



FIRST NATIONS HOUSING PROFESSIONALS PROGRAM

COURSE 100: First Nations Housing and Infrastructure INTRODUCTION AND ASSIGNMENTS



First Nations Housing
Professionals Association

L'Association des professionnels de
l'habitation des Premières Nations

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The following is the course overview for FNHPA 100- First Nations Housing and Infrastructure Course.

0.1 COURSE DEVELOPMENT

Individuals assisting developing this course are: professionals from MST Asset Management Ltd., Jim Pealow, Sandi L. Humphrey, Linda Hunt, and directors of the FNHPA Board who served as subject matter experts.

0.2 COURSE DESCRIPTION & RELATIONSHIP TO THE FNHP PROGRAM

Course 100, First Nations Housing and Infrastructure, is the first course in the First Nations Housing Professionals program. The other courses in the program are:

- 200 – First Nations Housing Strategy, Policy and Accountability
- 300 – Management of Housing Programs
- 400 - Housing Management Functional Supports
- 500 – Professionalism, Ethics and Critical skills

The framework of the First Nation Housing Professionals (FNHP) program is based on eight core competency domains. They are:

- First Nations Housing History, Culture and Issues;
- First Nations Housing Construction and Infrastructure Elements;
- Housing Leadership, Plans Policy and Accountability;
- Management of Housing Programs;
- Client Relations;
- Housing Management Functional Supports;
- Professionalism and Ethics; and,
- Critical Skills.

Throughout the FNHP program, all domains are explored and reinforced through readings, discussion forums and assignments.

This course provides the housing professional with key insight into the topic of First Nations housing, as well as infrastructure. The following lessons covers subjects such as history and legislation, programs and funding, cultural considerations, current developments and issues, key elements of housing construction, infrastructure, and housing governance. The course covers areas that will provide housing professionals with a foundation of knowledge on the history and challenges facing First Nations today



with respect to housing. The challenges are many. Together, the course brings together key elements and will enhance your ability to practice as a Housing Professional and make a real difference in your community.

While the courses are geared to First Nations, there may be references to both 'First Nations', 'Aboriginal' and "Indigenous". First Nations is a term commonly used instead of 'Indian' and has been incorporated into the name of the First Nation Housing Professionals Association, its professional designation, and its programs.

Aboriginal or Indigenous are terms used by some organizations and individuals as a collective name for the original peoples and their descendants. The Constitution Act of 1982 recognizes three groups of Aboriginal peoples – Indians, Inuit and Métis – each with unique heritages, languages, cultural practices and spiritual beliefs. As some reference materials include content on all three groups, authors may have used the term 'Aboriginal' or 'Indigenous'.

0.3 COURSE LEARNING OBJECTIVES

The objectives will help you:

Lesson 1 - History and Legislation

- understand the history, structure and legislation pertaining to First Nations housing services;
- understand how legislation and laws influence housing policy and planning;
- understand methods for implementing housing policy within the framework of the law, including housing regulations and standards, community development processes and plans, and other implementation techniques; and,
- be able to identify and utilize First Nations community support structures in the provision of housing.

Lesson 2 - Programs and Funding

- understand different housing programs and funding available to a community;
- identify the true cost of housing programs and services;
- develop, model, and implement a payment regime for housing programs and services;
- understand the financial and housing portfolio aspects of charging for housing programs and services; and,
- understand the benefits and risks of charging and collecting for housing programs and services, including the points to consider before charging and collecting for housing programs and services.

Lesson 3 - Cultural Considerations

- understand the traditional and community role of decision-making at the individual, family, and community level;
- utilize the understanding of community and family histories and decision-making to engage in housing planning and provide related services;



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- understand and be able to incorporate First Nations perspectives in the provision of housing and related programs;
- understand protocols with respect to approaching the Chief and Council and Elders;
- understand the limitations of one's own knowledge and accept and incorporate new ways of respecting and understanding with regard to First Nations housing needs and requirements;
- incorporate traditional approaches and protocols as instructed by community (e.g. Elder);
- understand First Nations teachings of trust, respect, honour, honesty, humility, courage and know how to apply them when interacting with others; and,
- apply culturally appropriate approaches when engaging with your community.

