

# **Community Economic Development II**

## *Complexity and Resilience*

### **Description of the course**

*CED2: Complexity and Resilience* provides an immersion in the complexities of Community Economic Development. In this course you will learn about the complexity of community challenges and the many ways communities can become more resilient in the face of these challenges. The course will delve into specific areas of CED theory and practice through an examination of the five community capitals: financial, built, human, social and natural capital. Throughout the course you will complete assignments related to a complex challenge in your community.

### **Learning Objectives**

After successfully completing this course, you will be able to:

1. Analyze complex CED challenges/opportunities using the community capitals framework.
2. Reflect upon the ways that your personal perspectives (professional/disciplinary training, cultural perspectives, political views, etc.) shape your framing and analysis of complex CED challenges/opportunities.
3. Develop a strategy for engaging your local government and other key stakeholders around a local challenge/opportunity.

### **Perquisites**

To succeed in this course you must have successfully completed *CED1: Principles and Practice*. The course *Citizen Engagement and Consultation* is a suggested companion to this course, but is not required.

### **Course Outline**

**Module 1** Community and Complexity

**Module 2** Natural Capital

**Module 3** Human Capital

**Module 4** Social Capital

## Module 5 Built Capital

## Module 6 Financial Capital

## Module 7 Resilient Communities

### **Required Readings**

All required readings for this course are found on BbLearn.

Asimakos, S. (2009). *Building local assets*. Retrieved May, 2015,  
from <http://communityrenewal.ca/building-local-assets>

Bevan, R. (2014). *From ruth glass to spike lee: 50 years of gentrification*. Retrieved May, 2015,  
from <http://www.theguardian.com/cities/2014/feb/27/ruth-glass-spike-lee-gentrification-50-years>

Cabaj, M. (2006). Wicked! *Making Waves*, 17(3), 25-29.

Callaghan, E., & Colton, J. (2008). Building sustainable & resilient communities: A balancing of community capital. *Environment, Development and Sustainability*, 10(6), 931-942.

Canadian Conference of the Arts. *The art of development and the development of art: A powerful partnership – business, community and the arts*. <http://www3.carleton.ca/cedtap/stories/ArtofDevelopmentEN.pdf>

Cast Roller. *Woody tasch interview*

Emery, M., & Flora, C. (200). Spiraling-up: Mapping community transformation with community capitals framework. *Community Development*, 37(1)

Federation of Canadian Municipalities. (2009). *Brownfields*

Federation of Canadian Municipalities. (2011). *Starting on solid ground: The municipal role in immigrant settlement*. Retrieved May, 2015,  
from [http://www.fcm.ca/Documents/reports/Starting\\_on\\_Solid\\_Ground\\_Municipalities\\_and\\_Immigration\\_EN.pdf](http://www.fcm.ca/Documents/reports/Starting_on_Solid_Ground_Municipalities_and_Immigration_EN.pdf)

*Why creativity is the new economy*. Florida, R. (Director). (2012).[Video/DVD]

i4 Special Series. (2011). *Housing we can afford*. Retrieved May, 2015,  
from <http://communityrenewal.ca/housing-we-can-afford>

Jacobs, J. (1958, Downtown is for people. *Fortune*,

Keough, N., & Braun, B. (2012). *The reinvention of sunnyhill*. Retrieved May, 2015,  
from [http://communityrenewal.ca/sites/all/files/resource/i42012FEB14\\_Sunnyhill.pdf](http://communityrenewal.ca/sites/all/files/resource/i42012FEB14_Sunnyhill.pdf)

Moreland, M., & Mark, S. Brain food: How social enterprise can reshape the food system. *Making Waves*, 17(2), 40-43.

Perry, S. (1999). *The human resources development association: A case report* CONTACT Practitioner Reports.

Perry, S. (2000). *Local exchange trading system (LETS)*. Retrieved May, 2015, from <http://communityrenewal.ca/local-exchange-trading-system-lets>

Perry, S., & Lewis, M. (1999). A-way express. *Reinventing the local economy* (pp. 12-20) Centre for Community Enterprise.

