

Course ID:	Course Title:	Winter 2024
DVST301	Intermediate Domestic Community Development	Prerequisite: DVST210
		Credits: 3

Class Information		Instructor Information		Important Dates	
Delivery:	In class	Instructor:	Derek Cook MSc, BA, RSW	First Day of Class:	January 9, 2024
Days:	Tues / Thurs	Email:	Derek.Cook@ambrose.edu	Last Day to Add/Drop:	January 21, 2024
Time:	1:30 – 2:45	Phone:	403-410-2913	Last Day to Withdraw:	March 28, 2024
Room:	RE104	Office:	L2072	Last Day to Apply for Coursework Extension:	April 2, 2024
Lab/Tutorial:		Office Hours:	Wed: 1:00-2:00	Last Day of Class:	April 12, 2024
Final Exam:	None				

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 provides a multi-disciplinary overview of domestic community development. It will address theories and strategies of domestic community development in a variety of domestic contexts, as well as the causes and consequences of poverty and lack of development in a Canadian context such as low-income employment; lack of community engagement; inequitable access to financial services and resources; poor health and education; and hopelessness, among others. In particular, issues such as not addressing poverty and its impact on local economies, collective impact strategies, as well as engaging with non-traditional partners such as businesses and social enterprises will also be explored. Opportunities will also be provided to interact and collaborate with local community development organizations.

Expected Learning Outcomes

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

- **Analysis:** Apply various theories and approaches to understand the dynamics of community systems and the nature and underlying causes of relevant issues facing Canadian communities.

- **Research:** Assess the relevant socio-economic and demographic factors shaping a community and the strengths, weaknesses, opportunities and threats affecting the community.
- **Understanding:** Describe the Community Development process, the role of Community Development worker, and apply various models of leadership and relationship management in Community Development contexts.
- **Professional Competence:** Demonstrate competence in a variety of Community Development methods and skills, including community assessment, engagement, project planning, monitoring and evaluation, conflict resolution, organizational development and risk management.
- **Communication:** Communicate findings developed through a Community Development process to provide clear, concise, and compelling recommendations to community stakeholders.
- **Character:** Identify ethical issues and apply a framework for guiding ethical practice and making appropriate ethical decisions, and apply Christian principles to the practice of Community Development.

Textbooks

- Spindel, P. (2021). Changing Communities: A Guide for Social and Community Activists. Toronto: Canadian Scholars.
- Brown, J. and Hannis, D. (2012). Community Development in Canada. Toronto: Pearson Canada

Course Schedule

Date	Class Topic/Chapter Title	Readings
Jan. 9	Introduction	<ul style="list-style-type: none"> • Spindel - Chapter 1
Jan. 11	Community and Community Development	<ul style="list-style-type: none"> • Brown and Hannis – Chapters 1-2
Jan. 16	History of Community Development in Canada	<ul style="list-style-type: none"> • Brown and Hannis – Chapter 3
Jan. 18	Civil Society and the Role of the Church	<ul style="list-style-type: none"> • TBD
Jan. 23	Foundational Theories	<ul style="list-style-type: none"> • The Basics: What’s Essential About Theory for CD Practice? • Brown and Hannis – Chapter 4
Jan. 30	Community Development Approaches, Principles, and the Project Cycle	<ul style="list-style-type: none"> • Spindel – Chapters 2 and 5 • Brown and Hannis – Chapter 6
Feb. 1	Community Visioning: Appreciative Inquiry	<ul style="list-style-type: none"> • Appreciative Inquiry: The Power of the Unconditional Positive Question
Feb. 6	Community Assessment (1): Qualitative Methods	<ul style="list-style-type: none"> • Spindel – Chapter 4 • A Short Guide to Participatory Action Research Techniques