Lesson 4 - Current Developments and Issues

- understand challenging conditions that may be encountered in a First Nations community and why they continue to persist;
- understand the housing issues that relate to various stakeholders within a First Nations community;
- understand and be able to assess housing and infrastructure issues; and,
- consider preventative and reactive methods of addressing housing issues and identifying promising practices.

Lesson 5 - Key Elements of Housing Construction

- understand housing construction and renovation standards and best practices, including the elements of housing construction and safety;
- understand material and labour costs;
- understand fundamental heating, mechanical and electrical systems;
- understand basic landscaping principles and issues;
- understand basic environmental implications as they pertain to housing and sound environmental business practices;
- understand the requirements of applicable building codes and knowledge of various levels of inspection;
- interpret drafting and blueprint documents; and,
- participate in construction coordination, scheduling and contract administration.

Lesson 6 – Housing Infrastructure

- understand housing infrastructure and its importance;
- understand different housing and infrastructure options;
- understand land survey methods, applications and processes;
- apply the components of property management; and,
- inventory housing and infrastructure assets.

Lesson 7 – Housing Governance

- understand the process and structure of governance in First Nations, along with the legal, functional, and political roles and responsibilities of the Chief and Council;
- understand the relationships between Chief and Council, community members and staff;



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- understand the stakeholder relationships that exist between Council and Federal, Provincial and Municipal governments and agencies, and how they may impact housing management;
- explore how effective housing governance may be structured, including composition and functions; and,
- understand the key roles and responsibilities assigned to those responsible for housing services governance.

0.4 Completing the Course

The course material is broken down into lessons. Within each of the lessons, specific learning objectives are listed as well as additional instructions detailing what is required to complete the lesson. The materials will provide you with direction on the completion of the relevant readings, other references and the work that must be completed during the lesson. The list of readings and viewings for this course are listed below and can also be found under each lesson.

0.5 COURSE ITINERARY

Each course has a total of seven lessons and two assignments that are to be completed over a 12-week period. On average, students should expect to devote approximately 3 -7 hours per week on each lesson. The time for each learner will vary based on prior education and work experiences. This time includes not only the completion of the readings and accompanying questions but the interaction with other students and preparation for the two assignments. As a general rule, you should look to complete an average of one lesson per week - a suggested timetable is as follows:

Week	
<i>Intro Week</i>	Virtual call - Orientation
<i>Week 1</i>	Lesson 1
<i>Week 2</i>	Lesson 2
<i>Week 3</i>	Lesson 3
<i>Week 4</i>	Virtual call re: Assignment 1
<i>Week 5</i>	Assignment 1 Due (Start of the week)
<i>Week 6</i>	Lesson 4
<i>Week 7</i>	Lesson 5
<i>Week 8</i>	Lesson 6
<i>Week 9</i>	Lesson 7
<i>Week 10</i>	Virtual call re: Assignment 2
<i>Week 11</i>	Assignment 2 Due (Start of week)
<i>Week 12</i>	Course Evaluation & Certificate



0.6 Course Evaluation and Grading (Assignments)

The passing grade for this course is 60%.

For each lesson an optional quiz is provided. No marks are awarded for participation in these quizzes. The quizzes are designed to help you review material and measure your knowledge on some of the lesson topics.

Your overall grading and evaluation for this course will be determined as follows:

Participation - 20%
Assignment 1 - 30%
Assignment 2 - 50%

Participation represents 20% of your course grade. For each lesson, students will be required to share information with other students in their group. Information will be shared in group discussions. A discussion about the topic and the information provided will occur. The course instructor will monitor the discussions and will assess each student based on his or her participation in the discussions.

