



<https://lifechangehypnotherapy.files.wordpress.com/2010/09/canoe-river.jpg>

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

Presenters:

Dr. Joyce Helmer (FNTI, Curriculum Specialist)

Dr. Dan Longboat (Trent University, IES Program Director)

Janice Battiston (Confederation College, Project Advisor)

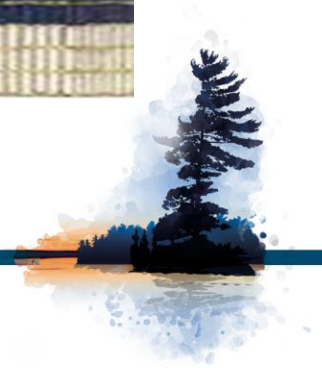
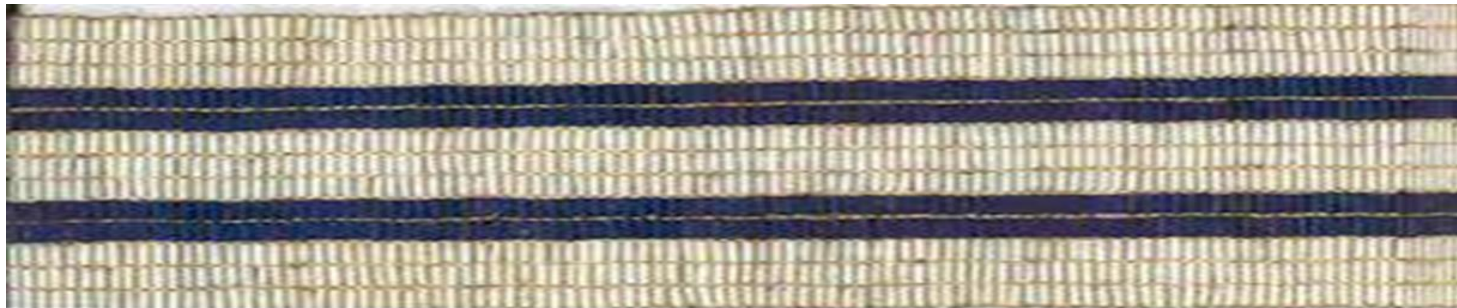


Project Scope

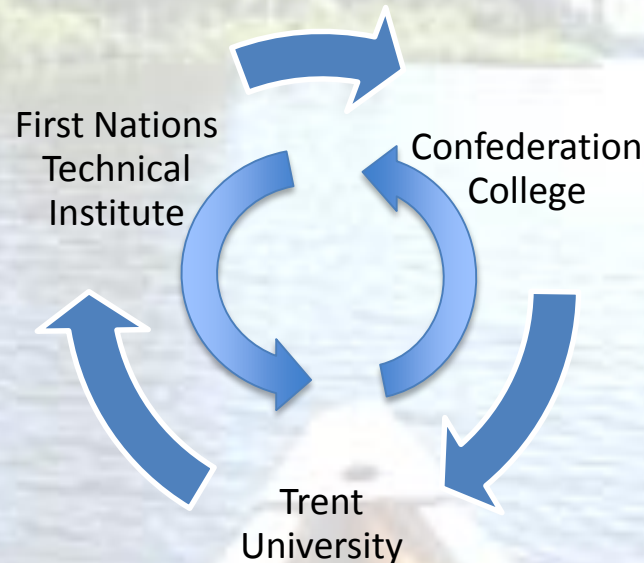
- To establish an Indigenous-centered approach to articulation agreements and transfer credit policies for colleges, universities and Aboriginal Institutes.
- To create distinct pathways, rooted in Indigenous Knowledges, for Aboriginal learners as they transfer between institutions. Key components of the model include bridging programs and comprehensive “wrap around” supports.



The Two-Row Wampum Belt represents the commitment of two nations to travel the river together, side by side, in their own boats
(Tehanetorens, 1972)



