

<b>Course ID:</b>	<b>Course Title:</b>	<b>Fall 2021</b>
DVST210	Introduction to Community Development	<b>Prerequisite:</b>
		<b>Credits:</b> 3

Class Information		Instructor Information	
<b>Delivery:</b>	In person	<b>Instructor:</b>	Derek Cook B.A., M.Sc., RSW
<b>Days:</b>	M/W	<b>Email:</b>	<a href="mailto:Derek.Cook@ambrose.edu">Derek.Cook@ambrose.edu</a>
<b>Time:</b>	10:00 – 11:15	<b>Phone:</b>	403-410-2913
<b>Room:</b>	A2212	<b>Office:</b>	L2072
<b>Lab/ Tutorial:</b>		<b>Office Hours:</b>	Tuesdays, 10:00 – 11:00 am
<b>Final Exam:</b>	Take home. Due: Friday December 17 <sup>th</sup> – noon.	<b>Add/Drop Deadline:</b>	Midnight on September 19

### Important Dates and Information

For a list of all important dates and information regarding participating in classes at Ambrose University, please refer to the Academic Calendar at <https://ambrose.edu/academic-calendar> .

### Course Description

This course offers an introduction to community development theory and practice with a focus on real world experience and theory applications (both domestic and international), and the corresponding impact on local communities. Definitions, principles and approaches to community development will be discussed, with an emphasis on holistic transformation of individuals and communities from a Christian perspective. This course will also review best practices and relevant issues in the field of community development including poverty, employment, homelessness, literacy, health, environment, gender, and business development.

### Expected Learning Outcomes

It is the aim of the course that students will be able to:

- Apply a theoretical understanding of community and the basic principles and definitions of community development from both a theological and social science perspective.
- Articulate the key approaches utilized by development practitioners in the field and how they influence community development practices.
- Apply key community development practices and the respective roles of the community development worker;

- Critically evaluate the issues associated with development approaches and practices, including values, faith, goals and impacts.
- Identify and articulate key ethical issues facing the community development worker in practice and apply framework for guiding ethical practice and making appropriate ethical decisions.

### Textbooks

- Myers, Bryant. 2011. *Walking with the Poor: Principles & Practices of Transformational Development*. Maryknoll, NY: Orbis Books.
- Phillips, R. and R. Pittman. 2015. *An Introduction to Community Development*. New York: Routledge.

### Readings will be also assigned from the following: (on Reserve Shelf)

- Haslam, Paul, Jessica Schafer, and Pierre Baudet (eds). 2017. *Introduction to International Development: Approaches, Actors and Issues*. Oxford Publishers.

### Course Schedule

See Appendix 1.

### Requirements:

- |                                     |     |
|-------------------------------------|-----|
| • Class attendance and discussion   | 10% |
| • Participation (Forum and Quizzes) | 10% |
| • Course readings and journals      | 20% |
| • Case Study (Group)                | 35% |
| • Final exam (take home)            | 25% |

**Class Attendance and Participation (10%):** Class time will consist of a combination of lecture and “seminar” type activities (highly participative; discussion based). Therefore, participation in discussions and group activities will be a key component of learning throughout this course.

- **Attendance:** Students are expected to attend all classes, having read assigned materials ahead of time and prepared for class in order to actively participate in these discussions. If external circumstances or illness prevent you from attending or adequately preparing for a class, please let your instructor know in advance (via email) so that this can be taken into account, as absences from class will negatively impact a student’s individual participation grade.
- **Active Discussion:** Active discussion means it will be obvious to the professor that you are engaging with the course material, that you are bringing insights from the readings into the classroom discussion, and that you are trying to link course knowledge with everyday life. Active discussion is judged as thoughtful input to the class that has left an impression on the professor as an engaged student. This will make the evaluation of your work and participation a much more “personal” process as s/he reflects on personal observations of growth in academic pursuit.

**Participation: Discussion Forum and Quizzes (10%):** Each week a quiz and focus question will be posted on Moodle to stimulate reflection on the topic for the week.

- **Discussion Forum:** Students are encouraged to post responses to the reflection question in the discussion forum and reply to posts by other students.
- **Quiz:** A short online quiz will be posted each week based on content from the readings. Students will be graded on whether or not the quiz has been completed, not on the number of “right” answers. Quizzes must be completed during the appropriate week, and no later than by the end of the week for which it is assigned.

