRONMENTAL MANAGEMENT DEGREE CONTINUED

## **IESR 360: COMMUNITY ENGAGEMENT AND PLANNING** CONTINUED

level of government has developed, at a minimum, policies that address implementation of the Duty to Consult while communities have their own protocols and procedures for being engaged. The learning objectives of this course will be attained through readings, formal presentations, discussions and application of engagement skills. After this course, students will be able to carry out engagement in accordance with Federal and Provincial (Alberta) Crown requirements and will possess the tools necessary to effectively and meaningfully engage Indigenous communities over the short and long term.

## **IESR 370: CONSERVATION AND HABITAT MANAGEMENT**

3 CREDITS

In this course, we will examine wildlife as a natural resource, with emphasis on principles of conservation, ecology, and management. The course has three integrated sections: the first part deals primarily with historical and contemporary human dimensions of wildlife ecology and management; we then move into understanding the applied aspects of ecological principles that are the foundation for wildlife management; and then examine the management of wildlife in different contexts.

Prerequisites: IESR 260, IESR 270 and IESR 280

## **IESR 380: RESEARCH METHODS**

3 CREDITS

This class is a general introduction to the practice of science, with a particular emphasis on environmental science. This course provides STE students with an overview of the scientific method and process, particularly within the context of observation-driven investigations. We will examine the steps of crafting scientific questions and hypotheses, research design, experimentation and data collection, data analysis, interpretation and presentation. The course will include an introduction to the tools and methods used in science writing, the presentation and statistical analysis of scientific data, and searching and review of the scientific literature. Finally, we will consider the nature of the theories that arise from, and provide a framework for, the practice of science. It is expected that the students in this course will have backgrounds that include high school or college algebra and college courses in natural science. Students should be comfortable with algebra, probability, and presentation of quantitative information in graphical and tabular forms.

Prerequisites: IESR 260 and IESR 270

## **IESR 395: PRACTICUM 3 ENVIRONMENTAL MANAGEMENT AND ADMIN**

3 CREDITS

In this practicum, students will be matched with a partner organization to gain hands-on experience in a relevant field. Specific projects and work activities will be determined by the partner organization and student, but should include applied learnings pertaining to environmental management and administration. Environmental management is an integrative discipline that requires a broad technical background on the sciences used to manage ecosystems, plus the skills to assess and address management situations from a social and economic perspective, based on land use planning, systems analysis and other management and decision-making tools. Activities/projects will help students build technical knowledge and skills through practical experience, and ultimately enhance understanding of a career in environmental management.

Prerequisites: IESR 195 and IESR 295

## **IESR 400: ENVIRONMENTAL MANAGEMENT**

3 CREDITS

This course is an introduction to environmental management. Students will learn the various things that make environmental management a core part of our life as well as how Environmental management is not just science based but also interjects with social and political practices. Contaminated sites, reclaimed sites will all be discussed as part of a large environmental management plan for sites, areas and locations that are significant to First Nations communities. Cultural impacts and environmental preservation will be covered in this course. Additional areas covered will be environmental impact assessment, risk management, cost assessment and remediation.

# INDIGENOUS ENVIRONMENTAL MANAGEMENT DEGREE CONTINUED

## **IESR 401: ENVIRONMENTAL SUSTAINABILITY** 3 CREDITS

This course would address the broad description of sustainability and the importance of sustainable practices. It would also address the challenges of Indigenous peoples in the fight against deforestation, land degradation and climate change which has been overlooked and even denied, to the detriment of the environment and the food systems on which we all depend. Furthermore, we will examine widely accepted core principles and a range of approaches and strategies designed to shift Indigenous areas in Canada and around the world towards sustainability. Investigative sustainable forms of development that rely on innovation, and solutions that promote reduced consumption, pollution and waste would also be addressed. We would also explore promising practices that can enable environmental sustainability.

## **IESR 406: ENVIRONMENTAL ECONOMICS** 3 CREDITS

This course examines the balance between economic growth and addressing environmental issues, the theory, policy and measurement relating to environmental deterioration and the use of cost-benefit analysis and other economic methods in evaluating private and public investment projects.

## **IESR 410: TRADITIONAL DIET AND NUTRITION** 3 CREDITS

This course you will learn about the pre-contact diet of Treaty 6 people. You will also learn more about Treaty 6 treaty, nutrition, water, carbohydrates, lipids, proteins and will hear oral teachings from people of the Treaty 6 homelands.

## **IESR 414: ENVIRONMENTAL TOXICOLOGY** 3 CREDITS

Course Description Forthcoming.

## **IESR 420: REGENERATIVE DESIGN** 3 CREDITS

Course Description Forthcoming.

## **IESR 431: INDIGENOUS ADMINISTRATION & PROJECT MANAGEMENT** 3 CREDITS

Course Description Forthcoming.

## **IESR 450: INDIGENOUS ENVIRONMENTAL SCIENCE AND THE LAND** 3 CREDITS

Course Description Forthcoming.

## **IESR 451: LEADERSHIP THROUGH INDIGENOUS WORLDVIEW** 3 CREDITS

Course Description Forthcoming.

## **IESR 480: ADVANCED RESEARCH METHODS** 3 CREDITS

Course Description Forthcoming.

## **IESR 490: SPECIAL TOPICS** 3 CREDITS

Course Description Forthcoming.

## **IGOV 304: INDIGENOUS GOVERNANCE** 3 CREDITS

This course affirms Indigenous nationhood from within Indigenous peoples' teachings and the political relationships among Indigenous Nations. Teachings of Indigenous political leaders and scholars illuminate self-determination in an Indigenous context.

## **IGOV 307: COMMUNICATION FOR INDIGENOUS GOVERNANCE** 3 CREDITS

This course will strengthen learner's communication and writing skills for the type of work they will do in Indigenous Governance agencies and institutions, including brief notes, proposals, reports, press releases, and newsletters. Students will learn about concepts such as community planning, collaboration and consensus-building by participating in instructor-led activities, group discussions and oral presentations that are designed to enhance their technical and interpersonal skills as well as their ability to effectively communicate in both oral and written capacities.



# INDIGENOUS ENVIRONMENTAL MANAGEMENT DEGREE CONTINUED

## **IGOV 309: INDIGENOUS / SETTLER RELATIONS** 3 CREDITS

This course examines the contemporary relationship between Indigenous and settler populations. Course materials are drawn from contemporary writings of decolonization scholars who have looked critically at the struggle to transform interactions between Indigenous and settler peoples in the landscape or ongoing colonial relations.

Prerequisite: Enrollment in the 3rd year of the IESR program

## **ISGA 115: INTRODUCTION TO STONEY** 3 CREDITS

This course is an introduction to the Stoney language. Students will master sounds and the sound / symbol correspondence, develop a working vocabulary, acquire a knowledge of basic grammar and be introduced to oral discourse in Stoney. Students will develop an awareness and appreciation of Stoney culture and traditions through the Stoney language.

