



## Education Council

Ensuring that our students are provided with quality educational experiences



# Agenda

## REGULAR MEETING


Wed, Mar 22, 2017

4:00 - 6:00 pm – Regular Meeting

CC 321, Interurban

Please bring your own mug or water bottle.

TIME	ITEM	PRESENTER
4:00	Call to order and declaration of quorum (1 min.)	Tim Ayers
4:01	<b>Acknowledgement of Coast Salish Territory (1 min.)</b> <i>Camosun College campuses are located on the traditional territories of the Lkwungen and WSÁNEĆ peoples. We acknowledge their welcome and graciousness to the students who seek knowledge here. <a href="http://camosun.ca/learn/school/indigenous-education-community-connections/about/index.html">http://camosun.ca/learn/school/indigenous-education-community-connections/about/index.html</a></i>	Tim Ayers
4:02	Round-Table Check-In (10 min.)	Tim Ayers
4:12	Acceptance of Agenda (1 min.)	Tim Ayers
4:13	Minutes for approval (1 min.) Feb 22, 2016	Tim Ayers
4:14	<b>Reports (6 min.)</b>	
	1. Education Council Chair (2 min.)	Tim Ayers
	2. VP Academic (2 min.)	John Boraas
	3. Board Member (2 min.)	Nigel Giuliany
4:20	<b>Committee Reports (5 min.)</b>	
	1. <b>Awards (2 min.)</b> Upcoming awards. Mixon Animal Rights, Leadership in African Awareness, Healthy Minds, and Lt. Governorn's Silver Medal. Application deadline is April 17. More information at <a href="http://camosun.ca/about/education-council/awards.html">http://camosun.ca/about/education-council/awards.html</a>	Dominic Bergeron
	2. <b>Education Council Policy and Standards Committee (3 min.)</b>	Steven Rumpel
4:25	<b>Presentations and/or Discussions (10 min.)</b>	
4:25	1. <b>Education Policy Status Update (10 min.)</b>	Steven Rumpel

TIME	ITEM	PRESENTER
4:35	<b>Integrated Curriculum Committee Report (15 min.) – see attachments</b>	Connie Klassen
	1 <b>Curriculum for Presentation (nil)</b>	
	2 <b>Curriculum For Approval</b>  <b>(10 min.)</b> See ICC Committee Report from Feb 15 and Mar 13.	Connie Klassen
	3 <b>Program Credential Cancellation (5 min.)</b> Combined Indigenous Career Access and Family Support Certificate	John Boraas
4:50	<b>Meeting Adjourned</b>	Tim Ayers

Upcoming Meetings:

**Regular Meeting**

Wed., Apr 19, 2017

4:00-6:00 pm

CC 321, Interurban

**Members** (*Quorum = 10*)

**Voting Council Members**

- |                                         |                                   |
|-----------------------------------------|-----------------------------------|
| 1. Alison Bowe, Faculty (Vice-Chair)    | 11. Patrick Jones, Faculty        |
| 2. Bijan Ahmadi, Faculty                | 12. Peter Ove, Faculty            |
| 3. Brent Wasserman, Faculty             | 13. Scott Harris, Administration  |
| 4. Cindy Drover-Davidson, Support Staff | 14. Shohreh Hadian, Faculty       |
| 5. Cynthia Wrate, Faculty               | 15. Steven Rumpel, Administration |
| 6. Dominic Bergeron, Administration     | 16. Sukhdeep Kaur, Student        |
| 7. Emará Angus, Student                 | 17. Tim Ayers, Faculty (Chair)    |
| 8. John Boraas, Administration          | 18. Zachary Snow, Student         |
| 9. Leslie Martin, Support Staff         | 19. Faculty (Vancant)             |
| 10. Mitch Auger-Langejan, Student       | 20. Faculty (Vancant)             |

**Non-Voting Council Members**

Sherri Bell, President

Connie Klassen, ICC Chair

Nigel Giuliany, Board of Governors

Corrine Michel, Indigenization Coordinator -

Shelley Butler, Permanent Secretary (regrets)

**Guests**

Zhinoos Armstrong (for Shelley Butler)

**For Information:**

**Education Council Executive:**

**Chair:** Tim Ayers, Trades & Technology, 370-4455, [ayers@camosun.bc.ca](mailto:ayers@camosun.bc.ca)

**Vice-Chair:** Alison Bowe, Access, 370-4911, [bowe@camosun.bc.ca](mailto:bowe@camosun.bc.ca)

If you cannot attend please inform Zhinoos Armstrong @ 370-4541 or [armstrongz@camosun.bc.ca](mailto:armstrongz@camosun.bc.ca)

