

Indigenous Studies Programs Partnership to Ladder to Wilfrid Laurier University and McMaster University's Indigenous Studies Bachelor Degree Programs

ONCAT File 2018-09

Participants and Contributors

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Figure 1. Project Team Meeting (February 1, 2019)

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Executive Summary

Mohawk College and Lambton College have worked in collaboration with Wilfrid Laurier University (WLU) and McMaster University to develop an Indigenous Studies stream of their General Arts and Science/Liberal Studies Diploma programs. The motivation for establishing the Indigenous Studies stream was to establish 2+2 degree completion pathways to Indigenous-focused degree programs. Reduction of mobility barriers and seamless transitions will allow students to complete a college diploma and university degree in four years.

The learning outcomes and content for the Indigenous Studies stream was developed in partnership with the Program Coordinators from McMaster and WLU to ensure this cohort of college graduates will enter the respective programs with the educational foundation needed to be successful. The content is aligned with the values and principles that are taught in McMaster and Laurier's Indigenous Studies BA programs. The outcome of this project is the creation of distinct pathways from two college programs into specific degrees at the two universities.

In addition to the goal of creating additional opportunities for this cohort of learners, it is the hope that in the future this collaboration will be replicable and scalable by other institutions outside of the current project. At the current time, we have completed new program and curriculum development and a framework for this type of collaborative process.

Project Purpose and Goals

The overall goal of this project was to ***establish a beneficial pathway for Indigenous and non-Indigenous students that would like to pursue college and university education in the discipline of Indigenous Studies***. The pathway is intended to be innovative, collaborative and provide a concrete opportunity for this underserved cohort. The institutions involved in the project were compelled to incorporate Indigenous-focused curriculum to increase retention and encourage program completion for Indigenous learners. Establishing these pathways will create more opportunities for students to pursue university level education and support institutional priorities of diversifying the student populations at WLU and McMaster.

A priority of the project was to engage and consult with The Chippewa's of Kettle and Stoney Point, Walpole Island First Nation and Aamjiwnaang First Nation in the Sarnia-Lambton area, the Six Nations of

the Grand River Territory and the Mississauga of the New Credit First Nation in Hamilton and surrounding area, urban Indigenous populations in the Hamilton and Brantford areas, as well as other South-western Ontario First Nations communities throughout the duration of the project to ensure that community specific content was at the core of the new Indigenous Studies curriculum.

Due to a set of criteria at Grand River Post Secondary Education Office (GRPSEO), there is a requirement for students with Grand River Territory lineage to complete both sets of education (Diploma and Degree) within a four-year period in order to receive the maximum amount of funding that is available to them. Because of this reason, McMaster and WLU are committed to exploring full credit recognition for the two years of college study that graduates would have completed. ***In understanding that this pathway would have to function as a 2+2 agreement, it became increasingly important to prioritize the development of a core curriculum which would be applied to each existing diploma.***

The colleges are committed to increasing and improving Indigenous content in their courses, certificate programs and diplomas. After the intensive course development process is complete, they will continue to deliver the Indigenous programs and offer the courses as elective credits to students outside of the respective programs.

The overall goal of this project is to develop a scalable Indigenous Studies curriculum that is aligned with the learning outcomes and themes that are present in WLU and McMaster's Indigenous Studies programs. The framework and collaborative focus of this project is something that all parties involved believe can be applied to other institutions that would like to pursue similar pathway projects.

Pathway Development

Methodology

This pathway project involves several programs, institutions and team members and in order to ensure a successful outcome it was evident that a substantial gap analysis of the college and university programs in question would have to be conducted. WLU and McMaster agreed to explore full credit recognition for the two years of college study to achieve the 2+2 requirement. With different programs offered at

each university, and a core curriculum being developed for the colleges, it was crucial that we conducted an in-depth gap analysis between the programs being offered at each institution, respectively.

McMaster and Mohawk had preliminarily determined that four additional courses with sufficient Indigenous content would be required to achieve the credit transfer threshold between their institutions. While both the Lambton and Mohawk programs will map to the same MTCU program standards, a gap analysis of the Lambton program study was conducted to ensure alignment with the McMaster learning outcomes. Similarly, a gap analysis of both the Lambton and Mohawk programs was completed at Laurier to determine additional course and Indigenous content requirements. This process informed the infusion of Indigenous content for existing courses and new course development.

For maximum efficiency, the team was divided into subcommittees, which would each focus on specific elements of the project based on their expertise and institution. The subcommittees were as follows: University Program Assessment, College Program Development and Subject Matter Experts/Truth and Reconciliation Commission of Canada (TRC). Each subcommittee met regularly via conference call or in person to make progress on their individual elements of the project independently from the greater team meetings. Overall success of the project was crucial on each subcommittee working together to meet established project milestones.

The meeting schedule and key milestones are as follows:

Activity	Participants	Date	Outcome
Project Committee Selection & Meeting Schedule	Full project team	February 28, 2018	<ul style="list-style-type: none">• Defined the project as a team• Subcommittees were established• Project plan was organized• Set project milestone timelines
Project Team Meeting 1	Full project team	March 2018	<ul style="list-style-type: none">• Established expectations with external evaluator (Rod Skinkle, Academica Group)• Addressed approval processes for each institution• Expectations around timelines with community consultation and working with Indigenous Subject Matter Experts