## **ISGA 125: INTERMEDIATE STONEY LANGUAGE & CULTURE** 3 CREDITS

This course is a continuation of ISGA 115. Students will continue the mastery of sounds and the sound-symbol correspondence, continue to develop a working vocabulary and grammar, and become proficient in Stoney discourse, both spoken and written. Students will continue the study of Stoney culture and traditions through the Stoney language.

Prerequisites: ISGA 115

## **ISMB 300: ADVANCED APPLICATIONS OF INFORMATION SYSTEMS** 3 CREDITS

This is an intermediate level course focusing on the application of Integrated Business Software in Indigenous administrations and businesses, with special emphasis on opportunities and threats associated with computer communications and global networking.

## **ISWK 462: USING INDIGENOUS KNOWLEDGE TO RESTORE GLOBAL WELLNESS** 3 CREDITS

This course will examine various Indigenous knowledges with an emphasis on the interdependence and interconnections of wellness and language, identity, spirituality, land, and social relations. Learners will gain an in-depth understanding of Indigenous knowledge as it relates to the wellness efforts in Canada and globally, particularly through language revitalization, ecological knowledge, spiritual and ceremonial practices, and community capacity building.

## **LAW 369: CONTRACT LAW** 3 CREDITS

The course is an introduction to the law of Contract in Canada. The topics and the main text have been selected on the assumption that the student has not previously taken a course in contract law or any other branch of law. For this reason, a unit describing the legal system in Canada has been incorporated into the course. As the course is intended to be applied towards the Management Studies Program the curriculum attempts to focus on the law of contracts as it relates to business administration.

Prerequisite: IESR 260

## **MATH 90: MATHEMATICS 90** 5 CREDITS

Mathematics 90 introduces students to the Grade 12-level pre-calculus required for entrance into University math. The curriculum emphasizes algebra, graphing, deductive and symbolic methods to solve problems and determine if and under what conditions a concept is true. Students will continue to develop communication skills to state problems and solutions clearly. Mathematics 90 prepares students to write the Pure Mathematics 30 Diploma Examination.

Prerequisite: MATH 20-1 (65%)

# INDIGENOUS ENVIRONMENTAL MANAGEMENT DEGREE CONTINUED

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## **NTST 101: NATIVE ISSUES**

3 CREDITS - SOCIAL SCIENCE

This is an introductory course, introducing students to key social, religious, cultural, economic, and political issues which have emerged as a result of a relationship between the Canadian federal government and First Nations people. Taking a historical perspective, this course examines Euro-Canadians' perception of the First Nations cultures and attempts mounted by the federal government to undermine and destroy First Nations cultures through its oppressive policy of "Indian" assimilation.

## **STAT 151: INTRODUCTION TO STATISTICS**

3 CREDITS

Statistics 151 is a theory and laboratory-based course in which students are introduced to fundamental concepts, techniques, and procedures of quantitative data analysis. Students complete the course with a working knowledge and understanding of descriptive and inferential statistics. Although mathematical theory is kept to a minimum, this course assumes students have taken Mathematics 30. The course content sets a foundation of understanding in descriptive statistics where the focus is one of describing sample data. This descriptive foundation is built upon with inferential statistics where students use the knowledge gained for describing samples to generalize to and predict for populations. Students have access to a computer lab and are required to work with a variety of data sets coinciding with the theory.

Prerequisites: 2nd year enrollment in the IESR program and MATH 90



# FIRST NATION HEALTH ADMINISTRATION DEGREE

**The First Nation Health Administration degree prepares students to manage health care services in their communities according to their own laws, practices and customs.**

## PROGRAM DETAILS

The First Nation Health Administration (FNHA) degree is based on Indigenous worldview by way of language, culture, and traditional practices. It also focuses on Western theories and practices in health administrative management that support the delivery of Indigenous healing

and wellness practices. This program addresses the growing need to close the gap between First Nation health concerns and the policies that drive the creation of programs and services. The FNHA program strives to increase capacity in the community and ensure the sustainability of health programs and services in the community.

Students have the option to take one of three Indigenous languages, Nehiyaw, Anishinaabe, or Stoney Nakota throughout the three years. Courses will also include Indigenous ways of knowing and political thought in the areas of cultural resurgence, governance, leadership, decolonizing research, and traditional medicines.

The FNHA program is delivered in a four-year period, offering courses from fall to spring. Each semester has four courses for the fall and winter and two for spring semester. Each course is 3 credits for a total of 30 credits per year and 120 for the 4-year degree program.

## ADMISSION REQUIREMENTS

- Applicants are required to have completed either English 30-1 with at least 55%, or English 30-2 with at least 65%, and Math 20-2 or higher.
- Applicants may also enter through Mature Status defined as follows: (i) Minimum age of twenty-one; (ii) Successful completion of a skills appraisal test in Math and English. Applicants may also enter with special permission from the Department Head of First Nation Health Administration Degree.
- A 500-word personal statement, current Child Intervention Check, and current Criminal Record Check are required when applying to this program.

# FIRST NATION HEALTH ADMINISTRATION DEGREE CONTINUED

## YEAR 1

FALL	TITLE	CREDITS
ENGL 250	Writing Skills	3
IHSW 100	Interpersonal Communication	3
IHSW 106	Determinants of Indigenous Peoples' Health in Canada	3

Choose 1 language course:

CREE 100	Introduction to Cree Language and Culture	3
ISGA 115	Introduction to Stoney	3
ANIS 150	Introductory Anishinaabe	3

WINTER	TITLE	CREDITS
IHSW 104	Mental Health	3
IHSW 105	Infectious Chronic and Contagious Diseases	3
EDIT 202	Information Processing	3
IHSW 209/ PSYC 104	Development Across the Lifespan	3

SPRING	TITLE	CREDITS
IHSW 102	Healing through Community Development	3
NTST 103	Native Social Structures	3

## YEAR 2

FALL	TITLE	CREDITS
ACCT 100	Introductory Accounting	3
FNHA 100	Health Considerations throughout the Lifespan	3
IHSW 204	Nutrition and Health	3

Choose 1 language course:

CREE 200	Introductory Cree (Part 2)	3
ISGA 125	Intermediate Stoney	3
ANIS 151	Intermediate Anishinaabe	3

WINTER	TITLE	CREDITS
ACCT 200	Introduction to Management Accounting	3
IGOV 304	Indigenous Governance	3
IGOV 306	Introduction to Indigenous Community Research	3
MNGT 100	Introduction to Management	3

# FIRST NATION HEALTH ADMINISTRATION DEGREE CONTINUED

SPRING	TITLE	CREDITS
IHSW 207	Suicide Prevention and Crisis Management	3
FNHA 308	Finance for Indigenous Health Governance	3

