

COURSE SYLLABUS



COURSE TITLE: IST 116 – Indigenous Studies in Canada 1

CLASS SECTION: IST-116-001

TERM: Fall 2023

COURSE CREDITS: 3

DELIVERY METHOD(S): F2F (Mondays 9:30-12:20) and D2L

Camosun College campuses are located on the traditional territories of the Lək̓ʷəŋən 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

This course examines the traditions, societies, and cultures of Indigenous peoples in what is now known as Canada prior to European contact. The course provides an introduction to various Indigenous peoples' ways of knowing (epistemology) with a special emphasis on the maintenance and/or revitalization of traditional values, cultural identity and spirituality.

Prerequisites

One of:

- C+ in English 12
- C in ENGL 092
- C in ENGL 103
- C in ENGL 142
- C in ELD 092
- C in ELD 097
- C in ELD 103

COURSE LEARNING OUTCOMES / OBJECTIVES

1. Describe the diversity of Indigenous peoples, cultures, and communities across Canada.
2. Describe strategies for healing, leadership, and revitalization of Indigenous communities in Canada and discuss implications of these strategies for their communities.
3. Describe Indigenous community-based approaches to healing, influence, leadership, and governance.
4. Students will demonstrate the ability to:
 - a. Research key topics using various media forms: books, periodicals, newscasts, key informants, the internet, and academic papers - using both Indigenous and non- Indigenous sources.
 - b. Understand and utilize Indigenous ways of knowing, being, seeing, and doing.
 - c. Analyze and evaluate information from a cultural perspective: examining bias, accuracy, completeness and fairness.
 - d. Analyze and understand the social dynamics that have occurred to Indigenous peoples in Canada.
 - e. Describe and explain the process of decolonization and empowerment at the level of the individual, community and large Indigenous cultural groups.
 - f. Formulate a personal opinion and perspective on historical and current issues and policies and articulate that perspective effectively.
 - g. Describe the concepts colonialism, decolonization, Indigenous knowledge, and self-determination

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 11	Introductions and Course Overview Looking ahead/logistics for classes spent on the land, expectations for Day for Truth and Reconciliation Class expectations Circle protocols for our class sessions together Resources: https://native-land.ca Bradley Dick – Honouring Tradition: https://youtu.be/s7ZQqIFeE7g	D2L Discussion post due Thursday, Sept 14.

WEEK or DATE RANGE	ACTIVITY or TOPIC	OTHER NOTES
	<p>Elder Elmer George Territory Acknowledgement: https://www.uvic.ca/services/indigenous/facultystaff/territory-acknowledgment/index.php Á,LENENEŁŁTE – Our Homeland: https://wsanec.com/history-territory/ Lekwungen: Place to Smoke Herring: https://vimeo.com/275788251</p> <ul style="list-style-type: none"> • Look: What are some ideas about land that were reiterated throughout the different resources shared this week? • Feel: What difference does it make to you personally when you connect to the land around you and/or the land you come from? 	
Week 2, Sept 18	<p>Land Acknowledgements: Connecting to Place</p> <ul style="list-style-type: none"> • Look: Why are land acknowledgements important? • Feel: What will you consider as you create and shape a meaningful land acknowledgement? How can you connect to your ancestral territory and/or the land you are on today? 	Prepare a Land Acknowledgement to present in circle on Sept 18
Week 3, Sept 25	<p>Origin/Creation Stories</p> <ul style="list-style-type: none"> • Look: How do creation stories shape a nation's values, customs, and guiding principles? • Feel: What one thing will stick with you from the creation stories this week? 	
Week 4, Oct 2 TRC Day – No Class	<p>Attend event for Day for Truth and Reconciliation. If you are unable to make an event over the weekend, please suggest an alternative assignment that is relevant to the week's topic that you will submit by Oct 5. Discussion post will focus on Drumming, Songs, Dance, & Importance of Protocols</p> <ul style="list-style-type: none"> • Look: What differences did you notice between nations in terms of regalia, song, dance, protocols, and language at the event you attended? • Feel: What was most impactful for you to witness in the day? Why? 	Check out local options for Day for T&R. D2L Discussion post due Thursday, Oct 5.
Week 5, Oct 9 Thanksgiving – No Class	<p>Cultural Identity and Diversity of Nations We are still here. We are not all the same.</p> <ul style="list-style-type: none"> • Look: What nations are you most familiar with already or have come to know better this week? What differences do you notice between them? • Feel: What stands out to you the most in this conversation of diversity? 	D2L Discussion post due Thursday, Oct 12.
Week 6, Oct 16	<p>Language Revitalization</p> <ul style="list-style-type: none"> • Look: Who are some people you look up to as language warriors (i.e. those who have held onto, shared, and/or are learning language)? • Feel: What phrase will you learn in your ancestral language or in a language that has become important to you? Why did you choose this phrase? 	