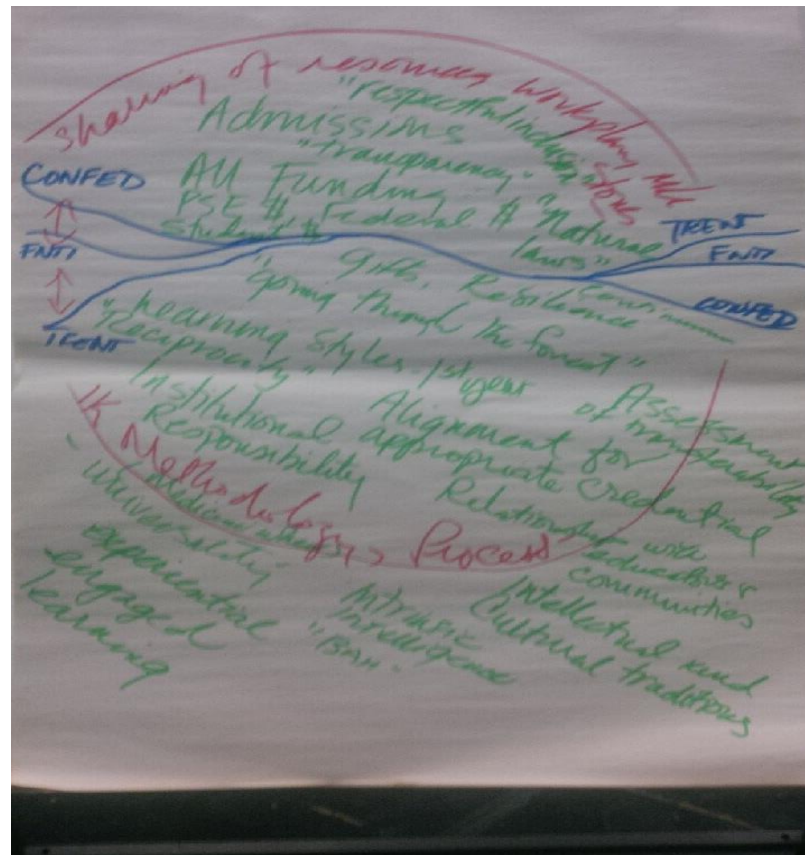
Planning the Canoe Trip: Initial relationships and planning our methodology to move forward



This slide shows the relationship between the three institutions and how they can bring their strengths together to support Aboriginal students. It also shows that pathways can be horizontal, not just vertical.

‘Dormant knowledge transforms into new life when we share our ways of knowing. It begins with a journey inward and spirals outward in the “relational way”.’ –

Herman Michell



Leaving the Shoreline: Going forward with one mind

- ✓ Memorandum of Understanding
- ✓ Faculty Engagement
- ✓ Student Consultations
- ✓ Intrinsic Cultural Foundation



Gathering Supplies Along the Journey

- Potential program pathways – multilateral
- Curriculum Analysis – course by course comparison, analysis of program and Aboriginal learning outcomes
- Articulation Agreement
- Comprehensive wrap around supports
- Bridging Program



	IS	IES	ACA	NCFS	ET	IL	SW
Indigenous Studies (IS)-Trent							
Indigenous Environmental Studies (IES)-Trent							
Aboriginal Community Advocacy (ACA) Confederation							
Native Child Family Services (NCFS) Confederation							
Environmental Technician (ET)- Confederation							
Indigenous Leadership (IL)-FNTI							
Social Work (SW)-FNTI							

Curriculum Analysis and Alignment

Goal: student success

- Multivariate review
 - Program and individual course description
 - Individual program outcomes
 - Individual course intended learning outcomes
 - Aboriginal Learning Outcomes
- Faculty review
 - program developers, program directors and faculty



Vocational Learning outcomes

Program level : College vs University

Aboriginal Learning Outcomes

Developed in 2007 by Negahneewin College of Academic and Community Development and the Aboriginal Education Circle at Confederation College, the outcomes currently exists to provide a framework for Confederation College to infuse Indigenous knowledge, practice and experience across all curriculum.

There are 7 Aboriginal Learning Outcomes which guide this work:

1. Relate principles of Indigenous knowledge to career field.
2. Analyze the impact of colonialism on Aboriginal communities.
3. Explain the relationship between land and identity within Indigenous societies.
4. Compare Aboriginal and Canadian perceptions of inclusion and diversity.
5. Analyze racism in relation to Aboriginal peoples.
6. Generate strategies for reconciling Aboriginal and Canadian relations.
7. Formulate approaches for engaging Aboriginal community partners.

	Aboriginal Learning Outcomes: . January 2015	ALO #1: Relate principles of Indigenous knowledge to career field	ALO #2: Analyze the impact of colonialism on Aboriginal communities.	ALO #3: Explain the relationship between land and identity within Indigenous societies	ALO #4: Compare Aboriginal and Canadian perceptions of inclusion and diversity	ALO #5: Analyse racism in relation to Aboriginal Peoples'.	ALO #6: Generate strategies for reconciling Aboriginal and Canadian relations.	ALO #7: Formulate approaches for engaging Aboriginal community partners.	
Confederation College: Aboriginal Community Advocacy Program									
	YEAR ONE								
Course code	Course Title								
	College Writing Essentials								
CS 040									
LV 100	History of Aboriginal and Canadian relations	x	X	X	X	X	X	X	
		x	x	X	X	x	x	x	
LV 109	Indigenous Identity and Relationship to Land								
	Government, Law and Aboriginal Peoples	x	x		x	x	x	x	
LV 110									
	Aboriginal Law and Self-government	x	x		x		x	x	
LV 202									
	Introduction to Advocacy	x	x		x		x	x	
LV 204									
	Traditional Knowledge and Ethics	x	x	x	x	x	x	x	
LV 210									
	Community Development Process	x	x		x		x	x	
LV 213									
	Microsoft Applications								
MC 155									
	Aboriginal Language and Culture	x	x	x	x		x	x	
NC 124									



Importance of Curriculum Mapping as a Team

This process enabled the creation of a solid team encompassing all three campuses and resulted in some immediate benefits in terms of curriculum/exposure of students to their program and culture, accompanying support needs.

