



Onajigawin Indigenous Services Program Handbook

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OIS Program Coordinator Welcome & Overview

[Onajigawin Indigenous Services](#) (OIS) formerly Native Child and Family Services has gone through an extensive revitalization and transformation to meet the needs of both the students and the employers, as well as, the market trends showing an increase in jobs in this target area.

Onajigawin means '[preparedness](#)' being prepared for the work they will do as a HELPER! OIS is grounded in Indigenous Knowledge and Pedagogy with a decolonized approach to curriculum and assessment.

Indigenous communities throughout northwestern Ontario often experience cultural, geographical, and other barriers to services. Onajigawin Indigenous Services (OIS) focuses on how to effectively overcome these barriers. Students will learn how to help connect people with the services they need in their everyday lives in Thunder Bay, throughout the region, and globally.

Careers are all broadly concerned with serving families, individuals, and communities to improve quality of life, remediate problems, and coordinate services through a multidisciplinary approach. Topics covered include cultural safety and continuity; culture and language, intergenerational health and well-being; Indigenous wellness and addictions prevention; child and family well-being and reform; social aspects of aging; family conferencing in holistic ways; social justice; advocacy; governance; policy; and so much more.

Upon completion of the program, you'll be prepared for careers that involve serving families, individuals, and communities to improve quality of life, remediate problems, and coordinate services through a multidisciplinary approach. With the option to registers with the [Ontario College of Social Work and Social Service Workers](#) (OCSWSSW) as a Registered Social Service Worker (RSSW).

The time for Indigenous resurgence is now!

Pam Burton, *Onajigawin Indigenous Services Program Coordinator/Professor*

1. Introduction

Welcome to the Onajigawin Indigenous Services program at Confederation College! We are thrilled to have you join us on this transformative journey. Our program is designed to empower you with the knowledge and skills needed to make a positive impact in the lives of Indigenous children, families, and communities. Through a curriculum grounded in Indigenous Knowledge and Pedagogy, we aim to educate and nurture culturally safe Helpers and allies who will work effectively and respectfully within our agencies and communities. Together, we can create meaningful change and promote well-being and resilience in Indigenous populations.

Your Success Matters: We want you to thrive in this program. You've chosen it for good reason, and we're here to support you every step of the way.

About This Program Handbook: This handbook is designed to help you understand the expectations of the program, college policies, and the resources available to you. We've put in the effort to ensure the information here is accurate and for most up-to-date always be sure to check our Website and your Blackboard course page. If any changes occur throughout the school year, we'll notify you via email. Please ensure you're referring to the handbook for the current year.

General College Policies & Forms: While this handbook is specific to your program, there are other important college policies you need to know:

- [College website](#)
- [Academic Policies](#)
- [Registration Services \(forms\)](#)

Other Webpages of Interest:

- [Onajigawin Indigenous Services Webpage](#) (also see Program Information Sheet)
- [Negahneewin Student Services & Apiwin](#)
- [SUCCI Student Handbook](#)

Key Contacts: If you have any questions or concerns regarding the content in this handbook, please don't hesitate to reach out to:

- Program Coordinator & Professor: [Pam Burton](#)
- OIS Professor: [Michelle Kostick](#)
- Part-time Professors
- Region and Distance Education: [Lianne Jackson](#)
- Academic Support Officer: [Colleen Fox](#)
- Student Success Advisor: [Tony Wood](#)

Highlights:

- Graduates are eligible to register with the Ontario College of Social Work and Social Service Workers (OCSWSSW) as Registered Social Services Worker (RSSW).
- The OIS program is considered equivalent to a Social Service Worker Program offered in Ontario any College of Applied Arts and Technology to the OCSWSSW
- Students are prepared for positions in a variety of human service/helper setting including child wellbeing agencies, woman's shelters, hospitals, education programs, Indigenous governance, urban Indigenous organizations, on-reserve services and so much more...
- Two field placement opportunities provide hands-on experience working with Indigenous and non-Indigenous organizations as being culturally safe Helpers.
- Also offered as a 1-year accelerated program for those with a college diploma or university degree in a related field.

Graduates:

- Graduates of this program are highly sought after by both Indigenous and non-Indigenous organizations. They focus on strengthening and empowering Indigenous families and children, as well as working to build healthy communities. Positions may include child welfare, youth outreach, prevention and health promotion, domestic violence intervention, community development, substance abuse treatment, hospitals, mental health, and family healing programs, among others.

