**Faculty of Social Sciences and Humanities:**

**Major Modification Proposal Brief**

**2019 – SOC - 6897**

**Confederation College Aboriginal Community Advocacy Diploma to Honours Bachelor Degree in Indigenous Learning**

 **Articulation Agreement**

Many programs within the Faculty of Social Sciences and Humanities act as an important step in the credentialing ladder for students and professional in Northwestern Ontario. In the process of data analysis and discussion during an ONCAT funded pilot project; faculty and administration from Lakehead University and Confederation College identified that establishing a formal transfer pathway from the Aboriginal Community Advocacy diploma to appropriate degree level credentials in the Social Sciences and Humanities is necessary.

The development of this pathway serves two overarching purposes. Firstly, to enhance the accessibility of degree level credentials for Indigenous focused programs and learners in the region served by Lakehead University. Secondly, to provide fair, consistent and visible transfer credit pathways for Confederation College students to increase transfer student enrolment at Lakehead University from Confederation College. Confederation College reports enrolling over 3000 students per year, however Lakehead University receives an average of only 70 transfer students during Fall intake since 2015.

**1. An Introduction & Rationale for the proposed Articulation Agreement between Confederation College Aboriginal Community Advocacy Diploma to Bachelor of Science (General) Degree**

Through participation in two ONCAT funded projects, the Indigenous Pathways project and the Faculty Fellows Pilot Project the Office of the Provost (Academic), the Dean of Social Sciences and Humanities and select faculty from a variety of departments identified the Aboriginal Community Advocacy diploma as optimal for developing a transfer pathway to select degrees in the Faculty of Social Sciences and Humanities.

Specific to the Indigenous Pathways project, rationale includes:

* Increase opportunities for credential laddering in Ontario specific to Indigenous programs that are likely to have a higher proportion of Indigenous students enrolled.
* To optimize transfer credit opportunities and transfer pathways for Indigenous learners in Ontario’s post-secondary system.

During the Faculty Fellows Project we discovered further rationale including:

* Social Sciences and Humanities is the top of receiving Faculty, after Health and Behavioural Sciences, for transfer students from Confederation College.
* Aboriginal Community Advocacy is the 2nd to the top sending credential to the Social Sciences and Humanities (1st is Police Foundations).
* The bulk of Aboriginal Community Advocacy diploma graduates transfer into either the Indigenous Learning or Political Science degrees.
* Many of the current Aboriginal Community Advocacy transfer students enrolled at Lakehead University:
	+ Receive credit and/or take electives in Sociology, therefore Sociology should be included.
	+ Receive inconsistent transfer credit when assessed on a case by case basis which, when reviewed by Enrolment Services and the Chairs of the respective departments, solidified the need for a formal transfer credit package.
	+ Are still required to take several 1.0 FCE first year pre-requisites due to an overabundance of unspecified transfer credit.

The Chairs of Indigenous Learning, Political Science and Sociology came together to create a unique and creative transfer credit package for graduates from the Aboriginal Community Advocacy diploma, who meet the minimum requirements. Students will receive a transfer credit packages that includes specified credits from each department regardless of which program the students choose.

Specifically, through this proposed pathway, graduates from the Aboriginal Community Advocacy diploma at Confederation College will receive one and half years of transfer credit (8.0 FCEs) and be able to complete the HBA in Indigenous Learning or the HBA in Political Science or the HBA in Sociology within two and a half years (12.0 FCEs).

This proposal brief pertains to the Indigenous Learning credential.

**2. Program Learner Outcomes**

Program learner outcomes for the HBA in Indigenous Learning reflect the Department’s teaching and learning commitments, and align with the six broad categories of the OCAV guidelines for Undergraduate Degree Level Expectations. Graduates of the HBA in Indigenous Learning will demonstrate:

