

# Pathways for Indigenous Learners: Collaborating across Aboriginal Institutes, Colleges, and Universities

*Final Report*

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Centre for Policy in Aboriginal Learning

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## Introduction to the Project

There remains a gap in enrollment between Indigenous and non-Indigenous learners in postsecondary institutions resulting from historical and present day challenges and barriers. There also remains a gap in the creation and formal recognition of pathways into and across postsecondary institutions that Indigenous Learners may wish to pursue. These are timely gaps to address in response to reconciliation with Indigenous communities, and in particular, the TRC's calls to action, which highlight the importance of eliminating the education gap between Indigenous and non-Indigenous learners, improving funding for Indigenous education, and integrating Indigenous knowledge and pedagogy into public education (TRC, 2015).

In response to this, the Centre for Policy in Aboriginal Learning (CPAL) (Confederation College), in partnership with Trent University (Trent) and the First Nations Technical Institute (FNTI) undertook a project, entitled, Pathways for Indigenous Learners: Collaborating across Aboriginal Institutes, Colleges and Universities. Specifically, this work aims to address a gap in supporting and advancing learning opportunities for Indigenous learners, and learners pursuing Indigenous Studies, through the creation and formal recognition of Indigenous specific learning pathways. Earlier phases of this work resulted in the successful development of an Indigenous learner's pathways across partners, where articulation agreements, academic bridging and comprehensive "wrap around" supports for learners were key components of the pathways model. Building off the success of the earlier phases of this work, this project entered into a "Phase III", by expanding partnerships with additional interested Colleges and Universities across Ontario's postsecondary, including partnerships with Algoma University, Algonquin College, Canadore College, Lakehead University, Lambton College, Northern College, Mohawk College and Sault College. Representatives from partnering institutions, who form the steering committee, met in person throughout the year to explore and identify opportunities for partnership, collaboration, and pathways development across their institutions.

## Pathways Development: Project Design and Methodology

### First Circle → Second Circle

*“All learners will be encouraged and supported to pursue postsecondary education pathways that resonate with themselves, that affirms their experiences and that meets their learning needs and aspirations. This is the underlying vision that grounds and guides this work.”*

CPAL (Confederation College), FNTI and Trent University undertook Pathways for Indigenous Learners as part of their commitment to Indigenous Learners and their leadership in Indigenous education. Building upon the success of their partnership, they sought to expand their circle, to include additional partners who are interested in and committed to supporting Indigenous learners and education in Ontario. In order to distinguish the roles that new and previous partners maintained, steering committee members from Phases I and II (CPAL (Confederation College), FNTI, Trent University) were referred to as the ‘First Circle’ and new steering committee members joining in Phase III of the project were referred to as the ‘Second Circle’. Both circles were responsible for undertaking work relating to the project; however, acknowledging the previous experiences and knowledge gained from earlier phases of this work, the ‘First Circle’ was also responsible for providing advisory support to new members.



**Figure 1:** Illustration of the expansion of partners, from the ‘First Circle’ of partner to the ‘Second Circle’.

As the core focus of this work was to support and create learning pathways that are rooted in Indigenous Knowledges, for Indigenous Learners, the project was grounded by Indigenous methodology. Ceremony informed much of the project activities, where members were committed to working with an open heart and an open mind in establishing a common ground. All project processes were founded on relationship building, mutual respect and understanding of responsibility to the work (Wilson, 2008). Additionally, maintaining the approach from Phases I and II, this work was applied and collaborative.

This project also relied upon shared group values, practices, and processes to guide the different stages of this work, which included: formal partnership and relationship building, building a common ground, and collaborative and informed action in the creation of pathways for Indigenous learners across partnering institutions. This next section provides an overview of our process for creating Pathways for Indigenous Learners.



**Figure 2:** 'Circles of Influence': An illustration of our process of creating pathways and forming partnerships for Indigenous Learners

### Partnership and Relationship Building

Relationship building was integral to our process and took place throughout the year. To launch the project, and to begin the process of relationship building, a customary feast was held in Thunder Bay, ON, to bring together current and potential new partners, to begin a dialogue on their interest in and opportunities for expanding Pathways for Indigenous learners. The feast approach reflects a customary Indigenous practice that facilitates the establishment of new partnerships and that promotes dialogue in the creation of new relationships. Relationship building between current and new project resulted from open dialogue, a common ground, and a shared commitment to Indigenous learners.

There were additional factors that fostered relationship building throughout our process. Firstly, members illustrated their commitment to the project, through attendance at and participation in regular in-person meetings. In total, there were 7 in-person meetings throughout the year at various locations that were home, or in close proximity, to partnering institutions. Meetings typically took place over a day and half, and built off of one another in regards to their content and focus. Initial meetings maintained a focus on relationship building and setting a foundation for partnership and collaboration. The focus of meetings then shifted to include broader discussions on barriers around access to postsecondary for Indigenous learners and pathways development, in order to provide background on the landscape that our work is embedded in. Meetings at this time also included a focus on sharing information and resources on creating pathways, covering topics such as institutional asset mapping processes, wrap-around supports, identifying affinity programs, finding alignment, curriculum mapping, and articulation agreements. In-person meetings then shifted to include workshop sessions that provided a space for identifying and creating pathways amongst our institutions.

Reflection was also integral to our work, and often took the form of sharing circles at the end of each meeting day, where each member had an opportunity to share their thoughts and feelings in relation to this work. Refer to Table 1 for a summary of our regular in-person meetings.

**Table 1:** List of regular in-person meetings that took place throughout the year

Date	Location
May 17 <sup>th</sup> and 18 <sup>th</sup> , 2016	Thunder Bay, Ontario (project Launch)
June 29 <sup>th</sup> , 2016	Thunder Bay, Ontario
August 22 <sup>nd</sup> and 23 <sup>rd</sup> , 2016	Sault Ste Marie, Ontario
October 5 <sup>th</sup> and 6 <sup>th</sup> , 2016	Toronto, Ontario
December 7 <sup>th</sup> and 8 <sup>th</sup> , 2016	Thunder Bay, Ontario
February 2 <sup>nd</sup> and 3 <sup>rd</sup> , 2017	Toronto, Ontario
March 8 <sup>th</sup> and 9 <sup>th</sup> , 2017	Ottawa, Ontario

Establishing shared group values and practices contributed to relationship building and partnership, and were integral to the project as a whole. Overall, a commitment to supporting Indigenous Learners across Ontario's postsecondary brought this group together and grounded our work and collaboration. Throughout the project, steering committee members also made personal commitments to work with an open heart and a good mind consistent with Indigenous ceremonies and principles of respect (Wilson, 2008). Additionally, when possible, institutions were open and provided full disclosure on current and new processes or changes occurring within their representative institutions. The group also followed a consensus-based model for decision making whereby group members worked together to make decisions, and all group members were in agreement with decisions made. Collectively, this reinforced a sense of mutual trust, respect and understanding, which ultimately created a space for members to communicate openly about ideas, concerns and questions relating to the project. In addition to the regular in- person meetings, communication was ongoing through regular emails and phone calls made by CPAL's research assistant, and project manager, with the steering committee members. Refer to Appendix G for reflection from steering committee members on the impacts of our process and shared values.

