



SIX NATIONS
POLYTECHNIC

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Enhancing Credit Transferability Final Report 2018

Six Nations Polytechnic

In Collaboration With:

Brock University
McMaster University
University of Guelph
University of Waterloo
Western University
Wilfrid Laurier University

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- Christina Perris, Wilfrid Laurier University

Additionally, we appreciate ONCAT's support of this project and look forward to the support for Indigenous Institutes moving forward.

We would also like to recognize the Indigenous student service units at each of the partner institutions, who provide a home away from home for many Indigenous students while on campus. A significant contribution was also made by students currently enrolled in the UP program, who were generous with providing the thoughtful insight that illuminates our way forward.

Executive Summary

Six Nations Polytechnic (SNP), an Indigenous Institute in Six Nations, has more than 25 years of experience in program delivery, focusing on innovative approaches to partnership and Indigenous student success. SNP's mission is the preservation, application and creation of knowledge specific to Ogwehoweh languages, and culture while respectfully interacting and informing other knowledge systems. SNP's "two-road" epistemology applies in teaching and research that serve the social, cultural and economic needs of the Six Nations community and society.

Indigenous Institutes play a unique role in Ontario's postsecondary education system by providing accessible education and training to Indigenous students in culturally responsive learning environments. Currently Indigenous Institutes partner with colleges and universities to offer degree, certificate, and diploma programs.

Six Nations Polytechnic initiated this project towards Enhancing Credit Transferability, and worked collaboratively with our regional University Consortium Partners including Brock University, McMaster University, University of Guelph, University of Waterloo, University of Western Ontario and Wilfrid Laurier University. Building on the foundation of an articulation agreement established in 1992, the project aimed to enhance and expand the existing pathways with our partners, and to ensure that transfer pathways are current, clear and accessible to staff and students.

The project connected those working directly with student admissions and transfer credit, to define how pathways are best administered towards optimum student transfer experiences. Discussions were prefaced with an introduction to the news release for the historic [Ministry of Advanced Education and Skills Development \(MAESD\) announcement](#)¹ of legislation that would "recognize Indigenous Institutes as [an] unique and complementary pillar of Ontario's postsecondary education system and support the independence and sustainability of the institutes in Ontario's system," and a copy of the [Indigenous Institutes Act](#),² 2017.

Informed by discussion with university partners, we also requested feedback from students currently enrolled in the SNP University Consortium Year 1 Program. This direct insight was valuable, and affirmed the need to ensure that students are fully understanding their transfer options and have access to pursue all pathways.

Project outcomes include:

1. Improved Communications and an Annual Review Process

Creation of the Six Nations Polytechnic University Consortium Year 1 Program Transfer Credit Chart provides an accurate reference for all partners, and a

¹ Sourced from: <https://news.ontario.ca/maesd/en/2017/11/ontario-breaking-ground-in-indigenous-postsecondary-education.html>

² Sourced from: <https://www.ontario.ca/laws/statute/17i34a>

mechanism for curriculum updates. Establishing partner contacts who are familiar with the details of the articulation agreement will facilitate the supportive relationships necessary to maintain accurate student transfers and support new developments.

2. Improved Transfer Support for Students

Student Transfer Information Sheets unique to each partner university will provide an overview for students to facilitate program application decision making, and be a reference for both the resource and the relationship aspects of transferring. Student feedback confirmed the need to help students understand and consider key factors that influence a transfer decision, beyond the determination of course transfer credit.

The project affirmed the importance of positive relationships, and students were consistent in communicating the value of Indigenous student support resources during their transition to the partner universities. This project provides transfer resource tools that will support the range of transfer interactions and relationships.

3. Reciprocal Partnerships and a Shared Commitment

The project enhanced the reciprocal nature of our partnerships. It affirms that the SNP University Consortium Year 1 Program (UP) is not merely a one-direction pathway to Level 2 at the university partners. Enrollment at SNP and in UP is not limited to Indigenous students, and these relationships can also support a pathway from the University partners to SNP, for students who will not receive an immediate offer of admission. This additional pathway is available for university partners to refer ineligible applicants to SNP to complete their first year, facilitating partner admission at Level pending their successful completion.

