

I. COURSE DESCRIPTION:

This course will provide CICE students with a historical, contemporary and global overview of various indigenous peoples, communities and cultures of the world. CICE students, with assistance from a learning specialist, will develop an increased cultural awareness of indigenous worldviews through the comparing and contrasting of various indigenous traditions, knowledge and practices. With assistance, CICE students will critically examine pertinent world issues and topics affecting indigenous peoples for the purpose of identifying indigenous strategies for maintaining cultural integrity as well as contributions that indigenous peoples make to build a culture of peace through the promotion of personal and social wellbeing. Topics will include; traditional ecological knowledge, human rights, social justice, autonomy and self-determination, language and literacy, healing, reconciliation and restorative justice, colonization, industrialization and globalization. (48 hours)

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the CICE student, with the assistance of a Learning Specialist will demonstrate the basic ability to:

- 1. Develop a basic understanding of the theoretical framework to examine indigenous communities from around the world.**

Potential Elements of the Performance:

- Compare and contrast different indigenous traditions, knowledge and practices
- Construct a working concept of indigenous cultures
- Analyze ethnocentrism and assess ethnocentric tendencies in one's own attitudes and behaviors

- 2. Integrate indigenous philosophy into developing responses to address contemporary local and global issues.**

Potential Elements of the Performance:

- Compare western ideology with various indigenous belief systems
- Critique world issues and topics affecting indigenous peoples
- Develop an action strategy for positive community change that incorporates indigenous philosophy
- Consider several indigenous approaches to healing and justice

- 3. Consider the roles of the peace and conflict agent working within indigenous communities.**

Potential Elements of the Performance:

- Research opportunities and challenges related to working in an indigenous community
- Discover personal motivating values for working with indigenous peoples and communities
- Review strategies for maintaining the cultural integrity of indigenous peoples

4. Discuss the basic indigenous contributions to the promotion of a culture of peace.Potential Elements of the Performance:

- Investigate and report upon the relationship dynamics between Indigenous peoples and ecological systems
- Recognize new insights gained about peace building through studying indigenous peoples, communities and cultures
- Identify indigenous approaches to personal and social wellbeing.

III. TOPICS: (not necessarily in this order)

- Traditional Knowledge
- Ecological Relationships
- Human Rights and Social Justice
- Autonomy and Self-Determination
- Healing and Community Wellness
- Colonization, Industrialization and Globalization

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

- Class notes and handouts prepared by the professor.
- Individual and group research conducted by the students.

V. EVALUATION PROCESS/GRADING SYSTEM:

Indigenous People's Cultural Investigation and Presentation	25 %
Story Presentation	25 %
Class Participation and In-Class Activities	25 %
Documentary Analysis	25 %

This course utilizes and relies heavily on listening and speaking skills; therefore, attendance, being in the moment, and respect for others when they are speaking are important factors to ensure successful participation for all.

The following semester grades will be assigned to students:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	
NR	Grade not reported to Registrar's office.	
W	Student has withdrawn from the course without academic penalty.	

Note: For such reasons as program filed placement, certification, and/or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade. Students require 2.0 GPA (Grade Point Average) in order to graduate from Sault College.

VI. SPECIAL NOTES:

ATTENDANCE AND CLASS PARTICIPATION are fundamental to succeed in this course. For that reason, students are encouraged to make an effort to attend all class periods and to arrive on time. Students are expected to communicate any foreseen absence and to make up for the missing work.

ACADEMIC HONESTY will be enforced at all times; and violations will be sanctioned according to the college policies. Students are expected to acquire the habit of referencing all the sources from which they take information. When they do group work, all members are to collaborate evenly according to specific individual roles agreed to by group members. A group member who attempts to use classmates' work without offering any significant contribution to the group work will not receive credit for the corresponding assignment.