University Subcommittee	Program Coordinators from McMaster & Laurier	May 2018	<ul style="list-style-type: none"> • BA Indigenous Studies program comparison/gap analysis • Discussion of key themes to be included in core curriculum • Discussion around community consultation processes • Assessment of program progression requirements for each university program; ensuring transfer students would be set up for success
College Subcommittee/ Subject Matter Experts	Jane Manning, Leah Hogan; college partners	May 2018	<ul style="list-style-type: none"> • Discussion of key themes to be included in the core curriculum • Division of course development to be shared between Lambton and Mohawk with respective SMEs • Establish timeline for project progression
Team Meeting 2	Full project team	June 2018	<ul style="list-style-type: none"> • Updates from each subcommittee • Positive realization that Universities, Colleges and Community Consultation committees had established similar themes for core curriculum and course content • Discussion on moving forward with course development (approaches, who to engage, next steps, etc.) • Confirmed target timelines for project progression
Indigenous Education Council presentations	Jane Manning and Leah Hogan present to their respective IECs	August 2018	<ul style="list-style-type: none"> • Mohawk and Lambton consulted with their IECs in August • Both Mohawk and Lambton's IEC were very supportive of this pathway and said it was long overdue
Course Description/Development	Ela Smith and Rick Hill (SMEs)	August – September 2018	<ul style="list-style-type: none"> • See Appendix A – Course Descriptions for details about the courses created

Team Meeting 3	Full project team	October 2018	<ul style="list-style-type: none"> • Discussion of the course titles and descriptions for the Indigenous Studies courses to be offered at the colleges • McMaster presents their Memorandum of Understanding/Articulation Agreement document for review • Laurier presents their Major/Minor Modification document for the Faculty of Liberal Arts Curriculum Committee meeting • IEC Updates from Jane and Leah • Establish plan for next steps in course development and the project in general (marketing, branding, etc.)
Program Proposal through Curriculum Committees/Dean's Advisory	Laurier	November 2018	<ul style="list-style-type: none"> • Approval for the 2+2 pathway is blocked at the Curriculum Committee/Dean's Advisory Committee due to requirements in the double-major • Problem solving and alternate plans are explored
Submission of Honours BA Indigenous Studies through Senate Academic Planning	Laurier	December 2018	<ul style="list-style-type: none"> • Laurier establishes the need to create an Honours Bachelor of Arts in Indigenous Studies • This means that Indigenous Studies will no longer be required to be taken <i>in combination</i> with another major of study • Laurier revises the Major/Minor Modification document to reflect changes in program requirements for incoming transfer students
Team Meeting 4	Full project team	February 2019	<ul style="list-style-type: none"> • This meeting was the final group meeting. • Discussion about the final report took place, final deadlines, and invoicing. • The group also discussed creating the draft MOUs for this pathway and the signing dates.
Proposal through Senate	Laurier	March 2019	<ul style="list-style-type: none"> • N/A

Phase 1 of project is completed	All institutions involved	March 2019	<ul style="list-style-type: none"> • Due to the delay/change in the curriculum for Laurier's receiving institutions, the overall project will be completed in March 2019, pending Senate approval • McMaster has signed Memorandum of Understanding documents with Mohawk and Lambton • Course outlines for Indigenous Studies courses to be offered at the colleges are complete
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Program Comparison and Analysis

Given the scope and calibre of creating a multi-institutional/program pathway involving course development and four institutions, an in-depth program comparison from the receiving programs at McMaster and WLU was crucial to establishing an effective educational pathway. The University Program Assessment committee conducted an in-depth analysis of the foundational themes that are present throughout each of their respective programs. Vanessa Watts (McMaster) and Lianne Leddy (WLU) are Program Coordinators for the Indigenous Studies programs at each university and had a strong understanding of the courses that each of their programs offered.

The university program coordinators met in May 2018 in order to identify the needs and potential gaps with a 2+2 pathway. Through looking at the required courses for each program, as well as the elective options, they were able to agree upon the essential areas of focus. It was apparent that the core of the required courses in each Indigenous Studies program covered the same topics to a similar level of standard, which was a crucial piece to being able to develop a core curriculum for the Indigenous Studies specialization at the colleges.

The program coordinators agreed that current gaps at the college level included courses on media stereotypes, the justice system, Indigenous Law, Indigenous treaties, language-focused programming, experiential or land-based education and Indigenous families/child welfare. The program coordinators agreed that Lambton and Mohawk would need to develop and offer courses in these areas in order to fulfill university program content requirements in the first two years. The coordinators agreed that there would still need to be mandatory courses in Level II at the university level that would need to be taken by incoming students from the 2+2 pathway once they arrive, but that the university curriculum

requirements for the Indigenous Studies programs would not prevent incoming students from entering as Level III students so long as they fulfilled these course requirements prior to Level IV.

McMaster and Mohawk had an existing agreement for previously established courses that are equivalent to two of the introductory Indigenous Studies courses at McMaster. Through an examination of the learning outcomes and course content, WLU was also able to recognize these credits as equivalent to the required first year Indigenous Studies course (ID120 - *Introduction to Indigenous Studies*). In recognizing the need for collaboration, it was agreed upon that the core content of these courses would be shared with Lambton.

After the University Program Assessment committee identified the topics for the core curriculum, there was a need to assess the possible progression requirements for this cohort to complete their degrees at the respective institutions. The reason this task was critical was to ensure there was a clear understanding of the courses that would need to be developed at the colleges so a definitive '2+2 Agreement' could be made. As the result of GRPSEO funding criteria for students of Grand River Territory lineage, the pathways had to be developed to accommodate a total of 4 years of education. This provided a strict framework to be within (meaning no bridging summer courses or additional program completion requirements). At the time this work was being completed, the pathway into WLU was still going to be for the Honours Combination program of Indigenous Studies and Social and Environmental Justice. Throughout the progression of the project, WLU changed the Indigenous Studies program to be a stand-alone major, instead of needing to be completed in combination with another degree. This development had minor implications on the project.

While the University Program Assessment committee was meeting, the College Program Development/Subject Matter Expert committees were simultaneously meeting to identify the themes they believed were fundamentally important to be included in the Indigenous Studies Specialization curriculum. Please see below for the important highlights from this pivotal meeting:

- The college subcommittee met at Lambton College on May 25, 2018. The team had an amazing brainstorming session (**see Figure 2 below**) about what types of Indigenous-focused courses Lambton and Mohawk College would like to create for this particular pathway project.

