

RESPONSE TO HUMAN SERVICES PROGRAM REVIEW RECOMMENDATIONS

Recommendations for both Human Services Certificate and Diploma Programs

RECOMMENDATION	COMMENT	NEXT STEPS	MAY2022 UPDATE
Recommendation 1: Continue decolonizing work for all Human Services faculty and staff to move forward “in a good way” towards reconciliation in curriculum redesign and implementation. Include sessional instructors in this process. Implementing some specific workshops and opportunities to be guided by Stó:lō elders, knowledge keepers, and UFV’s Teaching and Learning Indigenization specialist.	We agree that it is important to weave Indigenous content throughout all courses and this work continues as courses come up for review. we have talked about forming an Indigenous Advisory Working Group, which could provide some guidance and assistance with this. We have already seen how impactful indigenization has been, particularly for non-Indigenous students enrolled in HSER 140, who have then been placed in an Indigenous agency for their practicum.	The HSER committee plans to invite Lorna Andrews, Indigenization Teaching and Learning Specialist, to our committee meeting three times per year. Lorna is of Nla’kapmux Nation descent and married into the Stó:lō Nation. We will ask her to teach, inform, and support our faculty and staff in our indigenization and decolonization efforts.	Lorna Andrews, Indigenization Teaching and Learning Specialist, has been invited into numerous HSER classes, and Faculty will continue to do so. When schedules align, we will continue to ask Lorna Andrews to attend our committee meetings to inform and support our faculty and staff in our indigenization and decolonization efforts. One of our faculty sits on the Indigenization committee with Lorna Andrews and continues to provide resources from the Indigenization committee. There is an increasing emphasis on students being placed in Indigenous agencies for their diploma practicum placements. The Field Coordinator has established some new relationships with some Indigenous communities that are open to on reserve placements. The Field Team facilitated an Indigenous focused practice panel made up of various representatives from agencies. The goal was to provide students an opportunity to learn about real life examples of working in the field serving Indigenous communities.

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Recommendation 2: Evaluate and implement plans for Indigenizing programs on page 16 and 17 of the Self-Study, including but not limited to: Developing one Indigenized Social Service Worker diploma that all students take, reviewing all curriculum to update for Indigenous content, assignments, and learning outcomes, and consult with Indigenous scholars and Elders at the University and beyond in the redesign and updating of courses.	We will begin by discussing with Indigenous Studies, Lorna Andrews, and Indigenous Affairs on collaborations and support to Indigenize the Social Service Worker diploma program. Some courses are already reviewed by the Indigenous Studies Curriculum Committee of the University, and we will continue to do so.	The School and HSER Committee will discuss the indigenization of the diploma program at an upcoming retreat and further discuss whether there is value in retaining an Indigenous specialization in addition to developing additional specializations (e.g., mental health, substance use, etc.).	The HSER Committee has considered whether to continue to offer an Indigenous focus program option within the diploma program or to indigenize the diploma in its entirety. Currently, expanding the available course options for Indigenous focus students remains the priority. The HSER produced a list of Indigenous courses taught across UFV from which students within the Indigenous focus can receive credit. Finalizing this list will take place at a future School meeting and a request for a program change to the Indigenous focus will be initiated. Faculty are encouraged to decolonize and indigenize their course content. As well, courses within the program continue to be decolonized and indigenized as they come up for review.
Recommendation 3: Assess and adapt curriculum and assessment strategies for fit with principles of Universal Design and experiential learning. Consider flexible and creative ways of representing learning and increase experiential learning opportunities.	We address the experiential learning component of this recommendation in our course content and classroom-based learning activities. All program students undertake practicum placements and many of our courses involve role-plays and other forms of experiential learning. The School requires additional information and training in the principles of Universal Design.	We will continue to develop course content and teaching materials grounded in problem-solving and critical thinking skills to enhance not only classroom-based learning activities but also practice in the field. The School will invite a specialist in Universal Design to an upcoming meeting to learn more about how to go about implementing this important initiative.	We continue to develop course content and teaching materials grounded in problem-solving and critical thinking skills to enhance not only classroom-based learning activities but also practice in the field. We have created ways of representing learning and increase experiential learning opportunities in our HSER classes with the incorporation of guest lectures, including Indigenous knowledge keepers and Elders via Zoom and in person, as well as panel

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			presentations with expertise in the field. We have included a variety of class assignments such as the use of blogs, vlogs, and digital storytelling for students to engage in critical self-reflection, engagement with one another, and practice their communication skills. The area of Universal Design remains under development. Being remote and online these past two years has hampered our ability to engage in some of these initiatives in a meaningful way. We hope to take this up in 2022-23.
Recommendation 4: Intentionally integrate information about working with diverse populations into curriculum for both programs. This includes continuing to grow practicum opportunities that offer experiences with diverse populations. Populations identified by students to be underrepresented provide a starting place for this investigation.	The Field Team is committed to providing students with opportunities for practicum placements with diverse populations and on a variety of social justice issues. Much of this community engagement work is focused on relationship building with agencies with the goal of creating new opportunities for field placements.	The Practicum and Internship Coordinator will ask students what they see as being underrepresented and/or missing in terms of practicum opportunities that can help guide targeted community engagement endeavours.	This work is ongoing. With each semester comes new relationships with agencies that lead to new and innovated practicum opportunities for our students. The pandemic severely restricted the number and variety of practicum opportunities available to students. The Field Coordinator continuously seeks feedback from students around the types of field experiences they are seeking and the populations they are hoping to engage with. Right now, we are looking at increasing practicum opportunities with gender diverse communities and with Indigenous people.
Recommendation 5: Investigate resources and information (including funding) to support opportunities for international	We would like to be able to support students who are interested in international placements. Recently there has been one international placement in Bellingham, WA.	The Practicum and Internship Coordinator will consult with colleagues across BC to gather more information.	Not much has been accomplished in this area to date. The Committee is proud of the fact that almost all HSER students who wanted one were able to complete practicum

