

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:

Homan, M. (1999.) Rules of the game: Lessons from the field of community change, 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 usd.edu tools](http://www.ctb.usd.edu/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.

IV. 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. Students will be evaluated on their overall attendance (10%) which will be determined by the total number of classroom hours that the student attends, based on a 3 hour class for 15 weeks. They will also be evaluated on their fundraising abilities (10%) 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 14th Annual WALK (20%), a free fun day for children and families.

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

ASSIGNMENTS

50%

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 LMS.

TESTS (1)

10%

Tests/Quizzes must be completed on the date scheduled. If unable to attend due to illness or extenuating circumstances, contact the professor at least one hour prior to the start of the test. If advance notice is NOT given to the Professor, the student will receive a mark of "0". It is the student's responsibility to make an alternative date with the professor that must be scheduled before the next class.

NOTE: *All assignments must be submitted on the due date at the beginning of the class period unless otherwise specified by the professor. Late submissions will be deducted 1% per day of your overall course mark, which commences at the beginning of the class in which the assignment was due. Assignments will only be accepted after the due date for a period of 7 days (one week). At that point, the student will receive an automatic "0" for the assignment. Students are encouraged to communicate with their instructor if extenuating circumstances exists and request an extension. Granting extensions is up to the discretion of the instructor.*

All assignments MUST submit all papers and assignments through the Dropbox on LMS. Assignments not submitted in this fashion will not be accepted and the students will be directed to resubmit their assignment through the proper channels. It is the student's responsibility to be familiar with and utilize LMS for all college communication and submissions with and for the professor. Should a student experience problems the IT department at Sault College is available to assist them.

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.

V. 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.

VI. COURSE OUTLINE ADDENDUM:

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