**ICC Chair:** Connie Klassen, Sport & Exercise Education, 250-220-2568, [klassenc@camosun.bc.ca](mailto:klassenc@camosun.bc.ca)

**VP Education:** John Boraas, Office of VP Education, Interurban, 370-4543, [boraas@camosun.bc.ca](mailto:boraas@camosun.bc.ca)

**Registrar:** Scott Harris, Registrar's Office, Interurban, 370-3840, [harriss@camoun.bc.ca.ca](mailto:harriss@camoun.bc.ca.ca)

**Permanent Secretary:** Shelley Butler, Office of VP Education, Interurban, 370-4690, [edapprovals@camosun.bc.ca](mailto:edapprovals@camosun.bc.ca)

Zhinoos Armstrong (for Shelley Butler), Office of VP Education, Interurban, 370-4541, [armstrongz@camosun.bc.ca](mailto:armstrongz@camosun.bc.ca)

**Intranet:**

*For the most up to date agenda and other resources visit us on our Share Point site. "UserName" is your Camosun number, password is your regular Camosun password. Students use the password that will be provided to you.*

<https://hub.camosun.ca/sites/Education/>



# DRAFT Minutes

Wednesday, Feb 22, 2017

4:00-6:00 pm

CC 321, Interurban

**Present**

- |                                      |                                   |
|--------------------------------------|-----------------------------------|
| Alison Bowe, Faculty                 | Shelley Butler, Perm. Secretary   |
| Bijan Ahmadi, Faculty                | Sherri Bell, President            |
| Cindy Drover-Davidson, Support Staff | Steven Rumpel, Administration     |
| Cynthia Wrate, Faculty               | Tim Ayers, Faculty (Acting Chair) |
| Dominic Bergeron, Administration     | Connie Klassen, ICC Chair         |
| John Boraas, Administration          | Emara Angus, Student              |
| Leslie Martin, Support Staff         | Peter Ove, Faculty                |
| Nigel Giuliany, Board of Governors   | Zachary Snow, Student             |
| Scott Harris, Administration         |                                   |

**Regrets/Absent**

- |                                            |                         |
|--------------------------------------------|-------------------------|
| Brent Wasserman, Faculty                   | Shohreh Hadian, Faculty |
| Corrine Michel, Indigenization Coordinator | Sukhdeep Kaur, Student  |
| Mitch Auger-Langejan, Student              |                         |

**Guests**

- |                                    |                           |
|------------------------------------|---------------------------|
| Katie Shaw, Office of VP Education | Darlaine Jantzen, Nursing |
|------------------------------------|---------------------------|

<b>ITEM</b>	<b>PRESENTER</b>
<p><b>A. Call to order and Declaration of Quorum</b></p> <p>The Regular Meeting was called to order at 4:03 by Tim Ayers, Education Council Acting Chair.</p>	<b>Tim Ayers</b>
<p><b>B. Acknowledgement of Coast Salish Territory</b></p> <p><i>Tim acknowledged the territory. Camosun College campuses are located on the traditional territories of the Lkwungen and WSÁNEĆ peoples. We acknowledge their welcome and graciousness to the students who seek knowledge here. <a href="http://camosun.ca/learn/school/indigenous-education-community-connections/about/index.html">http://camosun.ca/learn/school/indigenous-education-community-connections/about/index.html</a></i></p>	<b>Tim Ayers</b>
<p><b>C. Round-Table Check-In</b></p> <p>Tim requested council members partner together and take turns sharing what they appreciate about one another.</p>	<b>Tim Ayers</b>

<b>D. Acceptance of Agenda</b>	Tim Ayers
The Jan 25, 2017 agenda was approved by unanimous consent with one correction, the addition of the proposed revision to the Community, Family and Child Studies program to the ICC Monthly Report.	
<b>E. Minutes for Approval</b>	Tim Ayers
The Dec 25, 2017 minutes were approved by unanimous consent.	
<b>F. Reports</b>	
<b>1. Acting Education Council Chair</b>	Tim Ayers
Tim informed Education Council that:	
<ul style="list-style-type: none"> <li>• the Executive Committee approved the expedited implementation for the proposed Bachelor of Science in Nursing program and course changes; and</li> <li>• all elected members of Education Council except for Patrick are up for re-election. Members can get information on the upcoming election from the events page on the College intranet site.</li> </ul>	
<b>2. VP Education</b>	John Boraas
John expressed his gratitude for the Camosun College Connections Day of Reconciliation event on Feb 17. He noted that an estimated 700 people attended the inspirational and hope-filled event.	
<b>3. Board Member</b>	Nigel Giuliany
Nigel noted the Board received a presentation from Steven on the Sexual Violence and Misconduct policy, an update by Shane Busby on the new health building, and an update from Sherri Bell on the reinvestment of 2016 funds.	
<b>G. Committee Reports</b>	
<b>1. Awards</b>	Dominic Bergeron
No update from Dominic as the committee has not met. The Committee will meet in May to select students for the various awards.	
<b>2. Education Council Policy and Standards Committee</b>	Steven Rumpel
See Presentation and discussion section.	
<b>H. Presentations and/or Discussions</b>	
<b>1. Education Policy Update</b>	Steven Rumpel and Katie Shaw
Katie and Steven presented the Involuntary Health and Safety Leave of Absence Policy to council for approval. In alignment with the College's Student Mental Health and Wellbeing Strategy, the Education Policy Initiative has worked in tandem with a variety of college stakeholders to develop a non-punitive, health and wellness-centered approach to supporting students in time of health and safety need. The objective of this policy is to provide clear, consistent principles and commitments the College can apply when it is determined that a student requires a leave of absence from their course work and/or the college community due to health and/or safety issue(s).	

