



## I. 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:**

*Rules of the game: Lessons from the field of community change*, (1999): Homan, Mark Brooks Cole

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 lsi 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 LMS.

#### 1V. COURSE REQUIREMENTS:

##### *1. Community Development Project*

This course is project driven. The event to be planned is the 11<sup>th</sup> Annual W.A.L.K.

**The event will take place April 9, 2011. Attendance is of course, compulsory. Children, family, and friends welcome and encouraged to attend.**

Working in groups, all students will contribute to and be involved in this community development project. Students will be responsible for participating as a member of committee and will be required to track their progress in all committee and event planning meetings. Evaluation of their completion of tasks and participation will be captured through the submission of requisite documentation.

**Class Participation and Commitment:** Attendance, contribution, effort, participation, and feedback will all be essential. If you miss a class, it is your responsibility to find out what was done. This course has both theoretical and experiential components, involving considerable discussion and self-directed learning.

##### *2. Individual or Small Group Project:*

The students will choose ONE of the following two projects:

###### *a. . Group Community Development Proposals*

Working either individually or in small groups (2 or 3 to a group), consider the community of which you are a member. If you choose to work in a group, your group can be formed with the members of your committee or you may choose to work with others. Everyone must be part of a group.

With your group's input determine a community development initiative that would meet the criteria as described in Chapters 1 and 2 of the course text, *Rules of the Game*. Each group will be required to present their initiative to the class and to members of the 2<sup>nd</sup> Annual Sault College 'Dragons Den' (as per CTV Television Program). The Dragon's Den will be comprised of community members (up to 4 members) who have experience with community development and will be asked to provide feedback and recommendations for success.

###### *b. Community Research Project*

Individually or in pairs, students will be required to research one community development organization or group in the community (i.e. EDC) to gain information about how programs are developed and funded and who are the resources in their community. Students will to write a short paper to present the information they have gather to the class in the format of a class discussion whereby each group will shares their findings with their classmates. Students will be required to inform the professor the name of the organization they will interview and provide a written outline of their interview format and questions before they meet with the community agency or program.

Upon approval they will proceed with this project. A list of appropriate organizations and agencies will be brainstormed in class at the beginning of the semester.

**3. In Class Reflection Circle (post-WALK)**

Students will participate in a 1 ½ hour debriefing of this event, exploring their personal development over the course of the program and their development of this event. Areas such as identifying the strengths and challenges of developing a project such as this will be discussed, as well as specific aspects related to their individual and group work over this course. The date for this reflection circle and details related to the grading criteria will be discussed at the first class.

Students will need to be in attendance for this session in order to be evaluated. They will be asked to complete a pre-test to help prepare them for this exercise in the first class and then a post test at the beginning of this session related to their overall experience.

**4. Test.** Students will complete one test. The date will be determined in the first class.

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

Attendance and Participation	30%
Requisite Documentation	20%
In Class Reflection Circle (post WALK)	10%
Test	20%
Project Choice of:	
a. Community Research Project	20%
b. Group CD Proposal (in class)	20%

**The following semester grades will be assigned to students in post-secondary courses:**

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	
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 certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

***NOTE: Mid Term grades are provided in theory classes and clinical/field placement experiences. Students are notified that the midterm grade is an interim grade and is subject to change.***

#### 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.

*Students may not be allowed to enter the classroom once the class has begun depending on the focus of that session. Students may be asked to wait until the break to enter the classroom however the final decision rests with the professor.*

#### VII. COURSE OUTLINE ADDENDUM:

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