- One key question that was raised by the group ***was how can we create courses that fit with our partners and what keep with our community values?*** This question was constantly circled back to when developing and brainstorming the Indigenous focused courses between Lambton College and Mohawk College.

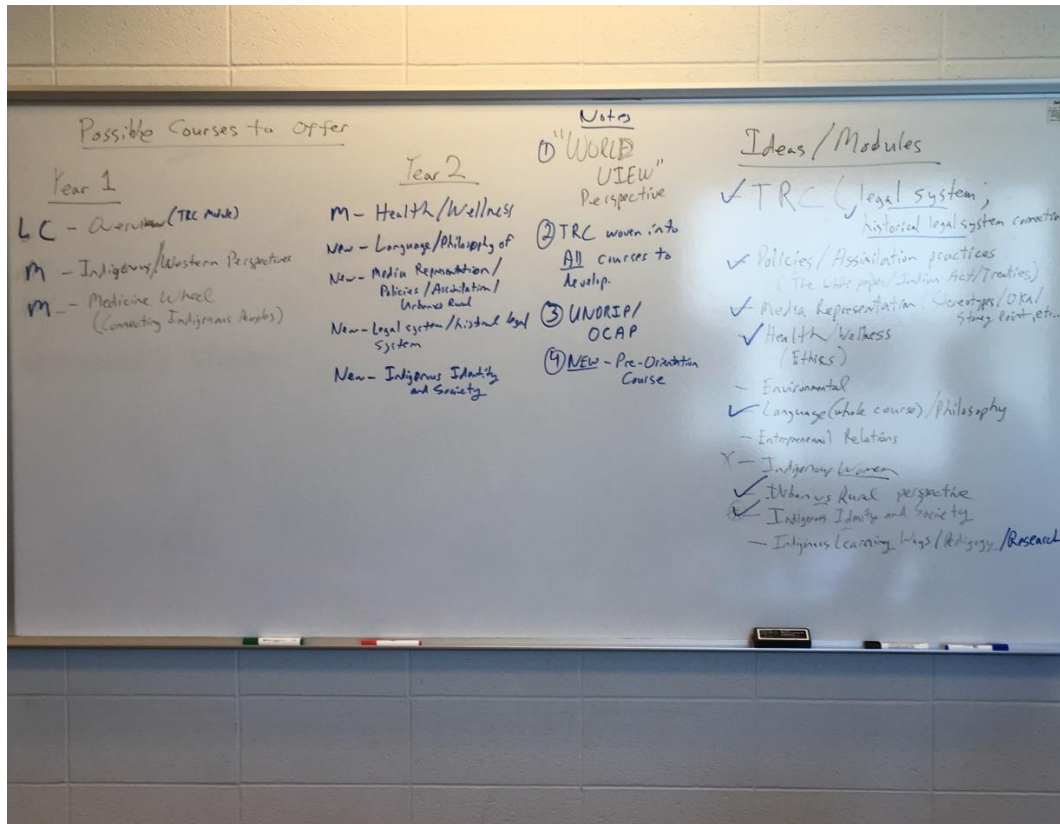


Figure 2. Indigenous Focused Course Ideas – Brainstorming Session (May 25, 2018)

- The following course ideas that came up during this meeting are listed below:
 - 1) Introductory course
 - 2) Indigenous and Western Perspectives
 - 3) Connecting Indigenous Peoples (i.e. Medicine Wheel)
 - 4) Health and Wellness
 - 5) Language and Culture (Level II)
 - 6) Media Representation
 - 7) Legal and Historical Issues
 - 8) Indigenous Identity and Society
- The group discussed the importance of these topics, and agreed that they all should be covered in the actual courses that will be developed. The group, at this point, was committed to

navigating our different regions and interests in the areas listed above, and what that might look like in the courses developed at both Lambton and Mohawk.

- The group discussed the potential schedule for when the courses would be delivered. Please see below for what the group came up with at this time:

Year One	Year Two
1. Introductory Course (required)	5. Language and Culture Course
2. Indigenous and Western Perspectives Course	6. Media Representations Course
3. Connecting Indigenous Peoples Course (Medicine Wheel concept from Mohawk College)	7. Legal/Historical Issues Course
4. Health and Wellness Course	8. Indigenous Identity and Society

- It was also important to the group to bring these ideas to the Truth and Reconciliation Commission (TRC) council for their input before moving forward with creating the Indigenous focused courses.

At this time, the next step for Mohawk and Lambton College was to meet with their respected Indigenous Education Council (IEC) to gain their approval and support to continue developing this pathway.

Community Consultation:

Mohawk College and Lambton College met with their Indigenous Education Council (IEC) to receive support and approval for this pathway proposal. Both IEC committees were supportive of this pathway, and both were thrilled that a pathway, with an Indigenous focus, was finally being developed for our local communities.

Mohawk College Indigenous Education Council (IEC):

The Indigenous Education Council (IEC) is a circle of Leaders, Allies and Advocates who influence decision-making at Mohawk College by ensuring the voices of Indigenous Communities and Learners are recognized.

The IEC of Mohawk College is a partnership between Mohawk College and Indigenous communities. Members of the Indigenous Education Council commit to providing leadership, establishing and maintaining linkages which promote the sharing of community knowledge, values and cultural and linguistic priorities so as to inform the strategic priorities of Mohawk College. The College honours the reciprocity of partnership by ensuring the Indigenous organizations and communities that support the IEC receive value for their participation and guidance.

