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Articulation Committee Meeting		
Committee Meeting Name	Meeting Location	Meeting Date
Indigenous Languages Articulation Committee Minutes	Blue Quills #3 Airport Road South Box 279 St. Paul, Alberta	May 5, 2016 1:00 PM – 3:00 PM
Chair: Marilyn Shirt-Blue Quills		ACAT Teleconference Information: Phone Number: 1-866-792-1317 Conference ID: 7187343

Committee Members in Attendance		Attended
1.	Priscilla Campeau - Athabasca University	tele
2.	Noella Wells - Bow Valley College	
3.	Aileen Felske - Bow Valley College	
4.	Jerry Saddleback - Maskwacis Cultural College	
5.	Geraldine Potts - Nechi Institute: Centre of Indigenous Learning	regrets
6.	Cora Weber-Pillwax - Nechi Institute: Centre of Indigenous Learning	
7.	Brenda St. Germain - NorQuest College	
8.	Bev Moghrabi - Portage College	
9.	Roy Weaselfat - Red Crow Community College	
10.	Dorothy Thunder - University of Alberta	tele
11.	Freda Cardinal - University of Alberta	regrets
12.	Darin Flynn - University of Calgary	
13.	Jocelyn Verreault - Yellowhead Tribal College	
14.	Fritzi Woods - Old Sun College	

ACAT Secretariat/Ministry Staff to Attend		Attended
1.	Eric Dohei- ACAT Manager	In person
2.	Clare Ard – ACAT Manager	In person

AGENDA	
1.	Welcome and Introductions
2.	Institutional Updates:

AGENDA (* Indicates Sample "Standing" Agenda Items)

- General:

UAlberta: there are 3 levels of Cree language introductory/intermediate/advanced and a 400 level independent study option.

There is also a Cree immersion program through the Canadian Indigenous Language and Literacy Summer Institute (CILLDI)

AthabascaU: there are 2 Cree courses which are in-class only, not online yet, and there are no other indigenous language courses

Blue Quills: offers a BA in Cree with two streams: one for fluent and one for non-fluent speakers. Years 1, 2 and 3 all run at the same time. They have started developing curriculum to deliver a BA in Dene which will start in September as well as an MA in indigenous languages. Interest in all 3 programs has been growing and they will be offering transfer information on ACAT when this has been vetted by their Senate (Elder Senate includes representatives from each community that owns Blue Quills).

- Admission requirements

AthabascaU: there are no prerequisites for the 100 level courses

UAlberta: same thing; as well students can start with no background in the Dene language to take the program offered every second year in summer

Blue Quills: if students are in the fluent track they need fluency beforehand, but there is no requirement for literacy in Standard Roman Orthography (SRO) (sometimes called syllabics). For the grammar class, students need immersion in a total physical response (TPR) based activity class before taking Cree 100 (both fluent and non fluent speakers) to help them acclimatize to linguistic language. Students in the Masters' program have the required level fluency, so they need Cree grammar.

- Student mobility and transfer

AthabascaU: lots of course transfer credits are coming in for evaluation. They have no problem assigning credit to incoming students and no outgoing student problems either

UAlberta: if courses from other post-secondary institutions match Blue Quills courses then they have no problem giving credit for these courses

Blue Quills: students have problems when transferring out as there are no comparator programs to transfer in to -

USaskatchewan just developed a diploma program in Cree, but they are not accepting Blue Quills courses. This is because AthabascaU and UAlberta are provincially accredited but Blue Quills is not - instead they are accredited via the National Indigenous Accreditation Board (NIAB) also World Indigenous Nations Higher Education Consortium (WINHEC).

Blue Quills is looking at collaborating with UAlberta on a joint degree: students will take the Aboriginal Teacher Education Program (ATEP) at UAlberta for their 4th year after taking 3 years of a Cree degree at Blue Quills. UAlberta has offered this in alternating years in

different places. It is now at Blue Quills and will later be offered at Portage College. UAlberta offers an Indigenous Masters of Education (the first year they did it with Blue Quills as a partner), and Blue Quills are negotiating with them to do another joint degree like that. UCalgary is discussing with Blue Quills the idea of a Doctorate degree: right now Blue Quills is in the 4th year of a doctorate program of iyiniw pimâtisiwin kiskeyihtamowin. There is lots of interest (see the website for details). There is a cohort that will be graduating next year. (Sherry Chissan, ext. 117 is the contact.)

- K-12 to post-sec transfer

UAlberta: There are not very many Cree 30 students (same at Blue Quills) and sometimes it is challenging because they are not being taught the necessary paradigms or foundations. Cree 30 is considered the equivalent of NS 152 so students are expected to know everything that is taught in NS 152. If the students are not familiar with the linguistics, then second year can be very challenging.

Blue Quills: Nehi 118 is the equivalent to UAlberta's NS 152. It teaches grammar, but in different way without using linguistic terminology so both native and non-native speakers can transition into the equivalent of UAlberta's NS 252 without feeling overwhelmed. E.g., the course's grammar approach might focus on the actors so that students can recognize when to apply to make something smaller or bigger, and construct something and come up with dialogues. However, students who present Cree 30 often struggle with the written language, so they are not at same level as students who took NS152.

