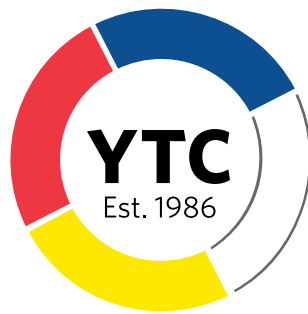


YELLOWHEAD TRIBAL COLLEGE

2019-2020 ACADEMIC CALENDAR



YELLOWHEAD TRIBAL COLLEGE

10045—156 Street, Edmonton, AB T5P 2P7
Toll Free: 1-877-YTC-EDUC (1-877-982-3382)

Phone: 780-484-0303

Fax: 780-481-7275

admissions@ytced.ca

www.ytced.ca

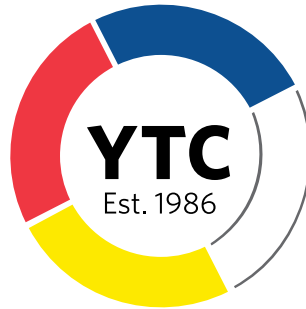
Find us on:





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YTC AFFILIATIONS

Alberta Council on Admission and Transfer (ACAT)
Edmonton Literacy Coalition
Edmonton Public School Board
First Nations Adult and Higher Education Consortium (FNAHEC)
National Association of Indigenous Institutes of Higher Learning (NAIHL)
National Indigenous Accreditation Board (NIAB)
Treaty Six Education
World Indigenous Nations Higher Education Consortium (WINHEC)

PARTNERSHIPS

Alberta Education
Alberta Employment & Immigration
Alberta Advanced Education
Athabasca University
Bow Valley College
MacEwan University
Maskwacis Cultural College
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
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 endeavors.



MESSAGE FROM OUR CEO LAVERNE ARCAND

Welcome to our College!

In pursuit of our mission to be a "Leader in First Nations Education," our programs and courses are culturally and academically developed in a collective and successful practice that engages our College Academics, Eminent Scholars, Government and non-Government sectors. Our College has worked very hard to ensure we receive prominent certification, recognition and partnerships as a First Nations College. Some of these important partnerships include working with Alberta Council on Admissions and Transfer (ACAT) to allow our students to pursue their academic

goals beyond YTC and transfer to other post secondary institutes, and vice versa.

Another important endeavor is our partnership with Federal government departments such as Indigenous and Northern Affairs Canada (INAC) to continue our recognition among other post secondary institutes in Canada. My history and role with Yellowhead Tribal Council and the College has provided me with the oversight to see the obstacles the College has overcome, but more importantly observe the goals and achievements made in becoming an outstanding institution!

MESSAGE FROM THE PRESIDENT

Ahneen, aba washde, kitatâmkatinâwâw kahkiyaw niwâhkôhmakanitik I greet you all as my relatives. Thank you for choosing Yellowhead Tribal College to pursue your educational aspirations in the discipline or program you are registered. At YTC, you are embraced in a culture of learning, supported to become the best you can be, and encouraged to ask the questions that will widen your understanding of self, family, community, and nation. Take advantage of the student support services, Elder and Knowledge Keepers on site, and a genuinely

warm and caring faculty and staff here at YTC; all of whom will be pleased to act as witnesses in your learning journey and to help you succeed within post secondary education. At YTC, you are with like-minded friends and relations. As you grow and learn throughout the year, remember that the present moments accumulate towards a future that you can make happen. With support and guidance from all of us pulling together here at the College, you will arrive at your final destination in good time, with good mind, body and spirit.

Dr. Diana Steinhauer

MESSAGE FROM THE DEAN OF STUDENT SERVICES

Welcome to Yellowhead Tribal College! With the guidance and support of the communities, we offer programs and courses delivered in a way that inspires not only academic success, but also the emotional, cultural, and spiritual growth of our students. We are student-centered and community-based, which enhances students' personal development and their sense of belonging

to and responsibility for their communities. All of our staff members are here to help you in any way we can, so please come to us if you require academic, financial, or personal counseling. I commend you on your commitment to your education, and hope you have an exciting and rewarding year at YTC. I wish you the best of luck with your year ahead!

Jocelyn Verreault

MESSAGE FROM OUR ELDERS

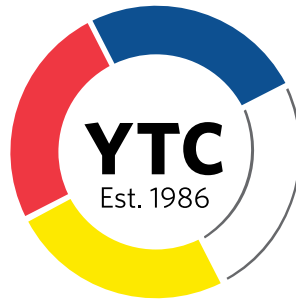
On behalf of the Elders of Yellowhead Tribal College, we encourage you to learn, and know your culture.

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 anytime.

Yellowhead Tribal Council Elders





VISION

Visionary Leaders in First Nations Education

MISSION

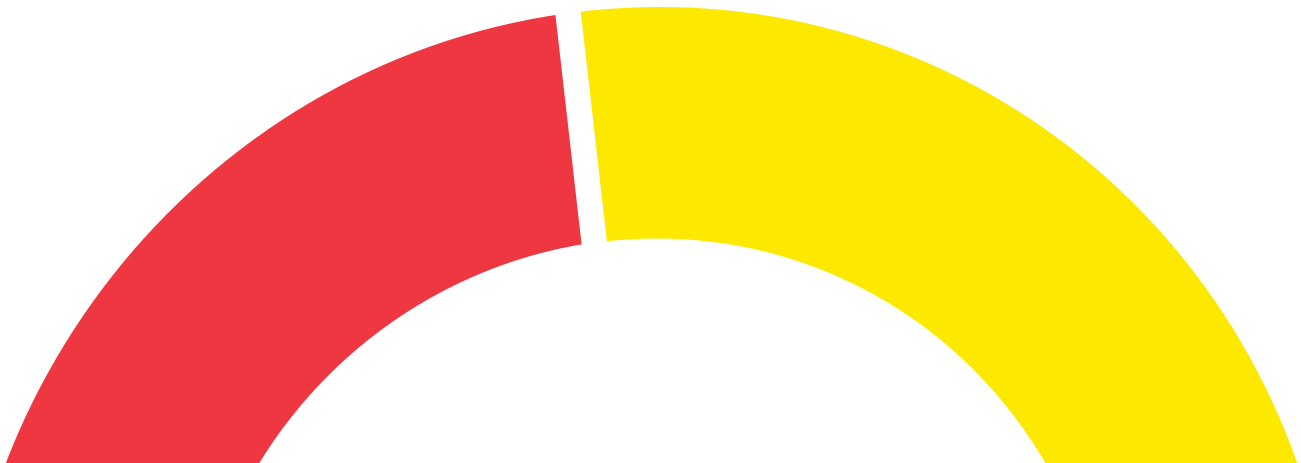
To achieve academic excellence and student success by providing culturally foundational academic programs and services.

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 HISTORY

Yellowhead Tribal College (YTC) is a not-for-profit, First Nations post-secondary institution situated on Treaty 6 Territory and located on the west end of Edmonton, Alberta, Canada. The only First Nations college in the city, YTC houses ten classrooms, two Elders' rooms, two computer labs, a twenty-thousand-volume library, and administrative offices.

The college was established in 1986 by the Yellowhead Tribal Council to meet the educational needs of its members (currently Alexander First Nation, Alexis Nakota Sioux Nation, O'Chiese First Nation, and Suncchild First Nation) in the context of its primary purpose: to foster the social, political, and economic development essential to the building of sustainable communities. During the first decade of its history, YTC brokered courses from other Alberta post-secondary institutions; however, since the late 1990s, it has offered its own certificate and diploma programs.

In 1996, we began developing our own 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 courses and programs accredited and recognized through transfer agreements with numerous Alberta post-secondary

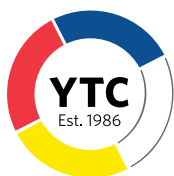
institutions, including the University of Alberta, the University of Calgary, MacEwan University, and Athabasca University. Currently, YTC has more than three hundred transfer agreements with Alberta post-secondary institutions.

Our programs range from essential skills to certificates, diplomas and degrees in an array of areas including social work, general university curriculum, management, and education. 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 provides content and methodology to which they can relate. For example, Elders are present at the college every day, and our Eminent Scholar and Knowledge Keeper, Jimmy O'Chiese, provides cultural support and instruction both on campus and on the land.

While our original student base was drawn from the Yellowhead Tribal Council Nations, we have been firmly rooted in the city since 1994, offering our programs to the growing Indigenous population of Edmonton, estimated at 55,000 or 5% of the Edmonton population. Our programs, cultural workshops, and services are also open to non-Indigenous students who are interested in an Indigenous setting.







ACADEMIC SCHEDULE

 COLLEGE CLOSED

 IMPORTANT DATES

 EXAM PERIODS

September 2019

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 (College Closed)
- 3-6** Student Orientation / Cultural Camp
- 9** First day of classes
- 28** Last day to change course registrations (Add/Drop) for all programs

October 2019

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		

- 14** Thanksgiving Day (College Closed)
- 18** Final deadline for payment of fall semester tuition and fees. Students who do not pay by the deadline are required to withdraw. Last day to withdraw for all programs.

November 2019

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** Remembrance Day
- 12-15** Fall Break (except UCEP)
- 18** Registration begins for Winter 2020 Term (all programs)

December 2019

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				

- 9-18** Final Exams for all programs.
- 19** Last day of Fall 2019 term.
- 20-31** Christmas Break (College Closed)

January 2020

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		

- 1** New Years Day
- 2-3** Christmas/Winter Break
- 6** First day of Winter classes.
- 24** Last day to change course registrations (Add/Drop) for all programs.

February 2020

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	

- 14** Deadline for payment of Winter semester tuition fees. Students who have not paid by this date are required to withdraw.
- 14** Last day to withdraw
- 17** Family Day (College Closed)
- 18-21** Reading Week (all programs except UCEP).

