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MASKWACÎS CULTURAL COLLEGE



Maskwacis Iniw Kiskinahamato Kamik

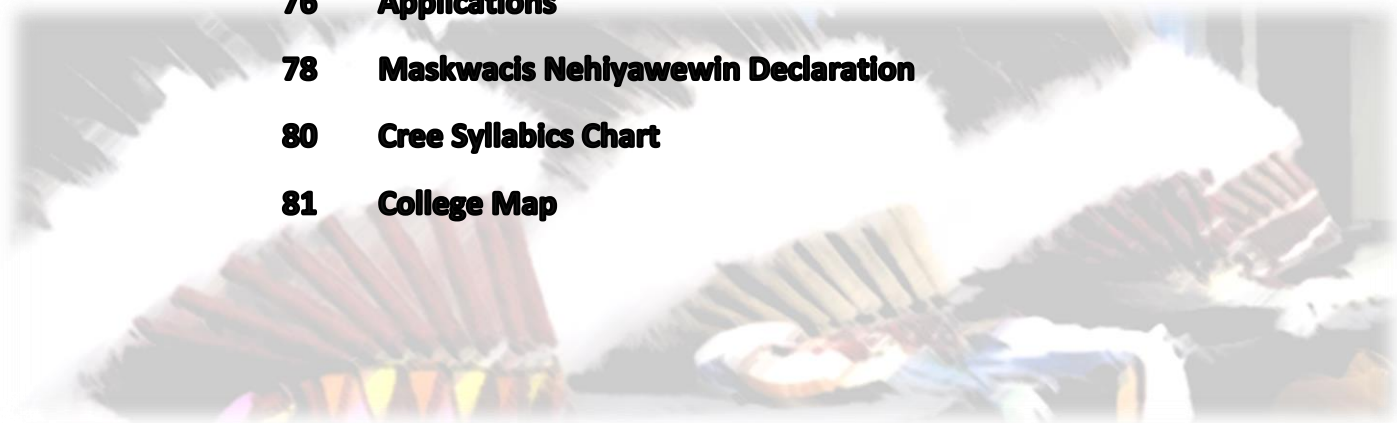
Course Calendar

2023-2024

Centre of Excellence in Academics and Cree Indigenous Knowledge

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What is an Indigenous Peoples Cultural College?

As an Indigenous Peoples Cultural College we endeavor to provide multi-cultural, sensitivity based research and delivery within the scope of our prescribed curricula. The focal point in the application of this philosophy of global indigenous framework begins with the understanding of what our own foundational principles as Plains Cree people are based on. It is through the acquisition of cultural and academic skills and abilities the Elders have guided the College to be true to the indigenous way of human development- through seeking harmony with the environment, self and others.

MCC is a Unique College

Its role is to provide opportunity for peoples to achieve success in formal learning, personal development and assist in their maintenance of stability and fulfillment as an indigenous people.

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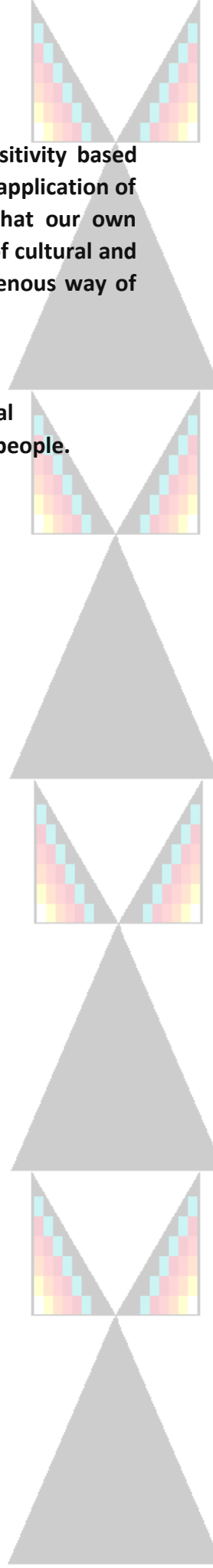
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MISSION STATEMENT



To educate with discipline and composition so that indigenous and other communities will be inspired by creative, intelligent individuals. They will in turn nurture, serve, lead, and bring justice to the world.

VISION STATEMENT



Maskwacis Cultural College is a Centre of Excellence in Academics and 'Cree indigenous Knowledge'

GUIDING PRINCIPLES



The Creator [K'sê Mantô] is the heart of the college. We will continue to advance and preserve: lyiniw pimatsiwin, ekwa lyiniw mamitoneyicikan (indigenous forms of all life and thinking). At its most fundamental level we will remember dreams and visions (nistameymakanak) for future generations. It was the vision of the founding members of MCC who embraced the concept of higher learning.

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A. Plains Cree Language Curriculum to emphasize lifelong applications of Cree language skills

Development of Cree language in relation to one's development of learning skills and enjoying Cree stories, songs, dances, traditional implementation, livelihood, and ceremonies.

Counseling with Elders to transmit cultural historical information and traditional teachings.

Empathetic and knowledgeable teachers towards the teaching of Cree language/culture.

B. Cree language use in the processes of listening, speaking, reading, writing and viewing.

Receptive and expressive Cree language skills.

Language instruction to include activities which will focus on Cree cultural/language skills.

Classroom activities to involve experiences in Cree language use.

Cree content to provide for the development of affective, psychomotor, cognitive and spiritual growth.

C. Cree language is used to develop communication of feelings, understandings, ideas, social and personal growth and thought processes.

Gain Cree language competence.

Cree students will use language to explore feelings toward self and others.

Curriculum will assist students in expanding their thinking skills and adding meaning to their Cree language skills.

Activities will be organized so that an allowance is made for a communication of understanding and feelings toward personal and social development.

Adherence to gender teachings that restrict and prohibit participation according to dictates of cultural tradition.

D. Cree language to function throughout the entire Cree language curriculum.

Cree instructors must assume responsibility for appropriate application of Cree communication skills in their areas.

E. In the higher level of the Cree program where the students are Fluent in Cree, more emphasis to be placed on the recognition of quality.

The student will be exposed to and thereby utilize the sacred ceremonial dialogue in its appropriate applications.

Cree etymology as one of the intact systems that had a lasting impact on our oral tradition to be explored, realized and recognized.

Appropriate intonation and enunciation of accent will be mandatory.

The use of higher Cree as a way of expression will be examined and mastered at this stage.

Academic Schedule

FALL TERM 2023

AUGUST

30 Orientation Day

SEPTEMBER

1 Admin Day
4 Labour Day – MCC Closed
5 1st Day of Classes
19 Registration: ADD/DROP deadline
30 National Day for Truth & Rec – MCC Closed

OCTOBER

3 Tuition Refund (50%)
9 Thanksgiving Day – MCC Closed
24-30 Mid-term exam week (University)

NOVEMBER

3 Mid-term grades due
14-17 Fall Break – No Classes
11 Remembrance Day – MCC Closed

DECEMBER

11 Withdrawal Deadline
11 Last Day of Classes
12-18 Final exam week (University)
19 Final grades DUE
21 Holiday Season Begins – MCC Closed

WINTER TERM 2024

JANUARY

1 MCC Closed
8 Admin Day
9 1st Day of Classes
23 Registration: ADD/DROP deadline

FEBRUARY

6 Tuition Refund (50%)
19 Family Day – MCC Closed
20-23 Reading Week – No Classes

MARCH

1-4 Mid-term exam week (University)
8 Mid-term grades due
29 Good Friday – MCC Closed

APRIL

1 Easter Monday – MCC Closed
15 Withdrawal Deadline
15 Last Day of Classes
16-22 Final exam week (University)
26 Final grades DUE

SPRING TERM 2024

SUMMER TERM 2024

MAY

- 2 1st Day of Classes
- 9 Registration: ADD/DROP deadline
- 20 Victoria Day – MCC Closed
- 23-29 Midterm exam week (University)
- 31 Fall Application Deadline

JUNE

- 17 Withdrawl Deadline
- 17 Last Day of Classes
- 15-21 Final exam week (University)
- 21 Indigenous Peoples Day – MCC Closed
- 24-28 Cultural Camp (tentative)
- 28 Final grades DUE

JULY

- 1 MCC Closed (In lieu of Canada Day)
- 3 1st Day of Classes
- 10 Registration: ADD/DROP deadline
- 23-29 Mid-term exam week (University)
- 31 2024 Grad Application Deadline

AUGUST

- 5 CIVIC Holiday- MCC Closed
- 15 Withdrawl Deadline
- 15 Last Day of Classes
- 16-22 Final exam week (University)
- 23 Final grades DUE

College Procedures

APPLICATION PROCEDURE

- 1** *All students must submit a completed application package. Please refer to deadline dates to apply for programs as they vary.
- 2** *New students may come in for an academic assessment for placement into College or University programs, there is a \$100 registration fee.
- 3** *Students must obtain their most recent transcripts from Alberta Education www.mypass.alberta.ca and previous post-secondary institution, if applicable.
- 4** *All new and continuing students are required to complete and submit the Maskwacis Cultural College Academic Application for Admission form prior to deadline dates

ADMISSION REQUIREMENTS

Admission criteria vary from program to program. Please refer to program descriptions and/or consult with Registrar's office or Student Services.

PROGRAM INFORMATION

Adult Education

Literacy Program
General Equivalency Diploma (GED)
Adult Education Program
Academic Upgrading/Pre-trade
Preparation

Continuing Education

Various Workshop and skill development courses through out the year.

New Programs

Indigenous Bachelor of Management
Indigenous Bachelor of Education
Indigenous Bachelor of Arts in Cree Language
Indigenous Bachelor of Arts in Indigenous
Studies
Masters of Indigenous Social Work

College and University

Early Childhood Development Certificate
Teacher Education Assistant Certificate
University and College Entrance Preparation (UCEP)
Certificate
Leadership and Administration Certificate
Hospitality & Tourism Certificate
Information Communication Technology Certificate
Diploma in Cree Language Teacher Development
Program (CLTD)
Diploma in Indigenous Social Work
Diploma in Indigenous Arts, leading to a B.A.
Diploma in Indigenous Education, leading to a B. Ed
(ATEP) or B. Ed Elementary Route
Diploma in indigenous Business, leading to a BBA
Bachelor of Indigenous Social Work
Open Studies

APPLICATION PROCESS

available depending on the request from local schools and organizations. For

Step 1:

Obtain application package from Registrar's office

A. See advisor if student is unsure of school goals

Research options: alis.alberta.ca/ps/tsp/transferralberta.html

B. Give package to student knowing what program they are interested in

Step 2:

Attach high school transcripts from mypass.alberta.ca

Attach post-secondary transcripts

*Mature students (21 years old+): Top 2 from either 30 level Social Studies, 30 level English or Aboriginal Studies 30

Step 3:

See Advisor to assess qualifications and to plan two year program

Step 4:

Obtain conditional acceptance letter and quote sheet

*Sent to funders electronically with copy to student's email

Step 5:

Discuss with funding agency.

Step 6:

Student may also apply for Scholarships and Awards (See Student Services)

ADMISSION REQUIREMENTS FOR EACH PROGRAM

AEP

Students wishing to enter into the AEP program require

- Transcripts demonstrating past academic performance, or write English & Math tests to establish grade level
- Proof of funding for tuition and student supplies

COLLEGE

Entrance Requirements: Although some of the college courses differ in content, most programs will require the following unless otherwise stated:

- Grade 10 English for Entry Level Training
- Grade 20 English for Diploma Programming
- Basic Computer knowledge and keyboarding
- Letter of Reference
- Interview with Coordinator

ECD, Level 1

- Entry Level criteria

ECD, Level 2

- Grade 10 English
- Criminal Check

ECD, Level 3

- English 20
- Criminal Check; Child Welfare Check

CLITP

- Cree 75 or Cree 10, 20 or 30
- Basic computer skills
- English 10 for first level, English 20 or 30 for further levels
- Cree proficiency assessment

UCEP

- Must be 19 years of age
- Grade 10 level Math - preferably Math 10-C or Math 10-2
- Grade 20 level English
- 60 High School Credits
- Basic Computer Skills and typing
- Interview with Coordinator
- Commitment

Leadership and Administration

- Must be 19 years of age
- Grade 10 level Math - preferably Math 10-C or Math 10-2
- Grade 20 level English
- 60 High School Credits
- Basic Computer Skills and keyboarding
- Interview with Coordinator
- Commitment

ADMISSION REQUIREMENTS FOR EACH PROGRAM

UNIVERSITY

MCC Arts Diploma

- Indigenous studies
- English 30-1 (60% or higher)
- Cree 75 (60% or higher) or fluency assessment by Elder
- Fine Arts 30 (60% or higher)
- Social Studies or Aboriginal Studies (60% or higher)
- Math / Science (60% or higher)
- COMP 203 or COMP 1500 or assessment (60% or higher)

Diploma leading to a BA – General

- Math /Science (Math 30-1, 30-1, 31, Biology , Computing science, Physics, Science, Chemistry) (60% or higher)
- Cree 75 (60% or higher) or fluency assessment by Elder
- ENG 30 (60% or higher)

Diploma leading to a B Ed

- Math 30-1 or Math 91/92 (60 % or higher)
- CREE 75 (60% or higher) or fluency assessment by Elder
- ENG 30 (60% or higher)

Diploma in Indigenous Business

- Math 30-1 (60% or higher)
- Eng 30-1 (60% or higher)
- Social Studies 30-1
- Science 30 (or any of Chem 30, Bio 30, or Phys 30)
- Any of : Cree Language 30 level or Cree 75 (60% or higher)

Indigenous Social Work Diploma

- Eng 30.1 (60% or higher)
- Other high school course

Indigenous Bachelor of Social work

- Eng 30.1 (60% or higher)
- Post Diploma route

Diploma in Indigenous Social Work required

Other Diploma in Social Work, with sufficient Indigenous content

Open Studies

Students who do not meet the requirements of the University level programs are able to enter into the BA General stream as an Open Studies student for one semester. Open Studies is to help students obtain the required courses or grades so that they can proceed with their studies. Open studies students will use this semester to prove that they are a suitable student for further studies. Please discuss this option with an advisor to determine any missing components.

REGISTRATION CHANGES

Registration changes, including additions and deletions must conform to the regulations of the brokering institution in the case of brokered programs. Changes in registration in MCC programs can be made prior to the course start date; however, changes are subject to fees and/or penalties. All changes in registration must be documented on the appropriate forms with the appropriate fee

In Adult Education, a mean grade of 50% must be achieved in order to receive credit in the course. In college and university courses a mean grade of 2.0 must be achieved in assignments and exams in order to receive credit in the course.

GRADING

Post-secondary programs use an Alpha Grading Scale and a 4.0 point system. A minimum grade of 2.0 is required for transferability. For an in-brokered program, the grading system is determined by the institution offering the specific program.

DESCRIPTON	GRADE POINT VALUE	PERCENTAGE	ALPHA GRADE
OUTSTANDING	4.0	90>	A+
EXCELLENT	3.8	85-89.99	A
HONORS (ADVANCED DIPLOMA)	3.6	80-84.99	A-
HONORS (DIPLOMA)	3.3	76-79.99	B+
GOOD	3.0	73-75.99	B
	2.7	70-72.99	B-
SATISFACTORY	2.3	67-69.99	C+
	2.0	63-66.99	C
POOR	1.7	60-62.99	C-
	1.3	55-59.99	D+
MINIMAL	1.0	50-54.99	D
FAIL	0.0	0-49.99	F
INCOMPLETE	0.0	0	I

ACADEMIC STANDING

Students are required to maintain a grade point average of 2.0 or greater while enrolled as a student. In order to achieve this requirement it is expected that students follow the principles of commitment, perseverance, will power, and tolerance during their studies. Attendance at all classes is expected and students are responsible for completion of all course requirements.