This policy will be used as a final option for withdrawal, and only after all other avenues have been considered that may enable a student to remain in their coursework, including potential accommodations and supports.

Following significant consultation and engagement through the policy development process (see Appendix A), including dedicated consultation sessions with Education Council in October 2016 and January 2017, feedback received on the draft policy has been incorporated (see Appendix B). A final legal review of the policy draft was completed by Harris & Co. legal firm in February 2017.

Questions and discussion followed. Discussion included but was not limited to:

- *A request that it be made clear in the policy (section 3.5) the CCSS and the Ombuds are student supports that are available.*
- *We should keep the policy as generic as possible so as not to narrow its scope, and any specific procedures or supports should be noted in communication materials to students.*
- *How does this policy apply to South Island Partnership (SIP) and other underage students? This should be examined in more detail.*
- *We should consider the policy, associated procedures, and associated assessment of the policy effectiveness when considering the approval of policy.*

**Motion:** It was moved by Steven Rumpel and seconded by Cynthia Wrate that Education Council approves the Involuntary Health and Safety Leave of Absence Policy.

**Motion Carried**  
1 abstention

## I. Integrated Curriculum Committee Report

### PRESENTATION 1

Darlaine Jantzen presented the revised Joint Degree Program in Nursing with the University of Victoria. Questions and discussion followed.

**ACTION:** Registrar's Office will work with Departments to determine if courses require new course codes, as this is an operational item not a curriculum matter.

**Motion:** It was moved by Zachary Snow and seconded by John Boraas that Education Council approves the following curriculum.

- Joint Degree Program in Nursing (JDPN) (IDS 2389)
- NURS 110 (IDS 2366), NURS 111 (IDS 2367), NURS 132 (IDS 2368), NURS 133 (IDS 2369), NURS 142 (IDS 2370), NURS 143 (IDS 2371), NURS 160 (IDS 2372), NURS 190 (IDS 2373), NURS 180 (IDS 2374), NURS 181 (IDS 2375) – course title, short descriptions, pre-requisite, co-requisite, pre/co-requisites, course type, activity & hours, learning outcomes, credits

- NURS 232 (IDS 2376), NURS 233 (IDS 2377), NURS 242 (IDS 2378), NURS 243 (IDS 2379), NURS 260 (IDS 2380), NURS 290 (IDS 2381), NURS 280 (IDS 2382), NURS 281 (IDS 2383) – course title, short descriptions, pre-requisite, co-requisite, pre/co-requisite, course type, activity & hours, credits, learning outcomes
- NURS 332 (IDS 2384), NURS 342 (IDS 2385), NURS 360 (IDS 2386), NURS 380 (IDS 2387) – course title, short descriptions, co-requisite, pre/co-requisite, activity & hours, credits, learning outcomes

**Motion Carried**

8 yes, 1 no, 5 abstention

**REGULAR CURRICULUM**

Connie noted the following curriculum achieved 80% consensus for full recommendation by the ICC to move forward.

**Motion:** It was moved by Alison Bowe and seconded by Scott Harris that Education Council approves the following curriculum:

- Diploma in Hospitality Management Coop Appendix (IDS 2354) – eligibility
- HMG1 101 (IDS 2354) – pre-requisite
- ELD 073 (IDS 2416) – new course
- ELD 093 (IDS 2417) – new course
- IST 250 (IDS 2411) – new course
- Community, Family, and Child Studies (IDS 2400) – admission requirements, participation requirements, content, completion requirements, and recommended info

**Motion Carried****J. By-Election of Chair and Vice-Chair**

Connie Klassen

Connie called for nominations from the floor for the position of Chair of Education Council

- Dominic Bergeron was nominated by Zachary Snow. Dominic declined the nomination.
- Tim Ayers was nominated by Cynthia Wrate. Tim accepted the nomination.