 COLLEGE CLOSED

 IMPORTANT DATES

 EXAM PERIODS

March 2020

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				

April 2020

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

- 10** Good Friday (College Closed)
- 13** Easter Monday (College Closed)
- 14-24** Winter Exams
- 30** Last day of Winter 2020 term

May 2020

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** Spring Session begins for Essential Skills in a Digital World & UCEPP
- 18** Victoria Day (College Closed)
- 31** Funding application deadline for Fall 2020 (for members of the YTC Council Nations)

June 2020

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				

- 21** National Indigenous Peoples Day

July 2020

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 (College Closed)

August 2020

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

- 3** Heritage Day (College Closed)



APPLICATION PROCEDURE & POLICIES

All applicants must submit the following:

- General Application Form
- \$75 non-refundable application, only completed applications will be accepted.

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

SOCIAL WORK PROGRAMS:

Students applying to the Social Work programs must submit additional forms and documentation:

General Application Form Social Work Package that includes:

- Official High School Transcripts
- Official Post-secondary Transcripts, if applicable
- 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 the commencement of the program.
- Verification of 100 hours of volunteer or work experience in human service setting within the previous two years
- Current Resume
- Personal Statement
- 3 Letters of reference (one should be from the supervisor of your volunteer or work experience)
- Criminal reference and child welfare check

EDUCATIONAL ASSISTANT PROGRAM:

Students applying to the Educational Assistant Program must submit additional forms and documentation:

General Application Form Documentation that includes:

- 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, current Child Intervention Check, and current Criminal Record Check.

COMMUNITY HEALTH WORKER PROGRAM:

Students applying to the Community Health Worker Program must submit additional forms and documentation:

a. General Application Form & pay the non-refundable fee.

b. Documentation that includes:

- 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 complete of a skills appraisal test in Math and English. Applicants may also enter with special permission from the Department Head of Social Work.
- All applicants must complete and submit an Indigenous Community Health Worker Package, which can be printed from the YTC website or picked up at YTC.

YTC FIRST NATIONS APPLICANTS MUST SUBMIT:

- Financial Assistance Application
- Confirmation of Dependents
- Student Authorization Form

ADMISSIONS REQUIREMENTS

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 math and reading comprehension levels are required.

ESSENTIAL SKILLS IN A DIGITAL WORLD

Students will be individually assessed.

POLICIES AND REGULATIONS

GRADING

Post-secondary programs use an Alpha Grading Scale and a 4.0 point system. A minimum grade of 65% is required for transferability to other post-secondary institutions in Alberta.

The upgrading and UCEP programs' evaluation system is based on percentages. An average grade of 50% must be achieved in assignments and exams in order to receive credit in a course.

Most programs use an average measure of performance in credit courses, which is determined by the grade point average (GPA). The GPA is calculated by multiplying the individual course credits by the grade point value assigned to the grade received in the course, totaling the results of all courses taken in a given term, and dividing the result by the total number of credits. The GPA is computed to two decimal places. A minimum cumulative program GPA equivalent to 1.50 in a 4.0 point system or equivalent to 50% is required to maintain registration and graduate from a program.

Scheduled to be changed in the 2019-20 academic year.

Description	Alpha Grade	4 Point Scale	Percentage
Excellent	A+	4.0	90-100
Excellent	A	4.0	85-89
Excellent	A-	3.7	80-84
Excellent	B+	3.3	77-79
Good	B	3.0	73-76
Good	B-	2.7	70-72
Satisfactory	C+	2.3	67-69
Satisfactory	C	2.0	63-66
Satisfactory	C-	1.7	60-62
Poor	D	1.3	55-59
Minimal Pass	D-	1.0	50-54
Failure	F	0	0-49

POLICIES AND REGULATIONS CONTINUED

DEFERRED EXAMINATIONS

An examination may be deferred due to extenuating circumstances such as a death in the immediate family or medical emergency. Students must contact the Program Coordinator before or on the day of the exam to make arrangements for a deferral. Students must submit a completed deferred examination form along with the appropriate fee. No arrangements will be processed until the fee is received. The deferred examination is to be completed by a specific date determined by the instructor and the student, and approved by the Program Coordinator. The results of the deferred exam are final. Its course weight corresponds to that of the regularly scheduled exam it replaces.

SUPPLEMENTAL EXAMINATIONS

A supplemental examination is permitted in courses with comprehensive final exams upon appeal of original examination marks. It must be applied for through the Program Coordinator no later than four weeks after receiving a statement of marks. The supplemental must be written before the end of the succeeding term, except in a course prerequisite to a subsequent course in the immediately succeeding term. In this case the exam must be written not later than the opening day of that term. The supplemental examination must be equivalent in course weight to the final examination and will replace the original final examination mark in the calculation of the final course grade. One supplemental examination is permitted per course per term. Supplemental exams will only be ordered once the student has submitted the Supplemental Exam Request form and the appropriate fee (see fees section pg. 21)

ACADEMIC STANDARDS

Yellowhead Tribal College encourages academic achievement and excellence. Students are expected to comply with the attendance policy and the academic expectations required in individual courses and programs. YTC-funded students must maintain enrollment in a full-time program of study to maintain their student support funding. Full-time programs require enrollment in a minimum of three (3) courses in fall and winter terms.

ACADEMIC PROBATION

Students who fail to comply with the attendance policy and/or fail to maintain a GPA of 1.3 or 50% will be placed on probation. Coordinators will determine terms and conditions of probation in accordance with YTC policy.

ACADEMIC SUSPENSION/TERMINATION

A probationary student who fails to meet the terms of his/her probation and who does not comply with academic and attendance policies will be withdrawn from all courses and suspended from his/ her program. Funding for YTC students will be suspended for at least the semester following suspension date. Eligibility for further enrollment will be reviewed after the term of suspension has lapsed. A suspended or terminated student who re-enrolls in a YTC program will be placed on academic probation for the duration of the returning term.

GRADUATION

To qualify for graduation, students must complete program courses with a mark of 50% or better, achieve a minimum cumulative 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 presently awards certificates, diplomas and degrees.

PRIOR LEARNING ASSESSMENT AND RECOGNITION (PLAR)

Prior Learning Assessment and Recognition (PLAR) is the internationally recognized method of accrediting learning that adults gain through work and life experiences. PLAR acknowledges that adults develop skills and competencies outside formal education settings that are consistent with post-secondary-level courses. The goal of PLAR is to remove barriers to higher education for adult learners.

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.

CULTURAL PROGRAMMING

Cultural programming 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 school year, the college provides several opportunities for students to experience First Nations culture including sweat lodges, pipe ceremonies, round dances, feasts, and other cultural ceremonies. Students will have the opportunity to learn more about First Nations history, language, world-views, and cultural protocols through shared traditional oral practices with Elders, cultural advisors, and other students.

YTC's cultural programming is a conduit for all students to further develop their understanding and appreciation of First Nations culture while affirming First Nations self-identity. In support of its cultural programming, the College has an Elders Advisory Program for students who may want additional counseling and/or support. The Elders Advisory also assists instructors in infusing First Nations content and perspectives into their classrooms. Students who actively participate in YTC's cultural programming may earn up to three (3) residency credits per school year. For further information, please inquire with your coordinator.

STUDENT CODE OF CONDUCT

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, Post-Secondary Education Committee, 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 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

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.

APPEAL PROCESS FOR ACADEMIC MATTERS

In an appeal, the following process will apply. If the appeal is not resolved on one level, proceed to the next level.

- Speak with Instructor.
- Speak with the Instructor and the Program Coordinator or Department Head.
- Speak with the Instructor, Program Coordinator or Department Head, and the President.
- If the issue is not resolved at this point in the process, an official written appeal drafted by the student is to be submitted to the President within 14 business days of the occurrence. Copies must be provided to the Instructor, the Program Coordinator or Department Head, and the President
- The student must ask to meet with the Appeal Board at a regular or special meeting to resolve the conflict. The Appeal Board's decision is final and binding. An Elder will be in attendance at the appeal hearing.
- All Appeal Board members must be in attendance at the hearing to have voting privileges.
- The Appeal Board must provide a response to the student within three (3) working days.

A STUDENT'S APPEAL WILL NOT BE CONSIDERED RECEIVED OR FILED WITH YELLOWHEAD TRIBAL COLLEGE UNLESS:

- An official written appeal, drafted by the student, has been submitted within 10 business days of occurrence, and
- The student has gone through the appeal process as defined in this policy.

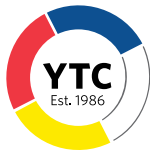
ACADEMIC MISCONDUCT

Academic misconduct is any action or attempted action that may result in creating an unfair academic advantage for oneself or an unfair academic advantage or disadvantage for any other member or members of the academic community. This includes, but is not limited to, plagiarism and cheating on exams or assignments. The maximum consequence for all academic offenses is termination from the program.

NON-ACADEMIC MISCONDUCT

Non-academic misconduct may be defined broadly as any behavior that: adversely effects the learning of others or the college's educational mission, violates civil or criminal statutes, or threatens the safety or well-being of members of the Yellowhead Tribal College community. These include, but are not limited to: impairment by drugs or alcohol; harassment, including sexual or online bullying; smoking in restricted areas; damage to property; disruptive classroom behaviour; verbal abuse of a student or staff member; illegal sale or use of drugs; uttering threats; or any other criminal act, including theft.

NOTE: If a Criminal Code or Narcotic Control Act offense has been committed, YTC staff will notify the police in all circumstances.



TUITION AND STUDENT FEES

POST-SECONDARY TUITION

1 Credit Course	\$205
3 Credit Course	\$615
6 Credit Course	\$1230
UCEPP (University & College Preparation Academic Upgrading) 1 Credit	\$140
UCEPP (University & College Preparation Academic Upgrading) 5 Credits	\$700
4 month Course (Essential Skills)	\$0

ADDITIONAL FEES

Supplemental Exams	\$90/ exam
Deferred Exam	\$75/ exam
Course Withdrawal Fee	\$90/ course
Course Extension Fee	\$75/ course

TRANSCRIPT FEES

1 Week Processing time	\$10
24 hour Processing time	\$20
Parchment Replacement	\$60

BOOK FEES

The estimated cost for books varies for each course and program. Please contact YTC Student Services to confirm the prices of the book(s) in the courses you are enrolled in.