1. Depth and Breadth of Knowledge
	1. Establish an appreciation and an understanding of Indigenous knowledge systems and ways of learning
	2. Identify the impacts of colonization, assimilation and Christianization on Indigenous People
	3. Describe issues related to inter-cultural and cross-cultural relationships
	4. Recognize the impact that Canadian government policy has and continues to have on Indigenous people and the community of Indigenous people
	5. Articulate basic scientific principles concepts and terminology aware of the difficulties in interpretations to Indigenous perspectives
	6. Analyze statistical data at a fundamental level and draw appropriate conclusions
	7. Comprehend, analyze and compare diverse social, historical, cultural, political, legal, and economic theories and perspectives
2. Knowledge of Methodologies
	1. Students will acquire an appreciation of Indigenous ways of knowing as a form of inquiry
	2. Students will be able to work within the framework of contemporary Indigenous pedagogies
	3. Understand and apply qualitative and quantitative methods of inquiry in regards to Indigenous peoples
	4. Apply appropriate research methods for studying specific Indigenous issues
	5. Describe the strengths and weaknesses of different research methods
	6. Evaluate the reliability and validity of historical and current statistical data in regard to Indigenous peoples.
3. Application of Knowledge
	1. To appropriately and respectfully integrate the lived experience and ways of Indigenous peoples into the process of academic inquiry
	2. Interpret and evaluate qualitative and quantitative social science research.
	3. Apply multi-disciplinary and interdisciplinary perspectives to Aboriginal people’s issues.
	4. Critically analyze various theories and social policy implications upon the Aboriginal community.
	5. Apply deconstruction theory to help explain and understand complex historical and contemporary social issues and problems impacting Aboriginal peoples
	6. Evaluate the variety of services provided to and for Aboriginal peoples.
4. Communication Skills
	1. Write clearly, accurately, reliably and persuasively.
	2. Engage in clear and effective oral communication.
	3. Communicate effectively to a range of audiences
	4. Speak with confidence
5. Awareness of Limits of Knowledge
	1. Ability to delineate where knowledge is limited and more research is required.
	2. Ability to recognize limitations in interpretation
	3. Recognition of differences in worldview.
6. Autonomy and Professional Capacity
	1. Ability to work independently and in teams to identify issues, analyze options and problem solve through critical thinking.
	2. Ability to implement strategic solutions to problems for the benefit of the greater good
	3. Presentation of solutions based on empirical data.

Our programs continue to align with wider Lakehead University goals and objectives as outlined in the Academic Plan in terms of:

* 1. *Achieve Excellence in Teaching, Learning, and Research (High Quality Undergraduate and Graduate Programs, Engaged and Successful Students, Faculty and Staff, and Intense Research, Scholarly and Creative Activity)*

This component does not directly apply to our proposal, since the emphasis is on providing greater access to prospective students rather than an effort to improve on existing programming

* 1. *Extend Community Engagement and Outreach*

This proposal aims to promote access to new potential student populations from the community, through developing pathways from College to University. In particular we hope to engage Indigenous students and others who advocate for Indigenous issues in our community. Our programs have the capability of offering training that will make them much more effective in community-level advocacy and social justice initiatives.

* 1. *Strengthen our Commitment to Social Justice*

This is met with two primary directions. The first is improving access to university programs for students in the Aboriginal Community Advocacy program, many of whom are first generation and/or Indigenous students. The second is by offering these transfer students university training in Sociology, Political Science, Indigenous Learning, other cognate disciplines, we will improve their capability to advocate for positive change and social justice in the community.

* 1. *Enhance our Support of First Nations, Métis and Inuit (Aboriginal) Students / Expand our International Reach*

Since this initiative is a direct effort to attract and develop transfer pathways from the college program “Aboriginal Community Advocacy,” it is clearly an effort to enhance opportunities for Indigenous students, as well as further their education in issues surrounding indigeneity.

**3. Admission Requirements**

Transfer students wishing to enter the HBA in Indigenous Learning:

* Completed the Confederation College Aboriginal Community Advocacy diploma with an overall 75% minimum average,

Other Regulations: All other regulations that are applicable to students registered in the aforementioned HBA degree credentials remain in force.

