

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 the CICE student to these concepts and their roles in capacity building.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the CICE student, along with the assistance of a learning specialist, will demonstrate the basic ability to:

1. **Have a basic understanding of capacity building, community organizing and development.**
Potential Elements of the Performance:
 - Differentiate between capacity building, community organization and development
 - Recognize community assets as resources

2. **Demonstrate awareness of several approaches to community organizing.**
Potential Elements of the Performance:
 - Demonstrate basic 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)
 - Be aware of the different approaches to community organizing

3. **Be familiar with 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
 - Convey familiar with the role of leaders
 - Become aware of the participation levels of community members

4. **Have basic knowledge of the concepts and tools related to community empowerment.**
Potential Elements of the Performance:
 - Recognize the general principles of community development
 - Become familiar with how to utilize community maps to identify community strengths and determining community needs
 - Explore the importance of identifying community assets and human capital
 - Begin to comprehend the process of determining community needs that drive community development

5. **Be aware of the different ways community can be defined to community organization.**
Potential Elements of the Performance:
 - Recognize different types of communities
 - Develop a basic understanding and connect the meaning of community as it relates to individuals
 - Develop an appreciation of multicultural and diverse communities

6. **Recognize the definition of 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
 - Be aware of the strategies involved in sustainability

7. **Demonstrate awareness of the role of research in community development.**
Potential Elements of the Performance:
 - Recognize different types of community research
 - Have a basic understanding of community in relation to the past, present and future when completing consultations and assessments.

8. **Begin to comprehend needs assessment and program planning and design.**
Potential Elements of the Performance:
 - Have basic knowledge of the importance of needs assessments
 - Be familiar with the elements of project planning, project design.
 - Recognize the relevance of project management and evaluation

9. **Adopt basic, yet effective skills for community organizing & 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>
○ <i>Brainstorm and Team Work Exercise</i>	10%
.....	5%
○ <i>Participation and Attendance</i>	40%
○ <i>Test = 2 x 20%</i>	15%
.....	30%
○ <i>Asset Mapping Assignment</i>	
.....	
○ <i>Community Project:</i>	
.....	
I. Planning/ Participation of Project (10 %)	
II. Project Management(10 %)	
III. Personal Evaluation (5 %)	
IV. Project Planning Class Attendance (5 %)	

- V. ***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.*

Attendance and Participation.

1. Prepared for each class, and contributes to class discussions
2. Attended all classes
3. Arrived consistently on time
4. Utilizes LMS and email programs to communicate with professor and manage course material

Rating Scale:

0: did not meet the expectation

1: minimally met expectation with significant improvement recommended

2: met expectation with improvement recommended

3: satisfactorily met expectation

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:

Grade	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	
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: Mid Term grades are provided in theory classes and clinical/field placement experiences. Students are notified that the midterm grade is an interim grade and is subject to change.

VI. SPECIAL NOTES:

Submission of Assignments

Assignments are discussed when distributed. It is the responsibility of the student to seek clarification from the professor if absent when an assignment was distributed or if further clarification is requested related to the instructions or concepts.

Students must contact the professor ***prior to the due date*** to request consideration for an extension of an individual assignment. Valid and justifiable circumstances will be considered if granting an extension. Students will complete an Assignment Extension Request form and attach the completed form to the assignment.

Assignments are to be submitted electronically to the professor. The electronic copy provides verification of the date and time of submission. In addition a hardcopy of each assignment is to be submitted to the professor on the due date. The hardcopy will be marked by the professor. Assignments not submitted by hardcopy will not be graded until a hardcopy is provided to the professor.

Late assignments will be penalized 1% per day late and will be accepted for grading up to one week after the due date. Assignments submitted beyond one week past the due date will not be accepted.

Classroom Courtesy

To provide a respectful learning environment the use of cell phones, MP3 players and the like are not permitted in the classroom. Cell phones may be set on

vibrate if expecting an urgent message. Students will be asked to leave the classroom when the uses of these devices in classroom are utilized.

The use of computers may assist some students to take notes during class; however, the use of social network sites, such as Facebook or surfing the internet with non class related sites is distracting. Students using computers in this way will be asked to turn their computers off.

Students are expected to be prepared for each class by being on time, having read the assigned course material. Students are advised to review each class course outline and assignments and discuss questions and concerns with the faculty.

Late Arrivals: If late arrivals become a pattern, once the classroom door has been closed, the learning process has begun. Late arrivers may not be granted admission to the room until the break.

Chatting and whispering amongst students during lectures or presentations distracts the professor and fellow students. Students are expected to consider how their behaviour impacts other students' learning and the professor's presentation.

Attendance

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

Significant learning takes place in the classroom through an interactive learning approach; therefore, it is an expectation that students attend classes regularly to contribute to the academic performance and development of professional skills.

By midterm the professor will calculate the attendance and a letter will be distributed to the students who require a plan to address the attendance concern. Students who have missed more than 40% of scheduled classes will meet with the professor to discuss the program and course expectations and create a plan which addresses attendance concerns.

A pattern of absences or lateness may result in academic consequences which may include failure in course, ineligibility for fieldwork component of the program, implementation of a learning/success contract, suspension or withdrawal from fieldwork.

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.

VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located on the portal form part of this course outline.

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.