Tim Ayers was acclaimed as the Chair for the remainder of the 2016-2017 Education Council year (until July 31, 2017).

Connie called for nominations from the floor for the position of Vice-Chair of Education Council.

- Bijan Ahmadi was nominated by Emara Angus. Bijan initially accepted the nomination but then withdrew prior to the voting.
- Cynthia Wrate was nominated by Zachary Snow. Cynthia declined the nomination.
- Alison Bowe was nominated by Cynthia Wrate. Alison accepted the nomination.
- Peter Ove was nominated by Zachary Snow. Peter declined the nomination.

Alison Bowe was acclaimed as the Vice-Chair for the remainder of the 2016-2017 Education Council year (until July 31, 2017).

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**K. Adjournment**

Tim Ayers

The Meeting adjourned at 6:05 pm.

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# Integrated Curriculum Committee Report

Ensuring that our students are provided with quality educational experiences

EX-250-003-001-002

**Wed, Feb 15, 2017, 1:00-4:00, CC 321, Interurban**

**Present:** Shelley Butler, Mavis Smith, Debbie Hlady, Heather Del Villano, Connie Klassen (Chair), Tim Ayers, Valerie Montague, Richard Stride, Halinka Szwender, Renee Carreiro (for Gillyan)

**Regrets/Absent:** Steven Rumpel, Gillyan Haden, Todd Ormiston

**Guests:**

 [Hyperlink Curriculum Documents](#)

## REGULAR CURRICULUM

**Whereas:** The Integrated Curriculum Committee has reviewed the following curriculum:

- SPEX 410 (IDS 2346) – short description, pre-requisite
- ACCT 340 (IDS 2464), BUS 210 (IDS 2465), BUS 241 (IDS 2466), BUS 261 (IDS 2467), BUS 311 (IDS 2468), BUS 314 (IDS 2469), BUS 322 (IDS 2470), BUS 440 (IDS 2471) BUS 480 (IDS 2472), BUS 485 (IDS 2473), HMG T 285 (IDS 2474), MARK 325 (IDS 2475), MARK 385 (IDS 2476), MARK 420 – Pre-requisite
- 

**Whereas:** The Integrated Curriculum Committee had consensus to recommend full approval of the curriculum;

- SPEX 410 (IDS 2346) – short description, pre-requisite
- ACCT 340 (IDS 2464), BUS 210 (IDS 2465), BUS 241 (IDS 2466), BUS 261 (IDS 2467), BUS 311 (IDS 2468), BUS 314 (IDS 2469), BUS 322 (IDS 2470), BUS 440 (IDS 2471) BUS 480 (IDS 2472), BUS 485 (IDS 2473), HMG T 285 (IDS 2474), MARK 325 (IDS 2475), MARK 385 (IDS 2476), MARK 420 – Pre-requisite

**Motion:** Be it so moved that Education Council approves changes to the following curriculum:

**Moved by:**


**Seconded by:**

**Mon. Mar 13, 2017, 1:00-4:00, Paul 216, Lansdowne**

**Present:** Shelley Butler, Mavis Smith, Debbie Hlady, Heather Del Villano, Connie Klassen (Chair), Tim Ayers, Valerie Montague, Richard Stride, Halinka Szwender, Renee Carreiro (for Gillyan), Steven Rumpel, Todd Ormiston

**Regrets/Absent:** Gillyan Haden,

**Guests:**

 [Hyperlink Curriculum Documents](#)

## **REGULAR CURRICULUM**

**Whereas:** The Integrated Curriculum Committee has reviewed the following curriculum:

- Welder Foundation (IDS 2515) – program content, program learning outcomes
  - WELD 100 (IDS 2511), course cancellation
  - WELD 110 (IDS 2512), new course
- Carpentry Foundation (IDS 2542) – program content, program learning outcomes, delivery arrangements
  - CARP 100 (IDS 2543), CARP 102 (IDS 2544) – course cancellation
  - CARP 110 (IDS 2545), CARP 120 (IDS 2546) – new course

**Whereas:** The Integrated Curriculum Committee had consensus to recommend full approval of the curriculum;

- Welder Foundation (IDS 2515) – program content, program learning outcomes
  - WELD 100 (IDS 2511), course cancellation
  - WELD 110 (IDS 2512), new course
- Carpentry Foundation (IDS 2542) – program content, program learning outcomes, delivery arrangements
  - CARP 100 (IDS 2543), CARP 102 (IDS 2544) – course cancellation
  - CARP 110 (IDS 2545), CARP 120 (IDS 2546) – new course