ADDING AND DROPPING COURSES

Students can add or drop courses at any time during the first ten days of a new semester; for Spring and Summer, anytime during the first five days. No fee is charged for courses that have been dropped before the add/drop deadline date.

WITHDRAWALS

After the add/drop deadline a student may withdraw from a course. A withdrawal is recorded as a W on a student's transcripts. A withdrawal does not affect a student's Grade Point Average. When a student withdraws from a class, the class weight no longer counts towards the credits used to calculate their status as a full-time or part-time student. If a student is going to withdraw from class it must take place before the withdrawal deadline. It is the students' responsibility to be aware of the withdrawal deadline for each semester.

Withdrawal-Compassionate

If a student undergoes a traumatic experience after the withdrawal deadline, they may apply for a compassionate withdrawal. A compassionate withdrawal will be recorded as CW (Compassionate – Withdrawal). An appropriate reason must be provided in order to apply for a compassionate withdrawal. Please be aware that a compassionate - withdrawal in no way entitles a student to defer a final exam. If a student needs to defer a final exam they **must submit an application for deferral (fee \$100)**.

DEFERRED EXAMINATIONS

An exam may be deferred due to extenuating circumstances such as the passing of an immediate family member or a medical emergency. Supporting documents will be required for all medical issues. A student who must miss an exam or who misses a final exam may complete an application for DEFERRAL/EXTENSION FORM. Students must submit a completed Deferred Examination form, required documentation along with the appropriate fee (\$100) to the Registrar's office no later than 48 hours after the examination. No arrangements will be processed until the fee is received. The deferred exam is to be completed by a specific date determined by the instructor, the student, and the Program Dean or Advisor. The results of the deferred exam are final. Its course weight corresponds to that of the regularly scheduled exam it replaces. A student who is absent from an exam without an acceptable excuse, will receive a grade of zero on their final exam.

ACADEMIC PROBATION

A student who fails to comply with the attendance policy and/or fails to maintain a GPA of 2.0 will be placed on probation. Deans and/or Registrar will determine terms and condition of probation in accordance to MCC policy.

At the end of each term, the academic standing of students is reviewed. A student, who achieves a GPA of less than 2.0, is placed on "academic probation" for the following term. Probationary standing requires that the student signs a contract that outlines a set of conditions they must satisfy to maintain their enrolment. Students who meet the terms of their contract while on "academic probation" will have their probationary status lifted. If the terms of probation are not met, the student will be "required to withdraw". A student with a GPA of below 1.0 will be "required to withdraw" in the subsequent semester.

ACADEMIC SUSPENSION/TERMINATION

A probationary student who fails to meet the terms of his or her probation and who does not comply with academic and attendance policies will be withdrawn from all courses and suspended from his/her program. Eligibility for further enrollment will be reviewed after the term of suspension. A suspended or terminated student who re-enrolls in an MCC program will be placed on academic probation for the duration of the remaining term.

REQUIRED TO WITHDRAW

All students who are required to withdraw will be eligible to re-apply for admission after a 12-month period. Additionally, a student who is asked to withdraw may be given, in writing, a set of conditions outlining what they must accomplish before applying for admission to the College. A student, who would like to be readmitted to the College before their 12 months of ineligibility for admission is up, may appeal for reinstatement.

An appeal of a "required to withdraw" standing will follow the levels of appeal. See our appeals policy for more information

OFFICIAL TRANSCRIPT

An Official Transcript of each student's academic record is maintained by the Office of the Registrar. A student's transcript is confidential information and will not be released without the written permission of the student. Transcript Request Forms are available from the Office of the Registrar and require a fee of \$20 per transcript. Please allow for processing time.

RESIDENCE REQUIREMENT

At least 60% of the course requirements of a Maskwacis Cultural College Diploma must be Maskwacis Cultural College courses.

GRADUATION

To qualify for graduation, students must complete program courses with a mark of 65% or higher, achieve a minimum cumulative GPA of at least 2.0, and meet individual program requirements.

TIME LIMITATION

The maximum period of validity for the application of credits for any course towards a Maskwacis Cultural College Diploma is 10 years from the successful completion of that course with a grade of 2.0 or higher. This policy applies to transfer credits as well.



STUDENT CODE OF CONDUCT

ATTENDANCE

Students are expected to be on time and present for the duration of every class in which they are registered. Attendance is recorded and reported to funding agencies, with the exception of University Studies. The student is responsible for their Attendance reporting. All students must sign in for every class they fully attend. A student who has not been present for most of the class period may be prevented from signing in for that class.

Students are expected to inform their Program Coordinator in advance of absenteeism. When missing a class, students are expected to inform their instructors directly by either e-mail, phone, or at the next scheduled class. A student should only contact the front office about an absence if they are unable to contact their instructor and the student will miss a mid-term, major assignment deadline, or final exam due to the absence.

Presence or absence is recorded; reasons for absence are not recorded. Instructor(s) or Program Coordinator's should be made aware of reasons for any absence of more than two consecutive classes in a course.

The consequences of absenteeism are: if a student who repeatedly continues to miss classes (i.e. three consecutive classes) without reason will be required to meet with the Student Wellness Coordinator and/or the Elder of the College.

STUDENT CONDUCT

The instructional process and general functioning at Maskwacis Cultural College are intended to prepare students for roles they will eventually fill in their communities and workplace. Students, therefore, are expected to conduct themselves at all times in a culturally appropriate and responsible manner as adults.

Regulations:

- 1 Cheating, plagiarism, fraud, deceit, or other forms of academic dishonesty will be considered cause for instant dismissal.
- 2 Threatening to subject, or subjecting, any student or staff member to physical, mental, sexual harassment, indignity, injury or violence will be considered cause for instant dismissal.
- 3 Disturbing, disrupting or otherwise interfering with the learning/teaching process will not be tolerated and may be cause for dismissal.
- 4 Unauthorized use of College property will not be tolerated.
- 5 Participation in unauthorized and/or hazardous activities on campus will not be tolerated.
- 6 Neglecting safety procedures and practices or intentionally creating safety hazards may be considered cause for dismissal.
- 7 The College will not tolerate, in any way, the use of illegal drugs or alcohol on campus. Selling of illegal drugs or alcohol on campus will not be tolerated.
- 8 Harassment – including verbal, physical, sexual, and/or on-line bullying may be considered cause for dismissal.
- 9 Criminal behavior prior to registration or committed beyond the College campus shall be deemed to be the responsibility of the civil authorities. No action will be taken by the College unless it can be established on the President's authority that such circumstances would be prejudicial to the College's operations, prestige, or student progress.

Where a student's actions are considered inappropriate and unacceptable, the President of the College has the authority to take appropriate disciplinary action.

- 10 Examples may include:
 - verbal reprimand and then written on file
 - suspension
 - withholding of grades and/or certificates
 - demanding of restitution in the case of property damage
 - termination from class, program or institution reporting to law enforcement

STUDENT CONFIDENTIALITY

It is the student's responsibility to speak to the appropriate Department Head or Program Coordinator. No other family member or person can deal with the Department Head or Program Coordinator on behalf of the student. Department Heads or Coordinators are not obligated under any circumstances 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 a request for their own information in person.

The College will adhere to the guidelines set out by the Freedom of Information and Privacy Act. Every effort will be taken by the College to ensure the privacy of student information.

Students maintain the right to withdraw consent with the Student Wellness Coordinator at any time.

APPEAL PROCESS

Maskwacis Cultural College commits to treat every student fairly, with compassion and respect. The College encourages students to submit an appeal on any decision where a student feels that this commitment has not been upheld. In an appeal, the following process will apply to minimize the need for formal appeals. If the appeal is not resolved on an informal appeal level then proceed to the next level:

- 1 Speak with the Instructor.
- 2 Speak with the Dean of the program. Or speak with the Student Support Wellness Coordinator.
- 3 The Dean and the Registrar uses the information acquired to attempt a resolution agreeable to both the student and the decision-maker. They communicate the outcome of the informal resolution to the parties involved.
- 4 If the informal appeal is not reached, it moves to a Formal Appeal.

Formal Appeal Process:

- 1 Student must complete the "Student Appeals Form" and submit it to the Registrar within ten (10) working days of the conclusion of the informal appeal process.
- 2 Registrar notifies the Appeal Coordinator and they will begin an appeal file for the student. This consists of notifying the Appellant, the Respondent and the Chair of Appeal Process. A date, time and location is then finalized for the hearing and communicates the final details to all the parties involved. All necessary information and documents are then to be collected from both Appellant and Respondent.
- 3 The hearing takes place within ten (10) working days of the initial submission of the completed Student Appeal Form.

- 4 The Appellant and Respondent will have the opportunity to speak to the panel and bring forth their individual cases.
- 5 The decision of the Appeal Panel is final and binding on all parties and is communicated in writing to both parties within two (2) working days of the decision.
- 6 The official record of written final decision is placed in the student's file in the Registrar's office.

STUDENT SUPPORT COORDINATOR

Student Wellness provides support, information, resources, workshops, and referrals in order to keep students on track.

ACADEMIC ADVISING

Academic Advisors understand that figuring out your program requirements and registering for courses can be confusing and we are here to help you. All students at MCC are assigned an advisor. Please check with the receptionist to find out who your advisor is.

Advisors are here to assist you in:

- making informed decisions about your educational goals
- planning how to set achievable academic and career goals
- developing strategies to achieve your goals
- helping you with choices you will be making along the way
- helping you to register in the appropriate courses for your career goals
- Any other questions you may have about navigating your way through your education

Most university websites provide you with the information you need to enter their programs once you have completed 60 credits at MCC. Please check these out and discuss the possibilities with your advisory so that all prerequisites are completed at MCC to help you become ready to enter the University of your choice.

Advisors are available on a drop in basis; however, if you make an appointment, they will have your file ready and will have more time to attend to your needs.

**“Treat the earth well: it was not given to you by
Your parents, it was loaned to you by your
Children. We do not inherit the Earth from our
Ancestors, we borrow it from our Children.
We are more than the sum of our knowledge, we
Are the products of our imagination.”**

-Indigenous philosophy

TUITION AND FEES

Tuition Fee Schedule Board approved July 16, 2020

POST-SECONDARY TUITION

ECD Level 2 Block Fee	\$5500
ECD Level 3 Block Fee	\$5500
UCEP Block Fee	\$5500
College – 3 credit course	\$715
College – 6 credit course	\$1430
University – 3 credit course	\$795
University – 6 credit course	\$1590

ACADEMIC UPGRADING FOUNDATIONS

Upgrading Block Fee	\$3400
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FULL-TIME STUDENT Mandatory Fees Per Term

Administration	\$50
Library	\$50
Technology (\$50 for part-time students)	\$100
Student Association	\$25

ADDITIONAL FEES

New Student Application – onetime fee	\$100
Assessment	\$100
Convocation – charged on final term	\$150
Convocation Alumni Fee	\$50
Deferred Exam	\$100
Transcript	\$20
Student I.D. Replacement	\$10
Reissue of Diploma or Certificate	\$50

CONTINUING EDUCATION

All training sessions, seminars and/or workshops are based upon enrolment and will be posted prior to sessions. Group fees are negotiable.

FINANCIAL ASSISTANCE

STUDENTS

- Eligible Indigenous students may contact their respective band office's and/or education departments to inquire about sponsorship.
- Métis students may contact the Métis Nation of Alberta or the Métis Training to Employment Services, 1.888.486.3947. www.metisemployment.ca.
- Bill C-31 members may contact the MCC Registrar's Office, your local band office or Freehorse Family Wellness Society.
- Treaty Six students from non-local bands may contact the Confederacy of Treaty Six Nations.
- Students may apply for funding with Student Aid Alberta for a student loan. Students may apply on-line @ www.studentaidalberta.ca or call toll-free 1-855-606-2096.
- Other students may contact the MCC Registrar for financial assistance application forms and scholarships.

ALBERTA EMPLOYMENT AND IMMIGRATION

Development Grants are available to qualified, full-time students in the following programs:

- Adult Basic Education
- University and College Entrance Preparation; and,
- Pre-trades.

AWARDS, SCHOLARSHIPS & BURSARIES

Please contact or visit following websites for information on scholarships and bursaries:

- Please contact the Registrar's Office to inquire about the Indigenous Career Awards and other awards and scholarships available at MCC.
- Please visit the Alberta Government, Alberta Learning Information Service (ALIS), alis.alberta.ca/scholarships website for more information on scholarships and bursaries.
- Please visit the National Aboriginal Achievement Foundation Scholarships and Bursaries, (NAAF), www.learning-community.ca/learning website for more information on scholarships and bursaries.
- Please visit the Indspire website, <https://indspire.ca>.

CREE LANGUAGE TEACHER DEVELOPMENT PROGRAM

July – 3 Weeks Monday to Friday 9A.M – 4P.M. (Program runs courses during the Fall, Winter, or Spring. Please speak with the Dean of Indigenous Arts Cree Curriculum)

The Cree Language Instructor Program will prepare you to further develop your knowledge of the Cree Language for employment in schools, colleges and other educational institutes to transmit Cultural Knowledge through language. CLITP prepares students towards a degree in linguistics, education or a degree in Native Studies.

The Cree Language is earned by completing four courses over three summer sessions:

SUMMER ONE

CLITD 110 Instructional Methods & Curriculum Development
\$1000 (includes Supplies)

SUMMER TWO

CLITD 112 Cree Literacy & Structure
\$1000 (includes supplies)

SUMMER THREE

CLITD 113 Cultural Foundations of Cree Language
\$650 (includes supplies)

CLITD 115 Managing the Cree Language Program
\$650 (includes supplies)

CLTD 117: Syllabics

**For more information please contact the Registrar's office at 780-585-3925
Application Deadline: MAY 31 or pending during the academic year**

CREE LANGUAGE INSTRUCTOR PROGRAM

COURSE DESCRIPTIONS

CLTD 110 **Instructional Methods and Curriculum Development**

6 Credits 90 Hours

Students are introduced to the teaching of Cree Language with a major emphasis on oral language development. The focus is on lesson plan preparation and development and on instructional methods for teaching oral Cree to school aged children. In addition, students are taught the process of curriculum development for a Cree Language Program in schools. Students are introduced to the use of Cree syllabics in the teaching of the language.

CLTD 112 **Cree Literacy and Structure**

6 Credits 90 Hours

One focus of this course is on methods of teaching Cree Literacy (Reading and Writing) utilizing Cree syllabics. Trainees are taught how to develop teaching and learning materials for the Cree Language Program, including both print and audiovisual materials. The second focus of the course is on methods of teaching Cree structure and Cree grammar. Trainees are assisted to improve their own knowledge of these structures and grammar of Cree Syllabics.

CLTD 113 **Cultural Foundations of Cree Language**

6 Credits 45 Hours

Because of its intimate relationship with all facets of Cree society, the language cannot be understood in isolation from its cultural base. This course concentrates on developing trainees' ability to utilize Cree culture in the Cree Language Program and integrating the use of Syllabics in the program. In addition, the course provides trainees with the opportunity to learn how to integrate fine arts and the Cree Language Program. This includes the use of traditional Cree music and traditional crafts.

CLTD 115 **Managing the Cree Language Program**

3 Credits 45 Hours

This course teaches the knowledge and skills needed to organize, develop and maintain a comprehensive Cree Language Program in an educational setting. Topics include program planning, organizing, policies, procedure, student evaluation and community involvement.

CLTD 117 **Teaching Cree Language through the use of Cree Syllabics**

4 Credits

60 hours

This 60 hour module provides participants with an opportunity to explore Plains Cree traditional teaching methodology using the Plains Cree Syllabic System. Throughout the course we strive to develop total immersion styles of delivery. This course culminates with sessions where students are able to demonstrate their ability to apply their own creative teaching technologies.