We're Rooting for You:

- Wishing you all the best in your studies! We're excited to see you grow and succeed in the Onajigawin Indigenous Services program.

2. Program Learning Outcomes, Credential, & Courses

Program Learning Outcomes

The graduate has reliably demonstrated the ability to:

1. Prepare and present a plan for engaging in ongoing personal and professional development that promotes personal wellness and humility as an Onajigawin (being prepared for the work as a helper – preparedness).
2. Implement responsive and relevant services for Indigenous children, youth, and families that reflect the historic, legislative, and intergenerational experiences of Indigenous peoples.
3. Establish and maintain therapeutic relationships that promote healing, facilitate family prevention and that support positive change for Indigenous children, youth, and families.
4. Promote and support the health of Indigenous children, youth, and families by using wholistic assessments and culturally appropriate preventions/interventions and holistic healing practices.
5. Plan and implement accessible and responsive programs and services that are sensitive to the diverse perspective of Indigenous peoples.
6. Establish therapeutic relationships and work collaboratively with community resources, government departments and agencies to provide support to Indigenous children, youth, and families.
7. Carry out effective case management tasks, as determined by relevant legislation and/or agency mandated guidelines, in a manner that is sensitive to the unique needs of Indigenous children, youth, and families.
8. Advocate for systemic change that builds on the strengths of Indigenous peoples and promotes social justice while challenging historic patterns of colonialism and oppression.

CREDENTIAL AND COURSES

2-Year Onajigawin Indigenous Services Program

[Onajigawin Indigenous Services Program Information Sheet](#)

The standard sequence of courses for the [Program Name] are as follows:

Semester 1		Semester 2	
CS 005	College Writing	NC 205	Field Placement I (220 hours)
NC 126	Intergeneration Examination of Indigenous Health & Well-Being	NC 211	Interpersonal Skills
NC 127	The Role of Indigenous Knowledge in Helping	NC 231	Colonizing & Decolonizing Issues of Violence in Indigenous Communities
NC 128	Cultural Safety & Humility Helpers	NC 232	Cultural Specific Helping with Indigenous Peoples
NC 240	Field Placement Seminar I	GE	General Elective
GE	General Elective		
GE	General Elective		
GE Suggestion: AL 100 Indigenous Language & Culture		GE Suggestion: AL 200 Indigenous Language Structure	
Semester 3		Semester 4	
NC 229	Child & Family Services Wellbeing and Reform	NC 403	Field Placement II (400 hours)
NC 304	A Sacred Family Circle	NC 404	Cultural Continuity
NC 329	Social Aspects of Aging	NC 408	Indigenous Wellness & Addictions Prevention
NC 402	Field Placement Seminar II		
NC 414	Prepared Helper		
SS 116	Social Welfare		

[General Education Electives Webpage](#)

To access your courses and grades, please visit the [college website](#) log in to **My Portal**, visit Launch Pad and select either **Banner** or **Degree Works** for this purpose. Keeping track of your completed courses, whether successful or not, is crucial. Before making any changes such as withdrawing from the program or dropping classes, please consult your Program Coordinator first. This ensures you receive support for academic excellence and success planning.

Suggested GE's are: AL 100 and 200 or below working towards the ICR Certificate.

Indigenous-Canadian Relations (ICR) Board of Governors Certificate:

In the OIS Program, the following three courses are recognized as equivalents toward the Indigenous-Canadian Relations (ICR) Certificate:

- OL843 – NC127
- OL856 – NC128
- OL848 – NC232

With these courses already counting toward the certificate, students would only need to complete **two additional General Elective courses**—OL868 or OL258, and OL847—to fulfill the certificate requirements concurrently.

For more information, please connect with your Program Coordinator or Tony Wood.

1-Year Onajigawin Indigenous Services Accelerated Program

[Onajigawin Indigenous Services – Acceleration Program Information Sheet](#)

The standard sequence of courses for the [Program Name] are as follows:

Semester 1	
NC 126	Intergeneration Examination of Indigenous Health & Well-Being
NC 128	Cultural Safety & Humility Helpers
NC 304	A Sacred Family Circle
NC 229	Child & Family Wellbeing & Reform OR (choose one)
NC 329	Social Aspects of Aging
NC 402	Field Placement Seminar II
SS 116	Social Welfare

Semester 2	
NC 408	Indigenous Wellness & Addiction Prevention
NC 403	Field Placement II (410 hours)
NC 404	Cultural Continuity

To access your courses and grades, please visit the [college website](#) log in to **My Portal**, visit Launch Pad and select either **Banner** or **Degree Works** for this purpose. Keeping track of your completed courses, whether successful or not, is crucial. Before making any changes such as withdrawing from the program or dropping classes, please consult your Program Coordinator first. This ensures you receive support for academic excellence and success planning.

