

COURSE SYLLABUS



COURSE TITLE: ICW 113 – Decolonizing the Journey

CLASS SECTION: ICW 113

TERM: Fall 2023 – Sept 5-Oct 20

COURSE CREDITS: 3

DELIVERY METHOD(S): F2F (Thursdays 9:30-12:30, 1:00-3:50) and D2L

Camosun College campuses are located on the traditional territories of the Ləkʷəŋən and W̱SÁNEĆ peoples. We acknowledge their welcome and graciousness to the students who seek knowledge here.

Learn more about Camosun's [Territorial Acknowledgement](#).

Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable explanation in advance, you will be removed from the course and the space offered to the next waitlisted student.

INSTRUCTOR DETAILS

NAME: *Nang guláa k'aldangaas* Alana-Joy Parrish-Johnson (she/her), B.Mus., MTS-Indigenous; preferred name: Alana

EMAIL: parrisha@camosun.ca

OFFICE: N/A

HOURS: By appointment

As your course instructor, I endeavour to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me. Camosun College is committed to identifying and removing institutional and social barriers that prevent access and impede success.

CALENDAR DESCRIPTION

Students will examine how societal influences and colonization affect their understanding of wellness, as well as their roles in community wellness work. They will learn about the importance of traditional stories and Indigenous languages, and practice integrating familiar words from their Nation's language or the language of the land where they reside into daily communications. Students will learn to apply a decolonial lens to enhance their sense of cultural identity and professional practice.

Prerequisites: N/A

COURSE LEARNING OUTCOMES / OBJECTIVES

Upon successful completion of this course, students will be able to offer community their ability to:

1. Articulate the importance of knowing one's creation story.
2. Actively engage in decolonization processes in community wellness work/practices.
3. Apply a decolonial lens to describe the ways in which colonization has impacted Indigenous wellness.
4. Describe Indigenous social determinants of health.

REQUIRED MATERIALS & RECOMMENDED PREPARATION / INFORMATION

Most learning materials will be available on D2L two weeks prior to each class. Any required texts will be announced in the first week of class.

To respect the orality of Indigenous peoples, learning materials will include sound recordings, audio-visual documents, web sites as well as texts. Weekly readings, videos, and materials will be provided on D2L.

COURSE SCHEDULE, TOPICS, AND ASSOCIATED PREPARATION / ACTIVITY / EVALUATION

The following schedule and course components are subject to change with reasonable advance notice, as deemed appropriate by the instructor.

****Please note** all assignments are due at 11:59 pm on their due date

WEEK or DATE RANGE	ACTIVITY or TOPIC	OTHER NOTES
Week 1, Sept 7	<p>Opening Circle and Course Introduction Introductions Class expectations Circle protocols for our class sessions together</p> <p>Our Decolonial Journey together – honouring culture, taking care of each other and ourselves.</p> <p>Questions to consider for discussion: What is decolonization? Why is it important?</p> <p>In preparation of Culture Wellness Goals assignment, start to consider three personal goals related to culture and wellness in areas you wish to grow. Identify strategies and tools that will help you be successful in your goals between now and the end of the program.</p> <p>Your goals may relate to:</p> <ul style="list-style-type: none"> • Identifying and unlearning colonial ways of thinking/doing/being • Connecting to land • Learning language • Better understanding your origin story • Listening to story or song • Resting • Something else that will move you towards decolonizing self <p>How to write a S.M.A.R.T Goal - https://www.youtube.com/watch?v=i0QfCZjASX8</p>	
Week 2, Sept 7	<p>First Nations Perspectives on Health Our Ancestors and Cultural Teachings</p> <p>Questions to consider for discussion: What is health and wellness? How is health and wellness viewed by western medicine/colonial ways of thinking? What does your</p>	