UNIVERSITY STUDIES

Program Rationale

In order for Indigenous peoples to develop effective control and understanding of the political, economic, and social life of their nations, it is important to help MCC students develop the analytical, communication, and research skills that are acquired through the process of obtaining a University degree. The University Studies program at MCC helps to increase the enrollment of Indigenous students in post-secondary institutions. This will be achieved by offering an educational setting which

- a) Caters to the unique needs of Indigenous students,
- b) Allows people to study in an indigenous context, and
- c) Allows our local students to start their University studies within their home community.

Program Goals

- d) Assist students in completing up to 60 credits in University courses (20 half courses)
- e) Prepare students with the necessary skills needed for a successful transition to a University campus of their choice.
- f) Provide students the opportunity to understand themselves by including a strong cultural component within our curriculum.
- g) Help students develop an understanding of how indigenous communities can increase their self-determination through advanced education.

Statement of Educational Philosophy

The location and unique mandate of the college helps us to deliver an educational environment that will be intellectually engaging to Indigenous and non-Indigenous students. The college will base its curriculum around the following principles:

- a) Our program is grounded in the context of being delivered within a contemporary Indigenous community,
- b) Our program values a robust understanding of Plains Cree culture and world views,
- c) Our program values a strong understanding of the history of Indigenous peoples and the history between Indigenous peoples and Canada, and
- d) Our program seeks to help students develop an understanding of how all of the above affect Indigenous peoples and their struggles for self-determination in the 21st century.

Program Overview

Students can take courses in the University Studies Program that will provide the necessary pre-requisites leading to

- a. Bachelor of Arts in General Studies
- b. Bachelor of Education

Students will receive a diploma in General Studies from MCC and will be able to transfer these course to a number of Institutions in Alberta and throughout Canada through the Alberta Council on Admissions and Transfer, which has over 100 transfer agreements

Please contact the admissions advisor at the University of your choosing to determine all requirements and discuss this with your MCC Student advisor to ensure you are enrolled in all the appropriate courses.

To check transfer acceptance between institutions, please go to <http://transferalberta.alberta.ca>

Maskwacis Cultural College also has a strong focus on historical and contemporary Nehiyaw society. This focus on Cree Society is carried out through our various Cree Studies, Cree language and Indigenous Studies courses, and also through all other University transfer courses.

**“the true meaning of life is
to plant trees, under
whose shade you do not
expect to sit.”**

Student Classification

All students being admitted within MCC'S University program will be classified as either a University Studies student with a particular program focus or as an Open studies student.

University Studies

In order to be classified as a University Studies Student, new applicants must meet specific admission requirements and must register as a full time student. A full-time student is anyone who takes 9 credits or more in Fall and Winter Semester. Anyone who takes less than 9 credits is considered a part time student. Students need to reapply only if they had been not registered in classes for over 12 months

Open Studies

An open studies student can be full time or part time but may only be in Open studies for two semesters. After that, they need to meet with their Academic Advisor and seek admission into a particular program. Open Studies students may use courses taken as an Open studies student to meet the admission requirements needed for admission to a University studies program.

Students need to submit official high school transcripts, transcripts from any other post-secondary institution attended, confirmation of completion of English 30 with a 2.0 (62% or higher) confirmation of completion of one Math or Science at the 30 level, copy of ID card, and \$100 fee.

Students need to be familiar with admission requirements for each program:

Diploma in Indigenous Business

Diploma in Indigenous Social Work

Indigenous Bachelor of Social Work

Diploma in University Studies leading to a BA Diploma in University Studies leading to a B Ed

University Transfer Programs: Education Diploma, Arts Diploma

UNIVERSITY TRANSFER PROGRAM-INDIGENOUS EDUCATION

DIPLOMA (leading to B.Ed)

The MCC Diploma in University Studies program leading to a Bachelor of Education provides courses that allow a student to complete the first two years of a Bachelor of Education degree. While this diploma program is modeled to fit the University of Alberta B. Ed. degree requirements, specific arrangements can be made to plan a schedule that allows for transferability to any B. Ed program in Alberta. Please discuss this with the Registrar, or your advisor, to fully understand which courses can be transferred.

Required Courses (60 credits - 20 courses)

- 3 Language and Literature: 2 Junior English; ENGL 1500 + ENGL 1501, or ENGL 1125, or WRST 1101, and one senior English ENGL 2125
- 3 Education: EDFX 1500, EDPY 1500, COMP 2502
- 2 Math: MATH 1507, MATH 1510, STAT 1500
- 2 Social Sciences: ANTH 1500, SOCI 1500, PSYC 1500, INDG 1000
- 2 Fine Arts: DRAM 1500, INDG 1100, INDG2260
- 2 Natural Sciences: EART 1500, EART 2500
- Physical Education and Health: PEDS 2522 and FAMI 2515 (FAMI 1510 is a pre-requisite)
- 4 Indigenous courses: CREE, CRST, or INDG courses, CREE 1000 (6 credits), CRST 1101, CRST 1102, INDG 1910, INDG 1911, INDG 2010, INDG 2240

Students who have completed the Early Childhood Development Level 3 Diploma will receive 30 credits toward a B Ed at the University of Alberta.

They will be required to complete the following courses to obtain a University Transfer-Diploma in education to apply for the Aboriginal Teacher Education Program Bachelor program, delivered at Maskwacis Cultural College.

If students would prefer to go to other Universities, please see your Advisor to prepare an individualized plan which will be accepted at your University of choice.

Required Courses for the Students who have completed ECD Level 3 (30 credits 10 courses):

- 2 Natural Sciences: EART 1500, EART 2500
- 2 Math: MATH 1507, MATH 1510, STAT 1500
- 2 English Language/Lit: ENGL: 1500 or ENGL 1501, ENGL 2125, WRST 1101
- 1 Fine Arts: DRAM 1500 or INDG 1100 or INDG 2260
- 2 Education: EDFX 1500 (EDU 100) and COMP 2502 (EDU 210)
- No extra Cree language and culture needed for U of A.

DIPLOMA IN UNIVERSITY TRANSFER- INDIGENOUS ARTS DIPLOMA - LEADING TO BACHELOR OF ARTS

The MCC Diploma in University Studies program leading to a Bachelor of Arts provides courses that allow a student to complete the first two years for a Bachelor of Arts degree. Specific arrangements can be made to plan a schedule around transferability to any University. Students must access an advisor at the University of their choosing, with the assistance of their advisor to determine what the specific requirements are for the program they wish to enter. Students can then begin to work toward a major and a minor within their program.

All students in a B.A. program, regardless of major or minor, require 60 credits in the diploma program to graduate. All students need to pass all courses with a 2.0 or better.

Required Courses

- 3 English: ENGL 1500, plus one of ENGL 1501, RSWR 1900, ENGL 2125
- 2 Fine Arts: DRAM 1500, INDG 1100 and new courses under development
- 2 Math: MATH 1507, STAT 1500, Math 1510
- 2 Science: EART 1500, EART 2500
- 1 Computers: COMP 2502
- 2 Social Sciences: ANTH 1500, SOCI 1500, SOCI 2250, POLI 1500, PSYC 1500, PSYC 1501 FAMI 1510, FAMI 2515
- 2 Humanities: ANTH 1550, HIST 1501
- 2 CREE language and Cree culture: Cree 1000A, Cree 1000 B, CRST 1101, CRST 1102, INDG 1910, INDG 1911, INDG 2010, INDG 2240, INDG 2260
- 4 electives in their focus: Ex. Indigenous Studies would take 4 more courses in Indigenous

“Educating the mind without
educating the heart is no
education at all.”

-Aristotle

INDIGENOUS BUSINESS DIPLOMA

At Maskwacis Cultural College we are committed to contributing to the emerging success of our graduates in the Canadian and First Nations' economies by creating a diploma program that prepares our graduates to be highly effective in the workplace or to continue on to degree programs at Canada's leading universities if they choose to transfer.

MCC's diploma program is a two year full time discipline which comprises years 1 and 2 with Maskwacis Cultural College. Maskwacis Cultural College is developing years 3 and 4 and should be available for Fall 2021.

PRE-REQUISITES: Cree 75, Math 30-1, Engl 30-1, Soci 30-1, Any 1 of 3: Phys 30, Bio 30, Chem 30

Year 1: BUSI 1501, COMP 2502, MATH 1507, CREE 1000 A and B, ECON 1501, ECON 1502, ACCT 1511, ORGA 1500, STAT 1500 & RSWR 1900

Year 2: ACCT 2511, BLAW 2501, MARK 1501, MGMT 2501, MGMT 1530, MGMT 1560, MGMT 2510, CS 101, CRST 1102 & INDG 1910

Students apply with the Dean of Indigenous Business.

TRADITIONAL STUDENT

Applicants will provide high school or college transcripts (no more than 7 years prior) showing a 2.0 or higher GPA (62% - 65%) in:

- Math 20-1 or 30-1
- English 20-2 or 30-2

And any 2 of the following

- Aboriginal Studies 30
- Social Studies 30-1
- Cree language and Culture 30 or other 30 level foreign language
- Biology 30
- Chemistry 30
- Physics 30
- Math 30-2, Math 31
- Science 30
- Computing Science (20 or 30 level)

MATURE STUDENT

The admission category for mature students pertains to those students who do not meet high school admission requirements and are at least 21 years of age by the date the program commences. Mature students will be considered for admission under the following conditions:

- You do not meet pre-requirements stated above of regular students in Math 30-1 and English 30-2
- Your most recent transcripts are more than 7 years old at the time of program commencement.
- You are at least 21 years of age
- You are a Canadian citizen or permanent resident
- You have not previously attended a university or college, OR have completed less than 24 cred hours.

UNIVERSITY COURSE DESCRIPTIONS

The following does not necessarily comprise the total list of courses offered at Maskwacis Cultural College. Additional courses may be added at any time and courses are not necessarily offered every year.

Numbers Indicate: length of course in weeks – number of hours of lecture per week – number of hours of laboratory or seminar per week. For example, (13 – 3 – 1.5) indicates a course of thirteen weeks duration, with three hours of lectures and one and on-half hours of laboratory each week.

ACCT 1511 (formerly 253 and 3511) **Introductory to Financial Accounting**

3 Credits

University Transfer Course

13-3-1.5

This course introduces students to the basic principles of accounting, the accounting cycle, capital and income measurement, financial statement preparation and analysis, with an emphasis on reporting to shareholders, creditors, and other external decision-makers.

Students are expected to have basic familiarity with computer applications including spreadsheets.

Prerequisites: Accounting 90 or Math 90

ACCT 2511 **Financial Accounting II**

3 Credits

University Transfer Course

13-3-0

This course builds on introductory financial accounting. The course is essential for all individuals exposed to financial information in the workplace including accountants, auditors, financial analysts, managers, bankers and oversight bodies involved in the preparation or use of company financial statements. It would also be useful for those not wishing to become accountants but who plan to specialise in areas where accounting knowledge would be an advantage such as bankers and finance professionals, journalists, lawyers, and those interested in management positions including engineers and scientists. The aim of this course is to guide students in their acquisition of technical and problem solving skills in the area of corporate external financial reporting.

Prerequisites: Acct 1511

ANTH 1500 **Introductory Anthropology**

3 Credits

University Transfer Course

13-3-0

This course gives general introduction to anthropology through exploration of several central concepts and key issues including human evolution, social organization, the appearance of culture, cultural theory, culture change and symbolic systems.

ANTH 1550**Race and Racism in the Modern World**

3 Credits

University Transfer Course

13-3-0

This course gives an anthropological perspective on how the concept of race has been used to understand biological and cultural variation among humans. Issues and topics discussed will include multiculturalism, ethnic identity, prejudice, ethnocentrism, racism, eugenics and the persistence of ethnic identity in the face of globalization. Case studies from different parts of the world will be used to illustrate these concepts, including current issues of interest in Canada.

Pre-requisite: ANTH 1500 or ANTH 1501

ANTH 2207**Introduction to Social Cultural Anthropology**

3 Credits

University Transfer Course

13-3-0

This course is an overview of sociocultural anthropology which introduces the students to the diversity of human cultures and the concepts and theoretical orientation of the cultural anthropologist. Unity and diversity in human social life will be emphasized.

Pre-requisite: ANTH 1500 and ANTH 1501 or ANTH 1550

BLAW 3501 (FORMERLY 2501)**Business Law I**

3 Credits

University Transfer Course

13-3-0

This course offers an introduction to various substantive areas of law that are special interest to the business student. Topics of study include tort, contract, agency, partnership and corporation. The student will acquire a general knowledge of some of the basic principles of business law and will be able to apply them to everyday business situation. In addition students will acquire a better understanding of the Canadian legal system.

BUSI 2501 (FORMERLY 1501)**Introduction to Canadian Business**

3 Credits

University Transfer Course

13-3-0

This is an interdisciplinary course; based on the premise that managerial decision-making is dynamic. The scope of business decision-making required an understanding of business issues, managerial functions, the humanities, and the social sciences. This course will explore the management functions and the areas of the business in which these are continually practices. This course will also include Cree content.

Pre-requisite: Math 90

COMP 1500

Introduction to Computing Science

3 Credits

University Transfer Course

13-3-1.5

This course is an advanced computer software technology training program. It is developed to transition students from basic level computing skills to the advanced and intermediate computing skill levels. Emphasis will be placed on Microsoft Suite software as well as learning Google Applications that will enable students to more effectively collaborate with fellow students and their instructor. Focus of course content will be on activities that will enhance student's college or university level course work.

COMP 2502

Technology Tools for Teaching and Learning

3 Credits

University Transfer Course

13-3-1.5

Students learn basic skills for using the most common information technology tools applied in schools. These tools include: Internet, digital media processing, multimedia/hypermedia presentations, spreadsheets, and database. Advanced modules, such as digital video and sound, are available for individual student's exploration.



Maskwacis Nehiyawewin Declaration signing ceremony 2016

CREE 1000 (Part A 3 credits & B 3 credits)

Introductory Cree

6 Credits

University Transfer Course

26-6-0

A general introduction to Plains Cree Y dialect in grammar and vocabulary, with both oral and written components. Note: Credit will be given for only one of CREE 1000 or Cree 1005.

Pre-requisites: CREE 75/or Challenge test approved by Cree Language Department

CREE 2000 (Part A 3 credits & B 3 credits)

Intermediate Cree

6 Credits

University Transfer Course

26-6-0

Introduction to more complex grammatical structures; translation to and from Cree; oral practice including conversation and work on individual projects.

Pre-requisite: Cree 1000

CREE 2150

Advanced Cree

3 Credits

University Transfer Course

13-3-0

Introduction to more complex grammatical structures; translation to and from Cree; oral practice including conversation and work on individual projects.

Pre-requisite: Cree 2000

CS 101

Identity: Our Cultural Heritage

3 Credits

13-3-0

In this course students are provided the opportunity to explore their own identities as Cree/Indigenous people through the investigation of personal family history, traditional lifestyle and values. This course is conducted in a lecture/workshop format under the guidance of an elder.

CRST 1102

Identity: The Contemporary Cree Society

3 credits

13-3-0

The course is intended to assist students in gaining a deeper understanding of themselves as members of a Cree Society by examining contemporary events and issues that affect Indian people individually and collectively. Historical and current influences are discussed in terms of their impact on life style, social structure and values of Cree culture.

Pre-requisites: CRST 1101

DRAM 1500

Introduction to Dramatic Process

3 Credits

University Transfer Course

13-3-0

This course is an introduction to the acting process and to dramatic form, speech, movement and improvisation with an emphasis on imaginative development. Understanding basic dramatic form and discovering personal creation through physical and vocal expression will also be included.

