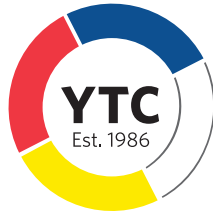


**YELLOWHEAD  
TRIBAL  
COLLEGE**

**2022-2023 ACADEMIC CALENDAR**



YELLOWHEAD  
TRIBAL  
COLLEGE

# YELLOWHEAD TRIBAL COLLEGE

## 2022-2023 ACADEMIC CALENDAR

10045 156 St, Edmonton, AB T5P 2P7

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

**Phone:** 780-484-0303

**Fax:** 780-481-7275

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

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

Find us on:



# YTC'S STATEMENTS OF VISION, MISSION, AND MANDATE

## VISION

*Visionary Leaders in First Nations' Education.*

## MISSION

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

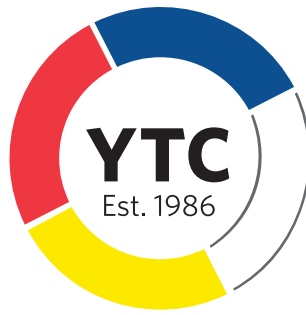
## MANDATE

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



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52	Indigenous Administration Diploma
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# YTC AFFILIATIONS

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

# PARTNERSHIPS

Action Research Network of the Americas (ARNA)  
Alberta Education  
Alberta Employment & Immigration  
Alberta Advanced Education  
Athabasca University  
Box Elder School District, Rocky Boy, MT  
Concordia University  
Jobs, Economy and Innovation  
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  
Unique Get Together Society, B.C  
University nuhelot'j'ne 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 THE INTERIM PRESIDENT

Aba Wasded, Ahneen, Tansi

I am honored to be in the role of Interim President of the college. Since 2008, I have been with the Yellowhead Tribal Council's college or First Nation Student Success Program. During this time, I have had the opportunity to meet with many of the Nation's community members, Elders and Knowledge Keepers. I see my role here at the college to continue to work with our YTC Chiefs and Chief Executive Officer to ensure academic success for all students. My family connection is with the Alexander First Nation, as this is where late Kokom Mary Virginia Potskin (nee. Newborn) grew up and called home.

*Dr. Poitras-Collins, Ed.D.*  
*Interim President*

# MESSAGE FROM THE REGISTRAR & DEPARTMENT HEAD OF SCIENCE & TECHNOLOGY

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*



# Yellowhead Tribal Council

This year the college will be receiving the Science, Technology, Engineering, and Math (STEM) bursary for our women who enter our STEM programs. In addition, we offer our Indigenous Careers Award bursary for all students. Our programs are reflective of the needs of our communities and society in general. Our communities are key supporters of our college and we will be reflected in our classrooms and course offerings.

On behalf of the Yellowhead Tribal College staff and instructors, we thank you for being a part of our college and will be here to support your success. Best wishes for a healthy, peaceful and intellectually stimulating year.

# MESSAGE FROM THE SENIOR ADMINISTRATIVE OFFICER

Aba Wasded, Ahneen, Tansi, Welcome:

Yellowhead Tribal College is located in the beautiful Treaty 6 Territory. The college offers a wide array of programs and courses for students who are in various stages of their learning journey including upgrading programs, certificates, diplomas and degrees. Our programs are developed with First Nations cultures, languages and traditions as their foundation.

We are honoured to serve our students, our communities and the broader population. You are our future.

Your journey starts here!

*Claudette Rain*  
*Doctoral Candidate*



# MESSAGE FROM OUR ELDERS

On behalf of the Elders of Yellowhead Tribal College, we encourage you to learn your languages, and know your culture. Learning and practicing traditional teachings, language and ways of knowing can all lead you to develop a strong sense of identity and an enlightening future. During this time, please take all precautions against COVID-19. To help you on your path, we encourage you to visit, talk and smudge with us at any time via phone, in person, email and/or Google Meet.

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



# YELLOWHEAD TRIBAL COLLEGE HISTORY

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

YTC was established in 1986 by the Yellowhead Tribal Council (Alexander First Nation, Alexis Nakota Sioux Nation, O'Chiese First Nation, Sunchild First Nation, and the Enoch Cree Nation) in the context of its primary purpose: to foster the social, political, and economic development essential to the building of sustainable communities.

With wisdom and foresight, the founders of YTC knew that education is foundational for the health, productivity, employment, and future growth of the nations of Anishinabe, Nehiyaw, and Nakota Sioux (Iscubee) Peoples.

During the first decade of its history, YTC brokered courses from other Alberta post-secondary institutions; however, since the late 1990's, it has offered its own certificate and diploma programs.

Through twenty years of offering Indigenous programming, the college staff have determined that students learn best in an environment that respects their culture and language, and that provides content and methodology to which they can relate.







YELLOWHEAD  
TRIBAL  
COLLEGE

In 1996, YTC began developing courses to provide students an education grounded in Indigenous culture and language.

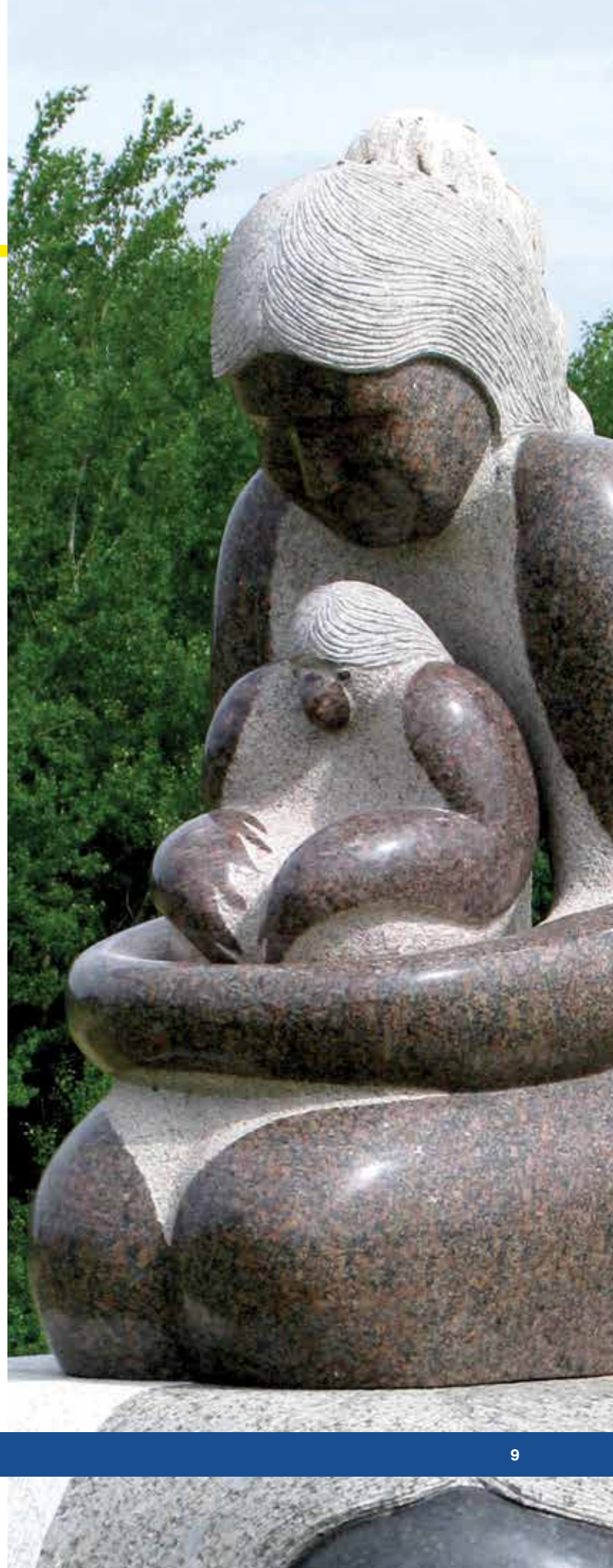
A member of the Alberta Council on Admissions and Transfer (ACAT) since 2000. YTC has developed, and is recognized through transfer agreements with numerous Alberta post-secondary institutions, including the University of Alberta and Athabasca University.

Currently, YTC has more than three hundred transfer agreements with Alberta post-secondary institutions.

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

Thank you for choosing Yellowhead Tribal College.

Your success is our success.



# ACADEMIC SCHEDULE

 COLLEGE CLOSED

 IMPORTANT DATES

 EXAM PERIODS

## September 2022

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	

- 30-2 Student Orientation
- 5 Labour Day (College closed)
- 6 First day of Fall classes
- 16 Last day to change course registrations (Add/Drop) for all programs\*
- 30 National Day for Truth and Reconciliation (College closed)

## October 2022

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					

- 7 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
- 10 Thanksgiving Day (College closed)

## November 2022

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

- 8 Indigenous Remembrance Day Event
- 7-10 Fall Break. Not including UCEP, 4WINDS, IBSW
- 11 Remembrance Day (College closed)
- 14 Registration begins for Winter 2023 Term (All programs)
- 21-24 National Addictions Awareness Weeks; Lunch activities planned for students
- 28-29 Post Secondary Education Forum

## December 2022

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

- 2 Holiday Market
- 8 Student/Elder Christmas Dinner
- 9 Last day of classes
- 12-22 Final Exam period for all programs
- 20 Last day of Fall Term 2022
- 22-4 College closed

## January 2023

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				

- 1-4 College closed
- 5 First Day of Winter/Post Secondary classes
- 18 Last day to change course registrations (Add/Drop for all programs)
- 31 Deadline for payment Winter semester tuition and book fees. Students who do not pay by the deadline are required to withdraw.

## February 2023

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 Spring Session Registration deadline are required to withdraw.
- 20 Family Day (College closed)
- 21-24 Reading Week. Not including UCEPP, IBSW & Four Winds.

*\*Students are required to consult the Department Head of their program, and must contact the Registrar's office for tuition and payment purposes. Lack of notification may result in an outstanding amount by the student (and not their sponsorship organization), or a mandatory withdrawal of their course(s).*

 COLLEGE CLOSED

 IMPORTANT DATES

 EXAM PERIODS

### March 2023

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	

13 Registration begins for Spring 2023 Term (all programs)

### April 2023

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						

4 Last day for withdrawal from winter term  
7 Good Friday (College closed)  
10 Easter Monday (College closed)  
12 Last day of classes  
17-28 Final Exam period for all Winter programs

### May 2023

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			

8 Spring courses begin  
11 Deadline for Spring tuition & fees. Last day to withdraw.  
22 Victoria Day (College closed)  
31 Funding application deadline for YTC funded students (ONLY for members of the YTC Council Nations)

### June 2023

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 Last day to change course registrations (Add/Drop for all programs)\*  
12-23 Final Exams for all Spring Classes  
22 National Indigenous Peoples' Day (College closed)

### July 2023

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 2023

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 Heritage Day (College closed)

# APPLICATION PROCEDURE & POLICIES

---

## All applicants must submit the following:

- General Application Form, for new applicants or changes to program
- \$75 non-refundable application processing fee. Please note this is a mandatory and required payment. 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:

### Admission Requirements & How to Apply

The current application package and reference forms are available on the program webpage.

- Indigenous Social Work Diploma Program Application Package
- Complete the College application: <https://ytced.ab.ca/admissions/how-apply/>
- Official High School Transcripts (unofficial transcripts can be uploaded in the YTC application portal with official transcripts to follow to: registrar@ytced.ca)
- Official Post-Secondary Transcripts, if applicable (unofficial transcripts can be uploaded in the YTC application portal with official transcripts to follow to: registrar@ytced.ca)
- Confirmation of English 30-1 or equivalent course and final mark of at least 65%. Applicants without English 30-1 are invited to apply but must complete the equivalent of English 30-1 prior to May 21, 2023 and update application.
- Verification of 100 hours of volunteer or work experience in human service setting within the previous four years
- Current Resume
- Personal Statement
- Two letters of reference. The first one should be from a supervisor for volunteer or work experience. The second reference should be from community, education, or employment. The reference forms get sent directly to registrar@ytced.ca and should have ISWD first name, last name of applicant in the email.
- Complete Information Waiver, Career Investigation Report, and Payment Agreement.
- Pay the \$75.00 non-refundable application fee
- Applicants identified to move on to next steps in the application process will be invited to do an academic readiness assessment, and then those shortlisted will be invited for a virtual interview.

## EDUCATIONAL ASSISTANT PROGRAM:

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

- General Application Form
- Pay a \$75.00 non-refundable application processing fee.
- Provide a high school transcript or post secondary transcripts (if applicable).
- 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.

## INDIGENOUS HEALTH SUPPORT WORKER PROGRAM:

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

- General Application Form
- Pay a \$75.00 non-refundable application processing fee.
- Results of English 30-1 with at least 55% and higher, or 30-2 with at least 65% and higher.
- Applicants may also enter through Mature Status defined as follows: (i) Minimum age of twenty one; (ii) Successful completion of a skills appraisal test in Math and English. Applicants may also enter with special permission from the Department Head of Social Work.
- All applicants must complete and submit an Indigenous Health Support Worker Program Package, which can be printed from the YTC website or picked up at YTC.



## 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.

### ADULT BASIC EDUCATION:

Grade 6 math and reading Comprehension levels are generally required for admission to ABE.

### BASIC LITERACY: OPEN ADMISSION

Students will be assessed, receive an individual education plan, and be enrolled in individual programs.

## POLICIES AND REGULATIONS

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

### 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. For brokered programs offered at YTC, the grading system is determined by the institution offering the specific program.

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

All YTC 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 1.70 in a 4.0 point system or equivalent to 60% is required to maintain registration and graduate from a program.

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

## 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 per term.

## ACADEMIC PROBATION

Students who fail to comply with the attendance policy and/or fail to maintain a GPA of 1.7 or 60% 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 60% 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 Learning as appropriate. YTC presently awards, certificates, diplomas, and degrees.

# POLICIES AND REGULATIONS CONTINUED

## CREDIT TRANSFER

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

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

## CULTURAL KNOWLEDGE

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

Cultural knowledge is a conduit for all students to further develop their understanding and appreciation of First Nations culture while affirming First Nations self-identity. In support of cultural knowledge, the College has an Elder in Residence Program for students who want additional counseling and/or support. The Elders Advisory also assists instructors to bring First Nations content into their classrooms. Students who actively participate in cultural knowledge may earn up to three (3) residency credits per academic year. For further information, please inquire with your Program Coordinator or Department Head.

## TRANSCRIPTS (FROM OTHER INSTITUTIONS)

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

**Registrar's Office**  
Yellowhead Tribal College  
10045 156 St. NW  
Edmonton, AB T5P 2P7





# PRIOR LEARNING ASSESSMENT AND RECOGNITION (PLAR)

## DETAILS

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

Through PLAR, adults who have extensive experiential learning can be fast-tracked in their educational programming through various assessment methods. The types of learning that are documented through PLAR are:

### INFORMAL:

- Volunteer activities
- Household responsibilities
- Hobbies
- Sports

### FORMAL:

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

## ADMISSION PROCESS

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

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

Learners will then complete:

- A structured interview with the PLAR coordinator
- An education plan
- Identification of courses and method of PLAR assessment
- Payment based on credits

## ASSESSMENT METHODS

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

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

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





**Please note:**

1. In the PLAR process, students must clearly demonstrate that they meet the competency level of the course(s) they are being assessed for. Credit in a course and/or program will not be granted if the academic standard is not met.
2. PLAR fees are due before the start of the PLAR process. Once the PLAR assessment begins, refunds may be prorated at the discretion of the Registrar's Office.
3. The PLAR assessor or Subject Matter Expert may contact references and employers to authenticate documentation.
4. Once the PLAR process has begun, Yellowhead Tribal College will ensure that the assessment of each course is complete within twelve (12) weeks of assessment completion. In the case of exceptional circumstances, every effort will be made to expedite the process with no additional fees charged to the student.
5. PLAR credits can be applied to programs at Yellowhead Tribal College and will not be designated "PLAR credits." A grade or pass/fail will appear on the official transcript, based on assessment format.
6. All documents presented for the PLAR process must be certified as authentic by the student. Any false or altered documents will result in termination of the process and is considered academic misconduct under Yellowhead Tribal College student policies.

## FEES

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

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

Withdrawals appeals will follow Yellowhead Tribal College policy.

# 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, and/ or the Executive of Chiefs for the following reasons:

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

## 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.

## LEARNING STRATEGY

YTC promotes student support by teaching various success strategies and learning methods for student achievement. We encourage our students to connect with our Learning Strategist Sharise Rosteski to benefit by adding more tools to their academic tool kit. Our learning strategist can help provide insight and understanding in areas students may find challenging. It is important to remember all students can learn how to learn, a learning strategist can create a learning profile and tailor strategies that will be of best fit.

Some areas of challenge that a learning strategist can help with include:

- Planning and organization;
- Studying and note taking;
- Test prep/test anxiety;
- Motivation and time management;
- Goal setting;
- Reading and writing; and,
- Accepting help, etc.

Contact: sharise.rosteski@ytc.ed.ca or 587-525-6140

## 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 the 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 attend the appeal hearing.
- All Appeal Board members must attend 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:

1. An official written appeal, drafted by the student, has been submitted within 10 business days of occurrence, and
2. 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 affects 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.

# 2022-2023 ACADEMIC YEAR FEE SCHEDULE

## POST-SECONDARY TUITION

Application Form *non-refundable	\$75
1-Credit Course	\$235
3-Credit Course	\$705

### POST-SECONDARY PROGRAMS

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

## UNIVERSITY AND COLLEGE PREPARATION AND ACADEMIC UPGRADING TUITION

1-Credit Course	\$160
5-Credit Course	\$800

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

Course	\$995
Land-based course	\$1,095

## NON-INSTRUCTIONAL FEES

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

## FULL-TIME STUDENTS (FALL 2022 AND WINTER 2023)

Library	\$200 / year
Technology	\$230/ year
Student Services & Graduation	\$220/ year
Student Association	\$50 / year
Orientation	\$300 / year
Fees Per Term	\$425
Total Full-time Fees	\$1000
Elders Fee <i>No fee for tuition but responsible for the cost of books.</i>	\$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

## PART-TIME STUDENTS SPRING OR SUMMER STUDENTS

Non-instructional fee calculation will be based on \$100 / 3 credit course.

Professional Development	\$350 / 3-credit course
Life-Long Learners	\$175 / 3-credit course
Elders	No Fee



## OUTSTANDING TUITION POLICY

Tuition fees must be paid in full for students to receive their designations from the Yellowhead Tribal College. Therefore, a certificate, diploma, or degree will be withheld from the graduating student until the college receives full payment of tuition and other fees associated with their program. A student may participate in graduation ceremonies; however, their certificate, diploma or degree will be maintained at the college until such time as tuition and fees are paid in full.

## 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.

# FINANCIAL ASSISTANCE

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## 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.  
Phone: 587-524-0180  
Email: [psssp@ytcadmin.ca](mailto:psssp@ytcadmin.ca)

## 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 Services Canada (ISC). 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/>

## MÉTIS STUDENTS

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

## OTENOW 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://www.alberta.ca/indigenous-student-supports.aspx>

## 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

## MISSION

Yellowhead Tribal College Library's mission is to:

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

## COLLECTION

Our physical collection contains approximately 19,000 items: books, graphic novels, CDs, DVDs, magazines, and print journals. Students, staff, and community members also have access to our Indigenous Collection of works by and about Indigenous Peoples. In addition, thanks to the generous support of the University of Alberta and Alberta Advanced Education, students can access electronic databases via the Lois Hole Campus Alberta Digital Library (LHCADL) and The Alberta Library (TAL) Academic and Special Libraries Universal Core. The First Nations Information Connection (FNIC) connects students to our online catalog, has guides to Indigenous resources, and more.

## LIBRARY INSTRUCTION

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

## SERVICES FOR STUDENTS

- Computers and internet access (Wi-Fi)
- Printer, photocopier, and scanner
- Group study room
- Research help
- Citation help
- Interlibrary loan
- The Alberta Library (TAL) card
- Resume and cover letter writing support

## STUDENT ID CARD

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



# SOCIAL MEDIA POLICY

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

*Those conditions are:*

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

*Approved April 8, 2020*





# PROGRAM INFORMATION

26	Indigenous Community-Industry Relations Citation (ICIR)
26	Indigenous Community Engagement (ICE)
30	Continuing Education
32	2 Year Pre-Education Diploma Program
42	Bachelor of Indigenous Language Revitalization Degree
49	Indigenous Educational Assistant Program
52	Indigenous Administration Diploma
58	Indigenous Bachelor of Administration and Governance
66	Indigenous Governance Certificate
68	General Studies
80	Indigenous Social Work Diploma
86	Indigenous Bachelor of Social Work
94	Indigenous Health Support Worker Program
100	Indigenous Environmental Stewardship and Reclamation
112	Renewable Energy Installation Program (REIA)
116	University & College Entrance Preparation
120	Four Winds Digital Essential Skills Academic Upgrading



# INDIGENOUS COMMUNITY-INDUSTRY RELATIONS CERTIFICATE (ICIR) INDIGENOUS COMMUNITY ENGAGEMENT (ICE)



*Yellowhead Tribal College (YTC) and the University of Alberta, Faculty of Extension are pleased to announce a partnership to jointly deliver the Indigenous Community-Industry Relations certificate (ICIR) and Indigenous Community citation (ICE). All core courses and electives that include Indigenous knowledge will be delivered by YTC, and all business electives will be delivered by the Faculty of Extension.*

## PROGRAM DETAILS

The ICIR certificate and ICE citation were developed in ceremony with the guidance of Indigenous Elders, Knowledge Keepers, local communities, and industry leaders. Courses incorporate foundational Indigenous perspectives and are designed to stimulate educational conversations in safe spaces between Indigenous peoples and the public. Yellowhead Tribal College (YTC) and the University of Alberta, Faculty of Extension are pleased to announce a partnership to jointly deliver the Indigenous Community-Industry Relations certificate (ICIR) and the Indigenous Community Engagement Citation (ICE). All core courses and electives that include Indigenous knowledge will be delivered by YTC, and all business electives will be delivered by the Faculty of Extension. This program is open to all. It will especially be of value to anyone who is responsible for business relationships and engagement between First Nations and Métis communities, industry, and government. During core (required) courses, learners will participate in activities that will directly impact their understanding of worldviews of Indigenous peoples. The courses offered in this program are non-credit.

## DIPLOMA PROGRAM

The IESR Technologist is a full-time diploma 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).