Feb. 8	Community Assessment (2): Quantitative Methods	<ul style="list-style-type: none"> TBD
Feb. 13	Strategies: Program or Power	<ul style="list-style-type: none"> Spindel – Chapter 3
Feb. 15	Strategies: Leadership and Organizational Development	<ul style="list-style-type: none"> Philips and Pittman – Chapters 9-10
Feb. 27	Strategies: Place-Based Community Development and Urban Renewal	<ul style="list-style-type: none"> Philipps and Pittman - Chapter 20
Feb. 29	Community and Stakeholder Engagement	<ul style="list-style-type: none"> Brown and Hannis – Chapter 5 Spindel – Chapter 6 - 7
Mar. 5	Project Planning (1): Theory of Change <ul style="list-style-type: none"> Setting Goals and Objectives 	<ul style="list-style-type: none"> ACOA – Planning for Success Theory of Change: A Practical Tool For Action, Results & Learning (p. 1-17)
Mar. 7	Project Planning (2): Logic Models <ul style="list-style-type: none"> Program Inputs and Outputs 	<ul style="list-style-type: none"> Logic Models for Community Based Initiatives Logic Models Toolkit
Mar. 12	Monitoring, Evaluation and Funding	<ul style="list-style-type: none"> Phillips and Pittman – Chapter 21 Spindel – Chapter 8
Mar. 14	Conflict and Risk Management	<ul style="list-style-type: none"> Brown and Hannis – Chapter 7 City of Calgary Risk Management Framework
Mar. 19	Issues: Poverty and Inequality	<ul style="list-style-type: none"> IRPP – Inequality in Canada
Mar. 28	Issues: Food Security	<ul style="list-style-type: none"> Household Food Insecurity in Canada
Apr. 2	Issues: Equity, Diversity and Inclusion	<ul style="list-style-type: none"> Fleras – Chapter 1
Apr. 4	Issues: Reconciliation	<ul style="list-style-type: none"> Brown and Hannis – Chapter 9 White Goose Flying Report
Apr. 9	The CD Practitioner: Ethics and Leadership	<ul style="list-style-type: none"> Spindel – Chapter 10 The Servant as Leader (Greenleaf) Banks and Westoby – Chapter 1
Apr. 11	Synthesis	<ul style="list-style-type: none"> Hannis and Brown - Chapter 11

Requirements:

a) 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. 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. In addition, the onus will be placed on each student to take initiative and contribute as much as possible to participatory class dynamics and activities. 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.

b) Book Review (20%): Due March 1

Choose a book relevant to Community Development and prepare a short review (5 pages) that summarizes the key ideas in the book and offers your own reflections on the content. Suggested books for consideration for the Book Review:

- *An Other Kingdom* - Peter Block, Walter Brueggemann and John McKnight.
- *Deepening Community* - Paul Born.
- *Encounter God in the City* - Randy White.
- *The New Parish* - Paul Sparks, Tim Soerens and Dwight Friesen.
- *Reconciling All Things* - Emmanuel Katongole and Chris Rice.
- *Where Do We Go from Here* - MLK Jr.
- *Making Neighbourhoods Whole* - Wayne Gordon and John Perkins
- *With Justice for All* - John Perkins
- *The Abundant Community* - John McKnight and Peter Block

c) Short Assignments (20% / 5% each)

Throughout the course four short (1-2 page) practice-based assignments will be completed that will demonstrate technical competence in key practice areas. These assignments will contribute to the development of the major project.

- Logic Model – Goals and Objectives
- Logic Model – Inputs and Outputs
- Logic Model – Outcomes and Measures (Evaluation)
- Risk Assessment

d) Major Project (50%): Due April 11

The major focus of this course will be to create a neighbourhood-based community development strategy for a local church. Working collaboratively with Foothills Mennonite Church, as a group the class will assess the assets and needs of the church neighbourhood (University Heights) and develop recommendations for the church to engage more deeply and intentionally with their neighbourhood. The project should be structured as a formal proposal and include a community assessment, stakeholder analysis, and recommended community development activities including a logic model, evaluation framework, risk assessment, and discussion of any ethical issues that should be considered. The recommended activities should be supported by a clear rationale linked to theory. The proposal should be between 10 -

12 pages and will be presented to the Foothills Mennonite Church coordinating committee. Completing this assignment will require occasional site visits to the church and neighbourhood.

Attendance and Participation:

Attendance: As outlined in Appendix A, failure to attend all classes will impact the grade out of 10%.

Active Participation: Active participation is judged as thoughtful input to the class. This involves showing that you are engaging with the course material, bringing insights from the readings into the classroom discussion, and that you are trying to link course knowledge with everyday life.

