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Articulation Committee Meeting

Committee Meeting Name	Meeting Location	Meeting Date
Aboriginal Education/Indigenous Languages Joint meeting	44 Capital Boulevard (10044 108 street NW Edmonton) Room #1227	Friday, December 16, 2016 10am - 3pm
<p>Chair:</p> <p>Patricia Goodwill Littlechild (Chair, Aboriginal Education, Mascwacis Cultural College)</p> <p>NOTE: Doris Chabot represented Patricia for part of the time</p> <p>Marilyn Shirt (Chair, Indigenous Languages, University nuhelot'jine thaiyots'j nistameyimâkanak Blue Quills) – Marilyn was out of the country and unable to participate.</p>		

Committee Members to Attend	Accepted	Attended
1. Freda Cardinal, uAlberta	IP	Regrets
2. Jocelyn Verrault, YTC	IP	Regrets
3. Ernestine Paul, YTC	IP	
4. Jenny Fox, RCCC	Y	N
5. Joyce First Rider, RCCC	Y	N
6. Jen Glenday, NAIT	IP	
7. Carl Quinn, UnBQ	IP	
8. Kevin Lewis, UnBQ	tent	Y
9. Noelle Wells, BVC	Y	
10. Roy Weasel Fat, RCCC	tent	N
11. Patricia Pryce, BVC	Y	
12. Chrystal Manyfingers, BVC	Y	
13. John Fischer, MRU	IP	
14. Lucinda Jenkins, NLC	IP	
15. Cathy Takeda, LethbridgeC	IP	
16. Candace Levko, LethbridgeC	IP	
17. Christine Johns, uCalgary	Y	
18. Shana Dion, uAlberta	IP	Regrets
19. Vickie Cardinal-Widmark, RDC	IP	
20. Maxine Evans, RDC	Y	
21. Bev Moghrabi, PortageC	Y	
22. Nyssa Papertzian, Keyano	Y	

Guests/Observers to Attend		Accepted	Attended
1.	Annette Bruised Head, Kainai HS	Y	
2.	Corinne Sperling, Alberta Education	IP	
3.	Gabrielle Christopherson, Alberta Education	IP	
4.	Pearleen Kanewopasikot, Alberta Education	tent	

ACAT Secretariat/Ministry Staff to Attend		Accepted	Attended
1.	Clare Ard, Manager, Articulation		
2.	Ann Marie Lyseng, Senior Manager		

AGENDA	
1.	Welcome and Introductions
2.	<p>Institutional Updates</p> <p>- Cathy Takeda and Candace Levko - Lethbridge College: career pathways post-sec. program/certificate; Very successful and popular take courses in many areas as a cohort and then take courses in a particular pathway In the actual program Program structure: first term cohort, core classes including study skills, second term take classes in program pathway, graduate with 24* certificate; If meet other admission requirements (e.g., many medical type diplomas require BIO 30) then practically guaranteed admission into that program next September. curriculum change every 7 years, SOAR curriculum development process (strengths, opportunities, aspirations, results). The curriculum review is meeting with all kinds of stakeholders incl elders, academic staff (SEE ALSO MRU review) address TRC, CIP includes TRC items now , support for students in this journey, program has existed for 4 years, students can qualify for band funding for this</p> <p>ISSUE: complexity of types of funding TRANSFER: looking to build on this via 2+2 opportunities eg Criminal Justice, ECD</p> <p>- John Fisher - MRU: Iniskim Centre academic support for students, residences for singles and families on campus and Bursaries for this, - looking to grow the number Indigenous Strategic Plan: This is a refocus for MRU as they started this in the 70s. UCEP program, funding complexities , preparing to put indigenous pathways online in near future, curriculum change committee (elders and professors, ways of knowing) science and computing Indigenous engagement courses for businesses (co-creation) in the beginning stages, MRU research chair multidisciplinary with a focus on Indigenous studies – this would be their first research chair (?), minor in Indigenous studies New library will have signage in English and Blackfoot JOINT ISSUE: funding complexities; trying to train all frontline staff on the varieties of supports</p>

AGENDA

FNMI students can access to fund their education

Science and Computing science has a new core course on indigenous ways of knowing that is part of their PoS (very cool – could be shared?)
UCEP programs and funding is an ongoing issue

From the floor, a query re: non Indigenous instructors creating indigenous courses - discussion ensued that this requires a multi-pronged approach

Kevin Lewis (graduate/phd student for Marilyn Shirt) - Blue Quills :

languages department, works with education program, ATEP and Social Work.
BA in Cree has two streams one fluent one not; the program has been running several (4?) years with 30 students approximately
BA in Dene began F16 first term fewer than 10 students all fluent
Master of Arts in Indigenous Languages, curriculum review process and seeking best practices for languages programs, collaboration with YTC and Maskwascis, interested in working towards full immersion
Connection with First Nations University of Canada but different from the because former is overseen by URegina , Blue Quills is 7 nations owned/led
no online courses yet
first indigenous college in AB to become a university
IDEA: moving online to promote brokering language courses to other PSIs – there was interest in the group!