Powell, A., & Shade, L. (2012). Community and municipal WiFi initiatives in Canada: Evolutions in community participation. *Connecting Canadians: Investigations in community informatics* (pp. 183-201). Edmonton: Athabasca University Press.

Project for Public Spaces. *What is placemaking?* Retrieved May, 2015, from [http://www.pps.org/reference/what\\_is\\_placemaking/](http://www.pps.org/reference/what_is_placemaking/)

Putnam, R. (2001). *The prosperous community: Social capital and public life*. Retrieved May, 2015, from <http://prospect.org/article/prosperous-community-social-capital-and-public-life>

TEDxMidAtlantic. (2010). *Storm Cunningham*. Retrieved May, 2015, from <https://www.youtube.com/watch?v=fpokEthuW2U>

*Gentrification 'without the negative' in Columbus, Ohio*. The Atlantic (Director). (2014).[Video/DVD]

*This changes everything: Capitalism vs the climate - book trailer*. <https://vimeo.com/102170079>

## **Graded Assignments**

### **Project Proposal (20%)**

After reviewing the material for Module 1: Complexity, you will prepare a proposal for your term project. In Section 1 (“The Problem”) of this proposal you will identify a complex/wicked problem facing your community. Some examples include: climate change, a demographic shift, recovery from the loss of a major employer, recovery from a natural disaster (e.g. flood, fire, etc.), downtown revitalization, poverty alleviation, food (in) security, etc. You may also propose a topic that is relevant to your community, but not on this list. Counter-intuitively, challenges that are not easily understood will provide for a much easier (and richer) course project. In your report you will explain your current understanding of this problem. The problem should be clearly defined as “complex” (or “wicked”) rather than “simple” or “complicated” (see Module 1). Using concepts from the module, you will briefly explain why you consider this problem to be a complex/wicked problem. You should suggest ways that its complexity makes this problem difficult to resolve.

In Section 2 (“My Perspective”) of your proposal you are asked to discuss the ways that your personal perspectives (e.g., professional/disciplinary training, cultural perspectives, political views,

current occupation/position, etc.) shape your framing and analysis of this problem. We all come at a CED topic from a different perspective, which can limit our ability to see and value other perspectives. Think of this as your own personal “silo” and consider how it frames your thinking about the problem.

In the third and final section of your proposal (“Proposed Interviews”) you will identify 3 individuals in your community who can discuss this problem with you, and are likely to stretch your understanding of the problem and its many possible solutions. These should be individuals who are in a different “silo” or who can provide very different perspective on the problem/solutions. You will interview each of these individuals during the course. Given that this course is about CED work in local government settings, one of your interviews must be with an elected municipal official. The other two interviews must be with individuals from outside the local government organization structure. It is also highly recommended that you identify a fourth “backup” interview in case you are unable to secure your top three choices.

### **Problem Framing Discussion (5% + 2%)**

After you have received feedback on your proposal from the course instructor you will be asked to briefly summarize your problem for the class. Post a summary to the discussion board that explains your understanding of the problem/solution(s), why you think they are important in your community, and how you hope to expand this understanding throughout the course. This initial posting will constitute 5% of your final grade.

You are also asked to respond to two of your classmates’ postings: How does your understanding of their problem differ? How does this understanding reflect your own silo/perspective? Your response postings will each constitute 1% of your final grade.

### **Community Interviews (30% + 3%)**

**Due October 16 to November 16**

You will interview 3 individuals from your community throughout the term. As explained above, one of these will be an elected municipal official while the other two will be from outside local government. The interviews are an exercise in listening to another persons’ perspective. They should feel like a conversation (not a debate). The other person should do most of the talking. A suggested interview guide is provided on the course site. The sample questions in this guide can be adapted to your interviewees, community, and problem context. During each interview, try to take only brief bullet-point notes. After each interview, spend some time reviewing your notes and writing about what you heard from the interviewee.

