

Year 3 (2026) - FAR Implementation Report

B.Ed. Indigenous Adult Education (formerly B.Ed. Aboriginal Adult Education)

Undergraduate Program (reviewed 2022/23)

Recommendation #1

[That] The program undertake a vision and mission exercise with the Indigenous Education Council to clearly identify and document the community need to define the academic mission of the program and consider changing the name to reflect this mission and vision.

ARC Disposition of the Recommendation

ARC considers the recommendation to be accepted for consideration. The Committee encourages the Unit to collaborate and consult with the IEC, but recognizes that, in conference with the Dean, the Unit is best positioned to decide on the nature of these consultations.

Implementation Plan (1st Priority)

Responsible for approving:	Unit
Responsible for resources:	Unit/Dean
Responsible for implementation:	Unit
Timeline:	Dean of Education to report by the end of academic year 2023/24.

Actions	Responsibility	Year One	Year Two	Year Three
Action #1 Undertake a planning session with CPI to confirm mission and vision of program.	Director	T	T	C
Action #2 Change program name to Indigenous Adult Education.	Director	C		

Comments 2024:

Action #1: We will be finalizing the mission and vision from April-September 2024. Note that there is no Indigenous Education Council in place yet to consult with.

Action #2: The name change, from Aboriginal to Indigenous, was approved by UPC on Dec 6, 2023 and by Senate Dec 13, 2023. The calendar has been updated for 2024/25.

Comments 2025:

Action #1: The planning session with CPI has been completed. The mission and vision of the program will be finalized by June 2025.

*On Target (T), Delayed (D), Complete (C), Complete and Ongoing (O)

Comments 2026:

The Mission and Vision statements for the program have been completed.

Vision Statement for Indigenous Adult Education

We envision a future where Indigenous ways of knowing and being shape inclusive, empowered, and transformative adult education—uplifting communities, honoring ancestors, and creating lasting change for the next seven generations.

Mission Statement for Indigenous Adult Education

Our Indigenous Adult Education Program empowers learners through authentic Indigenous knowledges, community-based learning, and culturally grounded pedagogies. Rooted in Indigenous ways of knowing and being designed for accessibility and impact, we support Indigenous educators and allies in transforming adult education for generations past, present, and future.

Recommendation #2

Based on the results of the vision and mission exercise, the curriculum of the program be reviewed, in collaboration with the Indigenous Education Council, to ensure that it is reflective of current and recent Indigenous education developments, experience and research and provides the skills and knowledge that community organizations need for them to be effective.

ARC Disposition of the Recommendation

ARC considers the recommendation, to undertake a curriculum review, to be accepted for consideration. The Committee recognizes that this recommendation is linked to recommendation #1.

Implementation Plan (1st Priority)

Responsible for approving:	Unit
Responsible for resources:	Unit/Dean
Responsible for implementation:	Unit
Timeline:	Dean of Education to report by the end of academic year 2023/24.

Actions	Responsibility	Year One	Year Two	Year Three
Action #1 Meet with CPI to review curriculum.	Director	T	C	

Comments 2024:

Curriculum mapping was completed Mar 4, 2024 with CPI and follow-ups on April 23, 2024. We will be completing revisions to the program based on the mapping and the identification of any gaps over the period of September – December 2024.

Comments 2025:

Gaps in curriculum were identified and curriculum revisions have been completed. There is no Indigenous education council in place to consult with.

Comments 2026:

Curriculum revisions have been completed and offered. Minor revisions adjusted when necessary.

On Target (T), Delayed (D), Complete (C), Complete and Ongoing (O)

Recommendation #3

The program be moved from a cost-recovery model to an operating budget model.

ARC Disposition of the Recommendation

ARC considers the recommendation, to revise the budget model, to be accepted and in the process of implementation. The Committee recognizes that details of financial models lie outside of its purview but acknowledges that the Dean has stated a willingness to move forward with the change as outlined.

Implementation Plan (1st Priority)

Responsible for approving:	Unit
Responsible for resources:	Unit/Dean
Responsible for implementation:	Unit
Timeline:	Dean of Education to report by the end of academic year 2023/24.

Actions	Responsibility	Year One	Year Two	Year Three
Action #1 Change budget model to an operating budget model.	Director	C		

Comments 2024:

As with all academic programs within the Faculty of Education, a cost center exists, and consideration of all program costs are identified within the operational budget lines.

Recommendation #4

The program should negotiate with the Hadiya’dagénhahs First Nations, Métis and Inuit Student Centre to ensure that their services are available to students in the program.

ARC Disposition of the Recommendation

ARC considers the recommendation, to expand services offered to students, to be accepted for consideration. The Committee recognizes that the Unit and the Dean are best positioned to determine appropriate strategies to move forward on this issue.