**Motion:** Be it so moved that Education Council approves changes to the following curriculum:

**Moved by:**

**Seconded by:**



EX-260-001-006

## Education Council Briefing Notes

**Submitted by:** John Boraas, VP Education

**Date:** Mar 22, 2017

**Topic:** Program Credential Cancellation

**Decision Being Sought:** Request for Education Council to recommend to the Board for approval of cancellation of the following program credential:

- **Combined Indigenous Career Access and Family Support Program**

**Background:** At this time I am bringing forward following program credential for cancellation:

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### **Combined Indigenous Career Access and Family Support Program**

The Combined Indigenous Career Access and Family Support (IFS) program was created in March 2012. The program combined the Indigenous Career Access (8 months) and the Family Support Program (10 months). In addition, students qualified for specific Essential Skills funding.

This 18 month program was designed for Aboriginal learners who are interested in a career working in human/social/community service. Students were to develop an understanding of their interests, abilities and potential, in an environment which supports the development of healthy Indigenous self-identities. Students were also to develop realistic personal, career and educational goals and obtain the academic skills and prerequisites required to meet their goal to become an Indigenous Family Support Worker.

The Indigenous Family Support Program provided students of Aboriginal ancestry with opportunities to develop knowledge, skills, awareness and values needed to work with indigenous individuals and families in schools and communities. The program promoted awareness of indigenous history and culture. It provided opportunities for each student to reflect and develop self-awareness and pride as an Indigenous person.

This program has never offered and it has been determined there are no plans to do so in the future. As such there are no students or faculty affected by this cancellation.

**Request for Motion to recommend the CANCELLATION of the following to the Board of Governors:**

Program Cancellation:

- Combined Indigenous Career Access and Family Support Program (IDS 2420) – Program Cancellation

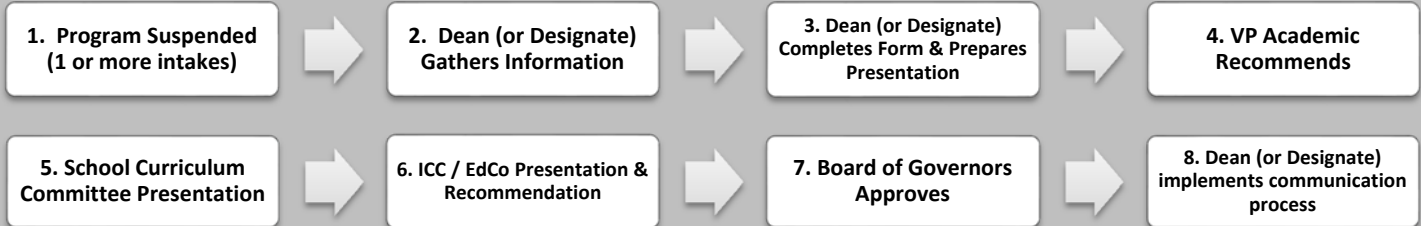


Notification Date: 1/16/2017  
Last Intake of students: Choose an item.  
Category of Change: Cat 1 (Board/Ministry)  
Approved By:  
Approval Date:

# Program Cancellation Form

The cancellation of a program occurs when a program is no longer offered by the college and is removed from the list of program offerings. It is intended to be permanent. Refer to the Program Suspension and Cancellation Policy – E-1.11 for more info.

## Cancellation Process:



Credential Name(s): **Combined Indigenous Career Access and Family Support Program**

School: HHS

Dept: CFCS

Programs are generally suspended before they are cancelled. Please complete if this program has been suspended.


Suspension Approval Date:

- Include the most recent copy of the Program Outline as part of this submission.
- Include any course cancellations/revisions as a result of this change as part of this submission.
- Complete the Questions below - Include supporting documents if available.

1. Has this credential been replace/restructured into another credential? (yes/no) Explain.	Eyē? Sqā'lewen is phasing out IHSCAP, which is part of the INDCAFSACC program, and will not be recruiting students for INDCAFSACC. There are no students currently in the program and no plans to use this program in the future.
2. When (i.e. date) was the credential(s) first offered?	First created in March 2012
3. Proposed start date for last intake of students in this credential prior to cancellations	There are no students currently in the program and no plans to use this program in the future.
4. Why was the credential(s) created? Was there a student/employer need? Was a needs analysis done? Why or why not? Please explain.	According to the original rationale, with changes to the IHSCAP program, "a new "combined" program – "Combined Indigenous Career Access and Family Support" Program" was created consisting of "the first 8 months of the IHSCAP program followed by the 10 month IFS program. This program would qualify for specific Essential Skills funding as it would meet the requirements of an Access program that leads directly to employment. The revised IHSCAP Program and the new combined program would run concurrently and students would be in the same 8 month cohort and continue their education either in the IFS program or in the other education program of their choice."
5. How was the program received when first offered and over subsequent years? Were there formal or informal Program Reviews? What has the history of this credential(s) been?	This program not been offered.
6. What internal and/or external forces have come into being that have led you to cancel this credential(s)? Was cancellation the only option?	