**Course Readings and Journals (20%):** Daily readings will follow the schedule in Appendix 1 which is the Reading Journal that will be submitted three times in the semester. It is essential that readings be completed for the day assigned, as often they will form the basis of lecture and discussion. Each day, after reading assigned reading(s) for that day, write a reflective, response in a Reading Journal. All journaling should be kept in a single file on the computer and be consistent in its layout. At time of submission, all pages in the journal should be submitted as a single submission. Each day’s journal should include:

- i. Date of reading/journal entry
- ii. Name of the book using correct bibliographic format (at the top of the first entry for that book).
- iii. Title of chapter upon which a specific journal entry/annotation is written.
- iv. One page (maximum) of reflection which will include three sections:
  - **Description:** 1 or 2 summary sentences naming the subject of the reading or setting forth what aspect interested you, and which you will examine in your reflection.
  - **Interpretation:** 1 paragraph explaining how what you read relates to something heard in lecture or in class discussion, a model or theory you have previously read or an experience you have had. It ties the reading to the “theoretical.”
  - **Outcome:** 1 paragraph about what the reading means for you and your ongoing development as a learner and/or as a practicing professional in the world of international development.

**Case Study – Report and Presentation (35%)** Working in small groups, the case study will provide an opportunity to research a community (Canadian or international) and apply the concepts discussed in class. The case study should be between 12 and 15 pages and include:

- **Context:** Provide a short history of the community.
- **Profile:** Provide an overview of the community including its population, demographic makeup (age, ethnicities; income / poverty; education levels; economy; and other relevant information)
- **Structural Analysis:** What are the key institutions in the community? Who has formal and informal power? How are decisions made? Is anyone / group excluded?
- **Assessment:** What are the strengths (assets) of the community? What development challenges does the community face? What theory best describes / explains the development situation?
- **Opportunities:** What development opportunities do you see for this community? What would you recommend to the community to address its development challenges and / or capitalize on its assets? Reflect on your structural analysis and development assessment to inform your recommendations.

Each group will make a formal (10 – 15 min) presentation of their case study to the class.

## Final Exam (25%)

The final exam will be a take home exam, a task that will require you to integrate all that has been learned in the course. All course notes and textbooks may be used. Further guidance will be given in class. **Due date: Friday December 17 at 12:00 noon.**

### Attendance:

- Class begins at 10:00 a.m. Please be on time or inform the professor via email if you will be late.
- Failure to attend all classes will seriously impact the grade out of 10%.

### Grade Summary:

The available letters for course grades are as follows:

Grade	Interpretation	Grade Points
A+	Excellent	4.00
A		4.00
A-		3.70
B+	Good	3.30
B		3.00
B-		2.70
C+	Satisfactory	2.30
C		2.00
C-		1.70
D+	Poor	1.30
D		1.0
F	Failure	0.00
P	Pass	No Grade Points

*If you will be using percentages, please provide a scale which indicates how percentages in your class will be translated to letter grades. These equivalencies are at the discretion of the instructor, but MUST be stated in the syllabus. You can just cut and paste your scale into this space (removing what is here).*

Because of the nature of the Alpha 4.00 system, there can be no uniform University-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor's assessment of the level of each class, compared to similar classes taught previously.

Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.