### **Building a Common Ground: Information Gathering and Sharing**

Alongside relationship building, information gathering and sharing also took place throughout the year and included the information and resources were shared during in-person meetings and group discussions, as well as asset mapping and key informant interviews. Overall, information gathering and sharing reinforced relationship building and facilitated creating a common ground for the group on areas such as programming, support services, institutional landscapes, opportunities and barriers for Indigenous learners across Ontario's postsecondary environments. Further, this shared knowledge and understanding provided a foundation, or a starting point, for the creation of pathways for Indigenous learners across partnering institutions.

### *Group Discussions*

Throughout the year partners shared discussions on methods of support and barriers around access to postsecondary education and pathways development for Indigenous Learners; these discussions came up often, as they were foundational to the work. Some of the barriers or challenges discussed amongst the group included the following: high costs of tuition (especially across differing institutions) and limited funding opportunity available for learners; geographical and economical constraints around moving to different institutions; indirect and direct forms of institutional or systemic racism; a lack of system wide understandings of Indigenous histories, cultures, community needs; and a lack of integration of methods of Indigenous pedagogy and assessment (especially in regards to acceptance criteria for particular learners).

Regarding the support for Indigenous education within postsecondary, partners identified challenges such as a lack of consistent and permanent funding for Indigenous faculty and staff; the need for more Indigenous faculty and staff; and institutional wide professional development opportunities for staff on Indigenous histories, cultures, experiences and needs. In regards to pathways development in general, partners discussed challenges around a lack of time or resources for the creation of pathways as well as a lack of internal and external communication across Ontario's postsecondary institutions.

The group also discussed their perceptions of priority opportunities for the creation of pathways for Indigenous learners. These priority areas included: pathways that would increase accessibility to postsecondary (e.g. horizontal or multilateral pathways with multiple entry points), pathways that included programs with higher enrollment of Indigenous learners, pathways that included programs with lower enrollment of Indigenous Learners, and pathways that would help to support communities interests and needs.

### *Asset Mapping*

As a starting point for pathways development, each partnering institution created an asset map to gather institutional information, and in particular, to identify each institution's capacity to support pathways for Indigenous Learners. This involved creating a list of institutional assets, which referred to "...a quality, condition, or entity that serves as an advantage, support, resource, or sources of strength" (Dorfman, 1998)". This could include programming, course offerings, institutional landscapes, and wrap around supports<sup>1</sup> and services available to Indigenous learners, as well as professional development opportunities for staff. Through an in depth analysis of their institution, partners were able to identify their strengths, and through deduction, where weaknesses, or gaps existed as well. A gap referred to an area within an institution that could be improved upon, for instance through pathway development or partnership with another institution (Dorfman, 1998).

Overall, this process resulted in a living document that reflects an in-depth and comprehensive overview of each institutions capacity and ability to support pathways for Indigenous learners. During one of our later meetings and workshops, each member had the opportunity to provide an overview of their asset map, and was encouraged to provide information to group on the following: institutional strengths, or unique assets, around Indigenous Studies programming; institutional gaps in Indigenous studies programming or supports and services for Indigenous Learners; and institutional interest and/or

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<sup>1</sup> Wrap around supports reflect services that support the wholistic well-being of a learner (social, spiritual, mental,



priorities around partnership on pathways development. Overall, this helped to provide a foundation, or a starting point, for the creation of pathways across partnering institutions.

### *Key informant interviews*

In addition to group discussions amongst steering committee members, key informant interviews were held with representatives from different Ontario colleges and universities to explore their perceptions of barriers and supports for creating and facilitating pathways for Indigenous Learners among institutions in Ontario's postsecondary. In total, 6 interviews were completed with 7 informants who represented 4 Colleges and 2 Universities, including, George Brown College, Lakehead University, Lambton College, Nipissing University, Georgian College, and the University of Waterloo.

Overall, discussions with key informants aligned with the group discussions that were shared during our regular in-person meetings as well as with themes that have been identified within reports on credit transfer and mobility in Ontario (e.g. Popovic, 2012). Identified barriers to Pathways development in general, included a lack of funding, time and resources for pathways development; a lack of communication with and between Indigenous communities, students, faculty, administration, and support staff, across institutions; challenges around alignment of curriculum, and in particular, differences in curriculum content or learning outcomes across institutions; differences in institutional policies or systems of governance across institutions; and a lack of transferability of academic and/or non-academic experiences. Regarding the development of pathways for Indigenous Learners, key informants also discussed themes such as a system wide need for knowledge on Indigenous needs, cultures, histories for everyone and a greater and more wholistic support services for learners across institutions.

## **Collaborative and Informed Action: Identifying and Creating Pathways**

### *Workshops*

During several of our in-person meetings, time was allocated to workshop sessions where first circle and second circle members were provided with a space to work collaboratively on exploring and creating pathways across our intuitions. Initial workshop sessions included presentations of information and reflections on pathways development from first circle members, and invited guests. Topics of presentations included overviews of Phases I and II of the project and the First Circle model (articulation agreements, bridging/transition program, wrap around supports), and more specific topics such as creating and asset maps, finding alignment across programs, and curriculum mapping. Once the group was provided with general information and resources on creating pathways, the focus of the workshops transitioned to exploring and creating pathways across partnering institutions. These workshops included overview presentations of each institutions asset maps, as well “speed-dating” to expedite to the identification of partnerships and potential pathways, and action planning sessions around implementing pathways.



### *Speed Dating: Exploring Potential Pathways*

Once partners presented their institutional asset maps, it was realized that there were ample and overwhelming opportunities for collaboration; the group required an organized method to effectively and efficiently guide how to proceed with identifying potential pathways. As such, partnering institutions participated in a 'speed-dating' exercise to provide an opportunity for members to explore



and identify potential partnerships (in terms of pathways development). Speed dating dates back to the 1990s and originated from Los Angeles as a method for assisting Jewish singles in meeting each other (Finkel & Eastwick, 2008). In particular, speed dating was created to provide opportunity for individuals with the same goal (*meeting potential romantic partners*) to efficiently explore their shared interests, and in particular, to quickly determine if they align (Finkel & Eastwick, 2008).

Following the same structure and organization of 'speed-dating', steering committee members underwent a series of brief (10-15 minute) meetings with potential partners. During these brief meetings, potential partners discussed interests, priorities, and opportunities around pathways for Indigenous Learners. All initial identified potential partnerships and pathways were recorded. Overall, the 'speed-dating' activity was well received by the group and was successful in facilitating the creation of diverse list of potential partnerships and pathways across partnering institutions.

### *Action Planning and Creating Pathways for Indigenous Learners*

Following the success of the 'speed-dating' activity, potential partners undertook second, and third rounds of follow-up meetings to discuss and prioritize the emerging potential partnerships and pathways. It was at this time, that partnerships and pathways were solidified, and detailed action plans for formalizing pathways within home institutions were created.

In the exploration and creation of pathways for Indigenous Learners across partnering institutions, pathways were defined as the direct transfer of credits from one program to another, in line with the definition used Ministry of Advanced Education and Skills Development, Government of Ontario. However, partners were encouraged to consider pathways broadly, so that they were mindful of wrap around supports and services that would be available to learners throughout a pathway. Additionally, partners were encouraged to consider opportunities for pathways that were multi-lateral as opposed to pathways that are unilateral, linear, or hierarchal, in consideration of Indigenous pedagogies where education is wholistic and life-long (Augustus, 2015).