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practicum placements for Human Services.	Currently there is a student interested in a placement in Australia, but it cannot be pursued at this time due to the COVID-19 pandemic.	Collaborations will be sought with NGOs, non-profit organizations, and academic institutions that meet the requirement of providing an SCSW and/or an SSW level placement opportunity.	placements in-person during the pandemic years. There has been no opportunity to travel internationally and most of our students do not have the financial means to do so. Despite this, we do intend to continue to explore possibilities for international practicum placements and will do so as student interest and opportunities arise.
Recommendation 6: The committee recommends, based on discussion with Teaching and Learning, that the Human Services Committee review and finalize SSW and SCSW program level outcomes as they are currently in draft form.	These outcomes were developed in response to the Human Services Program Review. The Committee would like to live with the draft learning outcomes for at least one year before finalizing them.	We will discuss these with Teaching and Learning and bring these to a future School meeting for approval.	This recommendation remains in progress. There have been several new additions to the School's faculty and new faculty teaching within Human Services need to be involved in the further development and finalization of these outcomes. We intend to pick up where we left off during 2022-23.
Recommendation 7: Complete curriculum mapping of course outcomes to program outcomes. Teaching and Learning assists with this process and we encourage both programs to connect with that support. Once mapping has been completed then program changes can occur with the support of a clear alignment with the curriculum.	We will pursue this when we return to in-person learning.	The mapping will be scheduled during the 2021-22 school year. The Program Chair will contact Teaching and Learning upon resumption of in-person learning to schedule these sessions.	This remains in progress. The HSER programs will return to in-person learning in Fall 2022 and we will begin to work on this recommendation during the upcoming academic year.
Recommendation 8: To continue to investigate current curriculum trends within both programs to ensure that content is in alignment with provincial standards across institutions.	We are a member of the Deans and Directors of Human Services in British Columbia, whose members sought support from the Ministry of Education to pursue Provincial Standards of Practice for Education Assistants.	We have received funding to revise and develop a new SCSW course in 2021. The Human Services Committee will look at regional trends to ensure our course content aligns with other institutions.	HSER 194: Education Assistants and Supportive Schools was approved by UEC in Winter 2022 and is scheduled to be offered for the first time in January 2023 as an alternative to HSER 196, which requires major revisions or replacement. This decision was

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	There are no provincial standards for or regulation of Social Service Workers. This is an ongoing conversation that is undertaken annually through Human Services Articulation and by articulating courses with other post-secondary institutions.		undertaken in consultation with and on the advice of the University Registrar. HSER 195 was taught by an LTA instructor in January 2022 in a new way that updated curriculum and content. However, this course requires substantive revision, which has yet to be undertaken. HSER 195 and HSER 196 will both being redeveloped to address deficits in education assisting curriculum, including on neurodiversity. Funds from the School's special projects budget will be used to redesign curriculum to meet this need.
Recommendation 9: To continue to work with Admissions in clarifying the requirement and practice of first qualified first served practice.	An annual meeting with both Admissions and Advising staff takes place between the Director and Human Services Chair and members of these departments. The admissions process used by the Human Services Committee has been explained repeatedly.	In June 2021, the Human Services Chair, administrative support staff, and the Director are scheduled to meet with Admissions representatives and the Registrar's Office to review application procedures and practices.	The Director and Human Services Chair continue to meet with Admissions annually, including in June 2021 and February 2022. The Director met with Exploratory Academic Advisors in January 2022 before admissions closed. The admissions process to Human Services programs has not changed. We have excellent communications and relationships with our Academic Advisor and the Director of Advising. The fact that some in Admissions and Advising do not understand this process is disappointing.

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Recommendation 10: It is recommended that there be increased curriculum content around self-care and wellness in the field.	This is presently part of the curriculum in the field seminars of HSER 130, HSER 131, and HSER 230. Students complete and journal about their self-assessments and wellness plans. A seminar class is devoted to this topic.	The Practicum and Internship Coordinator will include self-care and wellness in pre-placement activities and host a session to discuss strategies and personal plans.	This remains part of the HSER programs' curriculum. The Human Services Field Coordinator plans to facilitate a pre-placement activity around self-care. Self-care is frequently discussed with students during practicum planning and is part of the curriculum in several HSER courses.
Recommendation 11: The review panel supports the Human Services Committee's first recommendation to "Increase the number of permanent faculty who teach in the Humans Services" and suggests that the School adjust teaching assignments so that this can be implemented in both the SSW diploma and SCSW certificate as soon as possible.	The School is currently in the process of hiring a tenure-track Assistant Professor to teach Human Services courses. The Collective Agreement language says that faculty are to teach across all program levels, on all campuses, and during all time blocks; however, this does not always happen. The Committee has no authority to oversee the assignment of work.	In January 2021, the School hired Dr. Nancy Norman, a faculty member with Kwantlen's Education Assistant Certificate Program, to teach HSER 192: Supporting Students in Schools. The Director and Chair have recently received Dr. Norman's suggestions for proposed changes to the SCSW certificate program. These will be brought to the next HSER Committee meeting.	Unfortunately, Dr. Norman declined our contract to work on the program's curriculum and did not apply for a tenure-track faculty position that was advertised. However, the School did hire new faculty members who are actively teaching in Human Services. The School engaged in a new course allocation system in 2022 and it resulted in more faculty teaching across all levels of the curriculum. Feedback has been very positive on the new process, which will be reviewed and discussed at the School's August 2022 retreat. With the certificate program's planned move to the Mission campus, the School will be exploring ways to collaborate with Teacher Education, also moving to Mission, on the delivery of the certificate program.

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Recommendation 12: The self-study recommended an increase in “diversity of faculty and staff to reflect the student body and community at large”. This infers attention to the continual needs for hiring practices that promote equity, diversity, and inclusion, and professional development for current faculty so they are well situated to privileges, Indigenization, decolonization, and diversity in their teaching. With the proposed plan for a fully Indigenized SSW diploma, considerations for new Indigenous faculty could be particularly important.	Dr. Amanda LaVallee sits on an Indigenous hiring committee at UFV – the committee is in the process of applying for a Human Rights exemption to restrict hiring to Indigenous employees across the university in all positions. This goal is also reflected in our current recruitment of new faculty members. ~~~~~	The School has recently increased the diversity of its faculty component as a result of recent hires. The School will continue to work towards increasing the diversity of its workforce.	The School continues to increase the diversity of its faculty with new tenure-track faculty hirings. Indigenous, racialized, and gender-diverse faculty have all joined the School of Social Work and Human Services in tenure-track positions. As faculty members leave the University to pursue other opportunities or for retirement, consideration of increasing the diversity of faculty complement is always a factor in hiring new faculty.
Recommendation 13: The Human Services Committee and School consider diversity needs for upcoming hiring based on proposed curriculum changes (e.g., Indigenizing diploma) and put a plan in place for future hiring directed at these needs (e.g., posting, interviews, etc.)	Preference is given to Indigenous applicants in hiring and postings for new faculty read, "a commitment to Indigenization and Reconciliation is core to our institutional vision and our Education Plan. This commitment includes the goal of centring Indigenous ways of knowing throughout our organization, recognizing our responsibilities to community, and a multi-year plan to increase the number of Indigenous faculty, staff, and administrators working at UFV."	The School will continue to increase the numbers of Indigenous faculty who teach in the School.	The School presently has two Indigenous faculty members. We will continue to promote an increase in the number of Indigenous faculty who teach in the School via recruitment.
Recommendation 14: Sessional and permanent faculty continue to identify their training needs for decolonizing, indigenizing, and promoting diversity, Internationalization, and anti-racism.	These are done through annual professional development plans approved by the Associate Dean and evaluated every three years for tenured faculty.	Faculty have recently undertaken several webinar courses on Indigenization and decolonization and this work will continue.	Faculty have attended numerous online conferences around Indigenous sovereignty, health and wellbeing, social work practice, the '60s scoop, residential schools, and education.