STUDENT 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.

Application Form *non-refundable	\$75
Library & Technology	\$280/ year
Student Services & Registration	\$220/ year
Student Association	\$50 / year
Orientation	\$300 / year
Fee's Per Term	\$425
Total Full-time Fees	\$850
Elders Fee	\$0

PART-TIME STUDENTS, SPRING OR SUMMER STUDENTS

Non-instructional fee calculation will be based on \$85 / 3 credit course.

Student fees differ for students enrolled in 1-2 courses.

FINANCIAL ASSISTANCE

YELLOWHEAD TRIBAL COUNCIL

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

INDIGENOUS STUDENTS

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

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 and Northern Affairs Canada (INAC). The Post-Secondary Funding Program assists Alberta students whose status is the result of Bill-31; students from Nunavut and the North West 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/>

METIS 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

OTEENOW EMPLOYMENT & TRAINING SOCIETY

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://alis.alberta.ca/explore-education-and-training/pay-for-your-education/scholarships-and-bursaries/>.

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.

YTC BURSARIES AND SCHOLARSHIPS

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

LIBRARY SERVICES

The Yellowhead Tribal College Library serves the mission of the College by actively supporting its curricula and by promoting First Nations content through its collections and programming. Students may access our Indigenous Collection which includes books, reference materials, journals, videos and DVDs, and Indigenous language resources. Books and resources from other disciplines such as the humanities and social sciences, business, general sciences, education, and health are also available. In order to meet the recreational reading and information needs of students and the YTC community, the library maintains a collection of popular fiction and non-fiction books, graphic novels & newspapers, magazines, and community information resources.

Through our participation in the Lois Hole Campus Alberta Digital Library (LHCADL), and the generous support of the University of Alberta and Alberta Advanced Education, the library provides online access to a wide selection of academic resources and digitized collections. The First Nations Information Connection (FNIC) connects students to our library collections, as well as to a large and expanding collection of academic digital

materials that include full-text electronic databases, e-books, research guides, and an excellent directory of web resources with a First Nations emphasis. FNIC is available to assist students with their assignments and can be accessed either on campus or from home. In addition, online subject guides, which can be accessed through our website, link students to resources that are specific to a course or subject.

YTC library is a member of The Alberta Library (TAL). With a TAL Card, YTC students have borrowing privileges at many participating public, academic, and special libraries across Alberta.

Students and staff are welcome to visit the library for an introduction to its services and borrowing policies. Library staff members are pleased to work with students individually and in class groups to provide research assistance, teach them how to use the library and electronic resources, and help students find the information they need for their assignments.



ADDITIONAL INFORMATION

- All registered students and staff have borrowing privileges.
Please note: your student ID card is also your library card.
- The library provides students with student ID cards. Replacements for lost or stolen cards cost \$10.00.
- The library provides students with TAL Cards.
- The loan period is 30 days for print items. DVDs and CDs are loaned for 7 days.
- Students are charged for the replacement of materials not returned as well as for repairs of damaged items.
- Students with outstanding library charges on their record will be blocked from receiving marks, transcripts, or permission to register and/or graduate.
- Wifi service is available.

LIBRARY INSTRUCTION

The library provides orientation sessions and will deliver library instruction workshops tailored to courses and assignments. Instructors are encouraged to contact the Librarian and arrange in advance.

Students are encouraged to contact the librarian to book reference appointments or to arrange one-on-one learning sessions. Please contact call us at (780) 484-0303, ext. 502 or email library@ytced.ca

STUDENT SERVICES

YTC offers a series of workshops in the areas of student support and community education. Workshop fees apply to the general public. For further information concerning schedules, registration and fees, please contact our office. Workshops are offered in the following areas:

Education and Life

- Become a Master Student
- Budgeting
- Time Management
- Study Skills
- Exam Preparation
- Resume Writing and Career Investigation

Health and Wellness

- Nutrition
- Physical Health
- Addictions
- Life Planning
- Self Renewal
- Parenting
- Relationships

Information Technology

- Window Keyboarding
- Microsoft Office
- Social Media

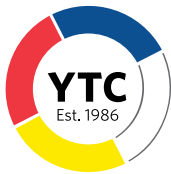
Language and Culture

- Introductory Cree
- Conversational Cree
- Introductory Stoney
- Aboriginal Identity
- Cross-cultural issues in Education
- Cross-cultural issues in the Workplace

PROGRAM INFORMATION

24	2 Year Pre-Education Diploma Program
26	General Studies
32	Indigenous Administration Diploma
36	Indigenous Bachelor of Administration and Governance
42	Indigenous Governance Certificate
46	Indigenous Social Work Diploma
50	Indigenous Bachelor of Social Work (IBSW)
52	Indigenous Community Health Worker Program
54	Indigenous Educational Assistant Program
58	Indigenous Environmental Stewardship and Reclamation
66	Renewable Energy Installation Assistant – Photovoltaic
68	Indigenous Languages Degree
70	University and College Entrance Preparation
74	Essential Skills in a Digital World





2-YEAR PRE-EDUCATION DIPLOMA PROGRAM

Yellowhead Tribal College is now offering a Degree in Indigenous Languages, in addition to a 2-year Pre-Education Diploma Program leading to a B.Ed. in Indigenous Languages.

PROGRAM DETAILS

YTC's new two-year Pre-Education Diploma program lays the foundation for a career in elementary or secondary education. The program prepares students to advance to the Bachelor's stage and ultimately teach in elementary and secondary schools. Students may choose between two streams: elementary education, where they will take a generalist course of study, and secondary education, where they will focus on languages, culture, and land based education. Students are permitted to select General Studies courses in this program.

PROGRAM OUTCOME

Graduates from the 2-Year Pre-Education Diploma Program are eligible to apply for the Bachelor of Education at other post-secondary institutions.

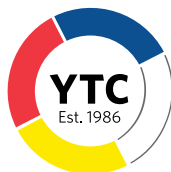
ADMISSION REQUIREMENTS

All applicants must complete:

- General Application Form + pay the \$75 non-refundable application fee.
- English 30-1, or 1st and 2nd Year University Transfer courses.

Please contact Doreen Daychief for information or to apply:
P: 780.484.0303





GENERAL STUDIES

The General Studies program provides students university-transferable courses.

PROGRAM DETAILS

The General Studies program is designed to provide students with 30 credits (10 courses) of transferable, introductory university-level courses that are applicable to a broad range of programs. Students who complete their Certificate in General Studies may choose to apply their credits to a degree at another institution, or return to Yellowhead Tribal College for one of our degree programs. The General Studies Certificate is the credential offered to all students entering the program. For students seeking university transfer, the certificate offers students the first two years of a general program in preparation for a Bachelor of Arts (B.A.), Bachelor of Education (B.Ed.), Bachelor of General Studies (B.G.S.), or Bachelor of Arts in Native Studies (B.A. N.S.) at a degree-granting institution. Students seeking admission to the University of Alberta or other degree-granting institutions should contact the Department Head to examine how the General Studies Certificate fits into their desired program of study.

ADMISSION REQUIREMENTS

Applicants must comply with the entrance requirements and admission policies of the institutions from which courses are brokered: English 30 or 90 (or equivalent) with a minimum grade of 65%, or English 33 with a minimum grade of 75%, and one other 30-level or 90-level course (or equivalent)*, OR previous successful completion of university-level courses. *Students who do not meet admission requirements may write the College Achievement Test (CAT). A minimum grade of 60% on the CAT is required for admission to the program.

COURSES

ANTH 101: Introductory Anthropology
ANTH 206: Introduction to Archaeology
ANTH 350: Anthropology and Multiculturalism
CREE 100: Introduction to Cree
CREE 150: Introductory Cree
CREE 250: Intermediate Cree
CREE 350: Advanced Cree
DRAM 149: Intro to the Dramatic Process
DRAM 247: Oral Communication
DRAM 257: Introduction to Scene Studies
EASC 100: Planet Earth:
Introduction to Earth Science
EASC 101: The Dynamic Earth:
Introductory Earth Science
EDFX 200: Introduction to Teaching
EDIT 202: Information Technology for Teachers
EDPY 200: Educational Psychology for Teachers
EDPY 300: Intro to Teaching Students
with Exceptional Learning Needs
ENGL 124: Literary Analysis
ENGL 125: Aboriginal Literature
ENGL 214: Creative Writing
FNCE 300: Personal Finance
GEOG 151: Human Geography
HIST 100: Western Civilization: 1500-Present
HIST 260: History of Canada to 1867
HIST 261: History of Canada Since 1867
MATH 113: Introductory Calculus
MATH 160: Mathematics for Education Students
MOST 315: Media Literacy
NTST 325 Aboriginal Self-Government
NTST 102: The Imaginary Indian
NTST 103: Native Social Structures
NTST 203: Native Social Structures
and the Environment
NTST 205: Value-based Learning
NTST 206 Cultural and

Environmental Impact Assessment

NTST 300 Community Development in
the Aboriginal Communities I

NTST 306 anishinaabe mitew pimatisiwin - An
Introduction to Indigenous Health and Traditional
Medicines.

NTST 307 Understanding Our Interpretation of the Treaties-

NTST 308: opikihawasiwin - An Introduction to
anishinaabe ekwa nehiyo child rearing practices.

NTST 325: Aboriginal Self-Government:
A Comparative Perspective

NTST 330 Indigenous Leadership

NTST 331- Skirting Around Colonialism:
Exploring Indigenous Women's Power

NTST 350: Comparative Studies in the History
of the Indigenous Peoples of the Americas and
the Pacific: 15th Century to the Present

NTST 400 Community Development
in Aboriginal Communities II

PHED 293: Movement Activity in Children 5-12 Years

PLAN 200: Introduction to Community Planning

PSVC 104: Introductory Psychology:
Basic Psychological Processes

PSVC 105: Introductory Psychology:
Individual and Social Behaviour

PSVC 223: Developmental Psychology

PSVC 233: Personality

PSVC 241: Social Psychology

PSVC 253: Abnormal Psychology

SOCI 100: Introductory Sociology

SOCI 101: Canadian Society

SOCI 215: Sociology of the Family

SOCI 300: Research Methods

SOCI 350: Racism and Global Inequality

SOCI 350: Racism and Global Inequality

STAT 151: Introduction to Applied Statistics

STON 115 An Introduction to Stoney Language and Culture

STON 125 Advanced Stoney Language and Culture



GENERAL STUDIES

Course Descriptions

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 sub-disciplines of anthropology: biological anthropology, archaeology, cultural anthropology, and linguistics.