## YEAR 3

FALL	TITLE	CREDITS
IGOV 303	Decolonizing Leadership	3
ORGB 286	Human Resources Management	3
IGOV 307	Communication for Indigenous Governance	3

Choose 1 language course:

NEHI 106	Nehiyawewin and Syllabics	3
NTST 204	Anishinaabe Clan Systems	3
ISGA 135	Stoney Culture and Language	3
WINTER	TITLE	CREDITS
NTST 307	Understanding our Interpretation of Treaties	3
ORGB 264	Organizational Behaviour	3
HADM 336	Community Health Planning*	3

\* Open course offered by Athabasca University

SPRING	TITLE	CREDITS
FNHA 300	Capstone Project	6

## YEAR 4

FALL	TITLE	CREDITS
FHNA 304	Information Systems for Health	3
IGOV 305	Indigenous Political Thought and Resurgence	3
FNHA 306	First Nation Health Management	3
HADM 369	Health Policy in Canada*	3

\* Open course offered by Athabasca University

WINTER	TITLE	CREDITS
FNHA 301	First Nation Health Co-op I	6
FNHA 302	First Nation Health Co-op II	6

\* Open course offered by Athabasca University

SPRING	TITLE	CREDITS
FNHA 303	First Nation Health Co-op III	6



# FIRST NATION HEALTH ADMINISTRATION DEGREE CONTINUED

## INDIGENOUS BACHELOR OF ADMINISTRATION AND GOVERNANCE COURSE DESCRIPTIONS

### YEAR 1

#### **ENGL 250: WRITING SKILLS**

3 CREDITS

English 250 is an introductory composition course designed to aid the student in developing writing, reading and critical thinking skills essential for university study, with an emphasis on correct and clear style. The course, which focuses on essay writing, includes the study of model essays, the writing of paragraphs, the summary, essays, and a short research paper.

#### **IHSW 100: INTERPERSONAL COMMUNICATION AND BASIC COUNSELLING SKILLS**

3 CREDITS

Given the traumatic childhood background of many indigenous (and non-Indigenous) adults, this course starts off with an overview of how childhood trauma rewires the developing brain, the family factors that optimize brain development, and the rewiring process adults need to engage in to regain control over a nervous system that tends to be hyper-reactive. As students master the skills of mindfulness – one of the strategies associated with rewiring the brain – they are, through the use of role play, introduced to a variety of interpersonal skills that enhance their ability to interact more effectively with family members and co-workers.

#### **IHSW 106: DETERMINANTS OF INDIGENOUS PEOPLES' HEALTH IN CANADA**

3 CREDITS

This course provides an introductory survey of Indigenous health, both at a personal and at a community level, with a focus on historical, social, economic, and medical determinants. It contrasts western and Indigenous perspectives regarding determinants of health, and encourages students to explore ways to strengthen both personal and community health through advancing positive health determinants

Prerequisite: ENGL 250

#### **ANIS 150: INTRODUCTORY ANISHINAABE**

3 CREDITS

This introductory Anishinaabe language course is designed to provide students the opportunity to learn a new language, “Anishinaabe” similar to Cree. To learn the phonology and double vowel sounds in the Anishinaabe language. To comprehend words, greetings and simple sentence structures, through their knowledge of the English vocabulary, (SRO). Students will be introduced to a variety of traditional and cultural words and beliefs and values through active participation, practice and repetition. Anishinaabe 150 is a 3 credit course that prepares students for Anishinaabe 151.

#### **CREE 100: INTRODUCTION TO CREE LANGUAGE AND CULTURE**

3 CREDITS

This introductory Cree language course is designed to provide students the opportunity to comprehend simple sentences written in Standard Roman Orthography, (SRO) through their knowledge of vocabulary, word agreements, and word order. This course will give students a basic understanding of the “Y” dialect Cree language sound system. Cree 100 is a 3-credit course which provides preparations for the intermediate Cree course.

#### **STON 115: INTRODUCTION TO STONEY**

3 CREDITS

This course is an introduction to the Stoney Nakota language. Students will master sounds and the sound-symbol correspondence, develop a working vocabulary, acquire a knowledge of basic grammar, and be introduced to oral discourse in Stoney Nakota. Students will develop an awareness and appreciation of Stoney culture and traditions through the Stoney Nakota language.

# FIRST NATION HEALTH ADMINISTRATION DEGREE CONTINUED

## **IHSW 104: MENTAL HEALTH**

3 CREDITS

There are many challenges facing our mental health. Depression and anxiety are two of the most significant mental health issues in the present day. There are several definitions of "Mental Health" one of which is the World Health Organization definition as "a state of well-being in which every individual realizes his/her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community." What is the optimum functioning in a perfect world however life happens and the individual's life, the community and the society in which s/he lives, through socialization and personal experiences, at one time or another in her/his life, will experience some form of mental health challenge or distress. These may not lead to mental illness, but it will challenge the individual's ability to "learn, feel, express and manage and have good relationships with others."

## **IHSW 105: INFECTIOUS CHRONIC AND CONTAGIOUS DISEASES**

3 CREDITS

This course is intended to advance learners' understanding of chronic, infectious and contagious diseases with a focus on diseases that are most prevalent in Indigenous communities in Canada. The content of this course is divided into four modules intended to increase learners' ability to recognize, understand and communicate verbally and in writing, key concepts around the connection between a history of colonization, social determinants of health, inequity in health services and how the effective integration of the two systems of healing (Western and Indigenous) is the best way forward if we are to safely and effectively improve the health and wellness for Indigenous individuals, families and communities.

## **EDIT 202: INFORMATION TECHNOLOGY FOR EDUCATORS**

3 CREDITS

This course is intended to provide the basic skills for the application of desktop productivity and multimedia software in teaching and learning, as well as a framework for the understanding and effective use of computer technology in the classroom. These are placed in context by an examination of the history and development of computer technology, its impacts upon education, and basic hardware components and functions. Reference is also made in the course to standards for technology in teaching and learning, and to commonly applied models of pedagogy, as they apply to the use of computer technology.

## **IHSW 209 (PSYC 104): INTRODUCTION TO PSYCHOLOGY: BASIC PSYCHOLOGICAL PROCESSES**

3 CREDITS

This general survey course provides students with an understanding of the basic concepts and techniques of modern psychology as a behavioural science. This is the first in a two-course sequence. Principles and development of perceptions, motivation learning, and thinking and their relationship to the psychological functioning of the individual are examined.

## **IHSW 102: HEALING THROUGH CEREMONY**

3 CREDITS

This introductory course centres on the teachings of Elders and Knowledge Keepers in relation to the diverse Indigenous "Ways of Knowing". The course is complemented by the writing of Indigenous intellectuals that sustain the regeneration of Indigenous knowledge and ceremonial life as critical for gaining Indigenous knowledge about ceremonies in a contemporary context. Students will be offered to experience land-based teachings for a portion of the course.