After each interview, you will post a brief summary of what you learned in a course discussion board. You should not identify your interviewee(s) by name. Instead, your posting will discuss the influence this interview had on your understanding of the problem/solution(s). You should write about what you had expected to hear, how this individual saw the problem differently than you (or differently than you had expected), and whether the interview conversation included the type(s) of community capital recently covered in the course. Specific discussion questions will be provided for each of the three interview due dates. Your interview summary postings will each constitute 10% of your final grade.

After the interview summaries have been posted you will reply to one of your classmates' postings. Your reply should discuss the community capital(s) recently covered in the course. How do you see this capital fitting with the problem/solutions discussed by your classmate? Your response postings will each constitute 1% of your final grade and are due Oct. 19, Oct. 26, and Nov. 16.

### **Moving Forward Discussion (10% + 2%)**

After reviewing the material for Module 7: Resilience, you will prepare a discussion board posting on ways to engage your local government in building resilience. Your post should consider the ways that your local government might already be working toward community resilience, the current limitations to resilience thinking/action that you perceive in your local government, and ways that you might work to move your local government toward the understanding of CED you developed in this course. Who should you speak with next? What might be the best way to present your ideas? Can the principles of robust action help you in any way? It will help to relate your posting to your project topic. This initial posting will constitute 10% of your final grade and is due on Nov. 23.

You are also asked to respond to two of your classmates' postings: How would the process of moving forward differ in your community? How might you proceed differently, given your community context? Who would you speak with next? How would you present the ideas developed in this course (e.g., complexity, community capitals, resilience, robust action). Your response postings will each constitute 1% of your final grade.

### **Final Project (30%)**

Your final project will integrate and expand upon all of the work you completed throughout the course. It will be presented in three parts, similar to your project proposal.

In Section 1 ("The Problem") you will provide a revised description of the complex/wicked problem facing your community. Discuss the ways that your framing of the problem changed following the three interviews you conducted. How did your understanding of the problem differ from your interviewees? How did your interviewees differ from each other? In what ways might multiple interpretations of the problem (see Module 7) be helpful? In what ways might they be counter-productive?

In Section 2 ("The Five Capitals") you will discuss the ways that each of the five capitals relate to your problem. How were the five capitals discussed in your interviews? How are the five capitals currently implicated in the problem? In what ways does this constitute a downward spiral / cumulative causation? How might the five capitals be rebalanced or used differently to "spiral up" on this issue?

In Section 3 ("Moving Forward") you will briefly outline a strategy for building support and momentum on this issue. First, return to your "moving forward" discussion board posting and propose a strategy for garnering the support of your local government. What support is needed? Who needs to be engaged? What might be the best ways to engage these individuals? Next should consider other individuals and organizations in your community who need to be engaged. What might be the best approach? Is there a 'participatory architecture' that might work best? For

example, might you work through an existing organization, hold a small (by-invitation) or large (public) meeting, begin with one-on-one discussions, etc. What kind of experiment(s) are already underway or might help your community get started on this issue?

## **Evaluation Criteria**

### **Essays**

Essays in all courses are evaluated according to the following criteria:

#### **Thesis (Grade Weight = 20%)**

<b>Excellent (A: 86–100)</b>	<b>Good (B: 72–85)</b>	<b>Satisfactory (C: 60–71)</b>	<b>Poor (D–F: 0–59)</b>
<ul style="list-style-type: none"> <li>thesis is clearly stated, creative, original and insightful</li> <li>presents a Point of View (POV) based on a critical analysis of factual evidence and relevant theory</li> </ul>	<ul style="list-style-type: none"> <li>thesis is clearly stated and insightful</li> <li>presents a POV based on an assessment of factual evidence and may refer to relevant theory</li> </ul>	<ul style="list-style-type: none"> <li>thesis is lacking in clarity and precision</li> <li>presents a POV based on a limited assessment of factual evidence and on common knowledge, generalizations and some theory</li> </ul>	<ul style="list-style-type: none"> <li>thesis is poorly stated, ambiguous or absent</li> <li>fails to present a POV or presents a POV that is not based on analysis of factual evidence relevant theory or any other viable form of support</li> </ul>