After the approval from both IECs, the Subject Matter Experts (SMEs) started working on the Indigenous-focused courses. Throughout this process, members of the project team placed importance on remembering one of our goals – how do we support Indigenous students who are still learning their culture at the same time as non-Indigenous students who will be able to access these courses as well. It was important, throughout the development process, to remember that the curriculum must reflect what our local Indigenous communities felt was important to incorporate in the co-developed courses. We wanted to provide our Indigenous learners with some level of advancement to take back to their communities once they finish this pathway, and the team believes that the courses developed (with the insightful knowledge of our SMEs) will do just that. Please see below for one course outline that has been created for this pathway project:

XXX-0003 First Nations, Metis, and Inuit Perspective

School of Health Sciences, Community Services & Creative Design

Course Number:

Co-Requisites:

Pre-Requisites:

Prepared By: Ela Smith,
ECE,MSW,RSW

Approved By:

Approval Date:

Approved for Academic Year:

Normative Hours: 45 Hours

Course Description

Students in this course will examine First Nations, Metis, and Inuit (FNMI) societies' pre and post contact. They will also critically analyze the impacts of colonization on FNMI peoples, and explore cultural, political, social, and economic perspectives relevant to this population. In addition, students will critique generational impacts and examine the relevance of legislation such as the, "Truth and Reconciliation Commission" and the United Nations Declaration on the Rights of Indigenous Peoples.

Course Learning Objectives and Outcomes

1. Examine First Nations, Metis, and Inuit societies' pre and post contact.
 - 1.1 Examine the relevance of language for First Nations, Metis, and Inuit Peoples.
 - 1.2 Compare and contrast First Nations, Metis, and Inuit cultures pre and post contact.
 - 1.3 Define a trauma informed learning environment.
2. Analyze the social, political, cultural, and economic impacts of colonization.
 - 2.1 Identify the impacts of colonization.
 - 2.2 Discuss overrepresentation of Indigenous Peoples regarding social determinants of health.
 - 2.3 Define social, political, cultural, and economic realities in context to FNMI societies.
 - 2.4 Explore a wholistic self-evaluation that factors in a trauma lens.
3. Discuss the relevant legislation such as Truth and Reconciliation Commission and the United Nations Declaration on the Rights of Indigenous Peoples.
 - 3.1 Reflect course learning to define personal responsibilities.
 - 3.2 Outline advocacy movements and relevant impacts for FNMI Peoples.
 - 3.3 Predict the impact and future social actions resulting from Truth and Reconciliation Commission Calls to Action.

Learning Resources

Required: Battiste, M. (2011). Reclaiming Indigenous Voice and Vision. Vancouver: UBC Press

Open Educational Resources (OERs):

Adelson, N. (2005). The Embodiment of Inequity: Health Disparities in Aboriginal Canada (Commentary).

Retrieved from <http://journal.cpha.ca/index.php/cjph/article/view/1490/1679>

Honouring the Truth, Reconciling for the Future Summary of the Final Report of the Truth and Reconciliation

Commission of Canada (pp. 1-536, Publication). (2015). Truth and Reconciliation Commission of Canada.

Retrieved from,

http://www.trc.ca/websites/trcinstitution/File/2015/Findings/Exec_Summary_2015_05_31_web_o.pdf

Reading, C., & Wien, F., (2013). *Health Inequalities and Social Determinants of Aboriginal Peoples Health* (pp. 1-36, Publication). Prince George, B.C.: National Collaborating Centre for Aboriginal People's Health. Retrieved from, <https://www.ccnsa-nccah.ca/docs/determinants/RPT-HealthInequalities-Reading-Wien-EN.pdf>

Richmond, C., & Ross, N., (2009). The Determinants of First Nation and Inuit Health: A Critical Population Health Approach (pp. 403-411, Publication). Aboriginal Policy Research Consortium International. Retrieved from, <https://ir.lib.uwo.ca/cgi/viewcontent.cgi?article=1200&context=aprci>

Student Evaluation

Assignments:

1. Weekly Muse, Small Group Facilitation (CLO 1, 2, & 3)	30%
2. Photovoice (CLO 1, 2, & 3)	20%
3. Partner Interview and Critical Reflection (CLO 1, 2, & 3)	2x10%=20%
4. Wholistic Reflection, Video/Audio Presentation, and Critical Reflection Paper (CLO 1,2, &3)	30%
Total	100%

Grade Scheme

The round off mathematical principle will be used. Percentages are converted to letter grades and grade points as follows:

Mark (%)	Grade	Grade Point	Mark (%)	Grade	Grade Point
94-100	A+	4.0	67-69	C+	2.3
87-93	A	3.7	63-66	C	2.0
80-86	A-	3.5	60-62	C-	1.7
77-79	B+	3.2	50-59	D	1.0
73-76	B	3.0	0-49	F	0.0

Prior Learning Assessment and Recognition

Students who wish to apply for prior learning assessment and recognition (PLAR) need to demonstrate competency at a post-secondary level in all of the course learning requirements outlined above. Evidence of learning achievement for PLAR candidates includes:

- Portfolio
- Project/Assignment

College Related Information

Academic Integrity

Lambton College is committed to high ethical standards in all academic activities within the College, including research, reporting and learning assessment (e.g. tests, lab reports, essays).

The cornerstone of academic integrity and professional reputation is principled conduct. All scholastic and academic activity must be free of all forms of academic dishonesty, including copying, plagiarism and cheating.

Lambton College will not tolerate any academic dishonesty, a position reflected in Lambton College policy.

Students should be familiar with the Students Rights and Responsibilities Policy, located on the MyLambton website. The policy states details concerning academic dishonesty and the penalties for dishonesty and unethical conduct.

Questions regarding this policy, or requests for additional clarification, should be directed to the Lambton College

Centre for Academic Integrity

Students with Disabilities

If you are a student with a disability please identify your needs to the professor and/or the Accessibility Centre so that support services can be arranged for you. You can do this by making an appointment at the Accessibility

Centre or by arranging a personal interview with the professor to discuss your needs.

Student Rights and Responsibility Policy

Acceptable behaviour in class is established by the instructor and is expected of all students. Any form of misbehaviour, harassment or violence will not be tolerated. Action will be taken as outlined in Lambton College policy.