Partners sought to create pathways that were obvious in terms of alignment across programs or that were reflective of enrolment of their Indigenous learners. Partners also sought to create pathways that would help to address current gaps in Indigenous education, such as enrollment within the sciences and business, or that would help to meet needs of Indigenous communities, such as language programming. Throughout discussions on the development of pathways, partners were cognizant of the capacity of their institutions to support Indigenous learners coming from another institution, and in particular, the wrap-around supports services they could provide.

## Pathways for Indigenous Learners across Ontario's Postsecondary

### Summary of Pathways

#### *Formal Pathways*

Overall, this work resulted in a diverse list of 18 pathways across 9 institutions, with additional formal and informal partnerships and potential pathways that are still undergoing discussions and planning. The pathways and partnerships identified offer opportunities for learners to build upon their education in the fields of Indigenous Studies, Social Services, Environmental Studies/Science, Business, Education, General Arts and Science, Governance, Nursing, Social Sciences, History, Aviation and Language. The pathways that emerged include the following formats: diploma to degree, degree-to-degree, dual diploma, certificate to diploma (concurrently), or diploma to certificate. Partners are in the process of formalizing and implementing pathways within their institutions through the creation of formal articulation and transfer agreements. Refer to Table 2 for a summary list and brief description of the Pathways for Indigenous Learners that emerged. Refer to Appendix E for a sample Articulation Agreement that was created in earlier phases of this work.

#### *Formal Partnerships*

In addition to pathways development, a formal partnership emerged between First Nations Technical Institute, Sault College, Algoma University, with Confederation College, relating to the implementation of Confederation College's Indigenous Learning Outcomes<sup>2</sup> (ILOs) ILOs into their curriculum.

#### *Informal Partnerships*

In addition to formal pathways and partnerships for Indigenous learners, there were also a series of informal partnerships and relationships that formed amongst the group, which also formed around support for Indigenous learners. Informal partnerships referred to collaborations between institutions that were not formally structured, or supported by formal documentation. For instance, Mowhawk College and Algonquin College discussed a partnership around their Nursing programs; Algonquin gets many applicants to their RPN to BScN program and their shared credential with Ottawa University to their BScN program. Mohawk College with Six Nations Polytechnic and McMaster University have an Indigenous focused pathway for nursing with the Practical Nursing with Aboriginal Communities Diploma and the RPN-BScN program. Through their partnership, they will seek to work on a way to share applicants who are interested in the Indigenous nursing programs.

Lastly, the relationships that were formed amongst the steering committee members are notable. Relationships were built from a commitment to supporting Indigenous learners, regular in

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<sup>2</sup> The Indigenous Learning Outcomes were created by Negahneewin Council with Negahneewin College (Confederation College) and include: (1) Relate principles of Indigenous knowledge to career field. (2) Analyze the impact of colonialism on Indigenous communities. (3) Explain the relationship between land and identity within Indigenous societies. (4) Compare Indigenous and Canadian perceptions of inclusion and diversity. (5) Analyze racism in relation to Indigenous peoples. (6) Generate strategies for reconciling Indigenous and Canadian relations. (7) Formulate approaches for engaging Indigenous community partners.

person meetings, and shared group values and practices, and resulted in successful and ongoing collaboration and informed action.

#### *Future Potential Pathways*

In addition to formal pathways and partnerships and informal partnerships and relationships, there was a diverse list of potential pathways that were identified amongst the group that did not undergo action planning on their implementation. These pathways have been recorded for future exploration. Refer to Appendix F for the list of additional potential pathways.

### **Curriculum and Learning Outcomes Analysis**

As a part of the asset mapping process, partners had the opportunity to analyze their institutions curriculum and learning outcomes in relation to programming and courses for Indigenous Learners and opportunities for pathways development. As a result, this process also allowed for institutions to identify programs and courses that included Indigenous content or learning outcomes. For instance, through a program wide analysis of the integration of ILOs across college programming and courses, Confederation College identified a series of courses and programs that included significant Indigenous content (addressing 3 or more ILOs). Through this analysis, institutions were also able to identify where there were potential gaps in Indigenous education, as well as identify potential opportunities for addressing these gaps through partnership with other institutions. In example, partnerships were formed around the implementation of Confederation College's ILOs into curriculum within partnering institutions, including Algoma University, Sault College and FNTI and Confederation College. Overall, this overview provided a foundation for, while also facilitating, discussions on the potential affinity programs and their alignment across partnering institutions.

Additionally partnering institutions created detailed action plans for curriculum and learning outcomes analysis pertaining to each of their identified pathways.

### **Community of Practice: Promising Practices and Lessons Learned**

#### Promising Practices

With guidance from First Circle partners, the Second Circle helped to expand and grow the community of practice that was established in earlier phases of the work. In particular, the 'First Circle' of partners relied upon relationship building that was founded on customary processes to establish a 'common ground', and that was reinforced by regular in-person meetings at each other's institutions (CPAL, 2016). This community of practice succeeded in bringing together 3 distinct institutions who share a commitment to Indigenous Learners, and proved to be successful again in expanding to include partnerships with additional distinct institutions.

Group reflection among first and second circle steering committee members shed light on a series of promising practices. Firstly, launching the project with a Customary Feast set the foundation for nature of the work, where partners had an opportunity to share a meal of local food together. This provided a space for minds to be nourished, and for relationships to initiate, prior to starting on the

work. Meetings also always started and finished with a group reflection and a prayer, putting our minds and hearts into a shared space.

There was consensus amongst the group that our model, and the shared values, practices and process that it encapsulates, was a best practice for creating pathways for Indigenous learners. In particular, in-person meetings and workshops that included Indigenous and non-Indigenous representatives who held diverse roles in diverse institutions, were key to the success of the work as they created a space for cross-cultural dialogue and communication, which is also an identified need by key informants and in the literature (Popovic, 2012). Additionally, locating meetings at different institutions provided additional insight on the institutional landscapes of partnering institutions.

Lastly, the method of ‘speed-dating’ was identified as a best practice for the group as it expedited the process of aligning interests and identifying partnerships amongst a large group of institutions with diverse programming and assets. There was consensus among the group that this was a ‘breakthrough’ moment as it was a catalytic to our creation of pathways.

### Lessons Learned

The success of this work resulted from the partnership and collaboration of a diversity of learning institutions in Ontario’s Postsecondary; however, there were lessons learned surrounding the communication of the history of our work and on the integration of new institutional partners who joined at different and later stages of the project. In particular, there was a need for more effective communication to partners who were not in attendance at previous meetings or who joined later in the project, as much of the workshops built off of one another. For future phases of this work, it is recommended that new and current partners make a commitment to attendance at all regular in-person meetings as well as to hosting an in-person meeting.

Additionally, the steering committee represented a diversity of positions and roles from distinct postsecondary institutions, which resulted in a diverse range in institutional knowledge and experiences across the group. A lesson learned was that there was a need for communication on particular common language and acronyms used that may vary across steering members.