The reciprocal nature of the partnership is further strengthened as Consortium partners confirmed their support of our request for the SNP Consortium Articulation Agreement to be visible on their sites, in a manner similar to other transfer pathways. Partners indicated some uncertainty with how this will be done, as Indigenous Institutes currently do not have a clear presence with ONCAT.

4. Reducing Barriers

Engagement with current students provided increased awareness of the postsecondary barriers they may still experience, even as transfer pathways are designed to facilitate seamless transitions. These discussions confirmed the need for continued engagement between institutions and the importance of a clear online presence in Ontario for Indigenous Institutes moving forward.

Moving Forward

An essential outcome will be that Indigenous Institutes are well supported with the recognition that has been available to Ontario colleges and universities. We appreciate

ONCAT support of this project, and are well positioned to expand the positive relationships and transfer opportunities with our college and university partners. Six Nations Polytechnic respectfully requests that ONCAT recognition and support be expanded to include pathways with Six Nations Polytechnic and other Indigenous Institutes, ensuring that all students have access to the full range of transfer opportunities.

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Background

Six Nations Polytechnic (SNP), an Indigenous Institute in Six Nations, seeks to achieve international distinction for excellence in Indigenous education, Indigenous language revitalization and continuance of Indigenous knowledge. SNP has more than 25 years of experience in program delivery and has established itself as a hub for Indigenous Education, focusing on innovative approaches to partnership and Indigenous student success.

SNP's mission is the preservation, application and creation of knowledge specific to Ogwehoweh languages, culture and knowledge while respectfully interacting and informing other knowledge systems. SNP's "two-road" epistemology applies in teaching and research that serve the social, cultural and economic needs of the Six Nations community and society.

Indigenous Institutes (II's) play a unique role in Ontario's postsecondary education system by providing accessible postsecondary education and training to Indigenous students in culturally responsive learning environments. The II sector was created in the 1980s by Political Territorial Organizations or by individual First Nation communities such as Six Nations, in response to the absence of local and culturally appropriate alternatives. There are currently nine Indigenous Institutes throughout the province. They are Indigenous governed and operated institutions, which receive their mandate from Indigenous communities, and provide postsecondary education and training to Indigenous students.

Indigenous Institutes currently partner with colleges and universities to offer degree, certificate, and diploma programs. In 2015, Six Nations Polytechnic received Ministerial consent to grant a Bachelor of Arts in Ogwehoweh Languages. As an Indigenous Institute, SNP has traditionally relied on Articulation Agreements to offer postsecondary programming. Previously limited in credentialing our own programming, SNP has relied on the partners to provide individual courses and course outlines for the UP.

A regional partnership was established in 1992 between Six Nations Polytechnic and five universities. This was later expanded to include six universities, and formalized through an Articulation Agreement that includes Brock University, McMaster University, University of Guelph, University of Waterloo, University of Western Ontario and Wilfrid Laurier University. It was stated that:

...by means of this partnership, the cooperating institutions will encourage members of the Aboriginal community to consider seriously the option of a University education, to begin and persist with that education, and to graduation with university degrees. Consequently, these students will be better able to make full and meaningful contributions to their communities by maximizing the use of their knowledge and skills.

(University Consortium Articulation Agreement, 2005-2010).

Towards this objective, the Native University Program (NUP) was established to provide students with the opportunity to complete a Level 1 University Program at Six Nations Polytechnic, and upon satisfactory results as agreed, to be admitted to Level 2 of BA programs at the Consortium Partner institutions. The Articulation Agreement included an established base of approved courses that students would complete at Six Nations Polytechnic, and has had little revision since implementation. A brief amendment in 2016 confirmed that “The ‘Native University Program’ shall henceforth be known as the ‘SNP – University Consortium Year 1 Program’”, and provided for minor course revisions.

Introduction

Although the Articulation Agreement has been in place for a long while, it has remained uncertain how students and institutional partners are experiencing the administration of these transfer agreements. While recognizing and appreciating higher level support on an institutional level, it had become apparent that the agreement has not kept pace with ongoing curriculum changes, and that awareness of the agreement and how it is to be utilized is variable.