ANTHROPOLOGY 350 (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.

Prerequisites: Anthropology 101

CREE 100 (3 CREDITS)

Cree 100 is an introduction to the Plains Cree (Y dialect) grammar and vocabulary with practice in speaking and writing. This course is designed to introduce students to the Cree Syllabic sound system, write the sounds with Roman Orthography, and read and speak the Plains Cree (Y dialect) language. Students will develop an awareness and appreciation of the Cree language, its immense vocabulary, and its precise word order.

CREE 150 (6 CREDITS)

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

CREE 250 (6 CREDITS)

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 on cultural activities. Cree 250 is a 6-credit course which provides preparation for Advanced Cree 350.

Prerequisites: Cree 150 or equivalent.

DRAMA 149 (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.

DRAMA 247 (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 practise 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.

EARTH AND ATMOSPHERIC SCIENCES 101 (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.

EDUCATIONAL INFORMATION TECHNOLOGY 202 (3 CREDITS)

This course is intended to provide the basic skills for the application of desktop productivity and multimedia soft-ware 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 hard-ware 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.

EDUCATIONAL PSYCHOLOGY 200 (3 CREDITS)

Educational Psychology for Teachers is a three-credit course in the Bachelor of Education Program. This course deals with the teaching-learning process and student behaviour. It includes theory, research, and illustrations, all dealing with the classroom application of psychological principles. Topics typically covered are student development, student learning and instruction, individual and group differences in student abilities, and student motivation. The course presents the basic principles of effective teaching and learning using a balanced theoretical orientation.

ENGLISH 124 (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 non-fiction, plays, and essays), as well as film and other visual media.

ENGLISH 125 (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-Indigenous 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.

ENGLISH 214 (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.

FINANCE 300 (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.

GEOGRAPHY 151 (3 CREDITS)

Human geography is the study of people and their relationships with the environment. Human Geography 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.

NATIVE STUDIES 102 (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.

GENERAL STUDIES

Course Descriptions Continued

NATIVE STUDIES 103 (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.

NATIVE STUDIES 203 (3 CREDITS)

Through land-based teaching, Native Social Structures and the Environment strengthens the foundation built in Native Studies 103. Students will explore the ways Native Identity and Culture are tied to the environment and land. NS 203 extends the relationship between the land, the people and the treaties. Coursework is divided into two sections: classroom instruction and fieldwork.

Prerequisite: NTST 103

NATIVE STUDIES 205 (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.

NATIVE STUDIES 206 (3 CREDITS)

An Introduction to Indigenous Health and Traditional Medicines 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.

NATIVE STUDIES FIELDWORK

NTST 103, NTST 203 and NTST 205 all have a mandatory fieldwork component. Through a traditional approach, students in NTST 103, NTST 203 and NTST 205 will appreciate the link between culture, tradition, environment and humanity. Teaching the fieldwork allows the students to explore the environment and the structure of the biosphere through natural law.

NATIVE STUDIES 350 (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: HIST 100 and NTST 101 or NTST 102.

PSYCHOLOGY 104 (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.

Prerequisites: HIST 100 and NTST 101 or NTST 102

PSYCHOLOGY 105 (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.

PSYCHOLOGY 223 (3 CREDITS)

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.

PSYCHOLOGY 241 (3 CREDITS)

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.

A photograph of two male students sitting at a desk in a classroom. The student on the left is wearing a white hoodie and looking towards the right. The student on the right is wearing a black shirt and glasses, looking down at his work. The background is a bright, slightly out-of-focus classroom with a whiteboard.

PSYCHOLOGY 253 (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 multi-dimensional 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.

SOCIOLOGY 100 (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.



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

The Indigenous Administration Diploma (formerly Management Studies Diploma) provides skills training for students entering the fields of business management, administration, banking, economic and human resource development, First Nations government, and computer business applications. Students who have completed their YTC Indigenous Governance Certificate in addition to their Indigenous Administration Diploma may be eligible to earn their Indigenous Bachelor of Administration and Governance upon completion of this program. See our Indigenous Bachelor of Administration page for details.

The Indigenous Administration Diploma program focuses on the fields of business management, administration, banking, economic and human resource development, First Nations government, and computer business applications. The program is a response to the education and training needs of First Nations and Indigenous individuals who are directly engaged in the tasks of creating and strengthening the mechanisms essential to manage government and establish an economic base fundamental to the survival of their communities.

ADMISSION REQUIREMENTS

- Alberta High School Diploma with 65% in MATH 30-1 (or equiv) and ENGL 30-1 (or equiv). For mature students (21 and over), we can arrange to do assessments for these.
- 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.

COURSES

ACCT 100: Introductory Accounting
ACCT 200: Introduction to Management Accounting
ADMN 400: Business Practices
BETH 200: Business Ethics
COMM 300: Conflict Resolution and Meditation
Cree 150
ECON 100: Microeconomics
ECON 200: Macroeconomics
ENGL 200: Business Communication
FNCE 301: Introduction to Financial Management
Information Systems for Management and Business (ISMB) 300: Integrated Business Systems and Applications
LAW 300: Indigenous Governance and Legal Issues
LAW 369: Introduction to Contract Law
LEAD 200: Leadership
MNGT100: Introduction to Management
MKTG 301: Marketing and Society
MATH100: Business Mathematics
NTST 101: Native Issues
ORGB 264: Organizational Behaviour
ORGB 286: Human Resources Management
SMDE 430: Entrepreneurial Development & Small Business



INDIGENOUS ADMINISTRATION DIPLOMA

Course Descriptions

ACCT 100 INTRODUCTORY ACCOUNTING (3 CREDITS)

This course concentrates on an introduction to accounting concepts and the environment of accounting. Areas reviewed are the objectives 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.

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.

Course prerequisites: 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)

Business Ethics 200 examines ethical issues that arise in the marketplace. This course is intended to help participants develop a greater understanding of ethical systems and to participate ethically and effectively in business situations. Students will be asked to examine the concepts and issues of business ethics with special attention to the Canadian and Aboriginal contexts. In particular, First Nations examples/content will be integrated into the 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 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 supplements the various theories and issues with a First Nations perspective, where possible.

ENG 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.

ISMB 300 INTEGRATED BUSINESS SYSTEMS AND APPLICATIONS (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.

LAW 300 INDIGENOUS GOVERNANCE AND LEGAL ISSUES (3 CREDITS)

Indigenous governance and legal issues introduces students to the interdisciplinary study of Indigenous governments, governance issues and legal issues. Course materials and topics are drawn from history, sociology, geography, legal materials, politics and case studies.

LAW 369 INTRODUCTION TO 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.

LEAD 200 LEADERSHIP (3 CREDITS)

This course explores the topic of leadership. The challenge of dynamic leadership is front and centre 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 the 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 addresses the issue of building confidence in mathematical ability.

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 making 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 introductory course provides a basic understanding of 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 BEHAVIOR (3 CREDITS)

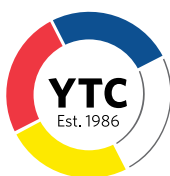
This course provides an introduction to behavioral science research as it applies to organizations. "People problems" are among the most significant faced by any manager and are often impediments in a career. All managers must learn to utilize human resources effectively. This course is designed to increase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

MNGT 100 INTRODUCTION TO MANAGEMENT (3 CREDITS)

This course provides an introduction to 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 Aboriginal organizations.

SMDE 430 ENTREPRENEURIAL DEVELOPMENT & 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 BACHELOR OF ADMINISTRATION AND GOVERNANCE: POST DIPLOMA

Provides skills training for students entering the fields of business management, administration, banking, economic and human resource development, First Nations government, and computer business applications.

PROGRAM DETAILS

The Indigenous Bachelor of Administration and Governance program focuses on the fields of business management, administration, First Nations government, and computer business applications. The program is a response to the education and training needs of First Nations and Indigenous individuals who are directly engaged in the tasks of creating and strengthening the mechanisms essential to manage government and establish an economic base fundamental to the survival of their communities.

Students who apply to this program with either the Yellowhead Tribal College Indigenous Administration Diploma (or approved equivalent) or Indigenous Governance Certificate will receive advanced credit. This is a three-year (93 credit) program comprising courses from Yellowhead Tribal College's Indigenous Administration Diploma and Indigenous Governance Certificate programs.

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.

COURSES

ACCT 100: Introductory Accounting
ACCT 200: Introduction to Management Accounting
ADMN 400: Business Practices
BETH 200: Professional and Business Ethics
COMM 300: Conflict Resolution and Meditation
CREE 150:
ECON 100: Microeconomics
ECON 200: Macroeconomics
ENGL 200: Business Communication
FNCE 301: Introduction to Financial Management
Information Systems for Management and Business (ISMB) 300: Integrated Business Systems and Applications
LAW 300: Indigenous Governance and Legal Issues
LAW 369: Introduction to Contract Law
LEAD 200: Leadership
MNGT100: Introduction to Management
MKTG 301: Marketing and Society
MATH100: Business Mathematics
NTST 101: Native Issues
ORGB 264: Organizational Behaviour
ORGB 286: Human Resources Management
SMDE 430: Entrepreneurial Development & Small Business
IGOV 301: Introduction to Renewing Ceremonial Life
IGOV 302: Applied Ceremonial Renewal
IGOV 303: Decolonizing Leadership
IGOV 304: Indigenous Governance
IGOV 305: Indigenous Political thought and Resurgence
IGOV 306: Introduction to Indigenous Community Research
IGOV 307: Communication for Indigenous Governance
IGOV 308: Finance for Indigenous Governance
IGOV 309: Indigenous-Settler Relations
IGOV 310: Indigenous Peoples and Technology for Governance



INDIGENOUS BACHELOR OF ADMINISTRATION AND GOVERNANCE

Course Descriptions

ACCOUNTING 100 (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.