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			Faculty have undertaken several webinar courses specific to Indigenous cultural safety and humility. Some faculty have attended a workshop on decolonization held by Lorna Andrews from the Indigenization Teaching and Learning office.
Recommendation 15: As sessional faculty teach more in the certificate and diploma, we recommend that the School find a way to support the training needs of sessional faculty.	The Committee has no authority in this area. Sessional faculty are entitled to some professional development funds but how they use those funds is beyond our control.	We will continue to encourage sessional faculty to request Professional Development activities and encourage them to enrol in courses that focus on indigenization.	The School will continue to encourage sessional faculty to request Professional Development activities and encourage them to enrol in courses that focus on indigenization.
Recommendation 16: The Reviewers recommend that after the Human Services Committee determines the need for major course revisions in the certificate and diploma, they continue to advocate for adequate release time from the university.	The Human Service committee used discretionary funds to revise two courses (HSER 190 & 192) and develop another (HSER 194) certificate course. SOWK 297 was also developed using these funds. HSER 140 was developed without additional funding, and it is unclear whether future funds will be available.	The School is in discussion with a sessional faculty member to revise or develop a new EA-focused course in the certificate program. Dr. Norman has just recently provided the Director and Chair with feedback on the curriculum of the certificate program. We will invite her to an upcoming Human Services Committee meeting.	New course HSER 194 has been approved and will be delivered in January 2023. HSER 195 and HSER 196 remain to be redeveloped and the Director has committed funds to ensure that this work takes place.

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(Staff and Administrative Support)			
Recommendation 17: It is recommended that the School increase support for the work of the Practicum and Internship Coordinator by increasing the duties of the Field Education Assistant or adding a specific position to work with Human Services Programs, so that they are given priority focus.	The Practicum and Internship Coordinator has spoken with the Committees Assistant about the ways that she can provide support. This is mostly in the areas of updating IPT forms and lists from Admissions and statistics. The day-to-day tasks are performed by the Practicum and Internship Coordinator. Presently, the Field Education Assistant's main focus is supporting the degree programs. She provides support to HSER in the areas of criminal records checks and Prior Learning Assessment Recognition (PLAR), as well as tracking Affiliation Agreements. She also provides administrative support for the Field Committee. With working from home during the pandemic, the Practicum and Internship Coordinator has been doing most things herself as it is easier and more efficient. However, as we are trying to establish a Field Team, it is not completely cohesive.	The School's Director will work with the Dean on a proposal to increase the responsibilities and classification of the Field Education Assistant position in 2021-22. It is unlikely that the School will receive sufficient budgeted funds to create and fill an additional administrative support position.	The School does not have sufficient budgeted funds to create and fill an additional administrative support position. In consultation with the Dean's Assistant, the Director initiated and fully supports the redevelopment of the Field Education Assistant's job description and reclassification from a pay group 5 to a pay group 6. If this effort is successful, it does not necessarily mean that the incumbent will be able to provide administrative support to the Human Services Field Coordinator. The Field Assistant's job description position is currently undergoing revision in anticipation of a request for Job Reclassification.

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Recommendation 18: It would be consistent with the School's social justice values to align pay for the Human Services Practicum and Internship Coordinator with that of the degree programs' Field Education Coordinator and establish this position as faculty versus staff.	There are inequities between the positions in terms of pay and classification. This contributes to the perception that the degree programs are superior to the HSER programs. It also creates a hierarchy between the two positions, which are not viewed as equal. While the credentials for these positions are different, the roles are almost identical. The Human Services Practicum and Internship Coordinator is a staff position requiring a BSW degree. In comparison, the Social Work Field Education Coordinator is an academic support faculty position and requires an MSW degree. ~~~~~	In 2022, the School's Director will work with the Dean of Professional Studies to achieve parity between these two positions.	The Human Services Field Coordinator recently graduated with an MSW degree from the University of the Fraser Valley. The distinction in qualifications between these two positions is now moot. The Field Education Coordinator position is currently vacant, and a Selection Advisory Committee has been struck and is shortlisting candidates for interview. This structural inequality is difficult to address within the current context.
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(Physical Space)			
Recommendation 19: The SSW diploma and SCSW certificate review their dedicated classroom and other space needs and continue to press the Institution to secure dedicated classroom and spaces (offices/recording rooms, etc.) that will create suitable environments for experiential learning.	We fully agree with and support this recommendation and have made this requirement known. This was not pursued in 2020-21 due to the pandemic and all courses going online.	The School will submit a rationale to the University for dedicated classroom space when classes return to an in-person delivery model.	Classes are due to return to in-person in September 2022. The School has requested a dedicated classroom to deliver the certificate program on the Mission campus when it is renovated, and the program moves to that campus.
Institutional Resources (Library)			
Recommendation 20: It is recommended that library services be shared with sessional and permanent faculty, so opportunities and relationship with the library can be forged early in the certificate and diploma.	During the orientation of new hires, tenure-track faculty learn how to access the library and other resources. Sessional Instructors receive information on accessing library services and resources via the new hire handbook or attending the new employee orientation. Sessional instructors have access to the library and resources throughout their contract, typically for two years, or while maintaining their seniority. During the School meeting and in our minutes, information is shared with the School's library contact person and available funds and resources.	In August 2021, the School will invite our School's library liaison to our Retreat to provide an overview of services, resources, and workshops for new faculty.	Martin Warkentin, Copyright Librarian, was invited to a HSER committee meeting to provide education and support to committee members. Resources have been shared with other faculty and students within our programs. The School's UFV library liaison attended a School meeting to provide an overview of services and resources. The School will continue to invite our School's library liaison to future School meetings to provide an overview of services, resources, and workshops for new faculty.