## ADMISSION REQUIREMENTS

- Open to students with a variety of educational and professional backgrounds.
- Complete the online application
- Students applying for ICIR and ICE are not required to pay the \$75 application fee as outlined in the Application Procedure and Policies found on page 12.
- Important Information: Students are welcome to register for a course without enrolling in either of the programs. If later you decide to apply for a full program, the course(s) you've taken will be applied toward your certificate or citation.



## INDIGENOUS COMMUNITY INDUSTRY-RELATIONS CERTIFICATE

The ICIR program is 100 hours, plus 100 hours of electives

### CORE COURSES

The ICIR certificate requires students to complete the following 5 core courses:

- EXARE 4650:** Worldview and History (21 hours)
- EXARE 4651:** Indigenous Laws, Lands and Current Government Relations (21 hours)
- EXARE 4653:** Community and Economic Development (21 hours)
- EXARE 4652:** Environment and Livelihood (21 hours)
- EXARE 4654:** Organizational Culture and Negotiation Preparedness (21 hours)

### ELECTIVE COURSES

For more details on these courses, please go to the following link: <https://ext.ualberta.ca/enroll/aboriginal-community-industry-relations>

## INDIGENOUS COMMUNITY ENGAGEMENT CITATION

The ICE program is 80 hours, plus 20 hours of electives

### CORE COURSES:

The ICE citation requires students to take the following 4 core courses:

- EXARE 4650:** Worldview and History (21 hours)
- EXARE 4651:** Indigenous Laws, Lands and Current Government Relations (21 hours)
- EXARE 4653:** Community and Economic Development (21 hours)
- EXARE 4652:** Environment and Livelihood (21 hours)

### ELECTIVE COURSES:

The ICE citation requires students to complete 20 hours of elective courses. The electives offered are:

- EXARE 4655:** Current Issues in Indigenous Relations: Nehiyaw (Cree) Teachings and Critical Thinking (21 hours)
- EXARE 4660:** Indigenous Leadership: from Transaction to Transformation (21 hours)





# ICIR & ICE

## Course Descriptions

### EXARE 4650: WORLDVIEW AND HISTORY (21 HOURS)

Gleaning an understanding of worldview and history will initiate the foundation needed to create strong relationships with First Nations leaders, Elders, and First Nations peoples. Participants will study select aspects of the Indigenous worldview, implement protocols to invoke smudge and prayer, identify the roles of male and female Elders and recognize the colonial historical relationship and its impacts. The course relies on Elders' oral teachings, supported by books, articles, and videos.

### EXARE 4651: INDIGENOUS LAWS, LANDS AND CURRENT GOVERNMENT RELATIONS (21 HOURS)

This course will focus on understanding an Indigenous legal framework that is guided by Indigenous laws and legal orders. It is important to recognize that the Canadian legal and policy principles that currently exist guide only one aspect of the existing relationship(s) between Indigenous peoples and government and industry. Participants will gain a deeper understanding of Indigenous perspective(s) of law through a decolonized framework aimed at fostering positive meaningful relationships that move towards a better understanding of each other (Indigenous and Non-Indigenous peoples, Government(s) and Industry).

In this course we will explore the socio-political, legal, and policy discourse that frames the current Indigenous-Canadian government relationship. More specifically, we will examine issues related to Indigenous legal orders/laws, Aboriginal and treaty rights, and Metis rights in the context of resource development on the land. The course will rely on academic articles, videos, and Elders'/knowledge keepers' oral teachings.

### EXARE 4653: COMMUNITY AND ECONOMIC DEVELOPMENT (21 HOURS)

This course will offer students a basic exploration of community and economic development through an Indigenous (First Nations/Metis) lens. Students will explore the current root causes of economic disparity as a result of historic trauma. We will discuss the social determinants of health approach impacting Indigenous Nations.

We will examine papers (articles) that speak to Indigenous community/business "success," challenges, and suggested paths forward and discuss the pros and cons.

Throughout the course, we want you to think of community and economic development from several viewpoints. For example:

1. What does/should Indigenous community economic development look like through an Indigenous community lens?
2. What does/should Indigenous community/economic development look like through an industry lens?
3. What does/should Indigenous community/economic development look like through a government lens?
4. What strengths and barriers exist from the varying perspectives?
5. What solutions can the various parties support? Is there a right way to approach community economic development?

### EXARE 4652: ENVIRONMENT AND LIVELIHOOD (21 HOURS)

Participants will gain a deeper understanding of why a healthy environment is integral to maintaining the identity, culture, and livelihood of Indigenous peoples. This course will enhance students' understanding of Indigenous environmental stewardship and philosophy from an Indigenous worldview.

This course will focus on the historical and current policy impacts that guide one aspect of the existing relationship(s) among Indigenous peoples, government, and industry. Participants will gain a deeper understanding of Indigenous perspective(s) on land and resources through a decolonized framework aimed at fostering positive relationships that move towards reconciliation.

In this course we will explore Indigenous land-based teachings as well as common law legal and policy discourse that frames the current Indigenous and Canadian relationship. More specifically, we will examine issues related to Indigenous legal orders/laws, Aboriginal and treaty rights, and Metis rights in the context of resource development on the land. The course will rely on academic articles, videos, and Elders' oral teachings.

### **EXARE 4654: ORGANIZATIONAL CULTURE AND NEGOTIATION PREPAREDNESS (21 HOURS)**

This course will focus on industry corporate decision-making, industry culture and negotiation as they relate to relationships with Indigenous communities on capital projects. The industry and Indigenous community perspectives on Impact and Benefit Agreements (IBA's) and social licensing for community engagement will also be explored. Participants will gain a deeper understanding of negotiating agreements, aimed at facilitating constructive discussion between Indigenous communities and industry.

In this course we will explore the corporate thinking that contributes to the relationship with Indigenous communities as they relate to major capital projects. The participants will learn the business approach that is the foundation for negotiations and apply these learnings in a facilitated mock negotiation exercise. The course will rely on academic book chapters, articles, and videos.

### **EXARE 4655: CURRENT ISSUES IN INDIGENOUS RELATIONS: NEHIYAW (CREE) TEACHINGS AND CRITICAL THINKING (21 HOURS)**

This course will introduce students to an Indigenous worldview of learning and understanding critical thinking. Critical thinking will be approached from an anti-colonial framework that challenges assumptions of conformity, memorization, and obedience with an emphasis on self-awareness through inter-activity facilitated by the instructors. An exploration of Indigenous philosophical teachings through Indigenous knowledge holders (via audio, video, and written text) will be used, with an emphasis on nehiyaw (Cree) teachings.

Students will learn how Indigenous Peoples developed critical thinking skills through the use of stories and oral traditions that were passed from Elders and knowledge keepers to learners. An introduction to concepts such as blood memory, collective narrative memory and their relation to land/place will also be discussed. The course will be co-taught with an Indigenous knowledge keeper and will incorporate traditional teachings, some ceremony, and song into the delivery of the course. At the end of the course, students will have an enhanced awareness and understanding of Indigenous worldview(s), Indigenous knowledge, Indigenous philosophy, and the methodology in which critical thinking was developed using stories and oral traditions. A facilitative approach to instruction will be taken in order to encourage a collaborative student-instructor approach to learning.

### **EXARE 4660: INDIGENOUS LEADERSHIP: FROM TRANSACTION TO TRANSFORMATION (21 HOURS)**

This course is introductory and explores Indigenous leadership from a broad perspective, including a values-based approach (Laws of Creator) along with a basic western understanding of transactional and transformational leadership. The topic of leadership is complex with no single definition of what makes for an effective leader. Indigenous leadership is impacted by colonial legislation (Indian Act election) which impacts how leadership is practiced. Traditionally, Indigenous leadership was inclusive, including women, children, and Elders in Nation decision-making. Current leadership practices focus primarily on elected leadership voices and decision-making while moving away from a collective community-based decision-making leadership approach.



# CONTINUING EDUCATION

*YTC's courses offer pathways to professional development, personal enrichment, and traditional learning when taken on a not-for-credit basis.*

## PROGRAM DETAILS

YTC's programming ranges from environmental studies and human services to Indigenous language and culture, covering many disciplines in between. As professional development or lifelong learning, our courses can be taken singly or in blocks by individuals wishing to advance their skills, learn a local language, or explore traditional ways of knowing that link us to the land.

When taken on a not-for-profit basis, our post-secondary courses are offered at reduced fees: \$350/course as professional development and \$175/course for lifelong learners. Professional development non-credit learners receive a certificate and a tailored work plan. Lifelong learners may engage at the level of their choice.

Please note that course materials (books and other resources) may be required, and will need to be purchased or borrowed from a library.

**We encourage you to browse all of our courses; some of our Fall 2022 offerings that may be of interest are listed throughout this academic calendar.**

## ADMISSION REQUIREMENTS

- Open to students with a variety of educational and professional backgrounds.
- Complete the online application (application fee waived).









# PRE-EDUCATION DIPLOMA PROGRAM

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

## PROGRAM DETAILS

This two-year program is designed to provide students with 60 credits of introductory university-level courses that are applicable to a Bachelor of Education Degree (B.Ed.) program. The first and second year introductory university courses are transferable to other post-secondary institutions, including the University of Alberta, the University of Calgary, Concordia, and MacEwan University.

Yellowhead Tribal College has designed this program specifically for students who wish to begin their education in a tribal college setting. The study of Indigenous languages along with Indigenous worldviews and practices will be delivered through an Indigenous lens. Students in their first year must enroll in 10 of 19 core courses. Students in their second year will choose 10 of 21 courses in Education, the General Studies program and/or the Indigenous Governance Program (see listing in year 1 and 2).

## Program Plan

### YEAR 1 - Choose 10

COURSE	TITLE	CREDITS
ANIS 150	Introduction to Annisnabe	3
ANIS 151	Intermediate Annisnabe	3
ANTH 101	Anthropology 101	3
CREE 100	Introduction to Cree Language and Culture	3
CREE 200	Cree Language and Culture II	3
DRAM 149	Introduction to the Dramatic Process	3
EASC 101	Earth and Atmospheric Science	3
GEOG 151	Human Geology	3
HIST 100	Western Civilization: 1500 – Present	3
INED 100	Current Trends in Educational Pedagogy	3
INED 110	Education Foundations: Ethics, Roles, Principles	3
INED 155	Inclusive Education	3
ISGA 115	Introduction to Stoney	3
ISGA 215	Advanced Stoney	3

(Year 1 Continued)

## ADMISSION REQUIREMENTS

Applicants must meet YTC's entrance requirements and admission policies. 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 is required for admission.

Students enrolled in the Pre-Education Program will be allowed to register in the stream of their choice, elementary or secondary. Those selecting the Elementary route will be required to take a generalist program while students selecting the Secondary route will be taking a more specialized program with a major in language and culture and a minor in Native Education. Both routes will be required to take the prerequisites of 9 credits of Education courses.





## YEAR 1 - Continued

COURSE	TITLE	CREDITS
NTST 102	Imaginary Indian	3
NTST 101	Native Issues	3
NTST 103	Native Social Structures	3
PSYC 104	Introduction to Psychology: Basic Psychological Processes	3
PSYC 105	Introduction to Psychology: Individual and Social Behaviours	3
SOCI 100	Introductory Sociology	3
SOCI 101	Canadian Society	3
STAT 151	Intro to Applied Statistics	3

### ENGL xxx (note: a total of 6 credits required, see 2nd year)

ENGL 124 or	Literary Analysis	3
ENGL 125 or	Aboriginal Literature	3
ENGL 214	Creative Writing	3

## YEAR 2 - Choose 10

### General Studies Program Courses

COURSE	TITLE	CREDITS
ANTH 350	Anthropology and Multiculturalism	3
EDIT 210	Introduction to Information Technology for Educators	3
INED 210	Parallels of Education Between Cultures	3
DRAM 247	Oral Communication	3
NTST 204	Anishinaabe Clan Systems	3
NTST 205	Value-based Learning	3
NTST 206	Cultural and Environmental Impact assessment	3
NTST 350	Comparative Studies in the History of the Indigenous Peoples Of the Americas and the Pacific: 15th Century to the Present	3
PSYC 233	Personality Psychology	3
PSYC 253	Abnormal Psychology	3
SOCI 215	Sociology of Family	3
SOCI 300	Research Methods	3
SOCI 350	Racism and Global Inequality	3

### Indigenous Governance Program Courses

IGOV 301	Introduction to Renewing Ceremonial Life	3
IGOV 302	Applied Renewing Ceremonial Life	3
IGOV 306	Introduction to Community Research	3
IGOV 307	Communication for Indigenous Governance	3
IGOV 309	Indigenous Governance	3

# PRE-EDUCATION DIPLOMA

## Course Descriptions

### YEAR 1

#### **ANIS 150: INTRODUCTION TO ANISHINAABE (3 CREDITS)**

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

#### **ANIS 151: INTERMEDIATE ANISHINAABE (3 CREDITS)**

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

**Pre-requisites:** ANIS 150

#### **ANTH 101: INTRO ANTHROPOLOGY 101 (3 CREDITS)**

Anthropology 101 teaches students about the discipline of anthropology as a way of understanding different world views and appreciating the cross-cultural diversity of the world. Readings will provide students with a general understanding of the four subdisciplines of anthropology: biological anthropology, archaeology, cultural anthropology, and linguistics.

#### **CREE 100: INTRODUCTION TO CREE LANGUAGE AND CULTURE (3 CREDITS)**

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

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

Course Description forthcoming.

#### **DRAM 149: INTRODUCTION TO THE DRAMATIC PROCESS (3 CREDITS)**

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

#### **EASC 101: EARTH AND ATMOSPHERIC SCIENCE (3 CREDITS)**

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

### **ENGL 124: LITERARY ANALYSIS (3 CREDITS)**

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

### **ENGL 125: ABORIGINAL LITERATURE (3 CREDITS)**

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

### **ENGL 214: CREATIVE WRITING (3 CREDITS)**

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

**Pre-requisites:** Require ENGL 124, 125, or 250, or permission of the department.

### **GEOG 151: HUMAN GEOLOGY (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.

### **HIST 100: WESTERN CIVILIZATION: 1500 – PRESENT (3 CREDITS)**

This is an introductory level course designed to assist students with an introduction to the vocabulary and varying concepts of inclusive education. Students will be challenged to integrate information from an understanding of human rights world views, and respect for the learning spirit in current educational settings. Content is based on current educational psychology, UNESCO publications, UN documentation, Canadian practices and Treaty rights.

### **INED 100: CURRENT TRENDS IN EDUCATIONAL PEDAGOGY (3 CREDITS)**

This is an introductory-level course designed to demonstrate the importance of the teaching/learning exchange, which represents excellence in pedagogy and effective classroom instruction. Students will explore strategies in innovative teaching commensurate with the needs of the 21st century. Emphasis on student-centered learning using active learning approaches, personalized instruction furthered by the use of differentiation of instruction. Holistic child development will be explored through the examination of child to adolescent development from a variety of perspectives; psychological, cognitive, affective and motor-kinesthetic domains. Foundations to effective teaching as outlined in the theories of learning and psycho-social development of the child will be introduced. The impact of nature/nurture on student performance is examined by an analysis of the relevant theories namely: attachment theory, social learning theory, and ecological systems theory. Most importantly, an emphasis on strategies to transfer innovative teaching techniques when teaching other languages, in particular, the languages of the Indigenous people.



# PRE-EDUCATION DIPLOMA

## Course Descriptions

### **INED 110: EDUCATION ADMIN FOUNDATIONS, ETHICS, AND PRINCIPLES (3 CREDITS)**

This is an introductory level course designed to assist students with successful interactions in school environments, as well as development of basic concepts required to ensure personal and professional growth. Students will engage in research and reflection to identify formal and informal roles and responsibilities which are foundational to successful schools. Provincial and non-provincial schools will be considered. The framework of language and culture is a key consideration.

### **INED 155: INCLUSIVE EDUCATION (3 CREDITS)**

This is an introductory-level course designed to assist students with an introduction to the vocabulary and varying concepts of inclusive education. Students will be challenged to integrate information from an understanding of human rights world views, and respect for the learning spirit in current educational settings. Content is based on current educational psychology, UNESCO publications, UN documentation, Canadian practices and Treaty rights.

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

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

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

This course is designed to expand on the basic grammar and vocabulary introduced in Stoney 115. Students will be encouraged to expand on language through comprehension in reading and writing, providing the foundation to carry on a conversation without hesitation. The Stoney concepts of "input, intake, and output" will be the focal point of working toward immersion using the sounds and the sound-symbol correspondence, thus, developing a basic to advanced vocabulary. Students will develop an awareness and appreciation of the culture and traditions through the stony Language.

**Pre-requisites:** ISGA 115

### **NTST 101: NATIVE ISSUES (3 CREDITS)**

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

### **NTST 102: THE IMAGINARY INDIAN (3 CREDITS)**

The primary aim of this course is to introduce students to the theme of the evolution of the concept of "Indianness" and the creation of white images of the Indian in Canada and the United States. On the basis of this main theme students will trace, from a historical perspective, the origins of the concept of "Indianness" and also identify perceptions and beliefs widely held by Europeans about North American Indigenes in the 15th, 16th, and 17th centuries. Other related areas for examination and analysis will include the relationship between Euro-Canadians and Natives in the post-confederation period.

### **NTST 103: NATIVE SOCIAL STRUCTURES (3 CREDITS)**

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

### **PSYC 104: INTRODUCTION TO PSYCHOLOGY: BASIC PSYCHOLOGICAL PROCESSES (3 CREDITS)**

This general survey course provides students with an understanding of the basic concepts and techniques of modern psychology as a behavioural science. This is the first in a two-course sequence. Principles and development of perceptions, motivation learning, and thinking and their relationship to the psychological functioning of the individual are examined.



### **PSYC 105: INTRODUCTION TO PSYCHOLOGY: INDIVIDUAL AND SOCIAL BEHAVIOURS (3 CREDITS)**

This general survey course provides students with an understanding of the basic concepts and the techniques of modern psychology as a behavioural science. This is the second in a two-course sequence. Human individuality, personality and social psychological processes are examined. Some aspects of normal and abnormal human development, psychological assessment and treatment are also covered.

**Pre-requisites:** PSYC 104

### **SOCI 100: INTRODUCTORY SOCIOLOGY (3 CREDITS)**

Sociology 100 helps students analyze the components of society and culture, and to critically examine social issues past and present. Students will be exposed to the idea of and develop an appreciation for the social diversity of human society. Students will explore the foundations of sociology and learn methods about scientific investigation of social issues. The readings focus on the historical development of the discipline, the way sociological research is conducted, and the meaning of culture and society. These concepts are critical to understanding society.

### **SOCI 101: CANADIAN SOCIETY (3 CREDITS)**

Sociology 101 provides an overview of the development of the discipline of sociology in Canada and focuses on Canadian social issues, using a case study approach. Students should have a general knowledge of fundamental concepts of sociology before taking this course.

**Pre-requisites:** SOCI 100

### **STAT 151: INTRO TO APPLIED STATISTICS (3 CREDITS)**

Statistics 151 is a theory and laboratory-based course in which students are introduced to fundamental concepts, techniques, and procedures of quantitative data analysis. Students complete the course with a working knowledge and understanding of descriptive and inferential statistics. Although mathematical theory is kept to a minimum, this course assumes students have taken Mathematics 30. The course content sets a foundation of understanding in descriptive statistics where the focus is one of describing sample data. This descriptive foundation is built upon with inferential statistics where students use the knowledge gained for describing samples to generalize to and predict for populations. Students have access to a computer lab and are required to work with a variety of data sets coinciding with the theory.

**Pre-requisites:** MATH 30-1, 30-2, 90 or equivalent.

### **YEAR 2 ANTH 350: ANTHROPOLOGY AND MULTICULTURALISM (3 CREDITS)**

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

**Pre-requisite:** ANTH 101





# PRE-EDUCATION DIPLOMA

## Course Descriptions

### EDIT 210: INTRODUCTION TO INFORMATION TECHNOLOGY FOR EDUCATORS (3 CREDITS)

This course will prepare students for planning, implementing, and evaluating appropriate applications of computers, along with computer-based technologies in an educational setting, specifically within Alberta. Existing frameworks and strategies, including issues and trends, will be examined, with an emphasis on hands-on experience, research, and critical thinking. Reference is also made in this course to the standards for technology in teaching and learning, along with commonly applied models of pedagogy as applied to the use of computer technology.

**Pre-requisite:** Introductory computers course

### INED 210: PARALLELS OF EDUCATION BETWEEN CULTURES (3 CREDITS)

This is an interactive course allowing the students to develop an understanding of multiculturalism, focusing on Indigenous cultures in other countries of the world. Students will learn organizational skills, and the importance of collaborative learning teams, as these skills are essential for teaching in classrooms. In addition, the approach will allow for problem-solving, discussion, and debate. Class participation is an integral part of this course and will be assessed at 40% of the course grade. A project will be assigned in a small group activity to allow for collaboration, an essential part of effective teaching. Students will complete an essay from a possible 8 topics assigned by the instructor. The final exam will be based on the entire course content including the textbook and articles assigned throughout this course.

**Pre-requisite:** INED 100

### DRAM 247: ORAL COMMUNICATION (3 CREDITS)

The overriding goal of Drama 247 is to aid students in gaining confidence in their oral and creative writing abilities. We will study the composition of formal and informal speeches. As well, we will study and physically practice relaxation techniques and vocal production as it relates to tension in the body, and

explore vocal patterns and habits. Moreover, students will be asked to work creatively in the realm of topic and subject matter they find most entertaining through improvisation and physical games.

**Pre-requisites:** Must be in the second year of the General Studies Program.

### IGOV 301: INTRODUCTION TO RENEWING CEREMONIAL LIFE (3 CREDITS)

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

### IGOV 302: APPLIED RENEWING CEREMONIAL LIFE (3 CREDITS)

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

**Pre-requisites:** IGOV 301

### IGOV 306: INTRO TO COMMUNITY RESEARCH (3 CREDITS)

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

### **IGOV 307: COMMUNICATION FOR INDIGENOUS GOVERNANCE (3 CREDITS)**

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

### **IGOV 309: INDIGENOUS GOVERNANCE (3 CREDITS)**

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

### **NTST 204: ANISHINAABE CLAN SYSTEMS (3 CREDITS)**

This course was designed to enhance the understanding of the Anishinaabe Clan System. The Clan system is believed to be the basis for Anishinaabe ceremony, governance, kinship and spiritual relationship to the land. This course will deliver in detail the roles and responsibilities within the 40-clan structure of the Anishinaabe people. These teachings are delivered through oral representation with the assistance of visual and hearing sensory aids, such as PowerPoints, videos, songs and required field work at sacred sites. It is believed that learning the responsibilities of each clan was given by the Creator. It creates a broader comprehension of the relationship we hold with our clan relatives and with the land. The knowledge that is rooted within the medicine wheel requires an extensive consciousness as it relates to all existence of life, not only on earth but also in relation to the cosmos. This course describes Creator Laws within the medicine wheel of the four directions as inscribed in the Anishinaabe Clan system.