With this project, Six Nations Polytechnic will enhance and expand its existing pathways in the University Consortium program. SNP will ensure that transfer pathways are clear and accessible to staff and students, to facilitate optimum student transfer experiences. Further, the project will consider opportunities to expand institutional agreements with additional courses or pathways, and how pathways leading to or from the Indigenous Institutes may be expanded and made visible in a manner similar to mainstream transfer pathways.

Project Methodology

Project consultants were secured by Six Nations Polytechnic in October 2017. Initial steps included discussion with the internal project team, and a review of relevant information pertaining broadly to institutional mandates, and more specifically to existing partnership agreements.

It was determined that the project would best be addressed at the technician level, by those working directly with the administration of transfer credit. Potential project contacts were compiled following a review of information available on partner sites and transfer advisors as listed at [ONTransfer.ca](https://www.ontransfer.ca).³

The initial invitation for partner participation was sent by email in early January. Understanding that each institution had previously confirmed their participation in the

³ Sourced from: https://www.ontransfer.ca/index_en.php?page=find_a_transfer_policy_advisor

University Consortium Articulation Agreement, the invitation was presented as an opportunity for review and update, with the stated outcome of the ONCAT project towards Enhancing Credit Transferability. University partners were provided with the current version of the Articulation Agreement and the most recent addendum, as well as a previous version of an approved course list and a proposed meeting agenda. In advance of the meeting, partners were encouraged to provide course outlines where possible, and to consider how they understood the UP program transfers to be working towards student success.

Also provided at the partner meetings, and significant to note, was the news release for the historic [Ministry of Advanced Education and Skills Development \(MAESD\) announcement](#)⁴ of legislation that would “recognize Indigenous Institutes as [an] unique and complementary pillar of Ontario’s postsecondary education system and support the independence and sustainability of the institutes in Ontario’s system,” and a copy of the [Indigenous Institutes Act](#),⁵ 2017. These changes will create a framework for ongoing collaboration between Ontario and Indigenous Institutes and will support a strong, independent Indigenous Institutes sector.

Bringing postsecondary partners together during the busy admissions cycle had been anticipated as a potential barrier. The initial meeting hosted at Six Nations Polytechnic in January included limited partners in attendance. Project consultants held several individual follow up meetings, at the convenience of the partners.

Further challenge was realized as institutions determined the project participants. While the Articulation Agreements are high level, the Project Consultants determined that it was beneficial for this project to focus on those more directly immersed in the mechanics of transfer credit. Additional representatives from the Indigenous student service centres were included as secondary representatives, as the project discussion expanded to include recruitment and admission cycle communiques, student transfer experiences, and retention. Discussions were rich and engaged. Although project tasks were completed as stated, it is interesting to consider the potential benefits of having all Consortium partners meet together and continue learning from each other.

A general awareness of the Articulation Agreement was confirmed by all partners, and a shared understanding that it *seemed* to be working well. Discussions affirmed that SNP and the partner universities did not yet have a fulsome understanding of how students were experiencing the transfer pathways, and there was consensus that data collection would be useful to inform future steps. The challenges of this ‘gap in data’ have been echoed by the ONCAT Transfer Advisory Group (TAG) and beyond (see notes from the initial TAG meeting October 30, 2017). This is of particular interest at SNP as we work towards the implementation of a new student information system and data project.

⁴ Sourced from: <https://news.ontario.ca/maesd/en/2017/11/ontario-breaking-ground-in-indigenous-postsecondary-education.html>

⁵ Sourced from: <https://www.ontario.ca/laws/statute/17i34a>

A Transfer Credit Course Chart template was provided to the partners, with a request that they each indicate current transfer credit. A more extensive list of UP program courses approved to transfer had been part of the initial Articulation Agreement. However, with curriculum changes over the years and a streamlining of what was being offered at SNP, it was determined that a concise list of actual course offerings would be most beneficial at this time and would facilitate project completion as necessary to transition current and upcoming students. The original course list is retained, and may be useful to inform future growth and additional pathways.