## **NTST 103: NATIVE SOCIAL STRUCTURES**

3 CREDITS

Native Social Structures is an introductory course in Native Knowledge Systems; students will develop an understanding of the fundamentals of Native culture through oral tradition. NTST 103 offers students a cultural foundation for understanding kinship, systems of governance, treaties and the social structure of our communities. Coursework is divided into two sections: classroom instruction and fieldwork.

# FIRST NATION HEALTH ADMINISTRATION DEGREE CONTINUED

## YEAR 2

### ACCT 100: INTRODUCTORY ACCOUNTING

3 CREDITS

This course concentrates on providing an introduction to accounting concepts and the environment of accounting. The areas that will be reviewed are: the objective of accounting, users of accounting information, the accounting profession/accounting organizations, forms of business organizations, kinds of business activities, basic concepts/principles, financial accounting, and financial statements.

Prerequisites: MATH 90 or equivalent.

### FNHA 100: HEALTH CONSIDERATIONS THROUGH THE LIFESPAN

3 CREDITS

Course Description Forthcoming.

### IHSW 204: NUTRITION AND HEALTH

3 CREDITS

This course provides students with the nutrition fundamentals across the lifespan to support the understanding of the role nutrition plays in health and reduction of risk of chronic disease. The course examines factors that impact food and nutrition choices for individuals and communities and considers the impact of traditional foods of Indigenous peoples and its role in promoting health. This course will assist students in strengthening their understanding of the role of science in understanding nutrition while considering the influence and importance of culture and community in food and nutrition choices.

### CREE 200: CREE LANGUAGE AND CULTURE II

3 CREDITS

This intermediate Cree language course provides further study of the “Y” dialect and the Cree sound system using the Cree syllabics. Cree 200 will focus on more complex Cree grammatical structures with more time given to translation to and from Cree, an increased opportunity for reading Cree texts, conversational practice in the Cree language, and working on individual projects. The course will also provide increased cultural content, such as cultural stories and activities. This is a 3-credit course which provides preparation for an Advanced Cree course.

Prerequisite: CREE 100

### ISGA 125: ADVANCED STONEY LANGUAGE & CULTURE

3 CREDITS

This course is a continuation of Stoney 115. Students will continue the mastery of sounds and the sound-symbol correspondence, continue to develop a working vocabulary and grammar, and become proficient in Stoney discourse, both spoken and written. Students will continue the study of Stoney culture and traditions through the Stoney language.

Prerequisite: ISGA 115

### ANIS 151: INTERMEDIATE ANISHINAABE

3 CREDITS

Intermediate Anishinaabe is a 3-credit course designed to increase students’ understanding of the Anishinaabe language. Anishinaabe 151 provides in-depth storytelling skills, comprehension of the morphology of Anishinaabe words, proper word orders, and sentence and paragraph structures. The influence of root words, names, and places will also be explored. Students will be introduced to a variety of traditional and cultural words, beliefs, and values through active participation, practice, and repetition. Anishinaabemowin is a spiritual language that has double vowels and sounds, encompassing all aspects of communication including verbal and non-verbal language, smells, and touch.

Prerequisite: ANIS 150

### ACCT 200: INTRODUCTION TO MANAGEMENT ACCOUNTING

3 CREDITS

ACCT 200 is an introductory course in managerial accounting. Managerial Accounting parallels the shift in today’s business world, focusing not just “on the numbers,” but on the functions of management: planning, decision-making, controlling, and performance evaluation.

Prerequisite: ACCT 100

### IGOV 304: INDIGENOUS GOVERNANCE

3 CREDITS

This course affirms Indigenous nationhood from within Indigenous peoples’ teachings and the political relationships among Indigenous Nations. Teachings of Indigenous political leaders and scholars illuminate self-determination in an Indigenous context.

# FIRST NATION HEALTH ADMINISTRATION DEGREE CONTINUED

## **IGOV 306: INTRODUCTION TO INDIGENOUS COMMUNITY RESEARCH**

3 CREDITS

This course illustrates Indigenous approaches to community research by critically examining the impact of western research on Indigenous peoples and re-centers an introduction to Indigenous approaches to research. The course will examine the local Indigenous research protocols, including Indigenous ways of knowing, Indigenous methodologies, notions of relationship, spirituality, community, and responsibility in the context of Indigenous knowledge-building.

## **IHSW 207: SUICIDE PREVENTION AND CRISIS MANAGEMENT**

3 CREDITS

The dramatic attacks of 9/11 shocked the world, leaving professionals wondering how best to help survivors. Closer to home was the Fort McMurray fire and the relentless attack of Mother Nature as she swept across Northern Alberta, destroying hundreds of homes and displacing thousands of people. Hundreds of lesser crises and traumatic events have taken place, each leaving in its wake people who are attempting to make sense and meaning of the respective crisis. The need for effective and efficient crisis intervention and trauma counseling has never been greater. The increasing idea that early intervention prevents long term mental health issues is based in Evidence-based Treatment interventions.

Prerequisite: IHSW 104

## **YEAR 3**

### **IGOV 303: DECOLONIZING LEADERSHIP**

3 CREDITS

Decolonizing Leadership in Indigenous Governance describes the impact of colonization on leadership from an Indigenous perspective. The course looks critically at a colonial worldview and ways of being to deconstruct and challenge contemporary Indigenous leadership to be rooted in Indigenous teachings.

## **MNGT 100: INTRODUCTION TO MANAGEMENT 3 CREDITS**

This course is designed to help students become more familiar with the role of the manager in organizations and how the manager can make organizations, whether private or public sector, more responsive to client and market needs. Through case studies, students learn to make organizational decisions and to become better managers. Particular emphasis will be on Aboriginal-run businesses and organizations. Students will prepare a case study about an Aboriginal organization or manager.

## **FNHA 308: FINANCE FOR INDIGENOUS HEALTH GOVERNANCE**

3 CREDITS

Course Description Forthcoming.

## **ORGB 286: HUMAN RESOURCES MANAGEMENT**

3 CREDITS

This course introduces the study of human resources. Some major topics included in the course is dealing with diversity, staffing, employee development, compensation, and governance issues such as discipline and workplace safety. Wherever possible, emphasis will be placed on Indigenous organizations.

# FIRST NATION HEALTH ADMINISTRATION DEGREE CONTINUED

## **IGOV 307: COMMUNICATION FOR INDIGENOUS GOVERNANCE**

3 CREDITS

This course will strengthen learner's communication and writing skills for the type of work they will do in Indigenous Governance agencies and institutions, including brief notes, proposals, reports, press releases, and newsletters. Students will learn about concepts such as community planning, collaboration and consensus-building by participating in instructor-led activities, group discussions and oral presentations that are designed to enhance their technical and interpersonal skills as well as their ability to effectively communicate in both oral and written capacities.