### Other:

# Appendix #1 Course Schedule

Date	Class Topic/Chapter Title	Readings and Assignments
<b>The Idea of Community</b>		
Sep. 8	<b>Introduction</b> <ul style="list-style-type: none"> <li>Explore the role and purpose of community in our individual and collective life.</li> </ul>	No readings
Sep. 10	<b>Concepts of Community</b> <ul style="list-style-type: none"> <li>Understand different concepts of community.</li> <li>Understand the functions of community.</li> <li>Understand communities as systems and their component properties.</li> </ul>	<u>Readings:</u> <ul style="list-style-type: none"> <li>Phillips and Pittman, Chapter 1</li> </ul>
<b>The History and Origins of Community Development</b>		
Sep. 15	<b>The Idea of “Development”</b> <ul style="list-style-type: none"> <li>Understand various definitions of development.</li> <li>Explore the purpose of development.</li> <li>Understand “complexity” in community development.</li> </ul>	<u>Readings:</u> <ul style="list-style-type: none"> <li>Myers, Chapter 1</li> <li>Video: Complexity</li> </ul>
Sep. 17	<b>History and Origins of Community Development</b> <ul style="list-style-type: none"> <li>Develop awareness of the history of global colonization and development.</li> <li>Understand the impact of colonization on the current global development landscape.</li> </ul>	<u>Readings:</u> <ul style="list-style-type: none"> <li>Myers, Chapter 2a (pgs. 23-34)</li> <li>Haslam et al., Chapter 2 (on Moodle)</li> </ul>
<b>Community Development in Canada</b>		
Sep. 22	<b>History and Origins of Community Development (2)</b> <ul style="list-style-type: none"> <li>Develop awareness of the history of colonization and development in Canada.</li> <li>Understand the impact Canadian colonization and development has had on shaping current social and economic conditions.</li> </ul>	<u>Readings:</u> <ul style="list-style-type: none"> <li>Brown and Hannas, Ch. 3 (On Moodle)</li> </ul> <u>Video</u> <ul style="list-style-type: none"> <li>Building Resilient Communities: A Moral Responsibility</li> </ul>

Sep. 24	<p><b>Indigenous Realities</b></p> <ul style="list-style-type: none"> <li>Understand the impact of colonization on Canada's indigenous peoples.</li> </ul> <p><u>Guest Speaker:</u> Dr. Christina Conroy</p>	<p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>Goodstriker, <i>Otsistsi Pakssaisstoyih Pi</i> (On Moodle)</li> <li>Video: Making Treaty 7 ("Change" segment)</li> </ul>
<b>The Theory of Community Development</b>		
Sept. 29	<p><b>Theoretical Foundations</b></p> <ul style="list-style-type: none"> <li>Understand the key theories underlying Community Development practice.</li> </ul>	<p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>Phillips and Pittman, Chapter 2</li> </ul>
Oct. 1	<p><b>International Development Theories</b></p> <ul style="list-style-type: none"> <li>Understand key historical and current theories shaping international development.</li> </ul>	<p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>Myers, Chapter 2b (Pgs. 35-44)</li> <li>Haslam et al – Chapter 3 (on Moodle)</li> </ul> <p><u>Assignments Due:</u></p> <p>Reading Journal 1</p>
Oct. 8	<p><b>A Theology of Development</b></p> <ul style="list-style-type: none"> <li>Understand the role of spiritual development in the development process.</li> <li>Understand how the idea and practice of development fits within the Christians tradition.</li> </ul>	<p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>Myers, Chapter 3</li> </ul>
<b>The Practice of Community Development</b>		
Oct. 13	<p><b>Principles and Practice of Community Development</b></p> <ul style="list-style-type: none"> <li>Understand key elements of the CD process.</li> <li>Understand key principles of practice in CD.</li> </ul>	<p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>Phillips and Pittman, Chapter 7</li> <li>Myers, Chapter 7</li> </ul>
Oct. 15	<p><b>Stage 1: Initiation and Visioning</b></p> <ul style="list-style-type: none"> <li>Understand strategies for initiating the process.</li> <li>Understand the purpose and practice of visioning.</li> <li>Understand the role of the CD practitioner in the initiation and visioning stage of the process.</li> </ul>	<p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>Phillips &amp; Pittman, Chapter 8</li> </ul>