Lastly, the group was aware of the wrap around support services that are in place across partnering institutions; however, steering committee members wished that there was more time for discussions on how specific services or supports would underlie their identified pathways. A recommendation going forward is to allocate additional time to ensuring that particular wholistic wrap around supports are in place throughout a pathway and/or on exploring how wrap around supports could be streamlined across partnering institutions.

### **Going Forward: Conclusions and Next Steps**

Through the creation of pathways, this work seeks to address gaps in access to postsecondary for Indigenous learners. Much work remains to be done on addressing this gap, and on reconciling with Indigenous peoples in Canada. Recognizing this, project partners will continue to make commitments to promoting and advocating for the sustainability of this work. The next steps of this work are to continue

to build upon the support for and implementation of pathways for Indigenous learners across our institutions, and to expand the circle to include additional interested partners.





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## Appendices:

### Appendix A: List of Steering Committee Membership

Institution	Representative
<b>First Circle</b>	
Trent University	<b>Dan Longboat</b> , Indigenous Environmental Studies, <i>Director</i>
Trent University	<b>Don McCaskill</b> , <i>Professor</i>
First Nations Technical Institute	<b>Adam Hopkins</b> , <i>First Nations Technical Institute, Vice President Academic</i>
First Nations Technical Institute	<b>Joyce Helmer</b> , <i>Quality Teaching, Learning and Innovation Lead</i>
Centre for Policy in Aboriginal Learning, Confederation College	<b>S. Brenda Small</b> , Centre for Policy in Aboriginal Learning, <i>Vice President</i>
<b>Second Circle</b>	
Centre for Policy in Aboriginal Learning, Confederation College	<b>Emily Willson</b> , <i>Project Manager – Research, Centre for Policy in Aboriginal Learning</i>
Lakehead University	<b>Nancy Luckai</b> , <i>Provost &amp; Vice President, Academic</i>
Lakehead University	<b>Dean Jobin-Bevans</b> , <i>Interim Dean, Associate Professor, Faculty of Social Sciences and Humanities</i>
Lambton College	<b>Jane Manning</b> , <i>Aboriginal Bridging Co-ordinator,</i>
Sault College	<b>Carolyn Hepburn</b> , <i>Dean, School of Indigenous Studies and Academic Upgrading</i>
Sault College	<b>Angelique Lemay</b> , <i>Director of Quality Assurance and Pedagogy</i>
Northern College	<b>Diane Ryder</b> , <i>Manager of James Bay Programs &amp; Services</i>
Canadore College	<b>Jeannette Miron</b> , <i>Registrar and Manager of Institutional Research</i>



Canadore College	<b>Mary Wabano</b> , <i>Director, First People's Centre</i>
Confederation College	<b>Leslie MacGregor</b> , <i>Associate Dean, Student Services School of Access and Success</i>
Confederation College	<b>Shane Strickland</b> , <i>Dean, School of Health, Negahneewin and Community Services</i>
Algoma University	<b>Dawn White</b> , <i>Manager, Academic Development and Quality Assurance</i>
Algoma University	<b>Judy Syrette</b> , <i>Director of Anishinaabe Initiatives</i>
Algoma University	<b>Dave Marasco</b> , <i>University Registrar</i>
Algonquin College	<b>Sheryl Fraser</b> , <i>Chair, General Art and Science</i>
Algonquin College	<b>Andre O'Bonsawin</b> , <i>Aboriginal Portfolio Manager, Mamidosewin Centre</i>
Mohawk College	<b>Amy Keladis</b> , <i>Manager, Indigenous Programs</i>

**First Circle Co-Chair:** S. Brenda Small

**Second Circle Co-Chair:** Carolyn Hepburn

## Appendix B: Asset Map Template

### Pathways for Indigenous Learners:

#### Collaborating across Aboriginal Institutes, Colleges, and Universities

##### Asset Map for Partnering Institutions

The purpose of this document is to assist you in summarizing information pertaining to programs, courses, supports, opportunities, services, etc for Indigenous learners within your institution. This information will be helpful throughout the process of this work, in creating learning pathways for Indigenous learners across partnering institutions. *When possible, include institutional data that could be useful to or inform the development or creation of learning pathways.*

*\*\*Feel free to copy & paste any relevant information from your website\*\**

"ASSET"	DESCRIPTION
<b>Programs and Courses</b> (that have a focus on Knowledge/pedagogy, culture, knowledge, etc, or where there are Indigenous Learners enrolled, or that are delivered within communities)	
Programs	
Courses	
<b>Services/Support/ Resources</b>	
Cultural Support (i.e. feasts, sweatlodge, ceremonies, sharing circles)	
Academic Support (i.e. academic advising, tutoring, various workshops)	
Individual Support (i.e. on campus counselling, Elders)	
Financial Support (i.e. bursaries, food vouchers, bus tickets, emergency funds, food bank)	
Resource Centres?	
Peer Mentoring – e.g. connections to upper year mentors (Please include any informal supports (i.e. rides, out of pocket expenses – lunches, coffee))	
If you have a gathering space/student	

<i>lounge/support centre, who typically uses this space? (i.e. 1<sup>st</sup> year students, 2<sup>nd</sup>, non-Indigenous)</i>	
<i>Do you offer post-graduation services? (i.e. career exploration, job bank, etc.)</i>	
<i>Are there linkages with specific community supports that learners can access? (i.e. off campus counselling, cultural support, etc.)</i>	
<i>Special events and/or cultural programming?</i>	
<i>Informal supports (i.e. rides, out of pocket expenses – lunches, coffee)?</i>	
<b>Learner Demographics – when possible include institutional data</b>	
<i>Do you have a system for obtaining Indigenous learner numbers? Do you have the numbers for each group?</i>  <i>Who keeps the data? (i.e. Registrar's, IT, Student Success Centre)</i>	
<i>Where do your learners come from?</i> <ul style="list-style-type: none"> <li>• <b>Urban</b> – reside in same location as institution or relocated from another urban setting</li> <li>• <b>Rural</b> – reside in location that is within the region of institution, i.e. drive in First Nation community or small town</li> <li>• <b>Remote</b> – fly in First Nation or Inuit communities</li> </ul>	
<b>Language</b> – <i>is there a language barrier? Is English a second language for some of your learners?</i>	
<b>Age</b> – <i>is there a higher concentration in a particular age range?</i>	
<b>Education</b> – <i>what education level are they entering with?</i>	
<b>Parental Status</b> – <i>do you have a large number of learners who are parents?</i>	
<b>Prior Learning Experiences</b> – <i>what work experience or educational experience or a combination of both are they bringing with them?</i>	