## **NEHI 106: NEHIYAWEWIN AND SYLLABICS THE CULTURAL ASPECT**

3 CREDITS

YTC has a commitment to helping students achieve success in their life-long learning utilizing their first language in the courses offered in the YTC program. YTC's first priority is to ensure students know their Indigenous identity, including their language. All students are encouraged to learn and speak their language. To achieve this outcome, the Cree Immersion language courses will teach them to speak and write in Cree Syllabics. Developing Cree literacy includes language learning to enhance comprehension which enables reading and writing. The syllabics require skill and practice to achieve comprehension. Each class will entail total physical response (TPR), guest speakers, practice labs and presentations. Learning the skill of connection between language and culture will be emphasized.

## **NTST 204: ANISHINAABE CLAN SYSTEMS**

3 CREDITS

This course was designed to enhance the understanding of the Anishinaabe Clan System. The Clan system is believed to be the basis for Anishinaabe ceremony, governance, kinship and spiritual relationship to the land. This course will deliver in detail the roles and responsibilities within the 40-clan structure of the Anishinaabe people. These teachings are delivered through oral representation with the assistance of visual and hearing sensory aids, such as PowerPoints, videos, songs and required field work at sacred sites. It is believed that learning the responsibilities of each clan was given by the Creator. It creates a broader comprehension of the relationship we hold with our clan relatives and with the

## **NTST 204: ANISHINAABE CLAN SYSTEMS**

CONTINUED

land. The knowledge that is rooted within the medicine wheel requires an extensive consciousness as it relates to all existence of life, not only on earth but also in relation to the cosmos. This course describes Creator's Laws within the medicine wheel of the four directions as inscribed in the Anishinaabe Clan system.

Prerequisites: ANIS 150 and ANIS 151

## **STON 135: STONEY CULTURE AND LANGUAGE**

3 CREDITS

Course Description Forthcoming.

## **NTST 307: UNDERSTANDING OUR INTERPRETATION OF TREATIES**

3 CREDITS

This course is an introduction to understanding Indigenous governance, Indigenous law(s), and treaties from an anishinaabe and nehiyaw perspective. The course will examine how the land, ceremonies, and Creation stories inform Indigenous laws and governance structures. Students will gain an understanding of "natural law" and how this is central to everything that governs an Indigenous existence, including how treaties were made with the settlers that arrived on Turtle Island. Focus will also be given to how Indigenous Treaties were made using Indigenous law(s) that are held in various ceremonies, such as the Law Lodge, the mitêwikamik (teaching lodge), the Sundance, and other ceremonies. Students will also learn about how government law(s), policies, and actions impacted Indigenous governance systems by removing Indigenous people away from their original instructions and governance systems, and imposing foreign systems of laws upon them. Students will also be introduced to some of the founding legal and policy constructs that created the Indigenous and non-Indigenous political and legal relationship that exists today. This course is unlike any other course offered on the subject, since it focuses on the oral traditions and ceremonial teachings of Indigenous governance, laws, and treaties. This course will include a land-based practicum to Jasper National Park where students will solidify what they have learned in class, by connecting how these teachings are reflected in asinîy waciyak (the mountains), and review key concepts taught during the class.



# FIRST NATION HEALTH ADMINISTRATION DEGREE CONTINUED

## **ORGB 264: ORGANIZATIONAL BEHAVIOUR**

3 CREDITS

This course introduces behavioural science research as it applies to organizations. “People problems” are among the most significant faced by any manager and are often impediments in a career. All managers must learn to utilize human resources effectively. This course is designed to increase competency and skill in using available human resources. Special attention will be given to Aboriginal organizations.

## **HADM 336: COMMUNITY HEALTH PLANNING\***

3 CREDITS

This course involves a systematic examination of the health status of the Canadian population. It asks, what are the common illnesses affecting the general population, and how can we minimize them through community action? This course examines the major communicable and non-communicable diseases. It also examines food and nutrition, health care and the elderly, environmental health, and occupational health and safety. The course sums up with a community health planning model with strategies, program design, and population targets.

\*Open online course offered by Athabasca University

## **YEAR 4**

## **FNHA 304: INFORMATION SYSTEMS FOR HEALTH**

3 CREDITS

Course Description Forthcoming.

## **IGOV 305: INDIGENOUS POLITICAL THOUGHT AND RESURGENCE**

3 CREDITS

This course identifies political philosophies and Indigenous resurgence as a way and means of regenerating Indigenous peoples, families, communities, and nations within the context of ongoing colonialism. The course uses foundational and recent writings, videos, and other representations in the scholarship of Indigenous resurgence.

## **HADM 339: ORGANIZATION OF THE HEALTHCARE SYSTEM\***

3 CREDITS

This course is designed for students from a wide variety of backgrounds: health services, administrators, policy makers, practitioners, and clinicians. It provides in-depth discussion concerning the key political and administrative decision-making processes of the Canadian health systems. Particular emphasis is placed on the health policy development process and the issues associated to the welfare state. The course begins with public policy definition, the health policy development process, and funding solutions to complete policy issues. Students also examine the variety of social, economic and political influences on health policy making. Students will discover that there are a variety of “policy instruments” available to decision makers to solve policy problems at the policy formulation stage. \*Open online course offered by Athabasca University

## **FNHA 300: CAPSTONE PROJECT**

3 CREDITS

Course Description Forthcoming.

## **HADM 369: HEALTH POLICY IN CANADA\***

3 CREDITS

This course is designed for students from a wide variety of backgrounds: health services, administrators, policy makers, practitioners, and clinicians. It provides in-depth discussion concerning the key political and administrative decision-making processes of the Canadian health systems. Particular emphasis is placed on the health policy development process and the issues associated with the welfare state. The course begins with public policy definition, the health policy development process, and funding solutions to complete policy issues. Students also examine the variety of social, economic and political influences on health policy making. Students will discover that there are a variety of “policy instruments” available to decision makers to solve policy problems at the policy formulation stage.

Prerequisite: HADM 339

\*Open online course offered by Athabasca University

# FIRST NATION HEALTH ADMINISTRATION DEGREE CONTINUED

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## **FNHA 306: FIRST NATION HEALTH MANAGEMENT**

3 CREDITS

Course Description Forthcoming.

## **FNHA 301: FIRST NATION HEALTH CO-OP I**

6 CREDITS

Students will prepare for work by focusing on health-related guidelines, position requirements, review of knowledge, skills and conduct of a health professional. Students will also prepare for a job search by writing employment related documents such as career plans, resumes and cover letters. Students will also start to network and search for employment positions in the health field. Students will participate in mock interviews, discuss workplace issues such office protocol, community protocol, professionalism and communication within a work setting. Students will create an ePortfolio to collect all their information from the courses they have taken, such as essays, papers, posters, photographs, videos and artwork.