ACCOUNTING 200 (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.

ADMINISTRATION 400 (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.

BUSINESS ETHICS 200 (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.

COMMUNICATIONS 300 (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 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 150 (6 CREDITS)

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.

ECONOMICS 100 (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 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.

ECONOMICS 200 (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.

ENGLISH 200 (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.

FINANCE 301 (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.

INFORMATION SYSTEMS FOR MANAGEMENT AND BUSINESS 300 (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.

LAW 300 (3 CREDITS)

Indigenous governance and legal issues introduces students to the interdisciplinary study of Indigenous governments, governance issues and legal issues. Course materials and topics are drawn from history, sociology, geography, legal materials, politics and case studies.

LAW 369 (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.

LEADERSHIP 200 (3 CREDITS)

This course explores the topic of leadership. The challenge of dynamic leadership is front and centre 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.

MANAGEMENT 100 (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.

MANAGEMENT 301 (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.

MATHEMATICS 100 (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.

NATIVE STUDIES 101 (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.

INDIGENOUS BACHELOR OF ADMINISTRATION AND GOVERNANCE

Course Descriptions Continued

ORGANIZATIONAL BEHAVIOUR 264 (3 CREDITS)

This course provides an introduction to 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.

ORGANIZATIONAL BEHAVIOUR 286 (3 CREDITS)

This course provides an introduction to 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.

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.

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 CEREMONIAL RENEWAL (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.

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.

Prerequisite: IGP 301

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-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 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.



INDIGENOUS GOVERNANCE CERTIFICATE

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

PROGRAM DETAILS

Through the renewal of Indigenous knowledge, the Indigenous Governance Certificate provides a strong leadership foundation for those seeking to work, or are already working, in an Indigenous governance context. Students who have completed their YTC Indigenous Administration Diploma (or equivalent) may be eligible to earn their Indigenous Bachelor of Administration and Governance upon completion of this program. See our Indigenous Bachelor of Administration page for details.

This one-year (30-credit) certificate program is ideal both for students interested in starting their leadership training, and as professional development for those already into their careers. With courses scheduled during weeknights and weekends, the Indigenous Governance student can work while they pursue their education. Learners will strengthen their engagement with Indigenous ceremonial life, absorb teachings from Elders and the land, and immerse themselves in Indigenous political philosophy while working on their personal regeneration and envisioning ways to engage communities through governance.

The program will blend skill creation in the areas of writing, research, finance, and the use of technology with the critical thinking skills necessary for decolonizing Indigenous leadership and governance practices. The program also invites participants to look critically at ongoing colonial relations with settler peoples and governments in order to find transformative pathways for change and restoration of Indigenous nationhood. This is achieved by enhancing foundational leadership skills with Indigenous wisdom connected to a ceremonial way of life as a way of re-envisioning Indigenous governance.

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, or
- Designation of Mature Student Status: Age 21 and over with a skills appraisal in Math and English, or
- Consent of the Head

COURSES

- IGOV 301: Introduction to Renewing Ceremonial Life
- IGOV302: Applied Ceremonial Renewal
- IGOV 303: Decolonizing Leadership
- IGOV 304: Indigenous Governance
- IGOV 305: Indigenous Political thought and Resurgence
- IGOV 306: Introduction to Indigenous Community Research
- IGOV 307: Communication for Indigenous Governance
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INDIGENOUS GOVERNANCE CERTIFICATE

Course Descriptions Continued

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.

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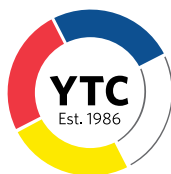
IGOV 309 INDIGENOUS-SETTLER RELATIONS (3 CREDITS)

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 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.





INDIGENOUS SOCIAL WORK DIPLOMA

The Indigenous Social Work Diploma program prepares students for social work practice founded on Indigenous knowledge along with examination of Western concepts and approaches.

PROGRAM DETAILS

The Indigenous Social Work Diploma is a dynamic, culturally informed program that focuses on Indigenous Knowledge as a form of de-colonization and empowerment. Students are immersed in cultural teachings and discovery while learning the main pillars of social work practice. The program offers courses in Indigenous Language, Natural Helping systems, colonization, and cultural practice. The cultural content is delivered by Yellowhead Tribal Elders and students will be mentored by both experienced Indigenous and non-Indigenous social workers during practicum hours. Students will also have daily access to Elders and Indigenous instructors. Non-social work courses are geared toward enhancing knowledge in the areas of First Nations history, language, culture, and governance.

The Indigenous Social Work Diploma is currently in its candidacy stage with the ACSW. Graduates can apply to the ACSW to be a Registered Social Worker (RSW).

ADMISSION REQUIREMENTS

- All applicants must complete and submit an Indigenous Social Work Diploma package which can be printed from the YTC website or picked up at YTC.
- Students must also complete a YTC application and submit the required application fee. All the program criteria are listed in the package. Please note: students without English 30-1 can apply, but must upgrade their English by the start of the Indigenous Social Work Program.

COURSES

ANTH 350: Anthropology and Multiculturalism
CREE 100: Introductory Cree—Part 1
CREE 200: Introductory Cree - Part 2
DRAM 149: Introduction to the Dramatic Process
ENGL 124 : Literary Analysis
ENGL 250 : Writing Skills
NTST 325: Aboriginal Self-Government: A Comparative Perspective
PSYC 223: Developmental Psychology
PSYC 241: Social Psychology
SOWK 100: Introduction to Social Welfare and Social Work
SOWK 101: Communication and Counseling in Social Work Practice
SOWK 102: Natural Helping Systems in Social Work Practice
SOWK 103: Mental Health and Addictions
SOWK 104: First Year Practicum
SOWK 200: Impacts of Colonization on Current Canadian Social Policy
SOWK 201: Breaking the Cycle of Trauma
SOWK 202: Practice with Groups and Families
SOWK 203: Community Development and Healing
SOWK 204: Second Year Practicum
SOWK 205: Leadership in Social Work Organizations
SOWK 206: Conflict Management in Social Work Practice
SOCI 101: Canadian Society



INDIGENOUS SOCIAL WORK 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: Anthropology 101

CREE 100 INTRODUCTORY CREE—PART 1 (3 CREDITS)

Cree 100 is an introduction to the Plains Cree (Y dialect) grammar and vocabulary with practice in speaking and writing. This course is designed to introduce students to the Cree Syllabic sound system, write the sounds with Roman Orthography, and read and speak the Plains Cree (Y dialect) language. Students will develop an awareness and appreciation of the Cree language, its immense vocabulary, and its precise word order.

DRAMA 149 (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.

ENGL 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 non-fiction, plays, and essays), as well as film.

NTST 325 ABORIGINAL SELF-GOVERNMENT (3 CREDITS)

This course explores the implementation of the concept of Aboriginal self-government undertaken by Aboriginals in Canada and in other countries such as Nicaragua, Colombia, Brazil, Panama, the United States of America, Greenland, Finland, Norway, Sweden, Japan, Australia, and New Zealand. A discussion in unit one centres around a conceptual

framework of Aboriginal self-government in Canada, examining the administrative structure and the major responsibilities of the Department of Aboriginal and Northern Development Canada and Canada's policy guide to Aboriginal self-government. Unit two examines the existing operational models of Aboriginal self-government in Canada and in the other countries mentioned above. A survey in unit three concentrates on Canadian Aboriginals' demands for constitutional based self-governmental powers.

PSYC 223 DEVELOPMENTAL PSYCHOLOGY (3 CREDITS)

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 & PSYC 105

PSYC 241 SOCIAL PSYCHOLOGY (3 CREDITS)

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 & PSYC 105

SOCIOLOGY 101 (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

ENGL 250 (3 CREDITS)

Writing Skills

CREE 200 (3 CREDITS)

Introductory Cree—Part 2

SOWK 100 (3 CREDITS)

Introduction to Social Welfare and Social Work

SOWK 101 (3 CREDITS)

Communication and Counseling in Social Work

SOWK 102 (3 CREDITS)
Natural Helping Systems in
Social Work Practice

SOWK 103 (3 CREDITS)
Mental Health and Addictions

SOWK 104 (6 CREDITS)
First Year Practicum

SOWK 200 (6 CREDITS)
Impacts of Colonization on Current
Canadian Social Policy

SOWK 201: (6 CREDITS)
Breaking the Cycle of Trauma

SOWK 202: (6 CREDITS)
Practice with Groups and Families

SOWK 203: (6 CREDITS)
Community Development and Healing

SOWK 204: (6 CREDITS)
Second Year Practicum

SOWK 205: (6 CREDITS)
Leadership in Social Work Organizations

SOWK 206: (6 CREDITS)
Conflict Management in
Social Work Practice





INDIGENOUS BACHELOR OF SOCIAL WORK (IBSW): POST DIPLOMA

The Indigenous Social Work Diploma program prepares students for social work practice founded on Indigenous knowledge along with examination of Western concepts and approaches.

PROGRAM DETAILS

As a member of the First Nations Adult and Higher Education Consortium (FNAHEC), Yellowhead Tribal College offers an Indigenous Bachelor of Social Work degree that applies Indigenous knowledge and pedagogies to social work practice. Graduates of this program qualify for employment in all areas of social work provincially, nationally, and internationally.

PROGRAM ADMISSION

Because the Indigenous Social Work Diploma Program is cohort-based, we admit a group of students only once every two years. The next intake is for Fall 2019.

MODE OF DELIVERY

The YTC IBSW program is a full-time program delivered through the learning circle model. Courses will be delivered Friday evenings from 5 to 9 pm and all day Saturdays from 8 to 5 pm. This mode of delivery will allow both employed and full-time funded students to complete the program.

ADMISSION REQUIREMENTS

- All applicants must complete and submit an Indigenous Social Work Diploma package which can be printed from the YTC website or picked up at YTC.
- Students must also complete a YTC application and submit the required application fee. All the program criteria are listed in the package. Please note: students without English 30-1 can apply, but must upgrade their English by the start of the Indigenous Social Work Program.