**Pre-requisites:** Anis 150 and 151

### **NTST 205: VALUE-BASED LEARNING (3 CREDITS)**

Value-based Learning extends the foundations built in NTST 103 and NTST 203. Building on the protocols associated with Native social strands of society, concepts learned will further knowledge in a wide range of fields, including: education, healthcare, environment and governance.

**Pre-requisites:** NTST 103 & NTST 203

### **NTST 206: CULTURAL AND ENVIRONMENTAL IMPACT ASSESSMENT (3 CREDITS)**

This course is based on the Anishinaabe knowledge of the natural environment. The main focus of this course is to understand the structural content of the land. The instructor will focus on the connections of plants, animals, and natural water systems. The course is meant to provide a holistic understanding of the natural balance with our natural environment. Students will learn how to identify the balance of the environment. In turn students will also learn what needs to be done to restore the imbalances that are occurring today due to industry expansion. The course is beneficial to those who are interested in developing a strong background in environmental consultation with industries and First Nations. The course is overall beneficial for learning about the balance of the natural state of our environment.

**Pre-requisites:** NTST 103. Prerequisites may be waived for working professionals at the discretion of the course instructors.

### **NTST 350: COMPARATIVE STUDIES IN THE HISTORY OF THE INDIGENOUS PEOPLES OF THE AMERICAS AND THE PACIFIC: 15TH CENTURY TO THE PRESENT (3 CREDITS)**

This course surveys selected areas pertaining to the history and culture of the Indigenous peoples of the Americas and the Pacific. The course examines pre-contact native societies, post-contact impact, and present-day issues. Selected cultures from New Zealand, the United States, and Canada are examined in detail in classroom lectures and discussion.

**Pre-requisites:** NTST 101

# PRE-EDUCATION DIPLOMA

## Course Descriptions

### PSYC 233: PERSONALITY (3 CREDITS)

Psychology 233 covers basic personality theory through critical reflection and comparative analysis. Implications for psychological assessment and personal understanding and change may be discussed along with more recent research and theoretical developments.

**Pre-requisites:** PSYC 104 & PSYC 105

### PSYC 253: ABNORMAL PSYCHOLOGY (3 CREDITS)

Abnormal Psychology is concerned with understanding the nature, etiology and treatment of unusual patterns of behavior, 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, behavioral, humanistic and cognitive perspectives. The student will look at an integrative multidimensional perspective. The course will examine how society defines abnormality using the 4 D's: Deviance, Distress, Dysfunction and Danger. The theoretical approach one takes to abnormality may influence one's interpretation of the cause of the disorder and eventually its treatment. The course will provide a link between personality, abnormal behavior 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.

**Pre-requisites:** PSYC 104 & PSYC 105

### SOCI 215: SOCIOLOGY OF THE FAMILY (3 CREDITS)

In Sociology 215 we will study the way in which family life is historically and socially constructed, emphasizing the diversity of people's lived experiences in families. There will be a special emphasis on Aboriginal family life, focusing on the historical and contemporary experiences of Aboriginal Peoples in Canada. We will explore the dynamics of families within wider social structures and consider what this means for individual experiences of family.

**Pre-requisites:** SOCI 100 or SOCI 101

### SOCI 300: RESEARCH METHODS (3 CREDITS)

Sociology 300 provides an introduction to the methodology of social research. It sets out the rules and techniques for gathering information from human subjects, following the scientific method. The course includes such major topics as an introduction to scientific inquiry, structuring inquiry, modes of observation, and the analysis of data.

**Pre-requisites:** SOCI 100 and Math 30-1, 30-2, Math 90 or equivalent.

### SOCI 350: RACISM AND GLOBAL INEQUALITY (3 CREDITS)

Sociology 350 is a senior-level sociology course that introduces students to the historical development of social inequalities in Canada and the modern world system today. The course will help the student examine fundamental and systemic inequities in the world that maintain and support racist ideologies. The student will also read about racism and inequality from the insider's perspective. Finally, the student will examine historical and current resistance movements against racism and social inequalities.

**Pre-requisites:** SOCI 100 or SOCI 101









# INDIGENOUS LANGUAGE REVITALIZATION

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

The Indigenous Language Revitalization Degree is a three-year program that provides language acquisition and revitalization practices in Cree, Stoney/Nakoda-Sioux, and/or Anishinaabe languages and cultures. It is cohort-based and is a laddered program that allows students to obtain a certificate, diploma, or degree in language revitalization.

## PROGRAM DESCRIPTION

The Indigenous Language Revitalization Program will provide students with a strong foundation in one of the following languages: Cree, Stoney/Nakoda-Sioux, or Anishinaabe. Although we offer all three languages, students are encouraged to focus on one or two of the languages.

A worldview from Cree, Stoney/Nakoda-Sioux, and/or Anishinaabe, ensures the capacity to promote and advocate for the revitalization of the languages and cultures as gifted to us from the Creator.

Graduates will develop the following knowledge bases, and capacities:

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



## MODE OF DELIVERY

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

## PROGRAM ADMISSION

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

## APPLICATION REQUIREMENTS

- Completed general application form.
- Payment of \$75 non-refundable fee.

## CONTACT

Additional questions can be directed to [admissions@ytcad.ca](mailto:admissions@ytcad.ca).





# INDIGENOUS LANGUAGE REVITALIZATION

## *\*Program Plan*

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### CERTIFICATE CORE COURSES (5)

CREE 100: Introduction to Cree Language and Culture  
ISGA 115: Introduction to Stoney  
ANIS 150: Introduction to Anishinaabe  
NEHI 110: Cree Morphology Introduction I  
NTST 103: Native Social Structures

#### CERTIFICATE ELECTIVES (Choose 5)

ANIS 151: Intermediate Anishinaabe  
LING 105: Traditional Materials Development  
LING 115: Second Language Acquisition  
NEHI 106: Intermediate Cree Language and Culture  
NEHI 111: Cree Morphology: Introduction II  
NTST 155: Cultural Song and Dance

### DIPLOMA CORE COURSES (3)

ANIS 250: Intermediate Anishinaabe II  
ISGA 215: Advanced Stoney  
LING 212: Language Revitalization: Technology Tools for Digital Learning

#### Required Courses

LING 295: Practicum I  
LING 296: Practicum I Seminar

#### DIPLOMA ELECTIVES (Choose 5)

CREE 200: Intermediate Cree (T)  
NEHI 210: Cree Morphology Intermediate I Intransitive Verbs  
IGOV 301: Introduction to Renewing Ceremonial Life  
IGOV 302: Applied Ceremonial Life  
EDIT 202: Introduction to Informational Technology for Teachers  
ENGL 214: Creative Writing (T)

### DEGREE CORE COURSES (3)

LING 315: Language Revitalization: How to Awaken our People to Ownership  
LING 350: Advanced Language Revitalization (Anishinaabe, Cree, Nakoda-Sioux)  
NEHI 310: Cree Morphology: Intermediate II Transitive Verbs

#### Required Courses

LING 395: Practicum II  
LING 396: Practicum II Seminar

#### DEGREE ELECTIVES (Choose 5)

CREE 300: Cree Syllabics (T)  
LING 305: Curriculum and Instruction in Second Language Acquisition  
LING 355: Indigenous Plant Knowledge from The Lands  
IGOV 303: Decolonizing Leadership in Indigenous Governance  
NTST 303: Natural Law and Environment  
NTST 308: Opikihawâsiwin: An Introduction to Anishinaabe  
ekwa nehiyaw Child Rearing Practices  
ENGL 250: Writing Skills (T)

\*Core courses are contingent on the students' language focus



# INDIGENOUS LANGUAGE REVITALIZATION

## *Course Descriptions*

### **ANIS 150: INTRODUCTORY ANISHINAABE (3 CREDITS)**

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

### **ANIS 151: INTERMEDIATE ANISHINAABE (3 CREDITS)**

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

**Pre-requisite:** ANIS 150

### **ANIS 250: INTERMEDIATE ANISHINAABE (3 CREDITS)**

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

**Pre-requisite:** ANIS 151

### **CREE 100: INTRODUCTION TO CREE LANGUAGE AND CULTURE (3 CREDITS)**

This introductory Cree language course is designed to provide students the opportunity to comprehend simple sentences written in Standard Roman Orthography, (SRO) through their knowledge of vocabulary, word agreements, and word order. This course will give students a basic understanding of the "Y" dialect Cree

language sound system. Cree 100 is a 3-credit course which provides preparations for the intermediate Cree course.

### **CREE 200: CREE LANGUAGE AND CULTURE II (T) (3 CREDITS)**

This intermediate Cree language course provides further study of the "Y" dialect and the Cree sound system using the Cree syllabics. Cree 200 will focus on more complex Cree grammatical structures with more time given to translation to and from Cree, an increased opportunity for reading Cree texts, conversational practice in the Cree language, and working on individual projects. The course will also provide increased cultural content, such as cultural stories and activities. This is a 6-credit course which provides preparation for an Advanced Cree course.

**Pre-requisites:** Cree 100

### **CREE 300: CREE SYLLABICS (3 CREDITS)**

Cree 300 is designed to teach students the Cree Syllabic system and its origins. With the help of Elders/ Mentors/Language Keepers, students will be assisted in hearing, recognizing, reproducing specific sounds contained in each Syllabic used in writing the spoken Cree words already known and the new Cree words they are learning to say. The four skills (listening, speaking, reading, writing) essential to mastering a language, will be facilitated by using Syllabics. In addition, the Syllabic sound system will enhance students' capacity to accurately write the Standard Roman Orthography (SRO) currently in use. Students will be able to read and write Syllabics and transliterate into SRO and vice versa.

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

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



### ENGL 214: CREATIVE WRITING (3 CREDITS)

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

**Pre-requisites:** REQUIRE ENGL 124, 125, or 250, or permission of the department

### ENGL 250: WRITING SKILLS (3 CREDITS)

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

### IGOV 301: INTRODUCTION TO RENEWING CEREMONIAL LIFE (3 CREDITS)

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

### IGOV 302: APPLIED RENEWING CEREMONIAL LIFE (3 CREDITS)

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

**Pre-requisites:** IGOV 301

### IGOV 303: DECOLONIZING LEADERSHIP IN INDIGENOUS GOVERNANCE (3 CREDITS)

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

### ISGA 115: INTRODUCTION TO STONEY (3 CREDITS)

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

### ISGA 215: ADVANCED STONEY (3 CREDITS)

This course is designed to expand on the basic grammar and vocabulary introduced in Stoney 115. Students will be encouraged to expand on language through comprehension in reading and writing, providing the foundation to carry on a conversation without hesitation. The Stoney concepts of "input, intake, and output" will be the focal point of working toward immersion using the sounds and the sound-symbol correspondence, thus, developing a basic to advanced vocabulary. Students will develop an awareness and appreciation of the culture and traditions through the stony Language.

**Pre-requisites:** ISGA 115

### LING 105: TRADITIONAL MATERIALS DEVELOPMENT (3 CREDITS)

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

# INDIGENOUS LANGUAGE REVITALIZATION

## *Course Descriptions*

### **LING 115: SECOND LANGUAGE ACQUISITION (3 CREDITS)**

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

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

This course explores the principles and practices concerning the use of technology in the planning strategies, protocols, analysis, and organization associated with Indigenous language learning and revitalization. The course will not only help participants practise technical skills to digitally record texts, sounds, images, or videos in Indigenous languages and incorporate recordings into interactive resources for access by community-based learners and Indigenous language teachers, but also utilize technology for professional communication, collaboration, and efficiency improvement by participating in online discussions and digital projects.

### **LING 295: 2ND YEAR BLOCK PRACTICUM (3 CREDITS)**

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

### **LING 296: 2ND YEAR INTEGRATION SEMINAR (3 CREDITS)**

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

### **LING 305: CURRICULUM AND INSTRUCTION IN SECOND LANGUAGE ACQUISITION (6 CREDITS)**

Cree, Nakoda-Sioux, Anishinaabe language learners receive instruction in methodology, development of curriculum, assessment, resources and instructional delivery in second language acquisition. Instructors use the diverse rich methods currently in use by the Maori language revitalization movement in New Zealand.

### **LING 315: LANGUAGE REVITALIZATION: HOW TO AWAKEN OUR PEOPLE TO OWNERSHIP (3 CREDITS)**

This is a foundational course which will bring forward an awareness of the repercussions of colonization and assimilation processes and how these impacted ownership and responsibility to the development, maintenance and revitalization of our own languages and culture. The focus for this course is to review and highlight the need to decolonize and to accept the responsibility of promoting, developing and maintaining our own languages, to reawaken the lack of passion towards our own mother tongues in the Cree/Anishinaabe/Stoney communities. We cannot expect others who are not a part of the Original Peoples' worldviews to play a key role for language awakening in our communities; we are the owners and speakers of our languages. The focus of this course is primarily on process for footwork in the community to promote





ownership. This foundational course will encourage the students to actively work towards revitalizing the ownership of the language within the community.

### **LING 350: ADVANCED LANGUAGE REVITALIZATION (ANISHINAABE, CREE, NAKODA-SIOUX) (3 CREDITS)**

LING 350 has two distinct sections intended for language learners to increase speaking and conversation in their mother tongue – Anishinaabe, Cree, Nakoda-Sioux. The Mentor-Apprentice (M-A) methodology is the focus for the course where the first 14-hour section is about introducing and orienting students to the methods to become an independent language learner. The orientation to M-A will prepare mentor and apprentices to continue language learning in enhanced learning environments.

### **LING 355: INDIGENOUS PLANT KNOWLEDGE FROM THE LANDS (3 CREDITS)**

Does humanity have the necessary wisdom to live more sustainably and with greater sensitivity towards our plants and medicines? Our ancient teachers say that for every sickness there is a medicine out there to heal us. Our Ina Maka, Mother Earth, is undergoing systemic global ecological collapse brought on by human civilization. In turn, ecological collapse is causing significant socio-economic harm to human civilization, including harvesting plants, sustaining our medicines and herbs, recognition of plants, Indigenous names of plants, and indigenous ways of knowing to prepare these medicines. Indigenous knowledge refers to long-standing information, wisdom, traditions and practices of peoples or local communities present for long times predating historic intercontinental colonization. Plant Knowledge refers to identifying plants and learning to care for them, and how to use them in a systematic way. Traditional knowledge of biodiversity concerns the names, uses, and management of plants by our indigenous people. Students are introduced to indigenous knowledge of plants and their traditional uses in maintaining the health of indigenous people. These uses may include medicines, foods and teas. We examine traditional health models used among indigenous people, and explore the bridging of traditional and modern medical systems. Contemporary issues around plant uses are examined, including existing intellectual property frameworks involving indigenous knowledge.

### **LING 395: 3RD YEAR BLOCK PRACTICUM**

The Yellowhead Tribal College Indigenous Language Revitalization Program provides a practicum course, LING 395 for the end of the third year of studies. Students are required to complete 220 hours of practicum experience in order to graduate. Included within these 220 hours are the actual field placements as well as integration seminars  
**Pre-requisites:** LING 295.

### **LING 396: 3RD YEAR INTEGRATION SEMINAR (3 CREDITS)**

Integration seminars are part of the practicum course and are offered online. These integration seminars provide students the opportunity to come together on scheduled occasions with the intention of exploring issues, sharing experiences and being reflective of their own practice experiences, successes and challenges. Reflective practice is essential to effective language support practice and Integration Seminars provide the student with the opportunity to learn this skill and practice with fellow students as their colleagues. Integral to this approach, 'Indigenous Ways of Knowing' and language acquisition methodologies will be discussed and integrated with opportunities for practice of the language approaches.  
**Pre-requisite:** LING 296.





# INDIGENOUS LANGUAGE REVITALIZATION

## *Course Descriptions*

### **NTST 155: CULTURAL SONG AND DANCE (3 CREDITS)**

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

### **NTST 303: NATURAL LAW AND ENVIRONMENT (3 CREDITS)**

This course will instruct students to understand the connections within traditional forms of governance structures in the natural world. In depth, this class will dissect the spiritual connection we hold to the future generations, not only as Indigenous people but as caretakers alongside animals. This course is part of the universal structure that explains the spiritual laws of the Creator using the matriarchal responsibilities of animals and how we can learn and relate to them as spiritual relatives. Content will be delivered entirely through oral interpretation, as was taught to the instructor through cultural protocol. The instructor will help students connect understandings of the essential role of the traditional matriarchal family structure. It is vital that students participate in the land-based fieldwork for the course, as it will relate all content via hands on indigenous approach.

**Pre-requisites:** NTST 103

### **NTST 308: OPIKIHAWÂSIWIN: AN INTRODUCTION TO ANISHINAABE EKWA NEHIYAW CHILD-REARING PRACTICES (3 CREDITS)**

This course is an introduction to opikihawâsiwin (specifically from an Anishinaabe and nehiyawak perspective). Indigenous Peoples on Turtle Island have extensive, detailed, elaborate, and sophisticated methods for raising children that ensured the child reached their full potential and development, while having protection, prevention, intervention, and fostering success. Students will gain an understanding of opikihawâsiwin, including beliefs on how children arrive to askiy tipimâsiwin (this Earth life) from the spirit world, nôhtikwêwak âtayohkanak (spiritual grandmothers) responsible for teaching human beings about child-rearing such as otapihkew nôhtikwêw (the grandmother who weaves things, "spider woman"). Pregnancy and child delivery teachings will include a review of traditional birthing practices and explanations on the physical and spiritual relatedness of our body organs to maskihkiya (Indigenous medicines). Anishinaabe ekwa nehiyaw stages of human development and isihcikewina (ceremonies) utilized for prevention, protection, and intervention mechanisms at each stage will be reviewed, as well as Indigenous child adoption practices. Indigenous technologies utilized in opikihawâsiwin such as the waspison (baby moss bag), askotâskopison (cradleboard), and wiwewepison (swing) and their relation to spiritual teachings and ceremonies will be explored. This course will include a land-based practicum to Drumheller, Medicine Hat, and Cypress Hills where students will solidify what they have learned in class, by connecting how these teachings are reflected in the land forms covered through the course.

**Pre-requisites:** NTST 103 or consent of the instructor





# INDIGENOUS EDUCATIONAL ASSISTANT PROGRAM

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

## PROGRAM DETAILS

The Indigenous Educational Assistant program prepares students for a rewarding career supporting student success in the classroom. In this program you will learn how to work with diverse students in an inclusive environment and understand how to help them to succeed in school.

As an Educational Assistant you qualify for jobs at pre-school, Head Start, and K-12 levels within a school, but also have qualifications that extend to job opportunities in specialized settings outside of schools.

In the 2021-22 academic year, YTC is offering the Indigenous Educational Assistant program at our main Edmonton campus. For more information, call Admissions at 780-484-0303 or email [admissions@ytced.ca](mailto:admissions@ytced.ca).

## ADMISSION REQUIREMENTS

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

## COURSES

IEA 101: Role and Responsibilities

IEA 103: Exceptional Learners / Observations and Assessment Level 1

IEA 105: Observation and Assessment I for Educational Assistants

IEA 106: Exceptional Learners/Observation and Assessment Level 2

IEA 110: Language and Literacy (Based on the Alberta Language Arts Curriculum)

IEA 112: Numeracy and Mathematics

IEA 114: Practicum

IEA 115: Developing Traditional Resources

IEA 124: Child and Adolescent Development

CREE 100

ENGL 150

## Program Plan

### YEAR 1

COURSE	TITLE	CREDITS
<b>Fall</b>		
IEA 101	Roles and Responsibilities	3
IEA 103	Exceptional Learners / Observations and Assessment Level 1	3
IEA 112	Numeracy and Math	3
CREE 100	Introductory Cree	3
ENGL 250	Creative Writing	3
<b>Winter</b>		
IEA 110	Language and Literacy	3
IEA 106	Exceptional Learners / Observations and Assessment Level 2	3
IEA 124	Child and Adolescent Development	3
IEA 115	Developing Traditional Resources	3
IEA 114	Practicum	6

# INDIGENOUS EDUCATIONAL ASSISTANT

## Course Descriptions

### **IEA 101: ROLES AND RESPONSIBILITIES (3 CREDITS)**

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

### **IEA 103: EXCEPTIONAL LEARNERS/ OBSERVATION AND ASSESSMENT LEVEL 1 (3 CREDITS)**

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

### **IEA 112: NUMERACY AND MATHEMATICS (3 CREDITS)**

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

### **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 (Y dialect) language. Students will develop an awareness and appreciation of the Cree language, its immense vocabulary, and its precise word order.

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

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

### **IEA 110: LANGUAGE AND LITERACY (BASED ON THE ALBERTA LANGUAGE ARTS CURRICULUM) (3 CREDITS)**

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

### **IEA 106: EXCEPTIONAL LEARNERS/ OBSERVATION AND ASSESSMENT LEVEL 2 (3 CREDITS)**

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

**Pre-requisite:** IEA 103

### **IEA 124: CHILD AND ADOLESCENT DEVELOPMENT (3 CREDITS)**

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

### **IEA 115: DEVELOPING TRADITIONAL RESOURCES (3 CREDITS)**

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

### **IEA 114: PRACTICUM (3 CREDITS)**

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

**Pre-requisites:** All fall IEA program courses required: IEA 101, IEA 103, IEA 112, CREE 100, & ENGL 250





# INDIGENOUS ADMINISTRATION DIPLOMA

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

## PROGRAM DETAILS

This is a two-year (63-credit) program that provides skills training for students entering the fields of business management, administration, banking, economic development, human resource development, First Nations government, and computer business applications. Students who have completed their YTC Indigenous Governance Certificate in addition to the Indigenous Administration Diploma may be eligible for the Indigenous Bachelor of Administration & Governance. Students will study for three terms (10 months) per year over the Fall, Winter and Spring terms. See our Indigenous Bachelor of Administration section for details. The program responds to the education and training needs of First Nations and Indigenous individuals who are directly engaged in creating and strengthening the mechanisms essential to managing government and establishing an economic base fundamental to the survival of their communities.

