

Articulation Committee Meeting

| Committee Meeting Name | Meeting Location | Meeting Date |
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| Aboriginal Education MINUTES | Maskwacis Cultural College #2 Saddleback Road N. Hobbema, Alberta, Canada http://www.mccedu.ca/contactus/ | May 25, 2016 10:00AM - 12:00PM |
| Chair: Leslie Bull-Marquis to Chair on behalf of Patricia Goodwill-Littlechild (Maskwacis Cultural College) | | Teleconference Option Toll Free Dial in: 1-866-792-1317 Conference ID: 7187343 |

| Committee Members to Attend | | Attended |
|-----------------------------|--|--------------|
| 1. | Diana Steinhauer – University Blue Quills | |
| 2. | Sherri Chisan – University Blue Quills | Regrets |
| 3. | Jeanette Villeneuve- University Blue Quills | |
| 4. | Priscilla Campeau - Athabasca University | Tele |
| 5. | Ivy Lalonde - Athabasca University | |
| 6. | Dennis Yurkiw -Bow Valley College | |
| 7. | Noella Wells - Bow Valley College | Regrets |
| 8. | Janet Lowndes – Keyano College | Tele |
| 9. | Kara Johnston - Lakeland College | |
| 10. | Margo Hines - Lakeland College | |
| 11. | Cathy Wilson - Lakeland College | |
| 12. | Karen Schoenbrun Tina Andre Heppel - Lethbridge College | Tele |
| 13. | Carla Listener Doris Chabot- Maskwacis Cultural College | Yes |
| 14. | Yvonne Saddleback - Maskwacis Cultural College | |
| 15. | John Fischer - Mount Royal University | |
| 16. | Anna Foshay - NAIT | |
| 17. | Jennifer Glenday - NAIT | Regrets |
| 18. | Geraldine Potts - Nechi Institute | Tele failure |
| 19. | Deanna Manyfingers - Nechi Institute | |
| 20. | Lucinda Jenkins - Northern Lakes College | |
| 21. | Bev Moghrabi - Portage College | |
| 22. | Roy Weasel Fat - Red Crow College | |
| 23. | Genevieve Fox - Red Crow College | |
| 24. | Trish Nuyten - Red Crow College | |
| 25. | Shana Dion - University of Alberta | Yes |
| 26. | Freda Cardinal - University of Alberta | Regrets |

| Committee Members to Attend | | Attended |
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| 27. | Shawna Cunningham - University of Calgary | |
| 28. | Annabelle Chatsis Martha Many Grey Horses – University of Lethbridge | Regrets |
| 29. | Seaneen O'Rourke Jocelyn Verreault - Yellowhead Tribal College | Yes |
| 30. | Amanda Nielsen, Red Deer College | Yes |

| ACAT Secretariat/Ministry Staff to Attend | | Attended |
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| 1. | Clare Ard - Advanced Education (ACAT) | Yes |
| 2. | Eric Dohei - Advanced Education (ACAT) | Yes |
| 3. | Shauna-Leigh Wright - Alberta Education | |

| AGENDA (* Indicates Sample "Standing" Agenda Items) | |
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| 1. | *Welcome and Opening Prayer Led by Leslie Bull-Marquis |
| 2. | <p><i>Truth and Reconciliation Commission of Canada: Call for Action: Round Table discussion</i></p> <p>Topics:</p> <p>Providing sufficient funding to close identified educational achievement gaps within one generation.</p> <p>There is reliance on external partners to provide scholarships and bursaries, which is the primary way schools support their students (apparent from primary agency funding).</p> <p>The Alberta Indigenous Careers Bursary was helpful to many schools as it supported many students and hopefully the funding can continue.</p> <p>Indigenization of the curriculum will require more funding.</p> <p>Some schools are looking at requiring a Native Studies course in some or all programs; some schools are now setting aside seats in specific programs for aboriginal students.</p> <p><u>Improving education attainments levels and success rates</u></p> <p>UAlberta found via survey that about 65% of its [indigenous] students felt they were not prepared academically, so via funding from the Provost's Office, a program called Writing Mentors was developed. FNMI graduate students were paid to assist students; there is also a tutoring program paid for by Aboriginal Student Centre which helps students especially in programs like Engineering and Science to help retention; this is one of the higher-use programs in the Centre.</p> <p>There were many comments highlighting that students' prior issues (e.g., mental health, addictions) don't leave them because they are in university, so holistic support is required such as: elders, social workers, counselling, food bank, bus tickets, tutoring, talking circles, monthly food-based activities (e.g., bannock),</p> |

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speakers series, etc. At certain times of year, e.g., Christmas, extra support such as gift certificates may be given to students who are parents. YTC has a digital literacy librarian for everyone and on-site tutoring support for students who are part of the YTC nations.

RDC has a full time Aboriginal Liaison Officer who is the first step for students needing assistance. They have 250 self-declared indigenous students out of 7500 = 3.3% of the population.