**4. Structure**

Lakehead University faculty/administration provided significant feedback into course sequencing. Using a combination of previous transfer student transcripts as well as consultations with the Chairs of each respective department this pathway achieves a legitimate scaffolding of learning outcomes and staging of appropriate pre-requisites within the condensed transfer degree formats resulting in our final program structure. The follow Tables 1, 2 and 3 represent the original degree structure for the aforementioned programs with courses included in the transfer credit package highlighted in red.

|  |  |  |
| --- | --- | --- |
| Lakehead University HBA in Indigenous Learning | FCE Count | Confederation College Course Equivalents |
| Indigenous Learning 1100 | 1.0 | LV 100, LV 110, LV 202, LV 210 |
| Indigenous Learning 1310 | 0.5 | LV 109, LV 124, LV 209 |
| Indigenous Learning 2805 | 1.0 |  |
| Indigenous Learning 3501 | 1.0 |  |
| Indigenous Learning 3100 | 1.0 |  |
| Indigenous Learning 4111 | 0.5 |  |
| Indigenous Learning 4112 | 0.5 |  |
| **Subtotal** | **5.5** |  |
| Elective in Indigenous Learning at the 2nd year level | 0.5 | LV 390, LV 310, LV 340, LV 407 |
| Elective in Indigenous Learning at the 2nd year level | 0.5 |
| Elective in Indigenous Learning at the 3nd year level | 0.5 |  |
| Elective in Indigenous Learning at the 3nd year level | 0.5 |  |
| Elective in Indigenous Learning at the 4th year level | 0.5 |  |
| Elective in Indigenous Learning at the 4th year level | 0.5 |  |
| **Subtotal** | **3.0** |  |
| Open Elective in Year 1 | 0.5 | LV 209, LV 210, LV 408, MC 155, CS 040, OL 843, 2 x General Electives |
| Open Elective in Year 2 | 1.0 |
| Open Elective in Year 2 | 1.0 |
| Open Elective in Year 2 | 0.5 |  |
| Open Elective in Year 2 | 0.5 |  |
| Open Elective in Year 3 | 1.0 |  |
| Open Elective in Year 3 | 1.0 |  |
| Open Elective in Year 4 (at second year level) | 1.0 |  |
| Open Elective in Year 4 (at second year level) | 1.0 |  |
| Open Elective in Year 4 (at second year level) | 1.0 |  |
| **Subtotal** | **8.5** |  |
| Elective from Type A List (Humanity Year 1) | 1.0 | LV 409, 410, 411, 412 |
| Elective from Type B List (Social Science Year 1) | 1.0 | LV 109, 204, 212, 213, 315, 408NC 124 |
| Elective from Type B List (Social Science Year 1) | 1.0 |
| **Subtotal** | **3.0** |  |
| Total FCE Count for Degree | 20 |  |
| Total Transfer Credit | **8.0** |  |
| FCE’s required to Graduate | **12.0** |  |
|  |  |  |

**5. Program Content**

The course requirements for the ACA diploma to HBA Indigenous Learning degree pathway are founded on the core curriculum of the Direct Entry course structure and guided by:

* Gap analysis of course content via in person discussions and negotiations amongst the faculty of all involved Lakehead programs;
* Consultation with select transfer students who have transferred to Lakehead from the Aboriginal Community Advocacy program;
* Review of past transfer student transcripts (those who had completed an ACA diploma) and discussions with staff from Admissions and Enrolment services to establish a precedent on the types of credit awarded in the past;
* The Confederation College ACA Program Coordinator responded to the project with enthusiasm but did not have time to participate in the gap analysis.

After discussions with all Lakehead University stakeholders, the Chairs of Indigenous Learning, Political Science and Sociology reviewed both the transfer admission numbers as well as a summary of transfer credit awarded historically to ACA diploma graduates. As a group, an initial credit transfer package was selected through a review of the ACA diploma course content.

Individual meetings between the Pathways Coordinator and Program chairs to engage in more in-depth course review informed the final transfer credit package and pathway course structure. Table 2 provides a more detailed look the specific transfer credit and course equivalencies. It is important to note that whether the student applies to Indigenous Learning, Sociology or Political Science, they will be getting the “same” transfer credit package and waived pre-requisites on course equivalents.

