

Diploma in Indigenous Community Development and Governance



Excellence and Innovation in Leadership
and Governance for Indigenous Communities

Share ~ Learn ~ Lead ~ Change



University
of Victoria

Public
Administration

8 PRINCIPLES OF THE PROGRAM

Inclusive—The School is committed to a program that is inclusive of all Indigenous people, communities and organizations, including those located in rural, remote and urban areas.

Practical—Courses and learning materials have practical application. Students will acquire the tools they need to address the needs, priorities and aspirations of their community and will benefit their employers and organizations. Learners will have opportunities to reflect on their experiences and make contributions through their assignments.

Relevant—Courses and learning materials will be culturally relevant to reflect the diversity of Indigenous people, histories, cultures and values. The program will reflect Indigenous contexts of community, management, leadership and governance. Every course will have relevance to learners' home communities, organizations and workplaces.

KNOWLEDGE AND SKILLS TO BUILD CAREERS AND COMMUNITIES

Learners will acquire the knowledge and skills necessary for effective and responsible management and governance. They will broaden their understanding of leadership and management/administration in Indigenous organizations and communities. Program delivery will take into account multiple learning styles and circumstances—on-line distance education, lectures, "hands on" applied learning, guest speakers, and face-to-face/interactive sessions that encourage peer support and cross-learning.

UVic's School of Public Administration and Faculty of Human and Social Development are committed to supporting learners' personal, professional and academic development. Learning will be applicable to students' workplaces and will include a capstone project intended to benefit the learners' organizations.

Strengths-based—Teachers and learners will focus on the strengths of individuals, organizations and communities within the context of practices, leadership and community development.

Innovative—Emphasis is on innovative approaches for effective governance and responsible management. Through the courses and learning materials, learners will develop the skills and knowledge necessary to lead and manage in a complex environment and emerging socio-economic change, as well as contemporary and technological influences.

Progressive—Learners will deepen their knowledge and acquire the skills necessary to guide their communities to achieve economic independence, self-sufficiency, self-determination and forward-thinking approaches for policies, practices and results-based organizations.

DELIVERY METHODS

The Diploma is primarily for learners who are employed or seeking employment in Indigenous organizations or working with Indigenous communities. It is delivered through a blended model of intensive face-to-face and online courses:

- 12 accredited courses delivered over six terms (2 years part-time)
- cohort model
- credits may be transferred to other UVic or Thompson Rivers University programs
- throughout the program, at least three 5-day in-person intensive sessions (normally held at the UVic campus)



Empowering—Courses and learning materials will empower learners to apply their skills and knowledge within their roles as leaders and administrators.

Culturally Responsive—The program is designed to consider and meet the needs of Indigenous learners through a welcoming environment, providing culturally relevant courses and learning material, in-community support, and flexibility. Non-Indigenous learners who work in Indigenous settings are welcome to apply.





Alumni of the School of Public Administration who participated in a Community Forum to offer advice on program development.
 Back Left: Tara Nault, Dawn Paul, Marcia Dawson. Front Left: Paul Lacerte, Deb Foxcroft, Dena Carroll
 Back Right: Georgina Martin, Katharina Patterson, Sylvia Scow. Front Right: Herb George (instructor), Dawn Smith

COMMUNITY RELATIONSHIPS AND WORKPLACE LEARNING

Most students will be employed or working in administrative or leadership roles while enrolled in the program. The Diploma will provide an intense program of studies that will be supported through the goodwill and cooperation of the learner's employer. The learner's professional development will benefit employers, organizations and communities by strengthening and enhancing a skilled workforce. In particular, the capstone project will be based on actual community need and will benefit the learner's workplace and community.

COMMITMENT TO THE PROGRAM

These third and fourth-year university credit courses require an average of 8 – 10 hours per week of structured independent study. These are paced courses, which means weekly readings and scheduled online dialogue and assignments.