Onajigawin Indigenous Services 2-Year Diploma Planner

Course Planner Checklist

Name: _____ Student # _____

Full-Time Program Requirements	✓ have (Grade)	X need
SEMESTER 1		
CS 050 – College Writing		
NC 126 – Intergenerational Examination of Indigenous Health & Wellbeing		
NC 127 – The Role of Indigenous Knowledge in Helping		
NC 128 – Cultural Safety and Humility Helpers		
GE – General Elective		
GE – General Elective		
SEMESTER 2		
NC 205 – Field Placement I (220 hours)		
NC 211 – Interpersonal Skills		
NC 231 – Colonizing and Decolonizing Issues of Violence in Indigenous Communities		
NC 232 – Cultural Specific Helping with Indigenous Peoples		
GE – General Elective		
SEMESTER 3		
NC 229 – Child and Family Services Wellbeing and Reform		
NC 304 – A Sacred Family Circle		
NC 329 – Social Aspects of Aging		
NC 402 – Field Placement Seminar II		
NC 414 – Prepared Helper		
SEMESTER 4		
NC 403 – Field Placement II (400 hours)		
NC 404 – Cultural Continuity		
NC 408 – Indigenous Wellness and Addictions Prevention		

**Note: Please check Degree Works for the most recent version of your programs' courses.*

Onajigawin Indigenous Services 1-Year Accelerated Diploma Planner

Course Planner Checklist

Name: _____ Student # _____

Full-Time Program Requirements	✓ have (Grade)	<i>X</i> <i>need</i>
SEMESTER 1		
NC 126 – Intergenerational Examination of Indigenous Health & Wellbeing		
NC 128 – Cultural Safety and Humility Helpers		
NC 229 – Child and Family Wellbeing and Reform <i>OR (choose one)</i>		
NC 329 – Social Aspects of Aging		
NC 304 – A Sacred Family Circle		
NC 402 Field Placement Seminar II		
SS 116 Social Welfare		
SEMESTER 2		
NC 408 – Indigenous Wellness and Addictions Prevention		
NC 403 – Field Placement II (410 hours)		
NC 404 – Cultural Continuity		

***Note:** Please check Degree Works for the most recent version of your programs' courses.

3. Class Guidelines

At Confederation College, we strive to foster open, inclusive, and respectful learning environments for everyone, including students, professors, and staff.

To uphold this commitment, we have established policies and procedures that outline the rights and responsibilities of both students and professors. You can find these policies regarding Academic and Personal conduct on the College website as well as on page 12 of this handbook. It's important for all students to review and adhere to these policies.

General Class Structure

During the first day or two of each class, your professors will inform you about specific class rules and provide you with comprehensive course outlines. These outline will detail the course content, assignments, grading system, and a class schedule with important dates and deadlines. Typically, this information is posted on Blackboard, so it's important to refer to it regularly to avoid missing any deadlines.

For online or blended/hybrid courses, we utilize appropriate technologies to deliver the same quality of information, often through introductory Emails. Professors will primarily communicate using your college email address and/or Blackboard. It's your responsibility to check your college email regularly to stay informed.

Our Regional and Distance Education program is full-time synchronous program. This means courses are conducted live with an instructor at schedule meeting times, providing real-time interaction and support.

4. Program Expectations

Attendance / Participation / Missed Assignments

ATTENDANCE:

- **Attendance Matters:** Regular attendance is crucial for success in college.
- **Attendance Policies:** Familiarize yourself with each professor's attendance policy. They may vary between classes.
- **Stay Informed:** Be aware of how attendance impacts your grades. Some professors may have strict attendance requirements.
- **Engagement:** Attendance isn't just about being physically present. Engage actively in class discussions and activities.
- **Communication:** If you can't attend a class due to a legitimate reason, inform your professor beforehand if possible.

PARTICIPATION

- **Active Engagement:** Actively participate in class discussions and activities.
- **Contribution:** Your participation contributes to your learning and that of your peers.
- **Quality Over Quantity:** It's not just about speaking often but contributing meaningfully.
- **Be Respectful:** Respect others' opinions and viewpoints during discussions.
- **Prepare:** Come to class prepared to participate by completing readings or assignments.