This is because the K-12 curriculum for Cree is lacking and still designed from an English language perspective. The people developing curriculum are not indigenous, and the teachers may not have the desired level of fluency in Cree.

Do we have Alberta Education representatives on the committees?

There was a wide-ranging discussion on teaching Cree.

The Cree 30 curriculum has 4 components with only one very small section to do with grammar. There is no indication giving a teacher as to where they would start with in grammar instruction: how would they start, how they would scaffold it. The information is not out there or even talked about.

In Edmonton, many teachers are not indigenous and don't have adequate fluency in the language – e.g., teachers don't know syllabics. Same thing happens in the St Paul area where in schools off reserve teachers might lack proper formation and background, or may be fluent but with no pedagogy, or fluent but with no language acquisition knowledge. This means they teach the English curriculum and translate it, but English is noun-based and Cree verb-based, so courses are needed to address this gap.

There are successful programs like Onion Lake, which has a very strong immersion program (may be using translated Saskatchewan curriculum) but even though the teachers are being successful they may not be able to articulate how it is they are teaching.

There is lots of study into teaching English as an additional language (TEAL), but no such research into Cree. What do kids learn first? What do they need for basic level literacy?

Want to introduce basics at the beginning (100 level)-, so that by the 200 level students can be expected to be able to decipher books.

There was a study done in Quebec on what first language learners do: they learn the conjunct mode first as it is the most used, but IRL the learners used the independent mode first e.g. I inflections at end of words.

	<p>This disconnect can present challenges to non-native speakers - so if you want to teach Cree you must understand this.</p> <p>It is hard not to laugh at beginners because the mistakes that are made are funny e.g. kwâskohcisîs (grasshopper) vs hopping ass</p> <p>Indigenous people have offered to help develop Alberta Education curricula in other subject areas e.g. Math, in Cree, and been turned down.</p> <p>Also, you cannot standardize the language – there are many dialects, and communities need more input into how the linguistic standards look within the community.</p> <p>At Blue Quills, the BA has been running for 5 years, but language programs have been run for many years before that. In Saddle Lake alone, they had many discussions about how to say things, and this pattern repeated at Goodfish Lake, Frog Lake, and Kehewin so it is unclear how FNMI will address this. There are also important differences between communities - e.g., the Frog Lake massacre may resonate more near Blue Quills than up north.</p> <p>FN and elders feel like indigenous language and culture is the last thing left to mine. In light of that concern, how do you ensure authority for the language stays with the communities?</p> <p>There is concern that students may be taught what represents a shift in pronunciation and language, especially by non-native speakers. It can be challenging to see native speakers defer to non native speakers , and hard to see who academic research really benefits. – Helping fluent speakers to go out and teach others will help with the revitalization of indigenous languages.</p> <p>E.g., one person was looking for Dene grammar book, and the only one they found was written for linguists (by Aruk Wolvengrey), so it is not helpful to speakers.</p>
3.	<p>Confirmation of Articulation Committee membership list</p> <p>Action Item: ACAT to confirm who is still on the Committee</p>
4.	<p>ACAT Council/Secretariat and Innovation and Advanced Education Updates</p> <p>The Learner Pathways Modernization Initiative is currently in Phase 2 of 4, which consists of 2 main IT projects: 1. Update and redesign of transferalberta website - new transfer search tool - make sure never a null results set - simpler to use and clearer in terms of what searching for – UAlberta and UCalgary are both sending institutions now; 2: replace the transfer tool PSIs currently use to upload transfer agreements and make them searchable to the public. ON, BC, MN and AB are all looking at having a common foundation layer, although each jurisdiction can add extras to the system. In Alberta, this will be the catalogue, which is a data warehouse, where we will store all current agreements.</p> <p>Any new agreements can go in one of two ways: via the new system or an PSI system.</p> <p>We will also make web presence more student friendly, i.e., review all the verbiage to make sure it meets the needs of users.</p>

<p>5.</p>	<p>*Articulation Committee Question(s) for ACAT</p> <p>It was noted that it used to be that aboriginal education and indigenous languages meetings were on the same day. It was felt that would work better for people.</p> <p>Also, we need a stated purpose to the meeting, not just updates.</p> <p>A good starting question is: how can ACAT support languages within institutions?</p> <p>There is lots of focus on linguistics and reading and writing literacy, but need to build on the verbal fluency part because teachers going into schools need to know how to converse.</p> <p>Some UAlberta instructors are currently visiting schools to see what their needs are.</p> <p>Focus on joint programs. Eric to introduce Priscilla and Dorothy to Patricia Goodwill-Littlechild and Janette Villeneuve.</p> <p>The suggestions was made to meet two times a year, in conjunction with the other committee, so the next meeting would be in Fall.</p> <p>Eric will call about a joint meeting.</p> <p>What support do they want from the articulation committee, and when are the best times to meet.</p> <p>Ask Chairs to identify good guest speakers to get more people to come :) Jordan Lachler from UAlberta, who works with CILLVI, was suggested.</p>
<p>6.</p>	<p>Identification of Next Meeting Date and Location and Potential New Agenda Items</p> <p>It was suggested we approach the Aboriginal Education Committee to see if they wanted to hold meetings in tandem, and to see if there are appropriate speakers to jointly invite.</p>
<p>7.</p>	<p>Adjournment 3pm.</p>