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Recommendation 21: Work with the library to build “libguides”, collections of books, journals, and offer a yearly workshop for first-year students to interact with the library.	A member of the Human Services Committee could fulfill this liaison function between the library and Human Services programs.	The School will request library workshops for all first-year students in 2021-2022. The Committee will consider nominating one member to liaise with the university library.	Several faculty have invited library staff to talk in HSER classes to provide an overview and resources for first-year students. The library liaison will be invited to provide a mini presentation at our HSER student orientation in Fall 2022. Dr. Lisa Moy is the School’s nominated faculty member to liaise with the library. Lisa has indicated she intends to give up this role. A Human Services Committee member will be encouraged to take on this role.
Teaching and Learning			
Recommendation 22: The reviewers recommend that permanent and sessional faculty be reminded of the support they can access from Teaching and Learning.	Permanent and sessional faculty receive ongoing service updates about TLC-sponsored workshops and available training. The Faculty of Professional Studies and UFV websites also promote these resources. Because of the pandemic during the 2020-21 school year, these updates were provided weekly.	The School will arrange for Teaching and Learning to provide one-hour tutorials to interested permanent and sessional faculty at the beginning of the Fall and Winter semesters.	The School arranged for Teaching and Learning to provide one-hour tutorials to interested permanent and sessional faculty at the beginning of the Fall and Winter semesters. Permanent and sessional faculty are reminded at the beginning of every semester of the support they can access from Teaching and Learning.

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Recommendations for the School and Community Support Worker certificate

RECOMMENDATION	COMMENT	NEXT STEP	MAY 2022 UPDATE
Recommendation 23: Continue to gather specific feedback for the School and Community Support Worker Certificate from stakeholders and consider whether an advisory council focused on the Certificate might assist with information to make decisions about curriculum changes in this area.	We agree with this recommendation and have received some initial feedback from school districts about our program. Bringing these stakeholders together as an advisory group would help us see where our current gaps are and where we need to focus and strengthen our program. It was a recent agenda item at the School's Advisory Council meeting, which supported Human Services initiatives to develop and revise SCSW course content. A council member with the School District offered to provide input on making the courses more relevant to the needs of the community and local school districts.	We will identify who our stakeholders are and establish an Advisory Committee specific to the certificate program. Nathan Ngieng, Director of Instruction, Learning Support Services, of the Abbotsford School District, has agreed to assist in guiding our course revisions. In April and May 2021, he will provide input on current knowledge and skills required by Educational Assistants.	An SCSW Certificate Program Survey was administered in November 2021 to gather information regarding the current SCSW Certificate Program from our faculty. All school faculty and administrative staff participated in the survey. Survey results were shared in a report to the School. It was concluded that an advisory council for the certificate program alone is not being pursued at this time. Our school's Advisory Council is made up diverse, knowledgeable, and supportive stakeholders of all our programs – providing support and guidance on specific programs and classes when needed. Nathan Ngieng, former Director of Instruction and Learning Support Services, no longer holds this position with Abbotsford School District. He resigned from the School's Advisory Council when he became Assistant Superintendent. To date, the School District has not put forward a name of an alternate Advisory Council member. The Director will pursue this in Fall 2022 and invite someone from the Mission School District as well. In 2022-23, the School intends to engage in a consultation with the incoming Dean of FECHD and the Teacher Education Department to explore a partnership in the delivery of the SCSW certificate program in Mission.

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Recommendation 24: Decide on the community and educational collaborations that are most important to meet the vision and mission for the SCSW certificate once this vision and mission is clarified.	We already have strong relationships with various community and school partners who hire our students from their practicum post-graduation.	Compile a list of these partners and invite them to form an Advisory Council for the certificate program.	We are not pursuing this recommendation currently. We will revisit this recommendation once the move of the certificate program to the Mission campus is underway. We will pursue partnerships to work more closely with TED and CYFS in the delivery of the certificate program in Mission.
Recommendation 25: Consider specific strategies to indigenize the SCSW certificate. For instance, adding HSER 140 to the certificate could serve as a starting point.	The SCSW certificate comprises 31 credits, of which the site visitors recommend a minimum of 50% be EA-focused. Adding HSER 140 to the program would further weaken the EA focus of the program.	We will discuss this at a future committee meeting and consult with stakeholders before proposing or proceeding with any change.	The Committee will not be adding HSER 140 (a social services course) to a redeveloped Education Assistant certificate program. We will continue to indigenize the certificate program.
Recommendation 26: The committee supports the recommended need for the inclusion of specific disability information and content. The committee would revise this recommendation to include the inclusion of course content to reflect all disability areas with a possibility of this being part of the course on lifespan development.	SOWK 225 is overdue for revision and these suggestions will be taken into consideration in redeveloping this course.	SOWK 225 will be scheduled for review during the 2021-22 school year and a decision made about whether to focus the curriculum of this course on human development as it relates to disability.	SOWK 225 has been taught by a new faculty member for the past two years and work on SOWK 225 continues and includes a new textbook, <i>Decolonizing Human Behaviour in the Social Environment</i> . Further revision of SOWK 225 with a disability-specific focus is not yet underway but will be explored during 2022-23.
Recommendation 27: HSER 195 & 196 were last reviewed and updated in 2007 as per the outlines in appendix 15. The committee recommends these courses be scheduled for review and update to meet the standards set by the University's process of course and program approvals.	The Committee has been awaiting feedback from the Human Services Program Review before moving on either of these courses.	HSER 195 and 196 will be included in the proposed curriculum revisions to the certificate program. These courses will either be modified or replaced depending on the extent and nature of the changes proposed.	Minor revisions to HSER 195 were undertaken when an LTA instructor taught the course in January 2022. The intention was for the instructor to propose major course revisions to be brought forward to UEC. With the departure of the LTA instructor, this work will have to be pursued by someone else. The long-term sessional instructor for HSER 196 has retired. On the advice of the University Registrar, the School is pursuing a minor program change to allow HSER 194 to be offered in January 2023 in its place

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			until HSER 196 is either redeveloped or replaced.
Recommendation 28: The committee recommends revisiting the idea of a single mission statement. The SCSW program could benefit from a stronger identity. Separate mission statements may support the development of a vision and identity from which all SCSW program revisions will flow.	An interesting idea worth exploring. If we can form an Advisory Council specific to the certificate program, this would be an excellent place to start.	The Committee will consider this at a future meeting and if an advisory committee for the certificate program is formed then that committee will be part of the body that decides on whether to adopt a separate mission statement.	Pursuing a separate Advisory Council for the certificate program is currently on hold. The Director intends to bring to the School's August 2022 retreat plans to revisit the School's Mission Statement with the intention of have one Vision for the School with the possibility of separate mission statements for each of the School's programs.
Recommendation 29: The committee recommends that time and necessary resourcing be put in place for the School to meet, in a retreat format, to determine the vision and mission of the program, including where they want it to reside.	We agree with this recommendation wholeheartedly and it has been discussed at recent meetings of the School.	The Director will call a meeting of the School to discuss and review options regarding this proposal before moving forward with major curriculum revisions.	Given we have been working online for more than two years, a virtual meeting was held in Spring 2021 to address this recommendation. The survey of faculty conducted in November 2021 provided further clarity on the School's ambivalence about delivery of the certificate program because of the faculty's expertise in social work and social services practice, not in Teacher Education or Education Assisting. Future discussions with the Dean and TED are being sought.
Recommendation 30: We recommend additional planning to consider the standards of the sector and how the SCSW program aligns with both sector values and learning outcomes.	The Committee agrees with this recommendation and will review the standards of the renamed EACSW sub-sector.	This planning will occur at our annual School Retreat and within Human Services Committee meetings.	This recommendation is in progress. As courses in the certificate program are revised or new courses developed, compliance with the informal standards is the School's goal.
Recommendation 31: The committee supports the recommended need for the inclusion of specific disability information and content. The committee would revise this recommendation to include the inclusion of course content to reflect all disability areas with a possibility of	SOWK 225 is overdue for revision and this recommendation will inform the direction the revised course will take.	As each course undergoes review, we will consider adding additional content to reflect all disability areas. We will also discuss the idea of redeveloping SOWK 225 to focus on lifespan development as it relates to disability specifically.	This recommendation is a repeat of Recommendation 26 and our response to it appears there.