Date of Withdrawal without Academic Penalty

Please consult the Academic Regulations and Registrar's published dates.

Waiver of Responsibility

Every attempt has been made to ensure the accuracy of this information as of the date of publication. The content may be modified, without notice, as deemed appropriate by the College.

Students should note policies may differ depending on the location of course offering. Please refer to campus location specific policies:

- Lambton College - Sarnia Campus: <https://www.mylambton.ca/Policies/>
- Lambton College - Non-Sarnia Study Locations:
https://www.mylambton.ca/Lambton_in_GTA/Student_Policies/

Note: It is the student's responsibility to retain course outlines for possible future use to support applications for transfer of credit to other educational institutions.

Implementation Process and Timelines

The implementation process and timelines vary between each institution. Because of the differences in the approval processes, the project's final completion was delayed by approximately 4 weeks. While WLU's final pathway approvals will be delayed until March 2019, it will not delay the roll-out for the project as a whole. Students wishing to enroll in the General Arts & Science with Indigenous Studies Specialization will be able to do so by Fall 2020. This means that during the Fall 2019 recruitment cycle each institution will be able to actively promote the pathways through their internal recruitment processes.

The approval process at each institution is listed below:

Wilfrid Laurier University

At the current time, the Honours Indigenous Studies program is offered as an Honours Combination degree only. Draft curriculum documents to create a full Honours Indigenous Studies program have been prepared and are attached to this report. These documents will be reviewed by a series of committees, including the Faculty of Liberal Arts Curriculum Committee, the Faculty of Liberal Arts Divisional Council, the Senate Academic Planning Committee, and the Senate, and it is anticipated that this program will be approved by the end of next academic year.

Effective dates of approvals are still being determined, but planning for 2022/23 Honours availability is in process.

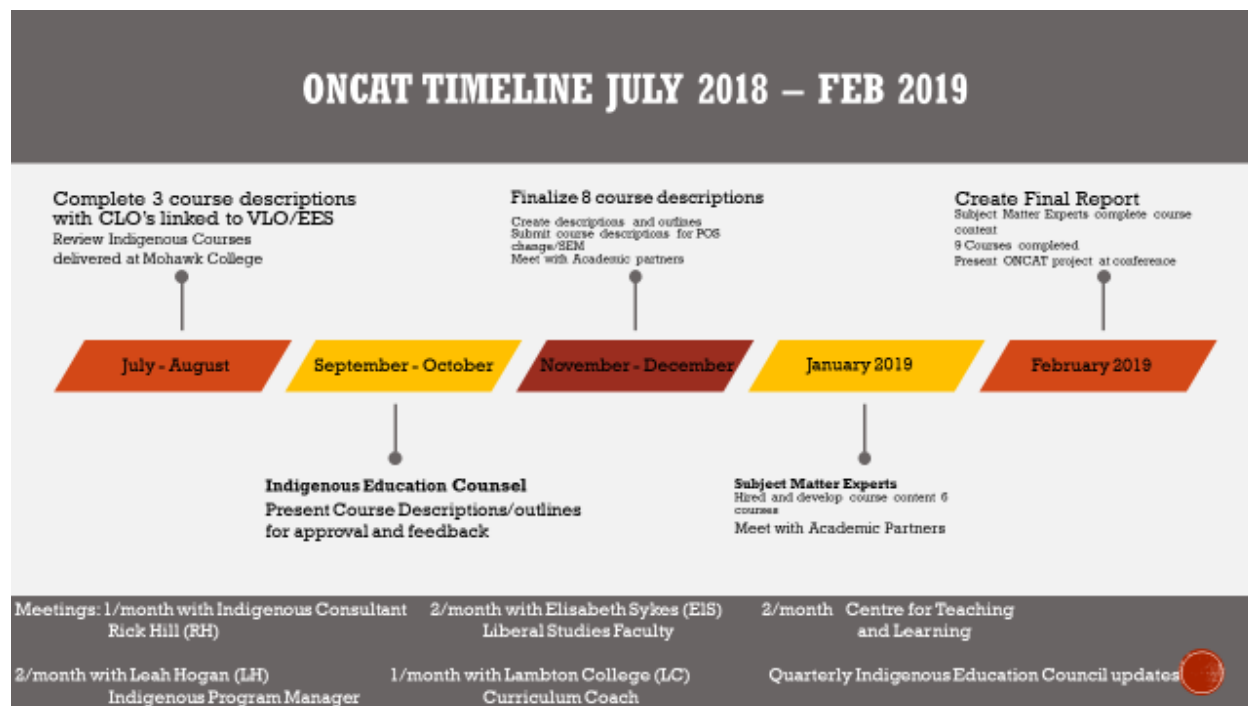
An articulation agreement between institutions will be signed as well once Senate has approved the new version of the program (**see Appendix B**).

McMaster University

Note: *Changes to the Aboriginal GAS program are not subject to approval from the Undergraduate Curriculum Council but are articulated in the Memorandum of Articulation. Therefore, approvals will take place once the MOUs are signed by all partnering institutions.*

Approval Level	Date	Notes
Indigenous Studies program Academic Subcommittee	Spring 2018	
Signing of Articulation Agreements	March 2019	Articulation Agreements between each institution are signed.
Social Sciences Undergraduate Academic Planning and Policy Committee	March 2019	
Social Sciences Faculty Council	May 2019	

Mohawk College



Approvals for articulation agreements and Memorandums of Understanding (MOUs) are facilitated by the Pathways office using a routing process. An approval form is signed by the Associate Dean and Dean of the academic department prior to the agreement documents being reviewed by the office of General Council. Successfully reviewed documents are then signed by the Vice President Academic who has the authority to bind the institution to the agreement. This process takes approximately two weeks to complete.

