get connected with **YOUR COMMUNITY**

<table>
<thead>
<tr>
<th>Number</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Acknowledgement of Territory</td>
</tr>
<tr>
<td>4</td>
<td>Four Directions Aboriginal Student Centre</td>
</tr>
<tr>
<td>6</td>
<td>Student Supports at Four Directions</td>
</tr>
<tr>
<td>7</td>
<td>QSuccess</td>
</tr>
</tbody>
</table>

get the relevant **EXPERIENCE**

<table>
<thead>
<tr>
<th>Number</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Aboriginal Teacher Education Program Library (ATEP)</td>
</tr>
<tr>
<td>9</td>
<td>Aboriginal Access to Engineering (AAE)</td>
</tr>
<tr>
<td>10</td>
<td>Early Move-In Day</td>
</tr>
<tr>
<td>11</td>
<td>Get Involved – Aboriginal Council of Queen's University</td>
</tr>
<tr>
<td>11</td>
<td>Aboriginal Alumni Chapter</td>
</tr>
<tr>
<td>12</td>
<td>Clubs and Associations</td>
</tr>
<tr>
<td>13</td>
<td>Volunteer Initiatives</td>
</tr>
</tbody>
</table>
STUDY

14 Undergraduate
14 Indigenous Studies
14 Senha Iohahi:io
   (College to Civil Engineering)
14 Graduate
14 Cultural Studies
15 Aboriginal and World
   Indigenous Educational
   Studies (AWIES)
15 Graduate Diploma in
   Professional Inquiry (GDPI)
15 Professional Master
   of Education (PME)
15 NSERC CREATE Sustainable
   Engineering in Remote
   Areas (SERA)
15 Professional
15 Professional Master of
   Public Administration
15 Aboriginal Teacher
   Education Program

FINANCE

16 FAQ Re: Band, Métis, and Inuit
   Funding Opportunities
17 Queen's Financial Opportunities

get to QUEEN’S

18 Why should I self-identify?
18 Aboriginal Admission Policy
18 School of Medicine: Aboriginal
   Stream
18 Faculty of Law: Aboriginal
   Category
18 Faculty of Education
Acknowledgement of Territory

Queen’s University is situated on traditional Anishinaabe and Haudenosaunee Territory. To acknowledge this traditional territory is to recognize its longer history, one predating the establishment of the earliest European colonies. It is also to acknowledge this territory’s significance for the Indigenous peoples who lived, and continue to live, upon it – people whose practices and spiritualities were tied to the land and continue to develop in relationship to the territory and its other inhabitants today.

The Kingston Indigenous community continues to reflect the area’s Anishinaabek and Haudenosaunee roots. There is also a significant Métis community and there are First Peoples from other Nations across Turtle Island present here today.
get CONNECTED with your community
Four Directions Aboriginal Student Centre

Welcome to your home away from home!

Located in a cozy house on Barrie Street on the edge of the Queen’s campus, the Four Directions Aboriginal Student Centre (FDASC) is the hub of the Queen’s Aboriginal community. We are committed to enhancing the development and well-being of this community, and to making the Queen’s experience a welcoming, positive one for all Indigenous students. Whether you’re an undergraduate entering university for the first time, or a graduate or professional student arriving at Queen’s to pursue a higher degree, we at the FDASC are working to make sure that your transition to life at Queen’s University is as seamless as possible. We can offer you everything from a cup of tea, to academic assistance, to a moccasin workshop – but we won’t do your laundry!
What can you do at FDASC?

Cultural Programming: This is a big part of what we do here at FDASC. Inspired by what students tell us they are interested in, it’s constantly changing, and if you get involved, you’ll experience a broad range of activities. Past workshops have included beading, leather work, hand drumming and creating with traditional materials. Join us, for our Three Sisters’ feast nights (1st and 3rd Wednesday of each month) and Frybread Fryday (last Friday of the month).

Student Lounge: This is a great space where students can relax, socialize, do school work and hold meetings.

Academic Supports: These include peer mentoring and tutoring, and our QSuccess First Year Transition Program to help you hit the ground running. Our advisors and success strategists can help you deal with academic problems and map out a successful academic career.