Facilitation by curriculum developer was crucial.

Became familiar with every course in the programs and have a better understanding of interconnections and content sequencing.



Articulation Agreement

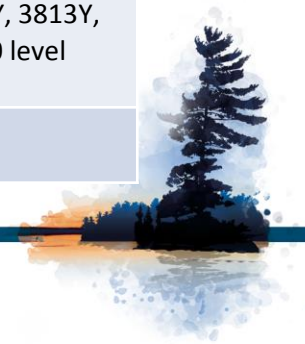
The evaluation between the Trent Indigenous Studies and Confederation Aboriginal Community Advocacy programs uncovered high compatibility levels both in discipline specific and cultural content. In response, a draft articulation agreement for the pathway between the two programs was developed, which would allow learners to begin their studies at Trent in the third year of the Indigenous Studies program.

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

The following table provides a summary of the pathway.

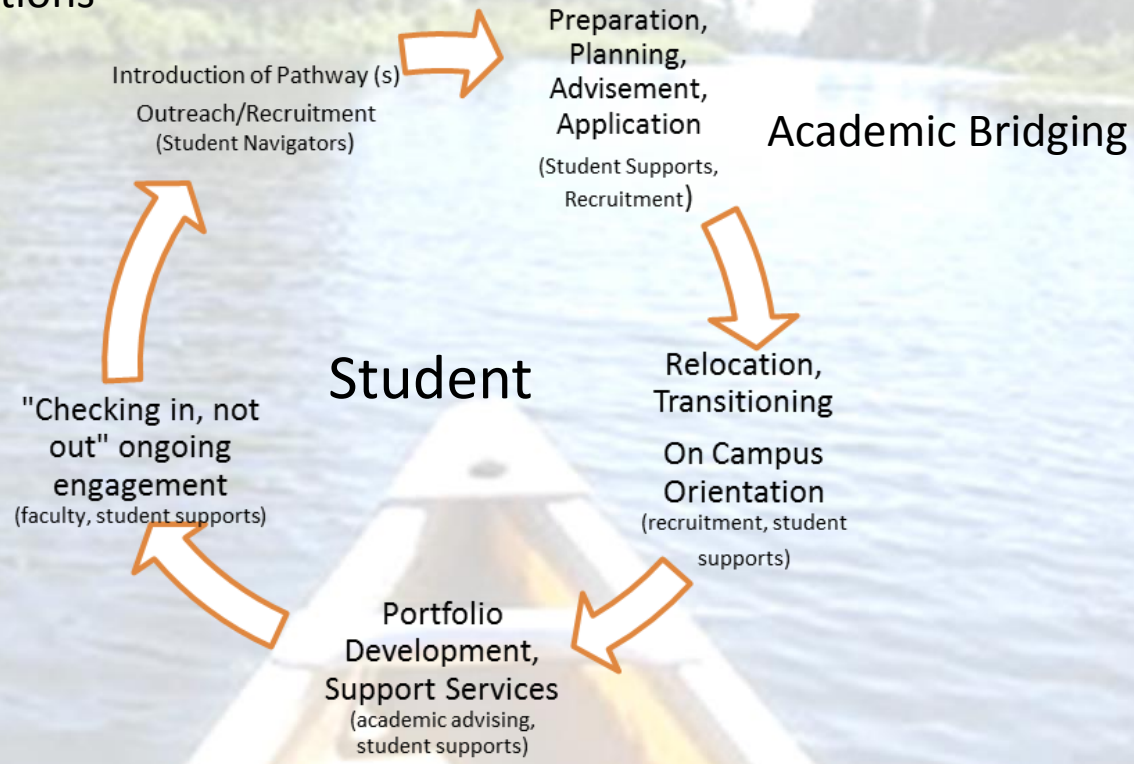


Program Requirements for BA (Honours) in Indigenous Studies	Courses Granted through transfer equivalency from Confederation College (required for program)	Courses students will need to take to meet specific program requirements
5.0 INDG credits consisting of INDG 1000Y, 2100Y, 3105Y, 3813Y, 4201H and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



Comprehensive “Wrap Around” Supports

Collaborative student engagement by sending & receiving institutions



Bridging Program

Biishkaa (Ojibway for “rise up”) will be offered three weeks prior to the start of university. Through the program, Aboriginal students will have the opportunity to create mutually supportive relationships with each other and with upper-year Aboriginal student mentors. The program also will feature Indigenous knowledge, skills-building, individual success planning, Elders’ teaching, and living on the land.



Continuing the Journey Towards the Horizon

- Soft Launch: September 2015
- Development of new Pathways
- Benefits of this work