Oct. 20	<p><b>Stage 2: Assessment and Planning</b></p> <ul style="list-style-type: none"> <li>• Understand key elements of the planning process.</li> <li>• Understand the role of assessment in the CD process.</li> <li>• Understand different assessment approaches.</li> <li>• Understand the role of the CD practitioner in the assessment process.</li> </ul>	<p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>• Phillips &amp; Pittman, Chapter 11</li> <li>• Myers, Chapter 8</li> </ul>
<b>The Practice of Community Development – Strategy Implementation</b>		
Oct. 22	<p><b>Strategy: Human Capital Development</b></p> <ul style="list-style-type: none"> <li>• Understand the concept and dimensions of human capital.</li> <li>• Understand various strategies to facilitate human capital development.</li> </ul>	<p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>• Phillips &amp; Pittman, Chapter 14</li> </ul>
Oct. 27	<p><b>Strategy: Social Capital Development</b></p> <ul style="list-style-type: none"> <li>• Understand the concept social capital and its importance in community development.</li> <li>• Understand the relationship between human and social capital development.</li> </ul>	<p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>• Phillips &amp; Pittman, Chapter 4</li> <li>• Haslam et al, Chapter 12</li> </ul>
Oct. 29	<p><b>Strategy: Community Economic Development</b></p> <ul style="list-style-type: none"> <li>• Understand the key principles of Community Economic Development (CED) and the difference between economic development and CED.</li> <li>• Understand the inter-relationship between CED and human and social capital development.</li> </ul>	<p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>• Phillips &amp; Pittman, Chapter 13</li> <li>• Phillips, “Community Development and Economic Development: What’s the Connection?” (On Moodle)</li> </ul> <p><u>Assignment Due:</u></p> <ul style="list-style-type: none"> <li>• Reading Journal 2</li> </ul>
Nov. 3	<p><b>Strategy: Community Mobilization and Advocacy</b></p> <ul style="list-style-type: none"> <li>• Understand concepts of power and the role of community mobilization and advocacy in CD work.</li> <li>• Understand the principles of community mobilization and how they can be applied from a Christian worldview.</li> <li>• Understand the role of the CD practitioner in community mobilization and advocacy work.</li> </ul>	<p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>• Salvatierra, Chapters 1-2</li> </ul>

Nov. 5	<p><b>Stage 3: Monitoring and Evaluation</b></p> <ul style="list-style-type: none"> <li>• Understand the role and importance of monitoring and evaluation in community development work.</li> <li>• Understand different approaches to evaluation.</li> <li>• Understand the importance / intersection of diversity in the evaluation process.</li> </ul>	<p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>• Phillips &amp; Pittman, Chapter 21</li> <li>• Myers, Chapter 9</li> </ul>
<b>Community Development Approaches</b>		
Nov. 17	<p><b>Approaches to Community Development</b></p> <ul style="list-style-type: none"> <li>• Reflect on the goal and purpose of development</li> </ul>	<p><u>Readings:</u></p> <p>Myers, Chapter 5</p>
Nov. 19	<p><b>Charitable and Needs-based Approaches</b></p> <ul style="list-style-type: none"> <li>• Understand the concept of needs and how needs are met individually and in community.</li> <li>• Understand how CD enables individuals and communities to meet their needs.</li> <li>• Understand the strengths and limitations of charitable and needs-based approaches.</li> </ul>	<p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>• Myers, Chapter 4</li> <li>• Wolterstorff, N. "Justice Not Charity: Social Work Through the Eyes of Faith." (On Moodle)</li> </ul>
Nov. 24	<p><b>Asset and Strengths-based Approaches</b></p> <ul style="list-style-type: none"> <li>• Understand the concept of assets and how CD works to mobilize individual and community assets.</li> <li>• Understand the strengths and limitations of asset-based approaches.</li> </ul>	<p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>• Phillips &amp; Pittman, Chapter 3</li> <li>• Brueggemann, W. "The Liturgy of Abundance, the Myth of Scarcity." (On Moodle)</li> </ul>
Nov. 26	<p><b>Rights-based Approaches</b></p> <ul style="list-style-type: none"> <li>• Understand the basis and principles of social and economic rights and how to apply it in CD work.</li> </ul>	<p><u>Readings:</u></p> <p>Canada Without Poverty, <u>Human Rights Guide</u>. (On Moodle)</p>
Dec. 1	<p><b>Sustainability and Transformational Development</b></p> <ul style="list-style-type: none"> <li>• Understand the origin and concept of sustainability.</li> <li>• Understand the Sustainable Development Goals and how they can inform CD practice.</li> <li>• Understand the principles of transformational development.</li> <li>• Understand the strengths and limitations of a sustainability approach.</li> </ul>	<p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>• Phillips &amp; Pittman, Chapter 5</li> <li>• Myers, Chapter 6</li> </ul>