#### **Background and Course Content (Grade Weight = 20%)**

<b>Excellent (A: 86–100)</b>	<b>Good (B: 72–85)</b>	<b>Satisfactory (C: 60–71)</b>	<b>Poor (D–F: 0–59)</b>
<ul style="list-style-type: none"> <li>elaboration of the thesis is concise, focused explicitly situated (relevant to the community of learners and practitioners), contextualized (related to real life scenarios for practitioners) and draws on the student's personal experiences</li> </ul>	<ul style="list-style-type: none"> <li>elaboration of the thesis is clear and somewhat situated and contextualized</li> <li>the essay contains some background information that is not central to the thesis so the focus on the thesis sometimes waivers</li> </ul>	<ul style="list-style-type: none"> <li>elaboration of the thesis is somewhat clear, but too much time is given to contextualizing and situating the thesis</li> <li>the extra emphasis on the background and context tends to draw the focus of the essay away from the central thesis</li> </ul>	<ul style="list-style-type: none"> <li>the thesis is neither situated nor contextualized in terms of practical professional experiences and/or situations</li> <li>focus on the thesis is poor or absent</li> </ul>

## Research, Supporting Data and Analysis (Grade Weight = 25%)

Excellent (A: 86–100)	Good (B: 72–85)	Satisfactory (C: 60–71)	Poor (D–F: 0–59)
<ul style="list-style-type: none"> <li>• demonstrates a clear grasp of the complexity of the issues arising from the thesis</li> <li>• refers to a full range of relevant current resources (course materials, external sources), and contemporary research findings</li> <li>• uses relevant data, analyses and conclusions to conduct a thoroughly and objective examination of the validity of the thesis</li> <li>• includes a critical analysis of the sources used</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrates an understanding of the central issues arising from the thesis</li> <li>• refers to current sources, including contemporary research findings</li> <li>• draws on related analyses and conclusions that support the thesis</li> <li>• uses a somewhat uncritical analysis of this information to examine the validity of the thesis</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrates an appreciation for some of the issues arising from the thesis</li> <li>• refers to current sources, research, opinions, and observations that support the thesis</li> <li>• the resources, evidence, and analyses used are somewhat limited in scope</li> <li>• information is used in an uncritical way to examine the validity of the thesis</li> </ul>	<ul style="list-style-type: none"> <li>• fails to indicate an appreciation or understanding of issues that arise from the thesis</li> <li>• makes limited or no reference to current sources, contemporary research or other forms of factual evidence, opinions or analyses to support the thesis</li> <li>• does not use the information that is presented to assess the validity of the thesis</li> </ul>

## Conclusions (Grade Weight = 15%)

Excellent (A: 86–100)	Good (B: 72–85)	Satisfactory (C: 60–71)	Poor (D–F: 0–59)
<ul style="list-style-type: none"> <li>• conclusions are clear, creative and insightful</li> <li>• contain a clear, cogent reiteration of and support for the central points of the thesis</li> <li>• thorough careful analysis confirms the superiority of this POV over other POVs.</li> <li>• the conclusions are based on arguments that are developed throughout the essay and offer a convincing defense of thesis and a compelling, insightful closure</li> </ul>	<ul style="list-style-type: none"> <li>• conclusions are clear and valid</li> <li>• contain a cogent reiteration of the central points of the thesis</li> <li>• a careful analysis tends to support the superiority of this POV over a competing POV</li> <li>• the conclusions support the main hypothesis of the essay and provide a convincing sense of closure</li> </ul>	<ul style="list-style-type: none"> <li>• conclusions are offered but in a disorganized way</li> <li>• the central points of the thesis are reiterated</li> <li>• analysis supports the thesis but little consideration is given to other POVs.</li> <li>• the thesis defense is somewhat successful but there is only a limited sense of closure</li> </ul>	<ul style="list-style-type: none"> <li>• conclusions are vague or absent</li> <li>• there is little or no reiteration of the central points of the thesis</li> <li>• analysis is weak and offers limited support for the thesis and does not consider alternative POVs</li> <li>• fails to defend the thesis adequately and provides no sense of closure</li> </ul>