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this being part of the course on lifespan development.			
Recommendation 32: To ensure ongoing consistent representation at the provincial sub-sector table for the certificate – also known as the Community and School Sub-sector (CASS), assign a consistent person from the certificate program to attend and network.	We agree with this recommendation, but it has been difficult to achieve given that the Program Chair is responsible for two programs and no faculty member teaches exclusively in the certificate program.	It is hoped that the new faculty hire will be willing to take on this role.	It remains the case that no permanent faculty member teaches extensively in the certificate program. In recent years, including in May 2022, the Human Services Field Education Coordinator and the Director shared responsibility to attend the EACSW sub-sector meetings, as well as the LTA instructor who taught HSER 195 and conducted the survey of faculty related to the certificate program.
Recommendation 33: Consider the idea of identifying specific volunteer hours in the field of disability as a requirement for admission to the certificate program to help students understand the elements of the field and the link between community and school practice.	Some students enter our program with volunteer hours in this area and others, who are right out of high school, do not. For some students, their practicum is the first time they have experienced direct practice in the area of disability. This is a good idea to explore, although it could have a negative effect on the number of students who apply to the program.	This is an important recommendation, and we will explore whether it can be implemented. Kwantlen's EA program requires specific disability-related volunteer experience prior to admission. Our program is much smaller and to require additional volunteer hours may have a negative impact on our admissions numbers.	The nature and kind of qualifying volunteer experience required to apply to a Human Services program was clarified in an online handout available on the School's website during the application period. The SCSW program specifically asks that students demonstrate disability-related volunteer or work experience.
Recommendation 34: Consider the laddering of the certificate practicum into the diploma for students who choose to continue on. Since students in the diploma are placed in schools, it seems only logical that this type of practicum be recognized in the diploma program directly versus through a PLAR process.	Some of the core certificate courses are also required in the diploma. There are not very many diploma students who pursue school-based practicum placements. Now that students in the diploma program require HSER 192 in order to be placed in a school, some of these students have decided not to pursue this. This recommendation would only make sense for school-based	This recommendation is not something the committee is prepared to move on at this time for a variety of reasons, including the fact that some certificate practicum placements do not predict success in the broad spectrum of practice within social services. To graduate diploma students with only one practicum is not something the Committee embraces.	The School continues to believe that these two programs are distinct and as the certificate program becomes further refined as an EA program (with the removal of SOWK 110, for example), there will be further separation between them. The move to the Mission campus will further distance these two credentials from one another. We continue to consider SCSW students' school-based practicum experience for PLAR consideration and routinely offer PLAR credit for paid

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	practicum, but it is worth considering.		employment in schools as Education Assistants.
Recommendation 35: Need to decide about whether the program will continue as a school and community program or an EA specific program. This is a critical decision and will impact the moving forward for curriculum development.	We agree that this is a critical decision. We do not have a strong reputation in the field as an EA program, which limits opportunities for students not only in terms of practicum placements but for future employment when they are competing with graduates of other programs.	This decision will be made in consultation with the Dean of Professional Studies, the community, the School's Advisory Council, Human Services Committee members, and following the School Retreat.	An SCSW Certificate Program Survey was conducted in November 2021 to gather information regarding the current SCSW Certificate Program from our faculty. Survey results shared in formal document with the School provided valuable information regarding the fact that the faculty in the School do not see themselves as content experts in Education Assisting, which is why a collaboration with Teacher Education linked to the move of both programs to the Mission campus is so important. The reality of today's employment market is that in order to work as an EA, applicants must possess a certificate in Education Assisting. To work as a Community Support Worker, no such credential is required.
Recommendation 36: If you are to continue with the community element the course curriculum must reflect the importance of community knowledge and skill, even if a student decides to become an EA. The reviewers recommend that the program become intentional about how the program is constructed and presented to potential students.	A small, 31-credit program cannot be all things to all constituents, and it is unclear what is meant by "intentional about how the program is constructed and presented." The recent name change of the program was an attempt to be more intentional with students and the community.	Members of the School need to talk about this in a dedicated meeting without being attached to a predetermined outcome.	The School did have this discussion and a survey administered in November 2021 indicated that faculty within the School are more closely aligned with community than they are with Education Assisting. It is for this reason the School must work with Teacher Education, hire a faculty member to teach exclusively in the certificate program, or stop delivering the program. All these options will be explored in Fall 2022 with the incoming Dean of FECHD. The School continues to focus on education assistance as this is where our students intend to be employed and where the job opportunities exist.
Recommendation 37: Continue with the commitment of improving the certificate program by	This is an interesting and useful recommendation. Because diploma students are able to	This will be considered at an upcoming meeting of the Human Services Committee	Work on SOWK 225 continues and will include a new textbook: <i>'Decolonizing Human Behaviour in the Social</i>