Our Elder-in-Residence: The Elder is an invaluable resource to our students and staff, providing support, guidance and leadership. At the Centre three days a week, the Elder is also available to meet with students on a one-on-one basis.

Events: We have a whole range, including an Annual Symposium on Indigenous research, Aboriginal Awareness Week, Indigenous Teach-Ins and Early Move-In Day for first year students.

queensu.ca/fdasc

Don’t forget to check your email for reminders about Early Move-In Day – or the other important days in the university calendar, for that matter!
Student Supports at Four Directions

Wellbeing Circle
Co-run by the Centre’s strategist and a QNSA student representative and guided through sharing circles, the Wellbeing Circle is a series of workshops dealing with the emotions and self-care through such activities and teachings on the feather, medicine wheel, meditation (including breathing and focus) and the creation of a vision board.

Academic Student Success Strategist
The strategist provides individual and group academic, personal and career information and guidance to Aboriginal students. In addition, the strategist provides referrals, and serves as a liaison and advocate for students.

Aboriginal Advisor
The advisor meets one-on-one with students to provide support and guidance with any non-academic questions or concerns that may arise. The Advisor provides personal support, liaises with other departments and faculties, and organizes the cultural and social programming events at Four Directions.
QSuccess

This program helps first year students build on their strengths and develop their passion to learn, manage their time to study, understand their professors’ expectations, and have fun and experience all that Queen’s has to offer. Facilitated by Elders, Aboriginal community members, upper-year peers and our professional staff, QSuccess helps students balance their academic, spiritual, physical, and emotional needs with cultural, social and academic supports and resources specific to the Aboriginal student experience.

queensu.ca/studentexperience/q-success
The Aboriginal Teacher Education Program library contains a wealth of resources that are available to ATEP students, as well as the wider Queen’s community and people from outside the university. All of the library’s resources have been vetted for appropriate and accurate Aboriginal content. In addition to written resources, the ATEP library offers activity kits, videos, and games, and access to medicines and supplies for smudging. ATEP’s knowledgeable staff and faculty are always available to aid students searching for resources or additional information on Aboriginal peoples, intellectual traditions, and education. ATEP carries out numerous workshops and events throughout the year that are open to the public.

educ.queensu.ca/ATEP
Aboriginal Access to Engineering (AAE) works with the engineering profession and academic institutions, as well as government and businesses, to develop programming that encourages Aboriginal youth to pursue post-secondary studies in the pure and applied sciences. It also works with Aboriginal communities from across Canada to ensure that outreach programming is relevant to them. AAE helps Aboriginal students succeed in the Faculty of Engineering and Applied Science once on campus, with integrated academic and student services located within the Faculty itself. Programming is available to students geared towards developing mentoring relationships and employment opportunities across the wide breadth of the engineering profession. AAE's student lounge in Beamish Munro Hall (Integrated Learning Centre) is a favourite study spot for engineering students.

engineering.queensu.ca/Aboriginal
Early Move-In Day

To help them start in their new adventure at Queen's University, the Four Directions Aboriginal Student Centre (FDASC), offers first-year Indigenous students the opportunity to move in to residence one day early. A day-long orientation combined with social events for the students and their families, Early Move-In Day is held specifically to welcome incoming Aboriginal students and introduce them to FDASC, the staff and the resources available to them during their stay at Queen's. The event helps build community – and lets them beat the rush of 4,000 plus other incoming first-year students who move in the following day.

Residence facts

The recently opened Brant House on Albert Street is named to honour the accomplishments and services of Dr. Marlene Brant Castellano and her brother Dr. Clare Clifton Brant. Mohawks of the Bay of Quinte of the Tyendinaga Mohawk Territory, the Brants are Queen's graduates who have maintained a strong connection with the university.

"The Brant family in its many generations is honoured to have the new student residence, built on traditional Haudenosaunee territory, carry our name," says Dr. Brant Castellano. "We hope that it will become known as a welcoming place, where young people put their minds together to see what they will do for the good of people here on campus and further abroad to the four directions."
Get Involved – Aboriginal Council of Queen’s University

The Aboriginal Council of Queen’s University was established in 1992 “to ensure that for generations hereafter Aboriginal peoples will have access to higher education at Queen’s University, and that the institution will be responsive to the broader needs of Aboriginal peoples.”