COURSE DELIVERY METHOD

The Diploma program is a blend of face-to-face and online courses. Intensive 5-day in-person sessions will be held during the program.

These sessions will be held at the beginning of the first and fourth terms, plus the final terms. Attendance (usually on campus) will be required.

Instructional media may include some or all of the following: text books, E-reserve readings, print package, contact with instructor (by phone, e-mail or in person), computer conferencing, teleconference calls, online content and assignments, and face-to-face participation.

ADMISSIONS REQUIREMENTS AND PROCEDURES

Admission Requirements

- English 12 or equivalent,
- At least one year of post-secondary education at a university, college, or technical institute with a minimum of C+ average,
- Letter of intent and resume,
- Two years' experience working in Indigenous governments or organizations. Experience in other levels of government and/or the non-profit sector may be considered.

Applications from Indigenous peoples of Canada who do not qualify under the other categories of admission will be considered for Special Access—First Nations, Métis and Inuit. Candidates without formal post-secondary qualifications but with demonstrable appropriate experience may be admitted as conditional students, with continuation in the program subject to performance in the first three courses with a grade of C+ or better. To apply to the program under this special access category, please see: uvic.ca/future-students/undergraduate/admissions/other/indigenous/index.php

APPLICATION DEADLINE

One cohort per year will be admitted to the Program with a usual starting date of September, subject to enrolment and funding.

November 15th for January 2018 entry

Application and other paperwork such as:

- letter of intent
- resume
- transcripts (2 weeks later)

Please contact the Program Manager Diploma_ICDG@uvic.ca to learn more about admission to the program through the Special Access Category.

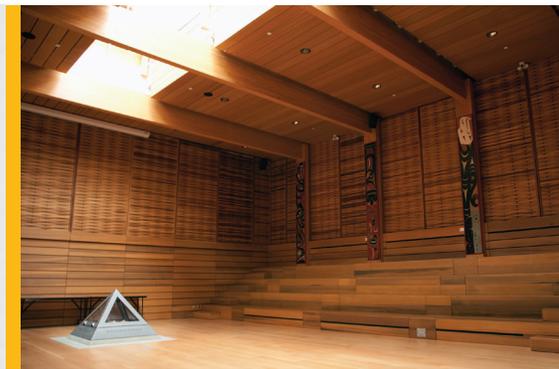


TUITION AND FEES

Each year the University of Victoria sets tuition rates. For undergraduate tuition rates per unit, please visit: uvic.ca/tuition

ACCEPTANCE DEPOSIT

To confirm acceptance of an offer of admission, all first-time UVic undergraduate students must submit a non-refundable acceptance deposit of \$200 which is applied towards their tuition.



HOW TO APPLY FOR ADMISSION

Application Deadlines

May 31 is the usual application deadline for a September program start and all documents should be received by June 15. However, it is recommended that you apply earlier.

Procedures for new applicants to UVic

1. Apply to University of Victoria
Undergraduate Admissions: uvic.ca/apply
2. Complete online application
3. Submit required official transcripts and documentation to the UVic Registrar's Office
4. Submit a professional resume and cover letter outlining your interest in the Diploma program to UVic Registrar's office. Address your letter to: Director, School of Public Administration

Procedures for returning UVic students

Returning students should review the information on the Office of the Registrar website: uvic.ca/current-students/home/academics/reregistration

1. Returning UVic students do not complete the Undergraduate Admissions online application but must complete an Undergraduate Reregistration Application form
2. Submit a professional resume and cover letter outlining your interest in the Diploma program to UVic Registrar's office. Address your letter to: Director, School of Public Administration

Late Applications

We make every effort to accommodate late applications, however enrollment may be limited and a late fee applies. You will not be able to register until your application is complete and processed. If you find that the deadline for online application has passed, you may contact our office to inquire about late applications and registration: Diploma_ICDG@uvic.ca

PROGRAM REQUIREMENTS

Completion of the program will normally require six academic terms taken over a 2 year period, two courses per term. The program is based on the principle of building a strong foundation in the first six courses and then in the second year, moving on to designing and implementing solutions.