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developing course content that addresses the diverse needs and abilities of individuals with disabilities in the school and the community. Consider using the course on human development to examine development through the lens of various disabilities.	take human development through the Psychology department, we could rewrite SOWK 225 in such a way that it does approach development through the lens of various disabilities.	and brought to the School for further consideration.	<i>Environment</i> ". A final decision on whether to rewrite SOWK 225 as a disability course has not yet been taken. It is hoped that a decision will be made in the next academic year.
Recommendation 38: One course on work in the schools is limited if the program is wanting to meet the needs of current and future school districts. We recommend that the program continue to develop curriculum that can address teaching and learning strategies in the work of an EA and incorporate this same curriculum into the content around community.	We have been given feedback from various stakeholders that our curriculum is lacking in these areas. This has resulted in some large school districts (Langley and Surrey) not accepting our students for practicum placements. Even Fraser Cascade School District has recently declined to accept our students for placement.	We are in the process of having HSER 194: Emotionally Safe Schools for Diverse Learners approved by the University and are working with Dr. Nancy Norman to propose additional courses specific to Education Assisting.	HSER 194 was approved by the University and will be delivered in January 2023. The certificate program now has two courses (6 credits) exclusively focused on education assisting. However, this insufficient to reach the goal of 50% of curriculum being EA focused. The redevelopment of HSER 195, HSER 196, and SOWK 225 will further increase the EA (HSER 195 and 196) and disability focus (SOWK 225) of these courses.
Recommendation 39: Revise marketing material to reflect current thinking in the field.	The School is responsible for all of its own marketing materials. We have worked hard over the past year to update the university calendar, landing pages, and program pages within the School's website.	We will approach Allan Williams and Nancy Norman and ask for their feedback on the marketing materials we have recently updated.	Allan Williams has provided the School with feedback on our certificate-related materials. Nancy Norman declined to continue to work with our program, focusing instead on her faculty position at Kwantlen. It is premature to refocus what little marketing we are able to do until the program is fully reconfigured. Our School has a Facebook and Twitter account where faculty post material, workshops, seminars, information, and supports for our students throughout the year.
Recommendation 40: We recommend a complete review of course content to ensure that at least 75% 80% of the courses are disability focused.	This will be difficult to achieve in the short term given the current course composition of the certificate program. It requires more discussion and	The Committee brought forward the removal of SOWK 110 as recommended by the reviewers to be replaced by HSER 194. SOWK 225 could	We continue to work towards increasing the disability focus of the certificate's curriculum. We are not trying to reach a goal of 75 to 80% disability-focused content because it is not a realizable goal under the

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	will require more curriculum development, which we are open to, but it will also require resources that we do not presently have.	also be redeveloped, and we will consider this as well as whether a section of HSER 120 could be disability focused. However, we are not in agreement with this recommendation at this time.	present circumstances. This could only be achieved if the certificate were delivered by an exclusively disability-focused department or program area.
Recommendation 41: School content in curriculum is limited as are course materials. Need to incorporate teaching and learning strategies, positive behavior supports, and inclusion practice as part of the role of an EA. Updated textbooks on the role of an EA are available.	We agree with this recommendation and have recently updated textbooks for some of our certificate courses. Implementing this recommendation requires restructuring the program and developing new resources.	We will require additional resources to achieve this outcome. We do not have the resources at this time to implement this recommendation in its entirety.	Mary Harber's textbook, <i>The role of an education assistant: Supporting inclusion</i> , has been adopted for use in the newly developed course HSER 194.
Recommendation 42: Reduce the number of sessional faculty in this program.	A good idea but not one that the HSER Committee has any authority over. We do not assign work to sessional or regular faculty and do not have many faculty members with sufficient expertise to replace qualified sessional instructors.	One of the recently posted faculty positions is geared towards Human Services but that includes social services as well. A dedicated faculty position to teach within the certificate program would be desirable.	There are currently two vacancies within the School. Consideration will be given to hiring someone to teach extensively within the certificate program. The difficulty is that, unless this faculty person also holds an MSW degree, they would be unable to teaching within the MSW, BSW, or Social Service Worker diploma programs.
Recommendation 43: Include the Indigenous course in the certificate program, which would further strengthen the commitment to indigenization and support practice knowledge of cultural humility in the field.	This recommendation will be given serious consideration and discussion; however, it is hard to achieve the goal of increasing EA components of the 31-credit certificate program when adding HSER 140 would not achieve that end. Cultural humility is covered extensively in HSER 120 and other courses.	The committee will discuss this at an upcoming meeting and also bring it to the attention of the School for consideration.	Currently, we are Indigenizing the EA and diploma programs by updating our course outlines and seeking Indigenized context and textbooks. Given this, we will not be including HSER 140 in the certificate program. Moreover, increasing EA and disability components of the 31-credit certificate program cannot be achieved by the addition of HSER 140.

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Recommendation 44: Clearly decide on how this program languages 'disability'. Although we recognize the variances in how disability language it is important to decide between diversability and disability but ensure that you do not genericize it to diverse learners as this may contribute to the lack of visibility of an identity related to disability.	This is an interesting observation. Everyone who teaches in this area has their preferred nomenclature. We have been using diverse abilities or diverse learners upon the recommendation of a sessional instructor who teaches exclusively in this field.	We will discuss this at a future committee meeting and try to develop a consistent approach to nomenclature. We will ask Allan Williams and Nancy Norman to join us for this discussion.	Allan Williams remains a key faculty member who teaches HSER 192 in fall and will teach HSER 194 in winter. Allan is a tenured faculty member with Kwantlen's Education Assistant certificate program, and it was in consultation with Allan that we chose the term diverse learners. We intend to consult with Teacher Education regarding the nomenclature they recommend going forward.
Recommendation 45: Although students like SWK 110 and it is an important introduction course to social work, it does not fit in the disability specific certificate program. The recommendation is to remove this from the course curriculum for certificate students.	We agree with this recommendation and asked the site visitors for feedback on the suitability of retaining SOWK 110. At a School meeting on March 5, 2021, the School voted to remove SOWK 110 from the certificate program and replace it with HSER 194.	This recommendation is in the process of being implemented. It currently sits with the Curriculum Committee of the Faculty of Professional Studies.	HSER 194 is now approved and will be delivered in January 2022. We are working with the Office of the Registrar on a plan to offer it instead of HSER 196 in the short-term. The longer-term goal remains the removal of SOWK 110.
Recommendation 46: Recommend that you keep the course on HSER 195 as this is a disability specific course. The only reason to drop this course would be if you were no longer looking at community support work as a part of the certificate program.	This is an interesting and somewhat contradictory recommendation. While the site visitors want us to increase the EA component of the program, they also want us to retain this course, which requires major revision or replacement. To revise it and not replace it, we will be constrained by the original purpose of this course.	This is something that requires further discussion and consideration. At the present time, we do not agree that HSER 195 should be retained unless it can be made into a course that is more relevant to Education Assisting.	The delivery of HSER 195 in January 2022 did not move it in the direction of Education Assisting. We are reluctant to discontinue a course but will work with the Registrar to determine whether the changes required to HSER 195 will result in it requiring a new course number. Allan Williams has offered to redevelop this course with the School and resources will be allocated to this in the next academic year.
Recommendation 47: If it is decided, as a program, to focus the certificate as a specific EA program, it is imperative that the curriculum	At present, there is more than one course dedicated to disability and community, HSER 190 and HSER 195. It is	This will require further discussion and consideration and we will seek feedback from stakeholders and	There is no plan to remove HSER 190 from the certificate program, which has a strong community focus, and HSER 195 may be redeveloped with a dual focus if that is the