The Council is involved in all decisions at Queen’s involving Aboriginal programs and services and draws its members from Aboriginal communities in Ontario, senior University personnel – and Aboriginal student representatives. Participating as a student representative is a great way to contribute to the ever-expanding selection of opportunities available to Indigenous students at Queen’s University.

queensu.ca/aboriginalcouncil

Aboriginal Alumni Chapter

New students arriving at Queen’s might want to think about accessing or joining the Aboriginal chapter of the Queen’s Alumni Association. The chapter connects students and Aboriginal alumni across Canada, online and face-to-face. These alumni can share their experiences with current Queen’s students, and they are a great source of advice for current students on how to prepare for when they leave Queen’s for the working world.

To get involved, contact FDASC director Janice Hill at Janice.hill@queensu.ca

Students can also join the new Queen’s Aboriginal Alumni Chapter on LinkedIn. http://tinyurl.com/QueensAAC

queensu.ca/alumni/networking/branches/AAC
Clubs and Associations

Queen’s Native Student Association (QNSA)

The QNSA is a university club made up of a diverse group of Aboriginal and non-Aboriginal undergraduate, graduate and professional students who share an interest in Aboriginal cultures and traditions. The QNSA functions as a forum for students to discuss contemporary and historic issues pertaining to Aboriginal peoples and cultures and seeks to promote cultural understanding and mutual respect, while working in solidarity and cooperation with other groups campus-wide.

American Indian Science and Engineering Society (AISES)

Founded in 1977, AISES has close to 190 branches on campuses across North America. The society’s stated aim is to substantially increase the representation of the Indigenous peoples of North America in science, technology, engineering and math (STEM) studies and careers. AISES-Queen’s chapter participates in several networking conferences with AISES each year, in addition to running activities here on campus.

Education Students’ Society (ESS)

The Education Students’ Society represents Bachelor of Education and Diploma in Education students with an Aboriginal Teacher Education Program (ATEP) representative elected each year. The ESS holds numerous Aboriginal-focused workshops and events throughout the year.

Supporting Aboriginal Graduate Enhancement (SAGE)

SAGE is an interdisciplinary and cross-institutional, student run, peer-mentoring program designed to encourage and support Aboriginal graduate students in successfully completing their graduate programs. SAGE holds quarterly meetings where students and faculty from across programs can exchange ideas, socialize and share their experiences as students and researchers.

Kahswentha Indigenous Knowledge Initiative (KIKI)

Aimed at both Aboriginal and non-Aboriginal students, the Kahswentha Initiative seeks to remedy ignorance and misunderstanding about Aboriginal peoples by raising awareness and sharing knowledge with non-Aboriginal students, staff and faculty. The Kahswentha Initiative gives people opportunities for the kind of experiential learning not offered in the classroom, and fosters alliances and community building in the local Aboriginal community.

Aboriginal Law Students’ Alliance (ALSA)

ALSA focuses on raising awareness and presenting the Aboriginal perspective within Queen’s Law. The association’s activities include academic sessions on Aboriginal law, guest speaker series, trips to local Aboriginal communities, lunch and learn seminars and regular meetings.
Volunteer Initiatives

Aboriginal Peer Mentor Program (APMP)
This program pairs Indigenous upper year and first year students to provide spiritual, mental, emotional support during their transition to university.

Aboriginal Youth Leadership Program (AYLP)
The Aboriginal Youth Leadership Program brings Aboriginal youth in the Kingston area together with Queen’s University students in a mentoring program that focuses on building leadership skills and increasing their opportunities for academic and cultural enrichment.

Katarokwi Aboriginal School (KAS)
Four Directions’ relationship with the KAS provides volunteers with an opportunity to mentor First Nation, Métis and Inuit students within a safe, inclusive and culturally rich learning environment.

Aboriginal Access to Engineering (AAE)
Students have the opportunity, through various community outreach initiatives, to work as volunteers sharing their passion for science and engineering with Aboriginal youth from kindergarten to grade 12.