Students will be required to complete the following 12 courses.

ICDG 300 (1.0) Skills Workshop 1: Program Orientation

ICDG 301 (1.5) Governance in Indigenous Communities

ICDG 302 (1.5) Communications in Indigenous Governments and Organizations

ICDG 303 (1.5) Land, Resources and Economic Development

ICDG 304 (1.5) Strategic Planning and Implementation

ICDG 305 (1.5) Research and Project Management in Indigenous Governments and Organizations

ICDG 306 (1.5) Human Resource Management in Indigenous Governments and Organizations

ICDG 307 (1.5) Managing Change for Effective Social and Community Development

ICDG 308 (1.5) Financial Management in Indigenous Governments and Organizations

ICDG 400 (1.5) Leadership in Indigenous Communities and Governments

ICDG 401 (1.5) Capstone for Indigenous Governments and Organizations

ICDG 402 (1.5) Intergovernmental Relations: Working with Other Governments and Organizations

COURSE LIST AND DESCRIPTIONS

ICDG 300 (1.0) Skills Workshop 1: Program Orientation

A face-to-face session introduces students to the skills they will require to engage in online learning and will include introductory sessions for 301 and 302. Grading: COM, N, or F.

ICDG 301 (1.5) Governance in Indigenous Communities

Provides foundational information of concepts, themes and topics related to Indigenous governance, including historical and contemporary challenges facing Indigenous peoples in Canada. Topics are organized by eras beginning with pre-contact, European settlement, colonialism and treaties before proceeding to Constitutional Reform and the inherent right to self-government. Administrative aspects of Indigenous governance are examined: fiscal governance, economic development, program and service delivery, and intergovernmental relations.

ICDG 302 (1.5) Communications in Indigenous Governments and Organizations

Contemporary communications theory and application with specific emphasis on the communication tools necessary in Indigenous government organizations. Topics include: developing excellent written, verbal and interpersonal communication skills; technical and strategic approaches to written and verbal communication for internal and external audiences; stages of the writing process; report writing skills; composing responses, briefing notes, news releases and sensitive messages. Practices, strategies and tools necessary to engage Council, community and stakeholders using effective and inclusive communication processes.

ICDG 303 (1.5) Lands, Resources and Economic Development

Indigenous identity, culture, and economy is deeply connected to the land. Colonization restricted access to land and marginalized Indigenous economic development. Learners review the historic relationship to lands and the struggle to regain control and ownership. Canvassing governance frameworks for land, we consider opportunities to expand ownership and control. Economic implications are considered and success stories are highlighted. Students will consider what reconciliation means for the development of lands and resources.

ICDG 304 (1.5) Strategic Planning and Implementation

Using a combination of Indigenous and Western planning concepts and processes, this is organized into four main themes described as Planting Season, Gathering Season, The Journey and The Path Forward. Topics include: Indigenous perspectives of planning, strategic planning as nation building, the role of community engagement in strategic planning and community development, strategic thinking, components of a strategic plan, the role of strategic management, and the role of leadership in strategic planning.

Note: Credit will be granted for only one of 304, ADMN 477

ICDG 305 (1.5) Research and Project Management in Indigenous Governments and Organizations

An intensive face-to-face session providing skills and guidance for the planning and successful completion of the capstone community project (ICDG 401). Participants will explore, analyze, and benefit from available project management models and planning tools, learn to view community and organizational change in different ways, explore alternative models and examples of change, and review and discuss the utilization of Indigenous Knowledge and respectful research protocols when planning for and implementing change strategies.

ICDG 306 (1.5) Human Resources Management in Indigenous Governments and Organizations

Learning based on contemporary human resource management theory and practice, incorporating traditional Indigenous practices and values. Topics: developing a human resources plan; robust human resources policies and practices; managing people and tasks; interpersonal workplace communications and relations; selection; retention; and development of employees. Improving workplaces will be examined through team building, motivating self and others, providing feedback, conflict management, workplace safety, well-being, and self-awareness and self-care. Examines working with appointed boards in an Indigenous context.