Were their competing priorities?	
7. Note any additional information related to consultation feedback from students, employers, PAC's, School Curriculum Committees, affected faculty and staff, Unions, College service depts., and administration.	
8. Note any additional information related to Program Performance Measures - student demand, graduate employment/transfer to further studies, cost effectiveness, student and employer satisfaction levels, availability of alternate program providers, and other relevant program data.	
9. Identify any impacts to staff, faculty, technology, and other resources, as a result of the cancellation. Clearly identify all impacts.	None.
10. Articulate a Transition & Communication Plan for any students impacted by this cancellation.	There is no student impact.

NAMES	SIGNATURE	DATE
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Dept Chair: Robin Fast		11Jan17
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Dean(s) of Other Affected Depts *(add more rows if needed)*  Not applicable

School: Access, Arts & Science		
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Comments by Other affected Departments (attach additional sheets if necessary):

Dean: Discussed with Janice Simcoe, Director of Eyē? Sqâ'lewen, Debbie Hlady, Chair of English, and Bill Wong, Chair of Psychology	Cancellation discussed with Janice Simcoe and it was supported. Cancellation communicated to Debbie and Bill.	Janice, November 2016 Debbie, February 2017 Bill, February 2017
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VP Education John Boraas		
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ICC Chair:		
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EdCo Chair:		
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**Board Approval Date:**



**CAMOSUN COLLEGE**  
*School of Health and Human Services*  
*Department of Community, Family & Child Studies*

## PROGRAM OUTLINE

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**Education Council:** 2Nov12, 19Mar12

**Dean Only Approval:** 14Dec12, 20June12

**1. Program Code:**

*(Set by Student Services, departments should consult with Student Services prior to approval.)*

INDCAFSACC

**2. Program Name:** *(must reflect the program)*

Combined Indigenous Career Access and Family Support Program

**3. Program Description:**

*(Including program length, general description, intended population, career opportunities, further studies, etc)*

This 18 month program is designed for Aboriginal learners who are interested in a career working in human/social/community service. Students develop an understanding of their interests, abilities and potential, in an environment which supports the development of healthy Indigenous self-identities. Students will develop realistic personal, career and educational goals and obtain the academic skills and prerequisites required to meet their goal to become an Indigenous Family Support Worker. The first 8 months of the program will prepare students for the 10 month Indigenous Family Support Program.

The Indigenous Family Support Program provides students of Aboriginal ancestry with opportunities to develop knowledge, skills, awareness and values needed to work with indigenous individuals and families in schools and communities. The program promotes awareness of indigenous history and culture. It provides opportunities for each student to reflect and develop self-awareness and pride as an Indigenous person.

Indigenous Family Support practitioners are prepared to support the development of healthy Aboriginal individuals, families and communities. Program graduates function interdependently as members of a support team under the direction and supervision of experienced professionals in health, education and/or human service settings. Graduates of the program find employment in roles such as:

- Employees of Native Friendship Centres
- Aboriginal Education Assistants in public and tribal schools
- Youth Service Workers
- Child and Family Service Workers
- Transition House Workers
- Employment Training Counsellors

Graduates of the program may choose to continue their education at Camosun College in:

- Indigenous Studies
- Community, Family and Child Studies
- Community Support and Education Assistant
- Early Learning and Care

Many graduates of the former First Nations Family Support Worker program have continued their education towards degrees in:

- Social Work
- Child and Youth Care
- Indigenous Studies
- Education

**PROGRAM OUTLINE**  
(continued)

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**4. Program Admission Requirements:**

*(Academic and/or Non-Academic Requirements that must be met to qualify to be admitted into the program.)*

- "C" In English 10 or ENGL 033, or assessment;
- This program is open to people of Aboriginal ancestry. *Camosun College recognizes all Aboriginal students who are descendants of Indigenous peoples of what is now called North America including status and non-status Indians, Metis, Inuit and Native Americans.*

**5. Program Participation Requirements:**

*(Requirements that must be met throughout the program. Monitored by the Program. Examples: lap tops, immunization, practicum requirements, licenses/qualifications, etc.)*

- Students will be required to attend orientation on the first day of class or risk losing their seat in the program.
- The *Criminal Record Review Act* requires that students registered in a post secondary program where they may be working with children and/or vulnerable adults must have a criminal record check done through the B.C. Government's Criminal Record Review program. The Ministry of Justice is the authorized body under the Act to make the determination of risk. Any student found to be at risk by the Ministry will not be able to participate in a work integrated learning experience (e.g. coops, clinical placements, practicum's, internships, preceptor ships, work experiences, etc.) and may therefore be unable to complete the program.