## **FNHA 302: FIRST NATION HEALTH CO-OP II**

6 CREDITS

Students will gain further experience with work placement by applying to a health agency or organization either in an urban or rural setting. At the agency/organization the student will gain further work-related skills by working with a supervisor at one of the programs that interest the student within the organization. The student will digitally document their work place experience by way of a blog, weblog, or videoblogs. Students will be mindful and curious of their analytical thinking but not report their experience of the work placement. This digital learning log not only reports what has happened at the work site but more importantly the students' learning content and process.

## **FNHA 303: FIRST NATION HEALTH CO-OP III**

6 CREDITS

In the last work placement they will gain further discipline-related practical work experience by applying academic knowledge in relation to their field. The student must perform a minimum of 300 hours in a full-time job approved by the program. The students will continue to add to their ePortfolio for the purpose of conducting a comprehensive critical review of their entire co-operative work experience.

# INDIGENOUS COMMUNITY ENGAGEMENT CITATION (ICE)

The Indigenous Community Engagement (ICE) citation program provides a strong foundation of knowledge about Indigenous worldviews, history and laws. It is aimed at those who work in business, government, community development and/or resource development

## PROGRAM DETAILS

The ICE citation was developed in ceremony with the guidance of Indigenous Elders, Knowledge Keepers, local communities, and industry leaders. Courses incorporate foundational Indigenous perspectives and are designed to stimulate educational conversations in safe spaces between Indigenous peoples and the public. All core courses and electives that include Indigenous knowledge are delivered by YTC.

During core (required) courses, learners will participate in activities that will directly impact their understanding of worldviews of Indigenous peoples. The courses offered in this program are non-credit and the program is open to all.

## ADMISSION REQUIREMENTS

- Open to students with a variety of educational and professional backgrounds
- Students applying for ICE are not required to pay the \$75 application fee as outlined in the Application Procedure and Policies
- Students are welcome to register for a course without enrolling in either of the programs. If later you decide to apply for a full program, the course(s) you've taken will be applied toward your citation.

## PROGRAM PLAN

The Indigenous Community Engagement Citation is a continuing education program that requires 80 hours of course coursework, plus 20 hours of electives.

## CORE COURSE REQUIREMENTS

COURSE	TITLE	HOURS
EXARE 4650	Worldview and History	20
EXARE 4651	Indigenous Laws, Lands and Current Government Relations	20
EXARE 4652	Environment and Livelihood	20
EXARE 4653	Community and Economic Development	20

## ELECTIVE COURSES

Choose 1 course (20 hours)

COURSE	TITLE	HOURS
EXARE 4655	Current Issues in Indigenous Relations: Nehiyaw (Cree) Teachings and Critical Thinking	20
EXARE 4660	Indigenous Leadership: from Transaction to Transformation	20

# INDIGENOUS COMMUNITY ENGAGEMENT CITATION (ICE) CONTINUED

## INDIGENOUS COMMUNITY ENGAGEMENT CITATION (ICE) COURSE DESCRIPTIONS

### EXARE 4650: WORLDVIEW AND HISTORY

20 Hours

Gleaning an understanding of worldview and history will initiate the foundation needed to create strong relationships with First Nations leaders, Elders, and First Nations peoples. Participants will study select aspects of the Indigenous worldview, implement protocols to invoke smudge and prayer, identify the roles of male and female Elders and recognize the colonial historical relationship and its impacts. The course relies on Elders' oral teachings, supported by books, articles, and videos.

### EXARE 4651: INDIGENOUS LAWS, LANDS AND CURRENT GOVERNMENT RELATIONS

20 Hours

This course will focus on understanding an Indigenous legal framework that is guided by Indigenous laws and legal orders. It is important to recognize that the Canadian legal and policy principles that currently exist guide only one aspect of the existing relationship(s) between Indigenous peoples and government and industry. Participants will gain a deeper understanding of Indigenous perspective(s) of law through a decolonized framework aimed at fostering positive meaningful relationships that move towards a better understanding of each other (Indigenous and Non-Indigenous peoples, Government(s) and Industry). In this course we will explore the socio-political, legal, and policy discourse that frames the current Indigenous-Canadian government relationship. More specifically, we will examine issues related to Indigenous legal orders/laws, Aboriginal and treaty rights, and Metis rights in the context of resource development on the land. The course will rely on academic articles, videos, and Elders'/knowledge keepers' oral teachings.

### EXARE 4652: ENVIRONMENT AND LIVELIHOOD

20 Hours

Participants will gain a deeper understanding of why a healthy environment is integral to maintaining the identity, culture, and livelihood of Indigenous peoples. This course will enhance students' understanding of Indigenous environmental stewardship and philosophy from an Indigenous worldview. This course will focus on the historical and current policy impacts that guide one aspect of the existing relationship(s) among Indigenous

### EXARE 4652: ENVIRONMENT AND LIVELIHOOD CONTINUED

peoples, government, and industry. Participants will gain a deeper understanding of Indigenous perspective(s) on land and resources through a decolonized framework aimed at fostering positive relationships that move towards reconciliation. In this course we will explore Indigenous land-based teachings as well as common law legal and policy discourse that frames the current Indigenous and Canadian relationship. More specifically, we will examine issues related to Indigenous legal orders/laws, Aboriginal and treaty rights, and Metis rights in the context of resource development on the land. The course will rely on academic articles, videos, and Elders' oral teachings.

### EXARE 4653: COMMUNITY AND ECONOMIC DEVELOPMENT

20 Hours

This course will offer students a basic exploration of community and economic development through an Indigenous (First Nations/Metis) lens. Students will explore the current root causes of economic disparity as a result of historic trauma. We will discuss the social determinants of health approach impacting Indigenous Nations. We will examine papers (articles) that speak to Indigenous community/business "success," challenges, and suggested paths forward and discuss the pros and cons. Throughout the course, we want you to think of community and economic development from several viewpoints. For example:

1. What does/should Indigenous community economic development look like through an Indigenous community lens?
2. What does/should Indigenous community/economic development look through an industry lens?
3. What does/should Indigenous community/economic development look like through a government lens?
4. What strengths and barriers exist from varying perspectives?
5. What solutions can the various parties support? Is there a right way to approach? Community economic development?