WEEK or DATE RANGE	ACTIVITY or TOPIC	OTHER NOTES
	<p>nation’s creation story teach you about health and wellness? How is health and wellness embedded into Indigenous languages?</p> <ul style="list-style-type: none"> • FNHA – (BC)First Nations Perspectives on Health and Wellness (pp.15-17) • Fourth National Forum on Indigenous Determinants of Health – 2019 Video • Social Determinates of Health from a First Nations Perspective – Video • The NILTUO video 	
<p>Week 3, Sept 14</p>	<p>Compassionate and Trauma Informed How to deal with upsetting and trigger situations for ourselves and others.</p> <p>Questions to consider for discussion: What traumas have been caused and perpetuated by colonization? What are some situations you have found yourself in that were uncomfortable or detrimental emotionally/mentally/spiritually? How did you respond? How do you wish you had responded?</p> <p>Resources: Compassion Informed Care: https://www.youtube.com/watch?v=2TdcPvNFv9A</p> <p>Trauma Informed Approaches: https://www.nwac.ca/assets-knowledge-centre/Final-Trauma-Informed-Culturally-Appropriate-Approaches-in-the-Workplace-Final.pdf</p> <p>Trauma Informed Practice Guide: https://cewh.ca/wp-content/uploads/2012/05/2013_TIP-Guide.pdf</p>	<p>Culture and Wellness Goals Due Sept 14, D2L Discussion Post 1 due Sept 17</p>
<p>Week 4, Sept 14</p>	<p>Broken Ties & Healing the Circle Examine various specific fractures that have disrupted Indigenous communities and discussing ways of healing.</p> <p>Questions to consider for discussion: What is colonization? What specific colonial events of the past can you identify? How did they affect the current colonial culture we are a part of in western society? How did colonization cut off nations from their creation stories, languages, songs, etc.? What is decolonization and what does that look like individually and collectively?</p> <p>Resources: The “Colonialism & Social work” diagram represented throughout the pages 39-41 in the NILTUO Toolkit</p> <p>Timeline of Key Dates – <i>“Resumption of Indigenous Jurisdiction over Children and Families - The historical timeline illustrates a clear and repeating pattern over the last 50 years: Indigenous communities and leaders work together to develop and articulate their own solutions and call for the resumption of jurisdiction over their children and families so they can implement those solutions; governments make promises and sign MOUs; then governments break their promises or offer a greatly diminished version of the original promise; then Indigenous communities and leaders regroup and start again.”</i></p> <p>Wise Practice in Indigenous Social Work (Alberta) Indigenous Worldview (pp.4-6)</p>	

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	About The Indian Act	
<p>Week 5, Sept 21</p> <p>Guest: Janine Bradley (Snuneymuxw)</p>	<p>Language Matters Part 1 - The Importance of Languages on Health Examining language and its impact on health.</p> <p>Questions to consider for discussion: Why does language revitalization matter? What is your ancestral language(s)? How does language relate to the origin story of your nation? How are language loss and language reclamation related to colonizing, decolonizing, and healing?</p> <p>Handout - https://fpcc.ca/wp-content/uploads/2020/08/Fact_Sheet_10_Language_Health.pdf</p> <p>National Collaborating Centre for Indigenous Health. Determining public health outcomes in Canada - https://www.youtube.com/playlist?list=PLMU8mevc0omqbMpVM-rAuL4-b0qfCz1A</p> <p>Revitalizing Indigenous languages: Meet some of the people working to keep their language alive - https://www.cbc.ca/news/canada/british-columbia/revitalizing-indigenous-languages-1.6498145</p>	<p>Podcast Assignment 1 due Sept 21, D2L Discussion Post 2 due Sept 24</p>
<p>Week 6, Sept 21</p>	<p>Language Matters Part 1 - Life-Promotion and Indigenous Strengths Based Approach Examining the importance of language and the impact that words and framing has on individuals. Students should take extra care as this topic deals with sensitive topics including suicide.</p> <p>Questions to consider for discussion: How has language loss impacted mental health of Indigenous peoples in the past? In the present? How could learning Indigenous language be a part of your own healing process, especially in terms of mental, spiritual and emotional health?</p> <p>Life Promotion: A Strengths Based Approach to Indigenous Wellness</p> <p>https://www.youtube.com/watch?v=ZMUUsxDXv2w</p> <p>In response to the elevated rates of suicide observed among many Indigenous communities in Canada, Carol Hopkins outlines an Indigenous approach to facilitate mental wellness. This video shares how strengths-based, life generating strategies which honour Indigenous ways of knowing and reflect relational, familial, social, and spiritual dimensions of selfhood are likely to be more effective than those which are based on expert-driven, individualistic and biomedical understandings of distress.</p> <p>Life Promotion Tool Kit: https://thunderbirdpf.org/wp-content/uploads/2022/03/life_promotion_toolkit_by_indigenous_youth.pdf</p>	
<p>Week 7, Sept 28</p>	<p>Leaders and Helpers There are many significant Leaders who have advocated for Indigenous rights over the years. This topic honours some of the tremendous leadership and contributions.</p> <p>Questions to consider for discussion: Who is someone in your family or community that you see as a leader/influencer in your own life? How have they contributed to the greater community? Who is an Indigenous leader that you look up to or would</p>	<p>Final Topic Approval due Oct 1, D2L Discussion Post 3 due Oct 1</p>