ALL ASSIGNMENT SUBMISSIONS TAKE PLACE IN THE CLASSROOM AND ARE PERSONAL. Students are responsible for submitting assignments on time, in the classroom, and personally to the professor. The professor will not grade assignments left in her office mailbox or under her office door. If a student misses a class when an assignment is due, s/he is responsible for making arrangements to deliver the corresponding assignment personally to the professor. In this case, late submission section below will apply.

ELECTRONIC SUBMISSIONS OF ASSIGNMENTS AND ASSIGNMENTS LEFT IN THE PROFESSOR'S MAILBOX ARE NOT ACCEPTABLE AND WILL NOT BE GRADED, unless explicitly required by the professor.

LATE SUBMISSION of assignments will be accepted but 10 % of the assignment grade will be deducted per late day up to one week past the due date. Following the first late week, an extra 10 % will be deducted per each late week. No late assignments will be accepted once the professor has returned marked assignments to the class.

An **EXTENSION ALLOWANCE** can be used only once in the semester. It consists of a permission to submit one assignment up to one-week late without the 10 % deduction.

VII. COURSE OUTLINE ADDENDUM:

1. Course Outline Amendments:

The professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

2. Retention of Course Outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

3. Prior Learning Assessment:

Students who wish to apply for advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the program coordinator (or the course coordinator regarding a general education transfer request) or academic assistant. Students will be required to provide an unofficial transcript and course outline related to the course in question. Please refer to the Student Academic Calendar of Events for the deadline date by which application must be made for advance standing.

Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio.

Substitute course information is available in the Registrar's office.

4. Accessibility Services:

If you are a student with a disability (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Accessibility Services office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

5. Communication:

The College considers ***Desire2Learn (D2L)*** as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of this Learning Management System (LMS) communication tool.

6. Academic Dishonesty:

Students should refer to the definition of “academic dishonesty” in *Student Code of Conduct*. Students who engage in academic dishonesty will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

7. Tuition Default:

Students who have defaulted on the payment of tuition (tuition has not been paid in full, payments were not deferred or payment plan not honoured) as of the first week of November (fall semester courses), first week of March (winter semester courses) or first week of June (summer semester courses) will be removed from placement and clinical activities due to liability issues. This may result in loss of mandatory hours or incomplete course work. Sault College will not be responsible for incomplete hours or outcomes that are not achieved or any other academic requirement not met as of the result of tuition default.

Students are encouraged to communicate with Financial Services with regard to the status of their tuition prior to this deadline to ensure that their financial status does not interfere with academic progress.

8. Student Portal:

The Sault College portal allows you to view all your student information in one place. **mysaultcollege** gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, records of achievement, unofficial transcript, and outstanding obligations, in addition to announcements, news, academic calendar of events, class cancellations, your learning management system (LMS), and much more. Go to <https://my.saultcollege.ca>.

9. Recording Devices in the Classroom:

Students who wish to use electronic devices in the classroom will seek permission of the faculty member before proceeding to record instruction. With the exception of issues related to accommodations of disability, the decision to approve or refuse the request is the responsibility of the faculty member.

Recorded classroom instruction will be used only for personal use and will not be used for any other purpose. Recorded classroom instruction will be destroyed at the end of the course. To ensure this, the student is required to return all copies of recorded material to the faculty member by the last day of class in the semester. Where the use of an electronic device has been approved, the student agrees that materials recorded are for his/her use only, are not for distribution, and are the sole property of the College.

Addendum:

Further modifications may be required as needed as the semester progresses based on individual student(s) abilities and must be discussed with and agreed upon by the instructor.

CICE Modifications:**Preparation and Participation**

1. A Learning Specialist will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

A. Tests may be modified in the following ways:

1. Tests, which require essay answers, may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

B. Tests will be written in CICE office with assistance from a Learning Specialist.***The Learning Specialist may:***

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

C. Assignments may be modified in the following ways:

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

The Learning Specialist may:

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

D. Evaluation:

Is reflective of modified learning outcomes.