## Writing Style and Essay Structure (Grade Weight = 10%)

Excellent (A: 86–100)	Good (B: 72–85)	Satisfactory (C: 60–71)	Poor (D–F: 0–59)
<ul style="list-style-type: none"> <li>• essay is very well organized</li> <li>• central ideas are presented very clearly, cogently and effectively</li> <li>• thesis is insightful and creative and functions as a unifying factor throughout the paper</li> <li>• there is a critical analysis and integration of ideas throughout the paper</li> </ul>	<ul style="list-style-type: none"> <li>• essay is well organized</li> <li>• central ideas are presented clearly, and effectively</li> <li>• thesis is sound and imaginative and is referred back to frequently throughout the paper</li> <li>• paper is analytical and relationships between ideas are clearly developed</li> </ul>	<ul style="list-style-type: none"> <li>• some parts of the essay are less well organized</li> <li>• central ideas are fairly clear, but could be presented more effectively and consistently</li> <li>• thesis is generally sound but utilized inconsistently as a unifying factor in the paper</li> <li>• paper presents some analysis and integration of ideas</li> </ul>	<ul style="list-style-type: none"> <li>• essay lacks organization</li> <li>• central ideas are unclear and poorly presented</li> <li>• thesis is unclear and lacking in insight, creativity and soundness</li> <li>• paper is neither analytical nor integrative</li> </ul>

## Grammar and Mechanics (Grade Weight = 10%)

Excellent (A: 86–100)	Good (B: 72–85)	Satisfactory (C: 60–71)	Poor (D–F: 0–59)
<ul style="list-style-type: none"> <li>• all sources are cited accurately</li> <li>• minimal spelling, punctuation, and grammatical errors</li> <li>• essay submitted on time (or delayed, with instructor permission)</li> </ul>	<ul style="list-style-type: none"> <li>• most sources are cited correctly</li> <li>• a few spelling, punctuation, and grammatical errors</li> <li>• essay submitted late (marks deducted at instructor's discretion)</li> </ul>	<ul style="list-style-type: none"> <li>• some sources are cited incorrectly or inappropriately</li> <li>• some spelling, punctuation, and grammatical errors</li> <li>• essay submitted late (marks deducted at instructors discretion)</li> </ul>	<ul style="list-style-type: none"> <li>• sources not cited or cited incorrectly or inappropriately</li> <li>• excessive spelling, punctuation, and grammatical errors</li> <li>• essay submitted very late</li> </ul>

Thesis	(Grade Weight = 20%)
Background and Course Content	(Grade Weight = 20%)
Research, Supporting Data and Analysis	(Grade Weight = 25%)
Conclusions	(Grade Weight = 15%)
Writing Style and Essay Structure	(Grade Weight = 10%)
Grammar and Mechanics	(Grade Weight = 10%)

## Discussion Boards

Discussion Postings (includes initial and response postings) in all courses are evaluated according to the following criteria:



**1. Demonstrates an understanding of a course concept.** This applies to your initial and response posts, and includes the following elements:

- a. Are your posts relevant to the assigned topic and question?
- b. Do your posts demonstrate accurate understanding of course material?
- c. Does the subject field convey the essence of your post (in less than 10 words)?

**Important Note for Quality Posts:** While your posts will often draw on past experiences and informed opinions, the most successful posts will support personal opinions with reference to the course material.

**2. Advances the discussion by adding new knowledge.** This applies to your response posts, in which you should try to broaden the perspective presented in another post by building on their ideas or pushing those ideas in a new direction. Some possible ways to do this are:

- a. Apply references to course material/theoretical concepts.
- b. Provide a comparable example from your own work experience thereby extending the original idea, but with a new 'twist'.
- c. Provide a counter-example based on personal experiences that refute or weaken the position taken by the initial author (e.g. I hear you say this..., but my experience suggests this...)
- d. Apply a related concept from the course that the initial post did not refer to.
- e. Apply a related example from current events or some other resource.

