

DEPARTMENT Name

COURSE OUTLINE – Fall/Winter/Spring 202x

NT1100 (A2): Land-Based Learning – 3 (8.5-0-0) 45 Hours for 1 Week

Northwestern Polytechnic acknowledges that our campuses are located on Treaty 8 territory, the ancestral and present-day home to many diverse First Nations, Metis, and Inuit people. We are grateful to work, live and learn on the traditional territory of Duncan's First Nation, Horse Lake First Nation and Sturgeon Lake Cree Nation, who are the original caretakers of this land.

We acknowledge the history of this land and we are thankful for the opportunity to walk together in friendship, where we will encourage and promote positive change for present and future generations.

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OFFICE HOURS: Upon
Request

CALENDAR DESCRIPTION: This introductory Indigenous Studies course is designed to introduce students to Indigenous worldviews and Indigenous Ways of Knowing through Indigenous teachings on the land. The course will emphasize learning and experiences away from campus and the representation of the diverse perspectives of Indigenous peoples in northwestern Alberta. Through learning experiences with Indigenous Elders, Knowledge Keepers, and Cultural Advisors, students will develop awareness of Indigenous Knowledge, culture, and ecological stewardship. Students are advised that some travel within the Grande Prairie region is required for this course.

PREREQUISITE(S):

None

COREQUISITE(S):

None

REQUIRED MATERIALS:

First Nations Information Governance Centre. (n.d.). *The First Nations principles of OCAP®*. <https://fnigc.ca/ocap-training/>

Government of Canada, Department of Justice. (2025, June 20). *United Nations Declaration on the Rights of Indigenous Peoples Act*. <https://www.justice.gc.ca/eng/declaration/index.html>

NT1100 is not taught solely through lectures and textbooks. Throughout this course, students will learn through relationship, land, story, reflection, experience, Elders, Knowledge Keepers, community members, peers, and academic scholarship.

Oral teachings and materials will be handed out through-out the week.

DELIVERY MODE(S): On-Campus/In-Community

LEARNING OUTCOMES:

By the end of this course, students will be able to:

- To explain the relationship between land and identity within Indigenous societies
- To discuss and reflect on Indigenous knowledge systems and how they connect, relate, and apply to contemporary society.
- To identify and explain the impacts of colonization and colonial systems on Indigenous Peoples both historically and today.
- To discuss how Indigenous knowledge systems and the impact of colonization should inform their approach to their future careers.
- To communicate their ideas both orally and in writing.

TRANSFERABILITY:

Please consult the Alberta Transfer Guide for more information. You may check the transferability of this course at the Alberta Transfer Guide main page <http://www.transferalberta.alberta.ca>.

** For courses with alpha (letter) grading, a grade of D or D+ may not be acceptable for transfer to other post-secondary institutions. **Students are cautioned that it is their responsibility to contact the receiving institutions to ensure transferability.**

EVALUATIONS:

Assignment	Description	Grade	Due Date
Assignment 1	Participation & Engagement	40%	Each day of the 5-day intensive
Assignment 2	Online Reflective Journal x3	30%	Due Sept 20 th
Assignment 3	Final Learning Reflection	30%	Due Sept 29 th

Please note that most institutions will not accept your course for transfer credit **IF** your grade is **less than C-**.

Grading Chart

Alpha Grade	4-point Equivalent	Percentage Guidelines		Alpha Grade	4-point Equivalent	Percentage Guidelines
A+	4.0	95-100		C+	2.3	67-69
A	4.0	85-94		C	2.0	63-66
A-	3.7	80-84		C-	1.7	60-62
B+	3.3	77-79		D+	1.3	55-59
B	3.0	73-76		D	1.0	50-54
B-	2.7	70-72		F	0.0	00-49

COURSE SCHEDULE/TENTATIVE TIMELINE:

