



ACAD 31:

Additional Admissions Pathways Policy

Effective Date: Friday, April 17, 2026

1.0 SCOPE

1.1 Authority

This policy is approved under the authority of the Board of Directors upon recommendation of the Vice President Academic and Research (VPAR) and is administered through the Office of Admissions and the Registrar.

1.2 Application

The policy applies to all applicants seeking admission to undergraduate, diploma and certificate programs offered by SKG.

2.0 PURPOSE

2.1 Shingwauk Kinooamaage Gamig recognizes that traditional academic admission criteria do not fully reflect the strengths and potential of all learners.

2.2 The institution therefore provides additional admissions pathways that allow applicants to demonstrate readiness for university study through community engagement, cultural knowledge, experiential learning, and lived experience.

2.3 Applicants considered through these pathways will be evaluated using a holistic admissions framework that considers both academic preparation and non-academic contributions.

Additional pathways may include:

- Indigenous community recommendation
- recognition of land-based and experiential learning
- community-based cohort admissions
- mature student admission

2.4 These pathways support SKG's commitment to inclusive access, community engagement, and the recognition of Indigenous knowledge systems within higher education.

2.5 All admissions decisions will remain consistent with institutional academic standards and quality assurance requirements.

3.0 PATHWAYS

3.1 SKG Admissions Framework admissions pathways recognize that academic potential can be demonstrated through **community leadership, cultural knowledge, and lived experience**, consistent with SKG's commitment to Anishinaabe ways of learning.

3.2 Additional admissions pathway evaluation rubric using a holistic approach – Appendix A

4.0 Indigenous Community Recommendation Admission Pathway

4.1 Purpose

The Indigenous Community Recommendation pathway recognizes the role of community knowledge and leadership in identifying students who demonstrate the potential to succeed in post-secondary education.

This pathway supports applicants whose strengths may not be fully reflected through traditional academic admission criteria.

4.2 Eligibility

Applicants may be considered through this pathway if they:

- identify as **First Nations, Métis, or Inuit**, and
- demonstrate strong community involvement, leadership, or cultural engagement.

4.3 Required Documentation

Applicants must submit:

- a **letter of recommendation from a community authority**, such as
 - Chief or Band Council representative
 - Elder or Knowledge Keeper
 - community organization leader
 - Indigenous education coordinator

- a **personal statement** describing their goals and commitment to their field of study.

4.4 Assessment

Applications will be reviewed by the **Admissions Office in consultation with the Vice President Academic and Research**.

4.5 Admission may be granted where the applicant demonstrates:

- motivation and readiness for post-secondary study
- connection to community and cultural values
- potential to succeed in the program

4.6 Applicants admitted through this pathway may be offered **academic transition support** where appropriate.

5.0 Land-Based and Experiential Learning Recognition

5.1 Purpose

This pathway recognizes knowledge gained through **land-based learning, community engagement, and traditional knowledge systems**.

SKG acknowledges that learning occurs through lived experience, cultural practice, and community leadership.

5.2 Eligible Experiences

Applicants may demonstrate readiness for university study through experiences such as:

- participation in land-based education programs
- language revitalization initiatives
- cultural teaching and knowledge sharing
- community service or leadership
- work experience in Indigenous organizations
- involvement in youth programs, governance, or community projects

5.3 Documentation

Applicants may submit:

- a **portfolio of experiential learning**
- letters of support from community members

- documentation of community leadership or cultural work

5.4 Assessment

The Admissions Office may evaluate experiential learning using a **holistic review process**, considering:

- relevance of experience to program of study
- demonstrated commitment to learning
- leadership and community contribution

5.5 Where appropriate, experiential learning may also be considered for **prior learning recognition or transfer credit**.

6.0 Community-Based Cohort Admission Model

6.1 Purpose

The Community Cohort pathway supports **community-driven access to post-secondary education**, particularly for remote or First Nations communities seeking to train professionals in areas of community need.

This model supports SKG's commitment to **community partnership and workforce development**.

6.2 Eligibility

Community cohort admissions may be established through formal agreements with:

- First Nations governments
- Indigenous organizations
- regional education authorities
- community service agencies

6.3 Admission Criteria

Applicants must meet general admission requirements or demonstrate readiness through alternative pathways such as:

- mature student admission
- community recommendation
- experiential learning recognition

6.4 Community Partnership

Community cohorts may include:

- block delivery programs
- hybrid or land-based learning
- community-supported placements
- culturally grounded student supports

6.5 Admission Process

Admissions may be coordinated jointly between SKG and the partnering community organization.