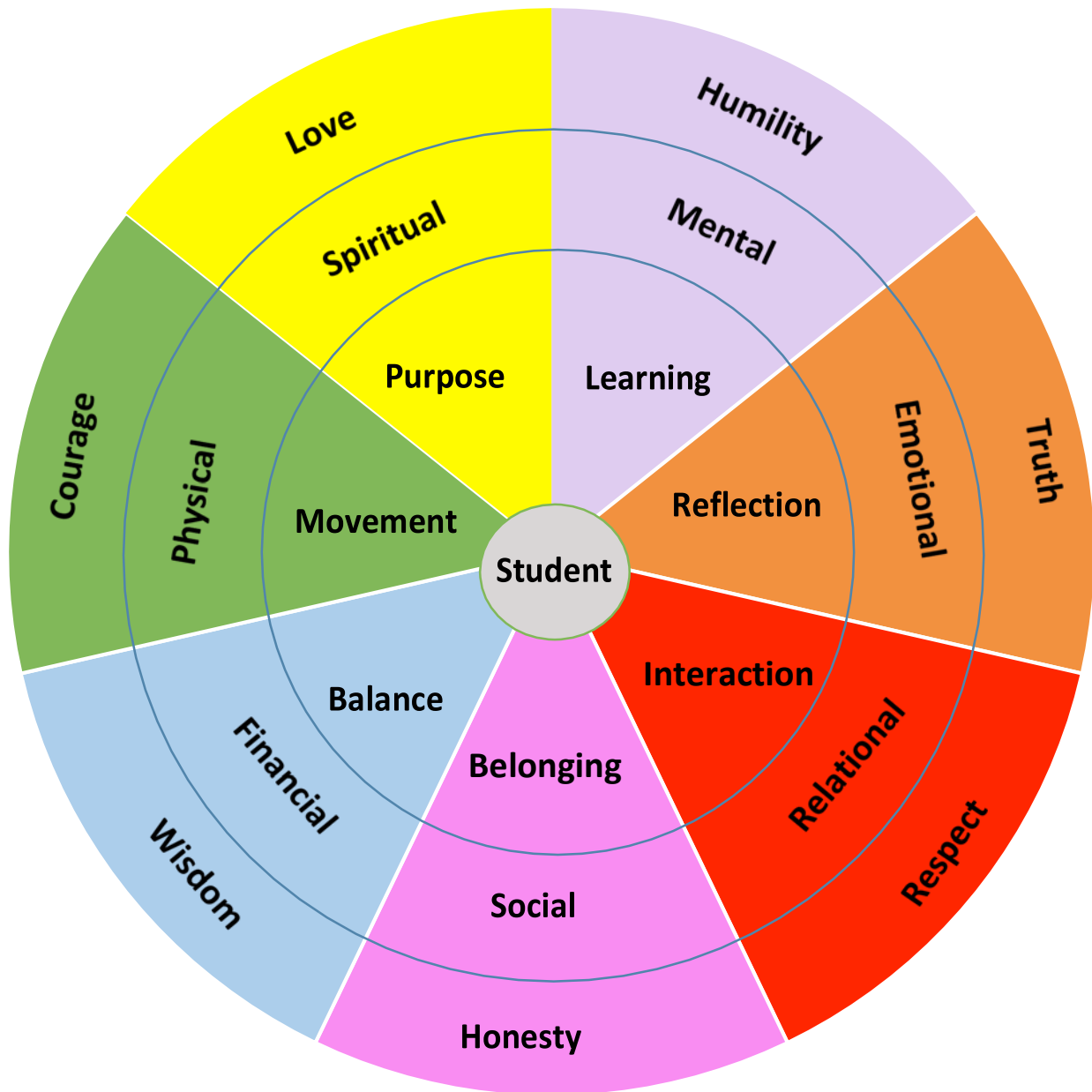
<b>Staff</b>	
<i>Please list the positions that work directly with Indigenous learners or within the realm of support services. (i.e. managers, counsellors, advisors, navigators)</i>	
<i>Are there Indigenous Studies administration, administrative positions held by Indigenous peoples in your institution?</i>	
<i>Are there Indigenous counsellors, Elders, and/or peer support workers available at your institution?</i>	
<b>Learner Recruitment</b>	
<i>How do Indigenous learners typically find out about your institution?</i>	
<i>Do you have a designated Indigenous Recruiter?</i>  <i>If not, how are Indigenous learners recruited? (i.e. through mainstream services)</i>  <i>Where are learners recruited and in what ways? If in schools, what grade levels are targeted?</i>  <i>How do you recruit learners for new programs?</i>  <i>Is there a formal way of tracking this?</i>  <i>Who makes the initial contact? How is contact maintained? Is there follow up or referral to another person or department made?</i>  <i>What information is given and by whom?</i>	
<b>Outreach and Transition</b>	
<i>At what point is first contact made with potential Indigenous learners – application, registration or other?</i>  <i>Who makes the initial contact? How is contact maintained? Is there follow up or referral to another person or department made?</i>  <i>What information is given and by whom?</i>	

<i>If they are directly from high school, does your department have relationships with guidance counsellors or others that work directly with Indigenous learners?</i>	
<i>Who helps learners with the transition to your institution?</i>	
<i>Does your department assist with securing housing, daycare or other essential services for learners?</i>	
<i>Does campus residence provide targeted accommodation for Indigenous learners?</i>	
<i>Are there specific transition services offered to Indigenous Learners transfer students? (i.e. separate orientation, eligibility for on campus housing)</i>	
<b>Decision Making</b>	
<i>Who is responsible for making decisions for Indigenous Learners within your institution?</i>	
<i>Are there any groups or councils (e.g. Aboriginal Education Council) that assist in decision making for Indigenous Learners at your institution? If so, what groups?</i>	
<i>Does your institution have Indigenous representation in decision making processes e.g. sitting on the board of governors, sitting in on senior leadership meetings?</i>	
<b>Institutional Setting</b>	
<i>Aside from curriculum, in what ways are Indigenous knowledge(s) reflected within your institution?</i>	
<i>The cultures of learning institutions differ from each other; what potential adjustments would Indigenous learners have to make as they enter another institution? (I.e. class size, what assignments are like (group presentations, essays, etc.)</i>	
<i>What does building of community look like at your institution?</i>	
<i>What pathways, for Indigenous learners, between post- secondary institutions do you currently offer?</i>	
<i>Does your institution have a designated position for</i>	

<i>pathways related work? (e.g. a Pathways coordinator who is responsible for the creation, development and support of pathways)</i>	
<i>Does your institution have education or personal development opportunities to inform staff and students on Indigenous cultures, education, Canadian History, etc?</i>	
<b>Student Indigenous Funding Sources</b>	
<i>What funders do you currently have relationships with?</i>	
<i>Is there someone from student supports who liaises with the funders?</i>	
<b>Other (Is there any other useful information that could help to inform our process of creating or supporting pathways for Indigenous Learners?)</b>	

## Appendix C: Wrap around supports model

### Comprehensive Wrap around Supports



“a framework ... is the enactment of a respectful relationship with the rest of creation which shares this earth with us a framework is never a noun never simply a metaphor... it is more than any words which attempt to denotate it a framework is a journey/ing with”

**Spiritual – Purpose – LOVE** - *We are given strength to walk through all that comes our way as we seek to understand the Creator's purpose for our lives.*

- Accessing Elders – on and off campus
- Aboriginal counselling – on and off campus
- Opportunities for cultural practices
- Opportunities for spiritual practices

**Mental – Learning – HUMILITY -**

- Academic bridging course – intensive 1 or 2 week module – adaptation of Trent's research and writing course
- Adapting to systems in new post-secondary institution
- Acknowledging and accepting Indigenous cultural difference

**Emotional – Reflection - TRUTH**

- E-portfolio – (to be developed)
- Completion of transition questionnaire/assessment – (to be developed)
- Weekly check ins with peer mentor/advisor
- Managing time (transfer shock)
- Self - direction (self-care, self-advocacy)
- Counselling

**Relational – Interaction - RESPECT**

Promotion of Articulation Agreements – Navigators – College Recruiters

Develop promotional materials: brochures, postcards, etc.

