



**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 Out 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	30%
Assignments	20%
Reflections	20%
Final Project	30%

The following semester grades will be assigned to students:

<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 filed placement, certification, and/or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade. Students require 2.0 GPA (Grade Point Average) in order to graduate from Sault College.

## VI. SPECIAL NOTES:

### 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, actively participating, and remaining for the duration of the scheduled session.

## VII. COURSE OUTLINE ADDENDUM:

### 1. 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.

2. **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.
3. **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. Please refer to the Student Academic Calendar of Events for the deadline date by which application must be made for advance standing.  
  
Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio.  
  
Substitute course information is available in the Registrar's office.
4. **Accessibility Services:**  
If you are a student with a disability (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Accessibility Services office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.
5. **Communication:**  
The College considers Desire2Learn (D2L) 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 this Learning Management System (LMS) communication tool.
6. **Academic Dishonesty:**  
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.

7. **Tuition Default:**

Students who have defaulted on the payment of tuition (tuition has not been paid in full, payments were not deferred or payment plan not honoured) as of the first week of November (fall semester courses), first week of March (winter semester courses) or first week of June (summer semester courses) will be removed from placement and clinical activities due to liability issues. This may result in loss of mandatory hours or incomplete course work. Sault College will not be responsible for incomplete hours or outcomes that are not achieved or any other academic requirement not met as of the result of tuition default. Students are encouraged to communicate with Financial Services with regard to the status of their tuition prior to this deadline to ensure that their financial status does not interfere with academic progress.
8. **Student Portal:**

The Sault College portal allows you to view all your student information in one place. mysaultcollege gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, records of achievement, unofficial transcript, and outstanding obligations, in addition to announcements, news, academic calendar of events, class cancellations, your learning management system (LMS), and much more. Go to <https://my.saultcollege.ca>.
9. **Recording Devices in the Classroom:**

Students who wish to use electronic devices in the classroom will seek permission of the faculty member before proceeding to record instruction. With the exception of issues related to accommodations of disability, the decision to approve or refuse the request is the responsibility of the faculty member. Recorded classroom instruction will be used only for personal use and will not be used for any other purpose. Recorded classroom instruction will be destroyed at the end of the course. To ensure this, the student is required to return all copies of recorded material to the faculty member by the last day of class in the semester. Where the use of an electronic device has been approved, the student agrees that materials recorded are for his/her use only, are not for distribution, and are the sole property of the College.