Implementation Plan (1st Priority)

Responsible for approving:	Unit
Responsible for resources:	Unit/Dean
Responsible for implementation:	Unit
Timeline:	Dean of Education to report by the end of academic year 2023/24.

Actions	Responsibility	Year One	Year Two	Year Three
Action #1 Meet with Hadiya’dagénhahs First Nations, Métis and Inuit Student Centre to discuss options.	Director	C		
Action #2 Hadiya’dagénhahs First Nations, Métis and Inuit Student Centre is arranging for space at the Burlington campus to support students in that area.	Director/Dean	T	C	
Action #3 Hadiya’dagénhahs First Nations, Métis and Inuit Student Centre have arranged times to meet with current students, so they are aware of services.	Director	O		

Comments 2024:

Action #1: Met with the Director of Hadiya’dagénhahs First Nations Métis and Inuit Student Centre in the Fall 2023 to discuss options to provide supports to students in the Aboriginal Adult Education program. As a result of the meeting Indigenous Educational Studies (IES) worked with staff in Hadiya’dagénhahs First Nations Métis and Inuit Student Centre to host the current students in the program on-site and provide them with an orientation to their services. It was agreed that this was important and would continue. See Action #3.

Action #2: While sharing office space at the Burlington campus is possible, it is difficult to allocate single usage space on the Burlington campus within the limited rental space available during the 2024-25 academic year, however, discussion continues. We have recently identified space in both the current and future Burlington campus locations.

Action #3: It was agreed that ongoing orientation to the services at Hadiya’dagénhahs First Nations, Métis and Inuit Student Centre would occur with each new intake into the program.

Comments 2025:

Action #2: Hadiya’dagénhahs First Nations Métis and Inuit Student Centre has an office located at the Burlington campus.

Action #3: Orientation to the services at Hadiya’dagénhahs First Nations, Métis and Inuit Student Centre was completed with the new incoming group in January 2025 and is ongoing.

Comments 2026:

Orientation to the services at Hadiya’dagénhahs First Nations, Métis and Inuit Student Centre is now embedded within the area in each course site in Brightspace.

Recommendation #5

Transition support should be provided to students to assist in the movement from an intensive year-long experience delivered off campus to participation in courses on campus.

ARC Disposition of the Recommendation

ARC considers the recommendation, to develop a plan for transition, to be accepted for consideration. The Committee trusts that the Unit will consult with the Dean to determine appropriate strategies to move forward on this issue.

Implementation Plan (1st Priority)

Responsible for approving:	Unit
Responsible for resources:	Unit/Dean
Responsible for implementation:	Unit
Timeline:	Dean of Education to report by the end of academic year 2023/24.

Actions	Responsibility	Year One	Year Two	Year Three
Action #1 Indigenous Educational Studies Programs and Hadiya'dagénhahs First Nations, Métis and Inuit Student Centre have arranged time(s) to meet with current students to outline transitions.	Director	O		

Comments 2024:

Met with the Director of Hadiya'dagénhahs First Nations Métis and Inuit Student Centre in the Fall2023 to discuss options to provide supports to students in the Aboriginal Adult Education program. As a result of the meeting Indigenous Educational Studies worked with staff in Hadiya'dagénhahs First Nations Métis and Inuit Student Centre to host the current students in the program on-site and provide them with an orientation to their services including a discussion on program options and transitions. It was agreed that this was important and would continue. It was also agreed that ongoing orientation, that included ongoing discussions about program options and transitions as well as the services at Hadiya'dagénhahs First Nations, Métis and Inuit Student Centre, would occur with each new intake into the program. This will require ongoing attention going forward for any community-based program or online program.

Comments 2025:

This remains ongoing with the new intake in January 2025. Plans are underway to provide incoming students with options to transition to a degree program.

Comments 2026:

All students will have access to information on the pathways available to them, based on their individual circumstances, upon completion of the five core courses.

Recommendation #6

Review the recommendations of the 2019 program review report to determine their relevance to the future program.

ARC Disposition of the Recommendation

ARC considers the recommendation, to review the recommendations from 2019, to be accepted and in the process of implementation. The Committee understands that the recommendation is already under review by the Unit and Dean.

Implementation Plan (1st Priority)

Responsible for approving:	Unit
Responsible for resources:	Unit/Dean
Responsible for implementation:	Unit
Timeline:	Dean of Education to report by the end of academic year 2023/24.