### **Basic Requirements for Course Assignments**

File Types: assignments must be submitted on the Course Site in MS Word .doc, .docx, or in .rft format. (These file types can be opened in Blackboard Learn and receive comments; other formats such as .wpd cannot).

All assignments should be in 12 Times New Roman (TNR) font, double-spaced with a 1" margin on each side. Each assignment should be approximately 10 pages in length.

Each page should include the student's name and page numbers in the header or footer.

Each assignment should have a cover sheet as part of the document that has the following: course name, student's full name, instructor's name and essay title (ie. Essay Assignment #1).

### **Software and Technology Requirements**

This course will use Blackboard Learn S-14 (BBLearn) learning management system for class communications, content distribution, and assessments.

Log on to [www.dal.ca/bblearn](http://www.dal.ca/bblearn)

To access the course:

**Username:** Your College of Continuing Education username cXXXX.cce

**Initial Password:** Your College of Continuing Education password (it is recommended that you change this password and keep it in a safe place as we are unable to reset it at the College).

For this course, you will need a reliable and frequent access to a computer and to the Internet. You might also need a headset with a microphone or speakers and a microphone to be able to listen to online resources and conduct other activities in the course (not needed in all courses).

Blackboard supports the most common operating systems:

PC: Windows 8, Windows 7, Windows Vista

Mac: Mac OS X Mavericks

Note: computers using Windows XP, Windows 8 RT and OS X 10.6 or lower are no longer supported. Also please ensure that you have the most recent Adobe program downloaded to be able to access certain types of files on Blackboard.

To check browser and computer compatibility follow the link that can be found on the course site under 'Student Supports':

[https://help.blackboard.com/en-us/Learn/9.1\\_SP\\_14/Administrator/030\\_Browser\\_Support/010\\_Browser\\_Support\\_SP14](https://help.blackboard.com/en-us/Learn/9.1_SP_14/Administrator/030_Browser_Support/010_Browser_Support_SP14)

Technology issues are not an excuse for missing a course requirement – make sure your computer is configured correctly and address issues well in advance of deadlines.

## **Help Desk Information**

For technology or computer issues, you should contact the Help Desk at Dalhousie University.

**Phone: 902-494-2376**

**Toll-free: 1-800-869-3931**

**Email: [helpdesk@dal.ca](mailto:helpdesk@dal.ca)**

### **Operating Hours**

#### **Fall & Winter Hours**

08:00am - 12:00am Monday - Friday

10:00am - 12:00am Saturday - Sunday

#### **Summer Hours (May – Aug)**

08:00am - 09:00pm Monday - Friday

08:00am - 06:00pm Friday

10:00am - 06:00pm Saturday – Sunday

You will find tutorials online under 'Student Supports' that will familiarize you with various aspects of BbLearn.

*For issues related to course content and requirements, please contact your instructor.*

## **Student Instructor Interaction**

Instructors are committed to providing a learning experience through thoughtful planning, implementation and assessment of course activities. They are committed to being readily available to students throughout the course by:

1. Replying to emails within 24-48 hours.
2. Returning graded course work with feedback within 7-10 days of each assignment due date.

## **Blackboard and Privacy**

While connected to Dalhousie University's Learning Management System (Blackboard), students may be tracked for their use of the features and tools. For the life of the online course/program, all administrators and instructors with access to the course can request full or partial reports of tracked data for any student(s). Instructors may use tracked information to help determine grades—specifically date stamps on discussion postings and assignment file uploads are used to determine if activities were completed by a specific deadline, and to calculate late penalties if applicable.

Aggregate class and data is used by administrators to study usability, access, and pedagogical issues in the online learning environment.