Faculty of Education Medicine Garden
Students interested in traditional medicines, food and agriculture are welcome to volunteer at the Faculty of Education medicine garden. The garden features the four sacred medicines (cedar, sweetgrass, sage and tobacco), a Three Sisters’ garden and other traditional plants and medicines.

These are a few of the volunteer initiatives Queen’s has to offer. For more information on these initiatives and other volunteer opportunities please contact 4direct@queensu.ca.
STUDY

Undergraduate

INDIGENOUS STUDIES

Available exclusively as a minor or a three-year general degree, Indigenous Studies is an interdisciplinary degree, designed to draw together a range of course offerings on Indigenous history, culture, experience, language and ways of knowing from 14 departments within the Faculty of Arts and Science.

The minor gives both Aboriginal and non-Aboriginal students the opportunity to immerse themselves in Indigenous history and culture, to ensure that future leaders and policymakers have a solid foundation in the histories of First Nations, Métis and Inuit Peoples. While developing professional skills, as well as innovative Indigenous approaches to learning and research and learning to work with Aboriginal communities, students develop a broad interdisciplinary knowledge of Indigenous cultures, spirituality, social systems, history, language, and contemporary issues.

Students have the option of choosing Indigenous Language courses.

queensu.ca/lcu/academics/academic-plans/indigenous-studies

SENHA IOHAHI:IO (A BETTER PATH)

College to Civil Engineering Program

Launched in 2015, Senha Iohahi:io is designed to assist students enrolled in the civil engineering technology program at St. Lawrence College to successfully transition into a civil engineering degree program at Queen’s.

email director@aboriginalaccess.ca

Graduate

CULTURAL STUDIES

The Cultural Studies graduate program includes opportunities for cultural production and community-activist fieldwork as options alongside traditional academic research. Indigenous students may be interested in studying the program’s multidisciplinary focus on values and beliefs, cultural processes and objects, economic and social relations, institutions and identities at the graduate level.

queensu.ca/culturalstudies
MASTER OF EDUCATION IN ABORIGINAL AND WORLD INDIGENOUS EDUCATIONAL STUDIES (AWIES)

Offered every other year, this is a part-time blended (online and on-campus) program intended to develop the leadership abilities and theoretical and practical knowledge of students with experience in Aboriginal communities. Students begin the program on campus in July and can normally expect to take 36 to 48 months to complete it, working on-line.

educ.queensu.ca/awies

GRADUATE DIPLOMA IN PROFESSIONAL INQUIRY (GDPI)

Education today is about exploration. But for students to be able to take advantage of this approach, they need the guidance of teachers who think in new and exciting ways about what education means. Queen's is unique in offering this online, part-time diploma in professional inquiry, applicable in both the public and private education sectors. Completely online, students take a total of five courses, spread over the year, and have the opportunity to interact with their professors and fellow students.

queensu.ca/sgs/gdpi-education

PROFESSIONAL MASTER OF EDUCATION (PME)

By taking five additional courses (again, all online), students who have completed the Graduate Diploma in Professional Inquiry (GDPI) can receive the Professional Master of Education degree. This program also allows students to specialize a little more deeply in one of several fields, including Aboriginal Education.

educ.queensu.ca/online

NSERC CREATE PROGRAM IN SUSTAINABLE ENGINEERING IN REMOTE AREAS (SERAs)

Providing engineering services in northern and remote areas poses significant challenges. As a result, engineers with an understanding of the issues related to working with Indigenous communities and in remote areas are in high demand. The NSERC CREATE Program in Sustainable Engineering in Remote Areas (SERA) is a Master’s and PhD track program in engineering which provides training in sustainable building, energy projects, advanced sensing, cultural sensitivity, law, ethics and business skills through a unique combination of academic training, industry internships, seminars, workshops, and cutting-edge research. Queen's is one of only a handful of universities in the world with such a specialty at the graduate level.

queensu.ca/sera/home

Professional

PROFESSIONAL MASTER OF PUBLIC ADMINISTRATION (PMPA)