# INDIGENOUS COMMUNITY ENGAGEMENT CITATION (ICE) CONTINUED

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## **EXARE 4655: CURRENT ISSUES IN INDIGENOUS RELATIONS: NEHIYAW (CREE) TEACHINGS AND CRITICAL THINKING**

20 Hours

This course will introduce students to an Indigenous worldview of learning and understanding critical thinking. Critical thinking will be approached from an anti-colonial framework that challenges assumptions of conformity, memorization, and obedience with an emphasis on self-awareness through inter-activity facilitated by the instructors. An exploration of Indigenous philosophical teachings through Indigenous knowledge holders (via audio, video, and written text) will be used, with an emphasis on nehiyaw (Cree) teachings. Students will learn how Indigenous Peoples developed critical thinking skills through the use of stories and oral traditions that were passed from Elders and knowledge keepers to learners. An introduction to concepts such as blood memory, collective narrative memory and their relation to land/place will also be discussed. The course will be co-taught with an Indigenous knowledge keeper and will incorporate traditional teachings, some ceremony, and song into the delivery of the course. At the end of the course, students will have an enhanced awareness and understanding of Indigenous worldview(s), Indigenous knowledge, Indigenous philosophy, and the methodology in which critical thinking was developed using stories and oral traditions. A facilitative approach to instruction will be taken in order to encourage a collaborative student-instructor approach to learning.

## **EXARE 4660: INDIGENOUS LEADERSHIP: FROM TRANSACTION TO TRANSFORMATION**

20 Hours

This course is introductory and explores Indigenous leadership from a broad perspective, including a values-based approach (Laws of Creator) along with a basic western understanding of transactional and transformational leadership. The topic of leadership is complex with no single definition of what makes for an effective leader. Indigenous leadership is impacted by colonial legislation (Indian Act election) which impacts how leadership is practised. Traditionally, Indigenous leadership was inclusive, including women, children, and Elders in Nation decision-making. Current leadership practices focus primarily on elected leadership voices and decision-making while moving away from a collective community-based decision-making leadership approach.



# INDIGENOUS COMMUNITY-INDUSTRY RELATIONS CERTIFICATE (ICIR)

Jointly delivered with the University of Alberta, ICIR is aimed at anyone who is responsible for business relationships and engagement between First Nations and Metis communities, industry, and government

## PROGRAM DETAILS

The ICIR certificate was developed in ceremony with the guidance of Indigenous Elders, Knowledge Keepers, local communities, and industry leaders. During core (required) courses, learners will participate in activities that will directly impact their understanding of worldviews of Indigenous peoples. Courses incorporate foundational Indigenous perspectives and are designed to stimulate educational conversations in safe spaces between Indigenous peoples and the public.

Yellowhead Tribal College (YTC) and the University of Alberta, Faculty of Extension jointly deliver the Indigenous Community-Industry Relations certificate (ICIR). All core courses and electives that include Indigenous knowledge are delivered by YTC, and all business electives are delivered by the Faculty of Extension. This program is open to all and the courses offered in this program are non-credit.

## ADMISSION REQUIREMENTS

- Open to students with a variety of educational and professional backgrounds
- Students applying for ICE are not required to pay the \$75 application fee as outlined in the Application Procedure and Policies
- Students are welcome to register for a course without enrolling in either of the programs. If later you decide to apply for a full program, the course(s) you've taken will be applied toward your citation.

## PROGRAM PLAN

The Indigenous Community Industry-Relations Certificate program requires 100 hours of core coursework, plus 100 hours of electives. Designed for part-time study, the program can generally be completed within two to four years.

## CORE COURSE REQUIREMENTS

COURSE	TITLE	HOURS
EXARE 4650	Worldview and History	20
EXARE 4651	Indigenous Laws, Lands and Current Government Relations	20
EXARE 4652	Environment and Livelihood	20
EXARE 4653	Community and Economic Development	20
EXARE 4654	Organizational Culture and Negotiation Preparedness	20

## ELECTIVE COURSES

Choose 5 courses (100 hours)

Information about course selection for the elective courses can be found on the University of Alberta's website here:

[https://ext.ualberta.ca/cpe/search.html?area\[\]=indigenous-relations](https://ext.ualberta.ca/cpe/search.html?area[]=indigenous-relations)

# INDIGENOUS COMMUNITY-INDUSTRY RELATIONS CERTIFICATE (ICIR) CONTINUED

## INDIGENOUS COMMUNITY INDUSTRY-RELATIONS CERTIFICATE (ICIR) COURSE DESCRIPTIONS

### EXARE 4650: WORLDVIEW AND HISTORY

20 Hours

Gleaning an understanding of worldview and history will initiate the foundation needed to create strong relationships with First Nations leaders, Elders, and First Nations peoples. Participants will study select aspects of the Indigenous worldview, implement protocols to invoke smudge and prayer, identify the roles of male and female Elders and recognize the colonial historical relationship and its impacts. The course relies on Elders' oral teachings, supported by books, articles, and videos.

### EXARE 4651: INDIGENOUS LAWS, LANDS AND CURRENT GOVERNMENT RELATIONS

20 Hours

This course will focus on understanding an Indigenous legal framework that is guided by Indigenous laws and legal orders. It is important to recognize that the Canadian legal and policy principles that currently exist guide only one aspect of the existing relationship(s) between Indigenous peoples and government and industry. Participants will gain a deeper understanding of Indigenous perspective(s) of law through a decolonized framework aimed at fostering positive meaningful relationships that move towards a better understanding of each other (Indigenous and Non-Indigenous peoples, Government(s) and Industry). In this course we will explore the socio-political, legal, and policy discourse that frames the current Indigenous-Canadian government relationship. More specifically, we will examine issues related to Indigenous legal orders/laws, Aboriginal and treaty rights, and Metis rights in the context of resource development on the land. The course will rely on academic articles, videos, and Elders'/knowledge keepers' oral teachings.

### EXARE 4652: ENVIRONMENT AND LIVELIHOOD

20 Hours

Participants will gain a deeper understanding of why a healthy environment is integral to maintaining the identity, culture, and livelihood of Indigenous peoples. This course will enhance students' understanding of Indigenous environmental stewardship and philosophy from an Indigenous worldview. This course will focus on the historical and current policy impacts that guide one aspect of the existing relationship(s) among Indigenous

### EXARE 4652: ENVIRONMENT AND LIVELIHOOD

CONTINUED

peoples, government, and industry. Participants will gain a deeper understanding of Indigenous perspective(s) on land and resources through a decolonized framework aimed at fostering positive relationships that move towards reconciliation. In this course we will explore Indigenous land-based teachings as well as common law legal and policy discourse that frames the current Indigenous and Canadian relationship. More specifically, we will examine issues related to Indigenous legal orders/laws, Aboriginal and treaty rights, and Metis rights in the context of resource development on the land. The course will rely on academic articles, videos, and Elders' oral teachings.

### EXARE 4653: COMMUNITY AND ECONOMIC DEVELOPMENT

20 Hours

This course will offer students a basic exploration of community and economic development through an Indigenous (First Nations/Metis) lens. Students will explore the current root causes of economic disparity as a result of historic trauma. We will discuss the social determinants of health approach impacting Indigenous Nations. We will examine papers (articles) that speak to Indigenous community/business "success," challenges, and suggested paths forward and discuss the pros and cons. Throughout the course, we want you to think of community and economic development from several viewpoints. For example:

1. What does/should Indigenous community economic development look like through an Indigenous community lens?
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3. What does/should Indigenous community/economic development look like through a government lens?
4. What strengths and barriers exist from varying perspectives?
5. What solutions can the various parties support? Is there a right way to approach? Community economic development?