Where appropriate, communities may assist in:

- identifying prospective students
- supporting student success
- providing placements or experiential learning opportunities

Shingwauk Kinoomaage Gamig Holistic Admissions Evaluation Rubric

The **Holistic Admissions Evaluation Rubric** designed for **Shingwauk Kinoomaage Gamig** supports admissions decisions for applicants applying through **alternative or holistic pathways** (e.g., mature applicants, Indigenous community recommendation, experiential learning pathways). The rubric balances **academic readiness, community engagement, cultural knowledge, and student success potential**, consistent with SKG's Anishinaabe teaching lodge model.

Undergraduate Degree Programs

1. Purpose

This rubric provides a structured framework for evaluating applicants who are considered through **holistic or alternative admission pathways**. It supports fair, transparent, and consistent admissions decisions while recognizing diverse forms of knowledge, experience, and readiness for post-secondary study.

The rubric complements, but does not replace, standard academic admission requirements.

2. Guiding Principles

The holistic admissions process at SKG recognizes that student potential may be demonstrated through:

- academic preparation
- community leadership and service
- cultural knowledge and engagement
- work and life experience
- motivation and readiness for learning

The evaluation process reflects SKG's commitment to **Anishinaabe values, community engagement, and student success**.

3. Evaluation Criteria

Applicants are evaluated across **five categories**.

Category	Description
Academic Readiness	Evidence of preparation for post-secondary learning
Community Engagement	Participation in community leadership, service, or initiatives
Cultural Knowledge & Engagement	Demonstrated connection to Indigenous knowledge, language, or cultural practices
Work & Life Experience	Relevant employment, leadership, or lived experience

Category	Description
Motivation & Learning Commitment	Personal goals, educational intent, and readiness for academic study

4. Scoring Framework

Each category is scored on a **1–5 scale**.

Score	Description
5	Exceptional demonstration of readiness and alignment
4	Strong evidence of readiness
3	Moderate evidence; potential for success
2	Limited evidence but potential present
1	Minimal evidence

5. Holistic Admissions Rubric

Criteria	1	2	3	4	5
Academic Readiness	Minimal academic preparation	Some preparation but gaps evident	Demonstrates adequate readiness	Strong academic preparation	Exceptional academic preparation
Community Engagement	No evidence of community involvement	Limited participation	Some participation in community activities	Active involvement and leadership	Significant leadership and community contribution
Cultural Knowledge / Engagement	No evidence	Limited awareness	Some cultural engagement	Active participation in cultural activities	Demonstrates deep engagement and cultural knowledge
Work / Life Experience	Limited relevant experience	Some experience	Relevant work or life experience	Significant experience demonstrating responsibility	Extensive experience demonstrating leadership

Criteria	1	2	3	4	5
Motivation & Commitment	Unclear educational goals	Limited clarity of goals	Basic motivation evident	Strong commitment to education	Exceptional commitment and clearly articulated goals

6. Evaluation Threshold

Admissions decisions are based on the **combined holistic score**.

Score Range Recommendation

21–25	Strong recommendation for admission
16–20	Recommended for admission
11–15	Conditional admission with academic supports
10 or below	Not recommended at this time

Where appropriate, applicants may be recommended for:

- bridging or preparatory programs
- academic advising and supports
- conditional admission

7. Admissions Review Process

Holistic applications may be reviewed by:

- the **Admissions Office**
- the **Registrar**
- designated academic representatives
- Indigenous student support staff where appropriate

Reviewers may consider:

- letters of recommendation
- personal statements
- resumes or CVs
- portfolios or experiential documentation

8. Documentation and Transparency

All admissions decisions using the rubric will:

- be documented by the Admissions Office

- maintain applicant confidentiality
- be consistent with institutional admissions policies

9. Alignment with SKG Strategic Pathways

The rubric supports institutional priorities including:

- strengthening Indigenous access to higher education
- recognizing Indigenous knowledge systems
- supporting community-centered learning
- promoting student success and retention

10. Review of Rubric

This rubric will be reviewed **every three years** as part of the institutional admissions policy review process.