MISSED ASSIGNMENTS/TESTS

- **Notify Promptly:** If you miss an assignment/test deadline, inform your professor promptly. Late mark deductions can apply or a zero grade.
- **Legitimate Reasons:** Only miss assignments/tests for legitimate reasons and provide documentation if necessary.
- **Make-up Work:** Understand your professor's policy on make-up work for missed assignments/tests.
- **Catch Up:** Make sure to catch up on missed assignments/tests promptly if approved by your professor.
- **Plan Ahead:** Avoid missing assignments/tests by planning your schedule effectively and managing your time wisely, follow course syllabus, blackboard calendar, and create your own.

OIS TEAMWORK & COLLABORATION

- In this program, collaborative work plays a significant role. As a student, you're encouraged to actively engage and contribute to group-based projects and assignments.
- If you have concerns about a class, contact your professor first, then your coordinator, and then we can move to the Dean/Associate Dean to resolve any issues.
- Each student is expected to fully participate and contribute to group work, honouring the principles of cooperation and respect. Failure to meet this expectation, without valid reasons supported by documentation, may result in a failing grade for the project or assignment.
- Faculty members will provide guidelines outlining the requirements for group work. Expectations may differ among instructors, so it's important for students to ask questions if clarification is needed.
- In our Indigenous perspective, we recognize the value of working together and sharing knowledge and collaboration in a judgement free safe space. Therefore, each student's active involvement and contribution to group projects are not only expected but celebrated as essential aspects of our learning journey.

Grading

- All assessments will be detailed in your course outline, and specific assignment instructions for each course will be provided by your professors. Additionally, all grades will be submitted and recorded via Blackboard Ultra, our online learning platform.
- **Blackboard Ultra** is an essential tool for managing your coursework. It allows you to access course materials, submit assignments, participate in discussions, and view your grades. It's imperative that you learn how to use Blackboard Ultra and check it regularly, preferably on a daily basis, to stay up-to-date with your coursework and grades. You can watch how to videos on Blackboard on YouTube.
- Please note that **Field Placement Courses** (NC 205 and NC 403) are Credit/Fail courses and do not impact your overall GPA. Field Placement have specific requirements and you will be provided a **Manual and Toolkit** in the fall semester that will include specific guidelines and evaluations.
- Your Coordinator will arrange field placements, and students will be assigned locations through an interview process. Students should not contact agencies independently unless they receive approval from their Coordinator or Regional/DE Coordinator.
- As part of the Onajigawin Indigenous Services program and our decolonial focus, tests and exams have been omitted in the core NC courses of the program. However, please note that tests will be included in the following courses: CS 050 College Writing, General Education Electives, and SS 116 Social Welfare (60% to pass).

Manage your Academic Standing - Probation

- When you have been placed on [Academic Probation](#) (AP). Please try not to panic and visit the webpage for more information. This webpage will help you to understand, reflect, connect, and make a change.

Modified Registration

- If you fail a course, drop a course, or are missing a credit, and your GPA falls below 2.0, you will be placed on [Academic Probation](#) (AP) and notified by Registration Services. To continue in the program, you'll need to complete a modified registration form with your [Student Success Advisor](#) and have it approved by your Program Coordinator. Please schedule an appointment as soon as possible to complete this process. **It is your responsibility!**

2.0 GPA for Field Placement Eligibility and Graduation

- **To attend field placements**, you must successfully complete all program requirements in Semester 1 and Semester 3 with a minimum GPA of 2.0 for each semester and pass your prerequisite Seminar Courses.
- **To be eligible for graduation**, you must successfully complete all program requirements with a minimum of program GPA of 2.0.
- For **GPA calculations** you can see these on Degree Works, Banner or book and appoint with your Student Success Advisor, [Tony Wood](#).