Lambton College

Lambton College uses a community-based approach when soliciting Subject Matter Experts (SMEs) from the local Indigenous communities to work on developing the new Indigenous focused courses that will be offered for this pathway. This process began with consultation between our Manager, Indigenous Education and the Indigenous Education Council (IEC) where specific course descriptions were presented in order to identify appropriate Subject Matter Experts (SMEs) who could develop each of these courses. After each Indigenous SME was contracted to produce this work, they began collaboratively working along side the Curriculum Coach who guided their development process. The Curriculum Coach at Lambton College was also in consultation with the Mohawk College Indigenous Curriculum Specialist to align the course objectives and incorporate a trauma-informed learning style for each course. Nearing

the end of this months-long process, the Quality Assurance Specialist was employed to review all materials and ensure the highest standards of pedagogy as it relates to course outline development. This high level of collaboration has resulted in the cohesive delivery of all Indigenous course outlines and supporting materials.

Summary of Pathways Created

The outcome of this pathways project is the creation of a combined total of three pathway agreements. A core curriculum of Indigenous Studies was developed in collaboration with Wilfrid Laurier University, McMaster University, Lambton College, Mohawk College and Subject Matter Experts, through consultation with the Indigenous Education Councils of each region. The Indigenous Studies specialization was developed to reflect the foundational themes of the Honours Bachelor of Arts Indigenous Studies programs at McMaster and WLU. The pathway will allow graduates of the General Arts and Sciences with the Indigenous Studies Specialization (Mohawk) and Liberal Studies with the Indigenous Studies Specialization (Lambton) to be eligible for entry into the aforementioned university programs, receiving full recognition of the education they completed in their diploma. These “2+2 Agreements” will allow eligible students to complete their degree in two academic years of full-time study.

Please see below for more details about the pathway:

PATHWAY DETAILS	
Title of Pathway: Use Official Program/Credential Titles	From: Lambton College or Mohawk College To: Wilfrid Laurier University
Pathway Type: <i>Degree Completion, Certificate to Diploma, Diploma to Diploma, Degree to Diploma, etc.</i>	Degree Completion Pathway
List other postsecondary institution/s involved in the creation of the pathway:	McMaster University and Mohawk College
Pathway Implementation Date (Senate approval):	March 2019

Pathway Implementation Date (posting to the ONTransfer.ca website):	September 2019
Contact Procedure for Pathway Implementation:	chooselaurier@wlu.ca or cchipps@wlu.ca
Eligibility for the Pathway (student eligibility for the pathway):	Eligible graduates of the 2-year Liberal Studies with Indigenous Studies Specialization program at Lambton College or the General Arts and Science with Indigenous Studies Specialization program at Mohawk college are eligible for this pathway.
Applicant must have graduated from the program at the sending institution:	Mohawk College: General Arts and Science with Indigenous Studies Specialization, 2-year diploma Lambton College: Liberal Studies with Indigenous Studies Specialization, 2-year diploma
Minimum program GPA or % required to be eligible for this pathway:	75% overall average
Minimum GPA or % required in specific courses	Minimum 60% in the 4U English equivalent course (any first year Communications course)
Total number of transfer credits / full courses to be granted at receiving institution (please express as a numerical proportion, i.e. 90 of 120)	10.0 of 20.0 credits to be granted
Transfer Credits Granted (please describe pathway clearly and succinctly):	10.0 of 20.0 transfer credits will be granted to incoming students.
Total number of program courses that must be completed at the receiving institution in order to graduate (please express as a numerical proportion, i.e. 90 of 120):	Students must complete 10.0 credits of 20.0 credits (20 of 40 courses) at Laurier according to the required courses as outlined in the Undergraduate Academic Calendar.

Anticipated time to complete the credential if enrolled full-time:	It will take 2 academic years (4 semester) to complete the Honours Bachelor of Arts in Indigenous Studies program if enrolled in a full-time course load (5 courses per semester).
List of eligible institutions and their programs	<p>Mohawk College: General Arts and Science 2-year Diploma with Indigenous Studies Specialization</p> <p>Lambton College: Liberal Studies 2-year Diploma with Indigenous Studies Specialization</p>

Promising Practices and Lessons Learned

This project was a success! While not without challenges at certain points in the process, the success of it was largely due to the collaborative spirit between all institutions and people involved. Identifying receiving programs (Indigenous Studies at McMaster and WLU) that had closely aligned principles and themes allowed for an efficient, collaborative and agreeable experience in establishing a core curriculum.

As with most major initiatives, the project was not without some challenges, the primary one being issues related to staffing. While not entirely understood why, there were approximately six personnel changes throughout the course of the project. With the movement of team members comes a strain with the transfer of knowledge and processes to date. While this was certainly not a detrimental aspect of the project, it did cause some relatively minor discrepancies.

Financial Report

The financial for the following project will be handed in as a separate document.

Appendix A – Course Descriptions

(SME – Rick Hill)

Indigenous Connections to the Land (Indigenous Connections to the Land) Semester 2

Critically evaluate the impact of law, colonization, and treaties for both Indigenous and Canadian citizens. Examine a variety of treaties that have influenced society and their resulting conflict of interests as demonstrated within current law.

(SME – Heather Maujaury)

Indigenous Peoples – Evolving Media & Artistic Images (Indigenous Peoples Media & Art) Semester 2

Examine a wide variety of media and artistic sources that have influenced Canadian and Indigenous societies. Analyze the power dynamics influencing Canadian society past, present, and future, and critique the respective generational impact on Indigenous Peoples.

(SME – Rick Hill)

Indigenous Wholistic Practices (Indigenous Wholistic Practices) Semester 1

Examine a wholistic view of land based health and wellness as practiced by Indigenous Peoples past, present, and future. Analyze the impact of colonization and associated ethical impacts. Define wholistic health and wellness for community, individuals, and society.