## ADMISSION REQUIREMENTS

- Alberta High School Diploma with 65% in Math 30-1 (or equivalent), and English 30-1 (or equivalent).
- University or College course credits can be accepted as equivalent to a high school diploma.
- Designation of Mature Student Status: Age 21 and over with a skills appraisal in Math and English

## COURSES

ANISH 125 or  
CREE 100 or  
ACCT 100  
ACCT 200  
ADMN 400  
BETH 200  
COMM 300  
ECON 100  
ECON 200  
ENGL 200  
FNCE 300 or  
FNCE 301  
ISGA 115  
ISGA 300  
LEAD 200  
LAW 300  
LAW 369  
MATH 100  
MKTG 301  
MNGT 100  
NTST 101 or  
NTST 102 or  
NTST 103  
ORGB 264  
ORGB 286  
SMDE 430





## Program Plan

### YEAR 1

COURSE	TITLE	CREDITS
ACCT 100	Introductory Accounting	3
COMM 300	Conflict Resolution and Meditation	3
ECON 100	Microeconomics	3
ENGL 200	Business Communications	3
ISMB 300	Integrated Business Systems & Applications	3
LAW 369	Introduction to Contract Law	3
MATH 100	Business Mathematics	3
MNGT 100	Introduction to Management	3
NTST 101 or	Native Issues	3
NTST 102 or	The Imaginary Indian	3
NTST 103	Native Social Structures	3
ORGB 264	Organizational Behavior	3

### YEAR 2

COURSE	TITLE	CREDITS
ANIS 150 or	Introductory Annisnabe	3
CREE 100 or	Introductory Cree (Part 1)	3
CREE 105 or	Introductory Cree	3
ISGA 115	An Introduction to Stoney Language & Culture	3
ACCT 200	Introduction to Management Accounting	3
ADMN 400	Business Practices	3
BETH 200	Business Ethics	3
ECON 200	Macroeconomics	3
LAW 300	Indigenous Governance and Legal Issues	3
FNCE 301	Introduction to Financial Management	3
LEAD 200	Leadership	3
MKTG 301	Marketing and Society	3
ORGB 286	Human Resources Management	3
SMDE 430	Entrepreneurial Development and Small Business	3



# INDIGENOUS ADMINISTRATION DIPLOMA

## *Course Descriptions*

### **ANIS 150: INTRODUCTORY ANISHINAABE (3 CREDITS)**

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

### **ACCT 100: INTRODUCTORY ACCOUNTING (3 CREDITS)**

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

**Pre-requisites:** Math 90 or equivalent.

### **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.

**Pre-requisite:** 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.

**Pre-requisites:** Restricted to final term students.

### **BETH 200: BUSINESS ETHICS (3 CREDITS)**

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

### **COMM 300: CONFLICT RESOLUTION AND MEDIATION (3 CREDITS)**

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

### **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 (Y dialect) language. Students will develop an awareness and appreciation of the Cree language, its immense vocabulary, and its precise word order.



### **CREE 150: INTRODUCTORY CREE (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. No prior knowledge of Cree is assumed.

### **CREE 200: INTRODUCTORY CREE [PART 2] (3 CREDITS)**

Cree 200 is a follow-up to Cree 100, which introduces Plains Cree (Y dialect) grammar and vocabulary. The course focuses on an introduction to storytelling and the four different categories of stories. More importantly, this course contains a vast amount of cultural content to be applied in daily life. This course will emphasize syllabic writings both in Roman orthography and syllabic forms.

**Pre-requisite:** CREE 100

### **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 attempts to supplement the various theories and issues with a First Nations perspective, where possible.

### **ENGL 200: BUSINESS COMMUNICATIONS (3 CREDITS)**

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

### **FNCE 301: INTRODUCTION TO FINANCIAL MANAGEMENT (3 CREDITS)**

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

**Pre-requisite:** MATH 100



# INDIGENOUS ADMINISTRATION DIPLOMA

## Course Descriptions

### **ISGA 115: AN INTRODUCTION TO STONEY LANGUAGE & CULTURE (3 CREDITS)**

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

### **ISMB 300: INFORMATION SYSTEMS FOR MANAGEMENT AND BUSINESS 300 (3 CREDITS)**

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

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

### **LEAD 200: LEADERSHIP (3 CREDITS)**

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

### **MATH 100: BUSINESS MATHEMATICS (3 CREDITS)**

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

**Pre-requisites:** MATH 90 or Math 30-2 or equivalent.

### **MKTG 301: MARKETING AND SOCIETY (3 CREDITS)**

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

### **MNGT 100: INTRODUCTION TO MANAGEMENT (3 CREDITS)**

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

### **NTST 101: NATIVE ISSUES (3 CREDITS)**

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



### **NTST 102: THE IMAGINARY INDIAN (3 CREDITS)**

The primary aim of this course is to introduce students to the theme of the evolution of the concept of "Indianness" and the creation of white images of the Indian in Canada and the United States. On the basis of this main theme students will trace, from a historical perspective, the origins of the concept of "Indianness" and also identify perceptions and beliefs widely held by Europeans about North American Indigenes in the 15th, 16th, and 17th centuries. Other related areas for examination and analysis will include the relationship between Euro-Canadians and Natives in the post-confederation period.

### **NTST 103: NATIVE SOCIAL STRUCTURES (3 CREDITS)**

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

### **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.

### **ORGB 286: HUMAN RESOURCES 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 Indigenous organizations.

### **SMDE 430: ENTREPRENEURIAL DEVELOPMENT AND 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.

### **STON 115: AN INTRODUCTION TO STONEY LANGUAGE & CULTURE (3 CREDITS)**

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





# INDIGENOUS BACHELOR OF ADMINISTRATION AND GOVERNANCE

*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 (formerly Management Studies) focuses on the fields of business management, administration, First Nations government, and computer business applications. The program responds to the education and training needs of 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 Certificates.

## 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

ANISH 125 or	MATH 100
CREE 100 or	MKTG 301
CREE 150 or	MNGT 100
CREE 200	NTST 101 or
ACCT 100	NTST 102 or
ACCT 200	NTST 103
ADMN 400	ORGB 264
BETH 200	ORGB 286
COMM 300	SMDE 430
ECON 100	IGOV 301
ECON 200	IGOV 302
ENGL 200	IGOV 303
FNCE 300 or	IGOV 304
FNCE 301	IGOV 305
ISGA 115	IGOV 306
ISGA 300	IGOV 307
LEAD 200	IGOV 308
LAW 300	IGOV 309
LAW 369	IGOV 310

## Program Plan

### YEAR 1

COURSE	TITLE	CREDITS
ACCT 100	Introductory Accounting	3
COMM 300	Communications 300	3
ECON 100	Microeconomics	3
ENGL 200	Business Communications	3
ISGA 300	Integrated Business Systems & Applications	3
LAW 369	Introduction to Contract Law	3
MATH 100	Business Mathematics	3
MNGT 100	Introduction to Management	3
NTST 101 or	Native Issues	3
NTST 102 or	The Imaginary Indian	3
NTST 103	Native Social Structures	3
ORGB 264	Organizational Behavior	3

### YEAR 2

COURSE	TITLE	CREDITS
ANIS 150 or	Introductory Anishinaabe	3
CREE 100 or	Introductory Cree (Part 1)	3
CREE 150 or	Introductory Cree	6
CREE 200	Introductory Cree (Part 2)	3
ISGA 115	An Introduction to Stoney Language & Culture	3
ACCT 200	Introduction to Management Accounting	3
ADMN 400	Business Practices	3
BETH 200	Business Ethics	3
ECON 200	Macroeconomics	3
FNCE 300 or	Personal Finance	3
FNCE 301	Introduction to Financial Management	3
LEAD 200	Leadership	3
MKTG 301	Marketing and Society	3
ORGB 286	Human Resources Management	3
SMDE 430	Entrepreneurial Development and Small Business	3

### YEAR 3

COURSE	TITLE	CREDITS
IGOV 301	Introduction to Renewing Ceremonial Life	3
IGOV 302	Applied Renewing Ceremonial Life	3
IGOV 303	Decolonizing Leadership	3
IGOV 304	Indigenous Governance	3
IGOV 305	Indigenous Political Thought & Resurgence	3
IGOV 306	Introduction to Indigenous Community Research	3
IGOV 307	Communication for Indigenous Governance	3
IGOV 308	Finance for Indigenous Governance	3
IGOV 309	Indigenous-Settler Relations	3
IGOV 310	Indigenous Peoples and Technology for Governance	3

# INDIGENOUS BACHELOR OF ADMINISTRATION AND GOVERNANCE:

## *Course Descriptions*

### **ANIS 150: INTRODUCTORY ANISHINAABE (3 CREDITS)**

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

### **ACCT 100: INTRODUCTORY ACCOUNTING (3 CREDITS)**

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

**Pre-requisite:** Math 90 or equivalent.

### **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.

**Pre-requisite:** ACCT 100

### **ADMN 400: BUSINESS PRACTICES (3 CREDITS)**

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

### **BETH 200: BUSINESS ETHICS (3 CREDITS)**

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

### **COMM 300: CONFLICT RESOLUTION AND MEDITATION (3 CREDITS)**

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

### **CREE 100: 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 (Y dialect) language. Students will develop an awareness and appreciation of the Cree language, its immense vocabulary, and its precise word order.



### **ECON 100: MICROECONOMICS (3 CREDITS)**

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

### **ECON 200: MACROECONOMICS (3 CREDITS)**

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

### **ENGL 200: BUSINESS COMMUNICATIONS (3 CREDITS)**

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

### **FNCE 300: PERSONAL FINANCE (3 CREDITS)**

This course introduces the student to a wide variety of issues related to personal financial management including how to prepare a system for setting objectives, designing a plan, and structuring and managing personal finances. This course incorporates information from a number of different disciplines including economics, corporate finance, business mathematics, and investment strategy and will provide students with a sound base upon which advanced topics in the area of finance, accounting, insurance and risk management and management of human resources may build.

### **FNCE 301: INTRODUCTION TO FINANCIAL MANAGEMENT (3 CREDITS)**

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

**Pre-requisite:** MATH 100

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

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

# INDIGENOUS BACHELOR OF ADMINISTRATION AND GOVERNANCE:

## *Course Descriptions*

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

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

**Pre-requisite:** IGOV 301

### **IGOV 303: DECOLONIZING LEADERSHIP IN INDIGENOUS GOVERNANCE (3 CREDITS)**

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

### **IGOV 304: INDIGENOUS GOVERNANCE (3 CREDITS)**

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

### **IGOV 305: INDIGENOUS POLITICAL THOUGHT AND RESURGENCE (3 CREDITS)**

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

### **IGOV 306: INTRODUCTION TO INDIGENOUS COMMUNITY RESEARCH (3 CREDITS)**

This course illustrates Indigenous approaches to community research by critically examining the impact of western research on Indigenous peoples and re-centers an introduction to Indigenous approaches to research. The course will examine the local Indigenous

research protocols, including Indigenous ways of knowing, Indigenous methodologies, notions of relationship, spirituality, community, and responsibility in the context of Indigenous knowledge-building.

### **IGOV 307: COMMUNICATION FOR INDIGENOUS GOVERNANCE (3 CREDITS)**

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

### **IGOV 308: FINANCE FOR INDIGENOUS GOVERNANCE (3 CREDITS)**

This introductory course focuses on financial administration. The course includes the development of budgets, accounting, reporting, and other relevant financial administration activities essential for Indigenous governance.

### **IGOV 309: INDIGENOUS GOVERNANCE (3 CREDITS)**

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

### **IGOV 310: INDIGENOUS PEOPLES AND TECHNOLOGY FOR GOVERNANCE (3 CREDITS)**

This course explores diverse technologies that can assist in Indigenous governance. The course will include a brief overview of computer systems and applications at the intermediate level with an instructional focus on social media, open source technology, and website development.



### **ISGA 115: AN INTRODUCTION TO STONEY LANGUAGE & CULTURE (3 CREDITS)**

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

### **ISMB 300: 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: 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 hands-on approach and practical real-life examples.

### **MATH 100: BUSINESS MATHEMATICS (3 CREDITS)**

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

**Pre-requisites:** MATH 90 or Math 30-2 or equivalent.

### **MKTG 301: MARKETING AND SOCIETY (3 CREDITS)**

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

### **MNGT 100: INTRODUCTION TO MANAGEMENT (3 CREDITS)**

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

# INDIGENOUS BACHELOR OF ADMINISTRATION AND GOVERNANCE:

## *Course Descriptions*

### **NTST 101: NATIVE ISSUES (3 CREDITS)**

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

### **NTST 102: THE IMAGINARY INDIAN (3 CREDITS)**

The primary aim of this course is to introduce students to the theme of the evolution of the concept of "Indianness" and the creation of white images of the Indian in Canada and the United States. On the basis of this main theme students will trace, from a historical perspective, the origins of the concept of "Indianness" and also identify perceptions and beliefs widely held by Europeans about North American Indigenes in the 15th, 16th, and 17th centuries. Other related areas for examination and analysis will include the relationship between Euro-Canadians and Natives in the post-confederation period.

### **NTST 103: NATIVE SOCIAL STRUCTURES (3 CREDITS)**

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

### **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.

### **ORGB 286: HUMAN RESOURCES 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 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.







# 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. In this one-year (30-credit) program, students 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, leadership, 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.

## ADMISSION REQUIREMENTS

- Alberta High School Diploma with 65% in Math 30, and a 30-level English course.
- 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

## COURSES

IGOV 301  
IGOV 302  
IGOV 303  
IGOV 304  
IGOV 305  
IGOV 306  
IGOV 307  
IGOV 308  
IGOV 309  
IGOV 310

# INDIGENOUS GOVERNANCE CERTIFICATE

## Course Descriptions

### **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.

**Prerequisites:** IGOV 301

### **IGOV 303: DECOLONIZING LEADERSHIP IN INDIGENOUS GOVERNANCE (3 CREDITS)**

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

### **IGOV 304: INDIGENOUS GOVERNANCE (3 CREDITS)**

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

### **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.





# GENERAL STUDIES

*The General Studies program provides students university-transferable courses.*

## PROGRAM DETAILS

The General Studies program is designed to provide students with up to 60 credits (20 courses) of transferable introductory and senior-level university courses. Students who complete their Diploma in General Studies may choose to apply their credits to a degree at another institution, or continue with Yellowhead Tribal College to complete one of our degree programs. For students seeking university transfer, the diploma 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

- English 30-1, or ENGL 90 (or equivalent) with a minimum grade of 65%, or English 30-2 with a minimum grade of 75%
- One other 30-level or 90-level course (or equivalent), or previous successful completion of university-level courses.
- Students who do not meet the admission requirements may write the Canadian Achievement Test (CAT). A minimum grade of 60% on the CAT is required for admission for the program.

## COURSES

ANIS 150	FNCE 300	NTST 330
ANIS 151	GEOG 151	NTST 350
ANTH 101	HIST 100	NTST 400
ANTH 350	HIST 260	PHED 293
CREE 100	HIST 261	PLAN 200
CREE 200	MATH 113	PSYC 104
CREE 150	MATH 160	PSYC 105
CREE 350	NTST 101	PSCH 223
DRAM 149	NTST 102	PSYC 233
DRAM 247	NTST 103	PSYC 241
DRAM 257	NTST 203	SOCI 100
EASC 101	NTST 205	SOCI 101
EDFX 200	NTST 206	SOCI 215
EDIT 202	NTST 300	SOCI 300
EDPY 200	NTST 303	SOCI 350
EDPY 300	NTST 306	STAT 151
ENGL 124	NTST 307	STON 115
ENGL 125	NTST 308	STON 125
ENGL 250	NTST 325	
ENGL 214		



## Program Plan

### YEAR 1 & 2

#### COURSE

#### CREDITS

##### English

ENGL 124 or 250

3

ENGL 125

3

##### Humanities / Social Sciences

Require 4 courses, please refer to the course listing

1. \_\_\_\_\_ 3

2. \_\_\_\_\_ 3

3. \_\_\_\_\_ 3

4. \_\_\_\_\_ 3

##### Fine Arts

Require 1 (3-credit) course

1. \_\_\_\_\_ 3

##### Indigenous Language

Require 2 (3-credit courses)

\*Note: CREE 150 = 6 credits

1. \_\_\_\_\_ 3

2. \_\_\_\_\_ 3

##### Natural Science, Math, Psychology, and Statistics

Require 3 (3-credit courses)

1. \_\_\_\_\_ 3

2. \_\_\_\_\_ 3

3. \_\_\_\_\_ 3

##### Senior Level Courses (200 level or higher)

Require 8 (3-credit courses)

1. \_\_\_\_\_ 3

2. \_\_\_\_\_ 3

3. \_\_\_\_\_ 3

4. \_\_\_\_\_ 3

5. \_\_\_\_\_ 3

6. \_\_\_\_\_ 3

7. \_\_\_\_\_ 3

8. \_\_\_\_\_ 3

**60 Credits Total**



# GENERAL STUDIES

## Course Descriptions

### ANIS 150: INTRODUCTORY ANISHINAABE

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

### ANIS 151: INTERMEDIATE ANISHINAABE (3 CREDITS)

This Intermediate Anishinaabe 151, a 3 credit course, is designed to provide students the opportunity to become more familiar with Anishinaabe Language. Anishinaabe 151 provides further in depth Story-telling within the Anishinaabe language. To comprehend the morphology of Anishinaabe words, proper word orders, sentence and paragraph structures. The influence of root words names and places. Students will be introduced to a variety of traditional and cultural words and beliefs and values through active participation, practice and repetition. Anishinaabe 151 is a spiritual language that has double vowels and sounds, encompassing all aspects of communication; verbal, body language, facial, smells, and touch.

**Pre-requisite:** ANIS 150

### ANTH 101: ANTHROPOLOGY 101 (3 CREDITS)

Anthropology 101 teaches students about the discipline of anthropology as a way of understanding different world views and appreciating the cross-cultural diversity of the world. Readings will provide students with a general understanding of the four subdisciplines of anthropology: biological anthropology, archaeology, cultural anthropology, and linguistics.

### 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.

**Pre-requisite:** ANTH 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 (Y dialect) language. Students will develop an awareness and appreciation of the Cree language, its immense vocabulary, and its precise word order.

### CREE 150: INTRODUCTORY CREE (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. No prior knowledge of Cree is assumed.

### CREE 200: INTRODUCTORY CREE [PART 2] (3 CREDITS)

Cree 200 is a follow-up to Cree 100, which introduces Plains Cree (Y dialect) grammar and vocabulary. The course focuses on an introduction to storytelling and the four different categories of stories. More importantly, this course contains a vast amount of cultural content to be applied in daily life. This course will emphasize syllabic writings both in Roman orthography and syllabic forms.

**Pre-requisite:** CREE 100

### CREE 350: ADVANCED CREE (6 CREDITS)

Cree 350 is an intensive 6-credit course of the Cree (Y dialect) sound system with an emphasis on learning the Cree syllabics. Students will be able to speak Cree, and read and write the Cree language in Roman orthography and Cree syllabics with an increased level of proficiency. There will be more opportunity to learn about the

Cree culture through stories and experiential learning by participating in cultural events; thus, this course contains a vast amount of cultural content to be applied in everyday living. Students will have the opportunity to work with and interview Cree Elders from the area.

### **DRAM 149: INTRODUCTION TO THE DRAMATIC PROCESS (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.

### **DRAM 247: ORAL COMMUNICATION (3 CREDITS)**

The overriding goal of Drama 247 is to aid students in gaining confidence in their oral and creative writing abilities. We will study the composition of formal and informal speeches. As well, we will study and physically practice relaxation techniques and vocal production as it relates to tension in the body, and explore vocal patterns and habits. Moreover, students will be asked to work creatively in the realm of topic and subject matter they find most entertaining through improvisation and physical games.

**Pre-requisite:** Must be in second year of General Studies Program.

### **DRAM 257: INTRODUCTION TO SCENE STUDIES (3 CREDITS)**

DRAM 257 focuses on the study of acting in the context of scripted scenes. The course will cover ensemble building, script and character analysis, and the rehearsal and performance of scenes. Students will develop their own personal acting process, learning to connect with their scene partners and the text intellectually, physically, emotionally, and spiritually. Focus will be given to contemporary and traditional Indigenous perspectives and celebrated Canadian Indigenous plays.

**Pre-requisite:** DRAM 149 or permission of Department head.

### **EASC 101: EARTH AND ATMOSPHERIC SCIENCES 101**

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.

### **EDFX 200: INTRODUCTION TO TEACHING (3 CREDITS)**

The purpose of the course is to provide an introduction to teaching for those planning to enter the teaching profession so that they can begin the transition from thinking like a student to thinking like a teacher. People decide to become teachers for a number of reasons, including that they like children and that they want to make a difference. The main goal of teaching is to help students achieve educational success and, while many students do succeed, some do not. Human interaction is a key characteristic of teaching and teachers and students interact constantly, especially in this era where much more emphasis is placed on the active engagement of students in their own learning. Teaching has many rewards and many challenges; effective teachers are constantly learning while they teach. Many worthy individuals find joy and fulfilment in teaching for a long period of time and take much satisfaction in the important and lasting contribution that they make to youth, society, and the future. As Red Cloud (Makhpiya-luta) said in 1870, "We do not want riches but we do want to train our children right." contribution that they make to youth, society, and the future. As Red Cloud (Makhpiya-luta) said in 1870, "We do not want riches but we do want to train our children right."

### **EDIT 202: INFORMATION TECHNOLOGY FOR TEACHERS (3 CREDITS)**

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

# GENERAL STUDIES

## Course Descriptions

### EDPY 200: EDUCATIONAL PSYCHOLOGY FOR TEACHERS (3 CREDITS)

Education Psychology for Teachers deals with the teaching-learning process and student behavior. 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.

### EDPY 300: INTRO TO TEACHING STUDENTS WITH EXCEPTIONAL LEARNING (3 CREDITS)

This course will provide prospective and practicing general education teachers with foundational knowledge and skills to address the range of student learning needs inherent in today's classrooms. The presence of students with exceptional learning needs in general education classrooms means that all teachers need to be effective practitioners for all of their students, not just for those that are typically achieving. This course will highlight how to use the tools of teaching to meet diverse needs, how to collaborate with others to develop instructional plans for students, and how to meet the provincial requirements for inclusion of students in teaching, programming, and assessment. The goal of the course is to provide a strong introductory core of knowledge that will equip teachers to match characteristics and needs of students with practical options for instruction.

**Pre-requisite:** EDPY 200

### 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 nonfiction, plays, and essays), as well as film and other visual media.

