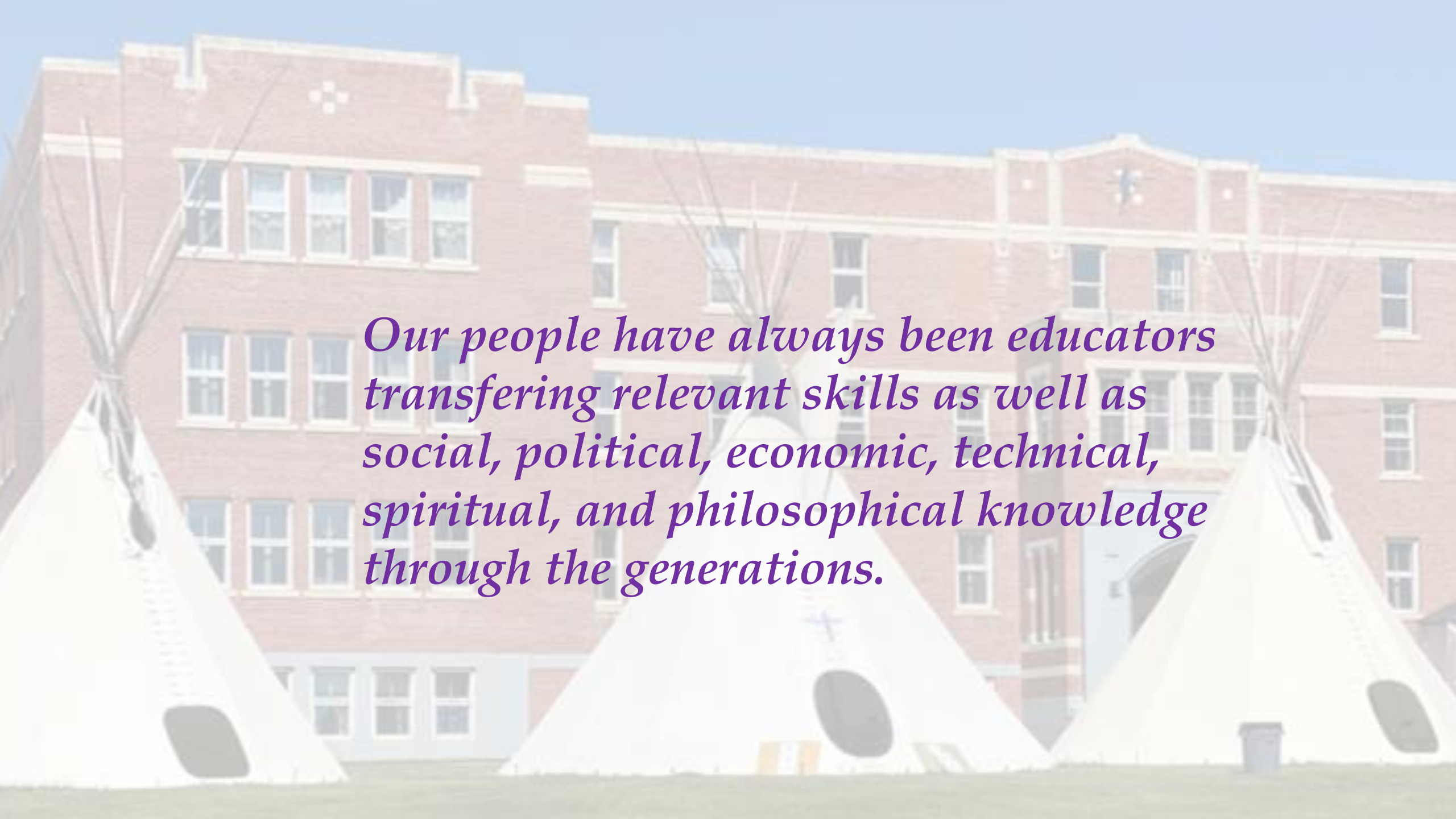




UNIVERSITY
nuxet'hot'ine thaa?ehots'
nistameyimâkanak
BLUE QUILLS

*We are
Land,
Language,
Ceremony,
Relationship*

- *Owned and governed by 7 First Nations in Treaty Six*
- *Accredited by National Indigenous Accreditation Board (NIAB) and the World Indigenous Nations and Higher Education Consortium (WINHEC)*
- *Treaty protection site in Treaty Six (Alberta, Canada)*
- *Unique Indigenous learning environment supported by ceremony and ancestral knowledge*
- *Offering over 25 Indigenous designed and developed credentials grounded in our own knowledges and languages, supporting our graduates on pathways to further education, employment, and independence.*

The image shows three white teepees arranged in a row on a grassy field. In the background is a large, multi-story brick building with many windows. The sky is clear and blue. The text is overlaid in the center of the image.