COURSE DETAILS

Students applying to the program must possess an accredited diploma in Social Work. A diploma in Indigenous Social Work is preferred. Applicants with a non-Indigenous Social Work Diploma must have a strong Indigenous foundation in their Diploma, practice, or other non-Social Work courses. Applicants with non-Indigenous Social Work diplomas with no Indigenous foundation may take courses to meet the entry requirement up to the program admission deadline.

YEARS 1 & 2

(Social Work Diploma Program)

Cree 100
Cree 200
Drama 149
English 124
English 250
Native Studies 325
Psychology 223
Psychology 241
Social Work 100
Social Work 101
Social Work 102
Social Work 103
Social Work 104
Social Work 200
Social Work 201
Social Work 202
Social Work 203
Social Work 204
Social Work 205
Social Work 206
Sociology 101

YEAR 3

Fall

ISWK 3015
ISWK 3605
ILAN 3110
ISWK 3203
Winter
ISWK 3503
ISWK 3601
HIST 375
ILAN 3110.2
ISWK 3203.2
ISWK 3300

Spring

ISWK 3505
ISWK 3300

YEAR 4

Fall

ISWK 4015
ISWK 4601
ISWK 4603
ILAN 3110.3
ISWK 3203.3
Winter
HLTH 403
ISWK 4602
LM 370
ILAN 3110.4
ISWK 3203.4
ISWK 3203.4
ISWK 4300

Spring

ECON 300
ISWK 4300

INDIGENOUS BACHELOR OF SOCIAL WORK

Course Descriptions

ISWK 3015 (3 CREDITS)

Application of Indigenous Ethical Principles and Cultural Protocols Ceremonies and Teaching Lodges. Theme: Community Wellness.

ISWK 3605 (3 CREDITS)

Indigenous Worldviews

ILAN 3110.1 (3 CREDITS)

Language / Philosophy Portfolio.

ISWK 3203.1 (3 CREDITS)

Health through Place, Mindfulness and the Arts Workshops & Seminars.

ISWK 3503 (3 CREDITS)

Critical Analysis of Generalist Canadian SWK Theory and Practice

ISWK 3601 (3 CREDITS)

Applying Indigenous Knowledge—Selected Issues

HIST 375 (3 CREDITS)

Roots of Imperialism

ILAN 3110.2 (3 CREDITS)

Language / Philosophy Portfolio

ISWK 3203.2 (3 CREDITS)

Mindfulness and the Arts Workshops & Seminars.

ISWK 3300 (3 CREDITS)

Community Practice with Families/ Communities (75 hours in practice + 9 hours seminar).

ISWK 3505 - (3 CREDITS)

Indigenous Research Methods. Block course.

ISWK 3300 - (3 CREDITS)

Community Practice with Families / Communities (150 hours in practice + 12 hours seminar).

ISWK 4015 (3 CREDITS)

Application of Indigenous Ethical Principles and Cultural Protocols. Ceremonies & Teaching Lodges. Theme: Global Wellness.

ISWK 4601 (3 CREDITS)

Applying Indigenous Knowledge—Selected Issues.

ILAN 3110.3 (1.5 CREDITS)

Language / Philosophy Portfolio

ISWK 3203.3 (1.5 CREDITS)

Healing through Place, Mindfulness and the Arts Workshops & Seminars.

HLTH 403 (3 CREDITS)

Environmental Health & Healing.

ISWK 4602 (3 CREDITS)

Utilizing Indigenous Knowledge to Restore Global Wellness.

LM 370 (3 CREDITS)

Leadership and Change.

ILAN 3110.4 (1.5 CREDITS)

Language / Philosophy Portfolio

ISWK 3203.4 (1.5 CREDITS)

Healing through Place, Mindfulness and the Arts (Workshops and Seminars).

ISWK 4300 (1 CREDIT)

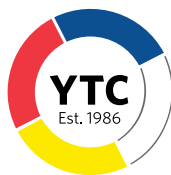
Community Practice with Families/ Communities (75 hours in practice + 9 hours seminar).

ECON 300 (3 CREDITS)

Model Economies. Black Course.

ISWK 4300 (3 CREDITS)

Community Practice: Global Wellness (150 hours in practice + 12 hours seminar).



INDIGENOUS COMMUNITY HEALTH WORKER DIPLOMA

The Indigenous Community Health Worker Diploma will provide 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 complete of a skills appraisal test in Math and English. Applicants may also enter with special permission from the Department Head of Social Work.
- Complete a General YTC Application form, and submit the non-refundable \$75 application fee.
- All applicants must complete and submit an Indigenous Community Health Worker Package, which can be printed from the YTC website or picked up at YTC.

COURSES

Interpersonal Communication and Basic Counseling Skills
English Writing Skills
Infectious, Chronic and Contagious Diseases
Medical, Social and Economic Determinants of Health Affecting Indigenous People and Communities.
Addictive Pharmaceutical and Psychotropic Drugs
Healing through Indigenous Ceremonies
Impacts of Intergenerational Trauma and Colonization
Family Life Cycle
Field Practicum I
Nutrition
Health and Traditional Medicines
Health through Community Development
Alternative Healing Methods
Addictions and Treatment
Mental Health
Indigenous Community-Based Research
Suicide Prevention and Crisis Management
Development Across the Lifespan - Birth through Adulthood
Field Practicum II





INDIGENOUS EDUCATIONAL ASSISTANT PROGRAM

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

PROGRAM DETAILS

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. In the 2019-20 academic year, YTC plans to offer the Indigenous Educational Assistant program in two locations: at the college's main Edmonton campus and at the Enoch Cree Nation, just west of the city. For more information, call 780.484.0303.

ADMISSION REQUIREMENTS

- Students with 60%+ in English 30-1 and 60%+ in Math 20-2 will be registered in the University Studies English.
- Students with 55%+ in English 30-2 and Math 20-2 will be registered in English 150.
- 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, current Child Intervention Check, and current Criminal Record Check are required when applying to this program.

COURSES

EA 101: Role and Responsibilities of an Educational Assistant

EA 102: The Exceptional Needs Learner

EA 103: Child and Adolescent Development

EA 105: Observation and Assessment I for Educational Assistants

EA 106: Observation and Assessment II for Educational Assistants

EA 110: Language and Literacy Development

EA 112: Numeracy and Mathematics Across the Grades

EA 113: Program Design Theory for Educational Assistants

EA 114: Practicum

EA 115: Developing Traditional Resources for Educational Assistants

EA 116: Effective Communications for Educational Assistants

ENGL 150



INDIGENOUS EDUCATIONAL ASSISTANT

Course Descriptions

EA 101 ROLES AND RESPONSIBILITIES OF AN EDUCATIONAL ASSISTANT (3 CREDITS)

The practicum experience is the foundation of the program. Learners will have 200 hours of hands-on experience in their career choice as they will be working as an educational assistant at an assigned school. This course has a mandatory minimum grade of 3.0 or a B on the Alpha scale.

EA 102 THE EXCEPTIONAL NEEDS LEARNER (3 CREDITS)

EA 102 builds a foundation for educational assistants working with special needs students. Content covers understanding the nature of special needs and the diversity of this population. Learners will gain knowledge and specific strategies for diverse academic needs based on the nature of the student profile. Other topics covered will include: proactive behaviours management, effective behaviour interventions, working with students diagnosed with medical, physical, and/or mental health disorders.

EA 103 CHILD AND ADOLESCENT DEVELOPMENT (3 CREDITS)

EA 103 covers human growth and development from birth to adolescence and natural milestones. Learning will include: Development Theory on Learning, First Nations models of human development, 21st century impacts on child development and Nature and Nurture impacts on child development.

EA 105 OBSERVATION AND ASSESSMENT FOR EDUCATIONAL ASSISTANTS (3 CREDITS)

EA 105 covers theories of behavioural assessment for the purposes of supporting program plans for diverse learners. The course provides an overview of methods of observation, description, and documentation of behaviour.

Prerequisite: EA 102

EA 106 OBSERVATION AND ASSESSMENT II FOR EDUCATIONAL ASSISTANTS (3 CREDITS)

Building on EA 105, learners will be able to support behavioural strategies that are fundamental to program planning and development, while incorporating observation and assessments methods on an ongoing basis. Techniques will cover: guiding behaviour, assisting with positive interventions, and working in inclusive learning environments.

Prerequisites: EA 102 and EA 105

EA 110 LANGUAGE AND LITERACY DEVELOPMENT (3 CREDITS)

EA 110 covers learning theory on language development and Early Literacy based on the Alberta Language Arts curriculum. Educational assistants will learn specific strategies to support modified instruction in all genres of language arts. Specific support strategies will include: assisting students with reading and writing, and to enjoy this form of communication.

EA 112 NUMERACY AND MATHEMATICS ACROSS THE GRADES (3 CREDITS)

The focus of EA 112 is an active learning approach to develop understanding of number operations and problem-solving. Learners will become skilled at using activities that are based in all strands of the Alberta mathematics curriculum. Content will also include: effective use of manipulatives, the language of mathematics, problem-solving, learning games in mathematics, and integrating the strengths of First Nations culture into mathematics.

EA 113 PROGRAM DESIGN THEORY FOR EDUCATIONAL ASSISTANTS (3 CREDITS)

EA 113 will be taught the theory of program design and how to support the program implementation, based on a "classroom team" approach. Course content also includes: supporting behaviour analysis strategies and supporting diverse learners to adapt and learn new behaviours.

Prerequisites: EA 105

EA 114 PRACTICUM (3 CREDITS)

The practicum experience is the foundation of the program. Learners will have 200 hours of hands-on experience in their career choice as they will be working as an educational assistant at an assigned school. This course has a mandatory minimum grade of 3.0 or a B on the Alpha scale.

EA 115 DEVELOPING TRADITIONAL RESOURCES FOR EDUCATIONAL ASSISTANTS (3 CREDITS)

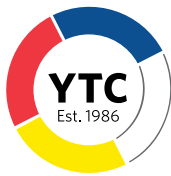
This course will provide students with a foundation for the basic understanding of First Nations culture, tradition and world view. Learners will learn important protocols, values and practices of the First Nations communities they will be working in or with. Learners will also learn how to use and implement local traditional resources in their classes through the design and development of Edu-kits that are based in First Nations culture and traditions.