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	<p>like to learn more about? In what ways have these leaders/influencers worked culturally despite/against colonialism?</p> <p>Learning About Jordan’s Principle:</p> <p>https://www.pbs.org/video/canada-files-cindy-blackstock-m5ttwn/ Jordan’ Principle: https://www2.gov.bc.ca/gov/content/governments/indigenous-people/new-relationship/united-nations-declaration-on-the-rights-of-indigenous-peoples Jordan River’s Anderson – The Messenger (film) https://www.nfb.ca/film/jordan-river-anderson-the-messenger/</p>	
<p>Week 8, Sept 28</p>	<p>Witnessing and Identifying Gaps Examining key-documents and progress.</p> <p>Questions to consider for discussion: What do you already know about UNDRIP, MMIWG report, DRIPA, and the TRC? What is the story behind the creation and implementation of each of these important documents, i.e. what colonial frameworks are they addressing/fighting against? How can they be a part of your personal decolonizing/healing process and the collective healing of all nations?</p> <ul style="list-style-type: none"> • UNDRIP – All Articles • MMIWG Reclaiming Power and Place – Calls for Justice • Truth and Reconciliation Commission - Calls to Action • Truth and Reconciliation Commission (p.8-9) - Principles of Reconciliation <p><u>Additional Resources:</u></p> <p>Calls to Action Accountability: https://yellowheadinstitute.org/trc/</p> <p>Report Card on MMIWG Inquiry: https://www.cbc.ca/newsinteractives/features/cfj-report-cards/cfj1</p> <p>The Orange Path: https://www.orange-path.ca/resources/category/Website</p>	
<p>Week 9, Oct 5</p>	<p>Full Circle: Reclaiming Every Phase of Life How culture is a guide for life</p> <p>Questions to consider for discussion: What are some important ceremonies within your culture and/or nation that you know about? How were they affected by the Indian Act? How do these ceremonies contribute to life and healing? What teachings have you learned from your own culture or the culture of a nation you are connected with?</p> <p>NIŁTUO Tool Kit Resource: https://ilru.ca/wp-content/uploads/2022/04/NI%20C8%BDTUO_Toolkit.pdf</p>	<p>Podcast 2 Assignment due Oct 5, D2L Discussion Post 4 due Oct 8</p>
<p>Week 10, Oct 5</p>	<p>Road Ahead: Bill C - Implementing DRIPA Examining our shared path ahead</p> <p>Questions to consider for discussion: Who is responsible for healing within Indigenous communities and individuals? How can official documents such as DRIPA</p>	

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	<p>be used to promote healing, first within Indigenous communities and then building relationships to non-Indigenous communities, individuals, and institutions?</p> <p>Review the development and themes in the Action Plan.</p> <ol style="list-style-type: none"> 1. Self-determination and inherent right of self-government 2. Title and rights of Indigenous People 3. Ending Indigenous-specific racism and discrimination 4. Social, cultural and economic well-being 	
Week 11, Oct 12	<p>Seven Generations: Intergenerational Healing – Rebuilding from the Inside Out How today impacts the future.</p> <p>Questions to consider for discussion: What teachings do you already know about intergenerational responsibility (i.e. our responsibilities to future generations)? How have you been affected by intergenerational trauma? With that in mind, how can you be a part of intergenerational healing?</p> <p>Assembly of 7 Generations (video) IndigeEYEZ Urban Native Youth Association</p> <p>First Nations Perspectives on Health and Wellness: https://www.fnha.ca/wellness/wellness-for-first-nations/first-nations-perspective-on-health-and-wellness</p> <p>Podcast Assignment 2 – Select a Podcast episode from this website: https://podcasts.apple.com/ca/podcast/mino-bimaadiziwin/id1591662533</p>	
Week 12, Oct 12	<p>Roles and Responsibilities Sacred Teachings:</p> <p>Questions to consider for discussion: What gifts do you have to offer to your nation/community? What does the term “helper” mean to you? How can you contribute to the collective decolonization in your community?</p> <p>Cultural Safety and Walking Together - British Columbia Cultural Safety and Humility Standard - https://healthstandards.org/files/HSO_CSHClientandFamilyInformationSheet_EN.pdf</p> <p>Understanding the Role of Helper - Important to Indigenous Communities https://www.saskculture.ca/impact/success-stories/understanding-the-role-of-helper-important-to-indigenous-communities</p> <p>Being a Helper where Invited – Indigenous Approaches (video)</p> <p>Older Interesting Report (Instructor info): (Conclusions and Findings pp.13-30) https://www.nwac.ca/assets-knowledge-centre/2011-NWAC-Volunteering-and-Aboriginal-Peoples-Literature-Review.pdf</p>	
Week 13 & 14, Oct 19	<p>Cultural Presentations & Closing Circle Critical Lens for Decolonization: Class Presentations Attendance Required</p>	Indigenizing Wellness

