

## CORE KNOWLEDGE AREAS (K)

- How experiences of social class, racism, dis/ability and gender intersect for people in their lived experiences in community **(K1)**
- How the nonprofit sector fits into the wider society and economy **(K2)**
- Modes of civic engagement and contributing to positive social change **(K3)**
- Indigenous and settler histories, treaties and reconciliation initiatives **(K4)**

## CORE CAPABILITIES (C)

- Critical and creative thinking **(C1)**
- Team work and problem solving **(C2)**
- Intercultural capacities **(C3)**
- Ethical reasoning and decision making **(C4)**

### Upon completion of a CSL Certificate, learners will be able to:

LEARNING OUTCOME	CODE
Draw on theories of intersectionality to explain how community members experience differing and compounding oppressions in their lives	<b>K1</b>
<ul style="list-style-type: none"> <li>• Compare how two local organizations employ intersectional approaches to their work</li> </ul>	<b>K1.1</b>
Explain how the privilege of some is related to the oppression of others	<b>K1.2</b>
<ul style="list-style-type: none"> <li>• Describe how the resistance and activism of a particular community or nation is related to the actions of dominant settler institutions' (e.g. government, schools, hospitals)</li> </ul>	<b>K1.2</b>
Describe the features of the nonprofit and the NFP organization, and contrast them to the corporate and government sectors	<b>K2</b>
<ul style="list-style-type: none"> <li>• Cite a 'social enterprise' and explain its function</li> </ul>	<b>K2.1</b>
Explain CSL as a mode of student-community engagement and volunteering and compare it to another mode of social activism	<b>K3</b>
<ul style="list-style-type: none"> <li>• Evaluate the effectiveness and impacts of a particular local case of community-based social activism</li> </ul>	<b>K3.1</b>
Identify and critically evaluate an Edmonton area response (city, social sector, organization) to the Calls to Action of the Truth and Reconciliation Commission of Canada	<b>K4</b>
<ul style="list-style-type: none"> <li>• Identify and reflect upon the legacy of Edmonton Area residential schools and how the nonprofit sector is involved in responding</li> </ul>	<b>K4.1</b>
Identify and critically evaluate one's own personal knowledge and value assumptions on at least one contemporary social issue/movement (e.g. BLM, LGBTQ2S+, Residential Schools legacy).	<b>C1</b>
<ul style="list-style-type: none"> <li>• Demonstrate ongoing critical reflection on one's participation in community projects, emerging scholarly and professional identity</li> </ul>	<b>C1.1</b>
<ul style="list-style-type: none"> <li>• Acknowledge both the limitations and strengths of one's social location to participating in organizations/movements to achieve positive social change</li> </ul>	<b>C1.2</b>
To create a constructive climate for group work to engage all members of a diverse project team to contribute an assigned task	<b>C2</b>
<ul style="list-style-type: none"> <li>• Actively respond to conflict in group work directly and work towards resolution for cohesion and effectiveness</li> </ul>	<b>C2.1</b>
<ul style="list-style-type: none"> <li>• Construct a clear social/project problem statement informed by evidence, community, and context</li> </ul>	<b>C2.2</b>
<ul style="list-style-type: none"> <li>• Identify multiple strategies to meet a problem, and propose, enact and evaluate a chosen solution for a community partner</li> </ul>	<b>C2.3</b>
Appreciate and distinguish some of the different cultural perspectives supporting traditional academic knowledges, Indigenous knowledges and other community-based knowledge traditions	<b>C3</b>
<ul style="list-style-type: none"> <li>• Demonstrates openness to and cultivates interactions with culturally different others, sensitive to questions of power and privilege</li> </ul>	<b>C3.1</b>
Recognize the possibilities for harm in working with marginalized communities and peoples, and implement risk mitigation strategies in project planning and/or community-based research protocols	<b>C4</b>