EARTH 1500

Introduction to Physical Earth Sciences

3 Credits

University Transfer Course

13-3-1.5

Introduction to the origin of the earth and solar system, minerals, and rocks, geological time, plate tectonics, and structural geology. Geomorphic environments and surface processes, ground-water, mineral, and energy resources

EARTH 2500

Environmental Earth-An introduction to Global Change

3 Credits

University Transfer Course

13-3-0

This course involves the interaction between humans and their natural environment with an emphasis on environmental issues associated with natural and anthropogenic global change.

ECON 1501

Introduction to Micro-Economics

3 Credits

University Transfer Course

13-3-0

In this course, Economic analysis, problems and policies are examined in the following areas: the Canadian economy; foreign ownership in the Canadian economy; the role of consumers and firms in competitive and monopolistic markets; government economic policies; the use of the environment; and the distribution of income, inequality and poverty.

ECON 1502

Introduction to Macro-Economics

3 Credits

University Transfer Course

13-3-0

In this course, Economic analysis, problems and policies are examined in the following areas: the Canadian economy; national income and monetary theory; problems of unemployment and inflation; governmental monetary and fiscal policies; and international trade theory.

Pre-requisite: ECON 1501

EDFX 1500**Introduction to the Profession of Teaching**

3 Credits

University Transfer Course

13-3-0

This course is designed to introduce students to the world of teaching. The course will help students prepare for becoming a successful teacher as they examine the skills, abilities and knowledge necessary and needed before they enter the teaching profession.

EDPY 1500**Introduction to Educational Psychology Development**

3 Credits

University Transfer Course

13-3-0

This course provides an introduction to the field of Developmental Psychology. Human Development from birth through adolescence into adulthood is examined through theories and principles of development. The relevance of developmental theories and principles to classroom teachers is emphasized.

Pre-requisite: PSYC 1500

EDPY 2501 (formerly 1501)**Educational Psychology for Teaching**

3 Credits

University Transfer Course

13-3-0

This course examines the theories, research and issues in educational psychology as well as their classroom application. Topics typically covered include human development, learning and instruction, student motivation, individual differences in student abilities, classroom assessment and classroom management.

Pre-requisites EDPY 1500

EDUC 4200**The Education of Indigenous Peoples in Canada**

3 Credits

University Transfer Course

13-3-0

This course critically examines the historical development of Native education in Canada, with reference to its ever-changing social, economic and political contexts. It places an emphasis on exploring how the lives of Aboriginal people today continue to be informed by specific aspects of the historical development of Native education.

EDUC 4210**First Nations Education: Consciousness, Awareness, Changes**

3 Credits

University Transfer Course

13-3-0

An analysis of current issues in indigenous education is presented with special reference to their social origins. Emphasis is on schooling and educational concerns in reserve communities.

ENGL 1500

The World of Words

3 Credits

University Transfer Course

13-3-1.5

An introduction to the language, with emphasis on its use in various contexts, word sensitivity and the dynamics of language and imagination in literature is presented. Pre-requisite: English 30 or English 90 with minimum 60% or permission

ENGL 1501

English Literature from the Romantic Period to the Present

3 Credits

University Transfer Course

13-3-1.5

This course is an examination of the works of literature in English from each of the major literary periods and principal genres from the Romantic period to the present.

ENGL 2125

Indigenous Writing: Resurgence

3 Credits University Transfer Course

13-3-0

This course continues to develop skills in close reading, discussing texts and writing. In addition, students will conduct research about selected texts and incorporate that secondary research into their critical writing. We will read narrative, poetic, dramatic and nonfictional Indigenous texts from the twentieth century. In each text, we will look for Resurgence of Indigenous voice, culture, language and values.

FAMI 1510

Families in Today's World

3 Credits University Transfer Course

13-3-0

This course provides students with an introduction to the field of family studies. Everyday family interactions are considered through a variety of family systems theories. Specific attention will be given to the exploration of Indigenous kinship systems. Students will explore contemporary family issues (addictions, changing family structures, and family care-giving and family violence.) Attention will be given to how social, political and economic forces impact the quality of family life.

FAMI 2515

Family Studies: Relationship Development

3 Credits

University Transfer Course

13-3-0

The development, maintenance and dissolution of intimate relationships are examined in terms of the sociological, psychological and personal factors affecting them.

Prerequisites: FAMI 1510

HIST 1500 (formerly 2560)**History of Canada 1867 to Present**

3 Credits

University Transfer Course

13-3-0

A foundation course for the study of Canadian history. This course focuses on the development of Canada as a nation state from 1867 to the present.

HIST 1501 (formerly 2561)**History of Canada to 1867**

3 Credits

University Transfer Course

13-3-0

A foundation course for the study of Canadian history. This course focuses on the beginnings of European settlement in Canada through the formal creation of the Canadian state in 1867.

HIST 2500 (formerly 3568)**The Indigenous Aspect of Canada's History I**

3 Credits

University Transfer Course

13-3-0

Canada's history, as it relates to Indigenous peoples before 1830.

Pre-requisites: HIST 1500

HIST 2510 (FORMERLY 3569)**The Indigenous Aspect of Canada's History II**

3 Credits

University Transfer Course

13-3-0

A course in Canada's history as it relates to indigenous peoples since 1830.

Prerequisites: HIST 2500

INDG 1000**Cultural Exchange Study Travel Course**

3 credits

39 hours minimum – 3 credits *

This is a study travel course in which students engage with indigenous peoples from another country; each year the location changes. The Deans search out Indigenous peoples in the area and makes appropriate cultural arrangements with the group. Students in this course will practice sharing their own culture and will study another culture so they are prepared to ask relevant questions when they visit an international location, to assist them in preparing their papers and presentations for this course.

INDG 1100

Canadian Indigenous Arts

3 Credits

13-3-0

This course is designed to research and experience Indigenous theories of wisdom, of learning through oral creation history, to understand and appreciate values in and of nature and of cosmology as the basis for Nehiyaw Indigenous arts.

INDG 1910 (formerly 2210)

Indigenous Issues and Insights I

3 Credits

13-3-0

An overview of various background issues in Indigenous Studies that continue to have an impact on the contemporary Indigenous Canadian situation. This course uses an Indigenous Studies perspective and focuses on issues such as Indigenous Treaty Rights, land claims and colonization.

Pre-requisites: CRST 1102

INDG 1911 (formerly 2211)

Indigenous Issues and Insights II

3 Credits

University Transfer Course

13-3-0

This course will provide a detailed content about post-confederation, crown relationship with the indigenous peoples of Canada. The spirit and intent of Treaty making will be the foundation and backbone of this course will discuss the confederation in conflict, urban industrial, and divided socio-economic change, the post confederation will be weaved with politics in conflict and Victorian, Edwardian Canada. Immigration, warriors and reform movements.

Pre-requisites: INDG 1910

INDG 2010

Indigenous Decolonization

3 credits

University Transfer

13-3-0

The purpose of this course is twofold. First, students will examine historical and past paradigms prior to the inception of treaty making from an indigenous perspective. Secondly, students will critically analyze the factors set forth by elders of the four nations. The examination of past events will aid in addressing many factors associated in the colonization of first nation's people. The analysis will also help in the promotion of healing by not only acknowledging those factors that come into play, but in essence , working to find how can we best begin to decolonize First Nations people so that we can continue to be unique, in our traditional way of life, values, and customs.

Pre-requisite: INDG 1910 and INDG 1911

INDG 2240

Introduction to Western Law and Indigenous Peoples

3 Credits

University Transfer Course

13-3-0

This course will introduce students to the developments that have happened in the legal relationship between Indigenous Peoples and the Crown/Canada. Students will go over important historical treaties and documents and important Canadian court cases that have shaped the area of Indigenous rights in Canada. Students will also become familiar with the details of the dual court cases Buffalo vs. The Crown and Ermineskin vs. The Crown.

Pre-requisites: INDG 2010

INDG 2260

Contemporary Native Art

3 Credits

University Transfer Course

13-3-0

This course will introduce students to the important Indigenous Artists. Particular attention will focus on the political and social expressions made by the artists and the importance of these artists and art in contemporary indigenous societies in Canada.

INDG 3010

Neuro Decolonization

3 Credits

13-3-0

In this course, students will examine decolonization from the mental aspect. Students will in this course, address the impacts of colonization on the mind through a psychological, emotional and cognitive perspective. Through critical analysis, students will learn how neuro decolonization can instill creativity, and to bring about positive social change within communities. This course is to help facilitate conscious reflection to have an anticolonial mind to create strategies that will to reverse colonization and its effect on the environment and the mind.

MARK 3501 (formerly 1501)

Fundamental of Marketing

3 Credits

University Transfer Course

13-3-0

This course introduces students to the Marketing concept, method, market segmentation and measurement, buyer behavior, marketing, planning and budgeting, strategic and tactical decisions concerning elements of the marketing mix.

MATH 1507

Higher Arithmetic

3 Credits

University Transfer Course

13-3-1.5

Elementary number theory, number systems, numeration systems and elementary probability theory are introduced. This course is intended for students seeking a degree in elementary education.

39

Pre-requisite: Math 30 or Math 91/92 or consent of the instructor.

MATH 1510**Calculus I**

3 Credits

University Transfer Course

13-3-1.5

Topics include a review of analytical geometry, integration and differentiation of simple functions, and applications.

Pre-requisite: Math 30 or Math 91/92

MATH 1520**Linear Algebra I**

3 Credits

University Transfer Course

13-3-1.5

Content includes: vector and matrix algebra; determinants; linear systems of equations; vector spaces; eigenvalues and eigenvectors and applications.

Pre-requisites: Math 30 or Math 91/92 concurrently.

MGMT 1530**Introduction to Business Communication**

3 Credits

13-3-0

Students in this course develop an understanding of the communication process and its application in business. Basic writing skills are reviewed and applied to a number of fundamental business writing situations. Common intercultural communication issues are also examined. Students in this course will develop research skills and apply them in the context of report writing.

MGMT 1560**Introduction to Finance**

3 Credits

University Transfer Course

13-3-0

An introduction to the fundamental valuation techniques used in finance. Topics include: discounted cash flow analysis, net present value, capital budgeting, risk asset and security valuation, and corporate capital structure.

MGMT 2500 (formerly 273)**Supervision**

3 Credits

University Transfer Course

13-3-0

This course provides insight into many of the necessary components of the supervisory function. The focus is on how an organization carries out planned activities through the exercise of leadership to continuously improve employee work performance and motivation.

MGMT 2501

Operations Management

3 Credits

University Transfer Course

13-3-0

This core course focuses on the theme of operations management through a focus on the critical role that operations managers play in the design and execution of competitive supply chains, and the pivotal importance of operations in the creation of customer value.

MGMT 2510

Introduction to Human Resource Management and Industrial Relations

3 Credits

13-3-0

This introductory course addresses basic concepts and processes of the field of human resource management. Topics include: human resource planning, job analysis, recruitment, selection, orientation, training and development, performance management, compensation management, workplace health and safety, and employee and labour relations.

ORGA 3500 (formerly 1500)

Managerial Skill Development

3 Credits

University Transfer Course

13-3-0

Success in Management requires knowledge of both theoretical principals and the ability to recognize and use these concepts in work situations. Conceptual models and practical application of managerial roles are featured in the course. Specific skills may include, but are not limited to self-awareness, presentations, conducting meetings, creative problem solving, stress management, and group dynamics.

ORGA 3501 (formerly 1501)

Management of Organizational and Human Resources

University Transfer Course

13-3-0

This course provides students with a conceptual and empirical understanding of the structure and function of individual and group human behavior within the context of business, government, education, and community service organizations. Topics include: motivation, decision-making, leadership, job analysis, labor relations, and team building.

ORGA 2500 (formerly 2500)

Introduction to Human Resource Management and Industrial Relations

3 Credits

University Transfer Course

13-3-0

This introductory course addresses basic concept and processes of the field of human resource management. Topics include: human recourse planning, job analysis, recruitment, selection, orientation, training and development, performance management, compensation management, workplace health and safety, and employee and labour relations.

PEDS 2522

Introduction to Movement Activities of Youth (5 - 12 yrs)

3 Credits

University Transfer Course

13-3-1.5

A variety of movement activities are studied, including: play, games, gymnastics, and dance.

Pre-requisite: EDFX 1500

PSYC 1500

Basic Psychological Processes

3 Credits

University Transfer Course

13-3-0

This course is a prerequisite for most courses in Psychology. The course covers principles and development of perception, motivation, learning and thinking and their relationship to the psychological functioning of the individual. Seminars with Indigenous Elders will be held to feature a study of human development from the traditional Cree perspective.

This is a prerequisite course for future PSYC and EDPY courses.

PSYC 1501

Individual and Social Behavior

3 Credits

University Transfer Course 13-3-0

Introduction to the study of human individuality, personality, Psycho-social processes. Some aspects of the following may be surveyed: normal and abnormal human development, psychological assessment and treatment.

Prerequisite: PSYC 1500

PSYCH 2250

Human Development across the life span

3 Credits

University Transfer Course

13-3-0

This course is an introduction to the study of human development across the lifespan. Theories from the Euro-North American and Indigenous perspective will be presented in a holistic framework. Exploration of the development of infants, children, adolescents, adults and elder will be discussed. Development changes from the holistic framework will examine changes physically, emotionally, cognitively and socially

Prerequisites: PSYC 1500

PSYCH 2550

Interpersonal Neurobiology

3 Credits

University Transfer Course

13-3-0

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-organization, the regulation of emotions, and the ability to cope with stress. Humans, fortunately, are gifted with neuroplastic brains, so this course also introduces students to scientifically validated approaches to promoting healthy brain development, resilience, and secure attachment.

Prerequisites: PSYC 1500

RSWR 1900

Academic Research and Writing

3 Credits

University Transfer Course

13-3-0

An introduction to research and writing within a University context is presented. This course will use literature and ideas from the field of Indigenous studies to help students improve their research and writing skills.

Prerequisites: ENGL 1500

SOCI 1500

Introduction to Sociology

3 Credits

University Transfer Course

13-3-0

The discipline of Sociology is examined in terms of theory, methods and substances. Students study how society is shaped in terms of economy, culture, socialization, deviance, stratification, and groups. Social change processes, such as social movements and industrialization are also studied. This course is a pre requisite for future SOCI courses.

Prerequisites: ENGL 1500

SOCI 2525

Introduction to Criminology

3 Credits

University Transfer Course 13-3-0

Crime and juvenile delinquency are examined; analysis is given to the social processes leading to criminal behavior.

Pre-requisite: SOCI 1500

SOCI 2560

Inequality and Social Stratification

3 Credits

University Transfer Course

13-3-0

This course features an introduction to the issues of social stratification and poverty with an emphasis on Canadian studies. The course examines the intersections of class, race, and gender and explores the links between social stratification and colonialism. Students will trace the experiences of Indigenous, Chinese, Ukrainian and Japanese people during the development of the Canadian state.

Pre-requisite: Sociology 1500

STAT 1500

Introduction to Probability and Statistics

3 Credits University Transfer Course

13-3-1.5

This course outlines descriptive statistics and graphical representation. Measures of central tendency and dispersion are featured, along with elementary probability, discrete and continuous random variables, expectations, binomial, and normal and student t-distribution. The course also includes large and small sample inference and estimation. Central Limit Theorem will be discussed.

