



1. COURSE DESCRIPTION

Community Development is a specialization in the human service field. Its focus is on building healthy communities through processes which are inclusive, self-determining and community driven. It connects people in common purposes -transforming conditions and outcomes that matter to them, in areas such as public health, social services and community enrichment. This course will provide a theoretical exploration and practical application of select Community Development practices.

In addition, the course will focus on the student's growth and development as a professional. Professionalism and creativity will be a mainstay of the course with a particular emphasis on personal and professional commitment pertinent to the student's final semester.

**II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**

Upon successful completion of this course, the student will:

**1. Demonstrate an understanding of community in its broader context.**

**Elements of Performance**

Participants will be able to utilize and/or discuss selected strategies from the following topic areas:

- Identifying the "community" you wish to develop and/or promote
- Developing a plan for identifying that communities' needs and resources both internal and external
- Collecting and analyzing relevant information

**2. Demonstrate an understanding of the collaborative planning processes**

**Elements of Performance**

Participants will be able to utilize and/or discuss selected strategies from the following topic areas:

- Developing vision and mission statements
- Creating objectives strategic goals and directions
- Developing an action plan defining the mandate

**3. Be familiar with theoretical concepts of leadership and participation**

**Elements of the performance**

Participants will be able to utilize and/or discuss selected strategies from the following topic areas:

- Identifying and contacting potential participants amongst diverse groups
- Developing a plan for involving volunteers and partners
- Conducting effective meetings

**4. Develop awareness of community action and intervention processes**

**Elements of the performance**

Participants will be able to utilize and/or discuss selected strategies from the following topic areas:

- Designing community interventions
- Adapting community interventions for different cultures and communities
- Developing a plan for advocacy

**5. Have an understanding of evaluation processes**

**Elements of the performance**

Participants will be able to utilize and/or discuss selected strategies from the following topic areas:

- Utilizing a framework for program evaluation
- Developing an evaluation plan
- Measuring success: gathering and using community level indicators

**6. Become familiar with methods for promoting and sustaining the initiative**

**Elements of the performance**

Participants will be able to utilize and/or discuss selected strategies from the following topic areas:

- Utilizing promotional strategies
- Developing a plan for financial sustainability
- Strategies for sustaining the initiative

**7. Interact with others in a community development initiative in ways that contribute to effective working relationships and the achievement of goals.**

**Elements of the performance**

- Identify the tasks to be completed.
- Establish strategies to accomplish the tasks.
- Identify roles for members of the team/group, including related professionals, paraprofessionals, non-professionals, and agency personnel.
- Clarify one's own roles and fulfil them in a timely fashion.
- Treat other members of the group equitably and fairly.
- Contribute one's ideas, opinions and information while demonstrating respect for the contributions of others.
- Regularly assess the group's progress and interactions and make adjustments when necessary.
- Apply relevant professional ethics, attitudes and practices.

**8. Communicate clearly, concisely and correctly in the written, verbal and visual form that fulfils the purpose and meets the needs of the audience.**

**Potential elements of the performance**

- Plan and organize communications according to the purpose and audiences.
- Choose the format appropriate to the purpose.
- Incorporate the content that is meaningful and necessary.
- Produce material that conforms to the conventions of the chosen format.
- Use language and style suited to the audience and purpose.
- Ensure that the materials are free from mechanical errors

**111. REQUIRED RESOURCES/TEXTS/MATERIALS:**

Many topic areas of course are adapted from information available on the internet through "The Citizen's Handbook" <http://www.vcn.bc.ca/citizens-handbook> and one of its links, the "Community Toolbox" [ctb Isi ukans tools](#)  
This is a vast web-based resource which is available at no cost to users.  
Links to huge resource base for current and future use. Additional web links are found on D2L.

**V. EVALUATION PROCESS/GRADING SYSTEM:**

**SKILL DEVELOPMENT**

**40%**

*In this course, the skill development is comprised of three specific areas. Students will be evaluated in all of these areas, each area providing the student with an opportunity to be involved in the community development process to its fullest extent. This mark is related to the student's ability to participate in activities and discussion and reflect upon this learning. The format and assessment of the activities will be discussed in class and posted on D2L. They will also be evaluated on their fundraising abilities with an expectation that they actively engage in fundraising for the recipient agency over the course of the semester. Finally, the student is evaluated for their participating in and planning of the 15<sup>th</sup> Annual WALK, a free fun day for children and families.*

*The format and assessment of the activities will be discussed in class and posted on D2L.*

**ASSIGNMENTS**

**60%**

*This course has both theoretical and experiential components, involving considerable discussion and self-directed learning. Students will engage in small group presentations, committee work and in class activities and discussions during regularly scheduled classes. The format and assessment of the activities will be discussed in class and posted on D2L.*

The following semester grades will be assigned to students:

<b>Grade</b>	<b>Definition</b>	<b>Grade Point Equivalent</b>
A+	90 – 100%	
A	80 – 89%	4.00
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.

If a faculty member determines that a student is at risk of not being successful in their academic pursuits and has exhausted all strategies available to faculty, student contact information may be confidentially provided to Student Services in an effort to offer even more assistance with options for success. Any student wishing to restrict the sharing of such information should make their wishes known to the coordinator or faculty member.

## 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 and remaining for the duration of the scheduled session.

### Other Notes and Class Guidelines:

1. All courses in the Child and Youth Care (Worker) program follow the Fatal Error Policy, including APA standards for all assignments submitted. Faculty will review this with students at the beginning of each course. See detailed document on D2L course sites for details. Students are strongly encouraged to utilize **The Write Place**, **Accessibility Services** and/or **Program Tutor** on campus to assist them in submitting professionally written assignments.
2. Late assignments will be handled at the professor's discretion and **only for substantial and substantiated reasons**. Assignments will only be accepted after the due date for a period of 7 days. It is the student's responsibility to make arrangements directly with the professor. Late assignments will be subject to a **10% grade reduction per day (including weekends) of the overall course mark**. Students are encouraged to proactively discuss with the Professor any serious circumstances that might interfere with the timely completion of their assignment. Assignments cannot be re-submitted to achieve a higher grade. Professor encourages students to forward draft work one week in advance of due dates to seek feedback.
3. Students are responsible to contact the professor **directly and immediately** when substantial and substantiated reasons create the need for missing an exam. Students must **email** the professor prior to test date/start time requesting a make-up test and state the reasons why this is needed. Consideration and determination of the opportunity to make up a missed exam is at the professor's discretion. Generally, this is granted only for exceptional and substantiated circumstances.
4. Students are encouraged to discuss attendance expectations with the professor. Students will be expected to come prepared to class to facilitate discussion and application of course material. Grades assigned for participation will reflect the

student's knowledge of the content discussed, ability to demonstrate and apply the skills. Students' ability and willingness to share thoughts about the material, and ability to respect viewpoints different from their own is expected.

5. Students must follow established and agreed upon classroom conduct. Students are expected to model in the classroom behaviour reflective of the profession.
6. Cell phones must be off or on vibrate mode. Students may respond to calls/texts after class time. Any behavior including the use of cell phones that interferes or distracts from the learning of others will not be tolerated (i.e. side talk, laughing, computer use). Failure to abide by this will result in student being asked to leave the class.
7. Students are expected to read materials in advance of class and ensure review of D2L on a regular basis (minimum weekly)
8. The provisions of both the College Student Code of Conduct and the Child and Youth Care Program Policies will apply at all times in this course.

**VII. COURSE OUTLINE ADDENDUM:**

The provisions contained in the addendum located in D2L and on the portal form part of this course outline.