Actions	Responsibility	Year One	Year Two	Year Three
Action #1 Recommendations from 2019 have been reviewed and completed with the exception of Action #2 below.	Director	O		
Action #2 2 nd ILTA recruitment process is underway.	Director	T	C	

Comments 2024:

Action #1

- Hiring and retention plan: It was the recommended to hire three tenure-track Indigenous faculty positions. It is recognized that permanent tenure-track faculty are integral to delivering high quality academic programming. The IES currently has one (1) Indigenous faculty member tenured at the level of full professor and two (2) tenure-track Indigenous faculty members along with 1 ILTA (two year) in place. All four faculty have a background in Indigenous Education and/or Indigenous Studies. Hiring is also underway for a 2nd ILTA which we anticipate will be in place for September 2024. Of the four (4) Indigenous faculty, 3 are assistant professors and 1 is a full professor who has also taken on the Directorship of IES.
- The recommendation relating to updating the B.Ed. and Certificate in Aboriginal Adult Education course learning outcomes: Now with sufficient faculty in place, a re-envisioning of the programming was completed with the assistance of CPI as well as a curriculum mapping exercise, which has been completed April 2023. We will be undertaking the updating of course syllabi, including learning outcomes, before September 2024.
- Regarding community base spacing needs: The program committee has decided to move the program completely online to ensure adequate enrolment.
- The recommendation regarding fostering community connections for students: This will be ongoing into the future. Per Recommendations #4, 5 & 7 of this report we are integrating on campus connections for students in the program through engagement with live-stream activities.

Action #2: We anticipate the 2nd ILTA to be in place for the Fall 2024 semester.

Comments 2025:

Action #2: A second ILTA was hired in the Fall 2024 semester and effective July 1, 2025 has now been hired into a tenure-track position. The first ILTA position has also been converted to a teaching stream tenure track position effective July 1, 2025. This will bring the total tenure stream or tenured faculty in Indigenous Educational Studies to 4.

Comments 2026:

The only tenured faculty member has taken a limited-term role in senior administration and upon completion of SAC role they will be eligible for sabbatical and administrative leave. As such a request has been submitted for a faculty position to cover for sabbaticals and administrative leaves for the next three years to ensure Program sustainability.

Recommendation #7

Develop a plan for the inclusion of the community-based, off-campus cohort into campus activities.

ARC Disposition of the Recommendation

ARC considers the recommendation to be accepted for consideration. The Committee expects that the Unit will consider it in the context of recommendation #5 and the larger curriculum and course delivery discussion.

Implementation Plan (1st Priority)

Responsible for approving: Unit
Responsible for resources: Unit/Dean
Responsible for implementation: Unit
Timeline: Dean of Education to report by the end of academic year 2023/24.

Actions	Responsibility	Year One	Year Two	Year Three
Action #1 Put a plan in place to support community-based off campus cohorts, when possible, into on- campus activities.	Director	O		

Comments 2024:

The Indigenous Educational Studies program has included the current cohort of ABAED students in an orientation to Hadiya’dagénhahs First Nations, Métis and Inuit Student Centre and they have also been invited and attended an on-campus Symposium on the De/criminalization of Indigenous Peoples in March 2023. With an ILTA now assigned to the program efforts will now continue to ensure that special events, that include speakers, are live-streamed and taped so they are available to professors / instructors in the program to facilitate access. This will be ongoing into the future.

Comments 2025:

This remains an ongoing action item with students enrolled in online courses. With the recent changes to faculty conversions and hiring, efforts to ensure activities are live-streamed can be more consistent.

Comments 2026:

We hosted a series of events that had both in-person and online options in 2025. We plan to continue to offer hybrid events to support our students and community.

Recommendation #8

Consider the development of an on-campus delivery model to supplement the current community delivery model.

ARC Disposition of the Recommendation

ARC considers the recommendation, to evaluate the delivery model, to be accepted and in the process of implementation.

Implementation Plan (1st Priority)

Responsible for approving:	Unit
Responsible for resources:	Unit/Dean
Responsible for implementation:	Unit
Timeline:	Dean of Education to report by the end of academic year 2023/24.

Actions	Responsibility	Year One	Year Two	Year Three
Action #1 Evaluate delivery models.	Director	C		
Action #2 Deliver the Indigenous Adult Education program online in a hybrid model.	Director	O		

Comments 2024:

Action #1: This recommendation has been discussed by the program committee and based on historical data on enrolments it was decided that the program will be delivered asynchronously with 1 monthly synchronous class starting in September 2024. This may require the submission of a Request for Major Modification to ARC.

Action #2: The new online delivery model that is being implemented in September 2024 will be monitored and evaluated going forward in the event changes are needed.

Comments 2025:

Action #1: The Indigenous Adult Education program admitted 10 online students in January 2025. The classes are running primarily asynchronously but they are also required to attend 4 synchronous classes to make connections with their professor and classmates.