**Table 2 - Course Equivalencies and Notes**

|  |  |
| --- | --- |
| Lakehead Courses Being Credited | Confederation College Course Equivalents |
| Indigenous Learning 1100 – Intro to IL | LV 100 – History of Indigenous Canadian Relations LV 110 – Canadian Government Law & Indigenous PeoplesLV 202 – Indigenous Law and Self GovernmentLV 210 – Indigenous Knowledge and Ethics |
| Indigenous Learning 1310 – Methods/Approaches in IL | LV 109 – Indigenous Identity in Relation to LandNC 124 – Culture, Language and the Land LV 209 – Applied Research and Writing |
| Sociology 1100 – Intro to Sociology | LV 109 – Indigenous Identity in Relation to Land 204 – Introduction to Advocacy212 – Governance and Leadership213 – Community Development Processes315 – Indigenous People: Land & Environment408 – Indigenous Justice and AlternativesNC 124 – Culture, Language and the Land  |
| Political Science 1100 – Intro to Political Science |
| Sociology 2755 – Tech, Society and Indigenous Peoples in Canada | LV 209 – Applied Research and EthicsLV 210 – Indigenous Knowledge and EthicsLV 408 – Indigenous Justice and Alternatives |
| One FCE elective (Type A List – Humanity) | LV 409 – International Human Rights & Indigenous PeopleLV 410 – Contemporary Issues & Social JusticeLV 411 – Advanced Advocacy SeminarLV 412 – Advocating for Children & Youth |
| One FCE Unspecified Full FCE elective in Sociology at the Second Year Level | MC 155 – Microsoft Office ApplicationsCS 040 – College Writing EssentialsOL 843 – History of Indigenous Canadian RelationsGeneral Elective x 2LV 390 – Community ProjectLV 310 – Indigenous Women: Issues and AdvocacyLV 340 – Mediation & Negotiation in Indigenous CommunitiesLV 407 – Internship/Placement |
| One FCE Unspecified Full FCE elective in Indigenous Learning at the Second Year Level |
| One FCE Unspecified Full FCE elective in Political Science at the Second Year Level |

**6. Mode of Delivery**

We offer lecture-based and seminar courses to undergraduate students. We offer required courses in theory and methods that is common to Indigenous Learning programs at all other major institutions. We are increasingly striving to provide more experiential learning, where students increasingly make connections and spend time in community and organizational contexts.

**7. Assessment of Teaching and Learning**

We use a number of methods to assess learning outcomes, such as written essays and assignments, tests, summaries, reviews, and some independent research projects. We assess our teaching through the use of student-teacher surveys run by the university. Our faculty are encouraged to include specific learning outcomes on their course syllabi, and connect their assignments/evaluation schemes closely to these outcomes.

**8. Resources for Undergraduate Programs**

The resources required to maintain our traditional course offerings in the Indigenous Learning program will remain the same despite potential increased enrollment through the proposed transfer pathway.

**Faculty and Staff**

As of 2019/2020 the Faculty of Indigenous Learning consists of 4 full time time faculty and are supported by 3 regular contract lecturers.

**Physical & Financial Resources**

The proposed changes we have made to our program structure do not require new resources.

**9. Other Quality Indicators**

Faculty in the HBA of Indigenous Learning have a diverse background of experience and contains faculty members that are actively engaged in research, and in many cases their funding or connections to industry partners and government based health organizations have resulted in both applied and theoretical learning and research opportunities for our students. Appendix 1:

ARTICULATION AGREEMENT PROPOSAL

**PART 1 – BRIEF INTRODUCTION TO THE PROPOSED ARTICULATION**

**Title of the College Diploma:** Confederation College Aboriginal Community Advocacy Diploma

**Title of the Articulated Lakehead University Degree:** Honours Bachelor of Indigenous Learning

**An Introduction and Rationale for the Articulation**

Many programs within the Faculty of Social Sciences and Humanities act as an important step in the credentialing ladder for students and professional in Northwestern Ontario. In the process of data analysis and discussion during an ONCAT funded pilot project; faculty and administration from Lakehead University and Confederation College identified that establishing a formal transfer pathway from the Aboriginal Community Advocacy diploma to appropriate degree level credentials in the Social Sciences and Humanities is necessary.

**Objectives of the articulation.** The intent of this articulation is to provide a clear pathway for Confederation College’s two year Aboriginal Community Advocacy diploma graduates into the Department of Indigenous Learning’s HBA in Indigenous Learning to support:

* The accessibility of degree level credentials for Indigenous focused programs and learners in the region served by Lakehead University,
* Awarding fair, consistent and transparent transfer credit packages for Confederation College students.

