



## 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 and with the assistance of a Learning Specialist, the CICE student will demonstrate a basic skill level with reference to the following :

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:
  - Recognize knowledge of influences and impacts of the federal, provincial, municipal and First Nations governing bodies
  - Recognize the different areas where organizing occurs (individual/group/community)
  - Communicate the different approaches to community organizing
3. **Clarify the role of the community organizer.**  
Potential Elements of the Performance:
  - Link the importance between human and community development
  - Recognize the difficulties/barriers to organizing
  - Identify the role of leaders
  - Assess the participation levels of community members
4. **Articulate the concepts and tools related to community empowerment.**  
Potential Elements of the Performance:
  - 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
  - Learn the process of determining community needs that drive community development

5. **Link the different ways community can be defined and how this relates to community organization.**

Potential Elements of the Performance:

- Define different types of communities
- Develop an understanding and connect the meaning of community as it relates to individuals
- Develop an appreciation of multicultural and diverse communities

6. **Define mobilization and the strategies involved in community development.**

Potential Elements of the Performance:

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

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

Potential Elements of the Performance:

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

8. **Distinguish between needs assessment and program planning and design.**

Potential Elements of the Performance:

- Understand the importance of needs assessments
- Characterize the elements of project planning, project design.
- Communicate the relevance 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 exercises
- 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. Community Project
  - Planning
  - Funding
  - Implementation
  - Management
  - Evaluation

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

Bopp, M. & Bopp, J. (2001). *Recreating the World: A practical guide to building sustainable communities.* Four Worlds Press, Calgary, Alberta

**V. EVALUATION PROCESS/GRADING SYSTEM:**

<u>ASSIGNMENTS/EXAMS</u>	<u>WORTH</u>
○ <b>Brainstorm and Team Work Exercise</b> . . . . .	<b>15%</b>
. . . . .	<b>40%</b>
○ <b>Test = 2 x 20%</b> . . . . .	<b>15%</b>
. . . . .	<b>30%</b>
○ <b>Asset Mapping Assignment</b> . . . . .	
. . . . .	
○ <b>Community Project:</b> . . . . .	
. . . . .	
I. Planning/ Participation of Project (10 %)	
II. Project Management(10 %)	
III. Personal Evaluation (5 %)	
IV. Project Planning Class Attendance (5 %)	

**Brainstorm and Team Work Exercise.** This in class group exercise will allow students to develop problem solving skills within a group setting. The process will allow students to practice problem solving from a non-judgmental, cooperative and strength based point of view. After the in -class exercise is completed students will write a 2-3 page paper explaining the problem solving model and describing their thoughts on the process. Students cannot write the paper if they did not attend class during the in class exercise.

**Quizzes:** The two (2) quizzes for the course will test on sections covered from the *Recreating the World* text and class lecture. Each quiz will cover new material, therefore 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.

**Asset Mapping Assignment:** Students will examine a community scenario and complete a series of community asset maps by identifying community strengths, partners and relationships. The community scenario will be used to apply the information from the text, lectures and additional resources to respond to a series of questions identifying the community leaders, community skills and barriers. A detailed outline will be provided by the professor.

**Community Project:** Students will receive a total of 30% for this project through their participation in the planning and facilitation of a community event. The event will be scheduled between the end of March and the first two weeks of April. The community event will assist the student in developing skills in planning facilitation of a community activity and working with other teams to accomplish the main goal of hosting a community event. The event will be based on creating awareness of a social issue while promoting togetherness and community participation. Students will brainstorm and decide on a theme for the family event.

Marks for the community project will be distributed among four areas:

**I. Planning/ Participation of Project:** 10 %

Students will be divided into teams. Each team will contribute to the overall completion of the event. Participation will be based on the student's active role and contribution to their team. This will often be documented in the team minutes and agendas.

**II. Project Management Chart:** 10 %

Students will be required to complete a detailed plan describing the tasks and activities involved in preparing and facilitating the community event. The class will be divided into several teams in order to accomplish their assigned tasks. Each team will be required to submit a detailed Project Management Plan outlining the tasks required, time frame to be completed and identify who will be responsible for completing each task. The Project Management Plan will be marked based on group (team) submission.

**III. Personal Evaluation:** 5 %

Each student will complete a personal evaluation describing the community event experience. Students are encouraged to write about the positive aspects learned throughout the process as well as the frustrating points. This paper is expected to be a reflective paper that describes the student's thoughts and experiences as the student moved from planning to facilitating the event. Students will also be asked to evaluate their own performance throughout the project.

**IV. Class Attendance:** 5 %

Attendance in class is essential to planning and preparing for the community project. Class time will be given to work on the planning of the community project. Students will be required to be in attendance to participate in their respective teams.

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

Grade	<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.	

## VI. SPECIAL NOTES:

### Disability Services:

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 Disability Services 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.

### Plagiarism:

Students should refer to the definition of “academic dishonesty” in the 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.

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

**Attendance:** The class will be divided into lecture and community project planning sessions. For the lecture portion of class, students must attend a minimum of 75% of scheduled class time. Students who miss more than 25% class time will be deducted 2% for every class missed.

For the community project planning sessions students will earn 5% of their grade based on their attendance during these sessions. Group planning and communication is very important in project planning. It is the responsibility of each student to maintain contact with their team members when absent from the planning sessions.

Students are encouraged to communicate with the professor when absences are anticipated and immediately returning from an absence. It is the student's responsibility to catch up on any notes and material missed when absent.

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

**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.

**VII. PRIOR LEARNING ASSESSMENT:**

Students who wish to apply for advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the program coordinator (or the course coordinator regarding a general education transfer request) or academic assistant. Students will be required to provide an unofficial transcript and course outline related to the course in question.

Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio.

## **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 inconspicuous as possible.

#### **A. 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.

#### **B. 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.

#### **C. 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
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

#### **D. Evaluation:**

Is reflective of modified learning outcomes.