When all discussions were complete, a summary was forwarded to university partners in early February. It had been intended that this would be the minutes from the initial meeting. However, given the need for discussion with several partners on an individual basis, it was determined that a summary document to incorporate all discussion items would be most effective. We were pleased to receive several comments affirming that the summary document provided an accurate overview and was an effective method to bring all participants together in a common understanding.

The summary correspondence also included a more tailored project overview. Following up from partner discussions, the project goals were refined as follows:

- To update and define the specific transfer credit that current SNP students transferring from the UP program will receive at the partner schools;
- Improve understanding of what program pathways this creates, to better support their decision making;
- Make the Consortium program more visible to potential students;
- Obtain feedback regarding transfer successes, challenges, and future opportunities for enhancement and expansion; and,
- Additionally, confirm how courses from the Bachelor of Arts in Ogwehoweh Languages can transfer to partner programs.

In addition to the request for completion of the Transfer Credit Course Chart, the action items below were also included in the summary notes for partner institution follow up:

- Identify contact person for the ONCAT project, and for continued follow up to ensure accurate transfer credit;
- Increase visibility of transfer pathway for UP students to partner institutions on each partner site and/or promotional materials;
- Provide recommended resources and potential contacts that may be valuable to SNP students transferring;
- Provide course recommendations to enhance or expand UP course offerings; and,
- Development of promotional material, unique to each of the Consortium partners, to inform transfer decisions for SNP students. SNP requested each partner to forward 2-3 key points to tell students what is most exciting about their school, program, or campus.

Discussions with partners identified the need for relationship development between the institutions, for the benefit of student experiences. Several institutions committed to provide additional support throughout the year for SNP UP students by attending SNP student events, where invited, in order to ease the student transfer experience and improve relationships with prospective students.

Additionally, SNP introduced discussion of the Bachelor of Arts in Ogwehoweh Languages, as several UP students preferred to complete these more immersive, rigorous language offerings. Currently, Indigenous Institutions like SNP must offer diplomas or degrees in partnerships with other, Ontario recognized, colleges and universities, hence the historical dependence on Articulation Agreements. The one exception to this is Six Nations Polytechnic's Bachelor of Arts in Ogwehoweh Languages. SNP was very pleased to advise the University Consortium partners of the 2015 approval to offer a BA in Ogwehoweh Language, as announced below:

On December 16, 2015, Six Nations Polytechnic received the written Ministerial consent to offer a three year Bachelor of Arts in Ogwehoweh languages in Ontario. The three year Bachelor of Arts in Ogwehoweh Languages (Mohawk or Cayuga) is the first Ogwehoweh Language degree in Canada offered through an Indigenous Institute established under First Nations authority. The degree is truly an historic step for Indigenous education and is a long awaited milestone for the Six Nations community.⁶

By successfully completing the rigorous Postsecondary Education Quality Assessment Board process, SNP demonstrated that Indigenous institutions are more than capable of designing, creating, delivering and accrediting their own degrees, while maintaining cultural and intellectual integrity when it comes to Indigenous Knowledge.

Partners requested access to the [OLD Program Review and Accreditation Consent](#),⁷ and the Postsecondary Education Quality Assessment Board (PEQAB) link was provided in the summary. Discussion focused on how individual courses to or from the Ogwehoweh Language Degree (OLD) may be considered for transfer, and how the degree in its entirety may be considered as a first among Indigenous Institutes. For immediate consideration, the introductory language courses from the OLD were included in the transfer credit chart.

As information was being received from the partners, additional follow up was forwarded mid-February with a request to submit outstanding items and let us know if anything required further explanation or consideration.

It became increasingly evident that feedback directly from current UP students would be important to inform the project towards enhancing credit transferability. Project leads participated in several information sessions to facilitate the submission of student OUAC

⁶ From Language Degree Announcement Invitation Feb. 8/2016

⁷ Sourced from: <http://www.peqab.ca/CurrentConsent.html>

105 applications to the partner institutes. This was informative and provided direction to guide further discussion.

