Faculty	Email	Phone Office	Office hours
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TESC MPA MISSION STATEMENT

"Be the Change"

Our students, faculty and staff create learning communities to explore and implement socially just, democratic public service. We *think* critically and creatively; *communicate* effectively; *work* collaboratively; *embrace* diversity; we *value* fairness and equity; *advocate* powerfully on behalf of the public; and *imagine* new possibilities to accomplish positive change in our workplaces and in our communities.

COURSE DESCRIPTION

Community Capacity has become a central theme for the development field in recent years. This course will examine the different ideas relating to Community Capacity Building, utilize a workshop intensive method to engage in community capacity planning, and produce a Community Capacity Planning document. The focus will be upon local communities of interest.

Learning Objectives

1. Examine, place in context and evaluate contemporary ideas about, community and community engagement.

2. Understand the role of public administration in building social equity in relation to communities.

3. Gain an understanding of the dynamics involved in community development, communities of interest, and community capacity; utilizing frameworks from public health and Indigenous Knowledge.

4. Engage in a simulated process, through workshops, in Community Capacity planning.

5. Gain an understanding of and ability to apply strategic planning methods and practices.

6. Improve skills in critical thinking, writing, speaking, and working effectively in teams.

EXPECTATIONS

Format of Assignment Submissions: All papers will be submitted to Canvas. All papers must meet assignment parameters and when citation is necessary, cite works using the citation style you are most comfortable with as long as it is consistent. All written work will be of high quality, grammatically correct, clear and without spelling errors. If you require it, please request writing assistance from faculty, and/or contact the Graduate Writing Assistant. Check assignment details for each submission. Sometimes your faculty will ask you to work with the Graduate Writing Assistant; if so, you are required to do so the satisfaction of your faculty member.

Late assignments: Late assignments are accepted with prior permission of the faculty.

Participation & Attendance: Students are required to attend each class meeting. Participation includes focusing on class content, being engaged in class and seminar, listening to others, taking notes, completing class interactive exercises, avoiding distractions, and listening to and dialoging with the guest speakers. If an absence is unavoidable, faculty must be notified prior to a class and/or seminar absence. After one absence per quarter, make-up work may be assigned at faculty discretion, case-by-case. Makeup work must be completed by the end of the quarter in question for course credit, unless otherwise arranged with faculty.

Use of Electronic Devices: This course is Canvas-based and mostly paperless. We understand, and expect, that you will need to use electronic devices in class. However, the class is also participatory and the learning community is dependent upon people being present to what is happening in class. This means that electronic devices should not be used for anything other than for class-related activities. Resist the siren call of all the ways in which your devices can distract you from what is going on in the classroom. We will ask people to put away their devices, except for note taking, for guest lectures. Please extend similar courtesies to the faculty when they are lecturing.

Credit: Students will receive 4 graduate credits at the completion of the course if requirements have been satisfactorily completed to meet course objectives. No partial credit will be awarded. Incompletes may be offered on a case-by-case basis. Refer to the MPA student handbook.

Academic dishonesty and plagiarism (i.e., using other peoples' work as your own, see MPA Handbook for more), failing to complete one or more assignments, completing more than one assignment late without prior faculty approval, or multiple absences may constitute denial of credit. Students will be evaluated based upon their progress towards the learning goals, assessed from classroom, seminar, and assignment performance. Students at risk of losing credit will receive written notification prior to the end of the term.

Evaluation: Written self-evaluations and a faculty evaluation are required for credit at the end of the quarter, along with faculty evaluations of students. Please note that while self-evaluations are required for the course, we do not require them to be submitted to the Registrar. **Evaluation interviews will not be conducted during class time.** After the final session you will make

arrangements to either have your evaluation interview over the phone or via skype, etc., or to come in and do it one on one.

Biculturalism, Multiculturalism & Diversity: Faculty and students work toward weaving bi-cultural, multiculturalism and diversity throughout our learning in readings, lectures, seminars and group projects.

Learning Styles: Faculty endeavor to provide information in multiple formats: auditory, visual, kinesthetic, etc. However, style applications are limited to means appropriate for the classroom environment. Consult your seminar faculty to discuss learning style options or personal challenges.

Accommodations: Provided for any student who desires them through a working relationship with Access Services, the Writing Center and the Quantitative and Symbolic Reasoning Center. If you need to request academic accommodations due to a disability, please contact the office of Access Services for Students with Disabilities (867-6348 or 6364). Information about a disability or health condition is regarded as confidential. Please refer to TESC's Students With Disabilities Policy here.

Other Expectations of Students and Faculty: We commit to promoting a cooperative, supportive atmosphere within the community; give everyone opportunity for self-reflection and expression; use high standards in reading the text and preparing our papers, lectures, and comments in seminar; handle all disputes in a spirit of goodwill; respect our differences; and, discuss any problems involving others in the learning community directly with the individuals involved.

We abide by the social contract**, the** student conduct code **and the** non-discrimination policies and procedures at TESC**. See the college's** Student Conduct webpage **for more. The Covenant negotiated in the first session is still applicable.**

All students are expected to support and contribute to a well-functioning MPA classroom learning community. Behavior that disrupts the learning community may be grounds for disciplinary action, up to and including dismissal from the MPA program.

Guest Policy: Guests are permitted with prior approval of the faculty.

Inclement Weather: In the event of bad weather or emergencies students should check with television, web pages, and radio stations for announcements of campus closures. Students can also call the main campus line 867-6000 to get the latest news regarding a campus closure or delay. Since many students in the program travel from relatively distant locations, faculty may decide to cancel program meeting even if campus is open. If we do this we will send an all-program email by 3:00 pm. If you've not already done so, sign up to receive alerts about campus closing or other emergencies here.

Communication: Email and Canvas are our primary means of communication. You are responsible for checking your Evergreen email and Canvas regularly.

All Readings are, or will be, posted on Canvas. There are NO books to buy. Not all readings posted are in this syllabus and are TBD. The following are posted as of March 8th, 2015:

Bill Siannawap, Noah Winter, and Paul Eprile, *Aneshenewe Machitawin: Human Centered Community Development*, Participatory Research Group 229 College Street, Toronto, Ontario M5T IR4, 1987

Class Schedule

	Topics	Readings/Assignments Due
Class 1 July 28th	Community	Seminar on Readings posted on Canvas Workshop
Class 2 July 30th	Community Development Models Part 1	Workshop/Assignment 1 In Class
Class 3 August 4th	Community Development Models Part 2	Lecture/Seminar
Class 4 August 6th	Community Based Advocacy	Lecture/Seminar/Workshop Assignment 2 due
Class 5 August 11th	Elements of Community Capacity Building	Workshop
Class 6 August 13th	Vision, Mission Statement, and SWOT Analysis	Workshop
Class 7 August 18th	Strategic Planning	Workshop Assignment 3 due
Class 8 August 20th	Community Values	Workshop
Class 9 August 25th	Community Dynamics in Regards to Approval and Implementation	Lecture/Seminar
Class 10 August 27th	Bringing it All Together and the Logic Model Report	Assignment 4 Class Presentations

Assignments:

Assignment 1: Reflection Paper - Write a 1000 word reflection paper per instructions in class.

Assignment 2: Seminar Paper – Write a 700-1000 word paper on aspects of community development and apply to your chosen community from class group work.

Assignment 3: Write a 1600 word research paper on your chosen community, exploring historical narratives and present day social and political issues.

Assignment 4: Community Capacity Plan – This will incorporate all of the elements from the In Class workshops and making a plan in a logic model format, with narrative descriptions. This will be a group project.