Grade Summary:

The available letters for course grades are as follows:

Numeric Grade	Grade	Interpretation	Grade Points
95-100	A+	Excellent	4.00
90-94	A		4.00
85-89	A-		3.70
80-84	B+	Good	3.30
76-79	B		3.00
72-75	B-		2.70
68-71	C+	Satisfactory	2.30
64-67	C		2.00
60-63	C-		1.70
55-59	D+	Poor	1.30
50-54	D	Minimal Pass	1.0
0-49	F	Failure	0.00

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:

As the major project for the course involves working with a local church to create a community development strategy for the church neighbourhood, some site visit(s) will be required.

Ambrose University Important Policies & Procedures:

Registration

Registration is the process of selecting and enrolling in classes for upcoming semesters. Only students who are registered will be permitted to attend class and receive a grade for the course. You are responsible for ensuring that the courses you take are appropriate for your program, that they do not have any scheduling conflicts, that they have the necessary prerequisites and that they meet all degree requirements.

Withdrawal From A Course

Prior to the Add/Drop deadline: through the student registration system whereby course(s) will be removed with no academic or financial penalty. After the Add/Drop deadline and until the Withdrawal deadline: through submission of the 'Withdrawal from Course' form whereby course(s) will remain on the permanent academic record/transcript with the symbol 'W'. (See ambrose.edu/registrar/request-forms.) Students who withdraw from more than 30 credits attempted at Ambrose University will be required to withdraw from their program. Students considering withdrawing from courses are encouraged to discuss with their Faculty Advisor and/or the Office of the Registrar questions relating to their withdrawal decision specifically relating to financial assistance, study permit requirements, prerequisites for subsequent courses, readmission, and/or graduation timeline. Students who do not formally withdraw from a course are still considered registered in the course, even if they are no longer attending classes. In this case, students will be assigned a grade based on coursework completed as per the course syllabus and are responsible to pay the tuition and fees assessed for the course. Under extenuating circumstances, students may request from the Office of the Registrar a course(s) withdrawal after the Withdrawal deadline and until the last day of classes. Extenuating circumstances typically consider situations such as medical emergencies, compassionate grounds, or unforeseen conditions/situations beyond the students' control that arise after the start of the semester and are considered on a case-by-case basis. Supporting documentation from a physician or Registered Health Professional must accompany this request.

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

Exam Scheduling

Students who find a conflict in their exam schedule must submit a *Revised Final Exam Time Application* to the Office of the Registrar by the deadline noted in the Academic Calendar. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; or 2) the scheduled final examination slot results in three consecutive examination periods. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

Communication

Your Ambrose email account is the University's primary and official mode of communication with you. Information delivered to your Ambrose email is considered official notification. Ambrose University is not responsible for your failure to receive important information delivered to your Ambrose email.

Lecture Recording

The recording of lectures or any other classroom academic activity, other than an audio recording as an accommodation, is prohibited except at the discretion of the instructor. Any use other than that agreed upon with the instructor constitutes academic misconduct and may result in suspension or expulsion. Permission to allow a lecture recording is not a transfer of any copyrights, so such recordings may be used only for individual or group study with other students enrolled in the same class and may not be reproduced, transferred, distributed or displayed in any public or commercial manner. Student must destroy recordings in any, and all formats at the end of the semester in which they are enrolled in the class. All students recording lectures, must sign the Permission Form to audio record lectures which is available through the Office of the Registrar.

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.

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/academics/academic-calendar>

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.

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.

Learning Services

Learning Services provides support with

- **research and communication skills** (e.g., writing a paper, researching, giving a presentation), and
- **subject-specific skills** (e.g., solving a chemistry problem, reconciling a general ledger, understanding a philosophical argument).

We offer workshops, one-to-one tutoring, and more, and all of our services are **free** to students currently enrolled at Ambrose University. To learn more, please visit <https://ambrose.edu/sas/learning-services>.

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: www.ambrose.edu/counselling
- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention Skills and can help you access mental health support. See <https://ambrose.edu/student-life/crisissupport> for a list of staff members.
- For additional wellness resources go to the Ambrose wellness page: <https://ambrose.edu/wellness>

Off Campus:

- Distress Centre - 403-266-4357
- Alberta Mental Health Helpline - 1-877-303-2642 (Toll free)
- Sheldon Chumir Health Care Centre - 403-955-6200
- Emergency - 911

Sexual Violence Support

We are committed to supporting students who have experienced gender based sexual violence in the past or while at Ambrose. Many of the staff, faculty, and student leaders have received Sexual Violence Response to Disclosure training. We will support you and help you find the resources you need and you can access information about reporting. Information about the Sexual Violence policy and on and off campus supports can be found on our website– ambrose.edu/sexual-violence-response-and-awareness.