UP students were invited to attend a Lunch & Learn discussion in mid-February, with the expressed intention of helping *us* learn from *them*. We were pleased that most students attended and were engaged in the opportunity to provide feedback about the UP program at SNP and their potential transfer to university partners. Of particular note is that all students affirmed their intention to apply to a Level 2 program immediately for admission the following September. We had planned a group discussion, with the hope that comments from their peers may spark further ideas. Instead, the students explained their preference to provide written responses to the discussion points provided. The responses were submitted anonymously, and we agreed to provide a summary of their responses back to the group.

The inclusion of student voices is incredibly valuable in guiding our desired outcomes and next steps.

Project Outcomes

Improved Communications and an Annual Review Process

Consistent with the Ontario Council on Articulation and Transfer (ONCAT) mission “to enhance student pathways and reduce barriers for students looking to transfer among Ontario's 45 public postsecondary institutions”, the need to provide students with accurate, accessible transfer information is well established. The new **Six Nations Polytechnic University Consortium Year 1 Program Transfer Credit Chart** (see Appendix 1) will do exactly this, and creates a template to facilitate annual updates. The transfer contact list resulting from this project will also support the ongoing review of transfer credit. There is mutual agreement of the importance of providing students with current information, and the Transfer Credit Chart provides the foundation to streamline annual updates. It appears that curriculum cycles are similar among partners, and SNP will establish an optimum timeline to request a brief review by the partners on an annual basis.

For those of us working with transfer credit, the benefit of the Course Chart is evident and will be a useful tool for both staff and students. A further challenge is how to ensure that students are fully informed when considering their transfer opportunities, and how to determine if their transfer experiences are effectively meeting their needs. The Chart offers a concrete tool to support relationship building across institutions, as expressed by both staff and students.

Improved Transfer Support for Students

Transfer information will be further enhanced with a Student Transfer Information Sheet for each University Consortium partner, to be shared with current and future UP students. Through discussions with students and partners, a template was identified to ensure this information too can be easily updated as required. SNP is currently working on a template, to be shared with partners.

The Information Sheets will help students understand how their transfer credit provides degree pathways unique to each partner. These will inform their Level 2 application decisions, and provide an early reference to both the *Resource* and the *Relationship* aspects that we know are as important as the transfer credit details. The project has highlighted, and will continue to support, the importance of positive relationships between and among SNP and our university partners, and with the students we are all working to support.

The importance of these supportive relationships is reiterated in the UP student feedback, affirmed in the partner discussions, and, as above, is echoed by the ONCAT Transfer Advisory Group (TAG). We know there is a need to go beyond the presentation of transfer information, and that an accurate Transfer Chart and Transfer Information Sheet will provide only the first steps for students on their transfer pathways.

UP student feedback confirms the need to provide assistance with navigating the unique and variable language and procedures of the postsecondary landscape, and to help them better understand how transfer pathways can support their individual strengths and ambitions.

This project highlights the need to support each student's relationship with both SNP and the partner university they transfer to, and to stay mindful of the importance of the additional relationships that may be important to the student, such as family and community. We have considered how SNP may provide a supportive bridge to their transfer experience, during their first year here and beyond. The information sheets are designed to provide contact and resource information, and are intended to be used alongside outreach activities, such as program information sessions and partner visits.

Feedback affirmed that most, or possibly all, current UP students are aware of the specific resources available at the partner universities for Indigenous students, and that they anticipate these to be a valuable source of support following transfer. Partner discussions revealed varying levels of support specifically designed for transfer students. Some universities are not addressing transfer uniquely, while others are actively seeking out and supporting students admitted from other institutions.

We were pleased to learn that some students are interested in maintaining a relationship with SNP after they transfer to Level 2, and anticipate that this will present new opportunities for understanding. SNP will develop an alumni engagement process

that we hope will inform continued enhancement of transfer credit pathways. Maintaining these student connections will inform the program development that will also be nurtured by the positive relationships we continue to enjoy with university partners.

Reciprocal Partnerships and a Shared Commitment

All partners indicated support of our request to include reference to the SNP University Consortium Articulation Agreement on their site, in a manner consistent with their current practices. Several partners inquired if SNP had a presence with ONCAT or ONTransfer.ca. Without the clear participation already enjoyed by Ontario colleges and universities, there was uncertainty about how this may be best accomplished by the partners (also see *Moving Forward*).