Note: Credit will be granted for only one of 306, ADMN 431A

ICDG 307 (1.5) Managing Change for Effective Social and Community Development

Examines how social and cultural factors influence community development and well-being initiatives. Participants will analyze and assess needs for social and community activities and services – past, present, and future, and identify resourcing and jurisdictional issues in the development and implementation of community-based and organizational initiatives. Community characteristics will be identified and their potential role/ impact on proposed initiatives, while addressing issues of sustainability and development of effective partnerships and leading change agendas.

ICDG 308 (1.5) Financial Management in Indigenous Governments and Organizations

Managing financial resources effectively is a primary responsibility of leaders/ administrators. Provides an overview of how Indigenous governments are financed and tools used to care for money systematically and transparently. Learning focuses on resource allocation, budgeting, control and accountability for governments and organizations. Students develop practical financial skills needed to make appropriate management decisions. Topics of special interest to Indigenous governments include taxation, housing, performance management, and communicating important financial information to decision-makers.

ICDG 400 (1.5) Leadership in Indigenous Communities and Governments

Develops capacities to understand, appreciate, and develop students' own leadership and that of others. Drawing on both Western theory and practice and Indigenous values and leadership practices, students will develop an understanding of different leadership styles, team dynamics, motivation and management of people and projects within diverse communities facing both internal and external challenges. Provides experiential learning, development of self-knowledge, and acquisition of practical leadership skills and strategies for the workplace and community.

ICDG 401 (1.5) Capstone for Indigenous Governments and Organizations

In this capstone course, learners integrate the curricular, cross-disciplinary strands of the ICDG program through the application of their learning outcomes, in a community context. Learners continue to develop leadership skills and increase their awareness and appreciation for the relevance of their chosen areas of interest in Indigenous governance and administration through a community service-learning experience. Learners will complete a substantial analysis of a management, policy or program problem for an Indigenous community or organization.

ICDG 402 (1.5) Intergovernmental Relations: Working with Other Governments and Organizations

Topics include how and why it is necessary to develop and maintain successful relationships with other Indigenous governments and organizations, community organizations, and municipal, provincial/territorial, or federal governments. Administrators examine how authorities, rights, laws/ regulations, and interests shape outcomes, whether negotiating treaties, exercising rights in areas with overlapping jurisdictions, or developing partnerships for economic development or service delivery. Examines Indigenous and treaty rights, application of the Indian Act, treaty negotiations, alternative partnerships, lands and resources issues.

TRANSFER CREDIT

The 1.5 unit courses may be transferred to other UVic undergraduate programs and will also count towards degrees through Thompson Rivers University, especially the Bachelor of Public Administration.

QUESTIONS?

Inquiries about the program should be forwarded to:

Program Manager

Diploma in Indigenous Community
Development and Governance
School of Public Administration
University of Victoria
Box 1700 STN CSC
Victoria BC V8W 2Y2

Phone: 250-472-4391 | Fax: 250-721-8849
E-mail: Diploma_ICDG@uvic.ca

Campus location: Room A302
Human and Social Development Building

ARTWORK

Page 2 (top)

Detail of S,yewe Legend Pole
By Temoseng Charles Elliott
Commissioned by the University of Victoria

Page 2 (bottom)

First Peoples House, Doors by Xwa-lack-tun Rick Harry

Page 4 and 5 (right)

First Peoples House, Alfred Waugh Architects
Welcome Figures by Doug LaFortune and
House Posts (interior) by Temoseng Charles Elliott

Page 5 (middle)

Dylan Thomas unveiling his design of program logo

Welcome Post—Traditional Coast Salish Woman
By Doug Lafortune
Commissioned by the University of Victoria



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