At Keyano, the Aboriginal Education Department, made up of tribal council and Treaty Eight representatives, runs programming. Most of it is sort term and ad hoc. There is a student centre, and aboriginal student liaisons but not enough of them.

Developing culturally appropriate curricula

Keyano: any programs run are targeted by the aboriginal community as a need; in finance, delivery and operation, they make sure that they are culturally appropriate for the community. They do not reach into social or language aspects.

Athabasca: FMNI scholars check that courses are culturally appropriate

UAlberta: sometimes elders teach as part of a course

YTC: their mandate is that everything is culturally based. They are still working on a Math 30-1 equivalent course with the FN Math Working Group. There are e.g., land based field work courses, which are learning outcomes based. They offer Cree and Stoney courses. There is a FN business management that block transfers to ULeithbridge, and AthabascaU. They are working on Indigenous Knowledge certificates.

RDC: the Practical Nurse program is reaching out to FNs to bring in indigenous content. Part of the Aboriginal Liaison Officer's job is to co-ordinate this.

AB Education: has an FNMI initiative. YTC is working with Edmonton Public, to offer a half day on indigenous health for CALM.

Protecting the right to Aboriginal languages, including the teaching of Aboriginal languages as credit courses

Question: Are indigenous languages ever assessed via PLAR? Do the larger institutions ever accept locally developed post-secondary courses e.g., YTC Cree and Stoney. Indigenous languages reflect community-based knowledge, so how is transfer assessed accurately when indigenous knowledge follow a different methodology than Western knowledge and is land-based?

YTC sends staff to CILLDI (UAlberta summer school)

UAlberta notes that Dene is often asked for

YTC is developing a Cree immersion course and will offer Nakota Stoney in Fall 2016.

Enabling parental and community responsibility, control, and accountability, similar to what parents enjoy in public school systems

This is more of a K-12 issue. YTC and MCC have parents coming in. YTC has a

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kinship based model of practice which can present FOIP challenges.

Respecting and honoring Treaty relationships

This is the reason YTC exists – the Treaty right to education; they have a course on understanding the Treaties and environmental stewardship reclamation. The group was read a briefing from Assembly of Treaty Chiefs (AOTC) which replaces the MOU on education with those embedded in the Treaties.

We call upon the federal government to provide adequate funding to end the backlog of First Nations students seeking a post-secondary education.

YTC is working on a business case for post-secondary support with caps removed.

It was expressed that education should be free to everyone not just tuition but also living costs.

UAlberta has 16 students in Michener Park and 2 more houses; they are hoping to get 8 units in HUB and a floor in Lister; the student loan living allowance is a barrier in Edmonton. The gap between these and the LICO allowances keeps getting bigger; looking at COLA increases since 2002, housing has increased 30% and food 40%. There are other pressures like daycare and housing security. See the responses to the first question: students are getting food and grocery gift cards, group meals, help with Christmas, etc, to support them in their studies.

We call upon the federal government, through the Social Sciences and Humanities Research Council, and in collaboration with Aboriginal peoples, post-secondary institutions and educators, and the National Centre for Truth and Reconciliation and its partner institutions, to establish a national research program with multi-year funding to advance understanding of reconciliation.

Canada signed the UNDRIP directive #14 deals with indigenous education
The Maskwacis Nzhîyawzhwin Declaration that proclaims the official language of Maskwacis is Nzhîyawzhwin (Cree) was signed by all four nations and will be read out to the UN on World Aboriginal Day.

3. ACAT update:
We are currently in Phase 2 of the Learner Pathways Modernization Initiative. This involves re-vamping the Transfer Alberta website and developing a new transfer database.
The ACAT website does not necessarily serve indigenous students as best it might – how to better support them?
Maybe gather information and share it effectively re: what is happening in various institutions. Information on supports available at various institutions would be helpful to students. International students likewise could do with such an information node.
UAlberta has developed a "buffalo button" to use on its website that can be clicked on to access information on events and resources on campus that

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| | would help aboriginal/indigenous students. There was a question as to how Learner Outcomes will relate to transfer: will they assist with PLAR? Also there was interest in the idea of co-curricular credit. The Academic Upgrading Chart has to be front and centre! |
| 4. | YTC has a new Environmental Stewardship Program. They are looking for block transfer to 6 universities; two out of province. They are also developing an Indigenous Social Work, a group of 6 courses that they want to transfer to UCalgary for accreditation. Transfer is essential for YTC students. |
| 5. | The NIAB accreditation book is close to being done which shows institution to institution transfer for tribal colleges. YTC has joint accreditation with NIAB and WINHEC. The latter will come in and do a site visit. |
| 6. | *Confirmation of Articulation Committee membership list |
| 7. | *Identification of Next Meeting Date and Location and Potential New Agenda Items |
| 8. | *Adjournment and Plans for Confirming and Sharing Minutes and Institutional Updates on ACAT SharePoint Site |