Professionalism and In-class Behaviour

- **Conduct yourself professionally** in all interactions, whether in emails, classroom discussions, on field placement, in the community, and on campus. Review your Essential Employability Skills (EES) on your course outlines.
- Students are permitted to have **cell phones**, but please keep them silent during class. If you need to take a call, step out quietly to avoid disruption. If cell phones become disruptive, their use may be restricted for all students. When asked by the professor to put away cell phones, please do so respectfully.
- Students are allowed to use **laptops** for course-related activities, but if they are misused and causing disruption, their use may be restricted. When asked by the professor to put away laptops, please do so respectfully.
- **Stay focused** during class time. Talking to classmates while the professor is speaking is disrespectful and disruptive.
- **Arrive on time** to class. If you're running late, enter quietly and discreetly. Some professors may ask you to wait for a break to enter. If you need to leave early, try to do so during a break and inform your professor. If you are continually arriving late your professor will discuss this with you.
- Don't hesitate to **ask for help** when needed. There are various support services available to all students to help them succeed.
- **Participate** actively in class by paying attention, taking notes, and contributing to discussions.
- You must **ask for permission** before recording lectures. Professors may deny this request due to the nature of class discussions and the need for privacy.

ADDITIONAL EXPECTATIONS

- **Professor Contact:** Professors will specify their preferred communication method. When contacting them, use professional etiquette, include your full name, contact details, class, and query. Avoid contacting professors via social media. Expect responses during working hours; messages outside may be addressed later. You will learn about professional and personal boundaries in this program.
- **Appointments:** Keep track of appointments. If you schedule a meeting outside of class time with your professor, add it to your calendar and attend. If you're unable to make an appointment, notify your professor beforehand.
- **Important Dates:** Be mindful of semester start and end dates, holidays, and breaks (Refer to your SUCCI Student Handbook for dates). Leaving early at semester end, during Student Success Week, or planning vacations during the semester aren't considered extraordinary circumstances. Permission won't be granted to reschedule tests or exams for these reasons.

OTHER REQUIREMENTS: Prior to the start of field placement (during the fall semester)

- **Criminal Record Check:** Field placement agencies require a Vulnerable Persons Criminal Record Check (CRC). The cost of the CRC is the responsibility of the student. A form will be provided by your coordinator in order to complete this.
- **Standard First Aid/CPR (Level C):** The Thunder Bay Campus Coordinator will arrange a weekend session in the fall semester for this training. If you have already completed the training, please check the expiry date and ensure it is Level C. You may also attend any other agency to complete your training. Regional and Distance Education (RE/DE) students should check with their regional campuses or coordinator for more details.
- **Immunization:** A form will be provided during your Seminar class in the fall semester. Up-to-date immunizations and a current TB Skin Test are required for field placements. First-year students must complete a 2-Step TB Skin Test, while second-year students need to complete a 1-Step TB Skin Test.

OIS: Seven Sacred Grandfather Teachings Program Expectations

Wisdom

Expectation: Seek knowledge and understanding.

Explanation: be curious, ask questions, and engage in meaningful discussions.

Emphasis: the importance of learning from each other and from diverse perspectives

LOVE

Expectation: Show compassion and kindness to one another.

Explanation: Foster an atmosphere of care and empathy in the classroom.

Encourage: it is important to support and help each other and promote inclusivity and acceptance.

RESPECT

Expectation: Treat everyone and everything with respect.

Explanation: Respect your professors, your classmates, the environment, cultural differences, and differing opinions.

Promote: Practice active listening and valuing diverse viewpoints.

BRAVERY

Expectation: Be courageous in your learning journey.

Explanation: Take risks, ask challenging questions, and participate actively in class.

Create an environment where making mistakes is seen as a valuable part of the learning process.

HONESTY

Expectation: Be truthful and accountable.

Explanation: Promote academic integrity and personal responsibility.

Encouragement: Be honest in their work, interactions, and self-assessments.

HUMILITY

Expectation: Be humble and open to growth.

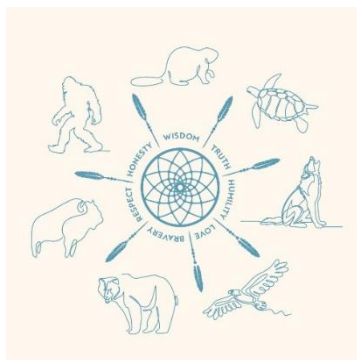
Explanation: Create a classroom culture where students acknowledge their strengths and weaknesses, embrace opportunities for improvement, and show humility in their interactions with others.

TRUTH

Expectation: Seek and communicate truth.

Explanation: Encourage students to engage in critical thinking, research, and fact-based discussions.

Promote: the sharing of knowledge and perspectives grounded in truth.



In this program and in this classroom, we follow the teachings of the Seven Sacred/Grandfather Teachings. We commit to wisdom, love, respect, bravery, honesty, humility, and truth in our words and actions. We will create a respectful and inclusive learning environment where we can all thrive.