- 1<sup>st</sup> year ACA, NCFS, ET– class visits
- 2<sup>nd</sup> year ACA, NCFS, ET – class visits
- Access programs – class visits
- Alumni base – call/email/mail promotional material
- High Schools
- Career fairs
- Virtual tours
- Website promotion and information

Meeting with students who are pursuing and meet criteria of Articulation Agreement

- Introduction to receiving institution staff and faculty
- Assist with application process

“Checking in not out” once at receiving institution

- Weekly check ins with peer mentor/advisor



- Follow up by support staff to faculty
- Faculty engagement
- Advocacy

#### **Social – Belonging - HONESTY**

- Maintenance of cohort
- Summer orientation – “Biishka”, Kiikokanawge
- Community connections – friendship centres,
- Family connections

#### **Financial – Balance - WISDOM**

- Income source
- Funding logistics
- Employment opportunities – pre, mid, post
- Moving costs
- Budgeting
- Bursary applications

#### **Physical – Movement – Self direction – COURAGE**

- Housing/accommodations
- Daycare, children’s schools
- Safe neighbourhoods
- Health care – doctors, dentists, optometrists
- Diet and exercise

**Appendix D:** Summary list of the identified Pathways for Indigenous Learners across partnering institutions

From	To	Pathway Type
<b>Aboriginal Studies</b> , Algonquin College	<b>B.A. Indigenous Environmental Studies/Sciences</b> , Trent University	Diploma to Degree
<b>Environmental Studies</b> , Algonquin College	<b>B.A. Indigenous Environmental Studies/Sciences</b> , Trent University	Diploma to Degree
<b>Aboriginal Community Advocacy</b> , Confederation College	<b>Indigenous Learning, B.A.</b> , Lakehead University	Diploma to Degree
<b>Business</b> , Confederation College	<b>BAdmin or HBComm</b> , Lakehead University	Diploma to Degree
<b>Aboriginal Canadian Relations Certificate</b> , Confederation College	<b>Concurrent Diploma</b> , Algonquin College	Diploma + Certificate / Concurrently
<b>Social Service Worker, Native Specialization</b> , Sault College	<b>Native Child &amp; Family Worker</b> , Confederation College	Diploma to Diploma
<b>Social Service Worker Diploma</b> , FNTI	<b>Native Child and Family Worker Diploma Program</b> , Confederation College	Diploma to Diploma (for Advanced for Accreditation)
<b>Anishinaabemowin (BA)</b> , Algoma University	<b>Bachelor of Education</b> , Lakehead University	Degree to Degree
<b>Anishinaabemowin (BA)</b> , Algoma University	<b>Indigenous Language Teacher Diploma Program (ILTDP)</b> , Lakehead University	Degree to Diploma
<b>Social Service Worker, Native Specialization</b> , Sault College	<b>B.A. Social Work</b> , Algoma University	Diploma to Degree, Articulation – CAAT – University
<b>Anishinawbemowin Immersion Certificate</b> , Sault College	<b>Native Child and Family Worker</b> , Confederation College	Certificate to Diploma, Diploma to Certificate / Concurrently
<b>Anishinawbemowin Immersion Certificate</b> , Sault College	<b>Aboriginal Community Advocacy</b> , Confederation College	Certificate to Diploma, Diploma to Certificate
<b>GAS certificate/Diploma</b> , Mohawk College	<b>BA Indigenous Learning</b> ( <i>can be concurrent with BED program</i> ), Lakehead University	Certificate/Diploma to Degree
<b>GAS certificate/Diploma</b> , Mohawk College	<b>BA History (online)</b> , Lakehead University	Certificate/ Diploma to Degree
<b>GAS certificate/Diploma</b> , Mohawk College	<b>or HBED – Aboriginal P/J</b> (Thunder Bay Campus), Lakehead University	Certificate/ Diploma to Degree
<b>Native Child &amp; Family Services, Social Services Worker</b> , Confederation College	<b>BA Psychology; BA Community and Economic and Social Development; BA Social Work</b> , Algoma University	Diploma to Degree

<b>BA Community Economic and Social Development</b> , Algoma University	<b>Aboriginal Canadian Relations Certificate (Concurrently)</b> , Confederation College	Concurrent Certificate (online) with Degree
<b>Public Administrative and Governance Degree</b> , FNTI	<b>Aboriginal Canadian Relations Certificate</b> , (Concurrently), Confederation College	Concurrent Certificate (online) with Degree

## Appendix E: A Sample Pathway

PATHWAY DETAILS	
<b>Title of Pathway:</b> Use Official Program/Credential Titles	From: Mohawk college - GAS certificate/Diploma  To: Lakehead University – BA Indigenous Learning (can be concurrent with BED program); alternately, students can complete the BA or HBA IL and then apply to the BEd consecutive.  BA History (online)  HBED – Aboriginal PJ (Thunder Bay)
<b>Pathway Type:</b> <i>Degree Completion, Certificate to Diploma, Diploma to Diploma, Degree to Diploma, etc.</i>	Certificate or Diploma – Degree
<b>List other postsecondary institution/s involved in the creation of the pathway:</b>	n/a
<b>Pathway Implementation Date (Senate approval):</b>	Sept 2018
<b>Pathway Implementation Date (posting to the ONTransfer.ca website):</b>	Spring 2018
<b>Contact Procedure for Pathway Implementation:</b>	Mohawk College – Amy Kelaidis, Manager Indigenous Programs <a href="mailto:amy.kelaidis@mohawkcollege.ca">amy.kelaidis@mohawkcollege.ca</a>  905-575-1212 ext. 3118  Lakehead University –  Admissions – Mr. Nic Chamut, Manager of Undergraduate Admissions, 807-3438676, <a href="mailto:nchamut@lakeheadu.ca">nchamut@lakeheadu.ca</a>  HBED (Aboriginal Education) – Dr. Don Kerr, Acting Chair – Aboriginal Education, 807-343-8695, <a href="mailto:dkerr1@lakeheadu.ca">dkerr1@lakeheadu.ca</a>  BED (concurrent and consecutive) – Dr. Teresa Socha, Chair – Undergraduate Studies, 807-343-8052, <a href="mailto:tsocha1@lakeheadu.ca">tsocha1@lakeheadu.ca</a>  Indigenous Learning (BA or HBA) – Dr. Robert Robson, Chair – Indigenous Learning, 807-343-8973, <a href="mailto:robert.robson@lakeheadu.ca">robert.robson@lakeheadu.ca</a>  History (BA, online) – Dr. Michel Beaulieu, Incoming Chair – History, 807-

