Diploma in Indigenous Community Development and Governance

Excellence and Innovation in Administrative Leadership for Indigenous Communities

Share ~ Learn ~ Lead ~ Change
The Diploma in Indigenous Community Development and Governance program (DICDG) was founded on the vision of Indigenous leaders and administrators and is offered by the School of Public Administration, University of Victoria. The purpose of the diploma program is to train and strengthen the capacity of Indigenous and non-Indigenous administrators that are working or plan to work for Indigenous communities and organizations.

**8 PRINCIPLES OF THE PROGRAM**

- **Inclusive**—DICDG is inclusive of all Indigenous peoples, communities and organizations and welcomes Indigenous and non-Indigenous learners.
- **Practical**—Courses have practical application. Indigenous communities and organizations will benefit because students will acquire tools to address their needs, priorities and aspirations.
- **Progressive**—Students will gain knowledge and skills to help guide their communities to greater economic independence and self-determination. They will develop forward-thinking approaches to leadership, policies, management practices and results-based organizations.
- **Strengths-based**—The program focuses on the strengths of students, Indigenous communities and organizations within the context of administrative leadership, community development and governance.
- **Innovative**—The program emphasizes innovative approaches for effective administration and governance. Students will develop skills to lead and manage in complex Indigenous environments and emerging socio-economic and technological change.
- **Relevant**—Courses are relevant as they reflect the diversity of Indigenous people, histories, cultures and values. They relate to Indigenous contexts of community, administration and governance.
- **Empowering**—Courses and learning materials empower students to apply their skills and knowledge within their roles as administrators and leaders of Indigenous communities and organizations.
- **Culturally Responsive**—The program values the uniqueness and importance of Indigenous cultures and honours Indigenous ways of knowing, values, perspectives and experiences in its courses and instruction.

**KNOWLEDGE AND SKILLS TO BUILD CAREERS AND COMMUNITIES**

Learners will acquire the knowledge and skills they need to build their administrative leadership careers and contribute to the development of their Indigenous communities. They will enhance their qualifications by learning about responsible management and governance and broaden their understanding of Indigenous leadership and administration within historical and contemporary contexts.

UVic’s School of Public Administration and Faculty of Human and Social Development are committed to supporting the personal, professional and academic development of learners. What students learn in the DICDG program will be applicable to their administrative and leadership roles in Indigenous communities and organizations.

**DELIVERY METHODS**

The Diploma in Indigenous Community Development and Governance is designed as a cohort model and delivered through a blend of online courses and periodic on-campus sessions. It includes:

- 12 accredited courses delivered over six terms (2 years part-time)
- Throughout the program, a minimum of two week-long in-person sessions normally held at the UVic campus.
- Instructional media may include textbooks, E-reserve readings, print packages, telephone, email or in-person contact with instructors, computer or teleconferencing, online discussions and assignments.
COMMUNITY RELATIONSHIPS AND WORKPLACE LEARNING

Most students will be employed or working in administrative or leadership roles while enrolled in this program. The Diploma will provide a program of studies that will be supported through the goodwill and cooperation of the learner’s employer. The learner’s professional development will benefit Indigenous employers and communities and enhance a skilled workforce. The capstone project will be based on actual need and will benefit the learner’s workplace and community.

COMMITMENT TO THE PROGRAM

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

With this diploma delivered mostly online, students can live and work in their own communities while enrolled in an accredited program.
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.

May 31st for September 2018 entry.

Application and other paperwork such as:

- letter of intent
- resume
- transcripts (2 weeks later)
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 and Orientation
ICDG 301 (1.5) Governance in Indigenous Communities
ICDG 302 (1.5) Communications in Indigenous Governments and Organizations
ICDG 303 (1.5) Lands, Resources and Economic Development
ICDG 304 (1.5) Strategic Planning and Implementation
ICDG 305 (1.5) Indigenous Research and Project Management
ICDG 306 (1.5) Human Resource Management in Indigenous 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 Others

COURSE LIST AND DESCRIPTIONS

ICDG 300 (1.0) Skills Workshop and Orientation
A face-to-face session introduces students to the skills they will require to engage in online learning and academic writing. Also provides an orientation to the DICDG program.

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) Indigenous Research and Project Management
Provides 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 Resource Management in Indigenous 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 Others
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
E-mail: Diploma_ICDG@uvic.ca
Campus location: Room A362
Human and Social Development Building

ARTWORK
Page 2 (top)
Detail of Syewe 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