Queen's highly regarded Professional Master of Public Administration degree is an excellent qualification for those with some prior experience in the public sector, community or not-for-profit fields who would take on this challenge and earn a graduate degree part-time in less than three years. The Queen’s PMPA degree offers students a strong foundation in public policy and governance, and allows those with an interest in Aboriginal issues to pursue them through courses in Indigenous Policy and Governance, an elective offering developed in consultation with the First Nations Technical Institute. These courses combine Traditional knowledge with contemporary approaches to tackle real-world problems. Tailored to meet the needs of those working full time, PMPA students attend classes one Friday and Saturday each month from September to April and one full week (Monday to Friday) in May and June.

queensu.ca/sps/indigenous-policy-initiative

ABORIGINAL TEACHER EDUCATION PROGRAM (ATEP)

In the last 25 years, this unique Queen’s program has produced more than 400 Aboriginal graduates. ATEP’s approach in the classroom is holistic in outlook, culturally appropriate and adapted to the local context, balancing Aboriginal teaching with the content required by provincial curriculum guidelines. Reflecting this emphasis on the local and on flexibility, ATEP offers its potential teacher candidates a number of options for study. The program offers an on-campus version where teacher candidates arrive in May to study at Queen’s and complete fourteen consecutive months of classes and in-school practicums, leading to a Bachelor of Education (B.Ed.) degree with a specialization in Aboriginal education.

Other prospective teacher candidates might prefer ATEP’s community-based options, leading to either a B.Ed. or a Diploma in Education (Dip.Ed.). The B.Ed. is open to all prospective teacher candidates who already hold at least an undergraduate degree. The Dip.Ed. is open to individuals of Aboriginal ancestry who have completed Gr. 12 or its equivalent. This full-time equivalent program offers teacher candidates the opportunity to attend classes and do in-school practicums primarily in their home communities.

For Campus and/or community-based ATEP or general enquiries:
Aboriginal Teacher Education Program
Queen’s University Faculty of Education
1.800.862.6701
atep@queensu.ca
educ.queensu.ca/atep
Finance

FAQ Re: Band, Métis, and Inuit funding opportunities

Band Funding

Q: Who is eligible for band funding?
A: Band funding is available for “status Indians” from federally recognized bands. If you are registered with your community and have a status card, then you may be eligible for post-secondary funding.

Q: How do I apply for band funding?
A: By contacting the post-secondary education representative for your band. For a list of Band Office Contacts, please go to the Indigenous and Northern Affairs Canada website: [aadnc-aandc.gc.ca](http://aadnc-aandc.gc.ca) search “band funding”

Q: Is band funding guaranteed?
A: No, band funding for post-secondary education is often limited depending on your band.

Q: What is the deadline?
A: Each band sets their own deadline. Please contact your post-secondary representative as soon as possible to ensure you do not miss important deadlines.

Métis Funding Opportunities

Q: As a Métis applicant, are there funding resources available?
A: The Métis Nation of Ontario has an award available to a first year Metis student entering Queen’s.

Q: Who should I contact for further financial assistance?
A: Please contact the Métis Nation of Ontario’s Education office. Contact information provided here: [metisnation.org/programs/education–training](http://metisnation.org/programs/education–training)

Inuit Funding Opportunities

Q: As an Inuit applicant, are there funding resources available?
A: Yes, provided through Indigenous and Northern Affairs Canada.

Q: Who should I contact?
A: Please contact the designated organization for your region or the Indigenous and Northern Affairs Canada regional office to inquire about post-secondary funding available. Contact information provided here: [aadnc-aandc.gc.ca](http://aadnc-aandc.gc.ca) search “Inuit students”
Queen’s Financial Opportunities

There are a number of scholarships, awards, and bursaries directed specifically to Aboriginal, Inuit, and Métis students at Queen’s. For a complete list please visit: queensu.ca/studentawards/financial-assistance/aboriginal-awards

The Robert Sutherland Fellowships
Value: $10,000

The Robert Sutherland Fellowships established in 1992 to help diversify our campus by attracting applications from visible minorities candidates under-represented at Queen’s. Awards are available to incoming Aboriginal students, African Canadian students and other visible minority Canadian students. Application must be made when a student applies for graduate study at Queen’s.