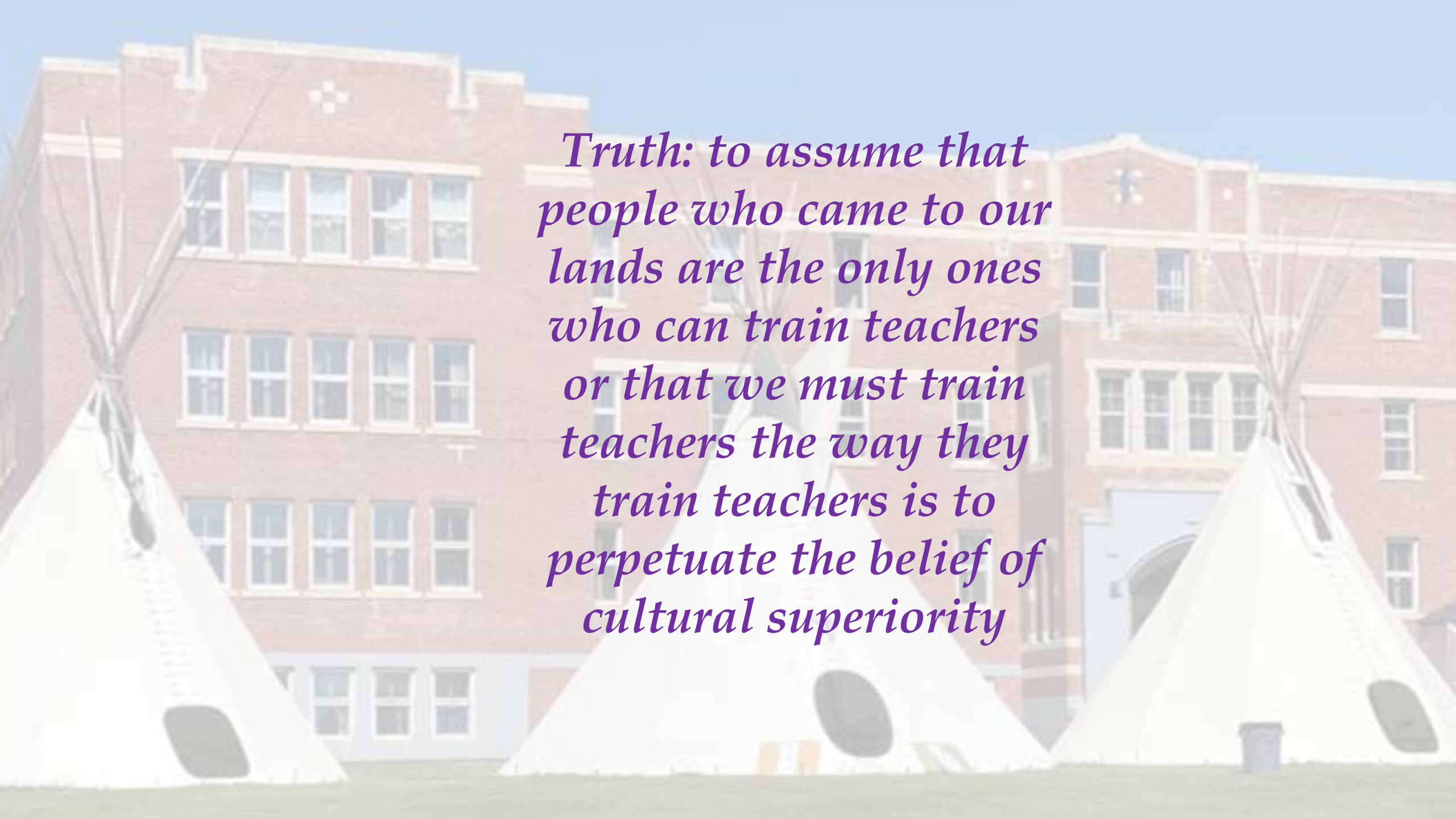
Our people have always been educators transferring relevant skills as well as social, political, economic, technical, spiritual, and philosophical knowledge through the generations.

A large, multi-story brick school building with many windows is the background. In the foreground, three white teepees are set up on a grassy area. The text is overlaid in the center of the image.

- *We have always taught our children what they need to know.*

- *We need to teach our teachers what we need our children to know.*

- *We need to teach the ones who teach our teachers what we need our children to know.*



Truth: to assume that people who came to our lands are the only ones who can train teachers or that we must train teachers the way they train teachers is to perpetuate the belief of cultural superiority

A large, multi-story brick school building with many windows is the background. In the foreground, three white teepees are set up on a grassy area. The text is overlaid in the center in a purple, italicized font.

*We know about stages of
development.*

*We know math, science,
language, social fabric, politics,
technology, economics,
medicine, ...*

*We know about the social
dynamics of learning -
classroom management*

*We know about helping children
learn skills, knowledges,
abilities*

A large, multi-story brick school building with many windows and a central entrance. In the foreground, three white teepees are set up on a grassy area. The scene is captured in a slightly faded, semi-transparent style.

NEXT STEPS

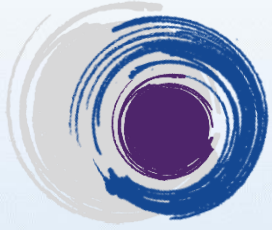
- *Program Accreditation*
- *Teacher Certification*
 - *Reciprocity*
 - *Reconciliation*

A large, multi-story brick school building with many windows is the background. In the foreground, there are three white teepees on a grassy area. The text is overlaid on the image in a purple, serif font.

WE KNOW OUR CHILDREN

*WE NEED TO EDUCATE OUR
CHILDREN*

*WE NEED TO EDUCATE OUR
TEACHERS*



UNIVERSITY
nuxet'hot'jne thaa?ehots'j
nistameyimâkanak
BLUE QUILLS

- *mâcihtâtân (transition year program)*
- *Health Care Aide Certificate*
- *Community Environmental Monitoring Technician Program Certificate*
- *Early Learning and Child Care Certificate & Diploma*
- *Social Work Diploma (Generalist & Addiction Counsellor pathways)*
- *Bachelor of Arts, dëne sųtiné (including Certificate & Diploma)*
- *Bachelor of Arts, nehiyawewin (including Certificate & Diploma)*
- *Indigenous Teacher Education Program (Immersion, Elementary, Secondary – in development)*
- *Bachelor of Leadership & Management (including Certificate & Diploma)*
- *Indigenous Bachelor of Social Work*
- *Indigenous Masters of Governance*
- *Indigenous Masters of Education*
- *Indigenous Masters of Social Work*
- *Masters of Arts in Indigenous Languages*
- *iyiniw pimâtisiwin kiskeyihtamowin Doctoral Program*



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