Signatures:

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Chair, Department of Indigenous Learning

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Date

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Dean, Faculty of Social Sciences and Humanities

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Date

**Part 2: Terms of Agreement**

**1. State the dates covered by the agreement**

This agreement will commence immediately following Senate approval, with anticipation start date of September 2021, and will expire in May 2026. This agreement shall be reviewed as part of the periodic appraisal of the Honours Bachelor of Indigenous Learning program; any changes made to the program as a result of this review will be communicated to the Aboriginal Community Advocacy Program Coordinator at Confederation College. Confederation College will ensure that any changes in Aboriginal Community Advocacy Diploma course names/content are communicated to the Chair and faculty of the Indigenous Learning Department.

**2. Provide the detailed admission criteria including:**

*Number of academic years or academic terms for the college diploma.*

The Confederation College Aboriginal Community Advocacy Diploma is a two-year, four semester program. The formal program description outlines the program as being:

*Confederation College’s Aboriginal Community Advocacy diploma program will provide you with a strong understanding of the historic social, legal and political issues affecting Indigenous-Canadian relations today. You’ll also explore best practices in leadership, government, justice and sustainable land and resource management. With a focus on Indigenous principles and a solid foundation in community development and advocacy skills, you will be prepared for a diverse range of social-justice related careers.*

*The admission criteria that match/surpass the minimum Lakehead University admission criteria for college diploma graduates*.

To be considered for admission applicants are require to have:

* Completed the Confederation College Aboriginal Community Advocacy diploma with an overall 75% minimum average,

Other Regulations: All other regulations that are applicable to students registered in the HBA Indigenous Learning remain active.

*Specific transfer evaluation information of college course(s)/credits.*

The basis for the development of this articulation agreement was a content gap analysis of the overarching program-based skill sets and course level learner outcomes as well as historic transfer credit packages awarded to students transferring between the Aboriginal Community Advocacy Diploma and the HBA of Indigenous Learning. The results of this analysis were then negotiated through multiple rounds of consultations with Lakehead University faculty.

The resulting pathway evolving from the gap analysis and consultations is represented in Table 3. Students in this program receive transfer credit from the courses in the Aboriginal Community Advocacy program that accounts for the completion of the ICR (SOCI 2755).

**Table 3**

|  |  |
| --- | --- |
| FCE | **Year 1** |
| 1.0 | (a) Indigenous Learning 2805 |
| 3.0 | (b) Three full-course electives at the second year level or higher |
| 1.0 | (c) Two half course open Electives |
| FCE | **Year 2** |
| 2.0 | (a) Indigenous Learning 3501, 3100 |
| 1.0 | (b) One full-course elective in Indigenous Learning at the third year level |
| 2.0 | (b) Two full-course open electives |
| FCE | **Year 3** |
| 1.0 | (a) Indigenous Learning 4111, 4112 |
| 1.0 | (b) One full-course elective in Indigenous Learning at the fourth year level |

*Maximum number of course credits to be received by the student as part of the transfer if all terms of the agreement are fulfilled.*

The ACA Diploma students will receive 8.0 FCEs of block transfer credit towards the HBA Indigenous Learning.

As part of this transfer agreement students can complete the HBA Indigenous Learning degree in just over two years. Additionally, they are eligible to graduate with a specialization in one of five areas (Aboriginal Law, Governance, Health and Wellbeing, Community Development and Gender Relations).

**3. The terms shall also specify:**

*Any specific conditions related to the college transfer credits*.

Confederation College ACA diploma graduates will receive a total of 8.0 FCEs block transfer credit for the following courses contained within the HBA Indigenous Learning, HBA Political Science and HBA Sociology degree programs:

INDI 1100 – Introduction to Indigenous Learning (1.0 FCE)

INDI 1310 – Methods/Approaches to Indigenous Learning (0.5 FCE)

POLI 1100 – Introduction to Political Science (1.0 FCE)

SOCI 1100 – Introduction to Sociology (1.0 FCE)

SOCI 2755 – Technology, Society and Indigenous Peoples in Canada (0.5 FCE)

One full course in open elective from Type A Humanities List (1.0 FCE)

One full course Indigenous Learning elective at the second year level (1.0 FCE)

One full course Political Science elective at the second year level (1.0 FCE)

One full course Sociology elective at the second year level (1.0 FCE)

*Effective date of agreement.* September 2021 if approved by Senate during the 2019-20 academic year.

Signatures:

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Director of Admissions & Recruitment

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College Representative

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Date

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Chair, Department of Indigenous Learning

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Dean, Faculty of Social Sciences and Humanities

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Date