### ENGL 125: ABORIGINAL LITERATURE (3 CREDITS)

This course introduces students to post-secondary

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

### ENGL 214: CREATIVE WRITING (3 CREDITS)

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

**Pre-requisites:** ENGL 124, 125, or 250, or permission of the department.

### ENGL 250: WRITING SKILLS (3 CREDITS)

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

### FNCE 300: PERSONAL FINANCE (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.

**Pre-requisite:** MATH 30-1 or equivalent.



## GEOG 151: HUMAN GEOGRAPHY (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.

## HIST 100: WESTERN CIVILIZATION: 1500 - PRESENT (3 CREDITS)

This is an introductory level course designed to assist students with an introduction to the vocabulary and varying concepts of inclusive education. Students will be challenged to integrate information from an understanding of human rights world views, and respect for the learning spirit in current educational settings. Content is based on current educational psychology, UNESCO publications, UN documentation, Canadian practices and Treaty rights.

## HIST 260: HISTORY OF CANADA TO 1867 (3 CREDITS)

HIST 260 is a survey course that will introduce students to the social, political, economic, and intellectual history of early Canada, from the pre-contact era right up to the time of the Confederation agreement. Beyond establishing the basic outline of how (what became) Canada developed in this period, special emphasis will be placed on examining the experiences of and relations between the two key groups that founded Canada – the Native peoples, already in residence for thousands of years, and the Europeans, who after about 1600 came in ever-growing numbers. Building on that foundation, the course covers French-English relations, how colonialism shaped nascent institutions and economic structures here, and finally how Confederation was achieved. The course will also highlight where historians have disagreed in their interpretations of various historic events and developments. History 260 is of value to a wide range of students, including those who have an interest in or a desire to broaden their understanding of Canada's past, and those seeking a foundation for further studies in the discipline of history.

**Pre-requisite:** HIST 100

## HIST 261: HISTORY OF CANADA SINCE 1867 (3 CREDITS)

HIST 261 is an introductory survey course, designed to familiarize students with the major events and themes in the social, political, economic, and intellectual history of post-Confederation Canada. Beyond establishing the basic outline of how Canada developed in this period, of special importance in the course is the portrayal of the experiences of various groups of Canadians from 1867 into the 1980s and beyond; consequently, discussions of race, gender, and class affiliation are emphasized. The course will also highlight where historians have disagreed in their interpretations of various historic events and developments. History 261 is of value to a wide range of students, including those who have an interest in or a desire to broaden their understanding of Canada's past, and those seeking a foundation for further studies in the discipline of history.

**Pre-requisite:** HIST 100

## ISGA 115: AN INTRODUCTION TO STONEY LANGUAGE & CULTURE (3 CREDITS)

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

## ISGA 125: ADVANCED STONEY LANGUAGE & CULTURE (3 CREDITS)

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

**Pre-requisite:** ISGA 115

# GENERAL STUDIES

## Course Descriptions

### MATH 113: INTRODUCTORY CALCULUS (3 CREDITS)

The initial course in Calculus introduces the student to basic fundamental mathematical principles of limits, differentiation, and applications of derivatives and integration.

The course begins with a review of functions and is followed by rate of change, one sided limits, derivatives and implicit differentiation problems before probing into the applications of derivatives and integration

**Pre-requisite:** Math 30-1, Math 30-2, or equivalent

### MATH 160: MATHEMATICS FOR EDUCATION STUDENTS (3 CREDITS)

This course presents the underlying mathematical ideas, principles and processes and introduces the student to simple proofs and the use of inductive and deductive reasoning techniques. Basic fundamental mathematical principles and concepts are analysed with application to effective problem solving techniques.

A review of elementary number theory, numeration systems, integers, rational numbers and basic probability theory will be undertaken. The prerequisite for Math 160 is Pure Math 30 or consent of the department.

**Pre-requisite:** Math 30-1, Math 30-2, or equivalent

### NTST 101: NATIVE ISSUES (3 CREDITS)

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

### NTST 102: THE IMAGINARY INDIAN (3 CREDITS)

The primary aim of this course is to introduce students to the theme of the evolution of the concept of "Indianness" and the creation of white images of the Indian in Canada and the United States. On the basis of this main theme students will trace, from a historical perspective, the origins of the concept of "Indianness" and also identify perceptions and beliefs widely held by Europeans about North American Indigenes in the 15th, 16th, and 17th centuries. Other related areas for examination and analysis will include the relationship between Euro-Canadians and Natives in the post-confederation period.

### NTST 103: NATIVE SOCIAL STRUCTURES (3 CREDITS)

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

### NTST 203: NATIVE SOCIAL STRUCTURES AND THE ENVIRONMENT (3 CREDITS)

Through land-based teaching, Native Social Structures and the Environment, strengthens the foundation built in Native Studies 103. It links how 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.

**Pre-requisite:** NTST 103

### NTST 205: VALUE-BASED LEARNING (3 CREDITS)

Value-based Learning extends the foundations built in NTST 103 and NTST 203. Building on the protocols associated with Native social strands of society, concepts learned will further knowledge in a wide range of fields, including: education, healthcare, environment and governance.

**Pre-requisite:** NTST 103 & NTST 203

### NTST 206: CULTURAL ENVIRONMENTAL IMPACT ASSESSMENT (3 CREDITS)

This course is based on the Anishinaabe knowledge of the natural environment. The main focus of this course is to understand the structural content of the land. The instructor will focus on the connections of plants, animals, and natural water systems. The course is meant to provide a holistic understanding of the natural balance with our natural environment. Students will learn how to identify the balance of the environment. In turn students will also learn what needs to be done to restore the imbalances that are occurring today due to industry expansion. The course is beneficial to those who are interested in developing a strong background in environmental consultation with industries and First Nations. The course is overall beneficial for learning about the balance of the natural state of our environment.

Pre-requisites: NTST 103. Prerequisites may be waived for working professionals at the discretion of the course instructors.



### NTST 303: LAND AND GOVERNANCE - INHERENT RESPONSIBILITIES TO THE FUTURE GENERATIONS (3 CREDITS)

This course will instruct students to understand the connections within traditional forms of governance structures in the natural world. In depth this class will dissect the spiritual connection we hold to the future generations, not only as Indigenous people but as caretakers alongside animals. This course is part of the universal structure that explains the spiritual laws of the Creator using the matriarchal responsibilities of animals and how we can learn and relate to them as spiritual relatives. Content will be delivered entirely through oral interpretation as was taught to the instructor through cultural protocol. The instructor will help students connect understandings of the essential sacred role of the traditional matriarchal family structure. It is vital that students participate in the land-based fieldwork for the course, as it will relate all content via hands-on indigenous approach.

**Pre-requisite:** NTST 103

### NTST 306: ANISHINAABE MITÊW PIMATISIWIN—AN INTRODUCTION TO INDIGENOUS HEALTH & TRADITIONAL MEDICINES (3 CREDITS)

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

**Pre-requisite:** NTST 103 or consent of the instructor

### NTST 307: UNDERSTANDING OUR INTERPRETATION OF THE TREATIES (3 CREDITS)

This course is unlike any other course offered on the subject area, since it focuses on the oral traditions and ceremonial teachings of Indigenous governance, laws, and treaties from

an anishinaabe and nehiyaw perspective. The course will examine how the land, ceremonies, and Creation stories inform Indigenous laws and governance structures. Students will gain an understanding of 'natural law' and how this is central to everything that governs an Indigenous existence, including how treaties were made with the settlers that arrived on Turtle Island. Focus will also be given on how Indigenous Treaties were made using Indigenous law(s) that are held in various ceremonies, such as the Law Lodge (Anishinaabe word for this), the mitêwikamik (teaching lodge), the Sundance and other ceremonies. Students will also learn about how government law(s), policies and actions impacted Indigenous governance systems by removing Indigenous people away from their original instructions and governance systems, and imposing foreign systems of laws upon them. Students will also be introduced to some of the founding legal and policy constructs that created the Indigenous and non-Indigenous political and legal relationship that exists today. This course will include a land-based practicum to Jasper National Park where students will solidify what they have learned in class, by connecting how these teachings are reflected in asiniy wacyiak (the mountains), and review key concepts taught during the class.

**Pre-requisite:** NTST 103 or consent of the instructor.

### NTST 308: OPIKIHAWASIWIN: AN INTRODUCTION TO ANISHINAABE EKWA NEHIYO CHILD REARING PRACTICES (3 CREDITS)

This course is an introduction to opikihâwasiwin (specifically from an anishinaabe and nehiyawak perspective). Indigenous Peoples on Turtle Island have extensive, detailed, elaborate and sophisticated methods for raising children that ensured the child reached their full potential and development, while having protection, prevention, intervention, and fostering success. Students will gain an understanding of opikihâwasiwin including beliefs on how children arrive to askiy tipimâtsiwin (this Earth life) from the spirit world, nôhtikwêwak âtayohkanak (spiritual grandmothers) responsible for teaching human beings about child-rearing such as otapihkew nôhtikwêw (the grandmother who weaves things, "spider woman"). Pregnancy and child delivery teachings will include a review of traditional birthing practices and explanations on the physical and spiritual relatedness of our body organs to maskihkiya (Indigenous medicines). anishinaabe ekwa nehiyaw stages of human development and isihcikewina (ceremonies) utilized for prevention, protection, and intervention mechanisms at each stage will be reviewed, as well as Indigenous child

# GENERAL STUDIES

## Course Descriptions

adoption practices. Indigenous technologies utilized in opikihâwasiwin such as the waspison (baby moss bag), askotâskopison ("cradleboard"), and wîwewepison ("swing") and their relation to spiritual teachings and ceremonies will be explored. This course will include a land-based practicum to Drumheller, Medicine Hat, and Cypress Hills where students will solidify what they have learned in class, by connecting how these teachings are reflected in the land forms covered through the course.

**Pre-requisite:** NTST 103 or consent of the instructor.

### NTST 325: ABORIGINAL SELF-GOVERNMENT: COMPARATIVE PERSPECTIVE (3 CREDITS)

This course consists of three units each of which has two sections. The first unit is concerned with conceptualization of Aboriginal self-government expressed in the traditional cultural foundations. Section one of this unit explores how and why Aboriginal self-government should be grounded in Aboriginal traditional values such as community and the principle of consensus. The second section focuses on spirituality as the foundation and nexus of traditional social and political organization. Unit II examines the relationship between Canadian Aboriginal people and the federal government marked by the ideology of colonialism. Section one of this unit focuses on the practice of internal colonialism to which Canadian Aboriginals are subjected, while section two discusses Aboriginal people's pursuit of self-determination or self-government. In unit III, we focus on the policy and the implementation of Aboriginal self-government presented in two sections. The first section surveys the Canadian federal government policy guide that lays down the process whereby Aboriginal self-government is developed and implemented. In the second section of this unit, we examine and appraise models of Aboriginal self-government currently implemented by First Nations across the country.

**Pre-requisites:** NTST 101 and/or NTST 102

### NTST 330: INDIGENOUS LEADERSHIP (3 CREDITS)

This course will provide an introduction into the theory, foundation, and philosophy of leadership from both a contemporary and traditional Indigenous perspective. The learner will explore the role that Indigenous worldview, values, and culture plays in helping to define leadership and the role of leadership from both a contemporary and traditional perspective. Learners will also become

aware of how worldview, values, abilities and skills, ethics, emotional intelligence, self-monitoring and power contribute to effective leadership. Learners will explore the practical business of leading groups, leading change and developing leaders through case studies from both traditional and contemporary context.

**Pre-requisite:** NTST 101 and 103

### NTST 350: COMPARATIVE STUDIES IN THE HISTORY OF THE INDIGENOUS PEOPLES OF THE AMERICAS AND THE PACIFIC: 15TH CENTURY TO THE PRESENT (3 CREDITS)

This course surveys selected areas pertaining to the history and culture of the Indigenous peoples of the Americas and the Pacific. The course examines pre-contact native societies, post-contact impact, and present-day issues. Selected cultures from New Zealand, the United States, and Canada are examined in detail in classroom lectures and discussion.

**Pre-requisite:** NTST 101

### PHED 293: MOVEMENT ACTIVITY IN CHILDREN 5—12 (3 CREDITS)

Basic preparation for teaching physical education in the Alberta Elementary School System, this course considers both the free and organized movement activities of children of elementary school age. In this course, students explore how movement is essential for the development of children, and some tools of observing and assessing such activities.

### PLAN 200: INTRODUCTION TO COMMUNITY PLANNING (3 CREDITS)

This course introduces students to the origins, purpose, and practice of community planning in Canada with a special emphasis on planning in First Nations communities. This course explains the many reasons why communities undertake planning and how the community plan is used to provide decision makers with the information they need to guide the physical, social, environmental, and economic development of the community. It focuses on developing a broad understanding of practical planning methods in preparing and implementing a comprehensive community plan.

### **PSYC 104: INTRODUCTORY PSYCHOLOGY: BASIC PSYCHOLOGICAL PROCESSES (3 CREDITS)**

This general survey course provides students with an understanding of the basic concepts and techniques of modern psychology as a behavioural science. This is the first in a two-course sequence. Principles and development of perceptions, motivation learning, and thinking and their relationship to the psychological functioning of the individual are examined.

### **PSYC 105: INTRODUCTORY PSYCHOLOGY: INDIVIDUAL AND SOCIAL BEHAVIOR (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.

**Pre-requisite:** PSYC 104

### **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.

**Pre-requisites:** PSYC 104 and PSYC 105

### **PSYC 233: PERSONALITY PSYCHOLOGY (3 CREDITS)**

Psychology 233 covers basic personality theory through critical reflection and comparative analysis. Implications for psychological assessment and personal understanding and change may be discussed along with more recent research and theoretical developments.

**Pre-requisites:** PSYC 104 and 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.

**Pre-requisites:** PSYC 104 and PSYC 105

### **PSYC 253: ABNORMAL PSYCHOLOGY (3 CREDITS)**

Abnormal Psychology is concerned with understanding the nature, etiology and treatment of unusual patterns of behavior, 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, behavioral, humanistic and cognitive perspectives. The student will look at an integrative multidimensional perspective. The course will examine how society defines abnormality using the 4 D's: Deviance, Distress, Dysfunction and Danger. The theoretical approach one takes to abnormality may influence one's interpretation of the cause of the disorder and eventually its treatment. The course will provide a link between personality, abnormal behavior 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.

**Pre-requisites:** PSYC 104 and PSYC 105

# GENERAL STUDIES

## Course Descriptions

### SOCI 100: INTRODUCTORY SOCIOLOGY (3 CREDITS)

Sociology 100 helps students analyze the components of society and culture, and to critically examine social issues past and present. Students will be exposed to the idea of and develop an appreciation for the social diversity of human society. Students will explore the foundations of sociology and learn methods about scientific investigation of social issues. The readings focus on the historical development of the discipline, the way sociological research is conducted, and the meaning of culture and society. These concepts are critical to understanding society.

### SOCI 101: CANADIAN SOCIETY (3 CREDITS)

Sociology 101 provides an overview of the development of the discipline of sociology in Canada and focuses on Canadian social issues, using a case study approach. Students should have a general knowledge of fundamental concepts of sociology before taking this course.

**Pre-requisite:** SOCI 100

### SOCI 215: SOCIOLOGY OF THE FAMILY (3 CREDITS)

In Sociology 215 we will study the way in which family life is historically and socially constructed, emphasizing the diversity of people's lived experiences in families. There will be a special emphasis on Aboriginal family life, focusing on the historical and contemporary experiences of Aboriginal Peoples in Canada. We will explore the dynamics of families within wider social structures and consider what this means for individual experiences of family.

**Pre-requisite:** SOCI 100 or SOCI 101

### SOCI 300: RESEARCH METHODS (3 CREDITS)

Sociology 300 provides an introduction to the methodology of social research. It sets out the rules and techniques for gathering information from human subjects, following the scientific method. The course includes such major topics as an introduction to scientific inquiry, structuring inquiry, modes of observation, and the analysis of data.

**Pre-requisites:** SOCI 100 and Math 30-1, 30-2, Math 90 or equivalent.

### SOCI 350: RACISM AND GLOBAL INEQUALITY (3 CREDITS)

Sociology 350 is a senior level sociology course that introduces students to the historical development of social inequalities in Canada and the modern world system today. The course will help the student examine fundamental or systemic inequities in the world that maintain and support racist ideologies. The student will also read about racism and inequality from the insider's perspective. Finally, the student will examine historical and current resistance movements against racism and social inequalities.

**Pre-requisite:** SOCI 100 or SOCI 101

### STAT 151: INTRODUCTION TO APPLIED STATISTICS (3 CREDITS)

Statistics 151 is a theory and laboratory-based course in which students are introduced to fundamental concepts, techniques, and procedures of quantitative data analysis. Students complete the course with a working knowledge and understanding of descriptive and inferential statistics. Although mathematical theory is kept to minimum, this course assumes students have taken Mathematics 30. The course content sets a foundation of understanding in descriptive statistics where the focus is one of describing sample data. This descriptive foundation is built upon with inferential statistics where students use the knowledge gained for describing samples to generalize to and predict for populations. Students have access to a computer lab and are required to work with a variety of data sets coinciding with the theory.

**Pre-requisite:** MATH 30-1, 30-2, 90 or equivalent.









# INDIGENOUS SOCIAL WORK DIPLOMA

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

## PROGRAM DETAILS

The Indigenous Social Work Diploma is a dynamic, culturally informed program that focuses on Indigenous Knowledge as a form of decolonization and empowerment. Students are immersed in cultural teachings and discovery while learning the main pillars of social work practice. The program offers courses on topics ranging from Indigenous natural helping systems and impacts of colonization to current social policy and a selection of core social work courses. Non-social work courses are geared toward enhancing knowledge in the areas of English (writing & literary analysis), sociology, psychology, drama, and Indigenous language and governance. Yellowhead Tribal Elders/Knowledge Keepers are available through the program, and students are mentored by both experienced Indigenous and settler social workers and academics during course work and practicum hours. \*The Indigenous Social Work Diploma is in candidacy with the Alberta College of Social Workers (ACSW) and has a 2-year transfer to U of C BSW, RCC, MCC, UBQ, and our own YTC IBSW program.

## ADMISSION REQUIREMENTS

- All applicants must complete and submit an Indigenous Social Work Diploma package. The package is available from the Yellowhead Tribal College website: <https://ytced.ab.ca/programs-courses/programs/indigenous-social-work/>
- Complete the College application and upload the application package at <https://ytced.ab.ca/admissions/how-apply/>.
- Official High School Transcripts (unofficial transcripts can be uploaded in the YTC application portal with official transcripts to follow to: Registrar@ytced.ca)
- Official Post-Secondary Transcripts, if applicable (unofficial transcripts can be uploaded in the YTC application portal with official transcripts to follow to: Registrar@ytced.ca)
- Confirmation of English 30-1 or equivalent

course and final mark of at least 65%. Applicants without English 30-1 are invited to apply but must complete the equivalent of English 30-1 prior to May 21, 2021 and update application

- Verification of 100 hours of volunteer or work experience in human service setting within the previous four years
- Current Resume
- Personal Statement
- Two letters of reference. Reference forms are available on the ISWD program page on the YTC website. The first one should be from a supervisor for volunteer or work experience. The second reference should be from community, education, or employment. The reference forms get sent directly to and should have ISWD first name, last name of applicant in the email: Registrar@ytced.ca.
- Complete Information Waiver, Career Investigation Report, Payment Agreement.
- Pay the \$75.00 non-refundable application fee.
- Applicants identified to move onto next steps in the application process will be invited to do an academic readiness assessment and then those shortlisted will be invited for a virtual interview.

## CONTACT

The program does admissions every two years. Current admission is for a 2021 Fall program start, and a final call for applications is June 1, 2021. Prospective students are welcome to contact [socialwork@ytced.ca](mailto:socialwork@ytced.ca) about the next admission date.



## Program Plan

### YEAR 1

COURSE	TITLE	CREDITS
SOWK 100	Introduction to Social Welfare and Social Work	3
SOWK 103	Mental Health and Addictions	3
CREE 100	Introductory Cree – Part I	3
ENGL 250	Writing Skills	3
SOWK 102	Natural Helping Systems	3
SOWK 101	Communication and Counselling in Social Work Practice	3
CREE 200	Introductory Cree – Part II	3
ENGL 124	Literary Analysis	3
SOWK 104	Practicum - Year 1	6
INDE 201	Indigenous Epistemology (program resource course)	non-credit
SFAS 101	Strategies for Academic Success (monthly year-long course)	non-credit

### YEAR 2

COURSE	TITLE	CREDITS
SOWK 200	Impacts of Colonization to Current Canadian Social Policy	3
SOWK 201	Breaking the Cycle of Trauma	3
SOWK 202	Practice with Groups and Families	3
SOWK 204	Practicum - Year 2	6
SOCI 101	Canadian Society	3
SOWK 203	Community Development and Healing	3
SOWK 205	Leadership in Social Work Organizations	3
SOWK 206	Conflict Management in Social Work Practice	3
PSYC 223	Developmental Psychology	3
PSYC 241	Social Psychology	3
DRAM 149	Introduction to the Dramatic Process	3

#### Note:

*NTST 325 Indigenous Self-Government or ANTH 350 Anthropology and Multiculturalism may be substituted for DRAM 149. The program may offer and determine variations of electives for delivery years.*

INDE 201	Indigenous Epistemology (program resource course)	non-credit
SFAS 201	Strategies for Academic Success (monthly year long course)	non-credit



# INDIGENOUS SOCIAL WORK DIPLOMA

## Course Descriptions

### YEAR 1

#### SOWK 100: INTRODUCTION TO SOCIAL WELFARE AND SOCIAL WORK (3 CREDITS)

This course introduces students to the practice of social work and social welfare through an Indigenous lens. It examines the history of social work and the evolution of the profession in Canada paying particular attention to the influence of European worldview upon traditional ways of knowing. Indigenous beliefs in balance, reconciliation, and living a good life are explored in the context of today's world while acknowledging the urgency of healing the intergenerational wounds.

#### SOWK 103: MENTAL HEALTH AND ADDICTIONS (3 CREDITS)

This course provides students with the examination of current mental health and addiction legislation, theories, approaches, and resources to support individuals, families and communities. The course further considers Indigenous and westernized perspectives in exploring the historical and contributing factors impacting mental health and addictions. This course will assist students and strengthen their understanding of emerging perspectives on Indigenous social work practice.

**Pre-requisites:** SOWK 100 and SOWK 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 (Y dialect) language. Students will develop an awareness and appreciation of the Cree language, its immense vocabulary, and its precise word order.