Camosun will provide students with information regarding the criminal record check process that must be followed. Instructions on the Criminal Record Check process will be provided to students by email, prior to their practicum. Students must be able to provide two pieces of current, government issued identification (one with photo). Students are responsible for all associated costs. Note: Any Criminal Record Checks done outside of the College will not be accepted and will result in additional cost to the student.

Please note that this process must be completed prior to starting the first work integrated learning experience (e.g. client care session, clinical placement, practicum, etc.).

**6. Program Learning Outcomes:**

At the completion of the program students will be able to:

- a) explore their aboriginal identities rooted in an awareness of being connected to culture, land, ancestry and history.
- b) discuss challenges, opportunities and issues impacting Indigenous communities today.
- c) recognize how individual survival and growth contributes to survival and growth within a family and community.
- d) develop awareness of their own unique interests, abilities and potentials as these affect personal, career and educational goals.
- e) practice self care techniques that will contribute to professional and personal effectiveness.
- f) explore issues and challenges that they can expect to encounter in post secondary education and the workplace.
- g) reflect an understanding and awareness of the Importance of walking In balance, both personally and professionally, in order to promote positive change for indigenous individuals, families and communities.
- h) utilize an understanding of historical and cultural realities of indigenous peoples to promote overall well-being and facilitate positive change for individuals, families and communities.
- i) communicate effectively in oral, written and non-verbal forms in ways that enhance the quality of intra-cultural and cross-cultural services.
- j) apply knowledge in a thoughtful way to develop effective approaches for supporting and guiding individuals, families and communities towards positive outcomes.
- k) work effectively as part of a team to identify, access and utilize appropriate resources to meet the needs of individuals, families and communities.
- l) use positive, strengths-based supports for assisting individuals within diverse learning environments.



**PROGRAM OUTLINE**  
(continued)

**7. Program Content:**

Students will complete the program over five (5) semesters. Semesters 1 and 2 include courses specific to English upgrading, and career and Indigenous exploration. Semesters 3-5 include the courses required to complete the Indigenous Family Support Certificate.

**ACADEMIC TERM 1 (4 MONTHS)**

Course	Course Title	Credits
BEST 041	Career Exploration	0
IFS 100	Exploring Indigeneity	3.0
IFS 118	IHSCAP Circle and Elders Teaching 1	1.0
LRNS 103	Learning Skills for Human Sciences	2.0
Students must complete* one of the following if they <b>do not</b> already have a C+ or higher in English 12, English 12 First Peoples, or equivalent, or alternate:		
ENGL 050	Intermediate English	0
ENGL 092**	Provincial English Composition	3.0
ENGL 094**	Provincial English Literature	3.0
ENGL 096**	Provincial Indigenous Literature	3.0
ENGL 103***	Preparatory Academic Writing	3.0
ENGL 104***	Preparatory English Literature	3.0
ENGL 106***	Preparatory Indigenous Literature	3.0
<b>Total Credits</b>		<b>5.0 – 8.0</b>

\*Students who have completed English 12, English 12 First Peoples, or equivalent or alternate, with a C+ may choose to enroll in another elective of their choice.

\*\*One of ENGL 094 or ENGL 096, combined with ENGL 092 is equivalent to Provincial English 12.

\*\*\*One of ENGL 104 or ENGL 106, combined with ENGL 103 is an alternate to Provincial English 12.

**ACADEMIC TERM 2 (4 MONTHS)**

Course	Course Title	Credits
HLTH 111 (T)	Indigenous Community Health	3.0
HLTH 112 (T)	Holistic Health and Healing	3.0
IFS 119	IHSCAP Circle and Elders Teaching 2	1.0
Students must complete* one of the following if they <b>do not</b> already have a C+ of higher In English 12, English 12 First Peoples, or equivalent, or alternate:		
ENGL 092**	Provincial English Composition	3.0
ENGL 094**	Provincial English Literature	3.0
ENGL 096**	Provincial Indigenous Literature	3.0
ENGL 103***	Preparatory Academic Writing	3.0
ENGL 104***	Preparatory English Literature	3.0
ENGL 106***	Preparatory Indigenous Literature	3.0
<b>Total Credits</b>		<b>7.0 – 10.0</b>

\*Students who have completed English 12, English 12 First Peoples, or equivalent or alternate, with a C+ may choose to enroll in another elective of their choice.