Blackboard tracks each student's use of all course tools and features, including:

- entry time into each tool and feature
- exit time from each tool and feature
- time spent in each tool and feature per session
- time spent in each tool and feature during the entire course
- total time in Blackboard
- number of Blackboard sessions
- discussion messages read
- discussion messages posted
- mail messages read
- mail messages sent
- calendar entries viewed
- calendar entries added
- assignments read
- assignments submitted
- content files viewed
- web links viewed
- media Library collections viewed
- media Library entries viewed

### **Academic Integrity**

The commitment of the College of Continuing Education is to graduate future leaders of business, government and society who manage and lead with integrity. So when you submit any work for evaluation in this course or any other, please ensure that you are familiar with your obligations under Dalhousie University's Academic Integrity Policies. Dalhousie offers many ways to learn about academic writing and presentations; so that all members of the University community may acknowledge the intellectual property of others. Knowing how to find, evaluate, select, synthesize and cite information for use in assignments is called being "information literate." Information literacy is taught by Dalhousie University Librarians in classes and through online tutorials. See guides and tutorials at [http://www.dal.ca/dept/university\\_secretariat/academic-integrity/student-resources.html](http://www.dal.ca/dept/university_secretariat/academic-integrity/student-resources.html)

Do not plagiarize any materials for this course. Further guidance on what constitutes plagiarism, how to avoid it, and proper methods for attributing sources, *please see* <http://plagiarism.dal.ca/Student%20Resources/>

Furthermore, the University's Senate has affirmed the right of any instructor to require that student papers be submitted in both written and computer readable format, and to submit any paper to a check such as that performed by Safe Assign anti-plagiarism software. As a student in this class, you are to keep an electronic copy of any paper you submit, and the course instructor may require you to submit that electronic copy on demand.

### **Diversity and Nondiscrimination**

Dalhousie University is committed to maintaining a community that recognizes and values the worth and dignity of every person. The University recognizes the diversity of its students and is committed to providing a learning experience in which students are able to participate, without discrimination on grounds prohibited by the Nova Scotia Human Rights Act. In particular, the University is committed to facilitating students' access to the University's academic programs, activities, facilities and services.

The University seeks to develop and nurture diversity and encourages each individual to reach his or her own potential. Dalhousie University prohibits discrimination against any member of the university community on the basis of race, religion, color, age, gender, ethnic, national or aboriginal origin, marital status, parental status, disability, source of income, political belief and sexual orientation.

The University is obliged to make every reasonable effort short of undue hardship to take substantial, timely and meaningful measures to eliminate or reduce the discriminatory effects of the learning and community environment.

### **Course Evaluation**

At the end of each course, you will be invited and encouraged to complete a formal course evaluation. Evaluations provide an opportunity to provide honest and anonymous feedback on course content and instruction quality. Your feedback contributes to continuous improvement of our courses. We would appreciate hearing your thoughts and opinions on the course/program. Thank you for engaging in this process. All responses will be held in strictest confidence.

### **Special Needs and Accommodation**

It is the student's responsibility to self-identify and make a request for accommodation. The request for accommodation must be made reasonably in advance of the course or program in relation to which accommodation is being sought so that a decision can be made. The University will consider a request for accommodation made by a third party (physician, family member, caregiver, advocate or other representative) only where the student has provided prior written consent.

A request for accommodation must include the reasons for the accommodation, supporting documentation, the accommodation being requested and suggestions as to how the accommodation can be achieved, copies of medical reports (if applicable) to substantiate the request and where the request relates to a learning disability, a report describing the nature of the disability.

### **Disability Statement**

In an effort to create a classroom environment that maximizes the success of all students, we encourage you to make us aware of any barriers that may inhibit your learning. Please feel free to ask any time about concerns or questions you may have about assignments, activities, or examinations.

The material in this syllabus and on the course site are fully copyrighted.

© Copyright 2015

**Dalhousie University College of Continuing Education**

1459 LeMarchant Street, Suite 2201

PO Box 15000

Halifax, Nova Scotia B3H 4R2

Tel: (902) 494-2526

Toll Free: 1-800-565-8867

Fax: (902) 494-3662

E-mail: [continuinged@dal.ca](mailto:continuinged@dal.ca)

[www.continuinged.dal.ca](http://www.continuinged.dal.ca)