#### ENGL 250: WRITING SKILLS (3 CREDITS)

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

#### SOWK 100: INTRODUCTION TO SOCIAL WELFARE AND SOCIAL WORK (3 CREDITS)

This introductory interviewing course will assist students in developing beginner social work interviewing and communication skills necessary for the ethical and effective generalist practice of social work. The communication skills for each phase of the interview process will also be examined with special attention to working from Indigenous belief systems and a solid understanding of the diversity of needs of various client groups. Once students have demonstrated mastery of the skills associated with counselling, they will learn how to conduct counselling sessions followed by the acquisition of interpersonal influencing skills that will facilitate a client's self-change process. Students will be introduced to strategies that will enhance their capacity to engage in self-regulation and acquire communication skills that will improve their ability to work as a generalist social worker. The topic of trauma will be introduced and the impact of trauma on both the client and the counselor will be explored at an introductory level.

#### SOWK 102: NATURAL HELPING SYSTEMS (3 CREDITS)

The course will explore the relationship between natural helping systems and Indigenous knowledge in social work practice. Through readings, facilitated sharing circles, Indigenous experiential learning, lectures, and discussion, students are introduced to the unit themes. The course further evaluates person-in-environment, structural, anti-oppressive, deep ecology, and spiritual theories and practices in social work. A central objective of the course is to provide social work students with an introduction to long held Indigenous ways of knowing which pre-date contemporary social work practice. This is reviewed in the context of natural helping systems such as relationships to place, the environment, Elder's teachings, ceremony and community. This course will assist students and strengthen their understanding of Indigenous wisdom and emerging perspectives on Indigenous social work practice.

**Pre-requisites:** SOWK 100 and SOWK 101



## **CREE 200: INTRODUCTORY CREE (PART 2) (3 CREDITS)**

Cree 200 is a follow-up to Cree 100, which introduces Plains Cree (Y dialect) grammar and vocabulary. The course focuses on an introduction to storytelling and the four different categories of stories. More importantly, this course contains a vast amount of cultural content to be applied in daily life. This course will emphasize syllabic writings both in Roman orthography and syllabic forms.

**Pre-requisite:** CREE 100

## **ENGL 124: LITERARY ANALYSIS (3 CREDITS)**

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

## **SOWK 104: PRACTICUM - YEAR 1 (6 CREDITS)**

This course introduces students to the practice of social work and social welfare through a placement in a social work setting. Students must determine the knowledge and skills learned in their first year courses and demonstrate/apply them in their practice setting.

**Pre-requisites:** SOWK 100 and SOWK 101

## **INDE 201: INDIGENOUS EPISTEMOLOGY [YEAR-LONG COURSE] (NON-CREDIT)**

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

## **SFAS 101: STRATEGIES FOR ACADEMIC SUCCESS [MONTHLY YEAR LONG COURSE] (NON-CREDIT)**

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

## **YEAR 2 SOWK 200: IMPACTS OF COLONIZATION TO CURRENT CANADIAN SOCIAL POLICY (3 CREDITS)**

This course will explore the relationship between Indigenous Peoples and Canadian colonialism through social policy and the historic and contemporary relationship to social work. The course further evaluates various policy eras and impacts of colonization including the 60's scoop, Residential Schools, and Indigenous peoples responses to these genocidal policy eras. A central objective of the course is to provide social work students with the critical thinking and decolonizing policy analysis skills to practice from an anti-colonial and indigenous perspective. This course will assist students and strengthen their understanding of emerging perspectives on Indigenous social work practice.

## **SOWK 201: BREAKING THE CYCLE OF TRAUMA (3 CREDITS)**

A central characteristic that has contributed to the intergenerational transmission of trauma is the inherited emotional legacy of shame. Due the profoundly transformative nature of shame on family relationships and its central role in the transmission of historical trauma, this course is divided into three(3) sections: the first section introduces students to the various factors that contribute to the transmission of trauma: the second section utilizing a family systems perspective, explores how shame transforms family relationships thus ensuring the transmission of trauma to future generations: and the final section, through a better understanding of implicit memory and hindsight empowers students to engage in a self-transformative process that facilitates a better sense of control over their brains, therefore, transforming how their lives unfold.

## **SOWK 202: PRACTICE WITH GROUPS AND FAMILIES (3 CREDITS)**

Students will develop an understanding of the purpose and use of groups in social work practice. They will identify group dynamics and develop skills to promote effective individual and collective behavior in groups. Knowledge and skills in consensus building and conflict resolution are developed and practiced within group activities, the primary tool being circle process. Students will learn how to facilitate a Family Circle and Family Group Conference as collaborative approaches to working with families as group.



# INDIGENOUS SOCIAL WORK DIPLOMA

## Course Descriptions

### SOWK 204: PRACTICUM - YEAR 2 (6 CREDITS)

This course introduces students to the practice of social work and social welfare through a concurrent practicum experience in the classroom and in various social work agency settings during the Fall and Winter semester. Students will draw upon the two years of social work course work that they have completed, including Practicum I. Knowledge and skills learned in two years of courses will be demonstrated through application in social work practice settings.

**Pre-requisites:** SOWK 104 and SOWK 101

### SOCI 101: CANADIAN SOCIETY (3 CREDITS)

Sociology 101 provides an overview of the development of the discipline of sociology in Canada and focuses on Canadian social issues, using a case study approach. Students should have a general knowledge of fundamental concepts of sociology before taking this course.

**Pre-requisite:** SOCI 100

### SOWK 203: COMMUNITY DEVELOPMENT AND HEALING (3 CREDITS)

This course will review the theory and practice of community social work with a particular emphasis on equipping students with the skills necessary to practice within Indigenous settings. The course will be taught in ways that respect the wisdom of the students as well as that of the communities they belong to. Teaching methodologies will include lectures, small group discussions, learning circles, "hands on" learning activities, student directed community research, student presentations, context-based learning, guest speakers and attendance at relevant community events.

**Pre-requisites:** SOWK 100 and 102

### SOWK 205: LEADERSHIP IN SOCIAL WORK ORGANIZATIONS (3 CREDITS)

This course will explore the range of organizations that serve Indigenous people as well as the structure and function of organizations. Students will learn the importance of administration in organizations that provide social services and the relationship between services and the implementation of various policies. Within this context, students will learn mainstream management and leadership concepts as well as Indigenous perspectives on leadership. Students will explore the challenges of Indigenous leadership development within the current Canadian context of government legislative and funding systems that influence the actualization of autonomous Indigenous decolonizing efforts. Within this spectrum of service delivery and environmental influences, students will apply critical thinking skills that will assist them in developing their own leadership styles or preferences within the scope of practice which they are most interested.

**Pre-requisites:** SOWK 101 and 102

### SOWK 206: CONFLICT MANAGEMENT IN SOCIAL WORK PRACTICE (3 CREDITS)

Conflict Management in Indigenous Social Work Practice provides an introduction to theoretical approaches and practical skills with which to engage in conflict interventions in social work practice. The focus is on the processes and skills that link culture and conflict, interpersonal and system dynamics, and conflict/alternative dispute resolution in Indigenous social work practice. In this course, students will learn theoretical dynamics of conflict, conflict/alternative dispute perspectives and methods of intervention. It provides students with the basic conflict/alternative dispute resolution skills necessary for effective conflict engagement and intervention. Students will be provided the opportunity to engage in practical applications of conflict resolution processes. Traditional Indigenous Holism Theory and Medicine Wheel practice models will also be used to enhance student personal and professional learning and understanding of the impacts of these processes in social work practice through critical self-reflection.





### **PSYC 223: DEVELOPMENTAL PSYCHOLOGY (3 CREDITS)**

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

**Pre-requisites:** PSYC 104 and PSYC 105

### **PSYC 241: SOCIAL PSYCHOLOGY (3 CREDITS)**

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

**Pre-requisites:** PSYC 104 and PSYC 105

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

### **DRAM 149: INTRODUCTION TO THE DRAMATIC PROCESS (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.

### **NTST 325: INDIGENOUS SELF-GOVERNMENT (3 CREDITS)**

This course explores the implementation of the concept of Indigenous self-government undertaken by Indigenous Peoples in Canada and in a selection of 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 Indigenous self-government in Canada, examining the administrative structure and the major responsibilities of the Department of Indigenous and Northern Affairs Canada and Canada's policy guide to Indigenous self-government. Unit two examines the existing operational models of Indigenous self-government in Canada and in the other countries mentioned above. A survey in unit three concentrates on Canadian Indigenous Peoples' demands for constitutional based self-governmental powers. \*Course Description subject to change.

### **INDE 201: INDIGENOUS EPISTEMOLOGY (PROGRAM RESOURCE COURSE) (NON-CREDIT)**

This course introduces students to Indigenous epistemology through how Indigenous knowledge can be known via a series of readings and sources by Indigenous scholars. The specifics of the INDE non-credit series changes yearly.

### **SFAS 201: STRATEGIES FOR ACADEMIC SUCCESS (MONTHLY YEAR LONG COURSE) (NON-CREDIT)**

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



# INDIGENOUS BACHELOR OF SOCIAL WORK

## PROGRAM DETAILS

As a member of the First Nations Adult and Higher Education Consortium (FNAHEC), Yellowhead Tribal College delivers an Indigenous Bachelor of Social Work (IBSW) degree that applies Indigenous knowledge and pedagogies to social work practice. The degree is accredited by the National Indigenous Accreditation Board (<http://www.niab.ca/>) and recognized by a signed agreement on October 25, 2019 with the Canadian Association for Social Work Education (<https://caswe-acfts.ca/>). Graduates of this program qualify for employment provincially, nationally, and internationally. Further, the IBSW is “a program that strives to graduate people who will practice social work in a manner true to our sacredness and honours the Ways of Life of the communities they serve” (NIAB, 2018).

## PROGRAM ADMISSION

The Indigenous Bachelor of Social Work Degree program is a cohort-based program. Cohorts are currently admitted once every two years. IBSW Admissions is looking for applications from self-determining learners committed to decolonization who have both academic and personal readiness to engage in strengthening learning of Indigenous ways of knowing and to engage in a professional program of study. Applicants will be required to identify a Knowledge Keeper/Elder mentor to support their learning during the program of study.

## MODE OF DELIVERY

Yellowhead Tribal College’s Indigenous Bachelor of Social Work is a full-time program currently delivered through a Distance Education Learning Circle Model. The IBSW 2021-2023 will begin via distance education, with any synchronous online learning and assignments taking place on Friday evenings and Saturdays. Occasional Sunday and/or weekday evening scheduling may be needed. In person/land-based learning may be scheduled for a maximum of one week in the second year of the program. However, this will be determined as the pandemic unfolds and when safe to do so.

## ADMISSIONS 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 knowledge foundation in their diploma, practice, or additional Indigenous courses. Applicants without an Indigenous knowledge foundation will be required to take supplemental courses to meet the entry requirements. YTC is not offering any non-diploma entry admissions to the IBSW for the 2021 admissions cycle. The first round of applications was due April 15, 2021. A second round of applications must be received by June 1, 2021 for consideration for the fall 2021 academic term.





## ADMISSION REQUIREMENTS

- All applicants must complete and submit an Indigenous Bachelor of Social Work Degree program package. The package is available on the Yellowhead Tribal College website at <https://ytced.ab.ca/programs-courses/programs/indigenous-bachelor-social-work/>
- Complete the College application and upload the application package at <https://ytced.ab.ca/admissions/how-apply/>
- Official High School Transcripts (unofficial transcripts can be uploaded in the YTC application portal with official transcripts to follow to: Registrar@ytced.ca)
- Official Post-Secondary Transcripts (unofficial transcripts can be uploaded in the YTC application portal with official transcripts to follow to: Registrar@ytced.ca)
- Confirmation of English 30-1 or equivalent course and final mark of at least 65%. Applicants without English 30-1 are invited to apply but must complete the equivalent of English 30-1 prior to May 21, 2021 and update application. Confirmation of Social Work Diploma to be completed by the end of June, prior to entry.
- Verification of 100 hours of volunteer or work experience in human service setting within the previous four years. Previous practicum experiences in the last 4 years can count as hours for this requirement.
- Current Resume
- Personal Statement
- Two letters of reference. The first one should be from a supervisor for volunteer or work experience. The second reference should be from community, education, or employment. The reference forms get sent directly to and should have ISWD first name, last name of applicant in the email: Registrar@ytced.ca
- Complete Information Waiver, Career Investigation Report, Payment Agreement
- Pay the \$75.00 non-refundable application fee
- Applicants identified to move on to next steps in the application process will be invited to do an academic readiness assessment, and then those shortlisted will be invited for a virtual interview.

## CONTACT

Questions can be directed to [socialwork@ytced.ca](mailto:socialwork@ytced.ca)

# INDIGENOUS BACHELOR OF SOCIAL WORK

## *Program Plan*

\*subject to change

### YEAR 1 (3RD YEAR SOCIAL WORK)

COURSE	TITLE	CREDITS
<i>Fall</i>		
ISWK 315**	Indigenous Ethics and Cultural Protocols	3
ISWK 365	Global Indigenous Worldviews	3
HIST 375	Roots of Imperialism	3
ISWK 324	Healing through Holistic Practice (Healing thru the Sacred)	1.5
ISWK 311	Indigenous Language and Philosophy of Social Work I	1.5
PSYC 450	Neurobiology of Relationships	3
	Service Learning 10 hours approx. (40 hrs total IBSW program)	
COURSE	TITLE	CREDITS
<i>Winter</i>		
ISWK 353	Critical Analysis of Generalist Social Work Theory and Practice	3
SOCI 361	Applying Indigenous Knowledge: Selected Issues	3
ISWK 324	Application of Healing through Holistic Practice (Healing thru the Sacred)	1.5
ISWK 311	Indigenous Language and Philosophy of Social Work I	1.5
IGOV/ISWK 465	Governance for Cultural Resurgence	3
ISWK 340	Community Learning 45 hours in practice + 6 seminar hrs. credits granted spring	
Service Learning	10 hours approx. (40 hrs total IBSW program)	
SFAS 301	Strategies for Academic Success (year long monthly course)	non-credit
<i>Spring</i>		
ISWK 340	Community Learning (250 hours completed)	6

**Total Credits for Academic Year: 30**





## YEAR 2 (4TH YEAR SOCIAL WORK)

COURSE TITLE	CREDITS
<b>Fall</b>	
ISWK 415** Indigenous Ethics and Cultural Protocols	3
ISWK 463 Critical Analysis of International Social Work	3
SOC 461 Applying Indigenous Knowledge: Selected Issues	3
ISWK 411 Indigenous Language and Philosophy of Social Work II	1.5
ISWK 424 Application of Healing through Holistic Practice	1.5
Service Learning 10 hours approx. (40 hrs total IBSW program) **condensed	
<b>Winter</b>	
ISWK 462 Utilizing Indigenous Knowledges to Restore Global Wellness	3
ISWK/IGOV 455 Indigenous Research Methodologies	3
ISWK 424 Application of Healing through Holistic Practice	1.5
ISWK 411 Indigenous Language and Philosophy of Social Work II	1.5
ISWK 440: <b>Community Learning</b> Starts, 250 hours required <b>Service Learning</b> 10 hours approx. (40 hrs total IBSW program)	
<b>Plus either:</b>	
ISWK 470 Social Work Leadership and Change	3
Or	
IGOV 303 Decolonizing Leadership in Indigenous Governance	3
<b>Spring</b>	
ISWK 440: Community Learning 250 hours completed	6

**Total Credits for Academic Year: 33**

\*\*\*\*The YTC IBSW program may make program changes prior to delivery each year and as a result, changes to the program plan may occur.



# INDIGENOUS BACHELOR OF SOCIAL WORK

## Course Descriptions

### YEAR 1

#### **ISWK 353: CRITICAL ANALYSIS OF GENERALIST SOCIAL WORK THEORY AND PRACTICE (3 CREDITS)**

This course utilizes Indigenous Knowledge systems to examine and assess generalist Canadian social work theory and practice. Students will explore the historical and philosophical foundation of a variety of social work theories and approaches. Through the works of Indigenous scholars, front line social workers and social work educators the course also features a critical assessment of ideological, political and socio-economic approaches to social work practice. Course activities include the application of these approaches to current social issues. Students will be presented with opportunities to consider the strengths and limitations of specific theoretical frameworks from the vantage point of Indigenous knowledge paradigms.

#### **ISWK 365: GLOBAL INDIGENOUS WORLDVIEWS (3 CREDITS)**

This course will introduce students to what it means to be Indigenous as a foundation for personal and collective wellness. Elders and knowledge holders will engage students in Indigenous practices that promote balance, wellness, and ontological responsibilities with a focus on those practiced in the summer. Students will be introduced to cultural protocols for ceremonial and cultural engagement, and will explore the relevance of these protocols to their work with communities. Students will learn about the intellectual colonization of Indigenous peoples and focus on the ontology and epistemology of Indigenous peoples as they relate to diverse Indigenous identity. Throughout the course, students will be invited to enhance their self-awareness and reflect on how their personal values, beliefs and experiences may impact their work with communities. The course will be delivered using traditional Indigenous pedagogical practices of experiential learning, oral knowledge sharing, and cultural mentorship. Students will also engage in scholarly learning that draws upon relevant academic sources.

#### **ISWK 311: UNDERSTANDING SOCIAL WORK THROUGH INDIGENOUS LANGUAGE (1.5 CREDITS X 2)**

This portfolio course runs in the Fall and Winter semesters. Classes consist of seminars to synthesize common threads that are emerging in the course content and to explore what language tells us about a particular issue. Students will be introduced to various language learning methods and will seek language mentors to facilitate the development of a personal glossary of Indigenous words that describe the social work concepts that emerge in each course. As a group, students will synthesize their personal learnings into a collective lexicon of language terms that describe the key social work concepts as they are identified in a specific course or ceremony. Activities will include stories, assignments and language labs to support class discussions to explore Cree, Stoney, Anishinaabe, or their own language terms to extend their Indigenous Knowledge.

#### **ISWK 315: INDIGENOUS ETHICS AND CULTURAL PROTOCOLS (3 CREDITS)**

\*\* This is a condensed course designed to happen in the first month of the program. Learners will experience a variety of helping and healing approaches in cultural, ceremonial, and teaching circles from local community Knowledge Keepers, Elders, and leaders. Participants will learn about traditional protocols to seek new insights. They will have the experience of participating in talking circles with Elders to explore the meanings of various ceremonies. This course is intended to provide students with the opportunity to learn about traditional First Nations' values, philosophy, spirituality and ceremonies. Students are expected to participate fully and purposefully in activities to the best extent possible to assist their development of knowledge in First Nations' worldview, culture and way of life. With the guidance of your lead Instructor, Knowledge Keepers and Elders, participants will have the opportunity to understand the interconnectedness between themselves, the land, spirituality and the people. They will gain a deeper appreciation for First Nations' worldviews and be able to voice this perspective through their words and actions.

#### **SOCI 361: APPLYING INDIGENOUS KNOWLEDGE – SELECTED ISSUES (3 CREDITS)**

This course covers select topics depending on the year offered.

### **ISWK 324: HEALING THROUGH HOLISTIC PRACTICE (3 CREDITS)**

This course runs in the Fall and Winter semesters and utilizes breath work, guided meditation, Yin/Hatha Yoga, and expressive art therapies to move students into mindfulness. Simple mindfulness techniques will dissolve anxiety and stress and have been proven to enhance creativity, problem solving and decision making – skills that are needed not only by “creatives” but by anyone who wants to optimize their work, life and overall well being. Students will evolve their Indigenous social work practice to create sacred space and engage in personal reflection to let go of past trauma, intergenerational trauma, and the impacts of residential school. Students will develop their Indigenous social work portfolio and develop sacred space in their personal and professional practice.

### **PSYC 450: NEUROBIOLOGY OF RELATIONSHIPS (3 CREDITS)**

Given the emotional aftershocks associated with the collective experience of historical trauma in Canada’s Indigenous population, this course explores how the disruption in parent-child attachment relationships – associated with the residential school experience, and spanning several generations – is still a major contributing factor to adverse childhood experiences and the attendant problems Indigenous adults encounter in the areas of memory, self-organizations, the regulation of emotions, and the ability to cope with stress. Humans, fortunately, are gifted with neuroplasticity brains, so this course also introduces students to scientifically validated approaches to promoting healthy brain development, resilience and secure attachment.

### **HIST 375: ROOTS OF IMPERIALISM (3 CREDITS)**

Examinations of imperialism are often limited to focus on how European states have and continue to impose their political and commercial powers on the other parts of the world. As part of examining the historical and ideological roots of imperialism this course offers a nuanced exploration of the interactions which took place in a variety of colonial settings. Drawing upon colonial and post-colonial studies, we will consider how Indigenous peoples and anti-imperial social movements have challenged acts of genocide and other expressions of colonialism. This course traces the development of European colonies from the late seventeenth century and concludes with an examination of the interplay between globalization and contemporary forms of imperialism.

### **ISWK 340: COMMUNITY LEARNING (45 HOURS IN PRACTICE + 6 SEMINAR HRS., CREDITS GRANTED IN SPRING)**

### **ISWK 340: COMMUNITY LEARNING (150 HOURS IN PRACTICE + 18 SEMINAR HRS.) (3 CREDITS)**

The purpose of this course is to provide opportunities for development, integration, and reinforcement of competence through performance in actual situations in social work practice setting. To foster acquisition of knowledge, values and skills relevant to emerging trends in social work practice and issues of First Nation peoples. IBSW 340 Practicum is intended to offer practical and supervised opportunities to develop student’s existing social work knowledge and skills to affirm Indigenous practices. The community learning placement promotes integration of the theory and skills into social work practice students are learning in foundational courses with their professional practice and social work identity.

### **SFAS 301: STRATEGIES FOR ACADEMIC SUCCESS (NON-CREDIT)**

This course introduces students to strategies for academic success and interconnects with professional development via a series of learning events that vary from year to year. The sessions are likely to be offered on a monthly basis throughout the Fall/Winter semesters.

### **YEAR 2 ISWK 463: CRITICAL ANALYSIS OF INTERNATIONAL SOCIAL WORK PRACTICE (3 CREDITS)**

This course is designed to examine international social work practice from local, Indigenous, and global perspectives. Building on an overview of the historical development of international social welfare, students will explore the cultural, economic, environmental, health, political, and social impacts of neo-liberal globalization. As part of this analysis, students will consider how the discipline and profession of social work is immersed within the confluence of competing political agendas and multiple conceptions of “social justice”. Students will be invited to consider how to connect social work practice with larger social movements. Emphasis will be placed on the development of strategies for supporting the use of Indigenous, local and regional knowledge to address the impacts of global colonization.