Prerequisite: Math 30 or Math 91/92

Note: Credit will be given for only one of STAT 1500 or STAT 1501

STAT 1501

Introduction to Applied Statistics

3 Credits

University Transfer Course

13-3-1.5 TBA

The course introduces students to the theory and application of statistics. Topics include: data description; probability theory; discrete and continuous random variables and their distributions; sampling distributions; elementary inference for population means and proportions; Goodness-of-Fit Test; Chi-Squared test for contingency tables; regression and correlation analysis; and analysis of variance

Prerequisite: Math 30 or Math 91/92

WRST 1101 (formerly WRS)

Exploring Writing

3 credits

University Transfer Course

13-3-0

This course is an introduction to the field of writing studies. It is intended to help students explore their relationship with writing.

INDIGENOUS SOCIAL WORK DIPLOMA

PROGRAM OVERVIEW

The Indigenous Social Work Diploma Program at Maskwacis Cultural College is designed to graduate social work practitioners who have developed a model of practice that is founded upon Indigenous values, knowledge, and philosophy. Guided by this Indigenous foundation, students learn how to establish respectful relationships with Nations, communities, families, and individuals. As students explore Cree culture and Cree language, they are educated about Indigenous healing practices and their supporting theories. From this Indigenous foundation students explore the development of Western social work theory and practice.

The Indigenous Social Work Diploma Program is a 20 month program, two 10 month academic years.

Program components are woven together in a manner that prepares graduates of the MCC Indigenous Social Work Diploma Program to be:

- Effective practitioners that encourage good relationships in diverse cultural contexts with an Indigenous foundation and sensitivity
- Practitioners who have completed personal healing and development required to work successfully in the field of human services
- Social Work Practitioners skilled in developing effective interpersonal relationships with individuals, groups and communities.
- Reflective social work practitioners who possess an understanding of the structural roots of social problems.
- Effective advocates of positive social change and anti-oppressive practice.

Graduates of the MCC Indigenous Social Work Diploma Program may seek employment with a variety of social service agencies, educational institutional, community organizations and advocacy groups.

TRANSFERABILITY

Graduates of the Maskwacis Cultural College Indigenous Social Work Diploma Program who meet University of Calgary and Faculty of Social Work admission requirements can apply to the University of Calgary Bachelor of Social Work degree. They can also apply to First Nations University of Canada for transferability into the Bachelor of Indigenous Social Work program.

PROFESSIONAL RECOGNITION

Graduates of the MCC Indigenous Social Work Diploma are eligible for registration as a Social Worker with the Alberta College of Social Workers.

ADMISSION REQUIREMENTS

Admission to the Indigenous Social Work Diploma Program (ISWDP) occurs on a bi-annual basis with the next applications due March 1 for early admission, however applications will be taken until June 1, 2019 and will be based on first qualified, first accepted. Due to the heavy course load of this program including a total of 700 practicum hours, interested students are strongly encouraged to take some U.T. courses prior to commencing the Indigenous Social Work Diploma Program. Students required to have strong computer skills before beginning of the program.

Applicants who submit the following documents by May 1st or June 30th will be considered for admission to the program

- Official high school transcripts:
- Official post-secondary transcripts, if applicable
- Confirmation of completion of English 30.1 or English 30 equivalent course with a final mark of at least 65%
- Results of the MCC English Assessment
- Verification of 100 hours of volunteer or work experience completed in a social service setting within the previous two years
- Current resume
- Personal Statement
- Three letters of reference (one reference must be received from the supervisor of your volunteer or work experience)
- Criminal Record Check and Child Welfare systems check

REQUIRED COURSES IN INDIGENOUS SOCIAL WORK DIPLOMA

Cultural Studies Component Requirements:

CREE 75 or CREE 1000	Oral Cree
Cree Studies 101	Identity: Our Cultural Heritage
Cree Studies 1102	Identity: The Contemporary Cree Society (also a University Transfer Course)
Cree Studies 1150	Culture Camp

“Everything on the earth has a purpose, every disease an herb to cure it and every person a mission. This is the Indian theory of existence.”

- Christine Quintasket, Salish

REQUIRED COURSES IN INDIGENOUS SOCIAL WORK DIPLOMA

Indigenous Social Work Course Requirements

ISWK 101 - Introduction to Indigenous Social Work
ISWK 105 – Social Work Methods
ISWK 109 – Social Work Values and Ethics
ISWK 131 - Practicum and Seminar I (280 hours)
ISWK 133 - Traditional Healing Practices
ISWK 203 – Counseling Skills
ISWK 204 - Introduction to Social Policy
ISWK 205 – Social Work Practice with Groups and Families
ISWK 206 - Community Healing and Development
ISWK 207 - Abuse and Addictions
ISWK 210 – Leadership in Social Work
ISWK 231 - Practicum and Seminar II

University Transfer Courses Requirements:

RSWR 1900 - Academic Research and Writing, FAMI 1510 - Families in Today's World, PSYC 1500 - Basic Psychological Processes, SOCI 1500 - Introduction to Sociology, PSYC 2250 – Human Development Across the Life Span, INDG 1910 – Native Issues and Insights I, SOCI 2560 - Inequality and Social Stratification

INDIGENOUS SOCIAL WORK DIPLOMA COURSE DESCRIPTIONS

The following does not necessarily comprise the total list of courses offered at Maskwacis Cultural College. Additional courses may be added or courses deleted. Courses are not necessarily offered every year.

There may be some restrictions on the application of some courses to particular programs of study. Students should make sure that courses in which they enroll are applicable to the major they wish to pursue.

Numbers indicate: length of course in weeks - number of hours of lecture per week - number of hours of laboratory or seminar per week. For example, (13-3-1.5) indicates a course of thirteen weeks duration, with three hours of lecture and one and one-half hours of laboratory each week.

CREE 075

Cree Language Development: Module 1

3 credits 13 Hours

Students begin to learn oral Cree. Focus will be on acquiring basic Cree vocabulary to use in the classroom. Some written Cree is introduced.

CRST 1150 (CS 150)

Cultural Camp

4 days – 3 credits

This camp in the mountains, or set location, concentrates on four themes: A focus on living values; focus on spirituality, a focus on health, healing and stress, and A focus on Cree family roles, responsibilities and respect.

Elders and Cultural Instructors lead discussions on each of these topics during the several days. Participants have the opportunity to experience ceremonial and cultural activities. Participants are encouraged to take part in food preparation and sharing.

CS 101

Identity: Our Cultural Heritage

3 Credits

13-3-0

In this course, students are provided the opportunity to explore their own identities as Cree/ Indigenous people through the investigation of personal family history, traditional lifestyle and values. This course is conducted in a lecture/workshop format under the guidance of an Elder.

CRST 1102

Identity: The Contemporary Cree Society

3 Credits

13-3-0

The course is intended to assist students in gaining a deeper understanding of themselves as members of a Cree Society by examining contemporary events and issues that affect Indian people individually and collectively. Historical and current influences are discussed in terms of their impact on life style, social structure and values of Cree culture.

Prerequisites: CS 101

“Not for the money. But so our people can once again find out who they are. And that it’s.

FAMI 2515

Relationship Development

3 Credits

University Transfer Course 13-3-0

The development, maintenance and dissolution of intimate relationships are examined in terms of the sociological, psychological and personal factors affecting them.

Prerequisites: FAMI 1510

FAMI 1510

Introduction to Family Studies

3 Credits University Transfer course

13-3-0

This course provides students with an introduction to the field of family studies. Everyday family interactions are considered through a variety of family systems theories. Specific attention will be given to the exploration of Indigenous kinship systems. Students will explore contemporary family issues (addictions, changing family structures, and family care-giving and family violence.) Attention will be given to how social, political and economic forces impact the quality of family life.

INDG 1000

Cultural Exchange Study Travel Course

3 credits

39 hours minimum scheduled in winter semester only

This is a study travel course in which students engage with indigenous peoples from another country; each year the location changes. The Deans search out Indigenous peoples in the area and makes appropriate cultural arrangements with the group. Students in this course will practice sharing their own culture and will study another culture so they are prepared to ask relevant questions when they visit an international location, to assist them in preparing their papers and presentations for this course

INDG 1910 (formerly 2210)

Indigenous Issues and Insights I

3 Credits 13-3-0

An overview of various background issues in Indigenous Studies that continue to have an impact on the contemporary Indigenous Canadian situation. This course uses an Indigenous Studies perspective and focuses on issues such as Indigenous Treaty Rights, land claims and colonization.

Pre-requisites: CRST 1102

PSYC 1500

Basic Psychological Processes

3 Credits

University Transfer Course

13-3-0

This course is a prerequisite for most courses in Psychology. The course covers principles and development of perception, motivation, learning and thinking and their relationship to the psychological functioning of the individual. Seminars with Indigenous Elders will be held to feature a study of human development from the traditional Cree perspective.

This is a prerequisite course for future PSYC and EDPY courses.

PSYC 1501

Individual and Social Behavior

3 Credits

University Transfer Course

13-3-0

Introduction to the study of human individuality, personality, Psycho-social processes. Some aspects of the following may be surveyed: normal and abnormal human development, psychological assessment and treatment.

Prerequisite: PSYC 1500

PSYCH 2250

Human Development across the life span

3 Credits

University Transfer Course

13-3-0

This course is an introduction to the study of human development across the lifespan. Theories from the Euro-North American and Indigenous perspective will be presented in a holistic framework. Exploration of the development of infants, children, adolescents, adults and elder will be discussed. Development changes from the holistic framework will examine changes physically, emotionally, cognitively and socially

Prerequisites: PSYC 1500

RSWR 1900

Academic Research and Writing

3 Credits

University Transfer Course

13-3-0

An introduction to research and writing within a University context is presented. This course will use literature and ideas from the field of Indigenous studies to help students improve their research and writing skills.

Prerequisites: ENGL 1500

SOCI 1500

Introduction to Sociology

3 Credits

University Transfer Course

3-3-0

The discipline of Sociology is examined in terms of theory, methods and substance. Students study how society is shaped in terms of economy, culture, socialization, deviance, stratification, and groups. Social change processes, such as social movements and industrialization are also studied. This course is a prerequisite for future SOCI courses.

SOCI 2560

Inequality and Social Stratification

3 Credits

University Transfer Course 13-3-0

This course features an introduction to the issues of social stratification and poverty with an emphasis on Canadian studies. The course examines the intersections of class, race, and gender and explores the links between social stratification and colonialism. Students will trace the experiences of Indigenous, Chinese, Ukrainian and Japanese people during the development of the Canadian state. Pre-requisite: Sociology 1500

INDIGENOUS SOCIAL WORK SPECIFIC

ISWK 101

Introduction to Social Work

3 credits

University Block Transfer

13-3-0

Students will be introduced to the principles, ethics and concepts of the general method of social work practice. The historical development of the profession of social work will be examined. Within this study, students will explore the philosophical foundations of both First Nations helping methods and Western social work practice. Students will be invited to enhance their self-awareness and investigate how their personal values, beliefs, and experiences may impact their future work in human services.

ISWK 105

Social Work Methods

3 credits

University Block Transfer

13-3-0

This course introduces students to the core social work skills essential to relating effectively with people and communicating professionally. Attention will be given to developing healthy relationships within diverse cultural contexts. Through experiential learning opportunities, students will study how to utilize the social work interview process as one form of interpersonal communication and to make assessments.

ISWK 109

Values and Ethics in Social Work

3 credits

University Block Transfer

13-3-0

This course provides students with an opportunity to explore a variety of social work knowledge, skills and values relating to ethical principles, theories and cultural ethical practices and issues. Students will learn skills of communication in the social work practice and to combine their skills with ethical social work practice.

ISWK 131

Practicum I

6 credits

University Block Transfer

13-*-3

This course provides students with an opportunity to develop and apply beginning social work skills and knowledge. Students complete 280 hours* of supervised field work within a social work setting. Students also participate in integration seminars where they are able to explore links between social work theory and social work practice.

ISWK 133

Traditional Healing Practices

3 credits

University Block Transfer

39 hours

Through the use of experiential learning students will be introduced to the practical aspects of First Nations traditional healing practices. The foundation of the course is based upon teachings from elders and traditional persons. Students will identify how they may use traditional First Nations helping methods within their own professional model of social work practice.

Pre-requisite: ISWK101, ISWK105

ISWK 203

Counseling Skills

3 credits

University Block Transfer

13-3-0

This course examines both First Nations and Western counseling theories and methods. Students learn how First Nations traditional counseling methods are based upon nurturing the four aspects of self (emotional, physical, mental, and spiritual). By studying the various phases of the counseling process students learn to develop effective counseling relationships with individuals, families, and groups.

Prerequisite: ISWK 101 and 105

ISWK 204

Introduction to Social Policy

3 credits

University Block Transfer

13-3-0

This course provides an introduction to the variety of factors that shape the development of social policy with an anti-oppressive practice framework. Through an examination of the evolution of the welfare state students will consider the ideological foundations of public policy. This course also explores those federal policies governing the delivery of social services to First Nations people. Students will examine the development of major social programs in Canada such as corrections, education, health, and income security.

Prerequisites: ISWK 101, ISWK 131

ISWK 205

Social Work Practice with Groups and Families

3 credits

University Block Transfer 13-3-0

This course will look at the theory and practice of working with groups and families. Students will learn the knowledge and skills of being in a group, group development, norms and being a group leader, and the various aspects of family dynamics. Students will develop skills of assessment with groups and families.

Prerequisites: ISWK 101 and 105

ISWK 206

Community Healing

3 credits

University Block Transfer

13-3-0

In this course, students learn how social work practitioners may take an active and supportive role in the process of community healing. Students will examine community social work theories, and build on skills for community healing and projects from Indigenous and Euro-North American practices and methods.

Prerequisites: ISWK 101, ISWK 131, ISWK 133.

ISWK 207

Abuse Theories

3 credits

University Block Transfer

13-3-0

In this course students examine the historical, social and political context of common social issues and challenges. The course is centered on an examination of the source and nature of various types of addictive and abusive behaviors. Indigenous and Western perspectives are considered as students explore emotional, psychological, physical, and sexual abuse. Student are introduced to the range of support services that exist for individuals, families, and communities who are impacted by various forms of addictions.

ISWK 210

Leadership in Social Work

3 credits

University Block Transfer

13-3-0

In this course students examine the social work practice and skills related to organizations and administration along with social work national and international issues. Students will learn leadership and organizing skills in human services for effective services for the enrichment of their clients.

Prerequisite: ISWK 101 and 105

ISWK 231

Practicum II

6 credits

University Block Transfer

15-*-1.5

In this course students complete 420 hours of supervised fieldwork within a social work setting. Students participate in integration seminars where they are able to explore the links between social work theory and social work practice.

Pre-requisite: ISWK 101, ISWK 131, ISWK 203

“Action is the foundational key to all success.”

-Pablo Picasso

INDIGENOUS BACHELOR OF SOCIAL WORK

After-Diploma Route (with an Indigenous Foundation)

The Indigenous Bachelor of Social Work is a two year after diploma program. First Nations Adult and Higher Education Consortium (FNAHEC) that represents the First Nation colleges and universities, was guided by community need and Council of Elders to have a program that was firmly based upon Indigenous ways of knowing. The vision of the Council of Elders was "communities living in a sacred manner" which effects their ethical stance. Maskwacis Cultural College is one the colleges that will be hosting this program and our goal is to fulfill the need for qualified Indigenous social workers who will practice in a manner true to our sacredness.