(This course replaces Ab/Western Perspectives)

First Nations, Metis, and Inuit Perspectives (First Nations, Metis, & Inuit Perspectives) Semester 1

Examine First Nations, Metis, and Inuit (FNMI) societies' pre and post contact. Critically analyze impacts of colonization on First Nations, Metis, and Inuit peoples. Explore cultural, political, social, and economic perspectives relevant to FNMI peoples. Critique generational impacts and examine the relevance of the Truth and Reconciliation Commission and the United Nations Declaration on the Rights of Indigenous Peoples.

(This course to replace medicine wheel)

The Impacts of the Truth and Reconciliation Commission (Impacts of the TRC) Semester 2

Examine historical context and content contributing to development and implementation of residential schools in Canada. Wholistically explore the impact of law, colonization and the resulting cultural genocide in Canada. Analyze the findings of the United Nations Declaration on the Rights of Indigenous Peoples and the Truth and Reconciliation Commission and resulting 94 calls to action.

(SME – Mino Giizhga)

First Nations Languages – Resilience and Reclamation (First Nations Languages) (not sure of order)

Explore First Nations languages traditional to Turtle Island reflecting on origins, teachings, and storytelling. Wholistically examine the colonial impacts and the resilience, resurgence and reclamation of First Nation languages.

(SME – Joanne Jackson)

Indigenous Families Structures & Child Welfare (Indigenous F&C Welfare) Semester 3

Explore Indigenous parenting methodologies prior to colonization. Examine the historical roots of Canadian social work and the resulting impacts of a colonized child welfare system on Indigenous families. Assess from a trauma informed lens strategies to decolonize current child welfare practices.

(SME –Christy Bressette)

Global Citizenship - First Nations, Metis, & Inuit Perspectives (Global Citizen FNMI Perspective) Semester 4

Examine the definition of global citizenship utilizing an FNMI worldview. Explore the colonial impacts of globalization on FNMI peoples. Compare and contrast relevant legislation detailing human rights of Canadian Citizens and Indigenous Peoples. Implement an experiential learning opportunity within community demonstrating global citizenship engagement.

****SME=Subject Matter Expert***

Appendix B – MOU Draft (Laurier)

SCHEDULE “A”

PROGRAM AGREEMENT

Between:

WILFRID LAURIER UNIVERSITY

And

COLLEGE NAME HERE

This Program Agreements sets out the details of the Academic Programs to which the Articulation Agreement] between the Parties applies.

1. Purpose of Program Agreement

This Program Agreement sets out the details for the Academic Programs and credit transfer arrangements that are part of the Articulation Agreement between the Parties and is a schedule to and forms part of the Articulation Agreement effective September DATE between the Parties.

2. Academic Programs and Transfer Credits

The following University Degree and College Diploma programs are the eligible Academic Programs for the College Diploma to University Degree transfer credit pathway for students.

2.1 University

Honours BA, Indigenous Studies (the “Degree Program”)

2.2 College

Diploma, NAME here (the “Diploma Programs”)

- 2.3 Following successful completion of the College Diploma Program, eligible students will receive five (10) academic credits (equivalent to twenty 0.5 credit courses) in transfer credits to be applied toward the Laurier Degree. LIST OF CREDITS HERE

3. Intake Year

September 2022

4. Eligibility and Admission

- 4.1 Students admitted to the Degree Program will be required to meet the following minimum entry requirements:

4.1.1 Students require a minimum GPA of 75% to be admitted to the Degree Program.

4.1.3 Students will apply using ouac.on.ca (Ontario Universities' Application Centre) Undergrad (105) application process for students not currently attending an Ontario high school.

4.1.4 Students apply to a Degree Program following successful completion of one of the named Diploma Programs.

5. Tuition and Fees

- 5.1 Students will be responsible to cover all applicable tuition and student fees applicable to the University and/or College.

6. Term and Review

- 6.1 This Program Agreement shall be effective for the Term of the Articulation Agreement and will be renewed automatically for successive one-year terms unless the parties revise or terminate this Program Agreement or the Articulation Agreement.
- 6.2 The Parties will review this Program Agreement during the first term after completion of three (3) years and will continue to review this Program Agreement and the application of Academic Programs at least once every two (2) years.
- 6.3 This Program Agreement may be amended as the Parties may agree, in writing, to review, delete or add Academic Programs that will be included within the Articulation Agreement. The terms of any new or modified courses or Academic Programs will be set out in an amended Program Agreement.
- 6.4 The Program Agreement may be terminated on the same terms and conditions as set out in the Articulation Agreement or with not less than twelve (12) months' advance written notice.

SIGNING PAGE FOLLOWS

IN WITNESS WHEREOF the Parties hereto have duly executed this Agreement under seal as of the day and year first above written.

WILFRID LAURIER UNIVERSITY

Date: _____

Name: Robert Gordon

Title: Provost & Vice-President, Academic

COLLEGE

Date: _____

Name: _____

Title: _____

Appendix D MOU Draft (Mohawk)



LAMBTON COLLEGE AND MOHAWK COLLEGE

MEMORANDUM OF UNDERSTANDING FOR ACADEMIC COOPERATION

RECOGNITION OF GENERAL EDUCATION ELECTIVES FOR TRANSFER

LIBERAL STUDIES / GENERAL ARTS AND SCIENCE DIPLOMA

Purpose

The purpose of the memorandum of understanding is to provide students with mobility between the Liberal Studies diploma program at Lambton College and the General Arts and Science (University Transfer) diploma program at Mohawk College by fully recognizing specified general education elective courses related to Indigenous Education.

Description

Lambton College and Mohawk College, along with McMaster University and Wilfrid Laurier University, participated in an ONCAT funded pathways project entitled "*Indigenous Studies Programs Partnership to Ladder to Wilfrid Laurier University and McMaster University's Indigenous Studies Bachelor Degree Programs*" (Contract/File: 2018-09). The four institutions worked together to create 2+2 degree completion pathways from Indigenous-focused college credentials to Indigenous-focused university degree programs. Reduction of mobility barriers and seamless transition will allow students to complete a college diploma and university degree in four years.

