SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO

Sault College

COURSE OUTLINE

COURSE TITLE: Change Leadership

CODE NO. : PCS301   **SEMESTER:** 1

PROGRAM: Peace and Conflict Studies

AUTHOR: Patricia Golesic

DATE: **PREVIOUS OUTLINE DATED:**

APPROVED:

_____   _____
    DEAN   **DATE**

TOTAL CREDITS: 3

PREREQUISITE(S): none

HOURS/WEEK: 3

I.   **COURSE DESCRIPTION:**

This course is practically oriented and will focus on the development and implementation of strategies that contribute to positive personal and social change. It is premised on the notion that peace is a constant process of cultivating inner and outer change. It is structured to support the holistic wellbeing of students by exploring techniques that encourage self-awareness and personal balance. The focus on cultivating individual peacefulness is partnered with an emphasis on community building and social engagement. Students will gain valuable team work skills and community leadership capacities as they will learn how to conduct peace needs assessments, identify community resources and partners, network and build relationships, and design, implement and evaluate action plans for effective community change projects.

II.   **LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**

Upon successful completion of this course, the student will demonstrate the ability to:

1.   **Identify common themes and patterns of successful community change.**
        Potential Elements of the Performance:
        - Describe the importance of understanding the local history, cultural traditions and environment of a community
        - Recognize and engage assets of individuals and of the larger community context
        - Identify clear personal passions and visions for change and begin to network with others
        - Demonstrate consideration of different points of view

2.   **Apply a variety of techniques to examine community assets, issues, needs and possibilities.**
        Potential Elements of the Performance:
        - Converse with peace colleagues and community partners in an effort to promote dialogue for social change
        - Experiment with Open Spaces, Peer-to-Peer Conversations and Conversation Cafes
        - Practice using Appreciative Inquiry
        - Use community mapping skills in a variety of local contexts

3.   **Assess different approaches to creating community change.**
        Potential Elements of the Performance:
        - Evaluate the pros and cons of a grass roots approach to creating change as well as top down and interventionist strategies
        - Consider the relevance of multi-sector engagement to community

building
- Examine and critique the main behavioural characteristics of different leadership styles in relation to community change

4. **Make a positive contribution to the immediate community context.**
Potential Elements of the Performance:
- Conduct research to determine where and how to focus one's efforts
- Develop and implement an action plan for a change project in the community
- Evaluate the effectiveness of the action taken and determine possible next steps for the project

5. **Explore strategies that promote self-awareness and personal balance.**
Potential Elements of Performance:
- Lead the class in creative centering exercises
- Develop a routine that promotes emotional, physical and spiritual health in an effort to prevent professional burn-out
- Recognize and celebrate personal strengths and assets

III.   REQUIRED RESOURCES/TEXTS/MATERIALS:

Whatley, M., & Frieze, D. (2011). *Walk oout walk on: A learning journey into communities daring to live the future now.* San Francisco: Berrett-Koehler Publishers.

IV.   TOPICS

1. Self-Awareness and mindfulness
2. Techniques for hosting community conversations
3. Community mapping
4. Project planning and implementation
5. Community outreach and networking
6. Leaderships styles
7. Community change and social activism

V.   EVALUATION PROCESS

Mid Term Project	30%
Class Assignments	30%
Final Guided Reflection	15%
Community Project and Presentation	25%

The following semester grades will be assigned to students:

Grade	Definition	Grade Point Equivalent
A+	90 – 100%	
A	80 – 89%	4.00
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00

CR (Credit)	Credit for diploma requirements has been awarded.
S	Satisfactory achievement in field /clinical placement or non-graded subject area.
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.
NR	Grade not reported to Registrar's office.
W	Student has withdrawn from the course without academic penalty.

VI.   SPECIAL NOTES:

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

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

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

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

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

VII   PRIOR LEARNING ASSESSMENT:
Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

VIII   DIRECT CREDIT TRANSFERS:
Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.