	<p>343-8341, michel.beaulieu@lakeheadu.ca</p> <p>Note - 4U English or equivalent (e.g. College Communications courses) required as part of admission criteria</p> <p>Map out articulation from GAS College Certificate</p> <p>Map out articulation from GAS College Diploma</p>
Eligibility for the Pathway (student eligibility for the pathway):	Completion (or in progress) of either a Certificate or Diploma for admission consideration
Applicant must have graduated from the program at the sending institution:	Students can be assessed based on their completed courses
Minimum program GPA or % required to be eligible for this pathway:	70%
Minimum GPA or % required in specific courses	Minimum in the college Communications Course may be required for equivalency to 12U English - TBD
Total number of transfer credits / full courses to be granted at receiving institution (please express as a numerical proportion, i.e. 90 of 120)	TBD – dependent upon student transcript; completion of college credential could lead to block transfer in each area
Transfer Credits Granted (please describe pathway clearly and succinctly):	Assessed on an individual basis – TBD
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):	Assessed on an individual basis – TBD 5 FC/ year
Anticipated time to complete the credential if	Dependent upon credential

enrolled full-time:	
List of eligible institutions and their programs	Mohawk and Lakehead

**Appendix F:** List of potential pathways for future exploration

<b>Partnering Institutions</b>	<b>Description potential pathway</b>
Confederation Collge - Trent University	<i>Work together towards building a funding model to facilitate the foundation of the 4 week orientation program; Create pathways between Indigenous Programs in to Indigenous BEd; Create pathways with Indigenous Language Program as an add on to our Indigenous Programs</i>
Algoma University- Algonquin College	<i>Future potential for pathway for an Entrepreneurship diploma and Algoma University program to be determined</i>
Canadore College - Lakehead University	<i>Working on the Rec programs at Lakehead - Environmental Tech - Biotech programs; Environmental Sustainability offered in Orillia</i>
Canadore College - Trent University	<i>ECE program; IWAP; Program maps, course outlines and curriculum 2+2 into the Bed, BSCN program, Indigenous BA</i>
Lambton College - Trent University	<i>From: Enviromental Technician-Water &amp; Wastewater Systems Operations Diploma To: Bachelor of Arts in Indigenous Environmental Studies (Honours) Potential Pathway Two: From: Liberal Studies Diploma To: Bachelor of Arts (Honours) in Indigenous Studies</i>
Canadore College - Sault College	<i>Potential College to College Pathway: Canadore's Community Diabetes Worker Program (post-diploma) and Sault College's Social Service Worker – Native Specialization program (diploma) ; Collaboration: Explore Summer Intensive programming in both Community Diabetes Worker Program (CC) and Fetal Alcohol Syndrome Disorder program (SC) (video conferencing) with a possible 2018 implementation; possible online development delivery; Potential Pathway: Canadore's Mental Health and Addiction Worker Program (diploma) and Sault College's Fetal Alcohol Syndrome Disorder program (post-diploma)</i>
FNTI - Canadore College	<i>Aviation Programs (Flight, AMT, AME), FNTI, Canadore College à Bachelor of Aviation Technology or Bachelor of Applied Technology(Flight program stream), TBD; Diploma to Degree</i>

## Appendix G: Testimonials: Voices of our Project Partners

"It is refreshing to be part of our ONCAT project that has led to colleges and universities collaborating rather than competing in developing the numerous new pathways and wrap around services we have put in place among our institutions for the benefit of our Indigenous learners. We at Trent are appreciative of the new partnerships we have established with colleges through the province".

*-Don McCaskill, Trent University*

"The collective power of open minds and hearts working together is very hard to properly put into words; however, because of this 'intangible' process, commitment, and deliverables were achieved with a more holistic impact. I thoroughly witnessed and felt the continued effort put forth by each and every member to the ultimate benefit of our Indigenous learners. Very meaningful and purposeful work."

*-Leslie Macgregor, Confederation College*

At the centre of all our discussions and sharing of information, is what is in the best interest of the indigenous learner. Through collaboration and best practices, our learners are the recipients.

*-Sherrly Fraser, Algonquin College*

The Aboriginal Pathways project funded in 2016-17 has created several opportunities for meaningful dialogue between the involved institutions. Although Lakehead has always been open to creating pathways that address the needs of Aboriginal Learners, this particular project has brought key players together to identify individual and common strengths as well as opportunities for improvement. Most importantly, it has provided incentive and opportunity for collaboration. Continuation of the project will, in our opinion, enhance pathways for Aboriginal Learners resulting in a wider array of economic and educational options.

*-Nancy Lukai, Lakehead University*

Participating in this project has been a tremendous learning experience. The process of relationship building grounded in shared group values provided a strong foundation for collaborative and informed action. The shared commitment to Indigenous learners was core - what impacted me the most is how members of the group regularly brought the discussion back to what it means for the individual student's experience. This resulted in work that was genuinely student-centric.

*-Dawn White, Algoma University*

It was an absolute pleasure serving on the Pathways for Indigenous Learners committee. While the work of the committee continues, the deliberations were refreshing, active and collaborative and gave the participating institutions an opportunity to build community in support and providing opportunities for indigenous learners. Algoma University was fortunate to be part of the group in discovery and sharing knowledge.

*-Dave Marasco, Algoma University*

Sault College is pleased to have been a part of this innovative project which clearly demonstrated how Indigenous worldview and ways of knowing can effectively be incorporated into the work we do as post-



secondary educators. In addition to the number of identified pathways and initiatives that are a result of this project, it has also been a catalyst in creating an environment of mutual collaboration between the participating institutions that will continue to contribute to the advancement of Indigenous education in Ontario in the years to follow.

*-Carolyn Hepburn, Sault College*

**Appendix H:** Sample Articulation Agreement

*Refer to the document below.*



## **ARTICULATION AGREEMENT**

**BETWEEN**

**CONFEDERATION COLLEGE**

**AND**

**TRENT UNIVERSITY**

---

**MARCH, 2015**

**Confederation College's**  
Aboriginal Community Advocacy Program  
to  
**Trent University's**  
Bachelor of Arts (Honours) in Indigenous Studies

---

This agreement establishes the principles, guidelines and procedures governing admission and assessment of selected qualified students to enter the Bachelor of Arts (Honours) in Indigenous Studies at Trent University on an advanced standing basis, subsequent to the successful completion of Confederation College's Aboriginal Community Advocacy Program.

**1. PURPOSE**

- 1.1. The purpose of this agreement is to provide qualified graduates of Confederation College's two year Aboriginal Community Advocacy program with a seamless option for continuing their education at Trent University in the Bachelor of Arts (Honours) in Indigenous Studies at Trent University.

**2. ROLES AND RESPONSIBILITIES**

**2.1. Program Collaboration**

- Program faculty and their departments will be responsible for coordinating collaborative meetings to engage in ongoing discussions to enhance and coordinate their programs.
- Trent's program faculty will support incoming students by providing them with relevant information related to their program.

**2.2. Student Supports**

Trent's program faculty, with assistance from their own department, Trent's First People's House of Learning and Confederation College, will provide additional supports as required and agreed upon in the signed memorandum between the institutions.

**2.3. Admissions**

The Admissions Office at Trent University will be responsible for ensuring that eligible students will be awarded credit transfers as stated in said agreement in reference to 5.1.

**2.4. Recruitment and Marketing**

Recruitment and marketing representatives at both institutions will be responsible for promoting the articulation pathway, recruiting students and providing the necessary orientation as students move from one institution to the other.