# INDIGENOUS COMMUNITY-INDUSTRY RELATIONS CERTIFICATE (ICIR) CONTINUED

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## **EXARE 4654: ORGANIZATIONAL CULTURE AND NEGOTIATION PREPAREDNESS**

20 Hours

This course will focus on industry corporate decision-making, industry culture and negotiation as they relate to relationships with Indigenous communities on capital projects. The industry and Indigenous community perspectives on Impact and Benefit Agreements (IBA's) and social licensing for community engagement will also be explored. Participants will gain a deeper understanding of negotiating agreements, aimed at facilitating constructive discussion between Indigenous communities and industry.

In this course we will explore the corporate thinking that contributes to the relationship with Indigenous communities as they relate to major capital projects. The participants will learn the business approach that is the foundation for negotiations and apply these learnings in a facilitated mock negotiation exercise. The course will rely on academic book chapters, articles, and videos.

## **CONTINUING EDUCATION**

**Our courses are open all students who wish to learn new skills or further their professional development goals**

YTC's programming ranges from environmental studies and human services to Indigenous language and culture, covering many disciplines in between. As professional development or lifelong learning, our courses can be taken singly or in blocks by individuals wishing to advance their skills, learn a local language, or explore traditional ways of knowing that link us to the land.

### **ADMISSION REQUIREMENTS**

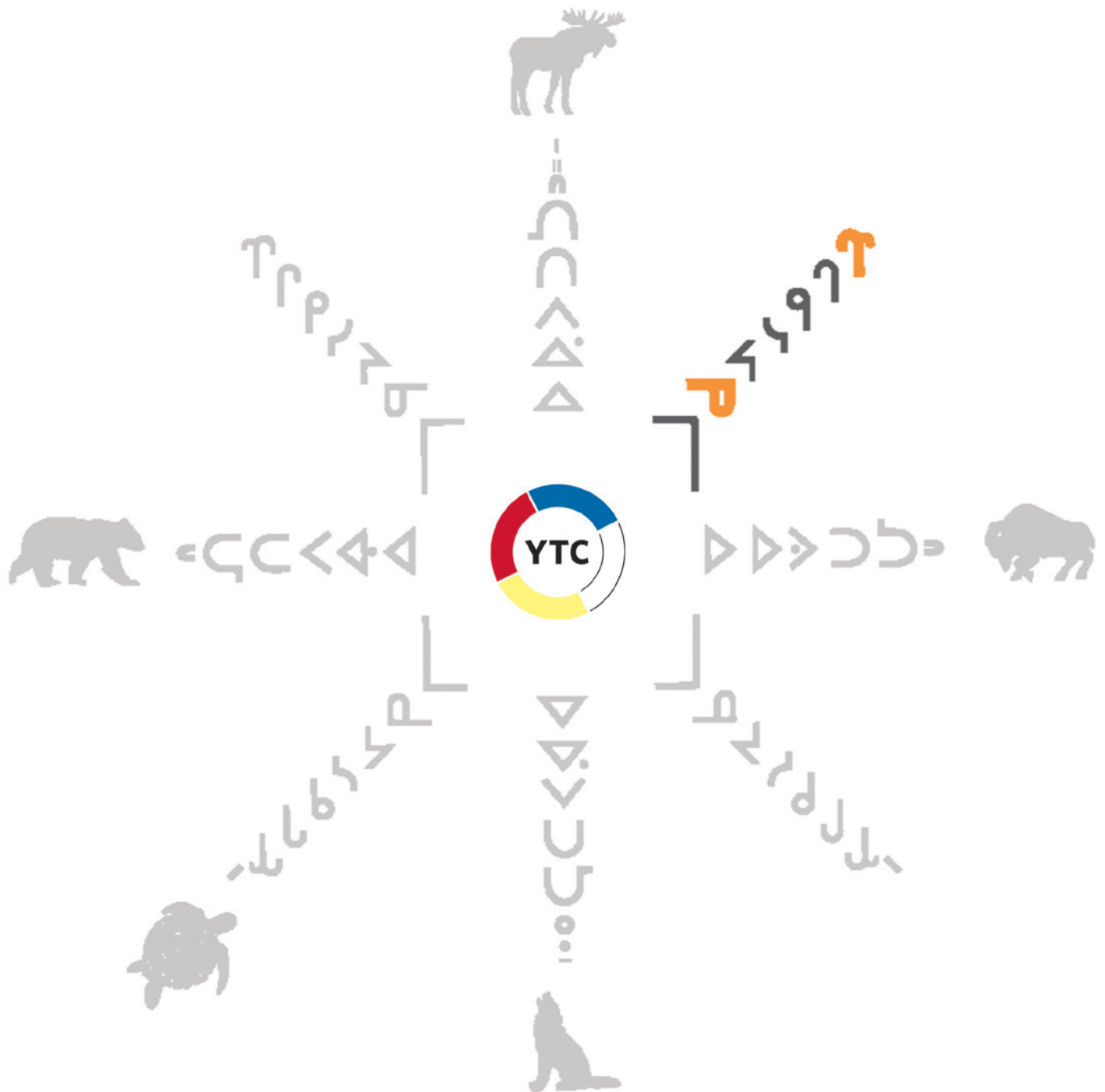
- Open to students with a variety of educational and professional backgrounds
- Complete the online application (application fee waived)

### **PROGRAM PLAN**

Professional development non-credit learners receive a certificate and a tailored work plan. Lifelong learners may engage at the level of their choice. Please note that the purchase of course materials (textbooks and other resources) may be required at an additional cost.

We encourage you to browse all of our courses listed throughout this academic calendar.

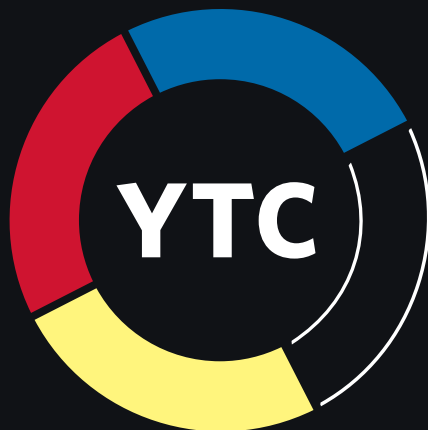
# CREE SYLLABIC STAR CHART



## NOTES







# YELLOWHEAD TRIBAL COLLEGE

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**Email:** [admissions@ytced.ca](mailto:admissions@ytced.ca)

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