Aboriginal graduate students are also eligible for Queen’s internal fellowships, Ontario Graduate Scholarships, and awards from the SSHRC, NSERC and CIHR.

For more information see:
queensu.ca/sgs/aboriginal-students

For information on external awards and scholarships please visit the Four Directions Aboriginal Student Centre.

Bursaries

The Queen’s General Bursary is a non-repayable grant available to students in all years of study who have a demonstrated financial need. The Queen’s General Bursary is meant to supplement, not replace student and other resources.

Work-Study

The Work-Study program is offered to provide students with demonstrated financial need with the opportunity to receive priority for certain part-time jobs during their studies. This is a need-based program, meant to supplement, not replace, other sources of student funding.
Get to Queen’s

Why should I self-identify?

In recognition of the need to encourage participation by members of the Aboriginal community in post-secondary education, Queen’s University offers Aboriginal candidates an additional and alternative pathway for admission to many undergraduate, graduate and professional degree programs. Successful students are also considered for Aboriginal-specific awards and bursaries and receive support throughout your educational journey.

Aboriginal Admission Policy

Queen’s University offers candidates with Aboriginal ancestry an alternate pathway for admission to the first year of a full-time, first-entry undergraduate degree program. Candidates seeking admission under this policy must still apply through the Ontario Universities’ Application Centre (OUAC), meet the general admission conditions for each program and complete the Personal Statement of Experience (PSE) and any applicable supplementary essays. Candidates must also submit a separate letter to Undergraduate Admission stating that they wish to be considered under this policy and provide evidence of Aboriginal ancestry. For more information please visit: http://www.queensu.ca/apply/aboriginal

School of Medicine: Aboriginal Stream

The Admissions Committee recognizes the critical shortage of Aboriginal physicians in Canada and the need to educate more Aboriginal physicians to serve as role models and address the health care needs of Canada’s Aboriginal people. The Admissions Committee has developed an alternate process for assessment of Aboriginal candidates. Up to a maximum of four qualified Aboriginal students per year may be admitted to the MD program by the alternate process. Aboriginal candidates may also choose to apply through the regular admission process.

At the time of submission of their application to OMSAS, Aboriginal candidates should submit a separate letter to the Chair, Admissions Committee, in which they declare their Aboriginal ancestry and give specific information about their First Nation, treaty, community, or organizational affiliation. The letter should request consideration by this alternate process, and should expand on the candidate’s academic and personal background, and reasons and motivation for wishing to become a physician. The initial application letter should be accompanied by a letter of support from an individual representing the First Nation, community or organization to which the applicant belongs. If you would like more information please visit: queensu.ca/apply/aboriginal

Faculty of Law: Aboriginal Category

Queen’s Faculty of Law is committed to increasing Aboriginal representation within the legal profession and welcomes applications from Canada’s Aboriginal people. Applicants for the JD degree will be considered based on their interest in, and identification with, an Aboriginal community, as well as other factors, including academic performance, LSAT results, employment history, letters of reference and a personal statement. Prospective applicants must also have successfully completed at least three years of post-secondary education at a recognized institution. Exceptions can be made to this requirement if there is strong evidence of academic ability in the application. Meeting the minimum requirements earn applicants consideration but does not guarantee admission.

The Admissions Committee may admit an applicant to the Aboriginal category unconditionally or subject to successfully completing the Program of Legal Studies for Native People offered each summer at the University of Saskatchewan. Queen’s Faculty of Law supports this program and considerable weight is placed on the evaluation of the applicant by the Program Director. The Admissions Committee will endeavour to make decisions on completed applications early in the admissions cycle for this category to allow time for those with conditional offers to apply for admission to this program. For more information please visit: queensu.ca/apply/aboriginal

Faculty of Education

The Faculty of Education has a number of seats set aside for self-identifying Indigenous students. For more information, contact Education Student Services at: educstudentservices@queensu.ca
613.533.6205
educ.queensu.ca/student-services

For more information on contacts for programs, how to apply, and/or deadlines, contact the Aboriginal Community Outreach Liaison at: Fd.recruiter@queensu.ca
613.533.6000 ext. 77986