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	<p>For each presentation: What are two takeaways that you want to stick with you or that you want to contemplate more?</p> <p>Final thoughts: What do you most want to remember with you from this course moving forward in your decolonizing journey?</p> <p>Critical Lens for Decolonization: Final Essay Submission (Due)</p> <p>Closing Circle and Course Wrap-up</p>	Written Assignment & Project presentation due Oct 19

Students registered with the Centre for Accessible Learning (CAL) who complete quizzes, tests, and exams with academic accommodations have booking procedures and deadlines with CAL where advanced noticed is required. Deadlines scan be reviewed on the [CAL exams page](http://camosun.ca/services/accessible-learning/exams.html). <http://camosun.ca/services/accessible-learning/exams.html>

EVALUATION OF LEARNING

DESCRIPTION	WEIGHTING
Class Discussion/Participation	25%
Culture Wellness Goals (due Sept 14)	10%
D2L discussion posts x4 (due Sept 17, 24, Oct 1, 8)	20%
Podcast Assignments x2 (due Sept 21, Oct 5)	20%
Essay and Presentation – Indigenizing Wellness (due Oct 19)	25%
<p>If you have a concern about a grade you have received for an evaluation, please come and see me as soon as possible. Refer to the Grade Review and Appeals policy for more information.</p> <p>http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf</p>	<p>T O T A L</p> <p>100%</p>

Class Structure (approximate schedule)

9:30-10:15: Opening Circle & Song
10:15-10:50: Topic 1 lecture and discussion (topic based on the week's resources on D2L)
10:50-11: huuxsatu (break)
11-11:45: Small group discussion, group work
11:45-12:30: Circle to close this topic & Song
LUNCH
1:00-1:30: Drum circle
1:30-2:05: Topic 2 lecture and discussion
2:05-2:15: huuxsatu (break)
2:15-3:00: small group discussion, group work
3:00-3:50: Closing circle, final takeaways, & song

Class Discussion/Participation (25%)

Throughout each class, students will engage in circle and share their thoughts and learnings from the course content. Students are expected to complete all assigned readings, videos, etc. posted on D2L before coming to class each Thursday. For those who must miss class for unavoidable circumstances, you can choose to compose a discussion post communicating your learnings instead.

Expectations and policies:

- Attendance is a critical part of learning and a very important part of this class.
- Being prepared for class includes making sure you have completed your readings and are prepared to respectfully engage in class discussions.
- Active listening is a vital aspect of being in a respectful dialogue with others. You must be able to hear what other people are saying so that you can respond to them in a respectful, and appropriate manner.
- Professionalism includes being on time for class, letting the instructor know when you are unable to attend class, making arrangements with me for extensions on assignments, and looking for clarification when you are not understanding something.
- Late assignments are subject to a 5% penalty per day for a maximum of 10 days. After this date, no papers will be accepted.
- Late assignments will only be accepted when you have made such arrangements with the instructor BEFORE the due date.
- Students will submit a self-reflection near the end of the course that will be a part of their final class participation grade.

D2L Discussion Posts (20%, 4 x 5% each) – Sept 17, 24, Oct 1, 8

Five times throughout the semester, a writing prompt will be posted on D2L. Each student should write an initial reflection to the prompt by Thursday, followed by a response to two other students' reflections by Sunday. Online "netiquette" should be followed so that the conversation stays informed, healthy and productive. Each initial reflection will receive a mark out of 4 and each response to another post will receive a mark out of 1 (i.e. each week on D2L is out of 6 marks). List any sources/websites used at the end of your discussion post.