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include one course on disability and community in order to ensure that students understand the political and social impact of disability as a construct in the context of ableism, stereotypes, and discrimination.	challenging to see how we can both increase EA components of our program while retaining a strong focus on community. These are contradictory goals within the context of our program.	curriculum consultants before proceeding.	recommendation of the course developer. Given this, we do not intend to add additional community courses or revise any existing courses to have a great focus on community. We remain perplexed how these contradictory aims are achievable in a 31-credit certificate program.
Recommendation 48: Ensure that if you do keep community, it is important not to make students choose between community and school – They are not mutually exclusive except for the setting in which practice takes place – therefore, it is critical that students who want to be an EA be exposed to principles of work in general with people with disabilities and that community support workers also learn about teaching and positive behaviour support.	This is already achieved in our program as it is currently constituted. All students take HSER 190: Introduction to Community and School Support, HSER 192: Supporting Students in Schools, and HSER 195: Relationships in the Community. We are also bringing forward another EA focused course, HSER 194: Emotionally Safe Schools for Diverse Learners.	This will be considered in the broader context of restructuring the certificate program; however, it is important to recognize that both of these goals are currently being met.	There is no further update related to this recommendation.
Recommendation 49: Recommend that with maintaining two practice areas in the program that there be an option for students to have an experience in both community and the school system - whether the 200 hours is split or whether the one that is not the primary focus for the student be a short two-week introductory experience so that students have some exposure.	This is an interesting recommendation which is worth exploring. We do have some concerns about watering down the practicum experience by having two 100-hour practicum placements. We encourage students not only to challenge themselves but also to support their stated goals. If a student is clear about wanting to be an EA, it seems contradictory to require them to practice in a different area when the practicum experience itself is so short.	We will take a look at comparable programs in BC and compare and contrast how they deliver the field education component of their program. We are not supportive of a two-week practicum experience. It is inconsistent with the School's requirement that placements be of sufficient length and duration that both the depth and breadth of practice-based learning can take place.	The School is still considering whether to break up practicum hours between two, 100-hour practicum placements; however, such a major structural change to the delivery of the program would require extensive consultation. A 200-hour practicum is the minimum a setting needs to determine whether a student has the capacity to work in that area. Many private, for-profit certificate programs in Education Assisting offer multiple 2-to-4-week practicum experiences. The School has no intention of moving in this direction. It is

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			inconsistent with what we value most about experiential learning.
Recommendation 50: HSER 196 does not need to be a full clinical lab course on personal care. Although health issues are a part of supporting individuals with disabilities, this course could be modularized with a short module on personal care. Other elements of the course could relate to mental health and disability, creative engagement strategies, and augmentative communication.	This is an interesting recommendation worthy of consideration. If HSER 196 remains a required course in our certificate program, it will have to move in the direction proposed by the reviewers. Otherwise, it will be removed from the certificate to make room for the development of a new course.	This recommendation is in line with our own thinking about this course and we will explore how to approach this at an upcoming meeting. If HSER 196 can be revised to achieve greater learning outcomes, then we support retaining it. Otherwise, we would recommend discontinuance to develop a new course.	This has been discussed earlier in this update. If the revision of HSER 196 is such that it can retain its course number, we will retain it. With the move to Mission, it will be impossible to expect Mission-based students to travel to the Chilliwack campus for two, three-hour lab classes.
Recommendation 51: The reviewers question whether there is a need for interpersonal interviewing counselling course at this level – especially since there is already a course in professional communication CMNS 125. The HSER 120 course has a primary focus on how to interview ‘clients.’ Currently there is no content on how to communicate with someone who uses alternative or augmented communication, highlighting that this course could use a disability lens which is necessary for applied practice. This topic could also be covered in a modularized wellness course (see above).	This recommendation comes as a surprise to committee members, who have long considered HSER 120 essential to all Human Services programs. While it is true that the course does not focus on using augmented/alternative communication technologies, it does teach students interpersonal skills that assist them to be effective human services workers with a variety of people of diverse backgrounds. CMNS 125 is a writing course and serves a very different purpose than HSER 120.	We will explore the possibility of developing a specific Interpersonal Communications course for the certificate program, but resources and numbers of students will have a bearing on whether or not we can proceed. By way of example, for the Fall 2021 semester, there were a total of 25 complete applications for the certificate program, which accepts a minimum of 24 students per year.	The School has no plan to discontinue the delivery of HSER 120 within the certificate program. The idea of having one section of HSER 120 delivered in Mission with a disability focus is something we are actively exploring.
Recommendation 52: It seems prudent that the Certificate program be decolonized and Indigenized. (See article offered in Appendix 1).	This is true of all our courses and programs. It is an ongoing process that we undertake with each course that is reviewed or new course that is proposed.	Further discussion will be required to determine the best approach to take to decolonizing the certificate program.	This is ongoing for all classes within the School. Faculty are encouraged to decolonize and indigenize their course content. As well, courses within the

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			program continue to be decolonized and indigenized as they come up for review.
Faculty Experience and Focus			
Recommendation 53: The reviewers recommend firstly that faculty in the school make space to have a fulsome discussion about their vision and identity for the SCSW, including the best options for the location of the program and resources or other collaborations (e.g., with Education) needed for its success.	We agree with this recommendation, particularly in light of the fact that the certificate requires extensive revision at this time. Most faculty within the School are not specialists in this area, with the exception of a few, who teach in this program as well as all of our other programs.	The Director will call a meeting of the School to discuss these matters and bring forward a recommendation to the Dean of Professional Studies.	An SCSW Certificate Program Survey was conducted in November 2021 to gather information regarding the current SCSW Certificate Program from our faculty. The outcomes of this survey have been described earlier in this update.
Recommendation 54: Once a vision for this program is clear, the reviewers suggest that the School begins to assign and/or recruit faculty with qualifications specialized to this program, such as work with disabilities and school-based intervention.	We agree with this recommendation and are currently trying to recruit a faculty member who has this specialization and expertise.	The results of the current faculty postings will give us some direction on whether this recommendation can be implemented.	With two faculty vacancies, the Director will bring this up with the School and the Dean when seeking to fill these vacancies.
Faculty Workload			
Recommendation 55: To increase the School's ability to respond to the distinct needs and opportunities for the School and Community Support Certificate (assuming it will remain in the school), it is suggested that the School consider obtaining resources such as extra release time to assign a permanent faculty member as a program lead specifically for SCSW Certificate, in addition to the Human Services Chair position.	The Human Services Committee agrees with this recommendation. The one-course release provided to the Human Services Chair is inadequate and inconsistent with the release time provided to the other program chairs, who are responsible for one program each, whereas the Human Services Chair is responsible for both the certificate and diploma programs.	Given the small size of the certificate program, it is unclear whether this additional release time would be made available. Even if it were, at the present time it is unclear whether any current faculty member would have the interest or expertise in being the Chair of this program.	With the impending move to the Mission campus, a program coordinator for the SCSW certificate program will become essential, in light of the fact that this faculty position will be located at the Mission campus in proposed shared office space with ECE and CE. How this arrangement will work will be explored with the incoming Dean of FECHD and the other affected departments. It will not be possible for the Human Services Chair to coordinate a program fully delivered on the Mission campus when the Social Service Worker diploma and degree programs are located on the Abbotsford campus.