The program will be unique as it will be the first social work education program that has been developed by Indigenous peoples, accredited by Indigenous affirmation bodies and delivered by Indigenous post-secondary institutions. Under the United Nations Declaration on the Rights of Indigenous Peoples: Article 14. 1. "Indigenous peoples have the right to establish and control their educational systems and institutions providing education in their own languages, in a manner appropriate to their cultural methods to teaching and learning." We strive to have accreditation for our programs under the National Indigenous Accreditation Board (NIAB).*

- Provide social work education that is founded upon Indigenous ways of knowing;
- Deliver an educational program that is informed by Indigenous epistemology, thereby ensuring that learners are provided with an abundance of dynamic experiential learning opportunities;
- Deconstruct the historical impact of colonial expressions of social work with Indigenous peoples;
- Create learning environments that support learners, faculty, and staff as they engage in continuous personal healing and
- Ensure that graduates of the program possess the knowledge and skills required to conduct their social work practice in ways that honor Indigenous ways of knowing.

The closing date for applications is End of the month of May. Applicants to the program are required to submit an application portfolio which includes the following:

- Official high school and post-secondary transcripts;
- Evidence of volunteer or community service work within Indigenous communities;
- Three (3) letters of reference;
- A personal statement which describes the applicant's path to social work education;
- Current resume;
- Criminal Record Check and Child Welfare Systems Check (only provided for practicum)
- Applicants will also be invited to meet with the Program Admissions committee for an interview which will be schedule after the closing date of applications.

REQUIRED COURSES IN INDIGENOUS BACHELOR OF SOCIAL WORK

FALL YEAR 3

- ISWK 3000:** Application of Indigenous Ethical Principles and Cultural Protocols
- INDG 2010:** Indigenous Decolonization
- ISWK 3110A:** Cree Language Philosophy
- ISWK 3605:** Indigenous Worldviews
- ISWK 3203.A:** Healing Within the Sacred

WINTER YEAR 3

- HIST 3570:** Roots of Imperialism
- INDG 3010:** Neuro- Decolonization of the Mind
- ISWK 3300P:** Community Practice with Families and Communities
- ISWK 3503:** Critical Analysis of Social Work Theory
- ISWK 3601:** Applying Indigenous Knowledge: Selected Theories

SPRING YEAR 3

- ISWK 3300:** Community Practice with Families and Communities
- ISWK 3301:** Community Practice with Families and Communities Seminar
- ISWK 3505:** Indigenous Research Methods

FALL YEAR 4

- ISWK 3110.B:** Cree Language Philosophy II
- ISWK 4000:** Applications of Indigenous Ethical Principles
- ISWK 4601:** Applying Indigenous Knowledge: Advance Group
- ISWK 4602:** Utilizing Indigenous Knowledge to Restore Global Wellness
- ISWK 4603:** Critical Analysis of International Social Work Practice

WINTER YEAR 4

- PSYC 2550:** Neurobiology of Relationships
- ISWK 3203.B:** Cree Language Philosophy
- ISWK 4300P:** Prep - Community Practice with Families and Communities
- ISWK 4605:** Governance for Cultural Resurgence
- ISWK 4609:** Environmental Health and Healing

SPRING YEAR 4

- ISWK 4300:** Community Practice with Families and Communities
- ISWK 4301:** Community Practice with Families and Communities Seminar

IYINIW ASINAHAKAN -INDIGENOUS BACHELOR OF ARTS in CREE

The Indigenous Bachelor of Arts in Cree Language is a two-year program (year 3 & 4); after completing a Cree Language Teacher Development diploma. Elders and Cree Curriculum developed a program that was based on teaching the Cree language.

The program is based in Cree language.

Applicants to the program are required to apply to the Cree Language Department:

- Official high school and post-secondary transcripts;
- Completion of the Cree Language Teacher Development diploma program
- Or completion of the Indigenous Arts Diploma pending Cree Language assessment.

THIRD- AND FOURTH-YEAR COURSE TITLES

- Cree 3000A – Advanced Cree Language Part A
- Cree 3000B – Advanced Cree Language Part B
- ASKI 3000 – Land Epistemology
- ASKI 3500 – Relationships and Wahkohtowin
- ASKI 3000 – Land Methodologies and Insights
- ASKI 4000 – Land Based Ecological Knowledge
- ANAT 3500 – Anatomy & Physiology I
- ANAT 4500 – Anatomy & Physiology II
- SYLL 3000 – Carriers of the Long Story
- SYLL 4000 – Writing Art of Syllabics
- SOCI 4000 – Social Sustainability of Language
- NEPR 3260 – Ethics of Nehiyaw Moral Principles
- PEYA 3510 – Peyak Ohewam
- NEHI 4000 – Assessment of Life Long Learning
- MMAP 3500 – Master Apprentice
- MMAP 4500 – Master Apprentice
- LING 3500 – Linguistics as the Foundation
- LING 4500 – Phonology and Morphology of Language Development

INDIGENOUS BACHELOR OF ARTS in INDIGENOUS STUDIES

The Indigenous Bachelor of Arts in Indigenous Studies is a two-year program (year 3 & 4); after completing an Indigenous Arts diploma. Indigenous Arts and Cree Curriculum developed a program that was based on Indigenous history and knowledge.

Applicants to the program are required to apply to the Indigenous Arts program:

- Official high school and post-secondary transcripts
- Completion of the Indigenous Arts Diploma

KAKESKIMOW KISKINOHAMAKEW -INDIGENOUS EDUCATION

DEGREE

The Indigenous Education Degree is a two-year program (year 3 & 4); after completing an Indigenous Education diploma. Indigenous Education developed a program that was based on education with indigenous knowledge.

Applicants to the program are required to apply to the Indigenous Education program:

- Official high school and post-secondary transcripts
- Completion of the Indigenous Education Diploma
- Or completion of University Studies Diploma

THIRD- AND FOURTH-YEAR COURSE TITLES

- IEDU 3000- Indigenous History, Treaties & Issues
- IEDU 3100- Introduction to Teaching Social Studies
- IEDU 3200- Introduction to Teaching Language Arts
- IEDU 3300- Introduction to Teaching Math
- IEDU 3400- Indigenous Outdoor Education: Land Based Teachings
- IEDU 3500- Introduction to Teaching Science
- IEDU 3600- Inclusive Education
- IEDU 3700- Practicum 1 Field Placement 1
- IEDU 3800- Indigenous Perspective on Educational Assessments
- IEDU 3900- Neyihaw Arts & Culture: Historical & Contemporary
- IEDU 4000- Reconciliation as a Focus in Teaching
- IEDU 4200- Advanced Teaching of Language Arts
- IEDU 4300- Math in Nature
- IEDU 4700- Advanced Field Experience 2
- IEDU-
- IEDU-

INDIGENOUS BACHELOR OF MANAGEMENT DEGREE

The Indigenous Bachelor of Management degree is a two-year program (year 3 & 4); after completing an Indigenous Business diploma. Indigenous Business developed a program that was based on business administration with indigenous knowledge.

Applicants to the program are required to apply to the Indigenous Business program:

- Official high school and post-secondary transcripts
- Completion of the Indigenous Business Diploma

E.C.D. EARLY CHILDHOOD DEVELOPMENT

EARLY CHILDHOOD DEVELOPMENT PROGRAM

The following is a program description of Early Childhood Development, Level 1, 2 and 3. Level 2 and Level 3 are delivered on a rotation basis. For the 2019-20 academic year, Level 3 will be offered.

The Early Childhood Development Certificate Level 1 and Diploma Level 2 programs prepare students for employment in Day Care Settings in Head Start programs and in Kindergartens. As well as in Primary School classrooms as assistants for classroom teachers. The training includes, practical skill development in a practicum setting, as well as development of a theoretical understanding of all aspects of child development from both a Cree Cultural and an Academic knowledge base. Students will learn to care for and foster the wholistic development of young children.

PROGRAM PURPOSE

With the increasing responsibility being taken for the education of their children by First Nations comes the need for well trained, specialized personnel in Early Childhood Services. Conducting this training within the community provides workers able to ensure the enhancement of Cree language and culture in the child care facilities of the communities.

PROGRAM GOALS

To provide first Nations people with the opportunity to develop advanced skills to provide effective Early Childhood Services

To provide students with the skills, knowledge and professionalism necessary to deliver Early Childhood programs and take responsibility for the care of groups of children of varying ages within a daycare, head start, kindergarten and or primary school facility

To provide this training within a Cree cultural framework

To provide a basis from which students may move on to advanced studies in the field of Early Childhood Development

PROGRAM CRITERIA:

ECD Level 2 requires English 20-2

ECD Level 3 requires English 30-2 or equivalent

PROGRAM CERTIFICATION

- Level 1** E.C.D. 100 Course for Orientation Certification. Eligible for ECD Assistant from Alberta Children and Youth Services
- Level 2** Early Childhood Development Certificate
Eligibility for Level 2 ECD License from Alberta Children and Youth Services
- Level 3** Early Childhood Development Diploma
Eligibility for Level 3 ECD License from Alberta Children and Youth Services

CAREER OPPORTUNITIES

Graduates of Level 2 are prepared for employment as a daycare supervisor in the child care system. Level 3 graduates are prepared for employment in a day care or head start program, or as a teaching assistant in kindergarten and primary schools.

E.C.D. SCHEDULE OF COURSES

*Schedule may vary from year to year

LEVEL 2 CERTIFICATE

FALL	CREE STUDIES 101
	CREE STUDIES 120(75)
	COMP 203
	ECD 100
	ECD 131 Practicum1
	ECD 102
WINTER	CREE STUDIES 121
	ENGLISH 90
	ECD 102
	ECD 103
	ECD 132 PRACTICUM 2
	PLS 103
SPRING	ECD 133 PRACTICUM3
	ENG 121
	CREE STUDIES 150
	ECD FIRST AID
SUMMER	ECD 133 PRACTICUM 3(cont'd)
	ECD 104

LEVEL 3 DIPLOMA

FALL	CREE STUDIES 223
	ECD 201
	ECD 203
	ECD 234 Practicum4
	ECD 209
WINTER	CREE STUDIES 203
	ECD 202
	ECD 204
	ECD 205
	ECD 206
	ECD 235 Practicum5
SPRING	ECD 207
	ECD 208
	CS 150

EDUCATION ASSISTANT

Level 1 Training and Inclusive Education Assistant, Level 2

PROGRAM RATIONALE

Local school systems are experiencing a shortage of trained education assistants. In order to function in an education role in the schools, the assistant needs a broad range of skills and knowledge with a particular focus on Cree child rearing and language. After initial training, skills develop with experience. Experienced education assistants can improve their professional skills with advanced training to meet specific responsibilities in the school system.

The MCC program has been designed to meet these local training needs at the three levels.

The courses are scheduled such that students may continue working while taking program modules.

PROGRAM OVERVIEW

The following represents a comprehensive approach to the training of the education assistants from an entry level to the advanced level of skills and abilities.

The education assistant training program is designed to prepare assistants at two levels:

Level 1. Entry level training program (preparation for employment as an education assistant).

Level 2. Certification as a competent education assistant, capable of fulfilling the essential responsibilities of an education assistant in any educational setting and the special skills and knowledge needed in a Cree school.

EMPLOYMENT OPPORTUNITIES

The overall design of this training program is intended to provide for a career in an educational services, different from that of a certified teacher.

ADMISSION REQUIREMENTS

Regular admission requires an Alberta high school diploma or equivalent, and minimum age of 18. Mature students status is available to those who are at least 19 years of age and possess the following minimum education:

1. English 10 or English 13 completion: and
2. Grade nine Math.

Trainees applying to the program will have the opportunity to challenge any academic course within the program. Prior credits will be given to students who can demonstrate proof of equivalent and successful prior training in courses. The actual program of study and training required by each trainee to complete certification requirements will be established by the Program Coordinator.

COMPLETION REQUIREMENT

Students must pass every course and earn a minimum average of 62% to receive the Education Assistant Level 1 Certificate and/or the Inclusive Education Assistant Level 2 Certificate.

TRANSFERABILITY

There is no transfer agreement for the Education Assistant Program in place with other colleges; however, a student may apply to another institution for credit on a course-by-course basis. See program head for advice and contacts when doing this. Some courses may be transferable within Maskwacis Cultural College college programs such as U.C.E.P. and E.C.D.

PROGRAM DELIVERY FORMAT

The Delivery of this program will vary each academic year.

PROGRAM FEES

Block fees will be followed for both the Certificate and the Diploma programs.

MANDATORY FEES

All students registered with Maskwacis Cultural College are required to pay the Mandatory Fees as noted in the college calendar.

**“Our Creator put us here on earth. He gave us
different languages to use. He put us here to love and
respect each other.”**

-John Mosquito. Nekaneet First Nation, Plains Cree

As First Nations take increasing local responsibility, the need increases for people trained in a variety of post-secondary studies to provide expertise to support the initiatives of these Nations. The University College Entrance Preparation (UCEP) Program is designed to enable students to enter into post-secondary education with the assurance of success. The opportunity to develop knowledge of community and world events and issues, and encouragement to apply this knowledge as a contribution to community life, is part of the preparation for future leadership.

PROGRAM GOALS

To assist non-matriculated adults in acquiring the necessary skills to be successful in post-secondary programs of study.

To provide a means for adult students to complete required courses for college or university entry

To give students an opportunity to learn about Cree language and culture and to interact with Elders in this regard

To enable students to develop personally in a caring and culturally relevant atmosphere.

PROGRAM OVERVIEW

UCEP is an eight-month program in which students develop the skills necessary to be successful in university or college studies. Students also complete one or two university transfer courses. Students are given an opportunity to strengthen personal identity through an introductory exploration of Cree culture and language. Additionally, students focus on enhancing their English writing skills, reading comprehension skills, math skills and basic computer skills. A workshop format is used to engage students in personal development skills. Students also take an interdisciplinary studies course (IDS 100) where they learn fundamental theories and perspectives of various academic disciplines and how these might be applied to gain insight into community issues. This revised program has a strong emphasis upon English and university level writing.

GRADE STANDARD

All students are required to maintain a 2.0 grade point average (62%) in all courses to acquire a College Certificate.

ADMISSION REQUIREMENTS

Students entering this program require a High School Equivalency Diploma. Any other form of completion must be approved by the Dean of College Programs and the Registrar's office. All other mature students will be required to do an English assessment at a grade eleven level. A Math assessment is required for correct placement in the college mathematics program.