Eight Indigenous-focused general education elective courses (Schedule A) were enhanced or developed by the colleges that will be eligible for transfer between the institutions in support of student mobility.

Terms and Conditions

1. The transferable courses involve the Liberal Studies diploma program at Lambton College and the General Arts and Science (University Transfer) diploma program at Mohawk College. The courses specified in Schedule A have been deemed eligible for exemption by both institutions, providing that minimum grade requirements are met.

Lambton College

Mohawk College

A minimum grade of “C” (60%) or passing grade of the Mohawk course, whichever is greater.

[Credit Transfer Policy](#)

2. It is the responsibility of the student to apply for the exemption. Students who successfully complete the courses specified in Schedule A at either institution may apply for a course exemption at the other institution in accordance with the course exemption process at the receiving institution.

Lambton College

[How to apply for transfer credits](#)

Mohawk College

[Course Exemptions](#)

This agreement will come into effect on March 1, 2019 for a period of six years, and may be renewed upon mutual agreement. The agreement may be terminated by either partner provided a minimum of two academic years of written notice is provided to the other party.

In the event the agreement is terminated, the parties agree that the termination shall not operate so as to affect those students participating in either diploma program, and they have the opportunity to complete it fully.

This agreement will be reviewed by the parties after each academic year, no later than August 15th.

Contacts:

Lambton Contact info

Richard Wiggers
Associate Dean, School of Liberal Studies
Mohawk College
905-575-1212 ext. 4537
richard.wiggers@mohawkcollege.ca

Signatures:

Name
Position
Lambton College

Paul Armstrong
Vice President, Academic
Mohawk College

Name
Position
Lambton College

Neil McMahon
Dean
Mohawk College

Date

Date

**Indigenous Studies Programs Partnership
Lambton College and Mohawk College
Schedule of General Education Electives Eligible for Transfer**

SCHEDULE A

SEMESTER 1		
Indigenous Wholistic Practices	MWHK XXXX	LBTN XXXX
Examine a wholistic view of land based health and wellness as practiced by Indigenous Peoples past, present, and future. Analyze the impact of colonization and associated ethical impacts. Define wholistic health and wellness for community, individuals, and society.		
First Nations, Metis, and Inuit Perspectives	MWHK XXXX	LBTN XXXX
Examine First Nations, Metis, and Inuit (FNMI) societies' pre and post contact. Critically analyze impacts of colonization on First Nations, Metis, and Inuit peoples. Explore cultural, political, social, and economic perspectives relevant to FNMI peoples. Critique generational impacts and examine the relevance of the Truth and Reconciliation Commission and the United Nations Declaration on the Rights of Indigenous Peoples.		
SEMESTER 2		
Indigenous Connections to the Land	MWHK XXXX	LBTN XXXX
Critically evaluate the impact of law, colonization, and treaties for both Indigenous and Canadian citizens. Examine a variety of treaties that have influenced society and their resulting conflict of interests as demonstrated within current law.		
Indigenous Peoples – Evolving Media & Artistic Images	MWHK XXXX	LBTN XXXX
Examine a wide variety of media and artistic sources that have influenced Canadian and Indigenous societies. Analyze the power dynamics influencing Canadian society past, present, and future, and critique the respective generational impact on Indigenous Peoples.		
The Impacts of the Truth and Reconciliation Commission	MWHK XXXX	LBTN XXXX
Examine historical context and content contributing to development and implementation of residential schools in Canada. Wholistically explore the impact of law, colonization and the resulting cultural genocide in Canada. Analyze the findings of the United Nations Declaration on the Rights of Indigenous Peoples and the Truth and Reconciliation Commission and resulting 94 calls to action.		
SEMESTER 3		
Indigenous Families Structures & Child Welfare	MWHK XXXX	LBTN XXXX
Explore Indigenous parenting methodologies prior to colonization. Examine the historical roots of Canadian social work and the resulting impacts of a colonized child welfare system on Indigenous families. Assess from a trauma informed lens strategies to decolonize current child welfare practices.		

SEMESTER 4		
Global Citizenship - First Nations, Metis, & Inuit Perspectives	MWHK XXXX	LBTN XXXX
Examine the definition of global citizenship utilizing an FNMI worldview. Explore the colonial impacts of globalization on FNMI peoples. Compare and contrast relevant legislation detailing human rights of Canadian Citizens and Indigenous Peoples. Implement an experiential learning opportunity within community demonstrating global citizenship engagement.		
TBD		
First Nations Languages – Resilience and Reclamation	MWHK XXXX	LBTN XXXX
Explore First Nations languages traditional to Turtle Island reflecting on origins, teachings, and storytelling. Wholistically examine the colonial impacts and the resilience, resurgence and reclamation of First Nation languages.		

Appendix D – Meeting Rooms

The first project team meeting took place at Laurier’s Brantford campus. The project team met in ***The Circle Room*** in the Research and Academic Centre East. This room was an amazing meeting space – the project team could feel an instant connection and collaboration and innovation between members was obvious. The room is described as a multimedia classroom and community room. This room is used for the following purposes:

- Indigenous studies classes and meetings (i.e. seminars and group work)
- Indigenous faculty meetings for teaching, research, and community engagement
- Aboriginal initiatives on campus and local Indigenous community use

It was important to the project team that we met in a welcoming and comfortable environment right from the start of the project, and we continued to find meeting places like this one. We wanted to share with our fellow ONCAT peers that our meeting locations were an integral part to the success of this project.

Please see the following images below of The Circle Room:



Figure 2. The Circle Room (March 27, 2018)



Figure 3. The Circle Room (March 27, 2018)