Ethical Issues in Community Development Practice		
Dec. 3	<p><b>Gender, Diversity and Development</b></p> <ul style="list-style-type: none"> <li>• Understand the concept of diversity and its implications for CD practice</li> <li>• Understand the impact of gender in development</li> <li>• Understand principles of inclusive practice in CD work.</li> </ul>	<p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>• Haslam et al., Chapter 5</li> <li>• Video: The Danger of a Single Story.</li> </ul>
Dec. 8	<p><b>Ethics and Development</b></p> <p><u>Objectives:</u></p> <ul style="list-style-type: none"> <li>• Understand and identify ethical dilemmas in CD work.</li> <li>• Understand ethical principles and how to apply them to guide decisions.</li> </ul>	<p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>• Haslam et al., Ch. 29.</li> <li>• CASW Code of Ethics (On Moodle).</li> </ul> <p><u>Assignment Due:</u></p> <ul style="list-style-type: none"> <li>• Reading Journal 3</li> </ul>
Dec. 10	<p><b>Synthesis and Review</b></p>	<p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>• Phillips and Pittman, Chapter 25</li> <li>• Myers, Chapter 10</li> </ul>

## Appendix 2: Assignment Rubric

### Case Study- Written

Rubric Criteria (weight)	Excelling (85%–100%)	Accomplished (72%–84%)	Developing (60%–71%)	Beginning (0–59%)
<b>Purpose and Content (30%)</b>	The paper as a whole fully addresses the assignment's objectives. The paper is well-developed and supported by external sources and focuses on relevant details. There is a unified wholeness to the paper.	The paper as a whole largely addresses the assignment's objectives. The paper is mostly developed and supported by external sources. The paper largely focuses on relevant, but is a little unfocused occasionally. The paper as a whole is mostly unified.	The paper as a whole misses some of the assignment's objectives. Several of the objectives are not well developed or lack clarity. The paper as a whole is not very unified.	The paper as a whole doesn't really get at the assignment's objectives. The study does not have a sense of direction and is often unclear. The paper as a whole is fragmented.

<p><b>Critical Thinking (25%)</b></p>	<p>The paper thoroughly addresses the questions identified in the guide, as well as addressing additional factors. A broad set of external sources are used (documents, multiple organizational interviews) to support the case study and address complex issues.</p>	<p>The paper generally addresses the questions identified in the study guide. A moderate set of external sources to support the paper are used and address standard sets of issues.</p>	<p>The paper addresses some of the questions identified in the study guide. A limited set of external sources are used to support the study and somewhat address standard sets of issues.</p>	<p>The paper doesn't really address the questions identified in the study guide. A very limited set of external sources are used to support the study and barely address standard sets of issues.</p>
<p><b>Voice and tone (15%)</b></p>	<p>It sounds like I care about my paper as a whole. That which I care about is embodied in the assignment. There is a sense of passion or enthusiasm in my writing.</p>	<p>My tone is OK, but the paper as a whole could have been written by anyone. I need to tell how I think and feel. The passion or enthusiasm is somewhat lacking.</p>	<p>My writing is bland or pretentious. There is either no hint of a real person in it, or it sounds like I'm faking it.</p>	<p>My writing sounds as if I don't really care about the assignment. There is a sense that I'm simply trying to pump something out.</p>
<p><b>Organization (15%)</b></p>	<p>The paper as a whole is well organized and structured and there is a sense of flow. Overall, there is a compelling opening, an informative middle, and a very satisfying conclusion (that links together the key issues, the assessment and analysis).</p>	<p>The paper as a whole is relatively well organized and structured with a sense of flow. Overall, there is an acceptable opening, middle, and conclusion.</p>	<p>The paper as a whole is somewhat organized and structured but there isn't really a sense of flow. Overall, the organization and cohesiveness are rough but workable, but sometimes gets off topic.</p>	<p>The paper as a whole is not very organized or structured and there are many breaks in flow. Overall, the writing is aimless, disorganized, and lacking in cohesiveness.</p>
<p><b>Mechanics: Conventions and Sentence Fluency (15%)</b></p>	<p>The paper uses correct grammar, punctuation, and spelling. Sentences are clear, complete, and of varying lengths. The study follows the conventions of the APA or MLA writing style and these are used for citations in the case study and in the reference / works cited section.</p>	<p>There are a few errors to fix, but generally correct conventions are used. Sentences are well-constructed. The study generally follows APA or MLA writing style, but there is inconsistency in its usage.</p>	<p>There are enough errors in the case study to distract a reader. Sentences are often awkward, run-ons, or fragments. The case study suggests an idea what APA or MLA is, but indicates the writer is mostly guessing as to what is a writing style.</p>	<p>Numerous errors make the case study hard to read. In addition, this is compounded by many run-on sentences and sentence fragments. The case study suggests that the writer doesn't know what APA or MLA is or doesn't cite sources.</p>