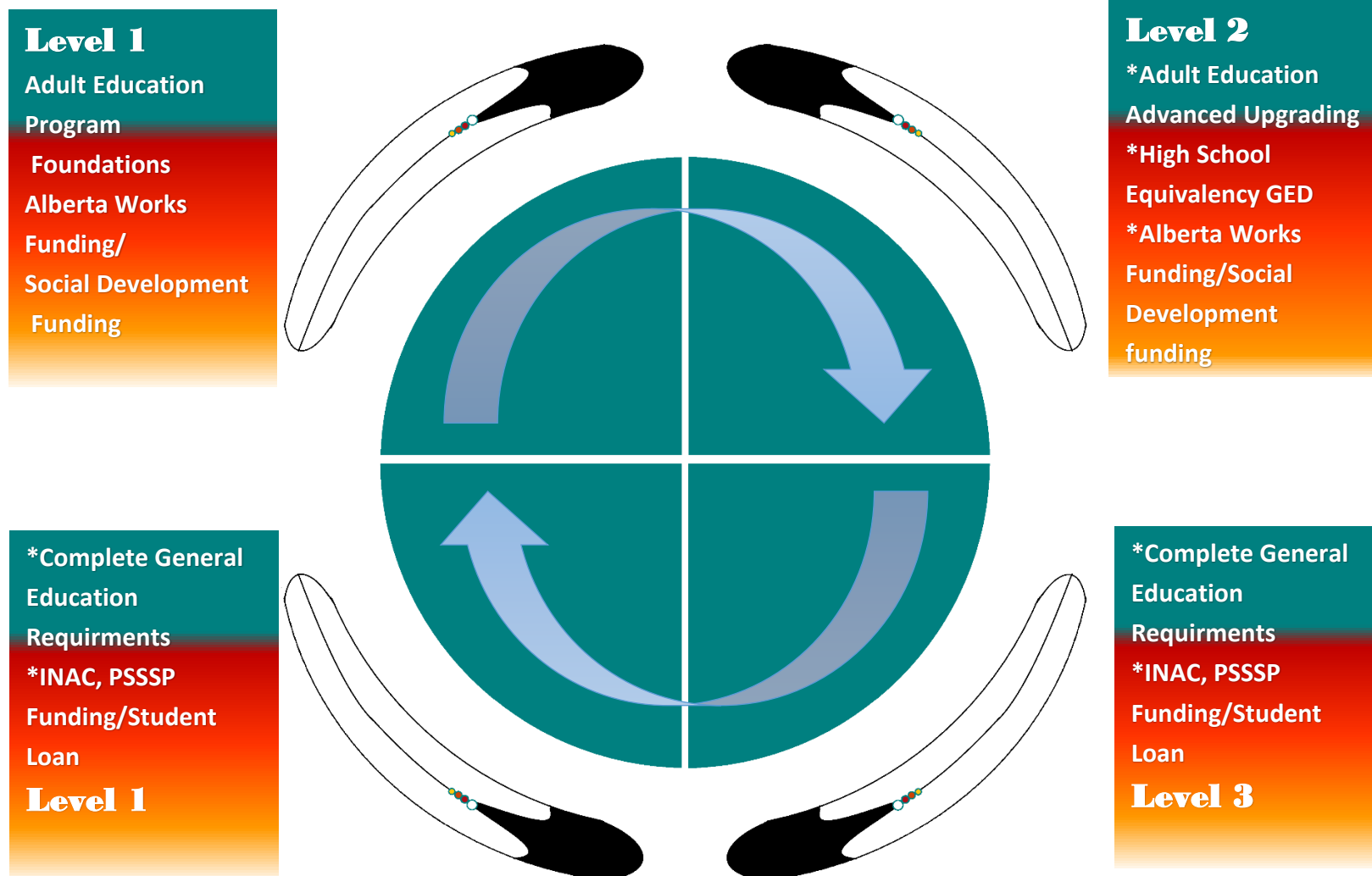
Note: UCEP requires dedication and commitment on the part of the student. Full time attendance from the student is critical to a successful outcome.

EMPLOYMENT OPPORTUNITIES

Upon completion of this program, students qualify for entrance into a university transfer program or college certificate/diploma program at Maskwacis Cultural College. As well, students will have developed skills and knowledge to prepare them for many entry-level careers.

UCEP MODEL

All students are required to maintain a 2.0 grade point average (62%) in all courses to acquire a College Certificate



U.C.E.P. COURSE DESCRIPTIONS

CULTURAL STUDIES

CREE 075

Cree Language Development

3 credits

13-3-0

Cree 75 is a course in oral language development. Emphasis is placed on building vocabulary and on becoming accustomed to the sounds of the language. Topics of discussion relate to daily living and to traditional Cree life.

CS 101

Identity: Our Cultural Heritage

3 credits

13-3-0

In this course students are provided the opportunity to explore their own identities as Cree/Indigenous people through the investigation of personal family history, traditional lifestyle and values. This course is conducted in a lecture/workshop format under the guidance of an elder.

Prerequisites: Cree 75

ENGLISH

ENG 90

University/College Entrance English

6 credits

15-6-0

This course concentrates on the writing process and on critical reading strategies required for success in college and university-level studies. A variety of modes of literature are studied, including Shakespearean and modern drama, classical and modern fiction, nonfiction and poetry. This course is suitable for students without the English 30 prerequisite for university courses.

Prerequisite: English 23, 80, 33 or assessment.

MATH 70**Math Fundamentals****6 credits****15-7.5-0**

This course teaches basic computation skills for the real number system. Students are introduced to percentage, geometry, metric measurement, graphs, statistics and problem-solving. This course develops skill in everyday mathematics, and strengthens ability in basic calculation necessary as a basis for the study of algebra.

MATH 80**Introduction to Algebra I****6 credits****15-7.5-0**

Mathematics 80 is a preliminary course designed for students who require mathematics to prepare them for post-secondary programs. This course emphasizes the relationship between a positive mathematics attitude and problem-solving techniques in the following areas: fractions, integers, measurement, powers, algebra, geometry, trigonometry, linear relations, probability and systems of equations. This course or its equivalent is a prerequisite for Math 90.

MATH 90**Introduction to Algebra II****6 credits****15-7.5-0**

Math 90 is the last in the series of mathematics courses designed to prepare students for post-secondary mathematics courses. This course also emphasizes the relationship between a positive mathematics attitude and problem-solving techniques. Areas covered in this course are: polynomials, powers and radicals, relations and functions, quadratic functions and equations, and complex trigonometry. This course or its equivalent is a prerequisite for Math 91 or 92. Prerequisite: Math 80 or 23.

MATH 91

Math 30-1 Part A

6 credits

15-7.5-0

Math 91 is the first half of the final phase in a series designed to give students all the skills required to confidently enter a first year university math course. In combination with Math 92, it forms an equivalency to Math 30. However, to earn Math 30 credits, students must write the government departmental exam. The course consists of five units: polynomials, complex numbers, radian measures, advanced trigonometry and exponents and logarithms. Prerequisite: Math 20 or 90.

MATH 92

Math 30-1 Part B

6 credits

15-7.5-0

Math 92 is the second half of the final phase in a series designed to give students all the skills required to confidently enter a first year university math course. In combination with Math 91, it forms an equivalency to Math 30. However, to earn Math 30 credits, students must write the government departmental exam. The course consists of five units: system of equations, statistics and probability, set theory, sequence & series, and quadratics (conic sections)

Prerequisite: Math 20 or Math 90.

PROGRAM SPECIFIC

PAS 97/98

Personal and Academic Skills

15-3-0

This series of courses provide basic information about human development. Students learn skills for solving problems, coping with the transition into academic life, managing personal life, and maintaining healthy interpersonal relationship. Students are equipped with the personal living skills necessary to succeed in academics. Course content includes conflict resolution, time management, money management, communication skills, and academic planning.

PL 217

Personal Leadership

Personal Leadership is designed to assist students in developing a foundation for individual effectiveness. Tools learned will prepare students for successful employment promoting healthy, growing relationships with other people. Other topics will include: critical thinking, team work, goal setting, stress and time management, customer relations, problem-solving, decision making, creative thinking, adaptability, attitude, perception, personality, and self-concept.

LEADERSHIP AND ADMINISTRATION CERTIFICATE PROGRAM

Leadership and Administration Certificate program is a pre-qualifier for General Studies Diploma as well as the Indigenous School of Business Diploma. It will support our learners on their journey toward management, leadership and business careers with an emphasis upon an introduction to courses in business and leadership. The Cree Cultural language and teachings will compliment this program to encourage well-grounded students in the Plains Cree culture and language.

PROGRAM PURPOSE:

With the increasing encouragement for First Nations to go into Entrepreneurship and Management, this program was built on various foundational structures: management, business, leadership and academic upgrading. Students will gain confidence and be mentored through this program to become successful learners.

PROGRAM PURPOSE:

- 1) To provide First Nations people with the opportunity to develop advanced skills in administration and leadership courses;
- 2) To provide students with the skills, knowledge and professionalism necessary to work in business, industry or in other leadership focused positions;
- 3) To provide this training within a Cree cultural framework;
- 4) To provide a basis from which students may move on to advance studies in the field of Administration, Management, Business Studies and other fields of study.

PROGRAM CERTIFICATION:

Level 1:

Leadership & Administration Certificate: Students must pass all required courses in order to obtain certification from this program and also for ladder into the Indigenous Business Diploma program.

Level 2:

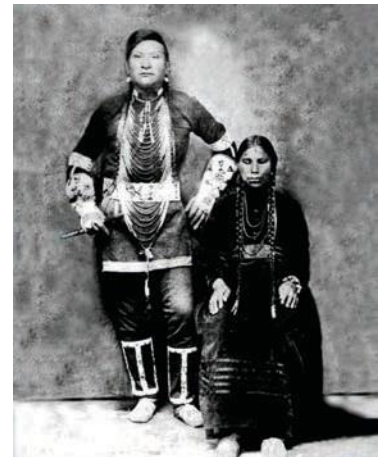
Indigenous Business Diploma: Students will be required to pass all courses to obtain a Diploma in this program. Successful completion of this diploma program can ladder into the Indigenous Degree in Management (brokered from First Nations University – please see Business programs of this calendar for more

PROGRAM PREREQUISITES:

Applicants will be admitted to the certificate program with a minimum of English 20-3 or equivalent based on assessments. Admission as a mature adult will follow assessment process.

Student's personal professional development is facilitated through a selection of cultural, personal development, and communication courses supported by counseling and mentoring services.

- Cree 75
Oral Language Development
- CS 101
Identity- Our Cultural Heritage
- English 90
- ENG 121 Business
Communications
- Math 70, 80, 90
- COMP 203 Computer Science
- LA 101 Treaties 7 Governance
- PL 217 Personal Leadership
- LA 102 Basic Accounting
Principles
- LA 103 Introduction to
Business Principles
- LA 104 Practicum 1 L



A.E.P. ADULT EDUCATION PROGRAM

ADULT EDUCATION PROGRAM

PROGRAM RATIONALE

MCC's Adult Education Program engages students spiritually and intellectually to become role models for those following behind. Through lectures and labs, the program provides solid foundations in the core subjects of English, Mathematics, Sciences, Aboriginal Studies and Cree Language to prepare students to further advance their careers and educations whether in employment, technical school, college or university studies.

As adults, students now take ownership and responsibility for their own learning. Personal commitment drives the students to become focused, self-directed seekers of knowledge. Instructors are guides who help the adult students 'learn to learn'. This truly is where 'life-long learning' begins.

Eligibility Criteria

To qualify for the Adult Education Program students must be 19 years of age, AND

- 1) Must be approved for funding through Alberta Works or any other sponsoring agency for their tuition fees and textbooks.
- 2) Must have applied and be in a good standing with Maskwacis Cultural College Registrar's office for the Adult Education Program.
- 3) Must be in good standing with BGS Career and Corporate Development Agency for funding through Alberta Works and be approved.
- 4) Must be approved for funding through Alberta Works funding.
- 5) Must not have a high school diploma.
- 6) Must be willing and able to attend a minimum of 25 hours per week per semester in order to continue to qualify for Alberta Works.
- 7) Students will be expected to pass each class with a minimum of 60% in Level I and 65% in Level II in each class that a student is enrolled in.
- 8) Students must adhere to the policies that are set by Maskwacis Cultural College and Alberta Works.

PROCEDURES FOR ACADEMIC ASSESSMENT AND PLACEMENT

- 1) Students are required to be assessed academically will have their test results on active status for one year after the date of testing
- 2) Students who are assessed and approved will be provided either a conditional letter of acceptance to any one of the Maskwacis Cultural College Adult Education Programs or given a referral/recommendation to another program.
- 3) All completed test items will be the property of Maskwacis Cultural College and kept in the applicant files in the Registrar's office.
- 4) Continuing students: those students who are currently in a Maskwacis Cultural College program sponsored by Alberta Works, who are in good standing and still have training months **MUST REAPPLY EACH YEAR.**
- 5) New students: those who are new to the Adult Education Program and are eligible for funding will apply with BGS Career and Corporate Development Agency or another funding agency for their tuition, textbooks and fees.
- 6) **Students who have outstanding fees owed to Maskwacis Cultural College will not have their marks released to them and marks will not be uploaded to Alberta Education until fees are paid.**

SPONSORSHIP AND LIMITS

Students can apply with Alberta Works for their funding to cover tuition and books. If funding is not approved through Alberta Works then it is the student's responsibility to find other suitable funding for this program.

- Students whose tuition is funding through Alberta Works are limited to a maximum of 20 months.
- Students who have left their program for excused medical or personal reasons may resume their studies after a break in their program upon Alberta Works approval.
- In the event that funding is not available then "wait-list" of students (not funded) will be created. This group will be kept active for the current funding block/period.

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—Arthur Rainingbird Plains Cree Elder/Philosopher

POLICIES OF AEP STUDENTS

Maskwacis Cultural College policies will be adhered to. Appeals will be processed following Maskwacis Cultural College policies.

Student Responsibilities: the following is Maskwacis Cultural College policies

- 1) It is the responsibility of the student to maintain acceptable grades in each course that they are enrolled in.
- 2) Students in the Adult Education Programs will have their attendance submitted directly by instructors to the Adult Education Coordinator on a weekly basis and in turn the Adult Education Coordinator will send the student's attendance to Alberta Works or funding agency detailing the excuses and unexcused absences.
- 3) Students who break the funding criteria will be subject to termination from the Adult Education Program. A letter will be kept on the students file documenting the incident.
- 4) Reapplication into the Adult Education Program will be determined by Alberta Works.

PROCESS

- 1) Students in the Adult Education Programs will have their attendance submitted directly by instructors to the Adult Education Coordinator on a weekly basis and in turn the Adult Education Coordinator will send the student's attendance to Alberta Works or funding agency detailing the excuses and unexcused absences.
- 2) All absences must be documented into an "attendance" form and each student file will be monitored accordingly. Unexcused absences will be forwarded to the appropriate department where the student receives monies based on attendance.
- 3) The Adult Education Program Coordinator will ensure that all processes of attendance of attendance records are completed.
- 4) For those students with multiple absences, an Intervention plan will be implemented. An Attendance Report and intervention form must be completed in addition to the Attendance Report form.
- 5) Should an Attendance Contract be broken without valid reasons as noted below, then a notice of dismissal from the Adult Education Program will be issued to the student.
- 6) A team consisting of the Adult Education Coordinator, Dean of Students Services and BGS Coordinator and other appropriate staff will review and address the issue of the student's absenteeism. It is the recommendation of this team that will be considered as the final decision whether the student be terminated from the Adult Education Program or other suitable solutions be established.
- 7) Should an Attendance Contract be broken without valid reasons as noted below, then this contract will be used as notice of dismissal from the Adult Education Program.

A.E.P. ADULT EDUCATION PROGRAM

ENGLISH 20-2

5 credits

This course continued the examination of language and literature while further developing the student's analytic, research and compositional skills. Literary experiences focus on fiction, non-fiction, drama, and poetry in textual and electronic formats. Students continue to develop their skills of writing, reading, viewing, listening, speaking, and acting.

MATH 20-2

5 credits

This course continues the examination of mathematics designed for students that require mathematics to prepare them for post-secondary programs. This course emphasizes the relationship between a positive mathematics attitude and problem-solving techniques in the areas of powers and radicals, algebra, geometry, trigonometry, linear relations, probability, and systems of equations.

REC 2010 & HSS 1020 (Fitness and Nutrition)

2 credits

This course is about maintaining wellness, through physical fitness and maintaining a healthy lifestyle during each stage of life a person passes through. Connections between curriculum and everyday life will be emphasized to foster a deeper appreciation of, "fitness and wellness" to better adapt students for healthier lifestyle choices. Finally, this course will build on the concepts already known, and develop a further appreciation of respect for the human body, life, and healthy relationships with environmental factors. The main outcomes of this course are Physical Fitness improvement and Nutrition and Wellness development, promoting healthier lifestyle choices, and reflecting personal values and goals.

KAE1594 (Workplace Readiness)

5 credits

This course is designed to prepare students for the world of work. The concepts of ethics, knowledge and contextual skills will be fostered in an environment promoting student professional growth and development of a positive attitude toward an occupation. The skills that will be focused on are: professionalism, resume development, computer skills, and power point presentation. Finally, students will also have research time to investigate the different opportunities available to them, and further prepare for what education and experience will be necessary to achieve their occupational objective.