Lucinda Jenkins - Northern Lakes:

distributed delivery method for Peace River/High Level/Wabasca; asynchronous delivery
Indigenous studies; over 65 percent Indigenous students at NLC; 5 of 7 Metis Settlements are in the College's area
wellness initiatives and wellness passport, events, experiential/land-based learning, early childhood, social work, college and career prep (non-Credit recognized and funded program for students), 4 dual credit courses and early education certificate and HCA as well as Sociology 1000 and business admin (there are some scheduling constraints)
on line Indigenous studies are courses offered , TRC connections
transfer agreements in the system
There is a course that all faculty and staff are encouraged to take on indigenous awareness - work with nations in area as recognize are only there due to their support -
there was a lot of interest in this course around the table
Funding is an issue for students (again)
NLC and Portage both also work with ATEP students (as Blue Quills does) so this is a wide spread program

Jen Glenday - NAIT:

different courses and programs available (accounting, computer cert., pre-trades, apprenticeship training and exam prep, payroll certif, etc)
they are working towards articulation of an Indigenous Strategy

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	<p>NAIT in motion program (mobile training trailers simulate professional environment; the trailers are placed in the community and NAIT can customize to the cultural needs of a community). There was lots of interest in this, so brokering is a theme that emerged alongside funding and (sometimes) transfer</p> <p>Bev Mograbi - Portage: TRC initiatives similar context as NLC virtual elder through FaceBook in different areas (partnership in reaching out to youth, not paid positions) – lots of interest in this idea Indigenous arts program (issue re: student numbers) - same thing at BQ</p> <p>- Clare noted that YTC and GMU just signed a 2+2 agreement: Indigenous methods of science</p> <p>- Kevin noted that Saskatchewan after degree programs allow movement up re: classification for language speakers; asked what's the incentive for students to become language teachers here in Alberta (recognition of courses/instructors in indig langs)? need support for getting more language teachers and provincial support for this as well as links to federal languages initiative</p> <p>Issue re: faculty recognition of instructors (a transfer school was worried about recognition of the coursework if not taught by an "appropriately credentialed instructor") This concern was echoed by many schools.</p> <p>Some areas of study, e.g., Early Childhood, Criminal Justice, Social Work –were mentioned way more than others as being of interest to FNMI student</p>
3.	<p>Special guest Annette Bruised Head (Kainai High School) (The K-12 Aboriginal Languages Advisory Committee joined us for this session.) Annette spoke on Kainai's dual credit initiatives</p>
4.	<p>Alberta Education First Nations, Metis and Inuit Education Division Education , FNMI Division (Corinne Sperling , Jamie Medicine Crane, Gabrielle Christopherson)</p> <ul style="list-style-type: none"> - people and branches and work - Education for Reconciliation (from TRC) - perspectives and experiences, residential schools focus programs (social studies , sciences, wellness, arts, English language arts and in k-4 / 5-8 / 9-12 over six years) - AUDI (association of deans of education; Linda Dudar of St. Mary's is Chair) - contextualizing education in your community - changing systems / processes / approach at ATA, ASBA, CASS, other areas to respect Indigenous dialogue

AGENDA	
	<ul style="list-style-type: none"> - shift in curriculum thinking - societal thinking about FNMI, positively transforming attitudes, deepening intercultural understanding , create societal change - supporting teachers - identification of outcomes, sample lesson plans , authorized resources, focused PD , grounded in foundations of Guiding Voices and Walking Together - pre-service teachers requirements and teacher PD - work through Deans of Ed on this - TQS changes to include Indigenous perspectives competencies for teachers / admin / boards - Joint Commission for Action
5.	<p>Next steps for these committees:</p> <p>Committee questions/potential activities :</p> <ul style="list-style-type: none"> • could we broker or offer a collaborative program in other career pathways to do more for students using this structure? Could this be a good dual credit opportunity? • could we collect info from each other around shared issues and select one item to address? <ul style="list-style-type: none"> -potential program sharing, -opportunities for Pathways and transfer collaboration -TRC initiatives -mandated Indigenous courses or instruction -funding is a consistent issue -curriculum renewal <ul style="list-style-type: none"> • could we address issue re capacity / enough language instructors in Alberta ? - questions for K-12 Languages: ways to connect your K-12 students to Indigenous languages programs at PSIs, <ul style="list-style-type: none"> • distance issues - access to virtual elders through FaceBook / other media <ul style="list-style-type: none"> • support for student interest in / awareness / and access to Indigenous courses and programming as well as funding for the courses to allow students to take these courses • issues re elders needing min instructor qualifications and how to PLAR this to respect knowledge keepers and not affect transfer / credential receipt • Indigenous curriculum and perspectives teacher training questions and measurement of student success and measures / data for this success <p>Outcomes/Next Steps: Joint committee? - unsure Joint meetings - Yes Activities? Next steps? - TBD</p>
6.	Adjournment