Day	Topic	Readings/Activity	Assignments
Day 1 Sep 2 nd	Beginning the relationship Opening circle Planning the week Relationship building Faculty introductions	Building community, introducing Indigenous ways of learning, and preparing students to learn with the land and one another	
Day 2 Sep 3 rd	Truth, History, and Reconciliation	Krista Umble and Elder Theresa Gladue will be our guest for this day. Exploring the impacts of colonization through the Blanket Exercise and	

	Resiliency through culture Allyship	understanding why history matters in social work practice.	
Day 3 Sep 4 th	Culture, identity, and belonging Role of an Elder Cultural items	Elder Len Auger will be joining us for this day's activities. Learning through cultural teachings, traditional knowledge, and connections to identity and place.	
Day 4 Sep 8 th	Land as a teacher Plant teachings Women's teachings	Natascha Okimow & Lindsay Coney will be our guests for this day. Learning directly from the land through plants, seasonal teachings, and Indigenous worldviews.	
Day 5 Sep 9 th	Walking Forward Art based reflections Potluck feast	Reflection, integration, celebration, and carrying teachings into future personal and professional practice.	

Participation and Professional Engagement (40%)

Students are expected to actively and respectfully participate in all aspects of the land-based intensive. This includes engaging in learning activities, contributing to shared responsibilities, demonstrating respect for the land, Elders, Knowledge Keepers, peers, and cultural protocols, and conducting themselves in a professional and ethical manner. Participation is evaluated on the quality of engagement, openness to learning, and contributions to the learning community rather than on verbal participation alone.

Online Reflective Journals and Peer Engagement (30%)

Following the intensive, students will complete a series of online reflective journal entries that encourage continued learning and integration of their experiences. Journal prompts will invite students to explore their developing understanding of themselves, Indigenous ways of knowing, and the role of land-based learning in social work practice. Students will also engage respectfully with their classmates by responding thoughtfully to discussion posts, contributing to a collaborative learning community that extends beyond the classroom.

Final Integrative Reflection Assignment (30%)

The Final Integrative Reflection provides students with an opportunity to thoughtfully examine their learning throughout the land-based intensive and subsequent online reflections. Students will reflect on significant experiences, personal and professional growth, and how the course has influenced their understanding of Indigenous perspectives, relationships, and beginning social work practice. Drawing upon their experiences, journal reflections, course discussions, and learning materials, students will explore how they intend to carry these teachings forward into their ongoing education and future professional practice.

STUDENT RESPONSIBILITIES:

Social Work Code of Ethics: Social work students should know, respect and understand the CASW code of ethics (2024), the ACSW (2005) code of ethics and the standards of practice (2023).

Social Work Diploma Handbook: It is each student's responsibility to become familiar with the student handbook and follow the expectations and guidelines set out.

Students are expected to approach land-based learning with **respect, humility, openness, and responsibility**.

- **Be present and participate** in circles, teachings, activities, and discussions.
- **Come prepared** for outdoor learning, including appropriate clothing, footwear, water, and personal needs.
- **Respect the land** and follow teachings and protocols related to plants, medicines, fire, animals, and natural spaces.
- **Respect Elders, Knowledge Keepers, guests, instructors, and classmates** by listening and engaging respectfully.
- **Practice reciprocity** by helping with setup, cleanup, food preparation, fire tending, and caring for shared spaces when asked.
- **Respect confidentiality** and do not share another person's stories or experiences without permission.
- **Ask before taking photos, recordings, or posting anything** involving teachings, ceremonies, Elders, Knowledge Keepers, or classmates.
- **Take responsibility for safety** and follow instructions during all land-based activities.
- **Limit unnecessary technology** and remain engaged in the experience.
- **Come ready to learn, not to already know.** Be curious, respectful, and open to different ways of knowing, being, doing, and relating.

STATEMENT ON ACADEMIC MISCONDUCT:

Academic Misconduct will not be tolerated. For a more precise definition of academic misconduct and its consequences, refer to the Student Rights and Responsibilities policy available <https://www.nwpolytech.ca/about/polytechnic-leadership/policies-directory>.

****Note:** all Academic and Administrative policies are available on the same page.

Additional Information: