



*School of Access in the Department of  
Indigenous Education and Community Connections*

**IST 206  
Indigenous Social Welfare  
January 2020**

## **COURSE OUTLINE**

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**The Approved Course Description is available on the web @ [www.camosun.ca](http://www.camosun.ca)**

♦ *Please note: this outline will be electronically stored for five (5) years only. It is therefore strongly recommended students keep this outline for their records.*

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### **1. Instructor Information**

(a)	Instructor:	Robert Mahikwa, MSW, BSW
(b)	Location:	Young Building, Room 300
(c)	Office Hours:	Available by email or advance appointment
(d)	Email:	mahikwar@camosun.bc.ca
(e)	Website:	D2L

### **2. Territory Acknowledgement**

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

### **3. Course Description**

An updated course description can be found at [www.camosun.ca](http://www.camosun.ca)

### **4. Intended Learning Outcomes**

Upon successful completion of this course a student will be able to:

Identify the principle components and historical context of Canadian social welfare policy.

Identify and discuss Canadian social (welfare) policies and their impacts on the lives of Indigenous people/communities.

Identify and describe how self-determination is being realized by Indigenous people/communities through social policy and social services.

### **5. Required Materials**

Baskin, Cyndy. (2016). Strong Helpers' Teachings (2<sup>nd</sup> Edition)

Truth and Reconciliation Commission of Canada: Calls to Action (2015) – available for free at <http://nctr.ca/reports.php>

All other required materials will be provided on D2L.

## 6. Course Content and Schedule

### Required Pre-Course Materials

- [Youtube] Alix Dolson. Aboriginal Theory. VIU (12mins). <https://youtu.be/XBVhJ7s4dzQ>  
[Strong Helpers'] Chapter 1: Starting at the Beginning (pg. 2-11 **only**)  
[Strong Helpers'] Chapter 1: Starting at the Beginning (pg. 2-20 for **social work students only**)  
[website] First Nation Protocol on Traditional Territory (1min) <https://www.ictinc.ca/first-nation-protocol-on-traditional-territory>  
[Youtube] FNS Students Introductory Protocol at VIU (1mins) <https://youtu.be/AW0zkBXpCBA>

### Optional Materials (Recommended if you are new to Indigenous Studies)

- [website] Canada's First Peoples: What Are Treaties? Two Different View  
[http://firstpeoplesofcanada.com/fp\\_treaties/fp\\_treaties\\_two\\_views.html](http://firstpeoplesofcanada.com/fp_treaties/fp_treaties_two_views.html)  
[website] Assembly of First Nation States Concerns on Bill C-45  
<http://www.afn.ca/2012/11/28/assembly-of-first-nations-states-concerns-on-bill-c-45-to-senate-stand>  
[film] *Trick or Treaty* by Alanis Obomsawin (1:24:51)  
[https://www.nfb.ca/film/trick\\_or\\_treaty/](https://www.nfb.ca/film/trick_or_treaty/)

Friday January 24<sup>th</sup>, 2019

4:30pm-5:30pm **Smudge Ceremony and Introduction Protocols**

5:30pm-6:00pm **Review the Course Outline and Schedule**

6:00pm-7:00pm **Dinner & Mingle** (potluck style: please bring what you can, if you can)

7:00pm-8:30pm **Introduction to Indigenous Social Welfare**

### Required Readings:

- [D2L] Hick, S. (2013) Introduction to Social Welfare (pg. 2-4, 8-12, and 14-17 only). In Social Welfare in Canada: Understanding Income Security.  
[website] BC Ministries <https://www2.gov.bc.ca/gov/content/governments/organizational-structure/ministries-organizations/ministries> (*click on the various Ministries to see which aspects of welfare each are responsible for governing*)  
[Strong Helpers'] Chapter 4: Current Theories/Models of Social Work ... (pg. 76-83 for social work students only)

8:30pm-9:20pm **Closing the Circle** and group check-out

Saturday January 25<sup>th</sup>, 2019

9:00am-9:30am **Opening Smudge Ceremony**

9:30am-10:00am **Group check-in.**

10:00am-12:00pm **KAIROS: The History of Indigenous Social Welfare in Canada**

### **Required Readings:**

[website] First Nation Territories on Vancouver Island <http://viea.ca/business-living-on-vancouver-island/first-nations/>

[D2L] Historical Timeline of Indigenous Peoples in British Columbia (n.d.)

[Strong Helpers'] Chapter 2: The Self is Always First... (pg. 45-54 only)

[website] Historical Timeline of Indigenous Peoples in Canada <http://timeandplace.ubc.ca/timeline/>

12:00pm-1:00pm **Lunch** (potluck style: please bring what you can, if you can)

1:00pm-2:30pm **The Story of Social Welfare, Policy, and Programs**

### **Required Readings:**

[D2L] Naiman, J. (2012). The social construction of ideas and knowledge (Chapter 7). In J. Naiman, *How societies work: Class, power, and change*.

[D2L] Hick, S. (2013) Chapter 11 Aboriginal Social Welfare (pg. 262-282). In *Social Welfare in Canada: Understanding Income Security*.

[D2L] Bishop, A. (2015). *Step 2: Understanding Different Oppressions*. In A. Bishop, *Becoming an ally: Breaking the Cycle of Oppression in People*. (pg. 62-76).

2:30pm-3:40pm **Allyship and Indigenous Welfare**

### **Required Readings:**

[Strong Helpers'] Chapter 17: So You Wanna Be an Ally?. (pg. 373-394)

[Youtube] 5 Tips for Being an Ally by Chescaleigh (3:31mins) <https://youtu.be/dg86g-QlM0>

[Youtube] Cindy Blackstock | 7 Ways to Make a Difference (6mins) <https://youtu.be/jZE7YASM6ts>

[D2L] Bishop, A. (2015). *Step 5 Becoming an Ally*. In A. Bishop, *Becoming an ally: Breaking the Cycle of Oppression in People*. (pg. 87-107).

3:40pm-4:40pm **Closing the Circle** and group check-out

Sunday January 26<sup>th</sup>, 2019

9:00am-9:30am **Opening Smudge Ceremony**

9:30am-10:00am **Group check-in**

10:00am-12:30pm **Assignment #1 – Case Study Fishbowl Activity**

### **Required Reading for Assignment #1:**

[D2L] “Wolf Family Case Study”

12:30pm-1:30pm **Lunch** (potluck style: please bring what you can, if you can)

1:30pm-2:30pm **Decolonizing Indigenous Social Welfare**

### **Required Reading:**

[D2L] Mahikwa (2019) *An Anishinaabe Research Paradigm*. In R. Mahikwa. (2019). The next chapter: A practical guide for individuals, families, communities, social workers, and organizations supporting indigenous youth aging-out of care.

[Strong Helpers'] Chapter 15: Taking Back Research (pg. 328-343)

[Strong Helpers'] Chapter 6: From an Ethical Place (pg. 120-126 only)

[Strong Helpers'] Chapter 9: Spirituality: the core of... (pg. 170-175 only)

2:30pm-4:00pm **Indigenous Welfare Sectors (Introduction to Assignment #2)**

**Recommended Readings in Preparation for Assignment #2:**

In preparation of selecting a topic for assignment #2, students are recommended to select and review some of the readings below associated with each of social welfare sectors (*Children/Family, Health, Justice, Education, Land, International*)

**Topic #1: Indigenous Family and Child Welfare**

[Strong Helpers'] Chapter 13: Caring for Families, Caring for Children (pg. 155-168)

**Topic #2: Indigenous Health Care Welfare**

[Strong Helpers'] Chapter 10: Mental Health as Connected to the Whole (pg. 191-214)

**Topic #3: Indigenous Justice Welfare**

[Strong Helpers'] Chapter 11: Healing Justice (pg. 215-244)

**Topic #4: Indigenous Education Welfare**

[Strong Helpers'] Chapter 14: The Power of Pedagogy (pg. 297-320)

**Topic #5: Indigenous Land-Based Welfare**

[websites] Meaning of Land for Indigenous Peoples

<http://circlesforreconciliation.ca/2016/10/12/meaning-of-land-for-indigenous-peoples/>

[website] What is the relationship between Indigenous Peoples and Animals

<https://www.ictinc.ca/blog/what-is-the-relationship-between-indigenous-peoples-and-animals>

**Topic #6: Indigenous International Welfare**

[Strong Helpers'] Chapter 16: We Are All Related (pg. 355-372)

4:00pm-4:40pm **Closing the Circle and group check-out.**

Friday February 28<sup>th</sup>, 2019

4:30pm-5:00pm **Opening Smudge Ceremony**

5:00pm-5:30pm **Group check-in.**

5:30pm-6:30pm **Presentation #1** (Assignment #2)

6:30pm-7:30pm **Dinner & Mingle** (potluck style: please bring what you can, if you can)

7:30pm-8:30pm **Presentation #2** (Assignment #2)

8:30pm-9:20pm **Closing the Circle and group check-out**

Saturday February 29<sup>th</sup>, 2019

9:00am-9:30am **Opening Smudge Ceremony**

9:30am-10:00am **Group check-in**

10:00am-11:00am **Presentation #3** (Assignment #2)

11:00am-12:00pm **Presentation #4** (Assignment #2)

12:00pm-1:00pm **Lunch** (potluck style: please bring what you can, if you can)

1:00pm-2:00pm **Presentation #5** (Assignment #2)

2:00pm-3:00pm **Presentation #6** (Assignment #2)

3:00pm-4:40pm **Debrief and group check-out**

Sunday March 1<sup>st</sup>, 2019

9:00am-9:30am **Opening Smudge Ceremony**

9:30am-10:00am **Group check-in**

10:00am-12:00pm **Course Review**

12:00pm-1:00pm **Lunch** (potluck style: please bring what you can, if you can)

1:00pm-3:00pm **Carpool** (TBD) and Land-Based Activity and Guest Speaker

**Required Readings:**

[D2L] Examples of Indigenous Social Welfare Change in Action.

[Strong Helpers'] Chapter 18: The End of the World as We Know It (pg. 396-416)

[Youtube] Mansbridge One on One with Cindy Blackstock (22mins) <https://youtu.be/ahGQ0WBd0ng>

[website] 'I regret it': Hayden King on writing Ryerson University's territorial

acknowledgement [https://www.cbc.ca/radio/unreserved/redrawing-the-lines-1.4973363/i-](https://www.cbc.ca/radio/unreserved/redrawing-the-lines-1.4973363/i-regret-it-hayden-king-on-writing-ryerson-university-s-territorial-acknowledgement-1.4973371)

[regret-it-hayden-king-on-writing-ryerson-university-s-territorial-acknowledgement-1.4973371](https://www.cbc.ca/radio/unreserved/redrawing-the-lines-1.4973363/i-regret-it-hayden-king-on-writing-ryerson-university-s-territorial-acknowledgement-1.4973371)

**\*\*audio recording only\*\* (14.51mins)**

3:30pm-4:40pm **Closing the Circle and final group check-out**

**7. Basis of Student Assessment (Weighting)**

Fishbowl Activity: Case Study	5%	Sun Jan 26 <sup>th</sup> 2020 (in-class)
Case Study Critical Analysis	20%	Fri Feb 7 <sup>th</sup> 2020 11:59PM
Group Treaty	5%	Fri Feb 7 <sup>th</sup> 2020 11:59PM
Interactive Group Project	30%	2 <sup>nd</sup> weekend (in-class)
News Media Critical Analysis	30%	Fri Mar 13 <sup>th</sup> 2020 11:59PM
Treaty Fulfilment & Engagement (Peer and Self-Assessment)	10%	Fri Mar 13 <sup>th</sup> 2020 11:59PM

**Assignment #1A –Fishbowl Activity: Case Study (5%)**

**Due Date:** completed in-class Sunday January 26<sup>th</sup> 2020

**Purpose:** is to foster collaborative-peer-learning rooted in Indigenous ways of knowing and being.

**Setup:** prior to the first weekend of classes, all students will be separated by the Instructor into three teams made up of approximately equal membership. Teams will be created in advance and the Instructor will notify students prior to the first day of on-campus classes. Each team will focus on a different aspect of the in the scenario *Wolf Family Case Study* located on D2L: one team will focus on ‘Mom’, another team will focus on ‘Dad’, and the third team will focus on the ‘Kevin and the Twins’. Each team member will draft their own individual responses to the following three questions prior to the fishbowl activity itself. It will be during the activity that students will share their answers to their team members.

**Question #1:** *What are some of social, structural, or organizational issues or policies impacting your character(s) and their circumstances? What Indigenous social determinants of help are being affected? Explain your analysis.*

**Question #2:** *Given these social determinants, what are some of the possible solutions to these issues and how might it help the family member(s) and Indigenous welfare as a whole?*

**Question #3:** *As an Ally with/for Indigenous Peoples, or as an Indigenous person yourself, how would you specifically go about actualizing the above solution(s) in life and practice?*

**Fishbowl Activity Format:** further details regarding the fishbowl activity will be discussed during the first day of class on-campus. Students will bring share responses to the above questions to their fellow team members during the fishbowl activity itself. The first team will share their responses with each other while sitting in a circular format in the middle of the room, and while the other two teams form a larger circle around this center team/circle. The outer circle members will listen, witness, and take notes. Once the center team has concluded their response with each other, one of the other two teams in the outer circle will switch with the one team in the inner circle and will repeat the above process until all three teams have had an opportunity to sit in the center circle. Each team will have approximately 30-40min to share their response.

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**Assignment #1B – Case Study Critical Analysis (20%)**

**Due Date:** on or before Friday February 7<sup>th</sup> 2020 11:59PM

**Format:** based on their individual notes and any notes taken during the fishbowl activity, individual students will write a 4-6 paged apa-formatted paper (plus title page and reference page) responding to the following questions:

**Issues and Determinates of Health (10 marks)** *What are some of social, structural, or organizational issues or policies negatively impacting Indigenous welfare and their determinants of for this particular family? Explain your analysis. Remember to highlight Indigenous-specific perspectives on social determinates of wellness as discussed in class.*

**Solutions (10 marks)** *identify at least two possible solutions that address the above issues that further help foster positive Indigenous welfare for this family / Indigenous Peoples overall.*

**Practical Application (10 marks):** *As an Ally with/for Indigenous Peoples, or as an Indigenous person yourself, describe how would you specific would go about actualizing the above solutions in your life and practice Be specific, use I-statements, and incorporate examples.*

**Apa-referencing and formatting (10 marks):** in addition to apa-referencing and formatting, students must integrate at least 2 internal sources from the required course material (textbook, readings, videos, websites) throughout their paper. Also, it is highly

recommended and encouraged that students include individual **sub-headings** (no more than one line of text) above each section of the paper to help organize the work. For example, sub-heading may include *Introduction, Issues, Solutions, Practical Application*.

**Assignment Dropbox and Label:** please label the file as FirstName\_LastNameInitial-206-CaseStudy. For example, *Robert\_M-206-CaseStudy*. Assignments must be uploaded to the appropriate drobox on D2L as a Word or PFD document only. Google docs or links will not be accepted.

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**Assignment #2A – Group Treaty (5%)**

**Due Date:** on or before Friday February 7<sup>th</sup> 2020 11:59PM

**Purpose:** to help foster a healthy group dynamic that is based on mutual respect, commitment, and accountability to the self and each other and to the group’s shared goals.

**Format:** each group will formulate their own *Group Treaty* outlining their agreements, commitments, expectations, and norms to each other as it applies to the full planning, construction, and implementation of their respective *Assignment #2B Collaborative Learning and Interactive Group Project* (see below for details).

All aspects of the Group Treaty must be agreed upon by all members of the group unanimously. Group Treaty may be created and presented in any format agreed upon by group members.

**Written Description:** groups will upload a brief description (1-2 pages is sufficient) outlining the Group Treaty itself, and a description outlining the process and rationale.

**Assignment Dropbox and Label:** written description will be uploaded to the appropriate drobox on D2L as a Word or PFD document only. Google docs will not be accepted. If possible, it would be ideal if a copy of the Group Treaty itself is also uploaded whether in a Word or PFD format, or as a jpeg photo from a camera or e-scan, if applicable. Please label the file as PresentationName-206-GroupTreat. For example, *JusticeWelfare-206-GroupTreaty*. Assignments must be uploaded to the appropriate drobox on D2L as a Word or PFD document only.

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**Assignment #2B – Collaborative Learning and Interactive Group Project (30%)**

**Due Date:** on or before 11:59PM the day of your presentation.

**Purpose:** to foster peer-to-peer collaborative learning in a critically informative, practical, and interactive manner on topics related to Indigenous Welfare.

**Groups:** will be made up of approximately 3-5 students, to be determined in-class.

**Format:** groups will research and present a 45-50 minute interactive ‘lesson’ (plus 10-15 minutes post-presentation discussion/Q&A) on one of the following topics below. Groups are encouraged to utilize any variety of visual, auditory, kinesthetic, (in)formal, creative, musical, and otherwise interactive methods in their presentations. The goal is to appeal to different learning styles so that peers (in the ‘audience’) can better and more fully learn about the material being presented to them. This may also include (but not limited to) role-playing, arts and crafts, storytelling, trivia games, photos, slideshows, powerpoint, discussions, videos, land-based learning activities, etc. Presentation dates and times will also be determined in-class.

**Topics:**

Indigenous Family and Child Welfare

⇒ [*Baskin*] Chapter 13: *Caring for Families, Caring for Children* (pg. 155-168)

Indigenous Health Care Welfare

⇒ [Baskin] Chapter 10: Mental Health as Connected to the Whole (pg. 191-214)

Indigenous Justice Welfare

⇒ [Baskin] Chapter 11: Healing Justice (pg. 215-244)

Indigenous Education Welfare

⇒ [Baskin] Chapter 14: The Power of Pedagogy (pg. 297-320)

Indigenous International Welfare

⇒ [Baskin] Chapter 16: We Are All Related (pg. 355-372)

Indigenous Land-Based Welfare

⇒ [websites] Meaning of Land for Indigenous Peoples

<http://circlesforreconciliation.ca/2016/10/12/meaning-of-land-for-indigenous-peoples/>

⇒ [website] What is the relationship between Indigenous Peoples and Animals

<https://www.ictinc.ca/blog/what-is-the-relationship-between-indigenous-peoples-and-animals>

**Requirements:** All groups must include **at least 3 internal sources (including the above)** from the required course materials (readings, videos, or websites) throughout the assignment. Moreover, all videos/audio that is not original material must not exceed a combined runtime of 5 mins during the presentation. However, original material that is recorded by the group or a member of the group has no time limit anywhere in the presentation.

### Grading:

**Content (8 marks)** clarity and depth of content covered in presentation, particularly as it relates to the course topics, themes, and objectives; as well as integration of course textbook/readings/videos/websites and any additional scholarly material throughout the assignment. *What is the content we are teaching our peers?*

**Practical Application (8 marks)** The degree to which the material presented can be applied in a relatively concrete, specific, and measurable way within the context of one's personal and/or professional practical. *How can my peers go about applying this material in their personal life and/or professional practice in manner that will contribute genuinely to the positive welfare of Indigenous Peoples?*

**Interactivity and Learning (8 marks)** Level of interaction and engagement with audience and the degree to which peers and colleagues learned the content being present and can apply this in material in their personal life or professional work. *Did my 'audience' learn what we were teaching?*

**APA Formatting and Presentation Organization (6 marks)** Clarity, structure, organization of presentation, adherence to the assignment requirements, and evidence of apa referencing in the presentation itself and/or in the supplementary material(s) submitted to dropbox for grading.

**Assignment Dropbox and Label:** All group members will share the same dropbox. Please label the file(s) as PresentationName-206-Presentation. For example, *JusticeWelfare-206-Presentation*. Assignments must be uploaded to the appropriate drobox on D2L as a Word or PFD document only.

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**Assignment #3 – News Media Article Critical Analysis (30%)**

**Due Date:** on or before Friday March 13<sup>th</sup> 2020 11:59PM



**Purpose:** to provide an opportunity for students to apply the course topics, themes, discussions, and materials in a critical way to a current event related to Indigenous Peoples.

**Format:** Students will select a recent news media article (from within ten years) on a topic or event pertaining Indigenous Peoples (in Canada or Internationally) and write a 4-6 paged apa-formatted critical analysis (plus title page and reference page) in relation to the following topics:

**Indigenous Welfare Issue (8 marks)** identify at least one social welfare issue or policy at the federal, provincial, municipal, or local First Nation levels related to the selected news media article as it relates to Indigenous Peoples' welfare.

**Calls to Action (8 marks):** identify at least one *Call to Action* related to the selected news media article. Note: for *Calls to Actions* with exceptionally long definitions, it is recommended that students utilize their paraphrasing and summarizing skills (or simply state the *Calls to Action* category, number, and page number) in lieu of writing out the full definition verbatim given the page limitations for this assignment.

**Group Presentation Linkage (8 marks):** select at least one *Collaborative Learning and Interactive Group Project* from Assignment #2 and discuss how the themes and topics in the presentation relate to the issues, themes, and topics presented in the selected news media article.

**Solutions (10 marks):** identify at least two concrete solutions to the issue(s) presented in your news media article that foster social change and positive Indigenous welfare, and discuss what specific approaches you as an Ally, or you as an Indigenous person, can take in life and/or practice to go about manifesting these solutions into reality for society and Indigenous Peoples. Be specific and use I-statements.

**APA-Referencing and Formatting (6 marks):** apa-referencing, formatting, and adhering to assignment requirements; as well, in addition to the *TRC Calls to Action report*, students must integrate at least 3 sources from the required course materials (textbook, readings, videos, website) throughout the paper. **Sub-headings** (no more than one sentence each) is acceptable for this assignment and highly recommended.

**Critical Analysis:** your critical analysis forms a significant portion of this assignment's marks. Simply reiterating what other scholars/authors are saying, or simply accepting this information at face value, is not an adequate critical analysis. A critical analysis is one that is thoughtful, asks deeper questions, and incorporates evidence from sources alongside one's own perspectives.

**Accessible News Media Article:** For news media articles online available, please include the active link in the reference page. For those not available online, please attach an electronic copy or photo of the entire article. Assignments without an accessible/legible article will not be graded.

**Dropbox and Label:** please label the file as FirstName\_LastNameInitial-206-NewsMedia. For example, *Robert\_M-206-NewsMedia*. Assignments must be uploaded to the appropriate drobox on D2L as a Word or PFD document only. Google docs or links will not be accepted.

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**Assignment #4 – Treaty Fulfilment and Engagement (10%)**

**Due Date:** on or before Friday March 13<sup>th</sup> 2020 11:59PM

Students will grade themselves out of 100 overall based on the following criteria.

**Classroom Sessions (10 marks each)**

1. Attended all in-class sessions in full (stay for the entire duration of the each session).

2. Participated in circle discussions and listened attentively to others when they were speaking or sharing (particularly during the assignment #2 interactive presentations).
3. Refrained from using cellphones or other electronic devices in class for non-course related purposes (excluding emergency or family related reasons).
4. Took responsibility for one's own actions, thoughts, and feelings as well as respected the actions, thoughts and feelings of others in the circle.
5. Activity contributed to a positive learning environment and protected the wholistic (physical, mental, emotional, spiritual) wellbeing of one's self and others in the circle at all times.

### **Group Presentation and Group Treaty (10 marks each)**

6. Contributed to a positive and productive work environment.
7. Treated all group members with respect and dignity at all times.
8. Fulfilled all agreements, commitments, and responsibilities set out in the Group Treaty.
9. Took responsibility for one's own actions, thoughts, and feelings as well as respected the actions, thoughts and feelings of other group members at all times.
10. Was a proactive and integral group member who actively contributed to the full successful outcome of the final project and presentation.

**Optional Peer Review** – Students may also provide a confidential grade out of 50 for each member of their assignment #2 group based on the above criteria #6-10. Students are also welcome to include any additional comments or rationale for these marks. This information will be taken into consideration when determining each members' final *Treaty Fulfilment and Engagement* grade for the entire course overall.

**Dropbox and Label:** please label the file as FirstName\_LastNameInitial-206-SelfAssessment. For example, *Robert\_M-206-SelfAssessment*. Assignments must be uploaded to the appropriate drobox on D2L as a Word or PFD document only. Google docs or links will not be accepted.

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### **8. Attendance Policy**

Given the unique cultural approaches to this course, particularly as a 6-day intensive, each and every student is considered an integral and active member of collective learning environment and thus students must attend all weekend sessions in full to pass the course unless otherwise discussed and agreed upon with your Instructor in advance. This include arriving late and leaving early.

### **9. Late Assignment Penalties**

All assignments are subject to a -5% penalty for each 24-hour period past their respective deadlines unless otherwise agreed upon with your Instructor in advance. Note that technical issues are not an adequate reason submitting assignments late. If a student is experiencing a technical issue, the student is welcome to send the assignment to the instructor directly via email (the timestamp on the email will act as the submission date and time); however, students are then expected contact the IT department at Camosun College right away to resolve the matter, followed up uploading the assignment to D2L in order to receive an official grade on the assignment for their transcripts.

### **10. Grading System**

(No changes are to be made to this section unless approved by the EDCO)

### Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D	Minimum level of achievement for which credit is granted; a course with a "D" grade cannot be used as a prerequisite.	1
0-49	F	Minimum level has not been achieved.	0

### Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy E-1.5 at [camosun.ca](http://camosun.ca) for information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
<b>I</b>	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
<b>IP</b>	<i>In progress:</i> A temporary grade assigned for courses that, due to design may require a further enrollment in the same course. No more than two IP grades will be assigned for the same course. (For these courses a final grade will be assigned to either the 3 <sup>rd</sup> course attempt or at the point of course completion.)
<b>CW</b>	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.

## 22. Recommended Materials or Services to Assist Students' Success

### LEARNING SUPPORT AND SERVICES FOR STUDENTS

There are a variety of services available to assist students throughout their learning. This information is available in the College calendar, at Student Services or the College web site at [camosun.ca](http://camosun.ca).

### STUDENT CONDUCT POLICY

There are a variety of services available to assist students throughout their learning. This information is available in the College calendar, at Student Services or the College web site at [camosun.ca](http://camosun.ca).

### **ESL WRITING CENTRE AND SUPPORTS**

Free writing support for ESL students. Support for all college-level students. One-on-one consultations. Focus on strengthen writing skills. Clarification of assignment criteria/expectations. 30-45 minutes appointments. Two bookings available per week.  
Online booking: <http://camosun.ca/services/writing-centre/appointments.html>