Where appropriate, the instructor will offer comments and suggestions to move the discussion forward.

One of the key aspects of the FNHP program is the enhanced level of learning that results from student interaction in the course discussions. By sharing ideas, experiences and thoughts relative to the material being presented, students will find their learning more effective and interesting.

While the number of times you contribute postings to the “Discussions” area is a factor in the assessment of the participation mark, the quality of the interaction is more important. For each lesson, you should strive to contribute at least three (3) substantive postings and where appropriate to include responses to other participants, perhaps to ask for clarity and/or offer a different perspective. The last date for postings to the discussion area is the day the last assignment is due.

Assignments

The assignments are to be presented in a report format.

It may be helpful to approach your assignment by taking on the role of a consultant or the new housing manager hired by a First Nation housing organization that is seeking your expertise to deal with challenges they are facing. In essence your assignments could take the form of a consultant’s or a new employee’s report to the Housing Committee, governing authority or Chief and Council.

It is very important to read the assignment several times. Take time to understand the who, what, where, when and why.

You may find it helpful to:

- Write out the assignment expectations prior to starting the assignment.
- Review your assignment prior to submission to confirm that you have met the expectations.



Remember, you are required to demonstrate your knowledge of the topics noted in the expectations. Where necessary, you may share:

- definitions
- your current situation
- your preferred situation
- barriers
- analysis and recommendations
- a summary to sell the change
- policy
- tools
- table showing the who, what, when, and money required to make things happen.

To confirm that you are heading in the right direction you may contact your instructor for guidance.

The assignment style should meet the following guidelines:

- Include a title page identifying your name, the course, assignment number, and topic
- Pages should be single-spaced
- Regular type should not exceed a 12-point font or be less than 9-point
- Use a common font such as Times Roman, Arial, etc.
- Number pages and use a one-column page format
- Use endnotes or a bibliography at the end of the assignment instead of footnotes
- Save and send the assignment file to the instructor using your last name and the number of the course and assignment.
- For example: Yourname100-1
- Complete the assignment using Microsoft Word
- When including appendices, where possible incorporate them into your assignment file – you should be sending only one file to your instructor that contains your full assignment

When including references or appendices as a link to an internet URL/location it is important to ensure that you provide enough information to ensure that there is no uncertainty as to the applicable content in the link and you demonstrate the relevance of the link. For more on appendices, review the Report Writing Basics document.

Assignment 1

Assignment 1 accounts for 30% of your course grade. It is to be completed before the end of the fifth week of the course. You are free to begin the assignment at any time. The exact date will be provided by your instructor.

This assignment should include a minimum of 1,000 words and should not exceed 2,500 words. This word limit does not include appendices or bibliographies. You may complete the assignment based on either your own organization or another organization with which you are familiar.



Assignment 2

Assignment 2 accounts for 50% of your course grade. It is to be started after Week 7 and completed before the end of Week 10.

This assignment should include a minimum of 1,500 words and should not exceed 3,500 words. This word limit does not include appendices or bibliographies. You may complete the assignment based on either your own organization or another organization with which you are familiar:

0.7 THE INSTRUCTOR

The instructor's job is to ensure the learning objectives of each lesson are achieved. As you work weekly on your lessons and partake in discussion with your peers, the instructor may post comments in the online discussion area designed to bring the discussion back on track with the lesson objectives. This would also apply during the intensive class session. The instructor may contribute information that has not already been provided in the lesson material or the discussion. Instructor participation in discussions, therefore, may vary from week to week depending on the discussion taking place between participants.

Of course, your instructor is always available by e-mail to answer any specific questions you may have with regard to lesson content or to clarify lesson or assignment expectations. As well, you may hear from your instructor privately if you seem to be falling behind in your course work or appear to be veering off track. We recognize you all have busy schedules, but, a bit of motivation or clarification can help bring back the self-discipline and understanding that is needed for online courses such as those that comprise the FNHP program.