# INDIGENOUS BACHELOR OF SOCIAL WORK

## Course Descriptions

### ISWK 411: INDIGENOUS LANGUAGE AND PHILOSOPHY OF SOCIAL WORK (1.5 CREDITS X 2)

This portfolio course builds on LING 311 Introduction to Indigenous Language and Philosophy of Social Work. Classes consist of seminars to synthesize common threads that are emerging in the course content and to explore what language tells us about a particular issue. Students will be introduced to various language learning methods and will seek language mentors to facilitate the development of a personal glossary of Indigenous words that describe the social work concepts that emerge in each course. As a group, students will synthesize their personal learnings into a collective lexicon of language terms that describe the key social work concepts as they are identified in a specific course or ceremony. Activities will include stories, assignments and language labs or guests to support class discussions to explore Cree, Stoney, Anishinaabe or their own language terms to extend their Indigenous Knowledge.

**Pre-requisites:** ISWK 311

### SOCI 461: APPLYING INDIGENOUS KNOWLEDGE – SELECTED ISSUES (3 CREDITS)

This course covers select topics depending on the year offered.

### ISWK 415: APPLICATIONS OF INDIGENOUS ETHICS PRINCIPLES AND CULTURAL PROTOCOL (3 CREDITS)

This course is condensed and usually set to happen early in the 4th year; however, scheduling is dependent on a number of factors and subject to change. Learners will experience a variety of helping and healing approaches in cultural, ceremonial, and teaching circles from local community Knowledge Keepers, Elders, and leaders. Participants will learn about traditional protocols to seek new insights and be in talking circles with Knowledge Keepers and Elders to explore the meanings of various ceremonies. This course is intended to provide students with the opportunity to learn about traditional First Nations values, philosophy, spirituality and ceremonies. Students are expected to participate fully and purposefully in activities to the best extent possible to assist their development of knowledge in Indigenous worldviews, culture and way of life. With the guidance of the lead Instructor, Knowledge Keepers and Elders, participants will have the opportunity to understand the interconnectedness between themselves, the land, spirituality and the people. They will gain a

deeper appreciation for the Indigenous worldviews and, at the conclusion of the term, be able to voice this perspective through their words and actions.

**Pre-requisites:** ISWK 315

### ISWK 470: SOCIAL WORK LEADERSHIP AND CHANGE (3 CREDITS)

This course explores the challenges, dynamics, and key steps in an organizational or community change process from an Indigenous perspective. Students will become familiar with the range of organizations that serve Indigenous people as well as the structure and function of organizations. Students will learn the importance of administration in organizations that provide social services and the relationship between services and the implementation of plans and programs. Within this context, students will learn mainstream management and leadership concepts as well as Indigenous perspectives on leadership. Students will apply critical thinking skills that will assist them in developing their own leadership styles or preferences within the scope of practice that most interests them as well as enhance their professional communication skills. They will practice using the skills of reflecting on their experience, anti-oppression, wise practice, and self-direction to increase their ability to lead others in social work practice.

### 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.

### ISWK 462: UTILIZING INDIGENOUS KNOWLEDGES TO RESTORE GLOBAL WELLNESS (3 CREDITS)

Learners will gain an in-depth understanding of Indigenous knowledge as it relates to wellness efforts in Canada and globally, particularly through language revitalization, ecological knowledge, spiritual and ceremonial practices, and community capacity-building. Weekly readings, in-class discussions and assignments will prepare learners to integrate global Indigenous knowledge into a framework for wellness within their own community.





## ISWK 424: HEALING THROUGH HOLISTIC PRACTICE (1.5 CREDITS X 2)

The course topics and experiences are customized and vary for delivery years. This course includes a critical and experiential introduction to the practices, theories, and philosophy of mindfulness as it is applied for personal and professional social work practice.

## ISWK/IGOV 455: INDIGENOUS RESEARCH METHODOLOGIES (3 CREDITS)

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

## ISWK 440: COMMUNITY LEARNING (85 HOURS IN PRACTICE + 9 SEMINAR HRS., CREDITS GRANTED SPRING)

## ISWK 440: COMMUNITY LEARNING (150 HOURS IN PRACTICE + 15 SEMINAR HRS. + 20 CAPSTONE HRS.) (6 CREDITS)

Integration of theory and practice within the context of the community learning placement. Elders often advise that when we move beyond discussing concepts and begin to embody our knowledge, we are moving closer to that state of “coming to know our heart”. The community learning education component is designed to offer students practical and supervised opportunities to develop the skills and knowledge they require to become competent and ethical generalist practitioners. The Integrative seminar will facilitate the student’s integration of prior learning into their community learning experiences. Students will have an opportunity to reflect upon their community learning experiences in a supportive environment to explore the relationship between social work theory and social work practice. The group setting of

the seminar allows students to learn from each other and take advantage of peer support through group discussions and by being prepared to share, listen to classmates, provide honest feedback, and respect confidentiality. Students will participate in collaborative discussions regarding professional issues, practice situations, and ethical dilemmas from their community learning placement settings. Students are expected to integrate knowledge and skills from (to seek balance) Indigenous social work framework into their own developing practice framework. Emphasis will be placed on integrating social work practice methods (to be in good life) with personal and professional development. Critically reflect upon their own and others’ practice experience. Engage in a collaborative learning process; and demonstrate competence in critical thinking and translating theory into practice to consider the economic, social and political dynamics that impact the delivery of social services. Integrative seminar learning activities include identifying strategies for developing a social work model of practice founded upon diverse Indigenous knowledge. Utilize indigenous ways of knowing to inform practice and competency in the community to restore collective healing and well-being. Students will engage in experiential learning and building practice skills through interaction, self-reflection, case discussion and transaction among the instructor/ students. These seminars occur on a scheduled basis and all students are expected to attend and participate fully. Students who successfully complete this course will be provided with opportunities to develop the knowledge and skills required to develop and strengthen their professional identity as an Indigenous social worker.

**Pre-requisites:** ISWK 340

## SFAS 401: STRATEGIES FOR ACADEMIC SUCCESS [YEAR LONG COURSE] (NON-CREDIT)

This course introduces students to strategies for academic success and interconnects with professional development via a series of learning events that vary from year to year. The sessions are likely to be offered on a monthly basis throughout the Fall/Winter semesters.



# INDIGENOUS HEALTH SUPPORT WORKER PROGRAM

*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 completion of a skills appraisal test in Math and English. Applicants may also enter with special permission from the Department Head.
- Complete a General YTC Application form and submit the non-refundable \$75 application fee.
- All applicants must complete and submit an Indigenous Community Health Support Worker Package, which can be found at the following link: [https://ytced.ab.ca/programs-courses/programs/Indigenous\\_Community\\_Health\\_Worker\\_Program/](https://ytced.ab.ca/programs-courses/programs/Indigenous_Community_Health_Worker_Program/)
- All applicants are required to provide a current Child Intervention Check and Criminal Record Check
- All applicants are required to attend a virtual interview with the IHSW Coordinator when applying for this program.





## Program Plan

### YEAR 1

COURSE	TITLE	CREDITS
IHSW 100	Interpersonal Communication & Basic Counselling	3
IHSW 101	Childhood Adversity & Health Outcomes	3
IHSW 102	Healing Through Ceremony	3
CREE 100	Introductory Cree	3
ENGL 250	Writing Skills	3
IHSW 103	Family Relationships	3
IHSW 104	Mental Health	3
IHSW 206	Alternative Methods of Healing	3
IHSW 105	Introduction to Chronic & Contagious Diseases	3
CREE 200	Introductory Cree II	3
IHSW 107	Practicum I	6

### YEAR 2

COURSE	TITLE	CREDITS
IHSW 200	Historical Trauma	3
IHSW 201	Addictive Pharmaceutical and Psychotropic Drugs	3
IHSW 205	Health and Traditional Medicines	3
IHSW 204	Nutrition and Health	3
IHSW 208	Indigenous Community Research	3
IHSW 106	Determinants of Indigenous Peoples' Health in Canada	3
IHSW 201	Community Development and Healing	3
IHSW 207	Suicide Prevention and Crisis Management	3
IHSW 209	Development across the Lifespan: Birth through Adulthood	3
IHSW 203	Addictions and Treatment	3
IHSW 210	Practicum II	6



# INDIGENOUS HEALTH SUPPORT WORKER DIPLOMA

## Course Descriptions

### YEAR 1

#### **IHSW 100: INTERPERSONAL COMMUNICATION AND BASIC COUNSELING SKILLS (3 CREDITS)**

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

#### **IHSW 101: CHILDHOOD ADVERSITY AND HEALTH OUTCOMES (3 CREDITS)**

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

#### **IHSW 102: HEALING THROUGH CEREMONY (3 CREDITS)**

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

#### **CREE 100 : INTRODUCTORY CREE (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 (Y dialect) language. Students will develop an awareness and appreciation of the Cree language, its immense vocabulary, and its precise word order.

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

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

#### **IHSW 103: FAMILY RELATIONSHIPS (3 CREDITS)**

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

#### **IHSW 104: MENTAL HEALTH (3 CREDITS)**

There are many challenges facing our mental health. Depression and anxiety are two of the most significant mental health issues in the present day. There are several definitions of "Mental Health" one of which is the World Health Organization definition as "a state of well-being in which every individual realizes his/her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a



contribution to her or his community." What is the optimum functioning in a perfect world however life happens and the individual's life, the community and the society in which s/he lives, through socialization and personal experiences, at one time or another in her/his life, will experience some form of mental health challenge or distress. These may not lead to mental illness, but it will challenge the individual's ability to "learn, feel, express and manage and have good relationships with others."

### **IHSW 105: INFECTIOUS CHRONIC AND CONTAGIOUS DISEASES (3 CREDITS)**

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

### **IHSW 206: ALTERNATIVE METHODS OF HEALING (3 CREDITS)**

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

### **CREE 200: INTRODUCTORY CREE [PART 2] (3 CREDITS)**

Cree 200 is a follow-up to Cree 100, which introduces Plains Cree (Y dialect) grammar and vocabulary. The course focuses on an introduction to storytelling and the four different categories of stories. More importantly, this course contains a vast amount of cultural content to be applied in daily life. This course will emphasize syllabic writings both in Roman orthography and syllabic forms.

**Pre-requisite:** CREE 100

### **IHSW 107: PRACTICUM I (3 CREDITS)**

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

## **YEAR 2**

### **IHSW 200: HISTORICAL TRAUMA (3 CREDITS)**

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

**Pre-requisite:** IHSW 100

# INDIGENOUS HEALTH SUPPORT WORKER DIPLOMA

## Course Descriptions

### IHSW 201: ADDICTIVE PHARMACEUTICAL AND PSYCHOTROPIC DRUGS (3 CREDITS)

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

**Pre-requisites:** None. Open to all Programs

### IHSW 202: COMMUNITY DEVELOPMENT AND HEALING (3 CREDITS)

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

**Pre-requisite:** IHSW 102

### IHSW 203: ADDICTIONS AND TREATMENT (3 CREDITS)

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

**Pre-requisite:** IHSW 201

### IHSW 204: NUTRITION AND HEALTH (3 CREDITS)

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

**Pre-requisites:** None. Open to all Programs.

### IHSW 106: DETERMINANTS OF INDIGENOUS PEOPLES' HEALTH IN CANADA (3 CREDITS)

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

**Pre-requisites:** ENGL 250. Open to all Programs.

### IHSW 205: HEALTH AND TRADITIONAL MEDICINES (3 CREDITS)

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

### **IHSW 207: SUICIDE PREVENTION AND CRISIS MANAGEMENT (3 CREDITS)**

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

**Pre-requisite:** IHSW 104

### **IHSW 208: INDIGENOUS COMMUNITY BASED RESEARCH (3 CREDITS)**

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

**Pre-requisite:** ENGL 250

### **IHSW 209: DEVELOPMENT ACROSS THE LIFESPAN - BIRTH THROUGH ADULTHOOD (3 CREDITS)**

This course covers the major physical, cognitive, and psychosocial development of normal growth throughout the human lifespan. There will be a focus on historical and cultural perspectives including those from the North, theories of development, research findings, and methods employed in the field of developmental psychology. Students will concentrate their assignments and exams on the developmental range they anticipate for their professional practice, in keeping with their projected career area. All students will be required to demonstrate an understanding of the major theorists in the field of developmental psychology and the implications of these theories for their practice in the health field.

### **IHSW 210: PRACTICUM II (3 CREDITS)**

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

**Pre-requisite:** Practicum I





# 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 both 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.

### Year 1

MATH 90  
ENGL 90  
CHEM 90  
CREE 100  
ISGA 115  
IESR 290-1  
IESR 100  
NTST 103  
IESR 110  
IESR 120  
IESR 290-2  
IESR 195  
IESR 130  
IESR 140  
IESR 150  
or NTST 206

### Year 2

IESR 200  
IESR 210 or BIOL 100  
ESR 220  
CREE 200  
ISGA 125  
IESR 290-3  
BIOC 200 or GEOG 150  
IESR 240 or EAS 101  
IESR 250  
IESR 260 or  
ENGL 124/125/250  
IESR 290-4  
IESR 295  
ESR 270  
or STAT 151  
IESR 280

### Year 3

IESR 300  
IESR 310  
IESR 320 or GPS/GIS  
IESR 330  
IESR 395  
IESR 340 or LAW 369  
IESR 350 or IGOV 304  
ISMB 300  
IESR 290-6  
IESR 360 or IGOV 309  
IESR 370  
IESR 380 or IGOV 307

## DIPLOMA PROGRAM DETAILS

The IESR program is a full-time certificate (1-year), diploma (3-year), or degree (4-year) program that prepares students for a variety of roles in the environmental stewardship and reclamation field. 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). The degree can be completed over 4 years, starting with the certificate program

## 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





# INDIGENOUS ENVIRONMENTAL STEWARDSHIP & RECLAMATION

## Program Plans

### IESR TECHNICIAN CERTIFICATE PROGRAM PLAN

COURSE	TITLE	CREDITS
MATH 90	Mathematics 90	5
ENGL 90	English 90	5
CHEM 90	Chemistry 90	5
CREE 100 or	Cree 100	3
ISGA 115	Stony 115	3
IESR 290-1	Land-based Field Work	1
IESR 100	Environmental Monitoring and Assessment	3
NTST 103	Native Social Structure	3
IESR 110	Ecology of Water Systems	3
IESR 120	Geology and Use of Water Systems	3
IESR 290-2	Land-based Field Work	1
IESR 195	Practicum 1 Science, Culture and the Envi.	3
IESR 130	Air Quality Monitoring and Improvement	3
IESR 140	Water Quality Monitoring and Analysis	3
IESR 150 or	Traditional Land use	3
NTST 206	Cultural and Environmental Impact Assessment	3

**33 Total Credits**

### IESR TECHNOLOGIST DIPLOMA PROGRAM PLAN

#### YEAR 2

COURSE	TITLE	CREDITS
IESR 200	Soil Science	3
IESR 210 or	Biology an Exploration of Biological Diversity	3
BIOL 100	Biology 100	3
IESR 220	Environmental Ethics and Communication	3
CREE 200 or	Intermediate Cree	3
ISGA 125	Intermediate Stony Language & Culture	3
IESR 290-3	Land-based Field Work	1
BIOC 200 or	Introduction to Biochemistry	3
GEOG 150	Human Geography	3
IESR 240 or	Geology	3
EASC 101	Earth and Atmospheric Science	3
IESR 250	Ecological Stewardship	3
IESR 260 or	English for Scientific and Community Reporting	3
ENGL xxx	English 124, 125 or 250	3
IESR 290-4	Land-based Field Work	1
IESR 295	Practicum 2: Stewardship, Policy and Practice	3
IESR 270 or	Statistical Methods for Environmental Sciences	3
STAT 151	Introduction to Statistics	3
IESR 280	Contaminated Site Evaluating and Management	3

**39 Total Credits**

#### YEAR 3

COURSE	TITLE	CREDITS
ESR 300	Site Reclamation	3
IESR 310	Taxonomy of Plants	3
IESR 320 or	Geographical Mapping and Applications	3
GPS/GIS	GIS/GPS	3
IESR 330	Forestry Management	3
IESR 290-5	Land-based Field Work	3
IESR 395	Practicum 3 Environmental Management & Admin	3
IESR 340 or	Environmental and Natural Resource Law	3
LAW 369	Contract Law	3
IESR 350 or	Community Engagement and Planning	3
IGOV 304	Indigenous Governance	3
ISMB 300	Integrated Business Systems and Applications	3
IESR 290-6	Land-based Field Work	3
IESR 360 or	Community Engagement and Planning	3
IGOV 309	Indigenous/Settler Relations	3
IESR 370	Conservation and Habitat Management	3
IESR 380 or	Research Methods	3
IGOV 307	Introduction to Indigenous Community Research	3

**36 Total Credits**

# INDIGENOUS ENVIRONMENTAL STEWARDSHIP & RECLAMATION

## Course Descriptions

### YEAR 1 (TECHNICIAN CERTIFICATE)

#### CHEM 90: CHEMISTRY 90 (5 CREDITS)

Chemistry 90 extends the concepts of systems learned in Chemistry 20. Students will learn about thermochemical change, electrochemical change, chemical changes of organic compounds, and equilibrium in chemical changes.

#### 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 (Y dialect) language. Students will develop an awareness and appreciation of the Cree language, its immense vocabulary, and its precise word order.

#### ENGL 90: ENGLISH 90 (5 CREDITS)

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

#### 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. The practical aspects of this course will cover data collection and management. 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.

**Pre-requisites:** MATH 90, CHEM 90 and ENGL 90.

#### IESR 110: ECOLOGY OF WATER SYSTEMS (3 CREDITS)

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

**Pre-requisites:** MATH 90 and CHEM 90 and 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 behavior of water in all of Earth's environments.

**Pre-requisites:** MATH 90, CHEM 90 and 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/vapor and particulate emissions - including the effectiveness and operational limitations - are therefore examined in this course. Air dispersion modeling, point source, fugitive emissions, and ambient air monitoring methods are also a point of focus.



Because many of the methods used to monitor ambient air quality are similar to those used to assess indoor air quality, a portion of the course is devoted to techniques used to monitor indoor (e.g. workplace/residential) air quality as well. Laboratory exercises introduce point source manual monitoring, fugitive emissions monitoring, air emission assessments, operation and calibration of continuous analyzers and indoor air sampling techniques.

**Pre-requisites:** MATH 90, CHEM 90 and ENGL 90

### **IESR 140: WATER MONITORING AND ANALYSIS (3 CREDITS)**

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

**Pre-requisites:** MATH 90, CHEM 90 and ENGL 90

### **IESR 150: TRADITIONAL LAND USE (3 CREDITS)**

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

**Pre-requisites:** MATH 90, CHEM 90 and ENGL 90

### **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 learnings through written assignments.

**Pre-requisites:** IESR 100, 110, and 120

### **IESR 290-1: LAND-BASED FIELD WORK (1 CREDIT)**

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

### **IESR 290-2: LAND-BASED FIELD WORK (3 CREDITS)**

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

**Prerequisite:** IESR 290-1

### **ISGA 115: INTRODUCTION TO STONEY LANGUAGE AND CULTURE (3 CREDITS)**

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

### **MATH 90: MATHEMATICS 90 (5 CREDITS)**

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.

# INDIGENOUS ENVIRONMENTAL STEWARDSHIP & RECLAMATION

## Course Descriptions

### NTST 103: NATIVE SOCIAL STRUCTURES (3 CREDITS)

Native Social Structures is a foundation course for Native knowledge systems. The course focus will be on the connection of learning and human values, which under Native education is based in natural law. Concepts covered will include: Creation, Learning Place, connections and Native education. Content will be delivered through traditional teaching methods with the possibility of students taking part in fieldwork related to the concepts covered in the course.

### NTST 206: CULTURAL AND ENVIRONMENTAL IMPACT ASSESSMENT (3 CREDITS)

This course is based on Anishinaabe knowledge of the natural environment. The main focus of this course is to understand the structural content of the land. The instructor will focus on the connections of plants, animals, and natural water systems. The course is meant to provide a holistic understanding of the natural balance with our natural environment. Students will learn how to identify the balance of the environment. In turn students will also learn what needs to be done to restore the imbalances that are occurring today due to industry expansion. The course is beneficial to those who are interested in developing a strong background in environmental consultation with industries and First Nations. The course is overall beneficial for learning about the balance of the natural state of our environment. Pre-requisites: NTST 103 is to be conducted both in the field and in the lab. After this course, students will have a comprehensive knowledge of ensuring water quality, from measurement to examination, and from field to lab. **Pre-requisites:** MATH 90, CHEM 90 and ENGL 90

### YEARS 2 & 3 (TECHNOLOGIST ADVANCED DIPLOMA)

### BIOC 200: INTRODUCTION TO BIOCHEMISTRY (3 CREDITS)

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

**Pre-requisites:** BIOL 100, IESR 210, IESR 110, IESR 120 and IESR 140

### BIOL 100: BIOLOGY 100 (3 CREDITS)

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

**Pre-requisites:** MATH 90 and CHEM 90

### CREE 200: INTRODUCTORY CREE (PART 2) (3 CREDITS)

Cree 200 is a follow-up to Cree 100, which introduces Plains Cree (Y dialect) grammar and vocabulary. The course focuses on an introduction to storytelling and the four different categories of stories. More importantly, this course contains a vast amount of cultural content to be applied in daily life. This course will emphasize syllabic writings both in Roman orthography and syllabic forms.

**Pre-requisite:** CREE 100



### **EASC 101: EARTH AND ATMOSPHERIC SCIENCE 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.

### **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 nonfiction, plays, and essays), as well as film and other visual media.

**Pre-requisites:** ENGL 90 or equivalent

### **ENGL 125: ABORIGINAL LITERATURE (3 CREDITS)**

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

**Pre-requisites:** ENGL 90 or equivalent

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

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

**Pre-requisites:** ENGL 90 or equivalent

### **GEOG 150: HUMAN GEOGRAPHY (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 that 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.

**Pre-requisites:** First year ENGL

### **GPS/GIS**

Course description forthcoming.

# INDIGENOUS ENVIRONMENTAL STEWARDSHIP & RECLAMATION

## Course Descriptions

### IESR 200: 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, Mansell color, hand texturing, hydrometer analysis, sieve analysis, field sampling, bulk density analysis, pore space, water-holding capacity, von Post scale of decomposition, humus forms, and carbon content (loss of ignition). There are two mandatory field trips:

1. Monolith collection at the University of Alberta;
2. Exposed soil horizon in the North

Saskatchewan River Valley. Further, the course 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). Concepts and use of botanical nomenclature, species epithet, and author are taught. Further, the course introduces concepts of eco-site manuals, indicator species, habitat, invasive species, native species, rare species, species range, biodiversity, and how to collect and create permanent herbarium records. There is one mandatory field trip to the North Saskatchewan River Valley.