WEEK or DATE RANGE	ACTIVITY or TOPIC	OTHER NOTES
Week 7, Oct 23	Cultural Appreciation vs. Appropriation <ul style="list-style-type: none"> • Look: What are the main differences between appreciation and appropriation? • Feel: What experiences have you been a part of or witnessed that made you extremely uncomfortable because of cultural appropriation? 	
Week 8, Oct 30	Nationhood and Sovereignty <ul style="list-style-type: none"> • Look: Why is nationhood and sovereignty important? What did that look like pre-contact with Europeans? • Feel: What kind of changes in your own thinking will help you move towards decolonizing your perceptions about nationhood and sovereignty? 	
Week 9, Nov 6	Decolonization and Indigenization: Reclaiming the Circle <ul style="list-style-type: none"> • Look: What examples do you see of decolonization in institutions/businesses/organizations? What are appropriate ways for non-Indigenous spaces to Indigenize? • Feel: In what ways would you like to further decolonize your own ways of thinking/being? In what ways are you working towards Indigenizing self? 	Cultural Group Presentation Outline Due Monday, Nov 6.
Week 10, Nov 13 Remembrance Day – No Class	Love and War: family structure and making peace between nations <ul style="list-style-type: none"> • Look: What Indigenous family structures/practices are different than what has been practiced in Western societies? What war and peace practices are different? • Feel: What came up from this week's topic that you will hold in your mind or want to continue to wrestle with/discuss? Cultural Presentations prep week	D2L Discussion post due Thursday, Nov 16.
Week 11, Nov 20	Cultural Presentations	Group presentations
Week 12, Nov 27	Cultural Presentations	Group presentations, final written assignment due Thurs, Nov 30.
Week 13, Dec 4	Cultural Presentations & Closing Circle	Group presentations D2L Discussion post due Monday, Dec 4.

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 notice is required. Deadlines can 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 (circle discussions, land acknowledgement, exit slips, etc.)	25%
D2L discussion posts x5 (due Oct 5, 12, Nov 16, Dec 4)	25%
Cultural Group Presentation Outline (due Nov 6)	5%
Cultural Group Presentation (in class Nov 20, 27, or Dec 4)	20%
Final Written Assignment (due Nov 30)	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 style="text-align: center;">T O T A L</p> <p style="text-align: center;">100%</p>

Class Structure (approximate schedule)

9:30-10: Opening Circle

10-10:50: Lecture (topic based on the week's resources on D2L & "Look" and "Feel" questions)

10:50-11: huuxsatu (break) & create complex question (i.e. based on lecture topic, write a complex question for small and/or large group discussion)

11-11:30: Small group discussion, projects, exit note (i.e. submit 3 takeaways from the class to instructor)

11:30-12:20: Closing Circle & Song

Class Discussion/Participation

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 Monday. 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.
- We have a policy that you must attend 80% of classes in each course within the Indigenous Studies Program. You cannot miss more than three classes without a valid excuse. Missing more than three classes will mean you cannot pass this class.
- 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.

- In most in person classes, there will be time set aside to write out a complex question for discussion and a final **“Exit Note” that has 3 of your take aways from the class. Submit this exit note on paper or through D2L by the end of class time.** This is a core piece of your class discussion/participation mark.
- For weeks that a class does not occur (i.e. Truth and Reconciliation Day, Thanksgiving Day, Remembrance Day) or you must miss a class, there will be a discussion post on D2L. This will be your discussion/participation mark for that week.

D2L Discussion Posts (25%, 5% each) – Oct 5, 12, Nov 16, Dec 4

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

Cultural Presentation Outline (5%) – Nov 6

In the Cultural Presentation Outline, include a title that clearly explains the topic of your presentation, a brief description of the topic(s) you will be exploring, and how your group plans to present the topic (for example: Ruth will provide an introduction/background; Todd will cover the history; and Sandee will cover revitalization).

Please include each group member's name and submit on D2L.

One page, Times New Roman, 12 point font, single-spaced OR a video/audio recording that explains the following (submit one per group):

What: Name of Presentation, brief description of topic, and at least 3 resources you already know of to explore the topic

Why: Your connection to the topic

Who: Division of Labour

How: The medium of the presentation (e.g. video, Powerpoint, discussion, podcast, walk and talk, artpiece, cultural performance, story)

Cultural Group Presentation (20%) – Nov 20, 27, or Dec 4

*If using a slide presentation, submit to the instructor by 9am on day of presentation

Present on an aspect of Indigenous culture in groups of 2, 3, or 4. These presentations will be completed as follows: 10 minutes (groups of two), 15-20 minutes (group of 3) or 20-25 minutes (group of 4). These presentations will be done during class time. Bring in visual imagery such as collections, pictures, collage etc.

Headings to guide presentation:

- 1) What is the name of your presentation?
- 2) Explore the chosen topic. Provide background and information.
- 3) Reflect: Significance/relevance past and present for Indigenous Identity and well being (or for you as a settler person)
- 4) Move Forward: Implications for the future, including challenges and opportunities. How does your topic lead to wellness or self determination?

*Bibliography: present your sources on a final slide (if using PowerPoint, etc.) or submit to instructor on D2L separately.

Examples of topics:

Coast Salish knitting
Two Row Wumpum belt
Drumming protocols
Dancing styles and events
Oolichan fishing as a form of Nisga'a well being
Moose Hunting-The process
People of the Pow Wow
Creation Stories
Our Relationship to the Land
Pit Cooks and other Food cooking and Preservation
Protocols Across the Nations
Storytelling from a Tlingit perspective (or another nation).
Elders Voices and their significance at Camosun College
Traditional diet as a way of controlling Diabetes
Tribal journeys-teachings as a way of life
The medicine wheel teachings as a way of life
Coast Salish and traditional plants- a form of wellness
Contemporary art as defined by Charles Elliot
Re-emergence of whaling for the Makah people

More information and rubric will be available on D2L.

Final Written Assignment (25%) – Nov 30

Choose any topic from this semester. This topic must be different than your group cultural presentation. 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.

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 k̄anhllns: 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? Sqā'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](#) (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.