Initial reflection rubric:

- 4 - Excellent: thorough engagement with the writing prompt/original post, thoughtful response demonstrates understanding and a personal involvement and interpretation of the material in question
- 3 - Competent: engages well with the writing prompt/original post, demonstrates an intellectual understanding of the material in question
- 2 - Improvement Needed: some engagement with the writing prompt/original post, but either not a good demonstration of understanding or misses responding to some key aspects of the material in question. Reflection may also be written in a way that presents as antagonistic or disrespectful (i.e. does not follow basic "netiquette")
- 1 - Unacceptable: little engagement with the writing prompt/original post, little or no reference to the relevant material. Reflection may also be written in a way that presents as antagonistic or disrespectful (i.e. does not follow basic "netiquette")
- 0 - Incomplete: too little or no interaction with the online writing prompt/original post

Responses x2:

- 1 - Complete: respectful, thoughtful, continues conversation
- 0 - Incomplete: disrespectful, irrelevant, discourages healthy/productive conversation

Culture and Wellness Goals (10%)

Due: Sept 14

For this assignment, students will create three **Culture and Wellness Goals** that they would like to accomplish in relation to their experience within the Indigenous Community Wellness Program. Two of the

goals should be achievable within 2-3 months, and one goal can be more long term. Complete one SMART Goals Worksheet (2 pages) for each goal. In other words, you will submit 6 pages total upon completion.

Podcast Assignments (20%, 2 x 10% each)

Due: Sept 21 & Oct 5

This assignment consists of two podcast entries each worth 10%. Complete the podcast assignment for each podcast.

Podcast 1 – [Telling Our Twisted Histories](#)

Select one of the following words representing the titles of these podcast episodes: Reconciliation, God, Obey, Bannock, Pocahontas, Savage, Indian Time, Family Names, School, Reserve, Discovery.

Info about the podcast: “Words connect us. Words hurt us. Indigenous histories have been twisted by centuries of colonization. Host Kaniehti:io Horn brings us together to decolonize our minds— one word, one concept, one story at a time.”

Podcast 2 - [Mino-bimaadiziwin](#)

Select a Podcast episode from Thunderbird Foundation – Mino-bimaadiziwin web-site.

Info about the podcast: “This podcast aims to seek and share insight about Indigenous addictions and mental health issues. It takes a fearless approach in exploring the tough issues with some of the leading voices in Indigenous wellness.”

Written Assignment and Presentation – (25%) Indigenizing Wellness

Due: Oct 19

This assignment has two parts.

Part 1 – Paper (15%)

Choose any topic or sub-topic explored in this class, i.e. focuses on Indigenous and personal wellness through language, story, or Indigenous ways of knowing and being. **The research topic must be submitted on D2L for approval by the instructor by Oct 1.** You will write a 1,200 word paper with the three following sections:

1) Explore (600 words): Using credible sources, research the topic and present your findings. This is a space to share information WITHOUT making judgments on the content (i.e. NOT thesis driven). Focus on your opinion and personal experience in the next two sections, but not in this first section.

2) Reflect (300 words): It is important to look back before moving forward. That’s why Truth must come before Reconciliation. In this section, you will personally respond to the information you presented so far in the paper and how it has been relevant to shaping present day society, issues and/or your life thus far.

3) Moving Forward (300 words): Now that you have spent time reflecting on this topic, what will you do next? How is this information relevant to your next steps?

*Bibliography must include at least 5 sources from the course content and 8-10 sources in total.

More information and rubric will be available on D2L.

Part 2 – Class Presentation (10%)

Using your paper as a guide, prepare a 3–5-minute presentation for the class in any format you choose (video, poster, slideshow, etc.). These will be presented to the class during our final session together on Oct 19.

COURSE GUIDELINES & EXPECTATIONS

Class expectations are based on the 6 guiding principles of the Haida Nation:

Yahguudang: respect

- Students will respect their own needs and health throughout class time (body, mind, spirit) as well as looking out for the needs and health of others. Students will practice active listening in circle discussions. Electronics will be kept away from any circle discussion times, unless needed for the discussion/activity.

‘Laa guu ga k̄anhl̄lns: responsibility

- Students will read/listen to any required resources prior to class so they can make informed contributions to circle discussions.

Gina 'waadluxan gud ad kwaagid: everything depends on everything else

- Students will be on time for start times. Our time together is precious and valuable. Students will move beyond an anthropocentric way of thinking and bring earth perspectives into conversations.