**Pre-requisites:** IESR 100, IESR 110, IESR 120, and IESR 140

### IESR 210: BIOLOGY: AN EXPLORATION OF BIOLOGICAL DIVERSITY (3 CREDITS)

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

**Pre-requisites:** BIOL 100

### IESR 220: ENVIRONMENTAL ETHICS AND COMMUNICATIONS (3 CREDITS)

This course is designed to develop students' oral and written communication skills by writing, editing, and reviewing various forms of written technical communications. These will include workplace correspondence, short reports, and project proposals, amongst other types of writing. 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.

**Pre-requisites:** Second year enrollment in the IESR program and 3 credits first year ENGL.

### IESR 240: GEOLOGY (3 CREDITS)

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

**Pre-requisites:** IESR 100, IESR 110, IESR 120 and IESR 140

### 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.

**Pre-requisites:** IESR second-year enrollment

### IESR 260: 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 project proposals, amongst other types of writing. 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.

**Pre-requisites:** IESR second-year enrollment and 3 credits of ENGL or equivalent.

### **IESR 270: STATISTICAL METHODS FOR ENVIRONMENTAL SCIENCES (3 CREDITS)**

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

**Pre-requisites:** Second-year enrollment in the IESR program, MATH 90, and CHEM 90

### **IESR 280: CONTAMINATED SITE EVALUATING AND MANAGEMENT (3 CREDITS)**

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

**Pre-requisites:** IESR 200, IESR 210, IESR 220, IESR 230, IESR 240 and IESR 250

### **IESR 290-3: LAND-BASED FIELD WORK (3 CREDITS)**

A vital component of the Indigenous Environmental Stewardship and Reclamation program is the fieldwork. In this course, students learn about the symbols and values that are connected with environmental science. Students will go on the land and spend time identifying the systems on the land and their cultural significance. Prerequisites: IESR 290-1 and IESR 290-2

### **IESR 290-4: LAND-BASED FIELD WORK (3 CREDITS)**

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

**Pre-requisites:** IESR 290-1, IESR 290-2 and IESR 290-3

### **IESR 290-5: LAND-BASED FIELD WORK (3 CREDITS)**

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

**Pre-requisites:** IESR 290-1, IESR 290-2, IESR 290-3 and IESR 290-4

### **IESR 290-6: LAND-BASED FIELD WORK (3 CREDITS)**

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

**Pre-requisites:** IESR 290-1, IESR 290-2, IESR 290-3, IESR 290-4 and IESR 290-5

### **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

# INDIGENOUS ENVIRONMENTAL STEWARDSHIP & RECLAMATION

## Course Descriptions

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.

**Pre-requisites:** IESR 200, IESR 210, IESR 220, IESR 230, IESR 240 and 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. Students will be prepared to deal with the environmental issues sought to be corrected through restoration and reclamation projects, as well as the legal issues brought by them. Field trips will give students hands-on experience and insight into the situations and conditions encountered in pursuit of bringing back local vegetation and soil to their natural state. Students will have an understanding of different soils and vegetation so as to properly devise plans to restore them wherever they may be disturbed.

**Pre-requisites:** IESR 200, IESR 210, IESR 230, IESR 240, IESR 270 and IESR 280

### IESR 310: TAXONOMY OF PLANTS (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 should be able to apply the concepts of taxonomy to broaden their plant identification skills to other regions of interest in the future.

**Pre-requisites:** IESR 200, IESR 210 and 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.

**Pre-requisites:** IESR 240 and IESR 270

### IESR 330: FORESTRY MANAGEMENT (3 CREDITS)

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

**Pre-requisites:** IESR 200, IESR 210, IESR 230, IESR 240 and IESR 280

### IESR 340: ENVIRONMENTAL AND NATURAL RESOURCE LAW (3 CREDITS)

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

**Pre-requisites:** 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.

### **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 206 and IESR 260, IESR 270 and IESR 280

### **IESR 380: RESEARCH METHODS (3 CREDITS)**

This class is a general introduction to the practice of science, with a particular emphasis on environmental science. This course provides STE students with an overview of the scientific method and process, particularly within the context of observation-driven investigations. We will examine the steps of crafting scientific questions and hypotheses, research design, experimentation and data collection, data analysis, interpretation and presentation. The course will include an introduction

to the tools and methods used in science writing, the presentation and statistical analysis of scientific data, and searching and review of the scientific literature. Finally, we will consider the nature of the theories that arise from, and provide a framework for, the practice of science.

It is expected that the students in this course will have backgrounds that include high school or college algebra and college courses in natural science. Students should be comfortable with algebra, probability, and presentation of quantitative information in graphical and tabular forms.

**Pre-requisites:** IESR 260 and 270

### **IESR 395: PRACTICUM 3 ENVIRONMENTAL MANAGEMENT AND ADMIN (3 CREDITS)**

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

**Pre-requisites:** IESR 195 and IESR 295

### **IGOV 307: COMMUNICATION FOR INDIGENOUS GOVERNANCE (3 CREDITS)**

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

# INDIGENOUS ENVIRONMENTAL STEWARDSHIP & RECLAMATION

## *Course Descriptions*

### **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.

**Pre-requisites:** Enrollment in third year of IESR program and NTST 206.

### **ISGA 125: INTERMEDIATE STONEY LANGUAGE & CULTURE (3 CREDITS)**

This course is a continuation of Stoney 115.

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

**Pre-requisite:** ISGA 115

### **ISMB 300: INFORMATION SYSTEMS FOR MANAGEMENT AND BUSINESS 300 (3 CREDITS)**

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

### **LAW 369: CONTRACT LAW (3 CREDITS)**

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

**Pre-requisites:** IESR 260

### **STAT 151: INTRODUCTION TO STATISTICS (3 CREDITS)**

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

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

**Pre-requisites:** Second-year enrollment in the IESR program and Math 90.

## INDIGENOUS ENVIRONMENTAL MANAGEMENT DEGREE PLAN

The Bachelor of Science in Indigenous Environmental Management (IEM) program prepares students for the field of environmental science with a focus on safeguarding and reclaiming the environment. Drawing from the knowledge of academics, Elders, industry professionals, and community experts, students will learn how environmental science and Traditional Ecological Knowledge (TEK) are vital in balancing traditional values and the needs of industry and communities in the continued development of resources. This program is accredited through the National Indigenous Accreditation Board (NIAB).

COURSE	TITLE	CREDITS
IESR 400	Environmental Management	3
IESR 401	Environmental Sustainability	3
IESR 402	Renewable Energy & Energy Security	3
IESR 406	Environmental Economics	3
IESR 410	Traditional Diet and Nutrition	3
NTST 404	Governance & Turtle Laws/ Inherent Rights	3
NTST 405	Clan Roles Responsibilities Grandchildren	3
IESR 412 OR	Environmental Chemistry	3
IESR 414	Environmental Toxicology	3
IESR 431	Indigenous Administration & Project Management	3
IESR 450	Indigenous Environmental Science & the Land	3
IESR 451	Leadership Through the Indigenous Worldview	3
IESR 480	Advanced Research Methods	3
		<b>36 Total Credits</b>

*Course descriptions forthcoming.*







# RENEWABLE ENERGY INSTALLATION ASSISTANT PROGRAM (REIA)

*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 ISGA 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 ISGA 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



## Program Plan

### YEAR 1 FALL

COURSE	TITLE	CREDITS
REIA 100	Photovoltaic Cells: An Introduction	3
NTST 103	Native Social Structures	3
CREE 100 or	Introductory Cree	3
ISGA 115	Introductory Stoney	3
REIA 110	Introduction to Photovoltaic Systems	3
REIA 115	Occupational Health & Safety	1

**13 Total Credits**

### WINTER

REIA 120	Project Analysis	3
NTST 206	Cultural and Environmental Impact Assessment	3
CREE 200 or	Intermediate Cree	3
ISGA 125	Intermediate Stoney	3
REIA 125	Photovoltaic Microgeneration	1
REIA 130	Economics of Renewable Energy	3

**13 Total Credits**

### SPRING

REIA 135	Energy Storage	1
REIA 140	Introduction to Energy Audits	3
REIA 150	Introduction to Energy Law	3

### POST-SPRING SEMESTER

REIA 199	Practicum Placement	3
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**38 REIA Certificate  
Total Credits**

## RENEWABLE ENERGY INSTALLATION ASSISTANT PROGRAM (REIA)

### Course Descriptions

#### 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 (Y dialect) language. Students will develop an awareness and appreciation of the Cree language, its immense vocabulary, and its precise word order.

#### CREE 200: INTRODUCTORY CREE [PART 2] (3 CREDITS)

Cree 200 is a follow-up to Cree 100, which introduces Plains Cree (Y dialect) grammar and vocabulary. The course focuses on an introduction to storytelling and the four different categories of stories. More importantly, this course contains a vast amount of cultural content to be applied in daily life. This course will emphasize syllabic writings both in Roman orthography and syllabic forms.

**Pre-requisite:** CREE 100

# RENEWABLE ENERGY INSTALLATION ASSISTANT PROGRAM (REIA)

## Course Descriptions Continued

### ISGA 115: INTRODUCTION TO STONEY LANGUAGE AND CULTURE (3 CREDITS)

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

### ISGA 125: INTERMEDIATE STONEY (3 CREDITS)

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

**Pre-requisite:** ISGA 115

### NTST 103: NATIVE SOCIAL STRUCTURES

Native Social Structures is a foundation course for Native knowledge systems. The course focus will be on the connection of learning and human values, which under Native education is based in natural law. Concepts covered will include: Creation, Learning Place, connections and Native education. Content will be delivered through traditional teaching methods with the possibility of students taking part in fieldwork related to the concepts covered in the course.

### NTST 206: CULTURAL AND ENVIRONMENTAL IMPACT ASSESSMENT (3 CREDITS)

This course is based on the Anishinaabe knowledge of the natural environment. The main focus of this course is to understand the structural content of the land. The instructor will focus on the connections of plants, animals, and natural water systems. The course is meant to provide a holistic understanding of the natural balance with our natural environment. Students will learn how to identify the balance of the environment. In turn, students will also learn what needs to be done to restore the imbalances that are occurring today due to industrial expansion. The course is beneficial to those who are interested in developing a strong background

in environmental consultation with industries and First Nations. The course is overall beneficial for the learning about the balance of the natural state of our environment.

**Pre-requisite:** NTST 103

### REIA 100: PHOTOVOLTAIC CELLS: AN INTRODUCTION (3 CREDITS)

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

**Pre-requisite:** MATH 20-2 and ENGL 20-2

### REIA 110: INTRODUCTION TO PHOTOVOLTAIC SYSTEMS (3 CREDITS)

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

**Pre-requisites:** MATH 20-2 and ENGL 20-2

### REIA 115: OCCUPATIONAL HEALTH AND SAFETY (1 CREDIT)

The course will present an overview of the Occupational Health and Safety (OH&S) Legislation, Code and Regulation. It will introduce the student to the 14 Principles of the Health and Safety Management System (PHSM). This introduction to Solar Construction Safety provides information to help develop safe work practices for typical solar construction projects. Photovoltaic (PV) cell is the technical term for solar cell, which is used to convert sunlight directly into electricity. PV technology is being used to power homes and commercial

buildings. The course will be instrumental in reviewing common hazards, safety techniques and after completion, students will have the tools to help them create Safety Policies and Procedures to ensure safety in the work place.

### REIA 120: PROJECT ANALYSIS (3 CREDITS)

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

**Pre-requisites:** REIA 100 and REIA 110

### REIA 125: PHOTOVOLTAIC MICROGENERATION (1 CREDIT)

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

**Pre-requisites:** REIA 100, REIA 110, MATH 20-2, ENGL 20-2

### REIA 130: ECONOMICS OF RENEWABLE ENERGY (3 CREDITS)

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

**Pre-requisites:** REIA 100, REIA 110, MATH 20-2, and ENGL 20-2

### REIA 140: INTRODUCTION TO ENERGY AUDITS (3 CREDITS)

This course will provide students an overview of how our homes, our businesses, and our actions interact with the environment. Students will learn how government legislation impacts actions to tackle climate change and the increased adoption of renewable energies into our day to day lives across the planet. Knowing the goals, objectives and requirements, students will learn about their homes and buildings and will gain a more detailed understanding of the building envelope, mechanical systems, ventilation systems and the integration of various types of renewable energy. We will study and understand the different rating systems across Canada and what is required to be part of the industry. Combining the knowledge of what we need to do as a society, the available technologies, and the understanding of our buildings, students will learn how to audit a building and create an action plan to reduce their environmental footprint and operating costs. A full module on the integration of renewable energy will close off a rounded understanding of energy auditing.

### REIA 150: ENERGY LAW: UNDERSTANDING CLIMATE CHANGE POLITICS & POLICY (3 CREDITS)

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

### REIA 199: PRACTICUM PLACEMENT (3 CREDITS)

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

**Pre-requisites:** Entire REIA program.



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

## ADMISSION REQUIREMENTS

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

## COURSES

- Aboriginal Studies 10
- Aboriginal Studies 20
- Aboriginal Studies 30
- Science 10
- Biology 20
- Biology 90
- Chemistry 20
- Chemistry 90
- Cree Language and Culture 20
- Cree Language and Culture 30
- English 10
- English 20
- English 90
- Information Processing—Introductory
- Information Processing—Intermediate
- Mathematics 10-C
- Mathematics 20-1
- Mathematics 20-2
- Mathematics 20-3
- Mathematics 30-1\*
- Social Studies 90

\*students can write the math diploma exam"





# UCEPP

## Course Descriptions

### ABORIGINAL STUDIES 10

Aboriginal Studies 10 is a provincial course suitable for all students in Alberta schools.

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

**Pre-requisite:** Completion of grade nine social studies

### ABORIGINAL STUDIES 20

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.

**Pre-requisite:** Aboriginal Studies 10

### ABORIGINAL STUDIES 30

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

**Pre-requisite:** Aboriginal Studies 20

### BIOLOGY 20

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.

**Pre-requisite:** Science 10 (65%)

### BIOLOGY 90

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

**Pre-requisite:** Biology 20 (65%).

### CHEMISTRY 20

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

**Pre-requisite:** Math 10-C and Science 10 (65%)

### CHEMISTRY 90

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

**Prerequisites:** Chemistry 20 and Math 20 (65%).

### CREE LANGUAGE AND CULTURE 20

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

**Pre-requisite:** CREE 10

### CREE LANGUAGE AND CULTURE 30

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.

**Pre-requisite:** Cree Language and Culture 20

### ENGLISH 10

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

**Pre-requisite:** Completion of Grade 9 English

# UCEPP

## Course Descriptions

### ENGLISH 20

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

**Pre-requisite:** English 10

### ENGLISH 90

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

**Pre-requisite:** English 20

### INFORMATION PROCESSING - INTRODUCTORY

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

**Pre-requisite:** Basic Computer Knowledge

### INFORMATION PROCESSING - INTERMEDIATE

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

**Pre-requisite:** Information Processing—Introductory

### SCIENCE 10

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

**Co-requisite:** Math 10-C

### MATH 10-C

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.

**Pre-requisite:** Math 10-3 (65%)

### MATH 20-1

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.

**Pre-requisite:** Math 20-1 (65%)

### MATH 20-2

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

**Pre-requisites:** Math 10-C (60%)

### MATH 20-3

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

**Pre-requisite:** Math 10-3 (65%)

## MATH 30-1

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

**Pre-requisite:** Math 20-1 (65%). \*Mathematics 90-1 prepares students to write the Pure Mathematics 30-1 Diploma Examination.

## SOCIAL STUDIES 90

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.

**Pre-requisites:** Social Studies 20 and English 20





# ESSENTIAL SKILLS IN A DIGITAL WORLD

*The Fall 2021 semester is the last semester we will be offering this program.*

The 16-week Essential Skills in a Digital World (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.

## PROGRAM DETAILS

Essential Skills form the basis of the program's 10 modules:

1. Indigenous Identity and Creating a Learning Portfolio
2. Digital Technology and Computer Literacy
3. Reading
4. Writing
5. Document Use
6. Numeracy
7. Oral Communication
8. Working with Others
9. Thinking
10. 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.







# FOUR WINDS DIGITAL ESSENTIAL SKILLS AND ACADEMIC UPGRADING

The Four Winds Digital Essential Skills program prepares students by improving their digital essential skills and academic competencies to better prepare and retain employment or pursue higher education.

**The FWDES will be offered Winter 2022.**

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

## PROGRAM DETAILS

**Essential Skills form the basis of the program's 5 modules:**

- 1. Indigenous Identity and Creating a Learning Portfolio**
  - 2. Digital Technology and Computer Literacy**
  - 3. Document Use**
  - 4. Oral Communication**
  - 5. Continuous Learning**
  - 6. The Digital World of Human Resources**
- Basic Academic Skills -Grades 7-9 level**  
**Reading and Writing English**  
**Basic Math**  
**Introduction to Indigenous Studies**

## 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. Four Winds Digital Essential Skills and Upgrading is offered in partnership with Alberta Advanced Education.

## PROGRAM DETAILS

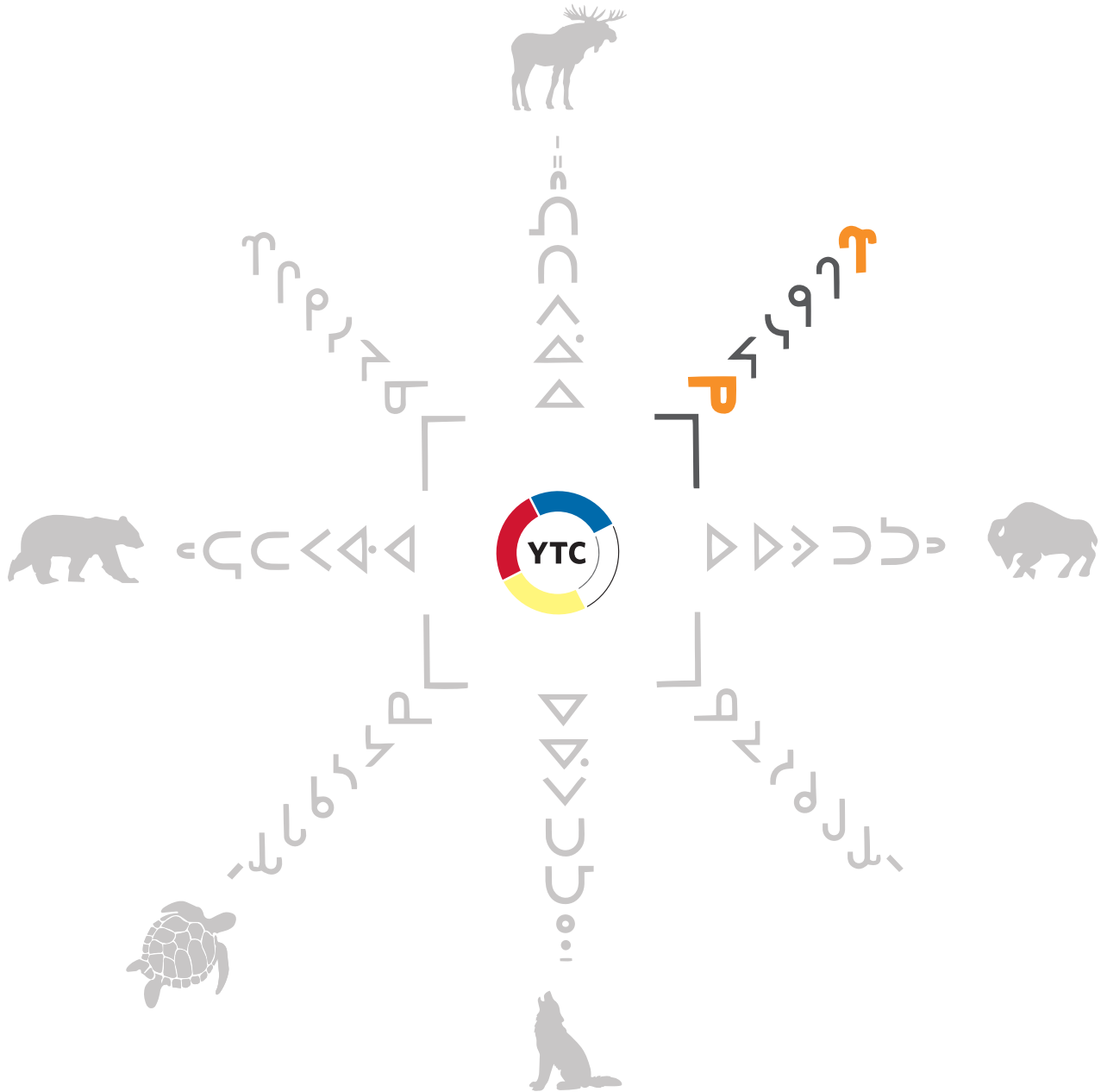
This program is well suited to anyone who has a low level of literacy. The program is designed to assist learners in developing basic skills to obtain employment or further training.

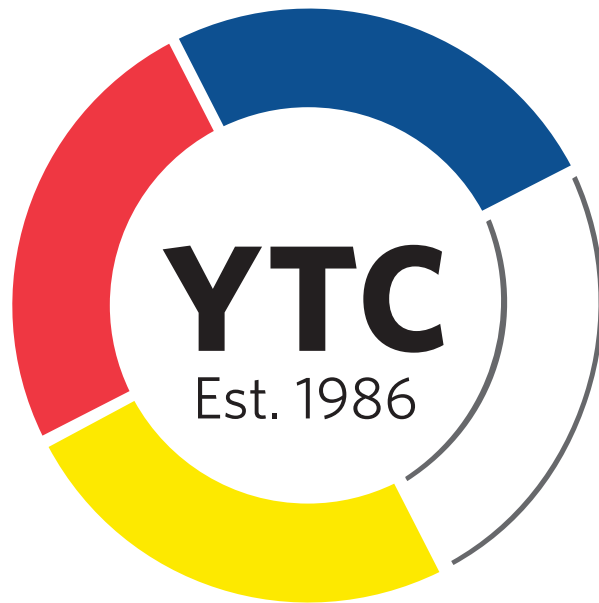
## ADMISSION REQUIREMENTS

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

- YTC general application
- Coordinator Interview
- Academic assessment
- Career Investigation Report
- Self-reported assessments of the OLES essential skills indicators.

# CREE SYLLABIC STAR CHART





# 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](mailto:admissions@ytced.ca)

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