There was also discussion about the potential for University Consortium partners to consider the SNP University Program as a positive referral option for Level 1 applicants who do not meet current BA admission requirements or who have an offer rescinded. Reiterating that the SNP program is not limited to Indigenous students, a referral to the UP program would provide an encouraging, pro-active option for regional students receiving a negative admission response, and would facilitate admission to the partner university at Level 2 the following year. This creates a productive pathway for students who may otherwise consider a victory lap at high school or be discouraged from pursuing higher education, while also supporting increased enrollment opportunities at both institutions. We plan to follow up with Consortium partners to confirm if this strategy may be formally integrated within recruitment or admission procedures. This discussion outlined the importance of fully developing the reciprocal nature of the University Consortium transfer pathway, to the benefit of our partnerships overall.

Reducing Barriers

Our engagement with the UP students provided a better understanding of the program application challenges with completing the OUAC 105 application process. A challenge unique to Indigenous, especially Haudenosaunee, students is the requirement to indicate citizenship on the OUAC application. Historically and currently, Haudenosaunee reinforce their claim as a sovereign nation – identifying as Haudenosaunee, not Canadian or American. As a result, many students face an ethical barrier while completing their applications as they are required to claim Canadian or American citizenship. While often overlooked, project leads have witnessed applicants in the past who stop at this step of the application process.

Additionally, several students were faced with significant fees after having attended other post-secondary institutions, and unfortunately this caused them to limit their application choices. Five of the six partners confirmed their approval to waive the additional fee for supplementary documents for students applying from SNP. However, with positive changes to that automated system, it was difficult to understand how this would be administered. This was easily resolved with assistance from OUAC, but

provided some insight to the barriers that students may experience even when a system appears to be functioning well. This demonstrates the importance of working through these systems with students, rather than simply directing them to resources as required. SNP continues to provide a reduced direct application fee to potential first year students.

We recognize the need to ensure, when we can, that the OUAC applications to Level 2 do not impose a barrier to the transfer opportunities that have been created especially for these students.

Moving Forward

Improved Student Data

The importance of data to inform our understanding of transfer pathways is a consistent theme to be further explored. As SNP pursues the implementation of a new student information system and works towards improved student data, the challenge remains of how we may work with partners and students to gain an awareness of pathway decisions and outcomes. We acknowledge that the number of students transferring from the UP program to our university partners is relatively low, but are confident of increased enrollment and improved retention as pathway opportunities are clearly defined and mutually promoted.

Increased Engagement and Experiential Opportunities

This project affirms the importance of alumni engagement, and this too will be supported with the implementation of a new student information system. The potential for current students to participate in a mentorship program with new applicants is an exciting opportunity that SNP will consider further. A mentorship program could address the interest that UP students expressed in supporting their community, and also provide them with valuable experiential learning opportunities. We are inspired to learn about the experiential resources available at some of our partners, and will consider how SNP may develop and evidence student learning beyond the academic program requirements.

With students confirming their interest in maintaining contact with SNP following their transfer to partners, we also consider the potential for 'shared' student support. For example, partner institutions indicated interest in attending SNP events throughout the completion of Level 1 at SNP. Additionally, Student Success Officers at SNP could reach out to students early in their Level 2 transfer year to assist in student transition to partner university resources. Recognizing the importance of positive relationships, we consider how we might provide mutual support to transfer students, rather than consider them as being either 'here' or 'there'.

Future Development of Complementary Pathways

The current project emphasized the transfer limitations of the current program, and opportunities for expansion were discussed with both partners and students. SNP will consider how we can address community needs and student interest with the development of complementary pathways, such as Business, Science and Technology. Some possibilities include increased course offerings and additional streams of the UP to allow students to meet admission requirements beyond the BA programs. SNP has forged exciting pathways in science, technology, engineering arts and mathematics with the introduction of the [STEAM Academy](#),⁸ and will continue to explore innovative opportunities to enhance and expand learning initiatives.