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Recommendation 56: Reviewers recommend investigating how other programs who are part of the CASS subsector structure and resource this role.	This is a good suggestion, but it should be considered in light of the fact that almost all other EA programs in the province are stand alone, whereas our certificate is one small component of a much larger School that offers this certificate, a diploma program, as well as Bachelor and Master of Social Work degrees.	We will confirm how this release time is structured at other BC post-secondary institutions and report our findings and recommendations to the School and the Dean.	This work has not been done and it is premature to do so given the impending changes coming to the certificate program and its eventual move to Mission.
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Recommendations for the Social Service Worker Diploma

RECOMMENDATION	COMMENT	NEXT STEP	MAY 2022 UPDATE
Recommendation 57: SOWK 110, SOWK 210, and SOWK 225 were last reviewed and updated in 2011, 2012, and 2013 respectively as per the outlines in appendix 15. The committee recommends these courses be scheduled for review and update to meet the standards set by the University's process of course and program approvals.	SOWK 110 is currently in the review process. The School recently approved a revised course outline, which has been sent to the Faculty's curriculum committee, faculty council, and the Undergraduate Education Committee for decision.	SOWK 210 will be reviewed in 2021-22 and SOWK 225 will be reviewed in light of the feedback from the site visitors that it could be revised to include a disability perspective to human development. A decision on SOWK 225 may take some time.	SOWK 110 was revised and approved by the University. It is now titled <i>Introduction to Social Work and Social Services</i> , which further differentiates it from the EA focus of the SCSW certificate, strengthening the School's argument and the reviewers' recommendation to remove it from the certificate program. SOWK 210 and 225 are currently in the process of being reviewed and they should be coming forward for approval during 2022-23.
Recommendation 58: Another observation of the committee, following its review of appendix 14 and course outlines, is the variety of terms used for the same concept, some of which are outdated in the sector e.g., addictions, substance misuse, and substance use. We reiterate the Committee's first recommendation on pg. 31 of the	We agree with this recommendation, and it is something we continue to work on as courses come up for review. The School needs to agree on common language in order to proceed with the implementation of this recommendation across all	We will ask that this topic be put on the School's annual retreat for discussion and decision.	This remains in progress as courses are reviewed and updated. The Director will bring this to the August 2022 School retreat for discussion.

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self-study guide and propose the addition of language updates be added to the review of the course outlines.	levels of programming offered by the School.		
Recommendation 59: To continue the conversation and explore the Indigenous diploma as either a separate entity within the Human Service Program or to drop this in favour of Indigenizing the curriculum across all courses or thirdly create a blend of both.	We have discussed forming an Indigenous Advisory Working Group, which could provide guidance and input. We have not come to a decision on the future direction to take but it will be discussed at future meetings of the Committee and at the School meeting. We have already seen how impactful indigenization has been, particularly for non-Indigenous students who have taken HSER 140, and who have been placed in an Indigenous agency for their practicum.	We will attempt to form an Indigenous Advisory Committee. The discussion of how to incorporate Indigenization within Human Services is ongoing. We hope to make a decision within the next academic year.	The HSER Committee has decided to retain the Indigenous Focus Stream of the Social Service diploma and has spent the past year considering how to further indigenize it. The Committee has agreed that the four previously titled FNST required courses (Now IPK 101, 102, 201, 202) will remain options for students in this stream but other courses offered by departments across the university will also be possibilities. The School no longer “owns” or timetables the 4 IPK courses (one is not currently being offered) so an expansion of options is timely. The School will bring forward a program change proposal in Fall 2022 to initiate this change. The discussion of how to incorporate Indigenization within Human Services is an ongoing within the Human Services Committee monthly meetings with courses being reviewed and updated regularly.
Recommendation 60: Explore more clearly articulated methods for Universal Design for Learning used in course delivery such as alternative methods to assessment beyond exams and academic papers.	We agree with and will seek out additional information and resources to go about implementing this.	The School requires consultation and assistance with this and will attempt to find it within the University.	We continue to develop course content and teaching materials grounded in problem-solving and critical thinking skills to enhance not only classroom-based learning activities but also practice in the field. We have created ways of representing learning and increase experiential learning opportunities in our HSER classes with the incorporation of guest lectures such as Indigenous knowledge keepers and Elders via Zoom and in person. As well as panel presentations

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			with expertise in the field. We have included a variety of class assignments such as the use of blogs, vlogs, and digital storytelling for students to engage in critical self-reflection, engagement with one another, and practice their communication skills. This recommendation is a repeat of an earlier recommendation and has been addressed there.
Recommendation 61: Ensure that sessional instructors (the majority of instructors in the certificate program) have access to the Teaching and Learning courses mandated for all full-time faculty.	This recommendation was addressed earlier in this report.		Sessional instructors are able to enrol in courses offered by Teaching and Learning but do so on their own unpaid time. It is an excellent suggestion; however, whether it is possible to require that sessional instructors take these courses is unknown.
Recommendation 62: Expand current issues in courses and strengthen link to social justice issues and self-care/wellness. (student feedback).	Self-care and wellness are covered in all practicum seminars (HSER 130, 131, 230). Students conduct two self-assessments and create wellness plans. Practicum students are also required to describe the ways in which the agencies they are placed implement social justice initiatives.	The Practicum and Internship Coordinator will include self-care and wellness in pre-placement activities and host a session discussing strategies and personal plans.	This recommendation is a repeat of an earlier recommendation and has been addressed there.
Recommendation 63: Clearly articulate laddering process as students noted that this was confusing.	There is no “laddering process”, per se. The specific courses that transfer from one program to another are specified in the University Calendar and explained to students by the School’s Academic Advisor.	None	Every fall, at the beginning of student orientation, the School’s Academic Advisor presents a detailed PowerPoint on both HSER programs and the credits that transfer from one program to another, as well as to the BSW degree. This is also made explicit on the School's webpage.

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Recommendation 64: These were captured in the overall recommendations for the purpose of this concluding section of the report.	Unclear what this recommendation is referring to.	None	None
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