Giid tlljuus: balance

- Students will care for themselves and others and communicate their needs to the instructor. Class work is incredibly important, but body, mind, and spiritual health are a greater priority than task completion.

Gina k'aadang.nga gii uu tll k'anguudang: seeking wise counsel

- Students will listen well to any guests who join our class and take to heart words and teachings from elders and knowledge keepers in the class resources.

Isda ad dii gii isda: giving and receiving

- Students will contribute to class discussions and activities as they are able and can expect the instructor and other co-learners to do the same.

Submitting Assignments

All assignments will be submitted to the D2L site, and in a Microsoft Word (.doc or .docx) format. External links to documents such as Google Docs, or other file formats specific to other word processor programs, will not be accepted. External links to presentations, videos, or other creative assignment formats may be accepted depending on the assignment requirements. Every effort will be made to return assignments to students within two weeks.

The instructor will provide outlines, marking rubrics, and overviews for the assignments. Meetings with the instructor are recommended and encouraged if a student is struggling with the content. Assignment rubrics are provided on D2L in advance for every assignment as outlined in the proceeding sections of this syllabus. Requests for “make-up assignments”, “additional work” or “alternate assignments” for the purposes of increasing grades will not be granted. In the event of low marks or if it appears there may be a risk of not achieving the necessary grade required to fulfill program requirements, students must monitor their own progress and access assistance/resources early on. All grades are available on the course D2L site. Additional Camosun College supports and resources are listed within item #8 of this document. **These supports are highly recommended.**

There are no rewrites of assignments and therefore, **no rewrite will be granted for papers with a low mark or failing grade.** It is the student’s responsibility to understand the content and expectations of the assignments that are due. Students can email and meet with the Instructor to review and discuss their assignment or course grade.

Late Penalties

Late assignments are subject to -5% deduction per day, up to 7 days. Late assignments will not be accepted for marking after the above 7 days.

In the event of technical issues, the student must submit to the Instructor via email so that it can be date-stamped as submitted. However, it is the student's responsibility to resolve the technical issue as soon as possible, and then officially submit the assignment to the appropriate assignment dropbox on D2L for official grading. Late penalties do not apply to Virtual Classroom Session Discussion forum assignments.

Technical Issues

If a student is having technical issues at any point in the course, the student is expected to contact the appropriate technical support services right away to resolve the issues. If the technical issue involves D2L, the student is expected to contact the D2L Technical Support team directly (desupport@camosun.ca). If the technical issue impedes the student's ability to submit their assignment on-time for any reason, it is the student's responsibility to email a copy of their assignment to their instructor, and then contact the appropriate technical support service team to resolve their situation. To avoid late penalties, assignments must be emailed prior to the assignment due date. Assignments will be considered 'submitted' based on the email's date/time-stamp.

Students are expected to keep a copy of all their work. Losing assignments as a result of not having saved a paper will not be accepted as a reason for an extension. Computers/laptops crashing or breaking down, or theft of computers will no longer be considered valid reasons for an extension request. It is suggested that students email themselves drafts of their work at regular intervals or save draft copies of assignments on a memory stick.

Request for Extensions

Extension requests for assignments will only be considered under exceptional circumstances. Request must be made at least 48 hours before the assignment due date. For illness or hospitalization, the student may be required to produce a doctor's note that are specific to the dates of their incapacity. Requests will be reviewed on a situation-by-situation basis.

If an assignment is submitted after an approved extension, the assignment will be subject to the full late penalties based on the original due date as though no extension was granted.

Confidentiality

All students' personal stories, opinions, or content shared at any point within the course (e.g. during online virtual sessions and in the online discussions forums or in email) are strictly confidential unless in cases of Duty to Report. All unauthorized recordings or screenshots of this material is absolutely prohibited. Moreover, students are under no obligation to disclose any personal information, thoughts, or opinions for the purpose of completing the course or assignments. If this is a concern at any point in the course, please discuss the matter with the instructor.

SCHOOL OR DEPARTMENTAL INFORMATION

Eyē? Sqâ'lewen - Centre for Indigenous Education & Community Connections

STUDENT RESPONSIBILITY

Enrolment at Camosun assumes that the student will become a responsible member of the College community. As such, each student will display a positive work ethic, assist in the preservation of College property, and assume responsibility for their education by researching academic requirements and policies; demonstrating courtesy and respect toward others; and respecting expectations concerning attendance, assignments, deadlines, and appointments.