EA 116 EFFECTIVE COMMUNICATIONS FOR EDUCATIONAL ASSISTANTS (3 CREDITS)

EA 116 covers the essential theory, practice and skills needed for effective communication in the education field. Topics range from: applying the Freedom of Information and Privacy Act (FOIP), ethical and effective communications, and ethical conduct with students, parents and other education professionals in the school.

ENGLISH 150 (3 CREDITS)

English 150 is an introductory composition course designed to aid the student in developing writing, reading and critical thinking skills essential for post-secondary 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.



INDIGENOUS ENVIRONMENTAL STEWARDSHIP & RECLAMATION

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 and Reclamation program (IESR) prepares students for the demanding and evolving field of environmental safeguarding, reclamation, and restoration. This program will provide students with a background in theory and practice, including laboratory work and field experiences. Learning from academics, Elders, industry, and community experts, students will learn how environmental science and Traditional Ecological Knowledge (TEK) are vital in balancing traditional values and the needs of the industry and communities in the continued development of resources. Graduates of the program will possess the necessary skills to meet the growing demand for environmental practitioners in such fields as resource development and management, environmental protection, environmental assessment, water management, waste management, environmental research, and environmental education. As Alberta's resource-based economy continues to change, the need for environmental stewards will grow, especially within First Nations communities.

IESR TECHNOLOGIST DIPLOMA

The IESR Technologist is a full-time program that prepares students for a variety of roles in the environmental stewardship and reclamation industry. Admission to the program requires completion of the IESR Technician Certificate or equivalent. 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).

COURSES

Chemistry 90
Cree 150
Cree 250
English 90
IESR 100: Environmental Monitoring and Assessment
IESR 110: Ecology of Freshwater Systems
IESR 120: Geology and use of Water Systems
IESR 130: Air Quality Monitoring and Improvement
IESR 140: Water Monitoring and Analysis
IESR 150: Traditional Land Use
IESR 195: Practicum 1: Science, Culture, and the Environment
IESR 200: Soil Science
IESR 210: An Exploration of Biological Diversity
IESR 220: Environmental Ethics and Written Communication
IESR 230: Biochemistry
IESR 240: Geology
IESR 250: Ecological Stewardship
IESR 260: English for Scientific and Community Reporting
IESR 270: Statistical Methods for Environmental Sciences
IESR 280: Contaminated Site Evaluating and Management

COURSES CONTINUED

IESR 290: Land-Based Field Work

IESR 295: Practicum 2:
Stewardship, Policy,
and Practice

IESR 300: Site Reclamation

IESR 310: Introduction
to Plant Taxonomy

IESR 320: Geographical
Mapping and Applications

IESR 330: Forestry Management

IESR 340: Environmental and
Natural Resource Law

IESR 350: Indigenous Ethic -
Guides for Use and Dissemination

IESR 360: Community
Engagement and Planning

IESR 370: Conservation and
Habitat Management

IESR 380: Research Methods

IESR 395: Practicum 3:
Environmental Management
and Administration

Information Systems for
Management and Business 200

Mathematics 90

Native Studies 103

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 30-1 or English 30-2, Pure Mathematics 30, or equivalence to these courses, with grades of 65% 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 21
- Successful completion of a Skills Appraisal Test in Math and English.

UNIVERSITY TRANSFER

The IESR program offers university transfer courses and block transfers in partial completion of a science or environmental degree, including transfer to the following programs:

- Athabasca University (Bachelor of Science)
- Concordia University of Edmonton (Bachelor of Science)
- Thompson Rivers University (Bachelor of Technology)
- MacEwan University (Bachelor of Science)
- Mount Royal University (Bachelor of Science)
- Trinity Western University (Bachelor of Science)

Transfer options may also be available at other post-secondary institutions where credits from Yellowhead Tribal College programs are evaluated on an individual basis. Interested students should contact the post-secondary institute.

INDIGENOUS ENVIRONMENTAL STEWARDSHIP & RECLAMATION

Course Descriptions

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.

Prerequisites: Chemistry 20 and Math 20-1 (65%)

*Chemistry 90 prepares students to write the Chemistry 30 Diploma Examination

CREE 150 (6 CREDITS)

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.

Prerequisites: No prior knowledge of Cree is assumed.

CREE 250 (6 CREDITS)

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 on cultural activities. Cree 250 is a 6-credit course which provides preparation for Advanced Cree 350.

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 the development of writing, reading and critical thinking skills necessary for university and college study.

*English 90 prepares students to write the English 30 Diploma Examination.

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: MATH 90, CHEM 90 & ENGL 90.

IESR 110 ECOLOGY OF FRESHWATER 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: MATH 90, CHEM 90, & ENGL 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 behaviour of water in all of Earth's environments.

Prerequisites: MATH 90, CHEM 90, & ENGL 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/vapour 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.

IESR 195 PRACTICUM 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 their learning through written assignments.

Prerequisites: IESR 100,

IESR 110 SOIL SCIENCE (3 CREDITS)

The course provides an introduction to 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, Munsell colour, 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 provides an introduction to the identification of non-vascular and vascular plants of Alberta and the use of botanical dichotomous keys (Flora of Alberta - vascular plants).

IESR 210 AN EXPLORATION OF BIOLOGICAL DIVERSITY (3 CREDITS)

In this course, students are introduced to the patterns of evolution in the form of biological diversity and the mechanisms of evolution leading to this diversity. 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. Through this, students will understand and appreciate the interconnectedness of evolution, ecology, and biological diversity. Important to this discussion is an inclusion of organism 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.

INDIGENOUS ENVIRONMENTAL STEWARDSHIP & RECLAMATION

Course Descriptions Continued

IESR 220 ENVIRONMENTAL ETHICS AND WRITTEN COMMUNICATION (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: ENGL 90

IESR 220 ENVIRONMENTAL ETHICS AND WRITTEN COMMUNICATION (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, and charts.

IESR 230 BIOCHEMISTRY (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 review from your chemistry and biology prerequisite courses.

Prerequisites: MATH 90, CHEM 90

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 with mechanisms of treatment of contaminants.

Prerequisites: MATH 90, CHEM 90

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.

Prerequisites: MATH 90, CHEM 90

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 to 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: MATH 90, 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: MATH 90, CHEM 90, ENGL 90

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 SITE 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. This will be used to explore further possible resolutions for Alberta's regions in need of reclamation. Apart from the reclamation process, attention in this course is also given to the legal nature of these situations, pointing out the laws that govern these processes and the various

stakeholders in such undertakings who must be addressed. Students will thus 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 be conducted furthermore in this course so as to give students a hands-on experience and insight into the situations and conditions encountered in pursuit of bringing back local vegetation and soil to their natural state. After this course, students will be able to have an understanding of 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 280

IESR 310 INTRODUCTION TO PLANT TAXONOMY (3 CREDITS)

In this course, students are given an introduction 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 will 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, IESR 270

INDIGENOUS ENVIRONMENTAL STEWARDSHIP & RECLAMATION

Course Descriptions Continued

IESR 330 FORESTRY MANAGEMENT W(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, 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.

Prerequisites: 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.

Prerequisites: NTST 103 & IESR 260

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: NTST 103, IESR 260, IESR 260, IESR 270, IESR 280

IESR 380 RESEARCH METHODS (3 CREDITS)

This course will provide an examination of the various phases of research carried out in the environmental sciences field: planning the research project; choosing appropriate methods for data collection; analyzing data; and communicating research results. Students in environmental studies need to contend with the demands of many disciplines and hence have some unique concerns when preparing research proposals. Often their methodology requires a synthesis of various techniques. Thus they must aspire to be comprehensive while not sacrificing the analytical rigor of scientific inquiry. The course is writing-intensive and will focus on scientific writing and on the oral, written, and graphical presentation of data and research results.

Prerequisites: IESR 260 & IESR 270

IESR 380 RESEARCH METHODS (3 CREDITS)

This course will provide an examination of the various phases of research carried out in the environmental sciences field: planning the research project; choosing appropriate methods for data collection; analyzing data; and communicating research results. Students in environmental studies need to contend with the demands of many disciplines and hence have some unique concerns when preparing research proposals. Often their methodology requires a synthesis of various techniques. Thus they must aspire to be comprehensive while not sacrificing the analytical rigor of scientific inquiry. The course is writing-intensive and will focus on scientific writing and on the oral, written, and graphical presentation of data and research results.

Prerequisites: IESR 260 & IESR 270

IESR 395 PRACTICUM 3: ENVIRONMENTAL MANAGEMENT AND ADMINISTRATION (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 should help students build technical knowledge and skills through practical experience, and ultimately enhance understanding of a career in environmental management. Students will evaluate their experiences and learnings through written assignments.

Prerequisites: IESR 260 & IESR 270

INFORMATION SYSTEMS FOR MANAGEMENT AND BUSINESS 200 (3 CREDITS)

ISMB 200 an entry-level course focusing on development of basic skills in the use of computer systems and applications, and fostering an understanding of the opportunities those systems and applications provide. Topics covered in the course include basic hardware, software and system theory, introduction to applications including word processing, spreadsheets, Presentation Manager (Microsoft Office 2007), and an introduction to HTML.

MATHEMATICS 90 (5 CREDITS)

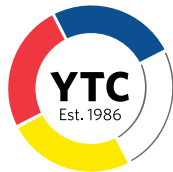
Math 90 introduces students to the Grade 12-level pre-calculus required for entrance into University math. The curriculum emphasizes algebra, graphing, deductive and symbolic methods to solve problems and determine if and under what conditions a concept is true. Students will continue to develop communication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

Prerequisites: Math 20-1 (65%).

*Mathematics 90 prepares students to write the Pure Mathematics 30 Diploma Examination

NATIVE STUDIES 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.