Consortium partners were supportive of identifying pathways and transfer credit opportunities for students enrolled in SNP's Ogwehoweh Language Degree (OLD). Discussion included the opportunity to outline Second Degree or Post Degree opportunities for graduating OLD students. It is anticipated that transfer opportunities will require ongoing and intentional consideration as the new pillar of Indigenous Institutes continues to develop. We are inspired by the positive engagement, and look forward to considering new transfer opportunities as the OLD is expanded to an Honours BA.

Partner confirmation that degree courses from the OLD are accepted for transfer is beyond the scope of the original articulation agreement, and will inform the strategic program development underway at SNP. We consider, for example, how undergraduate courses may be introduced to support both the University Consortium Year 1 Program and the Ogwehoweh Language Degree, with a process now in place for the university partners to evaluate new transfer credit.

ONCAT Recognition of Indigenous Institutes

In conclusion, Six Nations Polytechnic respectfully requests that the Indigenous Institutes postsecondary pillar be well supported by ONCAT with the same visibility and recognition that has been available to Ontario colleges and universities. The exclusion of Indigenous Institutes as a searchable transfer option imposes a barrier to students accessing what is intended to be an inclusive postsecondary transfer resource.

As Six Nations Polytechnic and other Indigenous Institutes in Ontario work to expand student transfer pathways (see *Pathways for Aboriginal Learners: Collaborating across Aboriginal Institutes, Colleges and Universities*, ONCAT Project 2016-40), it is imperative that this growth be well supported by the relationships and resources available to colleges and universities.

An essential outcome will be for ONCAT to become “the key resource for students interested in transferring among Ontario’s ***Indigenous Institutes***, colleges and

⁸ Sourced from: <https://www.snpolytechnic.com/steam-academy>

universities.”⁹ This expansion will provide a clear opportunity for pathways with Indigenous Institutes to be highlighted on the ONCAT website, as well as the partner college and university sites.

Further, website changes would require that the information and search functions available at ONTransfer are expanded for students to access *Indigenous Institutes*, colleges and universities.¹⁰

Conclusion

Six Nations Polytechnic is well positioned to expand the positive relationships and transfer opportunities with our college and university partners. The reciprocal nature of these partnerships is best supported when transfer opportunities are presented in a manner that reflects the shared participation of all postsecondary institutes.

Reciprocal participation also ensures all students have access to understanding the full scope of transfer pathways. This is an exciting time of growth and opportunity for Indigenous Institutes, and we look forward to building upon our relationships with partner institutions for the benefit of our students.

⁹ Sourced from: http://www.oncat.ca/index_en.php?page=credit_transfer_on

¹⁰ Sourced from: https://www.ontransfer.ca/index_en.php?page=find_a_college_or_university