SUPPORTS AND SERVICES FOR STUDENTS

Camosun College offers a number of services to help you succeed in and out of the classroom. For a detailed overview of the supports and services visit <http://camosun.ca/students/>.

Support Service	Website
Academic Advising	http://camosun.ca/advising
Accessible Learning	http://camosun.ca/accessible-learning
Counselling	http://camosun.ca/counselling
Career Services	http://camosun.ca/coop
Financial Aid and Awards	http://camosun.ca/financialaid
Help Centres (Math/English/Science)	http://camosun.ca/help-centres
Indigenous Student Support	http://camosun.ca/indigenous
International Student Support	http://camosun.ca/international/
Learning Skills	http://camosun.ca/learningskills
Library	http://camosun.ca/services/library/
Office of Student Support	http://camosun.ca/oss
Ombudsperson	http://camosun.ca/ombuds
Registration	http://camosun.ca/registration
Technology Support	http://camosun.ca/its
Writing Centre	http://camosun.ca/writing-centre

If you have a mental health concern, please contact Counselling to arrange an appointment as soon as possible. Counselling sessions are available at both campuses during business hours. If you need urgent support after-hours, please contact the Vancouver Island Crisis Line at 1-888-494-3888 or call 911.

COLLEGE-WIDE POLICIES, PROCEDURES, REQUIREMENTS, AND STANDARDS

Academic Accommodations for Students with Disabilities

The College is committed to providing appropriate and reasonable academic accommodations to students with disabilities (i.e. physical, depression, learning, etc). If you have a disability, the [Centre for Accessible Learning](http://camosun.ca/services/accessible-learning/) (CAL) can help you document your needs, and where disability-related barriers to access in your courses exist, create an accommodation plan. By making a plan through CAL, you can ensure you have the appropriate academic accommodations you need without disclosing your diagnosis or condition to course instructors. Please visit the CAL website for contacts and to learn how to get started:

<http://camosun.ca/services/accessible-learning/>

Academic Integrity

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.13.pdf> for policy regarding academic expectations and details for addressing and resolving matters of academic misconduct.

Academic Progress

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.1.pdf> for further details on how Camosun College monitors students' academic progress and what steps can be taken if a student is at risk of not meeting the College's academic progress standards.

Course Withdrawals Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.2.pdf> for further details about course withdrawals. For deadline for fees, course drop dates, and tuition refund, please visit <http://camosun.ca/learn/fees/#deadlines>.

Grading Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf> for further details about grading.

Grade Review and Appeals

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf> for policy relating to requests for review and appeal of grades.

Mandatory Attendance for First Class Meeting of Each Course

Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable reason in advance, you will be removed from the course and the space offered to the next waitlisted student. For more information, please see the "Attendance" section under "Registration Policies and Procedures" (<http://camosun.ca/learn/calendar/current/procedures.html>) and the Grading Policy at <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf>.

Medical / Compassionate Withdrawals

Students who are incapacitated and unable to complete or succeed in their studies by virtue of serious and demonstrated exceptional circumstances may be eligible for a medical/compassionate withdrawal. Please visit <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.8.pdf> to learn more about the process involved in a medical/compassionate withdrawal.

Sexual Violence and Misconduct

Camosun is committed to creating a campus culture of safety, respect, and consent. Camosun's Office of Student Support is responsible for offering support to students impacted by sexual violence. Regardless of when or where the sexual violence or misconduct occurred, students can access support at Camosun. The Office of Student Support will make sure students have a safe and private place to talk and will help them understand what supports are available and their options for next steps. The Office of Student Support respects a student's right to choose what is right for them. For more information see Camosun's Sexualized

Violence and Misconduct Policy: <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.9.pdf> and camosun.ca/sexual-violence. To contact the Office of Student Support: oss@camosun.ca or by phone: 250-370-3046 or 250-3703841

Student Misconduct (Non-Academic)

Camosun College is committed to building the academic competency of all students, seeks to empower students to become agents of their own learning, and promotes academic belonging for everyone. Camosun also expects that all students to conduct themselves in a manner that contributes to a positive, supportive, and safe learning environment. Please review Camosun College's Student Misconduct Policy at <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.5.pdf> to understand the College's expectations of academic integrity and student behavioural conduct.

Changes to this Syllabus: Every effort has been made to ensure that information in this syllabus is accurate at the time of publication. The College reserves the right to change courses if it becomes necessary so that course content remains relevant. In such cases, the instructor will give the students clear and timely notice of the changes.