RENEWABLE ENERGY INSTALLATION ASSISTANT

This REIA Technician Certificate Program trains students for careers 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*
- *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 text 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.*

COURSES

REIA 100: Photovoltaic Cells: An Introduction
NTST 103: Native Studies
CREE 150 or STONEY 115: Introductory Cree or Stoney.
REIA 110: Introduction to Photovoltaic Systems
REIA 115: Occupational Health & Safety
REIA 120: Project Analysis
NTST 206: Native Studies
CREE 250 OR STONEY 125: Intermediate Cree or Stoney
REIA 125: Photovoltaic Microgeneration
REIA 130: Economics of Renewable Energy
REIA 135: Energy Storage
REIA 140: Introduction to Energy Audits
REIA 150: Renewable Energy Regulations
REIA 199: Practicum: Environmental Management & Administration





INDIGENOUS LANGUAGES DEGREE

Yellowhead Tribal College is now offering a Degree in Indigenous Languages.

PROGRAM DETAILS

The Indigenous Languages Degree will provide students with a strong foundation in Cree, Stoney/Nakota, and Anishnaabe/Saulteaux, spoken and written; culture and traditional knowledge; and Indigenous pedagogy. In addition to classroom-based learning, the program offers language immersion and land-based fieldwork with Elders and our Knowledge Keeper. With the Bachelor's degree in Indigenous Languages, students will emerge with post-secondary-level skills in writing and critical thinking; speaking and writing proficiency in one or more Indigenous languages; and detailed knowledge of Indigenous cultures and world-view with the capacity to promote and advocate for the retention of Indigenous language and culture.

Graduates will develop the following skills, knowledge bases, and capacities:

- Critical thinking and post-secondary-level writing skills
- Proficiency in one or more Indigenous languages, with the ability to speak and write fluently
- Detailed knowledge of Indigenous cultures and world-view, with the capacity to promote and advocate for the retention of Indigenous language and culture.

ADMISSION REQUIREMENTS

CLASSES BEGIN SEPTEMBER 3rd, 2019

All applicants must complete:

- General Application Form + pay the \$75 non-refundable application fee.
- English 30-1, or 1st and 2nd Year University Transfer courses

Please contact Doreen Daychief for information or to apply:

P: 780.484.0303

E: doreen.daychief@ytced.ca





UNIVERSITY AND COLLEGE ENTRANCE PREPARATION PROGRAM (UCEPP)

The University and College Entrance Preparation program is designed to prepare students for post-secondary education.

PROGRAM DETAILS

The University and College Entrance Preparation Program is designed to prepare students for post-secondary 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 a 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 10th and ends in December with final exams. The second semester begins in January 7th and ends with final exams the last week in April.

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.

COURSES

Aboriginal Studies 20
Aboriginal Studies 30
Biology 20
Biology 90
Chemistry 20
Chemistry 90
Cree Language and Culture 20
Cree Language and Culture 30
English 90
Information Processing—Introductory
Information Processing—Intermediate
Mathematics 10-C
Mathematics 20-1
Mathematics 20-3
Mathematics 90
Mathematics 90-1
Science 10
Social Studies 90



UCEPP

Course Descriptions

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.

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 are the content of this course.

Prerequisites: Aboriginal Studies

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.

Prerequisites: Science 10 (65%)

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.

Prerequisites: Biology 20 (65%) .

*Biology 90 prepares students to write the Biology 30 Diploma Examination.

CHEMISTRY 20 (5 CREDITS)

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

Prerequisites: Math 10-C and Science 10 (65%)

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. Prerequisites: Chemistry 20 and Math 20-1 (65%).

*Chemistry 90 prepares students to write the Chemistry 30 Diploma Examination.

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 communications 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

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. .

Prerequisites: Cree Language and Culture 20

ENGLISH 10 (5 CREDITS)

ENGLISH 20 (5 CREDITS)

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 the development of writing, reading and critical thinking skills necessary for university and college studies.

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.

INFORMATION PROCESSING – INTERMEDIATE (5 CREDITS)

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

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.

Prerequisites: Math 10-3 (65%)

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.

Prerequisites: Math 20-1 (65%)

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 into the immediate workforce. Concepts approached include: slopes and rate of change, graphical representations, surface, area, volume and capacity, trigonometry, scale representations, financial services and personal budgets.

Prerequisites: Math 10-3 (65%)

MATHEMATICS 90-3 (5 CREDITS)

Math 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 90-1 (5 CREDITS)

Mathematics 90-1 is a senior-level secondary course meant for students who will be going on to post-secondary courses/programs that require calculus. Students will be given a foundation in precalculus 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.

Prerequisites: Math 20-1 (65%).

*Mathematics 90-1 prepares students to write the Pure Mathematics 30-1 Diploma Examination.

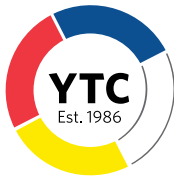
SCIENCE 10 (5 CREDITS)

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

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.



ESSENTIAL SKILLS IN A DIGITAL WORLD

The 16-week ESDW program is focused on capacity-building and the nine foundational skills essential to entering and succeeding in the workforce. 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, ESDW students will conclude the four-month program with a two-month paid work placement.

- ***Essential Skills form the basis of the program's 10 modules:***
- ***Indigenous Identity and Creating a Learning Portfolio***
- ***Digital Technology and Computer Literacy***
- ***Reading***
- ***Writing***
- ***Document Use***
- ***Numeracy***
- ***Oral Communication***
- ***Working with Others***
- ***Thinking***
- ***The Digital World of Human Resources***

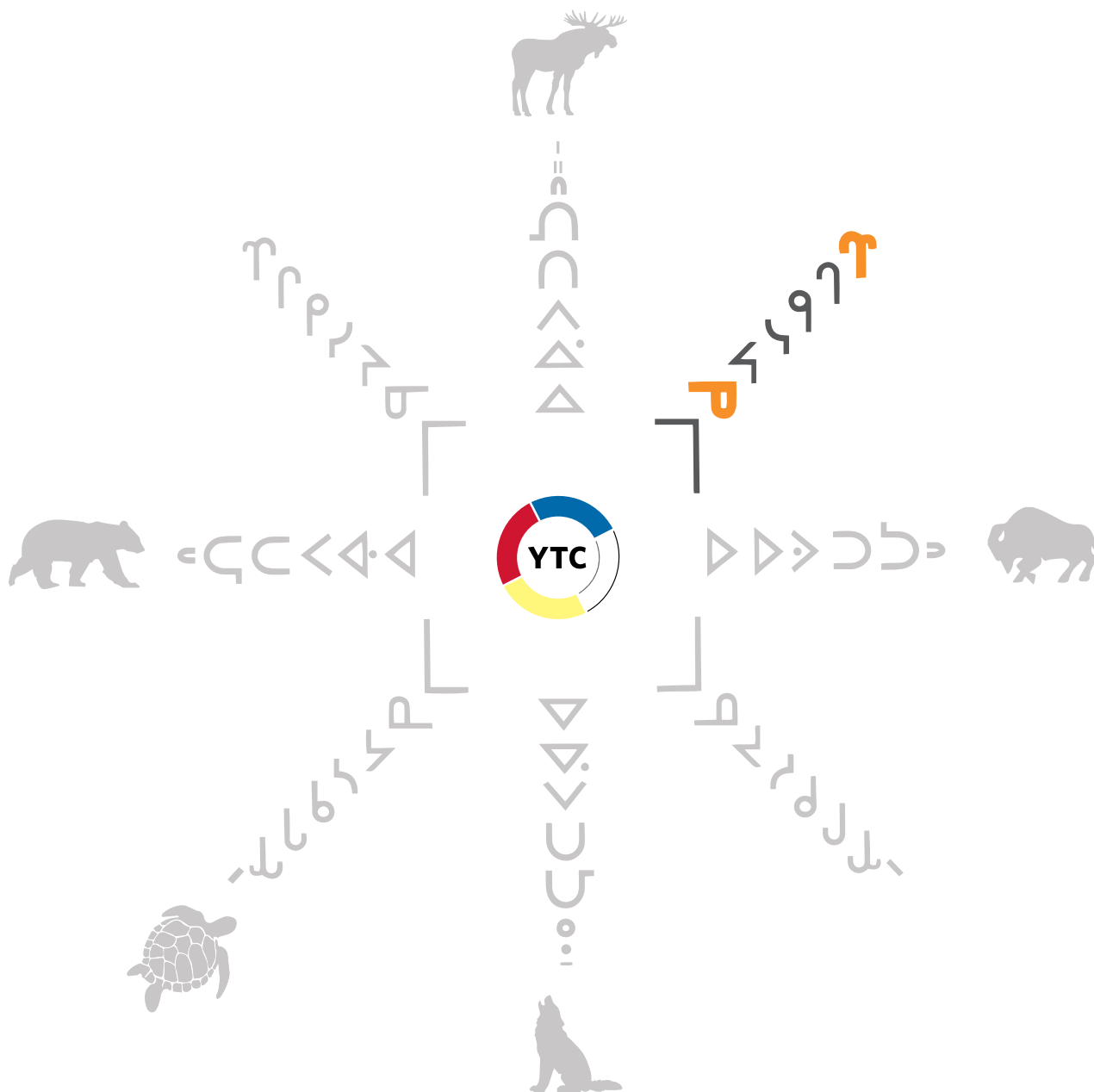
THESE SKILLS :

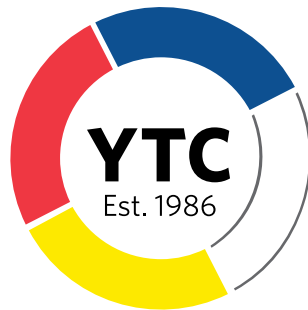
- ***Help people perform the tasks required by their occupation***
- ***Provide people with a foundation to learn other skills***
- ***Enhance people's ability to adapt to change***

The program builds on a foundation of traditional Indigenous culture, knowledge, and language. Students are also supported by the wide array of services the College provides to help them on their learning path including tutoring, counseling, library services, and career exploration. Essential Skills in a Digital World is offered in partnership with Employment and Social Development Canada.



CREE SYLLABIC STAR CHART





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