**Six Nations Polytechnic University Consortium Year 1 Program
Transfer Credit Approved at University Partners**

March 2018

Six Nations Polytechnic		Brock University	McMaster University	University of Guelph	University of Waterloo	University of Western Ontario	Wilfrid Laurier University
Transfer Credit Contact							
Dawn Bomberry		Cara Sparman	Alexis Van Baalen	Janette Hogan	Ishari Waduwara-Jayabahu	Cindy Cripps	Christina Perris
SNP Course Code (with lead partner)	Credit Value	Approved Transfer Credit					
CAYUGA 1Z03 Intro Cayuga Language and Culture (McMaster)	0.5/ 3 units	0.5 Brock credit	CAYUGA 1Z03	HUMN*9110 Humanities	LANG 1xx	3 units unspecified	*
CAYUGA 2Z03 Intermediate Cayuga	0.5/ 3 units	*	CAYUGA 2Z03	HUMN*9210 Humanities	*	CAYUGA 1Z03 + CAYUGA 2Z03 = FRSTNATN 2112 Iroquoian Language & Culture (1.0)	*
ENGL 109 Intro Academic Writing (Waterloo)	0.5/ 3 units	0.5 unspecified WRDS credit	ENGLISH 1XXXX	ENGL*1030 English	ENGL 109 Introduction to Academic Writing	WRITING 2101F Intro. to Expository Writing	EN104 (English)
HS 1001 Personal Determinants of Health (Western)	0.5/3 units	*	HLTHSCI 1XXXX Health Sciences	FRHD*1100 Family Relations and Human Development	HLTH 1xx	HS (Health Science) 1001	100 level HS (Health Studies)
HS 1002 Social Determinants of Health (Western)	0.5/3 units	*	HLTHSCI 1XXXX Health Sciences	ISS*9110 Interdisciplinary Social Science	HLTH 260 Social Determinants of Health	HS (Health Science) 1002	HS200 (Social Determinants of Health)
INDIGST 1A03 Intro Indigenous Studies (McMaster)	0.5/ 3 units	0.5 Brock credit	INDIGST 1A03 Indigenous Studies	ISS*9110 Interdisciplinary Social Science	ANTH 1xx	3 units unspecified	100 level ID (Indigenous Studies)
INDIGST 1AA3 Intro Contemporary Indigenous Studies (McMaster)	0.5/ 3 units	0.5 Brock credit	INDIGST 1AA3 Indigenous Studies	ISS*9110 Interdisciplinary Social Science	ANTH 272 Issues in Contemporary Native Communities in Canada	INDIGST 1A03 + INDIGST 1AA3 = FRSTNATN 1020E Intro to First Nation Studies	ID120 (Introduction to Indigenous Studies)
MOHAWK 1Z03 Intro Mohawk	0.5/ units	0.5 Brock credit	MOHAWK 1Z03	HUMN*9110 Humanities	LANG 1xx	3 units unspecified	*

Language/Culture (McMaster)							
MOHAWK 2Z03 Intermediate Mohawk		*	MOHAWK 2Z03	HUMN*9210 Humanities	*	MOHAWK 1Z03 + MOHAWK 2Z03 = FRSTNATN 2112 Iroquoian Language & Culture (1.0)	*
OLC 1LG6 Language 1 – CAYUGA (from SNP OLD)	1.0/ 6 units	1.0 Brock credit	CAYUGA 1Z03 + CAYUGA 2Z03 = 6 units	HUMN*9110 HUMN*9110 Humanities	LANG 1xx 1.0 Unit	LANG 1030TRN (1.0)	*
OLM 1LG6 Language 1 – MOHAWK (from SNP OLD)	1.0/ 6 units	1.0 Brock credit	MOHAWK 1Z03 + MOHAWK 2Z03 = 6 units	HUMN*9110 HUMN*9110 Humanities	LANG 1xx 1.0 Unit	LANG 1030TRN (1.0)	*
PS101 Intro Psychology I (Wilfrid Laurier)	0.5/ 3 units	0.5 unspecified Social Sciences credit	PSYCH 1XX3 Psychology	PSYC*1000 Psychology	PSYCH 1xx (0.5 units)	3 units unspecified	PS101 Introduction to Psychology I
PS 102 Intro Psychology II (Wilfrid Laurier)	0.5/ 3 units	0.5 unspecified Social Sciences credit	PSYCH 1X03 Psychology	PSYC*9110 Psychology PS101 and PS102 = PSYC* 1000 and PSYC* 9110.	PSYCH 1xx (0.5 units) Completion of PS101 & PS 102 = PSYCH 101 + PSYCH 1xx = 6 units	PS101 & PS102 = PSYCHOLOGY 1000 Intro to Psychology	PS102 Introduction to Psychology II
SOC 1A06 Intro Sociology (McMaster)	1.0/ 6 units	1.0 unspecified Social Sciences credit	SOCIOL 1Z03 + SOCIOL 1XXXX = 6 units Sociology	SOC*1100 + SOC*9110 Sociology	SOC 101 Introduction to Sociology + SOC 1xx = 6 units	SOCIOLOGY 1020 Intro to Sociology	SY101 Introduction to Sociology I: Critical Foundations + SY103 Introduction to Sociology II: Exploring Social Life = 6 units
SPCOM 223 Communications and Public Speaking (Waterloo)	0.5/ 3 units	COMM 1P96 - Professional Communication	UNSPECIFIED 1XXX	HUMN*9210 Humanities	SPCOM 223 Public Speaking	WRITING 2212F Figures of Speech: Writing for Oral Presentation	*

* = Course transfer equivalency to be confirmed.