Comments 2026:

The Fall and Winter 2025 courses accepted students from the ADED program resulting in a slight increase in enrollment course to course. We anticipate this trend to continue with the program preparing to accept applications for Fall 2026 and be open to all students across campus. Applications have been switched to be available on Brock's internal application system and will be available on OUAC for Fall 2027.

Recommendation #9

Consider how to support the career path of students, particularly those who wish to pursue further study at the graduate level. The program should consider both a 3 and 4 year degree option.

ARC Disposition of the Recommendation

ARC considers the recommendation, to consider additional degree options, to be accepted for consideration. The Committee expects that the Unit will work in consultation with the Dean to determine best strategies to move forward on this issue.

Implementation Plan (1st Priority)

Responsible for approving:	Unit
Responsible for resources:	Unit/Dean
Responsible for implementation:	Unit
Timeline:	Dean of Education to report by the end of academic year 2023/24.

Actions	Responsibility	Year One	Year Two	Year Three
Action #1 Consider a 4 th year for the Indigenous Adult Education program.	Director	O		

Comments 2024:

A 4th year for the Indigenous Adult Education program was considered and will be revisited annually. While additional faculty resources have been allocated to the Indigenous Educational Studies program any future developments will require adequate resourcing.

Comments 2025:

There are currently no plans to consider a 4th year for the program. Indigenous Educational Studies is focused on developing an Indigenous educational studies program.

Comments 2026:

The Program has been changed from a closed cohort to an open cohort and the courses offered more visible as an elective credit for students in the ADED Program, pursuing a minor in Indigenous Educational Studies, and across the campus. The option of an honor's degree will be discussed at an upcoming program committee meeting.

Recommendation #10

Consider developing a minor in Aboriginal Adult Education.

ARC Disposition of the Recommendation

ARC considers the recommendation, to consider developing a minor, to be accepted for consideration. The Committee expects that the Unit will work in consultation with the Dean to determine best strategies to move forward on this issue.

Implementation Plan (1st Priority)

Responsible for approving:	Unit
Responsible for resources:	Unit/Dean
Responsible for implementation:	Unit
Timeline:	Dean of Education to report by the end of academic year 2023/24.

Actions	Responsibility	Year One	Year Two	Year Three
Action #1 Consider developing a minor and revisit annually.	Director	O		

Comments 2024:

The program committee has decided to focus on the development of a major of Indigenous Educational Studies where enrolments are much more robust than the ABAED program. It was deemed that a minor is not viable at this time and will be revisited annually. We will, however, offer the certificate and the 3- year degree via online in September 2024.

Comments 2025:

Per 2024 comments, there are no plans to add a minor at this time.

Comments 2026:

Per 2024 comments, there are no plans to add a minor at this time, although we continue to be open to the possibility when the opportunity seems right.

Recommendation #11

Start with Indigenous Knowledge as the foundation for the core courses and add mainstream adult education theory and practice. ABED 4F86 Aboriginal ways of teaching and learning should be considered as containing the foundational theories for the program.

ARC Disposition of the Recommendation

ARC considers the recommendation to be accepted for consideration. The Committee expects that the Unit will work in consultation with the Dean to determine best strategies to move forward on this issue.

Implementation Plan (1st Priority)	
Responsible for approving:	Unit
Responsible for resources:	Unit/Dean
Responsible for implementation:	Unit
Timeline:	Dean of Education to report by the end of academic year 2023/24.

Actions	Responsibility	Year One	Year Two	Year Three
Action #1 Undertake Curriculum Mapping.	Director	C		
Action #2 Review all course syllabi and make applicable changes to ensure that Indigenous Knowledges are foundational for the core courses and appropriate educational theory and practice are added.	Director	O		

Comments 2024:

Action #1: Curriculum mapping of the ABAED program was completed Mar 4, 2024 with CPI and follow-ups on April 23, 2024. We will be completing revisions to the program based on the mapping and the identification of any gaps over the period of September – December 2024.

Action #2: Considerable efforts have been made to revise and update the program to meet current demand and keep in line with the changes in the adult education landscape. This is an ongoing exercise and is facilitated by having adequate faculty resources. The addition of an ILTA assigned to this program is critical to its success in ensuring academic quality. As noted in Action #1 we are now in the process of updating course syllabi to ensure applicable content is added based on the mapping exercise.

Comments 2025:

Action #2: All course syllabi have now been updated to ensure that Indigenous Knowledge are foundational for the core courses and the appropriate educational theory and practice are added.

Comments 2026:

Ongoing review and revisions occur to ensure resources are current and authentic.