- Pam Burton -

5. Academic Policies

Students should familiarize themselves with the following College policies:

- [Charter of Students' Rights & Responsibilities: Ch5-s5-03](#)
- [Course Evaluation and Grading Policy: Ch5-s1-01](#)
- [Student Code of Conduct: Ch5-s5-02](#)
- [Academic Integrity: Ch5-s5-01](#) (Sign-off Required, see below)
- [Use of Electronic Devices in Class: Ch5-s5-06](#)
- [Academic Appeal Policy: Ch5-s1-02](#)

A complete list of Confederation College Policies and Procedures can be found on the website, or through the link below:

[Link to main Academic Policies and Procedures webpage](#)

Academic Integrity

Purpose: Academic integrity is central to the mission of Confederation College. Commitment to academic integrity supports the mutual respect and learning that our community values. The Academic Integrity policy and procedure reflect these values.

Scope: Applies to all students and staff to guide behavior and support learning.

Academic Integrity: Having academic integrity means acting fairly and honestly when engaging in academic activities. By having and applying an **Academic Integrity Policy and Procedure**, Confederation College ensures graduates complete their studies fairly and honestly.

Definition of Academic Dishonesty: A violation of academic integrity. Academic dishonesty takes the form of any kind of cheating in academic work, including taking credit for the work of others without crediting them, misrepresenting one's own work, fabricating information, and facilitating academic dishonesty by others.

Examples of academic dishonesty include, but are not limited to, the following:

- **Plagiarism:** representing the words or ideas of someone else as one's own including copy and pasting from internet, as well as failing to attribute any of the following: quotations, paraphrases, or borrowed information.
- **Unauthorized use of artificial intelligence:** utilizing AI and specifically foundational models to create writing, computer code, or images from minimal human prompting and presenting that work as your own is an academic offense. There will be times when you are able to utilize generative artificial intelligence for productive and ethical academic use, but these instances will be guided and introduced by your faculty as part of your learning.
- **Cheating:** using or attempting to use unauthorized information or materials in any academic exercise; copying from one's own or someone else's work; representing someone else's work as one's own; or violating rules and policies governing examinations, such as bringing pre-written work into an in-class examination or talking during examination or accessing information via the internet.
- **Fabrication:** inventing or falsifying data, citations, or information.
- **Facilitating academic dishonesty:** intentionally helping or trying to help someone else commit an act of academic dishonesty.

Consequences: Violations may result in failing grades, suspension, or expulsion. Violation may also entail being recorded in the online tracking tool.

Procedure for Students:

- Read and become familiar with College policy and faculty expectations regarding academic integrity, as stated in the course outline.
- Seek clarification of principles and practices of academic integrity from the faculty and/or other academic resources, such as librarians, tutors, or the writing center, before completing assignments or attempting examinations.
- Cooperate with faculty if issues of Academic Dishonesty arise.

Academic Integrity Sign-off

Sign-off shows acknowledgment of your commitment to uphold academic integrity and understanding of the consequences for academic dishonesty, including specific examples provided.

I, Student Name, have read and understand the Academic Integrity information and policy contained in the **Onajigawin Indigenous Services** program handbook.

Signature: _____ Date: _____

Print Name: _____

6. Resources and Support Services

Negahneewin Student Services (Apiwin, Indigenous Student Navigators)

<https://www.confederationcollege.ca/department/indigenous/contacts>

Student Success Centre

<https://www.confederationcollege.ca/department/student-success-centre/contacts>

Degree Works

<https://www.confederationcollege.ca/department/registration/degreeworks>

Academic Date Calendar

<https://www.confederationcollege.ca/department/admissions/registration-services>

Program Pathways

<https://www.confederationcollege.ca/program/onajigawin-indigenous-services/pathways>

Accessibility Services

<https://www.confederationcollege.ca/department/accessibility>

7. Contact Information

- Program Coordinator & Professor: [Pam Burton](#)
- OIS Professor: [Michelle Kostick](#)
- Region and Distance Education: [Lianne Jackson](#)
- Academic Support Officer: [Colleen Fox](#)
- Student Success Advisor: [Tony Wood](#)
- Indigenous Counsellor: [Joe Wark](#)
- Confederation College Dean: [Shane Strickland](#)
- Dean of Indigenous Studies: [Jerri-Lynn Orr](#)
- [Registration Services](#)
- [Student Success Centre](#) (book an appointment with counsellor, student success advisor or accessibility services)