Off Campus:

- Alberta's Oneline for Sexual Violence - 1-866-403-8000 call or text
- Clinic: Sheldon Chumir Health Centre - 403-955-6200
- Calgary Communities Against Sexual Abuse - 403-237-5888
- Chat: www.calgarycasa.com

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

Appendix A: Marking Rubric

Attendance

Criteria (weight)	Excelling (90%–100%)	Accomplished (80%–85%)	Developing (70%–75%)	Beginning (0–65%)
General Attendance (10%) (Excludes certain excused absences such as Ambrose athletic teams' out-of-town games). In the case of illness or other extenuating circumstances, inform the instructor prior to class for an exemption.	Misses no more than one class (100%); misses two to three classes (90%)	Misses four classes (85%), five classes (80%).	Misses six classes (75%), seven classes (70%).	Misses eight classes (65%), nine classes (60%), ten classes (55%), eleven classes (50%), twelve or more classes (0%).

Book Review

Criteria (weight)	Excelling (85%–100%)	Accomplished (70%–84%)	Developing (60%–69%)	Beginning (0–59%)
Content (40%)	The review fully meets the assignment's objectives. The major themes / ideas of the book are clearly summarized and demonstrate a solid understanding of the material.	The review largely addresses the objectives of the assignment. Most of the major themes and ideas of the book are summarized. The review demonstrates a good understanding of the source material.	The review addresses some of the objectives of the assignment. Some of the key themes and ideas of the book are summarized. The review demonstrates some understanding of the source material.	The review misses or addresses a limited set of the objectives of the assignment. The key themes and ideas are not summarized and the review demonstrates a limited understanding of the source material.
Critical Analysis (40%)	The review provides strong reflection and insight into the material, connected to the student's personal experience and / or other theoretical concepts from their program of study.	The review provides some reflection and insight into the material. There is some connection to the student's personal experience and / or other theoretical concepts from their program of study.	The review provides limited reflection or insight into the material. There is limited connection to the student's personal experience and / or other theoretical concepts from their program of study.	The review does not provide a personal reflection or insight on the material. There is no connection to the student's personal experience or other theoretical concepts from their program of study.
Technical (20%)	The review uses correct grammar, punctuation, and spelling. Sentences are clear, complete, and of varying lengths.	There are a few errors to fix, but generally correct conventions are used. Sentences are well-constructed.	There are enough errors in the review to distract a reader. Sentences are often awkward, run-ons, or fragments.	Numerous errors make the review hard to read. In addition, this is compounded by many run-on sentences and sentence fragments.

Short Assignments

Criteria (weight)	Excelling (85%–100%)	Accomplished (70%–84%)	Developing (60%–69%)	Beginning (0–59%)
Content (40%)	The objectives of the assignment are fully met.	The objectives of the assignment are mostly met.	The objectives of the assignment are partially met.	The objectives of the assignment are not met.
Skill Competence (40%)	The assignment demonstrates a high degree of competence in the relevant skill set.	The assignment demonstrates a moderate degree of competence in the relevant skill set.	The assignment demonstrates a limited degree of competence in the relevant skill set.	The assignment does not demonstrate competence in the relevant skill set.
Technical (20%)	The assignment is very well organized and professionally presented, with appropriate spelling and grammar.	The assignment is mostly organized, and presented with a few minor spelling and grammatical errors.	The assignment is somewhat organized with enough spelling and grammatical errors to distract from the overall presentation.	The assignment is poorly organized with significant spelling and grammatical errors.

Major Project

Rubric Criteria (weight)	Excelling (85%–100%)	Accomplished (70%–84%)	Developing (60%–69%)	Beginning (0–59%)
Purpose and Content (30%)	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.
Critical Thinking (25%)	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.	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.	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.	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.

Voice and tone (15%)	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.	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.	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.	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.
Organization (15%)	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).	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.	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.	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.
Mechanics: Conventions and Sentence Fluency (15%)	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.	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.	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.	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.