## Case Study - Presentation

Rubric Criteria (weight)	Excelling (85%–100%)	Accomplished (72%–84%)	Developing (60%–71%)	Beginning (0–59%)
<b>Communication and Delivery (35%)</b>	I deliver my presentation with a clear, confident, and well-paced voice so that all audience members can hear me. I demonstrate my awareness of the audience through physical presence and eye contact (not referring to my notes). I am enthusiastic and genuinely interested in my case study and as such, generate significant enthusiasm about my organization.	I deliver my presentation with a mostly clear, confident, and well-paced voice so that most audience members can hear me. I partially demonstrate my awareness of the audience through physical presence and eye contact (occasionally referring to my notes). I am mostly interested in my case study and as such, generate enthusiasm about my organization.	I deliver my presentation with a somewhat clear, confident voice that at times, loses focus and pacing. As a result, some audience members may have difficulty hearing me. I don't really demonstrate an awareness of the audience because I am frequently referring to my notes. I am somewhat interested in my case study and generate some enthusiasm about my organization.	I deliver my presentation with a subdued voice that may also be too slow or too fast. As a result, many audience members have difficulty clearly hearing or following me. I avoid looking at or engaging the audience all together. I am not interested in my case study and as such, generate no interest about my organization.
<b>Creativity and Graphics (35%)</b>	I design my presentation insightfully, creatively and skillfully. I innovatively or expertly prepare graphics at appropriate moments in my presentation. They also explain and reinforce the text and presentation.	I make a good attempt to provide insight or creativity to my presentation. I generally use graphics in my presentation and they mostly support the text and presentation.	I make some attempt to provide insight or creativity to my presentation. I seldom use graphics and when I do they don't really support the text and presentation.	I make no attempt to provide insight or creativity to my presentation. It is primarily text-based or when I do use graphics, they're used simply to get a few creativity and graphics points.
<b>Structure, Organization, and Mechanics (30%)</b>	I present the information in a very logical and interesting sequence which audience can follow. My conclusion flows from the rest of my presentation. It has no misspellings, grammatical errors, or formatting errors.	I present the information in a mostly logical sequence which audience generally follows. My conclusion largely flows from the rest of the presentation. It has no more than three misspellings, grammatical errors, or formatting errors.	Structure of my presentation is not easy to follow. I am missing the conclusion is missing, or if its provided, it does not flow from the rest of my presentation. It has between four to five misspellings, grammatical errors, or formatting errors.	A lack of structure detracts from the message of my presentation. My points are disjointed and lack good transitions. My presentation has six or more six misspellings, grammatical errors, or formatting errors.

## Ambrose University Important Information:

### Communication

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (cancelled class sessions, extensions, requested appointments, etc.) between class sessions.

### Exam Scheduling

Students who find a conflict in their exam schedule must submit a Revised Examination Request form to the Registrar's Office by the deadline date; please consult the Academic Calendar. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; 2) the student has three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot conflicts with an exam at another institution; 4) extenuating circumstances. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

### Standards of Behaviour in the Classroom Setting

Learning is an active and interactive process, a joint venture between student and instructor and between student and student. Some topics covered within a class may lead to strong reactions and opinions. It is important that Students understand that they are entitled to hold contradictory beliefs and that they should be encouraged to engage with these topics in a critical manner. Committing to this type of "active learning" significantly increases the learning experience for both teacher and student, and reflects the Christian imperative to pursue truth, which lies at the heart of the Ambrose educational experience. However, active discussion of controversial topics will be undertaken with respect and empathy, which are the foundations of civil discourse in the Classroom Setting. Primary responsibility for managing the classroom rests with the instructor. The instructor may direct a student to leave the class if the student engages in any behaviour that disrupts the classroom setting. If necessary, Ambrose security will be contacted to escort the student from class. Please refer to your professor regarding their electronic etiquette expectations.

### Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are

reported to the Academic Dean and become part of the student's permanent record.

### Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. The academic calendar can be found at <https://ambrose.edu/content/academic-calendar-2>

### Privacy

Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at [privacy@ambrose.edu](mailto:privacy@ambrose.edu).

### Coursework Extensions

Should a request for a time extension on coursework exceed the end of the term, a *Coursework Extension Application* must be completed and submitted to the Office of the Registrar. The extension (if granted) will be recorded on the student record. Extensions are granted at the discretion of the instructor and are normally granted for 30 days beyond the last day of the term.

Normally, Course Extension Applications will be considered only when all of the following conditions are met:

- the quality of prior course work has been satisfactory;
- circumstances beyond your control, such as an extended illness or death of a family member, make it impossible for you to complete the course work on time; and
- you submit *Coursework Extension Application* to the Office of the Registrar on or before the deadline specified in the Academic Schedule.

If granted, time extensions do not excuse you from a final examination where one has been scheduled for the course.

A temporary grade of TX will be assigned until a final grade is submitted in accordance with the new deadline. A final grade of F will apply to:

- all course work submitted after the end of the semester unless a coursework extension has been granted; and all course work submitted after the revised due date provided by an approved extension to coursework.

## Academic Success and Supports

### Accessibility Services

Academic accommodation is provided to Ambrose students with disabilities in accordance with the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms. Provision of academic accommodation does not lower the academic standards of the university nor remove the need for evaluation and the need to meet essential learning outcomes. Reasonable accommodations are tailored to the individual student, are flexible, and are determined by considering the barriers within the unique environment of a

postsecondary institution. It can take time to organize academic accommodations and funding for disability-related services. Students with a disability who wish to have an academic accommodation are encouraged to contact Accessibility Services as early as possible to ensure appropriate planning for any needs that may include accommodations. Staff can then meet with students to determine areas to facilitate success, and if accommodations are required, ensure those accommodations are put in place by working with faculty.

### **Ambrose Writing Services**

Ambrose Writing services provides academic support in the four foundational literacy skills—listening, speaking, reading, and writing. It also assists students with critical thinking and the research process. Throughout the academic year, students can meet with a writing tutor for personalized support, or they can attend a variety of workshops offered by Academic Success. These services are free to students enrolled at Ambrose University. Academic Success serves all students in all disciplines and at all levels, from history to biology and from theatre to theology. To learn more, please visit <https://ambrose.edu/writingcentre>

### **Ambrose Tutoring Services**

Ambrose Tutoring Services provides support in specific disciplinary knowledge, especially in high-demand areas such as chemistry, philosophy, math and statistics, and religious studies. These tutors also coach students in general study skills, including listening and note-taking. During the academic year, Ambrose Tutoring Services offers drop-in tutoring for courses with high demand; for other courses, students can book a one-to-one appointment with a tutor in their discipline. These services are free to students enrolled at Ambrose University. To learn more, please visit <https://ambrose.edu/tutoring>.

### **Mental Health Support**

All of us need a support system. We encourage students to build mental health supports and to reach out when help is needed.

#### On Campus:

- Counselling Services: [ambrose.edu/counselling](https://ambrose.edu/counselling)
- Peer Supportive Listening: One-to-one support in Student Life office. Hours posted at [ambrose.edu/wellness](https://ambrose.edu/wellness).
- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention and Mental Health First Aid. See [ambrose.edu/crisissupport](https://ambrose.edu/crisissupport) for a list of staff members.

#### Off Campus:

- Distress Centre - 403-266-4357
- Sheldon Chumir Health Care Centre - 403-955-6200
- Emergency - 911

### **Sexual Violence Support**

All staff, faculty, and Residence student leaders have received *Sexual Violence Response to Disclosure* training. We will support you and help you find the resources you need. There is a website with on and off campus supports – [ambrose.edu/sexual-violence-response-and-awareness](https://ambrose.edu/sexual-violence-response-and-awareness).

#### Off Campus:

- Clinic: Sheldon Chumir Health Centre - 403-955-6200
- Calgary Communities Against Sexual Abuse - 403-237-5888

**Note:** Students are strongly advised to retain this syllabus for their records.