\*\*One of ENGL 094 or ENGL 096, combined with ENGL 092 is equivalent to Provincial English 12.

\*\*\*One of ENGL 104 or ENGL 106, combined with ENGL 103 is an alternate to Provincial English 12.

**ACADEMIC TERM 3 (4 MONTHS)**

Course	Course Title	Credits
CFCS 120	Lifespan Development 1	3.0
IFS 110	Self, Family & Community	3.0
IFS 120	Circle and Elder's Teaching 1	1.0
IFS 140	Introduction to Practice	2.0
PSYC 154 (T)	Interpersonal Relations	3.0
<b>Total Credits</b>		<b>12.0</b>

**PROGRAM OUTLINE**  
(continued)

**ACADEMIC TERM 4 (4 MONTHS)**

Course	Course Title	Credits
ENGL 175 (T)	Professional Writing for Community Services	3.0
IST 117 (T)	Indigenous Studies in Canada 2	3.0
IFS 121	Circle and Elder's Teaching 2	1.0
IFS 141	Self in Practice	5.0
PSYC 256 (T)	Introduction to Counselling	3.0
<b>Total Credits</b>		<b>15.0</b>

**ACADEMIC TERM 5 (2 MONTHS)**

Course	Course Title	Credits
IFS 142	Professional Practice	5.0
<b>Total Credits</b>		<b>5.0</b>

- 8. Delivery Arrangements:** *May include campus location, mode (classroom, Distributed Ed, etc.), part-time/full-time, scheduling (evenings/weekends/semester/quarter/continuous intake, etc.)*

This 18 month certificate is available full-time or part-time over 3 years. *At this time all courses are offered face-to-face. Delivery is both in community and on campus.*

- 9. Is a (Co-operative/Internship) Work Experience Designation available for this program?** *(Contact the Cooperative Education Department for more information on this option)*

Cooperative Education Designation (yes/no): No

Internship Designation (yes/no): No

If yes to one or more above, please include a completed "**Cooperative Education Appendix**" (available at [http://intranet/ed\\_prov/index.php](http://intranet/ed_prov/index.php)) with this Program Outline.

- 10. Program Completion Requirements:**

*(Requirements that must be met before the credential will be awarded. Examples: GPA, total credits required, etc.) (note "a minimum GPA of 2.0 ("C") is the college standard to graduate from all GPA programs, unless otherwise stated")*

All GPA Programs:

A minimum GPA of 2.0 (C) is required to graduate from the program

Other Completion Requirements (GPA or Non-GPA Programs):

**Certificate in Indigenous Human Services Career Access:**

Students must achieve a minimum of 60% ("C") in all program courses in Academic Term 1 and 2; must submit proof of a C+ or higher in English 12, English 12 First Peoples, or equivalent, or alternate; and successfully complete IFS 118 and 119 to graduate.

**Certificate in Indigenous Family Support:**

Students must achieve a minimum of 60% ("C") in all program courses in Academic Term 3, 4 and 5, and successfully complete IFS 120, 121, and 142 to graduate.

- 11. a. Credential Awarded:**

Format – credential followed by program (then by work experience designation if applicable (e.g., "Certificate in ...", "Diploma in..., Cooperative Education Designation", etc.)

Certificate in Indigenous Human Services Career Access

Certificate in Indigenous Family Support

- b. External Licensing Certifications:** *(if applicable)*

**PROGRAM OUTLINE**  
(continued)

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**12. Special Notes:** *(Example: Block Transfer Arrangements)*

Certificate graduates from the Indigenous Family Support Program can apply to enter Year 2 of the Community, Family and Child Studies (CFCS) diploma (Certificate graduates can complete the program part-time over two years and will be required to take some Year 1 courses. See Program Leader for details.).

CFCS Diploma graduates may be eligible to receive block transfer (60 credits) towards the UVIC BA in Child & Youth Care. Transfer credit for related programs at other BC Post Secondary Institutions may also be available. Contact the Advising Centre of the institution of choice for more details.

**13. Recommended Information, Activities or Materials to Help Students to Succeed Throughout the Program:**

- a) Attendance at a program information session is highly recommended prior to application to this program.
- b) A TB skin test, Hepatitis B and flu vaccination are highly recommended and are available at local health clinics or through a physician.
- c) Standard First Aid with CPR Level "C" is recommended.
- d) It is strongly recommended that students have basic computer literacy, including experience with keyboarding and basic internet search and email skills.