ENGLISH 20-1

5 credits

This course continues the academic examination of language and literature while further developing the student's analytic, research and compositional skills preparing them for university entry subjects. Literary experiences focus on fiction, non-fiction, drama, and poetry in textual and electronic formats. Students continue to develop their skills of writing, reading, viewing, listening, speaking, and acting.

ENGLISH 10-4

5 credits

This program is designed to focus on the development of reading and writing skills. These essential employability skills develop through listening, speaking, viewing, representing, reading and writing. Furthermore, the course prepares students for future employment, further studies, and lifelong learning.

ABORIGINAL STUDIES 10

5 credits

This course focuses on the First Nations people of Canada and around the world. Through investigating the rich cultural history, students will have a greater understanding of the important contributions made by the leaders and elders of the past that have created the solid foundation of people and community pride enjoyed today. Students will furthermore learn how First Nations are striving to succeed in today's economic and political world, while balancing the significant practices and traditions of the past.

CREE 10

5 credits

This course is designed to develop the language both orally and written.

Students will be immersed in the discussion and culture of Cree; thus, speaking the language both academically and contextually, in everyday applications. There will also be a very strong syllabic component to this course, promoting a pertinent study of traditional communication.

CALM 20

3 credits

This course is designed to prepare students for the world outside of school. There are practical focuses on time management, career/occupational choices, health and wellness, and financial management. Whenever possible, the course strives to promote a sense of contextual learning and real world applications.

“My favorite things in life don’t cost any money. It’s really clear that the most precious resource we all have is time”

-Steve Jobs

LIBRARY SERVICES

Service hours: 8:30 am to 4:30 pm, Mondays to Fridays

We are bigger than our buildings. Our Community-Led Service philosophy is a framework to constantly look for ways to partner within our community, build relationships that help improve our services and to explore ways to meet the needs of our community.

The college library enhances academic success by providing library service to the faculty, instructors, students, and the community.

Library service is designed to assist students with their research development and citation skills. The library houses one of the largest First Nation literature collections in the province. The collection has been developed primarily for two purposes.

- 1) To support courses and programming
- 2) To support research.

Library is a member of the University of Alberta's First Nations Information Connection and with this association able to provide access to many online databases. MCC offers a Library in a Box service for families to read together.

Students are welcome to use the library space for studying, sharing circles, group work, and to showcase student work. Library hosts lunch and learn training sessions about research, data visualization and management throughout the academic year.

The library has a computer lab and students use the computers for composing essays, to access online journals and open educational resources. Students are encouraged to ask for assistance while attending MCC and to utilize the library to their advantage.

The library services are coordinated by Manisha Khetarpal.

Open Education and Open Education Resources can increase Maskwacis and Alberta's "educational advantage" by:

- replacing paid resources resulting in cost-savings to students
- improving staff professional development outcomes
- increasing the quality of the learner experience and student support
- attracting new students with scalable and blended delivery models
- reduce the cost of textbook development, revision and delivery
- reducing the cost of course development, revision and delivery
- internationalizing programs and courses

Maskwacis Cultural College

Academic Application for Admission

Box 960 Maskwacis, Alberta, Canada T0C 1N0
 Ph: 780-585-3925 Toll free: 1-866-585-3925
 Fax: 780-585-2080 Web: www.mccedu.ca



Please Print Clearly | Non-Refundable Registration Fee of \$100 for New Students

Academic Programs Offered (Mark by priority starting from 1 for most preferred, 2 for next highest, and so on)		Full Time _____ Part Time _____
University Studies Programs		<input type="checkbox"/> Adult Education Program (AEP)
<input type="checkbox"/> Indigenous Social Work Diploma		<input type="checkbox"/> Teacher Assistant (TA)
<input type="checkbox"/> Indigenous Bachelor of Social Work		<input type="checkbox"/> Early Childhood Development Program (ECD)
<input type="checkbox"/> BA General		<input type="checkbox"/> Cree Language Instructor Training Program (CLITP)
<input type="checkbox"/> Indigenous Studies		<input type="checkbox"/> University/College Entrance Program (UCEP)
<input type="checkbox"/> Indigenous Business Diploma		<input type="checkbox"/> Leadership and Administration
<input type="checkbox"/> BEd		
<input type="checkbox"/> Open Studies		
First Name:	Middle Name:	Last Name:
Previous Last Name:	Birthdate D/M/Y	Email:
Mailing Address:	City/Town/Reservation	Province:
Postal Code:	Cell Phone:	Home Phone:
Business Phone:	Language Spoken at Home:	
Gender: <input type="checkbox"/> Female <input type="checkbox"/> Male <input type="checkbox"/> Other	Emergency Contact:	
Emergency Contact Phone Number:	Emergency Contact Address:	Emergency Contact Relation:
Please Check One of the Following:	<input type="checkbox"/> Status Indian	<input type="checkbox"/> Non-Status Indian
<input type="checkbox"/> Non-Indigenous	<input type="checkbox"/> Bill C-31	<input type="checkbox"/> Metis
<input type="checkbox"/> Inuit	<input type="checkbox"/> Band Name:	<input type="checkbox"/> Treaty Number:

<i>ACADEMIC HISTORY</i>	
Have you previously taken a course at MCC? <input type="checkbox"/> Yes <input type="checkbox"/> No Date Last Attended:	Skills Test Completed: Math <input type="checkbox"/> Yes <input type="checkbox"/> No English <input type="checkbox"/> Yes <input type="checkbox"/> No Cree <input type="checkbox"/> Yes <input type="checkbox"/> No Student ID:
Have you previously been funded? <input type="checkbox"/> Yes <input type="checkbox"/> No	If so, from where:
High School:	From: _____ To: _____
Adult Education:	From: _____ To: _____
College/University:	From: _____ To: _____
Other:	From: _____ To: _____

Have you ever been suspended, expelled or required to withdraw from a faculty, program or post secondary institution? Yes No
 If Yes, When?

Student with Disabilities

I would like information about services for students with disabilities or serious health conditions?

Freedom of Information & Protection of Privacy

The personal information collected on this form, and any other information, collected and maintained as part of a student's record will be used for the purposes of admission, registration, scholarships and awards, convocation, sending educational information and for college research and planning. Certain information will also be disclosed to Statistics Canada as required by the Statistics Act (Canada) and to Alberta Learning to meet reporting requirements. This information is collected pursuant to the Colleges Act and Statistics Act (Canada). The information provided will be protected under the Freedom of Information and Protection of Privacy Act of Alberta

Declaration of Application

I certify that the particulars furnished on this application are true and complete in all respects and that no relevant information has been withheld.

I agree, if admitted to Maskwacis Cultural College, to comply with the regulations of the college, and if admitted to a collaborative program, I will abide by the rules and regulations of the collaborating institutions.

I also authorize Maskwacis Cultural College to exchange my records with collaborating institutions. The college reserves the right to refuse admission or cancel any admission ruling.

Signature: _____ Date: _____

For Staff Use: Non-Refundable Registration Fee of \$100.00 Paid: Yes No

MASKWACIS NEHIYAWEWIN DECLARATION

Guided by the Sacred Teachings of Kôhkominawak (our Grandmothers) and Kimosôminawak (our Grandfathers), who tell us Nêhiyawêwin is the language in which we communicate with Kisê Manitô; that Nêhiyawêwin is a Sacred language spoken in the Spirit world.

Adopted the United Nations Declaration on the Rights of Indigenous Peoples by Resolution wherein Articles 13- 14 affirms:

13.1 Indigenous Peoples have the right to revitalize, use, develop and transmit to future generations their histories, languages, oral traditions, philosophies, writing systems and literatures, and to designate and retain their own names for communities, places and persons

14.1 Indigenous Peoples have the right to establish and control their educational systems and institutions providing education in their own languages, in a manner appropriate to their Cultural methods of teaching and learning

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

Recognizing Nêhiyawêwin has always been our official language, both orally as well as our Indigenous traditional syllabic form, given to our peoples by Kisê Manitô and is an imprint on the Universe.

Acknowledging Nêhiyawêwin is the language that holds the sacred teachings and epistemology, Nêhiyawak world view and philosophies, and the natural laws of Kisê Manitô.

Recognizing Nêhiyawêwin is the official Indigenous language of Mênistik; that there are philosophies and other concepts integral to Nêhiyawak peoples' understanding of the World and the Universe that cannot be translated or explained in Canada's other official languages.

Acknowledging Maskwacîs peoples so love Awâsisak that Nêhiyawêwin will be taught in all Maskwacîs schools, as is their right, in a unified and uniform standardized curriculum.

Solemnly Proclaim Nêhiyawêwin is the official language of Maskwacîs of the Treaty No.6 Territory.

Solemnly Proclaim Maskwacîs will revive, reclaim and uphold sacred the language of Nêhiyawêwin and the oral traditions to save histories, language, world view and philosophies, ceremonies, Nêhiyawêwin syllabics and literatures.

Solemnly Proclaim a legacy of commitment and support to the revival and reclamation of the Nêhiyawêwin language in honour of Kôhkominawak and Kimosôminawak and the future of Nêhiyaw Awâsisâk.

**Enacted Under Our Inherent Authority to Pass Law for Our Peoples We Put Our Signatures to This Declaration This 21st Day of June
2016**

Chiefs of Maskwacis

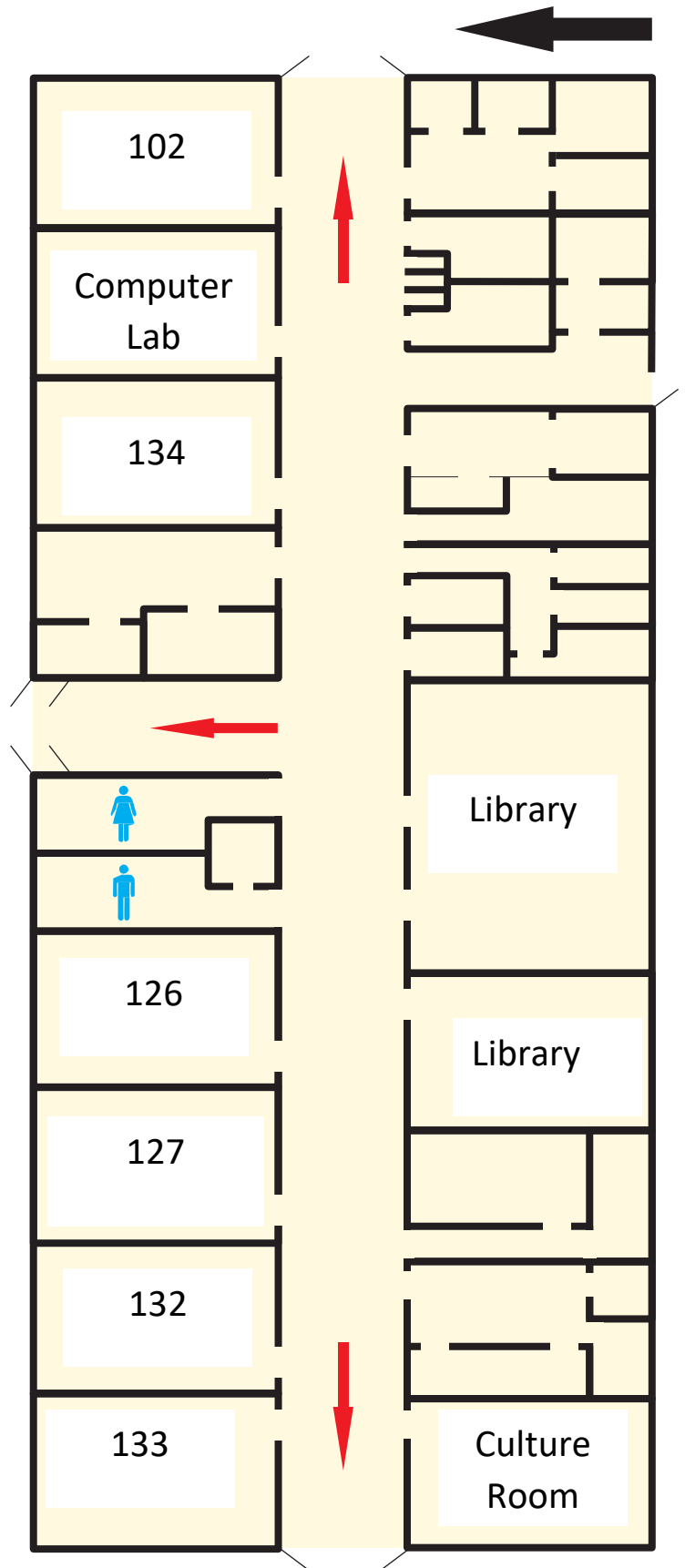
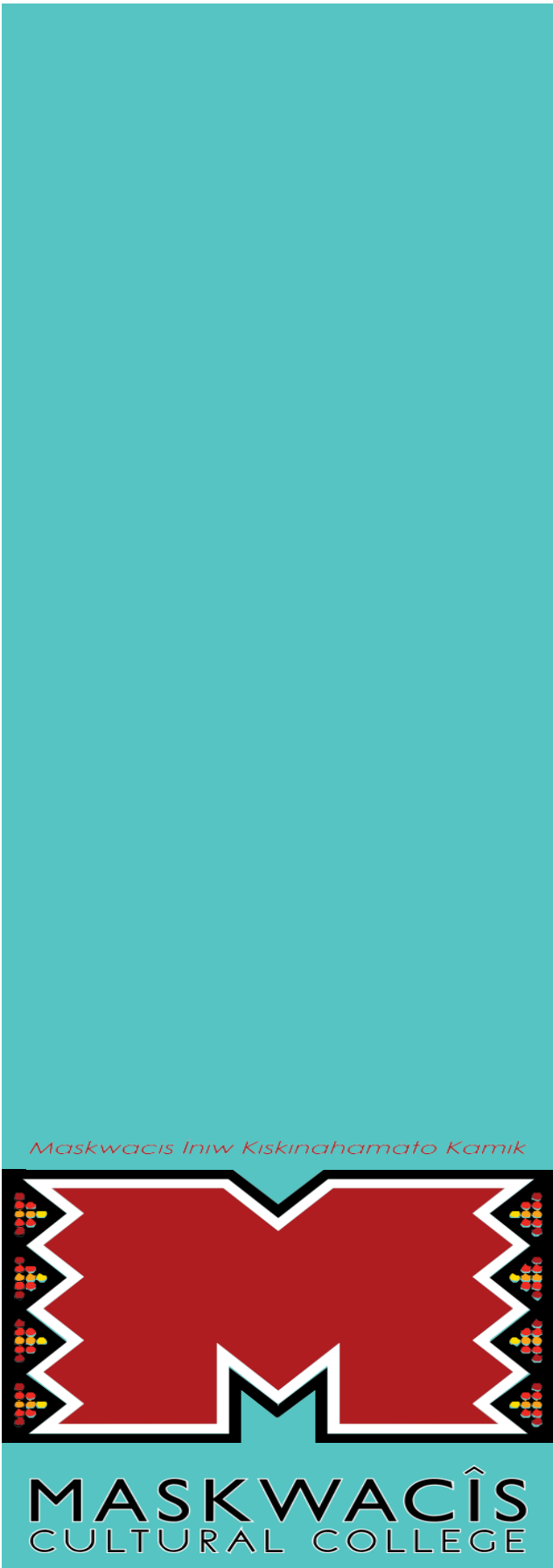
Chief Kurt Buffalo, Samson Cree Nation

Chief Irvin Bull, Louis Bull Tribe

Chief Randy Ermineskin, Ermineskin Cree Nation

Chief Darrell Strongman, Montana Cree Nation





Notes