**2.5. Students**

Through communication with program faculty and orientation sessions, students will be advised to consult academic advisors to ensure they are successfully completing program requirements.

### **3. TERMS AND CONDITIONS OF THE AGREEMENT**

3.1. This is a two plus two agreement. Graduates of the two year Aboriginal Community Advocacy Program from Confederation College will be granted 10 credits towards a four year Bachelor of Arts (Honours) in Indigenous Studies at Trent University.

### **4. ADMISSION REQUIREMENTS**

4.1 To qualify for this agreement, students must have:

- successfully completed Confederation College's Aboriginal Community Advocacy Program
- a minimum overall average of 75%

4.2. Students must meet all specific admission and enrollment standards and requirements for the program and will be accepted subject to capacity if applicable.

### **5. TRANSFER OF CREDITS**

5.1. Students graduating from the Aboriginal Community Advocacy Program with a minimum average of 75%, who are eligible, will be granted 10 credits towards the successful completion of a 20 credit Bachelor of Arts (Honours) degree in Indigenous Studies.

<b>Courses completed at Confederation College</b>	<b>Course equivalencies at Trent University</b>	<b>Credits received</b>
LV 100 History of Aboriginal Canadian Relations (45 hours) LV 410 Contemporary Issues and Social Justice (45 hours)	INDG 1000Y, Foundations of Indigenous Studies	1
CS 040 College Writing Essentials (60 hours)	INDG 1011H, Foundations of Indigenous Learning: Writing	0.5
LV 209 Applied Writing and Research (45 hours)	INDG 1012H, Foundations of Indigenous Learning: Research	0.5
LV 213 Community Development Processes (45 hours)	INDG - ADMN 1500H, Foundations of Indigenous Community Development (cross listed with Business Administration)	0.5
LV 110 Government, Law and Aboriginal Peoples (45 hours) LV 202 Aboriginal Law and Self-Government (45 hours)	INDG – POST 2000Y, Politics and Indigenous Communities (cross listed with Political Studies)	1
LV 109 Indigenous Identity and Relationship to the Land (45 hrs) LV 210 Traditional Knowledge and Ethics (45 hours)	INDG 2100Y, Introduction to Indigenous Knowledge	1
LV 204 Introduction to Advocacy (45 hours) LV 340 Mediation and Negotiation in Aboriginal Communities (60 hours)	INDG 3401H, Law and Indigenous Peoples: Foundations	1
LV 407 Internship Placement (210 hours)	INDG 3860Y. Practicum Field Placement	1
NC 124 Aboriginal Language and Culture (45 hours) LV 315 Aboriginal: Land and Environment (45 hours) LV 310 Aboriginal Women: Issues and Advocacy (45 hours) LV 408 Aboriginal Justice and Alternatives (45 hours) LV International Human Rights and Indigenous Peoples (45hrs) LV 411 Advanced Advocacy Seminar (45 hours) LV 412 Advocating for Children and Youth (45 hours)	3.5 ARTS, unassigned 1000 level	3.5

- 5.2. As these credits recognize areas covered in Confederation College's Aboriginal Community Advocacy Program rather than one-to-one course equivalents, numerical grades will not be recorded on the Trent transcript. Completion of these credits will be recognized with a pass grade.

## 6. **PROGRAM AND GRADUATION REQUIREMENTS**

- 6.1. Upon admission to the Bachelor of Arts (Honours) in Indigenous Studies, students must satisfy all general education, graduation and major requirements as outlined in the university's undergraduate calendar. If a student does not have the foundation or skills to enroll in an upper level course because of a lack of the appropriate introductory course(s), any necessary prerequisite course(s) will be required.
- 6.2. If a student transfers to a different degree program, all transfer credits outlined in this agreement may not apply to the new degree program. It is the student's responsibility to consult an academic advisor and to notify the Registrar's Office of any program changes.
- 6.3. To satisfy the requirements of Trent's Bachelor of Arts (Honours) in Indigenous Studies, students will need to complete specific courses to meet program requirements in addition to the courses they have already been granted from Confederation College.

<b>Program Requirements for BA (Honours) in Indigenous Studies</b>	<b>Courses Granted through transfer equivalency from Confederation College (required for program)</b>	<b>Courses students will need to take to meet specific program requirements</b>
<b>5.0 INDG credits consisting of INDG 1000Y, 2100Y, 3105Y, 3813Y, 4201H and 4202H</b>	INDG 1000Y, 2100Y	INDG 3105Y, 3813Y, 4201H & 4202H
<b>5.0 INDG additional credits, including at least 0.5 credits from each of the four clusters:</b> Indigenous Knowledge, Culture & Languages Indigenous Lands, Politics & History Theories, Methods & Practice Cultural Expressions & Performance	INDG 3860Y INDG 2000Y, 3401H 1011H, 1012H, 1500H	0.5 credits
<b>At least 3.0 of the INDG credits at the 4000 level from the four clusters</b>	---	two additional 4000 level courses from the four clusters (4201H & 4202H would be the third)
<b>A minimum of 7 credits at the 3000 or 4000 level</b>	one and a half courses at this level included above: 3860Y and 3401H	one additional half credit at the 3000 or 4000 level (five courses at this level included above: 3105Y, 3813Y, 4201H, 4202H, 2-4000 level courses)
<b>A minimum of 3 credits with a grade of 60% in a different disciplines</b>	INDG-POST 2000Y, INDG-ADM 1500H	1.5 credits in different disciplines

- 6.4. A total of 20 credits is required to graduate with a Bachelor of Arts (Honours) degree. Students from Confederation College are granted 10 transfer credits upon admission and are required to take an additional 7.5 credits to meet specific program requirements; leaving a remaining 2.5 credits for students to complete.

## **7. IMPLEMENTATION AND REVIEW**

This agreement is subject to review whenever either party makes curricular changes that impact the agreement. When a change occurs, the program departments will notify their respective articulation designates so that the agreement can be updated. Articulation designates at each institution will review the agreement annually to ensure it is current. This Agreement may be terminated by either party. In this case, notice of one year is required. In the event of termination of the Agreement, every effort will be made to ensure that students currently enrolled in the program will not be affected.





## 8. ACCEPTANCE OF AGREEMENT

We, the undersigned, as the representatives of Trent University and Confederation College, hereby demonstrate our commitment to full implementation of the Agreement.

For, and on behalf of,  
Trent University



Bruce Cater  
Dean of Arts and Science, Social Sciences, Trent University

10 April 2015

Date

For, and on behalf of,  
Confederation College

  
Joe Cordeiro  
Dean, Confederation College

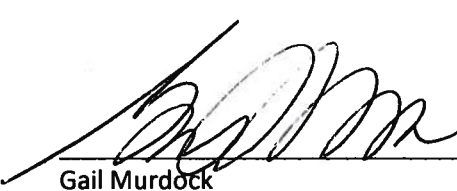
May 8, 2015

Date

  
Gary Boire, PhD  
Provost and Vice-President Academic, Trent University

Date

April 16/15

  
Gail Murdock  
Vice President Academic, Confederation College


Date

May 8/15

  
Dr. Leo Groarke  
President and Vice-Chancellor, Trent University

Date

April 17/15

  
Jim Madder  
President, Confederation College

Date

May 13/2015