

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ONTARIO**



Sault College

**COURSE OUTLINE**

**COURSE TITLE:** CAPACITY BUILDING FOR COMMUNITIES

**CODE NO. :** NSW 102                      **SEMESTER:** 1

**PROGRAM:** SOCIAL SERVICES WORKER-NATIVE

**AUTHOR:** SSW-NATIVE FACULTY

**DATE:** Sept. 2004      **PREVIOUS OUTLINE DATED:** N/A

**APPROVED:**

_____		_____
<b>DEAN</b>		<b>DATE</b>

**TOTAL CREDITS:** 3

**PREREQUISITE(S):**

**HOURS/WEEK:** 3 - 15 WEEKS

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**I. 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. This leads to successful community development. This course will introduce students to these concepts and their roles in capacity building.

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

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

**1. Distinguish between capacity building, community organizing and development.**Potential Elements of the Performance:

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

**2. Identify several approaches to community organizing.**Potential Elements of the Performance:

- Be familiar with the function and structures of federal, provincial, municipal and First Nations governing bodies
- Recognize the different areas where organizing occurs (individual/group/community)
- Understand the different approaches to community organizing

**3. Clarify the role of the community organizer.**Potential Elements of the Performance:

- Understand the roles and activities of an organizer
- Determine how to become a community organizer

**4. Formulate an explanation of the concepts and tools related to community empowerment.**

Potential Elements of the Performance:

- Describe the general process of community development
- Identify the steps to planning successful projects
- Explore the importance of identifying community assets
- Understand the process of community evaluations

**5. Link the different ways community can be defined to community organization.**

Potential Elements of the Performance:

- Define different types of communities
- Distinguish the difference between Native communities and non-Native communities

**6. Identify the mobilization models and tactics involved in community development.**

Potential Elements of the Performance:

- Recognize what is involved in mobilization tactics
- Understand the differences between mobilizing with organizations, and through individuals
- Realize the importance of sustaining mobilization

**7. Defend the role of research in community development.**

Potential Elements of the Performance:

- Be familiar with how research is important to community development
- Know the steps of conducting community development research
- Identify the steps to planning successful projects

**8. Distinguish between social action and social production.**

Potential Elements of the Performance:

- Describe social production project planning
- Become familiar with funding and fund raising
- Explain project implementation
- Understand the importance of project management and evaluation

**9. Adopt effective skills for community organizing and development.**

Potential Elements of the Performance:

- Describe and participate in community building exercise
- Implement community organizing and development into a community project

**III. TOPICS:**

1. Community Organizing / Development
  - Communities Defined
  - First Nation Communities
2. Concepts and Tools of Community Development
  - Community Evaluations
  - Assets based Development
  - Community Participation
  - The role of the Organizer
3. Community Development in Action
  - Research
  - Mobilization
  - Sustaining Community Developments
4. Skills for Community Development/Organizing
  - Becoming an organizer
  - Using Organizing Skills in the Future
5. Social Production Project
  - Planning
  - Funding
  - Implementation
  - Management
  - Evaluation

**IV. REQUIRED RESOURCES/TEXTS/MATERIALS:**

Rubin H. & Rubin I. (2001). *Community Organizing and Development*.  
Pearson Education Company, Needham Heights, MA

**EVALUATION PROCESS/GRADING SYSTEM:**

<u>ASSIGNMENTS/EXAMS</u>	<u>WORTH</u>	<u>DUE</u>
• Quizzes = 4 x 15%	60%	Upon each unit completion
• Agency Comparison Paper	20%	1 week after guest speakers' presentation
• Community Project: <u>Festival of Talents</u>	20%	Month of December – see below for details
Planning/ Participation:	10 points	
Project Management Chart:	10 points	
Personal Evaluation:	5 points	

1. **Quizzes:** The four (4) quizzes for the course will test on individual units covered for each evaluation. They will not be comprehensive. Quizzes **CANNOT** be rewritten in order to obtain a higher grade. Tests will only be individually rescheduled, at the discretion of the professor, for substantiated reasons for absence on quiz day. Students requiring rescheduling must make arrangements directly and **IMMEDIATELY** with the professor.
2. **Agency Comparison Paper:** Students will produce a four – six page
  - a. (double-spaced 12 font) paper that compares and contrasts information received from the two guest speakers (from First Nation and non-Native urban economic development agencies) on the issues and approaches to working with and on community projects. Students will supplement the guest speakers' information with material from at least two other resources related to the differences between First Nation and urban development (can be historical). The text may be used as one of the resources if appropriate.
3. **Community Project: Festival of Talents** – Students will receive 10 points for this project through their participation in the planning and facilitation of the event (given their respective committees/roles), A Project Management Chart (indicating: goals, objectives, timelines and person's responsible) for each committee will make up 10 points of their grade. **Project Management Charts will be due the week of October 11 and revised, updated Charts will be re-evaluated the week of November 15.** Five points will be granted for a complete personal evaluation where individual members of each committee hand in a personal evaluation of the involvement of each committee member, including themselves. The actual event will take place on the evening of December 3, 2004 in the Enji Maawnjiding. Organizational specifics to be provided by professor.

**The following semester grades will be assigned to students in postsecondary courses:**

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

**Note:** For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

## VI. SPECIAL NOTES:

Attendance: Students must attend a minimum of 60% of scheduled class time to be eligible to pass this course. Those who do not meet this requirement will receive an F for this course.

Late Assignments: **ALL** assignments are to be handed in **on the due date** and are to be typewritten. Any late assignments will be penalized 1% per day late and will be accepted up to 5 days late.

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 instructor and/or the Special Needs office. Visit Room E1101 or call Extension 703 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.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Rights and Responsibilities*. 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.

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

All assignments are to be handed in on the

**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.