

Contributors to this Issue

Linda Akan was Saulteaux, an artist, teacher, writer, and compassionate critic in First Nations schooling. She completed a master's program in international and intercultural education at the University of Alberta. She was also a consultant for the Edmonton School Board and was a tireless worker at Ben Calf Robe School in Edmonton. Linda passed away in 1993.

Carol Barnhardt has worked in the field of cross-cultural education in Alaska since 1970. She serves as head of Elementary Teacher Education Programs in the School of Education at the University of Alaska Fairbanks. Her teaching and research have focused on the preparation of culturally responsive teachers for Alaska's unique educational contexts.

Opal Charters-Voght is a member of the Thompson-Okanagan Nation and a graduate of the Ts'kel Graduate Studies (MEd, Administration) at the University of British Columbia. She is the principal of the N'Kwala School, which serves the children of the Upper Nicola Band in Douglas Lake, BC.

Felicity Jules, Shuswap (Secwepemc) Nation, was born and raised on the Kamloops Indian reserve. She was an elementary school teacher. Felicity is currently the Assistant Supervisor for the Native Indian Teacher Education Program (NITEP) at the University of British Columbia. She also taught First Nations studies courses and was an on-campus and program coordinator for NITEP.

Verna J. Kirkness, a member of the Cree Nation, is Professor Emeritus of the University of British Columbia's Faculty of Education. She was the founding Director of the First Nations House of Learning and Ts'kel Graduate Studies at UBC. Verna was one of the recipients of the National Aboriginal Achievement Awards (1994) and was inducted into the Order of Canada in 1999.

Carl Urion is a member of the Dearborn River Metis. He is retired from the University of Alberta Departments of Anthropology and Educational Policy Studies. Carl was an editor of the *Canadian Journal of Native Education* for seven years. He has published widely and has worked tirelessly for the advancement of First Nations education and research. He continues to mentor graduate students, as well as conduct research and write.

Gail Guthrie Valaskakis is the daughter of an enrolled member of the Lac du Flambeau Band of Lake Superior Chippewa and was raised on the Lac du Flambeau reservation in Wisconsin. She is Director of Research at the Aboriginal Healing Foundation and a former Dean of Arts and Science at Concordia University in Montreal. She has written widely on northern Native communications and was a founding member of the boards of Manitou College, the Montreal Native Friendship Centre, and Waseskun Native Halfway House.

Diploma Review

In order to assist students in identifying academic strengths and weaknesses, the Department of Native Studies carefully monitors their academic performance throughout the year. In addition, a formal review will be conducted early in the second term and students whose performance appears to be unsatisfactory will be interviewed by faculty and, if necessary, a strategy developed to help solve their academic difficulties.

Credit Promotion

The communications courses are designed to assist students with academic skills and facilitate full participation in seminars and tutorials. Achievement of an overall grade of C- or better is required to obtain a Native Studies Diploma.

After completing the Diploma Program, students may apply for admission to the Degree Program and have all university credits already earned (except Communications 91 and 92c), applied towards a Bachelor of Arts Degree. Diploma graduates who enrol in the Degree Program will then be governed by the regulations with regard to standings required as set out in the University calendar.

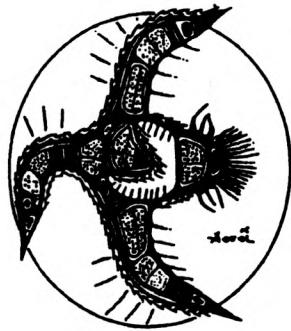
Financial Assistance

Funded students accepted into the Diploma Program should make application to their appropriate Band Education Counsellor or Government Office to cover both Pre-session and regular session costs.

Metis and Non-Status students are urged to make enquiries about bursaries and loans available from provincial and territorial sources. Government OSAP, administered by the University, is available for students who do not qualify for educational assistance from the Department of Indian and Northern Affairs. Further information is available from the Student Awards Office at Trent.



Trent University
Department of Native
Studies



Native Studies Diploma & Native Management and Economic Development (NMED) Programs

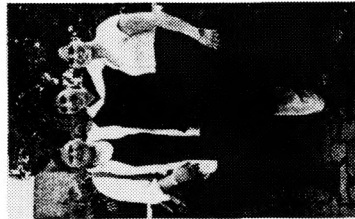


For more Information call or write:

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Students applying directly from secondary school will be evaluated on the basis of:

- i academic records;
- ii references from schools;
- iii achievement in the Pre-session

The students' performance in the Pre-session will be the basis for final acceptance in the Diploma Program. Serious deficiencies in skills or unsatisfactory performance in the Pre-session will be a basis for denying admission to the regular session.

Admission

The program is open to students of Aboriginal ancestry who have the equivalent of Ontario Grade 12, or who qualify for admission as mature students. Applications are reviewed by the Registrar's office and Native Studies Department.

Mature applicants with less than Grade 12 will be evaluated on the basis of:

- i information contained in the application form;
- ii references commenting on the work experience of the applicant;
- iii personal interviews and essay submissions demonstrating communication skills;
- iv achievement in the Pre-session

- iv provide an opportunity for students to acquaint themselves with the university and establish new friendships.

Registration

Formal registration: Introductory Week in September, following the Pre-session.

Students will be assigned a Supervisor of Studies, who will assist in the planning of their academic program.

Course Requirements

7.5 undergraduate courses, four of which must be drawn from Native Studies course offerings.

Students must enrol in Communication 91, a three-week summer Pre-session prior to their first year.

and

Communications 92c, during their 1st academic year.

- i focus on the development of reading, writing and research skills,

- ii introduce the students to the City of Peterborough, the University community and faculty, staff and students of the Native Studies Department,

- iii include a daily instruction period followed by regular study periods,