COURSE OUTLINE

NSW0102

Prepared: Michelle Proulx   Approved: Martha Irwin

Course Code: Title	NSW0102: CAPACITY BUILDING FOR COMMUNITIES
Program Number: Name	1120: COMMUNITY INTEGRATN
Department:	C.I.C.E.
Semester/Term:	18W
Course Description:	The concept of community is intrinsically tied to the Native cultural identity. Collective identity can be empowering or the target of oppression. Community organizers work to help communities build or regain capacity to change and/or grow. Capacity involves attaining knowledge and skills to build and change. Mastering these skills creates a sense of empowerment. Belief in the ability to accomplish change is essential to capacity building.
Total Credits:	4
Hours/Week:	4
Total Hours:	60
Essential Employability Skills (EES):	#1. Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience. #2. Respond to written, spoken, or visual messages in a manner that ensures effective communication. #4. Apply a systematic approach to solve problems. #5. Use a variety of thinking skills to anticipate and solve problems. #6. Locate, select, organize, and document information using appropriate technology and information systems. #7. Analyze, evaluate, and apply relevant information from a variety of sources. #8. Show respect for the diverse opinions, values, belief systems, and contributions of others. #9. Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals. #10. Manage the use of time and other resources to complete projects. #11. Take responsibility for ones own actions, decisions, and consequences.
Course Evaluation:	Passing Grade: 50%, D
Evaluation Process and Grading System:	

Evaluation Type	Evaluation Weight
CommunityEngagement Mapping Assignmnet	35%
Proposal Dissesction	15%

COURSE OUTLINE

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Quizzes (4 x 10%)	30%
Tools and Strategies Exercises	20%

Books and Required Resources:	Recreating the World: A practical guide to building sustainable communities. by Bopp, M. & Bopp, J. Publisher: Four Worlds Press Edition: 2nd ISBN: 978-0968823316
Course Outcomes and Learning Objectives:	Upon successful completion of this course, the CICE student, with the assistance of a Learning Specialist will acquire varying levels of skill development relevant to the following learning outcomes:

Course Outcome 1.

Distinguish between capacity building, community organizing and development.

Learning Objectives 1.

- Differentiate between capacity building, community organization and development.
- Identify community assets as resources to build community capacity.

Course Outcome 2.

Identify several approaches to community organizing.

Learning Objectives 2.

- Demonstrate knowledge of influences and impacts of the federal, provincial, municipal and First Nation governing bodies.
- Recognize the different areas where organizing occurs (individual/group/community).
- Communicate the different approaches to community organizing.

Course Outcome 3.

COURSE OUTLINE

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Clarify the role of the community organizer.

Learning Objectives 3.

- Link the importance between human and community development.
- Recognize the difficulties/barriers to organizing.
- Convey familiar with the role of leaders.
- Assess the participation levels of community members.

Course Outcome 4.

Articulate the concepts and tools related to community empowerment.

Learning Objectives 4.

- Describe the general principles of community development.
- Utilize community maps to identify community strengths and determining community needs.
- Explore the importance of identifying community assets and human capital.
- Ascertain the process of determining community needs that drive community development.

Course Outcome 5.

Define mobilization and the strategies involved in community development.

Learning Objectives 5.

- Understand the significance of motivation of community members.
- Realize the importance of leadership and mobilization.
- Apply the strategies involved in sustainability.

Course Outcome 6.

Defend the role of research in community development.

COURSE OUTLINE

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Learning Objectives 6.

- Define different types of community research.
- Discover community in relation to the past, present and future when completing consultations and assessments.

Course Outcome 7.

Distinguish between needs assessment and program planning and design.

Learning Objectives 7.

- Identify community needs to guide assessment and program planning
- Characterize the elements of project planning, project design.
- Communicate the relevance of project management and evaluation.

Course Outcome 8.

Adopt effective skills for community organizing and development.

Learning Objectives 8.

- Participate in community building exercises.
- Plan and facilitate a community engagement and mapping exercise.
- Analyze a capacity building proposal.

CICE Modifications:

Preparation and Participation

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

COURSE OUTLINE

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inconspicuous as possible.

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

B. Tests may be modified in the following ways:

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

C. Tests will be written in CICE office with assistance from a Learning Specialist.

The Learning Specialist may:

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

D. Assignments may be modified in the following ways:

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

The Learning Specialist may:

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information

COURSE OUTLINE

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	5. Formally summarize articles and assigned readings to isolate main points for the student 6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment **E. Evaluation:** Is reflective of modified learning outcomes. **NOTE:** Due to the possibility of documented medical issues, CICE students may require alternate methods of evaluation to be able to acquire and demonstrate the modified learning outcomes
Date:	Wednesday, September 6, 2017
	Please refer to the course outline addendum on the Learning Management System for further information.